



## Education and Housing Equity Project Records.

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# COMMUNITY CIRCLE CONVERSATIONS

## Attendance/Information Sheet

Date 4/1/99  
 GROUP NAME Community Circle LOCATION Crystal PH# \_\_\_\_\_  
 Facilitator CHERYL KARTES Ph# /Fax/Etc. 612-788-2107 F 788-1201  
 Co-Facilitator ELIZABETH CAMPBELL Ph# /Fax/Etc. 612-340-1450 F SAME/call 18  
 Scribe Dee Dee Bolter Ph# /Fax/Etc. \_\_\_\_\_

✓ Meetings  <sup>could comm wip surgus</sup> Therese M. Britts 4819 Lakeview Rd 533-4894 (Home) (FAX) 612 535-2872

1	2	3	4	5	Name	Address	Phone/Fax
✓					Matty Klu-Diibah	7501 Myers ave No	536-9022 (612)
✓					Tiny Edman <sup>youther</sup>	5732 Elmhurst Ave <sup>North</sup>	971-8512 (Didn't like it) <sup>Redesign</sup>
✓	✓	✓	✓	✓	Georgia Stule <sup>LM</sup>	5510 W. Broadway <sup>NWisp</sup> Crystal, 55428	535-6069 Suite 112A
✓	✓	✓	✓	✓	Nancy Chandler <sup>LM</sup>	6806 58th Ave N	537-3337
✓	✓	✓	✓	✓	Dee Dee Bolter <sup>maybe</sup>	3225 Gates Ave N	537-8002
✓	✓	✓	✓	✓	Lonnie Graham <sup>Thorson</sup>	7323 - 08th Ave N Crystal Mn	504-7680
✓	✓	✓	✓	✓	Melodie Simm <sup>(Redes 9N) (Head) Teep Center</sup>	5624 Nevada Blvd Crystal MN	504-9491
✓	✓	✓	✓	✓	Eileen Pratt <sup>LM</sup>	3540 Jersey Ave N	537-8899
✓	✓	✓	✓	✓	DENNIS RUBINKO	617 24th AVE NE	789-2272
✓	✓	✓	✓	✓	Winnie Kramer <sup>LM</sup>	6041 Winnetka Ave N	971-0619
✓	✓	✓	✓	✓	Marlene Lazer <sup>LM</sup>	5620 Phoenix	545-0517

✓ Marty Gates; 5108-48th Ave No. Crystal 533-8917  
 ✓ Terise Britts

Em-  
stop  
in  
death  
in  
fam.

# Community Circle Participant Profile

1. Community Circle Location Crystal
2. Community where you live: City GOLDEN Valley Neighborhood? \_\_\_\_\_  
School District 281
3. Community where you work: City GOLDEN Valley Downtown or Business District? No
4. Ethnic/Racial background?
- |  |  |
|--|--|
| <input type="checkbox"/> African American                | <input type="checkbox"/> Hispanic/Latino/Chicano   |
| <input type="checkbox"/> American Indian/Native American | <input checked="" type="checkbox"/> White/European |
| <input type="checkbox"/> Asian American                  | <input type="checkbox"/> Mixed Racial Background   |
| <input type="checkbox"/> Arab/Middle Eastern             | <input type="checkbox"/> Other                     |
5. Gender Male \_\_\_\_\_ Female
6. Age/Generation: Born in... \_\_\_\_\_ 1920's \_\_\_\_\_ 30's \_\_\_\_\_ 40's \_\_\_\_\_ 50's  
\_\_\_\_\_ 60's \_\_\_\_\_ 70's \_\_\_\_\_ 80's
7. Household/Family: Married/Partnered no children \_\_\_\_\_ Married/Partnered with children \_\_\_\_\_  
Single alone  Single with children \_\_\_\_\_ Minor living with family \_\_\_\_\_ Room Mate \_\_\_\_\_  
Other family configuration (e.g., extended family) \_\_\_\_\_ Other \_\_\_\_\_ Number in your household 1
8. Income Level: Low \_\_\_\_\_ Moderate  Middle \_\_\_\_\_ High \_\_\_\_\_
9. Education (highest level attained): Grade or Middle School \_\_\_\_\_ High School \_\_\_\_\_  
College studies  Community College/Vo-Tech \_\_\_\_\_ College Degree \_\_\_\_\_  
Graduate studies \_\_\_\_\_ Graduate School Degree \_\_\_\_\_ Are you currently a student? No
9. Political Affiliation: DFL  Republican \_\_\_\_\_ Reform \_\_\_\_\_ Other \_\_\_\_\_  
Independent (no affiliation) \_\_\_\_\_
10. Political Perspective: Liberal \_\_\_\_\_ Conservative \_\_\_\_\_ Moderate \_\_\_\_\_  
Libertarian \_\_\_\_\_ Other \_\_\_\_\_
11. Housing Situation: Home owner  Renter \_\_\_\_\_ Landlord \_\_\_\_\_  
Single-Family \_\_\_\_\_ Multi-Family \_\_\_\_\_ Other \_\_\_\_\_
12. Religious Affiliation/Faith Group: Catholic \_\_\_\_\_ Protestant \_\_\_\_\_ Jewish   
Muslim \_\_\_\_\_ Unitarian \_\_\_\_\_ Other \_\_\_\_\_ No affiliation \_\_\_\_\_
13. Employment/Occupation: Government \_\_\_\_\_ Education \_\_\_\_\_ Private Industry \_\_\_\_\_  
Corporate  Small Business \_\_\_\_\_ Self Employed \_\_\_\_\_ Non-profit \_\_\_\_\_  
Not Employed \_\_\_\_\_ Retired \_\_\_\_\_ Other \_\_\_\_\_
14. Do you have children attending K-12 Schools? \_\_\_\_\_ Public School \_\_\_\_\_ Private School \_\_\_\_\_ Other No

# Community Circle Participant Profile

1. Community Circle Location Crystal Community Center

2. Community where you live: City Brooklyn Park Neighborhood? \_\_\_\_\_

School District 281

3. Community where you work: City Crystal Downtown or Business District? Business

4. Ethnic/Racial background?

- |  |  |
|--|--|
| <input type="checkbox"/> African American                | <input type="checkbox"/> Hispanic/Latino/Chicano   |
| <input type="checkbox"/> American Indian/Native American | <input checked="" type="checkbox"/> White/European |
| <input type="checkbox"/> Asian American                  | <input type="checkbox"/> Mixed Racial Background   |
| <input type="checkbox"/> Arab/Middle Eastern             | <input type="checkbox"/> Other                     |

5. Gender Male \_\_\_\_\_ Female

6. Age/Generation: Born in... 1920's \_\_\_\_\_ 30's \_\_\_\_\_ 40's \_\_\_\_\_ 50's  
 60's \_\_\_\_\_ 70's \_\_\_\_\_ 80's

7. Household/Family: Married/Partnered no children \_\_\_\_\_ Married/Partnered with children \_\_\_\_\_  
Single alone  Single with children \_\_\_\_\_ Minor living with family \_\_\_\_\_ Room Mate   
Other family configuration (e.g., extended family) \_\_\_\_\_ Other \_\_\_\_\_ Number in your household 2

8. Income Level: Low  Moderate \_\_\_\_\_ Middle \_\_\_\_\_ High \_\_\_\_\_

9. Education (highest level attained): Grade or Middle School \_\_\_\_\_ High School \_\_\_\_\_  
College studies \_\_\_\_\_ Community College/Vo-Tech \_\_\_\_\_ College Degree   
Graduate studies \_\_\_\_\_ Graduate School Degree \_\_\_\_\_ Are you currently a student? \_\_\_\_\_

9. Political Affiliation: DFL \_\_\_\_\_ Republican \_\_\_\_\_ Reform \_\_\_\_\_ Other \_\_\_\_\_  
Independent (no affiliation)

10. Political Perspective: Liberal \_\_\_\_\_ Conservative \_\_\_\_\_ Moderate   
Libertarian \_\_\_\_\_ Other \_\_\_\_\_

11. Housing Situation: Home owner  Renter \_\_\_\_\_ Landlord \_\_\_\_\_  
Single-Family \_\_\_\_\_ Multi-Family \_\_\_\_\_ Other \_\_\_\_\_

12. Religious Affiliation/Faith Group: Catholic \_\_\_\_\_ Protestant \_\_\_\_\_ Jewish \_\_\_\_\_  
Muslim \_\_\_\_\_ Unitarian \_\_\_\_\_ Other Episcopal \_\_\_\_\_ No affiliation \_\_\_\_\_

13. Employment/Occupation: Government \_\_\_\_\_ Education \_\_\_\_\_ Private Industry \_\_\_\_\_  
Corporate \_\_\_\_\_ Small Business \_\_\_\_\_ Self Employed \_\_\_\_\_ Non-profit   
Not Employed \_\_\_\_\_ Retired \_\_\_\_\_ Other \_\_\_\_\_

14. Do you have children attending K-12 Schools? \_\_\_\_\_ Public School \_\_\_\_\_ Private School \_\_\_\_\_ Other \_\_\_\_\_

# Community Circle Participant Profile

1. Community Circle Location CRYSTAL
2. Community where you live: City MINNEAPOLIS Neighborhood? NE  
School District 8
3. Community where you work: City MINNEAPOLIS Downtown or Business District? NEITHER
4. Ethnic/Racial background?
- |  |  |
|--|--|
| <input type="checkbox"/> African American                | <input type="checkbox"/> Hispanic/Latino/Chicano   |
| <input type="checkbox"/> American Indian/Native American | <input checked="" type="checkbox"/> White/European |
| <input type="checkbox"/> Asian American                  | <input type="checkbox"/> Mixed Racial Background   |
| <input type="checkbox"/> Arab/Middle Eastern             | <input type="checkbox"/> Other                     |
5. Gender Male  Female
6. Age/Generation: Born in...  1920's  30's  40's  50's  
 60's  70's  80's
7. Household/Family: Married/Partnered no children  Married/Partnered with children   
Single alone  Single with children  Minor living with family  Room Mate   
Other family configuration (e.g., extended family)  Other  Number in your household
8. Income Level: Low  Moderate  Middle  High
9. Education (highest level attained): Grade or Middle School  High School   
College studies  Community College/Vo-Tech  College Degree   
Graduate studies  Graduate School Degree  Are you currently a student?
9. Political Affiliation: DFL  Republican  Reform  Other ~~WRITE OPEN~~  
Independent (no affiliation)
10. Political Perspective: Liberal  Conservative  Moderate   
Libertarian  Other
11. Housing Situation: Home owner  Renter  Landlord   
Single-Family  Multi-Family  Other
12. Religious Affiliation/Faith Group: Catholic  Protestant  Jewish   
Muslim  Unitarian  Other ORTHODOX No affiliation
13. Employment/Occupation: Government  Education  Private Industry   
Corporate  Small Business  Self Employed  Non-profit   
Not Employed  Retired  Other
14. Do you have children attending K-12 Schools?  Public School  Private School  Other

# Community Circle Participant Profile

1. Community Circle Location Crystal, MN
2. Community where you live: City New Hope Neighborhood? \_\_\_\_\_  
School District 279
3. Community where you work: City New Hope Downtown or Business District? \_\_\_\_\_
4. Ethnic/Racial background?
- |  |  |
|--|--|
| <input type="checkbox"/> African American                | <input type="checkbox"/> Hispanic/Latino/Chicano   |
| <input type="checkbox"/> American Indian/Native American | <input checked="" type="checkbox"/> White/European |
| <input type="checkbox"/> Asian American                  | <input type="checkbox"/> Mixed Racial Background   |
| <input type="checkbox"/> Arab/Middle Eastern             | <input type="checkbox"/> Other                     |
5. Gender Male  Female
6. Age/Generation: Born in...  1920's  30's  40's  50's  
 60's  70's  80's
7. Household/Family: Married/Partnered no children  Married/Partnered with children   
Single alone  Single with children  Minor living with family  Room Mate   
Other family configuration (e.g., extended family)  Other  Number in your household \_\_\_\_\_
8. Income Level: Low  Moderate  Middle  High
9. Education (highest level attained): Grade or Middle School  High School   
College studies  Community College/Vo-Tech  College Degree   
Graduate studies  Graduate School Degree  Are you currently a student?
9. Political Affiliation: DFL  Republican  Reform  Other \_\_\_\_\_  
Independent (no affiliation)
10. Political Perspective: Liberal  Conservative  Moderate   
Libertarian  Other
11. Housing Situation: Home owner  Renter  Landlord   
Single-Family  Multi-Family  Other
12. Religious Affiliation/Faith Group: Catholic  Protestant  Jewish   
Muslim  Unitarian  Other  No affiliation
13. Employment/Occupation: Government  Education  Private Industry   
Corporate  Small Business  Self Employed  Non-profit   
Not Employed  Retired  Other \_\_\_\_\_
14. Do you have children attending K-12 Schools?  Public School  Private School  Other \_\_\_\_\_

# Community Circle Participant Profile

1. Community Circle Location Crystal Community Center
2. Community where you live: City Crystal Neighborhood? \_\_\_\_\_  
School District 281
3. Community where you work: City Robbinsdale, Crystal, Osseo & Mpls. Downtown or Business District? \_\_\_\_\_  
*Substitute teacher & Facilitator for Chrysalis programs*
4. Ethnic/Racial background?  
 African American  
 American Indian/Native American  
 Asian American  
 Arab/Middle Eastern  
 Hispanic/Latino/Chicano  
 White/European  
 Mixed Racial Background  
 Other
5. Gender Male \_\_\_\_\_ Female
6. Age/Generation: Born in...  
\_\_\_\_\_ 1920's \_\_\_\_\_ 30's \_\_\_\_\_ 40's \_\_\_\_\_ 50's  
\_\_\_\_\_ 60's \_\_\_\_\_ 70's \_\_\_\_\_ 80's
7. Household/Family: Married/Partnered no children \_\_\_\_\_ Married/Partnered with children   
Single alone \_\_\_\_\_ Single with children \_\_\_\_\_ Minor living with family \_\_\_\_\_ Room Mate \_\_\_\_\_  
Other family configuration (e.g., extended family) \_\_\_\_\_ Other \_\_\_\_\_ Number in your household 6
8. Income Level: Low \_\_\_\_\_ Moderate  Middle \_\_\_\_\_ High \_\_\_\_\_
9. Education (highest level attained): Grade or Middle School \_\_\_\_\_ High School \_\_\_\_\_  
College studies \_\_\_\_\_ Community College/Vo-Tech \_\_\_\_\_ College Degree \_\_\_\_\_  
Graduate studies \_\_\_\_\_ Graduate School Degree  *Masters in Education*  
Are you currently a student? \_\_\_\_\_  
*Cross Party Lines*  
*Open to Independent Parties*
9. Political Affiliation: DFL \_\_\_\_\_ Republican \_\_\_\_\_ Reform \_\_\_\_\_  
Independent (no affiliation) \_\_\_\_\_
10. Political Perspective: Liberal \_\_\_\_\_ Conservative \_\_\_\_\_ Moderate \_\_\_\_\_  
Libertarian \_\_\_\_\_ Other It changes
11. Housing Situation: Home owner  Renter \_\_\_\_\_ Landlord \_\_\_\_\_  
Single-Family \_\_\_\_\_ Multi-Family \_\_\_\_\_ Other \_\_\_\_\_
12. Religious Affiliation/Faith Group: Catholic \_\_\_\_\_ Protestant \_\_\_\_\_ Jewish   
Muslim \_\_\_\_\_ Unitarian \_\_\_\_\_ Other \_\_\_\_\_ No affiliation \_\_\_\_\_
13. Employment/Occupation: Government \_\_\_\_\_ Education  Private Industry \_\_\_\_\_  
Corporate \_\_\_\_\_ Small Business \_\_\_\_\_ Self Employed \_\_\_\_\_ Non-profit \_\_\_\_\_  
Not Employed \_\_\_\_\_ Retired \_\_\_\_\_ Other \_\_\_\_\_
14. Do you have children attending K-12 Schools? \_\_\_\_\_ Public School \_\_\_\_\_ Private School \_\_\_\_\_ Other \_\_\_\_\_

# Community Circle Participant Profile

1. Community Circle Location Crystal Community Ctr.
2. Community where you live: City Crystal Neighborhood? \_\_\_\_\_  
School District 281
3. Community where you work: City St. Paul Downtown or Business District? State Capital
4. Ethnic/Racial background?  
 African American \_\_\_\_\_ Hispanic/Latino/Chicano  
\_\_\_\_\_ American Indian/Native American \_\_\_\_\_ White/European  
\_\_\_\_\_ Asian American \_\_\_\_\_ Mixed Racial Background  
\_\_\_\_\_ Arab/Middle Eastern \_\_\_\_\_ Other
5. Gender Male  Female \_\_\_\_\_
6. Age/Generation: Born in... \_\_\_\_\_ 1920's \_\_\_\_\_ 30's \_\_\_\_\_  40's \_\_\_\_\_ 50's  
\_\_\_\_\_ 60's \_\_\_\_\_ 70's \_\_\_\_\_ 80's
7. Household/Family: Married/Partnered no children \_\_\_\_\_ Married/Partnered with children   
Single alone \_\_\_\_\_ Single with children \_\_\_\_\_ Minor living with family \_\_\_\_\_ Room Mate \_\_\_\_\_  
Other family configuration (e.g., extended family) \_\_\_\_\_ Other \_\_\_\_\_ Number in your household \_\_\_\_\_
8. Income Level: Low \_\_\_\_\_ Moderate \_\_\_\_\_ Middle  High \_\_\_\_\_
9. Education (highest level attained): Grade or Middle School \_\_\_\_\_ High School \_\_\_\_\_  
College studies \_\_\_\_\_ Community College/Vo-Tech \_\_\_\_\_ College Degree \_\_\_\_\_  
Graduate studies  Graduate School Degree \_\_\_\_\_ Are you currently a student? \_\_\_\_\_
9. Political Affiliation: DFL  Republican \_\_\_\_\_ Reform \_\_\_\_\_ Other \_\_\_\_\_  
Independent (no affiliation) \_\_\_\_\_
10. Political Perspective: Liberal \_\_\_\_\_ Conservative \_\_\_\_\_ Moderate   
Libertarian \_\_\_\_\_ Other \_\_\_\_\_
11. Housing Situation: Home owner  Renter \_\_\_\_\_ Landlord \_\_\_\_\_  
Single-Family  Multi-Family \_\_\_\_\_ Other \_\_\_\_\_
12. Religious Affiliation/Faith Group: Catholic \_\_\_\_\_ Protestant \_\_\_\_\_ Jewish \_\_\_\_\_  
Muslim \_\_\_\_\_ Unitarian \_\_\_\_\_ Other Methodist \_\_\_\_\_ No affiliation \_\_\_\_\_
13. Employment/Occupation: Government  Education \_\_\_\_\_ Private Industry \_\_\_\_\_  
Corporate \_\_\_\_\_ Small Business \_\_\_\_\_ Self Employed \_\_\_\_\_ Non-profit \_\_\_\_\_  
Not Employed \_\_\_\_\_ Retired \_\_\_\_\_ Other \_\_\_\_\_
14. Do you have children attending K-12 Schools? \_\_\_\_\_ Public School  Private School \_\_\_\_\_ Other \_\_\_\_\_

## PARTICIPANT'S EVALUATION FORM

This form asks for a considerable amount of demographic information. You should request this information only if you have the staff time available to collate and use the responses. This document is based on a form developed by Selena Singletary in Springfield, Ohio, which was later adapted for use in San Leandro, California. The study circles in those cities focused on race relations.

Please take a few moments to read and answer the following questions as honestly as possible. You do not need to sign your name to this form. Thank you for your time.

1. What effect, if any, has the study circle had upon the following?

	increased	no change	decreased
Your ability to discuss issues openly and frankly	3	2	1
Your understanding of your own attitudes and beliefs	3	(2)	1
Your understanding of others' attitudes and beliefs	(3)	2	1
Your ability to communicate more effectively with people who may have different beliefs	(3)	2	1

2. Which sessions were of most value to you? Why?

III - dealt w/ hsg; I overall crew  
II segregation

listening to others helped me to see from their angles.

3. What one activity do you feel [city or sponsor] is doing to facilitate better race relations in our community? ? don't know

4. If you could change one thing about race relations in [city or region of your program], what would it be? Preparing a safe place where people can talk to each other.

5. What important issue would you like study circles to address in the future? Education & housing; bringing accountability of families to schools, churches.

6. In your opinion, how should [city or sponsor] follow up these study circles? Have another one. And another. Having something functional to do with recommendations.

7. Please list the three most serious problems facing our community which involve [topic of study circles].

- understanding, getting past ~~the~~ stereotypes
- housing, affordable hsg for disabled
- assimilation of ~~the~~ cultures

**Planning Community-wide Study Circle Programs: A Step-by-Step Guide**

**Finally, we'd like to ask you a few additional questions that will help your community better understand the results of the evaluations.**

8. Which age group are you in?  
 under 18    18-29    30-44    45-64    65 & over
9. What is your sex?  
 male    female
10. What is your race or ethnicity?  
*Caucasian*
11. What is your occupation?  
*Human Services*
12. What is your zip code?  
*55408*
13. In which of the following ranges does your family income fall?  
 less than \$10,000 a year    \$25,000 to 44,999  
 \$10,000 to \$14,999    \$45,000 to \$64,999  
 \$15,000 to \$24,999    \$65,000 and over
14. Additional comments:

If your study circle discussion leader does not collect this form, please mail it to:  
*[sponsor's address]*

***Thank you for your feedback!***

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1. What effect, if any, has the study circle had upon the following?

	increased	no change	decreased
Your ability to discuss issues openly and frankly	3	2	1
Your understanding of your own attitudes and beliefs	3	2	1
Your understanding of others' attitudes and beliefs	3	2	1
Your ability to communicate more effectively with people who may have different beliefs	3	2	1

2. Which sessions were of most value to you? Why?

All sessions presented values that were very important

3. What one activity do you feel [city or sponsor] is doing to facilitate better race relations in our community?

Not sure

4. If you could change one thing about race relations in [city or region of your program], what would it be?

Continue the dialogue (honest)

5. What important issue would you like study circles to address in the future?

Life's value and how ever young perceive the value of life

6. In your opinion, how should [city or sponsor] follow up these study circles?

Continue discussion only with different groups of a more diverse makeup (include students & Sen)

7. Please list the three most serious problems facing our community which involve [topic of study circles].

Racial & Economic Segregation (housing)  
 Employment discrimination  
 Education (Public school system)

**Planning Community-wide Study Circle Programs: A Step-by-Step Guide**

**Finally, we'd like to ask you a few additional questions that will help your community better understand the results of the evaluations.**

8. Which age group are you in?  
 under 18    18-29    30-44    45-64    65 & over
9. What is your sex?  
 male    female
10. What is your race or ethnicity?  
*BLACK/AFRICAN*
11. What is your occupation?  
*PROGRAM MGR.*
12. What is your zip code?  
*55427*
13. In which of the following ranges does your family income fall?  
 less than \$10,000 a year    \$25,000 to 44,999  
 \$10,000 to \$14,999    \$45,000 to \$64,999  
 \$15,000 to \$24,999    \$65,000 and over
14. Additional comments:

*Good experience*

If your study circle discussion leader does not collect this form, please mail it to:  
[sponsor's address]

**Thank you for your feedback!**

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Please take a few moments to read and answer the following questions as honestly as possible. You do not need to sign your name to this form. Thank you for your time.

1. What effect, if any, has the study circle had upon the following?

	increased	no change	decreased
Your ability to discuss issues openly and frankly	3	2	①
Your understanding of your own attitudes and beliefs	3	②	1
Your understanding of others' attitudes and beliefs	③	2	1
Your ability to communicate more effectively with people who may have different beliefs	③	2	1

2. Which sessions were of most value to you? Why?

2nd - A healthy discussion ensued regarding All forms of discrimination. Unfortunately, personal agendas of a few stifled a

3. What one activity do you feel [city or sponsor] is doing to facilitate better race relations in our community?

This forum!

4. If you could change one thing about race relations in [city or region of your program], what would it be?

Idealistic = All members of the "human" race to understand we are all equal and should work together for the common good.

5. What important issue would you like study circles to address in the future?

A study group to address equality and discrimination that crosses all facets of humanity - religion, race, age, gender and on and on. Discrimination is not

6. In your opinion, how should [city or sponsor] follow up these study circles?

Semi-annual "get-together" to hear how information was disseminated. a singular issue of race.

7. Please list the three most serious problems facing our community which involve [topic of study circles].

A. Singular agenda vs. good for all  
B. Singular focus on personal agenda. items without

**Finally, we'd like to ask you a few additional questions that will help your community better understand the results of the evaluations.**

8. Which age group are you in?  
 under 18    18-29    30-44    45-64    65 & over
9. What is your sex?  
 male    female
10. What is your race or ethnicity?
11. What is your occupation?
12. What is your zip code?
13. In which of the following ranges does your family income fall?  
 less than \$10,000 a year    \$25,000 to 44,999  
 \$10,000 to \$14,999    \$45,000 to \$64,999  
 \$15,000 to \$24,999    \$65,000 and over
14. Additional comments:

If your study circle discussion leader does not collect this form, please mail it to:  
*[sponsor's address]*

***Thank you for your feedback!***

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Please take a few moments to read and answer the following questions as honestly as possible. You do not need to sign your name to this form. Thank you for your time.

1. What effect, if any, has the study circle had upon the following?

	increased	no change	decreased
Your ability to discuss issues openly and frankly	3	2	1
Your understanding of your own attitudes and beliefs	3	2	1
Your understanding of others' attitudes and beliefs	3	2	1
Your ability to communicate more effectively with people who may have different beliefs	3	↔ 2	1

2. Which sessions were of most value to you? Why?

*session three Urgent and ongoing need*

3. What one activity do you feel [city or sponsor] is doing to facilitate better race relations in our community?

*workshops. trying to put on diversity*

4. If you could change one thing about race relations in [city or region of your program], what would it be?

*to break the fears of people in community to promote healthy integration*

5. What important issue would you like study circles to address in the future?

*families that fall between the cracks of systems & communities.*

6. In your opinion, how should [city or sponsor] follow up these study circles?

*Bring info to someone who can make changes*

7. Please list the three most serious problems facing our community which involve [topic of study circles].

*affordable housing, schools, neighborhoods*

**Finally, we'd like to ask you a few additional questions that will help your community better understand the results of the evaluations.**

8. Which age group are you in?  
 under 18    18-29    30-44    45-64    65 & over
9. What is your sex?  
 male    female
10. What is your race or ethnicity?
11. What is your occupation?
12. What is your zip code?
13. In which of the following ranges does your family income fall?  
 less than \$10,000 a year    \$25,000 to 44,999  
 \$10,000 to \$14,999    \$45,000 to \$64,999  
 \$15,000 to \$24,999    \$65,000 and over
14. Additional comments:

If your study circle discussion leader does not collect this form, please mail it to:  
*[sponsor's address]*

***Thank you for your feedback!***

## PARTICIPANT'S EVALUATION FORM

This form asks for a considerable amount of demographic information. You should request this information only if you have the staff time available to collate and use the responses. This document is based on a form developed by Selena Singletary in Springfield, Ohio, which was later adapted for use in San Leandro, California. The study circles in those cities focused on race relations.

Please take a few moments to read and answer the following questions as honestly as possible. You do not need to sign your name to this form. Thank you for your time.

1. What effect, if any, has the study circle had upon the following?

	increased	no change	decreased
Your ability to discuss issues openly and frankly	3	2	1
Your understanding of your own attitudes and beliefs	3	2	1
Your understanding of others' attitudes and beliefs	3	2	1
Your ability to communicate more effectively with people who may have different beliefs	3	2	1

2. Which sessions were of most value to you? Why?

*4*  
*I was only at 3, 4 & 5, & now I know more of what it is all about*

3. What one activity do you feel [city or sponsor] is doing to facilitate better race relations in our community?

*a fair system so all can get equal opportunity in any community*

4. If you could change one thing about race relations in [city or region of your program], what would it be?

5. What important issue would you like study circles to address in the future?

6. In your opinion, how should [city or sponsor] follow up these study circles?

7. Please list the three most serious problems facing our community which involve [topic of study circles].

Finally, we'd like to ask you a few additional questions that will help your community better understand the results of the evaluations.

8. Which age group are you in?  
 under 18  18-29  30-44  45-64  65 & over
9. What is your sex?  
 male  female
10. What is your race or ethnicity? *white*
11. What is your occupation? *cashier*
12. What is your zip code? *55422*
13. In which of the following ranges does your family income fall?  
 less than \$10,000 a year  \$25,000 to 44,999  
 \$10,000 to \$14,999  \$45,000 to \$64,999  
 \$15,000 to \$24,999  \$65,000 and over
14. Additional comments:

If your study circle discussion leader does not collect this form, please mail it to:  
[sponsor's address]

**Thank you for your feedback!**

## PARTICIPANT'S EVALUATION FORM

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**Please take a few moments to read and answer the following questions as honestly as possible. You do not need to sign your name to this form. Thank you for your time.**

1. What effect, if any, has the study circle had upon the following?

	increased	no change	decreased
Your ability to discuss issues openly and frankly	3	(2)	1
Your understanding of your own attitudes and beliefs	3	(2)	1
Your understanding of others' attitudes and beliefs	3	(2)	1
Your ability to communicate more effectively with people who may have different beliefs	3	(2)	1

2. Which sessions were of most value to you? Why?

THIRD SESSION

3. What one activity do you feel [city or sponsor] is doing to facilitate better race relations in our community?

(EDUCATION) THIRD SESSION - ~~DELT WITH AN AREA I WAS FAMILIAR WITH.~~

4. If you could change one thing about race relations in [city or region of your program], what would it be?

ALL THEM TO PROGRESS NATURALLY.

5. What important issue would you like study circles to address in the future?

EDUCATION AND TRANSPORTATION (SPECIFICALLY MASS TRANSIT)

6. In your opinion, how should [city or sponsor] follow up these study circles?

CITY WIDE DISCUSSIONS.

7. Please list the three most serious problems facing our community which involve [topic of study circles].

EDUCATION.

Finally, we'd like to ask you a few additional questions that will help your community better understand the results of the evaluations.

8. Which age group are you in?  
 under 18    18-29    30-44    45-64    65 & over
9. What is your sex?  
 male    female
10. What is your race or ethnicity?  
CAUCASIAN
11. What is your occupation?  
ARCH. DRAFTING SERVICE
12. What is your zip code?  
55918
13. In which of the following ranges does your family income fall?  
 less than \$10,000 a year    \$25,000 to 44,999  
 \$10,000 to \$14,999    \$45,000 to \$64,999  
 \$15,000 to \$24,999    \$65,000 and over
14. Additional comments:

If your study circle discussion leader does not collect this form, please mail it to:  
[sponsor's address]

**Thank you for your feedback!**

## PARTICIPANT'S EVALUATION FORM

This form asks for a considerable amount of demographic information. You should request this information only if you have the staff time available to collate and use the responses. This document is based on a form developed by Selena Singletary in Springfield, Ohio, which was later adapted for use in San Leandro, California. The study circles in those cities focused on race relations.

Please take a few moments to read and answer the following questions as honestly as possible. You do not need to sign your name to this form. Thank you for your time.

1. What effect, if any, has the study circle had upon the following?

	increased	no change	decreased
Your ability to discuss issues openly and frankly	3	2	1
Your understanding of your own attitudes and beliefs	3	2	1
Your understanding of others' attitudes and beliefs	3	2	1
Your ability to communicate more effectively with people who may have different beliefs	3	2	1

2. Which sessions were of most value to you? Why?

stories - (1st) & Last - recommendations each one was of value

3. What one activity do you feel [city or sponsor] is doing to facilitate better race relations in our community?

this circle is only effort I'm aware of

4. If you could change one thing about race relations in [city or region of your program], what would it be?

Improvement in housing affordable

5. What important issue would you like study circles to address in the future?

Continuous addressing - tolerance understanding valuing differences

6. In your opinion, how should [city or sponsor] follow up these study circles?

Keep talking, listening, circling acting - take action - make stakeholders

7. Please list the three most serious problems facing our community which involve [topic of study circles].

\*\* - Housing shortage + discrimination  
 - not affordable - need options for those who have had up's other problems

Multi-cultural celebration Education

Tolerance + problem solving between youth youth + adults, adults

**Finally, we'd like to ask you a few additional questions that will help your community better understand the results of the evaluations.**

8. Which age group are you in?  
 under 18    18-29    30-44    45-64    65 & over
9. What is your sex?  
 male    female
10. What is your race or ethnicity?
11. What is your occupation?
12. What is your zip code?
13. In which of the following ranges does your family income fall?  
 less than \$10,000 a year    \$25,000 to 44,999  
 \$10,000 to \$14,999    \$45,000 to \$64,999  
 \$15,000 to \$24,999    \$65,000 and over
14. Additional comments:

If your study circle discussion leader does not collect this form, please mail it to:  
*[sponsor's address]*

***Thank you for your feedback!***

## PARTICIPANT'S EVALUATION FORM

This form asks for a considerable amount of demographic information. You should request this information only if you have the staff time available to collate and use the responses. This document is based on a form developed by Selena Singletary in Springfield, Ohio, which was later adapted for use in San Leandro, California. The study circles in those cities focused on race relations.

Please take a few moments to read and answer the following questions as honestly as possible. You do not need to sign your name to this form. Thank you for your time.

1. What effect, if any, has the study circle had upon the following?

	increased	no change	decreased
Your ability to discuss issues openly and frankly	3	2	1
Your understanding of your own attitudes and beliefs	3	2	1
Your understanding of others' attitudes and beliefs	3	2	1
Your ability to communicate more effectively with people who may have different beliefs	3	2	1

2. Which sessions were of most value to you? Why?

Session 2 - Increased my awareness about my own neighborhood & surrounding areas - also Session 5 - because

3. What one activity do you feel [city or sponsor] is doing to facilitate better race relations in our community?

Open discussions such as the community circles are great & support multicultural events like the Heritage Festival. There were so many good ideas to get involved.

4. If you could change one thing about race relations in [city or region of your program], what would it be?

Create a greater dialogue & understanding between the different cultures in local community.

5. What important issue would you like study circles to address in the future?

Environmental concerns - air, water, land contamination - how it affects our future.

6. In your opinion, how should [city or sponsor] follow up these study circles?

Bring participants back together in action activities so their ideas can be utilized. do on a individual, local & city level.

7. Please list the three most serious problems facing our community which involve [topic of study circles].

Dealing with integration of people of color into neighborhoods - Fear of change & fear of different cultures. Better transportation. Fair housing - better living spaces & more available low income dwellings.

**Planning Community-wide Study Circle Programs: A Step-by-Step Guide**

**Finally, we'd like to ask you a few additional questions that will help your community better understand the results of the evaluations.**

8. Which age group are you in?  
 under 18    18-29    30-44    45-64    65 & over
9. What is your sex?  
 male    female
10. What is your race or ethnicity? *Jewish*
11. What is your occupation? *Teacher*
12. What is your zip code? *55422*
13. In which of the following ranges does your family income fall?  
 less than \$10,000 a year    \$25,000 to 44,999  
 \$10,000 to \$14,999    \$45,000 to \$64,999  
 \$15,000 to \$24,999    \$65,000 and over
14. Additional comments:

If your study circle discussion leader does not collect this form, please mail it to:  
*[sponsor's address]*

***Thank you for your feedback!***

## DISCUSSION LEADER'S EVALUATION FORM

This document was adapted from a form developed by Selena Singletary in Springfield, Ohio.

Please complete this form after your last discussion session and return to [address] no later than [date].

1. Your name *ELIZABETH A CAMPBELL*
2. The name of your study circle organizer *CHERYL CARTER CRYSTAL HUMAN RIGHTS COMMISSION*
3. Where and when (day of the week and time) did your study circle meet?  
*Thursdays in April at 7pm-9pm, Crystal Community Center*
4. How many times did your study circle meet?  
*5*
5. Number of participants at:  
Session I \_\_\_ Session II \_\_\_ Session III \_\_\_ Session IV \_\_\_
6. How would you characterize your study circle in terms of gender, racial and ethnic make-up, political spectrum, etc.? *majority female, two men, three persons of color*
7. What perspectives were well represented in your group? Which were missing? *There was a focus on community based initiatives a feeling that policy coming from the top down would not be successful*
8. What were your own observations about the dialogue and group process? *Group worked well, one group member was*
9. What did members of the group say about their discussions? *more aware than most*
10. What was the topic of the group's liveliest discussion? *meeting 3, 4 and five*
11. What were areas of general agreement? What were areas with little consensus? *that for anything to work it had to come from "the community" not from gov't*
12. What suggestions came from the group about how people (individuals, organizations, institutions, government) might better address the issue? *Education and Employment were two main areas of focus*
13. Did you have adequate support from your study circle's organizer and from the coordinators of the overall program? If not, what additional support would have been helpful? *Support was adequate*
14. If you were to lead another study circle, what would you change? Feel free to comment on discussion materials, organization of the overall study circle program, your meeting site, your performance as discussion leader, and any other aspects. *my performance as a facilitator I would cultivate even more openness to*
15. Do you have concerns, or did the group have concerns, which need to be discussed with the study circle program's working group?  
*maybe*

- 11/5  
8/28  
7635  
11/5  
8/48  
7638  
11/5  
5/35  
7634  
11/5  
5/30  
7630  
5/19  
3/16  
7636  
5/12  
18/30  
7639  
1/22  
76  
5/13  
763
- 4) Ask participants to share whatever information they found about ongoing efforts or programs in your community on the issue you are working on.
  - 5) To figure out what you want to do, try a brainstorming session — talking and writing down ideas as you go along. Then, review the list you generated. Do any common themes emerge? If so, plan to focus your efforts on areas of consensus. If not, ask group members to rank their top three concerns (anonymously & on paper). Collect their papers, take a break, and tabulate which ideas have the most support. Put the top 3-5 ideas on the board, and discuss the list.
  - 6) Think about what is already being done in the community in these areas. Are there ways to build on existing efforts and find people to work with?
    - a) You may want to contact the people who coordinate the programs that interest you, and see how your efforts might best be applied. You may want to invite someone to come and speak to your group. Or, as a group, make a site visit to the organization.
    - b) You may want to start something new — something that no one is doing in your community. Take some time as a group to think about what gaps there are in community services, programs, or other civic enterprises.
    - c) You may want to invite more people to join your group.
  - 7) Take a few minutes to discuss how you will keep your group up and running.
    - Just because you agreed to convene the first meeting doesn't necessarily mean you must continue in that role. If it is not feasible for you to continue, be sure to identify other leadership within the group to carry the work forward. Whoever runs the meeting should do so in an impartial, evenhanded way, much like a study circle facilitator.
    - You should begin to develop a paper trail, documenting the work of your group. (Remember, come [date], at the kickoff event for the next round of study circles, this task force will have the chance to report on what you did.) Rotate the recorder's job from week to week.
    - For the group to remain connected to the larger study circle program, someone needs to keep in touch with the [sponsoring organization]. That person(s) might also take on the responsibility of making sure that the meetings happen — that is, finding a site, calling participants, etc.
  - 8) Set a time and place for the next meeting.
  - 9) Thank everyone for their contributions. Again, remind people of the importance of their work!

## DISCUSSION LEADER'S EVALUATION FORM

This document was adapted from a form developed by Selena Singletary in Springfield, Ohio.

Please complete this form after your last discussion session and return to [address] no later than [date].

1. Your name *Ric Roson*
2. The name of your study circle organizer *Young Leaders Caucus*
3. Where and when (day of the week and time) did your study circle meet?  
*Monday 6-8 PM*
4. How many times did your study circle meet? *5*
5. Number of participants at:  
Session I ~~7~~ Session II 8 Session III ~~6~~ Session IV 8
6. How would you characterize your study circle in terms of gender, racial and ethnic make-up, political spectrum, etc.? *Women mostly, mostly white, liberal, one other man.*
7. What perspectives were well represented in your group? Which were missing? *White, middle class & homeless; More conservative liberal*
8. What were your own observations about the dialogue and group process?  
*Very good experience*
9. What did members of the group say about their discussions?  
*They enjoyed it*
10. What was the topic of the group's liveliest discussion?  
*First evenings & last on action*
11. What were areas of general agreement? What were areas with little consensus? *Personal action & involvement necessary*
12. What suggestions came from the group about how people (individuals, organizations, institutions, government) might better address the issue?  
*Become personally involved.*
13. Did you have adequate support from your study circle's organizer and from the coordinators of the overall program? If not, what additional support would have been helpful? *Yes; but needed more evaluation forms*
14. If you were to lead another study circle, what would you change? Feel free to comment on discussion materials, organization of the overall study circle program, your meeting site, your performance as discussion leader, and any other aspects. *Have participants read material before they arrive at first session*
15. Do you have concerns, or did the group have concerns, which need to be discussed with the study circle program's working group? *No*

- 4) Ask participants to share whatever information they found about ongoing efforts or programs in your community on the issue you are working on.
- 5) To figure out what you want to do, try a brainstorming session — talking and writing down ideas as you go along. Then, review the list you generated. Do any common themes emerge? If so, plan to focus your efforts on areas of consensus. If not, ask group members to rank their top three concerns (anonymously & on paper). Collect their papers, take a break, and tabulate which ideas have the most support. Put the top 3-5 ideas on the board, and discuss the list.
- 6) Think about what is already being done in the community in these areas. Are there ways to build on existing efforts and find people to work with?
  - a) You may want to contact the people who coordinate the programs that interest you, and see how your efforts might best be applied. You may want to invite someone to come and speak to your group. Or, as a group, make a site visit to the organization.
  - b) You may want to start something new — something that no one is doing in your community. Take some time as a group to think about what gaps there are in community services, programs, or other civic enterprises.
  - c) You may want to invite more people to join your group.
- 7) Take a few minutes to discuss how you will keep your group up and running.
  - Just because you agreed to convene the first meeting doesn't necessarily mean you must continue in that role. If it is not feasible for you to continue, be sure to identify other leadership within the group to carry the work forward. Whoever runs the meeting should do so in an impartial, evenhanded way, much like a study circle facilitator.
  - You should begin to develop a paper trail, documenting the work of your group. (Remember, come [date], at the kickoff event for the next round of study circles, this task force will have the chance to report on what you did.) Rotate the recorder's job from week to week.
  - For the group to remain connected to the larger study circle program, someone needs to keep in touch with the [sponsoring organization]. That person(s) might also take on the responsibility of making sure that the meetings happen — that is, finding a site, calling participants, etc.
- 8) Set a time and place for the next meeting.
- 9) Thank everyone for their contributions. Again, remind people of the importance of their work!

# Community Circle Report Form

## Session #1: Getting Started

Sponsoring Organization: Crystal Human Rights Commission Date: 4/1/99

Meeting Location: Crystal Community Center Number of Participants: 9

Facilitator: Eliz. Scribe: Diane Bolter

\*\*\*\*\*

Please describe two or three main themes or ideas about experiences with racism or segregation which your group discussed today: (1-2 sentences each)

1. In Liberia, the African culture does not believe in the importance of education for girls. Women become used to abuse & segregation. At 10 girls are selling vegetables & working hard, quite often beaten if work is not considered good. America was not land of equality - ~~at~~ prejudice experienced in work & society.
2. Commonalities bring people together in groups - we all look for comfort zones. Common skin color, cultural background, common interests, etc. Sometimes neighborhoods are all white - there is no mix of colors. Others are seen as different - little knowledge of them.
3. Boundaries are often set by grandparents or others in family - prejudices are passed on from one generation to the other. Children are told to stay away from certain people of color.

4. Please use this space to note action ideas, if any, that were mentioned in today's discussion:

Our ideas would be brought to an action forum where people could promote ideas they wanted to act on.

# Community Circle Report Form

Session #2: What are the reasons for segregation in the Twin Cities?

Sponsoring Organization: Crystal Human Rights Commission Date: 4/8/99

Meeting Location: Crystal Community Center Number of Participants: 96

Facilitator: Cheryl Kartes  
Eliz. Campbell Scribe: Dee Dee Bolter

\*\*\*\*\*

Please describe two or three main themes or ideas about the reasons for segregation in the Twin Cities that your group discussed today: (1-2 sentences each)

1. Stereotyping - People of color moving into neighborhoods can cause a devaluing of property. People of color don't take care of their homes - neighborhoods are not attractive and well kept up. Economic concern about losing the value in a large investment - like a home.
2. Economic segregation occurs when the poor are trapped in the inner city - The economic struggles of a family can flow into the school system & affect the way children are learning, their motivation to learn & their ability to learn, if home life is unstable, greatly decreases.
3. Parents do not have skills if they come from poor, uneducated background. Parenting skills are not present - Parents need to be educated on how to rear their children & create values that can be applied not only in school - respect to teachers & other children - but in everyday living.
4. Please use this space to note action ideas, if any, that were mentioned in today's discussion:  
a light rail transportation system could help individuals secure higher paying jobs - Those who have no car could then reach outlying areas where workers are needed. Early Childhood Education Classes should be taken by young people rearing children so they could gain necessary skills to help their children become more respectful citizens.

# Community Circle Report Form

**Session #3: How can we address the housing challenges in the Twin Cities?**

Sponsoring Organization: Crystal Human Rights Commission Date: 4/15/99

Meeting Location: Crystal Community Center Number of Participants: 7

Facilitator: Cheryl Kartes Scribe: Dee Dee Bolter  
Elizabeth Campbell

\*\*\*\*\*

Please describe two or three main themes or ideas about the housing challenges we face in the Twin Cities that your group discussed today: (1-2 sentences each)

1. We like our comfort zones and don't want to change. We like our neighborhoods the way they are - we feel safe and comfortable. We resist change. Change makes us feel uncomfortable.

2. People don't have the backing of the law. The burden of proof is on the person who is being discriminated against - who is struggling to survive. Legal institutions discriminate about who qualifies for help with housing. Those who are homeless don't have energy or resources to fight the system.

3. We need incentive programs to create more involvement in community projects & in our communities. Every church should be involved in community planning. People don't have the same community priorities they had - family is central focus - then pay job & personal interests.

4. Please use this space to note action ideas, if any, that were mentioned in today's discussion:

Create incentive programs for more community involvement

Rethink family structure - help children to develop talents & skills. Restructure family values.

Laws that are not enforced are ineffective & should be eliminated

Neighborhoods Association or individuals can plan pot painting & planting party to beautify neighborhood.

Building codes should be less restrictive, (over)

# Community Circle Report Form

**Session #4: What can we do about the achievement gap in our public schools?**

Sponsoring Organization: Crystal Human Rights Date: 4/22/99

Meeting Location: Crystal Comm. Center Number of Participants: 8

Facilitator: Sheryl Kates Scribe: Dee Dee Bolter

\*\*\*\*\*

Please describe two or three main themes or ideas about the achievement gap in our schools that your group discussed today: (1-2 sentences each)

1. Deregulating schools and creating more competition between schools ~~could~~ creating better educational lesson plans, strategies & methodologies utilized by educators. Private schools & public schools should share their strengths with one another to improve education standards.

2. Teacher's hands are being tied - They need to have the authority to exercise discipline when a child is acting out in class. If children know teacher cannot discipline then teacher effectiveness is limited. Children used to have more respect for authority.

3. Parent involvement is absolutely necessary for children to achieve. If there is no involvement the child's efforts are less. Some schools help parents to become more involved by offering transportation to parents to come to school for meetings or important events.

4. Please use this space to note action ideas, if any, that were mentioned in today's discussion:

Help parents who could not normally get to school because of lack of transportation. Provide a van and driver.

Kids who wear uniforms to school (those schools that are private sometime have a uniform policy) seem to be more harmonious with other students & achieve more learning in school.  
Student Internships could be offered on a larger scale. Small businesses that are willing to train students could receive small amts of money to pay for necessary equipment & tools to train students. (over)

Business associations could become more active in school issues.

Citizenship grades should be given - caring and respect need to be taught as part of the curriculum.

Integrate knowledge of schools - exchange teachers at times to learn different successful techniques + strategies, duplicate what works.

Develop Community Circle youth groups and then have adult + children come together to seek solutions to problems in school + community.

# Community Circle Report Form

## Session # 5: Making a Difference

Sponsoring Organization: Crystal Human Rights Date: 4/29/99

Meeting Location: Crystal Comm. Center Number of Participants: 10

Facilitator: Cheryl Kartes Scribe: Diane Botter  
Elizabeth Campbell

\*\*\*\*\*

While there may not be consensus within your group about how to best address some of the challenges discussed, there may be ideas or solutions which have emerged over the last few weeks and are supported by most participants.

### 1. What are two or three of the most powerful steps individuals can take to make a difference?

1. Get actively involved - volunteer at ESL, become a tutor, involved in church programs, attend anti-racism training, get involved in MICAH -
2. Become as educated + knowledgeable about issues of housing, racism, education, discrimination as possible.
3. Be a model - confront racism whenever possible, listen to young people, welcome people of diverse cultures + support organizations working to improve housing, education +

### 2. What are two or three of the most powerful steps groups or organizations can take to make a difference?

1. Offer ~~Training~~ + Awareness Sessions on mediation, tolerance, understanding, sensitivity to cultural differences, parent communication, values + attitude awareness + training, multi-cultural awareness.
2. Continue community dialogues - increase comm. awareness on issues of housing, transportation, education, racism.
3. Sponsor community projects - beautification of neighborhoods, block parties or large comm parties, educational forums, get youth involved in their own neighborhoods.
4. Have reg town meetings on TV - encourage changes in media presentations. methods via TV, movies, news, magazines - get rid of violence + replace with more educational + uplifting programs.

(over)

(Session #5 report form continued)

3. What are two or three of the most powerful steps our community or region can take to make a difference?

1. Expand resources for affordable housing - volunteer for Fair Housing Testing - Contact legislators, governor on issues of housing, education, racism, policy changes.
2. Increase resources for all schools - more equal distribution of money, reinvest in core cities & in inner ring suburbs.
3. More ~~affordable~~ expanded transportation system - low cost bus routes, Job Training opportunities - More restrictions in gun laws.

4. What are some of the things participants said they would do differently in the future as a result of being part of this community circle dialogue?

1. Make contact with legislative reps & governor about these issues.
2. Interact more with children - white & children of color. Spend more time encouraging them to talk about <sup>feelings</sup>.
3. Become more knowledgeable about the issues of housing, education, racism.
4. Become more involved in community activities and more aware of issues.

# Community Circle Report Form

## Session #1: Getting Started

Sponsoring Organization: Crystal Human Rights <sup>COMMISSION</sup> Date: 4/1/99

Meeting Location: Crystal Community Center Number of Participants: 9

Facilitator: Eliz. Scribe: Diane Bolter

\*\*\*\*\*

Please describe two or three main themes or ideas about experiences with racism or segregation which your group discussed today: (1-2 sentences each)

1. In Liberia, the African culture does not believe in the importance of education for girls. Women become used to abuse & segregation. At 10 girls are selling vegetables & working hard, quite often beaten if work is not considered good. America was not land of equality - prejudice experienced in work society.
2. Commonalities bring people together in groups - we all look for comfort zones. Common skin color, cultural background, common interests, etc. Sometimes neighborhoods are all white - there is no mix of color. Others are seen as different - little knowledge of interaction with them.
3. Boundaries are often set by grandparents or adults in family - prejudices are passed on from one generation to the other. Children are told to stay away from certain people of color.

4. Please use this space to note action ideas, if any, that were mentioned in today's discussion:

Our ideas would be brought to an action forum where people could promote ideas they wanted to act on.

# Community Circle Report Form

Session #2: What are the reasons for segregation in the Twin Cities?

Sponsoring Organization: Crystal Human Rights Commission Date: 4/8/99

Meeting Location: Crystal Community Center Number of Participants: 36

Facilitator: Cheryl Kartes  
Eliz. Campbell Scribe: Dee Dee Bolter

\*\*\*\*\*

Please describe two or three main themes or ideas about the reasons for segregation in the Twin Cities that your group discussed today: (1-2 sentences each)

1. Stereotyping - People of color moving into neighborhoods can cause a devaluation of property. People of color don't take care of their homes - neighborhoods are not attractive and well kept up! Economic concern about losing the value in a large investment - like a home.
2. Economic segregation occurs when the poor are trapped in the inner city - The economic struggles of a family can flow into the school system & affect the way children are learning, their motivation to learn & their ability to learn, if home life is unstable, greatly decreases.
3. Parents do not have skills if they come from poor, uneducated background. Parenting skills are not present - Parents need to be educated on how to rear their children & create values that can be applied not only in school - respect to teachers & other children - but in everyday living.
4. Please use this space to note action ideas, if any, that were mentioned in today's discussion:  
a light rail transportation system could help individuals secure higher paying jobs - Those who have no car could then reach outlying areas where workers are needed. Early Childhood Education Classes should be taken by young people raising children so they could gain necessary skills to help their children become more respectful citizens.

# Community Circle Report Form

Session #3: How can we address the housing challenges in the Twin Cities?

Sponsoring Organization: Crystal Human Rights Commission Date: 4/15/99

Meeting Location: Crystal Community Center Number of Participants: 7

Facilitator: Cheryl Kartes Scribe: Dee Dee Bolter  
Elizabeth Campbell

\*\*\*\*\*

Please describe two or three main themes or ideas about the housing challenges we face in the Twin Cities that your group discussed today: (1-2 sentences each)

1. We like our comfort zones and don't want to change. We like our neighborhoods the way they are - we feel safe and comfortable. We resist change. Change makes us feel uncomfortable.

2. People don't have the backing of the law. The burden of proof is on the person who is being discriminated against - who is struggling to survive. Legal institutions discriminate about who qualifies for help with housing. Those who are homeless don't have energy or resources to fight the system.

3. We need incentive programs to create more involvement in community projects & in our communities. Every church should be involved in community planning. People don't have the same community priorities they had - family is central focus - then ~~then~~ job & personal interests.

4. Please use this space to note action ideas, if any, that were mentioned in today's discussion:

Create incentive programs for more community involvement

Rethink family structure - help children to develop talents & skills. Restructure family values. Laws that are not enforced are ineffective & should be eliminated

Neighborhood Association or individuals can plan pot painting & planting party to beautify neighborhood.

... should be less restrictive...

# Community Circle Report Form

Session #4: What can we do about the achievement gap in our public schools?

Sponsoring Organization: Crystal Human Rights Date: 4/22/99

Meeting Location: Crystal Comm. Center Number of Participants: 8

Facilitator: Sheryl Kates Scribe: Dee Dee Bolter

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Please describe two or three main themes or ideas about the achievement gap in our schools that your group discussed today: (1-2 sentences each)

1. Deregulating schools and creating more competition between schools <sup>could</sup> ~~is~~ creating better educational lesson plans, strategies & methodologies utilized by educators. Private schools & public schools should share their strengths with one another to improve education standards.
2. Teacher's hands are being tied - They need to have the authority to exercise discipline when a child is acting out in class. If children know teacher cannot discipline then teacher effectiveness is limited. Children used to have more respect for authority.
3. Parent involvement is absolutely necessary for children to achieve. If there is no involvement the child's efforts are less. Some schools help parents to become more involved by offering transportation to parents to come to school for meetings or important events.
4. Please use this space to note action ideas, if any, that were mentioned in today's discussion:  
Help parents who could not normally get to school because of lack of transportation & Provide a van and driver.  
Kids who wear uniforms to school. (Those schools that are private sometimes have a uniform policy) seem to be more harmonious with other students & achieve more learning in school.  
Student Internships could be offered on a large scale. Small businesses that are willing to train students could receive small amts of money to equipment & tools to train students.

# Community Circle Report Form

## Session # 5: Making a Difference

Sponsoring Organization: Crystal Human Rights Date: 4/29/99

Meeting Location: Crystal Comm. Center Number of Participants: 10

Facilitator: Cheryl Kartes Scribe: Diane Botter

Elizabeth Campbell

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While there may not be consensus within your group about how to best address some of the challenges discussed, there may be ideas or solutions which have emerged over the last few weeks and are supported by most participants.

### 1. What are two or three of the most powerful steps individuals can take to make a difference?

1. Get actively involved - volunteer at ESL, become a tutor, involved in church programs, attend anti-racism training, get involved in MICAH -
2. Become as educated + knowledgeable about issues of housing, racism, education, dissemination as possible.
3. Be a model - confront racism whenever possible, listen to young people, welcome people of diverse cultures & support organizations working to improve housing, education

### 2. What are two or three of the most powerful steps groups or organizations can take to make a difference?

1. Offer Training ~~sessions~~ + awareness sessions on mediation, tolerance, understanding, sensitivity, to cultural differences, parent communication, values + attitude awareness + training, multi-cultural awareness.
2. Continue community dialogues - increase comm. awareness on issues of housing, transportation, education, racism.
3. Sponsor community projects - beautification of neighborhoods, block parties or edge comm parties, educational forums, get youth involved in their own neighborhoods (over)
4. Have reg town meetings on TV - encourage changes in media presentations. methods via TV, movies, news, magazines - get rid of violence + replace with more educational + uplifting programs.

(Session #5 report form continued)

3. What are two or three of the most powerful steps our community or region can take to make a difference?

- i. Expand resources for affordable housing - volunteer for Fair Housing Testing - Contact legislators, governor on issues of housing, education, racism, policy changes.
2. Increase resources for all schools - more equal distribution of money, reinvest in core cities & in inner ring suburbs
3. More ~~affordable~~ expanded transportation system - low cost bus routes, Job Training opportunities - More restrictions in gun laws.

4. What are some of the things participants said they would do differently in the future as a result of being part of this community circle dialogue?

1. Make contact with legislative reps & governor about these issues.
2. Interact more with children - white & children of color. Spend more time encouraging them to talk about
3. Become more knowledgeable about the <sup>feelings</sup> issues of housing, education, racism.
4. Become more involved in community activities and more aware of issues.

# DISCUSSION LEADER'S EVALUATION FORM

This document was adapted from a form developed by Selena Singletary in Springfield, Ohio.

Please complete this form after your last discussion session and return to [address] no later than [date].

- Your name *ELIZABETH A CAMPBELL*
- The name of your study circle organizer *CHERYL CARTER CRYSTAL HUMAN RIGHTS Commission*
- Where and when (day of the week and time) did your study circle meet?  
*Thursdays in April at 7pm-9pm, Crystal Community Center*
- How many times did your study circle meet?  
*5*
- Number of participants at:  
Session I \_\_\_ Session II \_\_\_ Session III \_\_\_ Session IV \_\_\_
- How would you characterize your study circle in terms of gender, racial and ethnic make-up, political spectrum, etc.? *mainly female, two men, three persons of color*
- What perspectives were well represented in your group? Which were missing? *There was a focus on community based initiatives a feeling that policy coming from the top down would not be successful*
- What were your own observations about the dialogue and group process?  
*Group would conflict; one group member was*
- What did members of the group say about their discussions?  
*one member was that they had more*
- What was the topic of the group's liveliest discussion?  
*Mutual 3, 4 and five*
- What were areas of general agreement? What were areas with little consensus?  
*That for anything to work it had to come from "the community" not from gov't*
- What suggestions came from the group about how people (individuals, organizations, institutions, government) might better address the issue?  
*Education and Employment were two main areas*
- Did you have adequate support from your study circle's organizer and from the coordinators of the overall program? If not, what additional support would have been helpful?  
*Support was adequate*
- If you were to lead another study circle, what would you change? Feel free to comment on discussion materials, organization of the overall study circle program, your meeting site, your performance as discussion leader, and any other aspects.  
*my performance as a facilitator I would cultivate more even more openness to*
- Do you have concerns, or did the group have concerns, which need to be discussed with the study circle program's working group?  
*maybe*

*missing perspective a policy oriented perspective therefore was missing*

*concrete concepts*

## DISCUSSION LEADER'S EVALUATION FORM

This document was adapted from a form developed by Selena Singletary in Springfield, Ohio.

Please complete this form after your last discussion session and return to [address] no later than [date].

1. Your name *Ric Rosow*
2. The name of your study circle organizer *Young Leaders Caucus*
3. Where and when (day of the week and time) did your study circle meet?  
*Monday 6-8 pm*
4. How many times did your study circle meet? *5*
5. Number of participants at:  
Session I ~~7~~ Session II *8* Session III *6* Session IV *8*
6. How would you characterize your study circle in terms of gender, racial and ethnic make-up, political spectrum, etc.? *Women mostly, mostly white, liberal, one other man.*
7. What perspectives were well represented in your group? Which were missing? *white, middle class & homeless; More conservative liberal*
8. What were your own observations about the dialogue and group process?  
*Very good experience*
9. What did members of the group say about their discussions?  
*They enjoyed it*
10. What was the topic of the group's liveliest discussion?  
*Event evenings & last on action*
11. What were areas of general agreement? What were areas with little consensus? *Personal action & involvement necessary*
12. What suggestions came from the group about how people (individuals, organizations, institutions, government) might better address the issue?  
*Become personally involved.*
13. Did you have adequate support from your study circle's organizer and from the coordinators of the overall program? If not, what additional support would have been helpful? *Yes; but needed more evaluation forms*
14. If you were to lead another study circle, what would you change? Feel free to comment on discussion materials, organization of the overall study circle program, your meeting site, your performance as discussion leader, and any other aspects. *Have participants read material before they arrive at first session*
15. Do you have concerns, or did the group have concerns, which need to be discussed with the study circle program's working group? *No*