



Education and Housing Equity Project Records.

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Community Circles at St. Thomas Univ.

Rather than cofacilitating, two people were assigned approximately half the class. My group was smaller, but had wonderful energy and enthusiasm. These students had been studying race and ethnicity, so they came up with some knowledge and questions.

The demographics: - 4 women, 2 men; ages 19-21; all anglosaxon; 4 on scholarship; all but one had lived at some point in a mixed neighborhood; three had received compensation or funds ~~many~~ benefits as did many Af. Am. kids.

We followed the guide fairly closely. We also looked at statistics as a way to gather additional facts.

After the first four classes, two students decided to do ~~social work~~ volunteer work in a program offered by through St. Thomas, which is to help Af. Am. kids be prepared for college by helping them improve their reading and math skills.

Another student decided to get into social work. Other benefits to this class was that all kids youth felt they better understood how ~~to see~~ people being discriminated felt. They also expressed that they would NOT ever look at race and ~~at~~ the same.

Community Circle Report Form

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

Sponsoring Organization: _____ Date: 3/2/99

Meeting Location: University of St. Thomas Number of Participants: _____

Facilitator: _____ Scribe: Todd Sorensen

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. Segregation occurs because wealthier, often white residents move to the suburbs, causing a decay of inner cities + a higher heterogeneous mixture of ~~people~~ different colors of people. It's not always about racism, it's about having the \$ to do it.

2. ^{stop putting value judgement on single moms} Need to view ~~single~~ moms (welfare moms) ^{all are} not as bad irresponsible parents, but certain mothers represent whole group

Difficult to admit what advantages we have in all aspects of our lives based on our ethnic identity.

3. Our idea of the "American dream" has become a house in the suburbs. While many are wishing for that big house, the real problem we are facing is the shortage of affordable housing

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

Solving the housing crisis may solve the segregation.
Put affordable housing not in just Minneapolis / St. Pauls but in the suburbs as well

Community Circle Report Form

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

Sponsoring Organization: _____ Date: _____

Meeting Location: _____ Number of Participants: _____

Facilitator: _____ Scribe: Josh Forster

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 are putting money into making the already nice neighborhoods nicer. We don't have enough affordable housing. (1/20 the need by 2020)
2. Anti-discrimination laws do not work. Landlords can use other excuses for reasons not to rent. Landlords will favor the rich and hurt the ~~poor~~ poor.
3. Zoning laws make it difficult for low-income housing to be built. Contractors have no incentive to build because they often have to foot the bill.
4. **Please use this space to note action ideas, if any, that were mentioned in today's discussion:**
People take pride in what they own, create a sense of community, Cooperatives get tax benefits for contributing to the projects.

Community Circle Report Form

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

Sponsoring Organization: _____ Date: 4/6/97

Meeting Location: UST 4th Floor 066 Number of Participants: _____

Facilitator: Kate Scribe: Kathleen Lee

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. A theme of multicultural studies. Bridging the gap b/w segregation including teaching beyond the community. Stresser of opportunities for kids.
2. Strategies for educational equity. Be compensative of teachers. work on focussed groups, maintaining + providing enough teachers, advisors in specific fields or backgrounds.
3. Effort to build more charter schools is strongly supported in this group. would down diverse student bodies, no segregation, get kids more involved w/ parents + community

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

- Try not to segregate
- Set up organizations
- Take further steps w/ teachers in finding what "works" in the class room.

Community Circle Report Form

Session # 5: Making a Difference

Sponsoring Organization: _____ Date: 4-6-99

Meeting Location: St Thomas Number of Participants: 6

Facilitator: Kate P. Scribe: Jenny Barry

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?

- Be aware! (empathetic) Be informed about local and regional issues.
- Get involved.
- Take initiative.

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

- Take pride in your community and take steps to help those in need.
- Use funds for appropriate education programs.
- Mandatory school seminars addressing issues of racism, equality, etc.
*work to revitalize an assisted housing project, housing projects, etc. (over)
- all groups collaborate; work together.

(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? (see 1st answer in number 2)

- Start in your own community!
- "We can make a difference on a grassroot level!"

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?

- Let others know what we've learned; become more sensitive to racial equality issues, etc.
- We have a voice! Let's know our neighbors, community, etc.
- Volunteer more, get involved.

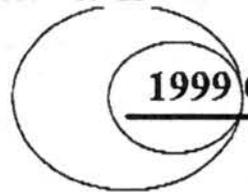
Not entered in database

Not entered
by 11-02-99

1999 Cities at Work Community Circle Dialogues

PARTICIPANT PROFILE

1. Community Circle Location: St. Thomas U.
2. Community where you live: City St. Paul Neighborhood Highland - Graveland
School District 7
3. Community where you work: City St. Paul
4. Ethnic/Racial background:
- | | | |
|---|--|--|
| <input type="checkbox"/> African American | <input type="checkbox"/> Hispanic/Latino/Chicano | <input checked="" type="checkbox"/> White/European |
| <input type="checkbox"/> Mixed Racial Background | <input type="checkbox"/> Arab/Middle Eastern | <input type="checkbox"/> Asian American |
| <input type="checkbox"/> American Indian/ Native American | | <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: 1 Number of people in your household
- | | |
|---|---|
| <input checked="" type="checkbox"/> Single alone | <input type="checkbox"/> Single with children |
| <input type="checkbox"/> Married/Partnered, no children | <input type="checkbox"/> Married/Partnered, with children |
| <input type="checkbox"/> Minor living with family | <input type="checkbox"/> Roommate |
| <input type="checkbox"/> Other family configuration
(e.g. extended family) | <input type="checkbox"/> Other |
8. Income level: Low Moderate Middle High
9. Education: (check highest level attained)
- | | |
|--|---|
| <input type="checkbox"/> Grade or Middle School | <input type="checkbox"/> Some High School |
| <input type="checkbox"/> High School Diploma | <input type="checkbox"/> Some College Studies |
| <input type="checkbox"/> Community College/Vo-Tech | <input type="checkbox"/> Some Graduate Studies |
| | <input checked="" type="checkbox"/> Graduate Degree |
10. Housing: Homeowner Renter Landlord
(type of home) Single-family Multi-family other Faculty Residence
11. Employment/Occupation: Government Education Private Industry Corporate
 Small Business Self Employed Non-Profit Retired
 Not Employed Other
12. Do you have children attending K-12 school? Public School Private School
no. Other



1999 Cities at Work Community Circle Dialogues

PARTICIPANT PROFILE

1. Community Circle Location: University of St. Thomas
2. Community where you live: City St. Paul Neighborhood Grand/Lexington
School District _____
3. Community where you work: City Westside (St. Paul)
4. Ethnic/Racial background:

<input type="checkbox"/> African American	<input type="checkbox"/> Hispanic/Latino/Chicano	<input checked="" type="checkbox"/> White/European
<input type="checkbox"/> Mixed Racial Background	<input type="checkbox"/> Arab/Middle Eastern	<input type="checkbox"/> Asian American
<input type="checkbox"/> American Indian/ Native American		<input type="checkbox"/> Other
5. Gender: Male Female
6. Age/Generation: Born in...

<input type="checkbox"/> 1920's	<input type="checkbox"/> 30's	<input type="checkbox"/> 40's
<input type="checkbox"/> 50's	<input checked="" type="checkbox"/> 70's	<input type="checkbox"/> 80's
7. Household/Family: 2 Number of people in your household

<input type="checkbox"/> Single alone	<input type="checkbox"/> Single with children
<input type="checkbox"/> Married/Partnered, no children	<input type="checkbox"/> Married/Partnered, with children
<input type="checkbox"/> Minor living with family	<input checked="" type="checkbox"/> Roommate
<input type="checkbox"/> Other family configuration (e.g. extended family)	<input type="checkbox"/> Other
8. Income level: Low Moderate Middle High
9. Education: (check highest level attained)

<input type="checkbox"/> Grade or Middle School	<input type="checkbox"/> Some High School
<input checked="" type="checkbox"/> High School Diploma	<input type="checkbox"/> Some College Studies
<input type="checkbox"/> Community College/Vo-Tech	<input type="checkbox"/> Some Graduate Studies
	<input type="checkbox"/> College Degree
	<input type="checkbox"/> Graduate Degree
10. Housing: Homeowner Renter Landlord
(type of home) Single-family Multi-family other
11. Employment/Occupation:

<input type="checkbox"/> Government	<input type="checkbox"/> Education	<input type="checkbox"/> Private Industry	<input type="checkbox"/> Corporate
<input type="checkbox"/> Small Business	<input type="checkbox"/> Self Employed	<input checked="" type="checkbox"/> Non-Profit	<input type="checkbox"/> Retired
<input type="checkbox"/> Not Employed			<input type="checkbox"/> Other
12. Do you have children attending K-12 school? Public School Private School
_____ Other

1999 Cities at Work Community Circle Dialogues

PARTICIPANT PROFILE

1. Community Circle Location: UST - University of St. Thomas
2. Community where you live: City Chicago City Neighborhood none
School District Chicago Lakes
3. Community where you work: City Stillwater
4. Ethnic/Racial background:
- | | | |
|---|--|---|
| <input type="checkbox"/> African American | <input type="checkbox"/> Hispanic/Latino/Chicano | <input type="checkbox"/> White/European |
| <input checked="" type="checkbox"/> Mixed Racial Background | <input type="checkbox"/> Arab/Middle Eastern | <input type="checkbox"/> Asian American |
| <input type="checkbox"/> American Indian/ Native American | | <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: 5 Number of people in your household
- | | |
|--|---|
| <input type="checkbox"/> Single alone | <input type="checkbox"/> Single with children |
| <input type="checkbox"/> Married/Partnered, no children | <input type="checkbox"/> Married/Partnered, with children |
| <input type="checkbox"/> Minor living with family | <input type="checkbox"/> Roommate |
| <input checked="" type="checkbox"/> Other family configuration
(e.g. extended family) | <input type="checkbox"/> Other |
8. Income level: Low Moderate Middle High
9. Education: (check highest level attained)
- | | |
|--|--|
| <input type="checkbox"/> Grade or Middle School | <input type="checkbox"/> Some High School |
| <input type="checkbox"/> High School Diploma | <input checked="" type="checkbox"/> Some College Studies |
| <input type="checkbox"/> Community College/Vo-Tech | <input type="checkbox"/> College Degree |
| <input type="checkbox"/> Some Graduate Studies | <input type="checkbox"/> Graduate Degree |
10. Housing: Homeowner Renter Landlord
(type of home) Single-family Multi-family other
11. Employment/Occupation: Government Education Private Industry Corporate
 Small Business Self Employed Non-Profit Retired
 Not Employed Student Other
12. Do you have children attending K-12 school? Public School Private School
 Other

1999 Cities at Work Community Circle Dialogues

PARTICIPANT PROFILE

1. Community Circle Location: University of St. Thomas
2. Community where you live: City St. Paul Neighborhood Highland Park
School District _____
3. Community where you work: City _____
4. Ethnic/Racial background:
- | | | |
|---|--|--|
| <input type="checkbox"/> African American | <input type="checkbox"/> Hispanic/Latino/Chicano | <input checked="" type="checkbox"/> White/European |
| <input type="checkbox"/> Mixed Racial Background | <input type="checkbox"/> Arab/Middle Eastern | <input type="checkbox"/> Asian American |
| <input type="checkbox"/> American Indian/ Native American | | <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: 1 Number of people in your household
- | | |
|---|--|
| <input checked="" type="checkbox"/> Single alone | <input type="checkbox"/> Single with children |
| <input type="checkbox"/> Married/Partnered, no children | <input type="checkbox"/> Married/Partnered, with children |
| <input type="checkbox"/> Minor living with family | <input type="checkbox"/> Roommate |
| <input type="checkbox"/> Other family configuration
(e.g. extended family) | <input checked="" type="checkbox"/> Other <u>2 Roommates</u> |
8. Income level: Low Moderate _____ Middle _____ High _____
(Student)
9. Education: (check highest level attained) _____ Grade or Middle School _____ Some High School
 High School Diploma _____ Some College Studies almost College Degree
_____ Community College/Vo-Tech _____ Some Graduate Studies _____ Graduate Degree
10. Housing: _____ Homeowner Renter _____ Landlord
(type of home) _____ Single-family _____ Multi-family _____ other
11. Employment/Occupation: _____ Government _____ Education _____ Private Industry _____ Corporate
_____ Small Business _____ Self Employed Non-Profit _____ Retired
_____ Not Employed _____ Other
12. Do you have children attending K-12 school? _____ Public School _____ Private School
n/a _____ Other

1999 Cities at Work Community Circle Dialogues

PARTICIPANT PROFILE

1. Community Circle Location: _____
2. Community where you live: City Minneapolis Neighborhood Cony fellow
School District _____
3. Community where you work: City St Paul
4. Ethnic/Racial background:
- | | | |
|---|---|---|
| <input type="checkbox"/> African American | <input checked="" type="checkbox"/> Hispanic/Latino/Chicano | <input type="checkbox"/> White/European |
| <input type="checkbox"/> Mixed Racial Background | <input type="checkbox"/> Arab/Middle Eastern | <input type="checkbox"/> Asian American |
| <input type="checkbox"/> American Indian/ Native American | | <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: 6 Number of people in your household
- | | |
|---|---|
| <input checked="" type="checkbox"/> Single alone | <input type="checkbox"/> Single with children |
| <input type="checkbox"/> Married/Partnered, no children | <input type="checkbox"/> Married/Partnered, with children |
| <input type="checkbox"/> Minor living with family | <input type="checkbox"/> Roommate |
| <input type="checkbox"/> Other family configuration
(e.g. extended family) | <input type="checkbox"/> Other |
8. Income level: Low Moderate Middle High
9. Education: (check highest level attained)
- | | |
|--|--|
| <input type="checkbox"/> Grade or Middle School | <input type="checkbox"/> Some High School |
| <input type="checkbox"/> High School Diploma | <input checked="" type="checkbox"/> Some College Studies |
| <input type="checkbox"/> Community College/Vo-Tech | <input type="checkbox"/> College Degree |
| <input type="checkbox"/> Some Graduate Studies | <input type="checkbox"/> Graduate Degree |
10. Housing: Homeowner Renter Landlord
(type of home) Single-family Multi-family other
11. Employment/Occupation: Government Education Private Industry Corporate
 Small Business Self Employed Non-Profit Retired
 Not Employed Other
12. Do you have children attending K-12 school? Public School Private School
_____ Other

1999 Cities at Work Community Circle Dialogues

PARTICIPANT PROFILE

1. Community Circle Location: St. Thomas
2. Community where you live: City St. Paul Neighborhood Crocus Hill
School District Unk, Ramsey?
3. Community where you work: City Student
4. Ethnic/Racial background:
- | | | |
|---|--|---|
| <input type="checkbox"/> African American | <input type="checkbox"/> Hispanic/Latino/Chicano | <input checked="" type="checkbox"/> White/European |
| <input checked="" type="checkbox"/> Mixed Racial Background | <input type="checkbox"/> Arab/Middle Eastern | <input type="checkbox"/> Asian American |
| <input type="checkbox"/> American Indian/ Native American | | <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: 1 Number of people in your household
- | | |
|---|---|
| <input checked="" type="checkbox"/> Single alone | <input type="checkbox"/> Single with children |
| <input type="checkbox"/> Married/Partnered, no children | <input type="checkbox"/> Married/Partnered, with children |
| <input type="checkbox"/> Minor living with family | <input type="checkbox"/> Roommate |
| <input type="checkbox"/> Other family configuration
(e.g. extended family) | <input type="checkbox"/> Other |
8. Income level: Low Moderate Middle High
9. Education: (check highest level attained)
- | | |
|--|---|
| <input type="checkbox"/> Grade or Middle School | <input type="checkbox"/> Some High School |
| <input type="checkbox"/> High School Diploma | <input type="checkbox"/> Some College Studies |
| <input type="checkbox"/> Community College/Vo-Tech | <input checked="" type="checkbox"/> Some Graduate Studies |
| | <input type="checkbox"/> Graduate Degree |
10. Housing: Homeowner Renter Landlord
(type of home) Single-family Multi-family other
11. Employment/Occupation: Government Education Private Industry Corporate
 Small Business Self Employed Non-Profit Retired
 Not Employed Other
12. Do you have children attending K-12 school? Public School Private School
 Other

FAX SHEET TO:

- Barb Rose 651.642.2088
Wilder Foundation
- Barbara Blackstone 651.282.6396
MN Ofc of Dispute Resolution
- Dick Little 612.330.1507
Education & Housing Equity Project
- Katharine Kruegar 612.798.0239
Facilitator

From Mitchell Davis, Jr.

Have a restful weekend !

MEMORANDUM

DATE: April 9, 1999
TO: Barb Rose, Wilder Foundation, Barbara Blackstone,
Minnesota Office of Dispute Resolution, Dick Little,
EHEP
FROM: Mitchell Davis, Jr.
RE: Community Circle Dialogues participant profiles
CC: Katharine Kruegar

I received your invitation to the April 23 meeting at the Wilder Foundation Auditorium from 4:00 - 5:30 p.m. I do plan to attend.

Attached is the March 18 (Th.) session #1: Getting Started community circle report and participant profiles. Originals have been sent via mail to Barb Rose.

We are working with a group comprised of students and professor at the St. Thomas University studying Justice and Peace. You can imagine the richness of conversations and experiences. The facilitation schedule is as follows:

March 18 - Getting started session

March 25 - What are the reasons for segregation in the Twin Cities?

April 15 - How can we address housing challenges in the Twin Cities?

April 22 - What can we do about the achievement gap in our schools?

April 29 - Making a difference

Community Circle Report Form

Session #1: Getting Started

Sponsoring Organization: St. Thomas University Date: March 18, 1999 (TH)

Meeting Location: Class - Justice & Peace Rm #208 Number of Participants: 8

Facilitator: Mitchell Davis Jr Scribe: Mitchell Davis Jr

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. This first session focused on meeting group participants. The Justice & Peace classmates shared his/her story of growing up, life experiences, influences of society, on individual thoughts on race, education & housing.

2. Individual 1 grow up in Cedar Falls IA - enjoys the St Paul Freedom Festival
Individual 2 grow up in Becker Minn - works w/ homeless shelter
Individual 3 grow up in Apple Valley Minn & Germany - enjoys grand Old Days
Individual 4 grow up in El-Salvador & IA & Minn - enjoys the festival of Madres St Paul
Individual 5 grow up in Crocus Hill St Paul - extensive travel & military background

3. Individual 6 grow up in New York, Illinois, - enjoys song, poem, dance, international travel
philosophy

Individual 7 grow up in Minnesota - enjoys social justice activities, initiate change within ~~own~~ society

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

Rich discussion on the value of Community Circles & each participant is looking forward to subsequent sessions @ St Thomas University Room 208 OEC from 3:25-5:00 pm.

March 18

March 25

April 15 *

April 22

April 29 final session

* lapse is due to
 spring break & conference.

Community Circle Report Form

Session #1: Getting Started

Sponsoring Organization: St. Thomas University Date: March 18, 1999 (TH)

Meeting Location: Class - Justice & Peace Rm #208 Number of Participants: 8

Facilitator: Mitchell Davis, Jr Scribe: Mitchell Davis, Jr

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. This first session focused on meeting group participants. The Justice & Peace classmates shared his/her story of growing up, life experiences, influences of society on individual thoughts on race, education & housing.

2. Individual 1 grew up in Cedar Falls IA - enjoys the St Paul Freedom Festival
Individual 2 grew up in Becker MN - works w/ homeless shelters
Individual 3 grew up in Apple Valley MN & Germany - enjoys grand Olé Days
Individual 4 grew up in St-Salvador & IA & MN - enjoys the festival of Nations St Paul
Individual 5 grew up in Crocus Hill St Paul - extensive travel & military background
3. Individual 6 grew up in New York, Illinois, - enjoys song, poem, dance, international travel
philosophy
Individual 7 grew up in Minnesota - enjoys social justice activities, initiate change within ~~been~~ society

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

Rich discussion on the value of Community Circles & each participant is looking forward to subsequent sessions @ St Thomas University Room 208 OEC from 3:25 - 5:00 pm.

March 18

March 25

April 15 *

April 22

April 29 final session

* Respose is due to
spring break & conference.

Community Circle Report Form

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

Sponsoring Organization: St. Thomas University Date: 15 April, 1999 (TH)

Meeting Location: Classroom #208 Shaunessy Number of Participants: 6

Facilitator: Mitchell Davis, Kathryn Kruger Scribe: Davis

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. Discussion of community based retail stores, schools are critical to building community. Housing will be a volatile, have & have not discussion because it would be wrong to infringe on individual freedom of choice to select where to live. Sunday is the most segregated day of the week because everyone goes to his/her own church. All should be encouraged to mingle with other ethnic groups.
2. TOPIC = INVEST IN THE CONSTRUCTION & PRESERVATION OF AFFORDABLE HOUSING
Much of public housing is contractors buying rundown HUD houses for \$1⁰⁰.
What missing in the equation? A possible answer is to change the bidding process to one that families, citizens or communities could purchase fix-up homes & refurbish/repair. This activity would generate pride & family memories.
3. Safety initiatives are the responsibility of all (includes community, individuals, adults, children, police, fire etc) looking out for each other. Building community trust is key! When individuals live in a community & are employed in same community they take more pride in surrounding real estate. Companies on the other hand many times are interested in profit over the individual well-being.
4. Please use this space to note action ideas, if any, that were mentioned in today's discussion:
 - a. Disempower the rich & empower local community people.
 - b. Concern surfaced because 'remedies' listed in discussion book are purely economic.
 - c. City & County government give land to community groups & community takes care and develops community land.
 - d. The market regulation model does have mis-regulating elements. The question does exist that current regulations are antiquated & require overhaul.
Also, look at individuals/organizations that sponsor these regulations.
 - e. We discussed the "housing discrimination" flyer.. see attached

April, 1999

If you were robbed, you'd report it...

**But most victims of
housing discrimination
don't report it.**



EQUAL HOUSING
OPPORTUNITY

Why? Because today housing discrimination is subtle and sophisticated, which makes it harder to detect. Know your housing rights. According to the federal Fair Housing Act, it's illegal to consider race, color, religion, national origin, sex, disability or family status in rental, sales, lending or homeowner's insurance decisions.

**Don't let them rob you
of your civil rights.**

FAIR HOUSING IS THE LAW!

The only way to stop discrimination is to fight it.
If you suspect unfair housing practices, contact
HUD or your local Fair Housing Center.
U.S. Dept. of Housing and Urban Development
1-800-669-9777 • TTY 1-800-927-9275
Minneapolis Department of Civil Rights
Minneapolis Commission on Civil Rights
Room 239, City Hall, Mpls., MN 55415
(612) 673-3012 • TTY(612) 673-2044

They also favor removing several other buildings from the mall. They hope it will entice the St. Paul Companies to resurrect plans for a new headquarters building there.

The mayor's veto of the plan that would have spent \$6 million to spur further public and private investment in low-income housing projects was on the council's agenda Wednesday.

Any council member could have called for an override vote, but no one did. With only four votes in favor of overriding, proponents of the spending plan knew that a vote would fail. They have until mid-May to find that necessary fifth vote.

But perhaps more important, many council members now believe that events last week made the \$6 million program unnecessary. They rejected Coleman's previous veto of the city housing plan, thus preserving an income formula that ensures that a higher percentage of new housing will be aimed at low-income families. Coleman also has outlined plans for more city housing efforts that council members believe could accomplish the same results as their proposal.

He noted Wednesday that his administration budgeted \$12 million this year for housing efforts and that his recent proposal called for 2,200 more units of new or renovated housing in addition to the 2,000 units already planned.

"We're doing the best we can, and it's frustrating that some folks want more," he said.

Coney plans

On May 26 the council will hold public hearings on ordinances granting historic designation for the St. Francis, the Orpheum Theater and the Original Coney Island restaurant.

If the council rejects historic designation for the 7th Place buildings, as expected, the St. Paul Companies could develop the site without fearing any more red tape. "We're not in negotiations, but we want to get the company back at the table," Coleman said.

There is less political will among council members to raze the Coney Island, whose buildings form the oldest commercial complex in St. Paul and whose owners, the Arvanitis family, contend that the business will soon reopen on the St. Peter Street site needed to make the St. Paul Companies' expansion viable.

But citing a city attorney's opinion that historic designation applies to the buildings and not the site, Coleman said that even if the council grants the Coney historic status, the city would be willing to help pay the cost of moving the buildings, which once housed a Civil War-era armory.

Demanding housing

Even before Wednesday's council action, Roszell and his fellow protesters had been frustrated by their inability to confront Coleman with their demands for more affordable housing.

Instead, they presented Deputy Mayor Susan Kimberly with a petition as they displayed colorful signs proclaiming: "Be kind to low- and fixed-income families."

"Right now there is a 1.3 percent residential vacancy rate in St. Paul, and if the mayor would like to move his family into that housing, more power to him," said Roszell, 45. "But I wanted better."

After years of living in shelters and jail cells, he said, he figures he's finally pulled himself "out of the hole." He's been able to keep an apartment for three years in the North End and hopes not to reprise previous problems with drugs and other criminal activity.

"But it's been a struggle, and I think the lack of affordable housing is the basis for a whole bunch of our problems," he said. "Without a good safe base, everything goes downhill and it's hard to get anything going in life."

Because of emotional problems, Roszell said, he receives a \$520 monthly welfare check, combining his Supplemental Security Income and his Supplemental Minnesota Aid. He pays \$485 a month to rent his one-bedroom apartment on Agate Street north of downtown, leaving \$35 a month for any other expenses, including food and transportation.

"The answer is not building more juvenile prisons," he said. "Affordable housing has to be the first thing on my agenda, the mayor's agenda and everyone's agenda because everybody deserves a good base," he said.

OTHER ST. PAUL NEWS:

➤ *Benanav criticizes deal that put public parking ramp under private control. B7*

Affordable housing on the agenda in St. Paul

Housing activists stage boisterous lunchtime rally at City Hall

By Curt Brown
and Kevin Duchscher
Star Tribune Staff Writers

4/29/99

On a typical day, Randy Roszell joins more than 200 of St. Paul's less fortunate residents for a hot lunch at the Dorothy Day Center. But Wednesday wasn't a typical day at the downtown center, run by Catholic Charities.

Instead of simply grouching about the problems facing the homeless, Roszell led a group of about 40 Dorothy Day patrons for a six-block walk to City Hall, where they and about 60 additional housing activists lambasted Mayor Norm Coleman for vetoing a City Council plan to spend \$6 million of the city's reserve fund on affordable-housing efforts.

Despite the boisterous noontime rally, the council, meeting Wednesday afternoon, declined an opportunity to override Coleman's veto and began a process that will probably culminate in the demolition of 130 units of affordable housing in the old St. Francis Hotel on the 7th Place Mall.

Coleman and several council members support the removal of the St. Francis.



Star Tribune photo by Mike Zerby

ST. PAUL continues on B5:

— Affordable housing has been one of the city's hottest issues this year. Tracking the journey.

More than 100 people, — the homeless and affordable housing advocates — rallied Wednesday at St. Paul City Hall. Many carried placards with the names of City Council members.

Chronology: St. Paul housing 1999

After nearly four months of often vitriolic political debate over affordable housing in St. Paul, City Council members Wednesday declined an opportunity to override Mayor Norm Coleman's veto of a plan to spend \$6 million on new low-income housing initiatives. Still to be resolved is the fate of 130 low-income apartments in a downtown building touted as a potential expansion site for the St. Paul Companies. Highlights of the debate:

- **Jan. 28:** St. Paul Heritage Preservation Commission votes to designate as historic four downtown buildings on or near the 7th Place Mall, including an apartment building housing 100 people.
- **March 10:** St. Paul City Council matches \$6 million state housing redevelopment fund with \$3 million for housing from the city's half-cent sales tax program.
- **March 12:** St. Paul Planning Commission rejects historic designation status for the 7th Place Mall buildings.
- **March 24:** City Council adopts 10-year housing plan that commits the city to provide substantially more affordable housing than St. Paul Mayor Norm Coleman wants.
- **April 5:** Coleman vetoes council's long-term strategy for affordable housing efforts, saying that it would permit too much spending for low-income housing.
- **April 14:** City Council approves proposal to take \$6 million from the city's reserve funds for affordable housing.
- **April 20:** Coleman vetoes council affordable housing spending plan, but also offers plan to encourage more housing on vacant city-owned lots, find more public and private funding sources for affordable housing, and build 2,200 housing units in the next three years. Council members welcome his suggestions.
- **April 21:** City Council unanimously overrides Coleman's veto of the long-term housing plan.
- **Wednesday:** Lacking enough votes for a successful override, council members decline to debate Coleman's veto of the \$6 million affordable housing plan, but set a public hearing on possible historic designation of 7th Place Mall buildings for May 26. The council has until mid-May to consider a veto override.

— **Kevin
Duchscher**

Community Circle Report Form

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

Sponsoring Organization: St. Thomas University

Date: 22 April, 1999 (TH)

Meeting Location: Classroom #208 Shaunessy

Number of Participants: 7

Facilitator: Mitchell Davis, Jr.
Kathryn Kayser

Scribe: Davis

The exercise = each participant choose a viewpoint, read to group, gave his/her impressions & selected a
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)

participant to answer a
discussion question.

1. OFFER NEIGHBORHOOD-BASED SCHOOLS

strong support for these school-type settings. Parents must have the choice to send
their children to neighborhood-based schools

2. CREATE METRO-WIDE SCHOOLS

didn't elicit much discussion

3. CHARTER SCHOOLS

spirited discussion! Some of the student participant aim to create charter school(s)
in the future. A plus is charter schools have limited red-tape. Obstacles to be worked
out include winning the Teacher's Union's acceptance and gaining acceptability of the
charter school concept.

4. CREATE A VARIETY OF SCHOOL CHOICE OPTIONS

this concept sounds like former Governor Carlson voucher concept. This would
threaten the public school system. What is really needed here is an environment that
encourages the teaching of other cultures & then offers opp'ty's to interact with the
ethnic communities

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

discussion: CREATE REGIONAL OR STATEWIDE STRATEGIES FOR EDUCATIONAL
EQUITY & ADEQUACY.

Participants endorsed concept, while all would benefit; taxes would certainly increase.
Idea: organize a student/parent/educator task force to develop proposal(s) & present to
legislature.

6. DEVELOP CULTURE SPECIFIC SCHOOLS

This view empowers students and develops pride in a child's ancestry. The real issue is to shake up the educators and teachers in the classroom to use and learn about cultural learning styles. United States is built on the richness of all cultures. Rewrite textbooks to recognize the contributions of all humankind.

7. MAKE SCHOOLS MULTICULTURALLY INCLUSIVE

This issue or viewpoint is more difficult to discuss until #8 is fixed.

8. REVERSE THE PATTERNS OF DE FACTO RESIDENTIAL SEGREGATION TO TRULY DESEGREGATE SCHOOLS.

encourage diversity in all aspects of community life (retailing, education, faith, parenting). Utilize the "play" activity to instill equal education and life opportunities of all children.

ACTION IDEAS, THOUGHTS

- (a) Conduct research of current school choices (i.e., Roman Catholic schools, Jewish schools, Native American schools, Harvest Prep Academy, etc). To what extent is the current school situation hindering or helping to reduce the achievement gap?
- (b) The Home School model has not been discussed - it's growing to a very formidable education choice.
- (c) ^{First} Reverse the patterns of de facto residential segregation to truly desegregate schools. Society must make schools multiculturally inclusive. Encourage this at each school by starting ~~with faculty being~~ with a multicultural faculty. Culture specific schools have importance when there are large economic gaps within groups. We need to have avenues to learn all cultures. Next, create regional strategies for education equity and adequacy. This effort is to be complemented with other social systems that impact our lives. If the patterns of de facto residential segregation are reversed first, then we're wasting time. Creating a variety of school choice options and a system of incentives for educators will continue to be controversial. Equipping teachers and encouraging the best minds to enter the education profession is to be a high priority. Neighborhood-based schools would be nice; Tenacious will continue to surround this choice.

Continue ACTION IDEAS, THOUGHTS -

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

BACKGROUND:

Participants were gap in 3's and asked to answer the question?

IF TIME & RESOURCES WERE NOT A BARRIER

WHAT WOULD YOU DO TO ELIMINATE THE ACHIEVEMENT GAP IN OUR SCHOOLS?

ANSWERS

TEAM A. Start with teachers. Eliminate standardized tests. Encourage extra school activities besides sports. Celebrate diversity & stop labeling children.

TEAM B. Parents must get more involved. Provide incentives for parental participation. Fire teachers who do not contribute. More field trips. Smaller class sizes. Have community helpers in all classes. Require excellence from students. Conduct literacy classes on school site for adults. Less lectures. Mentor teachers. Eliminate obsolete classes. Teach life skill classes such as check writing, handwriting, budgeting. Provide free day care for High School parents.

TEAM C. Parental involvement is key. Understand & use all learning styles in classroom. Teach how to study classes, parenting classes, developmental stages of children - youth, teenager.

Community Circle Report Form

Session # 5: Making a Difference

Sponsoring Organization: St. Thomas University Date: 29 April, 1999 (TH)

Meeting Location: Classroom #208 Shaunessy Number of Participants: 7

Facilitator: Mitchell Davis, J. Scribe: Davis
Kathryn Krueger

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?

- We haven't discussed mental health of individuals or the seniors.
- Continue focus groups & discuss homeless children.
- Hold political leaders accountable.
- Many hold the view that the war on poverty has failed. Pay more attention to legislation by researching what was the legislation, how much resources were allocated to legislation, what happened as a result of legislation; the programs cost \$ and the results were a, b, c, etc.

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

- Hold political leaders accountable.
- Identify public issues and get involved in community and government.

(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?

- Listen to students, teenagers, others who are directly involved with the issues.
- Don't wait until issues impact me personally before I act.
- Promote human dignity
- Don't just talk, act!
- Care about others as we care about ourselves.

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?

OTHER COMMENTS:

Public housing is a major issue of segregation.

1. Mis-information is given to clients by Public housing Authority officials.
This must stop. Waiting lists are too long.
2. Hold cities and those in charge personally accountable for not building houses to meet the needs of homeless.
3. Individuals must take personal responsibility to hold politicians responsible.
4. Establish coop housing coalitions to represent all people. Key is to build quality housing to meet the ongoing housing shortage.
5. Discover solutions that will prohibit the elderly from losing their homes due to high medical expenditures.
6. Document research of how many homeless people work, what is the number of homeless individuals, etc.