



Education and Housing Equity Project Records.

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11-04-99

Contacted

Carrie Monroe

w) 612 - 365 - 4161

Fx 612-947-2693 att: Carrie Monroe

She responded: will send all their charts
and the roster - had not so done
in Spring

11-09-99

Dick left her a message repeating
request; urgent.

11-04-99 Carrie will send all
Trace: their info
including
Roster
Young Leaders
Council
Sp 99
WHLRF
Roster

METROPOLITAN INTERFAITH COUNCIL ON AFFORDABLE HOUSING

"Do justice, love mercy, walk humbly with your God." Micah 6:8





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FAX
COVER
PAGE

TO Carrie Monroe
FROM Dick Little / Maire McMahon
DATE 11-23-99
TIME _____
NUMBER OF PAGES 1 (INCLUDING THIS SHEET)

COMMENTS

Carrie, on Nov. 4 we spoke about the attendance rosters and other reports from the Young Leader Caucus discussion - you said you would send them. We have not received them - and we still have great need to have them. Will you send them; or contact Dick Little at above numbers. Thank you.

IF YOU DID NOT RECEIVE THE TOTAL NUMBER OF PAGES IN THIS FAX TRANSMITTAL, PLEASE CALL 330-1505.

THANK YOU.

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 *BEV LUTZ*
2. The name of your study circle organizer/sponsor *Young Leaders' Caucus*
3. Where and when (day of the week and time) did your study circle meet?
Mondays - 6-8 - Unitarian Church
4. How many times did your study circle meet?
five times
5. Number of participants at:
Session I 7 Session II 7 Session III 6 Session IV 6 *~ 2 each time*
Session I 8
6. How would you characterize your study circle in terms of gender, racial and ethnic make-up, political spectrum, etc.? *Liberal, mostly female (1 male participant), one woman of color, primarily Northern Europeans, ~~homeless~~ four < 25yrs. olds & > 60yrs old* (1 male facilitator)
7. What perspectives were well represented in your group? Which were missing? *homelessness, youth,*
8. What were your own observations about the dialogue and group process?
excellent participation level. Fairly common ground - very little polarization of views.
9. What did members of the group say about their discussions?
really enjoyed them & learned a lot.
10. What was the topic of the group's liveliest discussion?
educational equity & how to improve it.
11. What were areas of general agreement? What were areas with little consensus?
All were areas of general agreement
see enclosed
12. What suggestions came from the group about how people (individuals, organizations, institutions, government) might better address the issue?
see enclosed
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. Outstanding support.*
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. *I'd lobby for more diversity of political backgrounds as well as involvement of dis-in --*
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 *franchised folk*

- 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 Action List

Session Two – What are the reasons for segregation in the Twin Cities?

1. Market idea of importance of community in relation to importance of individual
2. Approach societal issues on a regional basis
3. Lobby to have resource organizations listed in city mailings
4. Educate re: link between issues
5. Identify community friendly realtors
6. Visualize – find the common ground among groups in community
7. Have an educational arm of block clubs to raise awareness of issues
8. Participate in/support neighborhood groups/associations
9. Develop a system of civility and a means to mediate disagreements (i.e. block club-developed guidelines and standards)
10. Research an aspect of Minneapolis public schools
11. Raise community awareness of resource organizations like the League of Women Voters

Session Three – How can we address housing challenges in the Twin Cities?

1. Contribute good used work clothing to Ascension Place, etc.
2. Become an open-minded landlord
3. Renters as active participants in their communities
4. Employers pay living wages
5. Take steps to evaluate and lobby for livable minimum wages
6. Pay incentives to employees who work to learn and improve skills, etc.
7. Employees influence “up” to get support for programs to improve housing, services, etc.
8. Start local “Habitat” style efforts within communities to improve housing
9. Lobbying directly or through organizations

Risk Categories

Cover page to list the categories and link to follow up pages for each.

The follow up pages would have the risk list for that category or link to it, examples worked in the global meeting breakout sessions and any other plans that exist that would help the RM/CP for this category.

Risk Categories

1. **Employee Related**
2. **Electronic Communications (phones, networks, etc.)**
3. **Infrastructure (power, heat, water, etc.)**
4. **Finance/Banking/Investment**
5. **Transportation and Distribution**
6. **Customer/Products/Services**
7. **Community and Government Service Related**
8. **Miscellaneous**
9. **[REDACTED] Facilities**
10. **[REDACTED], Inc.**

ignore recycling

Internal Resources (people, tools, plans, best practices, etc.)

Link to Y2K Contacts' List (ensure that the contact lists include HR/ER, EAP or equivalent, OD/Facilitation resources, Audit contact [REDACTED] etc.)

Best Practices or Examples of Risk Management/Contingency Plans

- Strike Plan and contacts
- Crisis Communication Plans and contacts
- Disaster Recovery Plans and contacts
- IAC Command Center (link to document)

External Resources (people, tools, plans, best practices, web sites, books, etc.)

Vendors/consultants

Articles (re: planning, dry runs, risk ratings, etc.)

Presentations

- Durkin/Flood
- Industry Groups
- Gartner Group

Technology

- Iridium phones
- Pagers

Web Sites

- Link to U.S. government Y2K site
- Gartner Group
- DeJager
- Etc.

Beyond Y2K -- Applying RM/CP Learnings in other situations

Session Four – What can we do about the achievement gap in our schools?

1. Be involved in schools
 - Thank those who do get involved
 - Offer non-driving parents rides to school events, meetings
 - Tutor
 - Get involved in the school Board – meetings and/or positions
2. Parent Involvement -- volunteering, advocating
3. Community involvement – address young mothers' issues
4. VOTE – encourage others to vote, signage, yard bags, offer voters rides to polls
5. Keep up on issues, share information, monitor referendums, speak up, advocate within your community
6. Pay attention to local schools – work with community-based organizations, etc.
7. Lobby for higher teacher pay
8. Encourage neighborhood kids – be active, welcoming, encouraging

Session Five – Making a Difference

I am only one, but I am still one.
I cannot do everything, but still I can do something.
I will not refuse to do the something I can do.

Helen Keller

What are the three most powerful action steps – individual efforts to large-scale initiatives -- this group feels would make a difference?

- 1.
- 2.
- 3.

I can make a difference and I will make a difference. This is how:

Session II Presentation – Top Five Learnings about Risks Addressed

Group Name: External Infrastructure

Risk Addressed: Unreliable Power Supply to local Facility

Assumptions:

- Effect is localized.
- One week duration.
- Power disruption is manifested in one of three ways:
 - Intermittent / cycling of power
 - Power surges
 - “brown-out”

Learning #1

We do not have sufficient knowledge to address this problem alone. We need to involve the power co and identify key contact to help us plan through this risk.

Learning #2

If we think the risk is sufficiently high (after talking with the power company), we should have a “planned shut-down” of business critical systems prior to midnight 12/31.

Learning #3

Identify a Honeywell focal point to work with city & regional utilities to identify their plans and risk assessment for a region wide common set of mitigation and contingency plans.

Learning #4

Seek out “lessons learned” from natural disasters that have caused disruption of power and evaluate for items that we could adopt

Learning #5

Identifying risk avoidance/mitigation and contingency plan is an intense and iterative process. Creeping scope is a natural outcome of the process and MUST be contained. Number of risks and level of planning to be undertaken must be based upon a “professional” assessment of the probability and impact of the event.