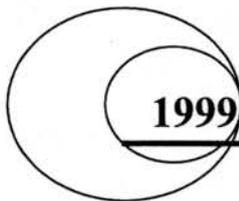




Education and Housing Equity Project Records.

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1999 Cities at Work Community Circle Dialogues

ATTENDANCE ROSTER

Date Oct 1999

SPONSOR CMIA

LOCATION Hosmer Library

PH# _____

Facilitator: ~~Pam Taylor~~ Martha

Ph#/Fax/E-mail _____

Co-Facilitator: Greg McMoore

Ph#/Fax/E-mail _____

Scribe: Betsy Hands

Ph#/Fax/E-mail 822-3302

✓ Meetings

1	2	3	4	5	Name	Address	Phone/Fax
✓		✓			Edmund Childress	3708 Portland ⁵⁵⁴⁰⁷	827-1206
✓	✓	✓			Josephine Ewing	3740 4 Ave. So. [?]	823-5730
✓	✓	✓			Hyla Landon	3525 Humbus AS ⁵⁵⁴⁰⁷	822-5834
✓	✓		✓		Valerie Metzger	3050 Chicago Ave. [?]	825-3404
✓	✓	✓	✓		Susan Jensen	3740 Park Ave [?]	822 5457
✓					Bobby L. Loy	310 E. 38 th St. So. [?]	821-2329
✓	✓	✓			Elizabeth Stevens	3153 Park Ave. S.	823-5061

We have one
more
Session
on Monday
11/15

November 11/15

November 11/15

November 11/15

November 11/15

Site Commitment

Sabathani Center

Sponsoring Organization: Central Neighborhood Improvement Association
 CNIA: 310 E. 38th Street, Suite 223

Contact: Elena Gaarder 822-3302 elena@cni.org
Name Phone E-mail

Betsy Hands 996-6487 betsy
vac mail

We will provide space for Conversations at the Crossroads Circles as follows:

Location

Dates & Times

Name of location: Hosmer Library
 Address: 347 E 36th St
 City: Mpls, MN 55408
 Phone: 612-630-6950

On Site Contact: Wizard Marks

Day Mondays Time: 6:30 - 8:30
Oct. 7 (Thursday)
 Dates: ~~Sept 27~~, Oct 11, 25
Nov 8, 22
Nov. 1, Nov. 15

* Greg McMoore + Pam Taylor

Name of location: _____
 Address: _____
 City: _____
 Phone: _____
 On Site Contact: _____

Day _____ Time: _____
 Dates: _____

_____ EHEP may assign participants to this/these locations.

X

We, as sponsors, will fill 8-15 places per circle, so please don't assign participants.

By January 15, 1999
 Fax to 612-330-1507 or mail to:
 EHEP, Augsburg College, CB185, 2211 Riverside Ave., Minneapolis, MN 55454

12/31/98

MEM delivered 10-07-99
 to patricia

Site Commitment

Sponsoring Organization: Central Neighborhood Improvement Association

Contact: Elena Gaarder 822-3302 elena@cna.org
Name Phone E-mail
CNIA
310 E. 38TH ST. SUITE 223, 55409

We will provide space for Conversations at the Crossroads Circles as follows:

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On Site Contact: Wizard Marks

Name of location: _____

Day _____ Time: _____

Address: _____

City: _____

Dates: _____

Phone: _____

On Site Contact: _____

EHEP may assign participants to this/these locations.

X

We, as sponsors, will fill 8-15 places per circle, so please don't assign participants.

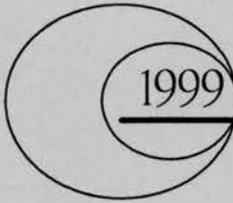
By January 15, 1999

Fax to 612-330-1507 or mail to:

EHEP, Augsburg College, CB185, 2211 Riverside Ave., Minneapolis, MN 55454

12/31/98

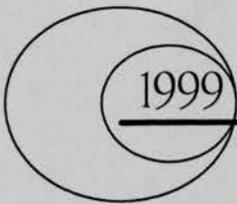
VM 996-6457



1999 CITIES AT WORK COMMUNITY CIRCLE DIALOGUES

PARTICIPANT PROFILE

1. Community Circle Location: Wagner
2. Community where you live: City Myrtle Neighborhood Central
School District I
3. Community where you work: City Temp work - all over city & suburbs
4. Ethnic/Racial background:
 African American Hispanic/Latino/Chicano White/European
 Mixed Racial Background Arab/Middle Eastern Asian American
 American Indian/ Native American 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
 Single alone Single with children
 Married/Partnered, no children Married/Partnered, with children
 Minor living with family Roommate
 Other family configuration (e.g. extended family) Other
8. Income level: Low Moderate Middle High
9. Education: (check highest level attained) Grade or Middle School Some High School
 High School Diploma Some College Studies 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: was 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
Attended Public Schools Myrtle
4 yr. old niece → not sure
leaving now and Private or Private



1999 CITIES AT WORK COMMUNITY CIRCLE DIALOGUES

PARTICIPANT PROFILE

- 1. Community Circle Location: Wosmer Library
- 2. Community where you live: City Mpls. Neighborhood Central
School District #1
- 3. Community where you work: City Minneapolis

4. Ethnic/Racial background:
- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> African American | <input 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: 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 type="checkbox"/> Roommate |
| <input type="checkbox"/> Other family configuration
(e.g. extended family) | <input type="checkbox"/> Other |

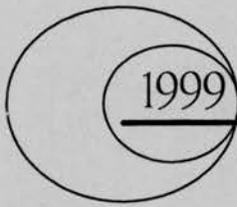
8. Income level: Low Moderate Middle High

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: Government Education Private Industry Corporate
 Small Business Self Employed Non-Profit Retired
 Not Employed Other

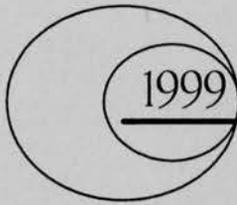
12. Do you have children attending K-12 school? Public School Private School
 Other



1999 CITIES AT WORK COMMUNITY CIRCLE DIALOGUES

PARTICIPANT PROFILE

1. **Community Circle Location:** _____
2. **Community where you live:** City No. Mpls. Neighborhood Robbinsdale
School District 281
3. **Community where you work:** City Centennial/Powderhorn
4. **Ethnic/Racial background:**
 African American _____ Hispanic/Latino/Chicano _____ White/European
 _____ Mixed Racial Background _____ Arab/Middle Eastern _____ Asian American
 _____ American Indian/ Native American _____ 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:** _____ Number of people in your household
 _____ Single alone _____ Single with children
 _____ Married/Partnered, no children Married/Partnered, with children
 _____ Minor living with family _____ Roommate
 _____ Other family configuration
 (e.g. extended family) _____ Other
8. **Income level:** Low _____ Moderate Middle _____ High _____
9. **Education: (check highest level attained)** _____ Grade or Middle School _____ Some High School
 _____ High School Diploma _____ Some College Studies 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
 _____ Other



1999 CITIES AT WORK COMMUNITY CIRCLE DIALOGUES

PARTICIPANT PROFILE

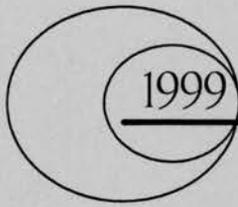
1. Community Circle Location: CENTRAL
2. Community where you live: City MPLS Neighborhood CENTRAL
School District _____
3. Community where you work: City MPLS CENTRAL
4. Ethnic/Racial background:

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

_____ 1920's	_____ 30's	_____ 40's
<input checked="" type="checkbox"/> 50's	_____ 60's	_____ 70's
		_____ 80's
7. Household/Family: _____ Number of people in your household

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

_____ Grade or Middle School	_____ Some High School
_____ High School Diploma	<input checked="" type="checkbox"/> Some College Studies
_____ Community College/Vo-Tech	_____ College Degree
	_____ Graduate Degree
	_____ Some Graduate Studies
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:** Hoosier Library
2. **Community where you live:** City Mpls. Neighborhood Central
School District _____
3. **Community where you work:** City _____

4. **Ethnic/Racial background:**

- _____ African American _____ Hispanic/Latino/Chicano _____ White/European
 _____ Mixed Racial Background _____ Arab/Middle Eastern _____ Asian American
 _____ American Indian/ Native American _____ Other

5. **Gender:** Male _____ Female X

6. **Age/Generation:** Born in... _____ 1920's _____ 30's _____ 40's
X 50's _____ 60's _____ 70's _____ 80's

7. **Household/Family:** 2 Number of people in your household

- _____ Single alone _____ Single with children
X Married/Partnered, no children _____ Married/Partnered, with children
 _____ Minor living with family _____ Roommate
 _____ Other family configuration
 (e.g. extended family) _____ Other

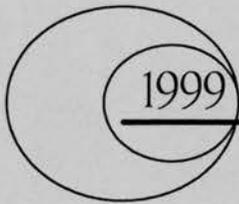
8. **Income level:** Low X Moderate _____ Middle _____ High _____

9. **Education:** (check highest level attained) _____ Grade or Middle School _____ Some High School
X High School Diploma X Some College Studies _____ College Degree
 _____ Community College/Vo-Tech _____ Some Graduate Studies _____ Graduate Degree

10. **Housing:** X Homeowner _____ Renter _____ Landlord
 (type of home) X Single-family _____ Multi-family _____ other

11. **Employment/Occupation:** _____ Government _____ Education _____ Private Industry _____ Corporate
 _____ Small Business _____ Self Employed _____ Non-Profit _____ Retired
X Not Employed _____ Other

12. **Do you have children attending K-12 school?** NO Public School _____ Private School
 _____ Other



1999 CITIES AT WORK COMMUNITY CIRCLE DIALOGUES

PARTICIPANT PROFILE

- 1. Community Circle Location: Hosmer Library
- 2. Community where you live: City Minneapolis Neighborhood Central
School District 1
- 3. Community where you work: City Central Minneapolis

4. Ethnic/Racial background:
- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> African American | <input 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: 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 checked="" 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 |

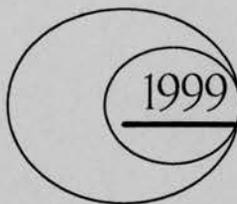
8. Income level: Low Moderate Middle High

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 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: 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: Hosmer Library
2. Community where you live: City Minneapolis Neighborhood Central
School District 01
3. Community where you work: City Minneapolis

4. Ethnic/Racial background:
- African American Hispanic/Latino/Chicano White/European
- Mixed Racial Background Arab/Middle Eastern Asian American
- American Indian/ Native American 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: Number of people in your household
- Single alone Single with children
- Married/Partnered, no children Married/Partnered, with children
- Minor living with family Roommate
- Other family configuration (e.g. extended family) Other

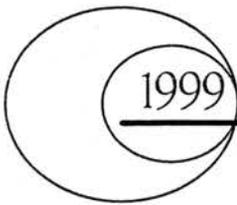
8. Income level: Low Moderate Middle High

9. Education: (check highest level attained) Grade or Middle School Some High School
- High School Diploma Some College Studies 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

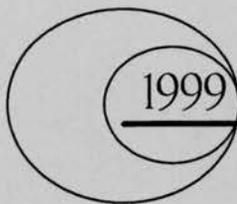
12. Do you have children attending K-12 school? Public School Private School
- homeschool Other



1999 CITIES AT WORK COMMUNITY CIRCLE DIALOGUES

PARTICIPANT PROFILE

1. **Community Circle Location:** Hosmer Library
2. **Community where you live:** City Mpls Neighborhood Central
School District _____
3. **Community where you work:** City Hopkins / St Paul
4. **Ethnic/Racial background:**
 African American _____ Hispanic/Latino/Chicano _____ White/European
 _____ Mixed Racial Background _____ Arab/Middle Eastern _____ Asian American
 _____ American Indian/ Native American _____ 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:** _____ Number of people in your household
 _____ Single alone _____ Single with children
 _____ Married/Partnered, no children Married/Partnered, with children
 _____ Minor living with family _____ Roommate
 _____ Other family configuration (e.g. extended family) _____ Other
8. **Income level:** Low _____ Moderate _____ Middle High _____
9. **Education: (check highest level attained)** _____ Grade or Middle School _____ Some High School
 _____ High School Diploma Some College Studies _____ 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
 _____ Other



1999 CITIES AT WORK COMMUNITY CIRCLE DIALOGUES

PARTICIPANT PROFILE

1. Community Circle Location: Central
2. Community where you live: City Henn Neighborhood Central
School District Greenwood
3. Community where you work: City Central

4. Ethnic/Racial background:

- African American _____ Hispanic/Latino/Chicano _____ White/European
 Mixed Racial Background _____ Arab/Middle Eastern _____ Asian American
 American Indian/ Native American _____ 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: _____ Number of people in your household
- _____ Single alone _____ Single with children
 _____ Married/Partnered, no children Married/Partnered, with children
 _____ Minor living with family _____ Roommate
 _____ Other family configuration (e.g. extended family) _____ Other

8. Income level: Low Moderate _____ Middle _____ High _____

9. Education: (check highest level attained) _____ Grade or Middle School _____ Some High School
 High School Diploma _____ Some College Studies _____ 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
 _____ Other

Community Circles 10/11/99

Discussion on racism

- Could not join a youth group because he was black
- Minnesota has a reputation of being accepting, but there are other places more liberal.
- I moved from St. Paul to Minneapolis. Did not know about racism. Worked with Phillips Neighborhood Improvement Association. I believe in reaching out to all people. People would come up to me if I were Native American. You could just feel their uncomfortable feeling. It felt negative. I am going to show them love.
- What is the difference between racism and prejudice?
 - Prejudice is a feeling
 - Racism is acting on that feeling
- Town where I grew up was divided between white and black. White town had all the businesses. Down South I learned about my own culture – Creole.
- I'm 76 years old and racism is still here.
 - You go to a top hotel, pay top dollar, and you still get 2nd class service.
- Racism = race prejudice plus power.

Education

- Busing is tearing up the community
- When I was a kid you moved to a neighborhood because of the school and church.
- Families are so spread out. It takes a village to raise a child, but there is no village.
- We are constricted because we can not leave this city without feeling uncomfortable. We went to Duluth and realized we were the only people of color.
- Even when things seem impossible, you just have to keep chipping away and eventually the wall will fall.
- When this community worked, we were one community. Everybody talked and communicated.
- Now we speak many different languages. There is suspicion. No communication.
- The leaders of all the ethnic groups have to come together.
- We have all been conditioned to believe the ills of the other.
- There is serious miscommunication, no communication.
- If you divide the people, you are going to conquer.
- I don't agree with building a freeway between a community.
- Classism, economic racism is vicious.
- We are too busy on our computers/TVs that we don't even know our neighbors

Disconnection in the community

- The process is to develop something that would connect the community. We need to be connected so that we can confront the issues. We need to hold organizations accountable to us.
- I'm going to talk to people on my block about the challenges of segregation.

Community Circles 10/7/99

Definition of Community

- Community is an extension of our family
- Somewhere you are accepted, known, and appreciated by people.

First Experiences with Racism

- Grandfather was racist. Dad had old tapes in his head that would sometimes play out. Tried hard to catch his language. In Texas, I saw racism against Mexicans. People assumed my mother was Mexican. Their reaction changed when they found out she was Greek.
- As a 6 year old child, a little girl told her she was black. I said, I was brown. I experience racism everyday.
- I was born in the 50s and remember when there were 2 different drinking fountains. When my husband was looking for a place in Louisiana, they were turned down when they saw that I was black.
- My daughter experiences it as a model. They want her to keep her hair curly and she is usually the only African American.
- I came to Minneapolis in 1937. I applied for a job at a telephone company. They said I lived on the wrong side of town (North). In the army in 1943, I took the train from Kansas City to Texas and they did not have a seat for me. 13 black soldiers did not have seats. We had to stand up for 2 days straight. In Texas, we took one day off to rest before continuing on and when we arrived the army penalized us.
- Restaurants in the South - you had to eat in the kitchen
- Dining car on the train - you had to eat after the whites.
- You have to fight racism all the time.
- Parents always taught me to be a good boy, so as to not ruffle any feathers.
- High school kid rode by and yelled nigger.
- Single events that point out the subtleties of racism.
- When it is there you know it.
- I grew up in Central. I went to school. I never noticed. But, in the 1950s, a black girlfriend told me about how her husband could not get work as an electrician or they threatened to walk.
- Some people are just jerks. (An observation after a story of being pushed and then having a weird interaction with them)
- One time I was on the bus and I wanted to stand. A black man told me that I could sit that he would not bite. But, I did not want to sit, I was sick of sitting. After I told him that he just got and sat somewhere else.
- My husband did not get into school because he was black (in Kansas) after the war.
- We had places to go and things to do with our own.

Community Circles 10/25/99

Housing Challenges

- Suggestion: We need to put a cap on housing costs, i.e. rent or buying homes.
- House flipping- selling houses with over inflated prices. How do you hold these developers accountable?
- Central has changed- originally it was middle class. Central High was the pillar of the neighborhood. Now it is different. People don't know how to fight back. This community gets the short end of the stick. Class, race issues economics. People in a "nicer" neighborhood would not allow developers to do these sorts of things.
- Why is this neighborhood always getting the short end of the stick?
 - City structure and politics- if you don't have a voice downtown you can't control what happens. Not just a voice, but a loud, strong, firm voice that will not back down.
 - There has to be a politically active group.
 - You need political activity on every level.
- Statistically there are only 2% of the people active in their neighborhood associations, PTAs, and churches. And these 2% are involved in all these groups and they get burned out.
- I don't think we communicate real well in this community. We are not in the same page.
 - How are we going to get a strong constituency downtown if we are not on the same page?
- If this type of community dialogues could be supported by the city and have one in every community which would meet each month to address issues that come up, it could be real effective.
- If you bring a problem to the table then you have to have a solution.
- There needs to be some sort of accountability to community members who participate in neighborhood associations.
- We need interpreters for all the ethnic groups.
- It goes back to support from the city.
- We have NRP money – it is a matter of organizing so that we can use this money how we see fit.
- We need to be real honest about race, economics and class.
- Before this neighborhood looked good because there were shared common values.
- It is how you present yourself to your neighbors when you want to address certain livability issues.
- Problems with communication to non-English speakers – go to their local association for their ethnic group. Gather information.

Themes

- Strong voice downtown needed.
- Diversity in the community
 - How do you communicate values to this diversity? (Other communities are not yoked with this issue. People downtown have no idea.)
 - There is a need for education to the broader community about this diversity in the neighborhood.
 - This is not simply a problem but also something beautiful.

- Housing in Phillips- boarded and vacant houses had to be guarded.
- In St. Paul, when they tear down a house they have to build/replace the house.
- You learn about these things by reaching out to people.

- We need to put the power back in our hands. We are not the little people. Our thinking can hold us back. We need to set the standards and have a unified voice.
- What does responsible living in our community mean?
 - This could be written in a Welcome packet.
 - Go to the Realtors – give them a Welcome packet.
- How does racism effect government?
 - It is not a coincidence that people of color populate the underdeveloped neighborhoods.
 - The poor get nailed in every department.
 - Undoing Racism: Bigfoot Theory
 - Chicago/Lake area is the biggest loitering capital of the city.
 - It is over run by pawnshops and liquor stores.
 - They/Them = power/control/decision makers/profit makers that benefit by keeping South Minneapolis impoverished.
- We wouldn't be so tired if we looked at **how we are organized.**
 - We have 4 organizations for crime.
 - We have 3 organizations for housing
- How many young people hang out at the corner? Wouldn't it be great if we had some community project for them?
- Other neighborhoods are better organized because they talk the same/look the same.
- What scares THEM: when you are educated and you can argue your point well,
- HNIC: Head Negro in Charge.
 - Token –not expected to follow through. Who is accountable?
- We need to get in touch with who our community is.
- Leadership is supposed to act on the behalf of the community.
- We need to have a RALLY!
 - Communication
 - Collaboration
 - Accountability

You are as important as I am. Value the difference.

- Even if we are not on the same page, we need to know who does what.
- Symbol – that shows that an organization meets the approval of the neighborhood. Registered that they meet up to the standards of the community.
- Central Neighborhood or community SUMMIT
 - Evaluation
 - What does the big picture look like
 - 2
 - 2 days: over the weekend
 - What is our agenda, what are we doing, where are we going?

Community Circles 11/1/99

(My notes start 30 minutes after the discussion began.)

- Neighborhood schools: Good – it is a need.
- Charter School: it offers my children an education that focuses on African American and Native American issues.
- It is a free country. You should be able to choose where your children go to school. But, we need to make sure that everyone gets a chance, a good education.
- I'll be damned if I'm going to put my daughter in a Minneapolis Public School – It is Dangerous!
- It is a parent's reaction. You have to look at other options. It is up to the community to hold the schools accountable. Families and parents need to become more involved. It is a joint effort. I do not believe that the schools are equipped to deal with race and poverty. There is no real honest dialogue.
- It is a lot easier to be involved in your child's school when it is within walking distance.
- You can not hold a school accountable if you can not agree on what is a neighborhood school.
 - Neighborhood School: a school that serves the kids of a neighborhood.
- Parents need to have a position that meets monthly to make decisions about the school so that they are empowered to hold teachers accountable.
- Who in our community is holding the school/agencies accountable?
- Who is that principal accountable to?
- Does a school board member have to have direct contact with parents? NO!
 - How can we change that?
 - You ask for more than what you want.
- What we need to do is to learn to coordinate and collaborate with other organizations.
- How can we empower the parents?
- Teaching is a calling. Offer them a key and then they can use that key to open other doors.
- Kids get bored so easily. If you interject something that is fun...

- In Atlanta, they use empowerment zone funds to work with the School Board.
 - I don't think I trust these bureaucrats to use our Empowerment Zone funds.
- I think we need to lobby at the State level.
- Folks come together and they belly ache and nothing happens.
- What have been the common threads in terms of an action piece???
- What is realistic strategy?
 - Communication
 - Collaboration
 - Accountability
- A strategic plan to get to the Lt. Governor
 - We need to get to her advisors
 - Who is "We"?

- Community Circles
- CNIA
- Sabathani
- Brian Heron's office
- Central neighborhood
- Address these questions:
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
- What is the leverage power of this neighborhood?
 - Meeting with Linda Berglin and Linda Wejcman.
 - Each one of us, what we want
 - Need consensus
 - What do we have collectively
 - Are we all on the same page?
- Homework:
 - Education: Who, why, how
 - Your view points on each issue
 - What would this group do if we had \$250,000?

Ending comments on discussion:

- Be a direct impact on your child's education
- Fuels a fire in your belly
- Eye opener
- Energizing. Senator's meeting. Finding out what is going on in Central. A lot of overlaps.
- Actions that effect our School Board
- Money: need to get plans together. \$250,000 – What will we do?
- Healthy, realistic vision that empowers the people in a common language. EMPOWERMENT.