



Education and Housing Equity Project Records.

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Community Circle Dialogues spur reflection and action on Education, Housing and Race in the Twin Cities

In 1997, the Wilder Foundation devoted its fall/winter edition of *Community Matters* to "Race and Community." That publication documented the growing ethnic and racial diversity within Saint Paul and how the Twin Cities region was becoming increasingly polarized along the lines of race and class. Changes in municipalities and school districts pointed to serious issues of equity and access to opportunity in both housing and public education. It also highlighted some promising practices for effectively responding to these challenges.

One of these was the Community Circle Dialogues on Education, Housing and Race, initially launched by the Education and Housing Equity Project, whose mission was to encourage civic engagement and multicultural conversations on the prospects for building more inclusive communities in the Twin Cities. In 1997, EHEP and a host of partnering organizations, including the Minnesota Minority Education Project, the Metropolitan Interfaith Council and others sponsored conversations on the challenges of education and housing segregation.

Out of these conversations grew a shared commitment to promoting housing patterns school programs that better integrate our metropolitan community across barriers of race and class and in the process, bring children from different backgrounds to integrated and diverse learning environments.

The initiative was supported by a diverse group of foundations, businesses, community groups, faith organization and local governments. The dialogue project brought together hundreds of people in dozens of communities throughout the Twin Cities region, who met in "community circles." Suburban moms, single city dweller, recent immigrants, small business people, the underemployed, people of color, pastors, police officers, teachers and many others met in small groups on repeat occasions to explore the related issues of housing and school segregation, to share experiences and better understand one another, and to develop their own ideas for building integrated and inclusive communities that work.

Following the circles, a forum was convened at Macalester College, co-moderated by former Saint Paul mayor George Latimer and Vivian Jenkins Nelsen, co-founder and CEO of INTER-RACE at Augsburg College. Citizens and circle participants from different parts of the metropolitan region came together to share their experiences and conclusions from the circle discussions. A spirited and rich conversation about race, and city-suburban relations ensued, suggesting the need and thirst for more cross-racial and cross-community dialogue.

Several major "successes" of 1999 had their genesis in the Circle conversations of 1997. One was the Innovative and Inclusionary Housing Legislation sponsored by community circle partner Alliance for Metropolitan Stability and recently passed into law by the 1999

State Legislature. Another was the fair housing theatre event "Like Waters Rolling Down" produced by MICA and the Illusion Theatre, and performed in churches and synagogues around the metro area this past year. Another idea not yet implemented was a check-off as part of mortgage, property tax and utility payments for small monthly donations to support a metropolitan affordable housing fund that could be used to leverage other resources support fair housing initiatives and to reduce upfront expenses for households attempting to access better housing. Although participants focused on both schools and housing, most circles concluded that barriers to equal housing opportunity were a major factor leading to segregated schools and lack of equal educational opportunity.

The circles also led to new relationships and partnerships for overcoming racial stereotyping and discriminatory attitudes. One of the more interesting Circles, convened by Saint Paul's Commonbond Communities, Inc., brought together residents of one of their developments in Oakdale with nearby residents who had initially opposed the introduction of affordable housing and "those people" in their neighborhood. Out their conversations evolved new understandings, new connections and new commitment by residents to one another and to building a shared community.

Out of the lessons learned in 1997, a new round of Community Circle conversations was launched, beginning in Minneapolis Public Schools in 1998 and spreading to Saint Paul and suburban communities in 1999. A major milestone was the decision by the Saint Paul partners of the "Cities at Work" Forums to devote their 1999 forum series to "Unleashing the Power of Our Community: A Public Dialogue on Race, Connections and Commitment." The Wilder Foundation and the Education and Housing Equity Project are among the twenty sponsors of this city-wide initiative. "Cities at Work" decided to launch "Community Circle Dialogues on Education, Housing and Race" that would complement the citywide forums by engaging citizens and neighborhood communities at the grass-roots level.

Collaborative partnerships were greatly expanded. A new discussion guide was developed. Experienced facilitators were recruited and trained by the Minnesota Facilitators Network and Society of Professionals in Dispute Resolution. A training workshop on "Understanding Community and Institutional Racism" was offered by the Minnesota Churches Against Racism. In Saint Paul, eight community circles have met this spring; many more are planning to convene in the fall. Each Circle is ethnically and racially diverse, consists of 8 to 15 participants, and meets for approximately 10 hours spread over typically five different occasions. The Circles are co-facilitated and appoints a scribe, or rapporteur (spelling?) who captures in writing the major themes and highlights of the conversation. Examples of circles meeting this spring are the Frogtown Pluralism Circle, which includes members of Saint Paul's Hmong community and the SPNN (Saint Paul Neighborhood Network) Circle, which is being videotaped for possible public distribution.

In all, more than 50 Community Circles have or will be convened in Saint Paul and the Twin Cities area. The Wilder Foundation and EHEP are sponsoring a gathering of the

community circle participants in June. In November, "Cities at Work" will hold its final forum which will be "A Call to Action." The forum will solicit the results of the community circle conversations, generate ideas for community action and mobilize citizens to take action in new and different ways that bridge the diverse cultural, ethnic and racial communities that make up Saint Paul.

A metropolitan Citizens Summit is also planned that will include participants from all of the Twin Cities area circles, and invited community and public officials. At the Summit, the community circles will "report out" their findings and recommendations. Participants will use electronic audience response technology to discover areas of consensus and to prioritize action steps for the community. Many local policy makers will be invited to this event, which will be sponsored by Minnesota Meeting, Minnesota Public Radio and other communication/media partners.

SIDE BAR

The Cities at Work Community Circles Dialogues are modeled after the highly successful study circle program promoted by the national Study Circles Resource Center (SCRC), headquartered in Pomfret, Connecticut. Study circles have been used throughout the country to generate reasoned citizen dialogue, decisive policy input, and grass-roots problem solving. SCRC is a national partner in the Twin Cities circles project.

The community circle, or study circle process is one important way to achieve new levels of citizenship, interaction and civic action on difficult issues affecting the community. Large scale, community-wide and metro-wide community circle programs can have a significant, cumulative impact. These impacts range from new friendships, to neighborhood projects, to city-wide action plans, to new legislation. In Saint Paul they can help us to learn from each other how to effectively work with people and groups from different backgrounds and interests to unleash the power and potential of our city's diversity. Invariably, citizens who participate in community circles become more involved in the civic life of their community.

Examples of other community study circle programs that SCRC has assisted include suburban Cleveland (race relations), Maine (community violence) Oklahoma League of Women Voters (criminal justice) and Lima, Ohio. In Lima, communities of faith joined forces with the local branch of the state university, labor unions, the City and the chamber of commerce to initiate the first city-wide study circle program, on race relations. Following the circles, participants have done everything from building new playground to changing the makeup of a regional board. An evaluation of a similar program in Greater Cleveland showed basic changes in attitude as a result of the study circles. A statewide study circle program in Oklahoma helped the state legislature enact sweeping changes in the criminal system.

The Twin Cities Community Circle project, of which the Cities At Work Community Circles Dialogue is part, is the nation's first attempt at a region-wide program. With the ascendance of regional issues such as segregation, social equity, urban sprawl, and

transportation to the forefront of public policy debates across the nation, a region-wide model is a much-needed innovation.

It is also the first program to develop its own discussion guide. Very recently the Community Circles Dialogue on Education, Housing and Race was selected by the President's Initiative on Race as a model of a "Promising Practice for Racial Reconciliation" and as an innovative approach to our nation's racial problems.

Community Circle Collaborative

Accomplishments December, 1996 – May, 1997

| <u>Date(s)</u> | <u>Task(s)</u> |
|---------------------------|--|
| 12/10/96 | Community Circle Dialogue, "Beyond Busing", Kick-Off 100 + Attendees, "call to action" to potential sponsors Presenters: Mayor Gail Dorfman, St. Louis Park; Former Mayor Lattimer, St. Paul; Dr. Josie Johnson, Project Chair; Curt Johnson, Chair, Metropolitan Council; Yusef Mgeni, President, Urban Coalition Sponsors completed the "Pledge of Participation", and "Sponsor Packets" were distributed & Video produced |
| February, 1997 | Newsletter – <u>News from the Community Circle Project</u> , "Beyond Busing: A Metrowide Dialogue on the Challenges of Education and Housing Segregation" published and Distributed |
| 02/15/97 & 02/20/97 | Two Facilitator Training sessions were held at Augsburg College 100 + Attendees, "Facilitator Packets" distributed and Video produced |
| March – May, 1997 | Preparation and distribution of the <u>Choices for Community: A Regional Conversation About The Challenges of Education, Housing And Segregation In The Twin Cities Metropolitan Area</u> , Community Circle Discussion Guide (1000+ copies) and Bibliography |
| April – May, 1997 | 40 – 50 Community Study Circles were convened throughout the Twin City metro area involving approximately 350 – 500 participants, 3 – 6 meetings for each Circle |
| May, 1997 | Preparation and update of Community Circle Collaborative Data Base – 500+ entrees |
| 05/29/97 | "COMING TOGETHER: A Metro-Wide Gathering of the Community Circle Study Groups" – Addressing the Challenges of Education, Housing and Segregation 150 + registrants and attendees representing 17 city and suburban communities, Video produced co-sponsored by the Community Circle Collaborative and the Education and Housing Equity Project, And the Department of Urban Studies, Macalester College Moderators: George Lattimer, Professor of Urban Studies, Macalester College; Vivian Jenkins Nelson, President, INTER-RACE, Augsburg College; Martha McCoy, Executive Director, Study Circle Resource Center |

Community Circle Collaborative

Lead Partner

Education and Housing Equity Project

Organizing Partners

Citizens League
City of Minneapolis, Office of the Mayor
Institute on Race and Poverty, University of Minnesota
INTER-RACE, Augsburg College
Macalester College Department of Urban Studies
Metropolitan Interfaith Council on Affordable Housing
Minneapolis Initiative Against Racism
Minneapolis Public Schools
Minneapolis Neighborhood Revitalization Program
Minnesota Minority education Partnership
Minnesota Public Radio Civic Journalism Project
Minnesota Churches Anti-Racism Initiative of the Greater Minneapolis, Minnesota, and
St. Paul Area Councils of Churches
Minnesota Fair Housing Center
Minnesota Meeting
People's Institute for Survival and Beyond, North Chapter
Southside Neighborhood Housing Services
Twin Cities Free-Net
Urban Coalition
West Metro Education Project

Funding Partners

Bremer Foundation
Bush Foundation
Center for Urban and Regional Affairs
Minneapolis Foundation
Saint Paul Foundation

National Partners

Study Circles Resource Center
Kettering Foundation / National Issues Forums

In addition to the organizing and funding partners, many partner organizations and individuals are joining the collaborative as resource partners, facilitators, and as sponsors of the community circles being convened throughout the metropolitan area.

EDUCATION & HOUSING EQUITY PROJECT
'CHOICES FOR COMMUNITY'
COMMUNITY CIRCLES PROJECT
1997 REPORT

During 1997, EHEP established the Community Circle Collaborative, a metro-wide dialogue project that engaged over 500 citizens from 35 different municipalities in informed public conversations focused on the challenges of school achievement, housing integration and racial/economic equity in the Twin Cities metropolitan area.

These discussions included:

- 1) Twenty-five 'community circles,' each composed of 5-20 participants meeting between three and six times (approximately two hours for each meeting) during the months of March through June. These circles were sponsored by a wide variety of organizations and were convened in central city, suburban and outlying communities. Approximately 25% of the 350 or so participants were people of color.
- 2) A Metropolitan Citizens Forum held at Macalester College Chapel in May moderated by George Latimer and Vivian Jenkins Nelsen, two noted facilitators and leaders on issues of race relations and segregation. 125 citizens and public community leaders, including representatives of community circles who shared the results of their circle deliberations attended the forum.
- 3) A set of town meetings in Minneapolis and St. Paul public schools in September held in conjunction with the National Summit on Race Relations and America's Public Schools and co-sponsored with the President's Commission on Race and the National Conference of Christians and Jews. Approximately 50 adults and youth participated in facilitated, nominal group discussions.

EHEP and its Community Circle Collaborative partners accomplished these dialogues through a sequence of organizing and supporting activities, including the following:

- 1) A sponsor kick-off event *Beyond Busing: A Metrowide Dialogue on the Challenges of Education and Housing Segregation* held in December 1996 at the St. Louis Park City Council Chambers. Over 100 citizens representing nearly as many organizations attended the forum, which introduced the project and provided an overview of the issues. Following the forum, approximately 50 different groups (school districts, churches and synagogues, libraries, neighborhood councils, community-based non-profits, housing groups, human rights commissions, chambers of commerce and municipalities) signed pledges of participation, agreeing to sponsor or convene at least one community circle.
- 2) Publication of a newsletter "*Beyond Busing*" in January 1997 to draw attention to the project, announce upcoming activities, provide forms for sponsor, facilitator and

participant sign-up, and to cover the “who, what, why, where, how and when” of the project. The newsletter was mailed out to approximately 500 interested individuals and organizations.

- 3) Facilitator training workshops held in February at Augsburg College. Approximately 85 people with backgrounds or experience in facilitating small groups were recruited and received training on the issues and process to be used in the community circles discussions. Each volunteer moderator/facilitator signed a pledge of participation. Facilitators were subsequently matched with community circles convened by the sponsors. The Community Circle Collaborative worked with the Minnesota Facilitators Network to identify and recruit moderator/facilitators. In addition, many of the sponsor/conveners provided their own experienced facilitators.
- 4) Research and preparation of an issues/discussion guide *Choices for Community: A Regional Conversation about the Challenges of Education, Housing and Segregation in the Twin Cities Metropolitan Area*. In the preparation of this document, the Collaborative was assisted by a CURA-funded graduate intern from the Humphrey Institute of Public Affairs, and by noted journalist, editorial writer and playwright Syl Jones.
- 5) The Collaborative also produced a resource bibliography that includes over 125 publications and articles to help inform the public discussions. The Librarians for Social Responsibility offered to assist in making these resources available for community circle use at branch county libraries. In addition, the Collaborative supplied resource experts who were available to meet with community circles upon request. Community circle participants were also invited to local conferences and seminars, such as the Institute on Race and Poverty’s Spring Conference on housing, education and persistent segregation, to augment their inquiry and knowledge of the issues they were discussing.
- 6) A concluding forum *Coming Together: A Regional Conversation on Schools, Housing and Segregation*, co-sponsored with the Macalester College Department of Urban Studies, the Study Circles Resource Center and the Minnesota Public Radio Civic Journalism Initiative (described above). This event brought together community circle representatives, interested citizens and invited community leaders to achieve a metro-wide conversation and share the results of the individual community conversations.
- 7) An evaluation survey of the community circle sponsors, facilitators, reporters and participants to learn what worked well and what needs to be changed before a second round of community conversations is held. All participating circles completed the survey, and a summary report of the results has been prepared. A focus group meeting with community circle representatives will be held in the near future.
- 8) A summary report of the community circles’ findings, conclusions and recommendations to be made available for public distribution in early 1998. At the

conclusion of their deliberations, the community circles submitted over 100 pages of reports. The substance of these reports, along with the results of the fall town meetings at Minneapolis and Saint Paul Schools, are being synthesized and integrated into a summary report. The final document will report on the substance of the conversations, but will also include a critique of the discussions and process recommendations for a second round of discussions and action steps in 1998.

- 9) Video and audio documentation of the project, which was provided by a community circle partner, the Minneapolis Neighborhood Revitalization Project.
- 10) The project network directory, which now includes over 1,000 participants and interested citizens.

The results of the community circle conversations are already being used and have had some impact on the Twin Cities civic community:

1. The Project was a major contributor to the winter 1997 edition of Wilder Foundation's *Community Matters*. The entire issue is devoted to "Race and Community." The Project has also received media coverage by:
 - *The Star Tribune of the Twin Cities*
 - *The U.S. News & World Report*
 - Minnesota Public Radio's Midday Program (KNOW-FM)
 - Community Radio Station KFAI in Minneapolis
 - Minneapolis Community Television Network, Channel 34
 - A radio program of the Black Leadership Forum (Yvonne Scruggs) in Washington, D.C.
 - The national newsletter of the Study Circles Resource Center
 - Several Twin Cities-based neighborhood and suburban newspapers

We have also received a request from NBC News for coverage of the second round of conversations in 1998. Our project will also be the subject of a major display at the Minneapolis Public Library in January and February 1998.

2. Project staff and participants were invited to be contributors to two other public conversations in September 1997: The Peoples Summit, broadcast by KTCA as part of its Block by Block television series, and the Metropolitan Initiatives Forum, cosponsored by several Twin Cities foundations and the Citizens League.
3. Several new community-wide discussion initiatives have begun which are inspired by or modeled after the community circle discussions we initiated. One prominent example is the dialogue and action project begun by Interfaith Action, a social justice ministry of church congregations in the greater Minneapolis area. EHEP assisted them in convening metro interfaith forums on jobs, housing, sprawl, race and poverty. Their discussion guide and "issues map" are taken directly from the Community Circles project. The chief organizers, planners and resource speakers of the Interfaith Dialogues were participants, sponsors or facilitators in the Community Circles

project. Partly in response to our initiative, education and segregation issues have been added to their agenda.

4. Following completion of the second round of community circle conversations, EHEP board members and staff, and community circle partners, were invited to:
 - Make presentations to the Minnesota Minority Education Partnership at its annual conference, and the West Metropolitan Education Program (consortium of nine suburban school districts and the Minneapolis school district) at one of its quarterly board/superintendent meetings;
 - Meet with and provide input to the mediation consulting team (CMI) for the NAACP v. State of Minnesota educational adequacy law suit;
 - Participate in updating the Minnesota Milestones measures for state and metropolitan outcomes in education, housing and multicultural diversity; and
 - Develop strategies at the Metropolitan Housing Summit cosponsored by the Metropolitan Interfaith Council on Affordable Housing.

EHEP staff and board members have also participated in and helped lead discussions at various conferences focusing on housing and education issues (e.g., the DFL Education Foundation's conference on closing the income gap and the Institute on Race and Poverty's conference on overcoming spatial barriers to welfare reform).

5. EHEP has been contacted by National Days of Dialogue to help promote conversations on race relations in the Twin Cities. The National Days of Dialogue on Race Relations is a coalition effort of national organizations to encourage and highlight dialogue on race relations during the week leading up to Martin Luther King Day. We have also been contacted by the St. Paul Pioneer Press to advise and assist them in establishing a series of community discussions that that would be tied to a newspaper series they will be running on welfare reform and poverty in the Twin Cities.
6. Some of the community circles continue to meet (e.g., the Golden Valley Circle sponsored by the Black History Month Committee of the Human Rights Commission, working with the Twin West Chamber of Commerce and Hopkins School District). EHEP is also monitoring action initiatives that spring from local community circles (e.g., churches getting involved in fair housing initiatives).
7. EHEP formally supported and helped develop MICAH's proposal to HUD for a Fair Housing Initiatives Grant. In the category of "education and outreach – reducing suburban tensions," MICAH was one of only five non-profits in the nation to receive funding. EHEP will be a collaborating partner in this project, which will use theatre as a vehicle for engaging the public in the issues we care about. Other community

and congregational organizing groups (e.g., St. Paul Ecumenical Action Council) are approaching us about collaboration in 1998.

8. We have also received requests from local communities (e.g., Maplewood Human Rights Commission) and academic institutions (e.g., Twin Cities area seminaries' joint course on "Solving Urban Problems" and the Higher Education Consortium for Urban Affairs' Metro Urban Studies Term program) to use our discussion guide as part of their course curricula and community education and outreach initiatives.
9. Also as a result of our accomplishments in 1997, EHEP has been invited to co-sponsor and provide technical assistance and policy direction in developing a comprehensive fair housing training conference for suburban planning officials in 1998.

Our major thrust at the close of 1997 is to plan and organize a second round of community circle conversations and forums in 1998. This round will be built on the results of the first round. The circle discussions will culminate with a Citizens Summit co-sponsored with the Minnesota Meeting and the Minnesota Public Radio Civic Journalism Initiative, and a public action agenda for 1999.

Community Circle Collaborative

August 15, 1996
8:00 a.m.
MN Church Center

AGENDA

- I. Welcome & Introductions
- II. Agenda approval/adjustment
- III. Work Team Reports
 - A. Fundraising (Fred) - Status of grants, budget adjustments?
 - B. Partner Recruitment & Coordination (Darcy) - Status
 - C. Discussion Guide/Research (Darcy) - Status
 - D. Forums & Publicity (Jim M.) - Status, kick-off event purpose
 - E. Study Circle Coordination (Bruce) -- Status
 - F. Advisory Board (Dick) - Status, Co-Chairs
- IV. Pilot study circle
- V. Timeline → Setting & adjusting dates
 - A. Pilot study circle
 - B. Kick-off event (Saturday still o.k.? 9/26 still feasible?)
 - C. Facilitator training(s)
 - D. Study circles (early October still feasible?)
- VI. Other issues/concerns
- VII. Next meeting of Working Group

Report for 8/15/96 Community Circle Collaborative meeting

Partner Recruitment & Coordination

- Biggest push: SPONSOR recruitment. Before I send out recruitment letters & packets, however, I need the date of the sponsor recruitment event (and would suggest that the kick-off event be this, as suggested by the Study Circle Resource Center - see hand-out)
- Mayor Sharon Sayles Belton is a partner - will write letter of support, speak at our kick-off event, and contact George Latimer
- Met with Toward Tomorrow Together (anti-racism group in St. Paul, includes Wilder Foundation, St. Paul Human Rights Department, St. Paul Area of Churches, neighborhood groups, others) - gave us mailing list, will approach individual member groups to act as sponsors
- MN Churches Anti-Racism Initiative (includes MN Council of Churches, Greater Mpls Council of Churches, and St. Paul Area Council of Churches) endorsed the project - will act as Resource Partner - will be sending out packet about the project to all metro teams encouraging them to be sponsors
- Zib Hinz will be taking our request to the Minneapolis School Board this month - we're asking them to endorse the project; to be a Sponsor; to help publicize the project in their bulletins, etc.; and to help recruit participants from parent organizations, teachers unions, and other employee groups
- Letters & requests were sent to the superintendents and school board members of the 7 school districts that make up the West Metro Education Program - asking for the same participation we're asking of the Minneapolis Public Schools

Discussion Guide/Research

- Steve Van Kuiken has read through all of our materials, will be writing this month
- Continue to assemble other materials
- Will shoot for it being ready for pilot study circle
- Have group of people ready to advise once first draft is ready

LETTER OF INVITATION TO POTENTIAL SPONSORS

Dear *[potential sponsor]*,

I hope by now that you are well aware of plans to coordinate a large-scale, community-wide "study circle" dialogue program on *[issue]*. At this point, our plans for *[name of overall study circle program]* call for involving as many as 800 people from all walks of life. This is no small task, and we'll rely on people like you to help us in this effort.

We've already conducted *[#]* pilot study circles, and now we're ready to tell the world about our plans. We hope you can join us for our kickoff event, *[name of event]* on *[day of the week, date, time]*, at *[location]*. We'll hear from *[prominent speaker]* as well as from participants in our pilot study circles. They'll give first-hand accounts of how their study circles helped them increase their understanding of *[the issue]* and what we can do about it, both as individuals and as a community.

[Perhaps mention other agenda items, such as viewing a video documenting study circles in other communities.]

At this kickoff, we'll also seek the commitment of people like you to join us in *[name of overall study circle program]*. We are seeking sponsors who will promote the program, recruit participants, and organize individual study circles.

We need your support to make *[name of overall study circle program]* happen, and hope we'll see you on *[date]*!

Community Circle Collaborative

TO: Dick Little, MIAR
FROM: Darcy Seaver, EHEP
DATE: August 13, 1996
RE: George Latimer's possible role

The following is one scenario for what we might ask of George Latimer as Co-Chair of our project:

- Title: Co-Chair of the Community Circle Collaborative, along with Dr. Josie R. Johnson
- Primary contribution: Assistance in giving credibility and visibility to the project, as well as help in planning and refining its content
- Specific assistance:
 - Speaking at kick-off event (mid-October) and wind-up event (January)
 - Possible participation in 1-2 Advisory Board meetings
 - Occasional consultation on project design and activities (via mail, fax, phone)
 - Letter of support
 - Co-signature on letters to Sponsors and participants
 - Contact for media interviews

I would also suggest that we provide him with the Pledges of Participation we are using with other partners, as these delineate the roles and responsibilities of others in the project.

I hope this is a start anyway.

Thanks again for all your good work, Dick.

Community Circle Collaborative – Meeting Attendees & Partners

| Company | First Name | Last Name | Address1 | City | State | Postal Code | Work Phone | Fax | Partner Role |
|---|------------|------------|---------------------------|-------------|-------|--------------|----------------------|----------|--------------|
| Alliance WORKS/Alliance of the Streets | Jim | McDonough | 1321 1st Ave So | Minneapolis | MN | 55403 | 870-9269 | 871-7570 | RP |
| Education & Housing Equity Project | Darcy | Seaver | 122 W Franklin Ave | Minneapolis | MN | 55404 | 871-8980 | 871-8984 | CP |
| Harmony/Decent Exposure | Bob | Milner | 3212 Longfellow Ave S | Minneapolis | MN | 55407 | 724-4296 | 724-4296 | |
| Individual | Karen | Kingsley | 33 10th Ave So #150 | Hopkins | MN | 55343 | 933-9639 | 933-8016 | RP |
| Individual | Ken | Darling | | | | | | | RP |
| Individual (possibly as Mpls Community Education) | Scott | Bol | 2309 28th Ave S | Minneapolis | MN | 55406 | 721-6320 | 627-2420 | |
| Institute on Race & Poverty | Jeff | Rutherford | 95 Law Center, Rm 414/415 | Minneapolis | MN | 55403 | 626-2277 or 625-8071 | 624-8890 | CP, RP |
| Macalester College, Dept of Political Science | Carol | Horton | 1600 Grand Avenue | Saint Paul | MN | 55105 | | | RP |
| MICAH | Mike | Anderson | 122 W Franklin, #320 | Minneapolis | MN | 55404 | 871-8980 | 871-8984 | Sponsor |
| MICAH/Presbyterian Church of the Apostles | Steve | Van Kuiken | 701 East 130th Street | Burnsville | MN | 55337 | 431-5316 | | RP |
| Minneapolis Initiative Against Racism, Education Task Force | Dick | Little | 4909 29th Ave S | Minneapolis | MN | 55417 | 339-0820 | 339-3288 | CP |
| Minneapolis Public Schools | Elizabeth | Hinz | 807 Broadway NE | Minneapolis | MN | 55413 | 627-2190 | 627-2152 | |

Community Circle Collaborative – Meeting Attendees & Partners

| Company | First Name | Last Name | Address1 | City | State | Postal Code | Work Phone | Fax | Partner Role |
|--|------------|-----------|-------------------------|---------------|-------|-------------|-------------------|----------|--------------|
| | | | | | | | 2190 | 2152 | |
| MN Center for the Book/ Metronet | Mary | Treacy | 2324 University Ave W | St Paul | MN | 55114 | 646-0475 | 646-0657 | |
| MN Dept of Children, Families & Learning, Division of Special Education, Minority & Cultural Issues Work Group | Elizabeth | Watkins | 550 Cedar St | St Paul | MN | 55101 | 297-4682 | 297-7368 | RP |
| MN Dept of Special Ed | Nancy | Larson | 833 Capitol Sq | St Paul | MN | 55101 | 296-2548 | 297-7368 | |
| MN Fair Housing Center | Arthur | Higgins | 2414 Park Ave S | Minneapolis | MN | 55404 | 872-6088 | 871-0354 | CP? |
| MN House of Reps | Myron | Orfield | 4019 Sheridan Ave S | Minneapolis | MN | 55410 | | | RP |
| MN Minority Education Partnership | Bruce | Vandal | 2211 Riverside Ave | Minneapolis | MN | 55454 | 330-1509 | 330-1510 | CP |
| MRA | Steve | Dickinson | 1885 University Ave #70 | Saint Paul | MN | 55104 | 646-8617 | 646-8650 | |
| PEDS | Bob | Simpson | 2410 James Ave N | Minneapolis | MN | 55411 | 521-0134 | | RP & S |
| People's Institute of New Orleans (MN Branch) | Jim | McDonough | 2840 Cavell Ave So | St Louis Park | MN | 55426 | 870-9269 | 871-7570 | RP |
| Southside Neighborhood Housing Services/MIAR Housing Task Force | Hal | Clapp | 3137 Chicago Ave S | Minneapolis | MN | 55407-1532 | 823-5216 ext. 313 | 823-3964 | Sponsor: RP |
| St. Paul SAFE Cities | Hope | Melton | | | | | | | ? |

Community Circle Collaborative – Meeting Attendees & Partners

| Company | First Name | Last Name | Address1 | City | State | Postal Code | Work Phone | Fax | Partner Role |
|---|--------------|-------------|---------------------------------------|-------------|-------|-------------|-----------------------|-----------------------|--------------|
| Study Circle Resource Center | Matt | Leighninger | 697 Pomfret Street | Pomfret | CT | 06258 | (860) 928- 2616 | (860) 928- 3713 | RP |
| Suburban Hennepin Anti-Racism Coalition (SHARC) | Fred | Tenfingers | 9 Seventh Ave S | Hopkins | MN | 55343 | 930- 3356 | 930- 3540 | CP |
| Toward Tomorrow Together | Dr. Josie R. | Johnson | 400 Groveland Ave, #2007 | Minneapolis | MN | 55403 | 874- 8172 | | Co-Chair |
| Tri-Council Coordinating Commission | James | Addington | 122 W Franklin Ave #100 | Minneapolis | MN | 55404 | 871- 0229 | 870- 3622 | RP |
| University of Minnesota, Associate VP of Academic Affairs | Josie | Johnson | 120 Morrill Hall, 100 Church St SE | Minneapolis | MN | 55455 | | | Co-Chair |
| University of Minnesota, Dept. of Housing | Ed | Goetz | | | | | | | RP |
| Urban Coalition | Nancy | Smith | 2610 University Ave W | St Paul | MN | 55114 | 348- 8550 | 348- 2533 | CP |

THE COMMUNITY CIRCLE COLLABORATIVE

PARTNERS (as of 8/9/96)

Alliance Works
Dr. Josie R. Johnson
Education & Housing Equity Project
Institute on Race & Poverty
Mayor Sharon Sayles Belton
Metropolitan Interfaith Council on Affordable Housing (MICAH)
Minneapolis Initiative Against Racism
Minneapolis Public Schools
MN Council of Churches
MN Department of Children, Families, and Learning
MN Fair Housing Center
MN Minority Education Partnership
People's Institute for Survival & Beyond, MN Branch
Presbyterian Church of the Apostles (Burnsville)
Prof. Carol Horton, Macalester College, Dept. of Political Science
Prof. Edward Goetz, University of Minnesota, Dept. of Housing
Rep. Myron Orfield
Southside Neighborhood Housing Services
Study Circle Resource Center
Suburban Hennepin Anti-Racism Coalition
Urban Coalition

Pending:

Alliance for Metropolitan Stability
Jewish Metropolitan Organizing Project
Kettering Foundation
Minneapolis Center for Neighborhoods
Minneapolis Family & Community Education
MN Association for Adult Education
St. Louis Park Housing Redevelopment Authority
St. Paul Human Rights Department
West Metro Education Program
Wilder Foundation

Community Dialogue on Race, Housing and Education Scheduled for Fall of 1996

by Dick Little, Co-Chair, MIAR Education Task Force

Can Minneapolis break the social path followed by so many other major cities over the past two decades? What can we and our metropolitan neighbors do to work toward city- and metro-wide solutions to the race and poverty issues overwhelming the city schools and moving into the suburbs?

These are some of the questions driving an MIAR-initiated collaborative of 20 civic and community-based organizations and public agencies to organize a metro-wide dialogue project for the Fall of 1996. The collaborative will bring at least 200 citizens from all walks of life to join together, 5 to 15 at a time, in "community circles" to discuss the question: How does racial and economic segregation of housing affect educational achievement and life opportunities for our children? Each Circle will also examine and deliberate on alternative policy choices for the metropolitan area.

This project was started in the fall of 1995 by members of MIAR's Education Task Force, beginning with a workshop on "Study Circles" held at the MIAR Inter-Faith Harmony Conference. The partners (see partial list at end of article) that have since joined the project share the belief that civil, informed and culturally inclusive democratic dialogue and collective analysis -- across racial, economic and political lines -- is the best way to bridge differences and confront the changes taking place in our communities and schools today.

Talk about race and poverty is common-place, but the kind of talk that will help us begin to solve our problems together is not. There is also a need to build a "public voice" at the community level that contributes to public-policy making on the difficult issues of erasing the racial achievement gap in our schools and seeking alternatives to the economic and racial segregation in our schools, housing and jobs. Using two successful models of community conversation and collaboration -- the "study circles" developed by the national Study Circles Resource Center and the Kettering Foundation's National Issues Forums, and used with great success in communities around the country, and the "Communities of Color Empowerment Model" developed by the Minneapolis-based Minnesota Minority Education Partnership -- the "Community Circles" project will attempt to address these concerns. The community circle approach will provide a framework for discussion in which people from different backgrounds can respectfully exchange ideas and experiences and feel comfortable expressing their thoughts, yet work through difficult issues and move toward informed action.

The project will be launched with a community forum in late September. The community circles will then be convened by the sponsoring organizations and will meet for about 10 hours over the next few months. Each group will include 5-15 members and will be as

economically, ethnically, racially and regionally diverse as possible. The circles will be moderated by trained facilitators and will have a recorder. A common discussion guide has been prepared for use by all participants; however, each group will be encouraged to set its own agenda for subsequent circle discussion and request research on specific topics. A "charge" will be given to the community circles to deliberate on possible answers to the issues of race, housing and education currently vexing public officials and to find common ground. Following the community circle discussions, a second forum will be held in January 1997, to bring together the "voices" and share the findings and conclusions with the larger Twin Cities community, elected officials, the MIAR Leadership Board, and the boards of the other collaborating partner organizations.

In addition to the Minneapolis Initiative Against Racism, participating partners so far include the Urban Coalition, the Minnesota Minority Education Partnership, the Education and Housing Equity Project, the Metropolitan Interfaith Council on Affordable Housing, the University of Minnesota's Institute on Race and Poverty, the Minnesota Fair Housing Center, the Anti-Racism Initiative of the MN and Greater Minneapolis and St. Paul Council of Churches, Southside Neighborhood Housing Services, the People's Institute for Survival and Beyond, Alliance of the Streets, the Suburban Hennepin Anti-Racism Coalition, the Minneapolis Public Schools, the Association of Metropolitan School Districts (pending), the Minnesota Department of Children, Families and Learning and several St. Paul organizations.

For more information about the Community Circles Collaborative and opportunities to participate in the project, contact representatives of any of the participating organizations, or call Dick Little at INTER-RACE (724-5662 or 339-0820), Darcy Seaver at MICAH (871-8980 or 379-3602) or Bruce Vandel at MMEP (330-1509).



July 3, 1996

Darcy Seaver
Community Circle Collaborative
c/o MICAH
122 W. Franklin Ave. #320
Minneapolis, MN 55404

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Dear Ms. Seaver:

As you know, we are delighted that the Community Circle Collaborative has decided to submit funding proposals for the Community Circles project. We are honored to write this letter of support.

Since we provide free materials and services, we have to apply strict criteria to our participation in a project. We chose to assist the Community Circle Collaborative for several reasons: your articulation of the challenges posed by residential segregation in the Twin Cities; your appreciation of the community-building power of study circles; and the fact that the Collaborative already represents a broad array of Twin Cities organizations. These qualities provide a strong foundation for your study circle efforts.

We are confident that the proposed project can achieve the same successes as community-wide study circle projects in other cities. Beginning in 1992, large-scale study circle programs began to pave a new path to collaborative community action. The first programs, in Lima and Columbus, Ohio, involved thousands of citizens in discussions of race relations. Organizers were often surprised to see the collaborative efforts that resulted from dialogue, since consensus or even an explicit action plan are not the endproducts of a study circle. But the action evolved very naturally, as participants shared personal experiences, analyzed local problems, discovered common ground, and identified community assets. People realized that change could start with them, with their individual behavior and accomplishments, and that as individuals, as members of small action groups, and as members of large institutions they could make a difference.

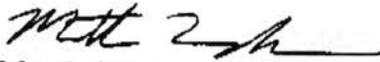
Since 1992, nineteen cities have planned and implemented study circle programs on relations, crime and violence, and education. Some examples of concrete outcomes are: youth mentoring projects, a film festival on ethnic diversity, collaborative school-business efforts, a multiracial "unity choir," improvements to a community policing program, new playgrounds, a new soup kitchen, neighborhood "peace zones," and a city-wide plan for violence prevention. Coalitions in 82 communities, ranging in size from rural counties to large cities, are in various stages of planning and implementing community-wide study circle programs.

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e-mail <scrc@neca.com>

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The Study Circles Resource Center is committed to assisting the Community Circle Collaborative in this work. We are glad to provide discussion materials, consultation, and other assistance to this project. I look forward to the continuation of this productive working relationship.

Sincerely,



Matt Leighninger
Program Director

Community Circle Collaborative

UPDATE

TO: All partners & interested parties

FROM: Darcy Seaver, Bruce Vandal, Dick Little, Jim McDonough, Fred Tenfingers, Nancy Smith, Hal Clapp, and Dutchess Harris

DATE: October 31, 1996

Greetings to everyone! With apologies to those who haven't been briefed recently, we'd like to provide a quick update on where we are with our growing metro-wide dialogue project. For those who have *really* been out of the loop, a quick reminder that the goal of this project is to organize study circles throughout the metro community that will focus on the question of how racial and economic segregation of housing affects educational achievement and life opportunities.

Over the summer, the Working Group's energy went primarily toward fundraising, outreach, and compiling material for the *Discussion Guide*. At present, we are focusing on the kick-off event and all of the aspects of the project that need to be in place for that to be a good one. Most importantly, we have decided to push back the date of the event and the subsequent study circles (we had initially planned on kicking off the project late this month, with the study circles themselves beginning in October). Multiple reasons drove this rescheduling: we have insufficient resources at this point to pull such an event off well in such a short period; the *Discussion Guide* is far from finished; we want to hold a pilot study circle beforehand; we believe there is great potential for additional participation that we have not had the time yet to tap; and, perhaps most importantly, we want to do this well!

The new timetable:

| | |
|-------------------|--|
| November 5: | <i>Discussion Guide</i> draft #1 ready |
| November 7: | Kick-off event invitations sent |
| Nov 11 & 18: | Pilot study circle meets |
| December 10: | KICK-OFF EVENT |
| December-January: | Study circles organized; Facilitator training; <i>Discussion Guide</i> finalized |
| January-February: | STUDY CIRCLES TAKE PLACE! |

The following is a more detailed update on all that has been going on:

Partner recruitment. We've been talking to many different groups and individuals over the past few months and have been very encouraged by the interest people have shown. In a wonderful development, Dr. Josie R. Johnson agreed to help guide and support the project as MIAR Co-Chair. We are delighted to have such a highly respected, inspiring educator and advocate involved in this work. Once again, thank you and welcome, Josie!

In addition, Mayor Sharon Sayles Belton has endorsed the project and agreed to help recruit George Latimer as a partner as well. Last week, Dick Little and Mike Anderson of MICAH talked to

George about the project, and he agreed to facilitate our kick-off event and larger community forum next spring. Thanks to Dick for all his continued work seeking out the support and endorsement of such luminaries. Their support has already proven to be a great help in giving the project visibility and credibility.

Other new and pending partners include: the St. Paul Human Rights Department and Commission; Rep. Myron Orfield; the MN Churches Anti-Racism Initiative (of the MN Council of Churches, the Greater Minneapolis Council of Churches, and the St. Paul Area Council of Churches); the Jewish Metropolitan Organizing Project; the Kettering Foundation; the Greater Minneapolis Day Care Association; the MIAR Housing Task Force; Southside Neighborhood Housing Services; the St. Louis Park Public Schools; the Edina Public Schools; the St. Louis Park Housing Redevelopment Authority; and the Golden Valley Human Rights Commission. In addition, we have met with larger umbrella groups - including the West Metro Education Project, the MN Housing Partnership, and Towards Tomorrow Together (a St. Paul area anti-racism coalition) - who have encouraged us to contact their individual members about participating.

We now need to do critical follow-up with the many individuals and organizations interested in but not yet fully committed to the project. This is time-consuming, difficult coordination work that should be made easier now that we have a more definite timetable. If you are interested in helping recruit partners - *particularly Sponsor groups that can help recruit participants and offer sites* - please contact Darcy at 871-8980. This is a huge need right now. We also need some assistance in contacting media folk who might be interested in participating in the project (e.g., talking to the Star Tribune or Pioneer Press and t.v. and radio stations).

We will be doing a large mailing to potential Sponsors and other partners in November to invite them to the kick-off event.

Discussion Guide development. With the help of Myron Orfield, the Institute on Race & Poverty, Macalester professor Carol Horton, and MICAH Board member Steve Van Kuiken, we have compiled and reviewed much if not all of the raw material for the *Discussion Guide*. In addition, many people have given input on the draft outline for the guide and the general structure of the discussions (thank you!).

We now need to draft the full *Guide*. Although we were beginning to worry that we wouldn't have the resources to finish this by the end of the year, we have been saved by the Institute on Race & Poverty, which graciously offered to direct one of its research assistants, Melissa, to spend a month writing the guide, for a targeted completion date of November 11th or so. Melissa is currently hard at work at this task. Thanks to the Communiiversity Grant Program run by the CURA (the Center for Urban and Regional Affairs at the U of M), we will be hiring a graduate research assistant later this month to help Melissa draft and refine the Guide. Urban Coalition has also offered the services of one of its interns. Thank you to Dutchess Harris and Melissa at the IRP, CURA, and Nancy Smith at the Urban Coalition for this desperately needed help.

The draft Guide will be given a trial run in the pilot study circle, which we hope will take place in late November. In addition, we'd like as many people as possible to read through it and give us their feedback. If you'll have some time in mid-November to do this, please let us know!

Fundraising. Led by the indefatigable Fred Tenfingers at the Suburban Hennepin Anti-Racism Coalition and Bruce Vandal at the MN Minority Education Partnership, the fundraising team

submitted a good number of proposals this summer. Our proposals requested funding for staff support, Discussion Guide and other printing, kick-off event costs, interpreters, stipends for child care, and other expenses. We still await word on most of these proposals.

If you have any suggestions or can help in this effort, please contact Fred at 930-3356. One bit of good news came from MICAH: they have agreed to continue to provide office space and equipment even if other funding runs out. We are also hopeful that the Otto Bremer Foundation will again fund the Education & Housing Equity Project, which has committed half of its staff time to this project. The Equity Project did receive the good news this week that the Bush Foundation has awarded it a grant specifically for study circles, which will allow it to continue providing at least part-time staff support to the Collaborative.

We may need to continue to coordinate the project in the way we have so far (with very minimal staff support, which is part of the reason many of you have not heard from us for a while), but keep your fingers crossed. In the meantime, thanks to all the individuals and organizations that have contributed so much of their time and in-kind support.

Kick-Off Event. Originally slated for late September, this event has been rescheduled to December 10th, as explained above. We also agreed to shift its focus and scope somewhat: instead of a large, conference-like affair that would be preceded by a separate recruitment event for potential Sponsors, we have opted to collapse those events into one. Also, because of limited resources, we need to scale back and not attempt a full conference. Instead, the event will be an opportunity to introduce and attract potential Sponsors to the project, gain greater community and media visibility, and in general motivate and inspire everyone involved. Potential participants include Sponsors, partners already committed to the project, study circle participants, the media, facilitators, and funders.

We are very happy to announce that George Latimer will be the keynote speaker and emcee of sorts for this event! The event will also include presentations that highlight why these issues are important and why such dialogue is needed (by Curt Johnson, head of the Met Council, and Urban Coalition Executive Director Yusef Mgeni), as well as accounts from participants from the pilot study circle. We also hope to have on hand everything we need to sign up and equip Sponsors to do their part: recruiting participants and organizing the actual study circles. If you have any ideas for presenters or can help in this effort, please contact Jim McDonough at 870-9269. If you have ideas about what to include in the Sponsor packet or other materials to have on hand at the event, please contact Darcy at 871-8980.

Pilot Study Circle. As noted above, we hope to hold the pilot in early, for at least two sessions. The pilot is important for many reasons, and many of you have encouraged us to hold it as soon as possible. The pilot will allow us to test the draft *Guide*, build a clear sense of what these circles will entail, and have participants who can report on the experience at the kick-off event. If you are interested in participating in the pilot or know someone who would be, contact Hal Clapp (823-5216) or Nancy Smith at the Urban Coalition (348-8550).

Facilitation. This is another critically important part of the project. Thanks to the Study Circle Resource Center, the local study circle network, and Jim Addington at the MN Churches Anti-Racism Initiative, we have a wealth of information and expertise about contacting and training good facilitators. This month, Bruce Vandal of MMEP will begin looking into the specifics of how

we will train facilitators. If you have any suggestions for facilitation or training, please contact Bruce at 330-1509.

Project name. We are currently trying to get our creative juices flowing and think up snappy, descriptive name ideas for the project. Although Community Circle Collaborative is a great description for the partners working to organize the effort, a name that both describes what folks will be discussing in the study circles and grabs their attention seems to be needed. One idea thrown out to get us going: "Beyond busing: a metrowide dialogue about housing and education." Some feel strongly that this connotes an anti-busing message and therefore dislike it; others disagree that it implies this. Any other reactions? Any other suggestions?

I hope this provides an adequate briefing for everyone. We apologize again to those with whom we haven't been in touch. It's exciting to have so many people interested and involved, but also difficult to coordinate, and I hope you'll bear with us. Also, feel free to contact me at any time to find out what's going on or be directed to the right team. For quick reference, however, the following is a brief list of the team leaders:

| | | |
|--|--------------------------------|----------|
| Partner Coordination & Recruitment: | Darcy Seaver, EHEP | 871-8980 |
| Fundraising: | Fred Tenfingers, SHARC | 930-3356 |
| Discussion Guide/Research: | Darcy Seaver, EHEP | 871-8980 |
| | Dutchess Harris & Melissa, IRP | 626-2277 |
| Kick-Off and Publicity: | Jim McDonough, Alliance | 870-9269 |
| Advisory Group: | Dick Little, MIAR | 724-5662 |
| Pilot Study Circle: | Hal Clapp, SSNHS | 823-5216 |
| | Nancy Smith, Urban Coalition | 338-8550 |
| Facilitation/Sponsors: | Bruce Vandal, MMEP | 330-1509 |

Finally, a note about meetings. After six months of meeting as a large group, we have opted to limit the number and size of meetings to those focused on the work areas listed above. If you are interested in a particular activity, please contact the person listed. For overall updates or questions, contact Darcy at 871-8980. We'll also be updating folks this way as frequently as we can.

Having so many people involved may complicate things, but in a wonderful way, we think. Thanks again, everyone!

Please pass a copy of this on to others in your organization, or others you think would be interested

If you haven't sent in your Pledge of Participation, please do so as soon as you can.

If you need a Pledge form, call Darcy at 871-8980.

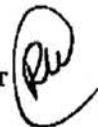
REGINA A. WAGNER
3253 Humboldt Avenue S.
Minneapolis, MN 55408
H: (612)-827-6896
W: (612)-222-5863
FAX: (612)-297-6457

TO: Dick Little
 DATE: December 23, 1996
 RE: Community Circles Collaborative

I received your voice mail message regarding the information you would like to have about me and my interest in the "study circles." I read about this project in the Star Tribune editorial a few weeks ago. I had already read the preliminary report released recently by the Institute on Race and Poverty, and given my work as a legal aid housing attorney in St. Paul, I thought this sounded like a project I would like to be involved with as it evolves. Please contact me about any future meetings, or if you need other information.

Thank you.

Regina Wagner



| | | | | | |
|-------------------|-------------|---------|---------------|------------|---|
| Post-it® Fax Note | 7671 | Date | 12/23 | # of pages | 1 |
| To | DICK LITTLE | From | REGINA WAGNER | | |
| Co./Dept. | | Co. | | | |
| Phone # | 871-8980 | Phone # | 222-5863 | | |
| Fax # | 871-8987 | Fax # | 297-6457 | | |

Community Circle Collaborative – Meeting Attendees & Partners

| Company | First Name | Last Name | Address1 | City | State | Postal Code | Work Phone | Fax | Partner Role |
|---|--------------|------------|-----------------------------|-------------|-------|-------------|----------------------|----------|--------------|
| Alliance WORKS/Alliance of the Streets | Jim | McDonough | 1321 1st Ave So | Minneapolis | MN | 55403 | 870-9269 | 871-7570 | RP |
| Education & Housing Equity Project c/o MICAHA | Darcy | Seaver | 122 W Franklin Ave #320 | Minneapolis | MN | 55404 | 871-8980 | 871-8984 | CP |
| Harmony/Decent Exposure | Bob | Milner | 3212 Longfellow Ave S | Minneapolis | MN | 55407 | 724-4296 | 724-4296 | |
| Individual | Karen | Kingsley | 33 10th Ave So #150 | Hopkins | MN | 55343 | 933-9639 | 933-8016 | RP |
| Individual | Ken | Darling | 730 Second Ave S, #281 | Minneapolis | MN | 55402 | 371-9391 | | RP |
| Individual (possibly as Mpls Community Education) | Scott | Bol | 798 Quinnell Ave N | Lakeland | MN | 55043 | 721-6320 | 627-2420 | |
| Institute on Race & Poverty | Dutchess | Harris | 95 Law Center, Rm 414/415 | Minneapolis | MN | 55403 | 626-2277 or 625-8071 | 624-8890 | CP, RP |
| Macalester College, Dept of Political Science | Carol | Horton | 1600 Grand Avenue | Saint Paul | MN | 55105 | | | RP |
| MIAR Education Task Force | Dr. Josie R. | Johnson | 400 Groveland Avenue, #2007 | Minneapolis | MN | 55403 | 874-8172 | | Co-Chair |
| MIAR Education Task Force | Dick | Little | 4909 29th Ave S | Minneapolis | MN | 55417 | 339-0820 | 339-3288 | CP |
| MICAHA | Mike | Anderson | 122 W Franklin, #320 | Minneapolis | MN | 55404 | 871-8980 | 871-8984 | Sponsor |
| MICAHA/Presbyterian Church of the Apostles | Steve | Van Kuiken | 701 East 130th Street | Burnsville | MN | 55337 | 431-5316 | | RP |

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|--|-------------------|-----------|-------------------------|---------------|-------|-------------|---------------|----------|--------------|
| Minneapolis Public Schools | Elizabeth ("Zib") | Hinz | 807 Broadway NE | Minneapolis | MN | 55413-2398 | 627-2190 | 627-2152 | RP |
| MN Center for the Book/ Metronet | Mary | Treacy | 2324 University Ave W | St Paul | MN | 55114 | 646-0475 | 646-0657 | RP? |
| MN Churches Anti-Racism Initiative | James | Addington | 122 W Franklin Ave #100 | Minneapolis | MN | 55404 | 871-0229 | 870-3622 | RP |
| MN Dept of Children, Families & Learning, Division of Special Education, Minority & Cultural Issues Work Group | Elizabeth | Watkins | 550 Cedar St | St Paul | MN | 55101 | 297-4682 | 297-7368 | RP |
| MN Dept of Special Ed | Nancy | Larson | 833 Capitol Sq | St Paul | MN | 55101 | 296-2548 | 297-7368 | |
| MN Fair Housing Center | Arthur | Higgins | 2414 Park Ave S | Minneapolis | MN | 55404 | 872-6088 | 871-0354 | RP |
| MN House of Reps | Myron | Orfield | 4019 Sheridan Ave S | Minneapolis | MN | 55410 | | | RP |
| MN Minority Education Partnership | Bruce | Vandal | 2211 Riverside Ave | Minneapolis | MN | 55454 | 330-1509 | 330-1510 | CP |
| MRA | Steve | Dickinson | 1885 University Ave #70 | Saint Paul | MN | 55104 | 646-8617 | 646-8650 | |
| PEDS | Bob | Simpson | 2410 James Ave N | Minneapolis | MN | 55411 | 521-0134 | | RP & S |
| People's Institute of New Orleans (MN Branch) | Jim | McDonough | 2840 Cavell Ave So | St Louis Park | MN | 55426 | 870-9269 | 871-7570 | RP |
| Southside Neighborhood Housing Services/MIAR | Hal | Clapp | 3137 Chicago Ave S | Minneapolis | MN | 55407-1532 | 823-5216 ext. | 823-3964 | Sponsor; RP |

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| Housing Task Force | | | | | | | 313 | | |
| St. Paul Human Rights Dept. | Rich | Nymoan | 900 City Hall, 15 W Kellogg Blvd | St Paul | MN | 55102 | | | RP |
| St. Paul SAFE Cities | Hope | Melton | 4307 Oakdale Avenue | Minneapolis | MN | 55424 | 292-6113 | | RP? |
| Study Circle Resource Center | Matt | Leighninger | 697 Pomfret Street | Pomfret | CT | 06258 | (860) 928-2616 | (860) 928-3713 | RP |
| Suburban Hennepin Anti-Racism Coalition (SHARC) | Fred | Tenfingers | 9 Seventh Ave S | Hopkins | MN | 55343 | 930-3356 | 930-3540 | CP |
| University of Minnesota, Dept. of Housing | Ed | Goetz | | | | | | | RP |
| Urban Coalition | Nancy | Smith | 2610 University Ave W | St Paul | MN | 55114 | 348-8550 | 348-2533 | CP |

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| PFDS | Bob | Simpson | 2410 James Ave N | Minneapolis | MN | 55411 | 521-0134 | | RP & S |
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| St. Paul SAFE Cities | Hope | Melton | 4307 Oakdale Avenue | Minneapolis | MN | 55424 | 292-6113 | | RP? |
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| University of Minnesota, Dept. of Housing | Ed | Goetz | | | | | | | RP |
| Urban Coalition | Nancy | Smith | 2610 University Ave W | St Paul | MN | 55114 | 348-8550 | 348-2533 | CP |

Discussion Guide

5/28/96 draft table

Materials for each session

| | Primary session question | Background information | Views to explore | Reading excerpts | Discussion questions | Additional readings |
|------------------|--|--|---|------------------|---------------------------------|---------------------|
| Session 1 | <i>How does the community in which we live and our personal experiences as members of that community affect the education of our children?</i> | Introduction to study circle process | Sharing of personal experiences | | | |
| Session 2 | <i>What does residential segregation mean in the Twin Cities metropolitan area today?</i> | Current metro housing patterns - by race & by income | Different perspectives on the causes of residential segregation | | | |
| Session 3 | <i>What is the state of educational opportunity and achievement in the Twin Cities today?</i> | Current metro education patterns: -- Racial & socioeconomic makeup across different school districts -- Achievement statistics across different school districts -- Resources available across different school districts | Various perspectives on these differences | | | |
| Session 4 | <i>How is the composition of our communities affecting these differences in educational opportunity and achievement?</i> | Effects of residential segregation: -- Effects of concentrated poverty on schools -- Need for busing/desegregation -- Differences in tax resources -- Lack of interaction across races and classes | Different perspectives on this connection and the effects | | | |
| Session 5 | <i>What can we do in our communities? What larger policies are needed?</i> | Summary of group's discussion thus far | Different approaches and policies proposed | | Group development of strategies | |
| | | | | | | |

Discussion Guide

5/28/96 draft outline

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Session 2 – *What does residential segregation mean in the Twin Cities metropolitan area today?*

- Current metro housing patterns - by race & by income
- Presentation and exploration of different perspectives on the causes of residential segregation

Session 3 – *What is the state of educational opportunity and achievement in the Twin Cities today?*

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 - Achievement statistics across different school districts
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Session 5 – *What can we do?*

- Presentation and exploration of different approaches and perspectives on what should be done
- Group development of strategies

**EDUCATION AND HOUSING EQUITY PROJECT
COMMUNITY CIRCLE COLLABORATIVE**

122 West Franklin Avenue, Suite 320

Minneapolis, MN 55404

Phone: (612) 871-8980

Fax: (612) 871-8984

e-mail: micah@mtn.org

August 14, 1997

HUD Headquarters
ATTN: Maxine B. Cunningham
Fair Housing Initiatives Program Division
Office of Fair Housing Initiatives and Voluntary Programs
451 7th Street SW, Room 5234
Washington, DC 20410-20000

Dear Ms. Cunningham:

On behalf of the Board of Directors of the Education and Housing Equity Project and the partner organizations of the Community Circle Collaborative, I am writing to convey our strong commitment and support for the Metropolitan Interfaith Council on Affordable Housing's proposal, "Neighbors Building Strong Communities," to the U.S. Department of Housing and Urban Development's Fair Housing Initiative Program for 1997.

With a membership base of over 100 congregations located throughout the metropolitan area and a history of proactive leadership on metropolitan housing issues dating back to 1989, MICAHA has developed a substantial track record in increasing public support for fair housing and overcoming opposition to affordable housing in suburban communities. MICAHA's very creative proposal to work with the Illusion Theater (nationally known for its success in confronting stereotypes and provoking rethinking about major social issues) is a logical extension of its work.

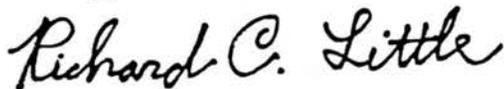
This project will occur at a critical time in efforts by Twin Cities area communities to address issues of housing, schools and race that are polarizing our communities. MICAHA's proposal will directly contribute to achieving the objectives of the Minneapolis Housing Principles, the Metropolitan Livability Act, the Regional Housing Opportunity Counseling Program of the Metropolitan Council, the class action settlement of *Hollman v. Cisneros*, and the mediation process for the educational adequacy suit filed by the NAACP against the State of Minnesota. MICAHA has the public respect and trust to be *the agent* that can bring people together on the difficult issues of fair and affordable housing facing our metropolitan area, and can do so in a way that will lead to results.

The Education and Housing Equity Project is a collaborator in this proposal. Over the past year, we have engaged hundreds of citizens throughout the metropolitan area in 'community circle' discussions on the questions of how racial and economic segregation of housing has impacted the educational achievement and life opportunities of Twin Cities' children and families, and what we as a community can do to enhance educational success and housing and economic opportunities for *all* children in the region. MICAH has been a principal partner in this project, and many of its member organizations have sponsored the discussions. Through its leadership in our "Choices for Community" project, MICAH has developed a keen awareness of and commitment to connecting affordable housing to the related issues of education, jobs, transit and race relations with which our metropolitan citizens are struggling.

Through the "Choices for Community" project and Community Circle Collaborative, we have built an immense network of partners (including media organizations) that will serve to amplify the ability of MICAH's proposed "Neighbors Building Strong Communities" project to reach and engage a broad cross-section of Twin Cities citizens. We have also advanced the art of using discussion models and developing discussion guides that can be used to support the public conversations that are an essential part of MICAH's proposal. Using our research and the results of community circle discussions already completed, we will also be able to inform the MICAH project's conversations and ideas for action. In these and other ways, our resources will be leveraged to support and complement the "Neighbors Building Strong Communities" project.

In short, we strongly urge you to fund MICAH's "Neighbors Building Strong Communities" proposal.

Sincerely,



Richard C. Little, AICP
Executive Director

CC: Matt Little, President, Education and Housing Equity Project
Joy Sorensen Navarre, Executive Director, MICAH
Jaime Pedraza, Director, Fair Housing and Equal Opportunity Division,
Minnesota State Office, HUD

THE COMMUNITY CIRCLE COLLABORATIVE

PARTNERS (as of 8/9/96)

Alliance Works

Dr. Josie R. Johnson

Education & Housing Equity Project

Institute on Race & Poverty

Mayor Sharon Sayles Belton

Metropolitan Interfaith Council on Affordable Housing (MICAH)

Minneapolis Initiative Against Racism

Minneapolis Public Schools

MN Council of Churches

MN Department of Children, Families, and Learning

MN Fair Housing Center

MN Minority Education Partnership

People's Institute for Survival & Beyond, MN Branch

Presbyterian Church of the Apostles (Burnsville)

Prof. Carol Horton, Macalester College, Dept. of Political Science

Prof. Edward Goetz, University of Minnesota, Dept. of Housing

Rep. Myron Orfield

Southside Neighborhood Housing Services

Study Circle Resource Center

Suburban Hennepin Anti-Racism Coalition

Urban Coalition

Pending:

Alliance for Metropolitan Stability

Jewish Metropolitan Organizing Project

Kettering Foundation

Minneapolis Center for Neighborhoods

Minneapolis Family & Community Education

MN Association for Adult Education

St. Louis Park Housing Redevelopment Authority

St. Paul Human Rights Department

West Metro Education Program

Wilder Foundation

Community Circle Collaborative - Meeting Attendees & Partners

| Company | First Name | Last Name | Address1 | City | State | Postal Code | Work Phone | Fax | Partner Role |
|--|------------|-----------|-------------------------|---------------|-------|-------------|-------------------|----------|----------------|
| | | | | | | | 2190 | 2152 | |
| MN Center for the Book/ Metronet | Mary | Treacy | 2324 University Ave W | St Paul | MN | 55114 | 646-0475 | 646-0657 | |
| MN Dept of Children, Families & Learning, Division of Special Education, Minority & Cultural Issues Work Group | Elizabeth | Watkins | 550 Cedar St | St Paul | MN | 55101 | 297-4682 | 297-7368 | RP |
| MN Dept of Special Ed | Nancy | Larson | 833 Capitol Sq | St Paul | MN | 55101 | 296-2548 | 297-7368 | |
| MN Fair Housing Center | Arthur | Higgins | 2414 Park Ave S | Minneapolis | MN | 55404 | 872-6088 | 871-0354 | CP? |
| MN House of Reps | Myron | Orfield | 4019 Sheridan Ave S | Minneapolis | MN | 55410 | | | RP |
| MN Minority Education Partnership | Bruce | Vandal | 2211 Riverside Ave | Minneapolis | MN | 55454 | 330-1509 | 330-1510 | CP |
| MRA | Steve | Dickinson | 1885 University Ave #70 | Saint Paul | MN | 55104 | 646-8617 | 646-8650 | |
| PEDS | Bob | Simpson | 2410 James Ave N | Minneapolis | MN | 55411 | 521-0134 | | RP & S |
| People's Institute of New Orleans (MN Branch) | Jim | McDonough | 2840 Cavell Ave So | St Louis Park | MN | 55426 | 870-9269 | 871-7570 | RP |
| Southside Neighborhood Housing Services/MIAR Housing Task Force | Hal | Clapp | 3137 Chicago Ave S | Minneapolis | MN | 55407-1532 | 823-5216 ext. 313 | 823-3964 | Sponsor: RP |
| St. Paul SAFE Cities | Hope | Melton | | | | | | | ? |

Community Circle Collaborative - Meeting Attendees & Partners

| Company | First Name | Last Name | Address 1 | City | State | Postal Code | Work Phone | Fax | Partner Role |
|---|--------------|-------------|---------------------------------------|-------------|-------|-------------|-----------------------|-----------------------|--------------|
| Study Circle Resource Center | Matt | Leighninger | 697 Pomfret Street | Pomfret | CT | 06258 | (860) 928- 2616 | (860) 928- 3713 | RP |
| Suburban Hennepin Anti-Racism Coalition (SHARC) | Fred | Tenfingers | 9 Seventh Ave S | Hopkins | MN | 55343 | 930- 3356 | 930- 3540 | CP |
| Toward Tomorrow Together | Dr. Josie R. | Johnson | 400 Groveland Ave, #2007 | Minneapolis | MN | 55403 | 874- 8172 | | Co-Chair |
| Tri-Council Coordinating Commission | James | Addington | 122 W Franklin Ave #100 | Minneapolis | MN | 55404 | 871- 0229 | 870- 3622 | RP |
| University of Minnesota, Associate VP of Academic Affairs | Josie | Johnson | 120 Morrill Hall, 100 Church St SE | Minneapolis | MN | 55455 | | | Co-Chair |
| University of Minnesota, Dept. of Housing | Ed | Goetz | | | | | | | RP |
| Urban Coalition | Nancy | Smith | 2610 University Ave W | St Paul | MN | 55114 | 348- 8550 | 348- 2533 | CP |

Community Circle Collaborative - Meeting Attendees & Partners

| Company | First Name | Last Name | Address1 | City | State | Postal Code | Work Phone | Fax | Partner Role |
|---|------------|------------|---------------------------|-------------|-------|--------------|----------------------|----------|--------------|
| Alliance WORKS/ Alliance of the Streets | Jim | McDonough | 1321 1st Ave So | Minneapolis | MN | 55403 | 870-9269 | 871-7570 | RP |
| Education & Housing Equity Project | Darcy | Seaver | 122 W Franklin Ave | Minneapolis | MN | 55404 | 871-8980 | 871-8984 | CP |
| Harmony/Decent Exposure | Bob | Milner | 3212 Longfellow Ave S | Minneapolis | MN | 55407 | 724-4296 | 724-4296 | |
| Individual | Karen | Kingsley | 33 10th Ave So #150 | Hopkins | MN | 55343 | 933-9639 | 933-8016 | RP |
| Individual | Ken | Darling | | | | | | | RP |
| Individual (possibly as Mpls Community Education) | Scott | Bol | 2309 28th Ave S | Minneapolis | MN | 55406 | 721-6320 | 627-2420 | |
| Institute on Race & Poverty | Jeff | Rutherford | 95 Law Center, Rm 414/415 | Minneapolis | MN | 55403 | 626-2277 or 625-8071 | 624-8890 | CP, RP |
| Macalester College, Dept of Political Science | Carol | Horton | 1600 Grand Avenue | Saint Paul | MN | 55105 | | | RP |
| MICAH | Mike | Anderson | 122 W Franklin, #320 | Minneapolis | MN | 55404 | 871-8980 | 871-8984 | Sponsor |
| MICAH/Presbyterian Church of the Apostles | Steve | Van Kuiken | 701 East 130th Street | Burnsville | MN | 55337 | 431-5316 | | RP |
| Minneapolis Initiative Against Racism, Education Task Force | Dick | Little | 4909 29th Ave S | Minneapolis | MN | 55417 | 339-0820 | 339-3288 | CP |
| Minneapolis Public Schools | Elizabeth | Hinz | 807 Broadway NE | Minneapolis | MN | 55413 | 627-2190 | 627-2152 | |

2211 Riverside Avenue CB 185
Minneapolis, MN 55454
P: 612-330-1505 F: 612-330-1507
E: eh@augsb.org

Education and Housing Equity Project

Memo

To: Committed Sponsors/Community Circles on Education, Housing and Race
From: EHEP-Education and Housing Equity Project
Date: 03/15/99
Subject: Information and forms for Community Circle Sponsor :
Note this memo includes action items that require your immediate attention!

We would like to provide you with some additional information to help make your circle a successful one. Please find enclosed the following:

1. **"What the Research Shows"** - information to help inform the conversations
2. **Community Circle Report Forms** - for use by Scribes to summarize their Community Circle conversations (to be returned to EHEP)
3. **Participant Profile & Evaluation Forms** - to be filled out by each Circle participant, turned into their Scribes no later than at the fifth session returned to EHEP)
4. **Discussion Leaders Evaluation Form** - to be filled out by facilitators & returned to EHEP
5. **Attendance Information Sheet/Roster** - to be filled out by Scribe or Facilitator & returned to EHEP
6. **Directory of Community Circles Meetings 1999** - Check your section and return to us any additional pertinent information that would complete your section.
7. **"Now That We've Talked..."** (Ideas for Community Involvement, etc.) photos

Each Circle might think about the possibility of presenting their findings to an audience comprised of their sponsors or sponsor governing group. This presentation would help to bring closure to the Circle and provide a catalyst for further action. This may be done after the participants have read & reviewed the scribes summary & have had an opportunity to provide their individual reaction to the summary. Further information & a memo regarding this action step will be sent later.

These forms can be used as your masters to duplicate and distribute in your Circle.

If you have any questions or need further assistance, please feel free to contact either Dick Little or myself at Education and Housing Equity Project (EHEP) 330-1505.

Sincerely,


Pam Jewson
Administrative Assistant

"What the Research Shows"

Data research & analysis prepared for the
Community Circle Dialogues
on Education, Housing and Race in the Twin Cities
Metropolitan Area

Prepared by the Institute on Race & Poverty
University of Minnesota
March 1999

“What the Research Shows”

The Twin Cities are severely segregated by race and income:

- The Twin Cities metropolitan area is one of the 10 most racially segregated metropolitan areas in the United States. (Harrison, Roderick J., and Daniel Weinberg, "Racial and Ethnic Segregation in 1990," Washington D.C.: U.S. Bureau of the Census, 1992).
- 65% of people of color living in the seven county metro area live in the central cities; and they are even more narrowly concentrated within specific neighborhoods of Minneapolis and St. Paul. (1990 U.S. Census).
- Although only 28% of the metropolitan population reside in the central cities, 60% of those in poverty in the metro area live within the central cities. (1990 U.S. Census).

Concentrated poverty is a growing concern for the Twin Cities.

- Areas of concentrated poverty are neighborhoods or census tracts in which 40% or more of the population is at or below the poverty level.
- Areas of concentrated poverty in the Twin Cities increased from 7 census tracts in 1970 to 33 in 1990. The number of people living in the Twin Cities living in concentrated poverty increased from 11,438 individuals in 1970 to 79,048 in 1990. (Paul Jargowsky, *POVERTY AND PLACE: GHETTOS, BARRIOS, AND THE AMERICAN CITY* (1997).
- Communities of concentrated poverty are disproportionately communities of color. Nationwide, 52% of people living in concentrated poverty are African Americans while only 23% are white. In the Twin Cities, approximately 3 out of 4 poor Blacks lives in concentrated poverty as opposed to 1 out of 4 poor Whites. (Id.)
- Although Blacks constitute only 3.6% of the total metropolitan population, they represent 24.3% of the region's concentrated poverty population. (Id.)

THE CAUSES OF RACIAL SEGREGATION AND CONCENTRATED POVERTY IN THE TWIN CITIES

Concentrated poverty and racial segregation are not solely the product of “natural” settlement patterns or market forces. Urban sprawl and white/middle class flight, subsidized by government policies on highway and infrastructure expansion and development, contribute to concentrated poverty and racial segregation in Minnesota.

- A recent Sierra Club study, “The Dark Side of the American Dream” ranks the Twin Cities

metropolitan area in the top 10 metropolitan areas threatened by sprawl. This same study found that between 1970 and 1990 162 “physically adequate” schools were closed in Minneapolis, St. Paul and the inner-ring suburbs, while 78 new schools were built further out. The study stated that if development in the Twin Cities was directed inward we could save \$600 million in infrastructure costs over the next twenty years.

Political fragmentation, contributing to and combined with poor regional planning, increases the racial and economic segregation of the Twin Cities metropolitan area.

- The Twin Cities are one of the most fragmented areas in the country in terms of the number of political subdivisions and school districts by area. (David Rusk, *CITIES WITHOUT SUBURBS* (1993); Myron Orfield, *METROPOLITICS: A REGIONAL AGENDA FOR COMMUNITY STABILITY* (1997)).
- This fragmentation, combined with the lack of assertive regional planning on the part of the legislature and the Met Council, has allowed segregative practices such as exclusionary zoning to proliferate. (Barbara Lukerman and Michael Kane, *Land Use Practices: Exclusionary Zoning, de Facto or de Jure*, Center for Urban and Regional Affairs, University of Minnesota (1994); The Livable Communities Housing Task Force, *Promises Deferred: An Analysis of the Affordable Housing Provisions of the Livable Communities Act* (1998)).

THE EFFECTS OF RACIAL AND ECONOMIC SEGREGATION IN THE SCHOOLS

The racial and economic segregation in Twin Cities schools are rapidly increasing.

- The percentage of students of color in Minneapolis’ and Saint Paul’s public schools has increased every year since 1968.
- Minneapolis projects a minority enrollment of 78.5% in grades K-6 for the 2000-01 school year. By comparison suburban school districts enrolled no more than 28% minority students in 1994-95, and outer ring suburbs enrolled no more than 10% minority students. (Gary Orfield, et. al., *Deepening Segregation in American Schools*, (1997).
- In the 1996-97 school year, ten of Minneapolis’ public schools enrolled at least 90% students of color. (Id).
- Only 4% of Minnesota students are black but more than 53% of them attend majority non-white schools. (Id.).
- The percentage of Minneapolis Public School students eligible for subsidized lunches has grown from less than 30% in 1972-73 to nearly 70% in 1996. (Data from Minneapolis School District). In St. Paul, almost 2/3 of elementary students are eligible for subsidized lunches;

up from less than half only four years ago. (Data from Saint Paul School District).

- By contrast, less than 28% of students in all but two Twin Cities suburban school districts are eligible for subsidized school lunches. Several suburban districts have less than 8% of their students eligible for subsidized student lunches. (Metropolitan Council, *Trouble at the Core* (1992)).
- The ten poorest elementary schools in Minneapolis are 90% minority. (Minneapolis Public Schools, *Report of the Annual Racial/Ethnic Count of Students*, (1996)).

Segregation and concentrated poverty compromise student achievement.

- The Federal Government's 1966 Coleman Report concluded that the socioeconomic level of students' schoolmates was the only factor with a significant effect on a student's academic achievement. (Coleman, James, et. al., *Equality of Educational Opportunity*, 1966).
- Subsequent studies have found that racial composition of schools is also a factor in academic achievement:
 - higher percentages of minority students have a negative effect on student achievement (Bankston, Carl, and Stephen Caldas, "The Effect of School Population Socioeconomic Status on Individual Student Academic Achievement," *Journal of Educational Research*, (1997));
 - higher levels of segregation coincide with educational disadvantages as well as concentrated poverty (Massey, Douglas S., and Nancy A. Denton, *AMERICAN APARTHEID: SEGREGATION AND THE MAKING OF THE UNDERCLASS*, (1993));
 - the racial composition of schools directly impacts educational achievement. (Jencks, Christopher, *Inequality: A Reassessment of the Effect of Family and Schooling in America*, (1972)).

Twin Cities schools with high concentrations of minority and low-income students are failing:

- Results from the 1998 Basic Standards Test:
 - There was an overall pass rate of 71% on the math portion of the test. Pass rates varied significantly, however, by racial and ethnic group and by location: 76% for Whites, 26% for Blacks, 38% for Hispanics, 39% for American Indians, and 53% for Asians. In the Twin Cities suburbs, 77% of students passed as compared to 72% of students outstate and 41% of students in the Minneapolis and St. Paul school districts. (Office of Educational Accountability, University of Minnesota, *The 1998 Minnesota Education Yearbook* (1998)).

- There was an overall pass rate of 68% on the reading portion of the test. Pass rates varied significantly, however, by racial and ethnic group and by location: 73% for Whites, 32% for Blacks, 39% for Hispanics, 38% for American Indians, and 48% for Asians. In the Twin Cities suburbs, 75% of students passed as compared to 68% of students outstate and 41% of students in the Minneapolis and St. Paul school districts. (Id.).
- Of those students entering Minnesota high schools in 1994, 78% graduated by 1998 (N.B. this calculation excludes students who transferred out of state or to a non-public school). Four-year graduation rates varied significantly, however, by racial and ethnic group and by location: 82% for Whites, 36% for Blacks, 44% for Hispanics, 41% for American Indians, and 68% for Asians. In the Twin Cities suburbs, 84% of students graduated within four years as compared to 85% of students outstate and 47% of students in the Minneapolis and St. Paul school districts. (Id.).

These severe gaps in educational achievement in Minnesota are occurring despite higher per pupil spending in Minneapolis and St. Paul.

- The average per pupil expenditure in 1998 for the Minneapolis and St. Paul school districts was \$7,730 as compared to \$5,994 in the suburbs and \$5,781 outstate. A portion of this gap is attributable to higher spending on special instruction (\$1,421 per student in Minneapolis and St. Paul compared to \$873 in the suburbs and \$803 outstate). (Id.).

Research proves that desegregation increases achievement levels for minority and low-income students.

- Researchers of the Gautreaux program in Chicago found that "Black children who moved from racially segregated housing projects to white middle-income suburbs experienced improved outcomes by every measure." (Rosenbaum, James E., et. al., "Can the Kerner Commission's Housing Strategy Improve, Employment, Education, and Social Integration for Low-Income Blacks).
- Students of color bused to desegregated suburban schools experience improvements in reading and math. (Voluntary Interdistrict Coordinating Council, Complete Eleventh Report to the United States District Court, Eastern District of Missouri 25 (Jan. 1995)).
- Following desegregation, students of color in Kansas City schools performed better than national and district norms on achievement scores. (Moore, William, *Achievement and Enrollment Evaluation of the Investigative Learning Magnet Elementary Schools, 1990-91*, 25 (Oct. 1991)).
- The achievement gap between minority and white students greatly narrowed when Dallas implemented a desegregation plan. (*Equity and Choice: Issues and Answers in the Dallas Schools*, Presentation Before the National Committee for School Desegregation, 16 (March

1990)).

Research also suggests the desegregation does not negatively affect academic performances of whites and in some cases may improve their performances.

- Both whites and blacks improved standardized test scores when desegregation was implemented in Louisville, Kentucky. (Kentucky Commission of Human Rights, *School and Housing Desegregation are Working Together in Louisville and Jefferson County, 1975-1983*, 6-8 (1983)).
- When Norfolk, Virginia implemented a desegregation plan, standardized test scores improved for both blacks and whites. (Meldrum, Christina, and Susan F. Eaton, "Resegregation in Norfolk, Virginia: Does Restoring Neighborhood Schools Work?" (May 1994).

Desegregation has positive long-term societal effects that are not reflected in test scores.

- School desegregation encourages social integration on multiple levels: black students from desegregated schools have more social contacts with whites, are more likely to live in desegregated neighborhoods, more frequently work in desegregated areas, and are more likely to have higher career goals. (Crain, Robert, and Amy Stuart Wells, "Perpetuation Theory and the Long-Term Effects of School Desegregation," (1994); Dawkins, M., and J.H. Braddock, "The Continuing Significance of Desegregation: School Racial Composition and African American Inclusion in American Society," (1994).
- Black students in desegregated schools are more likely to graduate from high school, attend desegregated colleges, and graduate with degrees in higher paying professions. McPartland, James, and JoMills Braddock, *Going to College and Getting a Good Job: The Impact of Desegregation*, (1981).

Mandatory Desegregation Plans are Most Successful at Ending Segregation.

- A study of 20 school districts found that mandatory desegregation was more likely to reduce segregation and encourage racial balance. Fife, B., *Desegregation in American Schools: Comparative Intervention Strategies*, (1992))

OTHER EFFECTS OF RACIAL SEGREGATION AND CONCENTRATED POVERTY

In neighborhoods afflicted with a concentration of poverty, families "have to cope not only with their own poverty, but also with the social isolation and economic depreciation of the hundreds, if not thousands, of other families who live near them. This spatial concentration of poor people acts to magnify poverty and exacerbate its effects." (Jargowsky, 1997)

NOW THAT WE'VE TALKED... IDEAS FOR COMMUNITY INVOLVEMENT

You can help your study circles move into discussion of action by providing handouts that help them think about how to become involved locally. The following combines elements of documents developed by Robert Sherman of the Surdna Foundation and the study circle organizers in Lima, Ohio and San Leandro, California.

Take stock of yourself

- Do you prefer to work alone or with a group of people?
- Could you put together a new organization?
- Do you have a specific area of interest such as child welfare, domestic violence, or intercultural understanding?
- Do you already belong to groups that are involved with these issues, or that might move in that direction?
- Do you have skills that you could share with your community? (Every community could use a gardener, a grant writer, a computer trainer for after-school programs, or a mural painter!)
- Realistically, how much time can you commit?

Take stock of your community

- As an individual or as part of a group, talk with young people, ministers, businesspeople, social service people, teachers, city officials, police officers, and neighbors to gain more perspective on your community and the issues it faces.
- Ask people about efforts to address problems in the community, and what these efforts might need in order to be more effective.
- Read sections of the newspaper that you might have ignored in the past, including local news, opinion pages, and the calendar of events.

Take ACTION!

Now that you know more about yourself and your community, choose some ways in which you might become involved.

- Apply for appointment to a city advisory commission.
- Help organize another study circle.
- Volunteer with a social service agency or nonprofit organization.
- Volunteer to help with the city's cultural diversity celebrations.
- Volunteer to work in local schools.

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

- Organize or assist with a neighborhood activity (park clean-up, picnic, etc.).
- Participate in — or help develop — an ongoing neighborhood social group (i.e. monthly potlucks, weekly volleyball games) or neighborhood watch.
- Spend some time outside in your neighborhood, and make it a point to become acquainted with neighbors of all ages and backgrounds.
- Mentor a young person in an after-school program, either informally or through a Big Sisters/Big Brothers program.
- Help organize a neighborhood or citywide function to honor people working to build a stronger community. Even if you choose one or two outstanding individuals, make sure that you give more than passing acknowledgment to the hundreds of people who help in hundreds of big and little ways!

WHY THE SUDDEN INTEREST IN DIALOGUE AND DEMOCRATIC PARTICIPATION? ... AND WHERE DO STUDY CIRCLES FIT IN?

All of a sudden, words like "dialogue," "citizenship," and "community" are popping up in the headlines. In the last year, many public figures have begun using them, and endorsing concepts like "community-building," "civic renewal," "collaborative leadership," and "public journalism." These terms have spread beyond the relatively small crowd of academics and organizers who used them in the past. Now, there are references to dialogue and democratic participation in the speeches of President Clinton, William Bennett, Senator Bill Bradley, and presidential candidate Lamar Alexander.

Recent articles by scholars and practitioners such as Robert Putnam, Bruce Adams, Jean Bethke Elshtain, and Benjamin Barber have fleshed out these concepts. A host of new organizations and efforts, including the Alliance for National Renewal, the American News Service, America Speaks, and the Civic Practices Network, are convening some of the thinkers and doers, and identifying examples of communities and programs that embody the cutting edge of democratic practice.

Many of these leaders and organizations have turned their attention to the study circle, a proven method for strengthening dialogue and democratic participation. The community-wide study circle program — in which study circles are used throughout a community to engage citizens in discussion and problem solving — is a vital model for this work. As a result, SCRC has become a focal point for this new, larger audience.

Why now? It is no secret that for many years large numbers of American citizens have felt alienated and disconnected from government and from public life in general. Some of the symptoms of this problem have been evident for a long time: falling voter participation, increasingly nasty political campaigns, and a declining sense of community. So why, all of a sudden, are more people paying attention to the need for dialogue and democratic participation?

Much of the new interest comes from public officials, who are beginning to realize that the old debates don't connect to citizens in their struggles to deal with the issues that affect their lives and their communities. It is becoming more difficult to rely on the old "right-wing" or "left-wing" ideas and policies, because those ideas and labels no longer resonate much with citizens.

Conservative and liberal public officials are interested in dialogue and democracy for very different reasons. Conservatives have long championed the need to reinforce family and community values, but they've never been more eager to find a mechanism for doing it. Many conservative thinkers and leaders have realized that merely keeping "big government" out of the way is not enough. In the pages of the *Wall Street Journal*, William Bennett has called for a "return to civil society." Lamar Alexander advocates local organizing to confront community problems — his campaign slogan is "The people know what to do."

At the same time, liberals who believe in the power of government to address social problems are facing the reality that growing numbers of taxpayers don't share this belief — or at least aren't willing to sustain government spending. By encouraging citizens to examine problems like crime and poverty, liberals hope to foster community-based programs that help pick up where government has left off. Some

STUDY CIRCLES AND ACTION

It's a question SCRC hears frequently: "How do study circles connect to action on public issues?" As an organization that works to "promote deliberative democracy and improve the quality of public life," and is committed to learning from those who are putting democracy into practice, our answer continues to evolve. These days it encompasses three aspects of action.

We have always assumed that, at the very least, participation in study circles makes people better informed, more understanding of other viewpoints, and able to vote more intelligently. These results of dialogue embody the idea that "to understand is to act." With every change in an individual, every study circle nibbles away at the polarization and grandstanding that currently dominate our public life. On a grand scale, this can result in a greater sense of ownership of public issues, as well as in elections defined more by substance than style.

"Government by the people," however, means more than just voting. In the hands of many organizers, study circles have become a way of directly communicating the views and values of citizens to officials in government and in the schools. These organizers have shown that providing input is another important way to take action. Reports written jointly by study circle members, individual letters from study circle participants, and structures like the Study Circle Council in Lima, Ohio, funnel ideas and concerns from participants to community leaders.

Beginning in 1992, community-wide study circle programs began to demonstrate yet another link between study circles and action. For the first time, hundreds of citizens in a single community became involved in study circles — because they believed that by doing so they themselves could make a difference on an issue. Organizers were often surprised to see the collaborative efforts that resulted from dialogue, since neither consensus nor an explicit action plan is the goal of a study circle. But the action had evolved very naturally, as participants shared personal experiences, analyzed public problems, discovered common ground, and identified community assets. By participating in democratic and collaborative *dialogue*, they gained the understanding and connections they needed for democratic and collaborative *action*. As people realized they could make real change, they began to think of themselves as actors on public issues — not simply as the people who elect the actors or the people who give input to the actors.

Examples of these collaborative efforts resulting from community-wide study circles around the country include: youth mentoring projects; a film festival on ethnic diversity; collaborative school-business efforts; a multiracial "unity choir;" improvements to a community policing program; new playgrounds; a new soup kitchen; neighborhood "peace zones;" and a city-wide planning process for violence prevention. These kinds of collaborative efforts to address public problems define citizenship broadly and actively.

These three aspects of action represent three visions of how best to strengthen the connection between citizens and public life. Whichever vision you are working toward, one thing is clear: study circles are a way of doing the essential work which must come before action. No matter what avenue citizens decide to take — voting differently, or communicating with leaders, or working collaboratively to address problems — study circles help them to think of themselves as members of a community capable of action.

This piece, by Matt Leighninger of SCRC, first appeared in the Summer/Fall 1995 issue of SCRC's newsletter, Focus on Study Circles.

AFTER THE STUDY CIRCLE... I'D LIKE TO STAY INVOLVED!

The previous document helps people think about ways they might become involved with their community. The following feedback form, on the other hand, is designed to be returned to organizers of a community-wide study circle program. The form, which was originally developed by Bob Williams of the Unified School District of San Leandro, California, could be the start of a community resource bank.

I am interested in getting more involved in my community and building on the vitality of the study circle program.

I would especially like to do the following:

- Apply for appointment to a city advisory commission
- Continue to participate in the City's study circles
- Become a study circle organizer or discussion leader
- Volunteer for the Community Services Department
- Volunteer to help with the City cultural diversity celebrations
- Volunteer for a local social service agency
- Volunteer to work in local schools
- Conduct a neighborhood- or church-based study circle
- Organize or assist with a neighborhood activity (park clean-up, picnic, etc.)
- Other:

Your name:

Your address:

Your telephone number:

Return to: [address, etc.]

This information sheet was used by the study circle program in New Castle County, Delaware. After the first round of study circles, the organizers held a meeting of facilitators and participants to identify the major areas in which participants wanted to take action. They also recruited interested individuals to convene task forces on these issues at the action forum. At the forum, Delaware Governor Tom Carper and US Attorney Gregory Sleet offered words of support. Then participants were invited to join task forces on four different issues: (1) Reaching our children/racism and the school system; (2) Expanding the dialogue and orienting newcomers; (3) Penetrating institutional racism: the media and affirmative action; (4) Deepening our knowledge and skills. At the forum, the groups came up with action plans, set the date and time of their next meeting, and reported back their main ideas and plans to the plenary group. Organizers are planning a second round of study circles in the fall, and the task forces will have the opportunity to report back on the work that they pursued after participating in the study circles. The information sheet, which gives conveners instructions for their work at the forum, was developed with the assistance of Faye Bonneau and Ruth Sokolowski of the YWCA in New Castle County, Delaware.

TASK FORCE CONVENERERS

Study Circles
[city, state]

What should happen at the Action Forum?

During the Action Forum, you'll have 30 minutes to assemble your group and begin the conversation about how participants can take action to make a difference in the community. As the group's convener, you need to watch the time carefully, and get your group to work quickly. Because the time is limited, ask participants to make their comments brief! In addition, you or a volunteer from your group should take notes to record your group's ideas so you can report back to the plenary group.

Remember that your goals, first and foremost, are (1) to bring out the major action ideas; (2) to demonstrate that the task force is about moving from talk to action, and (3) to show participants that their contributions and commitment are critical to the group's success.

Here's a suggested outline for the initial meeting at the "Action Forum and Reunion Celebration":

- 1) Pass around the sign-up sheet, and ask people to provide their names, addresses, phone numbers, and e-mail (if they have it). Introduce yourself, and give everyone a chance to introduce themselves to the group.
- 2) Choose a timekeeper who will monitor time and strongly encourage people to keep their comments brief.
- 3) Let the participants know that you will be reporting back to the larger group (summarizing important ideas, concerns, and plans that your group discussed) when everyone reconvenes.
- 4) Reiterate the purpose of bringing people together — that is, you are beginning a process so that people will be able to *work together* to make a difference in the community.

POSITIVE CONFLICT: AN ESSENTIAL TOOL FOR DEMOCRACY

Americans hate conflict. An employer promotes a subordinate for being "a good team player" who "doesn't make waves." A principal decides his good teachers are those with orderly classrooms without noise and — above all — without conflict. A parent praises his teenager for being "a good kid" who "never gives me problems." Entire minority communities are praised or cursed according to whether they "cause trouble" or are seen as "peaceful, good folk."

It may not matter that the thinking, creative employee may challenge conventional wisdom in ways that lead to product innovation. Or that children learn best when they are actively engaged in a subject — which may mean noise and even disagreement. Or that a teenager's developmental tasks include coming to a sense of ownership of his own values, which may require understanding them *in relation* to the values of his elders. Or that in order to take their rightful place in the American democracy, a minority community may have to demand resources and focus attention on issues that others would prefer to ignore.

Yet if we ask Americans what they think of when they hear the word conflict, we receive answers like "tension," "power grabs," "nastiness," "fights," "win/lose," "war," and "anger." Is it any wonder, therefore, that we Americans try to avoid conflict at all costs?

Indeed, this limited perspective logically leads to a version of the "flight or fight" response: either avoid conflict or be prepared to "duke it out." And since disagreements — about values, resources, and policies — are unavoidable, our courts are clogged and our city councils hold endless hearings in which parties fight over their respective positions.

We have created a contentious public culture in which a modern warrior class — mainly politician, lobbyists and highly paid lawyers — argue over every imaginable issue while the rest of us shun "politics" as the public arena of hostile interests groups. Fight or flight, battle or avoidance.

There is hope, however, in this ugly picture. Millions of Americans are acknowledging that neither fight nor flight is a very successful strategy. They are learning that one of the key barriers to a satisfying public life is the very limited set of responses we have to conflict. Fighting over our problems leaves us with polarized positions, and fleeing only allows our problems to grow larger. Yet our nation's problems are so enormous, so complex, so interrelated, we'll never arrive at real solutions by avoiding them or arguing from fixed, narrow positions.

Many are experimenting with techniques for using conflict constructively — with books like *Getting to Yes* soaring to the top of the bestseller list — but before many of us will make the effort to learn new skills we have to uproot our own prejudices about conflict. We have to fully grasp its *positive* functions:

Conflict means success, not failure. The absence of conflict usually means that diverse perspectives have been excluded from the decision-making table. When conflict — the clash of views and values — surfaces, we can congratulate ourselves. It means all interested parties are taking the first step in real problem solving. In order to produce a quality solution, different views must be heard,

critically evaluated, and reflected upon before we reach agreement. In fact, the very idea of discussion presupposes different points of view.

Conflict uncovers interests. Often we only fully understand our own interests as they emerge in dialogue with others. Conflict can shake us out of selfishness (narrowly defined interests) as we see the larger consequences of our views through the eyes of those who disagree. Conflict that surfaces divergent interests is a necessary first step in meeting everyone's interest.

Conflict deepens our understanding of a problem. Solutions depend on accurately defining a problem. Considering diverse definitions of a problem — and the consequences of proposed solutions — helps sharpen our understanding of our most complex problems.

Conflict provides more options for action. One of the most common mistakes in problem solving is developing a premature commitment to one solution without being aware of alternatives. Conflict broadens our view of what is possible, and thus gives us more choices.

Conflict is not about "winning or losing" but about learning. Every difference, discomfort, or disagreement can be used to better know ourselves and others. They become clues to uncovering concerns, prejudices, needs, values — and goads to improving the skills we need to interact with others.

Conflict builds organizations. Groups that successfully use conflict for learning become stronger; they believe in themselves more. With confidence in their ability to use conflict constructively, they can take more risks. Since healthy conflict stimulates involvement in the problem-solving process, and encourages each of us to be heard, it deepens our sense of ownership, both of the process and, eventually, the solution.

Conflict will not go away. Yet, think how much energy and time we waste trying to avoid it or engaging in destructive battles. Simply perceiving conflict as both inevitable and useful — even essential — to healthy public discussion is the first step in turning it from a curse to a creative tool.

Study circles have much to offer in developing these democratic attitudes and skills. People usually enter study circles not as protagonists but as learners, so they can focus on those arts of democracy that produce quality talk while they learn to handle disagreements that may arise. A study circle provides an ideal setting to deepen understanding, exercise public imagination, engage in constructive dialogue, and creatively address value conflicts. A reinvigorated democracy, and fully engaged citizens, require nothing less.

This article, by Paul Martin Du Bois and Frances Moore Lappé, first appeared in the Fall 1991 issue of SCRC's newsletter, Focus on Study Circles. Du Bois and Lappé are co-founders of the Center for Living Democracy. You can reach CLD at RR #1 Fox Road, Brattleboro, VT 05301, (802) 254-1234, fax 254-1227.

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?

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

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
2. The name of your study circle organizer
3. Where and when (day of the week and time) did your study circle meet?
4. How many times did your study circle meet?
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.?
7. What perspectives were well represented in your group? Which were missing?
8. What were your own observations about the dialogue and group process?
9. What did members of the group say about their discussions?
10. What was the topic of the group's liveliest discussion?
11. What were areas of general agreement? What were areas with little consensus?
12. What suggestions came from the group about how people (individuals, organizations, institutions, government) might better address the issue?
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?
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.
15. Do you have concerns, or did the group have concerns, which need to be discussed with the study circle program's working group?

- 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 REPORT FORM

What do you think?

The Education and Housing Equity Project will assemble a document, entitled "Choices for Community: Creating an Agenda for Building Inclusive Communities and Successful Schools in the Twin Cities and Metropolitan Region." This document will represent some of the views of study circle participants and the results of the Action Forum; it will also be used to inform public policy making.

Your group is invited to submit a summary of your discussions for that document. Try to capture the main ideas that emerge during the discussion, using exact words or recalling actual stories or examples given by other participants whenever possible. Keep in mind that only one final form can be submitted per group.

Recall:

The Task of the Community Circles

Keeping the conversations centered on the following two questions:

- *What are the impacts of existing patterns of residential, economic, and racial segregation on the educational achievement and life opportunities of Twin Cities area children and families?*
- *What can or should we do, as individuals and as a community, to enhance the educational, housing, and economic opportunities of all children and adults in the Twin cities area?*

What were some issues of common concern within your group?

What were some areas of agreement and disagreement?

Community Circle Report Form

Session #1: Getting Started

Sponsoring Organization: _____ Date: _____

Meeting Location: _____ Number of Participants: _____

Facilitator: _____ Scribe: _____

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. _____

2. _____

3. _____

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

Community Circle Report Form

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

Sponsoring Organization: _____ Date: _____

Meeting Location: _____ Number of Participants: _____

Facilitator: _____ Scribe: _____

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. _____

2. _____

3. _____

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

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: _____

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. _____

2. _____

3. _____

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

Community Circle Report Form

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

Sponsoring Organization: _____ Date: _____

Meeting Location: _____ Number of Participants: _____

Facilitator: _____ Scribe: _____

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. _____

2. _____

3. _____

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

Community Circle Report Form

Session # 5: Making a Difference

Sponsoring Organization: _____ Date: _____

Meeting Location: _____ Number of Participants: _____

Facilitator: _____ Scribe: _____

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?

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

(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?

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?

Community Circle Participant Profile

1. Community Circle Location _____
2. Community where you live: City _____ Neighborhood? _____
School District _____
3. Community where you work: City _____ Downtown or Business District? _____
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 _____ 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 _____

1999 Community Circles Dialogues

Discussion Guide

SCHEDULE

SESSION ONE

Getting Started

SESSION TWO

What are the reasons for segregation in the Twin Cities?

SESSION THREE

How can we address housing challenges in the Twin Cities?

SESSION FOUR

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

SESSION FIVE

Making a Difference

GUIDELINES FOR RESPECTFUL DIALOGUE

These guidelines are intended as a starting place for respectful and productive circle discussions:

- ◆ Everyone gets a fair hearing.
- ◆ Seek first to understand, then to be understood.
- ◆ Share "air time."
- ◆ If you are offended, say so; and say why.
- ◆ You can disagree, but don't personalize it; stick to the issue. No name-calling or stereotyping.
- ◆ Speak for yourself, not for others.

SESSION ONE

Getting Started

TO BEGIN ...

1. Welcome and Introductions

2. Why are we here?

Community circles are intended to:

- **Raise awareness** about the challenges of race, housing and education for our neighborhoods, our city and our region, and to help participants learn more about the complexity of these issues.
- **Provide an opportunity to talk** honestly and deeply about these issues and explore some possible solutions.
- **Generate suggestions** for possible action that we can take as individuals, as organizations, and/or collectively as a community, to address the challenges of race, housing, and education.

3. How do we create a productive dialogue?

Take this opportunity to set expectations and meeting guidelines for your group.

CONNECTING PEOPLE AND THE ISSUES

1. Tell us your name and a favorite community and/or neighborhood event in which you participate.
2. Share some of your personal "story" with the group by responding to the following questions:
 - Where did you grow up? (big city, inner city neighborhood, suburb, rural, small town, farm, etc.)

- How did you feel about where you lived and your experience in general?
- How did where you grew up influence your opinion on race, education, or housing?
- Why did you decide to take part in this community circle dialogue?

3. Briefly discuss your reactions to what you've heard:

- What stood out for you in these stories? What was your reaction to listening to others' stories?
- What made you uncomfortable? What did you find you could identify with?

DISCUSSION QUESTIONS

- ◆ How have you experienced racism personally?
- ◆ How do you see life opportunities changing in your neighborhood — for better or worse? increasing or decreasing?
- ◆ How is segregation today different than segregation in the 1960's?

CLOSING

- ❖ What words or phrases from today's discussion do you think you will remember most?
- ❖ What new insights, awareness, or curiosities do you have as a result of this discussion?
- ❖ What would you like to see as a direction for next week's discussion?

SESSION TWO

What are the reasons for segregation in the Twin Cities?

TO BEGIN ...

1. Welcome and re-introductions
2. Revisit the discussion guidelines
3. Briefly reflect on last session/
demographic handout

DISCUSSION QUESTIONS

- ◆ What hit your hot button while reading/listening to these viewpoints?
- ◆ Are there any other viewpoints that should be represented? What's missing?
- ◆ In your own experience, how influential are some of these reasons for segregation? Are some more than others? Why?
- ◆ Each viewpoint states a reason for segregation. Which of the viewpoints most likely describes the cause of segregation? Why?
- ◆ In these viewpoints, what ways of doing something to affect segregation are suggested? What are your own suggestions?

CLOSING

- ❖ What words or phrases from tonight's discussion do you think you will remember most?
- ❖ What new insights, awareness, or curiosities do you have as a result of this discussion?
- ❖ What would you like to see as a direction for next week's discussion?

SESSION THREE

How can we address housing challenges in the Twin Cities?

TO BEGIN ...

1. Welcome and re-introductions
2. Briefly reflect on the previous session about the causes of segregation.

DISCUSSION QUESTIONS

- ◆ Which of these perspectives comes closest to your own personal perspective? Why?
- ◆ What hit your hot button while reading/listening to these viewpoints?
- ◆ Are there any other viewpoints that should be represented? What's missing?
- ◆ What are the strengths of each approach? What are the weaknesses?
- ◆ Who would be most affected by each viewpoint? Who do you think would benefit the *most*? The *least*?
- ◆ Which of the viewpoints do you feel could work *most* effectively?
- ◆ Which of the viewpoints do you feel could work *least* effectively?
- ◆ What do you think are some of the barriers to any of these approaches?
- ◆ What are some steps that *communities* might be able to take in the area of housing and residential segregation?
- ◆ What are some steps that *individuals* might be able to take in the area of housing and residential segregation?

CLOSING

- ❖ What words or phrases from tonight's discussion do you think you will remember most?
- ❖ What new insights, awareness, or curiosities do you have as a result of this discussion?
- ❖ What would you like to see as a direction for next week's discussion?

SESSION FOUR

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

TO BEGIN ...

1. Welcome and re-introductions
2. Briefly reflect on the previous session about the different options for addressing the challenges of housing and segregation.

DISCUSSION QUESTIONS

- ◆ Which of these perspectives comes closest to your own? What life experiences or values inform your perspective?
- ◆ What hit your hot button while reading/listening to these viewpoints?
- ◆ Are there any other viewpoints that should be represented? What's missing?
- ◆ What are the strengths of each perspective? What are the weaknesses?
- ◆ Who would be most affected by each viewpoint? Who do you think would benefit the *most*? The *least*?
- ◆ What do you think are some of the barriers to any of these options?
- ◆ What are some steps that you think might help our communities to address the achievement gap in our schools? What efforts would you like to see policymakers focus on?
- ◆ What are some steps that individuals might be able to take to address the achievement gap and unequal opportunity in our public schools?

CLOSING

- ❖ What words or phrases from tonight's discussion do you think you will remember most?
- ❖ What new insights, awareness, or curiosities do you have as a result of this discussion?
- ❖ What would you like to see as a direction for next week's discussion?

SESSION FIVE

Making a Difference

TO BEGIN ...

1. Welcome and re-introductions
2. Briefly reflect on the previous session about the different options for addressing the student achievement gap.

DISCUSSION QUESTIONS

- ◆ Thinking back to the previous sessions, were there any common threads that emerged from the group's discussions? Were there any common themes in the solutions you chose for addressing the challenges we discussed?
- ◆ What were some of the main areas of agreement that were discussed over the last few weeks?
- ◆ What do you think is the responsibility of the community as a whole to address these challenges?
- ◆ What is the role of our institutions (schools, city and state governments, Metropolitan Council, the business community, religious groups, neighborhood and community-based organizations, etc.) in addressing these challenges?

IDEAS FOR ACTION

While there may not be consensus within your circle about how to best address some of the challenges discussed here, there may be ideas or solutions which have emerged over the past few weeks and are supported by most participants. As a group, try to answer the following question:

- ◆ What are the three most powerful action steps your group feels would make a difference? (These may range from individual efforts to large-scale initiatives, and could address one or many of the issues discussed.)

CLOSING

- ❖ What has been valuable to you about these circle dialogues?
- ❖ What do you think you might do differently in the future as a result of being part of this series of dialogues?

1999 Community Circles Dialogues

Discussion Guide

Facilitator's Version

SESSION ONE

Getting Started

TO BEGIN ...

(20 minutes)

1. Welcome and Introductions

△ **Facilitators:** Welcome everyone to the group.
Share names around the circle.

2. Why are we here?

Community circles are intended to:

- **Raise awareness** about the challenges of race, housing and education for our neighborhoods, our city and our region, and to help participants learn more about the complexity of these issues.
- **Provide an opportunity to talk** honestly and deeply about these issues and explore some possible solutions.
- **Generate suggestions** for possible action that we can take as individuals, as organizations, and/or collectively as a community, to address the challenges of race, housing, and education.

△ **Facilitators:** Briefly discuss the purpose of this community circle. Explain that the dialogues will probably be experienced and have some impact on everyone at a personal or individual level, in connection with their neighborhood or a group they may be involved with, and on a public policy or community-wide level. (All three levels can happen at the same time and each one is important.)

3. How do we create a productive dialogue?

Take this opportunity to set expectations and meeting guidelines for your group.

△ **Facilitators:** You might want to include the following in this discussion:

- Discuss roles of facilitator and participants (see Handbook for Facilitators)
- Discuss the differences between dialogue and debate (see Handbook for Facilitators)
- Review or create discussion guidelines for your circle (see Handbook for sample guidelines, or have the group develop its own). You may want to post these guidelines on a flip chart and revisit them at the beginning of future circle sessions.

CONNECTING PEOPLE AND THE ISSUES

(60 minutes)

1. Tell us your name and a favorite community and/or neighborhood event in which you participate.

△ **Facilitators:** The initial question strives to establish a basic connection among the dialogue participants.

2. Share some of your personal "story" with the group by responding to the following questions:

△ **Facilitators:** Ask participants to take turns telling their stories. You should go first to model sharing a story that is brief yet somewhat revealing to give the conversation some depth. You may want to post the questions on a flip chart.

- Where did you grow up? (big city, inner city neighborhood, suburb, rural, small town, farm, etc.)
- How did you feel about where you lived and your experience in general?
- How did where you grew up influence your opinion on race, education, or housing?
- Why did you decide to take part in this com-

3. Briefly discuss your reactions to what you've heard:

- What stood out for you in these stories? What was your reaction to listening to others' stories?
- What made you uncomfortable? What did you find you could identify with?

DISCUSSION QUESTIONS

(30 minutes)

- ◆ How have you experienced racism personally?
- ◆ How do you see life opportunities changing in your neighborhood — for better or worse? increasing or decreasing?
- ◆ How is segregation today different than segregation in the 1960's?

CLOSING

(10 minutes)

△ *Facilitators: At the end of this session, distribute the demographic handout and ask participants to look it over in preparation for next week's session. Also use this time to give a quick overview of the next session and make any announcements.*

- ❖ What words or phrases from today's discussion do you think you will remember most?
- ❖ What new insights, awareness, or curiosities do you have as a result of this discussion?
- ❖ What would you like to see as a direction for next week's discussion?

SESSION TWO

What are the reasons for segregation in the Twin Cities?

TO BEGIN ...

(20 minutes)

1. Welcome and re-introductions

△ *Facilitators: Welcome everyone to the group. Share names around the circle.*

2. Revisit the discussion guidelines

△ *Facilitators: You may want to post flip charts from first session.*

3. Briefly reflect on last session/ demographic handout

△ *Facilitators: Ask the group the following questions:*

1. What are some words or phrases that were said at the last session that you remember?
2. What is something important or valuable to share that you remember from looking over the demographics? What stood out to you?

VIEWPOINTS

(60 minutes)

△ *Facilitators: Read through each of the following viewpoints one at a time out loud as a group. (Ask for volunteers; let participants know it's okay to pass.) After each of the viewpoints is read, ask the following questions:*

- What are the words or phrases that stood out for you in this viewpoint?
- What was your initial reaction while you listened to this viewpoint?
PROBE: What does it remind you of or what associations do you have with it?
- What was a surprise or new information to you?

DISCUSSION QUESTIONS

(30 minutes)

△ *Facilitators: Select any of these questions that seem most pertinent to the group, or use them all if time allows.*

- ◆ What hit your hot button while reading/listening to these viewpoints?
- ◆ Are there any other viewpoints that should be represented? What's missing?
- ◆ In your own experience, how influential are some of these reasons for segregation? Are some more than others? Why?
- ◆ Each viewpoint states a reason for segregation. Which of the viewpoints most likely describes the cause of segregation? Why?
- ◆ In these viewpoints, what ways of doing something to affect segregation are suggested? What are your own suggestions?

CLOSING

(10 minutes)

△ *Facilitators: Use this time to give a quick overview of the next session and make any announcements.*

- ❖ What words or phrases from tonight's discussion do you think you will remember most?
- ❖ What new insights, awareness, or curiosities do you have as a result of this discussion?
- ❖ What would you like to see as a direction for next week's discussion?

SESSION THREE

How can we address housing challenges in the Twin Cities?

TO BEGIN ...

(10 minutes)

1. Welcome and re-introductions

△ *Facilitators: Welcome everyone to the group. Share names around the circle. Also revisit the discussion guidelines if you like.*

2. Briefly reflect on the previous session about the causes of segregation.

△ *Facilitators: Ask - What are some words or phrases that were said at the last session that you remember?*

VIEWPOINTS

(40 minutes)

△ *Facilitators: Explain that this session focuses on further understanding segregation and presents different options for addressing the housing challenges our city and the region is facing. Read through each of the scenarios one at a time out loud as a group. (Ask for volunteers; let participants know it's okay to pass.) After each of the viewpoints is read, ask the following questions:*

- What are the words or phrases that stood out for you in this viewpoint?
- What was your initial reaction while you listened to this viewpoint?

PROBE: What does it remind you of, or what associations do you have with it?

DISCUSSION QUESTIONS

(60 minutes)

△ *Facilitators: Select any of these questions that seem most pertinent to the group, or use them all if time allows.*

- ◆ Which of these perspectives comes closest to your own personal perspective? Why?
△ *Facilitators: PROBE - What informs your perspective?*
- ◆ What hit your hot button while reading/listening to these viewpoints?
- ◆ Are there any other viewpoints that should be represented? What's missing?
- ◆ What are the strengths of each approach? What are the weaknesses?
- ◆ Who would be most affected by each viewpoint? Who do you think would benefit the most? The least?
- ◆ Which of the viewpoints do you feel could work most effectively?
- ◆ Which of the viewpoints do you feel could work least effectively?
- ◆ What do you think are some of the barriers to any of these approaches?
- ◆ What are some steps that *communities* might be able to take in the area of housing and residential segregation?
- ◆ What are some steps that *individuals* might be able to take in the area of housing and residential segregation?

CLOSING

(10 minutes)

- △ *Facilitators: Use this time to give a quick overview of the next session and make any announcements.*
- ❖ What words or phrases from tonight's discussion do you think you will remember most?
- ❖ What new insights, awareness, or curiosities do you have as a result of this discussion?
- ❖ What would you like to see as a direction for next week's discussion?

SESSION FOUR

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

TO BEGIN ...

(10 minutes)

1. Welcome and re-introductions

△ *Facilitators: Welcome everyone to the group. Share names around the circle. Also revisit the discussion guidelines if you like.*

2. Briefly reflect on the previous session about the different options for addressing the challenges of housing and segregation.

△ *Facilitators: Ask – What are some words or phrases that were said at the last session that you remember?*

VIEWPOINTS

(40 minutes)

△ *Facilitators: Explain that this session focuses on developing a further understanding of education challenges facing our city school district and the entire region – particularly the achievement gap and unequal education opportunities. It may be helpful to review some of the data provided in the demographic handout to give participants a better feel for the issue. Then read through each of the following scenarios one at a time out loud as a group. (Ask for volunteers; let participants know it's okay to pass.)*

- *What are words or phrases that stood out for you?*
- *What was your initial reaction while you listened to this viewpoint?*

PROBE: What does it remind you of, or what associations do you have with it?

DISCUSSION QUESTIONS

(60 minutes)

△ *Facilitators: Select any of these questions that seem most pertinent to the group, or use them all if time allows.*

- ◆ *Which of these perspectives comes closest to your own? What life experiences or values inform your perspective?*
- ◆ *What hit your hot button while reading/listening to these viewpoints?*
- ◆ *Are there any other viewpoints that should be represented? What's missing?*
- ◆ *What are the strengths of each perspective? What are the weaknesses?*
- ◆ *Who would be most affected by each viewpoint? Who do you think would benefit the most? The least?*
- ◆ *What do you think are some of the barriers to any of these options?*
- ◆ *What are some steps that you think might help our communities to address the achievement gap in our schools? What efforts would you like to see policymakers focus on?*
- ◆ *What are some steps that individuals might be able to take to address the achievement gap and unequal opportunity in our public schools?*

CLOSING

(10 minutes)

△ *Facilitators: Use this time to give a quick overview of the next session and make any announcements.*

- ❖ *What words or phrases from tonight's discussion do you think you will remember most?*
- ❖ *What new insights, awareness, or curiosities do you have as a result of this discussion?*
- ❖ *What would you like to see as a direction for next week's discussion?*

SESSION FIVE

Making a Difference

TO BEGIN ...

(10 minutes)

1. Welcome and re-introductions

- △ *Facilitators:* Welcome everyone to the group. Share names around the circle. Also revisit the discussion guidelines if you like.

2. Briefly reflect on the previous session about the different options for addressing the student achievement gap.

- △ *Facilitators:* Ask - What are some words or phrases that were said at the last session that you remember?

DISCUSSION QUESTIONS

(60 minutes)

- △ *Facilitators:* Explain that this session focuses on generating ideas for action that address the challenges of race, housing and education on an individual level, (what we can all do ourselves), a group level (what organizations can do), and a community level (what we can do collectively to impact policy decisions, etc.).
- ◆ Thinking back to the previous sessions, were there any common threads that emerged from the group's discussions? Were there any common themes in the solutions you chose for addressing the challenges we discussed?
- ◆ What were some of the main areas of agreement that were discussed over the last few weeks?
- ◆ What do you think is the responsibility of the community as a whole to address these challenges?
 - △ *Facilitators:* PROBE - What is the risk to the community as a whole if we do not address these challenges?

- ◆ What is the role of our institutions (schools, city and state governments, Metropolitan Council, the business community, religious groups, neighborhood and community-based organizations, etc.) in addressing these challenges?

△ *Facilitators:* PROBE - How would we like to see these institutions a move forward on these issues? What can we do to influence them?

IDEAS FOR ACTION

(30 minutes)

While there may not be consensus within your circle about how to best address some of the challenges discussed here, there may be ideas or solutions which have emerged over the past few weeks and are supported by most participants. As a group, try to answer the following question:

- ◆ What are the three most powerful action steps your group feels would make a difference? (These may range from individual efforts to large-scale initiatives, and could address one or many of the issues discussed.)

△ *Facilitators:* You may want to capture these ideas on a flip chart, asking participants to add some detail where needed. Remind the group that it is not necessary for everyone to agree to all the actions. Rather, try to identify ideas which seem to have the most group energy behind them. The ideas identified here should be recorded on the report form for this session and will be used as part of the "Call to Action" forum, the last forum in the Cities at Work series.

CLOSING

(20 minutes)

- △ *Facilitators:* After sharing responses to the following questions, ask participants to complete circle dialogue evaluation forms. Remind everyone that this is a pilot project, so their feedback is extremely valuable.
- ❖ What has been valuable to you about these circle dialogues?
- ❖ What do you think you might do differently in the future as a result of being part of this series of dialogues?

Cities at Work 1999

Unleashing the Power of Our Community *A Dialogue on Race, Connection, and Commitments*

We are at a crossroads. The faces of Saint Paul are changing daily, becoming more varied and diverse. Our dramatically changing community can be our strength and vitality, or can divide us into competing identities and interests. Much is at stake. If we harness the potential of all our citizens, we can create economic growth, keep our young people engaged and our neighborhoods thriving.

Our increasing cultural and economic diversity, with its promise and challenges, touches every aspect of our lives - families, relationships, schools, workplaces, neighborhoods, and the city as a whole. In order to make improvements in our neighborhoods, communities and city, we have to work in partnership across cultures, economic levels and other lines that often divide us. Our community will weaken unless we can learn to work effectively with people and groups of different backgrounds, interests and approaches. The 1999 *Cities At Work* forum series brings all sectors of our community together to learn from each other how we can unleash the incredible power and potential of our city's diversity.

Cities At Work is an inter-racial, multi-neighborhood, collaborative effort made up of individuals, government, neighborhoods, funders, community organizations and faith-based groups committed to public dialogue on topics important to Saint Paul's future. The 1999 *Cities At Work* forum series explores how Saint Paul can more effectively come together as a community to respond to demographic and cultural trends that will create an even more diverse St. Paul over the next 10-20 years.

We will explore:

- How assumptions and past experiences create racial and ethnic tension
- Why discovering what we have in common is more important than focusing on differences
- How youth view diversity, and what we can learn from them
- A new definition of our community where everyone's contributions are welcome and used
- How Saint Paul can cultivate an environment that makes it an attractive place to live, work, and do business

The 1999 *Cities at Work* forum series focuses on ways we can address and embrace the impact of these changes both as individuals and as a community. The forum series stimulates dialogue among neighbors, businesses, community-based organizations and associations, nonprofit agencies, faith-based groups, policymakers, and educators as we acknowledge the changing face of our community.

Forum Series Events

Between March and November 1999, a series of events will bring people together to learn, share ideas and make commitments for future action as a community. Forum series events include:

Public Forums

Four public forums between March and November 1999 will be the centerpiece events in the series. Each forum will examine the impact and potential of our increasingly multicultural community. Each forum will highlight a different aspect of Saint Paul's diversity, and will utilize a mixture of audience participation activities, drama, presentation and discussion to stimulate learning and discovery. The forums will feature ethnic food and locations in different neighborhood gathering places around the city.

Stop Talking, Just Do It: Youth's Perspectives on Bridging Differences

Saint Paul youth will present their perspective on how to build relationships across cultural differences, focusing specifically on differences of race and sexual orientation. The forum will utilize a talk show format with youth, as well as participatory activities with the audience. The forum is intended to educate participants about youth and their experiences with diversity, and suggest how adults can provide better direction and opportunities for the future leaders of our community. Youth will tell us that we need to not just tolerate differences, but welcome and embrace differences in our city's rich and diverse multicultural environment.

Face-to-Face: How We Interact

This forum will focus on the changing faces of Saint Paul's residents and the individual awareness and interpersonal dynamics that help connect us across cultural differences. An original performance by Illusion Theater, and discussion with the actors will be a springboard to learn more about who we are as a community. Through interactive exercises the forum will emphasize the powerful impact of communication as an important first step toward tolerance, reconciliation and effective collaboration across our community.

Who's At The Table?

The work of community often occurs around tables - businesses, organizations, clubs, neighborhood associations. The faces at our tables are changing, and with the increasing diversity we often don't have the necessary experience or skills to ensure that all voices are heard, and constructive partnerships are formed. This forum will explore the experiences of several organizations and businesses in Saint Paul who have learned how to work in cross-cultural partnerships to accomplish more than any one group could have accomplished alone.

Beyond Tolerance: A Call to Action

During each public forum and the community circle dialogues, people will be identifying actions that are needed from individuals, neighborhoods, organizations and as a community to address racism, promote multiculturalism and reconciliation, and develop a strong and vital community. This final forum will take us beyond passive tolerance to create a community-wide agenda for action.

Community Circle Dialogues

The *Cities at Work Community Circle Dialogues* are discussion groups of 10-15 people from diverse backgrounds who will meet five times between February and May for honest and respectful discussion of challenges our community faces regarding race, housing and education. A trained facilitator, a written discussion guide and other resource materials will help the keep the discussions focused. At the final forum in the *Cities at Work* forum series, "A Call to Action", community circle participants will share their experiences and ideas for future community action.

Lunch Forums

Lunch or breakfast forums will be held the day of each public forum. Community leaders, elected officials and funders will be invited to give them a brief overview of the ideas that are presented at the public evening forums. The lunch forums are intended to provoke discussion and keep people who ordinarily wouldn't come to the public forums apprised of the community discussion. Lunch forums have historically been sponsored and hosted by local corporations or organizations.

Sponsors and Funders

The Cities At Work forum series is sponsored and hosted by a broad array of individuals, groups and organizations in Saint Paul. These individuals and organizations have contributed much volunteer time - developing the forum series design, and contributing expertise, money and promotional and outreach capabilities to make the forum series a success.

Sponsors

Amherst H. Wilder Foundation
Catholic Charities
City Solutions
East Side Neighborhood Development/VISTA
Education and Housing Equity Project/Community Circles Collaborative
Jane Addams School for Democracy
Local Initiatives Support Corporation
MRA Initiatives for Change - Twin Cities
National Conference for Community and Justice
St. Paul Council of Churches
St. Paul/Ramsey Children's Initiative
St. Paul Planning Commission
The Roy Wilkins Center for Human Relations and Social Justice/Humphrey Institute of Public Affairs
United Way of the St. Paul Area
Urban Coalition
YMCA of Greater St. Paul
And a diverse group of community volunteers

Funders and Contributors

Amherst H. Wilder Foundation
City Solutions
Otto Bremer Foundation
St. Paul Council of Churches
United Way of the St. Paul Area
Others to be determined

Potential Community Circle Dialogue Sponsors

American Indian Family Center
Assn. for the Adv. of Hmong Women in MN
Catholic Charities-Frogtown Center
Cherokee Park United Church
Concordia College
Cooperating Fund Drive
Dayton's Bluff Elementary School
District 5 Community Council
East Side Neighborhood Development Co.
Grace Community United Church of Christ
Hamline-Midway Coalition
Hmong American Partnership/CAAR
House of Hope Presbyterian Church
J.J. Hill Magnet School
Lex-Ham Community Council
Macalester College
Mac-Groveland Family Center
Merriam Park Community Council
Minnesota Parenting Association
MRA Initiatives for Change - Twin Cities
Mt. Olivet Baptist Church

National Conference for Community and Justice
Neighborhood House/Multicultural Communities in Action
New Brighton United Church of Christ
North End Family Center
Ramsey Action Program, Inc. (RAP)
Sacred Heart Catholic Church
San Martin Lutheran Church
St. Anthony Park Community Council
St. Paul Convention and Visitors Bureau
St. Phillips Episcopal Church
St. Paul Public Schools
St. Paul/Ramsey Children's Initiative
St. Paul United Church of Christ
St. Timothy Lutheran Church
The Saint Paul Companies
Unity Church
University of St. Thomas
West Side Family Center
Wilder Forest
Wilder Foundation - The ROOF Project

Conversations at the Crossroads
of
Education, Housing and Race
Community Circle Dialogues

Organizational Checklist – Responsibilities of the Convenor

What you can do to help the conversation work effectively:

- _____ Make sure building is unlocked. If building is a secured building, make certain that access is available.
- _____ Arrange room at least ½ hour before the meeting.
- _____ Turn on room and entry lights (especially important for evening meetings)
- _____ Turn on the heat or air conditioning to make space comfortable.
- _____ Set up chairs for 15 (or designated number) in a circle.
- _____ Put up directional signs to the meeting space starting at building entry.
 - For example: Conversations at the Crossroads This Way
 - Conversations at the Crossroads Enter Here
 - Conversations at the Crossroads Turn Left/Right

- _____ Send out/distribute driving direction maps to meeting place not less than 1 week before the meeting.
- _____ If setting up refreshments, do so.
- _____ Assign person/staff or volunteer to welcome group at meeting space and be present for session to give directions, get assistance, etc.
- _____ Check to see that bathrooms are open or get access to keys.
- _____ Reset room as you found it (e.g., dispose of trash, etc.)
- _____ See that building is secured at the end of the meeting.
- _____ Please sign this checklist. Give signed checklist to the scribe who is assisting the facilitator and who will send it to EHEP.

Name

Date

Community Circle and Meeting Place

Conversations at the Crossroads Or **Education, Housing & Race in the Twin Cities**

The [] is acting as a co-sponsor with the Education Housing and Equity Project (EHEP), the Metropolitan Interfaith Council on Affordable Housing (MICAH) and many others in the metropolitan-wide *Conversations at the Crossroads*.

Community Circle Conversations will bring citizens together to grapple with the most critical issues shaping the future of our metropolitan community.

Participation in a Community Circle will offer you:

- *A chance to listen to beliefs and experiences different from your own*
- *An opportunity to examine new information and how it squares with your own beliefs and attitudes*
- *An occasion to meet new people and find common ground for action on issues of importance to you and your community*
- *An opportunity to influence policies for the Twin Cities*

Community Circles will be held throughout the metropolitan area and [] circle[s] will be meeting at the []. You can participate where it is most convenient for you. Each circle will meet for five sessions of two hours each. Information about meeting locations and times will be included with the registration form.

Watch for registration forms in the [newsletter or bulletin], or call (612) 330-1505 for more information (press #2 or 3) and to register (press #1).

Steps to Success

Goal setting for sponsors

Hazy goals produce hazy results. Clearly define your goals. Write them down, make a plan for achieving them, set a deadline, visualize the results and go after them. Wishing will not bring success, but planning, persistence, and burning desire will. Success is an attitude, get yours right. It is astonishing how short a time it takes for very wonderful things to happen. —Barbara Smallwood

Meeting Place and Schedule:

- What resources do you have available either with your organization or in your community? i.e., schools, libraries, community centers, churches, businesses, etc. _____
- Whom can you contact? _____
- Preferred location, day of week, time of day: _____
- Our organization will secure (number) _____ meeting spaces and dates for 5 community circle sessions by (date) _____
- Keep these things in mind: the participants may need childcare and transportation. How are you preparing for this? Is the location able to accommodate hospitality needs?

Recruiting and Publicity:

- Where is your sphere of influence? How can you make this project known, i.e. newspapers, bulletins, personal contacts, other organizations, etc _____
- How can you achieve diversity? Race, ethnicity, age, gender, income, political ideology, etc _____
- Do you need pairing with another organization; if so, what other organizations could you pair with? _____
- Our organization will recruit (number) _____ participants by (date) _____

Administrative:

- Who is your "go to" person? Overseeing details of: registration, troubleshooting, contact with EHEP, coordinating of details, etc? _____
- Who are other individuals on the "Team" that believe in this project and will work to make it successful? _____
- Who would make a good scribe for the community circle (good listener, observer, writer and reporter)? _____
- If you know of an experienced, professional moderator or facilitator, please contact us.

Questions:

Please keep record of your questions throughout the morning, and we will take time to answer them at the conclusion of the session, or following the session.

THE COMMUNITY CIRCLE PROJECT

PLEDGE OF PARTICIPATION FOR: SPONSORS/HOSTS/CONVENERS

The Education and Housing Equity Project (EHEP) is excited to partner with you as we anticipate the next successful round of Community Circle Conversations. As a sponsor, we invite you to thoughtfully review the Pledge of Participation form, carefully noting each responsibility and your capacity to complete the vital sponsor roles, ensuring the full success of this project.

Responsibilities of Sponsors:

1. Recruit between 8 and 15 people for each community circle.
2. Arrange a meeting space and time for each community circle or recruit participants for a designated time and location.
3. Distribute discussion materials to each participant.
4. Promote the program by any means possible, including bulletins, newsletters, newspapers, cable TV and personal contacts.
5. Where possible, provide childcare and transportation services as needed by participants.
6. When appropriate provide hospitality for participants, ensuring light snacks and beverages, writing board and name tags at each meeting.
7. Keep records of participation for your Community Circle, complete with address and phone listings.
8. Designate a scribe for each Community Circle, capturing in written record the highlights of each conversation.
9. Participate in evaluation process of community circle.
10. Participate in presentation of results of Community Circle conversation to the public.

EHEP will work closely along side you, providing:

- Discussion guide
- Calendar of related events
- Trained facilitator or Co-facilitators (and training to your facilitators)
- Informative background materials
- Information clearinghouse for pairing organizations
- Action Forum to connect citizens with service and action opportunities

In addition, all Community Circles will be invited to take part in a Citizens Summit to be co-sponsored with the Minnesota Meeting and Minnesota Public Radio. Results will be shared with legislators and local officials.

Contact Person:

| | |
|---|--|
| Name of sponsoring organization or agency that you represent: | |
| Your name: (please print) | |
| Your address: | |
| Your telephone & fax: | |
| Your e-mail(if applicable): | |

I understand the responsibilities of Sponsors and commit my organization to this project. This commitment is based on approval from our Board of Directors, Executive Director, or other appropriate authority.

My organization can provide the following:

Child care Refreshments Transportation (specify: _____) Scribes
 Co-Facilitator Media equipment Copying services Translator(s) Other: _____

We will collaborate with the following organization(s) to jointly co-sponsor one or more circle(s): _____

To achieve greater diversity in our community circle, we would like to be paired with a group different from ourselves

Signature/signifying authorization & approval

Printed name, title & organization

Date

Return to:
Education & Housing Equity Project
2211 Riverside Ave CB 185
Minneapolis, MN 55454
tel: (612) 330-1505 fax: (612) 330-1507

Site Commitment

Sponsoring Organization: _____

Contact: _____
Name Phone/Fax E-mail

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

| Location | Dates & Times |
|-------------------------|--------------------------|
| Name of location: _____ | Day: _____ Time: _____ |
| Address: _____ | |
| City: _____ | Dates: _____ |
| Phone: _____ | _____ |
| On Site Contact: _____ | Scribe: _____ |

| | |
|-------------------------|------------------------|
| Name of location: _____ | Day: _____ Time: _____ |
| Address: _____ | |
| City: _____ | Dates: _____ |
| Phone: _____ | _____ |
| On Site Contact: _____ | Scribe: _____ |

_____ EHEP may assign participants to this/these locations.

_____ We, as sponsors, will fill 8- 12 places per circle, so please don't assign participants.

_____ We will publicize and recruit participants locally, but would like EHEP to assist in publicizing our circle and securing additional participants

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

Conversations at the Crossroads of Education, Housing & Race

What: Conversations are conducted as Community Circle dialogues. Each conversation focuses on the perplexing issues of education, housing, race and segregation in the Twin cities metropolitan area.

Community Circles are composed of 8 to 15 citizens who are committed to meeting five times for two hours each. Each circle is moderated by an experienced facilitator. A discussion guide tailored to the Twin Cities is also used to promote communication.

Approximately 50 community-based conversations are expected to take place at locations throughout the seven county metropolitan area during February, March, and April 1999.

Why: Community Circles offer a vehicle for engaging a broad base of citizens in action-oriented discussions of important issues facing their communities. These multiple conversations help promote more concerted action on finding community-based solutions.

It is imperative that we find effective ways to bridge racial, cultural and economic differences to make our communities better places for everyone to live. Conversations at the Crossroads offer a creative response to this imperative.

**Who is
leading
this important
effort:**

These solution-focused Conversations are sponsored by local churches, schools, civic and community organizations in the metropolitan area.

Key promoters include:

- The Education and Housing Equity Project
- The Metropolitan Interfaith Council on Affordable Housing
- The Minnesota Minority Education Partnership, Inc.
- The League of Human Rights Commissions
- The Wilder Foundation (Cities at Work)
- The Saint Paul Area Council of Churches
- The Society of Professionals in Dispute Resolution
- The Minnesota Facilitators Network
- The Study Circles Resource Center

The lead partner is the Education and Housing Equity Project. Its mission is to promote informed public dialogue about the relationship between school segregation and inequality and the broader issues of housing and community segregation, and about the prospects for building more inclusive communities and opportunities for integrated housing and education in the Twin Cities metropolitan area.

Since 1996, over 500 citizens have participated in Community Circle conversations addressing the challenges of education and housing segregation. (CONTINUED ON OTHER SIDE)

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- The Minnesota Minority Education Partnership, Inc.
- The League of Human Rights Commissions
- The Wilder Foundation (Cities at Work)
- The Saint Paul Area Council of Churches
- The Society of Professionals in Dispute Resolution
- The Minnesota Facilitators Network
- The Study Circles Resource Center

The lead partner is the Education and Housing Equity Project. Its mission is to promote informed public dialogue about the relationship between school segregation and inequality and the broader issues of housing and community segregation, and about the prospects for building more inclusive communities and opportunities for integrated housing and education in the Twin Cities metropolitan area.

Since 1996, over 500 citizens have participated in Community Circle conversations addressing the challenges of education and housing segregation. (CONTINUED ON OTHER SIDE)

EDUCATION & HOUSING EQUITY PROJECT

Revised 11-10-98

Mission Statement

The purpose of the Education & Housing Equity Project (EHEP) is to build broad-based partnerships that engage Twin Cities area citizens in public discussion, analysis and action that promotes racially and economically inclusive communities which provide families and children of all races, incomes and ethnic backgrounds access to quality housing and schools throughout the metropolitan area.

Current Activities:

- (1) Exploring how to build a coalition that can work for racially and economically inclusive communities and respond to the segregation and disparities now developing in the housing and schools of the Twin Cities metro area.
- (2) Working in collaboration with other housing, education, religious, business, community and anti-racism organizations to plan and implement a metro-wide study circle and community forum project for 1997 and 1999 that focuses on the questions:
 1. "What are the impacts of existing patterns of residential, economic and racial segregation on the educational achievement and life opportunities of Twin Cities area children and families?" and,
 2. "What can or should citizens do, as individuals and as a community, to enhance the educational, housing, and economic opportunities of all children and adults in the Twin Cities metropolitan area?"

Contact Information:

Augsburg College, CB 185
Minneapolis MN 55454-9934
Tel: 330-1505
Fax: 330-1507
E-mail: ehp@augsborg.edu

Principal Staff:
Dick Little, Executive Director

2211 RIVERSIDE AVENUE, #185 * MINNEAPOLIS, MN * 55454-9934
PHONE: 612-330-1505 * FAX: 612-330-1507 * EMAIL: EHEP@AUGSBURG.EDU

Community Circles Project Timeline

| | |
|--------------------|---|
| December 9, 1998 | Sponsor Information and Planning Meeting |
| January 13, 1999 | Sponsor Information and Planning Meeting |
| January 21 | Community Circles "Kick-Off Event (West Metro) |
| January 22 | Community Circles Orientation Session for Facilitators and Scribes |
| January 23 | Workshop on Understanding Institutional and Community Racism (designed especially for facilitators and sponsor scribes) |
| February 4 | Community Circles "Kick-Off" Event (East Metro) |
| February 1 – May 1 | Community Circles meet (5 sessions, 2 hours each, 8 – 15 individuals per circle) |
| May | Community Action Forum Citizens Summit with Minnesota Meeting and Minnesota Public Radio |
| Summer | Report to the Community is prepared, and issued in September |
| Fall 1999 | Possible second round of 1999 Community Circle Conversations (new groups) |

Unleashing the Power of Our Community

A Public Dialogue on Race, Connections, and Commitment

Cities at Work 1999—Spring Forums

Stop Talking, Just Do It!

Saint Paul Youth's Perspectives on Bridging Differences

JOIN Michael Pritchard, humorist and youth advocate, for a lively and provocative "talk show" discussion with Saint Paul youth about the daily realities of living in a multicultural world.

GAIN INSIGHT into how we as a community can learn from—and use—the experiences and perspectives of our youth.

EXPLORE new ways to involve youth in creating collaborative solutions for Saint Paul's future.

Wednesday, April 28, 1999
Public Forum: 5:00-8:30 p.m.
Arlington High School
1459 Rice Street

Moderated by Yusuf Mgeni
The Urban Coalition

Face-to-Face

How We Interact

EXPERIENCE the raw poetry, powerful memories, and some funny, yet brave stories told by those who have left behind their homes and culture to create a new life for themselves and their families in Minnesota.

EXPLORE the ways to break through the barriers of culture, communication, and perceptions to build a vibrant Saint Paul.

SHARE food and conversation while learning how to foster cross-cultural understanding and nurture relationships in our increasingly diverse communities.

Tuesday, May 18, 1999
Public Forum: 5:00-8:30 p.m.
Bandana Banquet and Conference Center
Bandana Square (near Energy Park Drive and Lexington Avenue)

Moderated by Yusuf Mgeni
The Urban Coalition
Featuring an original performance by Illusion Theater

Community Circle Dialogues

What are community circle dialogues?

Small, diverse discussion groups that meet for five, two-hour sessions over a period of two months for honest and open dialogue. The discussions are led by trained facilitators and a written study guide to explore the challenges of housing, education, race, and multiculturalism in Saint Paul.

What is the purpose of the community circle dialogues?

Community circle dialogues build a greater understanding of other viewpoints and encourage individuals and communities to take action and promote public policy change.

How can I get involved?

The community circle dialogues are being sponsored by community-based organizations, schools, and local businesses throughout Saint Paul and the broader metropolitan region. For more information about how you or your organization can participate, call 651-659-6031.

Cities at Work 1999 Sponsors and Funders

Amherst H. Wilder Foundation • Asian Pacific Endowment for Community Development • Catholic Charities • City Solutions • East Side Neighborhood Development/VISTA • Education and Housing Equity Project/Community Circles Collaborative • Jane Addams School for Democracy • Local Initiatives Support Corporation • MRA Initiatives for Change - Twin Cities • Minnesota Alliance with Youth • National Conference for Community and Justice • Otto Bremer Foundation • St. Paul Council of Churches • St. Paul/Ramsey Children's Initiative • St. Paul Planning Commission • The Roy Wilkins Center for Human Relations and Social Justice/Humphrey Institute of Public Affairs • United Way of the St. Paul Area • The Urban Coalition • YMCA of Greater St. Paul • And a diverse group of community volunteers

Agendas for Each Forum

5:00-5:30 p.m. Registration and buffet dinner
5:30-8:30 p.m. Program and audience discussion

All events are free and open to the public, but advanced registration is required for dinner. For more information, contact Kate at 651-642-2083 or kmm@wilder.org

Registration

Please use this form to register for the first two Cities at Work forums. Advanced registration is required for dinner.

Please check the forum(s) you plan to attend:

Stop Talking, Just Do It!

Saint Paul Youth's Perspectives on Bridging Differences
Wednesday, April 28,
5:00-8:30 p.m.

Face-to-Face
How We Interact
Tuesday, May 18,
5:00-8:30 p.m.

Name _____

Organization (if any) _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____ Email _____

Send completed forms to: Kate Murphy, Wilder Foundation, 919 Lafond Avenue, Saint Paul, MN 55104 OR fax 651-642-2088

Dear _____,

The members of Education and Housing Equity Project and our partner organizations would like to thank you again for your participation as a former sponsor of the Community Circle Collaborative. It is our hope that the Community Circle dialogue provided all participants with a better grasp of racial and economic issues that are affecting all of the communities in the Twin Cities area. Issues of racial equality and access to good, affordable housing and schools for all families in our region are perhaps the most important issues we face as a community -- and a nation. We are writing to invite you to attend an important meeting designed specifically to help the Twin Cities metropolitan community move forward on those difficult issues: **The Metropolitan Citizens Summit: Addressing the Challenges of Education, Housing and Race in the Twin Cities.**

In order for the Summit to be successful, it is imperative that the audience is a diverse representation from a broad base of the communities within the Twin Cities. It is our hope that you, as a previous sponsor and a community leader, will be willing to help ensure that the Summit is a success.

You can help us by simply identifying one or two people who have participated in your Community Circle Collaborative, and by supporting their \$25 registration and participation fee of the Summit. There will be several scholarships available to cover the costs of participants that you are unable to support. The cost of the event includes a continental breakfast, beverages and snacks, and the Minnesota Meeting luncheon address with Dr. Lani Guinier. Dr. Guinier is a professor of law at Harvard University, and she is perhaps the country's leading authority on engaging citizens to build a more racially equitable society. The luncheon with Dr. Guinier will be hosted by the Minnesota Meeting, the region's prominent public affairs forum, and will be broadcast live on Minnesota Public Radio throughout the Upper Midwest.

The Summit will be held from 8a.m. to 1:30p.m., Friday, December 17, 1999, at the Hilton Hotel and Towers, located at 1001 Marquette Avenue, in downtown Minneapolis. The Summit will consist of elected officials, and foundation, business, and community leaders who can impact these issues. Most importantly, we are extending a personal invitation to all the citizens, like you, who have either sponsored or participated in the Community Circle dialogues on education, housing, and race throughout the Twin Cities over the last three years. We feel strongly that informed, engaged citizens are the crucial factor in moving an agenda forward that will make our region stronger and more equitable.

The Summit will not be just another meeting. The Summit is being convened by the Education and Housing Equity Project, as well as the impressive list of sponsors found at the end of this letter. It will be a truly metro-wide meeting of key players on these issues.

Furthermore, everyone at the Summit will have a voice, via an electronic voting pad. You--and your fellow participants--will give your reaction to policy initiatives now moving forward at the state, regional, and local level, and will give responses to ideas that are newly forming. We will leave the Summit with a prioritized list of critical policy steps that we feel must move forward in order to:

- Combat Racism and enhance racial equality in the region
- Address the crisis in affordable housing
- Ensure that every child in the region has access to a good education

Of course, we will not be able to "solve" these complex problems in a single morning meeting. Instead, our goal is to help set the policy agenda and to ensure that the best ideas (many of which came out of your community dialogues with other citizens) are moving forward.

If you have any questions, contact Dick Little, executive Director of the Education and Housing Equity Project, by telephone at 612.330.1505 or by fax at 612.330.1507. We look forward to seeing you!

Sincerely,

Community Circle Collaborative Facilitator List

| First | Last | Organization | Address | City | State | Zip | Phone | Fax | Email | FacGrp |
|-----------|------------|---|-----------------------------------|----------------|-------|-------|----------|----------|--|--------|
| James | Addington | Tri-Council Coordinating Commission Suite 100 | 122 W. Franklin Ave. | Minneapolis | MN | 55404 | 871-0229 | | | |
| Saira | Alimohamed | MIAR Youth Task Force | 5720 Villa Drive | Shoreview | MN | 55126 | 785-4140 | | | yes |
| Linda | Alton | | | | | | 823-3518 | 823-3547 | | |
| Linda | Alton | | 3202 Harriet Ave. S. | Minneapolis | MN | 55408 | 823-3518 | 823-3547 | LLBridging @aol.com | |
| Mary | Anderson | Golden Valley Black History Month Committee | 3030 Scott Ave. N. | Golden Valley | MN | 55422 | 588-8578 | 588-5896 | | |
| Jean | Andrews | St. Cecelia Church | 1666 Coffman St. | Falcon Heights | MN | 55108 | 646-9661 | | | no |
| Nancy | Atchison | City of Edina Human Relations Commission\First Universalist Church | 6512 Warren Ave. | Edina | MN | 55439 | 941-3508 | | natchison@ agc.apc.org | |
| Joseph | Bester | | 1817 3rd Ave. S | Minneapolis | MN | | 870-4715 | 879-9997 | | |
| Barbara | Blackstone | Office of Dispute Resolution | 340 Centennial Office Building | St. Paul | MN | 55155 | 297-4635 | 297-7200 | mnbkstm@ edu.gte.net | no |
| Ree Ah | Bloedow | | 525 Portland Ave. S | Minneapolis | MN | 55415 | 348-2294 | 348-7682 | reeah.boled ow@gateke eper.co.hen nepin.mn.us | |
| Scott | Bol | | 2309 28th Ave. S | Minneapolis | MN | 55406 | 731-6320 | | | |
| Paula | Brezina | | | | MN | | | | | |
| Catherine | Buelow | | 702 Clearbrook Lane | St. Paul | MN | 55127 | 426-1130 | | | no |
| Karima | Bushnell | | 4604 Columbus Ave. S. | Minneapolis | MN | 55407 | 827-4424 | | | |
| Lisa | Campbell | | 3221 Garfield Ave. S. #3 | Minneapolis | MN | 55408 | 823-4365 | 823-4365 | Sephone35 @aol.com | no |
| Nikki | Carlson | St. Joan's Interfaith Action Core Team | 520 Westwood Dr. N. | Golden Valley | MN | 55422 | 377-8720 | | | |

Community Circle Collaborative Facilitator List

| | | | | | | | | | | |
|-----------|-----------------|-------------------------------------|---|-------------|----|------------|----------------------|----------------------|---------------------------------|-----|
| Hal | Clapp | Southside Neighborhood Services | 3137 Chicago Ave. S. | Minneapolis | MN | 55407-1532 | 823-5216 ext. 313 | | | |
| Diane | Codery | Hopkins School District | | | MN | | 988-4035 825-7566 | 988-4020 | diane.cowdery@k-12.mn.us | yes |
| Kathleen | Crow | Indian Health Board | 1315 E. 24th St. | Minneapolis | MN | 55404 | 721-9858 | 721-2904 729-8473 | | |
| Jill | Curran | | 1000 Westgate Dr. | St. Paul | MN | 55114 | 659-3796 | 659-0083 | jmcurren@rivertrade.com | |
| Theresa | Davis | | 771 Aurora Ave. | St. Paul | MN | 55104 | 297-7309 225-1257 | 297-7313 | | no |
| Emily | Day | League of Women Voters | 7340 Clinton Ave. | Richfield | MN | 55423 | 869-7024 | | | yes |
| Merry Jo | De Marais | | | | MN | | 282-2698 | 297-5639 | | no |
| Stephanie | Evans | | | | MN | | 297-7518 224-5400 | | | no |
| Harriet | Ferestad | | Parkers Lake 1840 D Terrace View Lane | Plymouth | MN | 55447 | 545-1079 473-5622 | | | |
| Sunny | Floum | JCC of St. Paul | 400 Groveland Ave. #1011 | Minneapolis | MN | 55403 | 695-0767 871-4556 | 698-0162 | sfloum@winternet.com | yes |
| Elizabeth | Foy | League of Women Voters | 815 9th St., Suite 335 | Minneapolis | MN | 55402 | 333-6319 | 333-6310 | | |
| Norma | Garces | | | | MN | | | | | |
| Linda | Garrett-Johnson | | 689 Ottawa Ave. | St. Paul | MN | 55107 | 224-3981 | 224-3981 | Lindagj@aol.com | no |
| Gayle | Geber | St. Cecelia's | 2357 Bayless Place | St. Paul | MN | 55114 | 348-6309 623-3283 | | | no |
| Margaret | Gillespie | Hennepin County/Maple Grove Library | 8351 Elm Creek Blvd. | Maple Grove | MN | 55369 | 420-8378 820-0448 | 420-4475 | mgillesp@sun.hennepin.lib.mn.us | |

Community Circle Collaborative Facilitator List

| | | | | | | | | | | |
|----------|--------------|--|---------------------------------|----------------|----|------------|----------------------------------|----------|------------------------------------|-----|
| Walter | Gray | Black History Committee of Golden Valley | 6500 City West Pkwy Suite 100 | Eden Prairie | MN | 55344 | 946-4243 | 946-4975 | | yes |
| Olivia | Gualt | | 2921 Herschel St. | Roseville | MN | 55113 | 646-6625 | | | no |
| Sonia | Gupta | | 456 Lake Wabasso Court | Shoreview | MN | 55126 | 483-4904 | | | yes |
| Scott | Harman | St. David's School For Child Development and Family Services | 3395 Plymouth Road | Minnetonka | MN | 55305 | 939-0390 | 939-9206 | | |
| Duchess | Harris | Institute for Race and Poverty | 418 Law Center 229 19ths Ave. S | Minneapolis | MN | 55455 | 626-2277 | 624-8890 | | |
| Marion | Helland | Golden Valley Human Rights Commission | 7720 Winnetka Hts. Dr. | Golden Valley | MN | 55427 | 546-7469 | 546-7469 | | |
| Joan | Helmberger | League of Women Voters | 6914 Park Ave. | Richfield | MN | 55423 | 869-8057 | | | yes |
| Sharon | Henry | Hennepin County Children and Family Services | 1600 East Lake St. | Minneapolis | MN | 55407 | 721-0112 | 721-0435 | | yes |
| Jan | Herseth | Greater Minneapolis Day Care Association | 1628 Eliot Ave. S. | Minneapolis | MN | 55404 | 349-0522 | 341-4356 | | |
| Charlene | Higginbotham | Hennepin Children & Family Services | 310 East 38th Street | Minneapolis | MN | 55409-1364 | 728-0993 821-4532 | 821-4545 | Chiggin502@aol.com | |
| Jeremy | Iggers | | 2852 37th Ave. | Minneapolis | MN | 55406 | 722-1951 | | | |
| Jim | Jacobson | The Cathedral Church of St. Mark | 519 Oak Grove St. | Minneapolis | MN | 55369 | 729-5297 | | | |
| Carol | Johnson | St. Louis Park Schools | 6425 W. 33rd St. | St. Louis Park | MN | 55426 | 928-6001 928-6003 544-2363 | 928-6020 | carol_johnson@qm.stlpark.k12.mn.us | |
| Nadine | Kribb | Southside Neighborhood Services | 3137 Chicago Ave. S. | Minneapolis | MN | 55407-1532 | 823-5216 | | | |
| Howard | Kroll | St. Joan of Arc | 3252 Pleasant | Minneapolis | MN | 55408 | 824-4803 | | | |

Community Circle Collaborative Facilitator List

| | | | | | | | | | | |
|-----------|-----------|--|-----------------------------|-----------------|----|------------|----------------------|----------|------------------------------------|----------------------------------|
| Mary | Lane | | 79 Western Ave. #201 | St. Paul | MN | 55102 | 296-9130 227-0971 | 296-1938 | | |
| Ray | Lewis | Waite Park | 3335 Garfield Ave. NE | Minneapolis | MN | 55418 | 296-4858 788-4040 | | raylewis@fr eenet.msp. mn.us | yes |
| Dick | Little | | 4909 29th Ave. S. | Minneapolis | MN | 55417 | 339-0820 724-5662 | | | |
| Brenda | Louise | Hennepin County Child & Family | 525 Portland Ave. | Minneapolis | MN | 55415 | 348-6467 | 348-7652 | | |
| Kristen | Lund | MN Facilitators Network | 1700 Portland Ave. | St. Paul | MN | 55104 | 646-4094 | | | no |
| Phil | Margolis | | 9208 29th Ave. N | New Hope | MN | 55427 | 541-4730 | | | no |
| Mary Ann | McCoy | | 2212 Lake Place | Minneapolis | MN | 55405-2472 | 377-4793 | | Mamccoy@ juno.com | yes\St. Joan's |
| Jim | McDonough | Alliance of the Streets | 2840 Cavell Ave. S. | St. Louis Park | MN | 55426 | 870-9269 | | | |
| Janice | McKinnie | work with Scott Bol | 121 Washington Ave. S. #606 | Minneapolis | MN | 55401 | 341-3005 | | | yes |
| Hope | Melton | | | | MN | | 266-2395 927-8461 | 266-2292 | Hope@pcli nk.com | no |
| Levon | Moore | | 1805 Girard Ave. S. | Minneapolis | MN | | 287-9242 521-5724 | | | no |
| Elizabeth | Moraitis | Minnesota Fair Housing Center | 2414 Park Ave. S. | Minneapolis | MN | 55404 | 872-0354 | | | yes |
| Laura | Nelson | Edina Public Schools | 5701 Normandale Blvd. | Edina | MN | 55424 | 928-2532 | 928-2501 | | yes |
| Joy | Nelson | Holy Trinity Lutheran Church | 2730 E. 31st St. | Minneapolis | MN | 55406 | 729-2952 | | | |
| Charles | Nichols | | 4812 Lakeview Ave. N | Brooklyn Center | MN | 55429 | 533-8496 | 504-9985 | p3909T@ao l.com | yes\St. Alphonse 's Church |
| Rich | Nymoen | St. Joan of Arc's Interfaith Action | 4613 Cedar Ave. S. | Minneapolis | MN | 55407 | 722-9438 | 266-8962 | Rnymoen@ aol.com | yes |
| Eve | Parker | First Congregational Church | 134 Arthur S.E. | Minneapolis | MN | 55414 | 379-4541 | | | yes |

Community Circle Collaborative Facilitator List

| | | | | | | | | | | |
|-----------|------------------|---|--------------------------|--------------|----|------------|---------------------------|----------|--------------------------------------|-----|
| Wanda | Phillips | Greater Minneapolis Day Care Association | 1628 Elliot Ave. S. | Minneapolis | MN | 55404 | 349-0524 721-0112 | 341-4356 | | no |
| Rosemary | Ritchie | | 18420 Springcrest Drive | Minnetonka | MN | 55345 | 474-9190 | 474-0382 | | |
| Rosemary | Rodriguez Hagar | | 4301 Pleasant Ave. S | Minneapolis | MN | 55409 | | | | |
| Earl | Rogers | Southside Neighborhood Housing | 3137 Chicago Ave. S. | Minneapolis | MN | 55407 | 823-5216 | 823-0110 | | no |
| Rochelle | Rottenberg | JCC of St. Paul | | | MN | | 690-8786 | 690-6024 | ReRottenberg@Alex.St.Kate.edu | yes |
| Rosemary | Ruffenach | Newman Center | 1381 10th St. NW #302 | New Brighton | MN | 55112 | 636-9667 988-4187 | 988-4018 | rosemary_ruffenach@hopkins.k12.mn.us | yes |
| Darcy | Seaver | Minnesota Center for Neighborhoods | P.O. Box 14207 | Minneapolis | MN | 55414-0207 | 379-3602 | | | |
| Laura | Sether | | | | MN | | | | | |
| Margaret | Severe | League of Women Voters | 7420 Sheridan | Richfield | MN | 55423 | 869-0559 | | | yes |
| Karen | Shannon | Hennepin County Dept. of Children and Family Services | 3652 Garfield Ave. S | Minneapolis | MN | 55409 | 347-2255 | 904-4293 | Karen.Shannon@co.hennepin.mn.us | yes |
| Bob | Simpson | | | | MN | | 521-0134 529-9032 | | SimpsonR@freenet.msp.mn.us | yes |
| Joy | Sorenson Navarre | Common Bond Communities | 328 W. Kellogg | St. Paul | MN | 55102 | 291-1750 225-9403 | 291-1003 | | yes |
| Charmaine | Sprengelmeyer | | 2700 Dupont Ave. S. | Minneapolis | MN | 55404 | H -874-1391 W-872-6088 | | | |
| Drew | Stanislaw | TC Habitat for Humanity | 3001 Fourth St. SE | Minneapolis | MN | 55414 | 331-4090 290-2720 | 331-1540 | Stanisla@freenet.msp.mn.us | yes |
| Eric | Stoller | | 136 Western Ave. N. #103 | St. Paul | MN | 55102 | 310-0249 | 293-0115 | estoller@skypoint | no |

Community Circle Collaborative Facilitator List

| | | | | | | | | | | |
|--------|---------------|--|-------------------------|---------------|----|------------|-------------------------|----------|-----------------------------|---------------------------------|
| Kim | Sullivan | | 7132 Whippoorwill LN | Lino Lakes | MN | 55014-1945 | 784-3511 | 784-3511 | | |
| Mary | Supple | Richfield League of Women Voters | 5450 34th Ave. S. #303 | Minneapolis | MN | 55417 | 798-6769 722-7482 | | suppma0@Richfield.k12.mn.us | yes |
| Jan | Swanson | Ascension | | | MN | | 973-8554 424-4681 | 973-8525 | | |
| Gene | Sylvestre | City of Golden Valley | 7520 Cahill Rd. #116A | Edina | MN | 55439 | 942-9867 | | | yes |
| Roy | Taylor | | 4912 17th Ave. S. | Minneapolis | MN | 55417 | 728-3996 | | | |
| Fred | Tenfingers | | 5605 Golden Valley Road | Golden Valley | MN | 55422 | 930-3373 | | | |
| Carmen | Valenzuela | MN Churches Anti-Racism Initiative | 4109 13th Ave. S. | Minneapolis | MN | 55407 | 824-8061 823-4914 | 824-9474 | | YES St. Joan\SSN S\MPR |
| Bruce | Vandal | Minnesota Minority Education Partnership, Inc. | 2211 Riverside Ave. S. | Minneapolis | MN | 55454 | 330-1509 (f)330-1510 | | | |
| Nolan | Venkatrathnam | | 3304 Harriet Ave. S | Minneapolis | MN | 55408 | 871-7307 | | | no |
| Vic | Ward | | 1086 Colette | St. Paul | MN | 55116 | 229-6460 | | vic.ward@tc.umn.edu | no |
| Sandra | Weise | | P.O. Box 80301 | Minneapolis | MN | 55408 | 871-7598 | | | no |
| John | Wenkielman | Ascension | | | MN | | 529-9624 533-8381 | | | yes |
| Sylmn | Wenkielman | Ascension | | | MN | | 529-9684 533-8381 | 529-7618 | | yes |
| Ron | Wirtz | Citizen's League | 708 S. 3rd St. | Minneapolis | MN | 55415 | 338-0791 | 337-5919 | RWIRTZ@EPX.CIS.MN.EDU | no |

Community Conversation Circles

Meeting One

Where people are from and something about how they grew up:

Morris, Minnesota - the Minneapolis school my children go to now is a nasty political place, teachers and principals abuse the students; San Diego, CA.: stable neighborhood but blacks could not go where they were not wanted; small town in Louisiana people treated me with surprise because I was an intelligent, articulate black woman; Trinidad Tobago - no racism there, grew up with Hindu, Asian, African people, moved to Chicago to an all white neighborhood, wants to learn from ALL others; Korea, moved to Brooklyn, family always committed to social justice; Chicago IB Wells housing project, "Racism has impacted on blacks by creating in blacks, the desire to disassociate from being black. The only blacks kids in Mpls. see are the down and out blacks. The lack of dialogue makes people put on walls. Low income housing is being destroyed. The best educated leave; grew up in a foster home, I took my kids out of Minneapolis Public Schools because they were getting A's on papers that were sloppy; Chicago projects, gangs, drug activity; Silver Spring Maryland; hard workin' folks, poor, share croppers lots of Quakers, helped Blacks get property, Dad told me you have to work twice as hard as whites to get where you have to go. Our country just WILL NOT get over slavery. We have a huge problem with Race; Mississippi, grew up ashamed of blackness, worst Jim Crow laws, grew up extremely afraid; Minneapolis; raised \$130,000 to help Black students in Seward school, but this grant was trashed because it was the exclusionary model, (for Black only), Minneapolis schools don't want the village in.

Meeting Two

"Segregation exists to maintain the power and privilege of those who have it". "Slavery destroyed every black male, physically, mentally and emotionally." White to Black hatred has been extreme. "The number of affordable housing units in his city is related to RACE and its' not being addressed by this city and it is not in the language of the policy makers". "Put jobs where the people are and pay a living wage". "There are real racist real estate agents putting people on the North or South side". Problem - blacks were screwed over for so many years so bad they cannot catch up. Minneapolis wouldn't have a housing problem if the blacks left. WE CANNOT TALK ABOUT CORRECTION UNTIL WE DEFINE THE ISSUE.

"The minute you let up on public policy it falls back to the same B.S." "You got to understand black folks are dying, those that can get out of their neighborhood, they get out and make it and they don't come back and they don't give back.

Black folks speak from the heart, white speak from the intellect, we need to each meet up with the other.

The little blacks have they fight and kill each other over it.

Bureaucracy - the institutionalization of the programs that are there to help are NOT BEING PARTICIPATED IN BY THOSE MOST AFFECTED BY THE SOCIAL ILLS.

White privilege is not wanted to , refusing to feel shame and responsibility for genocide against blacks and other people of color. Is there hope? We need hope. We need to re-establish our villages, if you don't have a place to live that's decent, how can you have hope? The problem is the lack of belief in self power. The people in this circle can stop racism and change this city forever.

Meeting Three

Segregation is specifically racially motivated, but the element of POWER is involved. Immigrant groups cluster together when they come here and those with the power say, I have the power and won't let it go, you don't and that's fine.

In North Minneapolis, the Jewish temple moved to St. Louis Park. This devastated the North Side.

Segregation is economic power. Those that have it cling to it, those that don't have it, don't. Segregation prevents blacks and whites from socializing and getting closer.

The war on poverty was shut down before it really got going.

School integration doesn't really work. Closing Central High School and Marshall High School, two integrated schools was really wrong. Now I've been a life-long member of the NAACP, now who is gaining from the self destructiveness of the NAACP.

Slavery was a huge harm done to a group of people that is possibly irreparable and the wealth got which also brought intelligence and knowledge to the other group.

We acknowledge that racism is a vile indelible stain on American Society and it is systemically embedded.

After lifetimes of work and commitment we acknowledge a deep sense of hopelessness.

The biggest part of affordable housing is no one wants to be a landlord to a seemingly large group of unruly loud blacks.

Responding to race: IN Minnesota we tip toe all over. Racism violates the standards of social justice.

THE ACCESS TO THE SUPPORT MECHANISMS IS INACCESSIBLE. The civil rights movement is a middle class struggle. All the organizations are disconnected. Just look at who is participating in these circles? Where are the most disenfranchised?

It is mostly a white persons responsibility to solve the issues of race, equity and housing.

Some of my hopelessness is that so much is destroyed by federal policy. Just look at the Reagan Bush years.

Including poor people in this group is hard if the circle is about reading and writing.

All of these issues are like a rat's nest, deeply intertwined.

Slavery is what taught and informed the racism of today.

Whites need to hear and empathize with the issues of slavery.

Most European Americans don't have a memory. They melt their ancestors away.

Minneapolis has demolished 4,000 units of low income housing.

Black neighborhoods concentrated in one area don't learn anything positive

As institutions are created, they rest you up then you go right back to where you were living and IT doesn't WORK

Discussing these issues without those most affected is RIDICULOUS. Who is not here in these circles is really important. If you have sizeable success in these areas you can still leave out a large chunk of people.

Part of the strategy is who has the pie and where will the slices go.

I don't see anyone anywhere in this group saying INCREASE RENTAL HOUSING, it is presumptive that everyone needs to own a house.

If we push for new laws, we'll be working with the sharks that consume hope and twist their laws to their own ends.

The questions in this book come out of the system that is causing the problem.

The programs that get funded have no connection to the people who need them.

Meeting Four

Fear and power are the main controllers and perpetrators of segregation. Those in power fear letting go and are unwilling to share. The system of privilege maintains segregation.

Gender predates racism and sets the foundation for the system of racism. Misogyny and hatred of women set the stage for hatred between blacks and whites.

Slavery is not over. The issues passed down to families who are black remain unsolved and it is cyclical. like cyclical abuse and neglect, this cycle means blacks cannot overcome these ill psychological effects.

The affordable housing committees will not put down race as an issue.

Honesty might hurt, we have to call on public officials to be honest. We have to change the exclusionary way we do business. Racism was carefully constructed and put in place. It can be deconstructed, which requires a real grass root effort.

If you can't say it, you can't change it. Say it so you can shout it.

There must be economic reparations to blacks.

The way that everything is set up is to make sure nothing changes.

The first problem is to recognize racism. Recognize your role in the situation.

The black race has been almost destroyed. It needs to be rehabilitated. We have been stagnant, for so long. WE have been beat, we need to be re-educated and re-born.

The destruction of "fathering" during slavery, the demasculinization of the black man, Minneapolis needs to help rebuild the black family to solve problems of segregation. Blacks need to play the pivotal role, the central role, in the rehabilitation of blacks.

Once an idea becomes institutionalized, its a bad idea. Poor folks who really need to stuff can't access them.

You need people on the streets to go directly to the people to educate them about services.

Affirmative action was a kind of reparation. We need to talk directly about race. If you took all the blacks out of Mpls., the dollars would magically appear to build housing. No one in this town is willing to say blacks are a problem in housing and education. certain institutions, in every level, school, housing, we have all these hurdles. Those in power are white males. We need white males to become advocates. Empowerment of people, we need to break the system down.

There are people making a living off the poverty system. We do not understand our interdependence. WE need courageous insightful leaders.

We all should take the course undoing racism. The ones who need it the most won't be there. Who should we be talking to? Our legislators, build support one to one, encourage your legislator to attend the Undoing Racism course. I Dare YOU TO> Have honest conversations.

We need rich people to speak the truth. What if we had a racial impact statement, just like you to environmental impact statements.

Community Circles Data Base (5/6/97)

| Community Circle Location | Sponsor(s) | Contact(s) | Address | City | Sta | Zip | Phone(s) / Fax /Email | Facilitator(s) | #Grp | #Par |
|----------------------------------|---|---------------------------------|--|---------------|------------|------------|---|---------------------------------|-------------|-------------|
| Arden Hills | Arden Hills Community/ and Schools | LoAnn Crepeau | 3517 Siens Ct | Arden Hills | MN | 55112 | | Kim Sullivan | | |
| Burnsville | Presbyterian Church of the Apostles | Rev Stephen VanKuiken | 701 E 130 th St | Mpls. | MN | 55337 | 890-7877 | | | |
| Champlin | Champlin Community Library, City of Champlin | Margaret Gillespie | 8351 Elm Creek Blvd | Maple Grove | MN | 55369 | 420-8378 820-0448 (f)420-4475 | | | |
| Eagan | Church of St. John Nuemann | Barb Baker | 4030 Pilot Knob Road | Eagan | MN | 55122 | 454-2079 454-0860 | Barb Baker | | |
| Eden Prairie | Mayor's Study Group | Jean Harris | 8080 Mitchell Rd | Eden Prairie | MN | 55344 | 949-8300 | | | |
| Edina Community-A | Edina Community Schools | Laura Tueting Nelson | | Mpls. | MN | | 928-2532 (f)928-2501 | | | |
| Edina Community-B | Edina Human Relations Commission | Nancy Atchison | 6212 Warren Ave | Edina | MN | 55439 | 941-3508 | Nancy Atchison, Hope Melton | | |
| Golden Valley | Black History Month Committee of Golden Valley, City of Golden Valley, Golden Valley Human Rights Commission, Golden Valley Chamber of Commerce | Mary Anderson | 3030 Scott Ave N <i>→ Mayor, City of Golden Valley (Address -</i> | Golden Valley | MN | 55422 | 588-8578 (f)588-5896 | Walter Gray | | |
| Hennepin County-A | Hennepin County Children's & Family Services | Reeah Bloedow, Brenda Louise | 625 Portland Ave S | Mpls. | MN | 55415 | 348-2294 | Reeah Bloedow, Brenda Louise | | |
| Hennepin County-B | Hennepin County Anti-Violence Initiative | | | | | | | | | |
| Hopkins-Minnetonka | Hopkins School District, Hopkins Human Rights Com. | Diane Cowdery, Jim Genellia | 1001 Highway 7 | Hopkins | MN | 55305 | 988-4035 988-4020 dianecowdery@hopkins.k12.mn.u | Wanda Phillips | | |
| Maple Grove | Maple Grove Community Group | Mary Helen Amery | 1804 Ulysses St NE | Maple Grove | MN | 55418 | 546-4448 | Harriet Ferestad | | |

finished

| | | | | | | | | | | |
|---|--|--|---|----------|----|-------|---|---|--|--|
| Minneapolis-Greater Area-B | St. Mark's Cathedral, Minneapolis | Jim Jacobson | 519 Oak Grove St | Mpls. | MN | 55403 | 729-5297 | Jim Jacobson | | |
| Minneapolis-Greater Area-A | First Universalist Church of Minneapolis | Lois Hamilton | 492 Montrose Lane | St. Paul | MN | 55116 | 699-2920 | Linda Alton | | |
| Minneapolis-Greater Area-C | St. Joan of Arc, Interfaith Action Team, Southside Neighborhood Services | Rich Nymoen, Nadine Knibb | 4613 Cedar Ave S <i>New address - got</i> | Mpls. | MN | 55407 | 722-9438 266-8971 (f)266-8962 823-5216 | Rich Nymoen, Nadine Knibb, Howard Kroll | | |
| Minneapolis-Greater Area-D | Greater Minneapolis Day Care Association | Jan Herseth | 1628 Eliot Ave S | Mpls. | MN | 55404 | 349-0522 (f)341-4356 | Barbara Blackstone | | |
| Minneapolis-Greater Area-E | Urban League of Minneapolis | Cheryl Morgan Spencer | 411 E. 38 th St | Mpls. | MN | 55409 | 827-9266 (p)907-1034 (f)907-1034 | | | |
| Minneapolis-Greater Area-F | United Way of Minneapolis Area | Victoria Amaria, Cathy Tilson | 404 South 8 th St | Mpls. | MN | 55404 | 340-7400 340-7589 (f)340-7675 | | | |
| Minneapolis-Hiawatha-Blaisdell | Hiawatha Blaisdell YMCA | Barbara Jones | | | | | | | | |
| Minneapolis-Longfellow | Holy Trinity Lutheran Church, Longfellow United for Youth & Families | Ronald K. Johnson, Joy Nelson, Molly Schlaefer | 3240 33 rd Ave S | Mpls. | MN | 55406 | 729-2952 721-7811 | Joy Nelson, Molly Schlaefer | | |
| Minneapolis-North East | Waite Park Community Council, Community School | Ray Lewis, Ray Aponte | | | | | 296-4858 788-4040 raylewis@freenet.m.sp.mn.us | Ray Lewis | | |
| Minneapolis-North-Brooklyn Park-Brooklyn Center | Ascension Catholic Church | Sylvia Winkilman, John Winkilman | 6337 Orchard Ave N <i>Got address for church</i> | Mpls. | MN | | 533-8381 529-7618 | Sylvia Winkilman, John Winkilman, Charles Nichols | | |
| Minneapolis-Phillips | Minnesota Fair Housing Center, Phillips Neighborhood | Charmaine Sprengelmeyer, Elizabeth Moraitis | 2414 Park Ave S <i>Got new St. Paul address - Christy Snow</i> | Mpls. | MN | 55404 | 872-0354 872-6088 | Charmaine Sprengelmeyer, Elizabeth Moraitis | | |
| Minneapolis-SE-Prospect Park | First Congregational Church | Eve Parker | 134 Arthur St SE | Mpls. | MN | 55414 | 379-4541 | Eve Parker | | |
| Minneapolis-Seward | Seward School, Mathews Community Center | Scott Bol | 2309 28 th Ave S <i>Got Scott's address in Stillwater</i> | Mpls. | MN | 55406 | 721-6320 627-2420 | Scott Bol, Karima Bushnell, Janice McKinnie | | |
| Minneapolis-South-A | All Nations Community Church | Maureen Helgimo, Whiterabbit, Nancy Smith | 2610 University Ave W | St. Paul | MN | 55114 | 348-8550 (f)348-2533 | | | |

| | | | | | | | | | | |
|--------------------------------|--|---|---|----------------|----|------------|--|-------------------------------------|--|--|
| * Minneapolis-South-B | Southside Neighborhood Housing Services, MIAR Housing Task Force | Hal Clapp <i>Earl Pogore</i> | 3137 Chicago Ave S. | Mpls. | MN | 55407-1532 | 823-5216 ext313 | Hal Clapp Nadine Knibb | | |
| Minneapolis-South-C | Self Sufficiency Center | Mickey Fulton | 34051/2 Nicollett Ave S | Mpls. | MN | 55408 | 824-4942 | | | |
| * Minneapolis-South-Central | Sabathani Community Center, Central Neighborhood Association | Art Serotoff, Jana Metge | 310 E 38 th St Rms 200 & 223 | Mpls. | MN | 55409 | 827-5981 (f)824-0791 | Kristen Lund | | |
| Minneapolis-South-E | Ramsey International Fine Arts School | Bill McElligott | 3824 30 th Ave S | Mpls. | MN | 55403 | 721-8849 627-2540 | | | |
| Minneapolis-St. Paul | MRA Initiative For Change | Steve Dickenson | 1885 University Ave W, #70 | St. Paul | MN | 55104 | 646-8617 (f)646-8650 | | | |
| * Minneapolis-SW-Fulton | Southwest Round Table, Fulton Neighborhood | Sydney Devin | 5109 Russel Ave S | Mpls. | MN | 55410 | 922-3132 | | | |
| Minnetonka | St. David's School for Child Development | Scott Harman | 3395 Plymouth Rd | Minnetonka | MN | 55305 | 939-0396 | Scott Harman | | |
| * Oakdale-Oak Terrace-St. Paul | CommonBond Communities | Maire McMahon → <i>Director, Joe Enzigo (get SP.)</i> | 328 W Kellogg | St. Paul | MN | 55102 | 290-6238 291-1750 291-1003 | Theresa Davis | | |
| * Richfield | Richfield Public Schools, Community Council, LWV | Barbara S. Devlin | 7001 Harriet Ave S | Mpls. | MN | 55423 | 798-6011 798-6057 | Margaret Severe, Mary Supple | | |
| Shoreview | Student Youth Group, MIAR Youth Task Force | Saira Alimohame | | | | | | | | |
| St. Anthony | St. Cecilia's Catholic Church | Gayle Geber | 2357 Bayless Place | St. Paul | MN | 55114 | 673-2360 623-3283 647-1445 | Gayle Geber | | |
| ✓ St. Louis Park | St. Louis Park Schools, SLP Human Rights Com, Jewish Com. Action Council | Jerry Timian, Gail Dorfman, Carol Johnson, Frank Hornstein | City Hall <i>5005 Minnetonka Blvd.</i> | St. Louis Park | MN | 55416 | 924-2198 (Cindy Larson) (f)924-2170 | | | |
| St. Paul-Central | Wilder Foundation, Central Community Neighborhood | Linda Garrett-Johnson | 689 Ottawa Ave | St. Paul | MN | 55107 | 234-3981 659-6022 | Linda Garrett-Johnson | | |
| St. Paul-Highland | Jewish Community Center of St. Paul | Rochelle "Schelly" Rottenberg | | | MN | | 690-8786 690-6024 ReRottenberg@Al ex.St.Kate.edu | Sunny Floum, Rochelle Rottenberg | | |
| St. Paul-Metro | Bahai Faith Community | David Sterling | 749 Hawthorn Ave | St. Paul | MN | 55106 | 771-6933 973-6281 (f)973-6282 | | | |

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|-----------------------------------|--|--|--|----------|----|-------|--|--------------------|--|--|
| St. Paul-St. Thomas University | University of St. Thomas, Teachers Against Racism | | | | | | | | | |
| * Stillwater-Bayport | Stillwater/Bayport Communities <i>Peoples Congregational Church</i> | Scott Bol | 798 Quinnell Ave N <i>Get Scott's new address</i> | Lakeland | MN | 55043 | 721-6320 (f)627-2420 | Scott Bol | | |
| * Twin Cities ↓ | Twin Cities Habitat for Humanity <i>1998</i> | Drew Stanislaw <i>Steve Seidel, Director</i> | 3001 4 th St SE | Mpls. | MN | 55406 | 331-4090 (f)331-1540 | | | |
| Twin Cities-Mpls.-St. Paul | Minnesota Tenants Union of Minneapolis | Kirk Hill | 610 West 28 th St | Mpls. | MN | 55408 | 871-2701 | | | |
| * University of Minnesota | Newman Center | Rosemary Ruffenach | <i>Find Rosemary's home address</i> | Mpls. | MN | | 636-9667 988-4187 (f)988-4018 <u>rosemary_ruffenach@hopkins.k12.mn.us</u> | Rosemary Ruffenach | | |
| West St. Paul-St. Paul-Mt. Carmel | CommonBond Communities | Maire McMahon | 328 W Kellogg | St. Paul | MN | 55102 | 290-6238 291-1750 291-1003 | Mary Lane | | |
| Whittier | Whittier Alliance, Housing Task Force | Mary Roehrdanz | Franklin National Bank, 2100 Blaisdell Ave | Mpls. | MN | 55404 | 874-6000 794-3985 (f)874-7978 | | | |

Community Circles Sponsor Data Base (6/10/97)

| Community Circle Location | Sponsor(s) | Contact(s) | Address | City | Sta | Zip | Phone(s) / Fax /Email | Facilitator(s) |
|----------------------------------|---|--|---|--------------------|--------------|-----------------------------|---|----------------------------------|
| Arden Hills | Arden Hills Community/ and Schools | LoAnn Crepeau | 3517 Siens Ct | Arden Hills | MN | 55112 | 388-8729 633-1982 | Kim Sullivan |
| Burnsville | Presbyterian Church of the Apostles | Rev Stephen VanKuiken | 701 E 130 th St | Burnsville | MN | 55337 | 890-7877 431-5316 | |
| Champlin | Champlin Community Library, City of Champlin | Margaret Gillespie | 8351 Elm Creek Blvd | Maple Grove | MN | 55369 | 420-8378 820-0448 (f)420-4475 | Margaret Gillespie |
| | | Margaret Gillespie | Champlin Library 12150 Ensign Ave N | Champlin | MN | 55316 | 427-7982 | Margaret Gillespie |
| Eagan | Church of St. John Nuemann | Barb Baker | 4030 Pilot Knob Road | Eagan | MN | 55122 -1898 | 454-2079 (f)454-0860 (h)454-6054 | Barb Baker |
| Eden Prairie | Mayor's Study Group | Jean Harris | 8080 Mitchell Rd | Eden Prairie | MN | 55344 | 949-8300 (f)949-8390 (h)829-0285 | |
| Edina Community-A | Edina Community Schools | Laura Tueting Nelson | 5701 Normandale Rd | Edina | MN | 55424 | 928-2532 928-2530 (f)928-2501 ltnelson@edinak12.mn.us | Laura Tueting Nelson |
| Edina Community-B | Edina Human Relations Commission | Nancy Atchison | 6212 Warren Ave | Edina | MN | 55439 | 941-3508 | Nancy Atchison, Hope Melton |
| Golden Valley | Black History Month Committee of Golden Valley, City of Golden Valley, Golden Valley Human Rights Commission, Golden Valley Chamber of Commerce | Mary Anderson | 3030 Scott Ave N | Golden Valley | MN | 55422 | 593-3990 593-8000 (f)593-8109 588-8578 (f)588-5896 | Walter Gray |
| Hennepin County-A | Hennepin County Children's & Family Services | Ree Ah Bloedow, Brenda Louise, JoAnn Smith, Charlene Higginbotham | 525 Portland Ave S, Mail Code 956 Mail Code 959 Sabathani Community Center 310 38 th St, Suite 209 | Mpls. Mpls. | MN MN | 55415 55409 -1364 | 348-2294 348-4534 348-6467 (f)348-7682 (f)348-6075 728-0993 821-4532 (f)821-4545 CHiggin502@aol.com | Ree Ah Bloedow, Brenda Louise |
| Hennepin County-B | Hennepin County Anti-Violence Initiative | | | | | | | |

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|---|--|--|--|--------------------|----------|----------------|--|---|
| Hopkins-Minnetonka | Hopkins School District, Hopkins Human Rights Com. | Diane Cowdery, Jim Genellia | 1001 Highway 7 1010 1 st St S | Hopkins Hopkins | MN MN | 55305 55343 | 988-4035 (f)988-4020 dianecowdery@hopkins.k12.mn.us 939-1331 (f)935-1834 | Wanda Phillips |
| Maple Grove | Maple Grove Community Group | Mary Helen Amery | 12869 91 st Ave No | Maple Grove | MN | 55369 | 546-4448 494-4815 (f)546-4507 | Harriet Ferestad |
| Minneapolis-Greater Area-B | St. Mark's Cathedral, Minneapolis | Jim Jacobson Rev Joel Gibson | 519 Oak Grove St | Mpls. | MN | 55403 | 729-5297 870-7800 | Jim Jacobson |
| Minneapolis-Greater Area-A | First Universalist Church of Minneapolis | Lois Hamilton | 492 Montrose Lane | St. Paul | MN | 55116 | 699-2920 | Linda Alton Nancy Atchison |
| Minneapolis-Greater Area-C | St. Joan of Arc, Interfaith Action Team | Rich Nymoen | 4613 Cedar Ave S | Mpls. | MN | 55407 | 722-9438 266-8971 (f)266-8962 823-5216 Rnymoen@aol.com | Mary Ann McCoy, Howard Kroll |
| Minneapolis-Greater Area-D | Greater Minneapolis Day Care Association | Jan Herseth, Deb Swenson-Klatt | 1628 Elliot Ave S | Mpls. | MN | 55404 | 349-0522 349-0544 823-7996 (f)341-4356 | Barbara Blackstone |
| Minneapolis-Greater Area-E | Minneapolis Urban League | Cheryl Morgan Spencer | 411 E. 38 th St | Mpls. | MN | 55409 | 827-9266 (p)907-1034 (f)823-0720 | |
| Minneapolis-Greater Area-F | United Way of Minneapolis Area | Victoria Amaris, Cathy Tilson | 404 South 8 th St | Mpls. | MN | 55404 | 340-7400 340-7589 (f)340-7675 | |
| Minneapolis-Hiawatha-Blaisdell | Hiawatha Blaisdell YMCA | Barbara Jones | Blaisdell Branch, 3335 Blaisdell Ave S Hiawatha Branch 4100 28 th Ave S | Mpls. Mpls. | MN MN | 55408 55406 | 827-5401 729-7397 | |
| Minneapolis-Longfellow | Holy Trinity Lutheran Church, Longfellow United for Youth & Families | Ronald K. Johnson, Joy Nelson, Molly Schlaefer | 3240 33 rd Ave S | Mpls. | MN | 55406 | 729-2952 729-8358 721-7811 (f)729-6773 | Joy Nelson, Molly Schlaefer |
| Minneapolis-North East | Waite Park Community Council, Community School | Ray Lewis, Ray Aponte | 3335 Garfield St. NE | Mpls. | MN | 55418 | 296-4858 788-4040 raylewis@freenet.msp.mn.us | Ray Lewis |
| Minneapolis-North-Brooklyn Park-Brooklyn Center | Ascension Catholic Church | Sylvia Winkelman, John Winkelman | 1723 Bryant Ave N | Mpls. | MN | 55411 | 533-8381 (f)529-7618 529-9684 | Sylvia Winkelman, John Winkelman, Charles Nichols |
| Minneapolis-Phillips | Minnesota Fair Housing Center, Phillips Neighborhood | Charmaine Sprengelmeyer Elizabeth Moraitis | 2414 Park Ave S, Suite 191 | Mpls. | MN | 55404 | 872-6088 (f)871-0354 mfhc@mtn.or | Charmaine Sprengelmeyer, Elizabeth Moraitis |

| | | | | | | | g | |
|------------------------------|--|--|--|------------------------|----------|----------------|--|--|
| Minneapolis-SE-Prospect Park | First Congregational Church | Eve Parker | 2191 Commonwealth Ave | St. Paul | MN | 55108 | 645-6043 379-4541 | Eve Parker |
| Minneapolis-Seward | Seward School, Mathews Community Center | Scott Bol, Lynelle Shire | 2309 28 th Ave S (home) 15417 56 th St | Mpls. Oak Park Heights | MN MN | 55406 55082 | 721-6320 (f)627-2420 866-1705 627-2420 430-9111 | Scott Bol, Karima Bushnell, Janice McKinnie |
| Minneapolis-South-A | All Nations Community Church | Maureen Helgemo Whiterabbit, Nancy Smith | Urban Coalition, 2610 University Ave W, Rm 201 | St. Paul | MN | 55114 | 348-8550 (f)348-2533 | |
| Minneapolis-South-B | Southside Neighborhood Housing Services, MIAR Housing Task Force | Hal Clapp | 3137 Chicago Ave S. | Mpls. | MN | 55407 -1532 | 823-5216 ext313 (p)901-1655 (f)823-3964 | Hal Clapp Nadine Knibb |
| Minneapolis-South-C | Self Sufficiency Center | Mickey Fulton | 3405 ½ Nicollett Ave S | Mpls. | MN | 55408 | 824-4942 | |
| Minneapolis-South-Central | Sabathani Community Center, Central Neighborhood Association | Art Serotoff, Jana Metge | 310 E 38 th St Rms 200 & 223 | Mpls. | MN | 55409 | 824-2669 827-5981 821-2310 822-3302 (f)823-7998 (f)824-0791 | Kristen Lund |
| Minneapolis-South-E | Ramsey International Fine Arts School | Bill McElligott | 3824 30 th Ave S | Mpls. | MN | 55403 | 721-8849 585-0005 627-2540 | |
| Minneapolis-St. Paul | MRA Initiative For Change | Steve Dickenson | 1885 University Ave W, #70 | St. Paul | MN | 55104 | 646-8617 (f)646-8650 | |
| Minneapolis-SW-Fulton | Southwest Round Table, Fulton Neighborhood | Sydney Devin | 5109 Russell Ave S | Mpls. | MN | 55410 | 922-3132 | |
| Minnetonka | St. David's School for Child Development | Scott Harman | 3395 Plymouth Rd | Minnetonka | MN | 55345 | 939-0396 (f)939-9266 | Scott Harman |
| Oakdale-Oak Terrace-St. Paul | CommonBond Communities | Maire McMahan | 328 W Kellogg Blvd | St. Paul | MN | 55102 | 290-6238 291-1750 (f)291-1003 | Theresa Davis |
| Richfield | Richfield Public Schools, Community Council, LWV | Dr. Barbara S. Devlin | 7001 Harriet Ave S | Mpls. | MN | 55423 | 798-6011 798-6010 (f)798-6057 | Margaret Severe, Mary Supple, Emily Day, Joan Helmberger |
| Shoreview | Student Youth Group, MIAR Youth Task Force | Saira Alimohamed | 5720 Villa Dr | Shoreview | MN | 55126 | 785-4140 | |

| | | | | | | | | |
|-------------------------------|--|--|------------------------------------|------------------|----|-------|--|----------------------------------|
| St. Anthony | St. Cecilia's Catholic Church | Gayle Geber | 2357 Bayless Place | St. Paul | MN | 55114 | 348-6309 673-2360 644-4502 623-3283 (f)647-1445 <u>Gayle.Geber</u> <u>@co.hennepin</u> <u>.mn.us</u> | |
| St. Louis Park | St. Louis Park Schools, SLP Human Rights Com, Jewish Com. Action Council | Jerry Timian, Gail Dorfman, Carol Johnson, Frank Hornstein | City Hall, 5005 Minnetonka Blvd | St. Louis Park | MN | 55416 | 924-2198 (Cindy Larson) 925-1374 (f)924-2170 928-6003 928-6001 (f)928-6020 544-2363 374-0344 <u>carol-</u> <u>johson@gm.st</u> <u>lpark.k12.mn.</u> <u>us</u> | |
| St. Paul-Central | Wilder Foundation, Central Community Neighborhood | Linda Garrett-Johnson | 78 E 10 th St, Apt 1001 | St. Paul | MN | 55101 | 310-0503 659-6022 | Linda Garrett-Johnson |
| St. Paul-Highland | Jewish Community Center of St. Paul | Rochelle "Shelly" Rottenberg | 2449 Humbolt Ave S | Mpls. | MN | 55405 | 690-8786 690-6024 377-0462 <u>ReRottenberg</u> <u>@Alex.St.Kat</u> <u>e.edu</u> | Sunny Floum, Rochelle Rottenberg |
| St. Paul-Metro | Bahai Faith Community | David Sterling | 749 Hawthorn Ave E | St. Paul | MN | 55106 | 771-6933 973-6281 (f)973-6282 | |
| St.Paul-St. Thomas University | University of St. Thomas, Teachers Against Racism | | | | | | | |
| Stillwater-Bayport | Stillwater/Bayport Communities | Scott Bol | 15417 56 th St | Oak Park Heights | MN | 55082 | 430-9111 (f)627-2420 | Scott Bol |
| Twin Cities | Twin Cities Habitat for Humanity | Julie Gugin, Director of Programs & Services | 3001 4 th St SE | Mpls. | MN | 55414 | 331-4090 ext.600 (f)331-1540 <u>Stanisla@free</u> <u>net.msp.mn.us</u> | Drew Stanislaw |
| Twin Cities-Mpls.-St.Paul | Minnesota Tenants Union | Kirk Hill | 610 West 28 th St | Mpls. | MN | 55408 | 871-2701 871-7485 | |
| University of Minnesota | Newman Center | Rosemary Ruffenach | 1381 10 th St NW, #302 | Mpls. | MN | 55112 | 636-9667 988-4187 (f)988-4018 rosemary_ruffenac | Rosemary Ruffenach |

| | | | | | | | | |
|--------------------------------------|--|-------------------|---|----------|----|-------|---|------------|
| | | | | | | | h@hopkins,k12,m n_us | |
| West St. Paul-St. Paul-Mt. Carmel | CommonBond Communities | Maire McMahon | 328 W Kellogg | St. Paul | MN | 55102 | 290-6238 290-6239 291-1750 (f)291-1003 | Mary Lange |
| Whittier | Whittier Alliance, Housing Task Force | Mary Roehrdanz | Franklin National Bank, 2100 Blaisdell Ave | Mpls. | MN | 55404 | 874-6000 794-3985 (f)874-7978 | |

| Community/Circle Location | Sponsor(s) | Contact(s) | Address | City | Sta | Zip | Phone(s)/Fax /Email | Facilitator(s) | Comments |
|---------------------------|---|-----------------------|-------------------------------------|---------------|-----|----------------|---|---------------------------------|----------|
| Arden Hills | Arden Hills Community/ and Schools | LoAnn Crepeau | 3517 Siens Ct | Arden Hills | MN | 55112 | 338-8729 633-1982 | Kim Sullivan | |
| Burnsville | Presbyterian Church of the Apostles | Rev Stephen VanKuiken | 701 E 130 th St | Burnsville | MN | 55337 | 890-7877 431-5316 | | |
| Champlin | Champlin Community Library, City of Champlin | Margaret Gillespie | 8351 Elm Creek Blvd | Maple Grove | MN | 55369 | 420-8378 820-0448 (f)420-4475 | Margaret Gillespie | |
| | | Margaret Gillespie | Champlin Library 12150 Ensign Ave N | Champlin | MN | 55316 | 427-7982 | Margaret Gillespie | |
| Eagan | Church of St. John Nuemann | Barb Baker | 4030 Pilot Knob Road | Eagan | MN | 55122 -1898 | 454-2079 (f)454-0860 | Barb Baker | |
| Eden Prairie | Mayor's Study Group | Jean Harris | 8080 Mitchell Rd | Eden Prairie | MN | 55344 | 949-8300 | | |
| Edina Community-A | Edina Community Schools | Laura Tueting Nelson | 5701 Normandale Rd | Edina | MN | 55424 | 928-2532 928-2530 (f)928-2501 ltnelson@edinak12.mn.us | Laura Tueting Nelson | |
| Edina Community-B | Edina Human Relations Commission | Nancy Atchison | 6212 Warren Ave | Edina | MN | 55439 | 941-3508 | Nancy Atchison, Hope Melton | |
| Golden Valley | Black History Month Committee of Golden Valley, City of Golden Valley, Golden Valley Human Rights Commission, Golden Valley Chamber of Commerce | Mary Anderson | 3030 Scott Ave N | Golden Valley | MN | 55422 | 593-3990 593-8000 (f)593-8109 588-8578 (f)588-5896 | Walter Gray | |
| Hennepin County-A | Hennepin County Children's & Family Services | Reeah Bloedow | 525 Portland Ave S, Mail Code 956 | Mpls. | MN | 55415 | 348-2294 348-4534 348-6467 (f)348-7682 (f)348-6075 728-0993 821-4532 (f)821-4545 CHiggin502@aol.com | Reeah Bloedow, Brenda Louise | |
| | | Brenda Louise | 525 Portland Ave S, Mail Code 959 | Mpls. | MN | 55415 | | | |

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|----------------------------|--|-----------------------|---|-------------|----|------------|--|---------------------------------|--|
| | | JoAnn Smith | 525 Portland Ave S | Mpls. | MN | 55415 | | | |
| | | Charlene Higginbotham | Sabathani Community Center 310 38 th St, Suite 209 | Mpls. | MN | 55409-1464 | | | |
| Hennepin County-B | Hennepin County Anti-Violence Initiative | | | | | | | | |
| Hopkins-Minnetonka | Hopkins School District, Hopkins Human Rights Com. | Diane Cowdery | 1001 Highway 7 | Hopkins | MN | 55305 | 988-4035 (f)988-4020 dianecowdery@hopkins.k12.mn.us 939-1331 (f)935-1834 | Wanda Phillips | |
| | | Jim Genellia | 1010 1 st St S | Hopkins | MN | 55343 | | | |
| Maple Grove | Maple Grove Community Group | Mary Helen Amery | 12869 91 st Ave No | Maple Grove | MN | 55369 | 546-4448 494-4815 (f)546-4507 | Harriet Ferestad | |
| Minneapolis-Greater Area-B | St. Mark's Cathedral, Minneapolis | Jim Jacobson | 519 Oak Grove St | Mpls. | MN | 55403 | 729-5297 870-7800 | Jim Jacobson | |
| | | Rev Joel Gibson | 519 Oak Grove St | Mpls. | MN | 55403 | | | |
| Minneapolis-Greater Area-A | First Universalist Church of Minneapolis | Lois Hamilton | 492 Montrose Lane | St. Paul | MN | 55116 | 699-2920 | Linda Alton Nancy Atchison | Paired w/ Sabathani Community Ctr. |
| Minneapolis-Greater Area-C | St. Joan of Arc, Interfaith Action Team | Rich Nymoen | 4613 Cedar Ave S | Mpls. | MN | 55407 | 722-9438 266-8971 (f)266-8962 823-5216 Rnymoen@aol.com | Mary Ann McCoy, Howard Kroll | Paired w/ Southside NHS |
| Minneapolis-Greater Area-D | Greater Minneapolis Day Care Association | Jan Herseth | 1628 Elliott Ave S | Mpls. | MN | 55404 | 349-0522 349-0544 823-7996 (f)341-4356 | Barbara Blackstone | |
| | | Deb Swenson-Klatt | 1628 Elliott Ave S | Mpls. | MN | 55404 | | | |
| Minneapolis-Greater Area-E | Minneapolis Urban League | Cheryl Morgan Spencer | 411 E. 38 th St | Mpls. | MN | 55409 | 827-9266 (p)907-1034 (f)823-0720 | | |
| Minneapolis-Greater Area-F | United Way of Minneapolis Area | Victoria Amaris | 404 South 8 th St | Mpls. | MN | 55404 | 340-7400 340-7589 (f)340-7675 | | |

| | | | | | | | | | |
|---|--|------------------------------------|--|----------|----|-------|--|---|--|
| | | Cathy Tilson | 275 4 th St, Rm 710 | St. Paul | MN | 55101 | 227-9774 930-1017 | | |
| Minneapolis-Hiawatha-Blaisdell | Hiawatha Blaisdell YMCA | Barbara Jones | 3335 Blaisdell Ave S | Mpls. | MN | 55408 | | | |
| Minneapolis-Longfellow | Holy Trinity Lutheran Church, Longfellow United for Youth & Families | Ronald K. Johnson | 3240 33 rd Ave S | Mpls. | MN | 55406 | 729-2952 729-8358 721-7811 (f)729-6773 | Joy Nelson, Molly Schlaefer | |
| | | Joy Nelson | 3240 33 rd Ave S | Mpls. | MN | 55406 | | | |
| | | Molly Schlaefer | 3207 37 th Ave S | Mpls. | MN | 55406 | | | |
| Minneapolis-North East | Waite Park Community Council, Community School | Ray Lewis | 3335 Garfield St. NE | Mpls. | MN | 55418 | 296-4858 788-4040 raylewis@freenet.msp.mn.us | Ray Lewis | |
| | | Ray Aponte | 3335 Garfield St NE | Mpls. | MN | 55418 | | | |
| Minneapolis-North-Brooklyn Park-Brooklyn Center | Ascension Catholic Church | Sylvia Winkelman, & John Winkelman | 1723 Bryant Ave N | Mpls. | MN | 55411 | 533-8381 (f)529-7618 529-9684 | Sylvia Winkelman, John Winkelman, Charles Nichols | |
| Minneapolis-Phillips | Minnesota Fair Housing Center, Phillips Neighborhood | Charmaine Sprengelmeyer | 2414 Park Ave S, Suite 191 | Mpls. | MN | 55404 | 872-0354 872-6088 (f)871-0354 | Charmaine Sprengelmeyer, Elizabeth Moraitis | |
| | | Elizabeth Moraitis | 2414 Park Ave S, Suite 191 | Mpls. | MN | 55404 | | | |
| Minneapolis-SE-Prospect Park | First Congregational Church | Eve Parker | 2191 Commonwealth Ave | St. Paul | MN | 55108 | 379-4541 | Eve Parker | |
| Minneapolis-Seward | Seward School, Mathews Community Center | Scott Bol | 2309 28 th Ave S | Mpls. | MN | 55406 | 721-6320 (f)627-2420 866-1705 627-2420 430-9111 | Scott Bol, Karima Bushnell, Janice McKinnie | |
| | | Lynelle Shire | 2309 28 th Ave S | Mpls. | MN | 55406 | | | |
| Minneapolis-South-A | All Nations Community Church | Maureen Helgemo Whiterabbit | Urban Coalition, 2610 University Ave W, Rm 201 | St. Paul | MN | 55114 | 348-8550 (f)348-2533 | | |

| | | | | | | | | | |
|------------------------------|--|-----------------------|--|------------|----|------------|---|---|-------------------------------------|
| | | Nancy Smith | Urban Coalition, 2610 University Ave W, Rm 201 | St. Paul | MN | 55114 | | | |
| Minneapolis-South-B | Southside Neighborhood Housing Services, MIAR Housing Task Force | Hal Clapp | 3137 Chicago Ave S. | Mpls. | MN | 55407-1532 | 823-5216 ext313 (p)901-1655 (f)823-3964 | Hal Clapp Nadine Knibb | Paired w/ St. Joan of Arc |
| Minneapolis-South-C | Self Sufficiency Center | Mickey Fulton | 34051/2 Nicollet Ave S | Mpls. | MN | 55408 | 824-4942 | | |
| Minneapolis-South-Central | Sabathani Community Center, Central Neighborhood Association | Art Serotoff | 310 E 38 th St, Rm 200 | Mpls. | MN | 55409 | 824-2669 827-5981 821-2310 822-3302 (f)823-7998 (f)824-0791 | Kristen Lund | Paired w/ First Universalist Church |
| | | Jana Metge | 310 East 38 th St., Rm 223 | Mpls. | MN | 55409 | | | |
| Minneapolis-South-E | Ramsey International Fine Arts School | Bill McElligott | 3824 30 th Ave S | Mpls. | MN | 55403 | 721-8849 585-0005 627-2540 | | |
| Minneapolis-St. Paul | MRA Initiative For Change | Steve Dickenson | 1885 University Ave W, #70 | St. Paul | MN | 55104 | 646-8617 (f)646-8650 | | |
| Minneapolis-SW-Fulton | Southwest Round Table, Fulton Neighborhood | Sydney Devin | 5109 Russell Ave S | Mpls. | MN | 55410 | 922-3132 | | |
| Minnetonka | St. David's School for Child Development | Scott Harman | 3395 Plymouth Rd | Minnetonka | MN | 55305 | 939-0396 (f)939-9266 | Scott Harman | |
| Oakdale-Oak Terrace-St. Paul | CommonBond Communities | Maire McMahon | 328 W Kellogg | St. Paul | MN | 55102 | 290-6238 291-1750 (f)291-1003 | Theresa Davis | |
| Richfield | Richfield Public Schools, Community Council, LWV | Dr. Barbara S. Devlin | 7001 Harriet Ave S | Mpls. | MN | 55423 | 798-6011 798-6010 (f)798-6057 | Margaret Severe, Mary Supple, Emily Day | 2 study circles |
| Shoreview | Student Youth Group, MIAR Youth Task Force | Saira Alimohamed | 5720 Villa Dr | Shoreview | MN | 55126 | 785-4140 | | |
| St. Anthony | St. Cecilia's Catholic Church | Gayle Geber | 2357 Bayless Place | St. Paul | MN | 55114 | 348-6309 673-2360 644-4502 623-3283 (f)647-1445 <u>Gayle.Geber</u> <u>@co.hennepin</u> <u>.mn.us</u> | | |

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|----------------------------------|---|---|------------------------------------|---------------------|----|-------|---|--|--|
| St. Louis Park | St. Louis Park Schools, SLP Human Rights Com, Jewish Com. Action Council | Jerry Timian | 4115 Raleigh Ave S | St. Louis Park | MN | 55416 | 924-2198 (Cindy Larson) 925-1374 (f)924-2170 928-6003 928-6001 (f)928-6020 544-2363 374-0344 <u>carol- johson@gm.st lpark.k12.mn. us</u> | | |
| | | Gail Dorfman | City Hall, 5005 Minnetonka Blvd. | St. Louis Park | MN | 55416 | | | |
| | | Carol Johnson | 6425 West 33 rd St | St. Louis Park | MN | 55426 | | | |
| | | Frank Hornstein | 4344 Drew Ave S | Mpls. | MN | 55410 | | | |
| St. Paul-Central | Wilder Foundation, Central Community Neighborhood | Linda Garrett- Johnson | 78 E 10 th St, Apt 1001 | St. Paul | MN | 55101 | 310-0503 659-6022 | Linda Garrett- Johnson | |
| St. Paul-Highland | Jewish Community Center of St. Paul | Rochelle "Shelly" Rottenberg | 2449 Humbolt Ave S | Mpls. | MN | 55405 | 690-8786 690-6024 377-0462 <u>ReRottenberg @Alex.St.Kat e.edu</u> | Sunny Floum, Rochelle Rottenberg | |
| St. Paul-Metro | Bahai Faith Community | David Sterling | 749 Hawthorn Ave E | St. Paul | MN | 55106 | 771-6933 973-6281 (f)973-6282 | | |
| St.Paul-St. Thomas University | University of St. Thomas, Teachers Against Racism | | | | | | | | |
| Stillwater-Bayport | Stillwater/Bayport Communities | Scott Bol | 15417 56 th St | Oak Park Heights | MN | 55082 | 721-6320 (f)627-2420 | Scott Bol | |
| Twin Cities | Twin Cities Habitat for Humanity | Julie Gugin, Director of Programs & Services | 3001 4 th St SE | Mpls. | MN | 55414 | 331-4090 ext.600 (f)331-1540 <u>Stanisla@free net.msp.mn.us</u> | Drew Stanislaw | |
| Twin Cities-Mpls.-St.Paul | Minnesota Tenants Union | Kirk Hill | 610 West 28 th St | Mpls. | MN | 55408 | 871-2701 871-7485 | | |

| | | | | | | | | | |
|-----------------------------------|---------------------------------------|--------------------|--|----------|----|-------|---|--------------------|--|
| University of Minnesota | Newman Center | Rosemary Ruffenach | 1381 10 th St NW, #302 | Mpls. | MN | 55112 | 636-9667 988-4187 (f)988-4018 rosemary_ruffenach@hopkins.k12.mn.us | Rosemary Ruffenach | |
| West St. Paul-St. Paul-Mt. Carmel | CommonBond Communities | Maire McMahon | 328 W Kellogg | St. Paul | MN | 55102 | 290-6238 290-6239 291-1750 (f)291-1003 | Mary Lange | |
| Whittier | Whittier Alliance, Housing Task Force | Mary Roehrdanz | Franklin National Bank, 2100 Blaisdell Ave | Mpls. | MN | 55404 | 874-6000 794-3985 (f)874-7978 | | |

| Organization N | Year | Last Name | First Name | Address | Work Phone | Fax Number |
|----------------|------|-------------|--------------|---------------|---------------|---------------|
| AMERICAN AS | 1999 | HAAN | JOAN | AMERICAN AS | (612)432-3338 | |
| AMERICAN IN | 1999 | LEE | LAVONNE | AMERICAN IN | (651)793-3803 | |
| ASCENSION E | 1999 | MATLIN | MAGGIE | STILLWATER | (651)439-2609 | |
| ASSOCIATION | 1999 | McMONIGAL | KATHRYN | NA | | |
| BLOOMINGTO | 1999 | MOENING | ANN | BLOOMINGTO | (612)948-3955 | |
| CHEROKEE U | 1999 | JOHNSON | TIM, REV. | CHEROKEE P | (651)227-4275 | (651)227-4275 |
| CITY OF APPL | TBA | HAMANN-ROL | MARY, MAYO | | (612)953-2501 | |
| COLUMBIA HE | TBA | BEHLOW, DR. | DAVID, SUPT. | COLUMBIA HE | (612)586-4501 | (612)586-4508 |
| CRYSTAL HU | 1999 | MOORE | LAURIE ANN | CRYSTAL HU | (612)525-9523 | |
| DISTRICT 5 TE | 1999 | VERDEL | CHRIS | DISTRICT 5 TE | (651)774-5234 | |
| EAST SIDE NE | 1999 | MITCHELL | PETEY | EAST SIDE NE | (651)771-1152 | (651)771-7739 |
| EDEN PRAIRIE | 1999 | WINANS | GLORIA | EDEN PRAIRIE | (612)948-3955 | |
| FIRST UNITAR | 1999 | YAEGER | WENDY | FIRST UNITAR | (612)377-6608 | (612)377-2151 |
| FROGTOWN F | 1999 | KIDER | KRISTEN | FROGTOWN F | (651)205-2560 | |
| FROGTOWN P | 1999 | KIDDER | KRISTEN | FROGTOWN P | (651)205-4260 | |
| GOLDEN VALL | 1999 | TAYLOR | DON | GOLDEN VALL | (612)593-8012 | |
| GOODWILL/EA | 1999 | HUSETH | DIANE | GOODWILL/EA | (651)646-2591 | |
| GRACE COMM | 1999 | WHITE | OLIVER, REV. | GRACE COMM | (651)225-8292 | |
| HAMLIN/MID | 1999 | LUE | KATHY | NA | (651)646-1986 | |
| HAMLIN/MID | 1999 | LUE | KATHY | HAMLIN/MID | (651)646-1986 | |
| HIAWATHA YM | 1999 | JONES | BARBARA | HIAWATHA BR | (612)729-7397 | (612)729-1011 |
| HMUNG AMER | 1999 | McMURRAY | LESLIE | HMUNG AMER | (651)603-8319 | |
| JJ HILL MONT | 1999 | SONNABEND | STEVE | JJ HILL MONT | (651)227-3887 | |
| LEXINGTON/H | 1999 | YOUNG | SHERILYN | MERRIAM PAR | (651)645-6887 | |
| LOWRY HILL E | 1999 | WILSON | CAROL | LOWRY HILL E | (612)871-7708 | |
| MacGROVELA | 1999 | KATZ | VICKI | MacGROVELA | (651)690-1645 | (651)690-0874 |
| MASJID AN-N | TBA | NEWMAN | ALI | ALI NEWMAN | (612)673-0691 | |
| MAYFLOWER | 1999 | FRANZ | CHARLOTTE, | MAYFLOWER | (612)824-0761 | (612)824-2867 |
| MPIRG | TBA | SCHUSTER | LEA | MPIRG | (612)627-4049 | (612)627-4050 |
| MPLS LEAGUE | TBA | FOUNTAIN-MA | BARBARA | REV. BARBAR | | |
| NEDA | 1999 | WATERHOUS | JILL | NEDA | (651)292-0131 | |
| NORTHSIDE R | 1999 | HARRIS | NICOLE | NA | (612)335-5924 | |
| PARTNERSHI | 1999 | McBRIDE | RENITA | PARTNERSHI | (612)895-4473 | |
| PAYNE AND P | 1999 | VENDEL | CHRIS | PAYNE AND P | (651)774-5234 | |
| PROJECT FO | TBA | FOURNIER | JIM | PROJECT FO | (612)874-8511 | (612)874-6444 |
| PROJECT RES | 1999 | KAUFMAN | TRISH CUMMI | PROJECT RES | (651)773-8401 | |
| RAMSEY ACTI | 1999 | HAYES | KIRK | RAMSEY ACTI | (651)603-5874 | |
| RAMSEY INTE | 1999 | JAMES | JULIANNA | RAMSEY INTE | (612)627-2540 | |
| RICHFIELD HU | 1999 | McDONALD | CONNIE | RICHFIELD HU | (612)866-6168 | |
| ST MARK'S EP | 1999 | FRANKMAN | JAN | ST MARK'S EP | (612)935-5158 | |
| ST PAUL ARE | 1999 | WALTZ | BOB | ST PAUL ARE | (651)646-8805 | |
| ST PAUL FOU | 1999 | STATELY | JOANNE | ST PAUL FOU | (651)224-5463 | |
| ST PAUL PUBL | 1999 | TURNER | TERI | ST PAUL PUBL | (651)293-5211 | |
| ST PAUL UNIT | 1999 | SCHEMMEL | WADE | ST PAUL UNIT | (651)224-5809 | (651)224-3244 |
| THE ST PAUL | 1999 | ROSE | BARB | THE ST PAUL | (651)659-6031 | |
| UNIVERSITY O | 1999 | SMITH | DAVID | UNIVERSITY O | (651)962-5325 | |
| UNIVERSITY O | 1999 | MILNER | JAN | UNIVERSITY O | (651)962-5638 | |

| Email Address | Home Phone | Alternate Contact |
|----------------|---------------|--------------------------|
| | | |
| | (651)429-6335 | |
| | (612)948-8873 | |
| | (612)891-4744 | |
| | | KATHY BERGSTROM (612) |
| | (612)971-0611 | DIANE BOLTER (612)537-80 |
| | (651)774-9745 | |
| | | |
| | | |
| | | HILMER ERICKSON (612)54 |
| | | |
| | | |
| | | GRETA KIVENS |
| | (651)266-6499 | |
| | | CO-SPONSOR PATRICK M |
| | | EMILY GREEN, PRESIDENT |
| | | |
| cfrantz@mr.net | (612)866-6415 | |
| mpirg@comput | | |
| | | |
| | | |
| ppl@-inc.org | | |
| | | |
| | (612)928-4967 | |
| | | |
| | | JULIE WILSON |
| | | |
| wade580@aol. | | |
| | | MONICA BRYAND (651)310- |
| | | |
| | | |

| Organization N | Year | Last Name | First Name | Address | Work Phone | Fax Number |
|----------------|------|-----------|------------|--------------|---------------|------------|
| WEST SIDE FA | 1999 | McNAMARA | MARIA | WEST SIDE FA | (651)205-4264 | |
| WESTMINISTE | 1999 | DIETRICH | FRED | WESTMINISTE | (612)332-3421 | |
| WILDER FOUN | 1999 | BOEHLKE | JAN | WILDER FOUN | (651)642-4043 | |
| WOODDALE L | 1999 | ZIPPOY | ROSEMARY | WOODDALE L | (612)920-0529 | |
| YOUNG LEAD | TBA | SPANGLER | EVON | YOUNG LEAD | (612)996-4779 | |

| Email Address | Home Phone | Alternate Contact |
|---------------|---------------|-------------------|
| | | |
| | | |
| | | |
| | (612)332-1336 | |
| | (612)769-0307 | |

COMMUNITY CIRCLES - 1999

| AREA | SPONSOR | CONTACTS | MEETING PLACE | DATES/TIMES | FACILITATOR | SCRIBE |
|-----------------|--|--|-----------------|---|---|--------|
| St. Paul | | | | | | |
| #1 | Ramsey Action Programs Bigelow Bldg. 2 nd Flr. 450 Syndicate Street St. Paul, MN 55105 | Kirk Hayes 651-603-5874 | | Tuesdays 2/23, 3/2,3/9,3/16,3/23 9:30 - 11:30 a.m. can create 2 nd circle | Kathy McGrane 1675 Valerie Lane New Brighton, MN 55112 651-636-1650 (W) Fax: 651-636-0139 Email: fmcgrane@fishnet.com | |
| #2 | St. Paul Area Council of Churches 1671 Summit Avenue St. Paul, MN 55105 | Bob Walz 651-646-8805 x19 | Same as sponsor | Mondays 3/1,3/15,3/29,4/12,4/26 every 2 weeks 7:00 - 9:00 p.m. | Sarah Lagos 1889 Lincoln Avenue St. Paul, MN 55105 651-698-5130 (H) Fax: 651-690-3799 Email: lagos@msn.com | |
| #4 | J.J. Hill Montessori Magnet School 998 Selby Avenue St. Paul, MN 55104 | Steve Sonnabend 651-227-3887 or 651-266-6499 | Same as sponsor | Thursdays 3/18,3/25,4/8,4/15,4/22 7:00 - 9:00 p.m. | Lee Woolery 885 West Hiwy 36 #305 Roseville, MN 55113 651-484-9614 (H) Fax: same | |
| #4 | J.J. Hill Montessori Magnet School 998 Selby Avenue St. Paul, MN 55104 | Steve Sonnabend 651-227-3887 or 651-266-6499 | Same as sponsor | Thursdays 3/18,3/25,4/8,4/15,4/22 7:00 - 9:00 p.m. | Cathy Peterson 4400 E. 44 th Street Minneapolis, MN 55406 651-215-1939 (W) Fax: 651-282-6396 | |
| #5 | University of St. Thomas 2115 Summit Avenue O'Shaughnessy Educ. Ctr. St. Paul, MN 55105 | Jan Milner Sociology Dept. 651-962-5638 | Same as sponsor | Tuesdays 2/23,3/2,3/9 Tuesdays 3/16,3/23 1:30 - 3:30 p.m. - Rm #209 | Darcy Miner 444 Lafayette Road St. Paul, MN 55155-3815 651-282-6489 (W) 651-770-7890 (H) Fax: 651;297-4040 Email: darcy.miner@state.mn.us | |
| & #6 | same as above | Jan Milner Sociology Dept. 651-962-5638 | Same as sponsor | Tuesdays 2/23,3/2,3/9 Tuesdays 3/16,3/23 1:30 - 3:30 p.m. - Rm #432 | | |
| or | | | | | | |
| #23 | University of St. Thomas 2115 Summit Avenue O'Shaughnessy Educ. Ctr. St. Paul, MN 55105 | Cris Toffolo 651-962-5724 or 651-641-1237 | Same as sponsor | TBA | Katharine Krueger - Co-facilitator 5701 Garfield Avenue South Minneapolis, MN 55419 612-798-4777 (H & W) Fax: 612-798-0239 Email: KruegerKat@aol.com | |

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|-------------|--|---|--|---|--|--|
| #7 | University of St. Thomas 2115 Summit Avenue O'Shaughnessy Educ. Ctr. St. Paul, MN 55105 | David Smith (Theology Dept.) 651-962-5325 | Same as sponsor | Thursdays 3/18,3/29,4/15,4/22,4/29 3:25 - 5:00 p.m. | Mitchell Davis, Jr. - Co-facilitator NMHC Medical Center 3300 Oakdale Avenue No. 612-520-1564 (W) Fax: 612-520-1564 Email: mitchell.davis@northmemorial.com | |
| #24 & #8 | The St. Paul Companies 385 Washington Street mail code #514D St. Paul, MN 55102 Project Respect + 6 groups East Metro Women's Council East Metro Place 3521 Century Avenue North White Bear Lake, MN 55110 | Barb Rose 651-659-6031 Monica Bryand 651-310-7385 Trish Cummins Kaufman 651-773-8401 x11 | Black Bear Crossings Coffee House 831 Como Avenue St. Paul, MN 5510 | Mondays 3/22,4/5,4/26,5/3,5/10 5:30 - 7:30 p.m. | Elsa Batica 2525 Columbus Avenue South Minneapolis, MN 55404 651-291-5612(W) Fax: 612-871-4205 Email: elsa.j.batica-1@tc.umn.edu | |
| #34 | Cherokee United Methodist Church & Grace Community UCC 873 Portland Avenue St. Paul, MN 55104 | Rev. Tim Johnson 651-227-4275 Rev. Oliver White 651-225-8292 | TBA | TBA | Rev. Tim Johnson Co-facilitator Cherokee Park United Church 371 West Baker Street St. Paul, MN 55107 651-227-4275 Fax: 651-227-4275 | |
| #35 | District 5/Payne & Phalen Community Council 1014 Payne Avenue St. Paul, MN 55101 | Chris Vendel 651-774-5234 | TBA | TBA | | |
| #36 | District Five Teen Council 1014 Payne Avenue St. Paul, MN 55101 | Chris Verdel 651-774-5234 or 651-774-9745 | Arlington Hills Library 1105 Greenbrier Avenue | Tuesdays 4/13,5/4,5/11,5/18,6/1 6:30 - 8:30 p.m. | Julius Erolin 530 S.E. 5 th Street #1 Minneapolis, MN 55414 612-624-2317 (W) 612-623-4306 (H) Fax: 612-625-0821 Email: eroli001@tc.umn.edu | Co-facilitator Kate Pepler 7460 Pinehurst Road St. Paul, MN 55115 651-770-9700 |
| #37 | Frogstown Pluralism Circle Frogstown Family Center 839 University Avenue St. Paul, MN 55104 | Kristen Kidder 651-205-4260 | Frogstown Family Center 839 University Avenue St. Paul, MN 55104 | Mondays 4/5,4/12,4/26,5/10,5/24 6:00 - 8:00 p.m. | Chente Vue Frogstown Family Center 839 University Avenue St. Paul, MN 55104 651-205-4262 (W) Fax: 651-205-4263 Email: ffc@cwixmail.com | Co-facilitator Mariann Johnson 2000 Aldrich Avenue South #103 Minneapolis, MN 612-872-7959(W) 612-924-9397(H) Fax: 612-870-7104 Email: mtj2000@aol.com |

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|------------------|---|---|--|---|--|---|
| #38, | Hamline/Midway Coalition Alliance for a Prejudice Free Community | Kathy Lue 651-646-1986 | TBA | TBA | | |
| #39 | Lexington/Hamline Community Council <i>and the</i> Merriam Park Community Council | Sherilyn Young 1573 Selby Avenue 311 St. Paul, MN 55104 651-645-6887 (W) | Merriam Park Library (Basement) 1831 Marshall Avenue St. Paul, MN 55104 | Tuesdays 3/30, 4/13, 4/20, 4/27, 6/1 6:30 - 8:30 p.m. | Dr. Mary Winnett 2053 Dayton Avenue St. Paul, MN 55104 612-332-4973 (W) 651-647-5069 (H) email: mwinnett@juno.com | Co-facilitator- Marilyn McKnight 8300 West 80 th Street Northland Plaza, Suite #850 Minneapolis, MN 55431 612-835-3688 (W) 612-926-6981 (H) Fax: 612-835-3689 Email: emi@ericksonmediation.com |
| #40 | St. Paul Public Schools Community Education 360 Colborne Street St. Paul, MN 55102 | Teri Turner 651-293-5211 | Ronald A. Hub Center 1031 West University Avenue St. Paul, MN | Tuesdays 4/6, 4/13, 4/20, 4/27, 5/4 5:30 - 7:30 p.m. | Chia Youyee Vang 2610 University Ave., Suite #201 Minneapolis, MN 612-348-8550 x221 (W) Fax: 612-348-2533 Email: urbanco@mtn.org | Co-facilitator Willie Nesbitt |
| #41 FALL 1999 | West Side Family Center 548 Ohio Street St. Paul, MN 55107 | Maria McNamara 651-205-4264 | TBA | TBA | | |
| # | American Indian Family Center 579 Wells Street St. Paul, MN 55101 | Lavonne Lee 651-793-3803 | TBA | TBA | | |
| # | Association for Advancement of Hmong Women/Minnesota | Kathryn McMonigal St. Paul, MN 55 | TBA | TBA | | |
| # | East Side Neighborhood Development Corporation 900 Payne Avenue St. Paul, MN 55101 | Petey Mitchell 651-771-1152 Fax: 651-771-7739 | TBA | TBA | | |
| # | St. Paul United Church of Christ 900 Summit Avenue St. Paul, MN 55105 | Wade Schemmel 651-224-5809 Fax: 651-224-3244 Email: wade580@aol.com | TBA | TBA | | |
| # | MacGroveland Family Center 2390 West 7 th Street, Suite # 3 St. Paul, MN 55116 | Vicki Katz 651-690-1645 Fax: 651-690-0874 | TBA | TBA | | |

| East Metro | | | | | | |
|------------|---|---|--|---|---|--|
| #9 | Ascension Episcopal Church & Stillwater Area Public Schools 215 North 4 th Street Stillwater, MN 55082 | Margie Matlin M-W:651-439-2609 x13 or Th-F:651-429-6335 | Stillwater Public Library 223 N. 4 th Street Stillwater, MN | TBA | Bill Funari 937 4 th Avenue South Stillwater, MN 55082-5878 651-430-6361 (W) Fax: 651-430-6228 Email: funari@co.washington.mn.us | |
| #25 | Goodwill/Easter Seals & Merriam Park Community Council | Diana Huseth 651-646-2591 x178 | Goodwill Center 2543 Como Avenue (at HWY 280) St. Paul, MN 55108 | Mondays 3/22,3/29,4/12,4/19,4/26 5:15 - 7:15 p.m. | Addi Batica 2525 Columbus Avenue South Minneapolis, MN 55404 651-282-2447 (W) Fax: 612-871-4205 Email: batic002@tc.umn.edu | Co-facilitator Harry Greenberg 2435 Garfield Avenue South Minneapolis, MN 612-870-9418 (H) Fax: same Email: harry@scc.net |

| Minneapolis | | | | | | |
|-------------|---|---|--|---|---|---|
| # | Lowry Hill East Neighborhood Association 2123 Aldrich Avenue South Minneapolis, MN 55405 | Carol Wilson (NRP Staff person) 612-871-7708 Emily Green, President, LEHNA Board 612-872-8068 | TBA | TBA | | |
| # | Northside Residents Redevelopment Council | Nicole Harris 612-335-5924 | TBA | TBA | | |
| #15 | Hiawatha YMCA and Longfellow-Nokomis Family & Community Resource Center | Barbara Jones or Greta Kivens 612-729-7397 Martha Burton 612-729-9900 | Hiawatha Branch YMCA 4100 28 th Avenue South Minneapolis, MN 55406 Fax: 612-729-1011 | Tuesdays 3/16,3/23,4/6,4/13,4/20 | Sheryl L. Erickson 1530 St. Croix Circle Golden Valley, MN 55422 612-522-3598 Fax: 612302-8718 Email: sherly@isd.net | <i>Marie McCrea</i> |
| #30 & #31 | Mayflower Community Congregational Church 106 E. Diamond Lake Road Minneapolis, MN 55419-1988 | Charlotte Franz - Minister 612-824-0761 x12 612-866-6415 (H) Fax: 612 824-2867 e-mail: cfrantz@mr.net | Same as sponsor | Mondays 4/5,4/12,4/19,4/26,5/3 7:00 - 9:00 p.m. | Lou Schoen 4661 Cedar Lake Road South St. Louis Park, MN 55416 612-374-9719 (H) | Co-facilitator Tina Van Erp 2800 Selkirk Drive #B305 Burnsville, MN 55337 612-882-1383 (W) Email: llvanerp@worldnet.att.net |
| | | | | | | |

| | | | | | | |
|-----------|---|--|-----------------|---|---|--|
| #11 | First Unitarian Society of Minneapolis 900 Mount Curve Avenue Minneapolis, MN 55403 | Wendy Yaeger 612-377-6608 x104 Fax: 612-377-2151 Dial O for receptionist | Same as sponsor | Saturdays 4/10,4/17,4/24,5/15 10:00 a.m. - 12:00 noon | | |
| #12 & #13 | St. Mark's Episcopal Church 519 Oak Grove Street Minneapolis, MN 55403 | Jan Frankman 612-935-5158 | Same as sponsor | Tuesdays 2/23,3/2,3/9,3/16,3/23 6:30 - 8:30 p.m. | Jan Frankman 300 Union Plaza 333 North Washington Avenue Minneapolis, MN 55401-1353 612-935-5158 Fax: 612-349-2760(costs \$1/pg) Email: frank040@tc.umn.edu | #13 Dennie Scott 612 Pond View Court Mendota Heights, MN 55120 651-454-4310 (H) Email: dennie.dems@wavetech.net |
| #14 | Ramsey International Fine Arts School One West 49 th Street Minneapolis, MN 55409 | Julianna James 612-627-2540 or 612-928-4967 → <i>Get her new address</i> | Same as sponsor | Thursdays 2/25,3/4,3/11,3/18,3/25 6:30 - 8:30 p.m. | Bill Hannon 5200 Wilson Road., Suite # 107 Edina, MN 55424 612-929-4147 (W) Fax: 612-929-5794 Email: Billcompass@worldnet.att.net | |
| # | League of Women Voters Of Minneapolis ← | Rev. Barbara Fountain-Mason 8712 Bass Creek Avenue Brooklyn Park, MN 55428 | TBA | | | |
| # | Young Leaders Caucus <i>Carrie Monroe</i> | Evon Spangler 9299 Jergen Avenue South Cottage Grove, MN 55106 612-996-4779 (W) 651-769-0307 (H) | TBA | | | |
| # | Project for Pride in Living 2516 Chicago Avenue South Minneapolis, MN 55404 | Jim Fournier 612-874-8511 (W) x162 Fax: 612-874-6444 Email: ppl@-inc.org | TBA | | | |
| # | MPIRG 2414 University Avenue S.E. Minneapolis, MN 55414 | Lea Schuster 612-627-4049 (W) Fax 612-627-4050 Email: mpirg@computerpro.com | TBA | | | |
| # | Masjid An-Nur Islamic Centers of Minneapolis and St. Paul | Ali Newman 1009 Park Avenue #3 Minneapolis, MN 55404 612-673-0691 | TBA | | | |
| | | | | | | |

| West Metro | | | | | | |
|-----------------------|--|---|--|--|---|--|
| #16 <i>No</i> | Golden Valley Human Rights Commission | Don Taylor 612-593-8012 or Hilmer Erickson 612-540-0279 | Golden Valley City Hall 7800 Golden Valley Road Golden Valley, MN 55 | TBA <i>next fall</i> | Kim Greene 2324 Vernon Circle Minnetonka, MN 55305 612-331-0214 (W) 612-545-0531 (H) Fax: 612-331-1602 (W) 612-545-0804 (H) email: llaine@aol.com | |
| #17 | Wooddale Lutheran Church 4003 Wooddale Avenue So St. Louis Park, MN 55416 | Rosemary Zippoy 3716 Inglewood Avenue South St. Louis Park, MN 55416 612-920-0529 or 612-332-1336 | Same as sponsor | Thursdays 2/25,3/4,3/11,3/18,3/25 7:00 - 9:00 p.m. | Jeanne Eddy 4236 Basswood Road St. Louis Park, MN 55416 612-929-5598 Fax: 612302-8718 Email: eddyrenz@aol.com | |
| #18 <i>No</i> | Eden Prairie Human Rights Commission Eden Prairie City Hall 8080 Mitchell Road Eden Prairie, MN 55346 | Gloria Winans 612-948-3955 | Same as sponsor | Wednesdays 3/3,3/10,3/17,3/24,3/31 6:30 - 8:30 p.m. | Marcy Harris | |
| South Metro | | | | | | |
| #19 | Bloomington Human Rights Commission City of Bloomimnton Department of Community Services 2215 West Old Shakopee Road Bloomington, MN 55431 | Ann Moening 612-948-3955 or 612-94-88733 | Creekside Community Center 9801 Penn Avenue South Bloomington, MN 55 | Wednesdays 2/24,3/2,3/9,3/16,3/23 6:00 - 8:30 p.m. | Ellen Hufschmidt 3937 21 st Avenue South Minneapolis, MN 55407 612-729-6817 (H) email: ritualink@aol.com Elizabeth Campbell 810 Thornton Avenue S.E. #1404 Minneapolis, MN 55414 612-340-1450 | |
| #20 | Richfield Human Rights Commission | Connie McDonald 6400 15 th Avenue South Richfield, MN 55423 612-866-6168 | Augsburg Library 7100 Nicollet Avenue South Richfield, MN 5423 | Tuesdays 2/23,3/2,3/9,3/16,3/23 | Susan Mainzer 3033 Humboldt Avenue South Minneapolis, MN 55408 Fax: 612-824-6583 Email: susmainzer@aol.com John Miller 4716 Clinton Avenue South Minneapolis, MN 55 612-825-8991 (H) email: john2195@aol.com | |
| #21 <i>SPECIAL</i> | Partnerships for Tommorrow | Renita McBride 612-895-4473 | Burnsville City Hall 100 Civic Center Parkway Burnsville, MN 55337 | Will focus on land use and neighborhoods/not doing education, housing and race | | |
| #26 <i>SPECIAL</i> | City of Apple Valley | Mayor Mary Hamann-Roland 612-953-2501 or 612-891-4744 | | <i>next Fall</i> | | |

North Metro

| | | | | | | |
|------------|---|---|---|--|---|---|
| <p>#29</p> | <p>Crystal Human Rights Commission Laurie Ann Moore 612-971-0611 (H) 612-525-9523 (W)</p> | <p>Diane Bolter 612-537-8002 Tess Moleski 4076 Hampshire Avenue North Crystal, MN 55427 612-531-9267</p> | <p>Crystal Community Center 4800 Douglas Drive North Crystal, MN 612-531-0052</p> | <p>Thursdays 4/1,4/8,4/15,4/22,4/29 7:00 - 9:00 p.m.</p> | <p>Cheryl Kartes 2519 California Street N.E. Minneapolis, MN 55418 612-788-2107 (H) Fax: 612788-1201 Email: kartes@aol.com</p> | <p>Co-facilitator Elizabeth Campbell 810 Thornton Avenue S.E. #1404 Minneapolis, MN 55414 612-340-1450(H)</p> |
| <p>#28</p> | <p>Columbia Heights Public Schools 1400 49th Avenue N.E. Columbia Heights, MN 55421 & Chamber of Commerce</p> | <p>Dr. David Behlow - Supt. 612-586-4501 Kathy Bergstrom 612-586-4507 or Fax 612-586-4508</p> | <p>TBA <i>next Fall</i></p> | | | |
| <p>#</p> | <p>American Association of University Women 14904 Summit Oaks Drive Burnsville, MN 55337</p> | <p>Joan Haan Minnesota AAUW 612-432-3338</p> | <p>TBA</p> | <p>TBA</p> | | |
| <p>#</p> | <p>Project for Pride in Living 2516 Chicago Avenue South Minneapolis, MN 55404 612-874-8511 Fax: 612-874-6444 Email: ppl@ppl-inc.org</p> | <p>Jim Fournier Manager - Volunteer Program 612-874-8511 x162 Fax: 612-874-6444 Email: ppl@ppl-inc.org</p> | <p>TBA</p> | <p>TBA</p> | | |
| <p>#32</p> | <p>Northside Residents Redevelopment Council</p> | <p>Nicole Harris 612-335-5924</p> | <p><i>In planning stages</i></p> | | | |
| | | | | | <p>Martha Sanbower 3253 Dupont Avenue South Minneapolis, MN 55408 612-824-4569 (H) email: marthasan@igc.apc.org Cecily Sommers 212 3rd Avenue North #425 Minneapolis, MN 55120 651-454-4310 email: dennie.dems@wavetech.net</p> | |
| <p>#</p> | <p>Westminster Presbyterian Church 83 South 12th Street or Nicollet Mall at 12 Street Minneapolis, MN 55403 Ph: 612-332-3421</p> | <p>Fred Dietrich</p> | | | | |

1999 Community Circle Report

Human Rights Commission



City of Bloomington
2215 West Old Shakopee Road
Bloomington MN 55431-3096

Community Circle Report

INTRODUCTION

In each of the five Community Circle sessions, a specific format was used by the facilitators to help guide the conversations. This format was referred to as an ORID (Objective, reflective, interpretive and decisional) method. For example, in session #1, personal stories were shared among the participants. Using the ORID method, four questions were asked and are indicated as follows:

- Objective: Where did you grow up?
- Reflective: How do you feel about where you lived/your experience in general?
- Interpretive: How did where you grew-up influence your opinions on race, education and housing?
- Decisional: Why did you decide to participate in this study circle program?

When focusing on the *objective* in each session, the facilitators would ask the group what words and/or phrases stood out as they read the various sections in the study guide. When the participants were guided through the *reflective* part of the discussion, they were asked to describe what feelings, images and associations came up as they read the material. The purpose of the *interpretive* portion of each discussion was an attempt to enter into a deeper understanding of the issue at hand. With the *decisional* aspect of the discussion, a dialog around suggestions and possible next steps was formed in which to bring about positive change.

This report is a summary of each of the five sessions. Each page will highlight a different session, and will include the date, number of participants, and a specific topic that was discussed. Overall, the ORID method proved to be a valuable tool in which to organize and focus each discussion.

Community Circle Report

Sponsoring Organization: Bloomington Human Rights Commission Date: 2/24/99

Session: #1 Number of Participants (today): : 15

Co-facilitator: Elizabeth Campbell Co-facilitator: Ellen Hufschmidt

Scribe: Anne Moening

Please describe two or three main themes/ideas discussed today: (1 – 2 sentences each)

Session #1: Getting Started—Personal Stories

1. Respect—Our Guiding Principal

Part of the first session was dedicated to a discussion around the word *respect*. This discussion formed the foundation on which the group shared their personal stories on experiences with racism and segregation.

New Insights:

- ◆ It's important that all voices are heard
- ◆ We all have something to offer
- ◆ Actions are just as important as the words we say
- ◆ It is important to have accurate knowledge about another's culture
- ◆ We must all have an inward, genuine intention to listen to one another

2. Reflection on shared stories

The group reflected on the personal stories that were shared. Many stories focused on spirituality and its' role in addressing segregation. There was a willingness to share and communicate by all.

New Insights:

- ◆ We are all creations of God
- ◆ Uniqueness of people
- ◆ Racism/prejudices are all too often vague and subtle
- ◆ Institutional racism
- ◆ Trust
- ◆ Excitement and anticipation of what's to come (sessions 2 – 5)
- ◆ Surprised and hurt to learn about others' experiences

3. _____

Please use remaining space to note action ideas, if any, which were mentioned in today's discussion:

Community Circle Report

Sponsoring Organization: Bloomington Human Rights Commission Date: 3/3/99

Session: #2 Number of Participants (today): : 13

Co-facilitator: Elizabeth Campbell Co-facilitator: Ellen Hufschmidt

Scribe: Anne Moening

Please describe two or three main themes/ideas discussed today: (1 – 2 sentences each)

Session #2: Segregation in the Twin Cities

1. Reasons for segregation:

- ◆ Socialization
- ◆ Racial Prejudice
- ◆ Institutional Racism
- ◆ Public Policy: Zoning

2. Economics of segregation:

- ◆ Public Transit
- ◆ Affordable Housing
- ◆ Integrate (Don't segregate)
- ◆ Retain Subsidized Housing
- ◆ Build Family-oriented Housing
- ◆ Tax Incentives
- ◆ Win/Win Affordable Housing Policy
- ◆ Scatter-site Housing

3. In the Twin Cities, we experience racism in various ways:

- ◆ Isolation (there's not a lot of meaningful contact with communities of color)
- ◆ Racial prejudices ("Them Mexicans" or "Them Blacks")
- ◆ Institutionalized discrimination (workplace/hiring process)
- ◆ Violence

Please use remaining space to note action ideas, if any, which were mentioned in today's discussion:

Community Circle participants were asked the following: (See attached list of Bloomington's
Community Circle action ideas)

- ◆ What, as an individual, would you do differently?
- ◆ What should be done in the Twin Cities?
- ◆ What ways can we change the socialization level of our children?

Community Circle Report

Bloomington Community Circle Session #2 Action Ideas

| Individual Level | Collective Level (Institutional/Systematic) | Socialization Level |
|---|--|--|
| Focus on universally – Human Rights (Talk with people/educate about cultures and race) | Expand the City of Bloomington’s Affordable Housing Policies | Balance exposure to different cultures |
| First Response: “Be Myself” | Increase educational opportunities in our Community about our cultural differences | School Curriculum: <ol style="list-style-type: none"> 1. Increase cultural competence (give accurate knowledge about various cultures) 2. Teach the value of others’ values 3. Increase extracurricular activities (get rid of television) |
| Make an effort to get-to-know a family of a culture or race different from your own | Increase the number of celebrations and events that celebrate our differences | Build more Community/Family Centers (increases the chance to “bump-up-against” someone who is different than you) |
| Do not tell or laugh at racist jokes | Participate as a group at public meetings | Consider economic differences |
| Recruit people I know for job openings at my place of work | Encourage Cultural Sensitizing | Expand the Bloomington Loves It’s Kids program (do this sort of thing more often) |
| Offer action and services | Expand and improve our public transportation | Continue to have Martin Luther King Dinners in other people’s homes |
| | Teach and develop respect for all religious traditions | Develop Malcolm X Dinners |
| | | Volunteer with your kids (This provides exposure to other ways people live/socioeconomic backgrounds, etc.) |

Community Circle Report

Sponsoring Organization: Bloomington Human Rights Commission Date: 3/10/99

Session: #3 Number of Participants (today): : 14

Co-facilitator: Elizabeth Campbell Co-facilitator: Ellen Hufschmidt

Scribe: Anne Moening

Please describe two or three main themes/ideas discussed today: (1 – 2 sentences each)

Session #3: Housing challenges in the Twin Cities

1. Zoning

A good portion of this session was spent discussing zoning and other challenges regarding housing in the Twin Cities. At the end of session #3, there was an enormous sense of appreciation for the dynamic complexity of racial segregation.

- ◆Reduces affordable housing
- ◆"Zones" people out
- ◆Affects housing/property value

2. Other Challenges

The group reflected on other aspects that contribute to the housing challenges in the Twin Cities.

- ◆Discriminatory real estate agents
- ◆Social and economic standards (bigger is better)
- ◆Selfishness (people don't want certain cultures living next to them)
- ◆Mandatory laws
- ◆Individual responsibility

3. _____

Please use remaining space to note action ideas, if any, which were mentioned in today's discussion:

A couple suggestions were made regarding housing in the Twin Cities. First, there is a need for zoning to be restructured. It was stated that there needs to be certain requirements to be followed to meet the needs of everyone. Second, a need for mixed-use neighborhoods was suggested. Having houses, apartments and group homes all on one block could be a healthy alternative in opposing segregated housing neighborhoods.

Community Circle Report

Sponsoring Organization: Bloomington Human Rights Commission Date: 3/17/99

Session: #4 Number of Participants (today): : 8

Co-facilitator: Elizabeth Campbell Co-facilitator: Ellen Hufschmidt

Scribe: Anne Moening

Please describe two or three main themes/ideas discussed today: (1 – 2 sentences each)

Session #4: Unequal opportunity and achievement in education

1. **An objective and reflective review of the 8 options presented in study guide:**

The group formed a dialogue around the issue of education and the various viewpoints presented in the study guide. The facilitators directed the conversation by asking the follow questions:

- ♦What words and phrases stood out for you?
- ♦What was a surprise or new information?
- ♦What did this option remind you of?
- ♦To what extent does this option address segregation?
- ♦To what extent does this option address education?

2. **Favorite Option—Focus on making schools multi-culturally inclusive**

This viewpoint was chosen, in part, because it honors diversity and true integration. It provides opportunities to communicate with people from different cultures. This option would make it possible for all children to feel that they're a part of the school; feeling a sense of belonging. This option was also viewed as the least "top-down" approach to education. It was noted that this would increase the responsibility of the individual.

3. **Least Favorite Option—Create a metro-wide school district**

After reviewing each of the options, the group was asked to then select the option of which they were most in favor of. Of all the remaining seven viewpoints presented in the study guide, this option came in a close, last-place finish. In fact, there was no discrepancy between the other six viewpoints. The group felt that some options re-enforced or created even more segregation, increased competition, and limited resources.

Please use remaining space to note action ideas, if any, which were mentioned in today's discussion:

The Bottom Line

It is important to have the community, as a whole, accepting others' values. It is difficult to change people's socialization. Kids choices reflect what they see and hear in our society. If the whole community is not "into-it", if teachers aren't "into-it", all the money in the world won't help a specific problem. There needs to be a conscious effort behind every school's intention for the goal of greater integration.

Community Circle Report

Sponsoring Organization: Bloomington Human Rights Commission Date: 3/24/99

Session: #5 Number of Participants (today): : 11

Co-facilitator: Elizabeth Campbell Co-facilitator: Ellen Hufschmidt

Scribe: Anne Moening

Please describe two or three main themes/ideas discussed today: (1 – 2 sentences each)

Session #5: Recommendations for ways to respond to racial segregation in housing and education

1. Recommendations

The final session was dedicated to brainstorming action ideas pertaining to the issues that were discussed in the previous sessions. Bloomington's Mayor Coral Houle attended this session and participated in our brainstorming efforts. The action ideas were broken down into three separate categories:

- ◆ Individual actions
- ◆ Community actions
- ◆ Public Policy

2. Next Step

The group determined that a summary of the final report would be presented to the Bloomington Human Rights Commission.

3.

Please use remaining space to note action ideas, if any, which were mentioned in today's discussion:

(Please refer to the attached list of action ideas)

Community Circle Report

Bloomington Community Circle Session #5 Action Ideas

| Individual Action | Community Action | Public Policy |
|---|---|--|
| Focus on the positives in people | Initiate block parties with a diversity theme for food | Diversity on committees (Jesse!) |
| Be positive in all approaches | Encourage church exchange partnerships | Mixed-use neighborhoods having an intergenerational approach |
| Create personal contact with other cultures | Be a "good" neighbor | When making community decisions, consider whether or not the decision would promote/discourage segregation |
| Strike down stereotypes | Change MLK dinners to an educational and cultural dinner | Better training in diversity for teachers |
| Don't laugh at racial jokes | Develop senior/youth activities (intergenerational) | Teacher/staff of a minority group share their cultural traditions |
| Involvement in your community (volunteering & Habitat for Humanity) | Faith community involvement | Lobby at the Legislature for inclusionary housing properties |
| Travel more/learn more languages | Involvement with youth. | More diversity and multicultural curriculum in our schools |
| Write a letter to the editor (let your voice be heard) | Participate in neighborhood activities | Take inventory of what is already happening |
| Welcome minorities to your neighborhood. | Read and/or submit cultural newspaper articles (diversity enriches all of us) | Educate and celebrate more cultures |
| Zero tolerance for racial slurs (Jesse!) | Make affordable housing a high priority | Celebrate diversity |
| Run for office | Invite friends of color to gatherings | Avoid busing |
| Challenge racial comments | Increase the number of public service announcements on related issues | Support magnet school initiatives |

| Individual Action | Community Action | Public Policy |
|--|------------------|--|
| Socialize more and interact with other community organizations | | Increase federal dollars for housing |
| | | Equitable educational resources |
| | | Recognize diverse holidays |
| | | Increase business (public/private) neighborhood projects |
| | | Build a first class school in the inner-city |
| | | Freeze any zoning changes in low-income housing |
| | | Provide incentives for businesses to create jobs in inner-cities |
| | | Support civil servants |
| | | Levy a tax across the board to deal with these issues |
| | | Create magnet schools with various cultures |

Community Circle Collaborative

Accomplishments December, 1996 – May, 1997

| <u>Date(s)</u> | <u>Task(s)</u> |
|---------------------------|--|
| 12/10/96 | Community Circle Dialogue, "Beyond Busing", Kick-Off 100 + Attendees, "call to action" to potential sponsors Presenters: Mayor Gail Dorfman, St. Louis Park; Former Mayor Lattimer, St. Paul; Dr. Josie Johnson, Project Chair; Curt Johnson, Chair, Metropolitan Council; Yusef Mgeni, President, Urban Coalition Sponsors completed the "Pledge of Participation", and "Sponsor Packets" were distributed & Video produced |
| February, 1997 | Newsletter – <u>News from the Community Circle Project</u> , "Beyond Busing: A Metrowide Dialogue on the Challenges of Education and Housing Segregation" published and Distributed |
| 02/15/97 & 02/20/97 | Two Facilitator Training sessions were held at Augsburg College 100 + Attendees, "Facilitator Packets" distributed and Video produced |
| March – May, 1997 | Preparation and distribution of the <u>Choices for Community: A Regional Conversation About The Challenges of Education, Housing And Segregation In The Twin Cities Metropolitan Area</u> , Community Circle Discussion Guide (1000+ copies) and Bibliography |
| April – May, 1997 | 40 – 50 Community Study Circles were convened throughout the Twin City metro area involving approximately 350 – 500 participants, 3 – 6 meetings for each Circle |
| May, 1997 | Preparation and update of Community Circle Collaborative Data Base – 500+ entrees |
| 05/29/97 | "COMING TOGETHER: A Metro-Wide Gathering of the Community Circle Study Groups" – Addressing the Challenges of Education, Housing and Segregation 150 + registrants and attendees representing 17 city and suburban communities, Video produced co-sponsored by the Community Circle Collaborative and the Education and Housing Equity Project, And the Department of Urban Studies, Macalester College Moderators: George Lattimer, Professor of Urban Studies, Macalester College; Vivian Jenkins Nelson, President, INTER-RACE, Augsburg College; Martha McCoy, Executive Director, Study Circle Resource Center |

Community Circle Collaborative

**Future Projects
June, 1997**

Date(s)

Task(s)

Written Report of the "COMING TOGETHER" Forum

Written Reports from Community Circles

Preparation of Common Report

Evaluations & Circle Data Surveys from Facilitators & Sponsors

Focus Group Meeting with Facilitators & Sponsors

**"Citizens Summit" (Minnesota Meeting) – Study Circle Follow up
for Facilitators & Participants; national spokesperson
Noon time presentation**

Newsletter – Issue #2

CHOICES FOR COMMUNITY: A REGIONAL CONVERSATION ON HOUSING, SCHOOLS AND RACE

During the first half of 1997, over 500 citizens from 35 different communities participated in public discussions focused on the challenges of school achievement, racial equity and housing segregation in the Twin Cities metropolitan area. These discussions included locally sponsored 'community circles', a metropolitan citizens' forum held at Macalester College in May, and town meetings held in Minneapolis and St. Paul schools in September. The town meetings were held in conjunction with the National Summit on Race Relations and America's Public Schools, co-sponsored by the President's Commission on Race and the National Conference of Christians and Jews.

The following excerpts are from the report summarizing the findings, conclusions and suggested actions generated by the discussions:

In the early years of American democracy, communities tended to be small and homogeneous. Citizens could readily hold town meetings or convene informally to discuss issues of the day. Yet these forums made no place for the less "important" voices in the community: women, slaves, Native Americans, poor families, recent immigrants.

The Community Circle Collaborative process reflects a conscientious effort to recapture the benefits of the town-hall forum of old while also making sure all voices are heard. It uses the study circle model of discussion, a well-tested, practical method for educating adults and fostering social change.

The Community Circle Collaborative is a metro-wide dialogue project that engages citizens from all walks of life, 5-15 at a time, in deliberative discussions about the future of the Twin Cities metropolitan area. A partnership between the Education and Housing Equity Project and dozens of other regional and community-based organizations, the Collaborative has sponsored community circles charged with discussing two central questions:

- *What are the impacts of existing patterns of residential, economic and racial segregation on the educational achievement and life opportunities of Twin Cities area children and families?*
- *What can or should we do, as individuals and as a community, to enhance educational success and housing and economic opportunities for all children in the Twin Cities area?*

With the help of foundation funding, a discussion guide, trained facilitators and sponsoring organizations, citizens met as many as five or six times over a three-month period to deliberate on these questions.

During the discussions in spring of 1997, the community circles identified issues related to housing and educational equity that fell into four distinct groupings:

- Issues related to regional growth and equity, such as public and private investment in development, employment (jobs and income), social relations (e.g., media stereotypes and crime) and services (e.g., transit)
- Systemic issues related to housing and neighborhood quality, social isolation and segregation (e.g., lack of investment, transience, concentrations of poverty, inflexible, inappropriate or exclusionary regulations, and various forms of "red-lining")
- Systemic issues related to education -- those that focus on the school as an educational institution (e.g., teachers who don't live in the community where they teach, insufficient counselors or counseling, need for attention to cultural and learning style differences, low expectations of certain students based on stereotypes) -- and those that focus on the school as a member of the larger community (e.g., need for stronger connections with parents and community, children carrying weapons, poor nutrition)
- Issues related to individuals, such as substance abuse, lack of self-esteem, dysfunctional families, prejudice and discrimination.

Running through all of these groupings were questions of individual and institutional racism.

Some of the findings are best expressed in the words of community circle and forum participants:

"We are in deep denial. We believe we aren't like Detroit, but we are; it's just happening more slowly here."

"It's important to get the advantaged to understand how they're affected by [the] plight of low-income minorities."

"Describing the problem of the inner city as a result of abstract 'racism' is not helpful because fighting 'racism' seems a futile exercise."

"Suburbanites like to have the benefits of the city but do not like to pay for them."

"More affluent neighborhoods [have] essentially accepted socioeconomic redlining"

"You can't learn if you are hungry."

The discussions generated many ideas for change. The following example illustrates *an idea for generating regional funds for affordable housing*:

"It is common practice for utility companies in Minnesota and other cold-weather states to request donations in support of energy programs that help low income residents pay their energy bills. The same concept could be applied to all mortgages collected within the Twin Cities metropolitan area to create a fund for affordable housing. Voluntary contributions of as little as \$5 per month would generate a substantial amount of money, especially when used to leverage other resources. These funds could be applied toward affordable housing in ways that existing subsidy programs do not -- to wit:

- to provide money for down payments and/or loan write-downs; and
- to provide funds for physical maintenance of low-cost housing."

Additional recommendations for action may be found in EHEP's report on the first round of the Community Circle Collaborative initiative, which will be available for public distribution by the end of the year. A second round of discussions is planned for 1998, which will culminate with a Citizens' Summit co-sponsored by the Collaborative, the Minnesota Meeting and Minnesota Public Radio's Civic Journalism Initiative. Although participants feel that discussion "across boundaries" is itself significant, their collective findings and conclusions will be shared with public, private and non-profit sector leaders. The results of the conversations have already been used to inform public and community decision-making in the Twin Cities area. The project is also monitoring citizen initiatives that result from the discussions.

Additional information about this project or copies of the report or discussion guide may be obtained by contacting the **Education and Housing Equity Project (Dick Little, Executive Director) at 122 West Franklin Ave, Suite 310, Minneapolis, MN 55404 (fax-612/871-8984, Phone-612/871-2519, or e-mail-micah@mtn.org).**

FROGTOWN PLURALISM CIRCLE DIALOGUE SUMMARY, SPRING 1999

The following comments and recommendations are extracted from facilitator and scribe notes of the Frogtown Community Circle Dialogue on Housing, Education, and Race held this spring. The group was composed of 8-10 Hmong women and men and three Caucasians. The five two-hour sessions generally followed the outline in the written discussion guide materials. However, since the group was primarily non-English speaking, the facilitator and the translator worked side-by-side to provide a safe environment for sharing and listening for all the participants.

The five sessions of the dialogue generally focused on the topics listed below. At the end of each session, a "scribe" was asked to capture the three main themes from the group's discussion and "action ideas" if any. In the Frogtown Community Circle Dialogue, the first session was devoted primarily to personal stories. Some of the ideas from this session are included below. Also included is a summary of "action ideas" and comments generated by the group related to housing and education. These comments and ideas will be incorporated into the report for the "Call to Action" forum scheduled for early November along with those from other community circle dialogues held this spring and fall.

Session One: Getting to Know One Another
Session Two: Segregation: What is it? What are some of the causes of segregation?
Session Three: Housing
Session Four: Schools
Session Five: What do I/we do now?

Session One

- No word for racism in Hmong but all understand and know it by experience.
- We all have stories that are good and sad to share. Many Hmong people didn't expect to be living in the US.
- We are all human beings first in this group.
- Not being able to speak English and not having a formal education is difficult and means only lower paying jobs and makes work in the US very difficult. It's hard to support a family.
- The Vietnam War ravaged our lives.

Session Three

- Having a home is the foundation for the family. A "home" is considered peaceful, safe, comfortable and decent.
- People in Hmong community have different family composition and therefore different housing needs i.e. single parent families, extended families, large numbers of children.
- Having a "decent" home is dependent on having the money to afford it. People entering the workforce at entry level wages cannot afford a decent home for their families.
- The language barrier creates barriers to getting and keeping "good jobs", higher wages and the ability to attain dreams.

ACTION IDEAS

1. Develop more street parking for family and guests
2. Need to get to know neighbors better
3. Develop more businesses and jobs owned by community people
4. Provide more ESL classes, child care, on the job training, and home maintenance assistance

Dxh-

These are the write-ups from
the Frozen Circle follow-up
meetings.

Barb

Session Four

How did we learn things growing up? How were we educated as a child? What's good about the public schools in Saint Paul?

- Most Hmong people learned /were educated about life, relationships, farming, home life skills from their parents.
- In US, it is good that everyone has an opportunity to go to school. It is good that the schools here "push" children to learn. In Laos, only the wealthy could go to school.
- Transportation/bussing to and from schools is a wonderful benefit of Saint Paul public schools. It really helps Hmong families. This is very important to Hmong families.
- It's difficult for parents to go to school to learn English. It's hard to manage family and work. There is however, a great deal of hope for their children becoming more educated than they are and having greater educational opportunities.
- Schools provide some cultural awareness: Black History Month, Asian Day, etc.

What don't you like about the public schools?

- Too many students in classrooms for one teacher. Many Asian students very shy, need smaller class size to get attention and achieve.
- Asian students get blamed for things they are not always responsible for. Language barrier with classroom teachers sometimes means they can't explain or represent their side of the story.
- More and better interpreters are need in the schools! Interpreters are often not accurately translating. They are more concerned with keeping their jobs and telling the school people what they think they want to hear. (Many Hmong parents who can't speak English very well know English well enough to know their words are not being adequately translated.) Interpreters are needed for both the children and the parents!
- Bus drivers don't have enough training to deal with some of the undisciplined behavior on the bus.
- Teachers need to learn about different kinds of children.
- Quality and caring of the teachers varies.
- Special Education teachers are needed for Hmong students. Teachers who can give special time to the concerns and problems of the Hmong and understand the culture.
- Too much homework. It's difficult for uneducated Hmong parents to help their children with homework. They feel frustrated by this and wish for tutors to help their children after school with their homework.

ACTION IDEAS

1. Teachers and bus drivers need training to develop awareness of other cultures.
2. More interpreters, liaisons, advocates and ombudsmen are needed at school sites.
3. There needs to be more and better communication between parents and teachers.
4. Special tutoring for new arrival students is needed especially for those who don't know English.

**FROGTOWN FAMILY CENTER
COMMUNITY CIRCLE DIALOGUE FOLLOW-UP
MEETING NOVEMBER 1, 1999**

School District Representatives-Dan Rodriguez, Tamsyn Alixandra, Artie Dorman

**CONCERNS RAISED IN SPRING 1999 FROGTOWN FAMILY CENTER
COMMUNITY CIRCLE DIALOGUES**

- How education for children in Laos was very different than in U.S.-learning passed on by family, only wealthy and privileged have opportunity to go to school, etc.
- Glad everyone has opportunity to be educated/learn how to read and write here
- Access to bus transportation to school is good, means all our kids can get to school but there have been some problems on the bus.
- Difficult for parents to help or understand children's homework assignments and expectations from teachers. *** This includes regular monitoring their work
- Too many students in one class. :Often Hmong kids do not get the attention they need from the teachers.
- Need MORE and Better interpreters that can accurately translate for Hmong parents with teachers, administrators and other staff.
- Discipline problems with Hmong students are not handled well. Hmong children's interests are not always heard because of language barriers and cultural differences.
- Special Education children needs

ACTION IDEAS

- Hmong liaison/advocate at school sites to represent Hmong parents and children's concerns. The liaisons could represent the Hmong family's point of view. The liaisons NEED to be somebody from the community who is respected by the Hmong families not just a school district employee.
- A meeting with Neil Thao should be set up to talk about the development of a Hmong liaison team. Parents want to be involved in exploring this idea further and in selection/interviewing process.
- Hmong parents need to meet with teachers and school representatives so the parents know what expectations are for students i.e. discipline, conduct, etc. Perhaps the Student Conduct Committees at the schools could facilitate this dialogue.
- Hmong families need to learn more about how to represent their concerns to the St Paul School Board and other decision making bodies
- The ombudsman office for the district needs to be expanded and more responsive to Hmong parents.
- A meeting with the Superintendent should be set up to follow-up on some of these concerns.

- A reporting system needs to be developed for teachers to pass on to parents so parents can better track homework.

Frogtown Community Circle Dialogue

January 21, 2000

Present: Frogtown Family Center families, Tamsyn Alixandra, Sally Brown, Arty Dorman, Kristin Kidder, MariAnn Johnson, Al Oertwig Barb Rose, Dan Rodriguez, Neal Thao, Chente Vue

NEXT MEETING

MARCH 24, 2000

FROGTOWN FAMILY CENTER

839 UNIVERSITY AVE.

5:00-7:00 P.M.

Purpose of Meeting:

- To begin to share perspectives and concerns about our children's education with special attention to homework and discipline issues and communication between parents and school staff and administration
- To begin to understand one another better
- To begin to develop solutions to address our concerns for our children

Dialogue on Homework assistance

- The Hmong parents expressed some frustration that they do not feel able to help their children with their homework because of language barriers
- They also said they do not always know what the homework policies or expectations from the teachers and/or schools.
- Several of the Hmong youth also mentioned that they do not always know where to get help i.e. from the teacher and that sometimes the classroom teachers have unrealistic expectations and don't communicate among themselves so they give too many big assignments at the same time and it is difficult to complete all the projects.
- School board homework policy exists but not out there and being communicated effectively and clearly to kids or parents
- Some of the parents felt that many of the after school programs are tiring for kids and sometimes pile on additional homework. It is hard for the children.

Action Ideas

- Tutoring programs in neighborhoods at public libraries or community centers
- Tutors available to make home visits
- Lauj Youth Society and LEAP Forward have neighborhood based homework programs. Call Tzy Lee Ya at 659-6036 for more information
- Other Hmong or cultural associations can help parents learn how to help kids succeed. They need to play a greater role in getting parents involved in the schools
- Teachers need training on how and what to provide for homework and how to communicate expectations to parents/families
- School district needs to be more consumer focused in general and provide easier access for parents to be involved in schools
- School district needs to have more staff who speak more than English., even need more staff that can speak 3 languages or more

Next Steps

- Leap Forward meeting with Hmong Families to discuss after school homework assistance programs in Frogtown. Sally Brown will coordinate with Chente Vue to set up a meeting.
- Future topics to be discussed include discipline, update on homework assistance, and use of interpreters
- Chente will call Hmong instructor to share Hmong views of discipline with group at the next meeting and school district staff will share district perspective and policies
-

Community Circle Project Partners

List of Principal Partners in the 1998-99 Circle Dialogues

MMEP (Minnesota Minority Education Partnership)
MICAH (Metropolitan Interfaith Council on Affordable Housing)
Alliance for Metropolitan Stability
Minnesota League of Human Rights Commissions
Council of Metropolitan Area Leagues of Women Voters
Wilder Foundation
Minnesota Facilitators Network
Minnesota Chapter, Society of Professionals in Dispute Resolution
Saint Paul Area Council of Churches
MCARI (Minnesota Churches Anti-Racism Initiative)
Study Circles Resource Center
Minneapolis Public Schools

Various media partners – MN Center for Journalism, MPR, KMOJ, Insight News,
Star Tribune, Pioneer Press, KFAI, etc.

Community Circles – Sponsors

Completed Spring 1999

Ramsey Action Program
St. Paul Area Council of Churches
J.J. Hill Montessori School
University of St. Thomas
 Sociology Department
 Theology Department
The St. Paul Companies
District Five Teen Council
Frogtown Pluralism Circle, Frogtown Family Center
Hamline-Midway Coalition, Alliance for a Prejudice Free Community
Lexington/Hamline Community Council
Merriam Park Community Council
Saint Paul Public Schools, Community Education Program
Saint Paul Neighborhood Network (SPNN)
Goodwill/Easter Seals
Higher Education Consortium for Urban Affairs (HECUA)
Minneapolis School District
 Southwest Area (Barton Open School)
 South Area (Bryant Square Park)
 East Area (East Lake Library)
 North Area (Northstar Elementary School)
Hiawatha YMCA
Mayflower Community Congregational Church
St. Mark's Episcopal Church
Ramsey International Fine Arts School
League of Women Voters of Minneapolis
Young Leaders Caucus

Project for Pride in Living
Wooddale Lutheran Church (St. Louis Park)
Bloomington Human Rights Commission
Richfield Human Rights Commission
Partnerships for Tomorrow (Burnsville)
Crystal Human Rights Commission

Prospective or Scheduled Fall 1999/Spring 2000

Amherst H. Wilder Foundation
Project Respect (East Metro Women's Council)
East Metro Office of Interdistrict Initiatives (e.g., Tri-district School, Stillwater Schools)
Casa Esperanza
City of Saint Paul (Employees Circle and Constituents Circle)
Girl Scout Council (Greater Saint Paul)
Twin Cities Habitat for Humanity
Hmong-American Partnership
Highland-Macalester-Groveland Family Center
Lexington-Hamline Community Center
Saint Paul Foundation
St. Stephanus Church
West 7th Community Center
Minnesota Women's Press
Save Our Sons
Saint Paul Public Schools (Summit-University, East Side, North End, West Seventh Areas)
Neighborhood Economic Development Alliance
Cherokee United Methodist & Grace Community UCC (paired congregations)
Ascension Episcopal Church (Stillwater)
Northside Pastors Group (Minneapolis)
Northside Residents Redevelopment Council
Central Neighborhood Improvement Association
Longfellow-Nokomis Family & Community Resource Center
First Unitarian Society of Minneapolis
Spirit of the Lakes United Church of Christ
Interdistrict Downtown School (Minneapolis)
Office of the Mayor, City of Minneapolis (Mayors' Circle)
Hennepin County Family Resource Center (Sabathani Center)
Minnesota Public Interest Research Group (MPIRG)
Masjid An-Nur Islamic Centers of Minneapolis and Saint Paul
Westminster Presbyterian Church
Golden Valley Human Rights Commission
City of Apple Valley, Family and Children's Resource Center
Columbia Heights Public Schools and South Anoka Action Council
Northwest Area Regional Human Rights Commission
Rasmussen College (Minnetonka)
West Metro Education Program (through Supt. of St. Louis Park Public Schools)

1997 Community Circles – Sponsors and Partners (see separate list)

1998-99 Community Circle Resource Partners (see separate list)

The Choices for Community Project

A Report on the First Round of Community Circles

“We need to develop a regional civics that is not about governmental entities. It’s about citizens, community groups, businesses, and government agencies coming together to act in the common interest of the region.”

– William Barnes, coauthor of *The U.S. Common Market*

I. Executive Summary: Principal Findings and Directions for the Future

A great experiment in democracy is underway in Minneapolis/St. Paul. Since December 1996, over 350 residents of the Twin Cities metropolitan area have been involved in the Choices for Community program, the first effort of its kind to bring citizens of an entire *region* together to deliberate on difficult regional issues. The program is being organized by the Community Circle Collaborative, a cross-sector coalition of over 30 Twin Cities organizations.

In their Community Circles – small, participatory, democratic discussions – citizens addressed issues surrounding educational and residential segregation. Participants shared their hopes, concerns, and recommendations at a Community Forum held in May 1997.

This fall, another round of Community Circles will begin. The program’s organizers and sponsoring organizations are determined to bring many more people into these vital discussions. Based on findings from the first round, the program will also facilitate more opportunities for participants to join in implementing the solutions they develop. With the foundation laid in the first year, the second will become a greater springboard for action at the neighborhood and community levels.

II. Background: The Community Circle Collaborative

"It couldn't happen here." Not in Minneapolis-St. Paul, the political home of Hubert Humphrey: Minnesota, America's sane heartland. . . . The Twin Cities was immune to urban decline, inner-suburban decay, urban sprawl – and the polarization that has devastated and divided older, larger regions. After all, we were not Chicago, Detroit, or Milwaukee. We were reform minded, and our philanthropic and governmental centers were coordinated and responsive. Then the 1980s hit, marking our Twin Cities with identical patterns of regional polarization. . . . If it could happen here, no American region is immune. Once polarization occurs, the concentration of poverty, disinvestment, middle-class flight, and urban sprawl grow more and more severe.

-- Myron Orfield, Metropolitics (1997: 1, emphasis added)

State Legislator Myron Orfield was one of the first citizens in the region to realize that Twin Cities communities were becoming increasingly polarized along the lines of race and class. Changes in regional school districts pointed to serious issues of equity in both housing access and public education.

It is within this context that the Community Circle Collaborative (CCC) was launched. CCC is a metro-wide dialogue project that engages citizens from all walks of life, 8-12 at a time, in study circles held throughout the metro area. Originally a partnership among EHEP, the Minneapolis Initiative Against Racism (MIAR), the Minnesota Minority Education Partnership (MMEP), and the Minnesota Fair Housing Center, the CCC initiative has expanded into a wide-ranging coalition of community-based organizations, public staff and officials, and individuals working in a variety of fields, including social justice, race relations, housing, education, religion, law and social research.

The Collaborative's members were united by their interest in two central questions:

- What are the impacts of existing patterns of residential, economic and racial segregation on the educational achievement and life opportunities of Twin Cities area children and families?
- What can or should we do, as individuals and as a community, to enhance educational success and housing and economic opportunities for *all* children in the Twin Cities area?

The diversity in our state is greatest among children So this is a long curve. We'd better start getting some of the answers right now, because they're going to affect an entire generation.

– Vivian Jenkins Nelsen, INTER-RACE

A. What is a Community Circle?

The Community Circle process is one way help a community achieve new levels of citizenship and civic action. Large-scale Choices for Community programs – often referred to as study circle programs – have been used all over the country to generate reasoned dialogue, decisive policy input, and grass-roots problem-solving.

The impacts of these programs range from new friendships, to neighborhood projects, to city-wide action plans, to new legislation. An evaluation of a study circle program in Greater Cleveland showed basic changes in attitude as a result of the study circles. Study circle participants in Lima, Ohio have done everything from building new playgrounds to changing the makeup of a regional development board. A

state-wide study circle program in Oklahoma helped the state legislature enact sweeping changes in the criminal system.

Community circles, or study circles, are democratic, highly participatory discussion groups which meet several times to address a critical public issue. The discussions are facilitated, and they follow a framework laid out in a discussion guide specific to that issue. The participants talk about how the issue affects them, then consider some of the larger questions surrounding the issue, and, finally, discuss how they might take action on the issue. Successful organizers have been able to mobilize large numbers of citizens – a “community-wide” program in a medium-sized city can involve roughly 1,000 people in 75-100 circles.

While community-wide study circle programs have taken place in many cities and towns, and state-wide study circle programs have taken place in Maine and Oklahoma, the Twin Cities Community Circles project is the first attempt at a region-wide program. With the ascendance of regional issues such as segregation, urban sprawl, and transportation to the forefront of policy debates across the nation, a region-wide model is a much-needed innovation.

We face our greatest challenges at the neighborhood, regional, and global levels. Our governments are structured to address challenges at the local, state, and national levels.
– William Dodge, *Regional Excellence*

Why are these public conversations so unusual? In part, it's because most of what we see today in the media and in public meetings is “positioning” or “posturing.” The purpose of this style is to advocate one point of view or another, at the expense of dialogue and, often, of decorum. Although widely accepted in the media, this type of communication ultimately leads to public cynicism and withdrawal from the political process. Not many people want to compete in such a contrived forum. Community circles offer a refreshing change from the narrow and often restrictive discussions of the past and the competitive debates encouraged by the political process.

People acting as citizens create new ways of working together and new ways of taking responsibility for what is publicly all of ours.
– Dick Little, Education and Housing Equity Project

The community circles process recognizes that agreement is not necessary in order for a conversation to be successful. It is necessary for participants to listen, reflect, and speak from both the head and the heart. Mutual respect and a belief in the enlightening and healing nature of sharing ideas – across boundaries of ethnicity, geography, age, gender, socioeconomic status and even language – can go a long way toward making a conversation rewarding for the community as well as the individuals involved.

In many cultures, circles are symbols of equality, fairness and completeness. The underlying premise of the Community Circles Collaborative process is that solutions to serious and often divisive issues can be found if we put aside our fears and prejudices and work together.

B. The Need: Residential and Educational Segregation in the Twin Cities

The Education and Housing Equity Project (EHEP), the [lead?] partner in the Community Circle Collaborative, was created in early 1995 by a group of education and housing advocates who shared a belief in the pressing need to link the issue of school desegregation with the broader issue of housing and neighborhood segregation. EHEP's mission is to act as a catalyst to build broad-based coalitions and

engage the community in public conversations about and advocacy for promotion of racially and economically inclusive communities that give families of all incomes, races and ethnic backgrounds access to schools and housing throughout the metropolitan area.

The reason it's critical that we talk is because words have different meanings to different people, and we have different levels of interpretation and reflection from our own experience, our history, our expectations, our own knowledge of where we can go.

– Dr. Josie Johnson

A few alarming facts highlight the nature and depth of the concerns they wished to address:

- The proportion of people of color who live in poverty is higher in Minneapolis/St. Paul than in any other central city in the nation: 37 percent of African-Americans, 40 percent of Native Americans, 32 percent of Latinos.
- Concentrations of poverty and income disparities between the region's central cities and its suburbs are also among the highest in the nation. The poverty rate in Minneapolis is 18.5 percent, in St. Paul 16.7 percent, but in the suburbs it is only 4.5 percent.
- The central cities are home to only 22 percent of the children enrolled in regional schools, but to 55 percent of the region's impoverished elementary school children.
- Between 1970 and 1984, the population of the metro area increased by 9.7 percent but the land it occupied increased by 25.1 percent.

The organizations which have joined the Community Circle Collaborative may have widely-diverging views about how to solve these problems. However, all of the partners share a common concern about the issue of segregation, and a commitment that residents of the Twin Cities region must be actively engaged in addressing it.

We know that poverty isn't going anywhere, and racism isn't dead.

– Vivian Jenkins Nelsen, INTER-RACE

C. Chronology of CCC Events

The Community Circle Collaborative is now more than a year old. A brief chronology of its activities and related events appears below.

December 1996: The “Beyond Busing” Kick-Off Forum was held for project sponsors. This event was attended by more than 100 people representing a wide variety of organizations: churches, advocacy groups, academia, public agencies and foundations. Significantly, the event took place in the suburbs (in the St. Louis Park City Council chambers), making it clear from the beginning that this was not a central-city effort but a metro-wide effort. The first two speakers, former St. Paul Mayor George Latimer and education expert Josie Johnson, Ph.D., helped to set the context of the project and to encourage and motivate participants. The two speakers who followed them, Curt Johnson, chair of the Metropolitan Council; and Yusef Mgeni, President of the Urban Coalition, provided information and insights regarding the breadth and depth of segregation problems and costs in the metropolitan area. Following the speakers, individuals representing the state legislature, an outer-ring suburban church, an inner-ring suburban school, a nonprofit housing developer, the media and the Minneapolis Mayor's Office all described why

they planned to participate in the project and urged others to join them. As the event concluded, many new sponsors submitted their pledges to participate by organizing study circles.

February 1997: Training for study-circle facilitators was held, and the first Discussion Guide for participants was issued.

March-June 1997: Study circle discussion groups met 3-5 times each to discuss the two questions given above. Each group produced a brief report summarizing its discussion and findings. Nearly 350 people participated in these discussions.

May 1997: CCC held a Community Forum at Macalester College in St. Paul. This forum was attended by many of the individuals who had participated in study circles and gave them a chance not only to share the results of their deliberations and but also to explore the extent of commonalities among the different groups. The Forum featured Martha McCoy, the Executive Director of the (national) Study Circles Resource Center, whose presentation was followed by two "conversations." The first, moderated by Vivian Jenkins Nelsen, President and CEO of INTER-RACE, focused on the first study-circle question (regarding impacts); the second, moderated by George Latimer, addressed the second question, which focuses on potential solutions. (Section III of this report summarizes the findings of all the study circles.)

June 1997: The Institute on Race and Poverty delivers to the McKnight Foundation a report entitled "Examining the Relationship Between Housing, Education, and Persistent Segregation." This report identifies the Twin Cities region as one of the ten most segregated metropolitan regions in the United States.

The Twin Cities have reached an important time to consider which path it will follow. This community has already begun to creep down the path so familiar to many large urban areas. If the Twin Cities community is to reverse its course, it must begin now. This community must seriously examine and confront what is happening here, and it must come together for real, proven solutions.

– The Institute on Race and Poverty, University of Minnesota

July 1997: All study circle reports were submitted to EHEP. In addition, facilitators and group organizers completed a questionnaire intended to help the study-circle organizers to learn more about the process – successes as well as difficulties – and to glean suggestions concerning how better to proceed in the next round of discussions.

July-October 1997: Individual participants who represented interested groups made presentations to their respective organizations, local communities and constituencies.

September 1997: The National Conference on Race Relations and America's Public Education System takes place. One of the discussion sites is the Twin Cities. Among the practical issues identified are housing segregation, economic inequity, and the need for long-term solutions rather than quick fixes.

April 1998: The final report of the first round of study circles, "Beyond Busing: The First Metrowide Dialogue on the Challenges of Education and Housing Segregation," is issued.

III. Study Circle Reports

A. Issues

*We are in very deep denial. We believe we aren't like Detroit, but we are;
it's just happening more slowly here.*

– a community circle participant

The necessary first step in trying to solve thorny social problems is to ensure that those problems are understood in much the same way by all. Therefore, the Community Circles focused their attention first on identifying the issues.

The problem areas identified by CCC participants fell into four fairly distinct groupings:

- Issues related to regional growth and equity in terms of investment, employment and social relations;
- Systemic issues related to housing segregation and neighborhood quality;
- Systemic issues related to education; and
- Issues that arise primarily at the level of the individual.

A small degree of liberty has been taken to clarify meaning or to combine similar thoughts expressed in different ways by more than one participant or study circle. Every effort has been made, however, to retain the essence of what appeared in the study circle reports.

Issues shown in italic type were identified by more than one study group.

1. Issues of regional growth and equity

When asked to determine how many societies the Twin Cities have become, people responded in two different ways. One group suggested that we have become “three societies: The very rich, working people, and the poor.” Another described it differently: “Two – those who work and those who don’t.” Regardless of how it is said, though, there was a strong recognition among participants that the region has become polarized into distinct, and often mutually distrusting, camps.

The issues that appear in this grouping deal with the broad context of regional equity – and inequity. They cluster around three topics: investment, employment and social relations.

Investment:

Spatial mismatch between available fiscal and economic resources and high-order fiscal and social needs – for example, northern part of region needs more infrastructure

Biases in business lending that shortchange women- and minority-owned businesses

Need for more entrepreneurship programs, e.g., micro-loans, money circles

Perceived and real disadvantages of central-city sites, due to crime, presence of pollutants and an unskilled workforce

A focus on the short-term and the bottom line, disregarding long-standing evidence that a “rising tide” does not lift all boats

Shortage of businesses that are committed to being good corporate citizens

Growth containment affects provision and cost of infrastructure

Suburbanites like to have the benefits of the city but do not like to pay for them.
– a community circle participant

Employment:

Spatial mismatch between available jobs and many of the unemployed – e.g., the northern part of the region needs to provide more jobs
Biases in job hiring and wage-setting practices
Shortage of reverse-commute options that can take inner-city workers to suburban jobs
Shortage of quality affordable child care, especially at “non-traditional” work times
Changing workforce demographics: more persons of color, more seniors, more women supporting households
Challenge presented by people who are physically or psychologically unable to “work a 9-5 job”
Under-recognition by business that well-trained employees lead to greater profitability
Lack of benefits with many part-time and low-wage jobs
Jobs accessible to residents of poor communities often go to outsiders
Lack of sufficient interest in and support for entrepreneurship in minority and poor communities

Social relations:

Distortions and stereotypes in media reporting
Reporting of crime that is disproportionate to its occurrence
Need for true justice that is timely, fair and makes wise use of parole and community-service options
Polarization reinforced by racial categories on government forms
General breakdown of family structure and cohesion due to economic demands, lifestyle choices, decline in community support
Perceived need to keep track of people with criminal records (e.g., community right-to-know regulations for known sex offenders)
Tendency for people to remain close to their support networks
Decline in traditional values, especially a decline in personal integrity and responsibility
Lack of courage to make wise but unpopular decisions

Churches can perpetuate values but are not always good role models.
– a community circle participant

2. Systemic issues related to housing and neighborhoods

There was a generally high level of consensus on housing and neighborhood issues, which clustered around two topics: housing stock and neighborhood environment. By far the most often-cited issue was that of exclusionary suburban zoning and development practices, which were mentioned specifically by one-fourth of the reporting groups.

The people who can afford to pay taxes live out in the suburbs, and the inner city has been getting poorer and poorer. It will continue until there is some massive political determination that we're going to make our inner cities the most attractive places to live, or at least as attractive for all kinds of people as the suburbs are.
– a community circle participant

Housing:

- Lack of investment in poor or declining neighborhoods
- Poor housing stock that repels stable families, discourages investment
- Lead-based paint and other health hazards
- Lack of neighborhood diversity in housing types, which leads to homogeneous populations
- Inflexible central-city zoning and other regulations that prohibit use of many vacant/abandoned buildings as shelter*
- Shortage of affordable housing*
- Punitive rental property taxes
- High cost of land
- Poor enforcement of existing fair housing laws
- Lack of awareness of opportunities and options among low-income households

In Minneapolis, the government is sponsoring the destruction of affordable housing, through zoning, through licensing, through housing codes. The city has destroyed countless affordable neighborhoods.

– a community circle participant

Neighborhood environment:

- Unequal power in neighborhood/community relations*
- Inadequate resources for general maintenance, including trash pick-up and yardwork
- Lack of resources to facilitate neighborhood involvement
- Transience caused by poor housing stock, low incomes*
- Land-use plans that give highest priority to accommodating cars (e.g., intrusive highway routes)
- Inadequate transit service (frequency, hours, direct routing and choice of destinations)*
- Exclusionary suburban zoning regulations (e.g., minimum lot size and square footage, garage requirements, development fees)*
- Redlining (insurance, lending, cab service, police response)*
- Crime and perceptions of crime*
- Need to improve conditions for those who “remain behind”

More affluent neighborhoods [have] essentially accepted socioeconomic redlining.

– a community circle participant

3. Systemic issues related to education

Perspectives on the shortcomings of the educational system were quite diverse but fall into two groupings: One focuses on the in-school experience, the other on the interaction between the school and the surrounding community.

The school as educational institution:

- Teachers not living in the community
- Few opportunities to experience diversity
- Institutional discrimination: students receiving differential treatment due to race/color, learning ability, economic status, perceived intelligence, and/or athletic ability, which can lead to artificially raised or lowered expectations
- Focus on short-term results when long-term solutions are needed
- Failure to teach the basics
- Lack of adequate [curriculum] structure

Classes that are too big
Inability to sustain children's enthusiasm for school beyond 3rd or 4th grade
Too few minority teachers
Insufficient counselors and inadequate counseling
Schools being asked to do far more than teach academics
Lack of effective means of dealing with children from problem situations; at-risk children
"falling through the cracks"

Where we do get the minorities to move out into the suburbs, they have the money, they have the wherewithal, but we . . . have a problem in the sensitivity of our teachers and our educational system . . . One of the biggest problems that [minority kids] are finding is that their teachers are prejudiced. So we move out into the suburbs, and what we encounter are teachers who will not be fair with these kids . . . They're also scared of being in school, because they're afraid of being called names, and if there's a fight, they get kicked out. So there's a racial imbalance.

– a community circle participant

The school in the community:

The school system is not user-friendly or parent-friendly
Transience disrupting children's stability, ability to learn
School violence (e.g., children carrying weapons)
Unequal distribution of school resources, both within and between school districts
Perception that central-city schools are underfunded
Special challenges presented by schools impacted by concentrated poverty
Lack of adequate transportation/transit, which results in reduced access to extra-curricular activities and school choice
The public-school monopoly – lack of competition and choice
Poor nutrition among school children
Language barriers among recent immigrants
Under-educated, over-worked parents who cannot adequately help their children
[Household] stability affects academic achievement
Need for transitional housing to support schools

You can't learn if you are hungry.

– a community circle participant

4. Issues related to individuals

These issues reflect more general concerns about the state of our society as a whole as well as the plight of individuals within it. Some of these issues are pandemic – that is, they plague people in all races, classes and locations; others are more specific to particular circumstances, especially the circumstances of those living in areas of concentrated poverty.

Society-wide issues:

Substance abuse and addiction
Breakdown in the institution of marriage
Lack of recognition for different family types, e.g., extended families
Lack of self-esteem in children due to inadequate parenting
Lack of respect for the rights, beliefs and property of others

Lack of respect for teachers and other elders
Fear leading to isolation, high levels of stress
Negative stereotyping
Racism
Denial of racism/segregation problem
Need for more welcoming in the community

*The white teachers don't like us.
When a white kid does something good, they get praised.
When we do something good, they say nothing.*

– a community circle participant

Issues more common in areas of concentrated poverty:

Low incomes/joblessness leading to extralegal economic activity
Poor parental supervision of children and lack of other supportive/responsible adults
Lack of employed role models
Individuals focused on day-to-day survival unlikely to make education a top priority
Unwillingness or inability to take personal responsibility (e.g., in housing: use of illegal subleases and presence of unaccounted-for tenants)
Lack of pride in surroundings
High level of mobility leading to instability in family, education
Inability to set and work toward goals
Entitlement mentality promoted by welfare dependency
Victim mentality promoted by discrimination and dependency

*Describing the problems of the inner city as a result of abstract 'racism' is not helpful
because fighting 'racism' seems a futile exercise.*

– a community circle participant

B. Potential solutions

We decided early on that the issues of housing, education and jobs were not mutually exclusive, and that if we had to do anything, we had to do all of them One of the things we said is that if the economic bottom line drives the process, then a rising economic tide should diminish segregation. But does it?

– a community circle participant

The potential solutions that appear here should be regarded as a valuable first cut. As the Community Circles Collaborative proceeds with its second round of discussions, new efforts will be made to help them develop meaningful and effective responses to those issues.

It is also important to remember that many potential solutions are implicit in the issue statements. For example, to address the issue described as “biases in business lending that shortchange women- and minority-owned businesses,” a potential solution might be to work to eliminate those biases, or to find other ways to make more investment capital available to women and minorities.

Again, as was the case with the issues, every attempt has been made to capture the essence of what emerged from the discussants, while also combining and clarifying ideas where appropriate.

When something isn't working, try something new.

– a community circle participant

1. Employment and opportunity

Suggestions for increasing employment and economic opportunity generally addressed broad topical categories, such as entrepreneurship and child care.

Adopt the OxFam approach that sets up micro-loan and revolving credit programs (“money circles”) among groups of inner-city residents. This will help to foster entrepreneurship.

Increase funding for women- and minority-owned businesses.

Require basic benefits with all full-time jobs.

Offer incentives to lenders to make business and home loans to low-income persons.

Recruit corporations as community partners that can help to provide transportation to job sites, child care, and job offers to center-city residents.

Improve the transit system by expanding reverse-commute options and using a wider variety of vehicle and service types (e.g., company vans, vanpools, dial-a-ride systems, bus-service rerouting).

Expand the funding for and availability of adequate child care.

We found ourselves going back and forth. First, someone would say, well, it's an economic solution we need here, or it's an economic cause of this problem. And then right away someone else would counter with, it's lack of community, it's 'heart' things. What we eventually came up with is that we have to have solutions that are addressed to both sides of the problem, because one or the other isn't going to do it.

– a community circle participant

2. Societal relations and resources

Suggestions related to social relations focused on communities of faith and sources of information:

Partner churches to offer and encourage multi-cultural experiences for their congregations.

Provide anti-racism training and materials for media staff members.

Work more through communities of faith and rely more on faith-based programs, which are [often] more successful than comparable secular programs.

Keep public libraries open for longer hours, especially evenings and weekends.

Congregations need to move 'outside the congregational walls.'

– a community circle participant

3. Housing and neighborhoods

The most logical breakdown of potential solutions in this category is between housing and neighborhoods.

Housing:

Mix small apartment buildings with other housing types in new developments.

Allow mixed-use zoning that permits people to live, for example, above stores.
 Increase the flexibility of various codes to assist large families, for example by allowing three persons in each bedroom.
 Increase the number of duplexes and triplexes with resident owners.
 Fund experiments in shared living.
 Expand the supply of transitional housing.
 Experiment with ways to reduce the profit motive vis-a-vis construction and rehabilitation of affordable housing.
 Reinstitute some kind of fair-share housing requirement regionwide.
 Put teeth in the Livable Communities Act and the Community Reinvestment Act.
 Provide better and more consistent code enforcement.
 Increase resources to make landlords accountable for repairs and treatment of tenants.
 Offer more widespread down-payment assistance to persons of limited means.
 Couple household support programs with housing choice and subsidy.
 Test "money circles" as a source of funding for home improvements and other family/household needs.
 Experiment with payment-assistance programs, similar to existing utility-assistance programs (e.g., voluntary payments by utility customers to help those in need).

Neighborhoods:

Pair seniors and young parents so they can get to know one another and exchange services, for example swapping occasional child care for lawn mowing
 Expand and support Neighborhood Watch programs.
 Improve emergency support systems, as well as awareness of and access to them.

People like to be with people like themselves.

– a community circle participant

4. Education

Ideas for improving public education ran the gamut from those promoting general improvement for all students, regardless of race or socioeconomic status, to those specifically targeting at-risk youngsters from a wide variety of backgrounds. These suggestions fell into several groupings: curriculum and teaching, student support, school choice, recognition of diversity and community relations.

If we go back to neighborhood schools, poverty areas must have the best, strongest teachers.

– a community circle participant

Curriculum and teaching improvements:

Teach all students life skills, such as money management, parenting, how to look for a job and how to select appropriate housing.
 Eliminate state curriculum standards except for testing.
 Require academic tests at the elementary, middle-junior high and senior high school levels.
 Rate schools on academic achievement.
 Develop different learning tracks, including at least one that provides a good education to those who will not go to [an academic]college.
 Expand work-study opportunities that do not allow teen-agers to work in fast-food places – for

example, home construction/rehabilitation.
Encourage/recruit corporate sponsorships and internships. Involve businesses in helping students better visualize careers and career paths and learn the skills they will need.
Educate students for civic participation.
Require community-service hours, even before high school.
Equalize school-district spending per child.
Lengthen both the school day and the school year.

It is time to leave the premise that everyone is qualified to attend college. It is very important for our country to have mechanics, plumbers, carpenters and others who perform such useful tasks. Dignity is in all work and unfortunately that has been lost.

– a community circle participant

Student support:

Move away from a “fix the kid” approach to a “fix the system” approach.
Enhance programs that prevent drop-outs.
Offer more tutoring.
Expand mentoring programs.
Expand after-school activities, especially in the fine and performing arts and other non-athletic program areas.
Get truants off the streets and into a community center, workplace or community-service setting.
Require uniforms (although not necessarily “traditional” ones).
Provide better and more plentiful counseling that is more holistic and incorporates help with chemical abuse.
Sponsor “burning issues” clubs, lunches or other time to help youngsters deal with issues at home.

Kids are afraid to go to school because of racism, they're afraid because of sexism, homophobia . . . When they're there, the children are so worried about, am I going to get to my next class, am I going to get home, am I going to get beat up on the way home, am I going to have my lunch money for lunch – that learning is secondary.

– a community circle participant

School choice:

Allow children to go to any [public] school they want.
Support community schools – “stop busing madness.”
“Bus for programs, not for numbers.”

Teachers in the public school system are very unprepared for kids of color. Training needs to address not only multiculturalism but it needs to address some of the factors of poverty and how they impact on kids. They need to look at learning styles. They need to look at how they as teachers can facilitate involvement by parents and community members.

– a community circle participant

Diversity:

Fund learning opportunities that bring together or pair students from divergent backgrounds.

Use instruction and programs focused on the environment and ecology to bring together all groups in the community in a common concern and in common enterprise.

Train teachers in cultural competency.

Imbue the curriculum with diversity, rather than making diversity a "special event" or giving it superficial treatment.

Offer scholarships to students of color who agree to come back and teach for a minimum period of time.

Community relations:

Experiment with "peer parent" and buddy programs that help newcomers feel less isolated and become more involved in their children's schools.

Strengthen the non-educational/pre-school support system that helps to relieve problems in the schools, which consists of programs like Head Start, parenting education, mentoring, quality child care and non-school recreation.

Incorporate community facilities, such as community centers, social service centers and health-care facilities, within or adjacent to schools to give everyone a "stake" in the success of those schools.

*I remember when there were three black teachers in the Minneapolis public schools.
And yet there were students of color that were going through that school system,
combating racism as individuals, and going on to become successful participants in society.
We can blame a lot of things on racism, but let's not fall into the trap of using that
as an excuse for a lack of achievement.*

– a community circle participant

IV. Preparing for the Future

I think a lot of white people believe, but sometimes don't feel that we can say it, that racism is probably a relatively minor cause of the relatively poor performance of minority kids It would be incredibly naive to discount the impact of racism on minority kids in our schools, but it seems to me far more significant causes are the breakdown of the African-American family and the lack of role models for young kids. And the sports culture I think is even more important than racism, the idolization of athletes, and the belief that African-American boys in the Minneapolis public schools have – something like 85 percent feel they can have careers in professional sports But we don't ever talk about any of those other issues.

– a community circle participant

An important and meaningful dialogue has begun, all across the Twin Cities, and people of good will from all backgrounds are thinking about economic and racial disparities with great intensity.

The community circles generated a profile of many of the important issues. The Community Circle Reports (Section III of this report) contain a wealth of information, insights and ideas that can be used to propel further exploration of the role of race, changing economics and spatial segregation of housing and education throughout the region. They also developed a long and varied list of action ideas.

The community circle process also proved its value through the responses of most participants, who viewed it as a valuable experience they would like to continue or repeat.

There were, however, some weaknesses in the first round of community circles, including a lower level of action outcomes than in similar programs in other communities. This section of the report provides some analysis of the program and recommendations for the second round of community circles.

Recommendation #1: Strengthen the action component

As is evident in Section III of this report, community circle participants talked a great deal about action. They developed long lists of action ideas, in the areas of employment and opportunity, societal relations and resources, housing and neighborhoods, and education. Unfortunately, it appears that few of those participants went on to try to implement any of the action ideas. It is also unclear whether the views of participants had any effect on public policy decisions. This runs counter to what could be expected based on the results of study circle programs in other communities.

A. Improve the final session of the guide

The final session of the *Choices for Community* guide, which was used in all the community circles, led participants through a process of listing the areas of tension or conflict and the areas of agreement that they had come to in their discussions. The volunteer recorder in each group was then asked to summarize these thoughts on a record that was submitted to the Community Circle Collaborative.

In study circle guides produced by the Study Circles Resource Center, the final session includes a range of action ideas, divided into categories according to what individuals can do, what small groups can do, what institutions can do, and what communities as a whole can do. Those action lists reflect a range of political viewpoints and are meant simply to assist the study circle in its brainstorming about what action ideas fit best in their community.

The final session of the revised *Choices for Community* guide should include such a list, as well as discussion questions that help participants prioritize those ideas and think about what roles they can play on the neighborhood, community, and regional level.

B. Improve the recording process

Good records from each community circle can be a valuable asset for structuring an action forum, preparing a report that condenses the deliberations, and giving policy input to public officials.

The records submitted from the community circles varied widely in their length, focus, and level of detail. A certain amount of unevenness is to be expected, but more consistency and uniformity would have been extremely helpful. The new *Choices for Community* guide should include simple forms built into each session, giving each recorder specific guidance in how they report the findings of the group.

For the next round, the facilitators should be asked to lead their groups through a summarizing process at the end of each session. This brings the wisdom of the whole group to bear in the recording process, and ensures that the records capture the ideas of the group and the spirit of collaboration.

C. Hold a true action forum

In May 1997, a forum was held for the participants in the first round of community circles. Due to scheduling constraints, that forum occurred before all of the groups had finished their four sessions of deliberation. More importantly, the forum was not structured as an action forum; rather, it was intended to create a large-group deliberation on segregation issues. While some attendees learned a great deal at the forum, it did not prove to be a springboard for action efforts.

A true action forum should be held at the conclusion of the second round of community circles. The Study Circles Resource Center suggests:

“The action forum at the end of each round of study circles is your most important opportunity to galvanize problem solving efforts. At the kickoff, announce the date of the action forum. Invite the study circle participants, coalition members, area organizations working on the issue, and other community members. Use the study circle records to identify themes which emerged from the groups. At the action forum, give people the opportunity to sign up for task forces on those themes. For example, the task forces for a program on race might focus on themes such as improving police-community relations, reducing bias crime, and dealing with race relations among young people. Ask people with some professional expertise in each topic to join that task force. If you are writing a report based on the study circle records, the action forum is an excellent time to release it.

After the action forum, it is critical for program organizers to stay in touch with the task forces. Help them get off the ground by identifying convenors and setting meeting dates. To keep task force efforts in the public eye, create a newsletter which reports on their progress, and encourage newspapers and television stations to cover their work. Provide ways for newcomers to join task forces as the program moves along. The study circle program in Lima, Ohio, went even further, winning a grant from the Ohio Bureau of Justice Services to fund a Violence Prevention Center. The Center was designed to provide staff time to support the eleven task forces which arose from the study circle program. Finally, it is important to celebrate the task force achievements and build on them. One way to do this is through periodic large-group meetings.”

– excerpted from *Focus on Study Circles*, Winter 1998

D. Include more policymakers in the study circles

The experience of other communities has shown that a study circle program has its greatest effect on policymaking if public officials themselves are among the participants in the groups. In that way, their authority and expertise is brought into the process, but public officials are treated like fellow human beings rather than experts who have the potential to solve problems by themselves. Their wisdom is included in the mix, but they are not put on the spot. Rather than being treated as the distant recipients of formalized public input, they are treated as powerful collaborators in addressing common problems. Public officials have the chance to hear the concerns of real citizens and realize that citizens are capable of addressing complex issues.

Recommendation #2: Create circles which include both city-dwellers and suburbanites

One of the most innovative aspects of the Community Circle Collaborative program is its focus on regional issues. Segregation in housing and education is an issue with a regional scope, requiring deliberation and action by people in multiple communities. However, the majority of the community circles were limited to people who lived or worked in a particular area. This made it much more difficult for suburbanites to understand the concerns of city-dwellers, and vice versa.

During the second round, institutions could be paired so that each study circle included people from more than one community. For example, a church in Minneapolis with 10 people signed up to participate could be paired with a suburban Kiwanis Club bringing 10 people. The institutions could meet at either site (or an alternate site), and split their pool of 20 people into two community circles.

Another strategy which could be used along with or instead of the pairing approach would be to locate all the community circles at "sectional" sites. The Twin Cities region could be divided into sections like the spokes of a wheel, with each section including some urban areas as well as second- and third-ring suburbs. All the participants for that section could meet at a large facility with many rooms, such as a school, college campus, library, or community center. On the first evening, participants could be assigned to diverse community circles on the spot. Since multiple circles would be meeting on the same evening in the same building, participants could be brought together for a brief reporting session (20 minutes) at the end of each session. This strategy was used successfully in a study circle program in Oklahoma, where it also ensured greater media coverage since reporters could attend the reporting sessions and get a quick snapshot of the deliberations.

Community circles with a mix of urbanites and suburbanites would probably make the experience more unique, illuminating, and exciting for participants. In addition, action groups or task forces which emerged from the action forum or the community circles themselves would be more likely to combine city-dwellers and suburbanites. That kind of cooperation, in itself, would make a statement to the rest of the region.

Recommendation #3: Improving racial, ethnic, and gender diversity

A. Race and ethnicity

The full group of participants (350+) was fairly representative of the Twin Cities community as a whole in terms of race/ethnicity. However, individual groups did not reflect this diversity. As a result, some participants perceived that the process was not representative. A number of comments were made regarding how "the right people aren't here."

The suggestions contained in Recommendation #2, above, would help address this problem. However, the

Community Circles Collaborative might also expand further, recruiting organizations representing constituencies which weren't adequately represented in the first round. These could include service clubs and congregations that are known to appeal to members of particular groups. Pairing congregations and other sponsoring organizations to promote racial and ethnic intermingling would be a good measure, even if the urban-suburban strategy mentioned above is not utilized. A third approach would involve deliberately assigning volunteers of one ethnicity to join a discussion group dominated by another. Because it is safe to presume that the vast majority of participants are persons of good will and intent, finding volunteers willing to cross barriers should not be difficult.

B. Gender

The group of participants as a whole was not well-balanced by gender. Men made up only about one-fourth of the participants. The all-female memberships of a couple of study circles even remarked on the absence of male counterparts and asked what could be done to "get the men here."

Although gender imbalance is not uncommon for a volunteer group of this type, gender imbalance needs to be addressed in the next round of circles. One possible approach would be to specifically invite participation by male-dominated clubs or the men's groups from various faith communities.

Recommendation #4: Give more training and support to facilitators

The reports from the circles, and the surveys completed by the facilitators themselves, suggest that the quality of facilitation was uneven. This is one of the potential pitfalls of using volunteers, but it need not be a fatal one.

EHEP could turn to professional facilitators to conduct the next round of meetings, but this is not necessary nor even particularly wise. What is needed is better training and support for volunteer facilitators. For example, at least one facilitator complained that the group he or she led frequently strayed from the topic – without any apparent understanding that it is the job of the facilitator to keep the group focused and moving, so it can produce the results it wants within the allotted time.

The facilitator training process and packet reflect this failure to teach the basics. Training emphasized the content of the sessions and cultural considerations – both critical topics, to be sure, but not to the exclusion of learning how to lead a productive meeting, keep the group focused, mediate conflict, and handle difficult people ("difficult" here referring to any number of problems, including glibness, silence, stonewalling, attempts to dominate, etc.).

*Getting people involved in addressing public issues is not a "nice" thing. . . .
What you want people to say is not that it is a nice thing to do
but that it's an absolutely necessary thing to do.*

– Martha McCoy, Study Circles Resource Center

Given that some of the facilitators are relatively inexperienced, using co-facilitators might be invaluable. Experienced facilitators could be paired with facilitators who are new to the process. Pairing facilitators of different ethnicities (or a young person and an adult) would also make a statement to the participants about the inclusivity of the project.

Having a monitor present to step in and redirect the group's energy might also be helpful. A monitor can keep an eye on several groups at a time and keep tabs on the clock as well. The monitor's presence allows each facilitator to engage fully in the group's discussion and ensure that both substance and direction

remain relevant. Moreover, should any facilitator encounter difficulty with a particular group – belligerence, refusal to focus, etc. – someone else is present to mediate and help the group get moving in positive ways again. The presence of a monitor can aid neophyte and experienced facilitators alike.

In CCC's case, the difficulties in using monitors are logistical: If each group is meeting at its own place and time, it is simply infeasible for a single monitor to be present. Neither would this be an efficient use of anyone's time. Moreover, the number of monitors available will necessarily be limited by the need for each one to be highly experienced in facilitation and/or team leadership. These difficulties could be overcome through a different approach to scheduling discussions.

Recommendation #5: Schedule all meeting times in advance

Ironically, it is possible that individual groups were given *too much* latitude in scheduling their own meetings – which means that each person's dentist appointment, TV viewing habits, softball league, family demands, vacation and other prior commitments interfered with circle meetings. Multiply this effect by ten or fifteen circle members, and it becomes clear why scheduling was a problem.

Rather than leaving the scheduling decision wide open, it may be more effective to set up group meeting times in advance. For example, meetings in each round of discussions could be slated to take place at one of four or five predetermined times at one of four or five predetermined locations. Discussants would be asked to select one of those times and places to participate, either for the entire series or on a meeting-by-meeting basis. Advance sign-ups would probably be necessary in order to make sure that all time slots have enough participants; otherwise, intended participants would have to be notified of a change in plans.

Although this approach might entail some additional work on the part of the organizers, it might also eliminate some work by eliminating confusion about who is meeting where, and when. Moreover, sponsoring organizations would remain heavily involved in coordinating meetings and keeping track of participants.

Adopting an approach similar to this one could produce several benefits:

- It would impose some discipline on the groups and indicate that the study circles are not a social event that takes place only when everyone is free, but a formalized process with demands of its own.
- It would allow coordinators to balance the sizes of the circles, eliminating problems caused by poor attendance in some groups while others overflow.
- It would allow individuals who might miss one set time to "make up" a session at a different time, thus facilitating participation in the entire series of discussions.
- It would allow individuals to sample different locations, if desired, thus exposing them to a much wider range of viewpoints and ideas.
- It would enable the circle coordinators at any given location to balance racial and gender representation more effectively, either by pairing sponsoring organizations or by randomly assigning incoming individuals to different discussion groups.
- It would allow for the efficient use of monitors in support of facilitators.
- It would put everyone on essentially the same timetable, with a clear beginning and a clear end.

One potential drawback to this approach is that some groups would lose the continuity and, hence, the familiarity that foster trust and openness. However, the process itself can help to encourage such openness. Moreover, most discussion groups will probably remain essentially intact throughout the entire series due to individual choices.

Community Circle Collaborative

Lead Partner

Education and Housing Equity Project

Organizing Partners

Citizens League
City of Minneapolis, Office of the Mayor
Institute on Race and Poverty, University of Minnesota
INTER-RACE, Augsburg College
Macalester College Department of Urban Studies
Metropolitan Interfaith Council on Affordable Housing
Minneapolis Initiative Against Racism
Minneapolis Public Schools
Minneapolis Neighborhood Revitalization Program
Minnesota Minority Education Partnership
Minnesota Public Radio Civic Journalism Project
Minnesota Churches Anti-Racism Initiative of the
Greater Minneapolis, Minnesota, and Saint Paul Area Councils of Churches
Minnesota Fair Housing Center
Minnesota Meeting
People's Institute for Survival and Beyond, North Chapter
Southside Neighborhood Housing Services
Twin Cities Free-Net
Urban Coalition
West Metro Education Project

Funding Partners

Bremer Foundation
Bush Foundation
Center for Urban and Regional Affairs
Minneapolis Foundation
Saint Paul Foundation

National Partners

Study Circles Resource Center
Kettering Foundation/National Issues Forum

In addition to the organizing and funding partners, many partner organizations and individuals are joining the collaborative as resource partners, facilitators, and as sponsors of the community circles being convened throughout the metropolitan area.

1998 Community Circle
Partners

Faith-based

Interfaith Action
SPEAC
Catholic Office of Social Justice
Jewish Community Action
Unitarian-Universalist Metro Stability
Project

Housing

MICAH
MN Fair Housing Center
Jobs and Affordable Housing Campaign
MN Housing Partnership
MN Coalition for Affordable Housing
Housing Discrimination Law Project,
Legal Aide Society of Minneapolis
Simpson Housing Services
Southside Neighborhood Housing
Services
Community Stabilization Project

Education

MMEP
Mpls. Public Schools, Community Ed
HHH Center for School Change,
Twin Cities Charter School Initiative
Pacer Center
WMEP
Achievement Plus
Seed Academy/Harvest Preparatory
School
Summit Academy/OIC

Community-Focused

Urban Coalition
Mpls Urban League
Mpls. NAACP
Communities of Color Institute

Social Service

Ramsey Action Programs
Hennepin County Children and Family
Services
Family and Children Services
Greater Mpls Day Care Assoc.

Northwest Hennepin Human Services
Council

Transportation

Transit for Livable Communities

Civic

League of Women Voters
Citizens League

Labor

United Auto Workers, Ford Plant Local

Business

MN Center for Corporate Responsibility

Media

MPR Civic Journalism Initiative
MN Journalism Center
Minnesota Citizens Forum

Academic

Institute on Race and Poverty
Active Citizenship School
Humphrey Center for Citizenship and
Democracy
Humphrey Forum
CURA

Human Rights

Eden Prairie Human Rights Commission
Mpls and St. Paul Civil Rights
Commissions

Municipal and Neighborhood

Mpls NRP
Mayor's Groups

Facilitation/Mediation

Society of Professionals in Dispute
Resolution (SPDR)
Minnesota Facilitators Network (MFN)
Study Circles Resource Center (SCRC)

EDUCATION & HOUSING EQUITY PROJECT
'CHOICES FOR COMMUNITY'
COMMUNITY CIRCLES PROJECT
1997 REPORT

During 1997, EHEP established the Community Circle Collaborative, a metro-wide dialogue project that engaged over 500 citizens from 35 different municipalities in informed public conversations focused on the challenges of school achievement, housing integration and racial/economic equity in the Twin Cities metropolitan area.

These discussions included:

- 1) Twenty-five 'community circles,' each composed of 5-20 participants meeting between three and six times (approximately two hours for each meeting) during the months of March through June. These circles were sponsored by a wide variety of organizations and were convened in central city, suburban and outlying communities. Approximately 25% of the 350 or so participants were people of color.
- 2) A Metropolitan Citizens Forum held at Macalester College Chapel in May moderated by George Latimer and Vivian Jenkins Nelsen, two noted facilitators and leaders on issues of race relations and segregation. Martha McCoy, director of the Study Circles Resource Center, offered a national commentary. 125 citizens and public community leaders, including representatives of community circles who shared the results of their circle deliberations attended the forum.
- 3) A set of town meetings in Minneapolis and St. Paul public schools in September held in conjunction with the National Summit on Race Relations and America's Public Schools and co-sponsored with the President's Commission on Race and the National Conference of Christians and Jews. Approximately 50 adults and youth participated in facilitated, nominal group discussions.

EHEP and its Community Circle Collaborative partners accomplished these dialogues through a sequence of organizing and supporting activities, including the following:

- 1) A sponsor kick-off event *Beyond Busing: A Metrowide Dialogue on the Challenges of Education and Housing Segregation* held in December 1996 at the St. Louis Park City Council Chambers. Over 100 citizens representing nearly as many organizations attended the forum, which introduced the project and provided an overview of the issues. The forum included presentations by 10 civic and government leaders. A sponsor's packet was provided to each participant. Following the forum, approximately 50 different groups (school districts, churches and synagogues, libraries, neighborhood councils, community-based non-profits, housing groups, human rights commissions, chambers of commerce and municipalities) signed pledges of participation, agreeing to sponsor or convene at least one community circle.

- 2) Publication of a newsletter "*Beyond Busing*" in January 1997 to draw attention to the project, announce upcoming activities, provide forms for sponsor, facilitator and participant sign-up, and to cover the "who, what, why, where, how and when" of the project. The newsletter was mailed out to approximately 500 interested individuals and organizations.
- 3) Facilitator training workshops held in February at Augsburg College. Approximately 85 people with backgrounds or experience in facilitating small groups were recruited and received training on the issues and process to be used in the community circles discussions. A team representing the lead partners of the Community Circle Collaborative delivered the training. A facilitator's packet was provided to each participant. Each volunteer moderator/facilitator signed a pledge of participation. Facilitators were subsequently matched with community circles convened by the sponsors. The Community Circle Collaborative worked with the Minnesota Facilitators Network to identify and recruit moderator/facilitators. In addition, many of the sponsor/conveners provided their own experienced facilitators. To facilitate communication between community circle study groups, e-mail services were offered to facilitators at no cost by the Twin Cities Free Net.
- 4) Research and preparation of an issues/discussion guide *Choices for Community: A Regional Conversation about the Challenges of Education, Housing and Segregation in the Twin Cities Metropolitan Area*. In the preparation of this document, the Education and Housing Equity Project was assisted by a review team representing the Collaborative; staff of the Study Circles Resource Center; a CURA-funded graduate intern from the Humphrey Institute of Public Affairs; and by noted journalist, editorial writer and playwright Syl Jones.
- 5) The Collaborative also produced a resource bibliography that includes over 125 publications and articles to help inform the public discussions. The Librarians for Social Responsibility offered to assist in making these resources available for community circle use at branch county libraries. In addition, the Collaborative supplied resource experts who were available to meet with community circles upon request. Community circle participants were also invited to local conferences and seminars, such as the Institute on Race and Poverty's Spring Conference on housing, education and persistent segregation, to augment their inquiry and knowledge of the issues they were discussing.
- 6) A concluding forum *Coming Together: A Regional Conversation on Schools, Housing and Segregation*, co-sponsored with the Macalester College Department of Urban Studies, the Study Circles Resource Center and the Minnesota Public Radio Civic Journalism Initiative (described above). This event brought together community circle representatives, interested citizens and invited community leaders to achieve a metro-wide conversation and share the results of the individual community conversations.

- 7) An evaluation survey of the community circle sponsors, facilitators, reporters and participants to learn what worked well and what needs to be changed before a second round of community conversations is held. All participating circles completed the survey, and a summary report of the results has been prepared. A focus group meeting with community circle representatives will be held in the near future.
- 8) A summary report of the community circles' findings, conclusions and recommendations to be made available for public distribution in early 1998. At the conclusion of their deliberations, the community circles submitted over 100 pages of reports. The substance of these reports, along with the results of the fall town meetings at Minneapolis and Saint Paul Schools, are being synthesized and integrated into a summary report. The final document will report on the substance of the conversations, but will also include a critique of the discussions and process recommendations for a second round of discussions and action steps in 1998.
- 9) Video and audio documentation of the project, which was provided by a community circle partner, the Minneapolis Neighborhood Revitalization Project.
- 10) The project network directory, which now includes over 1,000 participants and interested citizens.

The results of the community circle conversations are already being used and have had some impact on the Twin Cities civic community:

1. The Project was a major contributor to the winter 1997 edition of Wilder Foundation's *Community Matters*. The entire issue is devoted to "Race and Community." The Project has also received media coverage by:
 - The *Star Tribune of the Twin Cities*
 - The *U.S. News & World Report*
 - Minnesota Public Radio's Midday Program and (KNOW-FM) and National Public Radio's "All Things Considered."
 - Community Radio Station KFAI in Minneapolis
 - Minneapolis Community Television Network, Channel 34
 - A radio program of the Black Leadership Forum (Yvonne Scruggs) in Washington, D.C.
 - The National League of Cities in its Local Officials Guide *Governing Diverse Communities: A Focus on Race and Ethnic Relations*
 - The national newsletter of the Study Circles Resource Center
 - Several Twin Cities-based neighborhood and suburban newspapers

We have also received a request from NBC News for coverage of the second round of conversations in 1998. Our project will also be the subject of a major display at the Minneapolis Public Library in January and February 1998.

2. Project staff and participants were invited to be contributors to two other public conversations in September 1997: The Peoples Summit, broadcast by KTCA as part

of its Block by Block television series, and the Metropolitan Initiatives Forum, cosponsored by the Center for Neighborhood Technology, several Twin Cities foundations and the Citizens League.

3. Several new community-wide discussion initiatives have begun which are inspired by or modeled after the community circle discussions we initiated. One prominent example is the dialogue and action project begun by Interfaith Action, a social justice ministry of church congregations in the greater Minneapolis area. EHEP assisted them in convening metro interfaith forums on jobs, housing, sprawl, race and poverty. Their discussion guide and "issues map" are taken directly from the Community Circles project. The chief organizers, planners and resource speakers of the Interfaith Dialogues were participants, sponsors or facilitators in the Community Circles project. Partly in response to our initiative, education and segregation issues have been added to their agenda.
4. Following completion of the first round of community circle conversations, EHEP board members and staff, and community circle partners, were invited to:
 - Make presentations to the Minnesota Minority Education Partnership at its annual conference, and the West Metropolitan Education Program (consortium of nine suburban school districts and the Minneapolis school district) at one of its quarterly board/superintendent meetings;
 - Meet with and provide input to the mediation consulting team (CMI) for the NAACP v. State of Minnesota educational adequacy law suit;
 - Participate in updating the Minnesota Milestones measures for state and metropolitan outcomes in education, housing and multicultural diversity; and
 - Develop strategies at the Metropolitan Housing Summit cosponsored by the Metropolitan Interfaith Council on Affordable Housing.

EHEP staff and board members have also participated in and helped lead discussions at various conferences focusing on housing and education issues (e.g., the DFL Education Foundation's conference on closing the income gap and the Institute on Race and Poverty's conference on overcoming spatial barriers to welfare reform).

5. EHEP has been contacted by National Days of Dialogue to help promote conversations on race relations in the Twin Cities. The National Days of Dialogue on Race Relations is a coalition effort of national organizations to encourage and highlight dialogue on race relations during the week leading up to Martin Luther King Day. We have also been contacted by the St. Paul Pioneer Press to advise and assist them in establishing a series of community discussions that that would be tied to a newspaper series they will be running on welfare reform and poverty in the Twin Cities.

6. Some of the community circles continue to meet (e.g., the Golden Valley Circle sponsored by the Black History Month Committee of the Human Rights Commission, working with the Twin West Chamber of Commerce and Hopkins School District). EHEP is also monitoring action initiatives that spring from local community circles (e.g., churches getting involved in fair housing initiatives).
7. EHEP formally supported and helped develop MICAH's proposal to HUD for a Fair Housing Initiatives Grant. In the category of "education and outreach – reducing suburban tensions," MICAH was one of only five non-profits in the nation to receive funding. EHEP will be a collaborating partner in this project, which will use theatre as a vehicle for engaging the public in the issues we care about. Other community and congregational organizing groups (e.g., St. Paul Ecumenical Action Council) are approaching us about collaboration in 1998.
8. We have also received requests from local communities (e.g., Maplewood Human Rights Commission) and academic institutions (e.g., Twin Cities area seminaries' joint course on "Solving Urban Problems" and the Higher Education Consortium for Urban Affairs' Metro Urban Studies Term program) to use our discussion guide as part of their course curricula and community education and outreach initiatives.
9. Also as a result of our accomplishments in 1997, EHEP has been invited by the Minnesota Fair Housing Center to co-sponsor and provide technical assistance and policy direction in developing a comprehensive fair housing training conference for suburban planning officials in 1998.
10. The executive director of EHEP also met with the Chair of the Metropolitan Council, Curt Johnson, to discuss how the community circle project could be assisted by and infused into the work of the Council.

Our major thrust at the close of 1997 is to plan and organize a second round of community circle conversations and forums in 1998. This round will be built on the results of the first round. The circle discussions will culminate with a Citizens Summit co-sponsored with the Minnesota Meeting and the Minnesota Public Radio Civic Journalism Initiative, and a public action agenda for 1999.

WHO ARE WE?

The **Education and Housing Equity Project (EHEP)** was founded to promote racially and economically inclusive communities and successful schools in the Twin Cities metropolitan region.

The **Community Circle Collaborative** is a partnership of organizations convened by EHEP to organize metro-wide conversations that lead to informed action on the challenges of educational achievement and housing segregation in the Twin Cities metropolitan region.

WHAT IS OUR GOAL?

We believe citizens must add their voices to the debate about how to achieve successful schools and communities that are racially and economically integrated. All metro-area families and children—of all races, incomes, cultures and ethnic backgrounds—deserve access to quality jobs, affordable housing and effective schools.

HOW DO WE GO ABOUT IT?

Community Circles consist of 8-12 citizens and public officials who volunteer to meet regularly (4-6 times) over a period of weeks to study, discuss and seek common ground on important public policies. Local organizations convene the discussions and provide meeting facilities. We provide a discussion guide, background materials and a trained facilitator for each group to help advance informed conversation.

COMMUNITY CIRCLE TIMETABLE...

"Beyond Busing,"
Sponsor Kick-Off and
Facilitator Training
St. Louis Park,
December, 1996, and
Augsburg College,
February, 1997

**"Choices for
Community"**
discussion guide
Spring, 1997

**"Community
Circles,"
Round One**
Spring, 1997

**"Coming Together,"
Metropolitan
Citizens Forum**
Macalaster College,
May, 1997

"Town Meetings"
Minneapolis and
St. Paul
Public Schools
September, 1997

**"Report to the
Community"**
Spring/Summer, 1998

"Next Steps"
New discussion guide,
participant recruitment,
facilitator training, and
identification of
additional sponsors
and meeting sites
Summer/Fall, 1998

**"Community
Circles,"
Round Two:
Identifying
Solutions**
Fall, 1998
Winter, 1999

"Citizen Summit,"
Minnesota Meeting
and MPR Broadcast:
1999 action plan
Spring, 1999



WHAT HAVE WE ACCOMPLISHED SO FAR?

The first round of discussions took place in 1997. More than 500 citizens from 35 municipalities participated. These discussions focused on understanding the challenges of raising student achievement, promoting racial equity and eliminating segregation in housing. The results of these deliberations were compiled and reported to the region in the spring and summer of 1998.

WHAT COMES NEXT?

The second round of Community Circles is being planned for this fall and winter. Community Circles will be charged with identifying the most appropriate remedies and "promising practices" for addressing racial, economic and school performance disparities and segregation in our communities.

HOW WILL WE MAKE A DIFFERENCE?

The results will be shared with the public through a "Citizens Summit" of Community Circle participants with the Minnesota Meeting, broadcast live by Minnesota Public Radio. The results also will be compiled into a **Twin Cities Metropolitan Agenda for Action** and shared with policy makers. At the end of the discussions, an **Action Forum** will be convened to connect citizens with action opportunities and organizations working toward local and regional reform.

JOIN US!

You can be part of the solution! Openings are available for sponsoring organizations, facilitators and discussion participants throughout the metro area.

Cost to participate: FREE

For more information, call, mail, fax or e-mail us, or copy/return the attached form.

COMMUNITY CIRCLE SPONSORS

The growing list of project partners includes:

Alliance for Metropolitan Stability
Citizens League
Center for School Change, Humphrey Institute
Center for Democracy and Citizenship,
University of Minnesota
Civic Journalism Initiative, Minnesota Public Radio
Eden Prairie Human Rights Commission
Family Housing Fund
Higher Education Consortium for Urban Affairs
Housing Discrimination Law Project
Hungry Mind Review
Institute on Race and Poverty
Intercultural Workshops, Inc.
Metropolitan Interfaith Council on Affordable Housing
Minneapolis Neighborhood Revitalization Program
Minneapolis Public Schools
Minneapolis Urban League
Minnesota Churches Anti-Racism Initiative
Minnesota Fair Housing Center
Minnesota Journalism Center
Minnesota Minority Education Partnership
Society of Professionals in Dispute Resolution,
Minnesota Chapter
Study Circles Resource Center
The Urban Coalition
West Metro Education Program

Project funders include:

Otto Bremer Foundation The St. Paul Companies
Bush Foundation St. Paul Foundation
General Mills Foundation Star Tribune
Minneapolis Foundation

YES!

I want to join the discussion to ensure racially and economically inclusive schools and communities throughout the Twin Cities metropolitan area.

Please sign me/my organization up to:

- get more information
- endorse this project
- sponsor/convene a Community Circle
- be a facilitator/discussion group moderator
- be a discussion group participant
- be a discussion group recorder/reporter
- provide information/speak to discussion groups
- provide a meeting place for discussions
- other: _____
- be a donor. Enclosed is my contribution of \$ _____
(contributions to EHEP are tax-deductible).

I/we have the following expertise/experience:

Name: _____

Address: _____

Phone: _____ Fax: _____

E-mail: _____

Affiliation/Organization: _____

PLEASE MAKE COPIES AS NEEDED!

Mail, call, fax or e-mail:

Dick Little, Executive Director
Education and Housing Equity Project (EHEP)
Augsburg College
2211 Riverside Ave., CB 185
Minneapolis, MN 55454
Phone: (612) 330-1505 Fax: (612) 330-1507
E-mail: ehpep@augsborg.edu

"building inclusive communities"

Augsburg College
2211 Riverside Ave., CB 185
Minneapolis, MN 55454



**"IT CAN'T HAPPEN
HERE!"
...BUT IT COULD.**

Most Minnesotans believed the Twin Cities were immune to the poverty, violence, urban decay, and racial polarization that have devastated so many American cities.

**JOIN THE
METROPOLITAN
CONVERSATION
TO ENSURE
OUR REGION'S
FUTURE.**

Today the Twin Cities metropolitan region ranks third highest among all U.S. urban areas in people of color in poverty (34.7%) and is now one of the ten most racially segregated urban areas in North America.

Place
stamp
here

"There are two growing problems that this region and others are not dealing with very well. There is an increasing division in income levels and growing pockets of poverty. This is a disparity that needs to be dealt with. Racial relations need to be dealt with too. These issues, perhaps more than environment and land use, need to be high on the regional agenda."

—Vern Peterson, retiring executive director,
Association of Metropolitan Municipalities,
December 16, 1997

**YOU HAVE AN
OPPORTUNITY
TO HELP SHAPE
THE RESPONSE OF
YOUR COMMUNITY
AND REGION ON
EDUCATION, HOUSING
AND RACE**

"No issue matters more to the future of the region than the education and training of our young people, so do not expect us to sit quietly on the sidelines any longer... We need a little less Minnesota Nice and more insistence on results."

—Curt Johnson, Chair, Metropolitan Council,
1998 State of the Region address

Beyond Busing

A Metrowide Dialogue on the Challenges of
Education and Housing Segregation

News from the Community Circle Project

Update #1

February, 1997

Community Circle Dialogue, 'Beyond Busing,' kicks-off December 10, now moves to next stage

The Community Circle Collaborative officially "kicked off" December 10, 1996 with an inspiring event that filled the St. Louis Park City Council chambers with more than 100 people. This "Call to Action" to potential Sponsors drew representatives from a wide variety of organizations—including churches, advocacy groups, academia, and public agencies—as well as individual citizens who learned of the event through a supportive editorial in the *Star Tribune*.

After a warm greeting from St. Louis Park Mayor Gail Dorfman, the morning began with speeches by former St. Paul Mayor George Latimer and education expert Dr. Josie Johnson, both of whom exhorted the group to sponsor *Community*



Circles as a way of "moving our community."

"We must learn to *listen* to each other," emphasized Dr. Johnson.

The next two speakers—Curt Johnson, chair of the Metropolitan Council, and Yusef Mgeni, President of the Urban Coalition—went into detail about why

our region needs to confront and link the issues of housing and education.

"Our metro area faces serious challenges in growing to meet its housing and education needs," Mr. Johnson explained. "Its ability to do so equitably is hampered by fear and ignorance."

Mr. Mgeni's presentation, telling the story of urban communities that are increasingly isolated and poor, also spoke to the need for renewed dialogue, understanding, and hope.

Following these presentations, individuals representing the State Legislature, an outer-ring suburban church, an inner-ring suburban school, a nonprofit housing developer, the media, and the Minneapolis mayor's office all described why they plan to participate in a *Community Circle*.

They urged their peers to join them in sponsoring and supporting the dialogues. The event concluded with an explanation of the "nuts and bolts" of sponsoring or convening a *Community Circle*. Participants learned how *Community Circles* work, the "charge" to be given to the circles, and the project's timetable.

As the event concluded, many new Sponsors submitted their "Pledge of Participation" and began the important work of organizing a *Community Circle*.

To new Sponsors and others who attended the kick-off, "thank you!"

Copies of the "Sponsor Packets" handed out at the kick-off are available.

In addition, a summary video of the event, produced by Minneapolis Telecommunications Network, will be available. For additional information, contact coordinator Dick Little at 871-8980 (fax: 871-8984).

A Word from the Project Coordinator...

We are pleased to issue our first newsletter to participating and potential partners of the *Community Circles Collaborative*. This is the first formal update since the Kick-Off Forum in December. Since the Kick-Off, many new participants have volunteered to serve as facilitators, sponsors, resource partners and discussion participants. We welcome your ideas as the project proceeds.

This newsletter is intended to give you the information you need to proceed with your part in this metrowide dialogue project. Articles cover the upcoming facilitator training sessions, highlights of the forthcoming *Discussion Guide*, a timeline of activities, and news from project sponsors. We still need to receive pledges of participation. Sponsors also should identify facilitators who they want invited to the facilitator training.

Please contact us if you still have questions or if you need additional information. We look forward to supporting you in implementing what may prove to be the Twin Cities region's most ambitious citizen dialogue to date.

Dick Little, Coordinator

Community Circle Collaborative/Education and Housing Equity Project

122 West Franklin Avenue, Minneapolis, MN 55404

Phone: (612) 871-8980 Fax: (612) 871-8984

Training

Facilitator Training Dates Set for February 15 and also February 20

Two *Community Circle* Facilitator Training Sessions have been scheduled to prepare facilitators for leading *Community Circles* during the months of March and April.

Trainings will take place on Saturday February 15, 1997 from 8:30 AM-12:30 PM and Thursday February 20, 1997 from 6:00-9:30 PM.

Both sessions will take place in the Marshall Room of the Christenson Center on the campus of Augsburg College. People who will be facilitating community circles are strongly urged to attend one of these sessions.

See insert for additional details, map, and registration form.

For more information contact Bruce Vandal at the Minnesota Minority Education Partnership, Inc. Phone: (612) 330-1509. e-mail: vandal@augsborg.edu

This newsletter is published by the *Community Circle Collaborative* to update sponsors, participants, facilitators and other interested parties.

For additional information, or to get on the mailing list, contact:

Dick Little, Coordinator
Education and Housing Equity Project
122 West Franklin Avenue, Suite 320
Minneapolis, MN 55404
Phone: (612) 871-8980
Fax: (612) 871-8984
Newsletter Production:
Steve Share/
Community Media Services

Discussion Guide: Sneak Preview

The *Community Circle Discussion Guide*, now in the final stages of preparation, will offer a framework for thinking and deliberating on the issues of segregation.

Modeled after the format that the National Issues Forum uses in their discussion guides, the *Discussion Guide* will begin with a Forward that will explain the purpose of the project and "the charge" that is to be presented to the *Community Circles*.

All Circles or discussion groups will be discussing these two questions:

■ *What are the impacts of existing patterns of job and residential segregation on educational achievements and life opportunities for families and children in the Twin Cities area?*

■ *What can or what should we, as individuals and as a community, do to enhance the educational, economic and life opportunities for all children?*

Next, the *Discussion Guide* will present an introduction to the issues of housing and education and highlight why and how these issues are connected.

In the final sections, the *Discussion Guide* will present three different, but not mutually exclusive perspectives on

The Community Circle Discussion Guide



A Resource Guide for 'Beyond Busing: a Metrowide Dialogue on the Challenges of Education and Housing Segregation'

dealing with the problems of economic and racial segregation. These "policy alternatives" will serve as a beginning point for the public deliberation by each *Community Circle* discussion group.

The three "choices" are tentatively described as: 1) "Enrichment: Helping to Build

Existing Communities;" 2) "Personal Responsibility: a Return to Traditional Community Values;" 3) "Mobility: Creating More Choices."

The booklet will describe each option in terms of its diagnosis of the problem, prescribed programs to pursue, why this course of action merits support, and what its critics say.

The guide will conclude with a bibliography of additional sources and readings.

If you can recommend materials for use in this project and in the study guide, please contact Kristi Greenwalt, principal writer for the *Community Circle Discussion Guide*, via e-mail: kgreenwalt@hhh.umn.edu

Or, write or fax: Kristi Greenwalt
c/o Education and Housing Equity Project, 122 W. Franklin Ave., Suite 320, Minneapolis, MN 55404. Fax number: 871-8984.

Some of the Partners who originally helped to organize the "Beyond Busing" Community Circle Dialogue include:

The Metropolitan Interfaith Council on Affordable Housing, The Minneapolis Initiative Against Racism, The Minneapolis Public Schools, The Minneapolis Telecommunications Network, The Minnesota Council of Churches Anti-Racism Initiative, The Minnesota Fair Housing Center, The Minnesota Minority Education Partnership, The Minnesota Public Radio Civic Journalism Project, Twin Cities Free-Net, The University of Minnesota Law School's Institute on Race and Poverty, The Urban Coalition.

National Partners include:

The Kettering Foundation/National Issues Forum, The Study Circles Resource Center.

News from Sponsors

Look Who's Joining the Growing List of Sponsors for the Community Circle Dialogue!

The growing list of *Community Circle* sponsors now includes churches from Minneapolis to Burnsville, school districts (including school board members and superintendents), housing authorities, human rights commissions, municipalities (including mayors and city council members), local chambers of commerce, neighborhood associations and a variety of community-based organizations.

In **Richfield**, for example, the School District is collaborating with the Richfield Community Council and the local chapter of the League of Women Voters to convene and co-facilitate at least two study circles.

The **City of Golden Valley** is jointly sponsoring *Community Circle* discussion groups with its Black History Month Advisory Committee, the Twin West Chamber of Commerce and the Hopkins School District.

Other partners, such as the University of Minnesota's **Newman Center** are sponsoring a speaker series on housing and segregation.

Following these presentations, the partners will extend an invitation to participants

to form a *Community Circle*.

Members of **Ascension Church** in north Minneapolis are sponsoring a *Community Circle* that will include citizens of African-American, Latino/Chicano and European/Caucasian heritage from Minneapolis, Brooklyn Park, Brooklyn Center and Maple Grove.

Meanwhile, the Interfaith Action Core Team of **St. Joan of Arc Church**, a metropolitan parish in south Minneapolis, is also forming a study circle.

Also in south Minneapolis, the Sabathani Community Center is sponsoring a circle jointly with the Central Neighborhood Improvement Association.

In cyberspace, the Twin Cities Free-Net is proposing two on-line conferencing projects in support of the *Community Circle* project.

Other groups and organizations who have "signed on" or are about to join include:

Edina Public Schools and Human Rights Commission; Minneapolis Community Education; Southside Neighborhood Housing Services; Presbyterian Church of the Apostles, Burnsville; First Universalist Church of Minneapolis; St. Louis Park Pub-

lic Schools, Housing Authority, Human Rights Commission and Office of the Mayor; Seward Neighborhood Group; Field-Regina-Northrup Neighborhood Association; Grace University Lutheran Church; Panorama Consulting and Training; Saint Paul Public Schools and Human Rights Department; Family and Children's Service, Hennepin County; Greater Minneapolis Day Care Association; St. David's School, Minnetonka; Holy Trinity Lutheran Church, Minneapolis; Whittier Alliance (Housing Committee); West Metro Education Program; United Way of the Minneapolis Area; Mediation Services (Anoka County), and City of Eden Prairie, Office of the Mayor (pending).

Individuals representing many more organizations attended the Kick-Off forum and are "part of the network."

To get involved, please sign and return the *Participation Pledge Form* on the reverse side of this page. Or, if you need more information before making a commitment, send in the form below. We look forward to hearing from you!

Join the Community Circle Discussions!

We would be interested in sponsoring or convening a *Community Circle* discussion group!

Please send more information.

Name of Sponsoring Organization: _____

Address: _____

Name of Contact Person: _____ Phone: _____

Fax: _____ E-mail: _____

We will co-sponsor a *Community Circle* with the following organization: _____

We would like our *Community Circle* to be paired with a circle from another organization!

Note: If you plan to provide your own facilitators, please include their names, addresses, phone numbers, and fax numbers below. They will be invited to attend one of two training sessions scheduled for February 15 and February 20 (see story, page 2).

Here is a facilitator from our organization! Name: _____

Address: _____ Phone: _____ Fax: _____ E-Mail: _____

Please match a facilitator or co-facilitator with our organization.

Return ASAP to:

Dick Little, Community Circle Collaborative, 122 W. Franklin Ave., Suite 320, Minneapolis, MN 55404. Fax: 871-8984.

THE COMMUNITY CIRCLE COLLABORATIVE

PLEDGE OF PARTICIPATION FOR: SPONSORS

Responsibilities of the Working Group:

1. Form partnerships with public officials, organizations, and individuals working to address housing, education, employment, and racism issues, and seek their support.
2. Recruit a broad group of Resource Partners and Sponsors to carry out the program.
3. Promote and publicize the project through the media and through Sponsor organizations.
4. Work with Resource Partners to prepare a *Discussion Guide* for the community circles and provide research support to the community circles.
5. Work with Sponsors as they recruit participants, identify meeting sites, and arrange for the details of individual community circles. When necessary, pair homogenous groups of participants to create diverse study circles.
6. Work with Resource Partners and Sponsors to organize Community Forums I and II.
7. Coordinate fundraising for the project.
8. Train community circle facilitators.
9. Draw on feedback from the community circles to prepare a report for the community.
10. Evaluate the community circles and other components of the project.

Responsibilities of Sponsors:

1. Become a well-informed spokesperson for the program by participating in a pilot study circle, or at least by reading through the Discussion Guide.
2. Establish one or more study circles in collaboration with the Working Group and facilitator(s).
3. Recruit between 8 and 15 people for each community circle.
4. Arrange a site for each community circle and a meeting time convenient for participants and facilitators.
5. Distribute discussion materials prior to each community circle's first session.
6. Recommend possible facilitators and recorders.
7. Promote the program by any means possible, including bulletins, newsletters, and personal contacts.
8. Participate in presentation of results of each community circle at Community Forum II.
9. Where possible, provide in-kind contributions such as child care, meeting space, and transportation (see below).

| | |
|---|--|
| Name of sponsoring organization or agency that you represent: | |
| Your name: | |
| Your address: | |
| Your telephone & fax: | |
| Your e-mail (if applicable): | |

I understand the responsibilities of Sponsors and commit my organization to this project. This commitment is based on approval from our Board of Directors, Executive Director, or other appropriate authority.

In addition, my organization can provide the following if necessary:

- Child care Refreshments Transportation (specify: _____)
 Meeting space Facilitator training Translator(s) Recorder(s)
 Media equipment Volunteers for Community Forums Other: _____

Signature _____ Date _____

Return to:
 Dick Little
 Education & Housing Equity Project, c/o MICAH
 122 W Franklin Ave #320
 Minneapolis MN 55404
 tel: (612) 871-8980 fax: (612) 871-8984

Beyond Busing: A Metrowide Dialogue on the Challenges of Education and Housing Segregation

Facilitator Training

Saturday, February 15, 1997

8:30 AM - 12:30 PM

Marshall Room, Christenson Center, Augsburg College

OR

Thursday, February 20, 1997

6:00 - 9:30 PM

Marshall Room, Christenson Center, Augsburg College

The Beyond Busing Facilitator Training is for individuals that will be facilitating one of the many community circles that will be taking place across the metro area this March and April. Facilitators can be representatives of organizations that will be sponsoring a community circle or citizens that would like to participate in the Beyond Busing project by leading a group.

Facilitator Training Registration Form

Please complete the following registration and return it by February 12th to:

Bruce Vandal
 Minnesota Minority Education Partnership, Inc.
 2211 Riverside Ave. S.
 Minneapolis, MN 55454

Phone (612) 330-1509 / Fax (612) 330-1510 / E-mail Vandal@Augsburg.edu

Name _____ Phone _____ Fax _____ e-mail _____

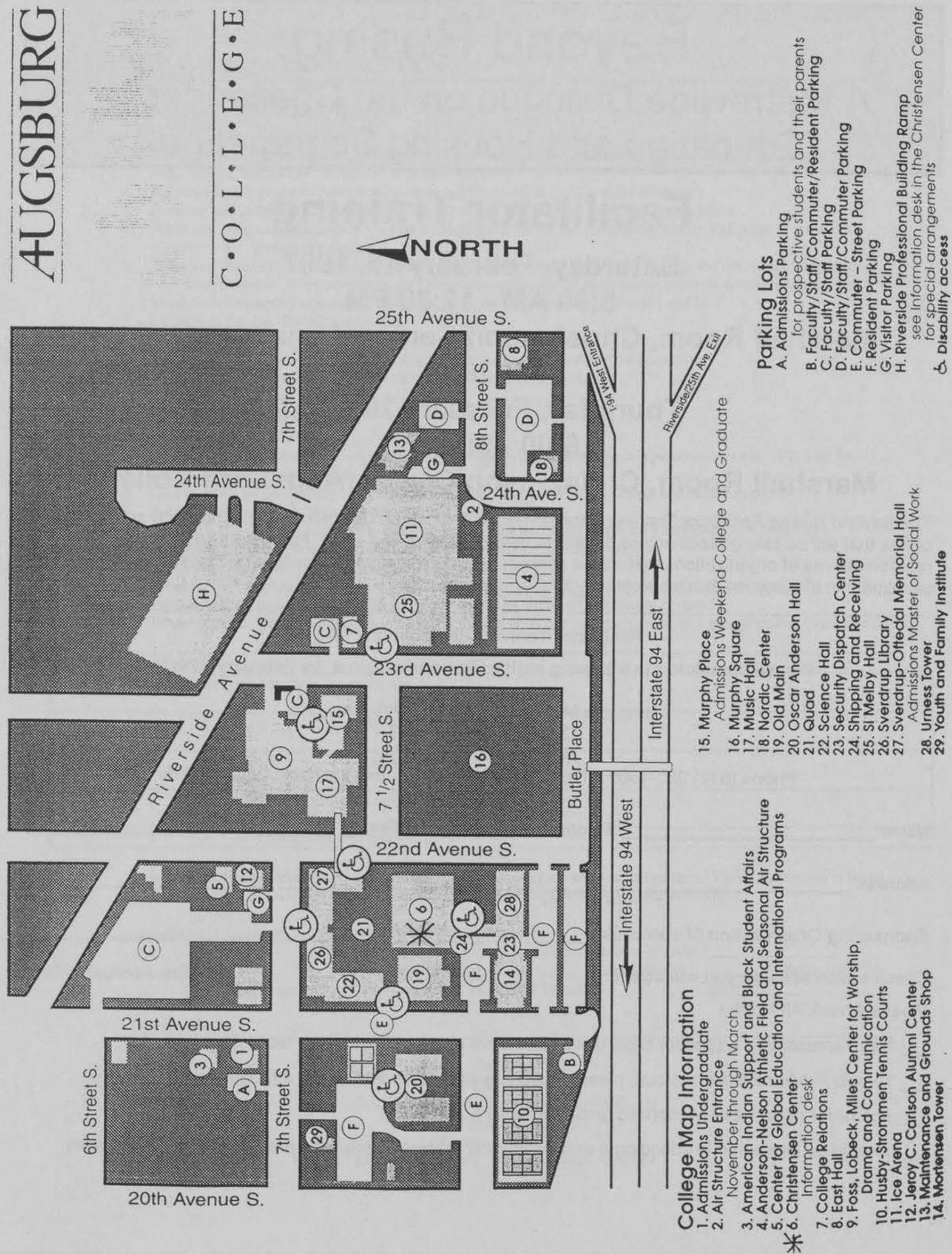
Address _____ City _____ Zip _____

Sponsoring Organization (if applicable): _____

Check which session you will attend: _____ Sat. February 15th _____ Thurs. February 20th

Please Check All Apply:

- I am representing a sponsor organization and have a group that I will be facilitating.
 I would like to facilitate a group, please assign me to a group that needs a facilitator.
 I consider myself an experienced group facilitator.
 I would be interested in attending a second training session where I can practice my facilitation skills.



The Community Circle Dialogue: What, Who, Why, Where, When

WHAT?

Community Circles, formed around the metropolitan area, will discuss the question "How does racial and economic segregation of housing affect educational achievement and life opportunities of Twin Cities families and children?"

Each community circle will be convened by a local sponsor group, will include 5-15 participants, and will be moderated by a trained facilitator or co-facilitators using a *Discussion Guide* specifically prepared for this topic.

The *Community Circles* are part of a metrowide dialogue that will bring together people from all walks of life. Each circle will be as economically, racially, ethnically, politically and geographically as diverse as possible, or be paired with other circles to assure a diversity of perspectives.

The *Community Circle* groups will begin a conversation about race and class in America, and the Twin Cities area in particular, and hopefully will discover some shared ground across these boundaries on issues of housing, jobs, and education.

Each *Community Circle* will:

- 1) Explore and discuss the extent of housing, job and school segregation in the Twin Cities area, with particular attention to socioeconomic as well as racial segregation.
- 2) Discuss the factors that drive the trend toward increasing segregation and begin to investigate our own individual and collective responsibility.
- 3) Explore the interrelationship between housing and school segregation, and the implications for academic achievement for elementary and secondary school students, as well as for life opportunities (jobs, etc.).
- 4) Explore the consequences, especially for children and families, of a society increasingly characterized by segregation and socioeconomic disparities.
- 5) Examine and deliberate on possible policy alternatives and differing ideologi-

cal perspectives for addressing these concerns.

- 6) Strive to develop a shared vision of what citizens want their community to be like for their children's generation.

WHO?

The *Community Circles Collaborative* is a partnership of some 15 to 20 organizations, coordinated by the Education and Housing Equity Project, with funding from the Otto Bremer and Bush Foundations and in-kind support from the Center for Urban and Regional Affairs. The Collaborative includes organizing, resource, funding and media partners. Facilitator training and preparation of the *Discussion Guide* are among the services being provided by the Collaborative.

Discussion groups are being formed by sponsors including churches and synagogues, school districts, housing agencies, human rights commissions, cities, neighborhood groups, block clubs, and other community-based groups and civic groups such as the League of Women Voters. An estimated 100 sponsor groups have committed to participating in this project and more groups are expected to participate. Based on the high level of community interest shown since the Sponsor Kick-Off event at the St Louis Park City Council Chambers in December, as many as 1,000 citizens may be participating in the *Community Circle* discussion groups.

WHY?

The partners in this project have come together with a shared belief in the need for civil, informed dialogue and analysis—across political, geographic, economic and racial lines—about trends and changes taking place in the communities and schools of the Twin Cities metro area today. We hope that bringing together diverse groups will build understanding and produce practical recommendations for actions that individuals, organizations and policy makers can take with respect to difficult issues facing our communities.

The *Community Circles* project is an opportunity to bring together people from different backgrounds and with diverse perspectives to talk about a common theme: the impact of segregation—particularly in housing, employment and transportation—on education. Participants will have the opportunity to explore issues affecting educational achievement, housing choices and job opportunities for Twin Cities citizens, and the relationships between these issues. Participants also will deliberate on alternative ways that the community and the public can address these issues.

Some of the purposes and hoped-for outcomes of this dialogue include:

- 1) To begin an open, honest, and civil conversation about some of the most difficult but important issues facing our communities, and to develop some new ways of talking about and through those issues.
- 2) To provide citizens an opportunity to get to know a cross-section of fellow community members and become more aware of differing ideas and perspectives on important issues that affect all of us.
- 3) To provide an opportunity for people to learn more about their own biases and prejudices and to honestly examine their own experiences in relation to the theme.
- 4) To explore more deeply what we truly believe about equality of opportunity.
- 5) To use public deliberation as a way to arrive at and develop valuable ideas for future action on a local and regional basis, and to more clearly define our responsibility, both individually and collectively, for the future well-being of our community.
- 6) To find "common ground" among metropolitan citizens and develop an informed "public judgement" or "public voice" that can help guide public policy and decision makers in finding solutions to complex and difficult issues.
- 7) For those so inclined, to begin to identify and agree on specific steps that they can take—at the personal, neighborhood, municipal, metropolitan and state policy levels—and to outline plans of action including, but not limited to, a legislative agenda, community organizing, and formation of coalitions around key issues.

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WHERE?

Locations of the *Community Circles* will be as diverse as the locations of the sponsoring organizations and the *Community Circle* participants. The sponsor will be responsible for convening the first meeting. Times and places for subsequent meetings will be determined by each *Community Circle* group and its facilitator and recorder.

WHEN?

The timeline of scheduled activities follows:

December 10: "Beyond Busing" Kick-Off Forum for sponsors. This event has occurred and was attended by more than 100 people representing different organizations (see page 1).

February 15 (Saturday), 8:30 A.M.-12:30 P.M. and **February 20** (Thursday), 6:00 P.M.-9:30 P.M.: Training and informational sessions for individuals who will serve as discussion group facilitators. Location: Augsburg College, in the Marshall Room of the Christensen Center (see map). *Choose one of two dates to attend—all facilitators are expected to participate.*

Before March 1: The *Discussion Guide* will be made available to all sponsors and *Community Circle* participants. Sponsors are asked to identify the number of partici-

pants in their *Community Circle(s)*—this information may be faxed to us at 871-8984. All sponsors also should sign and return their *Participation Pledge Forms* (see insert). Sponsors should identify a heterogeneous mix of participants, including both homeowners and renters, and individuals from various age groups, occupations, and socio-economic, racial, ethnic and cultural and political perspectives. To achieve diversity goals, we encourage groups to combine with other groups if necessary. Please notify us if you need assistance in pairing with another group.

First week of March: Sponsors are encouraged to conduct a "kick off" meeting of discussion groups or participants. This meeting can be a "get to know you" and introductory event before the *Community Circle* group or groups convene their first session(s). By this time, facilitators and recorders should be assigned to their *Community Circles*.

First week of March to first week of May: Each *Community Circle* discussion group will hold meetings at times and location desired by the group. Groups of 5 to 15 people will schedule from 3 to 5 meetings (approximately 2 hours each, meeting for a total of up to 10 hours) over this nine week period. All groups will be moderated by trained facilitators and use the common *Discussion Guide*. The *Discussion Guide* will include an introduction to the topic, presentations of a range of viewpoints, questions for discussion, and a bibliography of suggested readings (see page 2).

Late April: Each *Community Circle*

discussion group recorder will prepare and submit a summary report of the group's discussions to Circle participants for their review. Each *Community Circle* group and the sponsor organization may want to schedule an opportunity to share the findings and conclusions of the group with the local community.

May 8 (Thursday), 6:30-9:00 P.M. (location yet to be determined): a *Community-wide Forum* is being planned. This event will be a metrowide meeting to share the results of the *Community Circle* project. This event will be modeled after the smaller *Community Circles*. We are pleased to announce that George Latimer, former Mayor of Saint Paul and Assistant Secretary of HUD, and Vivian Jenkins Nelsen, President and CEO of INTER-RACE at Augsburg College, have agreed to serve as the co-facilitators. Each *Community Circle* will select representatives from their group to participate in this event and share the results of their circle's deliberations. Results of this forum will be shared with all project participants.

May 20, 21 or 22: the Minnesota Meeting, Minnesota Public Radio, the Minneapolis Foundation and, hopefully, a sister foundation in Saint Paul (all partners in this project) plan to co-sponsor a concluding event with public, community and business leaders to enable us to share the results of this project with the larger metropolitan community and, possibly, a national audience. *Community Circle* participants will be invited to this event, which would include a luncheon and noteworthy guest speaker.



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Address Correction Requested