



## Education and Housing Equity Project Records.

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# Community Circles on Education, Housing and Race Participant Profile

1. Community Circle Location HSCUA Date(s) 11/23/99
2. Community where you live: City St. Paul Neighborhood? Merriam Park  
School District ?
3. Community where you work: City Minneapolis Downtown or Business District? No
4. Ethnic/Racial background?
- |  |  |
|--|--|
| <input type="checkbox"/> African American                | <input type="checkbox"/> Hispanic/Latino/Chicano   |
| <input type="checkbox"/> American Indian/Native American | <input checked="" type="checkbox"/> White/European |
| <input type="checkbox"/> Asian American                  | <input type="checkbox"/> Mixed Racial Background   |
| <input type="checkbox"/> Arab/Middle Eastern             | <input type="checkbox"/> Other                     |
5. Gender Male  Female
6. Age/Generation: Born in...  1920's  30's  40's  50's  
 60's  70's  80's
7. Household/Family: Married/Partnered no children  Married/Partnered with children   
Single alone  Single with children  Minor living with family  Room Mate   
Other family configuration (e.g., extended family)  Other  Number in your household 8
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? Yes
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? No Public School  Private School  Other   
Which kind of school did you attend? Public

**1999 Cities at Work  
Community Circle Dialogues**  
Evaluation Form

**Participant Feedback**

This circle dialogue is part of a pilot project and your thoughtful comments and criticism will be valuable in shaping future community circles. Please take the time to give us your suggestions and ideas.

	Terrible	Poor	O.K.	Good	Very Good	Fantastic
How would you rate your overall experience as a participant in this community circle dialogue:	1	2	3	4	5	6

► Please identify one or two things you gained from participating in this community circle?

I have participated in the circles before and I was much happier with this one session. The facilitators are critical to making it a good experience. They had a great way of getting the group to communicate - CREATIVITY

► What would have made this experience better?

Both times I have done it, it has been with my college peers. I need to participate in a more neighborhood setting where the participants are more diverse.

► Do you think that your participation in this dialogue will have any effect on your thoughts or actions in the future?

Yes Please describe: Issues of affordable housing/education very frustrating but important to me.

No Why not? \_\_\_\_\_

► What issues would you suggest community circle dialogues address in the future?

Welfare,

\_\_\_\_\_

\_\_\_\_\_

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	<i>Terrible</i>	<i>Poor</i>	<i>O.K.</i>	<i>Good</i>	<i>Very Good</i>	<i>Fantastic</i>
<b>How useful were the discussion materials?</b>	1	2	3	4	5	6

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► **How could the discussion materials be improved?**

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	<i>Terrible</i>	<i>Poor</i>	<i>O.K.</i>	<i>Good</i>	<i>Very Good</i>	<i>Fantastic</i>
<b>Overall, how effective was your facilitator:</b>	1	2	3	4	5	6

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► **What did your facilitator do especially well?**

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► **How could your facilitator be more effective in the future?**

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► **Would you recommend this program to others?**

**Yes** Please describe: \_\_\_\_\_

**No** Why not? \_\_\_\_\_

**Other comments?**

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**THANKS!**

# Community Circles on Education, Housing and Race Participant Profile

1. Community Circle Location Hamline University Date(s) 11/24/99
2. Community where you live: City St. Paul Neighborhood? Mac/Croveland  
School District ACTC colleges
3. Community where you work: City Minneapolis Downtown or Business District? BD
4. Ethnic/Racial background?
- |  |  |
|--|--|
| <input type="checkbox"/> African American                | <input type="checkbox"/> Hispanic/Latino/Chicano   |
| <input type="checkbox"/> American Indian/Native American | <input checked="" type="checkbox"/> White/European |
| <input type="checkbox"/> Asian American                  | <input type="checkbox"/> Mixed Racial Background   |
| <input type="checkbox"/> Arab/Middle Eastern             | <input type="checkbox"/> Other                     |
5. Gender Male  Female
6. Age/Generation: Born in...  1920's  30's  40's  50's  
 60's  70's  80's
7. Household/Family: Married/Partnered no children  Married/Partnered with children   
Single alone  Single with children  Minor living with family  Room Mate   
Other family configuration (e.g., extended family)  Other  Number in your household 5
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? yes
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  
Which kind of school did you attend? public

# Community Circles on Education, Housing and Race Participant Profile

1. Community Circle Location Hamline University Date(s) ~~11/24/99~~ 11/24/99
2. Community where you live: City Maple Grove Neighborhood? \_\_\_\_\_  
School District \_\_\_\_\_
3. Community where you work: City \_\_\_\_\_ Downtown or Business District? \_\_\_\_\_
4. Ethnic/Racial background?
- |  |  |
|--|--|
| <input type="checkbox"/> African American                | <input type="checkbox"/> Hispanic/Latino/Chicano   |
| <input type="checkbox"/> American Indian/Native American | <input checked="" type="checkbox"/> White/European |
| <input type="checkbox"/> Asian American                  | <input type="checkbox"/> Mixed Racial Background   |
| <input type="checkbox"/> Arab/Middle Eastern             | <input type="checkbox"/> Other                     |
5. Gender Male \_\_\_\_\_ Female
6. Age/Generation: Born in...  1920's  30's  40's  50's  
 60's  70's  80's
7. Household/Family: Married/Partnered no children \_\_\_\_\_ Married/Partnered with children \_\_\_\_\_  
Single alone \_\_\_\_\_ Single with children \_\_\_\_\_ Minor living with family  Room Mate \_\_\_\_\_  
Other family configuration (e.g., extended family) \_\_\_\_\_ Other \_\_\_\_\_ Number in your household \_\_\_\_\_
8. Income Level: Low \_\_\_\_\_ Moderate  Middle \_\_\_\_\_ High \_\_\_\_\_
9. Education (highest level attained): Grade or Middle School \_\_\_\_\_ High School   
College studies \_\_\_\_\_ Community College/Vo-Tech \_\_\_\_\_ College Degree \_\_\_\_\_  
Graduate studies \_\_\_\_\_ Graduate School Degree \_\_\_\_\_ Are you currently a student? yes @ college
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 \_\_\_\_\_  
Which kind of school did you attend? Public

# Community Circles on Education, Housing and Race Participant Profile

1. Community Circle Location Hamline University Date(s) \_\_\_\_\_
2. Community where you live: City Mpls Neighborhood? Como  
School District \_\_\_\_\_
3. Community where you work: City St. Paul, the West Side Downtown or Business District? No
4. Ethnic/Racial background?
- |  |  |
|--|--|
| <input type="checkbox"/> African American                | <input type="checkbox"/> Hispanic/Latino/Chicano   |
| <input type="checkbox"/> American Indian/Native American | <input checked="" type="checkbox"/> White/European |
| <input type="checkbox"/> Asian American                  | <input type="checkbox"/> Mixed Racial Background   |
| <input type="checkbox"/> Arab/Middle Eastern             | <input type="checkbox"/> Other                     |
5. Gender Male \_\_\_\_\_ Female
6. Age/Generation: Born in...  1920's  30's  40's  50's  
 60's  70's  80's
7. Household/Family: Married/Partnered no children \_\_\_\_\_ Married/Partnered with children \_\_\_\_\_  
Single alone \_\_\_\_\_ Single with children \_\_\_\_\_ Minor living with family \_\_\_\_\_ Room Mate   
Other family configuration (e.g., extended family) \_\_\_\_\_ Other \_\_\_\_\_ Number in your household 4
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 Green Party  
Independent (no affiliation) \_\_\_\_\_
10. Political Perspective: Liberal  Conservative \_\_\_\_\_ Moderate \_\_\_\_\_  
Libertarian \_\_\_\_\_ Other Social Democratic
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 \_\_\_\_\_  
Which kind of school did you attend? Private 1<sup>st</sup>-5<sup>th</sup> Public 6<sup>th</sup>-12<sup>th</sup> & 3yrs College so far

# Community Circles on Education, Housing and Race Participant Profile

1. Community Circle Location Hamline/HCEWA Date(s) 11/20/99
2. Community where you live: City Eden Prairie Neighborhood? \_\_\_\_\_  
School District 272-EP
3. Community where you work: City St. Paul Downtown or Business District? yup
4. Ethnic/Racial background?
- |  |  |
|--|--|
| <input type="checkbox"/> African American                | <input type="checkbox"/> Hispanic/Latino/Chicano   |
| <input type="checkbox"/> American Indian/Native American | <input checked="" type="checkbox"/> White/European |
| <input type="checkbox"/> Asian American                  | <input type="checkbox"/> Mixed Racial Background   |
| <input type="checkbox"/> Arab/Middle Eastern             | <input type="checkbox"/> Other                     |
5. Gender Male  Female \_\_\_\_\_
6. Age/Generation: Born in...  1920's  30's  40's  50's  
 60's  70's  80's
7. Household/Family: Married/Partnered no children \_\_\_\_\_ Married/Partnered with children \_\_\_\_\_  
Single alone \_\_\_\_\_ Single with children \_\_\_\_\_ Minor living with family  <sup>STUDENT</sup> 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? yes
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 \_\_\_\_\_  
Which kind of school did you attend? Public/magnet

# Community Circles on Education, Housing and Race Participant Profile

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

**1999 Cities at Work**  
**Community Circle Dialogues**  
*Evaluation Form*

**Participant Feedback**

This circle dialogue is part of a pilot project and your thoughtful comments and criticism will be valuable in shaping future community circles. Please take the time to give us your suggestions and ideas.

	<i>Terrible</i>	<i>Poor</i>	<i>O.K.</i>	<i>Good</i>	<i>Very Good</i>	<i>Fantastic</i>
How would you rate your overall experience as a participant in this community circle dialogue:	1	2	3	4	5	(6)

► Please identify one or two things you gained from participating in this community circle?

I was asked many questions which forced me to think a lot  
 about what my response was

► What would have made this experience better?

If we had had more time

► Do you think that your participation in this dialogue will have any effect on your thoughts or actions in the future?

Yes Please describe: I have always been interested in education, and  
 our discussion gave me many new insights.

No Why not?

► What issues would you suggest community circle dialogues address in the future?

I suggest continuing to talk about education because  
 it is the basis of so many things, and it needs a reform

	Terrible	Poor	O.K.	Good	Very Good	Fantastic
How useful were the discussion materials?	1	2	3	4	5	6

► How could the discussion materials be improved?

I really liked the handbook we based our discussion on "Cities at Work"

	Terrible	Poor	O.K.	Good	Very Good	Fantastic
Overall, how effective was your facilitator:	1	2	3	4	5	6

► What did your facilitator do especially well?

Yes, he was interested in what we, college students, had to say

► How could your facilitator be more effective in the future?

They could've been more organized before we began

► Would you recommend this program to others?

Yes Please describe: they sparked many creative ideas in our heads.  
 No Why not?

Other comments?

# Community Circles on Education, Housing and Race Participant Profile

1. Community Circle Location HELVA MUST Date(s) 11.24. 12.2.99
2. Community where you live: City MPLS Neighborhood? URBAN VILLAGE  
School District U of M
3. Community where you work: City DINKYTOWN MPLS Downtown or Business District? \_\_\_\_\_
4. Ethnic/Racial background?
- |  |  |
|--|--|
| <input type="checkbox"/> African American                | <input type="checkbox"/> Hispanic/Latino/Chicano   |
| <input type="checkbox"/> American Indian/Native American | <input checked="" type="checkbox"/> White/European |
| <input type="checkbox"/> Asian American                  | <input type="checkbox"/> Mixed Racial Background   |
| <input type="checkbox"/> Arab/Middle Eastern             | <input type="checkbox"/> Other                     |
5. Gender Male \_\_\_\_\_ Female
6. Age/Generation: Born in... \_\_\_\_\_ 1920's \_\_\_\_\_ 30's \_\_\_\_\_ 40's \_\_\_\_\_ 50's  
\_\_\_\_\_ 60's \_\_\_\_\_ 70's  80's
7. Household/Family: Married/Partnered no children \_\_\_\_\_ Married/Partnered with children \_\_\_\_\_  
Single alone \_\_\_\_\_ Single with children \_\_\_\_\_ Minor living with family \_\_\_\_\_ Room Mate   
Other family configuration (e.g., extended family) \_\_\_\_\_ Other \_\_\_\_\_ Number in your household 2
8. Income Level: Low \_\_\_\_\_ Moderate  Middle \_\_\_\_\_ High \_\_\_\_\_
9. Education (highest level attained): Grade or Middle School \_\_\_\_\_ High School \_\_\_\_\_  
College studies  Community College/Vo-Tech \_\_\_\_\_ College Degree \_\_\_\_\_  
Graduate studies \_\_\_\_\_ Graduate School Degree \_\_\_\_\_ Are you currently a student? Yes
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 waitress
14. Do you have children attending K-12 Schools? \_\_\_\_\_ Public School \_\_\_\_\_ Private School \_\_\_\_\_ Other \_\_\_\_\_  
Which kind of school did you attend?

# Community Circles on Education, Housing and Race Participant Profile

1. Community Circle Location IDS Date(s) 1/10/00 - 2/28/00
2. Community where you live: City Hopkins Neighborhood? \_\_\_\_\_  
School District Hopkins
3. Community where you work: City Minneapolis Downtown or Business District? West Bank
4. Ethnic/Racial background?
- |  |   |
|--|---|
| <input type="checkbox"/> African American                | <input type="checkbox"/> Hispanic/Latino/Chicano        |
| <input type="checkbox"/> American Indian/Native American | <input checked="" type="checkbox"/> White/European      |
| <input type="checkbox"/> Asian American                  | <input type="checkbox"/> Mixed Racial Background        |
| <input type="checkbox"/> Arab/Middle Eastern             | <input checked="" type="checkbox"/> Other <u>Jewish</u> |
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 \_\_\_\_\_  
Which kind of school did you attend? Public

# Community Circles on Education, Housing and Race Participant Profile

1. Community Circle Location EDDS Date(s) 10 Jan 00 - 2/28/00
2. Community where you live: City Mpls Neighborhood? OLD ST ANTHONY  
School District Mpls
3. Community where you work: City N/A Downtown or Business District? \_\_\_\_\_
4. Ethnic/Racial background?
- |   |  |
|---|--|
| <input type="checkbox"/> African American                           | <input type="checkbox"/> Hispanic/Latino/Chicano   |
| <input checked="" type="checkbox"/> American Indian/Native American | <input checked="" type="checkbox"/> White/European |
| <input type="checkbox"/> Asian American                             | <input type="checkbox"/> Mixed Racial Background   |
| <input type="checkbox"/> Arab/Middle Eastern                        | <input type="checkbox"/> Other                     |
5. Gender Male \_\_\_\_\_ Female
6. Age/Generation: Born in... \_\_\_\_\_ 1920's \_\_\_\_\_ 30's \_\_\_\_\_ 40's \_\_\_\_\_ 50's  
\_\_\_\_\_ 60's \_\_\_\_\_ 70's \_\_\_\_\_ 80's
7. Household/Family: Married/Partnered no children \_\_\_\_\_ Married/Partnered with children \_\_\_\_\_  
Single alone \_\_\_\_\_ Single with children  Minor living with family \_\_\_\_\_ Room Mate \_\_\_\_\_  
Other family configuration (e.g., extended family) \_\_\_\_\_ Other \_\_\_\_\_ Number in your household 3
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 F  
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 \_\_\_\_\_  
Which kind of school did you attend?

# Community Circles on Education, Housing and Race Participant Profile

1. Community Circle Location Interdistrict Downtown School Date(s) Jan. 10, 00 - 2/28/00
2. Community where you live: City Minnetonka Neighborhood? \_\_\_\_\_  
School District Hopkins 270
3. Community where you work: City \_\_\_\_\_ Downtown or Business District? \_\_\_\_\_
4. Ethnic/Racial background?
- |  |  |
|--|--|
| <input type="checkbox"/> African American                | <input type="checkbox"/> Hispanic/Latino/Chicano   |
| <input type="checkbox"/> American Indian/Native American | <input checked="" type="checkbox"/> White/European |
| <input type="checkbox"/> Asian American                  | <input type="checkbox"/> Mixed Racial Background   |
| <input type="checkbox"/> Arab/Middle Eastern             | <input type="checkbox"/> Other                     |
5. Gender Male \_\_\_\_\_ Female
6. Age/Generation: Born in...  1920's  30's  40's  50's  
 60's  70's  80's
7. Household/Family: Married/Partnered no children \_\_\_\_\_ Married/Partnered with children \_\_\_\_\_  
Single alone \_\_\_\_\_ Single with children \_\_\_\_\_ Minor living with family  Room Mate \_\_\_\_\_  
Other family configuration (e.g., extended family) \_\_\_\_\_ Other \_\_\_\_\_ Number in your household 4
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 live w/parents
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 School
14. Do you have children attending K-12 Schools? \_\_\_\_\_ Public School \_\_\_\_\_ Private School \_\_\_\_\_ Other \_\_\_\_\_  
Which kind of school did you attend?

# Community Circles on Education, Housing and Race Participant Profile

1. Community Circle Location InterDistrict/Downtown School Date(s) 1/10/00 - 2/28/00
2. Community where you live: City Shoreview Neighborhood? \_\_\_\_\_  
School District Mounds View
3. Community where you work: City Minneapolis Downtown or Business District? \_\_\_\_\_
4. Ethnic/Racial background?
- |  |  |
|--|--|
| <input type="checkbox"/> African American                | <input type="checkbox"/> Hispanic/Latino/Chicano   |
| <input type="checkbox"/> American Indian/Native American | <input checked="" type="checkbox"/> White/European |
| <input type="checkbox"/> Asian American                  | <input type="checkbox"/> Mixed Racial Background   |
| <input type="checkbox"/> Arab/Middle Eastern             | <input type="checkbox"/> Other                     |
5. Gender Male \_\_\_\_\_ Female
6. Age/Generation: Born in... 1920's 30's 40's 50's  
60's 70's 80's
7. Household/Family: Married/Partnered no children \_\_\_\_\_ Married/Partnered with children   
Single alone \_\_\_\_\_ Single with children \_\_\_\_\_ Minor living with family \_\_\_\_\_ Room Mate \_\_\_\_\_  
Other family configuration (e.g., extended family) \_\_\_\_\_ Other \_\_\_\_\_ Number in your household \_\_\_\_\_
8. Income Level: Low \_\_\_\_\_ Moderate \_\_\_\_\_ Middle  High \_\_\_\_\_
9. Education (highest level attained): Grade or Middle School \_\_\_\_\_ High School \_\_\_\_\_  
College studies \_\_\_\_\_ Community College/Vo-Tech \_\_\_\_\_ College Degree \_\_\_\_\_  
Graduate studies \_\_\_\_\_ Graduate School Degree  Are you currently a student? \_\_\_\_\_
9. Political Affiliation: DFL  Republican \_\_\_\_\_ Reform \_\_\_\_\_ Other \_\_\_\_\_  
Independent (no affiliation) \_\_\_\_\_
10. Political Perspective: Liberal  Conservative \_\_\_\_\_ Moderate \_\_\_\_\_  
Libertarian \_\_\_\_\_ Other \_\_\_\_\_
11. Housing Situation: Home owner  Renter \_\_\_\_\_ Landlord \_\_\_\_\_  
Single-Family \_\_\_\_\_ Multi-Family \_\_\_\_\_ Other \_\_\_\_\_
12. Religious Affiliation/Faith Group: Catholic  Protestant \_\_\_\_\_ Jewish \_\_\_\_\_  
Muslim \_\_\_\_\_ Unitarian \_\_\_\_\_ Other \_\_\_\_\_ No affiliation \_\_\_\_\_
13. Employment/Occupation: Government \_\_\_\_\_ Education  Private Industry \_\_\_\_\_  
Corporate \_\_\_\_\_ Small Business \_\_\_\_\_ Self Employed \_\_\_\_\_ Non-profit \_\_\_\_\_  
Not Employed \_\_\_\_\_ Retired \_\_\_\_\_ Other \_\_\_\_\_
14. Do you have children attending K-12 Schools? \_\_\_\_\_ Public School  Private School \_\_\_\_\_ Other \_\_\_\_\_  
Which kind of school did you attend?

# Community Circles on Education, Housing and Race Participant Profile

1. Community Circle Location 1111 S Date(s) 1/10/00 - 2/28/00
2. Community where you live: City Minneapolis Neighborhood? NE  
School District Minneapolis
3. Community where you work: City \_\_\_\_\_ Downtown or Business District? \_\_\_\_\_
4. Ethnic/Racial background?
- |   |  |
|---|--|
| <input type="checkbox"/> African American                           | <input type="checkbox"/> Hispanic/Latino/Chicano |
| <input checked="" type="checkbox"/> American Indian/Native American | <input type="checkbox"/> White/European          |
| <input type="checkbox"/> Asian American                             | <input type="checkbox"/> Mixed Racial Background |
| <input type="checkbox"/> Arab/Middle Eastern                        | <input type="checkbox"/> Other                   |
5. Gender Male  Female \_\_\_\_\_
6. Age/Generation: 13 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 \_\_\_\_\_  
Which kind of school did you attend?

# Community Circles on Education, Housing and Race Participant Profile

1. Community Circle Location FDOS Date(s) 1-24-00
2. Community where you live: City Mpls Neighborhood? Northeast Mpls  
School District Mpls.
3. Community where you work: City Mpls./St. Paul Downtown or Business District? \_\_\_\_\_
4. Ethnic/Racial background?
- |  |  |
|--|--|
| <input type="checkbox"/> African American                | <input type="checkbox"/> Hispanic/Latino/Chicano                 |
| <input type="checkbox"/> American Indian/Native American | <input type="checkbox"/> White/European <u>Swedish/Norwegian</u> |
| <input type="checkbox"/> Asian American                  | <input type="checkbox"/> Mixed Racial Background                 |
| <input type="checkbox"/> Arab/Middle Eastern             | <input type="checkbox"/> Other                                   |
5. Gender Male \_\_\_\_\_ Female
6. Age/Generation: Born in... 1920's \_\_\_\_\_ 30's \_\_\_\_\_ 40's \_\_\_\_\_ 50's  
 60's \_\_\_\_\_ 70's \_\_\_\_\_ 80's
7. Household/Family: Married/Partnered no children \_\_\_\_\_ Married/~~Partnered~~ with children   
Single alone \_\_\_\_\_ Single with children \_\_\_\_\_ Minor living with family \_\_\_\_\_ Room Mate \_\_\_\_\_  
Other family configuration (e.g., extended family) \_\_\_\_\_ Other \_\_\_\_\_ Number in your household \_\_\_\_\_
8. Income Level: Low  Moderate \_\_\_\_\_ Middle \_\_\_\_\_ High \_\_\_\_\_
9. Education (highest level attained): Grade or Middle School \_\_\_\_\_ High School \_\_\_\_\_  
College studies \_\_\_\_\_ Community College/Vo-Tech \_\_\_\_\_ College Degree   
Graduate studies \_\_\_\_\_ Graduate School Degree \_\_\_\_\_ Are you currently a student? \_\_\_\_\_
9. Political Affiliation: DFL \_\_\_\_\_ Republican \_\_\_\_\_ Reform \_\_\_\_\_ Other \_\_\_\_\_  
Independent (no affiliation)
10. Political Perspective: Liberal \_\_\_\_\_ Conservative \_\_\_\_\_ Moderate \_\_\_\_\_  
Libertarian \_\_\_\_\_ Other \_\_\_\_\_
11. Housing Situation: Home owner  Renter \_\_\_\_\_ Landlord \_\_\_\_\_  
Single-Family \_\_\_\_\_ Multi-Family \_\_\_\_\_ Other \_\_\_\_\_
12. Religious Affiliation/Faith Group: Catholic \_\_\_\_\_ Protestant \_\_\_\_\_ Jewish \_\_\_\_\_  
Muslim \_\_\_\_\_ Unitarian \_\_\_\_\_ Other Rastafarian 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 \_\_\_\_\_  
Which kind of school did you attend?

Community Circles on Education, Housing and Race  
Participant Profile

1. Community Circle Location IDDs Date(s) 4/10
2. Community where you live: City Mpls Neighborhood? Logan Park  
School District Mpls
3. Community where you work: City Mpls - School aged Downtown or Business District? X
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   
*of Family*
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? yes
9. Political Affiliation: DFL  Republican  Reform  Other not politically active  
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  
Which kind of school did you attend? IDDs - Public

# Community Circles on Education, Housing and Race Participant Profile

1. Community Circle Location Interdistrict Downtown Date(s) 1/10/00 - 2/28/00
2. Community where you live: City St. Louis Pk Neighborhood? \_\_\_\_\_  
School District St. Louis Park
3. Community where you work: City Mpls Downtown or Business District? Downtown
4. Ethnic/Racial background?
- |  |                               |
|--|-------------------------------|
| <input checked="" type="checkbox"/> 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 \_\_\_\_\_  
Which kind of school did you attend? Public

# Community Circles on Education, Housing and Race Participant Profile

1. Community Circle Location Interdistrict Downtown School Date(s) 1/10/00 - 2/28/00
2. Community where you live: City Mpls Neighborhood? Logan Park  
School District Mpls
3. Community where you work: City Mpls Downtown or Business District? no
4. Ethnic/Racial background?
- |  |  |
|--|--|
| <input type="checkbox"/> African American                | <input type="checkbox"/> Hispanic/Latino/Chicano   |
| <input type="checkbox"/> American Indian/Native American | <input checked="" type="checkbox"/> White/European |
| <input type="checkbox"/> Asian American                  | <input type="checkbox"/> Mixed Racial Background   |
| <input type="checkbox"/> Arab/Middle Eastern             | <input type="checkbox"/> Other                     |
5. Gender Male  Female
6. Age/Generation: Born in...  1920's  30's  40's  50's  
 60's  70's  80's
7. Household/Family: Married/Partnered no children  Married/Partnered with children   
Single alone  Single with children  Minor living with family  Room Mate   
Other family configuration (e.g., extended family)  Other  Number in your household 6
8. Income Level: Low  Moderate  Middle  High
9. Education (highest level attained): Grade or Middle School  High School   
College studies  Community College/Vo-Tech  College Degree   
Graduate studies  Graduate School Degree  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   
Which kind of school did you attend? Catholic + Public

Community Circles on Education, Housing and Race  
Participant Profile

Interdistrict

1. Community Circle Location Downtown School Date(s) 1/10/00 - 2/28/00

2. Community where you live: City Minneapolis Neighborhood? N.I.E.  
School District WEMEP

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

4. Ethnic/Racial background?

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

5. Gender Male  Female

6. Age/Generation: Born in...  1920's  30's  40's  50's (1959)  
 60's  70's  80's

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

8. Income Level: Low  Moderate  Middle  High

9. Education (highest level attained): Grade or Middle School  High School   
College studies  Community College/Vo-Tech  College Degree   
Graduate studies  Graduate School Degree  Are you currently a student? NO

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

10. Political Perspective: Liberal  Conservative  Moderate   
Libertarian  Other

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

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

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

14. Do you have children attending K-12 Schools? NO Public School  Private School  Other   
Which kind of school did you attend?

# Community Circles on Education, Housing and Race Participant Profile

1. Community Circle Location IDD3 Building Date(s) 1-10-00 - 2/28/00
2. Community where you live: City Minnetonka Neighborhood? \_\_\_\_\_  
School District Hopkins/Minneapolis
3. Community where you work: City \_\_\_\_\_ Downtown or Business District? /
4. Ethnic/Racial background?
- |  |  |
|--|--|
| <input type="checkbox"/> African American                | <input type="checkbox"/> Hispanic/Latino/Chicano   |
| <input type="checkbox"/> American Indian/Native American | <input checked="" type="checkbox"/> White/European |
| <input type="checkbox"/> Asian American                  | <input type="checkbox"/> Mixed Racial Background   |
| <input type="checkbox"/> Arab/Middle Eastern             | <input type="checkbox"/> Other                     |
5. Gender Male \_\_\_\_\_ Female
6. Age/Generation: Born in... 1920's 30's 40's 50's  
60's 70's  80's
7. Household/Family: Married/Partnered no children \_\_\_\_\_ Married/Partnered with children \_\_\_\_\_  
Single alone \_\_\_\_\_ Single with children \_\_\_\_\_ Minor living with family  Room Mate \_\_\_\_\_  
Other family configuration (e.g., extended family) \_\_\_\_\_ Other \_\_\_\_\_ Number in your household \_\_\_\_\_
8. Income Level: Low \_\_\_\_\_ Moderate \_\_\_\_\_ Middle \_\_\_\_\_ High \_\_\_\_\_
9. Education (highest level attained): Grade or Middle School  High School \_\_\_\_\_  
College studies \_\_\_\_\_ Community College/Vo-Tech \_\_\_\_\_ College Degree \_\_\_\_\_  
Graduate studies \_\_\_\_\_ Graduate School Degree \_\_\_\_\_ Are you currently a student? \_\_\_\_\_
9. Political Affiliation: DFL \_\_\_\_\_ Republican \_\_\_\_\_ Reform \_\_\_\_\_ Other \_\_\_\_\_  
Independent (no affiliation)
10. Political Perspective: Liberal \_\_\_\_\_ Conservative \_\_\_\_\_ Moderate \_\_\_\_\_  
Libertarian \_\_\_\_\_ Other \_\_\_\_\_
11. Housing Situation: Home owner \_\_\_\_\_ Renter \_\_\_\_\_ Landlord \_\_\_\_\_  
Single-Family \_\_\_\_\_ Multi-Family \_\_\_\_\_ Other child
12. Religious Affiliation/Faith Group: Catholic \_\_\_\_\_ Protestant \_\_\_\_\_ Jewish \_\_\_\_\_  
Muslim \_\_\_\_\_ Unitarian \_\_\_\_\_ Other mormon No affiliation \_\_\_\_\_
13. Employment/Occupation: Government \_\_\_\_\_ Education \_\_\_\_\_ Private Industry \_\_\_\_\_  
Corporate \_\_\_\_\_ Small Business \_\_\_\_\_ Self Employed \_\_\_\_\_ Non-profit \_\_\_\_\_  
Not Employed \_\_\_\_\_ Retired \_\_\_\_\_ Other School
14. Do you have children attending K-12 Schools? \_\_\_\_\_ Public School \_\_\_\_\_ Private School \_\_\_\_\_ Other \_\_\_\_\_  
Which kind of school did you attend?

# Community Circles on Education, Housing and Race Participant Profile

1. Community Circle Location 10DS Date(s) Jan 10, 24 Feb 2/28/00
2. Community where you live: City Minneapolis Neighborhood? Longfellow  
School District MPS
3. Community where you work: City Minneapolis Downtown or Business District? Downtown
4. Ethnic/Racial background?
- |  |   |
|--|---|
| <input type="checkbox"/> African American                | <input checked="" type="checkbox"/> Hispanic/Latino/Chicano |
| <input type="checkbox"/> American Indian/Native American | <input checked="" type="checkbox"/> White/European          |
| <input type="checkbox"/> Asian American                  | <input checked="" type="checkbox"/> Mixed Racial Background |
| <input type="checkbox"/> Arab/Middle Eastern             | <input type="checkbox"/> Other                              |
5. Gender Male  Female
6. Age/Generation: Born in...  1920's  30's  40's  50's  
 60's  70's  80's
7. Household/Family: Married/Partnered no children  Married/Partnered with children   
Single alone  Single with children  Minor living with family  Room Mate   
Other family configuration (e.g., extended family)  Other  Number in your household
8. Income Level: Low  Moderate  Middle  High
9. Education (highest level attained): Grade or Middle School  High School   
College studies  Community College/Vo-Tech  College Degree   
Graduate studies  Graduate School Degree  Are you currently a student?
9. Political Affiliation: DFL  Republican  Reform  Other   
Independent (no affiliation)
10. Political Perspective: Liberal  Conservative  Moderate   
Libertarian  Other
11. Housing Situation: Home owner  Renter  Landlord   
Single-Family  Multi-Family  Other
12. Religious Affiliation/Faith Group: Catholic  Protestant  Jewish   
Muslim  Unitarian  Other  No affiliation
13. Employment/Occupation: Government  Education  Private Industry   
Corporate  Small Business  Self Employed  Non-profit   
Not Employed  Retired  Other
14. Do you have children attending K-12 Schools?  Public School  Private School  Other  
Which kind of school did you attend? no

# Community Circle Report Form

## Session #1: Getting Started

Sponsoring Organization: Interdistrict Downtown School Date: 1/10/00

Meeting Location: Media Center Number of Participants: 12

Facilitator: John Miller Scribe: Eden Rock

\*\*\*\*\*

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. Early on in life, negative expectations by figures of authority (i.e. teachers) caused children to internalize these beliefs; they had to disprove the negativity as adults.
2. Looking back, adults found they worked through prejudice in three ~~phases~~ phases: survival, transcendence, excel because of the prejudice.
3. Breaking the stereotype of your community can also make one feel like an outsider, a betrayer to the same community. "You have to have the mindset to succeed in spite of your community and because of your community."
4. **Please use this space to note action ideas, if any, that were mentioned in today's discussion:**  
Not mentioned in discussion, but with facilitator/scribe debriefing afterwards: students appear reluctant to participate much/intimidated? Address this in some way in next session

# Community Circle Report Form

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

Sponsoring Organization: Interdistrict Downtown School / Date: 1/24/00

Meeting Location: School Number of Participants: 9

Facilitator: Jullie ~~Allen~~ / John Miller Scribe: Eden Roche

\*\*\*\*\*

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)

- Economic - Lower income families can't get housing  
Affordable housing is not available, let alone outside of  
The inner city  
Historical reasons connect with
- Historical reasons connect with institutional racism;  
e.g. freeways were placed in & divided up African American  
neighborhoods
- Is it class or race that separates?
- 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: Interdistrict Downtown School Date: 1-31-00

Meeting Location: school Number of Participants: 9

Facilitator: J. Allen / J. Miller Scribe: Eden Rock

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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. Laws are deterrent to landlords, <sup>contributing to</sup> creating less opportunity for low-income housing.

2. Is not enough affordable housing, especially to give people choice about where they live.

3. Housing (unstable) has a tremendous impact on school performance.

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

Encourage more owner-occupied housing through tax breaks, more MCOA funds  
More education into housing, e.g. homework help in neighborhoods, teachers/administrators in neighborhoods

# Community Circle Report Form

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

Sponsoring Organization: Interdistrict Downtown School Date: 2/7/00

Meeting Location: School Number of Participants: 9

Facilitator: Julie Allen & John Miller Scribe: Eden Rock

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

1. What to do with disruptive students - how does it make others feel? How does the school deal with them?

2. Students must take responsibility for own action, own education. Also, a family who values education a very important factor.

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Please use this space to note action ideas, if any, that were mentioned in today's discussion:  
Set a good example - stop prejudice when you see it  
(set) Expectation that everyone plays by the same rules  
and everyone achieves

# Community Circle Report Form

## Session # 5: Making a Difference

Sponsoring Organization: Intedistrict Downtown School Date: 2/28/00

Meeting Location: School Number of Participants: 9

Facilitator: J. Allen & J. Miller Scribe: Eden Rock

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

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

Listen - don't assume  
Get educated about differences  
Take responsibility for yourself

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

Educate about each other  
Encourage mutual respect

(over)

(Session #5 report form continued)

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

IDDs school:

- ① seek ways to integrate more cultures into the school to more accurately reflect the metro area
- ② Encourage parental involvement of all parents
- ③ Set high behavioral and academic expectations for all children

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?

Not look only at another person's skin color

Set a good example by speaking against or stopping prejudice when you see it

Stop singling out one race

Get to know ~~one~~ own self better

3 <sup>issues of</sup> ~~groups to~~ importance:

- ① High expectation - see sheet
- ② Parent involvement - suggestions on sheet
- ③ Immigrants

## Community Circle Dialogues

### Participants:

\* consistent attendance

### IDDS Staff:

- Mark Wald\* 752-7114 (w)
- Laurie Czeck 752-7151 (w)
- Karen Covington 797-0753 (h)
- Jehanne Beaton\* 721-5567 (h)

### IDDS Students:

- Naomi Pederson\* 788-9007
- Patricka Bowling 588-0711
- Solomon Croud\* 331-1357
- Beth Bond\* 974-0321
- Meara Waugh Mahoney\* 545-5441

### IDDS Parents:

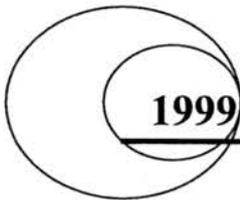
- Susan Terwey\* 788-9007
- Pratt Montgomery 588-0711
- Jeanne Croud\* 331-1357
- Dawn Singh\* 788-0046
- Eden Rock\* 932-9488

### Facilitators:

- John Miller 825-8991
- Julie Allen 238-0770

### Meeting dates:

- January 10, 2000
- January 24, 2000
- January 31, 2000
- February 7, 2000
- February 28, 2000



# 1999 Cities at Work Community Circle Dialogues

## ATTENDANCE ROSTER

Date \_\_\_\_\_

SPONSOR Inter-District Downtown School LOCATION Inter-District Downtown School  
Media Center PH# 752-7100

Facilitator: John Miller Ph#/Fax/E-mail 612-825-8991 johnm2195@aol.com

Co-Facilitator: Julie Allen Ph#/Fax/E-mail 238-0770

Scribe: Eden Rock Ph#/Fax/E-mail 612-932-9485 fax: 988-8340 rockroost@aol.com

Meetings: 1/10/00, 1/24/00, 1/31/00, 2/7/00, 2/25/00

1	2	3	4	5	Name	Address	Phone/Fax
✓	doctors dept.	✓	✓	✓	MARK WALD (ART THERAPIST)	3025 ARTHUR ST NE Mpls. MN 55418	1DD5. 752-7114
✓	✓	✓	✓	✓	Susan Terwey sterwey@hotmail.com	677 13 <sup>th</sup> Ave NE Mpls. 55413	788-9007
✓	✓	✓	✓	✓	Noomi Pederson Noomi_Pederson@hotmail.com	677 13 <sup>th</sup> AVE, N.E. Mpls M.N. 55413	788-9007
✓					PRATT MONTGOMERY	4323 Queen Ave. No.	5880711
✓					Patricia Bowling	4323 Queen Ave No.	588-0711
✓	✓				Laurie Czek	3380 N. Victoria Shoreview 55124	1DD5 752-7151
✓	✓	✓	✓	✓	Belomon Croud	Jeanne thunderangel@uswest.net	

croudstrife@uswest.net



## What "Respect" Means:

- Taking risks
- Being understanding
- Acceptance
- Proud
- Listening
- Welcoming
- Being comfortable with differences
- Honesty
- Being heard
- Being open
- Everyone has a voice
- Not having stereotypical views
- Being equal - no putting down
- Trusting
- Sharing
- Love
- Caring
- Compliance with requests
- Not interrupting
- Not making assumptions
- Confidentiality
- No judging
- No stupid questions
- Being welcome
- Politeness and etiquette
- Meeting everyone as though you were meeting yourself

## Why participate in Community Circles?

- Recommended by teacher
- Want to learn more about diversity
- Social justice - learn more ways to fight for it
- Interest to be with kids
- Told by mom
- Interesting - something to do

## Our experiences with discrimination:

- Teacher in 3<sup>rd</sup> grade told me I would never amount to anything - I had to prove her wrong
- Navy didn't allow me to take a test to do what I really wanted to do (fly)
- Lowered expectation of 2<sup>nd</sup> grade teacher
- Money is an issue: if you make more than your parents, is it disrespect? If you make more than someone else, does that mean they make less?
- A woman told me not to take calculus in high school because for that course was for the males who would become engineers - I internalized that belief
- Didn't teach women calculus or political science - I believed I had no aptitude in math because I was prevented from learning it
- Survival -> transcend -> excel because of (it)
- High school ROTC policy was to not give money for college to someone who was gay or lesbian. Publicly told own story to make a change in ROTC rules. ROTC pulled out of school because they would not change their policy. Received personal death threats, but was worth the risk in order to change situation for the next generation.
- Used discrimination as a learning tool and felt sorry for those who don't treat others as they want to be treated
- If (African Americans students) achieve, they are cheating their identity and being "white". The "mold" is always going to be there - you have to be yourself
- Being the only black person others see me as representing my race -that's their thing
- You have to have the mindset to succeed in spite of your community and because of your community
- The family resented parents' mixed racial marriage, and banned the family from their home
- In Harlem, N.Y. was the first time I felt comfortable because of my race

## What are advantages to being a white male?

- Economic - but not always if you were born poor and not have access to things or power
- Will get something (e.g. housing) over person of color
- If align with others who are non-white, are lower in the hierarchy
- Can share non-white experiences with other whites (who don't have non-white experiences) - but they may also discriminate against you for this
- White "community" isn't - there is lots of diversity but that's not acknowledged
- Being yourself doesn't negate another
- Celebrate diversity - most don't want this - it's too complex

- If one behaves in power over position, they are behaving in racist way - one selects for another, making some invisible
- What we pick up about who we are leads to internal diversity, which is very important

### Reflections from last discussion:

- Asking (kids) simple about their racial background turns them into "representatives" only - are not seen as whole people
- American families are becoming more diverse
- Choosing a background, e.g. white, African American, Asian, denies a piece of who each of us is

### How do blockings affect us?

- We need to equip our children with understanding of who they are based on how their outer appearance/identifications creates others to perceive them
- Need to work with children to cope with stereotypes, etc. (but not to tolerate them) at the same time as working to change society
- Oppression -> anger -> self-destruction or anger at others

### How do we celebrate our complexity?

- Listen - don't assume
- Write-in responses on forms in answer to background/encourage policy-makers and "form designers" to broaden the information they are seeking

### Reasons for Segregation:

- Racism/segregation because people can only accept themselves on the backs of somebody else
- It's about the culture of a race - many cultures have many different races in it
- Conflict here at school - two middle school kids in two different subcultures here at school. Subcultures aren't necessarily against each other. It's an identity piece - to figure out who you are, you feel like you have to fit in
- People who didn't fit in during adolescence had to fit in due to external pressures, issues of superiority carried into adulthood, causing feelings, actions based in racial prejudice
- Economic factor - middle class families of color who move to predominately white suburbs - are they accepted? Mostly? Economics is what gets you in
- Segregation in Minneapolis is economic. Lower income families just can't get housing
- Article: females make 67% of what men make

- Affordable housing - huge issue
- Social services, transportation become even greater factors
- Historical reasons connect with institutional racism. Government decisions electing to put freeways in middle of African American communities - North Minneapolis, St. Paul Rondo neighborhood. Somebody decided those communities were disposable (as voters? As political power holders?)
- Is it race or class that segregates us?
- If everyone had equal money, would racism still be the same?
- People are insecure with who they are. Instability. They don't like who they are
- If people get special treatment, others may not like it, feel jealous
- "Fear of not being accepted, so I'm going to not accept you before you don't accept me"
- When people are different, people assume it's bad. Developed from self preservation, exacerbated by the media

### Hot Buttons: Viewpoints - Reasons for Segregation:

- All viewpoints have some truth, but don't go to root of the problem, which is that problems aren't my problem
- How do individual actions of professionals, e.g. realtors, bankers, differ from institutionalized racism?
- Assumptions perpetuate stereotypes (until you bother to find out)
- When you are in the minority, people look at you differently so you feel dumb and weird

### (Housing) Observations from handouts:

- Why do kids from families in poverty school performance improve if they go to segregated school (as opposed to staying in school with high amount of poverty)? Possible reasons:
  - Higher parental involvement
  - Those in poverty have higher stressors
  - Are poverty and race necessarily linked?
  - Look behind the statistics to find out what schools are being compared, and if there is inequality between schools
- Why is the city so segregated, especially in comparison to other cities? On the other hand, the Twin Cities are #1 for mixed race couples
- The return rate on per-pupil spending is so low for MPS. Is it special needs? Where is the money going?

### Recommended solutions to housing inequality:

- One reason Minneapolis scores are so low is because kids move so much/not enough affordable housing. Need more affordable housing everywhere, and especially in suburbs
- When one-third of kids don't speak English (need to pass test after one year of study) - have dual standards - include true reporting in newspaper articles (to allay perception that MPS is a mess/failure)
- Feel there are those who benefit from keeping people down, e.g. need to keep prisons full because there is profit involved. The educational system has a "them" with an interest in keeping kids down. Who is "them"?
- Regulatory laws discourage decent landlords. Improve tax breaks. Help with MCDA funds to bring up standards - help encourage more owner-occupied housing
- Get more available housing in city and suburbs
- Education needs to move out into housing, e.g. homework help in neighborhoods, teachers and administrators should know/visit their students' home environments - Need mobile schools to match mobile populations

## What contributes to success in school?

## Students Point of View:

- Teachers, being strict but nice
- Friends, peer pressure isn't always negative
- Encourage from others
- Time to discuss
- Get other people's points of view
- Positive learning environment
- Being taught so it's understandable
- Interesting material
- Exciting colors
- Visual aids
- Hands-on learning
- Odor-free science labs (i.e. not rat dissections)
- Pictures

## Parents Point of View:

- Stable home life/not moving
- Nagging mother
- Parents had their own lives
- Two-parent family
- High expectation by parents and teachers
- No excuses were accepted - the "why" wasn't addressed, but a solution to particular problems were found
- Inner city & suburban exchange program
- Learning to play the game and play by the rules
- Teachers didn't need to deal with behavior problems to same extent
- Less distractions (outside of school)

## Teachers Point of View:

- Teachers and students who are focused, excited, present and responsible for their learning
- Parents whose first concern was my education - educational well-being
- Safe environment - physically, emotionally, socially. If entire environment wasn't safe, I knew where to find a safe place within that environment. If student feels threatened or is unhealthy, they can't learn
- Athletics are a part - but don't run the school
- Places - moments of challenge
- Standardized tests - tests in general were not the only evaluation for measuring learning
- Learning subject matter relevant to students' lives - or future lives

### Recurring themes:

- High standards
- Mutual respect
- Expectation that everyone achieve
- Expectation that everybody plays by the rules (who makes those rules?)  
Connection to someone who cares/expects that kids succeed in school. Kids who don't have this, does this have to do with race? Class? Culture?
- Cost of education (higher education especially) increased tremendously
- Safety
- > Challenges:
  - Resources to deal with individual learning needs (all along spectrum of different learning needs)
  - Negative climate in society towards public schools
  - Developing mutual respect for each other (lower socio-economic status receives less respect?)
  - Media negativity/fueling disrespect
  - Issue of race -> % of teachers of color not proportional to % of students of color

### About IDDS in particular...

#### Do you think kids at school mix or hang out with own race?

- At lunch hang out with friends
- Depends how you talk and act - won't welcome you if act different
- At lunch eat with own, but in class work with others
- Discrimination on many levels, not only race

#### How do friends get picked here (IDDS)?

- Not picked by area (district)
- Lunch is a statement - pick who you go well with
- How you talk and act
- At school in Hopkins, kids of color ate lunch together: school separated them/distributed each per class, and only saw friends at lunch. Yet teachers perceived them as segregated
- Is there anything inherently wrong with gravitating toward people with similar interests?
- Isn't the student lunchroom a microcosm of larger society?

#### Do you think teenagers get respect?

- Are talked to but not listened to
- Feel white Americans get more respect than African Americans

- Some people get picked on, "hit upon" and don't get the respect they deserve because they're different

### Is the IDDS "welcoming" in terms of diversity?

- Does the school even have a culture, let alone be welcoming?
- Noticed only two Asians in middle school
- If select people out in lunchroom, we continue to segregate because of viewpoint #1 - what are the implications of that?
- Curriculum night - all parents were white. Was transportation and childcare an issue? Perhaps was an issue across the board - can't make that assumption until we find out what kept people away
- There are different reasons for being at (this) school
- Kids feel pressure to be diverse

### Does being a teenager now make you sensitive to others?

- Have similar beliefs as parents
- Racism has changed a lot since parents my age
- Deal with racism every day in middle and high school - didn't happen in elementary school

### Behavior Issues: What to do with kids acting out? And why do they?

- Students need to take responsibility
- Classroom should be a place for learning
- Disruptive students removed from classroom and into some sort of learning process/place. If they can't learn about the subject, at least they can learn about themselves

### Solutions for Educational Segregation:

- Teach/help students determine what they can do
- Power in our actions - we can affect those we're close to
- Not just education, everyday you have a chance to have impact
- Set a good example - stop prejudice when you see it. Treat others without prejudice
- Better educated/more accurately educated on our differences
- We can no longer ignore the differences or the similarities between us
- Education is lost on people who live the rest of their lives in a homogenized world
- Person to person
- Stressing people's commonalities
- Fix it in our own lives; constantly looking at large picture can be overwhelming
- Kids have different view than adults...will carry that on into the future

- People could stop singling one race out - they don't need to be singled out, feels like "dumbing down"

Commitments to Action: These were the top three issues that participants considered the most important as a result of the dialogues.

 Immigrant Families

 Parent Involvement

 High Expectations

Each action item is described in detail in the pages that follow.

 Immigrant Families

**Issue:** IDDS student population is overwhelmingly European American and African American. This does not reflect the population of the city/metro area. We would like to see more immigrants in our school.

Success would mean - there shouldn't be just one or two ethnicities in our school, and not just one or two different people within a race/ethnicity. Instead, the student body should look like the United Nations, with many languages, many skin colors, many backgrounds, many traditions, many opinions.

## Current barriers:

1. Long wait list for Minneapolis kids to come to IDDS - immigrant kids come mostly from Minneapolis.
2. Fewer recent immigrants in the suburbs (city kids can't fill suburban slots for IDDS)
3. Immigrant communities may not know about IDDS or the process for enrollment
4. ELL services not at IDDS

## Actions recommended:

1. All districts designate a certain number of slots for immigrant kids
2. There should be a contact person for immigrant families who want to come to IDDS
3. Develop a relationship with Abraham Lincoln MS/HS (100% immigrant population)
4. Get ELL services at IDDS
5. World languages become core curriculum
6. Get creative at IDDS as to how world languages are offered and taught; offer a greater selection of languages.
7. Do outreach in neighborhoods and schools with large immigrant populations; have kids, parents and teachers getting out information/ideas, spreading enthusiasm about IDDS

 Parent Involvement

**Issue:** Parent involvement at IDDS is necessary. Parents need to believe in their children - it helps. More parents of color especially are needed.

**Actions recommended:**

1. Encourage/mandate parent volunteer hours (5 hours per year), which could include parent-teacher conferences, other volunteering
2. Create welcoming environment for all parents
3. Create activities, performances, showing off what kids have learned. Make it community focused
4. Do geographical mapping, for carpooling, ride sharing
5. Create parent advocate position and make it available to families
6. Provide voucher parking for every day and nights - not only events - UNDER THE SCHOOL. Write grants, talk to City Council, Met Council; lobby city to free up spots

## U High Expectations

**Issue:** Children desire and respond to high expectations of success. Behavior and academic expectations set by the school should be high and consistent, so that all children will experience growth.

Success would mean - independent, excited learners

### Current barriers:

1. Fuzzy expectations
2. Tolerating bad behavior
3. Policy not being uniformly implemented

### Actions recommended:

1. Prepare children to deal with success and failure
2. Explore educational experiences outside of school
3. Show kids and adults as lifetime learners
4. Have active discipline policy and interactive learning environment
5. Dump Profile of Learning
6. In-service staff with lessons on how to discipline
7. Adopt underlying discipline philosophy (that accompanies policy) and means to follow through for the school. In-service teachers, parents and staff and have in place by fall of 2000.

☞ How to share and expand upon the Community Circles experience:

1. Incorporate community circles dialogues into class activity; facilitators offered to train student facilitators for more circle groups
2. Students to share dialogue ideas to school committees, as well as to the leadership class and elementary student council
3. Have student representatives on all school committees, especially social ecology, technology and curriculum

Other Issues of Importance:

- ▶ Safe environment, with focused staff and students, responsible for learning  
Student Behavior  
Remove disruptions  
Enabling teachers and students to be focused and responsible  
Connection to someone who cares, believes in your ability, kids, school
- ▶ Mobile schools to match mobile populations  
Helping students learn - stop moving
- ▶ Standardized tests, biased reporting
- ▶ For the benefit of all - increase advertisement for community circles
- ▶ For those with language barriers, teach English
- ▶ That all people will be able to live anywhere they want.  
That segregation will stop.
- ▶ Identity - you must figure out who you are before you feel like you fit in
- ▶ Learn not to look at people's skin color  
Fear of not being accepted, so I'm going to not accept you before you don't accept me  
Bring kids together so can get to know each other  
Is there anything wrong with gravitating toward people with similar interests?  
Celebrate complexity - get to know each other as whole people, not classes  
Hanging out at school - racially mixed friendship groups

# AUGSBURG

C.O.L.L.E.G.E

10 - 12 CIRCLES, YR. 2000

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- \* Apple Valley Foundation
- \* Augsburg College / Richard Green Institute
- ⊛ Bloomington Jefferson High School
- \* Emerson Spanish Immersion Learning Ctr.
- ⊛ Interdistrict Downtown School WMEP  
Possibly a second circle later in Spring
- \* Macalester College Dismantling Racism Grp.
- \* Mn Public Interest Research Group (MPIRG)  
Univ. of MN
- \* Roseville Human Rights Commission
- \* St. Paul School District
- \* South Anoka County Comm. Consort. (SACC)
- + Univ. St. Thom - Eric Toffolo
- + Augsburg College, local MPIRG Chapter

## Community Circles: 1997 – 1999 Sponsors

- Amherst H. Wilder Foundation, St. Paul (1999)
- Ascension Catholic Church - Minneapolis Circle (1997)
- Ascension Catholic Church - Brooklyn Center/Brooklyn Park Circle (1997)
- Apple Valley Foundation (2000)
- Augsburg College and Richard Green Institute, Minneapolis (1999)
- Bloomington Human Rights Commission (1999)
- Bloomington Jefferson High School & Galaxy Youth Center (2000)
- Central Neighborhood Improvement Association, Minneapolis (1999)
- Champlin Community Library (1997)
- Commonbond Communities, Oak Terrace Residents Association, Oakdale (1997)
- Courage Center, Golden Valley (1998)
- Crystal Human Rights Commission (1999)
- District Five Teen Council, Saint Paul (1999)
- Edina Community Education, Edina School District (1997)
- Emerson Spanish Immersion Learning Center, Minneapolis (2000)
- First Universalist Church of Minneapolis (1997)
- Frogtown Family Center, Frogtown Pluralism Circle, Saint Paul (1999)
- Greater Minneapolis Day Care Association (1997)
- Golden Valley Black History Month Committee (1997)
- Hamline/Midway Coalition Alliance for a Prejudice-Free Community, Saint Paul (1999)
- Hennepin County Children and Family Services (1997)
- Hiawatha YMCA & Longfellow-Nokomis Family and Community Resource Center, Minneapolis (1999)
- Higher Education Consortium for Urban Affairs, Metro Urban Studies Term, Hamline University (1998 & 1999)
- Hmong American Partnership, Saint Paul (1999)
- Holy Trinity Lutheran Church & Longfellow United for Youth and Families, Minneapolis (1997)
- Hopkins School District (1997)
- Interdistrict Downtown School, West Metro Education Program (2000)
- J.J. Hill Montessori Magnet School, Saint Paul (1999)
- League of Women Voters of Minneapolis (1999)
- Lexington/Hamline Community Council, Saint Paul (1999)
- Macalester College Dismantling Racism Group (2000)
- Maple Grove residents group (1997)
- Mayflower Community Congregational Church, Minneapolis (1999)
- Merriam Park Community Council & Goodwill/Easter Seals, Saint Paul (1999)
- Minneapolis School District, Southwest Area & Minneapolis NRP - Barton Open School (1998)

- Minneapolis School District, South Area & Minneapolis NRP - Bryant Square Park (1998)
- Minneapolis School District, East Area & Minneapolis NRP - East Lake Library (1998)
- Minneapolis School District, Northeast/Southeast Area & Minneapolis NRP - Pratt Community Center (1998)
- Minneapolis School District, North Area & Minneapolis NRP - Northstar Elementary School (1998)
- Minnesota Fair Housing Center & Project Foundation, Minneapolis (1997)
- Minnesota Public Interest Research Group, University of Minnesota (1999)
- Neighborhood Economic Development Alliance, Saint Paul (1999)
- Partnerships for Tomorrow and City of Burnsville (1999 - 2000)
- People's Congregational Church, Bayport (1997)
- Project for Pride in Living (two circles), Minneapolis and Saint Paul (1999)
- Ramsey Action Program, Saint Paul (1999)
- Ramsey International Fine Arts School, Minneapolis (1999)
- Richard R. Green Central Park School, Minneapolis (1997)
- Richfield Diversity Connection (1998)
- Richfield Human Rights Commission (1999)
- Richfield School District & Richfield Community Council (1997)
- Roseville Human Rights Commission (2000)
- Sabathani Community Center, Minneapolis (1997)
- Saint Joan of Arc Interfaith Action Team & Southside Neighborhood Housing Services, Minneapolis (1997)
- St. Louis Park leaders circle (1997)
- Saint Mark's Episcopal Cathedral, Minneapolis (1999)
- Saint Paul Central High School (1997)
- Saint Paul Neighborhood Network (1999)
- Saint Paul School District (multiple circles) (2000)
- Seward Montessori School & Matthews Community Center, Minneapolis (1997)
- South Anoka County Community Consortium (2000)
- Southwest Area Roundtable, Minneapolis (1998)
- The Saint Paul Companies & East Metro Women's Council (1999)
- Twin Cities Habitat for Humanity, Minneapolis (1998)
- University of Minnesota, Newman Center (1997)
- University of St. Thomas, Political Science Department, Saint Paul (1999)
- University of St. Thomas, Theology Department, Saint Paul (1999)
- Westminster Presbyterian Church, Minneapolis (1999)
- Westside Family Center, Saint Paul (1999)
- Wooddale Lutheran Church, Saint Louis Park (1999)
- Young Leaders Caucus, Women's International League for Peace & Freedom, Twin Cities Chapter (1999)