



Education and Housing Equity Project Records.

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Community Circles Fall 1999
Reports/ Lists, Etc.

Group Name Location	Roster of Participants	Participant Profile	Participant Evaluation Form	Discussion Leaders Evaluation Form	Facilitator s Summary	Report Forms Sessions 1-5
Central Neighborhood Improvement Association						
Interdistrict Downtown School						
Minnesota Public Interest Group						
Project for Pride in Living						
Westminster Presbyterian Church & Society	Rcd 10-21-99					

Oct-18-99 12:09P

P.02

TO: Dick Little 330-1507

THE COMMUNITY CIRCLE PROJECT

PLEDGE OF PARTICIPATION FOR: SPONSORS/HOSTS/CONVENERS

The Education and Housing Equity Project (EHIEP) 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 10 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 project 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 the reporting process of community circle.
10. Participate in presentation of results of Community Circle conversation to the public.

EHIEP will work closely alongside you, providing:

- Discussion guide
- Calendar of related events
- Trained facilitators and 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 Circle results will be utilized to take part in an Action Forum to be co-sponsored by CITIES AT WORK and a Citizens Summit to be co-sponsored by the Minnesota Meeting and Minnesota Public Radio. Results will be shared with legislators and local officials.

Contact Person:

Name of sponsor organization or agency that you represent:	Interdistrict Downtown School
Your name: (please print)	Barbara Shin & Elen Rock
Your address:	Ten South 10th St, Mpls 55403
Your telephone & fax:	Eden Rock: Tel: 612-932-9458; Fax: 612-988-8340
Your e-mail (if applicable):	rockroost@aol.com

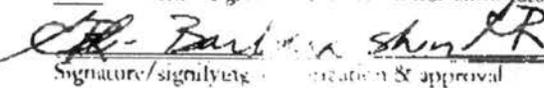
I understand the responsibilities of Sponsors and commit my organization to this project. This commitment is based on approval from our Board of Directors, Executive Director, or other appropriate authority.

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 participation in our community circle, we would like to be paired with a group different from ourselves.

 Signature/signatory of organization & approval
 Barbara Shin, President/Director Printed name, title & organization
 10-21-99 Date

Return to:

Education & Housing Equity Project
2211 Riverside Ave CB 185
Minneapolis, MN 55454

tel: (612) 330-1505 fax: (612) 330-1507

TT Eden Rock / TF 11-01-99

message

will ^{mail} site commit form?

yes - do you want EHEP
to recruit facilitators

Jan-Feb your dates

call Dick or Maire

) two circles of 12
mix student (leaders)
staff
parents

have issues - Racial, communication
1 in evening; one day

11-01-99

Goals

1 Change → action

2 Foster facilitators

1999 Conversations at the Crossroads

Site Commitment

Sponsoring Organization: MINNESOTA PUBLIC INTEREST RESEARCH GROUP

Contact: BILL DRESSLER + 612.627.4035 / F 612.627.4050 MPRG@computerpro.com
Name Phone/Fax E-mail

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

Table with 2 columns: Location, Dates & Times. Includes fields for Name of location, Address, City, Phone, On Site Contact, Day, Time, Dates, and Scribe.

- EHEP may assign participants to this/these locations.
[X] 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

TT Bill
11-01-99

UM - TC Red; fax was
2 pages so red in full
to come: Hamline

1 set of facilitator
dates not yet
determined - will call
in a couple days

THE COMMUNITY CIRCLE PROJECT

PLEDGE OF PARTICIPATION FOR: SPONSORS

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, and personal contacts.
5. Participate in evaluation process of community circle.
6. Provide childcare and transportation services as needed by participants.
7. Provide hospitality for participants, ensuring light snacks and beverages, writing board and name tags at each meeting.
8. Keep records of participation for your Community Circle, complete with address and phone listings.
9. Designate a scribe for each Community Circle, capturing in written record the highlights of each conversation.

EHEP will work closely along side you, providing:

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

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.

Name of sponsoring organization or agency that you represent:	MINNESOTA PUBLIC INTEREST RESEARCH GROUP
Your name: (please print)	BILL DRESSLER
Your address:	2414 UNIVERSITY AVE. SE MPLS MN
Your telephone & fax:	t 612/627.4035 55414 f 612/627.4050
Your e-mail (if applicable):	MPIRG@computer.pro.com

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:

Co-Facilitator Media equipment Copying services Translator(s)

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 _____

William J. Dressler
Signature

10.28.99
Date

Return to:
Dick Little

Education & Housing Equity Project
2211 Riverside Ave CB 185
Minneapolis, MN 55454

tel: (612) 330-1505 fax: (612) 330-1507



Augsburg College, CB 185
2211 Riverside Avenue
Minneapolis, MN 55454
P 612 330-1505
F 612-330-1507
E eh@augspburg.edu

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Minneapolis Branch NAACP

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SuperValu, Inc.

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Minneapolis Public Schools

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University of Minnesota

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Minnesota House of Representatives

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Eden Prairie Human Rights
and Diversity Commission

Dick Little, AICP
Executive Director

Amy Rodquist
Community Circles Coordinator

To: *Cities at Work* and *Conversations at the Crossroads* Community Circles
– Circle Participants, Organizers, Sponsors, Facilitators and Scribes

From: Dick Little, Community Circles Co-Coordinator

CC: Carlos Mariani-Rosa, Minnesota Minority Education Partnership
Barb Rose, Wilder Foundation, Community Circles Co-Coordinator

Date: October 26, 1999

Re: Action Forum Opportunities for Community Circles
on Education, Housing and Race in the Twin Cities

By now all of you have received and responded to our invitation to *Beyond Tolerance: A Call to Action* to be held at Arlington High School in St. Paul on November 8, 1999. At that event, plans will be announced for a *Metropolitan Citizens Summit* that will be held with the Minnesota Meeting and Minnesota Public Radio in December.

At this time, we want to invite all community circle participants to another exciting and important next step in our efforts to engage citizens in the important challenges of racial, ethnic and economic isolation and disparities in our communities.

The Education and Housing Equity Project along with the Minnesota Minority Education Partnership, Inc. (MMEP) and several other organizations are co-sponsoring an "**Intergenerational Dialogue on School Integration**" to be convened on Thursday, November 18, 1999 from 6:30 PM to 9:30 PM at Minneapolis South High School, 3131 19th Avenue South.

The dialogue will be facilitated by Jim Gambone, Ph.D., from Points of View Incorporated. Jim is nationally recognized for his work bringing together the five living generations to tackle some of our most important community problems. The dialogue will not only provide an opportunity for us to share our thoughts on this important issue, but also will produce a full range of possible strategies that will be generated by intergenerational teams of participants.

The dialogue is an important step in the ongoing process to find a variety of solutions to one of our community's most pressing problems. After the forum, interested participants can participate in an organizing effort to move on the ideas developed at the dialogue.

Community circle participants are uniquely positioned to take the knowledge and experience from their circle and share it with the broader community through this event. Enclosed is a flyer for the event. If you should have any questions about the Intergenerational Dialogue, please feel free to contact us at EHEP, or call Bruce Vandal at the Minnesota Minority Education Partnership, Inc. at 612/330-1509 (by email at bvandal@mmep.net).

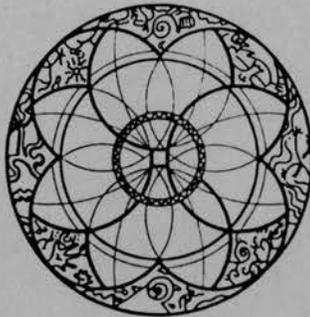
Copies sent to
Benson 11-04-99
MMEP flyer per each
participant
Westmin
CNIA
PPL

MMEP's 1999-2000 Issue Forum Series

November 18, 1999

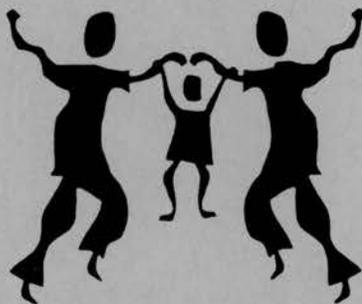
6:30—9:30 p.m.

Minneapolis South High School
3131 19th Avenue South



An Intergenerational Dialogue on School Integration Jim Gambone of Points of View Incorporated, Facilitator

For over 20 years we have worked to integrate our schools. From the struggles of busing to the opportunities created by magnet schools, school desegregation has had a tremendous impact on our schools. Despite these changes, racial isolation in our schools still exists and an achievement gap between white students and students of color persists. Minnesota is charting a new course for school integration that relies on the voluntary efforts of schools and citizens. Will this change mean less money for schools? Will the new approach increase achievement for students? We invite you and your children to join us as we explore these questions and discuss how to create schools where all students achieve.



Jim Gambone, Ph.D., of Points of View Incorporated, has developed *The Intergenerational Dialogue Tool™* that brings together participants from the five living generations to solve problems and/or create new opportunities. This model has been used successfully in communities of color across the United States to break down the barriers of isolation and separation between the generations.

Minneapolis South High School is located East of 35W, 1½ blocks South of Lake Street on 19th Avenue South.

Co-Sponsors

Active Citizenship School ■ African American Citizenship Initiative ■ Center for Excellence in Urban Teaching ■ Citizens League ■ College of Education & Human Development — U of M ■ Education & Housing Equity Project ■ Hopkins School District ■ Institute on Race & Poverty ■ MnSCU Policy & Planning ■ MN Dept. of Children, Families & Learning ■ MN Private College Council ■ Minneapolis Urban League ■ Next Innovations ■ Robbinsdale Area Schools ■ University of Minnesota ■ Urban Coalition ■ West Metro Education Partnership



Minnesota Minority Education Partnership, Inc.

2211 Riverside Avenue South
Minneapolis, Minnesota 55454

Phone: 612/330-1645

Fax: 612/330-1510

Email: mmep@mmep.net

2211 Riverside Avenue CB 185
Minneapolis, MN 55454
P: 612-330-1505 F: 612-330-1507
E: ehep@augsborg.edu

Education and Housing Equity Project

Memo

To: Community Circles Dialogue Sponsors and Facilitators
From: Dick Little; Education and Housing Equity Project
Community Circles Collaborative
Date: October 6, 1999
Re: Information Packet for Community Circles

Thank you for volunteering your time to the Education & Housing Equity / Cities at Work community circle dialogue project. Your contribution is a very valuable ingredient in making the dialogues a success. We truly appreciate your time and effort.

The materials enclosed should help you guide the discussions over the next few weeks and help make your circle dialogue a success. Let me briefly describe each of them:

1. **The Facilitator's Handbook** contains a brief introduction to the goals and objectives of the community circles and offers some helpful tools to use as guidelines for monitoring your group's process. Please feel free to copy any of these materials if you would like to share them with your group.
2. **The Discussion Guide** is a session-by-session presentation of various viewpoints around housing, education, race and segregation. The guide also walks the group through several exercises and offers a set of questions for each of the dialogue sessions. Facilitator instructions and tips are included. Please use this guide as the framework for your five-session dialogue.
3. **"What the Research Shows"** is a handout specifically prepared for the Community Circle Dialogues by the University of Minnesota's Institute on Race and Poverty. It documents some of the demographic trends and impacts which affect the challenges our community is facing with respect to housing, education, race and segregation. Please share this information with your group as recommended in the discussion guide to provide some background for analyzing these issues.
4. **Participant Profile** is a form that we want every circle dialogue participant to fill out and return to the facilitator or the representative from the sponsoring organization so that we can track the diversity of participation in the circle dialogues. Please return the completed profiles to us following the first or second session.
5. **Flip Chart Notes** are requested. We ask either the co-facilitator or a recorder to capture the content from each dialogue session on flipchart paper. Review the notes with participants at the end of each session. Please return these charts to us after the final session. (We are able to reduce and copy flipcharts for easier use.) **Community Circle Report forms** for each session are enclosed to help your reporting process.

6. **Attendance Roster** is a form that we want you to fill out and use throughout the dialogue sessions to register participant attendance. Please return it with the participant profiles and the flipchart notes after the final session.
7. **Participant Evaluation and Discussion Leader Evaluation** forms are to be filled out by each participant and the facilitators at the last session. We ask that the completed evaluations be returned to Education & Housing Equity Project immediately following the last session.
8. **Now That We've Talked...Ideas for Community Action** includes guidelines for moving from conversation to informed public action at the individual, group, community and policy levels.
9. **Announcements about upcoming events.** All community circle participants, facilitators, and sponsors are invited to participate in the **Action Forum** on November 8, 1999 and the **Citizens Summit** scheduled for December 1999 - date to be announced. See enclosed flyers.
10. **Background summaries** will help to inform the discussions. We enclose the following items provided for your use by our project partners:

Affordable Housing Shortage Threatens Children's Health (Doc4Kids Project)

Examining the Relationship Between Housing, Education, and Persistent Segregation (Institute on Race and Poverty, University of Minnesota Law School)

Inclusionary Housing (Alliance for Metropolitan Stability)

Kids Mobility Report (Minneapolis Public Schools)

Face to Face: Public Dialogue on Race, Connections and Commitment (Wilder Foundation, *Community Matters*)

Need for Affordable Housing (Family Housing Fund)

A Region with Access for All (John Powell)

Segregation and Poverty (*Metropolitica*, Rep. Myron Orfield)

State of Affordable Housing in the Twin Cities (Metropolitan Interfaith Council on Affordable Housing)

? Success for All - a model for schools (Center for School Change, Humphrey Institute of Public Affairs)

Working Doesn't Always Pay for a Home (Family Housing Fund)

We would like to hear from you about how your dialogues are progressing and how we can respond to your needs. Please feel free to call our staff anytime at 612.330.1505 or reach us by fax or email.

Copies made 10-07-99

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	30	Call to action
		Facilitator Handbook

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680

Now that we've talked

RELEASING INDIVIDUAL CAPACITIES

4. What skills would you most like to learn?

- a)
- b)
- c)

Part II—Community Skills

Have you ever organized or participated in any of the following community activities? (Place check mark if yes)

- Boy Scouts/Girl Scouts _____
- Church Fundraisers _____
- Bingo _____
- School-Parent Associations _____
- Sports Teams _____
- Camp Trips for Kids _____
- Field Trips _____
- Political Campaigns _____
- Block Clubs _____
- Community Groups _____
- Rummage Sales _____
- Yard Sales _____
- Church Suppers _____
- Community Gardens _____
- Neighborhood Organization _____
- Other Groups or Community Work? _____

Let me read the list again. Tell me in which of these you would be willing to participate in the future. (Place check mark if yes)

Part III—Enterprising Interests and Experience

A. Business Interest

1. Have you ever considered starting a business? Yes _____ No _____
If yes, what kind of business did you have in mind?

and segregation.

race. Please share this information with your group as recommended in the discussion guide to provide some background for analyzing these issues.

- 6. "Attendance Roster" - This is a form that we would like you to fill out and use throughout the dialogue sessions to register participant attendance. Please return it with the flipchart notes after the final session.

PARTICIPANT & DISCUSSION LEADER EVA

participant profiles and

- 7. Evaluation Form - Please have each participant fill out an evaluation at the last session and return them with the other materials after the final session.

The facilitators are asked to complete and return the Discussion LEADER Evaluation Form

We would like to hear from you about how your dialogues are progressing. Please feel free to call me anytime at 651-659-6031 or reach me by email at bar@wilder.org.

612-330-1505 (fax 1507) ehnp@augsborg.edu

Sincerely,

Barb Rose
Consultant
Dick Little

and be available to respond to your needs

- 8. Announcements about upcoming events - All community circle participants, facilitators and sponsors are invited to participate in the Action Forum on November 8, 1999 (see enclosed flyers) and the Citizens Summit scheduled for December (date yet to be confirmed) (see enclosed description - date yet to be determined).
- 9. Background materials to help inform the discussion.

FROM = DICK LITTLE
EDUCATION & HOUSING EQUITY PROJECT
COMMUNITY CIRCLE COLLABORATIVE

~~September 23, 1999~~
DATE: OCTOBER 6, 1999

TO :

Dear community circle dialogue facilitators and sponsors

Community Circle Dialogue

Education Housing & Race
Education & Housing Equity

Thank you again for volunteering your time to the ~~Cities at Work~~ community circle dialogue project. Your contribution is a very valuable ingredient in making this project a success, and we truly appreciate your time and effort.

the dialogues

and help make your circle dialogue a success.

The materials enclosed should help you guide the discussions over the next few weeks. Let me briefly describe each of them:

1. **The Facilitator's Handbook** contains a brief introduction to the goals and objectives of the community circles and offers some helpful tools to use as guidelines for monitoring your group's process. Please feel free to copy any of these materials if you would like to share them with your group.

2. **The Discussion Guide** - The *Discussion Guide* is a session-by-session presentation of various viewpoints around housing, education, and race. The guide also walks the group through several exercises and offers a set of questions for each of the dialogue sessions. Facilitator instructions and tips are included.

3. **Participant Profile** - This is a form that we would like every circle dialogue participant to fill out and return to the facilitator or the representative from the sponsoring organization so we can track who participated in this round of circle dialogues.

4. **Flip Chart Notes** - We are asking either the facilitator or a designated scribe to capture the content from each dialogue session on flipchart paper. Please return these notes to us after the final session (we are able to reduce and copy the flipcharts for easier use.) Guidelines for each session are enclosed. *specifically for the Community Circle Dialogues*

#3 5. **"What the Research Shows"** - This *was* *IT* *document* prepared by the University of Minnesota's Institute on Race and Poverty, documents some of the demographic trends and impacts which affect the challenges our community is facing *about* housing, education, and *with respect to*

Facilitator's Handbook

Resources for facilitating community circle discussions

CONTENTS

- I. What is a Community Circle? (p. 4)
- II. A Comparison of Dialogue and Debate (p. 5)
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- V. Suggestions for Discussion Guidelines (p. 8)
- VI. Tips for Effective Facilitation (p. 9)
- VII. What is ORID? (p. 11)
- VIII. Suggestions for Dealing with Typical Challenges (p. 12)

A note to facilitators

Welcome and thank you for joining this community circle project. Your time and commitment are very valuable contributions to the success of this project.

The materials in this handbook have been developed as suggested reference tools to help you monitor and facilitate your circle discussion. Many of these materials have been adapted from other sources. You are welcome to photocopy whatever you would like from this handbook to share with your group.

Again, many thanks for all your hard work. We hope this handbook provides you with some guidelines for a productive and provocative community circle.

WHAT IS A COMMUNITY CIRCLE?

A community circle IS:

- a small group discussion involving deliberation and problem solving examined from many perspectives with the help of the members' knowledge and experience. This discussion is often informed by research data and discussion materials, and aided by a facilitator whose job is to manage the discussion.

A community circle IS NOT the same as:

- **a focus group**, a small group usually organized to gather or test information from the members. Participants are often recruited to represent a particular viewpoint or group at a focus group.
- **a facilitated meeting with a predetermined outcome**, a meeting such as a committee or board meeting with goals established ahead of time. *A community circle begins with a shared interest among its members. The dialogue unfolds as the process progresses and is partly guided by its members.*
- **a town meeting**, an official governance process or a large-group meeting drawing attention to a issue.
- **a public hearing**, a large-group public meeting which allows concerns to be aired.
- **a class**, with teachers and pupils, where the teacher or the expert imparts knowledge to students.

A Comparison of Dialogue and Debate

Dialogue is collaborative: two or more sides work together toward common understanding.

Debate is oppositional: two sides oppose each other and attempt to prove each other wrong.

In dialogue, finding common ground is the goal.

In debate, winning is the goal.

In dialogue, one listens to the other side(s) in order to understand, find meaning, and find agreement.

In debate, one listens to the other side in order to find flaws and to counter its arguments.

Dialogue enlarges and possibly changes a participant's point of view.

Debate affirms a participant's own point of view.

Dialogue reveals assumptions for reevaluation.

Debate defends assumptions as truth.

Dialogue causes introspection on one's own position.

Debate causes critique of the other position.

Dialogue opens the possibility of reaching a better solution than any of the original solutions.

Debate defends one's own positions as the best solution and excludes other solutions.

Dialogue creates an open-minded attitude: an openness to being wrong and an openness to change.

Debate creates a closed-minded attitude, a determination to be right.

In dialogue, one submits one's best thinking, knowing that other peoples' reflections will help improve it rather than destroy it.

In debate, one submits one's best thinking and defends it against challenge to show that it is right.

Dialogue calls for temporarily suspending one's beliefs.

Debate calls for investing wholeheartedly in one's beliefs.

In dialogue, one searches for basic agreements.

In debate, one searches for glaring differences.

In dialogue, one searches for strengths in the other positions.

In debate, one searches for flaws and weaknesses in the other positions.

Dialogue involves a real concern for the other person and seeks to not alienate or offend.

Debate involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other person.

Dialogue assumes that many people have pieces of the answer and that together they can put them into a workable solution.

Debate assumes that there is a right answer and that someone has it.

Dialogue remains open-ended.

Debate implies a conclusion.

Adapted from a paper prepared by Shelley Berman, which was based on discussions of the Dialogue Group of the Boston Chapter of Educators for Social Responsibility (ESR).

The Role of Facilitators

- ◆ Remain neutral; the facilitator's opinions are not part of the discussion.
- ◆ Help the group set its ground rules, and keep to them.
- ◆ Help group members grapple with the content by asking probing questions.
- ◆ Help group members identify areas of agreement and disagreement.
- ◆ Bring in points of view that haven't been talked about.
- ◆ Create opportunities for everyone to participate.
- ◆ Focus and help to clarify the discussion.
- ◆ Summarize key points in the discussion, or ask others to do so.
- ◆ Remain objective, monitor process and guide rather than actively participating in the dialogue.

AND

- ◆ Become self-aware; good facilitators know their own strengths, weaknesses, "hooks," biases, and values.
- ◆ Put the group first.
- ◆ Develop a passion for group process with its never-ending variety.
- ◆ Appreciate all kinds of people.
- ◆ Show commitment to democratic principles.

The Role of Participants

- **Listen carefully to others.** Try to understand the concerns and values that underlie their views.
- **Maintain an open mind.** You don't score points by rigidly sticking to your early statements. Feel free to explore ideas that you have rejected or not considered in the past.
- **Strive to understand the position of those who disagree with you.** Your own knowledge is not complete until you understand other participants' points of view and why they feel the way they do.
- **Help keep the discussion on track.** Make sure your remarks are relevant.
- **Speak your mind freely, but don't monopolize the discussion.** Make sure you are giving others the chance to speak.
- **Address your remarks to the group members rather than the facilitator.** Feel free to address your remarks to a particular participant, especially one who has not been heard from or who you think may have special insight. Don't hesitate to question other participants to learn more about their ideas.
- **Communicate your needs to the facilitator.** The facilitator is responsible for guiding the discussion, summarizing key ideas, and soliciting clarification of unclear points, but he/she may need advice on when this is necessary. Chances are, you are not alone when you don't understand what someone has said.
- **Value your own experience and opinions.** Don't feel pressured to speak, but realize that failing to speak means robbing the group of your wisdom.
- **Engage in friendly disagreement.** Differences can invigorate the group, especially when it is relatively homogeneous on the surface. Don't hesitate to challenge ideas you disagree with, and don't take it personally if someone challenges your ideas.

Suggestions for Discussion Guidelines

- ◆ 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.

Tips for Effective Facilitation

Be prepared

The facilitator does not need to be an expert on the topic being discussed, but should be the best prepared for the discussion. This means understanding the subject, being familiar with the discussion materials, thinking ahead of time about the directions in which the discussion might go, and preparing questions to help further the discussion.

Set a relaxed and open tone

- ◆ Welcome everyone and create a friendly relaxed atmosphere.
- ◆ Well-placed humor is always welcome, and helps to build the group's connections.

Establish clear discussion guidelines

At the beginning of the community circle, help the group establish its own discussion guidelines by asking the participants to suggest ways for the group to behave. (See page 8 for sample guidelines.)

Monitor and assist the group process

- ◆ Keep track of how the group members are participating - who has spoken, who hasn't spoken, and whose points haven't been heard.
- ◆ Consider splitting up into smaller groups to examine a variety of viewpoints or to give people a chance to talk more easily about their personal connection to the issue.
- ◆ When deciding whether to intervene, lean toward non-intervention.
- ◆ Don't talk after each comment or answer every question; allow participants to respond directly to each other.
- ◆ Allow time for pauses and silence. People need time to reflect and respond.
- ◆ Don't let anyone dominate; try to involve everyone.
- ◆ Remember: a community circle is not a debate, but a group dialogue. If participants forget this, don't hesitate to ask the group to help re-establish the ground rules.

Help the group grapple with the content

- ◆ Make sure the group considers a wide range of views. Ask the group to think about the advantages and disadvantages of different ways of looking at an issue or solving a problem.
- ◆ Ask participants to think about the concerns and values that underlie their beliefs and the opinions of others.
- ◆ Help the discussion along by clarifying, paraphrasing, and summarizing the discussion.
- ◆ Help participants to identify “common ground”, but don’t try to force consensus.

Use probing comments and open-ended questions which don’t lead to yes or no answers

This will result in a more productive discussion. Some useful questions include:

- ◆ What seems to be the key point here?
- ◆ What is the crux of your disagreement?
- ◆ What would you say to support (or challenge) that point?
- ◆ Please give an example, or describe a personal experience to illustrate that point.
- ◆ Could you help us understand the reasons behind your opinion?
- ◆ What experiences or beliefs might lead a person to support that point of view?
- ◆ What do you think people who hold that opinion care deeply about?
- ◆ What would be a strong case against what you just said?
- ◆ What do you find most persuasive about that point of view?
- ◆ What is it about that position that you just cannot live with?
- ◆ What have we missed that we need to talk about?
- ◆ What information supports that point of view?

Reserve adequate time for closing the discussion

- ◆ Ask the group for last comments and thoughts about the subject.
- ◆ Thank everyone for their contributions.
- ◆ Make any necessary announcements.
- ◆ Give a quick overview of the next session.

What is the Focused Conversation Method (ORID)?

The Focused Conversation Method (ORID) is simple and natural. To elicit the most participation from everyone in a group, start with an **Objective** or factual question. These are the easiest to answer and allow more introverted or shy personality types to participate. This is the kind of question that is so easy, you can ask everyone to answer, thereby becoming part of the discussion. The next level of question, **Reflective**, involves getting more in touch with our feelings and takes the conversation a little deeper. Some people don't respond easily to talking about their feelings, so asking for associations is another way to bring forth this level of conversation. The third level is the **Interpretive**, or meaning seeking, analyzing stage of a conversation. Much of our society tends to go immediately to this level of discussion. It is a rich stage in any conversation. Unfortunately, many people get left out of active participation when we go here too fast. That's why this is the third level of questions we suggest, not the first. The last level is **Decisional** which is really asking about your personal relationship to what's been said so far, what comes next and how you will apply what you have learned in the conversation. It is the action oriented or "where do we go from here?" stage. You can have as many or as few questions at each level as you want or need.

Most people gravitate to or have a preference to a particular stage of conversation. By creating questions that address each of the stages, you increase the likelihood of greater participation by group members.

These stages occur naturally in any good discussion where everyone is involved. We want to give you a guide for designing an effective discussion that will involve the entire group. Within the basic format there are numerous ways to create questions. Feel free to alter them to suit your own personal style.

Suggestions for Dealing with Typical Challenges

Most community circles go smoothly because participants are there voluntarily and have a stake in the program. But there are challenges in any group process. What follows are some of the most common difficulties that community circle leaders encounter, along with some possible ways to deal with those difficulties.

Problem:

Certain participants don't say anything, seem shy.

Possible responses: Try to draw out quiet participants, but don't put them on the spot. Make eye contact - it reminds them that you'd like to hear from them. Look for nonverbal cues that indicate participants are ready to speak. Frequently, people will feel more comfortable in later sessions of a community circle program and will begin to participate. When someone comes forward with a brief comment after staying in the background for most of the community circle, you can encourage him or her by conveying genuine interest and asking for more information. And it's always helpful to talk with people informally before and after the session.

Problem:

An aggressive or talkative person dominates the discussion.

Possible responses: As the facilitator, it is your responsibility to handle domineering participants. Once it becomes clear what this person is doing, you *must* intervene and set limits. Start by limiting your eye contact with the speaker. Remind the group that everyone is invited to participate - "Let's hear from some folks who haven't had a chance to speak yet." If necessary, you can speak to the person by name. "Charlie, we've heard from you; now let's hear what Barbara has to say." Be careful to manage your comments and tone of voice - you are trying to make a point without offending the speaker.

Problem:

Lack of focus, not moving forward, participants wander off the topic.

Possible responses: Responding to this takes judgment and intuition. It is the facilitator's role to help move the discussion along. But it is not always clear which way it is going. Keep an eye on the participants to see how engaged they are, and if you are in doubt, check it out with the group. "We're a little off the topic right now. Would you like to stay with this, or move on to the next question?" If a participant goes into a lengthy digression, you may have to say: "We are wandering off the subject, and I'd like to give others a chance to speak."

Problem:

Someone puts forth information which you know to be false. Or, participants get hung up in a dispute about facts, but no one present knows the answer.

Possible responses: Ask, "Has anyone heard conflicting information?" If no one offers a correction, offer one yourself. And if no one knows the facts, and the point is central to the discussion, encourage members to look up the information before the next meeting. Remind the group that experts often disagree.

Problem:

Lack of interest, no excitement, no one wants to talk, only a few people participating.

Possible responses: This rarely happens in community circles, but it may occur if the facilitator talks too much or does not give participants enough time to respond to questions. People need time to think, reflect, and get ready to speak up. It may help to pose a question and go around the circle until everyone has a chance to respond. Occasionally, you might have a lack of excitement in the discussion because the group seems to be in agreement and isn't coming to grips with the tensions inherent in the issue. In this case the leader's job is to try to bring other views into the discussion, especially if no one in the group holds them. "Do you know people who hold other views? What would they say about our conversation?"

Problem:

Tension or open conflict in the group. Perhaps two participants lock horns and argue. Or, one participant gets angry and confronts another.

Possible responses: If there is tension, address it directly. Remind participants that disagreement and conflict of ideas is what a community circle is all about. Explain that, for conflict to be productive, it must be focused on the issue; it is acceptable to challenge someone's ideas, but personal attacks are not acceptable. You must interrupt personal attacks, name-calling, or put-downs as soon as they occur. You will be better able to do so if you have established ground rules that disallow such behaviors and encourage tolerance for all views. Don't hesitate to appeal to the group for help; if group members bought into the ground rules, they will support you. As a last resort, consider taking a break to change the energy in the room. You can take the opportunity to talk one-on-one with the participants in question.

Fall 1999 - Prospective Community Circles - Metro Area

<i>Sponsor</i>	<i>Contact</i>	<i>Dates/Times</i>	
Project Respect (East Metro Women's Council) 3521 Century Avenue North White Bear Lake, MN 55110	Trish Cummins Kaufman 651.773.8401 x11 (W)	This fall	
East Metro Office of Interdistrict Initiatives			
Casa Esperanza	Rebecca Rojas 651.646.5553		
City of St. Paul Employees Circle and Constituents Circle			
Girl Scout Council Greater St. Paul			
Twin Cities Habitat for Humanity 3001 4 th Street SE Minneapolis, MN 55414	Steven Seidel, Exec. Dir. 612.331.4090 F 612.331.1540		
Hmong-American Partnership			
Highland-Macalester Groveland Family Center			
Lexington-Hamline Community Center 1573 Selby Avenue 311 St. Paul, MN 55104	Sherilyn Young 651.645.6887 (W)		
Saint Paul Foundation 600 Norwest Center St. Paul, MN 55101	Joanne Statley 651.224.5463 F 651.224.8123		
St. Stephanus Church 739 Lafond Avenue St. Paul, MN 55104	Imogene Treichel 651.645.3044		
West 7 th Community Center			
Minnesota Women's Press 771 Raymond Avenue St. Paul, MN 55114	Holly Caughlin 651.646.3968 F 651.646.2186		
Save Our Sons St. Paul, MN	Roger Barr 651.603.8858		
Neighborhood Development Alliance 481 S Wabasha St. Paul, MN 55107	Jill Waterhouse 651.292.0131x236		
Wilder Center 919 Lafond Avenue St. Paul, MN 55104			
Cherokee United Methodist & Grace Community UCC 873 Portland Avenue St. Paul, MN 55104	Rev. Tim Johnson 651.227.4275 Rev. Oliver White 651.2225.8292		
Ascension Episcopal Church 215 North 4 th Street Stillwater, MN 55082	Margie Matlin M-W 651.439.2609x13 TH-F 651.429.6335		

Northside Pastors Group Minneapolis			
Northside Residents Redevelopment Council 1014 Plymouth Avenue South Minneapolis, MN 55411	Nicole Harris 612.335.5924		
Central Neighborhood Improvement Association			
Longfellow-Nokomis Family&Community Resource Center			
Stillwater District 834 1875 S. Greeley Street Stillwater, MN 55082	Kathleen Macy, Superintendent 651-351-8301		
Spirit of the Lakes United Church of Christ 2930 13 th Avenue South Minneapolis, MN 55407	Taylor Wilcox 612.724.2313 F 612.724.7166		
First Unitarian Society of Minneapolis 900 Mount Curve Street Minneapolis, MN 55403	Wendy Yaeger 612.377.6608x104 F 612.377.2151 dial 0		
Interdistrict Downtown School 1130 Nicollet Mall Minneapolis, MN 55403	Barbara Shin, Principal 612.332.9552 612.870.8623		
Office of the Mayor Mayor's Circle City of Minneapolis 331 City Hall Minneapolis, MN 55415			
Hennepin County Family Resource Center Sabathani Center			
Minnesota Public Interest Research Group 2414 University Avenue SE Minneapolis, MN 55414	Lea Schuster 612.627.4049 (W) F 612.627.4050 Email:mpirg@computerpro.com		
Masjid An-Nur Islamic Centers of Minneapolis and St. Paul 1009 Park Avenue #3 Minneapolis, MN 55404	Ali Newman 612.673.0691		
Westminster Presbyterian Church 83 South 12 th Street or Nicollet Mall at 12 th Street Minneapolis, MN 55403	Fred Dietrich 651.636.2829		
Golden Valley Human Rights Commission	Don Taylor 612.593.8012 or Hilmer Erickson 612.540.0279		
City of Apple Valley 14200 Cedar Avenue	Mary Hamann-Roland, Mayor 612.421.6630		

#	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	This fall	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.	Co-facilitator 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	Contact person: Sarah Dennison 612-381-2490 voice mail Rasmussen College 12450 Wayzata Blvd. Minnetonka, MN 55305-1928	Admissions coordinator Susan Hinde Rasmussen College 3500 Federal Drive Eagan, MN 55122
#	Northside Residents Redevelopment Council 1014 Plymouth Avenue South Minneapolis, MN 55411	Nicole Harris 612-335-5924	TBA	This fall		

#15	Hiawatha YMCA and Longfellow-Nokomis Family & Community Resource Center	Barbara Jones or Greta Kivens 612-729-7397 Fax: 612-729-1011 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	Co-facilitator Sheryl L. Erickson 1530 St. Croix Circle Golden Valley, MN 55422 612-522-3598 Fax: 612302-8718 Email: sherly@isd.net	Co-facilitator Mark McCrea 1262 Arkwright St. St. Paul, MN 55101 651-297-4772 (W) Fax: 651-256-9634
#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 4/26,5/3,5/10,5/17,5/24 7:00 - 9:00 p.m.	Co-facilitator 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	This fall		
#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 Scribe Jack Rarick
#14	Ramsey International Fine Arts School One West 49 th Street Minneapolis, MN 55409	Julianna James 612-627-2540 or 612-928-4967	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 612-333-6319 Rev. Barbara Fountain-Mason 8712 Bass Creek Avenue Brooklyn Park, MN 55428 Carrie Monroe 612-996-4779 (W)	Evon Spangler 9299 Jergen Avenue South Cottage Grove, MN 55106 651-297-5082 (W) 651-769-0307 (H)	Young Quinlan Bldg. 81 South 9 th Street # 335 Minneapolis, MN 55402	Wednesdays 5/12,5/26,6/9,6/16,6/30 6:00 - 8:00 p.m.	Co-facilitator Barbara Blackstone Office of Dispute resolution 340 Centennial Office Bldg. St. Paul, MN 55155 (651) 297-4635 (W) Fax: (651) 297-7200 or 282-6396 Email: mnblkstn@gte.net	Co-facilitator Katherine Nevins 3900 Bethel Drive St. Paul, MN 55112 (651) 638-6292 (W) Fax: (651) 638-6001 Email: k-nevins@bethel.edu Scribe: Evon Spangler

#	Young Leaders Caucus	Carrie Monroe 612-996-4779 (W) Anatasia Pharris-Curej 612-522-1093 (H) 612-365-4161 (W) <i>Fx 612-947-2693 att Carrie Monroe</i>	First Universalist Church 3400 Dupont Avenue South Minneapolis, MN 612-825-1701	Mondays 4/26,5/3,5/10,5/17,5/24 6:00 - 8:00 p.m.	Co-facilitators Bev Lutz 2502 Dupont Avenue North Minneapolis, MN 612-588-9097 (H) Email: lghthsegrp@aol.com Ric Rosow 650 Third Avenue South #1600 Minneapolis, MN 55402 612-602-1031 (W) Fax: 612-349-6718 Email: rrosow@LPGR.com	Carrie Monroe - Scribe and Chair - Young Leaders Caucus
#	Project for Pride in Living 2516 Chicago Avenue South Minneapolis, MN 55404 612-874-8511 Fax: 612-874-6444 Email: ppl@ppl-inc.org	Jim Fournier Manager - Volunteer Program 612-874-8511 x162 Fax: 612-874-6444 Email: ppl@ppl-inc.org	Same as sponsor	Wednesdays 5/18,5/25,6/7,6/14,6/21 4:00 - 6:00 p.m.	Marcy Harris Veterans Homes Board 122 Veterans Service Bldg. St. Paul, MN 55155 612-937-0565 (H) 651-297-5254 (W) Fax: 651-296-6177 Email: maharris@muhmail.muh.state.mn.us	
	Spirit of the Lakes United Church of Christ 2930 13 th Avenue South Minneapolis, MN 55407	Taylor Wilcox 612-724-2313 Fax: 612- 724-7166		This Fall		
	Interdistrict Downtown School 1130 Nicollet Mall Minneapolis, MN 55403	Barbara Shin, Principal 332-9552 870-8623		This fall		
#	MPIRG 2414 University Avenue S.E. Minneapolis, MN 55414	Lea Schuster 612-627-4049 (W) Fax 612-627-4050 Email: mpirg@computerpro.com	TBA	This fall		
#	Masjid An-Nur Islamic Centers of Minneapolis and St. Paul	Ali Newman 1009 Park Avenue #3 Minneapolis, MN 55404 612-673-0691	TBA	This fall		
West Metro						

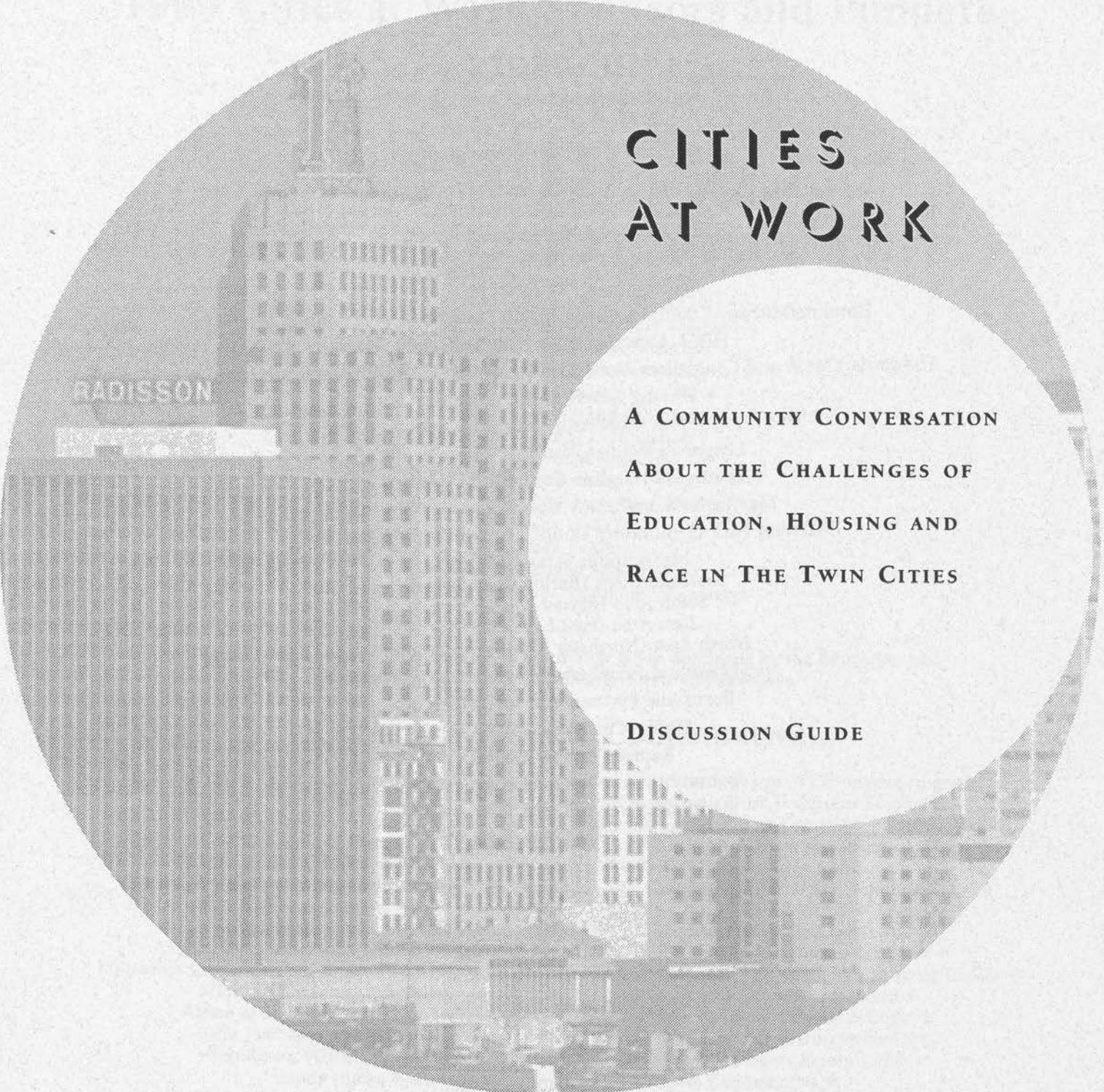
#16	Golden Valley Human Rights Commission	Don Taylor 612-593-8012 or Hilmer Erickson 612-540-0279	Golden Valley City Hall 7800 Golden Valley Road Golden Valley, MN 55427	Next fall	Kim Greene 2324 Vernon Circle Minnetonka, MN 55305 612-331-0214 (W) 612-545-0531 (H) Fax: 612-331-1602 (W) 612-545-0804 (H) 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	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	Anne Moening 612-948-3955 or 612-948-8733	Creekside Community Center 9801 Penn Avenue South Bloomington, MN 55431	Wednesdays 2/24,3/3,3/10,3/17,3/29 6:00 - 8:00 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 7:00 - 9:00 p.m.	Co-facilitator Susan Mainzer 3033 Humboldt Avenue South Minneapolis, MN 55408 612-824-7664 (H) Fax: 612-824-6583 Email: susmainzer@aol.com	Co-facilitator John Miller 4716 Clinton Avenue South Minneapolis, MN 55409 612-825-8991 (H) email: john2195@aol.com SCRIBE <i>Emily Day 7340 Clinton Avenue South Richfield, MN 55423 612-869-7024 (H)</i>

#21	Partnerships for Tommorrow	Renita McBride 612-895-4473 Fax: 612-895-4404	Burnsville City Hall 100 Civic Center Parkway Burnsville, MN 55337	Will focus on land use and neighborhoods/not doing education, housing and race		
#26	City of Apple Valley	Mayor Mary Hamann-Roland 612-953-2501 or 612-891-4744		Next fall		

North Metro

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

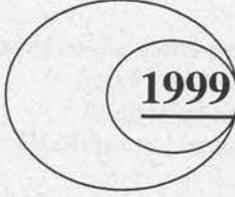
	<p>Westminster Presbyterian Church 83 South 12th Street or Nicollet Mall at 12 Street Minneapolis, MN 55403 Ph: 612-332-3421</p>	<p>Fred Dietrich 651-636-2829</p>	<p>Westminster Presbyterian Church 1200 Nicollet Mall Minneapolis, MN 55403</p>	<p>Wednesdays September 22,29, October 6,13,20 6:30 - 8:30 p.m.</p>	<p>Fred Dietrich 3801 Linden Drive New Brighton, Mn 55112 651-638-2829 (W) Fax: 651-636-1596 Email: dietrichfw@a.o.l.com</p>	<p>Lee Harness 4609 Cascade Lane Edina, MN 55436 612-929-0819</p>
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**CITIES
AT WORK**

**A COMMUNITY CONVERSATION
ABOUT THE CHALLENGES OF
EDUCATION, HOUSING AND
RACE IN THE TWIN CITIES**

DISCUSSION GUIDE



1999 **Cities at Work Community Circle Dialogues**
EDUCATION AND HOUSING EQUITY PROJECT

Sponsors

1998-1999

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Central Neighborhood Improvement Association
Crystal Human Rights Commission
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HECUA (Metro Urban Studies Term)
Hiawatha YMCA and Longfellow-Nokomis Family & Community Resource Center
Hmong American Partnership
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League of Women Voters of Minneapolis
Lexington/Hamline Community Council
Mayflower Community Congregational Church
Merriam Park Community Council & Goodwill/Easter Seals
Minneapolis School District
Southwest Area (Barton Open School)
South Area (Bryant Square Park)
East Area (East Lake Library)
North Area (Northstar Elementary School)
Neighborhood Economic Development Alliance
Burnsville Partnerships for Tomorrow
Project for Pride in Living
Ramsey Action Program
Ramsey International Fine Arts School
Richfield Human Rights Commission
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Saint Mark's Episcopal Church
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Saint Paul Planning Commission
Saint Paul Public Schools
3M Corporation
United Way of the Saint Paul Area
University UNITED
The Urban Coalition
YMCA of Greater Saint Paul
And a diverse group of community volunteers

Adapted from *Choices for Community* - a discussion guide developed by the Education and Housing Equity Project Community Circle Collaborative.

Community Circle Collaborative

The following organizations were consulted or participated in the development of the discussion guide:
Alliance for Metropolitan Stability + Central Community Housing Trust + Citizens League +
Center for the American Experiment + Center for Democracy and Citizenship + Center for Policy Studies +
Center for School Change, Twin Cities Charter School Project + Center for Urban and Regional Affairs +
Communities of Color Institute + Family Housing Fund + Institute on Race and Poverty +
Legal Aid Society of Minneapolis, Housing Discrimination Law Project + Lindquist and Vennum, PLLP +
Metropolitan Council Data Center + Metropolitan Interfaith Council on Affordable Housing +
Minneapolis Public Schools, School District No. 1 + Minneapolis Urban League +
Minnesota Center for Corporate Responsibility + Minnesota Churches Anti-Racism Initiative +
Minnesota Department of Human Rights + Minnesota Facilitators Network + Minnesota Fair Housing Center +
Minnesota Minority Education Partnership + Minnesota Office of Dispute Resolution +
Office of State Representative Myron Orfield + Pacer Center + Saint Paul Public Schools +
Saint Paul Department of Human Rights + Seed Academy/Harvest Preparatory School +
Schulman, Walcott and Schulman + Society of Professionals in Dispute Resolution +
Study Circles Resource Center + Transit for Livable Communities +
The Urban Coalition + and the Board of Directors of the Education and Housing Equity Project

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INTRODUCTION

About Cities at Work and the Education and Housing Equity Project

In 1997, the Education and Housing Equity Project (EHEP) joined efforts with the Minnesota Minority Education Partnership (MMEP) and the Metropolitan Interfaith Council on Affordable Housing (MICAH) to sponsor the first "community circle conversations" about the challenges of education and housing segregation in the Twin Cities. Out of these conversations grew a shared commitment to promoting regional housing opportunities and school programs that break down barriers of race, culture, and economics.

Since 1995, the Wilder Foundation and a host of other community organizations and local businesses have promoted discovery about Saint Paul's future through an annual series of public forums. Many of you have joined the over 2,000 interested citizens, policymakers, religious leaders, government workers, neighborhood activists, and the business community who have gathered at these events to discuss and learn about critical issues facing our city.

The 1999 *Cities at Work* forum series, *A Public Dialogue on Race, Connections, and Commitment*, began last spring and continues this fall. Offering good food and conversation, these four public forums provide a time and place to participate in nurturing a future for Saint Paul as a multicultural community based on trust and equality.

NOTE: In this discussion guide the terms *Twin Cities*, *Twin Cities area* and *Twin Cities metropolitan area* or *region* are used interchangeably and refer to the 7-county area within the jurisdiction of the Metropolitan Council.

About the Community Circle Dialogue Project

In 1999, *Cities at Work* initiated the community circle dialogue project as an additional opportunity for honest dialogue and lively discussion about the challenges Saint Paul faces to provide equity in housing and education for all Saint Paul residents. *You are a part of this project which is linked to similar conversations in other parts of the metropolitan region and across the nation.* In Saint Paul, neighborhood groups, nonprofit community-based organizations, schools, local businesses and churches are sponsoring similar community dialogues around the city this spring and fall.

continued

A Call to Action

Community circle dialogues allow for a small, diverse group of people to share viewpoints and exchange ideas. The dialogues also engage us in committing to individual and community actions which will create a more vital city that is attractive to all who live, work and do business in Saint Paul. **On November 8 from 5:00-8:30 p.m. at Arlington High School, you are invited to join others at a *Cities at Work* forum, *Beyond Tolerance: A Call to Action.*** This event will be an opportunity for you to share your ideas for action for individuals, organizations and community-wide goals, strategies, policies or projects.

Making connections and new friendships. Sharing ideas. Planning new initiatives. The 1999 *Cities at Work* forum series and Community Circle Dialogue Project launch discussion about the effects of racism on housing, education and race in our community.

The viewpoints included in the following discussion guide should be used as a starting point to open the discussion about some of the very important challenges we face as a community. These viewpoints were developed with the assistance of many Twin Cities research and community-based organizations. They are not meant to be comprehensive or definitive. Instead, they are merely intended to provide a wide variety of viewpoints for participants *to begin a thoughtful and respectful discussion.*

Personal reflections. Family stories. Sharing dreams and recollections. Examining data together. Opening our hearts and minds. The community circle dialogues allow us an opportunity to be honest and to listen to what we can learn from each other.

A Focus for Discussion

This discussion guide offers you an opportunity to look at various viewpoints about the complex effects of race and racism on housing and education. They are a starting point for a thoughtful and respectful dialogue and are intended to launch our community in a search for answers to the following questions:

- ◆ Do patterns of residential, economic and racial segregation have impact on the educational achievement and life opportunities of children and adults living in the Twin Cities? How? What are the impacts?
- ◆ What can we do as individuals and as a community to enhance the educational, housing, and economic opportunities of all children and adults living in Saint Paul and the Twin Cities region?

SESSION ONE – Facilitators Guide

Getting Started

TO BEGIN ...

1. Welcome

Facilitators:

- Welcome everyone to the group. Introduce yourself, co-facilitator and scribe (if available) as well as the key contact for the sponsoring organization.
- Explain why each of you chose to volunteer your time to facilitate a community circle dialogue.

2. Introductions

Facilitators:

- Ask each participant to tell the group something about a "community" that they belong to and encourage them to include something they like or appreciate about the community.
- You should go first to model how to respond to the question.

3. Setting the Context

Facilitators:

(Use the flip charts you have prepared to move quickly and to connect with visual learners.)

A. Explain the topic of the circle dialogue:

- Consider the effects of race and racism on housing and education
- Look at some possible solutions to these community challenges

B. Summarize the flow of the five sessions:

- **SESSION ONE:** Who we are: Our personal stories
- **SESSION TWO:** What are the reasons for segregation in the Twin Cities?
- **SESSION THREE:** How can we address the housing challenges in our city and our region?
- **SESSION FOUR:** What can we do about the achievement gap in our schools?
- **SESSION FIVE:** Ideas for action: Making a difference

continued

C. Explain how the dialogue can possibly impact participants on three levels:

- Individual attitudes, opinions or beliefs
- Activities with neighborhood, church or other groups they may be involved with
- Community-wide goals, strategies, public policies and projects

D. Share goals of the community circle dialogue:

- To have a respectful dialogue so that everyone will feel safe to share and learn from each other
- To increase awareness about the complex effects of racism in our communities; especially in housing and education
- To think of ideas for action that we can take as individuals or as a group. (Pass out brochures for Call to Action and Citizens Summit.)

E. Pass out:

- Profiles (to be collected and returned)
- Attendance roster
- What the Research Shows and other handouts

Facilitators:

Explain that the handouts are to be used as a resource for the group's discussion if desired and encourage participants to bring other materials to share during the course of the dialogue. Acknowledge that the group's experiences and ideas are the most important resource for the dialogue.

4. Guiding Principles for Dialogue

Facilitators:

- Create a "mind-map" on a flip chart with RESPECT in middle.
- Allow group to define what respect means to them.
- Save this flip chart and explain that it will be used for each session to remind group of ground rules for discussion. OPTIONAL: Use Dialogue vs. Debate handout from facilitator handbook.

continued

SESSION ONE

Who we are: Our personal stories

DISCUSSION QUESTIONS

Facilitators:

- Model brevity and depth.
- Ask participants to identify themselves by name as they respond.
- Allow all participants to answer each question.
- Record responses on flip chart.

1. Why did you decide to participate in this community circle dialogue?
2. What are our stories about experiences with racism, prejudice, segregation or cultural differences?

CLOSING

Facilitators:

Review format of next session. Describe how viewpoints can be shared by reading aloud and recommend that participants read through the material ahead of time.

- Ask participants to share what they liked about the circle dialogue or something they learned. Was there anything that made anybody uncomfortable during the dialogue?
- What do each of the participants think they will remember most from the evening?
- Ask participants if there is anything else shared during the session that should be noted on the flip chart.

SESSION TWO

What are the reasons for segregation in the Twin Cities?

Many of us share a desire to do something about segregation in our communities. But when we are asked to describe the kinds of segregation problems we are facing, our answers vary a lot. We tend to disagree even more about what caused these problems in the first place.

It makes sense, then, to talk about the reasons for segregation before we talk about solutions (in fact, it may help us to come up with solutions). This session presents a range of viewpoints on the question, "What are the reasons for segregation?" Each view is written in the voice of someone who supports that position. The viewpoints are not presented as "truths" - they are intended as a starting point for discussion. As you talk about the views, remember to give a fair hearing to each other's ideas.

TO BEGIN ...

1. Welcome

Facilitators:

- Welcome everyone to the group.
- Share names around the circle.

2. Revisit the discussion guidelines

Facilitators:

- Post flip charts from first session.
- Ask for other suggestions.

3. Briefly reflect on last session

Facilitators:

- Ask the group the following question:
 - What is something new you heard from the first session?

DISCUSSION VIEWPOINTS

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:

1. What reaction do you have to this viewpoint?
- OPTIONAL:
2. What was a surprise or new information to you?
 3. Does this viewpoint remind you of anything?

continued

Viewpoints

1 Racial prejudice and discrimination cause people to live apart.

According to this view, the main reason for segregation is that many people are prejudiced against people of other races and do not want to live in integrated neighborhoods. Prejudice can be both covert (when it is covered up) and overt (when people don't try to hide it). Prejudice isn't just limited to whites; people of color are sometimes biased against whites, and different ethnic groups can be biased against one another. A recent HUD study showed that many people of color are discouraged from moving into, or staying in, white communities by both the prejudice of real estate agents and the people who live in the communities. The prejudice of real estate agents affects which homes and neighborhoods they show to which people. The practices of lending institutions - banks and mortgage companies - are also often prejudiced against people of color.

2 Perception of high crime and poor schools drive people away.

According to this view, segregation is the result of people trying to move away from situations which they think are bad. A recent study by the media showed that people living in the Twin Cities believed there was twelve times more violent crime in our core cities than there really was. Families also move to the suburbs looking for better schools for their children. Many people think that city schools are lower in quality, with lower average test scores, older buildings, larger classes, and more violence than suburban schools. When people move to the suburbs they create segregation, which is often by race as well as by economic class.

3 People like to live where they have "elbow room."

According to this view, the single greatest cause of segregation is the "American dream" of owning your own home with some land around it. Many

Americans don't like living in small apartments or the narrow lots of city neighborhoods. Right now whites are wealthier on average, so they are better able to move to their dream homes. As people of color get richer, many will move to their own homes outside the city. In many suburbs this is already happening. Those who are poorer stay in the city, where they become more and more isolated.

4 Institutional racism in housing, hiring, and education leads to inequality.

According to this view, racism is a deep part of our society's institutions. Institutions increase segregation by favoring whites and discriminating against people of color. It has been this way for so long that white people don't even know they carry "white privilege" with them. Institutions affected by racism include our businesses, government agencies, the media, the criminal justice system, schools, religious communities, and more. Sometimes this kind of racism is not planned or intended. This "institutional racism" is usually indirect or hidden, which makes it very hard to deal with. For example, many hiring practices use racially biased tests, which keep out people who are qualified for jobs. Or qualified people of color are not hired because "they won't fit in." Lenders sometimes use unfair practices, such as having different requirements for different groups of people when they apply for loans. Schools have a larger percentage of white students than students of color who are prepared for college. Schools could be a lot more successful than they are now with students of color and with poor students.

5 Government policies and economic patterns create divisions among people.

According to this view, our government has made decisions about transportation, housing, and zoning which contribute to segregation by economic class and race. For many years, the government has spent large amounts of money on freeways which allow people to commute between homes in the suburbs and jobs in the city. The government has also spent money on sewer systems which allow

suburban communities to grow. Affordable housing, built with government assistance, has mostly been built in core cities and poor neighborhoods. Planning and zoning boards often pass restrictions that prevent affordable houses or apartments from being built in the richer neighborhoods and suburbs. This is a way to legally keep low-income and moderate-income housing developments out of many neighborhoods. Most of the poor people who live in the Twin Cities are people of color who live in just a few neighborhoods.

DISCUSSION QUESTIONS

Facilitators:

To focus your discussion, select any of these questions or use questions that your group creates:

- Record responses on flip chart.

1. What hit your hot button while reading or listening to these viewpoints?
2. In your lives, have you experienced any of the situations described in these viewpoints?
3. Each viewpoint states a reason for segregation. Which of the viewpoints best describes the causes of segregation?
4. Based on our dialogue tonight, what are some of the best ways to fight segregation?

CLOSING

Facilitators:

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

- What is one thing you will tell a friend about tonight's dialogue?

SESSION THREE

How can we address housing challenges in the Twin Cities?

Many people can agree that there is a housing crisis in our community. Yet there is little consensus on what we can do about it. The goal of this session is to think and talk about possible directions for change. In this session, you'll find a range of views or options on how we might address and make progress on the housing challenges we face. Use them as a starting point for discussion.

TO BEGIN ...

1. Welcome

Facilitators:

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

2. Briefly reflect on last session

Facilitators:

- Ask the group the following question:
 - What is something new you heard or learned from the last session?

DISCUSSION VIEWPOINTS

Facilitators:

Explain that this session focuses on further understanding segregation and presents different options for addressing the housing challenges our city and the region are 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 reaction do you have to this viewpoint?

OPTIONAL:

- What was a surprise or new information to you?
- Does this viewpoint remind you of anything?

Viewpoints

1 Invest in the construction and preservation of affordable housing.

There is now a serious shortage of lower-cost housing; in the Twin Cities, less than 2% of all rental properties are vacant. *According to this view*, one reason for the shortage is that the cost of housing keeps going up. That includes the cost of building new affordable housing, and the costs of repairing and maintaining housing. Another cause of the shortage is unfair zoning policies in many of the suburbs. These "exclusionary" policies stop affordable housing from being built, or let it be built only when it is isolated on the less good land. These policies have to be challenged. More affordable housing needs to be developed in the suburbs because that's where many of the "living wage" jobs have been growing the fastest. But we also need more decent, affordable housing in the urban neighborhoods, for working families who want to stay in the center cities.

2 Create programs and policies that help people buy homes and fix up neighborhoods in the core cities.

According to this view, we need to make our city more attractive to home buyers and investors. The following things would help do that: lower property tax rates; help people make their neighborhoods safe and beautiful; develop attractive shopping areas throughout the cities; make sure people can find all kinds of housing; and make sure people can get the help they need to buy homes.

3 Require or encourage neighborhoods to have housing for people with different incomes.

According to this view, desegregation of our neighborhoods has not been very successful when it is voluntary instead of required by law. Our neighborhoods are still segregated by race and by economics. This view recommends that whenever new apartments or multi-housing units are built, builders should include affordable housing units in the same buildings. This should happen in all neighborhoods

in the Twin Cities region. If developers are given incentives and benefits for building mixed-income projects, there will eventually be more housing choices and more diverse neighborhoods in both the core cities and the suburbs.

4 Enforce anti-discrimination laws.

According to this view, people have the right to choose where they want to live. But for many individuals and families housing choice is almost impossible. That is because of unfair lending practices and discrimination by landlords and real estate agencies. Saint Paul has many of its poorest people and people of color living in just a few neighborhoods in the city's core. That is also true in many other communities in the metropolitan region. People should file class-action lawsuits if they think they have been treated with discrimination. That way, they can help put an end to unfair housing practices.

5 Limit the metropolitan region's growth and expansion.

According to this view, as the Twin Cities region gets larger, expanding into farming areas and open land, an unfair amount of resources goes to housing and development in the outer-ring suburbs. This flow of resources encourages white middle class people to move out of the city. We need to limit the growth of suburbs. We need to provide incentives which make it easier for people to invest in and fix-up neighborhoods in the Minneapolis, Saint Paul and inner-ring suburbs.

6 Focus on jobs and transportation solutions; that includes the redevelopment of polluted lands, called brownfields, and employer-assisted housing.

According to this view, many of the people who need jobs live in the core cities because that's where most of the affordable housing is. But most of the living-wage jobs are being created in the outer-ring suburbs. We need to improve the public transportation system to get central city workers to these jobs.

continued

SESSION THREE

Another solution is for employers to help their workers get affordable housing close to where the jobs are. We also need to create more living-wage jobs in the cities, close to where people live. One way to do that is to clean up and develop brown-fields in the cities. That is often expensive and time consuming to do.

7 Let the land market control and regulate itself.

According to this view, the government makes too many rules and regulations about how land is used. The government also makes it harder than it has to be for builders and developers, with unnecessary red tape. More people would build affordable housing in the Twin Cities if the government had fewer regulations and less red tape.

DISCUSSION QUESTIONS

Facilitators:

To focus your discussion, select any of these questions or use questions that your group creates:

- Record responses on flip chart.

1. What hit your hot button while reading or listening to these viewpoints?
2. In your lives, have you experienced any of the situations described in these viewpoints?
3. Which of these perspectives comes closest to your own personal viewpoint?
4. What do you think are some of the barriers to any of these approaches?

CLOSING

Facilitators:

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

- What is one thing you will tell a friend about tonight's dialogue?

SESSION FOUR

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

School reform is an ongoing discussion in our region. In several school districts achievement is high and the outlook is good, but there is a disproportionate lack of achievement in some schools and communities.

Everyone can agree that better test scores and higher achievement are good for the community and for our students, but given the many disparities within the Twin Cities, can we agree on what can or should be done to increase the opportunities for all students? What is the role of integration in narrowing the achievement gap?

TO BEGIN ...

1. Welcome

Facilitators:

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

2. Briefly reflect on last session

Facilitators:

- Ask the group the following question:
 - What is something new you heard or learned from the last session?

DISCUSSION VIEWPOINTS

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.)

1. What reaction do you have to this viewpoint?
OPTIONAL:
 2. What was a surprise or new information to you?
 3. Does this viewpoint remind you of anything?

continued

SESSION FOUR

Viewpoints

1 Reverse the patterns of segregation in housing to desegregate schools.

According to this view, to improve education and housing, we have to tackle the underlying problem which is: Americans live very segregated lives. If children's educational opportunities depend on where they live, and where we live is affected by the color of our skin, segregation in housing will affect children's education. Neighborhoods need to be integrated and all Americans need more housing choices. Until that happens, segregation will continue and schools will reflect that. The best way to give all children equal opportunities is to break down the patterns of segregation.

2 Offer neighborhood-based schools.

According to this view, we should give families the choice to send their children to neighborhood schools, because that has been proven to increase student achievement. In the past, we have bused students out of their neighborhoods to help integrate schools city-wide. This often gave parents no choice about their children being bused. But our population has changed, and now students of color are the majority of Saint Paul and Minneapolis students - over 60% of all students in 1997-98. Now we need to look at busing again, to see if it integrates schools and if it's really worth it to bus children out of their neighborhoods. Parents want to send their children to schools closer to home because then they can be more involved in their children's education. Research clearly shows that parent involvement increases student achievement. Our resources and efforts should be used on things which improve student achievement.

3 Make schools multicultural and inclusive.

According to this view, desegregating schools based only on balancing numbers of students is not enough. True integration is different from quotas

and different from assimilation, which expects people to "fit in" to the dominant culture. Schools should reflect and honor the diversity of the communities they serve. This view says that diversity in schools offers many rich and wonderful opportunities for students, parents and teachers to learn and grow. Students and families bring cultural differences related to customs, art, music, literature, and values. Schools which have a wide diversity of students and staff can build upon that diversity to improve their curriculum and programs. Students in those schools learn how to work, play and communicate with one another. That is important in today's world, which is changing so that more cultures are living and working closely together.

4 Create culture-specific schools.

According to this view, the best solution for students of color who live in cities is special public schools which focus on the needs of one cultural group of students. These schools have curriculum, instructional methods, and values which meet the students' needs. They have more adult role models of color and higher student achievement. Students of color will continue to fail in most schools because the schools are so strongly influenced by the value system of the white middle class.

5 Let families choose schools for their children, and encourage schools to be responsive to the needs of students and families.

According to this view, when families can choose their children's schools, they will pick schools which they think will meet their children's needs and provide the best education. Schools will compete with each other for students. That competition results in higher quality schools. The schools use money and other resources well, and become more efficient. Schools will also improve their programs and instruction, pay more attention to individual students, and have higher student success rates. Increasing school choice therefore benefits everyone. Students have a better chance of success and the community gets citizens who are more educated and better prepared for life. Public school districts have taken students and parents for granted. With

more school choices for families, public schools will work to improve themselves.

6 Create more inter-district schools.

According to this view, because segregation and inequalities are so wide-spread, we need to share the resources of the metro region with all children of that area, no matter where they live. Magnet schools, inter-district schools, and busing are all important for reaching this goal. Because students would have more school choices, this plan would make forced busing unnecessary because students might choose a school close to home. [This plan also offers more opportunities to many more students than before.]

7 Create regional or statewide plans and strategies for equity in all school districts.

According to this view, the Minnesota Constitution makes it the legal obligation of the State, not individual districts, to provide the resources, policies and programs that are needed to guarantee that all children receive an adequate education. The costs of educating students can be much higher in some districts than in others. Saint Paul and Minneapolis serve large, diverse populations that have significant challenges for schools. Saint Paul and Minneapolis need more resources than many other districts to guarantee each child a quality education. A higher percentage of students in those districts are children-at-risk: students living in poverty, and children who need extra help to learn English. Segregation has created richer districts which have a higher tax base; those districts can raise more tax money for schools. Those districts also have fewer students who are at risk, and more dollars for every student. The state has tried to get more money to districts which need it. But the districts do not always use state money for at-risk students. There is not enough state money to give all districts equal resources, because some school districts have more money from their own district taxes (such as property taxes). We need new plans for local regional and statewide equity in the schools.

8 Support efforts to develop more charter schools.

According to this view, charter schools can create very successful learning environments. The school administrators are more accountable, and there are more opportunities for parent involvement than in large school districts. Because charter schools are public, they have no tuition fees. And because they are not limited by district boundaries, they are open to all students. Charter schools promise to increase student achievement. They can choose to have very diverse student bodies and can emphasize multicultural teaching practices. They can be models of integration for other schools.

DISCUSSION QUESTIONS

Facilitators:

To focus your discussion, select any of these questions or use questions that your group creates:

- Record responses on flip chart.
1. What hit your hot button while reading or listening to these viewpoints?
 2. In your lives, have you experienced any of the situations described in these viewpoints?
 3. Which of these perspectives comes closest to your own personal viewpoint?
 4. What do you think are some of the barriers to any of these approaches?

CLOSING

Facilitators:

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

- What is one thing you will tell a friend about tonight's dialogue?

SESSION FIVE

Making a difference: A commitment to action

What is the community's responsibility? How can we move from words to action? While the issues of segregation in education and housing can seem overwhelming, it is possible to make a difference. In Saint Paul, Minneapolis and in communities around the country, people have found ways – from individual efforts to large-scale community action – to face some of these challenges.

By participating in this community circle dialogue, you have already made a contribution. Coming together to learn from each other and share ideas and concerns is a form of action.

Finding ways to keep these conversations going and working to include more and more people in the dialogue is also an important action step. The purpose of this session is to identify additional steps for how we can move to the next level of action. What can we do as individuals, in groups or organizations, and collectively as a community to address the challenges our community is facing about housing, education and race?

OPPORTUNITIES FOR ACTION

Facilitators:

1. This session is an opportunity for circle dialogue participants to explore what kinds of next steps they are interested in.
2. Review the three kinds of action that have been talked about in the circle:
 - Personal feelings, attitudes, beliefs or experiences that can lead to individual commitment to action
 - Group action through work with others, i.e. neighborhood or church involvement or activities
 - Community-wide goals, strategies, policies and projects
3. Point out the Ideas for Action section of discussion guide.
4. Pass out the A Call to Action and Citizens Summit brochures and encourage participants to attend.

DISCUSSION QUESTIONS

Facilitators:

- Record responses on flip chart.

1. Are there individuals or organizations in your community that have inspired you to want to join them or learn more about their work?
2. What are some ideas for individual or group action?
3. How can we reinforce or support each other in these efforts?

WHERE DOES THIS GROUP GO FROM HERE?

Facilitators:

Please explain:

- Some circle dialogue groups decide to stay together to continue to dialogue about things they didn't have time to talk about yet.
- Other groups meet on a new schedule to continue to further build the relationships they have begun in the circle.
- Other groups decide to meet again to plan a presentation of some of their group's ideas or recommendations to others they identify it is important to share ideas with.

MORE DISCUSSION QUESTIONS

1. Does this group want to keep on meeting to continue the dialogue?
 - When? Where? How often? Why?
2. Are there one or two issues or concerns that the group feels need to be addressed further?
 - Does this group want to plan a presentation of some of the key ideas or recommendations that were shared and discussed?
 - When? Who will we present these ideas to? Where? How?
3. Is there something else participants would like to do together as a group?

CLOSING

Facilitators:

Please ask these questions:

- What has been most valuable about your experiences in this circle dialogue?
- What do you think is one thing you might do differently as a result of being a part of this series of dialogues?

IDEAS FOR ACTION

What you can do as an individual:

- ◆ **Attend meetings** of your local school board, planning and zoning commission, city council or other groups that make important decisions affecting the issues you have discussed. Do your homework, share your ideas, get others to attend with you. Volunteer to serve on local problem-solving task forces.
- ◆ **Be informed** about local and regional issues. Read and contribute commentary to local and ethnic newspapers. Express your opinion on race and multicultural concerns with local papers and radio programs. Write letters to your government representatives on issues of fair and affordable housing and on the need for creating communities and schools that enable all kids to succeed.
- ◆ **Build new relationships**, especially with people from different racial, ethnic, linguistic and religious groups than your own.
- ◆ **Assume leadership.** Take initiative. You don't have to be a public official or a well-known person to be a leader. Become a regional citizen.
- ◆ **Rally and demonstrate** at the legislature on issues of important moral and economic consequence to the region.
- ◆ **Become involved** in your local school's site-based management council or Compensatory Aid team.
- ◆ **Volunteer to tutor or mentor** students-at-risk in your school district.
- ◆ **Volunteer to be a tester** for a fair housing testing organization such as the Minnesota Fair Housing Center. **Challenge discriminatory practices** wherever and whenever you encounter or witness them.
- ◆ **Get involved** in any of the promising practices and organizations noted here. Nearly all of these initiatives are volunteer-driven or supported. Join a housing or education advocacy organization and become an advocate. Create a movement for active involvement in countering Not-In-My-Backyard (NIMBY) responses when affordable housing is proposed in your community. Tell your story if you have one that expands public awareness of affordable housing as a need and an asset in our communities. Inform and influence public policies on important legislative initiatives dealing with the critical regional linkages between housing, education, race relations, social equity, transportation, environment, land use and economic development that lead to greater stability and equity in the metropolitan area.

IDEAS FOR ACTION

Community-Wide Initiatives

The following list is a sampling of community efforts already underway. It can be used as a resource for exploring what you as an individual can do to begin organizing for action and to identify organizations already engaged in activities you may want to join. It can also be used as a tool for exploring possibilities for collective action as a community. Note: This list is by no means comprehensive, but is intended simply as a starting place for generating ideas for action.

HOUSING

Metropolitan Interfaith Council on Affordable Housing (MICAHA)

Mobilizing congregations and people of all faiths to ensure decent safe and affordable housing for everyone in the Twin Cities metropolitan community. 122 West Franklin Avenue, Suite 310, Minneapolis, MN 55404. Contact: Joy Sorensen-Navarre, 612-871-8980

Saint Paul Housing Campaign

A broad-based coalition for neighborhood development and affordable housing. Members include Saint Paul Tenants Union, Community Stabilization Project, MICAHA, Jewish Community Action, SPEAC, and Coalition for the Homeless. Contact: Bob Walz, 651-646-8805 or Dan Lee, 651-222-5863

Saint Paul Ecumenical Alliance of Congregations (SPEAC) and Interfaith Action

Faith-based social justice initiatives to address segregation, poverty and urban disparities. 2720 East 22nd Street, Minneapolis, MN 55406. Contact: Pamela Twiss, 612-333-1255 or Jay Schmitt, 612-333-1258

Minnesota Housing Partnership

Supporting the creation and preservation of affordable housing in Minnesota through technical assistance, education, and legislative advocacy. 122 West Franklin Avenue, Suite 230, Minneapolis, MN 55404. Contact: Chip Halbach, 612-874-0112

Jewish Community Action

Bringing together Jewish people from diverse traditions and perspectives to promote understanding and action about social and economic justice issues in Minnesota. 621 West Lake Street, Room 209, Minneapolis, MN 55408. Contact: Vic Rosenthal, 612-822-1442

Twin Cities Habitat for Humanity

Bringing families and communities in need together with volunteers and resources to build decent, affordable housing. 3001 4th Street SE, Minneapolis, MN 55414. Contact: Julie Gugen or Amy Johnson, 612-331-4090, ext. 614

Alliance for Metropolitan Stability

Supports the Inclusionary Housing Initiative which promotes development of housing affordable at a range of incomes and uses innovative building techniques to lower construction costs. Also seeks community support for reduction of regulatory barriers to housing affordability. Contact: Russ Adams, 612-332-4471

Minnesota Fair Housing Center

Dedicated to the elimination of discrimination in housing and enforcement of the Fair Housing Act through fair housing testing, research, education and public policy advocacy on behalf of racial and ethnic minorities, the disabled, and others protected under federal and state human rights laws. 2700 University Ave, Saint Paul, MN 55104. Contact: Larry Winnans or Christy Snow, 651-917-8869

continued

IDEAS FOR ACTION

Urban Coalition 50/30 Initiative

Promoting and researching home ownership for households of color.

Contact: Yusef Mgeni, 612-348-8550

2000 by 2000 Initiative

A partnership between Local Initiatives Support Corporation and Saint Paul community development corporations to boost affordable housing in Saint Paul.

Contact: Barbara Jeanetta, 651-649-1109

State legislative initiatives, i.e., proposed amendments to the Fiscal Disparities Act and the Livable Communities Act, the Housing and Economic Vitality Initiative, and proposed affordable housing legislation containing inclusionary housing strategies.

EDUCATION

Achievement Plus Initiative

A collaborative partnership of the Wilder Foundation, Saint Paul Public Schools, the City of Saint Paul, the State of Minnesota, several Saint Paul neighborhoods and the East Side YMCA that promotes parent and community involvement in the schools and integrated academic and social support programs and services.

Contact: Mary K. Boyd or Michael Garcia, 651-642-4070

Jane Addams School for Democracy's Learning Exchange Circles

Circles help Hmong and Latino immigrants improve language skills, prepare for the citizenship exam, learn about employment rights, and focus on policy action projects.

Contact: Shelly Rottenberg, 651-690-8786

Saint Paul Ramsey County Children's Initiative

Linking Saint Paul's families and community members to with policymakers directing service delivery to families and children through neighborhood family centers.

Contact: Roger Banks, 651-917-4891

Minnesota Minority Education Partnership

Improving student achievement among students of color through parent and teacher training and collaborative leadership.

Contact: Carlos Mariani-Rosa or Bruce Vandal, 612-330-1522

Center for School Change

Improving public education through advocacy and research. Opportunities for volunteers include researching how to improve public education.

Contact: Joe Nathan, 612-625-3506 and New Twin Cities Charter School Project
Contact: Nancy Smith, 612-625-7552

Support Our Schools

Supports public education in Saint Paul and works for its improvement through developing new leadership, engaging the public in public education, and working with individual public schools to create projects that improve student achievement.

Contact: Roger Barr, 651-603-8858

Minnesota Parenting Association

Provides opportunities for parents and those who care about children to develop and express a collective voice. MPA hosted the Hopes & Dreams, Challenges & Strengths roundtable discussions.

Contact: Roxy Foster, 651-290-4755

Multi-district schools (Tri-district Magnet School for Maplewood, North Saint Paul and Saint Paul).

Contact: Fred Storti, 651-487-5450

and Downtown Interdistrict School

Contact: Barbara Shin, 612-627-2686

IDEAS FOR ACTION

RACE RELATIONS AND SOCIAL JUSTICE

Minnesota Churches Anti-Racism Initiative

A statewide interdenominational network of individuals and congregations united to struggle against racism and building multicultural diversity in our communities.

Contact: Jim and Nadine Addington, 612-871-3622

Frogtown Pluralism Circle

A neighborhood network of residents and service providers working together to dismantle racism and combat unfair institutions in Saint Paul's Frogtown neighborhood.

Contact: Melvin Giles, 651-265-5712

Institute on Race and Poverty

Researching the relationship between housing, segregation, and educational achievement.

Contact: jon powell or Gavin Kearney, 612-625-8071

Hate Bias Response Team

An educational and communications network for responding to victims of hate incidents and crimes.

Contact: Saint Paul Department of Human Rights, 651-266-8966

National Conference for Community and Justice

An inter-racial and multi-faith coalition of individuals and organizations in government, business, education, and media creating a process of healing through honest conversations on race, reconciliation, and responsibility.

Contact: Hector Garcia, 651-659-0409

Saint Paul Area Council of Churches

Gateways to Justice

Advocacy and education addressing affordable housing, immigration, and literacy.

Contact: Bob Walz, 651-646-8805

Hamline Midway Alliance for a Prejudice-Free Community

A neighborhood group of volunteers targeting prejudice and bigotry in the Hamline Midway neighborhood in Saint Paul.

Contact: Cathy Lue, 651-646-1986

Project Common Ground, a collaborative sponsored by the Saint Paul and Stillwater public schools to promote understanding and interaction among students of diverse backgrounds, increase academic performance, and provide leadership development training through multi-ethnic cross-district teams of students.

Contact: 651-433-1113

MRA in the Twin Cities/Hope in the Cities, an inter-racial, multi-faith coalition of individuals in government, business, education, media, religious, and community organizations creating a process of healing through honest conversation on race, reconciliation, and responsibility.

Contact: Steve Dickenson, 651-646-8617

Better Together

Faith-based social justice initiatives to address segregation, poverty, and urban disparities led by Interfaith Action and the Saint Paul Ecumenical Action Council (SPEAC).

Contact: Petey Mitchell, 651-771-1152

Research initiatives, such as the work on 40 developmental assets of young people by the Search Institute 651-376-8955; research on the status of Twin Cities communities of color by the Urban Coalition 612-348-8550; culture-specific research by HACER (Hispanic Advocacy and Community Empowerment through Research) and the American Indian Research and Policy Institute 651-644-1728; and research on the relationship of housing, segregation, and educational achievement by the Institute on Race and Poverty, 612-625-8071.