



Education and Housing Equity Project Records.

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COMING TOGETHER

*A COMMUNITY CONVERSATION ABOUT THE
CHALLENGES OF EDUCATION, HOUSING AND SEGREGATION*

SPONSORED BY

THE COMMUNITY CIRCLE COLLABORATIVE
AND
THE EDUCATION AND HOUSING EQUITY PROJECT

SPRING, 1997

Members of the Collaborative -- Credits

Letter from Dick Little

NARRATIVE

Hands On Child Development, Inc.
March 25, 1997

Performance Target: 75% of children will improve academic skills

c) Improved attendance.

Method of Data Collection: Hands On & Minneapolis Public School records
Performance Target: 100% of children will improve attendance status

d) Improved behavioral status.

Method of Data Collection: Hands On & Minneapolis Public School records
Performance Target: 100% of children will exhibit improved choices of actions

Constituency Communications and Program Evaluation

Effectiveness of services provided in each program is established by the following criteria:

- ✓ student and family participation
- ✓ student and family feedback
- ✓ attendance at activities and after-hour events
- ✓ written individual and program assessments by students, families, and staff
- ✓ decreased suspensions
- ✓ increased academic and behavioral successes in traditional classroom settings among students

The determination for on-going service for participants in School Success includes:

- ✓ assessment of successful or unsuccessful completion of the program for determination of specific additional resources for either remedial or advanced enrichment
- ✓ assessment(s) of individual interests, including personal goals and objectives

Primary staff responsible for determining effectiveness and ongoing need for services include the Executive Director, Program Coordinator, Teachers, and Advocate Specialist.

Outcomes-how we define and monitor success

Hands On is committed to focusing on client outcome goals as a critical measure of service delivery success. Our individual student records reflect that commitment by addressing student progress against outcome goals.

Upon admission to each program, a student file is opened and maintained, and updated with information pertinent to overall academic, social, and artistic development. During the course of a school year, a minimum of three evaluations and assessments will be conducted. School Success discharges will include review of student file, and recommendations by teaching staff concerning re-entry into the traditional classroom.

1. 10,000 Dances
2. Asian American Renaissance
3. Jawaahir Dance Co.
4. Lao Parents & Teachers Assoc.
5. MN Contemporary Ensemble
6. Nriya Jyoti
7. SASE
8. Sing Heavenly Muse
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

1. ARTS-Us
2. Celebration of Life Mural Project
3. CreArte
4. Leigh Morris Chorale
5. Margolis Brown Company
6. New Harmony School of Music
7. Opera Millenium
8. Ten Thousand Things
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

1. Christopher Watson Dance Co.
2. Crucible Glass Project
3. Medalist Concert Band
4. MN Fringe Festibal
5. MN Valley Restoration Project, Inc.
6. Old Arizona
7. Plymouth Rockers
8. Twin Cities Camera Clubs
9. Zorongo Dance
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.



The Community Circle Collaborative: Introduction to the Process

Thank you for agreeing to participate in the Community Circle Collaborative process, a guided conversation focused on the challenges of segregation, housing and education in the Twin Cities.

↖ *Metropolitan* *netto region*
Across the Twin Cities, dozens of groups similar to yours will be conducting conversations regarding these issues. Your participation involves you in a small but significant community of people who are taking action to address this difficult and important issue.

For at least three sessions of two hours each, over the course of three to five weeks, you will gather with other members of your circle to share opinions, facts and perspectives. The goal of these sessions is to fully discuss the issue from many points of view and to develop solutions as your circle sees fit. Eventually, we hope to share some of these solutions with public policy makers so that the entire region may benefit from this process.

Before you begin your conversation, please read this guidebook. While it does not cover every perspective, the guidebook provides background that can help you more fully understand the issue and can assist you in discussing it more completely.

How The Circle Process Works

In many cultures, circles are symbols of equality, fairness and completeness. The Community Circle Process has been designed with these qualities in mind.

In the early days of American Democracy, communities held town hall meetings or sat around pot-bellied stoves or spinning wheels to discuss major issues. Communities were smaller and more homogenous, and the various members of the community usually knew each other well.

The pros and cons of those early American meetings were essentially the same: homogeneity bred greater agreement and less conflict; however, other voices in the community--those of women, slaves, Native Americans, poor families, and immigrants outside the mainstream--were seldom heard.

As American Democracy has grown to include a wider variety of individuals, the need to broaden discussion about major issues affecting the nation has increased. Today, inclusivity is highly prized in such discussions because the Jeffersonian vision of "an informed citizenry," essential to a healthy democracy, cannot be fully realized without it.

The Community Circle Collaborative process is one way to sample the broadest possible spectrum of opinion within a community. A similar process has been used in many parts of the nation to help create a public voice about major issues. The Community Circles themselves are a refreshing change from the narrow and often restrictive discussions of the past and the competitive debates used in present day political programs. In short, Community Circles are the wave of the future because they are cooperative, not competitive, in nature.

Why a "Conversation" ?

The study circle is a well-tested, practical and effective method for adult learning and social change.

Much of what we see in the media and in public meetings today cannot be called conversation for many reasons. Chief among them is the fact that advocacy of one point of view or another, at the expense of decorum, is an

integral part of what is often called "positioning" or "posturing." This kind of communication has become an accepted fact in most of the media, but it ultimately leads to cynicism and withdrawal from the political process.

On the other hand, to "converse" means to "share words with others" and carries the implication of equality of opportunity and status. A "conversation" is a sharing of ideas, thoughts, and perspectives intended to lead to a understanding. Unity of purpose is inherent in the word; a conversation should clear the air by honestly reflecting differences and similarities.

Agreement, however, is not necessary in order to have a successful

conversation. What is important is listening, reflecting and speaking from both the head and heart. Mutual respect and a belief in the healing nature of sharing ideas across boundaries of ethnicity, geography, socioeconomics and even language differences can go a long way toward making a conversation satisfactory.

The goal of the sponsors of this program is to institutionalize the art of guided conversation in the Twin Cities Metropolitan Region area. We sincerely believe that solutions to serious and often divisive issues can be found if we put aside our fears and prejudices and work together to realize our dreams.

What is Required of You?

Your role as a participant in the Community Circle Collaborative Process includes the following requirements:

- ✓ A commitment to the entire 3 to 5 week meeting schedule
- ✓ A promise to share your thoughts honestly and respectfully
- ✓ A willingness to listen deeply to others
- ✓ A preference for collaboration rather than competition
- ✓ A desire to find common ground and creative solutions

What You Can Expect?

When you invest your time and effort in the Community Circle Collaborative Process, you will receive:

- ✓ The opportunity to be heard by others
- ✓ Challenges to some beliefs, attitudes and assumptions
- ✓ Moments of great insight and inspiration
- ✓ Feelings of confusion and, at times, alienation
- ✓ A sense of accomplishment

Hands On Child Development Center

2648 West Broadway Avenue
Minneapolis, Minnesota 55411

Phone 612-522-5703 ♦ FAX 612-522-5761

March 25, 1997

The McKnight Foundation
600 TCF Tower
121 South Eighth Street
Minneapolis, Minnesota 55402

Dear Friends:

Hands On Child Development Center is respectfully approaching the McKnight Foundation to request \$70,000/year in funding to support the general operating expenses of our School Success and After-School & Summer Enrichment Programs for the coming two school years (9/97-8/98; and 9/98-8/99).

We are requesting operating support to secure the future of two important programs of Hands On:

- 1) The After-School and Summer Enrichment Program
- 2) The School Success Program for truant and/or suspended youth in grades Kindergarten through 9th Grade

Our current operating budget is \$367,340/year. Our planning projections forecast the demand for these services to increase, and are seeking funding for general operations to enable us to add ~~two teaching staff~~ to serve the additional students.

Thank you for your consideration of this request on behalf of the Hands On Child Development Center.

Sincerely,

Lorraine Smaller
Executive Director

is this correct?

II. **Organizing arts involvement in community activities**, such as the Hopkins Marketplace / Spring Thing, and the Hopkins Raspberry Festival. In the first, we are among business and civic organizations celebrating Hopkins' community. Our role is to provide _____

_____ In the latter, we provide entertainment, art exhibits, and have spearheaded a "Found Sculpture" contest for our young people.

III. **Managing community arts productions**. In September of 1996 our first performing arts production opened. "You Can't Take It With You" was directed and produced by one of our board members. The production was both well-received and professionally executed. The profit generated from this project became a start of an earned revenue stream to support other activities.

IV. **Visual Arts Exhibits**. In October of 1996 we were able to underwrite "October City Becomes A Gallery" art tour. This past year this included a juried art show and an evening social. New members, wonderful comments, and bigger plans for next year marked this as a success. In April of 1997 we will host a visual art exhibit and sale at _____.

Community/Audience Served

We define as our primary audience as the City of Hopkins and the surrounding west metro community. We further define our primary audience as 1) the general public, providing arts appreciation and encouragement toward artistic development; and 2) artists, providing venues and audience development, and facilitating their growth as artists, in their own artistry.

Decision Makers and Group Structure

The Hopkins Area Arts Association is an all volunteer organization, comprised of a Board of Directors (see attached list), a membership of interested artists and general citizenry, and volunteers that contribute substantially on an "ad hoc" project bases. The Board of Directors has developed well and today is a group with the resources to carry the Association into a new phase of growth and development. _____

The Project

The Hopkins Area Arts Association is approaching the Metropolitan Regional Arts Council to request organizational development project funding to support the completion of a three year strategic plan. The monies would be used to hire a consultant who would facilitate the process of working with our Board as we develop an organizational roadmap.

After three years of development, it is time to move our organization to a new stage of growth, and a

How To Begin

1. Your facilitator has been trained to help your circle begin ^{conversations} ~~discussions~~. Please follow his/her guidelines as outlined at the beginning of each Community Circle meeting.
2. Read the materials in this guidebook before you begin ^{conversations.} ~~discussions~~.
3. Please feel free to conduct your own research using the bibliography in the back or any other materials.
4. Please do not seek to dominate ^{conversation} ~~discussion~~ or monopolize the floor at any time. Remember to be courteous.
5. Although the ^{conversation} ~~discussion~~ period may vary depending on the size of each Community Circle, keep in mind that it is difficult to sustain sessions of more than two hours.

The Task of the Community Circles

^{keeping conversation centered on the}
~~The Community Circle Collaborative meetings are gathered to discuss~~ the following two central questions:

- ^{Don't spell} What are the impacts of existing patterns of residential, economic and racial segregation on the educational achievement and life opportunities of Twin Cities area children and families?
- ^{make it} What can or should we do, as individuals and as a community, to enhance the educational, housing and economic opportunities for all children in the Twin Cities area?

These are important questions. The Twin Cities metropolitan region is moving toward a crossroads. We have an historic opportunity to confront many of the problems of urban decline that have already overwhelmed other metropolitan areas.

We hope that through conversations such as the one in which you are participating today, a greater understanding of these issues can emerge, along with new ideas for solutions.

Part One:

A Snapshot of Where We Are Today

Every year when the list of America's most livable cities is published, the Twin Cities of St. Paul and Minneapolis are high on the list. The standards used to judge major metropolitan areas--job growth, access to parks and recreation, good schools and social services, lower

crime rates-- Minneapolis and St. Paul are superior to many other cities. In comparison to other areas, the Twin Cities is a wonderful place to live. Yet, we are not immune

from the social problems that plague other cities. This is particularly true of challenges related to segregation, poverty, housing and education.

"What is the relationship between, and the impacts of, existing patterns of residential, economic and racial segregation on the educational achievement and life opportunities of Twin City area children?"

Segregation & Poverty

7
St. Paul
● The proportion of people of color who live in poverty is higher in the Twin Cities Metropolitan Region than any other central city in the nation.

● In 1990, per capita income for the region's people of color averaged about \$8,500, compared to nearly \$18,000 for whites.

● Less than half the jobs in Minneapolis pay what is considered a livable wage.

● Between 1980 and 1990, 67 percent of new jobs in the Twin Cities Metropolitan Region were created in the suburbs.

● The poverty rate in Minneapolis is 18.5 percent; in St. Paul it is 16.7 percent; in the suburbs, it is 4.54 percent.

● Among African Americans, the poverty rate in the Twin Cities Metropolitan Region is 37 percent, more than six times the rate for whites. For Native Americans, Asians, and Latinos, the rates are 40 percent, 32 percent and 19 percent, respectively.

● The highest poverty rate on a city-wide basis is among Asians living in St. Paul--6 out of every 10 lives in poverty.

● The United Way recently cited data revealing that the highest incidence of poverty in Minnesota occurs in specific neighborhoods of Minneapolis and St. Paul. The study concluded that a disproportionate number of those living in poverty are women and children and people of color.

Add →
of poverty
the concentration in the two cities

and the degree of income disparity between the regions and the suburbs are among the nation's highest, central cities and the

formalization of organizational direction is critical. In addition, we are in a unique position, currently, as we approach groundbreaking for a new Center for the Arts. HAAA is in a unique position within that large civic project, as we will be the only tenant whose primary purpose is to serve the broad arts needs of the Hopkins Community and its surrounding areas. Our motto, "Community Through The Arts," encompasses the visual arts, performing arts, writers, as well as a whole host of community arts interests. We are charged with educating artists and non-artists alike, creating greater arts access. This is to be accomplished within an organizational environment that serves its constituencies in a quality and professional fashion, and in a fiscally sound manner. Our organizational opportunities as well as organizational obligations and challenges are again poised to grow significantly. It is critical that we set aside time and commit to a process for mapping a sustainable future for HAAA.

We are a volunteer group who are ready, eager, and certainly dedicated to our cause. But with projects to plan, programs to develop, and income streams to produce, we cannot do it under our current structure. We believe that a strategic plan will enable us to focus our thinking, take sustainable incremental steps in managing our growth, and bring us to a new level of service on behalf of the "artful souls" within our community.

In February we completed some preliminary work toward this process. A meeting was held with our Board Executive Committee, followed by a full Board of Directors meeting, in which the following questions, issues and directions were discussed and developed. They are offered here to provide background toward our decision to focus time and attention on a strategic planning process.

1. What is our Vision--What do we wish to look like three years from now?
 - to be more defined as an organization; to be an organization with direction
 - to be financially more secure
 - to have recognized programs that demonstrate quality as an arts community
 - to support and/or sponsor more events; bring in more artists; increase the activity level and awareness of the arts within the West Metro
 - to be staffed to support our vision
 - strengthened collaboration with arts community within West Metro
 - strong presence in new Center for the Arts. This Center is our greatest opportunity to bring a focal point to our role within the community

2. What do we see as Issues, obstacles to achieving our vision?
 - need stronger, clearer organizational leadership (currently fortunate to have a strong Board of Directors, able to develop organization)
 - need for staffing, both at management and operations level
 - need, however, for clear planning for and prioritization of staffing needs & job descriptions (is the need for a role that is clerical, or marketing, or volunteer coordination, or management, or all of the above? How many hours? What pay?)
 - financial base
 - need to develop a stronger presence in the community
 - need for development of and coordination of volunteer base (currently have good project specific volunteers, but could develop organizationally with more ongoing care of volunteer base)
 - lack of clear business and program development strategic plan
 - development of program direction, and annual calendar
 - development of organizational structure and staffing plan

Goal III: Resource Development.

Objective 1: Establish budget and accounting procedures with cost centers for each program, including plan for regular bookkeeping and reporting.

Objective 2: Meet or exceed budget through a combination of expense management and achieving earned income and fundraising goals.

Objective 3: Establish annual Development Plan for fundraising and public relations.

Goal IV: Facilities Development.

Objective 1: Examine present space requirements and future needs to determine when the present facility will no longer be viable; consider office and meeting space, meeting requirements for persons with disabilities.

Goal V: Communications and Public Relations.

Objective 1: Assess current methods used for communications and marketing, identifying strengths, weaknesses, and develop communications and public relations plan.

Objective 2: Identify volunteer needs, job descriptions, and ^{create} ~~develop~~ volunteer development and training program, including recognition program.

Objective 3: Develop a membership structure to include youth, artists, supporting members and corporate members.

Reports

- The highest poverty rate on a city-wide basis is among Asians living in St. Paul. 6 out of every 10 lives in poverty.

- The United Way recently cited data revealing that the highest incidence of poverty in Minnesota occurs in specific neighborhoods of Minneapolis and St. Paul, and that a disproportionate number of those living in poverty are women, children and people of color.

- Between 1979 and 1989, the number of children living in poverty increased 4%, nearly three times as fast as the 1.4% increase in poverty in the general population.

poverty is growing at a faster rate in the inner city than in the suburbs.

- Over 73,000 people in the Metropolitan Region suburbs currently live in poverty. *The numbers are growing* *leave in.*

- About 60 percent of Minnesota families in poverty have at least one family member in the work force.

Housing

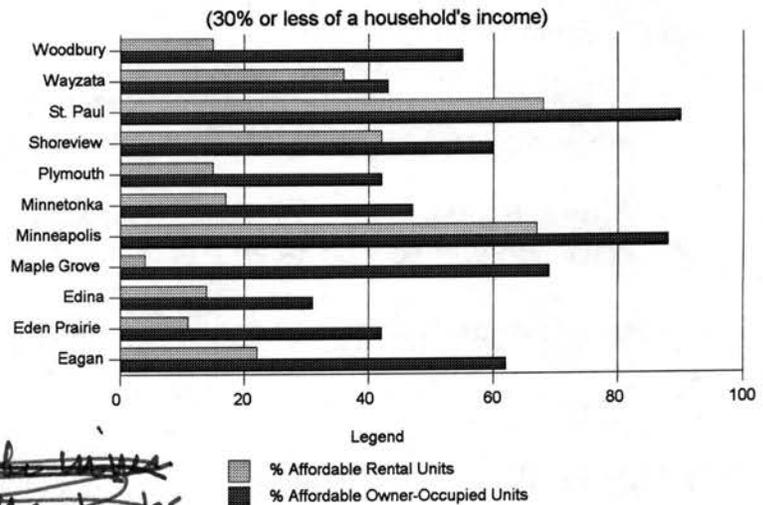
- According to the 1989 American Housing Survey, over 37,000 households in our metropolitan region spend more than 50 percent of their income on housing. (The federal government considers 30 percent to be affordable.)

- The percent of households, locally, paying excessive amounts for housing is greater than the national average.

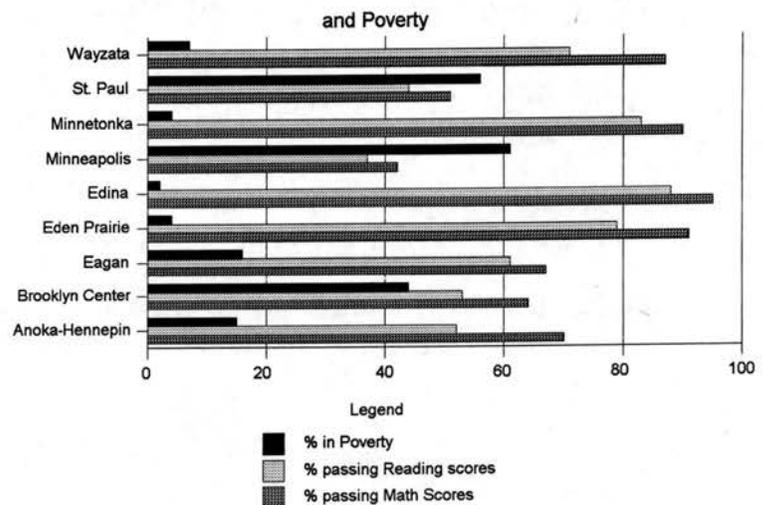
metro regions

- The ~~Twin~~ Cities economy is increasingly becoming suburbanized. The region gained 225,000 new jobs in the 1980's, only 5,400 of which went to

1996 Level of Affordable Housing



1996 Basic Skills Tests Scores and Poverty



Compare them up with a space between districts - people & about how heterogeneous the groups.

the central cities. As a result, there is a significant mismatch between those who need the jobs and where the jobs are actually located.

Children in Poverty

(changes from 1979 to 1989)

Mpls.	1979	1989	% Change
African American	38.5	53.9	+15.4
American Indian	48.9	66.3	+17.4
Asian	49.0	55.8	+6.8
Latino	31.3	40.6	+9.3
White	10.3	12.9	+2.6
TOTAL	18.0	30.6	+12.6

St. Paul	1979	1989	% Change
African American	33.7	54.2	+20.5
American Indian	24.3	46.4	+22.1
Asian	57.1	68.9	+11.8
Latino	24.3	30.2	+5.9
White	9.9	11.8	+1.9
TOTAL	14.4	26.9	+12.5

Metro Area	1979	1989	% Change
African American	34.1	50.6	+16.5
American Indian	35.2	53.3	+18.1
Asian	26.6	39.3	+12.7
Latino	18.8	23.3	+4.5
White	5.6	6.4	+0.8
Total	7.5	11.4	+3.9

Source: Urban Coalition, 1993

Education

● In Minneapolis, students of color make up 65% of the total student population; in St. Paul, they comprise 60%.

(an indicator of poverty)

● In the 1995-1996 school year, 85 percent of the students in the Minneapolis Public Schools received free or reduced lunches. In St. Paul, 75 percent of students of color and 35 percent of white students received free or reduced lunches.

Legal Issues

● A lawsuit filed by the Minneapolis chapter of NAACP vs. the State of Minnesota alleges that schools in the Twin Cities Metropolitan Region are "inadequate by design and chance."

matter of low cost as a matter of fact.

● The St. Paul School District has also filed suit against the State of Minnesota alleging "inequity of resources" and unfair distribution of state funds.

● Both of these lawsuits are likely to be settled out of court in favor of the plaintiffs because of the overwhelming evidence in their favor.

● Holman v. Board of Education in Public Housing outcome the central cities

represent 22 percent of metropolitan enrollment and 55 percent of the region's poor elementary school children.

inner city districts by 1994

Conceded that

desperately opposed during throughout metro area

#1 Add
take out
branch
repls

(next page)

over

environment that serves its constituencies in a quality and professional fashion, and in a fiscally sound manner. Our organizational opportunities as well as organizational obligations and challenges are again poised to grow significantly. It is critical that we set aside time and commit to a process for mapping a sustainable future for HAAA.

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 - lack of clear business and program development strategic plan
 - development of program direction, and annual calendar
 - development of organizational structure and staffing plan
 - development of financial plan, and earned income projections
 - development of marketing and public relations image & "package"
 - development of fundraising plan
 - Board and volunteer recruitment, especially with specific skills needed by the organization

3. Conclusions regarding Immediate Priorities

- a. Be Proactive: Develop Business Plan
- b. Turn to local business community and civic for immediate financial support for lease & business planning process
- c. Identify resources to cover staffing issue in short term while plan is developed for permanent roles & job descriptions

4. Recommendation of the Board of Directors

- a. To approach the Metropolitan Regional Arts Council for Project Grant funds to support the development of a Business Plan for the coming three years. Estimated total project cost \$4,000.
- b. To approach local funding sources within the business community for matching dollars (\$2,000) and to develop funding sources and/or earned income to meet lease needs through 1997.
- c. To focus on immediate staffing needs through volunteer development, acknowledging that staffing needs to be top priority in organizational development.

Out of this preliminary series of meetings to identify our need for a strategic plan, we have formulated a strategic planning workplan to enable us to have charted a course prior to the opening of the Center for the Arts. The workplan that we have outlined for our planning process is as follows:

We are committed to a structured process for the months of June and July in which the Board of Directors gathers information about, and grapples with answers to the questions

- ◆ Where are we today? (Analysis of our current situation & environment; needs assessment)
This will be work done prior to board meeting or retreat, and provided as advance material
- ◆ Where should we be going? (Mission/Vision/Values/Goals Setting)
This will be a facilitated board "retreat"
- ◆ How should we get there? (Resource Allocation)
Based on Goal Setting, work will be completed on resource needs, and provided as advance material; a second board "retreat" will discuss financial and development plans
- ◆ Are we getting there? (Monitoring & Evaluation)
This will be the establishment of benchmarks and evaluation plans both for programs for the coming year, as well as for the planning & organizational development process

We have reached consensus as a Board regarding the need for this plan. With this strong level of commitment we are confident that there will be quality time and input placed in the process. Our commitment is to create a concise, working document; one that is useful, practical and "do-able" as the workplan unfolds. We look forward to discussion as a groups that will require us as an organization to stretch, to be challenged, and are committed to producing a plan that is completed in sufficient detail to have measurable targets and provide a sense of progress along the way. We have agreed that we will focus on the following fundamental organizational areas:

- ◆ Artistic Innovation or Artistic Excellence
- ◆ Program Development, including special focus on programming as related to Center for the Arts
- ◆ Marketing & Public Relations
- ◆ Staffing Development

By 1994 districts had 15 percent of metropolitan enrollment, and 15 percent of its poor children ^{were in free lunch}, 10% were ^{students of color}.

9 of the 11 inner city districts had more than 20 percent of their children on free lunch and were going poor ^{elementary} students at a faster rate than Mpls.

~~By 1994 8 of inner city suburbs were going minority students faster than Mpls.~~

By 1994 15 percent of the children in inner city schools were in free lunch, 10 percent were ~~minority~~ students of color.

Of the 15 percent students of color ~~constitute~~ that the ^{the} students in metro area; nearly 60% are in Mpls schools.

How the Twin Cities Compares with Other Large Cities for Poverty and People of Color

Poverty Rates for People of Color in Central Cities

Rank	Central Cities	Poverty Rate for People of Color
1	Mpls./St. Paul	44.6
2	Miami	43.1
3	Milwaukee	41.6
4	Pittsburgh	40.7
5	Cincinnati	38.8

Poverty Rates for People of Color in Metropolitan Areas

Rank	Metropolitan Area	Poverty Rate for People of Color
1	Milwaukee	39.3
2	Pittsburgh	35.0
3	Mpls./St. Paul	34.7
4	Cincinnati	32.1
5	Detroit	31.1

Source: Metropolitan Council (1990 census data)

~~There is no statement about...~~

Put there

Conversation

Questions For ~~Discussion~~

1. What do you think are the most significant problems facing your immediate community? The broader community?
2. Looking at the bullet points and charts provided ~~above~~, is there any data that surprises you?
3. Do you believe that the Twin Cities ^{Metro Region} is racially and economically segregated? Do we have two (or more) separate societies? Why?
4. How does data about poverty, housing and communities of color relate to your neighborhood? Is it consistent with your experience?
5. What is the Twin Cities Metropolitan Region doing right? What is it doing wrong? Make two lists and compare them.
6. Do some people have more opportunities than others? Why?
7. Do you see life opportunities increasing or decreasing in your neighborhood?
8. What does racism mean to you? Do you believe the Twin Cities Metropolitan Region is a racist area?
9. What impact do you think personal racism has on the quality of life in the ~~Twin Cities~~ ^{Metro Region?}
10. What impact do you think ^(capitalism) institutional racism has on the poverty, housing and education issues we are discussing?
11. What is your own neighborhood like in terms of race? Class? Ethnicity? National origin? ^{Is this the same as it?}
12. If you were to think of this circle meeting as your community, what characteristics would you say unite you as a group? What expectations do you have of each other?

A Consent Decree is currently in effect as a result of the another class action law suit brought by the NAACP. This action claims I was a public housing project in the city of Minneapolis. The Consent Decree calls for people in public housing and Section 8 families would have the opportunity to live in other parts of the city but in the Metro suburbs. It also calls for receiving public housing in the city and changing their practices.

- ◆ Organizational Development
- ◆ Financial Planning & Funding Development

Our goal is to have the bulk of our work done in June and July, with workplans sufficiently developed by fall to enable us to direct our fall attention to the work that needs to be done to ready us for a November opening of the Center for the Arts.

Community Need

In the fall of this year, construction is due to begin on a new Hopkins Center for the Arts. We are currently negotiating with the City of Hopkins, the Child's Play Theatre, and the Hopkins School District, to finalize a lease agreement for tenancy in that space. HAAA is in a unique position, as we will be the only tenant whose primary responsibility is to serve the broad based arts needs of the Hopkins community and it's surrounding areas.

The invitation to the Hopkins Area Arts Association to be an anchor tenant in the new Center, as well as the civic commitment to building the Center for the Arts, is strong evidence both of the recognition of need for increased arts focus within the community, as well as the role that it is desired that the Hopkins Area Arts Association play in the development and nurture of the arts within our community. In addition, the growth and development of our membership, as well as our annual events, points to a recognition of and commitment to our role within our community.

The first question within our planning process "Where are we today?" will provide us with an opportunity for a much more in depth look at who we are within our community, give better shape and definition to our customer base, and assist us in defining our niche within our community.

Access

In all of our work, we need to balance our need for financial viability against need for low cost or free events. Access for us is defined as economic access--all of our events are free or low cost to the public, and our artists' fees for invitational events are competitively low. Events are accessible to the physically challenged, since most take place in public places and/or malls. All events are broadly advertised to the general public in local press and flyers, to insure that a broad cross section of the public is invited.

Diversity

The most striking diversity issues within our community are generational: Hopkins is a "small town within the big city" and faces generational issues that stem from elderly, long term residents v.s. young and often newer residents. We need to develop community events that cross generational lines, as well as socioeconomic lines. As a part of our strategic planning process, we need to further explore the demographics of our community and more carefully define and articulate the diversity of today as well as diversity trends of our community.

1997-8 Goals/Objectives/Strategies toward implementation of vision

Goal I: Organizational Capacity Development.

Develop appropriate administrative and support staff to guide the organization into a new phase of growth and enable artistic programming to be accomplished in the most professional and highest quality manner possible to expanding audiences.

Objective 1: Board Development

Strategy 1: examine Board of Directors' structure and develop committees to better utilize expertise of each director.

Strategy 2: examine Board of Directors' make-up, identify new Board needs, and recruit and train new Board members.

Strategy 3: examine Board of Directors and determine needs to re-energize Board.

Objective 2: Staffing development

Strategy 1: Review current staffing structure and staffing needs.

Strategy 2: Develop role for an office administrator/manager.

Strategy 3: Develop role for a Development person.

Objective 3: Nonprofit Status. Define the interim relationship with Concordia as it relates to fiscal management, while completing application process for independent 501(c)(3) status.

Goal II: Program Development.

Objective 1: Establish written criteria for new programs which support the mission.

Objective 2: Develop a process for evaluating existing youth programs and creating adult programs.

Objective 3: Establish a 12 month calendar of all regularly scheduled programming, and develop a well-organized listing of programs.

Objective 4: Increase moral, financial, and social support of the African American cultural heritage preservation concept, including assuming leadership to increase the level of commitment from other organizations who support African American cultural heritage preservation.

Part Two: Creating a Vision for your Future

Now that we've taken a look at the way things are today in the Twin Cities Metropolitan Region, it is time to consider our vision for the future. Each individual's vision may be different, but in approaching this exercise, we invite you to think broadly about the community. In fact, we invite you to dream a little about what the Twin Cities metropolitan region could be like, what resources would be needed to realize the vision, and what policies or programs would need to be changed, or eliminated.

The assumptions underlying this visioning process are simple:

1. All of us want the best for ourselves and each other.
2. Our success as a community depends on the success of most, if not all, others.
3. As a community, we have yet to realize our greatest aspirations and must work together to fulfill our potential.

Questions To Facilitate Visioning Our Future

- What do you/we want the community to look and feel like five years from now? 10 years? 20 years?
- What are the underlying values that will be needed to sustain the community in the future?
- What do you need from your community? What does your community need from you?
- In what ways is your community tied to the well-being of other communities in the Twin Cities Metropolitan Region?
- As a group, can you articulate a scenario of the future that meets the needs of everyone?

Part Three:

What Can We Do?

too tight
→ three perspectives

In the pages that follow, three of the major perspectives on the above question are presented. These perspectives represent different and to some extent conflicting points of view, but are ~~not~~ ^{they} not entirely mutually exclusive; nor are they the only ones necessarily circulating in the marketplace of ideas. They may not be yours, or represent the views of any of the participants in your Circle group.

What can we do, or should we do as individuals and as a community to enhance the life opportunities for all children in our metropolitan area?

They do attempt to capture the essence of some of the public policy choices most frequently expressed by ~~Twin Cities~~ ^{conversations} public leaders. Our purpose in presenting these is to stimulate discussion and provide a framework for deeper conversation and deliberation.

Perspective One:

strengthening the core → building from within

→ needs to stand out visually - choose different type

dealing with poverty, education and housing
This perspective emphasizes ~~the need to~~ ^{my} reinvest in the core city as a means of strengthening the ~~entire Twin Cities Metropolitan Region~~ ^{core}. Through such reinvestment and a re-commitment to the core, issues such as poverty, education and housing will be ameliorated at the neighborhood level, *with issues of poverty, education and housing.*

Key Premises

- Impoverished communities and schools are the result of unequal distribution of resources.
- Schools that are constituted around particular cultural identity by choice improve student self-esteem.
- It is not necessary for children of color to sit next to white children in order to academically achieve.
- Community schools are best equipped to reflect the cultural and community values of students and their parents.

ARTS-US

Key Commitments: Summary of Strategic Plan

Mission Statement

ARTS-US is a collaboration of artist/educators who through an African American Renaissance of the arts inspire peace through demonstrating Umbuntu (the gift of finding the human being in others) to help youth and adults engender pride, realize their creative potential, and preserve a legacy of excellence.

Purpose Statement

ARTS-US is a non-profit organization conceived in 1992. Using the experience of the African American culture at its core and collaborating with artists, educators, and communities of other backgrounds and cultures, ARTS-US offers "edutainment" programs to schools, business and community environments. The organization primarily serves the Metro area, but has provided offerings throughout the state and in other parts of the country. Through its offerings, ARTS-US uses African American artists of all disciplines to share the rich history and gifts of African American people. ARTS-US offers workshops, cultural performances, art and art resources for educators, students, community business and civic organizations.

Values

Our expectations as an arts and arts in education organization focused on African American cultural heritage preservation is that

- there is restoration of wholesomeness;
- we reconcile;
- we repair relationships;
- there is reconstruction;
- there is reparation (repair, recovery of what has been lost);

there is reclaiming of the truth (embodies of order and discipline);
we tell our story the way we saw it;
ask the question who benefits; everyone can if presented with purity of meaning;
we educate others about African American community regardless of location;
we extend beyond the central urban area to other places where there are African
American children;
there is a continual expansion of humanity;
we build community by using the arts;
we tell our story and allow others to discover their gifts and share their gifts;
we improve education with a newness;
we tap into a child's learning style;
we enrich others so that African American art is more than entertainment.

Vision for the Year 2000

By the year 2000, ARTS-US will have achieved

1. **Organizational Capacity** to develop, manage, and evaluate our organization and our programs. This implies appropriate and adequate administrative, program management, and support staffing.
2. **Program Development** in three separate areas:
 - a. After-School programming delivered directly to youth.
 - b. School partnerships, including arts-in-education curriculum development.
 - c. Edutainment activity within the community maintained and expanded to increased artist involvement and increased venues.
3. **Resource Development**, through development of a Financial Plan for balancing earned income and philanthropy.
4. **Facilities Development** insuring the adequacy of administrative space to support the organization's growing support staff requirements.

~~It is wise to de-concentrate poverty.~~

- Neighborhood schools will enable more parent and community participation in the schools.
- Revitalizing the core -- through a reallocation of resources both public and private -- will improve the housing and economic opportunities for minorities and central city residents.
- Desegregation through busing erects significant barriers to a strong sense of community and involvement.

~~Neighborhood schools will help to stabilize inner city families' standards and help to retain the middle class families.~~

Perspective One:

>Advocates Say . . .

- A stable core is essential for a stable region.
- If the region cooperates to improve schools, create jobs, and revitalize neighborhoods in the central cities, people will become more self-sufficient in the long run.
- Rather than spending millions to create new housing and duplicate existing infrastructure in the suburbs, we should use the tremendous human and economic resources in the central cities.
- If we help rebuild neighborhoods in the core, ^{and diversify the housing stock,} people of all income levels will have wider choices of where to live. This will help to attract and retain middle income people. ~~Strong neighborhoods can, if tied to a city strategy to diversify housing and widen the housing choices of low income people, can de-concentrate poverty.~~
- People of color need to build a sense of community around their unique histories and culture. Moreover, they need to maintain whatever political representation they have.
- Many people prefer to live in segregated neighborhoods and go to segregated schools as long as their neighborhoods and schools have resources equal to those in other parts of the region.
- Parents, teachers, students ^{locally} and educators must build bridges that ensure the success of ~~locally based schools~~. ~~Locally based schools are best suited to accomplishing this.~~
- Hiring more teachers and staff of color who are from the communities would help students feel a greater sense of self esteem and would therefore positively impact their academic performance.
- Neighborhood schools will help to stabilize ~~education~~ ^{school} and retain ~~the~~ ^{the a} middle class tax base.

Perspective One:

>Critics Say . . .

- Pumping money into the central cities is not the answer. Many of these neighborhoods are so impoverished that revitalization is all but impossible.
- In order to create more regional stability, our communities need to be more economically and racially diverse. Building up infrastructure in the cities will do little good if our communities are still divided along race and class lines.
- The only way to break down the racial hierarchy that currently exists is to integrate. People of color need to enter into the economic and social mainstream where they will have more access to good jobs and good schools. Equally important, whites must diversify and expand their understanding of people of color. If we continue to stay apart, racial stereotypes will fester, *racial tension will grow and we will cease to function as a community.*
- People need to have real choices about where they live. Since a majority of the new jobs are in the suburbs, and because we have limited mass transit in the region, more low-income housing should be developed in the suburbs.
- Creating "enterprise zones" is not an effective way to stimulate economic activity and create jobs in the urban core. They are not pro-labor or pro-community, but pro-business and pro-profit.
- Reinforcing existing, segregated communities will continue to perpetuate the cycle of socio-economic/racial isolation.

we need to become more multiracial as a region.

1997-8 Goals/Objectives/Strategies toward implementation of vision

Goal I: Organizational Capacity Development.

Develop appropriate administrative and support staff to guide the organization into a new phase of growth and enable artistic programming to be accomplished in the most professional and highest quality manner possible to expanding audiences.

Objective 1: Board Development. Focus attention on development to assist Board in moving into role of governing a growing enterprise.

Strategy 1: examine Board of Directors' structure and develop committees to better utilize expertise of each director.

Strategy 2: examine Board of Directors' make-up, identify new Board needs, and recruit and train new Board members.

Strategy 3: examine Board of Directors and determine needs to re-energize Board.

Objective 2: Staffing development. Develop administrative and support staff structure to guide the organization into a new phase of growth.

Strategy 1: Review current staffing structure and staffing needs.

Strategy 2: Develop role for an office administrator/manager.

Strategy 3: Develop role for a Development person.

Objective 3: Nonprofit Status. Define the interim relationship with Concordia as it relates to fiscal management, while completing application process for independent 501(c)(3) status.

Goal II: Program Development. Strengthen and Broaden existing programming to better serve our target audiences. Increase the number of persons reached in all programs.

Objective 1: Establish written criteria for new programs which support the mission.

Objective 2: Develop a process for evaluating existing youth programs and creating adult programs.

Objective 3: Establish a 12 month calendar of all regularly scheduled programming, and develop a well-organized listing of programs.

Objective 4: Increase moral, financial, and social support of the African American cultural heritage preservation concept, including assuming leadership to increase the level of commitment from other organizations who support African American cultural heritage preservation.

Allina Health System

Wright County: Safe Communities Steering Committee

Meeting Summary

Date: March 20, 1997

Summary Recorded by: Sharon Rodning Bash

Present: Anita Berg, Sonja Carlson, Megan O'Hara, Dianne Winer, Sharon Rodning Bash

Absent: Nancy Franke Skala, Dennis Lohmann

Agenda Item 1: Role Clarifications & Steering Committee membership

Discussion Summary:

"Key Project Staff and Roles" and "Project Team" organizational chart were provided and discussed. Revised copy with agreed upon roles is attached. Discussion revolved around two issues: 1) need for a strong Wright County team and presence, and 2) need to be mindful of efficient use of each individual's time. Sonja agreed to be the key point person for Wright County--a role encompassing access to community resources, health system resources, and Wright County communications (to be planned and executed with Megan O'Hara). Anita Berg is Principal Investigator, facilitating the development and monitoring of the project. Sharon Rodning Bash is facilitating the process of project implementation.

The discussion also surrounded how frequently to meet. The summary of the discussion was a conclusion that we should meet more frequently during this first phase of project implementation, and perhaps less frequently later on in the project. This will insure that we move into the intervention/education phase on a schedule that is well timed with community "rhythms" -- i.e., fall school start, winter inclement weather and additional road hazards, etc. The group felt perhaps monthly Steering Committee meetings, with the Workgroup meeting once between Steering Committee meetings might be appropriate. Final decision will be deferred until after community representation is added to the Steering Committee.

The discussion of community involvement led to identification of four roles/persons who we hope will join a steering committee:

1. Judy Rose, County Commissioner
2. Dennis Compton, Deputy Sheriff & Community Safety Education Liaison
3. Carla Heater, Buffalo School District Community Partnerships
4. Carol Schaeffer, Public Health
5. Mary Ellen Wells will continue as Steering Committee member and will participate as able.

NEXT STEERING COMMITTEE MEETING:

April 28 or May 1 or May 2
10:00 a.m. to 1:00 p.m.

Buffalo Hospital

finalized arrangements by Sonja Carlson,
& materials to be distributed by
Sharon Rodning Bash,

*Call Anita for confirmation
of best time*

It was recognized that there will be the need for a workgroup that meets between Steering Committee meetings. The core workgroup was identified as

1. Anita Berg
2. Sonja Carlson
3. Sharon Rodning Bash
4. Megan O'Hara
5. Nancy Franke Skala
6. Dianne Winer
7. Dennis Lohmann

NEXT WORKGROUP MEETING:

Allina Foundation Conf. Rm.
April 22nd, 8:00 p.m. - 9:30 a.m.
by Conference Call, to be initiated by
~~Anita Berg.~~

Perspective Two:

market choice > individual responsibility

This perspective emphasizes that ~~it is not the job of government or institutions to improve life opportunities for citizens. It is up to individuals and families to determine their own future. Historically, families have thrived by creating self-sufficiency.~~ *a minimal role for government in the lives and a reliance on the marketplace to meet people's needs.* Government intervention has tended to create debilitating dependencies.

Key Premises

- We can create opportunities for people by subsidizing low income households with vouchers or tax credits for education and housing.
- Promoting choice and competition among schools enhances achievement.
- Providing housing vouchers will make it easier for low income families to voluntarily move to the suburbs, creating demand for affordable housing that will generate a market response (new construction).
- Private institutions (churches, foundations, businesses) are better equipped than government to meet the needs of local communities.
- In order to promote achievement, we must reward self-sufficiency, entrepreneurship and hard work.
- Public sector social welfare programs divert capital that could otherwise be invested in job creation in core communities.
- The breakdown of the family negatively impacts educational achievement and economic advancement.
- A return to traditional values by communities of color would do more to restore their viability than any other single remedy.

Perspective Two:

>Advocates Say . . .

- The private market system is more efficient, creative, and flexible than government in responding to job, housing, and education ~~markets.~~ *needs.*
- Local communities, not regional, state or federal bureaucracies, are best equipped to answer the needs of their constituents.
- Parents should have ultimate control over their children's schooling (including *where their children go to school*)



- Public sector social welfare programs divert capital that could otherwise be invested in job creation in core communities.
- Let the housing market be self-regulating; if demand is great enough, low-income housing will be developed by those who see economic opportunity in meeting these needs.
- Residence in the more affluent communities must be earned through merit and hard work and should not be granted by government fiat.
- ~~Segregation and integration have both been tried and have failed because both involved too much government interference.~~ talent

Perspective Two:

>Critics Say . . .

- Less than half of the jobs in Minnesota pay a livable wage. Over 60 percent of Minnesota's families in poverty have at least one person in the work force. If we want to create less dependency on the government, we have to create a market system that allows responsible people to sustain themselves.
- ~~Race and socioeconomic discrimination operate to eliminate the efficiency of free markets.~~ Discrimination remains a significant barrier for people of color, no matter how "responsible" they are.
- Poor people do not have the time or money to lobby for their interests and rights. The wealthy, on the other hand, ~~do have the time and money~~ ^{use their power} and they continue to grow richer at the expense of the poor.
- Public subsidies for middle and upper income people already exist (e.g., home mortgage deduction and social security). A subsidy is a subsidy whether it comes in the form of a check or a tax deduction. This perspective simply seeks to eliminate lower income families from public support.
- The problem with social welfare policies in this country is not that we've done too much – creating dependency – but that we've done too little. Assistance to the poor has declined substantially in the last 20 years and continues to do so.
- The private market system is not designed to accommodate the social welfare needs of people living below the poverty line. ~~or provide for the common good. Its ~~basic~~ functions to ~~make~~ create wealth.~~ or provide for the
- Basic human rights, such as housing and education, cannot be left to the whim of the marketplace.
- Creating tax exempt "enterprise zones" is not an effective way to stimulate economic activity and create jobs in the urban core. ~~They are not pro-labor or pro-community, but pro-business and pro-profit.~~

Mary Ellen Wells

Allina Overview

- Business Model
- Component Parts
- Allina's Vision

-Need help with speakers notes for this one

Social enterprise model
Scope of array of Allina system
• delivery
• plans
Healthy Communities initiatives

This perspective emphasizes in creating opportunities for people in jobs, housing, education and transportation by adopting a metropolitan wide strategies that stabilize the metrop - region.

Perspective Three:

>Creating Opportunities Region-Wide

metropolitan wide approaches to stabilizing and strengthening communities
 This perspective emphasizes dispersing poverty through metropolitan area wide strategies for jobs, housing, transportation and education *by dispersing poverty and maximizing*

Key Premises

- The current concentration of poverty *must dispersed by* cannot be ameliorated without a more equitable distribution of affordable housing.
- Racial segregation results from a combination of lack of choice and racial discrimination in the housing markets.
- Segregated communities result in segregated schools, segregated churches, segregated work forces, and segregated social gatherings. Segregation does not further our democratic objectives. *Segregation does not further the premises of democracy.*
- Schools segregated by race and income negatively impact educational achievement.

If communities were neighborhoods integrated neighborhoods, schools could be integrated.

Isolation
 Residential segregation by race and income *removes people* isolates communities from the opportunity structures. *desegregated neighborhoods connects to desegregated schools.*

economic and educational

- Segregated communities result in segregated schools.
- A metropolitan region-wide program for low- and moderate-income housing precludes the need for busing as a remedy for segregation.

A Vision Divided Cannot Stand.
 #1 *A Metropolitan approach has the best chance to break the cycle of racial isolation and the cycle of poverty.*

Perspective Three:

>Advocates Say . . .

- Research shows that educational achievement and life opportunities for both white students and students of color improve in desegregated schools, settings.
- Achievement gains are strongest when desegregation begins in the early grades and is implemented under a metropolitan-wide plan.

Data Linkages

focus on cause of cost data

- Initial Data Analysis

- ◆ Existing Sources
- ◆ Potential Uses

- Evaluation Approach

- ◆ Establish a Baseline
- ◆ Measure Effectiveness of Interventions

-As we begin the first phase of the project, we will tap into existing data sources, such as: HSTS response and patient condition information, state traffic data, hospital cost and outcome data, and health plan cost and outcome data.

- We expect to use this data for two main purposes:

1. Establish baseline frequency, severity and cost for injuries in the community.
2. Determine where there is opportunity to apply interventions with the intent of reducing injuries and fatalities.

-Our expected approach to evaluation will be to establish the baseline frequency, severity, and cost data. This will be against what we measure the effectiveness of the interventions.

Dianne Winer

Development of a Work Plan

- Steering Committee Role
- Focus on 3 Phases—
 - 1) Formation of Formative Evaluation
 - 2) Intervention (3 EIS)
 - 3) Evaluation
- Projected Timeline

- It will be the role of the steering committee to develop and finalize a detailed work plan, including time frames, for the project.

- The steering committee will focus on 3 phases for the project:

1. Initial data analysis
2. Developing and implementing intervention strategies
3. Evaluation of the effectiveness of the strategies.

- We expect to have the detailed work plan with time frames completed by April 1.

- People who live and learn in economically and racially diverse environments better understand others who are unlike themselves and are better prepared to work and function in a diverse society. Lack of experience with the racial "other," in turn, contributes to the mystification of racial differences and the perpetuation of ignorance, stereotypes and fears.
- Evidence from ~~[housing demonstrations in]~~ other metropolitan regions suggest that the opportunity to live in integrated, middle-income neighborhoods appears to boost employment among adults and school performance among children.
- Given the location of most new jobs, economic opportunity would increase if low-income housing were more available in the suburbs.

*segregation does not further the promises of American Democracy.
 A house divided cannot stand or its inhabitants will be
 prejudiced against people of color. ~~judged~~ ^{together} ~~citizens~~ ~~step back~~*

Perspective Three:

> Critics Say . . .

*the working class of all colors
 will be best benefited to the ill of poverty*

- An influx of low-income families into suburbs could lead to increased crime and declining property values. Instead of creating problems for new neighborhoods, we need to concentrate on cleaning up the communities that need it.
- Efforts to desegregate neighborhoods and schools with high proportions of minorities assume that it is better to live and go to school in majority white settings. This is disrespectful of the strengths of communities of color.
- Because of institutional racism, people of color need to remain together in order to preserve their culture and maintain their political representation.
- "Mobility" as an option will take a long time to implement. It is a gradualistic approach and will do little to help the thousands of poor who need help *right now*. Furthermore, it is tokenistic. Past attempts to provide mobility to low-income families and people of color have been limited in scope, actually helping few people.
- Dispersing poverty may help the few, token families who are lucky enough to escape the ghettos, but it does little for the people, schools, and deteriorated neighborhoods that are left behind.
- Even if obstacles are removed and the poor are granted more mobility, the fact remains that there is a general mismatch between the skills of the poor and the skills required by the available jobs.

April 3, 1997

Questions to Consider ~~For each perspective~~

As you deliberate on the choices the ^{we} public needs to make about ^{our} the Twin Cities future, we ask that you consider the following questions in relation to each of the three perspectives we have provided, as well as any other perspectives that have developed through your ~~discussions~~ ^{conversations}.

- What is appealing about this perspective?
- What are the downsides of this perspective?
- Can you tell a story illustrating this perspective?
- Who is hurt by this perspective? Who is helped by it?
- What are the long-term costs and consequences of this perspective?

for informing and advancing public conversation and decision

Harvesting A Public Voice

In conclusion, we ask you to ~~recognize and articulate~~ ^{consider and record} two things: ~~in order to move forward~~ ^{for} areas of continued difference and areas of agreement. Both are important aspects of harvesting a public voice. Policy makers need to know where conflict and agreement exists so that they may understand the boundaries and sensitivities of an issue. To ~~facilitate~~ ^{facilitate} your deliberation, please consider the following:

Bad for informing these sensitive

➤ **What are the areas of tension or conflict that seem to be intractable when conversing about this issue?**

Please write down the issues where conflict has been unresolved. Be as thorough as you can about defining these areas of difference.

➤ **Are there areas of agreement on ^{these} the issues themselves and on potential solutions?**

Please write down the issues and areas of action, where agreement exists. Be as thorough as you can about defining these areas of agreement, or "common ground" that would allow the group to recommend action. Also, try to identify the "trade-offs" or compromises participants would be willing to make to achieve a direction or action aimed at the public good.

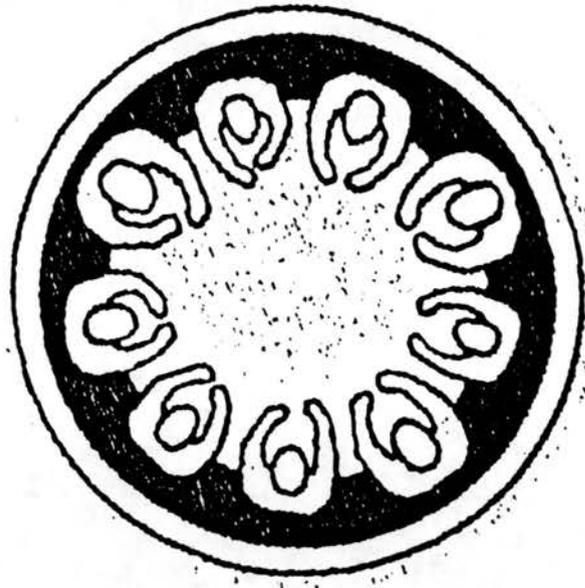
At a public forum and citizen's summit scheduled in the near future, a representative from your community circle will be asked to share your findings and conclusions with decision makers from the region. In this way, you and your group will make a valuable contribution to evolving public policy on segregation, housing and education in the Twin Cities Metropolitan Region.

Community Circles can add much to the quality of life by providing a framework for getting to know your neighbors and stimulating individual and collective involvement. In addition, Community Circles can be used as social laboratories for discovering the answer to the most important question of all: How Should We Live Together?

We sincerely hope you have enjoyed this process and that you will use it again.

CHOICES FOR COMMUNITY

*A REGIONAL CONVERSATION ABOUT THE
CHALLENGES OF EDUCATION,
HOUSING AND SEGREGATION
IN THE TWIN CITIES METROPOLITAN AREA*



PARTNER & RESOURCE DIRECTORY

COMPILED BY
THE COMMUNITY CIRCLE COLLABORATIVE
AND
THE EDUCATION AND HOUSING EQUITY PROJECT
1997

Community Circle Collaborative – Partners & Interested Parties

Organization	First Name	Last Name	Address1	City	State	Zip Code	Work Phone	Fax	Partner Role
3M	Dick	Hanson							Funding Resource
3M	Cindy	Kleven	3M Center Bldg #591-30-02	St. Paul	MN	55144	733-1721		Funding Resource
3M – Community Affairs	Kelly	Novak					733-1760		Funding Resource
A World of Difference	Linda	Loverude	1111 3rd Ave S	Minneapolis	MN	55404	349-2865		
Adoptive Families of America	RoAnne	Elliott	3244 Stevens Ave S	Minneapolis	MN	55408	824-0055		
African-American Family Services	Salimah	Majeed	2614 Nicollet Ave S	Minneapolis	MN	55408	871-7878	871-2811	
All Nations Community Church	Maureen	Helgemo Whiterabbit	1515 East 23 rd St	Minneapolis	MN	55404	721-4393		Sponsor
Alliance for Metro Stability	Russ	Adams	2105 1 st Ave S c/o IATP	Minneapolis	MN	55404	870-3443	870-4846	Participant
Alpha Print – Copy Center			1407 4 th St SE	Minneapolis	MN	55414	379-8535	379-0175	
Amicus	Suzanne	Hansen, M.S.W.	100 North 6 th St, Suite 347b	Minneapolis	MN	55403	348-8570		
Arden Hills Community / Schools	LoAnn	Crepeau	3517 Siens Ct	Arden Hills	MN	55112	388-8729 633-1982		Sponsor
Ascension Catholic Church	Doris	Franklin	3958 Girard Ave N	Minneapolis	MN	55412	529-7393		
Ascension Catholic Church	Rita	McDonald	8860 Forestview Ave	Maple Grove	MN	55369	425-3376		
Ascension Catholic Church	Charles	Nichols	4812 Lakeview Ave N	Brooklyn Center	MN	55429	533-8496	504-9985	Facilitator
Ascension Catholic Church	Ray	Vickery	6720 80 th Ave N	Brooklyn Park	MN	55445	560-7375		
Ascension Church	Sylvia & John	Winkelman (deacons)	6337 Orchard Ave N	Minneapolis	MN	55429	533-8381(h) 529-9684(o)	529-9624 529-7618	Sponsor / Facilitators
Augsburg College	Francine	Chakolis	Augsburg College, Box 100 731 21 st Ave S	Minneapolis	MN	55454	330-1156		
Augsburg College	Bill	Green	Augsburg College 734 Tyler St NE	Minneapolis	MN	55413	330-1544		
Autographics Copy Print Center	Skott	Johnson, President	1300 Fourth St SE	Minneapolis	MN	55414	331-7200	331-7200	
Autographics-Copy & Print Center	Dion	Wickander, Manager	1300 Fourth St SE	Minneapolis	MN	55414	331-7200	331-7200	
Black History Committee of Golden Valley	Mary	Anderson	7800 Golden Valley Rd	Golden Valley	MN	55427	588-8578	588-5896	Sponsor
Bloomington HRA	Jerry	Boardman	2215 W Old Shakopee Rd	Bloomington	MN	55431	948-8937		
Bloomington HRA / Center for Women & Public Policy U of M Center for Advanced Female Studies	Clare	Gravon	106 W 90th St	Bloomington	MN	55420	625-4335 624-0363		Discussion Participant

Community Circle Collaborative – Partners & Interested Parties

Organization	First Name	Last Name	Address1	City	State	Zip Code	Work Phone	Fax	Partner Role
Boss International	Robb	Randle	3989 Central Ave NE, Suite 200-A3	Minneapolis	MN	55421	789-4444	781-8044	
Breck School	Gloria	Woods	123 Ottawa Ave N	Minneapolis	MN	55422	377-5000		
Bremer Foundation	John	Kostashak					(o)227-8036 (h)282-9723		Funding Resource
Brooklyn Center Public Schools	Dennis	Morrow, Superintendent	6500 Humboldt Ave No	Brooklyn Center	MN	55430-1897	561-2120		
Brooklyn Center School Board	Tom	Shinnick	5324 Oliver Ave N	Brooklyn Center	MN	55430			
Cedar Ridge Consulting	Kim	Sullivan	7132 Whippoorwill Ln	Lino Lakes	MN	55014-1945	784-3511	784-3511	Facilitator
Center for Living Democracy	Adam	Hinds	Rural Route #1, Black Fox Rd	Brattleboro	VT	05031	(802) 254- 1234	(802) 254- 1227	National Partner (Natll Dialogue on Race)
Center of The American Experiment	Mitch	Pearlstein et. al.	1024 Plymouth Bldg 12 South 6 th St	Minneapolis	MN	55402	338-3605	338-3621	
Central Neighborhood Association	Jana	Metge	310 East 38 th St, Rm 223	Minneapolis	MN	55409	821-2310 822-3302	824-0791	Sponsor
Champlin Library	Margaret	Gillespie	12150 Ensign Ave N	Champlin	MN	55316	427-7982		
Chippewa	Gary	Wahlstrom					536-9889		Funding Resource
Church of St. John Neumann	Barb	Baker	4030 Pilot Knob Rd	Eagan	MN	55122-1898	454-2079	454-0860	Sponsor/ F
Citizen's League	Ron	Wirtz	708 S 3 rd St, Suite 500	Minneapolis	MN	55415	338-0791	337-5919	
Citizen's League	Lyle	Wray	708 South 3 rd St, Ste 500	Minneapolis	MN	55415	338-0791	337-5919	
Citizen's League	Holly	Ziemer					920-5748		Participant
City of Eagan	Peggy	Reichert	3830 Pilot Knob Rd	Eagan	MN	55122	681-4600	681-4612	
City Of Minneapolis, Mayor's Office	Sharon	Sayles Belton	331 City Hall 350 South 5 th St	Minneapolis	MN	55415-1385	673-2100	673-2305	
City of Minneapolis, Office of Mayor	Julie	Idelkope	City Hall, Rm 331, 350 S 5th St	Minneapolis	MN	55415	673-2100		
City of Richfield	Martin	Kirsch, Mayor	6700 Portland Ave S	Richfield	MN	55423	861-9700		Resource
City of St Louis Park, Mayor	Gail	Dorfman	City Hall, 5005 Minnetonka Boulevard	St Louis Park	MN	55416	924-2198 (Cindy Larson)	924-2170	Sponsor
City of St. Louis Park, Police Dept.	Mancel	Mitchell, Chief	5137 Juanita Ave	Edina	MN	55424	(h)926-1502 (o)924-2618		
Civic Engagement	Roy	Taylor	4912 17th Ave S	Minneapolis	MN	55417	728-3996	728-3996	Organizing Partner, CP
Colonial Church of Edina	Rev Greg	Snell	6200 Colonial Way	Edina	MN	55436			
Columbia Heights Public Schools	Alain	Holt, Superintendent	1400 - 49th Ave NE	Columbia Heights	MN	55421-1992			
Columbia Heights School Board	James	Lindstrom	1595 Trollhagen Drive	Fridley	MN	55421			

Community Circle Collaborative – Partners & Interested Parties

Organization	First Name	Last Name	Address1	City	State	Zip Code	Work Phone	Fax	Partner Role
Common Bond Communities	Doug	Mayo	328 West Kellogg Blvd	Saint Paul	MN	55102	290-6245(o) 922-0346(r)	291-1003	
CommonBond Communities	Theresa	Davis	771 Aurora Ave	St. Paul	MN	55104	297-7309	297-7313	Facilitator
CommonBond Communities	Joe	Errigo							
CommonBond Communities	Brian	Lockwood	328 Kellogg Blvd W	St. Paul	MN	55102	290-6238 291-1750	291-1003	Sponsor
CommonBond Communities	Marie	McMahon	328 W Kellogg Blvd	St. Paul	MN	55102	290-6238 291-1750	291-1003	Sponsor
Community Act ion for Suburban Hennepin	Charlie	Warner	33 10 th Ave S, Suite 150	Hopkins	MN	55343	933-9639	933-8016	
Community Action in Suburban Hennepin	Karen	Kingsley	33 10th Ave So #150	Hopkins	MN	55343	933-9639	933-8016	RP
Community Matters (Wilder Foundation)	Barb	Rose	919 Lafond Ave	Saint Paul	MN	55104	659-6031	642-2088	Media Partner
Consultant	Ruth Anne	Olson	5015 Woodlawn Blvd	Minneapolis	MN	55417	724-0979 724-1025 291-1454		
Cowles Media							673-7100		Media
Cowles Media Co/EHEP Bd	Georgina	Stephens	329 Portland Ave	Minneapolis	MN	55415	673-7060 222-5515	673-7020	
Cowles Media Foundation	Jim	Alcott, Chairman	329 Portland Ave So	Minneapolis	MN	55415			
CUE	Lyla	Jacob							
CURA	Fred	Smith	301 - 19th Ave So #330	Minneapolis	MN	55455	625-1551	626-0273	
Dayton Hudson Corporation	Linnea	Tweed	700 on the Mall	Minneapolis	MN	55402	375-3070	375-2849	
DCC	Jerry	Cutts	459 Tarrymore Ave	Minneapolis	MN	55419	825-8807 338-3023		
De LaSalle High School	Brother	Michael	1 De LaSalle Dr	Minneapolis	MN	55401	379-1105		
Department of Neighborhood Servs.	Diana	Buckanaga	City Hall, Rm 11, 350 South 5 th St	Minneapolis	MN	55415	673-5770	673-3399	
Design Center for Am Urban Landscape/Mpls Center for Neighborhoods	Rip	Rapson	1313 5th St SE, #310	Minneapolis	MN	55414	627-1850, ext. 211		
East Metro Women's Center	Trisha	Cummings Kaufman	3521 Century Ave N	White Bear Lake	MN	55110	773-8401 426-5107		Sponsor
East Side Neighborhood Development Company	Mike	Anderson	900 Payne Ave	St. Paul	MN	55101	771-1152 ext.11	771-7739	
Eden Prairie, Office of the Mayor	Jean	Harris	8080 Mitchell Rd	Eden Prairie	MN	55344	949-8300 829-0285		Potential Sponsor
Edina Community B Study Circle	Linda	Alton	3202 Harriet Ave S	Minneapolis	MN	55408	823-3518	823-3547	Sponsor/ F
Edina Community B Study Circle	Barbara	Long	3601 Grand Ave S	Minneapolis	MN	55409	824-1396		Participant

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Edina Community B Study Circle	Susan	Rhees	140 W 48 th St	Minneapolis	MN	55409	823-5896		Participant
Edina Community B Study Circle / Edina Human Rights Commission	Nancy	Atchison	6512 Warren Ave	Edina	MN	55439	941-3508	922-8867	Sponsor/F
Edina Community B Study Circle / First Universalist Church of Minneapolis	Lois	Hamilton	492 Montrose Lane	Saint Paul	MN	55116	699-2920		Sponsor
Edina Community B Study Circle / Minneapolis Greater-Area-A	Ed	Ostberg	2704 Murray Ave	St. Anthony	MN	55418	781-8157		Participant
Edina Community B Study Circle / Minneapolis Greater-Area-A	Fern	Ostberg	2704 Murray Ave	St. Anthony	MN	55418	781-8157		Participant
Edina Community B Study Circle / Minneapolis-Greater Area-A	Gary	Yanagita	4049 Grand Ave	Minneapolis	MN	55409	825-2105		Participant
Edina Community Circle / Public Schools	Wendy	Bennett	6004 Bonnie Brey Dr	Edina	MN	55439	942-8635		Participant
Edina Community Circle / Public Schools	Fran	Carr	6261 Sequoia Circle	Eden Prairie	MN	55346	Ext 4436		Participant
Edina Community Circle / Public Schools	Julie	Deitte							Recorder
Edina Community Circle / Public Schools	Carol	Flint-Kaliebe	5429 Brookview Ave	Edina	MN	55424	922-8791		Participant
Edina Community Circle / Public Schools	Sue Ann	Guildermann	4104 Lynn Ave	Edina	MN	55416	925-4710		Participant
Edina Community Circle / Public Schools	Terri	Hauge	5817 Concord Ave	Edina	MN	55424	(h)922-2539 (o)947-1925		Participant
Edina Community Circle / Public Schools	Kathy	Haymaker	4633 Drexell Ave	Edina	MN	55424	927-5668		Participant
Edina Community Circle / Public Schools	Kristine	Loubert	4301 West 70 th St	Edina	MN	55435	920-6548		Participant
Edina Community Circle / Public Schools	Kathy	Monson Lutes	6000 Ashcroft Ave	Edina	MN	55424	925-5333		Participant
Edina Community Circle / Public Schools	Beth	Nelson	3105 11 th Ave S	Minneapolis	MN	55407	721-6891		Participant
Edina Community Circle / Public Schools	Ron	Ousky	4412 Gilford Dr	Edina	MN	55435	922-9356		Participant
Edina Community Circle / Public Schools	Steven	Phillips	4104 Lynn Ave	Edina	MN	55416	925-4710		Participant
Edina Community Circle / Public Schools	Rafael	San Juan	11185 Anderson Lakes Pkwy	Eden Prairie	MN	55344	Ext 4479		Participant
Edina Community Circle / Public Schools	Bette	Schelper	4505 Bruce Ave	Edina	MN	55424	925-4353		Participant

Community Circle Collaborative – Partners & Interested Parties

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Edina Community Circle / Public Schools	Sandra	Stevenson	Community Resource Center 5701 Normandale Rd	Edina	MN	55424	928-2638		Participant
Edina Community-A	Rev. Jim	Siefkes	7520 Cahill Rd, #317 A	Edina	MN	55439	948-2241 944-8211		Participant
Edina Community-A Circle	Roger	Heegaard	99 Woodland Circle	Edina	MN	55424	926-2665		Participant
Edina Community-A Circle	Gordon	Hughes, Assistant City Manager	City of Edina 4801 West 50 th St	Edina	MN	55424	927-8861		Resource
Edina Community-B	Merritt	Goldthwait	5312 Colfax Ave S	Minneapolis	MN	55419	822-0769		Participant
Edina Community-B Study Circle	Clara	James	3300 Louisiana Ave, #128	St. Louis Park	MN	55426	(h)936-9998 (o)885-7343		Potential Sponsor
Edina Public Schools	Kenneth	Dragseth, Superintendent	5701 Normandale Road	Edina	MN	55424			
Edina Public Schools	Laura	Tueting Nelson	5701 Normandale Rd	Edina	MN	55424	823-5216 928-2532	928-2501	Sponsor/ Facilitator
Edina School Board	Frank	Bennett	4704 White Oaks Road	Brooklyn Center	MN	55424			
Edison High School	Violet	Carter	700 22 nd Ave NE	Minneapolis	MN	55418	627-2663		
Education and Housing Equity Project	Dick	Little	122 W Franklin, Suite 320	Minneapolis	MN	55404	871-8980	871-8984	
Environmental Health	Carol	Mork	250 S 4 th St, #502	Minneapolis	MN	55415			
Family & Children's Service	Lois	Gunderson	Henn. Co. Initiative on Violence Free Families & Communities 414 South 8 th St	Minneapolis	MN	55404	341-1609		
Family and Children's Service	Jo	Haberman	414 South 8 th St	Minneapolis	MN	55404	341-1616		
Family and Children's Service	Pamela	Kozlowski	414 S. Eighth St.	Minneapolis	MN	55404	341-1605 339-9101	339-9150	
Family Housing Fund of Minneapolis and Saint Paul	Anne	Ray	801 Nicollet Mall, #1840	Minneapolis	MN	55402	375-9644	375-9648	
Family Svcs/Greater St. Paul	Kathleen	Gatson	166 E 4 th St	St. Paul	MN	55101-9002	222-0311 224-4601	222-8920	
First Bank System	Kenneth	Smith	601 Second Ave S	Minneapolis	MN	55402-4302	973-1111	973-2319	Sponsor
First Bank System – Community Development	Jane	Kaiser	2383 University Ave	St. Paul	MN	55114	647-3513		Interested Partner
First Congregational Church of MN	Eve	Parker	134 Arthur SE	Minneapolis	MN	55414	379-4541		Sponsor / Facilitator
First Congregational Church of MN	JoAnne	Rohricht	500 Eighth Ave SE	Minneapolis	MN	55414	331-3816 645-6043		Sponsor
First Universalist Church	Haidee	Zobenica	400 Russell Ave. N.	Minneapolis	MN	55405	381-0310		
Ford Parkway Baptist	John	Peterson	1901 Ford Pkwy	St. Paul	MN	55116	698-6387		

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Four Winds School	Steve	Chapman	2300 Chicago Ave S	Minneapolis	MN	55413	627-7165	627-7161	
General Mills Foundation			Number One General Mills Blvd	Golden Valley	MN	55426	540-2311		
General Mills Foundation	Suzanne	Fuller-Terrill	P.O. Box 1113	Minneapolis	MN	55440	540-2464	540-4114	
GMAE	Dan J.	Williams	PO Box 6624	Minneapolis	MN	55406	519-4515		
Golden Valley Circle	Bill	Hobbs	115 Westwood Dr	Golden Valley	MN	55422	377-5979		
Golden Valley Human Rights Commission	Marion	Helland	7720 Winnetka Hts. Dr	Golden Valley	MN	55427	546-7469	546-7469	
Golden Valley Study Circle	McKinnley	Boston	1559 Pennsylvania Ave N	Golden Valley	MN	55427			Participant
Golden Valley Study Circle	Ardyce	Cibuzar	RHS Resource Center 3730 Toledo Ave N	Robbinsdale	MN	55422	522-4203		Participant
Golden Valley Study Circle	Henry	Crosby	1140 Toledo Ave N	Golden Valley	MN	55422	521-0805		Participant
Golden Valley Study Circle	Carol	Doten	440 Valleywood Circle	Golden Valley	MN	55422	545-4045		Participant
Golden Valley Study Circle	John	Griffiths	1227 Hampshire Ave N	Golden Valley	MN	55427	544-5403		Participant
Golden Valley Study Circle	Roger	Hale	Tennant Company P.O. Box 1452	Minneapolis	MN	55440	540-1200		Participant
Golden Valley Study Circle	Bill	Hobbs	115 Westwood Dr	Golden Valley	MN	55422	377-5979		Participant
Golden Valley Study Circle	Marsha	Jacobsen	Hopkins School District 1001 Highway 7	Hopkins	MN	55343	988-4066		Participant
Golden Valley Study Circle	Birdie	Martin	1816 Independence Ave N	Golden Valley	MN	55427	546-7879		Participant
Golden Valley Study Circle / Black History Committee of Golden Valley	Walter	Gray	American Express Fin. Adv. 6500 City West Pkwy, Suite 100	Eden Prairie	MN	55344	946-4243 533-4173	946-4975	Facilitator
Golden Valley Study Circle / Hopkins School Board	Ron	Davis	4310 Douglas Ave	Golden Valley	MN	55416	869-4884		Participant
Golden Valley Study Circle / Retired Volunteer (MCC Div. of Social Ministries)	Gene	Sylvestre	7520 Cahill Road (116A)	Edina	MN	55439	942-9867		Participant / Recorder
Golden Valley, City of	Mary	Anderson, Mayor	3030 Scott Ave. N.	Minneapolis	MN	55422	588-8578 593-3990	588-5896	Sponsor
Grace University Lutheran Church	Dan	Garness	324 SE Harvard St	Minneapolis	MN	55455	331-8125		
Greater Minneapolis Day Care Asso	Barbara	Blackstone	340 Centennial Office Bldg.	St. Paul	MN	55155	297-4635 297-7200 929-3334	297-7200	Facilitator
Greater Minneapolis Day Care Association	Jan	Herseth	1628 Elliot Ave S	Minneapolis	MN	55404	349-0522 349-0544	341-4356	Sponsor
Greater Minneapolis Day Care Association	Grace	Hill	1628 Elliot Ave S	Minneapolis'	MN	55404-1657	341-1177(o) 874-9356(h)	341-4356	
Greater Minneapolis Day Care Association	Deb	Swenson-Klatt	3148 Elliot Ave S	Minneapolis	MN	55407	349-0544(o) 823-7996(r)	341-4356	Sponsor

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Hallie Q. Brown Community Center	Mrs. Dorthea	Burns	270 Kent St	St. Paul	MN	55102	224-4601		Facilities Resource
Harmony/Decent Exposure	Bob	Milner	3212 Longfellow Ave S	Minneapolis	MN	55407	724-4296	724-4296	
Harrison Neighborhood Association	Amalia	Anderson	1930 A Glenwood Ave N	Minneapolis	MN	55405	374-4849		
Harrison Neighborhood Association	Jacquelyn	Byers	1930 A Glenwood Ave N	Minneapolis	MN	55405	374-4849		
Henn Co District Court Juvenile Justice Center	Tanya	Bransford	626 S 6 th St	Minneapolis	MN	55415	348-3771 823-0387		
Hennepin County Children & Family Services	Jill	Alverson, Principal Administrative Assistant	Health Services Bldg Level 6 MC-956 525 Portland Ave S	Minneapolis	MN	55415-1569	348-8479	348-7682	Recorder
Hennepin County Children & Family Services	Ree Ah	Bloedow	525 Portland Ave S, Mail Code 956	Minneapolis	MN	55415	348-2294 348-4534	348-7682	Sponsor
Hennepin County Children & Family Services	Maggie	Bloomquist	1007 West Broadway Ave	Minneapolis	MN	55411	287-7058 510-1730(p)		Sponsor
Hennepin County Children & Family Services	Allan	Hendon, Child Protection	Health Services Bldg – Level 6 MC-956 525 Portland Ave S	Minneapolis	MN	55415-1569	821-4515	348-7682	Recorder
Hennepin County Children & Family Services	Charlene	Higginbotham	310 East 38 th St	Minneapolis	MN	55409-1364	728-0993 821-4532	821-4545	Sponsor
Hennepin County Children & Family Services	Margaret	Lonergan, M.S. W.	525 Portland Ave, HSB-9 MC 959	Minneapolis	MN	55415-2007	348-8268 534-9931(p)	348-6075	Participant
Hennepin County Children & Family Services	Brenda	Louise	525 Portland Ave S, Mail Code:956	Minneapolis	MN	55415-1569	348-6467 823-4859	348-7682 348-6075	Sponsor / Facilitator
Hennepin County Children & Family Services	Gretchen	Schanight	Health Services Bldg 525 Portland Ave S	Minneapolis	MN	55415-1569	348-3820	348-7682	Recorder
Hennepin County Children & Family Services	Veronica	Williams	710 Broadway Ave	Minneapolis	MN	55411	287-7019	348-7682	Participant
Hennepin County Children & Family Services Division	Sharon	Henry	1600 East Lake St	Minneapolis	MN	55407	721-0112	721-0435	
Hennepin County Children and Family Services	JoAnn	Smith	525 Portland Ave So - MC959	Minneapolis	MN	55415-1569	348-4534 348-6467	348-6075	Sponsor
Hennepin County Community Circle	Jerry	Midgeat							Participant
Hennepin County Dept. of Children & Family Services	Karen	Shannon	3652 Garfield Ave S	Minneapolis	MN	55409	347-2255 822-4299	904-4293	
Hennepin County Home Schools	Thomas	Van Leer	14300 County Hwy 62	Minnetonka	MN	55435	949-4540		
Hoisington Koegler Group	Fred	Hoisington, Pres	7300 Metro Blvd., #525	Edina	MN	55439			
Holy Trinity Circle	Jody		3214 31 st Ave S	Minneapolis	MN	55406	721-7071		Participant
Holy Trinity Circle	Shirley	Durr	3037 39 th Ave S	Minneapolis	MN	55406	729-5596		Participant

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Holy Trinity Circle	Kathy	Harris	2840 32 nd Ave S	Minneapolis	MN	55406	729-6069		Participant
Holy Trinity Circle	Kathy	Nelson	4712 Coffey Lane	Minneapolis	MN	55406	721-1331		Participant
Holy Trinity Circle	Joyce	Odeen	2929 32 nd Ave S	Minneapolis	MN	55406	729-6577		Participant
Holy Trinity Circle	Rodney	Oliver	3524 32 Ave S	Minneapolis	MN	55406	721-6552		Participant
Holy Trinity Circle	Paul	Ratliff	2525 31 st Ave S	Minneapolis	MN	55406	729-0736		Participant
Holy Trinity Lutheran Church	Ronald K	Johnson	2730 31st St	Minneapolis	MN	55406	729-8358	729-6773	Sponsor
Holy Trinity Lutheran Church	Ronald K.	Johnson	3240 33 rd Ave S	Minneapolis	MN	55406	729-2952	729-6773	Sponsor
Holy Trinity Lutheran Church	Joy	Nelson	3240 33 rd Ave So	Minneapolis	MN	55406	729-2952 729-8358 721-7811	729-6773	Sponsor / Facilitator
Honeywell Foundation	Andre	Lewis	PO Box 524	Minneapolis	MN	55440-0524	951-1000 951-2368		Funding Resource
Honeywell Inc.	Pat	Hoven	P.O. Box 524	Minneapolis	MN	55440-0524	951-0430	951-0433	Funding
Hopkins Community Study Circle	Rebecca	Delgado	10601 Smetana Rd, #305	Minnetonka	MN	55343	930-9015		Participant
Hopkins Community Study Circle	Karen	Jensen					936-0325		Participant
Hopkins Community Study Circle	Sally	Manhard	5529 W Village Dr	Edina	MN	55439	944-5541		Participant
Hopkins Community Study Circle	Antonia	Wilcoxin	1310 Preston Ln	Hopkins	MN	55343	936-0118		Participant
Hopkins Human Rights Commission	Jim	Genellia	1010 1 st St S	Hopkins	MN	55343	939-1331	935-1834	Sponsor
Hopkins Independent School District	Haidee	Zobenica	1001 Highway 7	Hopkins	MN	55343	988-4625(w) or 381-0310	988-4715	
Hopkins Public Schools	Michael	Kremer, Superintendent	1001 Highway 7	Hopkins	MN	55305			
Hopkins School District	Wanda	Phillips	Early Childhood Resource Center, 1600 East Lake St	Minneapolis	MN	55407	379-4541 (p)901-9322	721-0435 566-0736	Facilitator & Sponsor
Hopkins School District (AA Coordinator)	Diane	Cowdery	1001 Highway 7	Hopkins	MN	55305	988-4035 988-4030 825-7566	988-4020	Sponsor
Hopkins-Minnetonka Circle	Tom	Filla	2561 Mayflower Ave	Minnetonka	MN	55305	544-6797 546-5500		Participant
Hopkins-Minnetonka Circle	Herb	Gibbs	704 Old Settlers Trail	Hopkins	MN	55343	936-0882 912-0337		Participant
Hopkins-Minnetonka Circle	Butch	Johnson	5750 Shady Oak Rd	Minnetonka	MN	55343	933-7307 939-9655		Participant
Hopkins-Minnetonka Circle	Connie	Johnson	315 Vanburen Ave N	Hopkins	MN	55343	932-9063		Participant
HSM	Paul	Terry	400 Deerfoot Trail	Chanhassen	MN	55317	445-5066		

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HUD Minneapolis-St Paul Office	Jaime	Pedraza	220 S 2nd St	Minneapolis	MN	55402-2195	370-3185	370-3046	Mailing List
Humphrey Institute	Kristy	Greenwalt	3501 Emerson Ave S, #204	Minneapolis	MN	55408	827-5877		Writer, Discussion Guide
ICW - Intercultural Communications Workshops	Karima	Bushnell	4604 Columbus Ave S	Minneapolis	MN	55407	627-2420 827-4424		Facilitator
Indian Health Board	Kathleen	Crow	3924 41st Av S	Minneapolis	MN	55406	721-9800(o) 721-9858 729-8473 (r)	721-2904 729-8473	Facilitator
Institute on Race & Poverty	Duchess	Harris	418 Law Center, 229 19 th Ave S	Minneapolis	MN	55455	626-2277, 625-8071	624-8890	CP, RP
Institute on Race & Poverty	john	powell	415 Law Center, U of M 229 19 th Ave S	Minneapolis	MN	55455			
Institute on Race and Poverty	Jim	Hilbert	411 Law Center, 229 19th Ave S	Minneapolis	MN	55455	625-5344 645-2607	624-8890	EHEP Bdmember
Institute on Race and Poverty	Melissa	Hoialmen	235 Mackubin	St Paul	MN	55102	292-0935		RP
Interfaith Outreach	LaDonna	Hoy	110 Grand Ave S	Wayzata	MN	55391	473-2436		Community Partner
INTER-RACE Institute	Vivian	Jenkins Nelsen	Augsburg CollegeBox 212 600 21 st Ave S	Minneapolis	MN	55454	339-0820		Event Moderator
JCRC	Sheri	Salloway Yarosh	1111 3 rd Ave S, Suite 112	Minneapolis	MN	55404-1000	338-7816		
JCRC	Carol	Wirtshafter	2400 W Lake of the Isles Parkway	Minneapolis	MN	55405-2331	338-7816(o) 377-6926(h)		Resource Partner
JCRC	Jonathan	Wirtschaffer	1111 3 rd Ave S, Suite 112	Minneapolis	MN	55404-1000	338-7816 377-6926		
JCRC/World of Difference	Carol	Wirtschaffer	1111 3rd Ave So, Suite 112	Minneapolis	MN	55402	338-7816 349-2865	349-6569	
Jewish Community Action Council Jewish Metropolitan Organizing Project	Frank	Hornstein	4344 Drew Ave S	Minneapolis	MN	55410	926-3406		Sponsor
Jewish Community Relations Council	Cooky	Miller	1111 3 rd Ave S	Minneapolis	MN		338-7816		
Jewish Community Relations Council	Jay	Tcath	1111 Third Ave S, Suite 112	Minneapolis	MN	55404-1000	338-7816	349-6569	
Jewish Family Services	Sunny	Floum	400 Groveland Ave, #1011	Minneapolis	MN	55403	698-0767 871-4556	698-0162	Facilitator
Jolla Publications	Dennis	Shapiro	4601 Washburn Ave So	Minneapolis	MN	55410	529-5001(o) 928-3761(h)		
Juvenile Court Services - Probation	Jean	Torma	626 South 6 th St	Minneapolis	MN	55415	348-3711(o) 588-6214(h)		Interested Participant

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Kettering Foundation	Estus	Smith, Ph.D.	200 Commons Rd	Dayton	OH	45459-2799	937-439-9818	937-439-9804	
KSTP-TV	Joel	Glover	3415 University Ave	St. Paul	MN	55414	646-5555		Media Resource
L. Rice Inc.	Leon	Rice	P.O. Box 580041	Minneapolis	MN	55458-0041	870-4444		
League of Women Voters	Joan	Higgenbotham							
League of Women Voters of Minneapolis	Rosemarie	Kelly, Executive Director	Young Quinlan Bldg, 81 South 9 th St, Suite 335	Minneapolis	MN	55402	333-6319	333-6310	
League of Women Voters- Richfield	Emily	Day	7340 Clinton Ave	Richfield	MN	55423	869-7024		Facilitator
League of Women Voters-Richfield	Joan	Helmberger	6914 Park Ave S	Richfield	MN	55423	869-8057		Facilitator
League of Women Voters-Richfield	Margaret	Severe	7420 Sheridan Ave S	Richfield	MN	55423	869-0559		Facilitator
Legacy Management/Development	Roxanne	Givens	7151 York Ave S	Edina	MN	55435	831-1448		
Legal Aid Society of Minneapolis	Thomas	Streitz	430 First Ave N, Suite 300	Minneapolis	MN	55401-1780	332-1441 827-3774	334-5755 827-7890	
Legal Aide Society of Minneapolis	Jay	Wilkinson	2929 4 th Ave S	Minneapolis	MN	55408	827-3774	827-7890	
Litin Paper Company	Betty & Barry	Steinman	701 N Washington Ave	Minneapolis	MN	55401	333-4331		
Longfellow	Daryn	Jablonski							
Longfellow United for Youth & Families	Molly	Schlafer	3207 37 th Ave S	Minneapolis	MN	55406	721-7811	729-6773	Sponsor/ Facilitator
Lutheran Church of Christ the Redeemer	Charles	Lutz	6022 Oliver Ave S	Minneapolis	MN	55419	861-6649		
Lutheran Social Service of MN	Bill	Vanderwall	2414 Park Ave S	Minneapolis	MN	55404	879-5224	871-0354	
Macalester College	Patty	Martinson					696-6847		Facilities
Macalester College	Donna	Nicholson	Macalester College 1600 Grand Ave	St. Paul	MN	55105-1899	696-6000		
Macalester College, Department of Urban Studies	George	Latimer, Professor	1600 Grand Ave	St. Paul	MN	55105	696-6000		Event Moderator
Macalester College, Dept of Political Science	Carol	Horton, Asst Prof, Pol Sci Dept	1600 Grand Avenue	Saint Paul	MN	55105-1899	696-6549 696-6290 (Pol Sci Dept)		RP
Maple Grove Circle	Ray	Wesley	7585 Orchid Ln N	Maple Grove	MN	55418	420-7887		Participant
Maple Grove Library	Margaret	Gillespie	8351 Elm Creek Blvd	Maple Grove	MN	55369	420-8378 820-0448	420-4475	Sponsor/ Facilitator
Matrix Benefits	Gail	Hendrickson	680 Kasota Ave	Minneapolis	MN	55414	378-7000	378-1029	
MCDA	Edie	Oliveto-Oates	Ceresota Bldg, #700 155 5 th Ave S	Minneapolis	MN	55401-2546			

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Organization	First Name	Last Name	Address1	City	State	Zip Code	Work Phone	Fax	Partner Role
Mediation Services (Anoka Co)	Ann	Wallers	2520 Coon Rapids Blvd, Suite 100	Coon Rapids	MN	55433	422-8878	420-0808	F
Medical Consultant	LaVonne	Moore, R.N.	1805 Girard Ave N, 2 nd Flr.	Minneapolis	MN	55411	287-9242		Possible Facilitator
Metro Minneapolis YMCA	Dr. Marvin	Trammel	30 S 9 th St	Minneapolis	MN	55402	371-8711 475-1858		
MetroLINC TURN Leadership Foundation	Patricia L.	Peterson	122 W Franklin Ave	Minneapolis	MN	55404-2447	879-9377	871-1630	
MetroLutheran Newspaper	Mike	Sherer	122 West Franklin Ave #514	Minneapolis	MN	55404-2454	872-8653	872-1724	Media Resource
Metronet/MN Center for the Book	Mary	Treacy	2324 University Ave W	St Paul	MN	55114	646-0475	646-0657	RP?
Metropolitan Airports Commission	Harriette	Anderson	6040 28 th Ave S	Minneapolis	MN	55450	726-8100		
Metropolitan Council	Sally	Evert	Mears Park Centre, 230 East Fifth St	St. Paul	MN	55101-1634			
Metropolitan Council	Curt	Johnson, Chair	Mears Park Centre, 230 East 5 th St	St. Paul	MN	55101	291-6359		
Metropolitan Council	Sandy	Lindstrom	Mears Park Centre 230 E 5 th St	St. Paul	MN	55101	291-6359	602-1358	
Metropolitan Council	Jim	Solem, Regional Administrator	Mears Park Centre 230 East 5 th St	St. Paul	MN	55101	291-6359	602-1358	
Metropolitan State University	Flo	Wiger	730 Hennepin Ave	Minneapolis	MN	55403-1897	373-2726	373-2751	
Metropolitan Transit Police	John	Edwards, II	2425 Minnehaha Ave S	Minneapolis	MN	55404-4117	349-7237 423-5426	349-7299	
Meyer & Njus, P.A.	Neil M	Meyer	5000 Norwest Center, 90 S 7th St	Minneapolis	MN	55402-4121	341-2181	337-5894	
MIAR Board	Rev Barbara	Fountain Mason	8712 Bass Creek Ave	Brooklyn Park	MN	55428	533-4913		
MIAR Board	Cathy	Polanski	871 Lenox Ave	St. Paul	MN	55119	730-5817		
MIAR Board	Blong	Vang	1021 Englewood Ave	St. Paul	MN	55104-1501	646-3808	641-7223	
MIAR Board / Bahai Faith Community	David	Sterling	749 Hawthorn Ave E	St. Paul	MN	55106	771-6933 973-6281	973-6282	Sponsor
MIAR Education Task Force	Dr. Josie R.	Johnson	400 Groveland Avenue, #200T	Minneapolis	MN	55403	874-8172	None	Co-Chair
MIAR Education Task Force	Dick	Little	4909 29th Ave S	Minneapolis	MN	55417	724-5662 871-8980	339-3288 871-8984	CP
MIAR Executive Director	JoAnn	Jackson	52 South 10 th St, DUN 240	Minneapolis	MN	55403	962-4848 435-9725 750-4699 953-5048	962-4810	Organizing Partner
MIAR Interfaith Task Force	Sherrill	Borkon	5913 Sun Rd	Edina	MN	55436		920-7507	
MICAH Bd/Presbyterian Church of the Apostles	Stephen	Van Kuiken	701 East 130th Street	Burnsville	MN	55337	431-5316(r) 890-7877(o)	890-7877 (call first)	RP, Sponsor

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MICAH-Metropolitan Interfaith Council on Affordable Housing	Joy	Sorensen Navarre, Executive Director	122 W Franklin Ave, Suite 320	Minneapolis	MN	55404	871-8980 225-9403	871-8984	
Midwest Center for Nonviolence	Louis	Gonzales	2020 1 st Ave S	Minneapolis	MN	55404	449-9877		
Minneapolis Association of Realtors	Bill	Gerst	5720 Lincoln Dr	Minneapolis	MN	55436	933-9020	933-9021	
Minneapolis Center for Neighborhoods	John & Marjorie	Kostouros	3324 Emerson Ave So	Minneapolis	MN	55408	824-5991	824-1360	
Minneapolis Civil Rights Dept.		Director	239 City Hall 350 South 5 th St	Minneapolis	MN	55415	673-2621	673-2599	
Minneapolis Community College	Laura	Fedock	1301 Hennepin Ave	Minneapolis	MN	55403	341-7304	341-7075	
Minneapolis Community Education	Scott	Bol	2309 28 th Ave S	Minneapolis	MN	55406	721-6320 430-9111	627-2420	Sponsor/ Facilitator
Minneapolis Community Education	Scott	Bol	15417 56 th St	Oak Park Heights	MN	55082	430-9111 721-6320	627-2420	Sponsor
Minneapolis Community Education	Janice	McKinnie	121 Washington Ave S, #606	Minneapolis	MN	55401	341-3605 341-3005		Facilitator
Minneapolis Consortium of Community Developers	Ed	Lambert	1808 Riverside Ave	Minneapolis	MN	55454			
Minneapolis Foundation	Genie	Dixon	821 Marquette Ave	Minneapolis	MN	55402	672-3827		
Minneapolis Foundation	Karen	Kelley-Ariwoola	A200 Foshay Tower, 821 Marquette Ave	Minneapolis	MN	55402	672-3829, 339-7343	672-3846	Discussion Participant
Minneapolis Inspections Division	Jose	Cervantes	250 S 4th St	Minneapolis	MN	55415	673-5857		
Minneapolis Mayor's Office	Roy		City Hall Rm 331 350 S 5 th St	Minneapolis	MN	55415	673-2133		Resource Partner
Minneapolis Mayor's Office	Denise	Tolbert, Policy Director	331 City Hall 350 South 5 th St	Minneapolis	MN	55415-1385	673-2100	673-2305	
Minneapolis NAACP	Lou	Freeman	310 E 38 th St	Minneapolis	MN	55409	822-8205		
Minneapolis NAACP	Reynaud	Harp	310 E 38 th St, #136	Minneapolis	MN	55409			
Minneapolis NAACP	Dorothy	Woolfork	3921 3 rd Ave S	Minneapolis	MN	55409			
Minneapolis North-Brooklyn Park-Brooklyn Center Study Circle / Ascension Catholic Church	Jan	Swanson	7315 74 th Way	Brooklyn Park	MN	55428	424-4681		Facilitator
Minneapolis North-Brooklyn Park-Brooklyn Center Study Circle / Ascension Catholic Church	Joseph	Vadman	1719 Dupont Ave N	Minneapolis	MN	55411	522-5086		Participant
Minneapolis Planning	Paul	Farmer							
Minneapolis Public Schools	Paul	Goren	807 Broadway	Minneapolis	MN	55411	(o)627-2191 (h)377-4779		

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Minneapolis Public Schools	Elizabeth (Zib)	Hinz	807 Broadway NE	Minneapolis	MN	55413-2398	627-2190 ext. 7269	627-2152	RP
Minneapolis Public Schools	Bill	Smith							
Minneapolis Public Schools – Community Education	Dr. Betty Jo	Webb	Lehman Center 1006 West Lake St	Minneapolis	MN	55408	627-2929	627-3103	
Minneapolis School Board	Ross	Taylor	2677 Lake of the Isles Blvd East	Minneapolis	MN	55408	377-3440 627-2050		
Minneapolis Star Tribune			425 Portland Ave S	Minneapolis	MN	55415	673-4000		Media Partner
Minneapolis Telecommunications Network - MTN	Art	Roy	125 SE Main St	Minneapolis	MN	55414	331-8575(o) or 722-2274(r)		Media Partner
Minneapolis Urban League	Gary	Sudduth, President	2000 Plymouth Ave N	Minneapolis	MN	55411	302-3111 521-1099		
Minneapolis Urban League, Inc.	Cheryl	Morgan Spencer	411 East 38 th St	Minneapolis	MN	55409	827-9266 827-5673 822-3645 907-1034	823-0720	Sponsor
Minneapolis-Greater Area-C	Mary Ann	McCoy	2312 Lake Place	Minneapolis	MN	55405-2472	377-4793		Facilitator
Minneapolis-Greater Area-C	Jay	Schere ??					729-3220		
Minneapolis-Greater Area-C	Laura	Sether	2446 Colfax Ave S, #102	Minneapolis	MN	55405	673-1779	673-7726	Participant
Minneapolis-Greater Area-C	Rosemarie	Zipoy	3716 Inglewood Ave	St. Louis Park	MN	55416	920-0529		
Minneapolis-Greater Area-D Circle	Barbara	Blackstone	5145 Thomas Ave S	Minneapolis	MN	55410	929-3334	297-7200	Facilitator
Minneapolis-Hiawatha-Blaisdell Circle	Barbara	Jones	Hiawatha YMCA 4100 28 th Ave S	Minneapolis	MN	55406	729-7397 827-5401		Sponsor
Minneapolis-Longfellow Circle	Tony	LookingElk	3236 4 th Ave S	Minneapolis	MN	55408	(o)627-7001 ext. 6414 (h)825-3693		Participant
Minneapolis-Longfellow Circle	Linda	Meeks	3625 33 rd Ave S	Minneapolis	MN	55417	721-3391		
Minneapolis-North-Brooklyn Park-Brooklyn Center Study Circle	Jackie	Holst	1912 Glenhaven Ln N	Brooklyn Park	MN	55443	424-2612		Recorder
Minneapolis-North-Brooklyn Park-Brooklyn Center	Jackie	Hoist	1912 Glenhaven Ln N	Brooklyn Park	MN	55443	424-2612		Recorder
Minneapolis-North-Brooklyn Park-Brooklyn Center Circle	Jerry	Blamey	7136 Willow Ln N	Brooklyn Center	MN	55430	560-0184		Participant
Minneapolis-North-Brooklyn Park-Brooklyn Center Circle	Joan	Braun							Recorder
Minneapolis-North-Brooklyn Park-Brooklyn Center Circle	Audrey	Schimmel	1526 Emerson Ave N	Minneapolis	MN	55411	521-7169		

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Minneapolis-North-Brooklyn Park-Brooklyn Center Circle	Tom	Schimmel	1526 Emerson Ave N	Minneapolis	MN	55411	522-7169		
Minneapolis-North-Brooklyn Park-Brooklyn Center Study Circle	Gary	Nylander	7857 Penn Ave N	Brooklyn Park	MN	55444	561-9485		Participant
Minneapolis-North-Brooklyn Park-Brooklyn Center Study Circle	Sue	Schmed	8616 Riverview Ln	Brooklyn Park	MN	55444	560-3150		Participant
Minneapolis-North-Brooklyn Park-Brooklyn Center Study Circle / Ascension Catholic Church	Edith	Becquer	829 Vincent Ave N	Minneapolis	MN	55411	529-0971		Participant
Minneapolis-North-Brooklyn Park-Brooklyn Center Study Circle / Ascension Catholic Church	Theresa	Britts	4819 Lakeview Ave	Brooklyn Center	MN	55429	533-4894		Participants
Minneapolis-North-Brooklyn Park-Brooklyn Center Study Circle / Ascension Catholic Church	Lea	Collier	901 Vincent Ave N	Minneapolis	MN	55411	521-0251		Participant
Minneapolis-North-Brooklyn Park-Brooklyn Center Study Circle / Ascension Catholic Church	Aurora	Juarez	1341 Thomas Ave N	Minneapolis	MN	55411	529-4874		Participant
Minneapolis-North-Brooklyn Park-Brooklyn Center Study Circle / Ascension Catholic Church	Amy	Kunkel	4580 58 th Ave N	Brooklyn Center	MN	55429	535-2181 533-8381		Participant
Minneapolis-North-Brooklyn Park-Brooklyn Center Study Circle / Ascension Catholic Church	Julio	Becquer	829 Vincent Ave N	Minneapolis	MN	55411	529-0971		Participant
Minneapolis-North-BrooklynCenter-Brooklyn Park	Carol	Vickery	6720 80 th Ave N	Brooklyn Park	MN	55455	560-7375		
Minneapolis-Phillips Circle	Dave	Hutcheson	608 South 9 th St, #304	Minneapolis	MN	55404	904-2884		Participant
Minneapolis-Phillips Circle	Evon	New							
Minneapolis-Phillips Circle	Kris	Otto	Minneapolis Fair Housing Center, 2414 Park Ave S., Ste 191	Minneapolis	MN	55404	879-5284		
Minneapolis-Seward	Susan	Bruno					487-4165		
Minneapolis-Seward Circle	Margaret	Beier	4521 31 st Ave S	Minneapolis	MN	55406	288-9137 721-2097		
Minneapolis-Seward Circle	Audrey	Kingstrom	3529 West 54 th St	Edina	MN	55410	924-1039		
Minneapolis-Seward Circle	Bob	Odden	3752 16 th Ave S	Minneapolis	MN	55407	724-5526		
Minneapolis-Seward Circle	Pat	Rosaves	2121 30 th Ave S	Minneapolis	MN	55406	338-7441 (o)835-7600		
Minneapolis-Seward Circle	Lynelle	Shire	5893 Portland Ave S	Minneapolis	MN	55417	627-2447 (h)866-1705		Sponsor / Facilitator
Minneapolis-Seward Circle	Charles	Test	2710 2 nd Ave S	Minneapolis	MN	55408	874-8531	874-6803	

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Minneapolis-Seward Circle	Fellicia	Tolbert-Ireland	229 Charles St N	St. Paul	MN	55109	773-5083		
Minneapolis-Seward Circle	Nancy	Williams	2501 12 th Ave N	Minneapolis	MN	55411	521-9704		
Minneapolis-South-B	Adele	Schmidt	237 Arthur Ave SE	Minneapolis	MN	55414	379-4508		
Minneapolis-South-Central Circle	Ramon	Collaso	3316 4 th Ave S	Minneapolis	MN	55408	510-7039		
Minneapolis-South-Central Circle	Wallace	Kellum	3316 4 th Ave S	Minneapolis	MN	55408	510-7039		
Minneapolis-SW-Fulton Circle	Pat	Maghrak-Taylor	3945 Harriet Ave	Minneapolis	MN	55409	822-9764		
Minnesota Coalition for the Homeless	Bonnie	McCarty	122 Franklin Ave W	Minneapolis	MN	55404	870-7073		
Minnesota Dept. of Transportation	Sandra	Vargas	Metro Division Waters Edge, 1500 West County Rd B2	Roseville	MN	55113	582-1164	582-1166	
Minnesota Extension Service	Charles	Williams	University of Minnesota 2247 Coffey Hall	St. Paul	MN	55108	625-4703 588-7730	625-6227	
Minnesota Facilitators Network	Katharine	Port Krueger					798-4777		Facilitator Resource
Minnesota Fair Housing Center	Lawrence	Winans, Executive Director	2414 Park Ave S, Suite 191	Minneapolis	MN	55404	872-6088	871-0354	
Minnesota Meeting – Express Communications / Smart Group	Ken	Darling	730 Second Ave S, #281	Minneapolis	MN	55402	371-9391 371-0793	371-9189	Resource Partner
Minnesota Public Radio			45 East 7 th St	St. Paul	MN	55101	290-1212	290-1260	
Minnesota Public Radio	Sarah	Meyer	45 East 7 th St	St. Paul	MN	55101	290-1212	290-1260	Media Resource
Minnesota Public Radio	Dan	Olson	45 East 7 th St	St. Paul	MN	55101	290-1212	290-1224	Media
Minnesota Public Radio	Mike	Pengra	45 East 7 th St	St. Paul	MN	55101	290-1212	290-1260	Media Resource
Minnesota Tenants Union	Kirk	Hill	610 West 28 th St	Minneapolis	MN	55408	871-2701		Sponsor
Miriam Park Community Post	Ed	Bauer	1573 Selby Ave, #311	St. Paul	MN	55104			Media Resource
MN Catholic Conference	Tim	Rudnicki	475 University Ave W	Saint Paul	MN	55103-1996	227-8777		
MN Churches Anti-Racism Initiative	James & Nadine	Addington	122 W Franklin Ave #100	Minneapolis	MN	55404	871-0229 (h)227-0459	870-3622	RP
MN Churches Anti-Racism Initiative	Lou	Schoen	4661 Cedar Lake Rd	Minneapolis	MN	55416			
MN Council of Nonprofits	Marcia	Keller-Avner	2700 University Ave West #250	Saint Paul	MN	55114	642-1904	642-1517	
MN Dept of Children, Families & Learning, Division of Special Education, Minority & Cultural Issues Work Group	Elizabeth	Watkins	550 Cedar St	St Paul	MN	55101	297-4682	297-7368	RP

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MN Dept of Special Ed	Nancy	Larson	833 Capitol Sq	St Paul	MN	55101	296-2548	297-7368	
MN DOT	Beth	Malaby					582-1383		Participant
MN Fair Housing Center			2414 Park Ave S	Minneapolis	MN	55404	872-6088	871-0354	RP
MN Fair Housing Center	Elizabeth	Moraitis	2414 Park Ave S, Suite 191	Minneapolis	MN	55404	872-6088 872-0354 879-5284	871-0354	Sponsor / Facilitator
MN Fair Housing Center	Charmaine	Sprengelmeyer	2414 Park Ave. S, Suite 191	Minneapolis	MN	55404	872-6088 872-0354	871-0354	CP/Sponsor
MN House of Representatives	George	Hoffman							
MN House of Reps	Myron	Orfield	4019 Sheridan Ave S	Minneapolis	MN	55410	296-9281 926-9205 (o)296-3641		RP
MN Minority Education Partnership	Acting	Executive Director	2211 Riverside Ave So	Minneapolis	MN	55454	330-1645	330-1510	
MN Minority Education Partnership	Bruce	Vandal	2211 Riverside Ave	Minneapolis	MN	55454	330-1509 (h)227-6054	330-1510	CP
MN NOW	Susal	Stebbins	550 Rice St #106	Saint Paul	MN	55103	228-0621		
MN Office of Drug Policy & Violence Prevention	Theresa	Davis	Room 409, 550 Cedar Av	Saint Paul	MN	55101	297-7309 225-1257	297-7313	Facilitator Mailing List
MPHA	Tom	Hock	1001 Washington Ave N	Minneapolis	MN	55401	342-1400		
Mpls Center for Neighborhoods	Darcy	Seaver	PO Box 14207	Minneapolis	MN	55414-0207	379-3602	379-5982	CP
Mpls Community Development Agency	Jim	Gabler	105 Fifth Ave S, Suite 200	Minneapolis	MN	55401	673-5095		
Mpls Public Schools Community Ed	Jack	Tamble	Lehmann Center 1006 West Lake St	Minneapolis	MN	55408	627-2921	627-3109	
MPR	John	Bewin					290-1141		
MPR Civic Journalism Initiative	Leonard	Witt	45 East 7th St	Saint Paul	MN	55101	290-1262	290-1224	Media Partner
MPR Press	John	Bischoff	45 East 7 th St	St. Paul	MN	55101	290-1147 (h)690-0972		Media Partner
MRA Initiative For Change	Steve	Dickinson	1885 University Ave W, #70	Saint Paul	MN	55104	646-8617	646-8650	Sponsor
MRA Twin Cities			Iris Park Pl, Suite 70 1885 University Ave	St. Paul	MN	55104	646-8617	646-8650	Sponsor
NAACP (Fredrikson & Byron, P.A.)	Jim	Dorsey	1100 International Ctr, 900 2nd Ave S	Minneapolis	MN	55402-3397	347-7079(o) 377-2135(r)	347-7077	Volunteer/ Host
NAACP/EHEP	Barbara	Bearman	4401 Park Glen Rd #201	St Louis Park	MN	55416	925-0567 (o)338-2029		
NAACP/EHEP Board	Matthew	Little	2670 Germain Court	Maplewood	MN	55109	773-8141		
NAES College - TC	Sam	Ardito	1305 E 24th St	Minneapolis	MN	55404	721-1909		

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NAES College - TC	Anne	Mitchell	1305 E 24th St	Minneapolis	MN	55404	721-1909		
National Conference	Marcy	Shapiro	1406 W Lake St	Minneapolis	MN	55408	823-9423	823-9423	
National Conference of Christians & Jews	Maggie	Rotapchuk	721 Olive St, Suite 915	St Louis	MO	63101	(314) 241-5103	(314) 241-4356	National Partner
Neighborhood Revitalization Prog.	Robert	Miller	105 Fifth Ave S,Bldg#425	Minneapolis	MN	55401-2585	673-5140	673-5138	Partner
Neighborhood Revitalization Program (NRP)	John	Akre	Crown Roller Mill Bldg, #425, 105 Fifth Ave S	Minneapolis	MN	55401-2585	673-5145	673-5138	Partner
Nokomis East Neighborhood Assoc.	Jack	Baker	3000 East 50 th St	Minneapolis	MN	55417	724-5652(o) 571-3770(h)		
Nokomis East Neighborhood Assoc.	Jennifer	Munt	3000 East 50th St	Minneapolis	MN	55417	724-5652		
Norwest Mortgage, Inc	Nurez	Jahani	7378 North Kirkwood Court	Maple Grove	MN	55369	424-1400 (pager:580-4484; VM:282-7597	424-3636	
NRP Filed Regina Northrup Neighborhood Group, Housing Task Force	Jeffrey	Grosscup	4801 Portland Ave S	Minneapolis	MN	55417	825-3587	825-3587 (call first)	Sponsor
NRRC	Matthew	Ramadan	1014 Plymouth Ave N	Minneapolis	MN	55411	335-5924	348-2697	
Oak Terrace Neighborhood	Elizabeth	Christoffel	2160 East Jessamine St	St. Paul	MN	55119	735-2309		
Oakdale-Oak Terrace Community Circle	Floreen	Hagen		St. Paul					Participant
Oakdale-Oak Terrace- St. Paul Community Circle	Helen	Gilde		Oakdale	MN				Participant
Oakdale-Oak Terrace- St. Paul Community Circle	Mary	Hagglund		St. Paul	MN				Participant
Oakdale-Oak Terrace- St. Paul Community Circle	Arline	Satrom	2218 Falcon Ave	St. Paul	MN	55119	731-4366		Participant
Oakdale-Oak Terrace- St. Paul Community Circle	Bob	Voigt	6179 N Swtillwater Blvd	Oakdale	MN	55128	739-8568		Participant
Oakdale-Oak Terrace-St. Paul Circle	Mary	Lavicott	2380 Stillwater Ave	Maplewood	MN	55119	735-1257		Participant
Oakdale-Oak Terrace-St. Paul Community Circle	Addie	Harrisberger		Oakdale	MN				Participant
Oakdale-Oak Terrace-St. Paul Community Circle	Howard	Homa	1746 Ford Pkwy	St. Paul	MN	55116	690-9489 894-1115		Recorder
Oakdale-Oak Terrace-St. Paul Community Circle	Lynn	Kincaid	CommonBond Communs. 328 Kellogg Blvd W	St. Paul	MN	55102-1900	291-1750	291-1003	Participant
Oakdale-Oak Terrace-St. Paul Community Circle	William	Meyer		St. Paul					Participant
Oakdale-Oak Terrace-St. Paul Community Circle	Rosemary	Nickles		Oakdale	MN				Participant

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Oakdale-Oak Terrace-St. Paul Community Circle	Kay	Reis		Lakeville	MN				Facilitator / Recorder
Oakdale-Oak Terrace-St. Paul Community Circle	Marcie	Vener	2429 Stillwater Rd	Maplewood	MN	55119	739-1907		Participant
Office of Social Justice - Archdiocese of Mpls/St Paul	Kathy	Tomlin	328 West Kellogg Blvd	Saint Paul	MN	55102	291-4477	290-1628	
Organizational Design & Development Services	Sharon	Rodning Bash	4440 Aldrich Ave S	Minneapolis	MN	55409	825-8631	339-1516	
Panorama Consulting & Training	Linda M.	Garrett-Johnson	78 E 10 th St, Apt 1001	St Paul	MN	55101	(h)310-0503 (o)659-6022	642-2088 310-0503(call first)	Facilitator/Sponsor
Pattock, Newlund, & Assoc. – Public Relations & Marketing	Sam	Newlund	2782 Dean Pkwy	Minneapolis	MN	55416	922-7609		
Peak Staffing	Ed	Lohnes	5821 Cedar Lake Rd S	St. Louis Park	MN	55416			
PEDS	Bob	Simpson	2410 James Ave N	Minneapolis	MN	55411	521-0134 529-9032		RP & S
People's Institute - North	Jim	McDonough	2840 Cavell Ave So	St Louis Park	MN	55426	935-5762		RP
Planning Magazine - Chicago	Ruth	Knack		Chicago	IL		(312)786-6369		
Private Citizen	Mary Helen	Amery	1804 Ulysses St NE	Minneapolis	MN	55418	781-5872 (r) 546-4448(o) (h)494-4815	546-4507	Sponsor
Private citizen	Judy	Atrubin	1635 7th Av SE	Rochester	MN	55904	(507) 281-0952	None	Facilitator
Private citizen	Lisa	Brienzo	711 Portland Ave, #304	Saint Paul	MN	55104	292-8523		Mailing List
Private Citizen	Theresa	Brown	1491 Blair Ave	Saint Paul	MN	55104			
Private citizen	Phyllis	Bullock	52 Groveland Terrace, Apt 208	Minneapolis	MN	55403	(h)374-5875	None	Discussion Participant
Private citizen	Lou	Burdick	6609 Sally Lane	Edina	MN	55439	944-6738		Possible sponsor (through her church)
Private citizen	Virginia	Carroll	13 B Irving Park	Saint Paul	MN	55102	292-1397		Possible Facilitator
Private citizen	Judy	Cavanaugh	1041 W Marie	Mendota Heights	MN	55228	698-0751		Possible Facilitator
Private Citizen	Beverly	Edwards	6115 Lincoln Dr	Minneapolis	MN	55436	939-0191		
Private Citizen	Olivia	Gault	2921 Herschel St	Roseville	MN	55113	646-6625		Possible Facilitator
Private Citizen	Kindra	Halverson					673-6409(o) 673-3409 827-3965(r)		Discussion Participant

Community Circle Collaborative – Partners & Interested Parties

Organization	First Name	Last Name	Address1	City	State	Zip Code	Work Phone	Fax	Partner Role
Private Citizen	Jane	Lampland	1491 Portland Ave	Saint Paul	MN	55102	645-0154		
Private Citizen	Mary	Montagne	1524 Caulfield Ave	Saint Paul	MN	55108	642-1870 (r) 552-3119(o)		Possible Facilitator
Private Citizen	Greta	Morrison	4224 Colfax Av S	Minneapolis	MN	55409	825-6932	None	Discussion Participant or Sponsor-conservative views
Private Citizen	Pat	Smith	4554 Zenith Ave S	Minneapolis	MN	55410	927-5334		
Private Citizen	Regina	Wagner	3253 Humboldt Av S	Minneapolis	MN	55408	222-5863(o) 827-6896(h)	297-6457	Participant
Private Citizen	George	Watson	Kenwood Isles Apt 109, 1425 W 28th St	Minneapolis	MN	55408	872-0182		Possible Facilitator
Private citizen / Minneapolis-Seward Circle	Joseph	Bester	1825 3rd Ave S	Minneapolis	MN	55404	870-4715 870-4444	879-9997	Possible Facilitator
Private Citizen, St. Paul-Highland Circle	Shelly	Rottenberg	2449 Humboldt Ave S	Minneapolis	MN	55405	377-0462 (r) 690-8786(o)	690-6024	Sponsor/Facilitator
Project Foundation	Michelle	Basham, Executive Director	P.O. Box 80301	Minneapolis	MN	55408	871-7598		Participant
Project Foundation	Sandra	Weise	P.O. Box 80301	Minneapolis	MN	55408	871-7598		Participant
Prospect Park & East River Road Neighborhood Improvement Assoc.	Thomas	Klinton, President	66 Malcolm Ave SE	Minneapolis	MN	55414			
Public Strategies Grp./Shir Tikvah Synagogue	Cathy	Tilson	275 E. 4th St., #710	St. Paul	MN	55101	227-9774(o) 930-1017 (r)		Sponsor
Ramsey County Community Services	Jean	Hammink	160 E Kellogg Blvd	Saint Paul	MN	55101			Possible Facilitator
Ramsey County Corrections / Minneapolis Center for Neighborhoods	Hope	Melton	4307 Oakdale Ave S	Minneapolis	MN	55424	266-2395(o) 927-8461(h)	922-8867 266-2292	CP/ Facilitator
Ramsey International Fine Arts School	JoAnn	Heryla	1 West 49 th St	Minneapolis	MN	55409	627-6217 627-2540		
Ramsey International Fine Arts School	Bill	McElligot	3824 30 th Ave S	Minneapolis	Mn	55406-3107	721-8849 585-0005	585-9305	Sponsor
Ray Harris Co. Inc.	Ray	Harris	20 Greenway Gables	Minneapolis	MN	55403	332-5632		
Realtor – Burnet Realty	Fran	Davis	3033 Excelsior Blvd, Suite 100	Minneapolis	MN	55416	925-8408		Participant
Residents for Affordable Housing, Brooklyn Park	Karla	Weigold		Brooklyn Park	MN		566-6357		Participant

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Richfield Board of Education	Vicki	Rorie, Vice Chair	Richfield Public Schools, District #280 7001 Harriet Ave S	Richfield	MN	55423	798-6000		Resource
Richfield Community Circle	Sharon	Banks	7121 3 rd Ave S	Richfield	MN	55423	869-1274		Participant
Richfield Community Circle	Brenda	Bjorkland	7432 Fremont Ave S	Richfield	MN	55423	866-7530		Participant
Richfield Community Circle	Deb	Carlson	7347 Fremont Ave S	Richfield	MN	55423	869-0680		Participant
Richfield Community Circle	Ann	Dougherty	6844 James Ave S	Richfield	MN	55423	861-4139		Participant
Richfield Community Circle	Eiman	Eisa	7700 Bloomington Ave S, #4	Richfield	MN	55423	866-3450		Participant
Richfield Community Circle	Janet & Bill	Fennert	7538 17 th Ave S	Richfield	MN	55423	861-4411		Participants
Richfield Community Circle	Heidi	Gaibor	6915 Wentworth Ave S	Richfield	MN	55423	869-5287		Participant
Richfield Community Circle	Deb	Herby	6224 Sheridan Ave S	Richfield	MN	55423	869-9597		Participant
Richfield Community Circle	Pat	Jallen	7039 5 th Ave S	Richfield	MN	55423	861-2869		Participant
Richfield Community Circle	Connie	McDonald	6400 15 th Ave S	Richfield	MN	55423	866-6168		Participant
Richfield Community Council	Camillo	DeSantis	6508 Newton Ave S	Richfield	MN	55423	866-5171		Participant
Richfield Community Development	Bruce	Palmborg, Director	6700 Portland Ave S	Richfield	MN	55423	861-9760		Resource
Richfield League of Women Voters / Richfield Public Schools	Mary	Supple	5450 34 th Ave S, #303	Minneapolis	MN	55417	722-7482 798-6769		Facilitator
Richfield Public Schools	Barbara S.	Devlin, Superintendent	7001 Harriet Ave So	Richfield	MN	55423	798-0611 798-6010 291-1750	798-6057	Sponsor / Organizer
Richfield School Board	Nancy	Rowley	7520 Blaisdell Ave S	Richfield	MN	55423	861-3102		
Richfield Study Circle	Carole	Porter	7432 13 th Ave S	Richfield	MN	55423	869-5824		Participant
Robbinsdale Housing & Community Development	Dan	Cornejo	1657 Saunders	Saint Paul	MN	55116	698-7096		Mailing List
Robbinsdale Public Schools	Thomas	Bollin, Supt.	4148 Winnetka Ave N	New Hope	MN	55427-1288			
Robbinsdale School Board	Mary	Moreira	3048 Kyle Ave N	Robbinsdale	MN	55422	529-6054		
Rochester Study Circle	George W.	Gibbons		Rochester	MN		(507) 282-7018		Sponsor
Rochester Study Circle	Standley	Henry		Rochester	MN		(507) 287-8714		Sponsor
Rochester Study Circle	Rosemary	Schoonover		Rochester	MN				Sponsor
Rockefeller Foundation	Heather	Tamir	420 5th Av	New York	NY	10018	(212) 852-8354		National Partner (Anti-race & Dialogue Initiatives)
Sabathani Community Center	Rich	Batdorf	P.O. Box 65224	St. Paul	MN	55165-0224	824-2669 ext56(o) 642-8793		
Sabathani Community Center	Jim	Cook	310 East 38 th St	Minneapolis	MN	55409	827-5981	824-0791	

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Sabathani Community Center	Kristen	Lund	1700 Portland Ave	St. Paul	MN	55104	646-4094	646-3104	Facilitator
Sabathani Community Center	Art	Serotoff	310 East 38 th St, Rm 200	Minneapolis	MN	55409	824-2669 827-5981	823-7998 824-0791	Sponsor
Saint Paul Schools Community Education	Terilyn	Turner	Dir. Community Ed, 360 Colburn St	Saint Paul	MN	55102			
Scott County Employee Relations Division	Elsa J.	Batica, Acting Assoc Admin	Courthouse 110 428 Holmes St So	Shakopee	MN	55379-1382	496-8101	496-8180	
Self Sufficiency Center	Mickey	Fulton	3405 ½ Nicollett Ave S	Minneapolis	MN	55408	824-4942		Sponsor
Senior Attorney	Sonya	Steven	C-2000 Government Center, Mail Code: 501	Minneapolis	MN	55487	348-3099	348-9712	
Seward Montessori	Lynelle	Shire	2309 28th Ave So	Minneapolis	MN	55406	627-2447		Sponsor
Seward Neighborhood Group	Linda	East	2412 E Franklin Ave	Minneapolis	MN	55406-1027	338-6205		
Seward Profile	Tom	Mattox, Editor	2732 South 41 st Ave	Minneapolis	MN	55406	729-9410	729-3510	
Seward Redesign	LoAnn	Crepeau	2412 East Franklin	Minneapolis	MN	55406-1027	338-8729 633-1982		
Shafer & Feld Inc. Printers	Dick	Newman	2933 North 2 nd St	Minneapolis	MN	55411	521-2286	521-2289	Vendor
Shulman Law Office	Jeanne	Almnor	90 South 7 th St	Minneapolis	MN	55402	338-5221		
Shulman Law Office	John	Shulman	2999 Norwest Center 99 South 7 th St	Minneapolis	MN	55402	338-5221		
Sibley Manor Resource Center	Christine	Yancher	1307 West Maynard Dr	Saint Paul	MN	55116	690-3609		
Sibley Manor Resource Center	Gail	Yang	1307 West Maynard Dr	Saint Paul	MN	55116	690-3609		
Simitar Entertainment	Marnita	Schradel	3850 Annapolis Ln, #140	Plymouth	MN	55447	559-6000 (o)404-7003 (h)824-7744		Participant/ Funding Resource
Social Wellness Institute			3800 Bryant Ave N	Minneapolis	MN	55412			
Southside Neighborhood Housing	Earl	Rogers	3137 Chicago Ave S	Minneapolis	MN	55407	823-5216	823-0110	
Southside Neighborhood Housing Service	Marie	Burse	3137 Chicago Ave S	Minneapolis	MN	55407			
Southside Neighborhood Housing Service	Cheryl	Moses	3137 Chicago Ave S	Minneapolis	MN	55407	823-5216		
Southside Neighborhood Housing Services/MIAR Housing Task Force	Hal	Clap	3137 Chicago Ave S	Minneapolis	MN	55407-1532	823-5216 ext. 313	823-3964	Sponsor, RP
Southside Neighborhood Services	Nadine	Knibb	3137 Chicago Ave S	Minneapolis	MN	55407-1532	823-5216	823-3964	Facilitator
Southwest Area Round Table	Sydney	Devin	5109 Russell Ave So	Minneapolis	MN	55410	922-3132	None	Sponsor
Southwest Area Roundtable	Calvin	Hall, Chair of Steering Com							Recorder
Southwest Journal	Mark	Engebretson	4948 Washburn Av S	Minneapolis	MN	55410	922-2590		Media Partner
St Cecilia's Catholic Church	Gayle	Gerber	2357 Bayless Place	St. Paul	MN	55114	348-6309 644-4502 623-3283(h)	647-1445	Sponsor
St David's School for Child Development & Family Services	Scott	Harman	3395 Plymouth Rd	Minnetonka	MN	55345	939-0396	939-9206	Sponsor

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St Joan of Arc Church	Jim	Mauer	4537 3rd Av S	Minneapolis	MN	55409	823-8205	825-7028	Sponsor
St Louis Park HRA	Sharon	Anderson	5005 Minnetonka Blvd	St. Louis Park	MN	55416	924-2577	924-2663	
St Louis Park Human Rights Commission	Linda Mack	Ross	2754 Quentin Ave S	St Louis Park	MN	55416	927-6454		
St Louis Park Public Schools, Supt. Office	Carol	Johnson, Superintendent	6425 W 33rd St	St Louis Park	MN	55426	928-6003 928-6001 928-6002(o) 544-2363(r)	928-6020	Sponsor
St Louis Park School Board	Alan	Silver	4320 West 25th St	St Louis Park	MN	55416			
St. Anthony/New Brighton Public Schools	Warren	Rolek, Superintendent	3303 - 33rd Ave NE	St Anthony	MN	55418-9971	781-5021		
St. Anthony/New Brighton School Board	Barry	Kinsey	3331 Skycroft Drive	St Anthony	MN	55418			
St. Cloud University	Robert	Crumptom	7725 Orchard Ave N	Brooklyn Park	MN	55443	566-6271		
St. Joan of Arc Catholic Church	Howard	Kroll	3252 Pleasant Ave S	Minneapolis	MN	55408	824-4803		Facilitator
St. Joan's Interfaith Action Core Team	Rich	Nymoan	4613 Cedar Ave S	Minneapolis	MN	55407	722-9438 266-8971	266-8962	Sponsor
St. Joan's Interfaith Action Core Team Study Circle	Rich	Nymoan	1453 Payne Ave	St. Paul	MN	55101	722-9438		Sponsor / Recorder
St. Joan's Interfaith Action Team Study Circle	Nikki	Carlson	520 Westwood Dr N	Golden Valley	MN	55422	377-8720		Participant
St. Joan's Interfaith Team	Tanya	Baumgardner							
St. Joan's Interfaith Team	Sue	McNaughton	3749 Grand Ave S	Minneapolis	MN	55409	822-1601		
St. Joan's Interfaith Team	Cora	Morris							
St. Louis Park City Council	Ron	Latz	7400 Hwy 7, #212	St. Louis Park	MN	55426-4147	938-4353		
St. Louis Park School Board	Jerry	Timian	4115 Raleigh Ave S	St. Louis Park	MN	55416	291-8426 924-9139	291-8353	Sponsor
St. Mark's Cathedral of Minneapolis	Rev Joel	Gibson	519 Oak Grove St	Minneapolis	MN	55403	870-7800		Sponsor
St. Mark's Cathedral of Minneapolis	Jim	Jacobson	519 Oak Grove St	Minneapolis	MN	55403	729-5297 870-7800		Sponsor/ Facilitator
St. Paul Cable News	Steve	LeBeau		St. Paul	MN		298-8904 (r)646-3034	646-3034	Media Resource
St. Paul Companies	Polly	Nyberg	385 Washington St	St. Paul	MN	55102			
St. Paul Department of Human Rights	Tyrone	Terrill, Director	900 City Hall	St. Paul	MN	55102	266-8966		
St. Paul Downtown Council	Rich	Dethmers					(h)578-9067		Participant
St. Paul Foundation	Jason	Booth	600 Norwest Center 55 East 5 th St	St. Paul	MN	55101	224-5463		Funding Resource

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St. Paul Foundation	John	Couchman	600 Norwest Center 55 5 th St E	St. Paul	MN	55101	224-5463		Resource Funder
St. Paul Foundation	Heidi	Grundstrand	600 Norwest Center 55 5 th St E	St. Paul	MN	55101	224-5463		Resource Funder
St. Paul Human Rights Dept.	Rich	Nymoan	900 City Hall, 15 W Kellogg Blvd	St Paul	MN	55102	266-8971 722-9438	266-8962	RP
St. Paul Public School System	Sam	Hernandez							
St. Paul Public Schools	Mary	Boyd	1023 Osceola Ave	St. Paul	MN	55105	293-5900 293-8670	290-8337	
St. Paul Public Schools	Curman L.	Gaines, Ph.D, Superintendent.	360 Colborne St	St. Paul	MN	55102	293-5150	290-8331	
St. Paul Public Schools Fund	Joanne	Walz	600 Norwest Center	Saint Paul	MN	55101	224-5463		
Star Tribune	Jeremy	Iggers	2852 37th Ave S	Minneapolis	MN	55406-1718	(h)722-1951 Strib:673-4524	673-7568	CP
Star Tribune	Denise	Johnson	425 Portland Ave S	Minneapolis	MN	55488	673-7320	673-4359	Media
Star Tribune	Mike	Kaszuba	425 Portland Ave S	Minneapolis	MN	55488	673-4388		Media Resource
Star Tribune	Sherrie	Marshall, New Content Ed.	425 Portland Ave S	Minneapolis	MN	55415	673-4468		Media Resource
Star Tribune	Larry	Warner	425 Portland Ave S	Minneapolis	MN	55488	673-4468	673-4359	Media
Star Tribune	Larry	Werner, Reader Involvement Ed.	425 Portland Ave	Minneapolis	MN	55415	673-4468		Media Resource
State Board of Education	Bob	Brown	542-4 Lovell Ave.	Roseville	MN	55113	962-5292		
Stillwater-Bayport Circle	Ken	Ballinger					436-6691		Participant
Stillwater-Bayport Circle	Sally	Brier ??	775 N 6 th St	Bayport	MN	55003	439-0478		Participant
Stillwater-Bayport Circle	Denise	Carlson					351-9482		Participant
Stillwater-Bayport Circle	Milan	Horak	226 3 rd Ave S	Bayport	MN	55003	439-0545 430-2809		Participant
Stillwater-Bayport Circle	Eric	Johnson	16837 South Upper 19 St	St. Croix Beach	MN		436-8183		Participant
Stillwater-Bayport Circle	Cecilia	Martin	1443 Old Toll Bridge Rd	Lakeland	MN	55043	436-7128 871-2273		Participant
Stillwater-Bayport Circle	Jeanne	Martin ??	115 Walnut Creek Dr	Stillwater	MN	55082	(h)439-3051 (o)293-8642		Participant
Stillwater-Bayport Circle	John	Munro	4609 South St. Croix Trl	Afton	MN	55001	436-8489		Participant
Stillwater-Bayport Circle	Gregg	Swope	2869 Icerose Ln	Stillwater	MN	55082	(h)351-9059 (o)439-5667		Participant
Stillwater-Bayport Circle	James	Terche					(p)288-1028		
Stillwater-Bayport Circle	Ted	Tulashie	7073 17 th St N	Oakdale	MN	55128	739-1598		Participant
Stillwater-Bayport Circle	Teresa	Vanderbert	16460 23 rd St S	Lakeland	MN	55043	436-2919		Participant

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Stillwater-Bayport Circle	Louise	Watson	927 Northland Ct	Stillwater	MN	55082	430-1355		Participant
Storefront / Youth Action	Mary Ellen	Barrett	4570 W 77 th St, Suite 198	Edina	MN	55435	830-1331		
Student – MIAR Board	Saira	Ali Mohamed	5720 Villa Dr	Shoreview	MN	55126	785-4140		Sponsor
Study Circle Resource Center	Matt	Leighninger	697 Pomfret Street	Pomfret	CT	06258	(860) 928-2616	(860) 928-3713	RP National Partner
Study Circle Resource Center	Martha	McCoy	697 Pomfret St.	Pomfret	CT	06258	(860) 928-2616	(860) 928-3713	RP National Partner
Study Circles Resource Center	Molly	Barrett	697 Pomfret St	Pomfret	CT	06258	(860) 928-2616	(860) 928-3713	RP/ National Resource Partner
Suburban Hennepin Anti-Racism Coalition	Shari	Bezdicek	Carlson Drake Hse, 5414 W Old Shakopee Circle	Bloomington	MN	55437			
Suburban Hennepin Anti-Racism Coalition (SHARC)	Fred	Tenfingers	33 10 th Ave S, #150	Hopkins	MN	55343	933-9639 ext. 237	930-3540	CP
Taborn Associates - Psychologists	Dr. John	Taborn	12 Century Plaza 1111 3 rd Ave S	Minneapolis	MN	55404	(o)338-9012 (h)554-2432		
The Mills Group	Stacy	Mills	PO Box 580249	Minneapolis	MN	55458	317-9137	None	Facilitator
The Minneapolis Foundation	George	Garnett	A200 Foshay Tower 821 Marquette Ave	Minneapolis	MN	55402	672-3824 672-3827	672-3846	
The Minneapolis Foundation	Ron	Hick	500 Foshay Tower	Minneapolis	MN	55402	339-7343		
The Minneapolis Foundation	Paul	Williams	A200 Foshay Tower 821 Marquette Ave	Minneapolis	MN	55402	672-3841	672-3846	
The Terry Group	Robert	Terry	871 Lenox Av	Saint Paul	MN	55119			Mailing List, Possible Advisor
The Urban Coalition	Yusef	Mgeni, Executive Director	2610 University Ave W, Suite 201	St. Paul	MN	55114	348-8550		
Twin Cities Free-Net	David	Woolley	2316 Humboldt Ave S	Minneapolis	MN	55405	374-2664		Media Partner
Twin Cities Habitat for Humanity	Julie	Gugin, Dircetor of Programs & Services	3001 4 th St SE	Minneapolis	MN	55414	331-4090 ext. 600	331-1540	Sponsor
Twin Cities Habitat for Humanity	Sue	Lee	3001 Fourth St SE	Minneapolis	MN	55414	331-4090	331-1540	

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Twin Cities Habitat for Humanity	Stephen	Seidel, Executive Director	3001 Fourth St SE	Minneapolis	MN	55414	331-4090	331-1540	
Twin Cities Habitat for Humanity	Drew	Stanislaw	3001 Fourth St SE	Minneapolis	MN	55414	331-4090 ext. 690 290-2720	331-1540 293-0115	Sponsor/ Facilitator
United Way of Minneapolis	Dr. Barry	Cohen	404 South 8 th St	Minneapolis	MN	55404	340-7426 340-7400	340-7675	
United Way of Minneapolis	Gloria	Hamilton	404 S 8 th St	Minneapolis	MN	55404	340-7400		
United Way of Minneapolis	Darby	Wright	404 S 8 th St	Minneapolis	MN	55404	340-7400		
United Way of Minneapolis Area – Success by Six	Victoria	Amaris	404 S Eighth St	Minneapolis	MN	55404-1084	340-7589 340-7400	340-7675	Sponsor and Resource Partner
University of Minnesota	Gianna	Bari	101 Nolte Center West 315 Pillsbury Dr SE	Minneapolis	MN	55455	625-7548	626-1632	
University of Minnesota	Bright	Dornsblaser	4630 Drexel Ave	Edina	MN	55424	264-9654 (h)920-1281		Participant
University of Minnesota (Newman Center) Study Circle	Christopher	Duda	5300 35 th Ave N	Crystal	MN	55422	522-3384		Participant
University of Minnesota (Newman Center) Study Circle	Jody	Ebert	2804 37 th Ave S	Minneapolis	MN	55406	724-4335		Participant
University of Minnesota (Newman Center) Study Circle	Nancy	Gornley	4824 Dupont Ave S	Minneapolis	MN	55409	822-6703		Participant
University of Minnesota (Newman Center) Study Circle	Helen	Howell Stephens	P.O. Box 27093	Golden Valley	MN	55427			Participant
University of Minnesota (Newman Center) Study Circle	Carol	Jud					926-3191		Participant
University of Minnesota (Newman Center) Study Circle	Frank	Kohlasch	301 St. Anthony Ave	Minneapolis	MN	55414	338-3399		Participant
University of Minnesota (Newman Center) Study Circle	Nan	Kruse	2547 37 th Ave S	Minneapolis	MN	55406	724-6605		Participant
University of Minnesota (Newman Center) Study Circle	Dorthy	Leathersd	2327 Thomas Ave N	Minneapolis	MN	55411	521-4442		Participant
University of Minnesota (Newman Center) Study Circle	Pat	Pfundstein		St. Paul	MN		699-3378		Participant
University of Minnesota (Newman Center) Study Circle	Suzanne	Ready					529-1166		Participant
University of Minnesota (Newman Center) Study Circle	Rosemary	Ruffenach	1381 10 th St NE, #302	New Brighton	MN	55112	988-4187(o) 636-9667(r)	988-4018	Facilitator, Sponsor
University of Minnesota (Newman Center) Study Circle	Bill	Rush	7301 Lanham Ln	Edina	MN	55439	829-5452		Participant
University of Minnesota (Newman Center) Study Circle	Teresa	Schweitzer	2308 Lyndale Ave S	Minneapolis	MN	55405	374-4531		Participant

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University of Minnesota (Newman Center) Study Circle	Jim	Scott					331-2847		Participant
University of Minnesota (Newman Center) Study Circle	Glenn	Smoot	1780 Hague Ave	St. Paul	MN	55104	645-4530 645-4053		Participant
University of Minnesota (Newman Center) Study Circle	Isabelle	Stephens	P.O. Box 27093	Golden Valley	MN	55427			Participant
University of Minnesota (Newman Center) Study Circle	Pilar	Stephens	P.O. Box 27093	Golden Valley	MN	55427			Participant
University of Minnesota (Newman Center) Study Circle	Esther	Sweringen	314 Hennepin Ave S	Minneapolis	MN	55401	333-5428		Participant
University of Minnesota (Newman Center) Study Circle / MN Churches Anti-Racism Initiative - SW Metro Team	Paula	Ruddy	1920 South 1st St #1609	Minneapolis	MN	55454	399-0888		Sponsor / Facilitator
University of Minnesota Circle	Glenn	Smoot							
University of Minnesota, Dept. of Education & Policy Admin.	Van D.	Mueller	3609 Maplewood Dr	Minneapolis	MN	55418	624-8093 789-3600	624-3377	
University of Minnesota, Dept. of Housing	Edward G.	Goetz	240 McNeal Hall, 1985 Buford Ave	St Paul	MN	55108-6136	624-2281 926-3762(h)	624-2750	RP
University of St. Thomas	Jan	Milner	2115 Summit Ave, Mail # 4359	St. Paul	MN	55105	962-5638 927-7517	962-6360	Potential Sponsor
University student	Santanya	Cofield	Pioneer Hall, Univ of MN 615 Fulton St SE	Minneapolis	MN	55455	624-2929		Discussion Participant
Urban Coalition	Nancy	Smith	Urban Coalition, 2610 University Ave W, Suite 201	St Paul	MN	55114	348-8550	348-2533	CP/Sponsor
Urban Coalition	Aysha	Somasundaram	2610 University Ave W	St Paul	MN	55114	348-8550	348-2533	CP
Urban League of Minneapolis	Cheryl	Morgan Spencer	Health & Education Dept. 2929 4 th Ave S	Minneapolis	MN	55408	822-3645	823-0720	Sponsor
Vail Place / MN Churches Anti-Racism Initiative	Carmen	Valenzuela	1412 West 36 th St	Minneapolis	MN	55408	824-8061 823-4914(h)	824-9474	
Waite Park Community Circle	Jerry	Andersen							Facilitator
Waite Park Community Council	Ray	Aponte	3335 Garfield St NE	Minneapolis	MN	55418	296-4548		Sponsor
Waite Park Community Council	Ray	Lewis	3335 Garfield St NE	Minneapolis	MN	55418	788-4040 296-4858		Sponsor/ Facilitator
West Broadway Business Association.	Roderick	Wooten, Executive Director	1011 W Broadway Ave	Minneapolis	MN	55411	521-0716		Participant
West Metro Education Project	Rosemary	Ruffenach	1001 W Highway 7	Hopkins	MN	55305	988-4187(o) 636-9667(r)	988-4018	RP,Sponsor / Facilitator
West St. Paul-St. Paul-Mt. Carmel Circle	Mary E.	Lane	79 Western Ave N, #201	St. Paul	MN	55102	227-0971 296-9130	296-1938	Sponsor/ Facilitator

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Westminster Corporation	Chris	Trayr	328 West Kellogg Blvd	St. Paul	MN	55102	291-1750		
Whittier Alliance Housing Committee	Mary	Roehrdanz	Franklin Natl Bk, 2100 Blaisdell Ave S	Minneapolis	MN	55404	874-6000 (VM: 794-3958)	874-7978	Sponsor
Whittier Globe - Photographer	Paula	Keller					822-9122		Media
Wilder Foundation	Carol	Lukas	919 Lafond Ave	Saint Paul	MN	55104	642-2024		
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World Vision Twin Cities	Mary	Cederberg	122 W Franklin Ave, #210	Minneapolis	MN	55404	870-4112 860-3246	871-1630	
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	Bill	Aberman	1809 S Plymouth Rd, #350	Minnetonka	MN	55305-1967	595-4497		
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	Richard	Adams	5130 Irving Ave N	Minneapolis	MN	55430	(h)521-1785		Participant
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	Jeff	Alch	4625 Ximines Ln N	Plymouth	MN	55442	550-9228 552-9228		
	Stan & Gloria	Alexander	17200 32 nd Ave N	Plymouth	MN	55447	473-1010		
	Mary	Amery	12869 91 st Ave N	Maple Grove	MN	55369	(o)546-4448 (h)494-4815		Sponsor
	Alex	Andrea		Woodbury			(h)739-3043 (o) (715) 386-4368		Participant
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	Joy	Asfled N'Daou	407 7 th St SE, Apt #301	Minneapolis	MN	55414	297-2904 378-0954		
	Mr. & Mrs. Keith	Baker	3158 Garfield St NE	Minneapolis	MN	55418	789-1207		
	Carol	Bannister	4333 Rahn Rde	Eagan	MN	55122	681-1872		
	Mike	Bash					825-8631		
	Elsa & Adelbert	Batica	2525 Columbus Ave So	Minneapolis	MN	55404	871-4205		
	Lewis	Belcher	910 Ashford Pkwy	Dunwoody	GA	30338-5540			

Community Circle Collaborative – Partners & Interested Parties

Organization	First Name	Last Name	Address1	City	State	Zip Code	Work Phone	Fax	Partner Role
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	Shayna	Berkowitz	4028 Elliot Ave S	Minneapolis	MN	55407	822-1548		
	Susan	Berkson	12813 Dolittle Dr	Minnetonka	MN	55305	931-1149		
	Prof. Hyman	Berman	2540 Seabury Ave	Minneapolis	MN	55406	624-6553 722-6536		
	Douglas	Black	2915 Maryland Ave S	St. Louis Park	MN	55426	927-8244		
	Becka & Fred	Bracket	1221 Russell Ave N	Minneapolis	MN	55411	588-9532		Interested Participants
	Aviva	Breen	128 Bank St SE	Minneapolis	MN	55414	331-6524		
	Marilyn	Broussard	4363 3 rd Ave S	Minneapolis	MN	55409	823-1420		
	Catherine	Buelow	702 Clearbrook Lane	St. Paul	MN	55127-3520	426-1130		Sponsor
	Tracey	Burton	1690 Hwy 36 W, #223	Roseville	MN	55113	635-9640/dc		
	Lisa	Campbell	3221 Garfield Ave S, #3	Minneapolis	MN	55408	823-4365	823-4365	Facilitator
	Rhonda & Fawnda	Chakolis	927 Vincent Ave N	Minneapolis	MN	55411	588-5809		
	Troy	Chapman	215 7 th St SE	Minneapolis	MN	55414-1111			
	Yvonne	Cheek	4329 Oakland Ave S	Minneapolis	MN	55407	823-4829 625-6668		
	Annis	Clark	4756 Columbus Ave S	Minneapolis	MN	55407	822-6859		
	Jill	Curran	1000 Westgate Dr	St. Paul	MN	55114	659-3796	659-0083	
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	Bob	Distad	617 5 th St SE	Minneapolis	MN	55414			
	Debbie	Dukatz	2536 Dupont Ave S	Minneapolis	MN	55405	(h)377-1337		Participant
	Harriet	Ferestad	Parkers Lake 1840 D Terrace View Lane	Plymouth	MN	55447	545-1079 473-5622		Facilitator
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	Elizabeth	Foy	81 South 9 th St, Suite 335	Minneapolis	MN	55402	333-6319	333-6310	Sponsor
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	Laura	Gaskins	4409 3 rd Ave S	Minneapolis	MN	55409	824-6201		
	Dr. & Mrs. Mace	Goldfarb	2725 Drew Ave S	St. Louis Park	MN	55416	926-8713		
	Marvin	Graybow	3667 Oakton Ridge	Minnetonka	MN	55343	935-2880/dc		
	Tom	Grossman	3600 Northome Rd	Wayzata	MN	55391	475-2517		
	Eric	Grundahl					339-0820		
	Brian	Heron							

Community Circle Collaborative – Partners & Interested Parties

Organization	First Name	Last Name	Address1	City	State	Zip Code	Work Phone	Fax	Partner Role
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	Oscar	Howard							
	Tracey & Dave	Huddleston	9127 Juneau Alcove	Woodbury	MN	55125			
	Steve	Hunegs	900 2 nd Ave S, #1650	Minneapolis	MN	55402-3334	927-8711		
	Everrett	Jackson					435-9725		
	Harlan	Jacobs	2380 W Lake of the Isles Pkwy	Minneapolis	MN	55405-2330	377-5837		
	Jim	Jacobson	4941 Girard Ave S	Minneapolis	MN	55409-2216			
	Alberta	Johnson	4937 Columbus Ave S	Minneapolis	MN	55407	823-0069		
	Alfred Babbington	Johnson							
	Mariann	Johnson	2000 Aldrich Ave S, Ste 103	Minneapolis	MN	55405	872-7959		
	Gregory	Jones	5529 Concorde Ave	Edina	MN	55424-1563	922-0955		
	Lynette	Jones	811 Nebraska Ave E	St. Paul	MN	55106	771-6421		
	Syl	Jones	3695 Christopher Rd.	Excelsior	MN	55331	474-8143 404-1199		Media Resource Partner
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	Bob	Joyce					892-6806		Interested Person
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	Al	Kelly					297-1165		Interested Participant
	Cynthia & Murray	Kelly	9886 Cromwell Dr	Eden Prairie	MN	55347	944-7057		
	Wayne	Kines		Salt Lake City	UT		(801) 583-2567		
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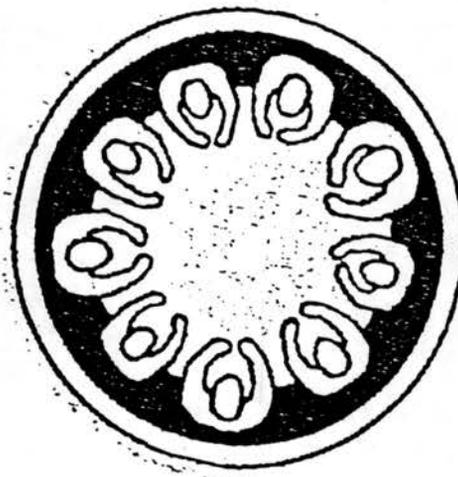
Organization	First Name	Last Name	Address1	City	State	Zip Code	Work Phone	Fax	Partner Role
	Pat	Kowalski							
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	Travis	Lee	1700 Oliver Ave N	Minneapolis	MN	55411	530-6506		RP
	Travis	Lee	54 S 9th St, Suite 213	Minneapolis	MN	55402	530-6506 588-7320 530-6506(p)		Media Partner (KMOJ)
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	Pat	Mack							
	Rhonda	Mains	1071 Overlook Rd	Mendota Hts.	MN	55118-3652	454-2506		
	Ed	Manderville	2916 Oak Park Ave N	Minneapolis	MN	55411	522-4066		
	Teresa	Mardenborough	4512 Bramblewood Ave	Vadnais Heights	MN	55110	293-5162 426-0080		
	Phil	Margolis	9208 29th Ave N	New Hope	MN	55427	541-4730		Facilitator
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	Robert	McGregor							
	Jim	Miller	1906 Portland Ave S	St. Paul	MN	55104	(h)647-5668		Participant
	Stanley	Moses	2423 Blaisdell Ave S	Minneapolis	MN	55404	871-7928/dc		
	Pat	Mullen	5331 Irving Ave S	Minneapolis	MN	55419	929-0284		
	Mohammad	N'Daou	407 7 th St SE, Apt #301	Minneapolis	MN	55414	297-2904 378-0954		
	Gretchen	Nichols					627-1850 ext. 414		
	Seth	Orman	3147 Aldrich Ave S, #3	Minneapolis	MN	55408	879-5157		
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Community Circle Collaborative – Partners & Interested Parties

Organization	First Name	Last Name	Address1	City	State	Zip Code	Work Phone	Fax	Partner Role
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	Harvey	Sarles	1225 LaSalle Ave	Minneapolis	MN	55403	332-9032		
	Jan	Sarles	1225 LaSalle Ave	Minneapolis	MN	55403	332-9032		
	Mayor Sharon	Sayles Belton	3332 Edmond Blvd	Minneapolis	MN	55406-2348	673-2100		
	Byron	Schneider	5436 Pillsbury Ave	Minneapolis	MN	55419-1844	827-3409		
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	Tony	Solgard	2509 34 th Ave S	Minneapolis	MN	55406	724-5540		
	Eric	Stoller	136 Western Ave N, #103	St. Paul	MN	55102	310-0249 293-1708	293-0115	Facilitator
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	Judy	Traub	3605 Oakton Ridge	Minnetonka	MN	55343	939-0199		
	Barbara	Van Drasek	5045 Penn Ave S	Minneapolis	MN	55419	925-4930		
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	Tom	Warner					861-1601		
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	Cricket	White							
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	Victoria	Woolley					374-2641		Participant
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	Dr. Terri	Young	5529 Concorde Ave	Edina	MN	55424-1563	922-0955		
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*A REGIONAL CONVERSATION ABOUT THE
CHALLENGES OF EDUCATION,
HOUSING AND SEGREGATION
IN THE TWIN CITIES METROPOLITAN AREA*



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SOUTH MPLS / ST. JOAN OF ARC (METROPOLITAN)
& SOUTHSIDE NEIGHBORHOOD HSG SERVICES (INNER CITY)

Summary of Tuesday night St. Joan/Southside Neighborhood Housing study circle

Representatives:

Nikki Carlson -- 520 Westwood Dr N, Golden Valley, 55422, 377-8720

Laura Sether -- 2446 Colfax, Apt 102, Mpls. 55405, 673-1779

Themes

A. Deliberation on effects of housing segregation

Housing segregation has huge negative impacts on educational and life opportunities of low income minorities living in concentrated poverty in terms of job availability, knowledge of life options, role models, safe and crime-free environments, transportation options, and affordable services such as insurance.

B. Deliberation on the three models

1. Personal responsibility/Market mechanism. Encouraging personal responsibility and the involvement of traditional institutions such as the family and church are necessary in the short term because it is possible for some people to transcend their impoverished environments. But the tremendous lack of opportunities for those trapped in concentrated poverty prevent this from being a sufficient strategy.

2. Enrichment. This is a necessary medium-term strategy because it is impossible to provide mobility to everyone immediately and some people will not want to leave their neighborhoods. Must improve the conditions for those who remain. However, solely pursuing this strategy means: promoting the segregated status quo when integration is needed to end racist attitudes; preventing people from having options in where they live; and trying to run counter to private market preferences to invest outside the core.

3. Mobility. This is necessary for the long-term solution of these problems because enough opportunities will never flow to areas of concentrated poverty. But it is the hardest solution to sell to the public because it is long term and its easier to comprehend efforts to make the poor better where they are. Also, solely pursuing this strategy does not address the needs of the core metro area which is in need of resources for redevelopment.

C. What should be done

1. Every effort should be made to encourage a range of income levels in housing in all communities. But zoning isn't the only problem; land is just too expensive some places.
2. Finding solutions to these problems will require appealing to the self-interest of the advantaged. But people became involved with the study circles because they were concerned with the plight of others and not just themselves. So moral appeals do work.

Wishing your community was more racially and economically inclusive?

Then forget "Minnesota Nice" and help create

MINNESOTA FAIR

(Minnesota Friends Advocating Inclusiveness Regionally)

In MINNESOTA FAIR you would become part of an effort to form a Metro-wide alliance of individuals and organizations who are also interested in seeing their own communities become more residentially inclusive.

As a member of MINNESOTA FAIR you would join with others in your community to:

- **Work to form relationships with policy makers within your community**
- **Help those policy makers find ways to lower barriers to inclusiveness in your community**
- **Serve as a link and source of support for those interested in taking advantage of housing opportunities in your community**
- **Attend regional quarterly forums where you would share your results, successful strategies, and solutions with MINNESOTA FAIR members from other communities**

If you are interested in joining with the *St. Joan of Arc Interfaith Action Core Team* in organizing MINNESOTA FAIR, or if you just want to be a participant, call Nikki Carlson at 377-8720 or Rich Nymoer at 722-9438.

Longfellow / Holy Trinity Community Circle

NEIGHB. & CHURCH, LONGFELLOW COMM. April, '97

I. HOUSING - MPLS -

1. more affordable housing is needed in both city & su.
2. more flexible codes for large families (3 to bedroom)
3. choice of whether to live in city or suburb.
4. look at more co-housing.
5. Renter/landlord accountability needs to be ~~to~~ enforced.

II. Education

1. Support community schools - stop busing madness
2. equal money spent per child
Resources - equitable - relative to populationⁿ
3. make parental involvement easier

makes it easier for parental involvement, strengthens communities, improves

III. Personal Accountability

1. Parent - responsibility - encouragement & foster.
- peer parents -
2. Help people to help themselves.

Schools keep closer contact with parents -
2 incentives for parent participation

IV. Work/Wages

Minimum wage increase to \$7.50 - or livable wage.
w/ benefits & healthcare

V Community

1. Support NRP programs -

2. Community needs to communicate expectations to neighborhoods,

3. Support family togetherness -
& young ^{single} women to not have babies -

4. Support for Community libraries to be open more eve. hours.

VI public transportation to suburbs - improve -

MN FAIR HOUSING CENTER CIRCLE
PHILLIPS NEIGHB., MPLS
MINNESOTA FAIR HOUSING CENTER
STUDY CIRCLE GROUP

The group came up with the following issues and solutions. The issues and solutions are in no particular order - they are not listed by importance.

Issues Identified

- Stereotyping
- lack of Affordable Housing
- Lack of Livable Wages
- Exclusionary Zoning
- Differential Treatment
- Lack of Safety in Schools
- Lack of Structure in Schools
- Lack of Resources in Schools
- Unequal Distribution of Resources in Schools
- Economically Disadvantaged Schools
- Not Enough Money Spent on the Basics in Schools

Solutions

Federal Level

- Enforcement of Fair Housing Laws

State of Minnesota

- Lower Rental Property Taxes
- State Wide Testing of Students in Public Schools
(do not create lower expectations to pass students - bring all students up to the same competency level)
- Increase the Amount of Affordable Housing
- Enforcement of Fair Housing Laws

Local/Community Level

- Consolidation of Resources
- Our Group Likes the Plans for the Wilder School in Frogtown

SEWARD SCHOOL / MATHEWS COMMUNITY
CENTER, MINNEAPOLIS

Mpls Group Facilitated by Scott B.

general

Areas of Agreement

1. The city should be saved
2. Need Self & Community
empowerment, &
Active Citizenship
3. Need Opportunities Region Wide
& Need to breakdown some (certain)
of the zoning barriers

UNIV. OF MN-
NEWMAN CENTER CIRCLE

Memorandum

DATE: May 27, 1997

TO: Dick Little, Coordinator
Community Circles Collaborative,
Education and Housing Equity Project

FROM: Rosemary Ruffenach, Facilitator
Newman Center Study Circle

RE: Discussion Conclusions

CC: Jeri Cashman, Social Justice Coordinator
Newman Center

Fourteen people participated in the Newman Center Study Circle discussions during six meetings. We wrestled with the issues of racism, education and housing, often finding ourselves so tangled up in the conjunction among these problems that formulating any conclusions seemed unlikely. My co-facilitator, Paula Ruddy, speculated that it seemed that the contending forces seemed clustered around economics and community/culture. If a "cause" of the situation, or a "remedy" was proffered, it fell into one or the other of these categories, and was immediately objected to on the basis of the other category. For example, if lack of community was suggested as a cause, lack of economic resources was seen as a contributing factor. Or if jobs and moderate housing were created in wealthier areas, community-building would be necessary, so that the newcomers would not remain isolated, excluded from the social and cultural life of the community. Consequently, we decided that our recommendations would need to be dual pronged: addressing both economic issues and the creation of caring communities. Money alone would not really remedy the situation.

Our recommendations are addressed to various sectors of society:

To the State Legislature:

- Fund increased transit service to suburban areas that host many low-wage jobs.
- Increase funding for women and minority-owned businesses.
- Fund experiments in shared living experiences which propose racial and economic diversity
- Raise the minimum wage and require benefits be offered with all full-time positions
- Require employers offer medical insurance for part-time workers or fund universal medical care.
- Fund service learning opportunities which bring together diverse groups of students.

- Offer incentives to capital lenders to make business and home loans to low-income persons. (Rethink the basis for qualifying for such loans.)

To Schools:

- Provide students with ecological instruction—an issue which could bring all races together in a common enterprise.
- Train teachers in "cultural competency" so that they know facts that are important to various races.
- Offer service learning experiences that pair urban and suburban students.

To Churches:

- Promote multi-cultural experiences with partner church communities: pulpit exchanges, choir exchanges, joint service projects.
- Model anti-racism efforts for the community.

To the Media:

- Provide anti-racism training for staff to eliminate stereotypical reporting and place more persons of color in responsible positions.

To Individual Citizens:

- Advocate that groups of which they are members become involved in this issue.

Participants: Christopher Duda, Nancy Gormley, Carol Jud, Frank Kohlasch, Dorothy Leathers, Pat Pfundstein, Paula Ruddy, Rosemary Ruffenach, Bill Rush, Teresa Schweitzer, Glenn Smoot, Helen Howell Stephens, Isabelle Stephens, Pilar Stephens, Esther Sweringen

ASCENSION CATHOLIC CHURCH - GROUPS &
PARTICIPANTS IN NORTH MPLS BROOKLYN CENTER
AND BROOKLYN PARK CIRCLES

Our two Community Circle groups had twenty-one (21) participants including four facilitators. We also had recorders for each group. Our groups were diverse, consisting of Caucasians, African Americans and Latinos. The ages were from the 20's to the 70's. We were nearly evenly divided between inner city and suburbs.

Our discussion covered both housing and education. A summary of recommendations were:

1. More teachers - smaller class size.
2. Increase in after-school activities, either at school or Community Centers; especially music and theatre arts.
3. Community effort to recruit mentors and tutors for children.
4. Business involvement to help students visualize careers and the learning skills needed for those careers.
5. A longer school day and year. Also an attempt to stagger hours to better utilize the building.
6. An increase in Magnet Schools; also the ability for students to cross district lines to attend the school of their choice.

Our recommendations dealing with housing and transportation include:

1. Improve the housing in the inner city.
2. Initiate programs to develop community pride.
3. Provide suburban housing in all price ranges.
4. Eliminate racism in banking and real estate.
5. A better public transportation system.
6. Businesses that depend on entry level jobs should be located where they are accessible to people seeking those jobs.

GOLDEN VALLEY CIRCLE

MEMORANDUM

DATE: May 23, 1997

TO: Dick Little,
Coordinator, Community Circle Collaborative

FROM: Mary E. Anderson

I. Golden Valley Study Circle Brief Summary Report

Ten persons participated, eight regularly. We met four times.

We posed the questions:

1. What are the impacts of existing patterns of job and housing segregation on both educational achievements and life opportunities for Twin City children and families?
2. What can we do about it in Golden Valley? In the Metropolitan area?

Our participants had a wide variety of knowledge and opinions about the issues. We had quite open and candid discussions with a good amount of listening.

After we shared information about three major topics - employment, housing, and education - we attempted to identify positive actions. These actions were in two areas: strengthening core city opportunities and strengthening suburban opportunities.

The most concrete result was a commitment to continue and expand the dialog.

We will meet in June to develop an action plan to expand participation of the business community, government, schools, religious community and general public. Ethnic and minority groups must be included. It was agreed that we need to have all elements of the community share their history in order to develop a common/shared history of practical values.

We also would like to have discussions with Study Circles from other areas of the region to add more diverse views.

As a group, we recognize that we have responsibility and a commitment to Golden Valley and to the region. We recognize that to build a solid base from which to influence and cause action will take additional time and effort.

- II. Walter Gray will represent our Study Circle. Gene Sylvestre hopes to attend. If others respond to me, I will let you know.

I am including the list of participants.

ATTENDING

WALTER GRAY
GENE SYLVESTRE

EDINA CIRCLE
-EDINA SCHOOLS-

Edina

**Edina Public Schools
Community Circle Collaborative
May 27, 1997**

Below are conclusions after five meetings, and ten hours of discussion. The group includes parents, staff and long-term residents of Edina. The group will continue to meet and is considering action steps. The group invited speakers to provide information in addition to the Community Circle Collaborative study guide and Yosef Mgeni's comments at the opening event. The speakers included Police Chief Mancel Mitchell from St. Louis Park, an Edina resident and former member of the Edina School Board; Jim Hilbert from the Center for Race and Poverty at the University of Minnesota; Gene Sylvester, a participant in the Golden Valley Collaborative Group; and Assistant City Manager Gordon Hughes of Edina. The group next plans to meet with the City of Edina Human Rights Commission, and the Mayor.

We are participants in the Edina Public Schools "Community Circles" groups. The group was convened by the Edina Public Schools which has provided staff support and facilitation. We are one of approximately 50 such groups engaged in a metrowide dialogue intended to bring together people from all walks of life who (among other things) endeavor to:

- Explore the extent of housing, job and school segregation in the Twin Cities area with particular attention to socioeconomic as well as social segregation, and factors that tends to continue to cause increased segregation.
- Explore the inter-relationships between having segregated schools and the wide variation in academic achievement as well as life opportunities (jobs).
- Explore the consequences for children, families and the wider community of a society that is increasingly characterized by segregation and socioeconomic disparities.
- Investigate our individual and collective responsibilities toward a remedy for such disparities and strive to develop a shared vision of what citizens want their community to be like for their children's generation.

We have come to the shared realization that:

- Our group needs to be more economically, racially, ethnically and politically diverse.
- It is important that we share current, accurate information about these issues with our community leadership and fellow citizens and invite reflection, response and shared responsibility for efforts at remedial action.
- We agree with Mayor Glenn Smith (See Spring, 1997 "About Town") that the vitality of the inner city, livable communities legislation, county welfare programs, traffic, commercial development, aircraft noise, crime, and police and fire protection, affect the quality of life in the whole region.
- That no single community can "build out" social disintegration any more than they could build a wall high enough to keep out environmental pollution. The impact of change affects us all and as Edina citizens we have a role to play in shaping the future.

Some trends and facts for consideration and communication

The sources of these are CCC materials but need to have original sources listed.

Some trends and facts for consideration:

1. The poverty level is now defined as slightly over \$12,500 per year for a family of three or a full-time job at \$6.03 per hour.
2. Nearly two of every three people living below the poverty level are white.
3. Children, particularly children of color, are most affected.
 - The poverty rate for children in the Twin Cities nearly doubled, increasing over the past ten years from 18% to 31% in Minneapolis and from 15% to 27% in St. Paul.
 - More than half of African American, American Indian and Asian children in the Twin Cities are living below the poverty level (Indian children - 66%, Asian children - 69%).

4. The Twin Cities housing market locks low income householders into the central cities. Economic growth is occurring outside the core of the region, and creates a geographic barrier to poor people's ability to find decent paying jobs.
5. Affordable housing (U.S. Government criteria) is housing that costs less than 30% of a household income. Less than 25% of the 63,155 metro area households earning under \$10,000 had affordable rental housing in 1990. 37,000 households in the region spend more than 50% of their income on housing.
6. The number paying over 35% of income for rent increased by more than half between 1980 and 1990. Affordable units decreased (Met Council report).
7. Minneapolis/St. Paul contain over two-thirds of the metro area's units renting under \$250 per month. Outside the Cities 23,400 low income households are competing for the 8700 available units of affordable housing.
8. The average 1991 rent for a two or more bedroom unit in Minneapolis was \$496 (twice the government definition of affordable rent for a low income family).
9. The study by the Institute on Race and Poverty reports a suburban preference for mixed neighborhoods and schools by whites to be 50%.
10. The consequences of persistent segregation have proven to adversely impact educational achievement, set limits to housing opportunities and adversely spreads from the urban core to the entire metro area.
11. Concentrated poverty can be attributed to a number of structural causes:
 - Federal, state and local government
 - FHA financing requirements
 - Public housing sited (ghettoized)
 - Exclusionary zoning (State gives cities power to zone, e.g., large lots, expensive, etc., keep poor out)
 - Realty and financial practices still continue
 - Racial steering
 - Redlining
12. Minneapolis/St. Paul rank #1 in the U.S. in poverty rates for people of color (e.g., 44.6%). We rank third in the U.S. when you consider the entire metro area (e.g., 34.7%).
13. Between 1980 and 1990, 67% of new jobs in the Twin Cities region were centered in the suburbs.
14. The 1990 per capita income for the region's people of color averaged \$8500 compared to \$18,000 for whites.
15. Over 73,000 people in the region currently live in poverty.
16. The poverty rate in Minneapolis is 18.5%, in St. Paul it is 16.7% and in the suburbs it's only 4.54%.

Questions for discussion with the Mayor and other community leaders:

Given the reality that vitality and quality of life in the inner city effects the vitality and quality of life in the whole metropolitan region and vice versa, it seems certain things need to happen in the inner city and certain things need to happen in Edina to bring a halt to social disintegration and destructive trends.

What then specifically do you believe needs to happen in the inner city, in Edina and in concert or coalition in both the inner city and Edina to assure the health of the entire region?

What support can concerned citizens provide to assure that needed changes occur through governmental or community action?

MAPLE GROVE CIRCLE

MAPLE GROVE COMMUNITY CIRCLE

PROBLEM

The Maple Grove Community Circle feels that the most significant problem facing our community and most communities is the lack of family structure. The family has broken down into such small fragments that it is hardly recognizable in many areas. This breakdown has had severe consequences. These consequences include educational difficulties, women and children being thrust into poverty, children without parental influences, and deep seated frustration.

When we looked at the bullet points and charts, we were surprised at one statistic: the percentage of affordable owner-occupied housing in Maple Grove. After being skewered for years, Maple Grove has the third highest percentage of these units. We are only behind Minneapolis and St. Paul.

Our Maple Grove Circle had a difference of opinion on the existence of more than one society. One position was that there were three societies: very rich; working people; and the poor. Another position was that there were two societies: Those who work and those who don't. Everyone was united in the opinion that government created these different societies. Government has used the divide and conquer method to break society into various groups.

Our circle cited "institutional racism" as a myth created by many. First and foremost is the media. They assume racism exists, where oftentimes it doesn't. The Maple Grove group did not feel that race is a large issue. People are people, not matter what color or culture they are.

SOLUTION

Our circle felt that the solution to many of these problems is to work for personal responsibility. When individuals feel responsible for their actions and experience the consequences (whether positive or negative) they will be more interested in their personal choices. The best way the circle can illustrate this is by examining affordable housing.

Our circle also felt that there are ways our educational system can address these problems. We thought that the educational system needs to change the way children are taught. It is time to leave the premise that everyone is qualified to attend college. It is very important for our country to have mechanics, plumbers, carpenters and others who perform such useful tasks. Dignity is in all work and unfortunately that has been lost.

Our circle thinks that it is time for the schools to develop different tracks of learning. These tracks would be on a linear scale and individuals can move between the tracks. By addressing the strengths and weaknesses of students as individuals, we thought that our educational system can serve the public better.

CONCLUSION

Throwing money and good intentions at problems do not fix them. We feel that the only way to begin and accomplish this task is to take a hard look at the problems, who are involved and the failed solutions.

OAKDALE COMMUNITY CIRCLE(S)**Community Circle - Themes from Discussion at Oak Terrace May 1997****Now**

There is an apparent increase in concentrations of poverty in core cities and an increase of conflicts over race and poverty. Racism enters into the issues; society can't give up on confronting racism. There is a loss of community, of neighborhood support; multi-culture is good. Personal responsibility and opportunity to prove self enter in. Education is a key issue. Housing problems are complex. Past urban design divided communities. The economy is global; ending poverty is now more difficult. Poverty and racism have metro-wide impact. Current statistics and media do not furnish adequate, accurate, reliable information to the public. Media cause fear. Seeing issues as metro-wide is difficult without information.

Vision

See metro-wide community; integrated with no discrimination; with strong sense of cultural identity; communication; cooperation to deal with race and poverty. Personal responsibility; volunteer service to give back to the community; moral and spiritual values restored; ethical behavior. High school diplomas that mean something; education that prepares for job requirements; jobs available for all; decent housing; programs to keep up present housing; no empty lots; affordable housing near employment opportunities and affordable, good transportation.

Conclusions:**- Public attitudes show unresolved issues**

Affordable housing is generally not welcome in suburbs; is generally stigmatized as "public housing" or a source of bad social conditions; is believed to lead to lowering of property values or absentee landlords. There is a belief that low-income brings crime. An absence of skills and resources for keeping homes in good conditions is often not recognized; taxing can be a disincentive to home improvement.

Personal responsibility is low; hope in the future is low; many kids cannot see a life expectancy beyond age 20. Racism, classism, sexism, ageism have not gone away.

- And possibilities for solution

People in racially and economically integrated neighborhoods have better opportunities. District Councils can help neighborhoods resolve problems. There are models of affordable housing that have few social problems. Reconsider practices in school systems - discipline and distribution of technology equipment; adult education. Restore ethics and personal responsibility.

Revitalize core cities; consider the housing stock, industry, transportation in older suburbs. Equalize jobs in the suburbs considering also education, affordable housing, transportation close to jobs. Use the tax system to help; hold elected officials accountable. Provide more programs with government and community involvement, with fair distribution of resources. Bring more facts, especially about the metro as a whole, into citizen discussion circles.

BAYPORT CIRCLE

METROPOLITAN INTERFAITH COUNCIL ON AFFORDABLE HOUSING P.05

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



Theressa
Facilitator
Sustainer

~~Core~~
~~Don't work hard~~
~~Step brown Field III~~

Neighborhood Revitalization II

(con)

People Need Real choices w/they live II

~~#2 Market Forces~~

Tolerate other Values II

(con)

choices are too limited II
for people in poverty

Reward Achievement II

Con Coparenting a valuable tool II

~~#3 Region Wide~~

IF look at ^{Solution} Region Wide could
Achieve Diversity & Economic Opportunities

Study Circle Summary Minnesota Fair Housing Center Spring 1997

Staff at her Minnesota Fair Housing Center sent invitational fliers to our diverse pool of testers, contacted interested individuals from a list provided by Dick Little, and made the study circle information available to various social service agencies - staff and clients - in our efforts to recruit study circle participants.

Out of all of our efforts, twelve people showed interest in participating. We had anywhere from two to eight participants (not including Elizabeth and myself as facilitators) on any given night.

First Session

Melissa, Susan, and Richard attended our first session.* We used the first session to get to know each other. The group spoke about racism - our wpm definitions and how racism affects each of us. We spoke of our own educational experiences. It was a productive night. By the end of the session, participants were talking more, addressing each other directly and relying on the facilitators less. Everyone committed to coming back to continue the conversation.

Second Session

The second session had four participants: Melissa, Richard, Roberta, and Julia. Susan was unable to attend due to school obligations. We introduced ourselves again and spoke of our own experiences with education and racism to establish trust with the new members. We then discussed some of the problems with the educational system.

Problems

- Classrooms are too large - too many kids to keep tabs on for one teacher.
- Not enough teachers of color.
- Kids are falling through the cracks.

Third Session

Melissa, Richard, Roberta, Jane, Devin, Ethan, Jordan, and Leslie attended the third session. The third session really began to identify some of the issues/problems in the metro region.

Issues Identified

- Stereotyping**
 - Negative stereotyping of all people.
- Lack of Affordable Housing**
 - Lack of habitable housing.
- Lack of Livable Wages**
 - Businesses do not consider the human issues - i.e. trying to balance family and work.
 - Discriminatory hiring practices.
 - Gap in wages - people of color receive lower wages/low level jobs.
- Exclusionary Zoning**
 - Zoning ordinances such as minimum square footage, three car garage minimum creates lack of affordable housing in the suburbs.
 - Zoning ordinances concerning vacant/abandoned buildings - people are unable to use the abandoned buildings for shelter.

* Please see the composition of the group on page four. Names have been changed to insure anonymity.

Schools

- Students receiving differential treatment because of the following:
 - race/color
 - learning disability
 - economic status
 - perceived intelligence (honors vs. special ed.)
 - athletic ability
- Lack of safety/violence in the schools.
- Lack of structure in the schools.
- Unequal distribution/lack of resources in schools.
- Economically disadvantaged schools.
- Not enough money spent on the basics - students are graduating without basic skills - reading, writing, math, and science.

Fourth Session

Melissa and Roberta were the participants in our fourth session. This session focused on solutions to the problems we'd identified. There was not a solid consensus on the various solutions offered. Solutions offered were as follows:

1. It would be a Federal offense to deny anyone food, housing, and health care/insurance.
2. Age appropriate life skills classes throughout elementary, jr. high, and high school.
3. Schools would be required to implement year long life skills classes for students in 11th grade.

Money Management: how to balance a checkbook, how to manage credit cards

Housing: how to shop around for an apartment, how to fill out an application, explanation of a lease

Parenting Skills: child care, family budgeting

Post Graduation: how to shop for colleges, how to write a resume, how to find a job

Fifth Session

Melissa, Richard, and Sandra attended the fifth and final session. This session also focused on solutions to the problems we'd identified. There was a consensus on the year long mandatory life skills class for 11th grade students. Other ideas that were agreed upon are as follows:

Mandatory testing of students in grade school, jr. high, and high school.

- There needs to be an in depth analysis of the scores so students don't fall through the cracks.
- Are there issues at home?
- Does the student have a learning disability?
- Is there a chemical abuse issue?
- Resources need to be available to insure success of the student.
- Special Education Classes
- Counseling Services
- Chemical Dependency Services

The reasoning behind mandatory testing is to place the emphasis on education - to foster academic competition among schools, similar to the athletic competition that currently exists. Schools would be rated on their educational achievement, not on their football/basketball/hockey teams. The community, parents, and educators would all play a role in insuring the success of the school and the students that attend. The school would become a source of community pride.

Our group felt that the Wilder School being constructed in St. Paul's Frogtown area is an innovative idea. The Wilder School will not only be a school, but a community center, social service center, and health care center: in effect the center of the community. Community members, parents, and educators will have a voice in the planning and a stake in the success of the school.

Problems Encountered - Suggestions

1. Recruiting participants was challenging. Low income persons had a difficult time with transportation expenses. It would have been nice to be able to provide a snack during the meetings - we were unable to do this because of our own budget constraints. Allocating money from the Study Circle Collaborative for such items as bus tokens, snacks, etc. would have been helpful.
2. It was difficult organizing the study circle group with the date changes for the city wide forum/citizens summit and the editing of the manual.
3. There needs to be more diversity in the study circle groups. The participants at the city wide forum seemed to be predominately middle to upper middle class, middle aged, white people. Representation from the African American community was limited and representation from the Chicano/Latino, Southeast Asian, and Native American communities was not heard.
4. English only study circles excluded entire groups of people from participating - groups conducted in Vietnamese, Hmong, Spanish, Somali, etc. would give an opportunity to non-English speaking people to participate. People within these groups have diverse opinions as well.

1. Composition of the Group*

Melissa - White female, mid twenties, single, lesbian, working in the social service field assisting clients in securing housing. Lives in the suburbs.

Richard - White male, mid fifties, divorced, retired, veteran, father, member of the Citizens' League. Lives in Minneapolis.

Susan - White female, late forties, married, mother, teacher's aid, undergraduate student. Lives in the Suburbs.

Roberta - Native American female, mid fifties, widowed, mother, grandmother, undergraduate student. Lives in Minneapolis.

Angela - White female, mid twenties, single, graduate student (education), student teaching for St. Paul Central. Lives in Minneapolis.

Leslie - White female, mid twenties, single, works with homeless youth. Lives in Minneapolis.

Jane - White female, late teens, bi-sexual, single. She is from the suburbs but is currently homeless in a Minneapolis shelter.

Devin - White male, late teens, single. Currently homeless in a Minneapolis shelter.

Jordan - Multi-racial female, late teens, engaged. She is from an outer suburb but is currently homeless in a Minneapolis shelter.

Ethan - White male, early twenties, engaged. Currently homeless in a Minneapolis shelter.

Sandra - White female, forties, friend of Richards, teacher. Not from Minnesota.

*Names have been changed to insure anonymity.

Facilitators

Elizabeth Moriatis - White female, mid twenties, single, VISTA* volunteer at the Minnesota Fair Housing Center. Lives in St. Paul.

Charmaine Sprengelmeyer - White/Latina female, mid twenties, single, Community Campaign coordinator at the Minnesota Fair Housing Center. Lives in Minneapolis.



Hennepin County

An Equal Opportunity Employer

COMMUNITY CIRCLE DISCUSSION

The Community Circle sponsored by Hennepin County met five times for one and a half to two hours each meeting. Unfortunately, few participants made it to each meeting. Nonetheless, the group discussed the impact of residential, economic and racial segregation on the education and life of area children and families; the systemic and individual responsibility factors which caused or kept segregation and poor academic achievement in place; and the group came to consensus about where they believed the focus for change should be. Current news reports and information from the Institute on Race and Poverty's conference on housing segregation and education were also discussed.

In the end, the group concluded that, while residential segregation and poverty play significant roles in the educational achievement of children, and must therefore be part of the solution, the role of the school's was more significant. The group concluded that families, educators, school boards, and state education administrator and policy makers must all work harder to set high standards for children, use money responsibly, and be accountable to providing all of the metro area's children with the best education and equal opportunities.

Sincerely,

Brenda R. Louise

Children & Family Services

Health Services Building - Level 6 MC-956
525 Portland Avenue South
Minneapolis, Minnesota 55415-1569
FAX: 348-7682 TDD: 348-3124

Recycled Paper

COMMUNITY CIRCLE DISCUSSION

I. What is the impact of residential, economic and racial segregation on the education and life of the metro area's children and families?

- The housing crisis for low income families requires families to make repeated moves which are disruptive to children's education.
- Degraded housing stock leads to transience and a lack of investment/pride in central city neighborhoods which in turn impact family life.
- Community members are isolated from each other.
- A sense of powerlessness among individuals.
- Ugly, trashridden, unsafe neighborhoods.
- Children are afraid of dying.
- Addiction/crime increases in concentrations of poverty.
- Children in Minneapolis/St. Paul in particular are failing the basics in high numbers.
- People are not given the opportunity to experience diversity and confront their fears about "others".
- We lose the stimulation and beauty diversity offers.
- Children are not challenged to achieve their full potential.

II. In order to identify solutions, we need to first identify causes. What are some of the factors which cause or keep residential segregation and problems within our schools in place?

A. Systemic Factors:

- The school system is not user friendly.
- Mobility among low income families leads to community instability.
- Degraded housing stock repels stable families from an area.
- Resources for facilitating neighborhood involvement are absent.
- Those who teach in the schools are not part of the larger community.
- The relationship between individual's values, societal values, public institutions and corporations makes the problems huge and complex. The causes are complex.
- Not all members of the community have equal power, and not all are taken equally seriously. Individuals are disempowered.
- Integrated housing is not really integrated.
- Jobs available in a community are often not given to the community's members, e.g., who's being hired to build low income/affordable housing.
- Institutional racism.
- Education is not given enough systemic support.

B. Factors of Individual Responsibility

- Unstable, low income families who are not invested in a neighborhood, do not take care of it.
- A lack of cohesion among neighbors based in part on fears and disrespect for others.
- Neighbors do not know one another.
- A lack of courtesy among neighbors, particularly between different “types” of people.
- People feel helpless, believe they are powerless and give up, individuals feels disempowered.
- People want different things from and for their neighborhoods; sometimes these wants conflict.
- People in segregated, low-income neighborhoods may not have the education and job skills needed to work in their communities (which perpetuates poverty).
- Individual’s racism.
- Individuals follow the letter but not the spirit of laws/program designed to address the issues.
- There is a lack of community dialogue around the issues, and a lack of consensus or cooperation around solutions.
- Education is not valued.
- People are focused on survival, and education become a secondary priority.
- People want immediate gratification.
- There are conflicts between long and short term needs and goals.
- The use of drugs destroys families life and children’s futures.
- Too many children lack a supportive adult.
- Drug usage destroys neighborhoods and families.

Seward Mathews Center Group

Summing Up

What should we do as individuals and as a community (to meet the goals of this project)?

Lynelle: Strengthen the core (Option 1) and Create opportunities region-wide (Option 3)

1. When something isn't working, try something new
 - a) Look at other parts of the country and the world
2. Active citizenship, becoming knowledgeable, joining, strengthening institutions, empowering historically disenfranchised groups
3. Organize the poor, use Civil Rights Era strategies
4. Provide a curriculum that teaches the whole story of diverse perspectives, wisdom that is overlooked, not superficial
5. Affordable housing
6. Health and social services to schools, make schools accessible, get parents involved in schools, make schools 'parent-friendly'.

Charles:

1. End drug prohibition (thus decreasing rewards for criminal activity)
2. End public school monopoly
3. Eliminate non-essential city services
4. Repeal so-called anti-discrimination laws which interfere with free association.
5. Repeal labor laws, occupational licensing, school requirements (private accreditation o.k.)
6. Repeal taxes: income, capital gains, etc.
7. Strict separation between business and state

Karima:

1. Greatly expand mentoring
2. Empower to people to achieve using microcredit, Oxfam America techniques, etc.
 - a) Through these techniques many very poor people with no credit or education have become successful entrepreneurs who in turn helped others
3. Neighborhood festivals, block clubs, activities for teens and children
 - a) Example: the Richard Green Drill Team
4. Facilitate programs to build intercultural understanding, communication
 - a) (many effective tools exist for creating new insights)

Bob:

1. Decriminalize drugs and end victimless crimes
2. Eliminate zoning
3. Eliminate restrictive licenses
4. Reduce rental taxes to homestead rates
5. Upgrade judicial system so punishment is immediate and includes victims. No irresponsible use of parole.
6. Put parents back in control of schools
7. Allow children to go to any school they want
8. Eliminate state curriculum standards except for testing

Sue: Education

1. Include multicultural education in the curriculum
 - a) Reevaluate curriculum to make it multicultural
 - b) Ethnic teachers as role models

c) Uniforms? (not necessarily of the traditional type, to reduce competition and problems associated with designer labels, sneakers, etc.)

2. Housing: a) Mixed apartments within developments (not all one income level)

b) disbursing small buildings through an area (not one huge complex)

3. a) Daycare funding

b) Funding to educate parents, help get degrees, etc.

Audrey:

1. Open opportunities in suburbs (as per Myron Orfield's suggestion)
2. Limit growth, urban sprawl
3. Revitalize urban core and suburbs
- 4.. Grass roots organizing (such as Neighborhood Revitalization Assoc.)
5. Business/Government/Community partnerships
6. Government be responsible to local needs
7. "Public choice": magnet schools, options (not private)

Conclusion: This very diverse group was able to agree on three things:

1. The core cities must be saved
2. People should be able to live where they want (not kept out by zoning)
3. There should be some deregulation (not agreed on what or how much)

WE ALL AGREED THAT EMPOWERMENT WAS A KEY CONCEPT!

Session #1 - Study Circle of Southside Neighborhood Housing & St. Joan's

The group was asked what they think of when they think of the term "housing segregation." In response, the group said it first wanted to discuss patterns of segregation, and then the impacts of such. The session mainly consisted of the discussion of patterns.

A. Patterns

1. Jobs patterns, a mismatch between where jobs are and where people who can fill them live

- a. factories (low skill jobs) located on edge of region, service industry (high skill jobs) located in downtowns
- b. employers won't locate where:
 1. there's no police protection
 2. workforce is unskilled
 3. there's no cheap land on which to locate, expand (polluted industrial sites)
 4. there's no community stability in immediate area

2. Housing patterns

- a. no low income housing in suburbs, little high income housing in core cities
- b. inflexible zoning laws in city prevent more high income housing being built, so little "move-up" housing in city. Should cities's old houses be replaced with new suburban - style homes? Older homes are generally valued less.
- c. exclusionary zoning in suburbs prevents low income housing being built. There's no incentive for suburbs to build low income housing because more taxes come from high end property.
- d. houses of similar value are all grouped together, leads to homogeneous populations

3. High crime areas, i.e. certain parts of the cities are designated as "bad"

- a. perception of high crime in certain areas keep people from exploring options in those areas. Leads to disinvestment, which leads to more crime. A vicious circle.
- b. but "bad" areas can be, and have been, brought back.

4. Bus service patterns

- a. low-end housing is on bus lines, high-end housing is away from bus lines
- b. buses don't go to suburbs because people who live there don't use them

5. Road patterns

- a. transportation affects housing patterns
- b. when highways cut through neighborhoods, those neighborhoods decline
- c. suburbs are designed for cars

6. Redlining, i.e. institutions deliberately underserving, or not serving, certain areas

- a. insurance - auto & homeowners more expensive in certain areas
- b. realtors - steer people to certain areas based on race, etc.
- c. banks - fewer loans in certain areas
- d. police - don't respond to calls in certain areas
- e. cabs - won't pick up from or deliver to certain areas

Some of this redlining may be because of crime, and not just racism and classism

7. School patterns

- a. resources - city schools may have fewer resources, but the perception of fewer resources is greater than the reality. The perception keeps middle income people from putting their kids in city public schools.
- b. neighbor and parental involvement needed in city schools. This suggests need for community schools.
- c. But low income black children are least served by the return to community schools; they're the ones that still get bused.
- d. institutional involvement in these issues never significant until an economic impact is felt. This is true even though it would be better for all if no one is disenfranchised educationally & economically. The powerful (\$=power) make decisions based on the short term, e.g. the election cycle & short term profits. Long terms view is needed to solve these problems.
- e. no one speaks for the poor in the cities. The middle class is too preoccupied with its own concerns, and won't respond unless the poor riot again. People's lack of hope that any thing can be done to improve conditions contribute to nothing being done.
- f. city school teachers don't live in cities.

g. high poverty schools have low achievement.. Why?

1. lack of nutrition
2. lack of parental involvement - perhaps they don't know how to help their kids
3. parents themselves did not receive good educations, this affects how much academic help they can give their kids.
4. parents are younger
5. homes the kids come from can't afford learning materials

8. Immigration patterns - immigrants historically have lived in core cities.

Session # 2- Study Circle of Southside Neighborhood Housing & St. Joan's

In Session #1, the group identified patterns associated with housing segregation. In Session #2, the group went on to discuss what impacts these patterns have on educational achievement and life opportunities. The second part of this session consisted of an initial examination of the three models.

Impacts

1) Jobs Patterns

a. Life Opportunities

- 1. a lesser availability of living wage jobs leads to higher unemployment and underemployment for those forced to live in the cities. May require the taking of more than one job.**
- 2. lack of jobs leads to an inability to afford homes in the suburbs among minorities, which contributes to the racially segregated housing pattern. However, lack of jobs was not the initial creator of the racially segregated housing pattern.**

b. Educational Achievement - kids living in an environment where there are few job opportunities and a high incidence of unemployed or underemployed adults may have the following effects:

- 1. lack of employed role models, and of kids in better circumstances, and of an awareness of options leads to hopelessness, which lessens motivation of kids to do well in their studies, and which lessens their knowledge of life options to pursue.**
- 2. parents having several jobs may have less time to help their kids with their studies.**
- 3. lack of jobs leads to people moving more, which leads to less educational stability for kids. Statistics show a high turnover rate in inner city schools. Higher level jobs may cause moving too, but risks of moving are higher for poor families because they have fewer resources for coping with such instability.**

2) Housing Patterns- cheaper housing in cities leads to **concentrations of poverty and racial segregation** which has the following effects:

a. Life opportunities

1. Lesser awareness of options and other cultures
2. Living in concentrations of poverty is itself a lesser life opportunity

b. Educational achievement

1. poor kids don't have benefit being encouraged by high achieving students
2. poor kids have to be concerned w/ basic needs
3. concentration of poverty is an effect of itself on education
4. parents can't be involved
5. teachers treat minority males w/ suspicion & lower expectations (and all girls are generally called on less and subject to lesser expectations)

3. High Crime Areas - being forced to live in high crime areas has the following effects:

a. Life opportunities

1. Less opportunity for a long life

b. Educational achievement

1. When kids don't expect to reach adulthood, have no incentive to prepare for "what they're going to do when they grow up."
2. If kids are worried about they're personal safety, they can't study.

4 & 5 Road & Bus service patterns - - large lots in suburbs prevent public transportation. Limited service to and in the suburbs has the following effects:

a. Life opportunities

1. Jobs are being created in the suburbs but can't live there b/c too expensive and there's **no transportation to get to the jobs**
2. **Public transportation is dangerous.** The powerful (i.e. upper middle class whites) don't use city buses so they have **no stake in making them safe or improving their service.** In fact, the **powerful have no stake in improving many of the patterns** being discussed here.
3. Express buses are only for white, upper middle class. **No express buses for inner city people limits how and when they can get to jobs.** Suburban companies could do more to get people to jobs

b. Educational achievement

1. our communities, especially the suburbs, are designed around the car. For low income families and children without cars, it means **less access to extracurricular activities.**

2. inner city high schools are out of control. Low income families **can't live where schools are good, and can't afford transportation to them if they live elsewhere.**

3. Lack of transportation options limits the effectiveness of the state's "open enrollment" policy

4. Without a car there's **no access to the better special ed suburbs have**
Much of the resources of city schools are used for special need kids.

6. Redlining - a subset of racism - a large barrier on life

7. School patterns - Discussion on these were tabled for now. To some extent, school pattern effects are subsumed by the issues discussed above.

8. Racism - is a separate pattern that needs further discussion by the group, including both personal and institutional racism.

Models

The group discussed what each model considers as the main problems affecting educational achievement and life opportunities.

1) Enrichment

- a. not enough resources in neighborhoods or city
- b. wealth is unequally distributed between cities and suburbs.
- c. disinvestment taking place in the cities, while high investment is taking place in suburbs, both in terms of job creation and in developing peoples skills and opportunities.

2) Market Mechanisms and Personal Responsibility

- a. break up of the family, church
- b. welfare causes dependency and family break up
- c. traditional values have declined

- d. government is in the way of things, preventing people from taking responsibility for changing their circumstances and keeping businesses from expanding, etc.
- e. society has failed to set standards and say that certain behaviors are wrong, e.g teenage pregnancy
- f. churches and families not taking care of their own
- g. people start believing they can't change their circumstances when they are told its because of external forces.

3. Mobility

- a. deliberate planned discrimination
- b. market is set up to segregate
- c. market values drop for external reasons, leads to poor minorities moving in & being concentrated.
- d. concentrations of poor people perpetuates poverty
- e. government policies isolate low income minorities from opportunities
- f. lack of resources, role models, alternatives
- g. too inefficient to pour resources into core, should let people move to where there's resources
- h. power unequal between those in suburbs and those in cities. Resources flow to where power is.

Session # 3- Southside Neighborhood Housing and St. Joan's Study Circle

This session consisted of discussing the pros and cons of the three models.

1. Enrichment

Pros

- a. Even under a mobility strategy, it won't be possible to disperse all of those trapped in concentrated poverty. Will have to improve conditions for those who remain.
- b. Poor minorities may do better as entrepreneurs than they would having to integrate into the corporate world's culture. Poor minorities would do better in the culture of small business
- c. Enterprise zones have shown success
- d. Economic development improves neighborhoods.
- e. People don't want to move out of their neighborhoods. Want to preserve the black community, culture.

Cons

- a. Promotes continued segregation. Integration is needed to end racist attitudes among people.
- b. People need options
- c. Enrichment costs too much money. Viewed as pouring money into a sink hole.
- d. No evidence that enrichment is a long term solution that will be sustainable
- e. It's counter the direction of the markets (i.e. all markets prefer to invest outside the core)
- f. Developers only profit from development on the edge, and so would oppose this strategy.
- g. Maintains the status quo, i.e. keeps poor minorities where they are and exclusive communities exclusive.

2. Personal Responsibility

Pros

- a. Puts value on work and accountability
- b. teaches self sufficiency
- c. promotes importance of role models and two-parent households (it's economically difficult for single parents to support kids)

- d. welfare causes dependency
- e. cheapest tax approach
- f. welfare system has disincentives for getting married and incentives for having more kids.
- g. counters the expectation that government should take care of what families used to take care of, i.e. the elderly, sick, etc.

Cons

- a. The institution of marriage has broken down society-wide, i.e. today's unwed pregnancy is same today as it was 40 years ago, but back then marriage would follow the pregnancy and today it doesn't.
- b. Women have more economic opportunity today, don't have to stay in bad or abusive marriages or marry just to survive economically.
- c. There's a double standard between rich and poor
- d. The values that broke down are white values e.g. the importance of the nuclear family as opposed to extended family.
- e. Community organizations and churches are stretched to their limit.
- f. Tough crime laws are no long term solution.

3. Mobility

Pros

- a. Schools are better in suburbs because they teach better, are safer, have kid that are succeeding as role models.
- b. Job opportunities are more available in suburbs
- c. Racial and economic integration of suburbs would result in a diversity of viewpoints in those communities that would serve to raise issues not currently being raised there.
- d. This approach seeks to lift barriers for poor minorities to move to where's there are more opportunities. Not meant to force poor minorities to integrate.

Cons

- a. Doesn't address the needs of the core which needs funds to redevelop.
- b. Suburbs are rejecting affordable housing -- so not a path of least resistance.
- c. This approach is the hardest to sell to the public because it's a long-term solution and its easier to understand idea of making poor better where they are.
- d. Surbanites don't want crime to move to their communities
- e. Mobility would break up a sense of community among minorities
- f. Forces poor minorities to assimilate.
- g. The poor have no cars and there are no buses in the suburbs.

h. If minorities aren't geographically concentrated, they can't elect a minority to political office.

Session #4 - Southside Neighborhood Housing and St. Joan's Study Circle

The group discussed what our community can, and should, do to improve educational and life opportunities for all children in the Twin Cities. The group preferred to identify points of consensus rather than where there are points of agreement and disagreement.

Consensus items

1. Improving educational and life opportunities will require a combination of enrichment, personal responsibility, and mobility strategies.
2. A school which has the majority of its students living in concentrated poverty will not succeed.
3. Describing the problems of the inner city as a result of abstract "racism" is not helpful because fighting "racism" seems a futile exercise. Need to approach the economic and social structures that result in poor minorities being concentrated.
4. It's important to get the advantaged to understand how they're affected by plight of low income minorities. Fact sheets should be created showing costs of sprawl and the costs of concentrated poverty.
5. However, there is room for making moral appeals to the advantaged. People became involved in the study circles because they were concerned about others, not just their own situation.
6. Communities must be encouraged to provide for a range of income levels in housing. Mixed commercial and housing use should also be encouraged so there is less dependence on cars and easier use of transit.
7. Zoning is not the only cause of unavailability of affordable housing in some communities. Market and tax forces are also factors because in some communities land is too expensive to be used for affordable housing.
8. Students should be educated for civic participation.

ASCENSION CHURCH, NORTH
MINNEAPOLIS, NORTH SUBURBS CIRCLES

BEYOND BUSING:
A Nationwide Dialogue on the challenges of
Education and Housing Segregation.

March 2, 1997

Housing: Affordable, close to work. Provide entry level jobs with higher level available so people can move up to better paying jobs. Education should be available.

Two themes, 1) Economics, 2) Government intervention are necessary to solve economic problems with education available.

Consensus: Education is most important. You can work yourself up from whatever circumstances you are in by taking advantage of opportunity afforded if you have the education.

It is important to educate parents to the importance of education for their children, and help them to know how to encourage their children. It may be necessary to start with one family who can begin to turn the tide.

You can't learn if you are hungry.

One panelist talked about her school experience and her husband's that they emphasize education to their children and supervise and encourage them, including telling them they are expected to go to college; expected to do their homework and supervising on a daily basis.

What do you do in school with kids who do not perform and skip school and exhibit other problems when they come from a "don't care" situation?

A problem is people who do not care! Parents who tell their kids they don't have to do homework or do what their teachers say — then complain to the teacher if they do not pass their children.

Some parents in any situation are simply not interested. Their family of origin were not interested in education and we need to begin by helping parents learn how to develop their families.

Some kids are from such dysfunctional families that it is almost impossible to work with them. We as a community must find a way to deal with children of these families.

Minneapolis students start so far behind because of conditions in the community that they need more money to catch up.

We need to work on physical structures of neighborhoods, social problems, religious structures.

Setting disruptive kids off school and letting them roam the streets is not a solution. Suggest there should be a program where kids must report at 9 a.m. in a central location and be made to work. If he doesn't appear, he goes to a place where he is locked up.

Prison costs \$32,000 a year. Way too high. Prisoners should have to pay their own way.

Young children 1-4th grade are full of enthusiasm. What happens to that enthusiasm as they grow older? What are we doing wrong as this happens? How can we change the system to sustain their enthusiasm, especially in the face of uncaring families and poor example from other students? How do we sustain self pride in students? How do we motivate parents who are on drugs, etc. to want anything different for

March 2, page 2

themselves or their children.

Suggested solutions: to pair the plus kinds of people with the negative kinds of people within the community and outside of the community and to mentor those who need help.

It was suggested that we need education for the mentors so they know how to deal with these persons who need help. How does this work across color lines? Color aside, how will the people who need mentoring accept it?

Can we ask the legislature to fund a program of this type in the schools? Would they be willing to offer a tax credit to the mentors for so many hours of service?

Should we be considering mentoring parents or children?

Mentoring is a long term commitment, 3 - 4 - 5 years. Everyone cannot give this kind of commitment.

Get information out there for existing programs which mentors can help parents find to address their basic problems.

People who need help do not know how to set goals for themselves. How can we teach them to set goals? Should we work to get our communities to set rules?

Block clubs need direction – probably goal setting – to formulate an effective course of action to battle the problems in their community. Block clubs are one of the most effective deterrents.

Many people remain on welfare because of health benefits.

Closure:

- 1) Mentor training
- 2) Block clubs - how can they be more effective?
 - a) Can sponsor mentoring
 - b) Can reduce crime.
 - c) Can work on helping to educate children.
 - d) Can get more votes out – educate about issues so people can vote intelligently.
 - e) Density of poor people in housing is too great and compounds problems.

Notes from March 10

From last week:

Schools -- Neighborhood
Parents can't help/participate when the kids are across town.

Start with Sylvia reading an Indian prayer

Topics brought up for discussion:

City Schools have no resources
Discipline problem because kids come from poor families or only one parent (some no parents)
Spanish speaking children have to learn two languages.
Over crowding in the classrooms.
Doesn't believe in bussing, because their friends are in the neighborhood.
For children with language needs we should teach English with comprehension.
Government needs to conduct a study of the needs in the school. (inner city)
Kids need communication skills.
Need for more multi-cultural teachers/volunteers.
Kids need to learn English to get ahead in the world.
More teachers - ratio of kids to teacher.
More money for schools.
More tutors/volunteers/School aids (would also create more jobs.
More computers in inner city schools.
Getting Parent/Parents involved.
Need Mentors for the kids.
Kids have low self-esteem, need someone to praise them.
Kids get nothing at home, need teachers/volunteers to praise them.
could unemployed volunteer at schools for aid.
could unemployed help out at community centers for aid.
Teenagers want to belong to something, why not something like in the 30's National Youth Camps instead of GANGS.
Teenagers need to be taught pride in themselves. Learn skills.
Kids that get kicked out of school should be made to go to a community center, do not throw them to the streets.
It is not always the parents fault.
Gangs are looking for young kids to do their dirty work as they will get a lighter sentence.
Some parents need to work so they can not watch their kids and then they get into trouble.
Need more Policemen/Community service officers.
St Paul has truancy officers for kids that are not in school and this seems to be working.
Need training for people to help others.
Businesses allow employees time off work to volunteer at schools/community centers.
Businesses need to allow kids to come see what it is like in the work force.
Not enough pressure on Governor or Mayor to get more aid for the poor allocated to inter city schools.

If voters don't want their property taxes raised where will the money for schools come from.
If state took over school districts they could increase state funding of schools.

Housing:

Ten years ago the Federal government gave banks in the city over \$30 million dollars for inner city housing but money was used (misused) in Bloomington and other suburbs.

Real Estate:

Minority can't afford rents in the suburbs.
Minority can't afford to buy homes in the suburbs.
Not enough resources in the inner city to have decent housing.

Transportation:

Get a mass transit system - low cost transportation to where the jobs are - expand the bus system.
All types of housing should be available in all communities. Rent as well as to buy.
Not all minorities want to move to the suburbs as their Churches and communities are in the inner city. Their community is caring and feeling. Improve the housing in the inner city.
Businesses should cluster so transportation could be better. Shuttle buses.
Housing: focus on what is in the inner city-build it up.
Lot of Racism in banking and real estate.

Next week - solutions to housing problem.
- effect of having a lot of poor people in one area.

Jackie Holst

BEYOND BUSING:
A Nationwide Dialogue on the challenges of
Education and Housing Segregation.

March 17th Meeting

Sylvia started with prayer.

In two weeks we need a consensus for the planners of our area (Metro council on housing).

Education is the most important issue. Money for education is not divided equally. How can we get the inner city a fair allocation of resources?

We now close school for three months of the year. We need to make better use of our facilities. We need to look at how much time our kids are idle or out of school. Some are out at 1:30 p.m. Is five hours a day enough? Some countries have eight hour school days. A longer school day is good . . . and also helps families when parent isn't home.

Parks need to have better programs so kids could go there after school and learn home ec, music, dance, sewing and drama. Parks need better funding so they can offer programs. They need funding for teachers and aides at the Park. They need more volunteers, too.

We are the voice of the people.

We need to teach Comprehension..

We discussed a longer school year, staggered time on and time off. In checking the calendar, the kids have an awful lot of days off in the school year, so really are not even going nine months. The advantages and disadvantages of year long school were discussed. Also mentioned was the impact of the computer in the school. It was felt that we need more team teaching. Ages 1 through 6 has the greatest capacity for learning.

CONCENSUS:

- 1) We need a longer school day and year.
- 2) More teachers, aides / tutors are needed.
- 3) More recruitment of volunteers is needed.
- 4) More money should be spent for improved park programs (non-athletic). Parks should be an extension of education.
- 5) Kids need role models.
- 6) Kids need less emphasis on sports
- 7) We should NOT bus for numbers only (racial balance). We should bus for programs when necessary. Some schools have special programs to offer and interested students could be bussed in order to take part in them.
- 8) Look at Media coverage at schools. (example: at North High School the bad things are in the news, but the good programs are not..
- 9) Look at Media coverage on housing.
- 10) In one program business had an employee give time each week to teach business to kids and adults. This was considered helpful.

- 11) Media will influence good or bad about areas.
- 12) Related English . . . learn what terminology is related to the field the student wants to get into.
- 13) Encourage Corporate sponsorship. Internship for school kids to get into business might be beneficial. Get business or industry more involved in school, helping to teach what things are needed for kids to get into the fields they want to get into.
- 14) Teach kids how to act and dress. People dress differently for different jobs. Visual aids can be used to show them.
- 15) Suggest creative work/study programs . . . designed to let the student check out possible work fields. This is abused by letting kids get out of school to work at fast food places, just to get out of school.
- 16) Could magnet schools be open in the suburbs as well as inner city?
- 17) It is noted that in France there is kindergarten in an apartment building. Is this possible here?
- 18) "Won't . . . Don't . . . Can't.". There should be no such words . . . anything is possible.
- 19) There should be adult classes on how to raise a family in space rented by school districts in office space near where families live.
- 20) Discussion is healthy . . . it is necessary to come to conclusions.
- 21) When working together for a result, people forget about color or language.
- 22) More scholarships are needed to help kids to go on to school. We should subsidize youngsters to complete education.
- 23) There should be an entitlement for kids to have 16 years of school, like the GI bill where kids that leave school can come back to school and learn a trade.

Next week look at Affordable housing.

Recorder: Jackie Holst

BEYOND BUSING:
A Nationwide Dialogue on the challenges of
Education and Housing Segregation.

March 25, 1997

Sylvia opened the meeting with a prayer.

March 17th meeting was discussed and we will change the concensus portion to include all the points under the topics which follow it. The report will be retyped.

People who live in the inner city cannot afford transportation to suburban jobs even when it is available.

In areas that are largely rental properties, the properties are not cared for and home owners cannot sell for reasonable value if they wish to move. All areas should have a mix of people so that all people who have problems are not concentrated in a single area causing a concentration of problems and fewer and fewer solutions. I was suggested that more people should be helped to own their own homes rather than renting.

We must prevent people from becoming criminals through education. Only place kids can get love is from home, school, church. How can we deliver that to more kids to cut down on crime and disastrous lives?

It is suggested that schools get 15 or 16 kids with shop teachers involved in renovating old homes. The kids learn carpentry, plumbing, roofing, electrical work, painting, etc. and these skills are job skills for the future. The school would have to carry insurance for kids in case of injury. When homes are sold, some of them would be bought by families whose kids worked on the housing . . . these homes would be kept up.

Concensus:

- 1) There should be scattered site housing, with low income housing better dispersed in communities.
- 2) Major solution to bussing is to rexamine housing patterns.
- 3) Loans to purchase or improve housing should be available.
- 4) Use youth as labor and for instruction purposes to renovate housing and provide job skills.
- 5) Recommend that schools rexamine their curricula to be sure that they are meeting the needs of kids in the 90's who have the problems caused by poverty, etc.

COMBINED MEETING

When the groups came together they agreed on:

- 1) Need for mentors
- 2) Need for tutors.

Met with Tom and Audrey Schimmel who left their out-of-state jobs to work with the Cookie Cart on Fremont and Broadway. The Cookie Cart has homework space and needs tutors between 2 and 6 p.m. Are there people in this group who would be willing to work on education with kids

March 25th Report, Page 2

kids who are economically deprived?

A wrap-up meeting was scheduled at the Ascension for April 7th to wrap-up the results of these meetings.

The key is people power . . . not just throwing money at problems.

Concept: It was suggested that people tithe their time. 5% or two hours a week.

Recorder: Joan Braun

NOTES FROM THE MARCH 3, 1997 MEETING

Participating: Gary Nylander
Theresa Britts
Jerry Blamey
Joe Vadman
Sue Schmid
Jan Swanson, Jack Winkelman, Facilitators

Dick Little was identified as having offices with the Minneapolis Council of Churches.
Opinion of the reading material - complex

A definition of Desegregation and Integration was sought. Desegregation was defined as equal balance per statistics, an example is schools using a percentage. Integration means movement between and within the black and white society. Desegregation is imposed by government. The expectation was that all races going to school together would lead to integration which has not happened.

There are more middle class black families now than there were forty years ago.
There was a perception that integration would happen easily in the north once the battles of the 60's were over in the south.

Do heritage differences cause problems in a family?

Caucasian race ethnics have integrated in Minnesota e.g. Polish, Irish.

Ethnic celebrations are good but draw questions from others.

Keeping black people on the north side may keep them from participating in other ethnic celebrations.

Teaching other cultures in school curriculum would promote integration.

Ethnic and cultural programs are promoted in pre-school by the teachers.

The basis for busing children to school was based on a faulty premise - to give black kids a white education.

There is a void in teaching the cultures of America.

Certain magnet schools teach black culture in the extreme.

Kwansa is based on black nationalism.

We need pride in our cultures and we need to respect that of others.

Young Indians and Blacks seem to want to care for themselves because others don't understand them. Is this a reactionary response?

We need to be our own resources to construct our own future.

Northern Minnesota kids went to school days, parents at night because they understood the need to be Americans while maintaining their own cultural celebrations privately.

Southeast Asian people are now trying to assimilate in the same way.

Take pride in who you are but don't let skin color rule.

Have you ever experienced hopelessness based on something you can do nothing about - the color of your skin? When persons with white skin declare 'you can do it - just work hard', frustration seems to be the least reaction.

Black Male = Violence - is an image that goes out daily on TV news. Those who believe black males commit most crimes have their attitude reinforced. A bad attitude by a person applying for a job also reinforces stereotypes.

School teachers are predominately white and they are scared to death of the students. There are gangs in all schools. The level of violence has risen and has moved into the lower middle class. There is more anger and it is based on materialism.

Parents are afraid to discipline their children.

Academic teacher training is good but they must be more sensitive to diversity. They must not be afraid of the kids. Their training is presuming that all children are perfect. There are too many children in a class. There is not sufficient social service help. Every school should have two or three councilors.

A teacher at Brooklyn Center High School started a lunch hour "burning issues pizza club". Kids with problems at home are invited to attend. It has been effective.

There is a program at the Y that includes 45 minutes of study (homework) and then use of the facilities which is working.

Parents need help with a wayward child. It is too late after he is in trouble. Society and schools need to tell kids there is a limit and a consequence.

Teachers must have sensitivity training. Mentoring programs are needed - black adults to work with black children. Kids must know they are wanted and worthy. Motivation must be there.

Resources were wasted in busing in order to achieve racial balance in schools. At that time housing was not open to minorities so busing accomplished desegregation.

Catholic schools are not free from prejudice. They teach Catholicism not Christianity.

Public school teacher training should include respect for all students.

Parents need to know the rules.

Parents (single mothers) in a survival mode cannot deal with involvement in the community. They can barely care for the basics. The community must supply help.

Welfare mothers will be put to work. Who will bring up the children?

Women need community - kids need to know that others care.

Community crime prevention programs have worked partly because of the social interaction.

A sense of neighborhood involvement is the important thing.

Is this easier to accomplish in neighborhoods as they are now or must they change?

Racism is alive and well. People can live where they want but that doesn't mean acceptance.

Fathers are not a factor in southern families, yet families survive. There is a strong matriarch.

Some need the strong component a father brings. Mother is doing the best she can - where is father as a role model.

NOTES FROM THE MARCH 10, 1997 MEETING

Participating: Gary Nylander
Theresa Britts
Jerry Blamey
Joe Vadman
Sue Schmid
Lea Collier
Edith Becquer
Amy Kunkel
Aurora Juarez
Jan Swanson, Jack Winkelman, Facilitators

How does racism and segregation of housing affect education?

There is nothing wrong with building community; with self-sufficiency; with building suburbs and suburban jobs.

People like to own land and to have privacy.

After the riots in the 60's on the northside, many people left the neighborhood. Those who are left are working to keep the block clean and free from drugs. It is not easy.

Middle class people are not wanted in some communities.

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

Why does the City let the northside neighborhoods become run down? If there is spilled garbage, cars parked illegally, unpainted garages, etc. in other areas, the residents will be cited. The housing inspectors should apply the rules equally.

Landlords should screen tenants to prevent destruction of buildings. Some landlords don't care. There are two lists in housing, one is a systematic licensing list. Landlords with twelve or more property offenses are put on a 'repeat offender list'. Once they are cited, they have 30 to 45 days to meet code compliance. During that time the building cannot be sold. If the repairs are not made, the City can force the tenants to move.

A landlord is threatening to sell his property because of lead base paint orders, housing orders, high taxes. However a tax break is about to be put into place that will apply to landlords that make available affordable housing (\$600.00 per month) to persons below the medium income range.

A program underway is "Ten Thousand Windows". The first people to whom this will be made available are those with children with raised lead levels in their blood. New windows should be an impetus to upgrade the rest of the house and to keep it clean.

Many caring landlords buy clothes, etc. for tenants.

What about people who move into a place and tear it up; the landlord makes repairs and the tenant trashes again? It is not always the landlord at fault in sub-standard housing conditions. Some tenants are destructive. Sometimes tenants sublease without the knowledge of the owner, children with blood lead problems move in, and when it is discovered, the owner is fined.

Make healthy communities out of substandard areas.

What makes a healthy community?

Parks with supervised programs, Schools with extracurricular programs such as chess/science clubs and band programs, Neighborhood houses with sewing clubs, Churches hold socials/dinners and invite the community to attend, Community centers with activities for all ages, Day care available at the community centers.

Government involvement is also necessary.

On the Northside there are strong block organizations and they have a good relationship with police.

Can the Northside be saved if all of the above is done?

Why lump the whole Northside into one? There are some bad areas but some people have lived in good areas for many years.

We need mobility so all low income people do not have to live in one area. If poverty is scattered, people rise to the level of those around them.

You can build a healthy community on the near northside. It will be difficult but there are churches and neighborhood houses that now work with these people. We need to get resources, money from the churches or the government and volunteers.

Volunteering is not easy. At the 'Y' the children want to make their own rules.

We need Park and Rec programs with strong leadership to have the opportunity to build community.

A problem is jobs are moving to the suburbs and there is no suburb-to-suburb public transportation. Plants are being built in Eagan. The north side of the city is not as affluent as the south. The airport brings people south. Business people want to live near their workplace and close to the airport.

The Metropolitan Council is appointed, six of the members are developers that make money with new developments, not with rehabilitating property.

As the housing goes further out, the inner city problems increase.

The Minneapolis Health Department office closed.

Rapid transport would help but if taxes aren't lowered, businesses will disperse. If they can get better workers here than elsewhere, they will stay.

There are six distinct neighborhoods on the north side of Minneapolis.

The Indian Community has witnessed a positive change as has the Phillips neighborhood.

What will attract good people to the community? Why is better screening not done?

People with a criminal history can be denied housing. People must sign a lease and must register the persons residing there. This is one way to keep track of the bad apples.

There should be some way of keeping track of people with criminal histories.

Neighbors have to look out for one another.

The Phillips resurgence started with one woman who was angry because of the lead paint in the houses. Her movement has gathered steam over six years.

Neighborhoods with strong block clubs usually have home owners who live there. Renters do not take interest. If people have an investment in the housing, they are more likely to take care of it.

Habitat for Humanity has rules. If you don't keep up the property, you can lose your house.

The Campaign for Human Development can get loans for low income persons to buy houses.

There is only so much money. What provides incentives to get people involved?

There has to be some money from government, some from private sources and there has to be some volunteers.

Personal responsibility is a requirement. Sometimes people have to be pushed into being responsible.

A problem is single mothers living in dreadful apartments with children who have inadequate supervision. It is not only single parents whose children are out of school at three o'clock with nothing to do. We need the community to start providing facilities to help.

There has been a breakdown of traditional values. Children growing up without two parents; the welfare system that promotes dependency; the economy that has made poor people.

There needs to be welfare reform. A child of sixteen who becomes pregnant in order to have someone to love her, to quit school and be supported by welfare has incorrect values reinforced. Parents don't teach values. They leave it to the government. If you are born poor, you find it easy to remain poor. Welfare sometimes takes away motivation. It is not easy to move from A to B once you are poor. Some have a 'welfare mentality' and have not a clue how to get off welfare. There will always be poor people.

Our obligation/responsibility is to share and to help the poor.

We shouldn't blindly give money away.

If there is a system, some people will beat it.

You should not generalize. Most people use welfare appropriately. Others can think only one day at a time. No matter what welfare reform is devised, there will always be people we have to take care of.

Huge housing developments lump all poor people together.

Welfare has helped many. There is abuse. Corporations get welfare and abuse it also.

Lutheran Social Services teaches community organizing skills.

Residency requirements (police, fire, government) cut down the labor pool.

Pilot City has proved to be a strong medical resource for the north community. Some of the doctors and nurses have been there since it opened.

Take Back the Night brings people together.

Gated communities pro or con?

NOTES FROM THE MARCH 17, 1997 MEETING

Participating: Gary Nylander
Jerry Blamey
Joe Vadman
Sue Schmid
Lou Collier
Edith Becquer
Amy Kunkel
Aurora Juarez
Jan Swanson, Jack Winkelman, Facilitators

Mobility is a problem. The poor don't have access to transportation. Until that is available, even if communities are willing to provide low income housing, unless there are jobs in the area, it is of no help. Plymouth businesses cannot find workers. The MTC provided transportation to a job fair but there were few takers. In Chicago, rail transportation allows people to live in one place and work in another. Transportation is the problem here. Car pooling could help if people would do it. General Mills initiated car pools in order to get workers. Individual communities can develop transportation under the umbrella of the MTC, i.e. Shakopee. They use the vans to get around within their own community. Create a central shopping area, including a grocery store and bank. Mobility means that people of all levels of society would be able to live in all areas. Mobility permits people to live where they want. Some don't want public transportation in their area. Local governments will see we need transportation and will find a way to work with the MTC.

We need a better mass transportation system. It would eliminate the need for several cars per household. Roads would not need continual widening. Why do people need to drive downtown alone to work? Status! It is cheaper to drive than use public transportation if there are two passengers. We make personal choices. America has a car culture.

We need training for people so they can qualify for skilled jobs. Jobs without benefits are more plentiful. There should be better programs to make healthcare affordable.

Some people drive downtown, into a ramp and don't go outside all day. Some are in and out of their cars all day, conducting their business. Park and ride facilities would help if people would use them. It costs \$20 a week to use the bus. There are other costs to society connected with driving a car - fumes, potholes, tires, sane lanes.

There should be a regional housing policy since busing hasn't worked. Should you be able to live anywhere you want? If persons of the same culture want to live together, is that wrong? People feel comfortable and protected staying near one another.

The community does not appear to be inclusionary, it more exclusionary, gated communities for instance. People are afraid of one another. As long as neighborhoods remain segregated, people will never get over their fears. Third ring suburbs look at the first and second and are wary. Brooklyn Center and Brooklyn Park concentrated problems in large apartment complexes. People are pretty protective of their communities. Low income housing should be scattered throughout a community. A high percentage of the people living in the large apartment complexes are law abiding.

What happens to the bad people when apartments owners won't rent to them - they move in with friends or sublease an apartment.

Washington County will build sixty single family homes. Where are the people from North Minneapolis who lived in the apartments that are now condemned? Minnetonka will build thirty

rental townhomes for persons in the \$16,000 to \$43,000 income range. Everyone should have a decent place to live.

Mayor Sharon Sayles Belton says it starts with personal responsibility and leads to community responsibility. Personal respect, family respect, community respect.

The government must have regulatory responsibility to care for people who can't look out for themselves.

Are you for mobility? Yes or no. People should be able to live where they want to, anywhere within their means. Don't use my tax money to help someone live elsewhere. There should be varied prices of housing in every community. Each community should share in low cost housing otherwise blight will spread from community to community. We need scattered site housing.

A letter was received from the police for reporting incidents - teenagers who threw stones at a white family; the next family in the house was a mixed couple, the man beat the woman; calling police to get reinforcements when other police were in trouble.

You cannot live where you want to. If people don't want you in their neighborhood, they will devise a way to get you out. Some communities won't permit lower priced housing.

Start with the family. Anyone can be a parent. Problems could be eliminated if there were stronger families, better manners, more discipline. There are problems of youths vandalizing, kids with guns. Parents should set good examples by caring for property not trashing it. Dispersing poverty will help but will do nothing for those left behind. The biggest challenge will be redeveloping and improving existing neighborhoods. Replace condemned housing on the Northside with low income housing.

A big problem occurs when both parents work and there is less discipline.

When you try to help disadvantaged people, irresponsible people will take advantage to get a free ride.

In high school, students should be taught how to balance a checkbook, how to have relationships with one another, how to operate a household. Family life classes try to teach students the problems of raising children. When a child is suspended from school, he is sent home. There is no parent there so he watches TV. The same thing happens in prison. It takes a strong teacher to teach life's lessons. When students misbehaved, a particular teacher made them apologize and to take personal responsibility. TV reports the bad news, the good falls by the wayside.

There are no classes to learn how to be a good parent. Parenting lessons are transferable to other aspects of life. Kids today don't have anyone other than parents to rely on. "It takes a village". Some people don't appreciate interference from neighbors.

Put front porches back on houses. When they were removed it isolated us. We have built our own cocoons. TV took people inside.

You can't legislate against discrimination (i.e. Maple Grove, Minnetonka). As you get to know other cultures, many fears disappear.

Being in the service you get the chance to meet many cultures. Everyone lives together. It might help to have mandatory service for young people today.

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ASCENSION - GRP. 2

NOTES FROM THE MARCH 25, 1997 MEETING

Participating: Gary Nylander
Jerry Blamey
Joe Vadman
Theresa Britts
Lou Collier
Edith Becquer
Amy Kunkel
Aurora Juarez
Jan Swanson, Jack Winkelman, Facilitators

Those things we can agree on: there should be neighborhood schools, busing should be stopped and the monies re-directed.

Many successful minority students did not go to public schools.

The minority population at Park Center High School is 45% and most cannot qualify for sports.

Magnet schools are good.

The success of a student depends on expectations - what is expected from the kids. Teachers set the tone. North High gets much bad publicity.

Starving kids fail and there is more poverty in the inner city.

Teachers must be aware of the needs of children, must respect the children and be able to discipline the children.

It is not always a matter of money. We need teachers who care.

Teachers need workshops.

We need strong teachers, smaller classes. Busing doesn't make a difference.

If we go back to neighborhood schools, poverty areas must have the best, strongest teachers who challenge students. We need assertive teachers.

We need longer school hours. We must provide after school activities.

There is little discipline in the school. Open schools for after-school activities to keep kids busy.

Give different ideas a chance. Offer a variety of activities.

Kids through third grade are in day care. Fourth grade and up are free to roam the streets since they are too young to have jobs.

Park programs are no longer available because funding was cut. School could be longer and into the summer also.

If there is no busing, poverty areas need strong teachers. There should be more social workers in the school as well as teacher aides.

There are a lot of dysfunctional children because their parents are dysfunctional.

We need volunteers for tutoring. Parents need to be involved.

If we bus, have magnet schools. They are usually secondary schools.

Early testing stereotypes children. Some people develop late.

If a parent doesn't want their children to go to a neighborhood school, they should be allowed to go elsewhere.

Busing shouldn't be for quotas. It should be used to get students to the place they can get the best education.

Milwaukee provides college scholarships to students who agree to come back to teach.

We should offer scholarships to minority students if they will agree to come and teach.

TV will play up any story when they can get their cameras in place.

Newspapers have a better chance to evaluate.

What can be done to improve the communities people now live in. They live there for a reason.

The Cookie Cart needs volunteers to help kids with their homework.

Post-it [®] Fax Note	7671	Date	4/7	# of pages	2
To	John Winkelman	From	Isabel Sator		
Co./Dept.		Co.			
Phone #		Phone #			
Fax #		Fax #			

THINGS WE CAN AGREE ON

EDUCATION:

Magnet Schools

Students should have choice of schools at elementary level

Smaller class size

Strong/Best Teachers should be in schools in areas of poverty

Quality teachers have sensitivity

They expect students to succeed

They should be provided workshops

Challenge students

Organized activities after school hours

More Social Workers in the schools

More volunteers/mentors are needed

Incentive: Assistance for higher education if the student agrees to come back and teach in the community.

HOUSING/MOBILITY

OPEN HOUSING

There should be affordable housing at all levels within all communities.

MOBILITY

Develop light rail transportation and intra-community transportation.

JOB TRAINING

Builds stronger communities

Utilize community schools

FAMILY OPPORTUNITIES

Improve park districts/programs

Outside/inside community building/mentoring

GOLDEN VALLEY STUDY CIRCLE SUMMARY REPORT

CIRCLE PARTICIPANTS

Mary Anderson
Henry Crosby
Ardyce Cibuzar
Carol Doten

Walter Gray
John Griffiths
Bill Hobbs
Marsha Jacobsen

Birdie Martin
Gene Sylvestre, Recorder

BACKGROUND

At our first meeting on March 3, 1997, Mary Anderson reviewed the background of Study Circles nation-wide and planning of "Beyond Busing", the first community-wide study circle program in the Twin Cities. In preparation for this first session Mary, Walter Gray and Marian Helland were trained as facilitators.

Agreement was reached that our Golden Valley Study Circle will meet again at City Hall at 7:00 PM on the following dates:

Tuesday, March 25

Monday, April 14

Tuesday, April 22

Mary told why she was interested in becoming involved in "Beyond Busing" and asked each participant to do the same. As the Study Guide workbook has not been printed yet, Mary instead reviewed and passed out copies of "Guidelines for Study Circle Participants", "Beyond Busing", and an analysis sheet outlining the pros and cons of different approaches to eliminating the impacts of racial and economic segregation in the Twin Cities.

Discussion followed about how our group could be enlarged to include more diverse viewpoints. Mary reiterated that the Study Circle process doesn't focus on solving current situations, but rather to supply ideas for possible new ways to implement practical, doable recommendations to make a good community even better for all people.

Our group then reviewed the two basic questions we were asked to work on:

1. What are the impacts of existing patterns of job and housing segregation on both educational achievements and life opportunities for Twin City children and families?
2. What can we do about it in Golden Valley? In the Minneapolis metropolitan region?

Facilitated by Walter Gray , the group discussed three issue areas, one at a time: employment, housing and education.

EMPLOYMENT

The group felt that this was the key issue in helping low-income families and their children to live better and more productively. Several roadblocks stand in the way of achieving sufficient income to live well.

- Full-time, well paying job opportunities for many people are in the suburbs, not the inner city.
- But, transportation, simply getting to decent suburban jobs, is a problem if you don't have a car. Most of our group considered this a major unemployment and underemployment problem.
- In addition, many low-income people have fallen into "welfare patterns" and have given up accepting responsibility to earn a living without entitlements. Some of our group characterized this as "hopelessness." It stems both from racism and from being blamed for being poor. Racism plus classism.
- Attempts to get off welfare are often thwarted by money crises. Often, friends and families are not able to supply emergency funds to tide people over.
- People who are affluent and comfortable don't understand the impact of these money crises.
- Also, society has not accepted the fact that there are some people who are neither physically or psychologically able to work a 9 to 5 job.

Agreement reached that two considerations should be analyzed, increasing livable job opportunities by: 1) strengthening the core city neighborhoods, and/or 2) opening more job opportunities in the suburbs.

- Strengthening Core City Opportunities - Examples were given of relatively successful public/private U.S. projects where community involvement has worked well, including Atlanta and projects in the Twin Cities such as Project for Pride In Living (PPL) and Control Data's inner city factories. Key seems to be funding of neighborhood entities.

Pros: Long-term neighborhood benefits significant. Could enhance educational achievements in core area as "better paid parents lead to better educated parents who would demand better neighborhood schools."

Our group felt that strengthening core neighborhoods would produce "ownership" of resources, a sense of pride, achievement and "community."

Cons: Difficult to pull off. Many obstacles, takes long time cooperation, long-term financial commitments.

- Strengthening Suburban Opportunities - "Two-thirds of the new jobs are in the suburbs. So go where the jobs are." Develop plan to assist inner city neighborhood people to get to these jobs. Build long-range suburban plans for transportation, child care, and health care. Plymouth's recent Job Fare was cited as an example of how suburban communities can combine private resources (i.e. Chambers of Commerce, Rotary, Lions) and public resources (i.e. city government, state and federal agencies). Reverse commuting can help.

Pros: Probably helps get more people to available, better paying jobs quicker than rebuilding the core city.

Cons: May drain opportunities for inner-city core neighborhoods to build their own job and school resources. When core city residents commute to suburban jobs, they would probably have less time to spend with their families, their schools.

Our group felt strongly that the disintegration of families (in both core city and suburban neighborhoods) has created major employment problems. "Parents everywhere are on overload.)

HOUSING

In the 50s and 60s, realtors and developers focused on residential housing for middle- and upper-income people. To help low-income people, the government built affordable housing. The private sector did not. However, this government housing was placed mainly in the inner city and housing segregation led to job and educational segregation. Further hurdles occurred:

- Middle- and upper-income neighborhoods resisted "change." "People like to be with people like themselves."
- After time, more affluent neighborhoods essentially accepted socio-economic "redlining." Today this reality is perpetuated.

- If the economic bottom line drives the process, then a rising economy should diminish segregation..

But does it?

- Strengthening Core City Opportunities - Here a major problem is the older age of much housing. Rehabilitation is essential, not just demolition and development of new housing. How could this be done? Through government programs, primarily. It was felt that private developers of low- and moderate- income housing must be concerned with profit and only through government incentives (i.e. tax increment financing) could the core city become "profitable" for building housing.

Pros: PPL was mentioned again as a Twin City model for building core city neighborhoods by involving local residents. PPL's goal is self-sufficiency for people, including not only housing, but jobs, stores, training in home maintenance. . . all in all, neighborhood development of families.

Cons: Takes time and money.

- Strengthening Suburban Opportunities - We felt the suburbs must have a role in opening housing opportunities for moderate- and low-income people.

Pros: Some resource groups already exist to support expansion of suburban housing, including local suburban housing authorities, congregational groups, human rights commissions, Leagues of Women Voters, supporters of Metro Council housing initiatives.

Cons: Public awareness and concern for affordable suburban housing in the Metro area is nil. Further, necessary coalitions of suburban supporters (i.e. businesses, governmental, religious) doesn't presently exist. Cooperation is yet to be developed.

"Regardless of where people live, they should have power to influence change for their families and communities." We felt this was key to helping build stronger, less violent communities.

EDUCATION

Questions were asked about how do we really know that many students don't have the support system they need to do well in school. We know because of low test scores, truancy, disruptive student behavior -- a range of reasons. "It's not the schools' fault in many cases, but the parents."

How can parents and educators collaborate in the best interest of students? By attending more counseling conferences, by becoming active in PTAs, by seeking community help from citizens. How can we increase success? By investing ourselves and by investing more dollars and requiring more accountability.

What about situations where a parent can't or won't get involved? This may be one of the primary reasons for low achievement.

It is felt that Golden Valley is a community divided in its school support. The closing of Golden Valley's schools provoked this division.

STUDENT VALUES

As a group, we felt that it's most important for students to be given a sense of values. Values and a willingness to work hard are primary. How are values imparted? Through religious training, through adult modeling, through participation in community groups such as the "Y", Big Brothers, Scouts -- some of us felt that each community has to define its own common-shared values before we begin to "impose" our personal, individual value on others.

"People in a community need to know their own history -- need to know where by come from. That's the only way to know where they might go."

Possible Action

"All elements of a community need to share their history in order to develop a common/shared history of practical values. The essential community "elements" should include such groups as business, government, education, housing, unions, religious, ethnic, minority, as well as the "general public."

Questions were raised about why would people from these elements be interested? What's in it for them?

- Business: would become known as a good corporate citizen. . . with well-trained employees. . . building good community relations. . . making more profits!
- Government: would benefit from development of shared values by taking a pulse of what's really going on. . . getting feedback on government policies and actions. . . improving the community "image". . . enhancing the "alternatives" within the community.

- Congregations and Religious Organizations: would benefit by getting more members. . . more income, developing community "outreach". . . practice what they preach. . . moving outside the congregational walls. . . improving their image as caring, helpful organizations.
- General Population: would feel a community pride and ownership. . . could benefit from rising property values. . . get a sense that any community is only as solid as its children in its schools.

Organizing a Plan

Who would begin this development of common and shared values? For example, is now the time to broaden our Golden Valley discussion by combining with a core city group? Could we also set up a task force made up of representatives of each of the community's "elements." Purpose could be to design a series of discussions:

- First, hold Town Meeting-type discussions within each "element" grouping. Purpose: to draw up a list of values, goals, hopes.
- Second, bring together in discussion representatives of each of the "elements." Purpose: to search together for what we share, what we all hope for, what we would work to accomplish.
- Finally, hold a series of community-wide, public Town Meetings, each focusing on a single-issue area (i.e., public schools, affordable housing, decent wage jobs).

NEXT STEPS:

Our group agreed to participate in two further discussions:

May 29 - Study Circle Forum: to be held at Macalester College. A "report" workshop for all metropolitan study circle groups. Walter has agreed to give our report.

June - Sometime next month (possibly June 23), our group will meet again to discuss where we're at, what "allies" we should start working with, and who will agree to do what.

RICHFIELD COMMUNITY CIRCLE

Community Circle, First Meeting - March 4

Facilitator Mary Supple

Recorder Joan Helmberger

I. Meeting opened with introductory remarks by:

- Board of Education Vice Chair Vicki Rorie
- Richfield Mayor Martin Kirsch
- Superintendent of Richfield Public Schools Dr. Barbara Devlin
- Richfield Community Council Co-Chair Camillo DeSantis
- Richfield Community Development Director Bruce Palmborg

II. The basic question to be discussed is: How does racial and economic segregation of housing affect education achievement and life opportunities of Twin Cities families and children?

III. Discussion ground rules agreed upon by the group after members introduced themselves were:

1. Observe common courtesy.
2. Be respectful of other's opinions.
3. Need to be honest with ideas and answers.
4. Respect security and confidentiality regarding personal sharing.
5. Maintain a written record of discussion.
6. HAVE FUN!
7. Start on time - stop on time.
8. Have full participation.
9. Be tolerant of other's opinions - ask for clarification.
10. Keep an open mind - not judgemental.

IV. Observations and comments of members of group:

1. The experience of attending college in Bemidji witnessing the great disparity in income between poverty among some, especially Indians, and other people who were rich.
2. Experiencing problems of race in Minneapolis schools, saw much diversity when working as a property manager, experienced much prejudice, economic as well as racial.
3. Has a hard time about poverty being the reason for not succeeding.
4. A single parent sees many unsupervised children as a problem. Lack of sufficient day care is an issue and has seen Section 8 abused.
5. A problem with unknowledgeable parents letting children be unsupervised too much.
6. A perception of prejudicial feelings in Richfield. Questions relationship of poverty to teaching.
7. Grew up in Richfield and sees children in school in Richfield are growing into diversity.
8. A missing factor can be family involvement; also, many families with little or no English language ability.
9. Decries lack of day care in Richfield. Sees children in welfare get advanced placement in programs such as Latchkey.
10. Camillo spoke of his 41 years in social work and of the benefits of the GI bill for returning servicemen from World War II and later.

RICHFIELD

TO: Community Circle Discussion Group Participants
FROM: Facilitators/Recorders
RE: Agenda for next meeting

Thanks once again for donating your time and effort to the project!

Many concerns and issues have surfaced in our discussions. Now we would like to focus on different approaches and perspectives about what should be done.

Enclosed you will find a discussion starter that focuses on three possible choices for addressing the issues. They list diverse viewpoints on causes and solutions as well as rationale for and critiques of certain courses of action. The choices are not all-inclusive nor do they have to be mutually exclusive. They are meant only to provide a framework for discussion and brainstorming. Perhaps we will combine approaches or develop a totally different set of solutions.

We would like to begin the meeting with a review of the ground rules for the discussion group and then move into a discussion of proposed solutions.

We look forward to seeing you on Tuesday, April 1, 7-9 p.m., at the School District Boardroom.

Community Circle, Second Meeting - March 18

Facilitator: Margaret Severe

Recorder: Mary Supple

A letter from Heidi Gaibor was shared with the group. Her ideas will be included in the following summary. Articles she shared were passed around and will be available again at the next meeting.

The main discussion questions were:

What does residential segregation mean in the Twin Cities metropolitan area today?

What is the state of educational opportunity and achievement in the Twin Cities today?

The topics discussed are listed here by subjects instead of discussion order. There are more detailed minutes available if you would like them. Here is a summary:

Reactions to Mailing Received for the March 18 Meeting

-viewed The Face of the Twin Cities: Another Look as editorialized and thought Hennepin County Indicators was a much better source of information, more straightforward, pertinent, and understandable

-some disagreement with the United Way conclusions was mentioned

-thought page three of the Hennepin County Indicators was very useful; thought it showed some obvious examples of racial segregation in Hennepin County

-statistics on page ten of Hennepin County Indicators were discussed; note was made that these are medians not averages so extremes in highs and lows are not reflected

-commented that much of this data was from the 1990 census; wished for more recent figures since there has been a lot of change in the 90's

-West Metro diagram of school district demographics and Richfield statistics on transfers were helpful

Additional Questions and Ideas to Consider as Mentioned in the Discussion

-Is the "segregated housing" concept a crucial factor in education and life goals?

-Do current assistance systems discourage personal responsibility and initiative?

-Are children left unsupervised because the adults in their lives don't care or because the adults are overloaded and struggling to survive?

-It is disturbing that we are all women at this meeting.
Where are the men?

-What do you do if a person doesn't want to change?

-How can internal motivation, personal integrity, or respect for others be instilled? Can it or does it have to come from inside?

-Do people stay near their support systems? Is that why there are pockets of segregation?

-What is the definition of poverty?

-As a society, what have we done for children in the recent past?

-How do we deal with students who are acting out?

-Not everyone thinks the same or understands other's perspectives - sometimes we honestly don't have a clue. Segregation leads to isolation. How do we solve this?

-How can you racially balance a school if you segregate a neighborhood?

-How can we as individuals make a difference?

-We are in very deep denial. We believe we aren't like Detroit, but we are; it's just happening more slowly here. We need to do something. These meetings are a sign of hope. What can we do about it?

Concerns Expressed

- lack of transportation options
- lack of choices in where one lives (location and affordability)
- being forced to racially categorize oneself on forms
- unsupervised children
- more monitoring needed of the use of government assistance programs to avoid misuse
- continued economic and racial segregation is affecting kids
- segregation leading to isolation
- loss of personal integrity and respect as society-wide values
- cost of health care and lack of insurance
- denial that we have a segregation problem
- people who don't know how to access community resources or how to help themselves
- growing disparity between rich and poor, loss of middle class
- schools being asked to meet more and more needs beyond academics
- underfunding of schools
- students need to feel safe at school and at bus stops
- need for a diversity of housing in Richfield
- need for day care support

Notes from the April 1 Community Circle Meeting

Many articles and program/workshop opportunities were shared. Two of the articles are enclosed with this mailing.

Our next meeting will be April 22 from 7:00 to 9:00 p.m.

We began by looking over the discussion guide. It generated a great deal of conversation both in agreement and in disagreement with the ideas on the guide.

Here is a list of some of the brainstormed solutions and/or strategies:

- Affordable housing that has community support
- Help with down payments for houses
- Affordable health care options
- Affordable day care options
- We need to couple support with choices so people can move to the next rung of the ladder
- Support little communities within the larger community
- Opportunities for small businesses and enterprises like the community kitchen example in Wisconsin
- Job training like Total Solutions Group in Bloomington
- Programs to help people become more self-sufficient, both those who are motivated and those with tougher problems that are more difficult to help
- Set up buddy systems or mentorships to provide moral support
- Programs that are faith based are more successful so work through the churches, examples like the churches in the Phillips and Powderhorn neighborhoods
- Fixing up and repairing properties
- Replacing older homes like Richfield does
- Pay livable wages that can support a family
- Have rent limits like in the early 1970's
- Require community service hours in schools - even before high school
- Have school uniforms
- Schools should ask for more community volunteers so children have role models for volunteering
- Set up groups to visit new families and have them check in from time to time to maintain personal contact and moral support
- Use the state surplus for education and to educate young mothers who don't know what to do
- Use the state surplus to demonstrate some of the proposed solutions in communities
- Provide many opportunities to learn about child care by making it part of the curriculum and having students babysit for adults taking classes
- Continue and add to programs like Playgrounds in the Parks - perhaps providing day care over lunchtime
- Share successes because maybe something that will work in Richfield will help elsewhere

- Be creative in how we welcome low income families since community supports are necessary
- Provide choices in how the money is used
- Go step-by-step in programs by breaking down the goals to make them more attainable
- Create more housing choices in the city
- Provide schooling for adults, but if they don't take advantage of it then they would not receive more assistance
- Communities should have clear expectations for people moving in based on community pride and responsibility
- Ask people to give of their time for community projects
- Provide chances for teenagers to earn money to instill hope for the future
- Provide transportation help so that people can get to classes

Please write down some of your ideas for strategies and solutions and bring them to the next meeting to help facilitate the discussion.

Respectfully submitted,
Mary Supple, Recorder

COMMUNITY CIRCLE MINUTES

APRIL 22, 1997

The Community Circle meeting was called to order at 7:00 by facilitator Joan Helmberger. Joan began with information on our focus:

What are the impacts of existing patterns of residential, economic and racial segregation on the educational achievement and life opportunities of Twin Cities area children and families?

What can or should we do, as individuals and as a community, to enhance the educational, housing and economic opportunities for all children in the Twin Cities area?

Several articles were shared as well as information about the South Hennepin Family Services Collaborative.

The discussion will be summarized after the following announcements:

1. The group decided to have another meeting on Tuesday, May 13, 7-9 p.m. in the district boardroom.
2. Group members are asked to write up their ideas to share with the group. Three members' comments are enclosed. If you are bringing your comments to the next meeting, please bring enough for everyone to have a copy. Thanks.
3. The head of the project metrowide called and invited us to a Communitywide Forum to share the results of all of the Local Community Circles. It will be May 29, 6:30 - 9:00 p.m.
4. On June 16, there will also be a Minnesota Meeting to share results. One or two groups members will be needed to represent us.

Discussion Notes:

HOUSING:

What:

1. Creative ways to welcome people (both low income and minority groups)
2. Affordable housing throughout the metro area that is close to jobs
 - a. Subsidies when and if needed
 - b. Rebuild or replace old houses (Similar to Richfield program)
 - c. Rental and owner properties must be affordable
 - d. Set criteria - screen for enforcement
 - e. Put teeth in the Livable Communities Act (tax sharing penalties)
 - f. Build affordable homes

Who:

1. Outreach by a group to meet new residents (city, public health rep., citizens)
2. Welcome Wagon type group (city, Chamber of Commerce)
3. New Resident Open House (city, apartment managers, real estate, schools)

4. Target real estate industry as a method of working on non-discrimination
5. Build on current programs (Welcome cards, neighborhood watch groups)
6. Affordability - Housing authorities, city, state, county, federal

Concerns:

1. Discrimination - places to go for help when it occurs
2. Confidentiality
3. Oversight of programs
4. Expanding successful programs outward to others
5. How do you define affordable?

JOBS:

What:

1. Pay livable wages
2. Put businesses/factories/jobs where people are - offer incentives to companies
3. Public transportation
 - a. Smaller bus lines to connect to larger ones
 - b. Focus groups to improve transportation system
 - c. Company bus passes
 - d. Company vans
 - e. Finance the current system more fully

Who:

1. Chamber of Commercés
2. Business community
3. Governmental bodies
4. Transportation services
5. State legislature - funding for transportation

Concerns:

1. Livability - buses flying through residential neighborhoods
2. Improving the current system

HEALTH CARE:

What:

1. Make people aware of resources (sliding fees, programs)
2. Public service time donated in exchange for tuition (set up clinics)
3. Stress preventative care
 - a. Canadian example - monthly payment if current on check-ups
 - b. Well Child Programs
 - c. Women, Infants, and Children
 - d. Prenatal care
 - e. MinnCare
4. Coverage for the working poor

- a. Educate people about what is available
- b. Resource center packets (put together with community service time)
- c. Make sure people are not falling through the cracks)
5. Health care reform is needed (lobbying)
6. Volunteers to educate people (through churches and community groups)
7. Add health care and education to school curriculum/programs.

Who:

1. Social workers
2. Public Health Department
3. Resource Center
4. School nurses
5. Citizens lobbying

EDUCATION:

What:

1. Smaller class sizes (help self-esteem, compassion, and learning)
2. Children STAYING in the same schools - less moving around
3. Programs to prevent drop-outs
4. Dealing with truancy
5. School uniforms
6. Head Start
7. Parent Education
8. Support for families in poverty, crisis, or stress like a job loss
9. Build up non-education support system so schools are not overwhelmed
 - a. Parent education
 - b. Mentoring
 - c. Child care
 - d. More money to community supports
 - e. Head Start
10. Volunteers

COMMUNITY CIRCLE MINUTES

May 13, 1997

Future events were announced. This was our last discussion group meeting, but there will be a metrowide follow-up forum on May 29th. Dr. Devlin mailed information to all participants. There will be an all day session on June 16th also. Volunteers are needed. Please contact Dr. Devlin at 798-6012 if you are interested in attending.

Several articles were shared. The events of the last meeting were reviewed.

Discussion continued on the following points:

DAY CARE:

- Pairing people up with others with similar needs
 - day care at work places
 - co-op day care (sharing responsibility; trust is needed; neighborhood based, work-based, or school based; short-term for doctors appointments or long term)
- Child care centers near transit hubs
 - quality providers who are paid livable wages
- Adjust bus routes to serve needs for day care
- Provide day care at non-traditional times
- Pair day care with schools
- Expand current services
 - long waiting lists for both space and help with sliding fee scales
 - allow services to continue if they begin working but wages are still low
- Add service to provide day care for those being sent to work through welfare reform
 - more facilities
 - more providers
 - home day care
- Affordable day care at businesses for employees
- Start schools at earlier ages - 3 year olds (similar to the European system)
- Build in tutoring to supplement schooling
- Utilize churches and buildings
- Train parents (this could lead to jobs in day care later)
- Expand use of volunteers (senior citizens - good resource)
- Senior citizens and young parents could help each other out through a barter system or jobs co-op (short-term day care for lawn work, etc.)

Concerns:

- too expensive
- unsupervised children result from being day care being too expensive

EDUCATION:

These are additional comments to add to the ones from last meeting:

- make it more challenging
- change schedules and structures to meet the needs working parents
- school buildings are resources for day care, etc.

PERSONAL SUPPORT:

Welcoming people to the community
 Helping neighbors in crisis
 Expand Neighborhood Watches to focus beyond just crime and also include apartments in neighborhood groups
 Provide listings of community services and resources for new residents (in languages beyond English, too)
 Set up a buddy system or mentors to help people learn the system (schools, community, and jobs systems)
 Make local papers available to apartment dwellers
 Phone helplines should be in multiple languages

SUMMARY:

As we began drawing the meeting to a close, we realized we still had multiple perspectives. Some members wanted to focus on support for morale and the human spirit; some wanted to focus on support for basic physical needs such as housing and jobs; and some wanted to focus on both.

Another difference was whether we should focus on short-term or long-term goals. It was decided to mention some of each.

Finally, we discussed whether the best way to help children was to help their parents or to focus on the children.

It was pointed out that discrimination is still very real and comes in a variety of forms. Since it is still entrenched in our society, it is important to work at changing our little corner of the world and take small steps toward long-term goals that will help the entire metro area and society as a whole.

LONG-TERM SYSTEMS CHANGES

- work for stability so children are not changing schools frequently
- work for livable wages
- provide affordable single and multiple family housing
- improve our public transportation system
- create livable communities
- increase funding for areas with high needs
- provide personal support that goes beyond material things and instills self-esteem, hope, a sense of community, etc.
- focus on children and their needs
- provide affordable day care
- provide access to affordable health care
- support and enhance family and parent education programs

SHORT-TERM STEPS:

- expand Neighborhood Watch programs to include community building
- set up co-ops for day care and other services
- facilitate volunteerism
- set up team for community welcome visits and support services
- work through structures already in place in churches and schools and support them more fully
- focus on providing personal support and building community within neighborhoods
- provide emergency support through programs like crisis nurseries and food shelves

I hope this accurately summarizes the discussion. If you have any corrections or suggestions, please call me at 798-6769.
Mary

**EDINA PUBLIC SCHOOLS
Community Circle Collaborative Focus Group**

Meeting: April 10, 1997
District Media Conference Room
4 - 6 pm

Present: Wendy Bennett, Fran Carr, Julie Deitte, Merritt Goldthwait, Laura Tueting Nelson, Rafael San Juan, Bette Schelper, Jim Siefkes

Introductions with your goal or expected outcome for this group.

Expectations

- Diversity in the schools (more impact)—group will probably not impact housing in the community. More diverse staff and student body.
- Work with parents—it starts at home. (Workshops with parents)
- Bus to subsidized housing.
- Recruitment of teachers for more diverse staff—waivers.
- Ethical values continued at the secondary level so it becomes more institutionalized—spoken about, seen around a lot.
- Raise level of consciousness.
- Close gap between those who have and those who don't.
- Churches can perpetuate values but are not always good role models. (Oppression of people if they are not like ourselves.)
- Public forum (town meeting)—Expand the forum, get dialogue going with those who disagree.
- Interested in the housing issue—it is not enough to just have subsidized over there and everyone else feeling safe over here.

Laura shared that WMEP (West Metro Education Project) is working on a multicultural school in downtown Minneapolis, one in Robbinsdale and, hopefully, one will be established in the west metro area.

Fears

- Cozy—Stay too enclosed. Preaching to the converted.
- Conflict—Saying something they believe in but might offend someone else or make them uncomfortable.

Ideas presented:

Community Circle Collaborative wants people talking about these issues—people are better informed and will talk with their legislators.

The concept comes out of town meetings on the east coast for decision making.

The agenda is dialogue.

Town meeting with a speaker and perhaps a panel discussion on the pros and cons.

Town meeting regarding the proposed multicultural school.

Community Circle Collaborative Focus Group

Meeting: April 17, 1997
District Office Conference Room
4 - 6 pm

Present: Wendy Bennett, Fran Carr, Julie Deitte, Merritt Goldthwait, Kathy Haymaker, Roger Heegaard, Laura Tueting Nelson, Bette Schelper, Sandra Stevenson

Guest: Mancell Mitchell

Mancell Mitchell, police chief for St. Louis Park and former Edina School Board member, spoke to the group regarding his experiences as police chief and what it is that SLP residents want in their neighborhoods. They have done surveys and residents have indicated that speeding, junk cars, unkept yards and crime are some of the main concerns of neighborhoods. He thinks about the "liveability" of neighborhoods—the quality of life—and it's not just buildings. A series of incidents can indicate a problem. Feels that SLP welcomes minorities and communities of color. The city has a concentration of Jewish families and because of this is probably more tolerant. He shared that race can be an issue in law enforcement—there is a lot of denial. He feels that based on the percentages of arrests that involved people of color that profiling is going on. The crimes are ones of poverty. He feels that SLP is going to make it as an inner-ring suburb.

Community Circle Collaborative Focus Group

Meeting: May 1, 1997
District Office Conference Room
4 - 6 pm

Present: Wendy Bennett, Fran Carr, Julie Deitte, Carol Flint-Kaliebe, Merritt Goldthwait, Roger Heegaard, Laura Tueting Nelson, Jim Siefkes

Guest: Jim Hilbert

Jim Hilbert, program director for The Institute on Race and Poverty (funding provided by McKnight Foundation), addressed the group. He brought copies of a booklet entitled, *Examining the Relationship Between Housing, Education, and Persistent Segregation* (April 26, 1997) and a "Race and Poverty Fact Sheet." Among the research he shared was the fact that despite housing, anti-discrimination and desegregation laws that metropolitan areas still remain segregated by race and income. As a matter of fact, the gap has grown and widened in the last twenty years. A study done in the '70s found that the Twin Cities were starting to look like Chicago, Gary and Detroit—but...we still have time to change. Concentrated poverty has grown from the '70s to the '80s to the '90s. "Concentrated poverty" is when 40% or more of the people in the census tract live at or below the poverty level.

Community Circle Collaborative Focus Group

Meeting: May 16, 1997
District Media Conference Room
11:45 am - 1:30 pm (Lunch provided)

Present: Wendy Bennett, Julie Deitte, Carol Flint-Kaliebe, Roger Heegaard,
Laura Tueting Nelson, Bette Schelper, Jim Siefkes, Sandra
Stevenson
Guest: Gene Sylvester

Gene Sylvester, a member of Golden Valley's Community Circle Collaborative focus group, was invited by Roger Heegaard to attend our group meeting. Gene shared what his group has done so far and what they hope to accomplish in the future. One of the things they hope to work on is bringing inner city, low-income people to Golden Valley to work at good-paying jobs with benefits. Golden Valley has several large corporations such as 3M, General Mills and Honeywell who have offices within the city limits. One of the problems to providing these jobs is transportation for people coming to Golden Valley from Minneapolis—a sort of reverse busing. An option might be for the companies to provide a busing service. Golden Valley's mayor is very much involved and interested in the issues of desegregation, housing and education. The city is looking into incorporating 40% low income housing into its new developments.

Following Gene Sylvester's information-sharing, the Edina group listed some of their assumptions and options available towards the next step(s) for the group.

Assumptions

- People act out of self-interest.
- The number of single-parent households is increasing—healthcare, childcare, job training are all factors that are affected.
- The well-being of Edina depends on the well-being of Minneapolis and the region.
- Businesses will need workers.
- There are people of good will interested in the issues in Edina.

Options

- Meet with mayor and Board of Education
- Meet with the Human Relations Commission
- Meet with the Chamber of Commerce on jobs, training, leadership
- Meet with religious leaders
- Write the *Edina Sun•Current*
- Review school activities
MCGFDA
Recruitment
- Coordinated volunteer services
- Meet with local leaders of color and low-income

For the next meeting everyone will think of a question or message that the group will want to present. Laura Tueting Nelson will contact Nancy Atchison, Human Relations Commission, and Ralph Campbell, communications director for City of Edina, about meeting with the group.

Community Circle Collaborative Focus Group

Meeting: May 27, 1997
District Media Conference Room
Noon - 1:30 pm (Lunch provided)

Present: Wendy Bennett, Julie Deitte, Carol Flint-Kaliebe, Roger Heegaard,
Kristine Loubert, Laura Tueting Nelson, Jim Siefkes, Sandra
Stevenson

Guest: Gordon Hughes

Gordon Hughes, Assistant City Manager for Edina, discussed the City of Edina's policies and initiatives related to housing and desegregation. One-third of the housing in Edina is multifamily. The problem is affordable housing. There has been less incentive for developers to build rental properties since the tax shelter law changed in 1986. Two projects that the City has in place are Edina Home Partners with Norwest to help people with down payments and closing costs and the Fixer Upper Program.

Jim Siefkes provided some thoughts and perspectives of our Community Circle group along with some trends and facts for consideration in a two-page document with the heading "Rough Draft." This information was passed out to all the members present.

It was decided that the group should still meet with the Human Relations Commission to determine what action can be taken by our group.

Hopkins Community Study Circle

Discussion Themes Related to the focus questions:

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

Issue: TRANSPORTATION

Problems/Needs—

- Current transportation system does not support the needs of people to get from the city to the distant suburbs, where jobs are located.
- Transportation system is designed to serve the needs of middle-class, suburban workers; routes and schedules bring people into the city for jobs, and return them to the suburbs at the end of the work day.
- Location of suburban commuter centers requires car transportation in order to access bus transportation.

Some Solutions—

- Restructure metro transportation system to address changing demographic and employment scene.
- Encourage employers to provide shuttle buses to work sites from commuter centers in suburbs.
- Promote car pools and other collaborative measures to transport people to jobs.
- Locate child care centers near transportation centers.

Action Steps—

Issue: AFFORDABLE HOUSING

Problems/Needs—

- Low income housing is concentrated in certain areas and buildings.
- Low income people do not have access to loans needed to get into better housing situations
- Current system allows some communities to have little or no low income housing by design in order to keep out poor people and people of color.

Some solutions—

- Set policy that requires affordable housing to be dispersed throughout the metro area.
- Create loan assistance programs to enable people to make down payments on their own homes (be creative about repayment programs: "money circles," sweat equity, those that have helping out those that have-not)
- Locate affordable housing near bus routes so people can get to jobs and child care

Action Steps—

Issue: COMMUNITY-BUILDING

Problems/Needs—

- We need to do a better job of creating community where we know and are in relationship with one another; relationships are the key to bridging cultural and economic differences.
- We need to face up to the reality that people of color live with injustices on a daily basis; white people need to

they don't trust the system enough to get and stay involved in their children's learning.

- Education system does not and has not met the educational and social needs of children of color. There are always "exceptions to the rule," but there is little historical evidence that what we've been doing works. Need to move away from the "fix the kid" model and into a "fix the system" model.
- Language is increasingly a barrier to educational achievement.
- Many children come to school with sense of hopelessness about their future; basic needs (food/shelter/safety) are unmet.
- Educators and community members need to be in deep conversation about the effects of poverty on educational achievement. If not for reasons of humanity, then consider workforce demographics that demand solutions now for economic reasons.

Some solutions—

- Schools must create environments of inclusiveness where all can feel welcome and connected.
- The greatest diversity is among our children - schools can facilitate relationships among parents and children from different backgrounds to foster trust that allows children to get together and get to know one another.
- Schools must be authentic about value of/commitment to parent involvement.

Action steps—

EAST METRO/SUBURBAN - CITY CIRCLE

Community Circle - Themes from Discussion at Oak Terrace May 1997

Now

There is an apparent increase in concentrations of poverty in core cities and an increase of conflicts over race and poverty. Racism enters into the issues; society can't give up on confronting racism. There is a loss of community, of neighborhood support; multi-culture is good. Personal responsibility and opportunity to prove self enter in. Education is a key issue. Housing problems are complex. Past urban design divided communities. The economy is global; ending poverty is now more difficult. Poverty and racism have metro-wide impact. Current statistics and media do not furnish adequate, accurate, reliable information to the public. Media cause fear. Seeing issues as metro-wide is difficult without information.

Vision

See metro-wide community; integrated with no discrimination; with strong sense of cultural identity; communication; cooperation to deal with race and poverty. Personal responsibility; volunteer service to give back to the community; moral and spiritual values restored; ethical behavior. High school diplomas that mean something; education that prepares for job requirements; jobs available for all; decent housing; programs to keep up present housing; no empty lots; affordable housing near employment opportunities and affordable, good transportation.

Conclusions:

- Public attitudes show unresolved issues

Affordable housing is generally not welcome in suburbs; is generally stigmatized as "public housing" or a source of bad social conditions; is believed to lead to lowering of property values or absentee landlords. There is a belief that low-income brings crime. An absence of skills and resources for keeping homes in good conditions is often not recognized; taxing can be a disincentive to home improvement.

Personal responsibility is low; hope in the future is low; many kids cannot see a life expectancy beyond age 20. Racism, classism, sexism, ageism have not gone away.

- And possibilities for solution

People in racially and economically integrated neighborhoods have better opportunities. District Councils can help neighborhoods resolve problems. There are models of affordable housing that have few social problems. Reconsider practices in school systems - discipline and distribution of technology equipment; adult education. Restore ethics and personal responsibility.

Revitalize core cities; consider the housing stock, industry, transportation in older suburbs. Equalize jobs in the suburbs considering also education, affordable housing, transportation close to jobs. Use the tax system to help; hold elected officials accountable. Provide more programs with government and community involvement,

with fair distribution of resources. Bring more facts, especially about the metro as a whole, into citizen discussion circles.

Community Circle - Discussion at Oak Terrace - 5-21-97

Charts: Issues seen as unresolved in public attitudes and policies

Affordable housing is not welcome in suburbs

There is a belief that low-income inevitably brings crime

There is a belief that affordable housing leads to lowering of property values

There is a belief that affordable housing means public housing and that means bad social conditions

Keeping homes in good condition requires skills and money - sometimes not available to household

Taxing becomes a disincentive to home improvement

Personal responsibility is low

Many people seem to lack hope in the future

The -isms (racism, classism, sexism, ageism) have not gone away even though there is some discussion; there is hiding behind "political correctness"

More is needed for educating adults, not just children, for jobs

Parents need to teach values and discipline; but parents are working many hours - often because they have to - and are away from home - this happens across all classes; kids are raising themselves

We seem to be at a spiritual disaster; kids have little hope that they will not be killed before they reach age 20

Materialistic values have increased

Some stereotypes are valid; they come through experience; but is it valid to expand one experience to all other situations without getting to know persons

Issues that show possible solutions

People who live in racially and economically integrated neighborhoods have better opportunities

District Councils can help to resolve neighborhood problems

More duplexes and 4-plexes blended in as affordable housing might have fewer social problems; but the development and management is very expensive

Trust tenants to manage the property

Co-ops to allow a pride in ownership? But are they affordable?

Reconsider practices in the school system; for example sending students who have disruptive behavior to the school with state of the art equipment; compare the private schools which succeed without all the expensive equipment; but schools expel students having problems with discipline, imposing them on other schools

Get ethics back - basics that all religions accept

Consider the housing stock, the tax base, the industry in the East Metro older suburbs

Motivate people to maintain cities, for example Star Cities

We need to revitalize the core cities

We need to equalize the jobs in the suburbs; industry provides transportation from core city to jobs in some suburbs; why not affordable housing close to those jobs

Use the tax system to help

Provide transportation, education improvements

Hold elected officials accountable

Provide more programs with government and community involvement, with a fair distribution of resources

Bring more facts into citizen discussion circles especially about the metro as a whole

VISION FOR FUTURE

These solutions will be reached:

1. Recognize that our community is metro wide - not confined to just our own neighborhood
2. Really integrated
3. Less racism
4. No discrimination
5. Recognize that patterns of segregation affect opportunities
6. Talking together
7. People outdoors - on front yard, porch - walking
8. Strong sense of cultural identity
9. I somehow contribute to dealing with race and poverty
10. Individual responsibility
11. Personal responsibility
12. Acceptance
13. Cooperation of people
14. Togetherness
15. Giving back to community - volunteer service
16. Working
17. Job availability for all
18. Education - prepare to meet job requirements
19. High school diplomas that mean something
20. Shift back to the moral and spiritual values of our Founding Fathers
21. Ethical behavior
22. Decent housing only
23. Affordable housing near employment opportunities and transportation
24. Mix of affordable housing (both rental and ownership) in all communities
25. No empty lots
26. Programs to assist keeping up present housing - people helping people -as Habitat for Humanity
27. Affordable and convenient transportation
28. Good transportation
29. Better mass transit

Some problems:

1. Funding
2. Responsibility
3. Separated communities

Fax to 339-3288 at Inter-race
Home phone -- 724-5662 Dick Little

Community Circle Collaborative Forum Outline

*By Leonard Witt
February 28, 1997*

Introduction:

The Community Circle Collaborative is gathering groups of people throughout the Twin Cities Metropolitan Area to discuss this central question:

What can we do or should we, as individuals and as a community, do to enhance the educational, housing, economic and life opportunities for all children in the Twin Cities metropolitan area?

We are here because many indicators show that many of our kids are suffering educationally and socially. We believe a society cannot live up to its full potential if its children are not reaching their fullest potential. Each of us coming into this discussion has our own theory of why some of our children are not thriving.

The purpose of these study circles is to learn more about the issues involved and for each participant to give his or her views on the subject. These **meetings should not be seen as a debate** over who is right and who is wrong, but rather as a search for ways to improve the lives of all the children in the Twin Cities.

This study guide is set up to give focus to the discussions, but it is only a guide. Each facilitator and each group might want to adapt it to meet its groups needs. However, all discussions, no matter how circuitous, should aim to help answer the central question stated above.

In the end, each group should feel it has succeeded if it:

- Had civil discussions among people with different points of view
- Enumerated the Twin Cities strengths and weakness when it comes to offering optimum educational and life opportunities for all its children.
- Discovered areas of common ground

- Gave a receptive ear to all ideas presented--even those we personally might not like to hear
- Provided concrete suggestions of how these discussion, if your group found them beneficial, might be continued into the future
- Listed action steps that might be taken in the future to ensure there would be optimum educational and life opportunities for all Twin Cities children
- Wrote a report about your group's discussions, dynamics and findings from which others might gain insight about issues central to providing optimum life and education opportunities for kids.

Session I -- Getting Started

A two-hour session divided into these parts

Hour One -- What's Ahead

Minutes 1-15 -- Facilitator introduces self -- Reiterates why we are here, restates the primary questions we plan to tackle is:

What can we do or should we, as individuals and as a community, do to enhance the educational, economic and life opportunities for all children in the Twin Cities metropolitan area?

To get to the heart of that question we will be talking about:

- **Family, parental and individual responsibility**
- **The community's role**
- **The government's role**
- **Educators' role**
- **Housing patterns and policies**
- **Race relations**
- **Structural impediments to change, when and where change might be needed**
- **Other topics that you think need to be added to the mix**

Finally, we will as a group will come up with ideas to advance the optimum life and educational possibilities for all children.

Minutes 16 -- 30 -- Participant introductions

We want to get to know each other (for small groups each person gets up to two minutes, larger groups only a minute) to:

- Tell who you are, what you do, where you live and/or any other personal stuff you feel necessary
- Why you decided to join the discussion

Minutes 30 -- 60 -- Encouraging enlightened discussion:

Setting the ground rules:

- Each group is responsible for setting its own ground rules. These can include everything from starting on time to listening etiquette to ensuring all voices are heard.
- Write that list and post it so it can be referred to or added to as the discussions continue.

Dialogue vs. Debate

- A group discussion on difference between dialogue and debate. Each group will build its own list of the difference between the two. Might want to compare your groups list with list provided by The Study Circle Resource Center.

Hour Two's First 50 minutes -- Life in the Twin Cities

Many people and experts feel the Twin Cities is becoming separated by race and class. We are building two societies. Some would go as far as saying the Twin Cities is a house divided, with the poor of color living in just a handful of Minneapolis and St. Paul inner city neighborhoods and in a few inner ring suburbs.

The NAACP filed a lawsuit charging that racial discrimination in the Twin Cities is preventing children of color from getting the best education they can. We are not here to argue the merits of the case. That is for the courts to decide. But a central factor in stimulating the NAACP is the premise that it is unhealthy for the Twin Cities to have two separate societies even if they were equal. Therefore, the NAACP says we should not have two separate school systems, even if they were equal.

Let's just try to define the Twin Cities present situation.

- How do you perceive the Twin Cities now? Do we have two separate societies now.
- Does everyone in the Twin Cities have an equal chance for success
- Is it a House Divided with the poor of color living and amongst themselves while the rest of the metro remains mostly white and better off financially? Does the House Divided model work for you? If not, how would you characterize the Twin Cities?

- What's your reaction to the NAACP premise that having two separate societies, even if they were equal, would be unhealthy for the Twin Cities

Minute 50-60

Wrapping up what we heard today:

- Any insights from today you want to share
- Any other topics you think we should talk about in further discussions
- Any highlights you think the reporter should make special note of in the written record of today's meeting

Session Two -- How are we doing

House Divided or not, do you like the way the Twin Cities metro area is heading

We can't look at our children's lives without looking at the way the adults around them live. We can't expect schools and kids to thrive in an unhealthy environment. So before we get right into the discussions that will put our kids lives and educational opportunities in the forefront, we need to talk about some underlying issues which are so connected to kids life chances and school opportunities that they have to be discussed first.

Each group should take a look at the following areas of discussion and use them as they are, modify them to the group's needs, or add other areas that each group thinks is necessary to be discussed.

When you talk about each subject area try in part to think in terms of what effect the area under discussion might have on the children in the long and short run.

First 25 minutes -- Do you think the Twin Cities metro area is headed in the right direction:

When it comes to providing life opportunities for all its citizens?

- What are we doing right -- Let's make a list
- What are we doing wrong -- make another list
- Do some people have more opportunities than others: Why or why not?
- What role do economic conditions such as jobs and the location of jobs play into these life opportunities
- Do you see people's life opportunities getting better or worse in the future?
- Are some people doing better than others, why?

Second 30 minutes -- Do you think the Twin Cities metro area is headed in the right direction:

When it comes to race relations?

- Do you think people's life opportunities in the Twin Cities are affected by race
- Is the Twin Cities a racist place?
- Some experts say discrimination is more a function of class more than race, what do you think?
- What part does racism play into the fact that poor people of color are becoming concentrated in a core of inner city neighborhoods
- Do you think the state of race relations in the Twin Cities has a positive effect, negative effect or no effect at all on the life and education opportunities of our children
- Do we need to improve on the state of race relations in the Twin Cities?
- If we think it is necessary, what might we do to improve on our race relations

Third 30 minutes -- Do you think the Twin Cities metro area is headed in the right direction:

When it comes to housing opportunities?

- Children have been bused for years in St. Paul and Minneapolis to provide racial balance in the schools. If housing for low income of families of color were available everywhere in the Twin Cities there would no longer be a need for busing or schools separated by race. Do you think that day will ever come?
- What is your community like in terms of race and class?
- What is your immediate neighborhood like in terms of race and class?
- If you could set up the perfect Twin Cities housing patterns what would they look like.
- Are the housing patterns perfect now, if not, how do we strive to make them more perfect

Fourth 30 Minutes -- Do you think the Twin Cities metro area is headed in the right direction:

When it comes to educating our children?

- What's right with our metrowide education system -- Build a list
- What's wrong with our education system -- Build a list
- Under what conditions does it seem to work the best
- Under what conditions does it seem to work the worst
- Are all our kids getting the best opportunity to excel to the top potential
- Which kids are getting the most from the education system, which are getting the least from it.
- Is race a factor, is class a factor?
- Do you think the education system is on the right track now, if yes, why? If no why?

Last 10 minutes

Wrapping up what we heard today:

- Any insights from today you want to share
- Any other topics you think we should talk about in further discussions
- Any highlights you think the reporter should make special note of in the written record of today's meeting

Session Three -- Responsibility

Individual and Community

Minute 0 - 10 -- Housekeeping

- Attendance taken
- Reporter reads back notes
- Group suggests changes if any to notes
- Approves notes

Minute 10 --15 -- Who is responsible for kids getting the best education and life opportunities?

Often the discussion about who is responsible for providing the best education for kids is centered around one or all of these central areas: individual responsibility, community responsibility, schools and government responsibility. We'll frame our responsibility discussion into two parts today. What do we mean by individual responsibility? What do we mean by community responsibility? Next session we will talk about government responsibility and educators' responsibility? Finally we'll discuss how inter-related all four areas are.

First 50 minutes -- Individual responsibility

When we talk about individual responsibility we'll work with the assumption that individuals include, in one form or another, parents, family and the kids themselves.

- What do we mean by individual responsibility?
 - Parents
 - Family
 - The kids themselves
- How can they make a difference in improving life situations for kids
- Why are some families and individuals so responsible
- Why aren't some individuals fulfilling their responsibility
- What impediments are holding them back

- Why do some individuals seem to overcome the most impossible situations and then succeed.
- Why don't all individuals do so well
- Can people's individual behaviors be changed and what does it take to change those behaviors.
- Do you have any personal life stories of your own or those close to you whose stories can help us understand this concept of responsibility. Relate them to either people who overcame great odds or could not.
- What responsibility do you feel you have when it comes to providing the best life opportunities for kids education and success

Second 50 minutes -- Community responsibility

Community means different things to different people. Let's begin by listing all the things which define community.

Defining community

- When you think of community what does it mean to you
- Is it a neighborhood, is it a whole city
- What institutions do you include in your definition of community: churches? nonprofit organizations? government? schools? None of these? Many more than these?
- Has the concept of community here in the Twin Cities changed over the years? Do those changes have any affect on life in the Twin Cities
- When you visualize a community, what role does race play in your vision
- Why are so few Twin Cities communities racially mixed.

What role can community have in improving the educational and life opportunities for all our children

- Can neighborhoods make a difference
- Some neighborhoods work better than others. Why
- Why would some neighborhoods be less able to help than others, could these neighborhoods and the people in them be held responsible for being less able to help
- What role can churches play

- Does the location of the church matter
- Does the racial composition of the church matter
- If you are a church goer, do you think your church has any obligation to helping all kids. If so, why. If not, why.
- Could churches work together more often in helping kids have more life and educational opportunities
- What responsibility do nonprofit organizations have in helping kids maximize their life opportunities
- What other organizations might help

Last 10 Minutes

Wrapping up what we heard today:

- Any insights from today you want to share
- Any topics you think we should talk about in further discussions
- Any highlights you think the reporter should make special note of in the written record of today's meeting

Session Four -- Responsibility

Government's and educators' responsibility

Minute 0 - 10 -- Housekeeping

- Attendance taken
- Reporter reads back notes
- Group suggests changes if any to notes
- Approves notes

First 50 minutes -- Government's Responsibility

When it comes to providing for kids education and life opportunities the beliefs range from the government should get out of the way to the government isn't doing nearly enough. Certainly you have your own beliefs:

- Can we make a list of what the most people in this room or perhaps in any room might agree that government should do for kids to improve their educational and life opportunities
- Let's also see if there is an agreement list on which the majority believes the government should not be involved in our kids education or life opportunities
- Since there is sure to be areas where there is disagreement let's make lists on which we disagree on where government should or should not be involved
- Do the areas of agreement surprise you?
- Do the areas of disagreement surprise?
- What insights do those lists give you?
- What recommendations would you as an individual make to elected officials
- Are there any recommendations this collective group would like to make

Second 50 Minutes -- Our Schools and Educators' Responsibilities

- Are the schools doing enough to ensure that the kids have maximum life and education opportunities.

- Why at some schools do the vast majority of kids reach their maximum potential
- Why at other schools do kids fail to reach their maximum achievement
- Two questions about separate but equal schools
 - Do think you if schools were separated by race and class they would offer equal opportunities to all children
 - If they were, in fact, equal do you think that would have a positive or negative effect on the students
- What would the perfect school look like to you
- Is it important to you to have kids from various economic and racial backgrounds in your schools
- What would all school look like that would best optimism all the educational and life opportunities for all kids
- Visual the perfect schooling opportunity for all kids in the Twin Cities. What would it look like?
- Can we achieve that vision. What would it take to get there? How close or far away we are now from the vision?

Last 10 Minutes

Wrapping up what we heard today:

- Any insights from today you want to a share
- Any topics you think we should talk about in further discussions
- Any highlights you think the reporter should make special note of in the written record of today's meeting

Session Five -- Collective Power

Of Individuals, Schools, Community and Government

Minute 0 - 10 -- Housekeeping

- **Attendance taken**
- **Reporter reads back notes**
- **Group suggests changes if any to notes**
- **Approves notes**

First 50 Minutes -- Collective power

In the last two sessions we spoke of the responsibility of individuals, schools, communities and government. With the collective power of individuals, community organizations, schools and government why is it that so many kids don't seem to be receiving the maximum opportunities for success in school and life?

- What is holding us all back
- Is it the kids fault?
- Their parents fault?
- The neighborhoods fault?
- Churches fault?
- Government's fault
- What will help us move forward
- Who is ultimately responsible and what can we suggest to make sure something good happen for all kids
- Do you personally have any responsibility in all this, or does that burden fall on others and if so on which others
- What are some creative ideas we in this room can come up with to induce change, if change is needed.

Second 50 Minutes -- Our Group's Message

Are there five or six messages we would like to share with the rest of the Twin Cities about what we learned during our study circle meetings. It might be best to make a list

and then narrow it down to the key messages or messages that seems to be said in various ways. You might want to flesh them out.

Last 10 minutes

Decide who might attend the larger forums in May. Who will speak for the group. Again restate the important messages.

Think about how this discussion can continue and what might be a logical step to keep the momentum alive after these study circles.

"COMMUNITY CHOICES"
COMMUNITY CIRCLE INFORMATION REPORT
SUMMARY ANALYSIS

To Community Circle Sponsor and Facilitator:

Purpose:
 To learn more about the *Beyond Busing* Community Circles, we are asking community circle sponsors and facilitators to *work together* to complete the following information report. This report will be used in the on-going evaluation of the project, in planning for future efforts, and to report results to funders and other stakeholders. Your input is critical. Thank you in advance for your assistance in these efforts !!! Please return the completed form by August 1, 1997.

• **BASIC INFORMATION**

Number of respondents: 22 (80 surveys mailed) 27.5% responded.

<u>List of Community Circles Responding</u>	<u>Sponsor Organization(s)</u>	<u>Contact Person(s)</u>	<u>Facilitator(s)</u>	<u>Recorder(s)</u>
Hennepin County	Hennepin Co. Children&Family Svcs.	Ree Ah Bloedow* Brenda Louise*	Ree Ah Bloedow Brenda Louise	grp. Mem.
Sabathani Community Center	Sabathani Community Center	Art Serotoff*	Kristin Lund	A. Serotoff/ K. Lund
Holy Trinity	Holy Trinity Lutheran/ Longfellow United for Youth&Families	Rev. Ron Johnson	Joy Nelson*	L. Meeks
Richfield Community Circle	Richfield Board of Education Richfield League of Women Voters City of Richfield	Supt. Barbara Devlin	Emily Day* Joan Helmsberger Margaret Severe Mary Supple*	M Supple
St. Paul	Jewish Community Center of St. Paul	Shelly Rottenberg*	Shelly Rottenberg Sunny Floum*	
Hopkins Community Study	Hopkins School District 270/ Hopkins Human Rights Commission	Diane Cowdery*	Nadine Knibb Wanda Phillips	D. Cowder
South Central Minneapolis	St. Joan of Arc Parish	Rich Nymoen*	Mary Ann McCoy*	H. Clap
Waite Park	Waite Park Community Council& Community School	Ray Lewis*	Jerry Anderson Ray Lewis	
Seward Mathews Center Group	Minneapolis Schools	Scott Bol* Karima Bushnell*	Scott Bol Karima Bushnell	K. Bushnell
Southwest Area Roundtable	Minnesota's Talking Project	Syd Devin*	35 monthly moderators	C. Hall
Edina Community Circle	Edina Public Schools	Laura Tueting Nelson*	Laura Tueting Nelson	J. Deitte
Minnesota Fair Housing Center Study Circle	Minnesota Fair Housing Center	Charmaine Sprengelmeyer*	C. Sprengelmeyer E. Moriatis	C. Sprengelmeyer
Bayport Community Circle	Minneapolis Public Schools	Scott Bol*	Scott Bol	
Oakdale-Oak Terrace-St. Paul Community Circle	CommonBond Communities	Maire McMahon*	M. McMahon Kay Reis Theresa Davis	M. McMahon Howard Homa Kay Reis
Golden Valley Study Circle	Black History Committee of Golden Valley Golden Valley Human Rights Dept.	Walter Gray* Mary Anderson	Walter Gray	M. Anderson G. Sylvester
Edina Community B	First Universalist Church Metro Stability Task Force	Nancy Atchison*	Linda Alton Nancy Atchison	varied
University of Minnesota	The Newman Center, U. of M.	Rosemary Ruffenach*	R. Ruffenach	P. Ruddy
Minneapolis-North-Brooklyn Park-Brooklyn Center Study Circle	Ascension Catholic Church	Sylvia* & John Winkelman	J. Winkelman S. Winkelman Charles Nichols Jan Swanson	J. Braun I. Slator

Number attended:	Number who used the discussion guide,
30% (6) Sponsor Kick-off event (Dec. '96)	"Choices for Community"?
52% (14) Facilitator Training (Feb. '97)	52% (14) yes
52% (14) Macalester Forum (May '97)	30% (6) no

Location(s) of community circle:

Rotating place	School Board Room	Hopkins School District Offices
St. Joan's Church	Seward Mathews Center	Pershing Park Neighborhood Center
Minnesota Fair Housing Center	Bayport People's Congregational Church	Oak Terrace Apts. - Oakdale
District Boardroom of Richfield Schools	Golden Valley City Hall	The Newman Center (U. of M.)

Meeting times of Community Circles:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
10% (2)	20% (4)	20% (4)	15% (3)			5% (1)

Daytime (7AM - 4PM) 20% (4) Rotating times: 15% (3) Over Meals: 5% (1)
 Evening (5PM - 10PM) 50% (10)

How many times did your community circle meet? _____ **How long was each meeting? _____**
 Range: 1 - 7 meetings Range: 1 - 3 hours
 Median: 4.5 meetings Median: 1.9 hours

How would you describe the attendance of participants? excellent good only fair poor

	(4)	(3)	(2)	(1)
# of respondents:	1	1	7	2

Range: "poor to excellent"
 Median: "fair to good" (2.5)

• **THE PARTICIPANTS**

How many people participated in your community circle?
 Total: 238 participants Range: 3 - 25 participants Median: 12.5 participants

How many participants were: men? 26% (61) women? 64% (151) youth? .9% (2)
 singles without children? 10% (24) families? 20% (46) single parent(s)? 12% (29) seniors? 9% (20)

How many in your community circle represented each of the following cultural groups?

17% (36) African American	1% (3) Hispanic/Latino
2% (4) American Indian/Native American	65% (137) White/European
2% (5) Asian American	2% (4) Mixed Racial Background
10% (21) Don't Know	.5% (2) Liberian / Egyptian Moslem

Using your best judgment, please rate how diverse your group was according to the following categories?

	Very Diverse	Somewhat Diverse	Not Diverse	Have no idea	
Income Levels (ex. low, moderate, high)	1 (3)	2 (14)	3 (1)	4	Total: 38/18 Median: <u>2.1</u> "Somewhat (more) Diverse"
Political Affiliations (ex. DFL, Republican)	1 (1)	2 (7)	3 (3)	4 (7)	Total: 20/11 Median: <u>1.8</u> "Somewhat (less) Diverse"
Political Ideology (ex. Conservative, Liberal)	1 (1)	2 (7)	3 (5)	4 (5)	Total: 22/13 Median: <u>1.7</u> "Somewhat (less) Diverse"
Housing Situation (ex. home owner, renter)	1 (3)	2 (13)	3 (2)	4	Total: 37/18 Median: <u>2.0</u> "Somewhat Diverse"

What, if anything, do you know about the religious diversity of your group?

"None" "Nothing"

Protestant, Catholic, & unknown

Catholic, Protestant, Moslem

diverse

No information

Nothing

No information; Did not come up.

Christian, Muslim, eclectic

Reflects the religious diversity of the population of SW Minneapolis. Probably includes a few agnostics, atheists, or what have you.

Jewish, Christian, and agnostic.

Some Congregationalists, some Bahai, eclectic ? others didn't say.

Christian; Jewish; possible other.

One of our members spoke of being Islamic. Others mentioned Christian churches.

None.

5 were Unitarian Universalist, others unknown.

All Catholic.

Which neighborhoods/cities were represented in your community circle and how many people were from each neighborhood/city?

<u>City</u>	<u>Neighborhood</u>	<u>Number of participants</u>
Minneapolis	South	8
Minneapolis	North	4
North Suburb		1
Minneapolis	Northeast	1
St. Paul		11
Minneapolis	Central	27
Minneapolis	Longfellow	8
Minneapolis	Powderhorn	2
Minneapolis	Seward	1
Richfield		18
St. Paul	Highland	16
Hopkins		9
Edina		23
Minneapolis	Kingfield	3
Golden Valley		9
Other Suburbs		8
Minneapolis	Prospect Park	1
Minneapolis	Waite Park	3
Roseville		1
North St. Paul		1
Oak Park Heights		2
Minneapolis	Seward, Field-Regina-Northrup	7
Minneapolis	Southwest	10
Bloomington		2
St. Louis Park		3
Stillwater		4
Bayport		3
Afton		1
Oakdale		8
Lakeland		2
Maplewood		1
Burnsville		1
Lakeville		1
New Hope		1
New Brighton		1
Unknown		4

Did participants seem to be satisfied with the dialogue process, or did they express dissatisfaction?

Total: 80% (16) of respondents indicated participants seemed satisfied; please explain:

“Discussion” – process without need to answer all the questions

We used the written guide as a starting place – facilitator rephrased information & presented it orally to get discussion going.

“The study circle was a perfect place for members of the motivation group to practice their leadership development skills. It gave the participants a chance to advocate for their own situation and possibly influence public policy that directly affects their lives. Members of the group were enthusiastic about their participation.”

When we listened to each other, and worked our way to agreements.

Wanted to come again.

Generally satisfied, but some frustration with circular process – just kept going over same material. Didn’t use discussion guide as effectively as needed to bring focus and closure to conversations.

Participants said they enjoyed the process / discussions.

Comments favorable; said “Enjoyed opportunity to discuss with others.”

The group was generally pleased to meet others of different ethnicities in a deep-level dialogue. There was strong group bonding.

Those that continue to seem satisfied with the process; a goodly percentage even enthusiastic about it.

Enjoyed the opportunity to talk and meet others.

Participation was enthusiastic and open.

Liked it, but wanted more guidance. The discussion guide would have helped. It wasn’t finished until after we met several times.

Seemed satisfied that they were given a forum from which to be heard – Also felt they were discussing & having input on important subjects.

But did not show up regularly.

I was frustrated, as were others. The topic was too big, too vague & we did not have a roadmap through it.

Total: 30% (6) of respondents indicated that participants expressed dissatisfaction; please explain:

When the member who tended to dominate with negativity, did so.

Poor attendance said due to other commitments, but may have been due to other issues??

1. Some wanted to “get down to business sooner” – (we did not have the study guide), while others wanted to process issues related to racism / prejudice (process vs. product conflict). Delay in Study Guide caused problems.

Relatively few; most dropouts are because of other commitments, lack of time, too far to come regularly, physical limitations, move out of area, gave birth to youngsters (several have returned as children get older), etc.

Some early in dialogue, most later, wanted to move to action yet were unclear how. Study materials came late.

Lack of study guide was difficult to build on at first.

They found the policy options too broad – difficult to get down to specifics.

What important comments did participants share with you about their discussions?

Thought that integration of neighborhoods and schools was not the answer.

They chose to continue the group and discuss other matters of importance to them.

“This is a hard issue to have discussion on.”

“I shouldn’t have talked as much as I did.”

Several wrote out comments expressing needed changes in housing & day care.

* We have not met for this Format; Group is divided & new group will (would) have to be formed. We came out of a Community Conversation Format, but this isn’t what they want to do.

The group resisted moving the conversation to more regional, metro-wide level. They wanted to stay focused on the Hopkins area & find solutions to local issues.

Never really talked about the discussion per se, but all agreed that such discussions, and prioritizing the needs of the community were important.

Amazement – to learn from others about their “take” on issues – safe environment, encouraged openness.

Did not meet – only 1 other person besides facilitator and I expressed interest in attending another meeting.

One person was amazed to see how she was being perceived – that her comments frightened some.

As regards racism, very, very few have indicated by their remarks or behavior that they are bigoted, that they condone intolerance or segregation or discrimination.

Would like to talk more with those who do not see need for social change & justice – or urgency. Felt like “preaching to the choir”.

Problems with educational system and racism.

Concern about lack of Racial Diversity in Schools & Community. Need more affordable housing in Washington County.

They said had concerns but needed more accurate reliable information about the current segregations and especially about the people directly in poverty.

They wanted to make sure something came of it – not just discussion without action.

??

• SUMMARY OF THE DISCUSSIONS

Summary Report

a) What perspectives were well represented in your group?

Home owners, middle-age, middle-class

Pro neighborhood school in general. Low income was somewhat represented. Property – owner & renter. School staff. African-American.

Most individuals come to the issues from a background of privilege. They were well able to articulate views about working harder to get ahead. Good advocacy on behalf of strengthening families.

All 3 perspectives presented in the discussion guide were part of our discussion, but larger system factors were addressed in less detail. Very diverse.

Libertarians, middle class America, wholistic community perspective, progressive liberal.

Generally a desire to participate in the democratic process, to be good citizens, to accept responsibility and to be open minded and fair in relations with others.

See report – middle class suburban people of good will who want to see justice, balance & opportunity for everyone.

The homeless and affordable housing advocates.

Social Justice liberal, Democrats / one Libertarian.

Middle class neighborhood concern for values and education.
See minutes (attached).
Our only agreement was that the issues were not mutually exclusive.
Group was mostly liberal, middle class, activist.
Liberal, social justice advocates.

b) Which perspectives were missing?

Youth, elderly, suburbs, low-income
Racially, Asian & Hispanic.
The perspective of real poverty – especially generational poverty – was absent. We need to have more of the people affected be part of finding solutions.
In my opinion, people seemed hesitant to really confront the impact of residential segregation on our community, and the tension between suburban and urban areas re: housing issues, poverty issues.
None, really.
No seniors, no juveniles, few people of color, no mainstream conservatives
The younger participants tended to have short run perspectives; the older “senior” citizens took a longer view and not be as susceptible to being unduly swayed by today’s media event.
Low income people.
Representation from African American community was limited and representation from the Chicano/Latino, Southeast Asian, and Native American communities was not heard. English only study circles excluded entire groups of people from participating – groups conducted in Vietnamese, Hmong, Spanish, Somali, etc. would give an opportunity to non-English speaking people to participate.
People within these groups have diverse opinions as well.
Older Adults, youth, more people of color, Republicans.
No first hand information or experience of people in segregated poverty in majority of participants.
See minutes (attached).
?
No people of color. No low income.
Anyone who said “We achieved Edina, so can they.”

c) Did the discussions focus on the two central questions? Yes: 55% (11) No: 20% (4)

As facilitator I kept trying to refocus to that. 1 member repeatedly talked about the renters’ disrespect for property & lack of gratitude from those in poverty.
Yes – housing & schools.
To some extent, but not enough. Our facilitators did not make full use of the Discussion Guide, which would have helped to maintain focus.
To some degree but not completely.
We focused on those topics. However it was generally realized that all social problems and issues are intertwined, so there was much overlapping – for example, income disparity, is affected by racism, lack of education, etc.
In general.
Some, as Facilitator, I directed the conversation to the Two questions, on a regular basis but group wasn’t drawn to it.
Most on the first.
See minutes (attached).
No – Focused on first central question & decided to continue in the Fall to discuss Golden Valley.
No – they went everywhere but always participants spoke of their personal experiences & then generalized from it.

d) What were your own observations about the dialogue and group process?

Diverse group, some problems with domination of group.
That I had trouble keeping 1 or 2 from dominating.
Group members were very tolerant and respectful of differing viewpoints. Facilitator did a good job laying out ground rules of discussions.
Remarkably free.
It (Discussion) often seemed redundant and not focused on central issues. Greater direction from facilitators would have helped keep it focused & more productive.
Would have benefited from more diversity and a greater commitment to attending each meeting, so that the “flow” was not so disrupted.
Worked well; exhilarating – Time flew !!
Dialogue was very lively and participants were engaged emotionally and intellectually. There was wide variety of viewpoints.
The process is sound. We especially like our group’s emphasis on rotating the role of moderator and not having outside speakers as such. Our veteran members are pretty good at helping the moderator keep the discussion within bounds.
Difficult to get people engaged who are not already interested in social justice.
It was a productive night. By the end of the session, participants were talking more, addressing each other directly and relying on facilitators less.

This was not a very committed group; lack of Diversity; limited group momentum, enthusiasm.
Dialogue is a good process. There was some confusion due to multiple means of terms provided in materials.
Process was smooth, however, the dialogue was tempered sometimes, as if trying not to offend others.
As above the questions were too broad – no info on real ramifications – quotes were all opinions not facts.
I came away feeling rather helpless.

e) What did members of the group say about their discussions?

Enjoyed, but frustrating.

One member said he was grateful the facilitator didn't come across as having all the answers. One member expressed dissatisfaction that the same issues were discussed over & over again.

Enjoyed free expressions.

Engaged, but wondered where it would lead, who would listen ?

Not much in particular that I can remember.

Appreciated ground rules; begin & end times set & respected ... by ALL !!

There was consensus that we had very good discussions.

It isn't so much what they say; it's that they keep coming back.

They liked the opportunity to discuss. Some were nervous about political action, some were very anxious to take action.

Everyone committed to coming back to continue the conversation.

What will ...

They apparently wanted to participate but appeared frustrated at inability to reach solutions.

They seemed satisfied.

f) What was the topic of the group's liveliest discussion?

How corporations rule policies in America.

Either the adequacy of schools to adequately educate all children, or a living wage, & affordable housing.

Available low cost housing and day care.

The notion that things are the way they are because of a careful plan to keep them that way – i.e. white privilege entitlement.

The newspaper report on the failure of Minneapolis/St. Paul's school system, and the problems with the area's educational system.

Housing & relation to neighborhood schools –.

Racism, responsibility for ancestors' behavior, individual responsibility.

Their were few topics that weren't "lively" – although that factor varied.

How to engage the broader community.

Schools would be required to implement year long life skills classes ... Our group felt that the Wilder School being constructed in St. Paul's Frogtown area is an innovative idea.

Low income housing particularly Trailer Parks. Why LandFall Trailer Park is more community oriented than Cimmeron Trailer Park.

The first session especially the vision of the future.

The effects of racism – some bristled at the use of the word "racism" and wanted to soften it by calling racism "prejudice" or something else.

"Why are you here?" "Why are you concerned about this?" The role of education – has it failed Kids of Color?

g) What were the areas of general agreement and consensus?

Segregation and poverty impact families.

Housing - Personal accountability Education – Community responsibility transport to suburbs.

Jobs must pay a living wage. More emphasis on community-building – getting to know one another – sharing resources. We haven't yet reached point in process where we've checked for consensus. Work still to be done.

Consensus in most broad areas; we really needed more diversity, especially across class/political lines, I felt.

Housing and neighborhood schools – needs were agreed as great.

The bulk of the people who attend more than one of our sessions would overwhelmingly be comfortable with the 4 points stated in your July 16th cover letter.

Need for region wide response. Need to move breast-beating about the past – issue into the future.

Age appropriate life skills classes and emphasis on education – to foster academic competition among schools. The school would become a source of community pride.

Need Affordable Housing in Washington County. Need Pilot Projects. Need TAX (incentive) for landlord breaks.

See attached (report).

(1) Areas of concern were not mutually exclusive. (2) Solving problems would take a lot of work & a long time. (3)

Resolution would come with public/private cooperation only. (See Summary Reports)

Belief in equal opportunity – need for improvements in education in Mpls., fear of Welfare "reforms".

People must be educated to be concerned. If the powers that be wanted something done, it would be.

h) What were areas with little agreement or consensus?

How to solve the problem? What the problem is.

That the poor should be grateful for Welfare.

Specific ideas (details), such as whether or not the current emphasis on volunteerism is valid ...

Actual step by step solutions.

Little about individual liberties, regulations, role of government – all agreed that empowerment was key.

Precise next steps.

See attached (report) – solutions difficult to identify.

??

Specific actions to achieve policy goals.

What should be done.

i) What suggestions and recommendations came from the group about how individuals might better address the issue?

Become active in the school system, your child, and classroom.

Take responsibilities in all areas.

Show active concern for their neighbors i.e. mentoring, tutoring.

Be involved in Children's education, neighborhoods and in keeping government programs (e.g. schools) accountable.

Take as your own ways to take action – not wait for "others" to do it all.

See Attached Report.

Our group, especially those who now or have served on our Steering Committee, believe that the best approach to improve race relations is, on an individual one on one basis, with the white person first inviting minority persons to visit them and break bread on matters other than "race".

Engage friends, neighbors, social contacts & organizations (like churches) in actions and service.

The community, parents, and educators would all play a role in insuring the success of the school and the students that attend.

Get involved. Get informed.

Sense of individual responsibility and sense of community.

See Summary Report.

Keep working on anti-racism. Learn more about necessary action to reverse the entrenched culture of separation & discrimination.

j) What suggestions and recommendations came from the group about how organizations or institutions might better address the issue?

Accountability – more family and community friendly.

1) Education resources be equitable, "relative to population need". 2) Schools make parental involvement easier. 3) Institute peer parenting & support – unified families.

Set higher standards, be accountable, monitor government, ... * Like the Community Forum, our group never quite got to recommendations.

Continue to meet & confer, in sessions like these – & celebrate positive events!

See Attached Report.

No short answer available.

Dependent on the institution – dialogue between city council & school board planned.

The Wilder School will not only be a school, but a community center, social service center, and health care center: in effect the center of the community. Community members, parents, and educators will have a voice in the planning and a stake in the success of the school.

Need more dialogues and Education.

Some confidence in neighborhood councils.

See Summary Report.

They were submitted (see report).

k) What suggestions and recommendations came from the group about how government might better address the issue?

Accountability.

1) Enforcement of renter & landlord accountability. 2) More flexible housing codes for large families. 3) More affordable housing everywhere. 4) Encourage personal accountability. 5) Support NRP's. 6) More wide-spread transport. 7) Libraries open more evenings.

Improve education, offer employment. * We agreed that the needs were so large, that it seemed much too difficult to make recommendations given our lack of time and depth/breath of needs.

These were not really addressed, other than need to have neighborhood schools established Now!!

See Attached Report.

No short answer available.

Begin the dialogue – make sure city council is aware of a social justice perspective and is supported by residents.

Issues identified – Exclusionary Zoning.

Tax breaks for low income Housing.

They had some confidence in local city action but almost none in metropolitan; little in State.

See Summary Report.

Want national basic income support. Welfare system that empowers people, provides training support for jobs that pay enough to live on.

They were submitted (see report).

• EXPERIENCES OF FACILITATOR AND/OR SPONSOR

Additional Comments (Please feel free to use additional sheets)

a) Did you have adequate support from your study circle's organizer, or not? Please explain:

Yes: 40% (8) No: 15% (3)

Copying. Space & set up. Support costs.

I was the organizer –.

I was personally disappointed that I, as a student intern, was the only one able/willing to represent Hennepin County at the Forum. I and the other facilitator organized, coordinated and sought support for the Community Circle, with no more assistance / input or recognition from the Department's Director, or anyone "up there" than approval to use office conference rooms.

We are the organizers – this can only be answered by participants.

We have no one "organizer".

Yes – schools are very interested in these issues and superintendent is committed to desegregation and equity.

A question for participants.

As this is a work in progress, it's hard to determine what kind of support should have been expected. Sometimes felt as though we were all unorganized.

? Didn't really receive any – other than to make an announcement at Mass.

b) Did you have adequate support from the project coordinator, or not? Please explain:

Yes: 50% (10) No: 20% (4)

Answered calls.

Identification of a facilitator was delayed, resulting in a false start & some loss of momentum / participation.

Mr. Little promptly answered phone calls, offered ideas for additional information, and seemed committed and enthusiastic. Yes, I felt adequately supported from him and appreciated as a facilitator. Info on how other groups went would help me better evaluate our group.

Good support overall.

We became aware of the Collaborative project very late in the game, and because of the long lead time of our scheduling we were unable to conform to the general collaborative format. But it was not for lack of support by the project coordinator.

Materials were very late, but assistance given when speaker needed was very helpful.

It was difficult organizing the study circle group with the date changes from the city wide forum/citizens summit and the editing of the manual.

Adequate.

Yes – even with time frames very tight.

Fair.

c) What additional support would have been helpful?

None.

Having the study guide ready when indicated it would be.

More timely pairing of facilitators with groups & of distribution of discussion guide.

• Recognition, a thank you, a representative at the Forum, donuts ... any one of these would have been nice from project sponsor.

Good support received!

Sponsoring organization could have helped supply treats, provide clerical support, copies, etc.

We view this the other way – what can we do to support the overall aims of the Collaborative?

The group session at Macalester should have moved to solutions. Focus on problems only was not very helpful.

Recruiting participants was challenging. Low income persons had a difficult time with transportation expenses. It would have been nice to be able to provide a snack during the meetings – we were unable to do this because of our own budget constraints. Allocating money from the Study Circle Collaborative for such items as bus tokens, snacks, etc. would have been helpful.

More help recruiting participants & money for snacks and drinks.

The discussion guide sooner.

??

Some way through the issue. I didn't find the 3 perspectives helpful – far too narrow. The rewritten booklet (by Syl Jones) came after we had finished our discussions.

d) If you were to lead another study circle, what would you change (for example: discussion materials, overall organization of project, meeting site, your performance as discussion leader, etc.)?

1) I'd try for better attendance (more members), & keep myself out of the discussion more. 2) I'd do child care a little differently. I would have recommended that facilitator follow discussion guide more closely. I've never lead a discussion group before, and so felt very unsure of my facilitation abilities, particularly among this group of experienced professionals ... help with this. Also is there a way of randomly assigning interested group members to groups, for more diversity? Other help in recruiting diversity from one employment site / organization. There was mention of a stipend for facilitators when we had our training - I would appreciate further consideration of this aspect of the overall organization of the project. Thank you -.

Would seek generational diversity, more support from sponsoring organization.
Not enough participation, yet, to provide a meaningful reply.
Expand participation.
There needs to be more diversity in the study circle groups.
More room for research assistance with Research on Group Questions that come up.
Have study guides ready on time, for groups - Have amore diverse group. - More lead time for starting a group & doing group reporting.
Timely - factual background material; we would need better data re policy options - more focused (specific) options for action.
I felt the organization was chaotic - every thing was last minute.

e) Other impressions, concerns and comments ...

The meeting at Macalester ... meeting process was confusing to me. Overall I think the process was helpful and productive at the local level. The big trick is to ensure that something comes of this work so that it does effect policy. ...after the Macalester meeting, I must say that this last piece is in question in my mind. I look forward to participating in next steps that bring to a focus some of the policy issues.

1) When we "merge" with another group now, would we co-facilitate? I'd much prefer that.

2) I wouldn't want to meet more than 2x/mo.

Concerned that only women would come and return - no men (except one we coerced).

We've had a good beginning, but we need to broaden the discussion to a wider geographic area & to include a broader set of stakeholders.

Thank you for giving me the opportunity to facilitate a Community Circles group - Hope to help out again in future.

Vital, interesting discussion; rich diversity of cultures & viewpoints made people want to come back. Excellent group bonding, affection.

The other delegate and myself were impressed with the overall quality of most of those, both other delegates and the leaders of the Macalester general forum.

Focus more on next steps. We have talked about inability to act for too many years with the same community leaders.

The participants at the city wide forum seemed to be predominately middle to upper middle class, middle aged, white people. It would help to have more men and a more diverse group.

21 people signed up for discussion but could not find a common meeting time. Most were unwilling to commit to more than one meeting time of short duration: 2 - 3 hrs. These attended one or two meetings - No one attended all 4.

Narrow the topic !

Participant Roster (Please include sponsor(s), facilitator(s), recorder(s))

Name

Address

Tel #

Hennepin County

Holy Trinity

Hopkins Community Study Circle

Seward Mathews Center Group

Edina Community Circle

Minnesota Fair Housing Center Study Circle

Bayport Community Circle

Oakdale-Oak Terrace-St. Paul Community Circle

Richfield Community Circle

Golden Valley Study Circle

Edina Community B (First Universalist) Circle

University of Minnesota (Newman Center) Study Circle

EDUCATION & HOUSING EQUITY PROJECT (EHEP)
BOARD RETREAT
SUMMARY
August 15, 1997

In Attendance: Barbara Bearman, Josie Johnson, Matt Little, Joy Sorensen Navarre, Jerry Timian, Dick Little (Executive Director), Jim McDonough (recorder)

The Board Retreat was held at Augsburg College, Christensen Center. Board Members and staff met for lunch prior to the Retreat and discussion was initiated over the meal. Lunch concluded at 12:45PM and everyone proceeded to the Nelson Room for the Retreat.

Barbara distributed two articles from John Powell, which she had received at the meeting with the staff of The Institute on Race and Poverty which was held on Thursday 8/14/97.

Jerry submitted a preliminary Summary Report of the St. Louis Park Community Study Circle. In discussion he pointed out that "78% of persons of color are rejected as applicants for housing when "fair housing tests" have been done in the Twin City area". This fact indicates that a substantial amount of discrimination exists in our communities.

Matt expressed concern about the vacancies which have occurred on the Board. Georgina Stephens has resigned due to taking a new position at the University of Minnesota; Mike Anderson has indicated that he would like to also resign; and Jim Hilbert's position as a representative of The Institute on Race and Poverty will be filled by a "new fellow" from The Institute. Dick indicated that these issues would be addressed later in the Retreat process.

Jerry stated that this "retreat" is part of an "ongoing process" for EHEP. This process will be part of ongoing efforts by the staff and Board, and today's Retreat will project a direction for the organization over the next three to four months, which will then be "reviewed" and re-evaluated. This timeline will allow for the recruitment and introduction of new Board Members and the inclusion of their suggestions regarding the organization's vision and direction.

Dick introduced the Board retreat agenda and briefly reviewed the outline sent to Board Members. He began the Retreat with the

INTRODUCTION which was a sharing exercise for Board and staff involving personal introductions in which participants shared their a) personal history that brought them to this organization, and b) their "aha" experiences and/or defining moments leading to their commitment to be involved with working for integrated communities.

Dick modeled the process by sharing that he was born in Wisconsin and grew up in Hopkins, Minnesota. He attended Gustavus Adolphus College and graduate school at the University of Michigan in Urban Planning. His father was an architect and his mother an artist. His grandparents lived in Detroit and the family would drive there for visits. They enjoyed seeing different cities and Dick would sketch the city-scapes on their tours. A "defining moment" was when they drove through the Southside of Chicago on one trip and he was appalled by the conditions in which people were living as compared to his experience in Minnesota. For the first

time he saw a "world that was totally different from his hometown." Dick was influenced by the presidential campaign of President John F. Kennedy and supported the "social justice" issues espoused by J.F.K. Another influence was the movie "Gentleman's Agreement" with Gregory Peck, which focused on the effects of anti-Semitism and bigotry. He worked for H.U.D. in urban planning for 20 years before accepting a position on the Minneapolis Planning Commission under Mayor Don Fraser eight years ago. He sees his work at EHEP as a "special calling" for establishing more equitable and just communities.

Matt shared that regarding a defining moment in his life "being black and being raised in an American Apartheid situation" has resulted in no "single" defining moment. Instead he has experienced a lifetime of segregation and discrimination. He grew up in a little town in North Carolina, part of the segregated South prior to the Civil Rights movement. He was dismayed how blacks would accept this form of segregation without total rebellion. He recollects a time when black people were not allowed to try on retail goods in downtown stores; when blacks were required to sit way up in the top rows of the balcony in movie theaters and the dangers involved with only one exit; segregation in housing was "very visible" since the pavement "ended" where blacks lived in town. Blacks were always required to act with respect toward all whites regardless of character or age, while whites were not so required, but may refer to older blacks as "uncle" as some show of respect. Matt was encouraged by his father to: a) get an education and b) go up North. He went North in 1947 and found that the character of segregation had changed but was still deeply embedded in the society. Although he had a B.A. in Biological Sciences, the only job he could find was waiting tables at the Curtis Hotel. He later applied for a position on the Minneapolis Fire Department. Because he was athletically inclined he "passed" the physical requirements with high marks, actually setting a record for running with a man on his back; as a recent college graduate, he also had no trouble on the written examination; the oral portion of the application process was conducted by three retired fire chiefs and consisted of three questions: 1) Why do you want to become a fireman?, 2) What does your family think of you becoming a fireman?, 3) Why do you want to leave your present job? He did not pass the oral portion being given a 73.5% rather than a 75% mark. He was so outraged that he found out where one of the examiners lived and personally confronted him about the decision not to hire him as a fireman. The retired chief admitted that the only reason he voted to reject his application was that he felt that since firemen were required to work and live together closely, it would not "work out" to have a black fireman. Years later Matt gave testimony at hearings about discrimination in the Fire Department and was part of the NAACP lawsuit 15 years later against the Fire Department. He also became president of the Minneapolis NAACP and has been a community activist for years. His motto has been "Don't get mad, get even!" and he has directed his energy to "rectify" the injustice of circumstances and situations.

Joy grew up in South Minneapolis and attended Washburn High School, Hale Elementary, Ramsey Junior High, and Bethel College. She comes from a strong Scandinavian background, but spent two years in the Dominican Republic as part of the church-sponsored Hunger Corps. She married a man from the Dominican Republic and her children are multi-racial and multi-cultural. A defining moment for Joy was visiting her daughter's first grade classroom and observing that the Latinas were "here", the whites (or blondies as her daughter referred to them) were "here", and the African Americans were "here". She asked the teachers "where did the children learn this arrangement?" since that was not what her daughter had experienced at home.

She was told that they just knew that this was the arrangement, and Joy became aware of the racism that existed in the St. Paul schools. On the housing side of the issues, she has worked with homelessness and public housing with Minneapolis Public Housing for six years and at CommonBond Communities on the social service side as a social worker. Regarding policy issues, she sees her new position as Executive Director of MICAH as having a greater impact on community change than her individual social work.

Jerry grew up in St. Louis Park as part of four generations in St. Louis Park. His grandparents owned a hotel in St. Louis Park. He has worked with families and family issues through the United Way and Children's Home Society. He is an Anthropologist by training and a Social Worker by license. He grew up in a working class family with a predominantly German background. His mother has worked as a waitress and his father as a core maker (sand casting for metal) and his brother has been a chef for the Lincoln Del and learned much of his expertise from "chefs of color". As working class people, his family has worked with people of color on the job, even though his St. Louis Park community consisted of Native Americans, Lithuanians, and Irish people. He attended an all boys high school, and the only visible African American in St. Louis Park was Dr. Lewis, a black veterinarian who was highly respected in the community and cared for its pets and animals. Jerry has been on the St. Louis Park School Board for 2 ½ years as the result of being concerned about education issues in the schools. He stated that the community uses "good rhetoric" regarding integrated community, but lacks a sense of "invitation" as reflected in the statement "what can you contribute?" as opposed to "what can we give you?". When persons are asked to contribute their resources and talents they often do so quickly and willingly.

Barbara introduced herself as a person whose "bark is far worse than her bite!" She may be seen by others as gruff and abrupt, but really sees herself as honest and direct. She has been a person who is "angry about injustice" most of her life. She was an only child growing up, and discovered in Sunday school that the "idol breaker" was a valuable person in Judaism. She has a strong aversion to "hypocrisy". Her experience has been that in spite of our parents, something of "us" emerges. She has been a "fighter" who has interest in politics, and has tried to balance her inclinations to interior design and wanting to save the world. The issues of justice and equality flow easily in her world, and she was also influenced by Civil Rights and the Kennedy's challenge, along with the example of her parents. She got involved in the elementary schools of her children and the Minneapolis School District's Human Relations Committee. Her involvement with the P.T.A. and efforts to "pair" Kenwood School with another school, led her to the conclusion that "if we won't desegregate the schools, let's desegregate the whole city." During an emotional defining moment, Barb experienced a conversation with her higher power that if she "had to stand her ground in spite of all obstacles, so be it! That's how I march ahead." She has lived in rural Alabama where she was the only white person, and yet felt safe and protected. The one thing she insists on in other people is to "keep your word!" "You can change your mind, but don't deceive me." Her parents instilled in her that "The only thing you can leave in your life is your good name!"

Josie had been called out of the room during Joy's and Jerry's introductions and expressed regret she had missed them. She will be having lunch with Joy so it is possible she and Joy will fill in the blanks at a later date. Josie moved to the Twin Cities in 1956 from Texas and had two young

children. She had "educated" parents and learned that "you do things because they need to be done!" She has served as secretary to the NAACP and worked in the areas of fair housing and fair employment, as well as human relations training for teachers. She joined the Board of EHEP, not only because Matt, Dick, and Barbara invited her, but because she feels that these objectives "will come to happen now!" (Matt pointed out how humble and unpretentious Josie has always been by simply summarizing her decades of activism in three sentences.) Josie added that she worked on Civil Rights legislation in Minnesota when Governor Elmer Anderson (1962) was the state's governor and that she was an advocate for civil rights during a time when politics and society had little idea of what the issues were about. She has worked with many organizations such as The Urban League and The Urban Coalition.

LOOKING BACK: HISTORY & MISSION

(A history of our organization and review of our mission)

Matt and Barbara presented a brief history of EHEP. Matt and Barb have been involved for several years since 1991/1992 with school-based desegregation and statewide legislative action, as well as the State Department of Education. Matt threatened to sue the State / City if they didn't do something about the racial segregation within and between school districts in the metro area; lack of action resulted in the "School Adequacy" lawsuit. Matt and Barbara, along with Mike Anderson, then Executive Director of MICA formed "Citizens for an Integrated Community" in 1995 (later the name was changed to the "Education and Housing Equity Project"). The mission of EHEP has been to: 1) work with Coalitions, 2) facilitate Discussion groups, and 3) assist Communities with integration.

The reason Matt and Barbara created this organization (EHEP) was, in Barbara's words, to "*advance* the lawsuit". Funders wouldn't fund the lawsuit directly, but would fund efforts, which could result in materials and support from the community, which would be helpful in the lawsuit. Matt and Barbara's lawsuit and the NAACP lawsuit are somewhat separate (**please clarify this point**). Collaborative partnerships have been formed with the NAACP, The Urban League, The Urban Coalition, and organizations involved with the Civil Rights movement. Although the lawsuit is not directing EHEP, our work reflects the four components to the School Desegregation Lawsuit. Those four components are: 1) Housing, 2) Transportation, 3) School Resources, and 4) Metropolitan-Wide Desegregation. The work of EHEP must parallel the work of the Mediation Team and mediation process, but not necessarily connect with the lawsuit directly. *

Joy commented/observed that MICAH / EHEP / and the Lawsuit are all congruent in their missions and objectives. Housing is a key component of school desegregation.

COMMUNITY CIRCLE STUDY GROUPS
(Active Groups – Submitted Summary Reports and/or Group Information)

<u>Group / Location</u>	<u>Sponsor</u>	<u>Contact(s)</u>	<u>Tel. #(s)</u>
Hennepin County	Hennepin County Children & Family Services	Ree Ah Bloedow Brenda Louise	348-2294 / 348-4534 348-6467 / 823-4859
Minneapolis-Longfellow	Holy Trinity Lutheran Church / Longfellow United for Youth & Families	Joy Nelson	729-2952 / 721-7811 / 729-8358
Richfield	Richfield Board of Education / Richfield League of Women Voters / City of Richfield	Emily Day Mary Supple Dr. Barbara Devlin	869-7024 798-6769 922-3132
Hopkins-Minnetonka	Hopkins School District 270 / Hopkins Human Rights Commission	Diane Cowdery	988-4035
Minneapolis-South	St. Joan of Arc Interfaith Action Team / Southside Neighborhood Housing Services	Rich Nymoen Mary Ann McCoy Hal Clap	722-9438 / 266-8971 377-4793 823-5216 ext 313
Minneapolis-Seward	Minneapolis Schools	Scott Bol Karima Bushnell	721-6320 / 430-9111 827-4424
Edina Community	Edina Public Schools	Laura Tueting Nelson	928-2430 / 928-2532
Minneapolis-Phillips	Minnesota Fair Housing Center	Charmaine Sprengelmeyer	872-0354 / 872-6088
Stillwater-Bayport	Stillwater Community / Minneapolis Schools	Scott Bol	721-6320 / 430-9111
Oakdale-Oak Terrace-St. Paul	CommonBond Communities	Marie McMahon	290-6238 / 291-1750
Golden Valley	Black History Committee of Golden Valley / Golden Valley Human Rights Commission	Walter Gray Mary Anderson	946-4243 593-3990 / 588-8578
Edina Community-B	First Universalist Church / Metro Stability Task Force	Nancy Atchison	941-3508
University of Minnesota	Newman Center	Rosemary Ruffenach	636-9667 / 988-4187
Minneapolis-North-Brooklyn Park-Brooklyn Center (2 groups)	Ascension Catholic Church	Sylvia Winkelman	533-8381 / 529-9684
Maple Grove-Champlin	Maple Grove Library	Mary Helen Amery Magaret Gillespie	546-4448 / 781-5872 420-8378 / 820-0448
Minneapolis-South Central	Sabathani Community Center	Art Serotoff Kristin Lund	824-2669 / 821-2310 646-4094
Minneapolis Greater Area-D	Greater Minneapolis Day Care Association	Jan Herseth Barbara Blackstone	349-0522 / 349-0544 297-4635

EHEP BOARD MEETING

Minutes

9/5/97

In Attendance: Barbara Bearman, Jim Hilbert, Matt Little, Josie Johnson, Joy Sorensen Navarre, Marguerite Spencer, Jerry Timian, Dick Little, Executive Director, Jim McDonough, staff

Matt is going to Ghana for 18 days as part of the Friendship Mission next week.

Dick called the Board Meeting to order at 8:15AM. Introductions were made, and Dick and the Board welcomed the new representative from the Institute on Race and Poverty, Marguerite Spencer, who has been a Senior Research Assistant with the Institute since April, 1997.

Dick asked if there were any additions or corrections to the Retreat Minutes. Barbara stated that she would have preferred that the "personal" introductions had not been recorded and identified by name. Matt also said he agreed.

Dick asked Barbara and Matt to clarify the history regarding the Lawsuit and to clarify if there were "one or two Lawsuits ??". Matt stated that there is only "one" Lawsuit, now known as the "Adequacy" Lawsuit, which was originally initiated by he and Barbara as an "anticipated desegregation Lawsuit, but has now been resolved into the "Adequacy" Lawsuit filed by the NAACP on their behalf. Matt is a past president of the local NAACP and Barbara has been involved with the NAACP Education Committee. Their Lawsuit was the result of their concerns that as regards a 1971 lawsuit in Minneapolis regarding school desegregation. In that Lawsuit, Judge Larson had given the enforcement of the court's mandates to the State. As the result of their concerns that the State had not sufficiently enforced these mandates and followed through as directed by the court, the "Adequacy Lawsuit by the NAACP resulted against the State. The initial "press release" in the Minneapolis paper does a good job of explaining the Lawsuit (we will see if we can get copies for the Board).

Jerry was able to join the Board Meeting this AM because the St. Paul United Way had given him time to do so today.

The Board discussed its appreciation to former Board Members, Georgina Stephens and Mike Anderson. Matt felt that since the Board and the organization is so new that it would be appropriate to have the Board send a letter of appreciation. Josie added that a "certificate of appreciation" would also be a reflection of the Board's acknowledgement of Georgina's and Mike's contributions to EHEP. Jerry said a box of Frango Mints would be nice. Staff will prepare the letters and certificates for Board signatures.

The issue of Board recruitment of new members was discussed. The following persons were mentioned as possible candidates:

(Team 1 - Josie/Joy)

- Keith Hardy - younger, in his 30's, African American man, recently nominated for "11 Who Care" Award, involved with training for SuperValu Co., mentoring children, St. Paul School Board-finance committee, school connections, not available at present during work hours, has "heart" for the issues.
- Carol McGee Johnson - parent program in St. Paul, Black parent advocate program, St. Paul Public Schools, Student of Josie, private consultant.
- Katrina Reed - Minneapolis Public Schools, Interim Superintendent.
- Jim Lenfesty - editorial journalist, Star Tribune, on editorial board, Josie connected with him through Mixed Blood Theater, fundraising connections, has the "right" feeling, yet reservations were expressed, his promotion of voucher program and "misrepresenting" the lawsuit as an "equity" issue rather than an "educational adequacy" issue, very open minded, may have disqualify self because of position on editorial board, his wife Susan might be a good candidate.

(Team 2 – Matt/Barb)

- Alan Johnson – national fundraiser with Vance Opperman, interested in the issues, “organizer at large”, worked for Jerry Brown’s administration in California. Friend of Josie’s.
- Don Lewis – lawyer, son of Don Lewis Sr. (former NAACP state & St. Paul chair), was with Dorsey & Whitney, recently founded his own firm.
- Mitch Pearlstein – “policy maker”, quite a standing in certain part of our community, should find some common ground with them in terms of moving toward change.
- Peter Bell – TCF. Matt opposed to Mitch or Peter because would have to “re-debate” the basic suppositions which underlie EHEP with them. Not appropriate for Board, but dialogue is essential.
- Kathy Tunheim – corporate person, marketing, social justice and equality oriented, hosted & handled PR for 1995 NAACP national convention, successful firm, might be able to provide “pro bono” services to EHEP, husband – Jack is Federal judge, Matt and Josie know her well.
- Russ Adams – Alliance for Metro Stability, housing, transportation, & environment issues, his organization is a coalition, might be good for “outreach”.
- Pam Twiss – (SPEAC) St. Paul Ecumenical Alliance of Congregations, community Organizer, Faith community, we may be too focused for her.
- Tom Stanley – African American, from Matt’s hometown in North Carolina, Washington, NC, works for Silicon Graphics Computer Systems in Bloomington, met Matt at NAACP lawsuit fundraiser in Rochester when worked for IBM.

(Team 3 – Jerry/Jim/ Marguerite/Dick)

- Paul Williams – Minneapolis Foundation, formerly with St. Paul Foundation, supportive of Neighborhood Revitalization Programs, Humphrey Institute grad, recommended that KTCA contact Dick about Citizen’s Summit tomorrow, can connect with National funders, may have conflict of interest as funder.
- Hal Freshley – Met Council, previously planner and Social development officer, now with the state – aging programs, on St. Paul’s First Call for Help Board.
- Ken Ford – African American, from Cleveland Ohio, St. Paul Pioneer Press, marketing.
- Gilbert De Lao – Latino, Neighborhood House, has helped with Lawsuit with Jim Hilbert, West Side activist, St. Paul School Board, also conscious of Asian community issues, involved with Education Summit, active in education.
- Chris Toffolo – University of St. Thomas, Political Science, active with “Teaching Against Racism – transforming curriculum, had Sam Meyers at their meeting, Marguerite knows her.
- Jay Erstling – attorney, business, active in Teaching Against Racism at St. Thomas.
- Jan Milnar – Teaching Against Racism, St. Thomas.
- Frank Hornstein – JCA, active, housing issues, too busy, JCA reps – Rachel Drucker or Rachel Breen
- Myron Orfield – text book author “Metropolitics”, State Rep, assistant at MAP, font of knowledge, controversial with some people because of his addressing the issues, fundraiser.
- Gene Sylvestre – Human Rights activist, started many of the suburban commissions, marketing, retired, involved with Edina & Golden Valley Community Circles, Chair of Social Action Committee of Greater Minneapolis Council of Churches.
- Walter Gray – African American, American Express Financial Advisors, Golden Valley Human Rights Commission, Golden Valley Community Circle Facilitator, Golden Valley representative at Macalester Forum in May.

The Board decided that the next steps would include:

- a) Dick going through the categories listed at the Board Retreat
- b) List candidates according to categories
- c) Fax candidate/category list to Board Members along with EHEP mission and activities statement (Monday, September 7th)
- d) Board Members will check "availability" and "interest" of candidates
- e) Board and Staff will "conference" by phone on final candidates and prioritize candidates (Friday, September 12th)
- f) New Board Members will be invited to the next Board Meeting on Monday, September 29th

Several Board Members indicated interest in Myron Orfield's book "Metropolitics" – e.g. Josie, Jerry, etc.

Jerry presented the "job description" of the Executive Director to the Board for review. Good start and improvement on previous description. Discussion of "who" represents EHEP and the "role" of representing and promoting the organization. The Board also performs this function. Who is the EHEP "spokesperson"? It was suggested that Board Members review the "job description" and vote on its "approval" at the next meeting.

Dick announced the availability of a Board Training seminar at St. Thomas University which would be very helpful for both old and new Board Members Tuesday October 7th 7:30AM – 9:30AM – Breakfast Meeting - St. Thomas Minneapolis Campus, cost: \$25.00 to be paid by EHEP; please let Dick know if you want to be registered. Barbara asked about personal liability of Board Members in a non-profit organization; these and other questions would most likely be addressed at the seminar. Matt suggested that "new" Board Members of EHEP go through an orientation to EHEP prior to the St. Thomas seminar, so that they would have a general understanding of what our organization is about beforehand. The Harvard Business School article on non-profit boards which was distributed to Board Members at the last meeting was also referenced.

An initial presentation of the Work Plan for EHEP was provided by Dick. Jim Hilbert indicated that the Mediation team for the NAACP Lawsuit will be doing their data gathering again between September 22nd – 26th, 1997 in the Twin Cities area.

Dick reported that 25 surveys of Community Circles have been returned to date, most of them included a summary report of their discussion findings, conclusions and recommendations.

The EHEP work "product" and progress toward its development was briefly discussed. Dick asked all Board Members to think about providing feedback on the "product" we are aiming for and on processes we hope to influence decision makers (in addition, to the state legislature and the NAACP mediation team process). The next few months will involve compiling the Study Circle Reports, convening a "Blue Ribbon" panel to advise and support the next steps in the process, reviewing and revising the Discussion Guide with the help of the Institute on Race and Poverty to help develop more focused questions, and the use of "language of inclusivity". Josie stated that the Discussion Guide needs to "address the issues that are out there and that need to be addressed as part of this process". Dick suggested that Board Members review the work done by Len Witt of the MPR Civic Journalism Initiative which provided another approach to guiding the discussion.

Matt asked about the date for the Citizens Summit (scheduled to be held in March 1998 on the Work Plan). If possible, we would encourage a kick-off event for Round II in conjunction with a fall (November ??) meeting with Kaquasi Enfumi as the speaker. Board Members agreed that John Hope Franklin or another representative of the President's Commission on Race should be invited as the speaker for our Citizens Summit. Everyone agreed that it would make more sense to hold the

Summit at the conclusion of the Round II Community Circle discussions rather than at the kick-off in the Fall. This will necessitate talking to the foundations about extending our grant period.

The new Board Member orientation meeting was set for September 29th, 1997 – Monday – 11:30AM – 2:00PM (restaurant / or meeting place to be determined). New Board Members will be invited and lunch will be provided.

The next regular Board meeting was set for Friday, October 10, 1997 – 11:30AM – 1:30PM, at the Hallie Q. Brown / Martin Luther King Center in St. Paul.

Meeting adjourned at 10:05AM.