



Education and Housing Equity Project Records.

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BEYOND BUSING
COMMUNITY CIRCLE TRAINING WORKSHOP
FOR CONVENORS AND FACILITATORS
February 20, 1997
Marshall Room, Christenson Center, Augsburg College

I. Introduction

- A. Introduction to the Project - Dick Little
 - 1. What is the "charge" of each community circle?
 - 2. Responsibilities of being a convenor/facilitator
- B. Facilitator Conferencing Service offered by Twin Cities Freenet - Nolan Venkatrathnam
- C. Introduction to the 'Community Circle Discussion Model' - Bruce Vandell
 - 1. Overview of the differences between Dialogue and Debate, between deliberative discussion and unfocused discussion
 - 2. Developing Ground Rules - small group exercise & large group debriefing

II. Issue Framing and Analysis

- A. Introduction to the issues and review of the Discussion Guide & Worksheet critiquing policy options - Darcy Seaver and Kristy Greenwalt
- B. Issue Analysis Process - Roy Taylor

III. Deliberation

- A. Deliberation Process & Techniques - Roy Taylor
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- C. Role Play - small group exercise & debriefing with large group

IV. Public Voice

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Guidelines for Study Circle Participants

The goal of a study circle is not to learn a lot of facts; the goal is to deepen understanding and judgment, and to think about ways to make a difference on a community issue you care about. This can occur in a safe, focused discussion when people exchange views freely and consider a variety of views. The process — democratic discussion among equals — is as important as the content.

The following points are intended to help you make the most of your study circle experience.

- Make a good effort to attend all meetings. The comfort level and depth of conversation depend upon familiarity with other participants.
- Think together about what you want to get out of your conversation.
- Help keep the discussion on track. Make sure your remarks are relevant.
- Speak your mind freely, but don't monopolize the conversation.
- Listen carefully to others. Try to really understand what they are saying and respond to it, especially when their ideas are different from yours. Try to avoid building your own arguments in your head while others are talking. If you're afraid you'll forget to make a point, write it down.
- Be open to changing your mind. This will help you really listen to others' views.
- When disagreement occurs, don't personalize it. Do keep talking, and explore the disagreement. Search for the common concerns beneath the surface.
- Don't waste time arguing about points of fact. For the time being, you may need to agree to disagree and then move on. You might decide to check out the facts together before your next meeting.
- Value one another's experiences. Think about how your own experiences have contributed to your thinking.
- Help to develop one another's ideas. Listen carefully, and ask clarifying questions.

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Dialogue vs. Debate

Collaborative

Oppositional

Common Ground

Winning

Listen for Agreement

Listen for Flaws

Enlarges\Changes
One's Point of View

Affirms Our Own
Point of View

Evaluates
Assumptions

Defends Assumptions

Open Minded

Close Minded

May Lead to New
Solutions

One's Position is the
Solution

Many People of Parts
of the Solution

There is a Right
Answer

Deliberation vs. Discussion

Considers Several
Points of View

People Are Talking
About is Really
Valuable

Recognize
Complexity

Weighing Pros and
Cons

Struggling with
Themselves and Each
Other

Use “We” When
Looking At Solutions

Civil

Share Our Point of
View

People May Not Go
Beyond the Surface
....

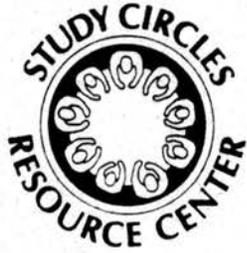
Look At Only One
Point of View

Critical of Opposing
View

Merely Representing
Our Viewpoint
.....

Use “I” When
Sharing Solutions

Polite\Unemotional



A comparison of dialogue and debate

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

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

In dialogue, finding common ground is the goal.

In debate, winning is the goal.

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

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

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

Debate affirms a participant's own point of view.

Dialogue reveals assumptions for reevaluation.

Debate defends assumptions as truth.

Dialogue causes introspection on one's own position.

Debate causes critique of the other position.

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

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

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

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

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

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

Dialogue calls for temporarily suspending one's beliefs.

Debate calls for investing wholeheartedly in one's beliefs.

In dialogue, one searches for basic agreements.

In debate, one searches for glaring differences.

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

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

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

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

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

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

Dialogue remains open-ended.

Debate implies a conclusion.

Adapted from a paper prepared by Shelley Berman, which was based on discussions of the Dialogue Group of the Boston Chapter of Educators for Social Responsibility (ESR). Other members included Lucile Burt, Dick Mayo-Smith, Lally Stowell, and Gene Thompson. For more information on ESR's programs and resources using dialogue as a tool for dealing with controversial issues, call the national ESR office at (617) 492-1764.

ESSENTIALS OF THE ISSUE ANALYSIS EXERCISE

Purpose: To involve people in the essential aspects of analyzing a public policy issue in the sense so that they better understand how the essential characteristic of connecting choices to what people value as deepest motivations. This understanding is important to developing a forum or study circle so that choice work creates public knowledge, public judgment, and common ground.

Steps:

1. Start with a "concern":
2. "Brainstorm" silently and individually possible actions.
3. Share in round-robin fashion without comment except for clarification; list possible actions on poster paper.
4. Check for reality. Has any significant possible action been omitted? Would the range of possible actions as stated reflect a true situation in public discussion?
5. Identify "reasons for" each of the proposed actions. Probe for deepest motivations without getting much involved in definitions re: values, interests, social norms, opinions, and attitudes.
6. As "deepest motivations" are identified, list each with its corresponding action.
7. Cluster (perhaps using smaller groups) the proposed actions/motivations in seemingly coherent groups. Several different possibilities may emerge. The key is to avoid "business-as-usual" liberal-conservative frameworks.
8. Once a possible pattern of choices has been identified, title the real issue those choices are about.
9. Remind participants that this exercise is an abbreviation of what is involved in actually developing an issue for discussion.
10. Reflect on what people have experienced in the exercise and what they have learned from it.

NAMING THE PROBLEM: UNDERSTAND THE PROBLEM AS PEOPLE EXPERIENCE IT

Here are some questions that you may want to use in your conversations to uncover as many perspectives about the situation as possible and to think through how people understand the problem. [The answers to these questions will also provide the information you will eventually need to frame the issue so that citizens can consider choices and trade-offs.]

A. What is it all about?

- When you hear the word or phrase (insert a word or phrase that identifies a problematic situation) what comes to mind?

B. Why does it matter?

Why is this such a problem?

- When you think about _____, what's most important to you?
- Why is that important—why is it a concern?

C. Is it the same for everybody?

- Would others in the community feel differently? What do you think they would say is important about this situation?
- What is underlying *their* points of view—what do you think is their real concern?

NOTE: It is a good idea to write people's responses to these questions on poster paper or a flip chart so that you can "walk out the door" with the common concerns already on paper.)

What to Listen For

Here is what you need to learn from your conversations so that you can reach a shared definition of the problem:

- **How people understand the problem**—how do people define the problem?
- **How people talk about the problem**—how do people talk about the problem? Is the language they use different from that of officeholders and the media?
- **What connections people make**—what issues do people seem to link together with this problem? How does this compare to how professionals might approach this problem?
- **What people value**—what is really important to people on this problem? What motivates these concerns?
- **Different points of view**—what are different points of view on this problem? How do some people who are often missing from public discussion think and feel about the problem?

D. Naming the Problem

To name the problem is to define it in a statement that captures all the concerns brought out in the previous section. The statement should be one that everyone in the community can buy into.

What is the real problem that we are facing?

- What is it that we're really talking about when it comes to this situation?
- Can we describe the problem, in a short sentence, to reflect everybody's main concerns? For example, if you put this problem on a poster, what would you write?

(NOTE: Although giving a problem a name, that name may not be the same as the way you will, in the next exercise, describe the issue you think the public needs to discuss. Let the name of the problem inform but not dominate framing the issue.)

Test the Statement Against All the Factors Identified

Go back to the list of common concerns, and ask if the statement reflects all of them or only some.

FRAMING THE ISSUE: FRAME THE ISSUE FOR CHOICE DISCUSSIONS

You now need to think about how you are going to present the problem so that people can come to a decision about dealing with it together. We must understand all our options for addressing the situation and the nature of the choices we have to make if we are going to act on the problem together.

Here are some steps and questions that we need to work through to create a framework for public discussion of the issue.

Keep in mind what we learned in our initial discussions as we named the problem—how we and others understand the problem, what concerns we have, and what's important to all of us.

(NOTE: You are now going to cluster all the suggested actions into three or four groups that suggest distinctively different directions to take in handling the problem. Each group of actions should represent a distinctive way of perceiving the problem and should be driven by a different set of priorities or values in regard to the problem. When grouping actions, focus on broad directions for action that you can pursue to address the problem, rather than specific solutions or ideas.)

A. Laying Out All of the Possible Actions

(NOTE: Here are two important points to keep in mind as you lay out a range of actions for addressing the problem. (1) Do not develop a list of actions that only support the interests of one group of people or another. (2) Avoid debating specific solutions. (You start by listing specific actions, but you will need to think through what you really are concerned about, what impulse leads to each action.)

- What actions do people think will address their concerns?
- What are some actions that people who aren't here might suggest? What would they say needs to happen?

B. Identifying the Concerns Behind the Actions

- What is really important to people who want to take these actions? How do the actions relate to the deepest concerns you identified earlier?

C. Clustering the Actions Around Different Concerns

- Which actions fit together because they reveal a different cast of mind, a different set of concerns, or a different cause of the problem?
- Can we now group the actions into three or four distinctly different "approaches" ("approaches" are actions driven by a set of concerns)?

D. Presenting Policies Which Implement the Broad Approaches

- From the clusters, translate the broad approaches into policies that will set directions for the community. (Policies implement the approaches; they describe what you want to happen.)

E. Presenting the Pros and Cons

- What are the best 3 or 4 arguments *for* and the best 3 or 4 arguments *against* each policy option?
- What are the contradictions or conflicts among the options?

Checking the Framework

(NOTE: The aim now is to ask ourselves what, if anything, do we need to change to ensure that the framework we have decided on will lead to a productive dialogue, that is, to serious choice work and not just a repeat of the usual debate?)

- Is the framework clear about what's at issue *and* is the issue compelling?
- Is the framework presented in a language—with examples—that people can relate to?
- Does the framework outline *directions for action*, as opposed to specific solutions for addressing the problem?
- Does the framework present the different points of view that people have on the problem and how to act on it?
- Does the framework reveal what people value, the motivations that underlie their different points of view?
- Is each option for action in the framework driven by a different perspective about what is most important?
- Does the framework create tensions for citizens to wrestle with; does it disrupt the polarized debate?
- Does the framework put the "best foot forward" for all options *and* convey "cons" for each choice, too?

F. Framing the Question

Now that we have laid out all the options for action—and arguments for and against each option—we must frame the overarching question that people have to make choices about. We must capture what is really at issue in the problem that is before us. For example, if the problem is, "The health care system is in crisis because we can't afford to pay for all the care we want," the issue or question may be, "How can we contain costs while ensuring expanded coverage?"

- What are the conflicts or tensions—e.g., more coverage with contained costs—that people need to work through in order to begin moving toward solving this problem?
- What is the overarching dilemma we are facing? Or, what is the "nub" of the matter?
- What has to be decided?

MODERATING FOR DELIBERATION

Many people who attend deliberative forums may not know what to expect. If they've attended a public meeting before, it's probably taken the form of a hearing about proposed governmental action, a political debate involving candidates, or a general discussion about some problem that has surfaced in their community.

When these people enter a deliberative forum, they find something altogether different. The purpose of this kind of forum is for citizens to make, or at least work toward, a decision about how they will act on a problem or what policy they think is best for their community or the country. Deliberation is weighing the costs and consequences of a variety of possible actions or discovering (1) that the various things that are valuable to them pull them in different directions as they consider their options, and (2) that these conflicts have to be worked through. Deliberation doesn't result in absolute agreement, but it can reveal the general direction in which people want to move, the range of approaches to a problem that would be acceptable, and what people are or are not willing to do to solve a problem.

Consistent with what deliberation is, moderators ask four basic questions in a forum:

1 What is valuable to us? This question gets at why making public choices is so difficult: the options turn on things that people care about very deeply. This question can take many forms:

- How has this issue affected you personally? (Usually asked at the beginning.)
- What things are most valuable to people who support this option?
- What is appealing about this option?

- What makes this option a good idea — or a bad one?

To uncover their deeper concerns, moderators will often ask participants how they came to hold the views they have and to ground what they say in their experiences, and not just in facts or rational arguments. They might ask these questions:

- How do you see this option?
- What experiences have led you to this perspective?
- Could you tell a story illustrating that view?
- How might others see this option?
- Does someone have a different experience, another perspective?

Notice that throughout, in every series of questions, the moderator will try to draw out different perspectives in an effort to ensure a complete and balanced discussion. That is the only way that a forum can do its job — to examine fully and weigh carefully all the possibilities.

2 What are the costs or consequences associated with the various options? This question can take any number of forms as long as it prompts people to think about the likely effects of various options on what is valuable to them. Examples include:

- What would result from doing what this option proposes?
- What could be the consequences of doing what you are suggesting?
- Can you give an example of what you think would happen?
- Does anyone have a different estimate of costs or consequences?

Deliberation requires weighing the "pros" and "cons" of different options so it is important to be sure that both are fully aired. A "pro" is simply a positive consequence, a "con" a negative one. Questions to ensure a fair and balanced examination of all potential effects include:

- What would be the argument against the option you like best?
- What would someone say is good about the option that you oppose?
- Can anyone think of something constructive that might come from this policy?
- Is there a downside to this course of action?

3 **What are the tensions or conflicts in this issue that we have to work through?** As a forum progresses, moderators will ask questions that draw out conflicts or tensions that people have to work through. They might ask:

- What do you see as the tension between the options?
- Where are the conflicts that grow out of what we've said about this issue?
- Why is this issue so difficult to decide?
- What are the "gray areas"?
- What remains unresolved for this group?

Throughout the forum, a moderator will intervene with questions that move the deliberations toward a choice but always stop short of pressing for a consensus or agreement on a particular solution. The objective of a deliberative forum is to chart a direction or articulate shared purposes that can be the basis for specific programs or detailed policies.

4 **Can we detect any shared sense of purpose or how our interdependence is grounds for action?** In the very first few minutes of a forum, the moderator should remind people that the objective is to work toward a decision. Then, as the tensions or conflicts become evident, as people see how what they consider valuable pulls them in different directions, the moderator will test to see where the group is going with questions like:

- What direction seems best, or where do we want to go with this policy?
- The moderator can follow up to find out what people are or are not willing to do or sacrifice to solve a problem with such questions as:

- What trade-offs are we willing to accept?
- What trade-offs are we unwilling to accept?
- What are we willing to do as individuals or a community to solve this problem?

At the heart of deliberation is the question of whether we are willing to accept the consequences of our choices. That might lead to a question like this:

- If what we seem to favor had some of the consequences several of our colleagues worry about, would we still favor this policy or course of action?

Ending a Forum

Before ending a forum it is usually a good idea to take a few minutes to reflect both individually and as a group on what has been accomplished. Questions like the following have been useful:

- How has your thinking about the issue changed?
- How has your thinking about other people's views changed?
- Tell the rest of us how your perspective changed as a result of what you heard in this forum.
- What didn't we work through?
- What do we still need to talk about?
- How can we use what we learned about ourselves in this forum?

These questions prompted enough testimonials to demonstrate one of the most powerful effects of deliberation: It changes people's opinions of others' opinions. Those changes in perception create new possibilities for acting together, generating the political will to move ahead.

"At the heart of deliberation is the question of whether we are willing to accept the consequences of our choices."

Ways to spot deliberation

What does it look and sound like? Here are a few tips:

1. The discussion is taking into consideration several points of view – a range of views – not just a highly polarized debate.
2. People are talking about what is really valuable to them – what matters most – the underlying values.
3. The group is recognizing, acknowledging that the issue is complex.
4. People are talking about pros and cons of each option, each “choice” – weighing the consequences.
5. People are struggling within themselves, as well as with each other.
6. People move from “I” to “We” when talking about what can be done.
7. The discussion is civil. (Remember this is not synonymous with polite or unemotional.)

Deliberation is a different kind of talk than debate.
The result will almost never be unanimity (full consensus.)

If you listen carefully, however, you can often hear a sense of shared concerns and areas where people with conflicting values are willing to work cooperatively or in a complementary fashion.

HARVESTING A PUBLIC VOICE

Think of "Harvesting a Public Voice" not as concluding, but as giving meaning to what you are doing. Participants describe the experience they just had, not report results.

At the end of your Forum, you may want to ask yourselves these questions to reveal the results of your efforts:

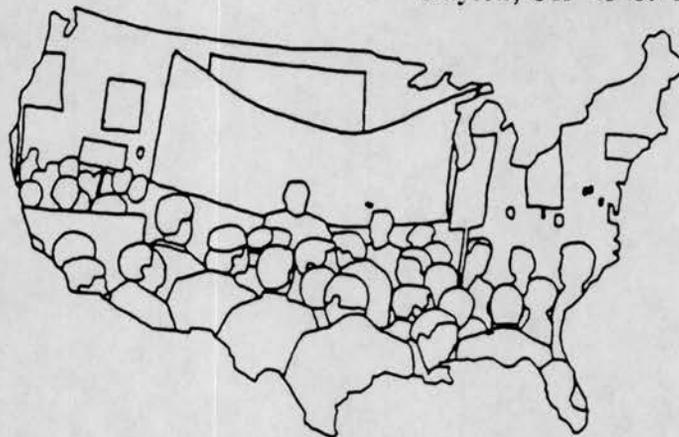
1. Is there a **shared** understanding of the problem?
2. How does this issue affect what people care about every day? What worries them?
3. What makes this issue so difficult to decide? What is really at issue?
4. What trade-offs are people willing to make to get what they want? What consequences are unacceptable? What are people not willing to give up?
5. Is there enough common ground for action? Is there a shared sense of purpose and direction? What is unresolved?
6. Where is our community or country, in the process of resolving this issue? Is the current political debate likely to resolve the issue? What have we learned in the Forum that we can carry back into the political debate?

HARVESTING IS INTERPRETIVE MORE THAN SUMMARY.

BALLOT (Post-Forum)

The Post-Forum Ballot is a way to face the conflict found within ourselves. Often we discover aspects of each choice we hold most valuable. Yet, the things we deeply care about are often in conflict. The ballots, along with other information, are important in discovering a PUBLIC VOICE.

Send both Pre- and Post- Ballots to: **National Issues Forums**
100 Commons Road
Dayton, OH 45459-2777



- Can anyone envision how their life/community/family would change if this choice became national policy? What motivates that view?
- What's your sense now? What new insights?
- If one holds that position, what are the gains and what does one give up?
- If we followed this course of action what would be the consequences of that action on your life? Other lives?
- How would you make judgments about that?
- Suggest a policy and some specifics to that policy.
- Can someone suggest areas that we seem to have in common?
- How might your concerns differ if you were poor, wealthy, an employee in an affected industry, a government official, a resident of a particular area, etc?
- What are our insights, understandings...?
- Who all should we be talking with? Policymakers? Neighbors? Professionals?

Closing/Harvesting a Public Voice

- Post-Forum ballots

Questions for "Harvesting" a Public Voice

Here are suggestions for questions that will help Forum participants identify the public perspective, public judgment, and common ground they have achieved, and hence articulate their "public voice" on the issue they have deliberated:

- Now that we have considered this issue, how do we see the problem?
- Given that each of us has a somewhat different personal perspective on the problem, can we restate it in a way that takes account of each of our perspectives?
- What are the understandable concerns we have about the consequences of resolving this issue one way rather than another? What are the downsides to each of the choices open to us?
- Given that each of us is motivated by things we attach great importance to, can we redescribe the issue in a way that highlights what each of us values? What are the things we care about deeply that pull us in different directions, that make this such a hard choice? What are the values we believe a widely accepted public policy ought to respect as far as possible?
- What consequences do we consider unacceptable? Are there ways of resolving the issue that we can reject because the consequences are unacceptable?
- Is there any general way of proceeding that would address everyone's most serious concerns and protect the things we care about most deeply?

C Choice work is done by:

1. **DELIBERATION**, talk in which we explore and weigh carefully the views of others and all possible options.
2. **WORKING THROUGH**, the feelings that come from facing the costs of any decision — and working through the contradictions between what we value and the way we act.

D Choice work results in:

1. **A PUBLIC DEFINITION OF THE PUBLIC'S INTEREST**, a sense of common purpose.
2. **COMMON GROUND**, a shared frame of reference or sense of direction that delineates the range of actions the public would support — a basis for giving public direction to governments.
3. **A basis for COMPLEMENTARY ACTIONS** in a community, actions that are mutually reinforcing because they are guided by a sense of common purpose and direction.

“ The moderator is the key to a successful Forum. Be sure it is someone who understands how to ask questions and allows the questions to be answered. Having someone who is ‘known’ to the public is great, but beware of ‘ego.’ Sometimes this becomes the ‘moderator’s show.’ It happens in the best of places. ”

Valaria McCabe
Athens, Ohio

- This disagreement shows the diversity of feeling. Let’s ask others to comment. I’m not sure that Mrs. _____ got to make her point; let’s have her finish this point.

Checklist of Signs That Participants Are Not “Working Through” an Issue

- Denial — “There is really not a problem, everything is okay.”
- Staying with early answers.
- The other side is evil.
- Personal tales, rather than identifying the choices. Or just airing grievances with an attitude of “Now you know what concerns me. Do something about it.”
- Overcomplicate the issue. “You cannot solve the immigration problem until you solve the economic and social problems of Latin America.”
- Simple answers such as: “Everything would be okay if there were not so much waste.” “If we cut back defense, there would be no problem.”

Getting to a Public Voice

As a guide refer back to “The ABC’s of NIF.” Choice work results in:

1. A public definition of the public interest, a sense of common purpose.
2. Common Ground, a shared frame of reference or sense of direction that delineates the range of actions the public would support — a basis for giving public direction to the governments.

Public Voice

The “public voice” is a statement that:

1. Summarizes what “We, the public” — in our full diversity — hold to be true, what we value, and what we prescribe as the basis for public policy *after* we have deliberated together. In other words, the “public voice” is a summary that encapsulates the (a) public perspective, (b) public judgment, and (c) common ground achieved through deliberation by citizens representing the full range of perspectives, experience, and value priorities that exist in our society.
2. Conveys a sense of the political process — public deliberation — by which we, the citizenry, have reached our conclusions.

SOME GENERAL PRINCIPLES OF COMMUNICATING BETWEEN CULTURES

Karima N. Bushnell

1. People often think of 'culture' in terms of things like folk music and dance, colorful costumes and distinctive foods. This is only the tip of the iceberg. The far greater hidden part of culture--the part of the iceberg under the surface--affects everything about how people view the world, how they do things and what they believe in. At its basic level, culture includes geography, history, language, religion and science, but it also includes values, beliefs, attitudes, assumptions and context. From these influences come the particular behavior and conduct that we attribute to any given culture. An individual may not be aware that these influences are at work, shaping and molding him or her.

2. A culture is a grouping, large or small, where there are shared behaviors, values and assumptions. Cultural groupings can be based on many different factors such as nationality, ethnicity, religion, participation in organizations or community groups, shared interests, and membership in networks of family and friends. In some cases people help to choose and define their own cultural affiliations, and they sometimes move in and out of cultures, or participate in several of them at once. Also, cultures themselves do not stand still. While there may be time honored and accepted values and beliefs, things may change in reaction to different outside influences and internal pressures.

From childhood on, people learn how to interact with others based on the cultural beliefs, attitudes, values, assumptions and context they see acted out around them by family, friends and community members.

3. When people who have learned opposing definitions of what is 'polite' or 'normal' behavior interact, misunderstandings result. Suppose I have been taught to talk with a lot of energy, expression and enthusiasm, gesturing with my hands. Nobody told me to do this, but most people around me always did it.

Now suppose you have been taught to stand quietly with your hands at your sides, listen respectfully and carefully, and to express yourself very subtly, in little ways. It's quite possible that you'll think I'm rude, noisy, insensitive--maybe even angry (because I'm loud) or stupid (because I don't notice the small signals you're giving me.)

On the other hand, I may think you're cold, boring, only half alive--maybe even angry (because you seem so withdrawn) or stupid (because you don't seem able to express yourself.)

If I have been taught it's respectful to modestly look down and you've been taught it's honest to look people in the eye, you'll think I'm sneaky and evasive, and I'll think you're aggressive and rude. Even if we're both good people with good intentions, these kinds of misunderstandings make working together very difficult.

4. Not only ways of behaving, but goals and values vary from culture to culture. According to the 'modern', westernized values many are taught in school, people should help themselves, control their time, see change as positive, compete, be individualistic, look toward the future, be informal, and be practical and efficient.

Other world cultures and many diverse U.S. cultures teach otherwise. We should depend on family and friends and help them in turn, give more importance to people and what's actually going on than to following a strict schedule, honor our rich traditions, work together cooperatively, be ceremonious and polite, and center on the spiritual and the ideal.

These differences create the same kinds of problems as the differences in manners, causing one group to look down on the other as lazy, dependant and impractical, while to the others they seem soulless and machine-like, without sensitivity to beauty or meaning, without concern for others.

5. Injustice, oppression and bigotry are *real*. They range from a lynching to a sneer, from denial of education, housing and good jobs to an unspoken judgment that the other person isn't quite a full human being. These things need to be exposed and challenged, but removing the communication problems makes it easier to see what is real evil and what is only misunderstanding.

6. If you notice that you're having intercultural communication problems you can try *mirroring*. Make your style a bit more exuberant or tone it down a bit to match the style of your conversation partner. If they seem to want to stand closer or further away than you're used to, try it. Keep it subtle, and see how it feels. Of course if you're from a so-called minority group, you may already be an artist at this, and pretty tired of it! As you know, you must balance the demands of the situation with your right and duty to be true to yourself in a process that is very individual, and can be complex and painful. But for those who *haven't* experienced altering their style in response to another person, make the stretch and give it a try. It can reveal sides of yourself that you never knew were there.

People can rise above cultural misunderstandings to form wonderful, deep friendships and working or family relationships. They can do this both by understanding and avoiding the intercultural traps shown above, and by finding common goals. In India, Hindu and Muslim musicians (whose cultures are often embattled) have played wonderful music together and mixed freely, joined by their skill and love of music. Goals like saving the environment, honoring the Divine, or bringing peace and justice for all our children can bring us all together, but it helps to know where the pitfalls are.

CULTURE CLASHES

1. **PERSON A:** Oh, hi. I've been thinking about the last board meeting . . .

PERSON B: Hello, it is very good to see you. How are you?

PERSON A: I'm fine. About Paragraph 10 of the proposal . . .

PERSON B: You're fine, I am so glad. And how is your family?

PERSON A: They're fine, too. But I really wanted to talk to you about Paragraph 10.

PERSON B: Perhaps we can have coffee and discuss it . . .

PERSON A: (Looking at watch) Oh, sorry. Got to run!

PERSON B: (to self) I wonder why she never has time to talk. Doesn't she know that you can't do business with a person until you get to know them and trust them?

PERSON A: (to self) I wonder why he never wants to get down to business. Doesn't he know people with busy schedules have to get right to the point?

People first orientation vs. task first orientation. 'Traditional' vs. 'modern' culture. Relationship building vs. time saving

2. **PERSON C:** (loudly) Hi, how you doin'?

PERSON D: I'm fine, thanks. And you?

PERSON C: Oh, I have had such a day, you wouldn't believe it! First the dog threw up all over my coat and I didn't have time to change, and then I almost fell in a puddle getting off the bus. And then going out the door I had a big fight with my husband. Well, just one of those days, I guess.

PERSON D: I guess so.

PERSON C: But on the other hand I got a letter this morning and I'm going to have a chance to exhibit some of my paintings. So it's not all bad news.

PERSON D: That's nice.

PERSON C: Well . . . bye.

PERSON D: Bye.

PERSON C: I wonder why he won't relax and be friendly. He never has anything to say for himself. And I really try to open up and be honest with him so he'll feel safe opening up to me!

PERSON D: I wonder why she talks so much. It's embarrassing. I don't want to know her personal business. And she doesn't stop between sentences. I never have a chance to say anything.

Formality vs. informality. Self-disclosure vs. dignity and reserve. Talking valued vs. listening valued. (Figuratively speaking, for example, American culture has small ears and a big mouth and Japanese culture has a small mouth and big ears.)

3. PERSON E: Well, I guess you have all the facts now. Are there any questions?

PERSON F: (loudly) Yes, I sure do have some questions! Do you realize what's happening in my neighborhood? What happens every day? Yesterday my father was shoveling the driveway and a big car came by and . . .

PERSON E: Now calm down. Let's not get excited.

PERSON F: (Standing) I'm not excited, I'm just trying to tell you a few plain facts. You'd be "excited" if you'd been there. Anyway, my father picked up a shovelfull of snow and . . .

PERSON E: Well, this isn't really the time for stories. As you pointed out, we're trying to stick to facts here. And we have so much to cover, we need to follow the agenda.

PERSON F: I see.

PERSON E: (To self) I wonder why people like her always tell these long, pointless stories. And she got so emotional, too. We're all grown-ups here. That's no way to act in a meeting.

PERSON F: (To self) I wonder why people like him never want to hear what's really going on. They care more about a piece of paper than they do about real people.

Time-saving and task orientation vs. attempt to understand the whole picture. Compartmentalized worldview (emotion is out of place in a meeting) vs. wholistic worldview (passion is a valid part of any meaningful discussion.) Linear style ("just the facts") vs. circular style (sometimes a story makes the point best.)

4. PERSON G: (enthusiastically): We're really going to make some changes here!

PERSON H: This is a place of ancient traditions. We'll have to go slowly. Many things need to be considered.

PERSON G: Well, you can't turn the clock back. We at the company have a whole new vision for this place. When our plans are in place people will really be able to compete in the modern world!

PERSON H: There's a very strong community ethic here. We all work together and the families are very close. And as you know we're a very spiritual people.

PERSON G: Well, that's very nice, but we have to be practical.

PERSON H (to self): Those people seem to have no heart and no soul!

PERSON G (to self): Those people live in a dream world!

Progress and change seen as good vs. continuity and tradition seen as good. Practicality and utility vs. idealism. Materialism vs. intellectual and spiritual values.

ALL TOGETHER: I just can't understand them. They act so weird, and they have such bad manners!

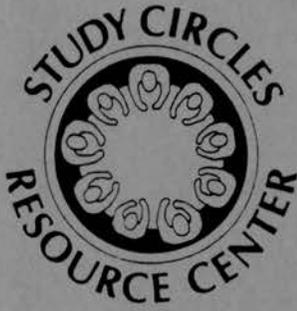
ICW

Intercultural Communication Workshops

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Dealing with typical challenges

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

A

Problem: Certain participants don't say anything, seem shy.

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

B

Problem: An aggressive person dominates the discussion.

Possible responses: As the leader, it is your responsibility to restrain domineering participants. Once it becomes clear what this person is doing, you must intervene and set limits. Start by reminding him or her that you want to hear from all members of the study circle. Next, you might ask him or her not to talk until everyone else has had a chance to talk. Interrupt if necessary: "Charlie, we've heard from you, now let's hear what Barbara has to say." If a participant goes into a lengthy digression, you may have to interrupt: "Joan, we are wandering off the subject and I'd like to give others a chance to speak."

C

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

Possible responses: Responding to this can be a hard call – after all, the discussion belongs to the group members. Yet it is the leader's job to help the group stay with the subject at hand. The leader must give some leeway to participants who want to explore closely-related topics. However, if only a few participants are carrying the discussion in a new direction, the others are likely to feel frustrated, resentful, and bored. The leader should try to refocus the discussion, perhaps by asking, "How does your point relate to _____?" or stating, "That's an interesting point, but I'd like for us to return to the central issue." If, on the other hand, most or all participants are more interested in pursuing a different topic than the one planned – perhaps one that has just become prominent in

current events – the leader should be sensitive to that and bring it to the group's attention in order to give them a chance to reconsider their goals.

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

Possible responses: Ask, "Has anyone heard of conflicting information?" If no one offers a correction, offer one yourself. And if no one knows the facts, and the point is not essential, put it aside and move on. If the point is central to the discussion, encourage members to look up the information before the next meeting. Remind the group that experts often disagree, and there may be no generally accepted answer.

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

Possible responses: This does not happen often in study circles, but it may occur if the leader talks too much or does not give participants enough time to respond after posing questions. People need time to think, reflect, and get ready to speak up. It may help to pose a question and go around the circle so that everyone has a chance to respond. Occasionally, you will have a group of people who are tired or who have had a bad day. Another possible reason for lack of excitement in the discussion may be that the group seems to be in agreement and isn't coming to grips with the tensions inherent in the issue. In this case, the leader's job is to try to bring other views into the discussion, especially if no one in the group holds them. "Do you know people who hold other views? What would they see as the strongest criticism of the views that you have expressed?"

F **Problem:** Tension or open conflict in the group. Perhaps two participants lock horns and argue. Or, a participant gets angry, yells at another, or puts another person down.

Possible responses: If there is tension, address it directly. Remind participants that disagreement and conflict of ideas is what a study circle is all about. Explain that, for conflict to be productive, it must be focused on the issue: it is acceptable to challenge someone's ideas, but it is not acceptable to challenge them personally. *You must interrupt personal attacks, name calling, or put-downs as soon as they occur.* You will be better able to do so if you have established ground rules that disallow such behaviors and that encourage tolerance for all views. Don't hesitate to appeal to the group for help; if group members bought into the ground rules, they will support you.



Tips for Study Circle Leaders

A study circle leader does not need to be an expert (or even the most knowledgeable person in the group) on the topic being discussed, but should be the best prepared for the discussion. This means understanding the goals of the study circle, being familiar with the subject, thinking ahead of time about the directions in which the discussion might go, and preparing the discussion questions to aid the group in considering the subject.

Solid preparation will enable you to give your full attention to group dynamics and to what individuals in the group are saying.

Set a relaxed and open tone

- Welcome everyone and create a friendly and relaxed atmosphere.
- Well-placed humor is usually appreciated.

Establish the purpose of the study circle and help the group establish ground rules

At the beginning of the study circle, remind everyone that the purpose of the study circle is to deliberate on the issue at hand in a democratic and collaborative way. Also remind them that your role as leader is to remain neutral, keep the discussion focused, and guide the conversation according to the ground rules.

Suggest a few basic ground rules, and ask participants to add their own ideas. Some basic ground rules include:

- All group members are encouraged to express and reflect on their honest opinions; all views should be respected.
- Though disagreement and conflict about ideas can be useful, disagreements should not be personalized. Put-downs, name-calling, labeling, or personal attacks will not be tolerated.
- If someone says something that offends another member of the group (even if inadvertently), people should feel free to explain how the comment affected them.
- It is important to hear from everyone. People who tend to speak a lot in groups should make special efforts to allow others the opportunity to speak.

Stay aware of and assist the group process

- Always use your "third eye": you are not only helping to keep the group focused on the content of the discussion, but you will be monitoring how well the participants are communicating with

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each other — who has spoken, who hasn't spoken, and whose points haven't yet received a fair hearing.

- Consider splitting up into smaller groups to examine a variety of viewpoints or to give people a chance to talk more easily about their personal connection to the issue.
- When wrestling with when to intervene, err on the side of non-intervention. Don't allow the group to make you the "answer person."
- Don't talk after each comment or answer every question; allow participants to respond directly to each other. The most effective leaders often say little, but are constantly thinking about how to move the group toward its goals.
- Occasionally give participants a chance to sum up the most important points that have come out in the discussion.
- Don't be afraid of silence. It will sometimes take a while for someone to offer an answer to a question you pose.
- Don't let anyone dominate; try to involve everyone.
- Remember: a study circle is not a debate but a group dialogue. If participants forget this, don't hesitate to ask the group to help re-establish the ground rules.

Help the group grapple with various points of view

- The best way to help people grapple with a range of views is to keep your own view out of the fray. Your role as facilitator requires that participants see you as neutral and fair, not favoring any one point of view.
- Make sure the group considers a wide range of views. Ask the group to think about the advantages and disadvantages of different ways of looking at an issue or solving a problem. In this way, the trade-offs involved in making tough choices become apparent.
- Ask participants to think about the concerns and values that underlie their beliefs.
- Don't allow the group to focus on or be overly influenced by one particular personal experience or anecdote.
- Either summarize the discussion occasionally or encourage group members to do so.
- Remain neutral about content and be cautious about expressing your own values.
- Help participants to identify "common ground," but don't try to force consensus.

Ask open-ended questions that don't lend themselves to easy answers

- What seems to be the key point here?
- What is the crux of your disagreement?
- Does anyone want to add to (or support, or challenge) that point?
- Could you give an example or describe a personal experience to illustrate that point?

- Could you help us understand the reasons behind your opinion?
- What experiences or beliefs might lead decent and caring people to support that point of view?
- What do you think people who hold that opinion care deeply about?
- What would be a strong case against what you just said?
- What do you find most persuasive about that point of view?
- What is it about that position that you just cannot live with?
- Are there any points on which most of us would agree?

Close the discussion with a summary, looking ahead to the next meeting, and evaluation

- Give participants a chance to talk about the most important thing they gained from the discussion. Or you may wish to ask participants to share any new ideas or thoughts they've had as a result of the discussion.
- If you will be meeting again, remind the group of the readings and subject for the next session.
- Thank everyone for their contributions.
- Provide some time for the group to evaluate the group process, either through sharing aloud or through a brief written evaluation.

Be aware of the dynamics of cross-cultural communication

Awareness of cross-cultural dynamics is always useful in a study circle setting, but this is especially true when diversity issues themselves are the subject of conversation.

- Sensitivity, empathy, and familiarity with people of different backgrounds are essential qualities for the leader.
- Even though some of the conversation inevitably revolves around differences, set a tone of unity in the group. After all, we have more similarities as human beings than differences as members of particular groups. Having co-moderators from different demographic groups can help establish unity. For example, the co-leaders could be a man and a woman, a white person and a person of color, an adult and a young person.
- Help people to appreciate and respect their own and others' communication styles. People's cultural backgrounds affect the ways in which they communicate. For example, some cultures tend to be more outspoken and directive, while others are more reserved. Some cultures value listening more than speaking. In other cultures, taking a stand is of utmost importance. Help group members to realize there is no "right" way to communicate, and that understanding one another takes practice! Your leadership should demonstrate that each person has an important and unique contribution to make to the group.
- Don't let participants' awareness of cultural norms lead to stereotyping. Generalizations don't necessarily apply to individuals within a culture.

- Remind the group, if necessary, that no one can represent his or her entire culture. Each person's experiences, as an individual and as a member of a group, are unique and valid. As one African-American woman said of black-white communication, "When you have some African-Americans in your group, the whites shouldn't think they are getting 'the black perspective'; but, without African-Americans in the group, whites won't hear any black perspectives."
- Encourage group members to use their own experiences as they attempt to empathize with those who have been victims of discrimination. Many people who have been in a minority group have experiences that make this discussion a very personal issue. Others, particularly those who are usually in the majority, may not have thought as extensively about their own culture and its effects on their lives. To aid this, you may want to encourage people to think about times in their own lives when they have been treated unfairly, or to think about times when their own cultural group as oppressed. For those study circle participants who are currently at the receiving end of mistreatment, this could seem invalidating unless you explain that you are trying to build empathy and understanding among all members. Remind people that no one can know exactly what it feels like to be in anyone else's shoes.
- Encourage group members to talk about their own cultures, rather than other people's cultures. In this way, they will be less likely to make inaccurate generalizations about other cultures. Also, listening to others recount their own experiences breaks down stereotypes and broadens understanding.

The Community Circle Collaborative

Facilitator Training Registration Form



Name _____

Phone: Day _____ Evening _____

Fax _____ e-mail _____

Sponsoring Organization (if applicable): _____

Check which session you attended: _____ Sat. February 15th

_____ Thurs. February 20th

Please check all that apply:

_____ I am representing a sponsor organization and have a group that I will be facilitating.

_____ I would like to facilitate a group, please assign me to a group that needs a facilitator.

_____ I consider myself an experienced group facilitator.

_____ I would be interested in attending a second training session where I can practice my facilitation skills.

If you haven't selected a group to facilitate, would you like one that is close to your home or work area? What is the address? _____

Any other concerns or suggestions: _____

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COMMUNITY CIRCLE COLLABORATIVE "CHOICES FOR COMMUNITY" PROJECT
Alliance of the Streets - Alliance WORKS
All Nations Community Church

Arden Hills Community
Arden Hills Schools

Ascension Catholic Church
Bahai Faith Community - St. Paul
Black History Committee of Golden Valley
Bremer Foundation
Bush Foundation
Center for Urban and Regional Affairs

Central Neighborhood Improvement Association
Champlin Community Library
Church of St. John Neuman - Eagan
Citizens League

City of Eden Prairie
City of Golden Valley
City of Minneapolis - Office of Mayor
City of Richfield
City of St. Louis Park
CommonBond Communities
Courage Center
Cowles Media Foundation
East Side Neighborhood Development Co.
Edina Human Relations Commission
Edina Public Schools
Education and Housing Equity Project
Family and Children Services
Field-Regina-Northrup Neighborhood
Association
First Congregational Church
First Universalist Church of Minneapolis
Fulton Neighborhood
Golden Valley Human Rights Commission
Grace University Lutheran Church
Greater Minneapolis Day Care Association
Greater Minneapolis, St. Paul, Minnesota Area
Council of Churches
Hennepin County Children & Family Services
Hiawatha-Blaisdell YMCA
Holy Trinity Lutheran Church
Hopkins Human Rights Commission
Hopkins School District 270
Institute on Race and Poverty
INTER-RACE, Augsburg College
Jewish Community Center of St. Paul
Kettering Foundation/National Issues Forum
Longfellow United for Youth & Families
Macalester College Department of Urban
Studies
Maple Grove Community
Mediation Services - Anoka County
Metropolitan Interfaith Council on Affordable
Housing
Metro Stability Task Force
Minneapolis Community Education
Minneapolis Initiative Against Racism
Minneapolis Foundation
Minneapolis Telecommunications Network

Minneapolis Mediation Program
Minneapolis Neighborhood Revitalization
Program
Minneapolis Public Schools
Minneapolis-Ramsey International Fine Arts
School
Minneapolis Urban League
Minnesota Churches Anti-Racism Initiative
Minnesota Fair Housing Center
Minnesota Meeting
Minnesota Minority Education Partnership
Minnesota Public Radio Civic Journalism
Project
Minnesota's Talking Project
MRA Initiative for Change
National Days of Dialogue on Race Relations
People's Institute for Survival and Beyond -
North Chapter
Phillips Neighborhood Group
Project Foundation
Presbyterian church of the Apostles
Richfield Board of Education
Richfield Community Council
Richfield League of Women Voters
Richfield Public Schools
Sabathani Community Center
Self-Sufficiency Center
Seward-Matthews Community Center
Seward Neighborhood Group
Southside Neighborhood Housing Services
Southwest Area Roundtable
St. Cecilia's Catholic Church

St. David's School - Minnetonka
St. Joan of Arc Interfaith Action Core Team
St. Louis Park Public Schools
St. Louis Park Housing Authority
St. Louis park Human Rights Commission
St. Mark's Cathedral - Minneapolis
St. Paul Central Community Neighborhood

St. Paul Department of Human Rights
St. Paul Foundation
St. Paul Public Schools
Stillwater/Bayport Communities
Study Circles Resource Center
Suburban Hennepin Anti-Racism Coalition
The National Conference
The Newman Center, University of Minnesota
Twin Cities Free-Net
Twin Cities Habitat for Humanity
Twin Cities Tenants Union

Twin West Chamber of Commerce
United Way of Minneapolis
Urban Coalition

Waite Park Community Council
Waite Park Community School
West Metro Education Project
Whittier Alliance - Housing Committee
Wilder Foundation

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

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

These discussions included:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

REPORT ON FUNDRAISING

EHEP has successfully matched the grant funds for the second year of funding from the Bremer Foundation.

To date we have received the following support or commitments of support for 1997 and 1998:

Otto Bremer Foundation	\$50,000
Cowles Media Foundation	\$20,000
Bush Foundation	\$10,000
Minneapolis Foundation	\$5,000
Saint Paul Foundation	\$5,000
General Mills Foundation	\$500
Norwest Bank - Maple Grove Branch	\$500
Greater Minneapolis Council of Churches	\$350
National Conference of Christians and Jews	\$255
CURA Internship	\$5,000
University of St. Thomas Intern	Anticipated in 1998
Documented 'In-Kind' Support from Community Circle Partners	\$16,000
Citizens League	
Institute on Race and Poverty	
Metropolitan Interfaith Council on Affordable Housing	
Minneapolis Neighborhood Revitalization Program	
Minnesota Minority Education Partnership	
Minnesota Public Radio Civic Journalism Initiative	
Study Circles Resource Center	
Furniture and Equipment Donations (estimated)	\$1,500
Book and Publication Sales	Anticipated in 1998
Donor support from Friends and Board Members	Anticipated in 1998

Board Member Job Description **EDUCATION AND HOUSING EQUITY PROJECT**

EHEP Mission Statement

The Education and Housing Equity Project (EHEP) is a 501(C)3 non-profit organization, incorporated in 1996. Its mission is to be a catalyst in building broad-based coalitions and engaging the community in public discussions and advocacy for the purpose of promoting racially and economically inclusive communities that give families and individuals of all incomes, races, and ethnic backgrounds access to school and housing opportunities throughout the metropolitan area.

Role of the Board

The Board of Directors is the governing body of EHEP. Board members are responsible for ensuring that the mission of the organization is carried out. The board develops the organization's vision, establishes strategic direction, policies, goals and objectives for achieving the vision, and monitors their implementation. It ensures adequate resources for achieving the vision and mission and oversees effective management of those resources.

To accomplish these responsibilities, the board determines policy and direction for EHEP in the following areas:

1. Human resources
 - Board recruitment and development
 - Hiring, firing and evaluation of the Executive Director
 - Assistance in recruitment and development of volunteers
2. Planning
 - Development and evolution of the organization's mission, philosophy and goals
 - Evaluation and monitoring of the organization's programs and operations
 - Creation and reliance on advisory committees and task forces as appropriate
3. Finance
 - Oversight of the budget
 - Ensuring accountability
 - Assistance in fundraising
4. Operations
 - Ensuring adequate management systems
 - Ensuring adequate legal structure
5. Community Relations and Outreach
 - Interacting with the Twin Cities metropolitan community and other publics on behalf of EHEP
 - Advocacy, education and coalition building consistent with the goals and mission of EHEP

Board members are legally and ethically responsible for the activities of the organization, and have a fiduciary responsibility for the financial activities of EHEP. They agree to abide by the governance policies and standards of conduct adopted by the Board.

Personal Expectations and Performance Criteria

Board members of EHEP are expected to:

1. Attend board and/or committee meetings.
2. Actively participate in and/or substantially contribute to the work of the organization.
3. Bring to the board knowledge of relevant community issues and concerns.
4. Be fully informed about EHEP, including its mission, programs and finances.

5. Based on interest and availability, serve in a leadership position of a standing committee, working group or task force or undertake special assignments when asked.
6. Stand up for individual convictions and speak one's mind freely, but support the organization's policies and programs once established.
7. Respect the views of other board members and staff and keep disagreements impersonal.
8. Enhance and actively promote the image and 'public face' of EHEP.
9. Contribute to and be active in EHEP's fund development activities.

Qualifications and Requirements for Selection

The board membership should reflect a diverse variety of backgrounds, community connections, perspectives, experiences, skills, knowledge and expertise related to the overall mission and operation of EHEP. Ideally EHEP strives toward a pluralistic board, representative of the communities it serves. Common to all board members are the commitment to the mission of the organization, the commitment of time, voice and creative energy to help the organization do its best work, and agreement to abide by the governance policies that are from time to time created and amended by the board. Desirable characteristics of board members include but are not limited to – integrity, wisdom, vision, independence of thought, a track record of accomplishment with excellent organizations, understanding and acceptance of EHEP's mission and philosophy, decisiveness and willingness to take risks.

Training and Orientation

New board members participate in sessions to learn about the programs and governance of EHEP. At least one orientation of new board members will be held annually. Board members will also have access to additional board development and training opportunities. Based on board policy, EHEP will cover the registration costs of selected seminars and conferences that are related to the mission or governance of the organization and its activities.

Time Commitment

Board members are generally expected to attend at least eight monthly board meetings during the calendar year. Meetings are typically held the third Friday of every month from 7:00 to 9:00 a.m. From time to time the board will hold special meetings or a board retreat. Board terms have not been established. Commitment of time to activities beyond preparation for and participation in board meetings will vary with the interests and availability of the individual board member.

Staff Support

The Board of Directors is staffed by the Executive Director of EHEP.

Benefits of Serving on the Board

Serving on the board of EHEP offers many opportunities, including:

1. Community leadership opportunity
2. Increased knowledge of the community and major issues facing the community
3. Networking opportunities
4. Broadening one's areas of expertise
5. Being challenged in one's areas of interest
6. Increased public visibility
7. The opportunity to make a difference and have an impact on improving the life of the Twin Cities metropolitan community

MINUTES: EHEP BOARD OF DIRECTORS – January 30, 1998

Present: Barbara Bearman, Jim Hilbert, Josie Johnson, Jim Lenfestey, Matt Little, Van Mueller, Joy Sorensen Navarre, Marguerite Spencer, Jerry Timian, Cris Toffolo

Excused: Keith Hardy, Myron Orfield, Katrina Robertson-Reed

Staff: Dick Little

The meeting was called to order at 7:35 a.m.

1. **Agenda:** The revised agenda was approved.
2. **Secretary's Report**
Minutes of previous meetings will be presented for approval at the next board meeting.
3. **Finance Report**
Motion: To accept December 31, 1997 (end of the year) report as submitted. Moved/Seconded/Approved
4. **Executive Director's Report**
Little reviewed his report of accomplishments with the Board and entertained questions. The 1997 annual progress report was also distributed. He noted that the contract writer, Joyce Levine, expected to complete the revisions to the 1997 community circle report in time for the next board meeting.
5. **Report on CMI recommendation to mediate NAACP educational adequacy lawsuit: Jim Hilbert**
The report of the mediation consultant, Conflict Management, Inc., was briefly reviewed, followed by animated discussion and questions. It was also reported that the Judge in this case has moved the trial date back to February 1999, in order to allow time for possible mediation.

Motion: To convene a special meeting of the Board to discuss the CMI report and NAACP lawsuit. Moved/Seconded/Approved. The meeting was scheduled for Friday, February 13, 1998 at 7:30 a.m.
6. **Report on MICAH's fair housing theatre performances: Joy Sorensen Navarre**
The first theatre event has been scheduled for Tuesday, May 19, 1998, 7:00 p.m., at Adath Jeshurun Congregation in Minnetonka. The objective of the seven performances that will be held around the metropolitan area is "to reduce community tensions that arise as people with low incomes choose to move to neighborhoods of greater opportunity." A discussion and call to action will follow each performance. Joy would like EHEP board participation in the focus groups that will be convened to help plan the theatre events. Expect a call from her in March to arrange a meeting
7. **Approve 1998 Meeting Schedule**
Motion: To approve the revised board meeting schedule as presented in the board packet. Timian/Bearman. Approved

Discussion: It was noted that as we get our committees going and project activities underway, less time will be needed for board meetings. Board meetings could then be scheduled less frequently, and the additional times reserved for board meetings could be used for committee or other working meetings.
8. **Presentation of draft 1998 Budget: Van Mueller**
Van presented the draft budget and budget questions and recommendations prepared by staff. He recommended that the board delegate review of these items to a committee of the board.

Motion: The Executive Committee shall authorize and designate a budget and financial committee to review the staff prepared budget and budget policy questions and recommendations suggested by staff, and bring specific findings and recommendations back to the board at future meetings. Mueller/Sorensen Navaare. Approved. Van Mueller, Joy Sorensen and Jerry Timian agreed to serve on this committee.

9. Fundraising and foundation support

All board members were requested to review the foundation directory prepared by staff and to *identify those foundations with which they have a familiarity or a connection (noting the contact person(s), and designate foundations they would be willing to contact regarding potential funding.* The finance and budget committee could also serve as the funding committee and help identify strategies for financing the budget.

10. Report on revised conversation/discussion guide: Marguerite Spencer

A report was given on the progress of the working committee on the new discussion guide. *Marguerite Spencer, Chris Toffolo and Jim Lenfestey* are the nucleus of this committee. The committee recommends that the next round of community circle discussions use a "jury model" in which participants would be held accountable for looking at the facts, deliberating on issues, and prescribing remedies. This approach would help participants move beyond anecdotal recall of personal experiences and talk about race relations to a deeper discussion of the system of white privilege and what racism systematically looks like in the Twin Cities area. The revised discussion guide would also be more focused on the costs of segregation in housing and education and on policies and actions to address metropolitan segregation.

Actions requested of all Board Members:

- 1) *To seek out and contribute "nuggets" – data, stories, facts, case studies, anecdotes, visuals (maps or charts), examples, etc., that could be used in the new study guide or as supplementary material to "jar" participants into thinking and talking more deeply about the issues and the state of the region. Please fax, mail, e-mail or hand-deliver them to the office*
- 2) *To mark up your copy of the existing study guide indicating what should be kept, deleted, added or revised for use in the new discussion guide. Note: clean copies of the guide will be exchanged for marked up copies.*

Actions that will be taken by specific board members:

- a. *Jim Lenfestey will develop a brochure to assist us in marketing our project. Board members will be asked to review drafts of his work. Barbara and Marguerite will be charged with leading the review.*
- b. *Cris and Jerry will contact 3M and Honeywell to procure in-kind resources to design and print the brochure and the study guide when each is completed.*
- c. *Jerry will look into getting 'pro bono' assistance for creating a project web site or web page.*

11. Timetable for next round of community circle discussions

Dick presented the "first cut" of a timetable for achieving a new round of community circle conversations in 1998. He welcomed board feedback now or at any time and indicated that the timetable would be refined and updated on a bi-weekly basis. Speaking for the Working Group/Committee on the Discussion Guide, Marguerite recommended that the next round of conversations be held in the fall beginning in September. Several reasons for this timing include: 1) better coordination with the MICAH theatre productions, which begin in May and continue through the summer and fall; 2) coordination with the Citizens Summit event, allowing more time for the Minnesota Meeting to secure the desired speaker; and; 3) to allow adequate time to complete the discussion guide and carry out other steps essential to assuring a successful round of discussions. The Board concurred with this recommendation, with the proviso that the study circles be accomplished this calendar year. Joy emphasized that the discussions need to be timely and not further delayed. She suggested setting a specific goal date and working backward to assure a realistic timetable that gets us where we want to be by the end of the year.

12. Approval of Board Member Job Description

Motion: To adopt the staff prepared job description for board members. Spencer/Toffolo. Approved.

13. Board Resignations and Additions

Director Little announced that Thomas Stanley and Carol McGee Johnson were resigning from the Board. Both indicated conflicting time and scheduling commitments as major impediments to their service on the board. They continue to be supportive of EHEP's work and want to be informed of other opportunities for being involved.

Dick indicated that he spoke to JoAnn Heryla about serving on the board. JoAnn was the principal of Ramsey International Fine Arts School in Minneapolis, noted for its efforts to address institutional racism in its education practices and school policies. She was recently appointed the new Southwest Area Superintendent for Minneapolis Public Schools. JoAnn confirmed her availability and willingness to serve if asked by the Board.

Motion: To add JoAnn Heryla to the EHEP board. Spencer/M. Little. Approved.

14. EHEP logo

Five logo design alternatives were prepared by the consultant, Feigenbaum Design Group, and presented to board members for review and reactions, and possible selection of a favorite. The board favored the design with the equal sign covered by the organization name, but wanted a stronger visual connection to schools and housing. A preference was also expressed for the design showing a circle containing an image of a house and a school; however, most board members associated this design with a church stained glass window. Staff was instructed to get back to the consultant with the board's preferred alternative and desire to see it reworked to include a visual image that reinforces our work in housing and education.

15. Position statement on the proposed state graduation requirements

Motion: To authorize the staff to prepare a position statement, in the form of oral testimony for public hearing or written comments for inclusion in a letter, on the proposed Rules Relating to Graduation Requirements Profile of Learning. Lenfestey/M. Little. Approved.

Several board members expressed an interest in EHEP taking a position on the proposed state graduation requirements. Barbara expressed her concern that race and the history of slavery were left out of the curriculum standards. Matt pointed out that the history requirements also left out the civil rights movement. Staff suggested that taking positions on public policy questions is a legitimate activity that fits into EHEP's mission and goals for advocacy, but wanted the board's affirmation of this new role. Other examples where EHEP might make public policy statements, or issue position papers, include the State Board of Education's proposed desegregation guidelines and, if revived, the proposed education diversity rules. Board consensus was reached with the understanding that we would consider and select policy issues on a case by case basis.

16. Fair housing conference for suburban planning officials

Motion: To authorize EHEP co-sponsorship with the Minnesota Fair Housing Center of a proposed fair housing conference for Minneapolis and suburban planning officials in Hennepin County, and to authorize staff assistance in planning and preparing the conference workshops. Lenfestey/M. Little. Approved.

Staff indicated that this activity would also be a new role for EHEP, but one that fits into our mission and goals for collaboration and technical assistance. EHEP has been requested by the Minnesota Fair Housing Center to assist in preparing the conference, which is being funded through a contract with Hennepin County. The conference is tentatively proposed for May. Staff has already attended the first planning meeting. Other co-sponsors are being sought.

The meeting was adjourned at 9:05 a.m.

Post Script: At the February 13th special meeting to discuss the NAACP educational adequacy lawsuit and the CMI mediation report, board members agreed that EHEP should encourage parties to the lawsuit and other stakeholders to begin the mediation process. On February 20, in response to a motion presented by its education task force chair Dick Little, the board of directors of the Minneapolis Initiative Against Racism voted unanimously to go on record in favor of the mediation process. At MIAR's direction, Little presented testimony supporting the mediation process at the Minneapolis School Board's public meeting on February 24, 1998.

EDUCATION & HOUSING EQUITY PROJECT

Revised 3-20-98 (draft)

Mission Statement

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

Current Activities:

- (1) Exploring how to build a coalition that can work for racially and economically inclusive communities and respond to the segregation and disparities now developing in the housing and schools of the Twin Cities metro area.
- (2) Working in collaboration with other housing, education, religious, business, community and anti-racism organizations to plan and implement a metro-wide study circle and community forum project for 1997 and 1998 that focuses on the questions:
 1. "How does racial and economic segregation of housing affect educational achievement and life opportunities of Twin Cities' children and families?" and,
 2. "What can and should citizens do individually and collectively to enhance education and life opportunities for all children in the Twin Cities metropolitan area?"

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Revised through March 20, 1998

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962-5724(w)
Fax: 962-6360

Thank You Board Members!

BARBARA BEARMAN

For co-founding EHEP and passionately keeping us true to our mission

KEITH HARDY

For preparing a grant proposal for EHEP and for donating office furniture and equipment

JOANNE HERYLA

For securing "free" registration for the EHEP director at the Minneapolis School District's workshop on successes in educating African American children

JIM HILBERT

For your assistance in preparing EHEP testimony to support mediation of the NAACP lawsuit

JOSIE JOHNSON

For your eloquence, wisdom and sound advice about what history has to teach us

JIM LENFESTEY

For creating EHEP's brochure to promote the 1998 community circles

MATT LITTLE

For co-founding EHEP and representing EHEP's cause in the community at large

HOPE MELTON

For providing leadership to the Community Circle project in 1997 and joining the board in 1998

VAN MUELLER

For your assistance in preparing EHEP's budget and financial policies

JOY SORENSEN NAVARRE

For your friendship and role as a mentor and advisor to the EHEP Director and for your commitment to a strong MICAH - EHEP partnership

MYRON ORFIELD and EMILY GREENWALD

For preparing maps and data on housing segregation and education disparities to help inform the community circles

MARGUERITE SPENCER

For your assistance in developing the discussion guide and representing EHEP at the MMEP Annual Conference.

JERRY TIMIAN

For your assistance in preparing the Executive Director and Board Member job descriptions for EHEP

CRIS TOFOLLO

For your assistance in preparing the discussion guide and the community circles brochure, and for bringing us Kesha

EXECUTIVE DIRECTOR EDUCATION AND HOUSING EQUITY PROJECT

EHEP Mission Statement

The purpose of the Education and Housing Equity Project (EHEP) is to act as a catalyst to build broad-based coalitions and engage the community in public discussions and advocacy for the purpose of promoting racially and economically inclusive communities that give families of all incomes, races, and ethnic backgrounds access to school and housing throughout the metropolitan area.

Qualifications

- Demonstrated ability to work well within a group process that involves individuals from diverse faith, economic, and racial backgrounds
- Knowledge of educational issues in the metropolitan area
- Knowledge of housing issues in the metropolitan area
- Excellent writing and verbal communication skills, including public speaking
- Experience with fund raising and grant writing
- Knowledge of Minnesota's nonprofit sector and philanthropic community
- Experience working with boards and committees
- Financial management skills
- Significant and successful experience in political advocacy and community organizing

Major Job Responsibilities

Community Relations

- Understand and effectively articulate and carry out the EHEP Board's mission, priorities, and policies
- Assist in mobilizing the metropolitan community in efforts to desegregate the schools and promote fair housing practices throughout the metropolitan area
- Build coalitions and relationships with groups and organizations that are promoting and advocating for racially and economically inclusive communities
- Build coalitions and relationships with groups and organizations that work to provide families of all incomes, races, and ethnicities access to schools and housing throughout the metropolitan area
- Keep abreast of programs and policies impacting schools and housing issues in the metropolitan area
- Keep abreast of the NAACP lawsuit and its impact of desegregation in the metropolitan area
- Provide leadership in effectively promoting EHEP activities and policies to the media
- To foster communications, prepare bi-monthly newsletter relating EHEP's activities

Administrative and Personnel Management

- Serve as the EHEP contact for all professional advisers and the general public
- Provide supervision for and performance evaluation of any independent contractors hired to perform services for EHEP
- Ensure that EHEP complies with regulations governing 501C3 organizations as well as EHEP bylaws
- Provide staff support for Board committees
- Manage volunteers, matching their skills and interests with EHEP needs and activities
- Provide written reports of EHEP-sponsored forums and other activities

Financial Management and Grant Writing

- Write and submit grants on behalf of EHEP to foundations and funding organizations
- Report back to funders on the results and outcomes of activities related to grants
- Develop an annual budget for EHEP
- Ensure that accurate expense reports are reviewed by the full board on a bi-monthly basis
- Work with the EHEP Board to monitor the performance of investments
- Ensure an appropriate and successful annual audit

BOARD MEMBER -- JOB DESCRIPTION

Time Commitment: Directors (Board members) are elected for three-year, renewable terms. Directors are expected to attend at least four Board meetings a year (held every other month – usually the first Thursday, from 12:00 p.m. to 1:30 p.m. at the Minnesota Church Center – 122 West Franklin in south Minneapolis), special meetings as scheduled, and to serve on at least one committee, task force, or be actively involved in one of MICAHA's projects or programs. Committees meet on their own schedules -- monthly, quarterly, or on an as needed bases to address a particular issue.

Responsibilities: The Board of Directors is the governing body of the Corporation. Board members are legally and ethically responsible for the activities of the organization. They agree to abide by the governance policies and standards of conduct adopted by the Board. Board members are encouraged, but not required, to make a financial contribution to MICAHA. The board determines policy and direction for MICAHA in the following areas:

- 1) Human Resources
 - Board recruitment and development
 - Hiring, firing, and evaluation of Executive Director
 - Board members often assist in recruitment and development of other volunteers.
- 2) Planning
 - Mission, philosophy, goals
 - Evaluation and monitoring of programs and operations
 - In planning and evaluation, the Board also relies on the advice of the advisory committees and task forces that it creates.
- 3) Finance
 - Oversee budget
 - Ensure accountability
 - Assist in fundraising
- 4) Operations
 - Ensure adequate management systems
 - Ensure adequate legal structure
- 5) Community Relations
 - Interact with surrounding community on behalf of MICAHA

FACT SHEET FOR PROSPECTIVE BOARD MEMBERS

Date founded: December, 1988. Independent 501(c)3 as of June, 1992.

How does MICAHA define its "service area"? Twin Cities Metropolitan Area

Who are the Board members? Board members come from the religious community (many from MICAHA member congregations and organizations,) the affordable housing sector, or the community at large. Board members have a variety of backgrounds and degrees of experience in affordable housing issues.

Requirements for selection: Commitment to the mission of the organization; commitment of time, voice and creative energy to helping the organization do its best work; agreement to abide by the governance policies that are from time to time created and amended by the Board. It is not a requirement that prospective Board members have experience serving on boards, or have any particular technical knowledge, although from time to time the Board will recruit members with specific skills, or who have a specific background which is needed to improve governance.

Responsibilities: Please refer to the Board Member Position Description.

Terms of office: Board members are elected for three-year terms.

Time commitment: Varies with interests and availability of Board members. Board members are expected to attend BI-monthly board meetings, special meetings as scheduled (not very often), and to serve on at least one committee, task force, or be actively involved in one of MICAHA's projects or programs. Committees and taskforces meet on their own schedules, monthly, quarterly, or on an as-needed basis to address a particular issue.

Board committees. Standing Board committees include Executive, Finance/Fundraising, Legislative, and Education.

Volunteer status: Board members act as volunteers.

Orientation: New Board members participate in orientation sessions to learn about the programs and governance of MICAHA.

Other questions? Please contact a current Board member or call Joy Sorensen Navarre, Executive Director, at 871-8980.

August 19, 1996

Dear ,

Welcome. Thank you for agreeing to join the MICAHA board. The work we are doing is important, and the knowledge, skills, connections, and passion you bring to the board are vital to the success of our work.

New board members will be elected at our Annual Meeting on Sunday, August 8th at 2:00 p.m. at Todos Los Santos/Salem Lutheran Church (in the chapel) at 610 West 28th Street (corner of Lyndale and 28th street in south Minneapolis.)

The annual meeting will be short (about 30 minutes) and will be followed by an Interfaith Celebration MICAHA is helping to coordinate. (See attached flyer)

We will be conducting a board orientation for new board member in early October, probably on the morning of October 3, just prior to the noon board meeting.

I hope you can join us on September 8th.

Warm regards,

Mike Anderson
Executive Director

August 19, 1996

Dear ,

Thank you for expressing interest in serving on the MICAHA board. The work we are doing is important, and the knowledge, skills, connections, and passion you would bring to the board are vital to the success of MICAHA's work.

New board members will be elected at our Annual Meeting on Sunday, August 8th at 2:00 p.m. at Todos Los Santos/Salem Lutheran Church (in the chapel) at 610 West 28th Street (corner of Lyndale and 28th street in south Minneapolis.)

The annual meeting will be short (about 30 minutes) and will be followed by an Interfaith Celebration MICAHA is helping to coordinate. (See attached flyer)

We will be conducting a board orientation for new board member in early October, probably on the morning of October 3, just prior to the noon board meeting.

I hope that on reading this material and on reflecting realistically about your time and commitment that you make the decision to join MICAHA's board. I will call you in a couple of days to discuss your involvement on the board.

Warm regards,

Mike Anderson
Executive Director

Activity Category	July 1997	August 1997	September 1997	October 1997	November 1997	December 1997	January 1998	February 1998	March 1998	April 1998
<i>Education Activities:</i>	Gather Reports & Rosters	Gather & Review Reports & Rosters (continued)	Compile & Analyze Reports (continued)	Complete Report of Circle Discussions / Review, Publish & Distribute Report on Round I Circle Discussions	Round II Kick-off Events (Sponsors, Facilitators and Participants)	Conduct Round II Discussions / Community Circles (continued)	Conduct Round II Discussions / Community Circles (continued)	Conduct Round II Discussions / Community Circles (continued)	Citizens Summit	
		Compile & Analyze Reports from Round I Discussions	Prepare Report of Circle Discussions	"Blue Ribbon" Committee Studies Report & Survey Results and Makes Recommendations on Making Round II Discussions More Action-Oriented	Pair Circles for Round II Discussions		Gather Preliminary Discussion Results	Compile Reports	Prepare Combined Report Round II	
		Expand Data Base to Include Potential / New / Additional Participants	Convene "Blue Ribbon" Advisory Committee (Include Reps from Round I Circles)	Recruitment of Facilitators; Design Training & Prepare, Organize & Arrange Round II Discussions	Community Circle Inaugural Activities		Conduct Mid-Course Review Meeting with Sponsors & Facilitators	"Blue Ribbon" Group Formulates Questions for Citizens Summit w/ MN Meeting	Community Circle Follow-up Activities	Develop Agenda & Suggested Action Plan(s)
<i>Collaboration & Coalition Building:</i>			Renew Existing and Build New Collaborative Partnerships – Recruit New Sponsors	Meetings with Sponsors – Communicate Results of Round I / Recruitment of Sponsors - Round II						Present Report Results to Partners & Board
<i>Assessment & Evaluation:</i>	Survey Circle Groups	Survey Circle Groups / Revise & Organize into a Composite Survey Report	Complete Assessment & Evaluation of Round I; Hold Focus Group(s) w/ Round I Circles	Design Reporting Format & System for Gathering & Assessing Results for Round II Discussions	Implement Reporting Format for Gathering & Assessing Results		Survey Community Circles		Conduct Project Evaluation – Round II	
<i>Technical Assistance & Resource Development:</i>			Redraft / Modify Discussion / Issue Guide & Develop Instructions for Round II	Prepare Synopses and Abstracts of Selected Resources / Work with Libraries to Make Resources Available	Establish Speakers Resource Panel for Presentations to Community Circles					
<i>Advocacy & Public Information:</i>			Meetings w/ Public Agencies and Participation in Public Events	EHEP & Circle Collaborative Meetings w/ NAACP Law Suit Mediation Team					Provide Input from Community Circle Project into the NAACP Mediation Process	Participation & Input in the NAACP Process (continued)
<i>Funding & Organizational Development:</i>		Hold Board Retreat & Prepare Organization Work Plan	Add New Board Members & Review Work Plan / Approval Exec. Dir. Job Description	New Board Orientation and Training		Funding Inquiries and Proposals				
			Funding Inquiries & Proposals	Prepare/Revise Budget-Work Plan & Budget Approval by Board						

Activity Category	May 1998	June 1998	July 1998	August 1998	September 1998	October 1998	November 1998	December 1998	January 1999	February 1999
<i>Education Activities:</i>	Forum – Community Circle Participants – Presentation of Report & Agenda									
	“Blue Ribbon” Advisory Group to Oversee Transition from Discussions to Actions									
<i>Collaboration & Coalition Building:</i>		Work with Communities & Organizations to Implement Community Action(s) & Change	Work with Coalitions; Support Individual and Collective Actions for Community Change							
<i>Assessment & Evaluation:</i>										
<i>Technical Assistance & Resource Development:</i>										
<i>Advocacy & Public Information:</i>	Review, Discussion & Refinement of Report & Agenda	Presentation of Report to Media, Civic Organizations and Public Officials	Presentation of Report to Interested Publics (continued)	Presentation of Report to Interested Publics (continued)						
	Participation & Input in the NAACP Mediation Process (continued)		Work with Coalitions to Develop & Support Model Proposals and Legislation	Work with Coalitions to Develop Model Proposals & Legislation (continued)	Meetings and Presentations with Various Legislative Committees & Other Public Bodies	Refinements & Presentations of Legislative Agenda to Legislature thru Committees	Refinements & Presentations of Legislative Agenda	Refinements & Presentations of Legislative Agenda (continued)	State Legislation Session	State Legislation Session
<i>Funding & Organizational Development</i>		Funding Inquiries & Proposals / Develop Additional Funding Strategies		Board Retreat & Review Work Plan	Funding Inquiries & Proposals			Funding Inquiries & Proposals		

Subject: RE: Ellis Cose

Date: Mon, 9 Jun 1997 15:03:23 -0500

From: Ken Darling <kdarling@expresscommunications.com>

To: "Dick Little @ MICAH" <micah@mtn.org>

Here's the note to Len and the review on Cose, which I took off off the NYT on-line.

Here's the review:

From: Ken Darling
Sent: Friday, May 30, 1997 4:11 PM
To: 'Len Witt'
Cc: Jayne Marecek; 'Gloria McLenighan'; 'Laura Sether, MN Citizens Forum'
Subject: Ellis Cose

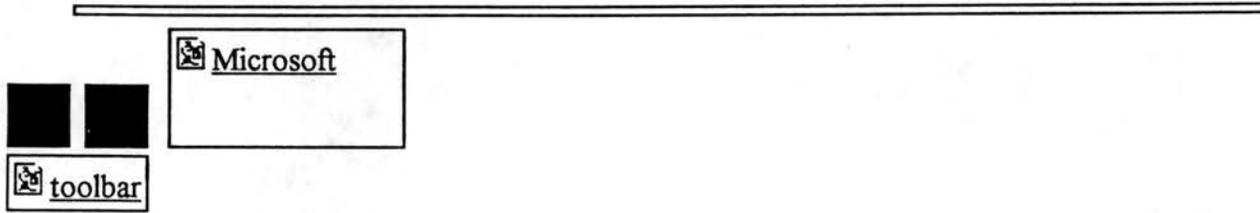
Len, here's a NYT Book Review of Ellis Cose I mentioned. Please read this. I th

Do you have an e-mail for Dick Little, if so please forward to him. Thanks.

PS everything is set for Monday. Mike will be waiting for you at 10;30 am here.

<<File: Ellis Cose Review.htm>>

Laura, FYI. Let's talk soon.



February 9, 1997

Beyond Black and White

Racial parity, Ellis Cose says, is not enough. We need a society based on moral equality

By ALAN WOLFE

A tragic paradox haunts race relations in the United States: the better the conditions, the more bitter the tone. Unswayed by the fact that the rise of a black middle class and a measurable decrease in explicit racism among whites means progress, advocates for greater racial equality point to precarious accomplishments and nagging resistance. Frustrated to see their good will denied, an increasing number of whites respond by turning their attention elsewhere or claiming

**Color-Blind
Seeing Beyond Race
in a Race-Obsessed World.**
By Ellis Cose.
260 pp. New York:
HarperCollins Publishers.
\$24.

to be victims themselves. Guilt is gone. With some exceptions, whites no longer feel it and blacks no longer want them to.

One paradox can only be dissolved by another: If this country is ever going to have the honest conversation about race that both sides claim to want, each will have to lower its voice in order to speak more loudly. Ellis Cose, a contributing editor at Newsweek, has written a book this country desperately needs, one with genuine healing potential. And he has done so without modifying his belief that significant racial injustice persists in the United States. Books about race all too often model themselves on Emile Zola's "J'Accuse." The inequalities they attack deserve condemnation, but the finger-pointing self-righteousness eventually tires. Mr. Cose avoids assigning blame and sees merit in the arguments of his antagonists -- effective strategies for getting whites to listen to the realities of black pain.

Mr. Cose is not one of those who are reluctant to acknowledge progress for fear of dampening indignation. "While discrimination for most blacks is an unfortunate fact of life," he writes, "it is no longer . . . the central fact of life." Americans like to make their political judgments from anecdotes. Since there are examples aplenty of unpunished police brutality or discriminatory acts and attitudes, those who want to argue that racism is as pervasive as ever have little trouble mustering anger. It takes both courage and clear-headedness to see that the publicity given to the crude epithets of corporate executives testifies to how much the world has changed as much as to how things stay the same. Demanding that things should get better by insisting that they have not rarely makes sense.

"Color-Blind" wades into all the racial hot spots: multiracialism, the reception of "The Bell Curve," black separatism and affirmative action. Mr. Cose approaches each the same way, by talking to people and reporting what they have to say, comparing American experiences with those in South Africa and Brazil and reflecting on his own experience. Whether one agrees with his conclusions hardly matters. What is important is how he reasons his way to them.

Mr. Cose's discussion of affirmative action typifies his book. Morally and philosophically, he simply does not like it: the idea that to treat people equally you have to treat them differently, he writes, "is a powerful and provocative pronouncement. It is also arguably wrong." "The racial bean-counting business," as he puts it, is not going to get rid of racism, and besides, whites who feel passed over for jobs or places in universities have every right to consider their experience "a lot like plain old discrimination."

But the same realism that enables Mr. Cose to acknowledge racial progress also makes it clear to him that the world in which we live is not ruled by merit. "Picking people merely by test scores and grades is not going to identify all of those who would make you proud," he points out. We are justified in taking race into account to the degree that race is a compelling aspect of the person we are judging: if we place a value on delivering medical care in inner-city communities, we will want more blacks in medical school. The debate over affirmative action is thus the wrong debate. We need to figure out what kind of

society we want, then make decisions about who gets which jobs or goes to which colleges based on that.

For Mr. Cose, such a society would be an old-fashioned one, based on the idea that everyone is owed respect. And the methods we might use to reach that ideal are also old-fashioned. Xavier University in New Orleans runs a program enormously successful at placing black students in medical school. Georgia Tech created a summer immersion program for minorities to help students master its engineering curriculum. Both reach their goals by believing in people, motivating them, demanding more from them.

Mr. Cose ends with a 12-point program for moving us toward a more "race-neutral" nation. Expressed in executive summary form, his proposals -- race is not a zero-sum game, ending hate is not enough, keep the conversation going -- sound platitudinous. "Color-Blind" would have ended on a stronger note if Mr. Cose instead had tried to distill the essence of his advice into moral language. Since he did not, let me try for him.

Whatever one may think of arguments from genetics on the one hand or ventures in Afrocentrism on the other, both reject classic American beliefs in moral equality. Racial equality cannot be achieved until moral equality is taken for granted. We do not want a society in which some group called "blacks" is equal to another group called "whites." We want a society in which everyone can live to his potential. When such a society comes into being, statistical disparities between the races in income and education will disappear, or become insignificant, of their own accord. In the meantime we have to rely on public policy to help us reach our goals, even policies that are hard for some to swallow, until enough good will is shown on each side to do away with them.

Not everyone will agree with Ellis Cose. Those to his left will accuse him of slighting the ever-continuing evils of racism and will be uncomfortable with his unabashedly middle-class values. Those to his right will turn a deaf ear to his insistence that whites are not quite as ready as they often proclaim to practice the color-blindness they preach. The racial conversation is terribly defensive: each side locks itself in, refusing to take a step toward the other for fear of being rebuffed. Ellis Cose has stepped into the breach from the side of black anger. The sooner someone steps in from the side of white resistance, the better.

Alan Wolfe teaches sociology and political science at Boston University. He is writing a book about middle-class morality.

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2211 Riverside Avenue
Minneapolis, MN 55454

Sent to Circle participants '98 + '99 ; Facilitators



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E: eh@augzburg.edu

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and Diversity Commission

Dick Little, AICP
Executive Director

Amy Rodquist
Community Circles Coordinator

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

From: Dick Little, Community Circles Co-Coordinator

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

Date: October 26, 1999

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

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

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

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

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

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

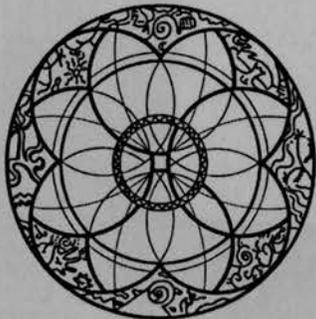
Community circle participants are uniquely positioned to take the knowledge and experience from their circle and share it with the broader community through this event. Enclosed is a flyer for the event. If you should have any questions about the Intergenerational Dialogue, please feel free to contact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

MMEP's 1999-2000 Issue Forum Series

November 18, 1999

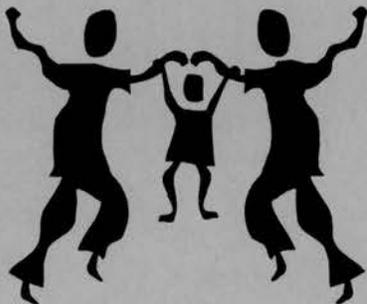
6:30—9:30 p.m.

Minneapolis South High School
3131 19th Avenue South



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

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



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

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

Co-Sponsors

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



Minnesota Minority Education Partnership, Inc.

2211 Riverside Avenue South
Minneapolis, Minnesota 55454

Phone: 612/330-1645

Fax: 612/330-1510

Email: mmep@mme.net

Copied 100
1505

1999 Cities At Work—Fall Forum

A Continuing Public Dialogue on Race, Connections, and

BEYOND TOLERANCE: A CALL

November 8, 1999

Arlington High School

Keynote Speaker: John Powell, Institute on Race

Talk. Dialogue. Action. Can we move beyond talk and passive tolerance for our cultural and economic differences to committed action? For the past eight months, over eight hundred people have been engaged in dialogue on the challenges of housing, education, and racial reconciliation in our community.



Learn from their experiences and join others in forging action steps that make a difference in our community. We can complement each others' strengths and assets as we work community-wide towards cross-cultural understanding and racial reconciliation.

Hear what others have discussed and learned in the 1999 Cities at Work forums and in the Community Circle Dialogues about the impact of racism and economics on their lives

Explore how group and individual actions can address the challenges of economic and racial injustice

Discover how you can personally become involved with others to initiate community-wide strategies

Share good food and conversation as we affirm our ongoing commitment to eliminating racism and creating a more inclusive community

Join these organizations and others at the Call to Action:

- St. Paul Council of Churches
- Education and Housing Equality Project
- MN Advocates for Human Rights
- Minnesota Minority Education Project
- Saint Paul Housing Campaign
- Alliance for Metropolitan Stability
- Immigration Task Force
- Minnesota Churches Anti-Racism Initiative
- Metropolitan Interfaith Council on Affordable Housing
- St. Paul Ecumenical Alliance of Congregations
- Hamline/Midway Alliance for a Prejudice Free Community
- and MANY OTHERS.....

Make
Color
Copies
(different
color from
MMSP flyer)

The
Date: Monday, Nov 8, 1999
Location: Arlington High School
1459 Rice Street
5:00 p.m. Registration & Dinner
5:30 p.m. Public Forum
Opening: Yusef Mgeni
Keynote Speaker: John Powell
Call to Action: Rev. Devin Miller

Cities At Work 1999—Sponsors and Funders

Amherst H. Wilder Foundation ■ Asian Pacific Endowment for Community Development ■ Catholic Charities ■ City Solutions ■ East Side Neighborhood Development/VISTA ■ Education and Housing Equity Project/Community Circles Collaborative ■ Jane Addams School for Democracy ■ Leadership Saint Paul ■ Local Initiatives Support Corporation ■ MRA Initiatives for Change-Twin Cities ■ Minnesota Hmong Chamber of Commerce ■ National Conference for Community and Justice ■ St. Paul Area Council of Churches ■ Saint Paul Human Rights Department ■ St. Paul/Ramsey Children's Initiative ■ St. Paul Department of Planning and Economic Development ■ St. Paul Planning Commission ■ St. Paul Public Schools ■ 3M Corporation ■ United Way of the St. Paul Area ■ University UNITED ■ The Urban Coalition ■ YMCA of Greater St. Paul and a diverse group of community volunteers

Registration

All events are free and open to the public, but advanced registration is required for meals. For more information contact Linda at 651/642-4060 or lmh@wilder.org.

Name _____

Organization (if any) _____

Address _____

City _____ State _____ Zip _____

Ph: _____ Fx: _____ E-mail _____

Send registration to: Linda Hoskins, A.H. Wilder Foundation, 919 Lafond Avenue, Saint Paul, MN 55104
Fax: 651/642-2088

Community Circles

Education, Housing and Segregation

In January and February 1999, MMEP and the Education & Housing Equity Project (EHEP) will join several organizations to co-sponsor citizen discussions on some of the most pressing social and economic issues facing our communities and metropolitan region.

Community circles are small, facilitated discussion groups that examine, discuss and deliberate on important policy issues. They consist of 8 - 12 participants who meet for five sessions of two hours each.

The circles will consider such topics as:

- reshaping schools so *all* children can learn together and ultimately succeed
- and
- creating household stability to positively impact student learning.

Discussion results will be used to inform State and local policy makers. All participants are then invited to attend the Citizens Summit to be co-sponsored with the Minnesota Meeting and Minnesota Public Radio. Additional sponsors are needed (includes securing meeting location, invitations and recruitment).

For more information, call Carlos Mariani-Rosa at 612/330-1645, Dick Little (EHEP) at 612/330-1505 or Amy Rodquist (EHEP) at 612/330-1649.

Community Circles

Education, Housing and Segregation

In January and February 1999, MMEP and the Education & Housing Equity Project (EHEP) will join several organizations to co-sponsor citizen discussions on some of the most pressing social and economic issues facing our communities and metropolitan region.

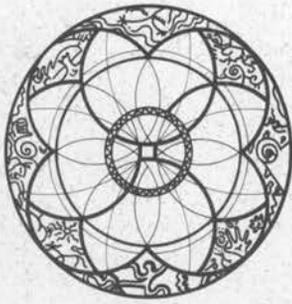
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Minnesota
Minority
Education
Partnership, Inc.

Minnesotans
collaboratively weave
the basket of MMEP
with their talents and resources,
encircling students of color
and encouraging
their success.

September 21, 1998

Dick Little
Education and Housing Equity Project
2211 Riverside Ave S
Mpls. Minnesota 55454

Dear Dick:

It was such a great pleasure to see you at the MMEP annual meeting this past week. Thank you for attending and affirming our common mission of working for increased success for students of color.

I want to take this opportunity to invite you to stay connected with MMEP. As Executive Director I want to share with you my excitement over our ongoing work as a change agent for educational institutions. It is important to have an organization so clearly focused as MMEP is on the need to make educational success for students of color a reality in Minnesota. Towards that end we want, indeed need, your ideas and guidance. Together we can build a successful agenda that will produce true equal access and quality equal outcomes for today's students of color.

We want to stay involved with you. Please consider participating in the upcoming MMEP Issue Forum on October 15, 1998. This event is co-sponsored by the MN Higher Education Services Office (HESO) and will serve as the first concerted effort to have communities of color impact HESO's Legislative request. It will offer a way to turn our Annual Meeting discussion into a real agenda.

Please call me anytime to explore how MMEP can be relevant to your own efforts. Let us build up a mutually supportive community of people in our state who are serious about educating students of color.

Again, thank you for having honored us with your attendance; the discussion was truly dynamic. I deeply respect your commitment and look forward to working with you in the near future.

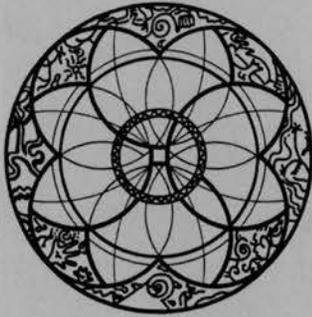
Sincerely,

Carlos Mariani-Rosa
Executive Director

You are a "trooper" in
the battle for justice & honesty.
Thank you!

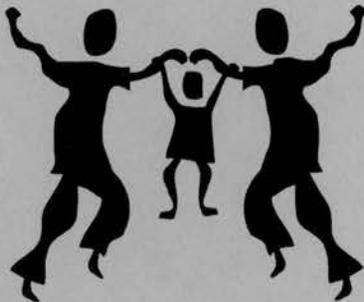
MMEP's 1999-2000 Issue Forum Series

November 18, 1999
6:30—9:30 p.m.
Minneapolis South High School
3131 19th Avenue South



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

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



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

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

Co-Sponsors

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

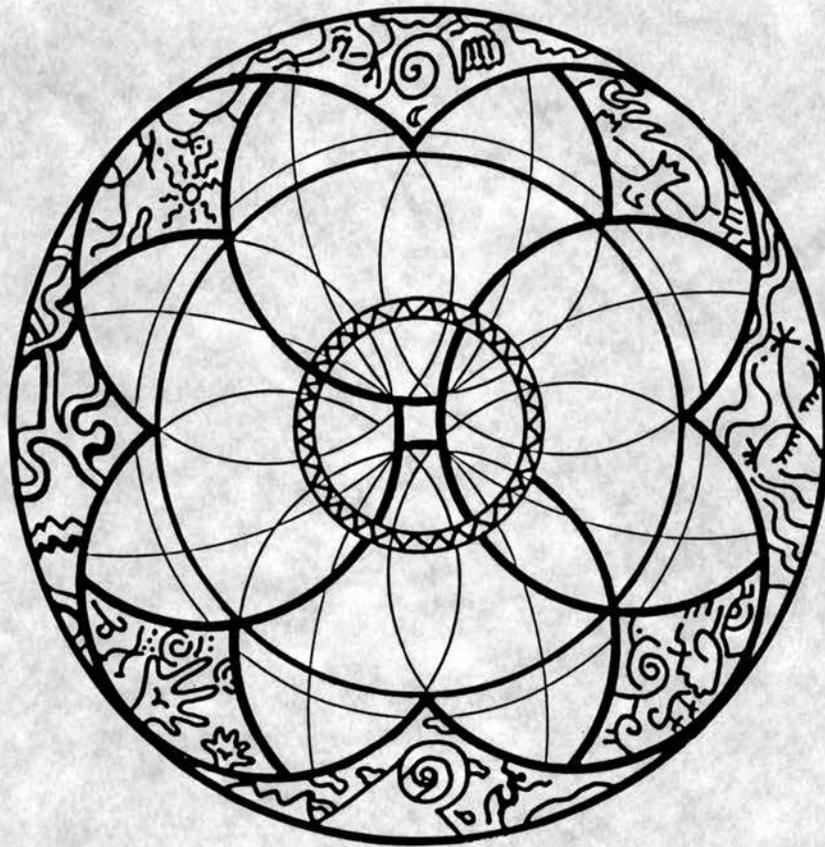


Minnesota Minority Education Partnership, Inc.

2211 Riverside Avenue South
Minneapolis, Minnesota 55454

Phone: 612/330-1645
Fax: 612/330-1510
Email: mmep@mmep.net

Summary of Activities 1998 - 1999



Minnesota Minority Education
Partnership, Inc.

Core Activities

Summer Enrichment Guide for Students of Color

MMEP published 5,000 Summer Enrichment Guides (SEG) in mid February 1999. A mass mailing to all MMEP members and all names on the SEG mailing list took place in late February; this was one month earlier than in previous years. A request for a small donation was included with each Guide. MMEP distributed the first 700 Guides to students of color, school counselors and parents at the Summer Enrichment Program Fair on March 15; 700 Guides went to Franklin Middle School of Minneapolis Public Schools; 100 were given to the Parent Liaisons of St. Paul Public Schools. Furthermore, presentations were made and Guides were distributed to Hopkins Public Schools and Robbinsdale Area Schools. In addition, MMEP distributed Guides to the 32 MISF presidents and principals.

Summer Enrichment Program Fair

The eighth annual Summer Enrichment Program Fair was held March 15. Approximately 700 students from throughout Minnesota and another 25 parents, counselors and teachers attended. After registering, students received a packet of information on MMEP in general, private colleges, state colleges and universities, the University of Minnesota, and three pamphlets about preparing for college. They also received a copy of the Summer Enrichment Guide. They heard a motivational speaker during orientation who also explained the process of going through the Fair. Over 30 programs were represented by 23 organizations and institutions. Students had the opportunity to gather more information and interact one-on-one with program staff. They also then participated in a raffle with gifts donated from over 30 institutions, departments stores and organizations. Fair Coordinator Rachel Gamboa appeared on WCCO Channel 4 Morning News during three live shots with reporter Kris Otzen. Three parents indicated they attended the Fair after seeing the spots that morning

Membership Drive

MMEP was successful in recruiting an additional 123 new MMEP members this year. The category breakdown is three Students, seven Nonprofits, 103 Individuals, and 12 in the new category of Family. Renewed memberships are 11 Students, 51 Nonprofits, and 92 Individuals.

2nd Annual Gala

The Development/Public Relations Working Group coordinated the second annual Gala in February at the St. Paul Hotel in St. Paul. Over 100 people attended to honor David B. Laird, Jr., MMEP's Treasurer. Recognizing Dr. Laird through short presentations were Jack Briggs, President of Fond du Lac Community College; Carol Johnson, Superintendent of Minneapolis Public Schools; Bruce Vento, member of the U.S. Congress; and Ron McKinley, Program Manager of the St. Paul Companies. Entertainment was provided by the Mouldy Figs led by Jim Field, MMEP Board member. Prior to the event, La Prensa ran an article featuring the Gala that included a picture of Dr. Laird.

Program Development and Piloting

Project Empowerment

Project Empowerment seeks to increase parent involvement by developing the capacity of parents to effectively work together to develop solutions to the problems that impact the success of students of color.

In collaboration with the Minneapolis Public Schools, St. Paul Public Schools, Hopkins Public Schools, Robbinsdale Area Schools, Minnesota Parenting Association and Carol McGee Johnson, MMEP has developed a leadership institute and curriculum that fulfills the following objective: To build knowledge and capacity among parents, community members/organizations, school staff and administrators around strategies using democratic skills to improve: communication, effective relationship building, and "democratic organizing" to increase student achievement.

Project Empowerment (PE) develops school site teams of four parents, two educators, one administrator and one community member. The three main activities of PE are 1) the Project Empowerment Leadership Institute -- three seminars where trainers lead the participants through the PE curriculum; 2) monthly meetings --meetings where the teams develop a common mission and implement action plans utilizing the different tools acquired during the seminars; 3) evaluation. During the first year of implementation, Project Empowerment worked with five school sites with a total of 44 participants. Of those, 78% were people of color representing each category of the team.

Participants had the option of receiving graduate credits for their attendance through the Hamline University Graduate School. Fourteen people chose to do so, for several of whom this was the first postsecondary credit they had ever received.

Below are in-depth highlights from two schools MMEP worked with to show how they have been impacted by Project Empowerment.

Longfellow Elementary

- ♦ Longfellow held a focus group of Native American parents to explore how Longfellow could impact student attendance, achievement, parent involvement and what parents would like to see in the school.
- ♦ Through our Project Empowerment facilitator, Longfellow has gotten involved with "Stitch of Time" fiber arts program at the YWCA and they are supporting the Native after school activities.
- ♦ *Native After School Activity* is a ten week after school project that focuses on cultural learning and the sharing of Native American customs with a multicultural group of student and parents. This group's focus is to build the relationship between the families and the school to increase attendance and achievement. At the end of the program, Longfellow will have a Pow Wow open for the community where the students will display their arts and how they are used in dancing. School reports show that attendance is up greatly for all students attending the after school program. In

addition, relationships with families have become more productive when handling issues with students.

- ♦ Longfellow has changed their teacher's lounge to a community room. Most schools have a separate parent room for those who are visiting or volunteering. Longfellow wants parents and teachers to know that all are working together to make education at the school a success for all students. It has worked very well to date. Longfellow has community information posted and coffee available. Teachers, parents and visitors have said they like the community room; it provides a really welcoming feeling.
- ♦ Longfellow learned the importance of having the principal invested in involvement. Having the principal at the table let the site team know that she was supporting them, understood their issues, and her actions showed them that she would take leadership when necessary.

Franklin Middle School

- ♦ Franklin began by using African American Parent Day as an opportunity to speak with parents to find out what they want.
- ♦ Franklin formed a Family Circle, a PTO type group. Franklin has had a meeting every month since African American Family Day and have already planned activities for next year. One of the things parents asked for more of is gifted and talented programs; several of these programs will now be held at Franklin this summer.
- ♦ Franklin has a unique relationship with several different nonprofits headed by the YWCA through a program called the Beacons project. This project focus is to help get community resources and involvement in to the school and have the school open after school hours and on weekends as a community resource. Beacons is a National project; Minneapolis was chosen along with five other cities around the country.

Institute for Multicultural Connections

The fourth annual Institute for Multicultural Connections (IMC) was held from June 16 - 18 and June 21 - 23 at St. Olaf College in Northfield, Minnesota.

Nearly 50 students from Minnesota high schools and colleges were exposed to the teaching profession through educational workshops led by experienced teachers. Of those participating, 14 students were returning for their second, third or fourth institute.

In addition to the summer workshop, students will participate in field experiences where they will assist experienced teachers and tutor younger students in classrooms this summer and fall.

IMC is supported by all of MMEP's Partners and implemented in cooperation with the Minneapolis Public Schools College Encouragement Program, St. Paul Public Schools Teacher of Color Program, University of Minnesota TRIO programs, St. Olaf College TRIO programs, St. Olaf College Education Department, and the Center for Excellence in Urban Teaching at Hamline University. In addition, IMC has been integrated as a key component in the Minneapolis and St. Paul Schools Teacher Development Programs.

Advocacy

Issue Forum Series

MMEP hosted five issue forums and co-sponsored several others during the 1998 - 99 fiscal year. This year's issue forum focus was on state policy issues affecting the success of students of color. Forum topics and dates were as follows:

Achievement and Access: What the State Capitol and Higher Education Can Do To Increase Student Achievement	October 15, 1998
The New Desegregation Rule: Will It Increase Student Achievement?	October 29, 1998
Success for All Students: The State's Proposed Inclusive Educational Program Rule and Its Impact on Student Achievement	November 20, 1998
Teaching All Students: The State's Proposed Rules Governing Teacher Licensing	December 1, 1998
School Desegregation: A National Perspective Featuring Dr. Gary Orfield of Harvard University	January 20, 1999

Outcomes

- Approximately 175 educators and community members attended the five forums.
- Co-sponsors to the forums included: The Higher Education Services Office, the Urban Coalition, the Education and Housing Equity Project, the University of Minnesota College of Education and Human Development, the Harvard Club, the Kennedy School of Government at Harvard University.
- MMEP provided input to the Minnesota Higher Education Services Office on their proposed legislative request.
- Several forum attendees submitted public comments on the School Desegregation and Teacher Licensing Rules during their formal public comment period.
- Carlos Mariani-Rosa successfully amended a House of Representatives Resolution relating to the Minnesota Profiles in Learning to protect the Teacher Licensing Rules from being eliminated by the resolution.
- People who attended issue forums or received correspondence from MMEP on the Teacher Licensing Rules were well represented in the public comments that were provided to the Administrative Law Judge for his deliberation over the rule.
- The October 29, 1998 forum attracted press coverage from the *St. Paul Pioneer Press*.
- Nationally recognized authority on school desegregation, Gary Orfield made a significant impact on the public hearings related to the Proposed Rules Relating to School Desegregation. Both the *Star Tribune* and the *Pioneer Press* covered his testimony.

- ♦ Carlos Mariani-Rosa appeared on News Night Minnesota on January 20, 1999 to discuss the proposed rules relating to school desegregation.
- ♦ Claudia Fuentes of the Urban Coalition appeared on Mid-Morning on Minnesota Public Radio on January 21, 1999 to discuss the proposed desegregation rule.

Annual Meeting

MMEP hosted its Annual Meeting at the Hubert H. Humphrey Institute of Public Affairs on September 17, 1998. Although 57 attendees were registered, a few part time guests developed from people walking by during presentations who were stirred enough to ask if they could sit in to hear better what was being said.

Students of Color: The Challenge for Awareness, Achievement and Access was the central theme of the Annual Meeting. Dr. Verna Cornelia Simmons, of the University of Minnesota, energized attendees for interaction with a very stimulating keynote address titled, *Graduation Is Not Enough*. Following on the theme in the afternoon session, Mr. Jon McGee, of the Minnesota Private College Research Foundation, presented a clear and brief explanation of the report *Foundation for the Future: Minnesota High School Graduate Projections, 1997-2007*. Mr. McGee then answered questions on this revealing report.

Results of an evaluation returned by 21% of the attendees showed agreement that both Verna Simon's and Jon McGee's presentations were very informative, and indicated that the event either met or exceeded their expectations.

A main feature of the Annual Meeting is the recognition of individual service. The words on the certificate state: "In honor of your commitment to the success of students of color in Minnesota and your dedication and excellence in service to the Minnesota Minority Education Partnership, Inc., we proudly present the Ronald A. McKinley 'All My Relations' Award to" . . . and chosen to receive this year's award was Mr. Tim Price of the Minnesota State Colleges and Universities.

Seven people were re-elected during the business meeting for another two-year term as a member of the MMEP Board of Directors. They are:

- ♦ Matt Entenza -- Minnesota House of Representatives
- ♦ Jackie Fraedrich -- Robbinsdale Area Schools
- ♦ David Laird -- Minnesota Private College Council
- ♦ Eric Moore -- Doctoral Student
- ♦ Ramona de Rosales -- St. Thomas Hispanic Pre-College Program
- ♦ Linda Wejcman -- Minnesota House of Representatives

Two new members elected to the Board were:

- ♦ Gaye Lindfors -- Augsburg College
- ♦ Rachel Ramirez -- Chicano Latino Affairs Council

Personnel

July 1998

- John Reed received a promotion from *Office Assistant* to *Office Manager*.
- Lynnea Atlas received a promotion from *Project Assistant* to *Project Coordinator* for Project Empowerment.

August 1998

- Jada Odom's responsibilities expanded as *Project Assistant* to provide support for Project Empowerment and Institute for Multicultural Connections.

September 1998

- Bruce Vandal returned as *Program Director*.

October 1998

- Amy Vomhof McClurg received a promotion from *Development Director* to *Associate Director*.
- Bruce Vandal and his wife, Christine Nelson, welcomed a baby boy, Benjamin Thomas Vandal, who weighed eight pounds, eight ounces.

Minnesota Minority Education Partnership, Inc.
Memorandum

Date: July 10, 1997
To: Dick Little
From: Bruce Vandal, Program Director *BV*
Subject: MMEP contribution to the Study Circle Collaborative

It has been my pleasure to represent MMEP and work with the Education and Housing Equity Project and the many other community organizations that make up the Community Circle Collaborative. MMEP is proud to have played such a significant role in the efforts to build a community wide dialogue about the issues of housing and education segregation.

As you requested, I am including an estimated breakdown of time that has been dedicated to this project over the past year. Please feel free to contact me if there are any questions.

Dates	Activities	Hours
January - March 1996	Organizing and development of the community circle project.	30 hours
March - April 1996	Draft of Community Circle Collaborative Proposal	35 hours
May - December 1996	Organizing and coordinating the project	60 hours
November, 1996 - February, 1997	Coordinating and implementing facilitator training	80 hours
March - May	Project Support	15 hours
TOTAL HOURS		220 hours

220 hours X \$17.60\hour for staff time = \$3872.00

Thank you for your cooperation.

BV



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DATE: March 4, 1999
TO: MMEP Issue Forum Participants
FROM: Bruce Vandal, Program Director
SUBJECT: MMEP Issue Forum Update

On behalf of the Minnesota Minority Education Partnership, Inc. (MMEP) I would like to thank you for your involvement in the flurry of MMEP Issue Forums that took place between October, 1998 and January, 1999. We hope that our forums educated you about some of the important issues affecting students of color and allowed you to become more familiar with MMEP and its mission to increase the success of students of color.

In addition to providing participants valuable information, MMEP uses information from the forums to provide greater focus to its work. Following, please find a summary of the information presented at each of our issue forums, a report on outcomes that resulted from the forums and some suggestions on next steps.

Forum Summaries

The New Desegregation Rule: Will It Increase Student Achievement? October 29, 1998

Bob Wedl, Commissioner of the Department of Children, Families and Learning presented a brief summary of the proposed state desegregation rule and engaged participants in a discussion of the proposed rule. Several items of interest were discussed at the forum to include:

- The new rule puts parent and student choice at a premium. It argues that school choice for families is an important priority and that the state rules such as desegregation should not undermine increasing choice for families.
- The new rule defines segregation as an intentional act by a school or school district to separate students of color from white students in schools. Situations where students of color are unintentionally separated from white students are not considered segregation and as a result the rule does not require school district action to integrate. The rule simply encourages schools and school districts in this situation to integrate their schools.
- According to the Institute on Race and Poverty at the University of Minnesota. Whether a school is intentionally segregated or segregated through unintentional means is irrelevant to data on student achievement. Students of color who are in racially isolated settings do not achieve at as high a rate as white students.
- School districts which have high percentages of students of color in their schools will no longer be required to desegregate schools, but are asked to create councils within school districts or across school districts to develop voluntary plans to integrate schools.
- The new rule relies on the Profiles and Learning as its mechanism for ensuring that all students are learning. The Department of Children, Families and Learning contend that there is no need for specific strategies focusing on the achievement of students of color to be outlined in the desegregation rule.

Success for All Students: The state's Inclusive Educational Program Rule and its impact on student achievement. November 20, 1998.

The forum was a discussion with Department of Children, Families and Learning Diversity Program Coordinator, Mia Phillips. The discussion relating to the rule included the following information:

- The critical role of the Inclusive Educational Program Rule is to build the capacity of educators to work with a culturally diverse student body.
- The Rule should also be about educating students to be productive adults in a global society. This means that students must also develop knowledge and skills for working in a multicultural world.
- Many argued that although the current rule is significantly scaled down from the Diversity Rule of last year, it is a step forward from where things are today.
- The strategy was to incorporate this rule into the larger and more comprehensive Graduation Rule.

Teaching All Students: The state's proposed rules governing teacher licensing December 1, 1998

- The new teacher licensing standards are what higher education teacher training programs must teach and what students must demonstrate competence in before they can receive a teacher license.
- The rule does not address the need to train and develop teacher skills once they receive a license and are hired by a school district.
- The rule does integrate many of the characteristics of the current Human Relations rule that is concerned about educating teachers in cultural competence.
- Education programs at each of the teacher license granting higher education programs will be reviewed using the new license standards once the rule is adopted.

School Desegregation: A National Perspective. January 20, 1999

The forum featured Dr. Gary Orfield, Director of the Harvard Project for School Desegregation. Dr. Orfield, who is a national authority and advocate for school desegregation policy, made several interesting observations about the state's proposed state desegregation rule and the current status of desegregation in the state of Minnesota. His comments included:

- The proposed rule is weak because of the lack of measurable outcomes. Without benchmarks or specific goals for the rule, the rule is ripe for circumvention and as a result will be ineffective.
- Abolishing the current requirements for school desegregation, which require districts to desegregate once they reach certain thresholds, in favor of a voluntary approach is short sighted. He stated that most new segregation is occurring in suburban and rural districts and the existing rule is still a reasonable remedy for those districts.
- Between the years 1987 and 1996, Minnesota had the second highest increase in African American segregation in the United States.
- Voluntary strategies are not inherently ineffective, but to be effective must be regulated appropriately to ensure that they will challenge natural social tendencies to segregate.

Forum Outcomes

The issue forums resulted in several outcomes that have impacted the process for adopting each of the rules we have addressed, they include:

- Carlos Mariani-Rosa successfully amended a House of Representatives Resolution relating to the Minnesota Profiles in Learning to protect the Teacher Licensing Rules from being eliminated by the resolution.
- People who attended issue forums or received correspondence from MMEP on the Teacher Licensing Rules were well represented in the public comments that were provided to the Administrative Law Judge for his deliberation over the rule.
- Nationally recognized authority on school desegregation, Gary Orfield made a significant impact on the public hearings related to the Proposed Rules Relating to School Desegregation. Both the Star Tribune and the Pioneer Press covered his testimony.
- Carlos Mariani-Rosa appeared on News Night Minnesota on January 20, 1999 to discuss the proposed rules relating to school desegregation.
- Claudia Fuentes of the Urban Coalition appeared on Mid-Morning on Minnesota Public Radio on January 21, 1999 to discuss the proposed desegregation rule.

Current Status

Since the Forums there have been several developments regarding each of these issues, following is a quick status report.

- Before leaving office Bob Wedl, Commissioner Department of Children, Families and Learning (D-CFL), announced that the D-CFL was not moving forward on the development of an Inclusive Educational Program Rule by the January 10, 1999 deadline. As a result, D-CFL has relinquished its authority to develop the rule and by all indications it will require legislative action to put this back on the D-CFL's agenda.
- Administrative Law Judge Phyllis Reha will be issuing her opinion on the Proposed Desegregation Rule on March 16, 1999. If the Judge recommends that the rule have substantive changes, then another public comment period will take place.
- The Profiles in Learning, which Commissioner Wedl stated as a key element for ensuring the student achievement of students of color, is at risk of being abolished or significantly amended. The House of Representatives has passed H.F. 15. If adopted the bill would significantly alter the current structure of the Profiles in Learning. The Senate has not taken a position on the Profiles as of yet. The Governor is open to a revision of the Profiles in Learning but is committed to finding a workable solution that keeps it intact. The repercussions for how the school desegregation rule will be affected by this development are unclear.
- The Rules Relating to Teacher Licensing are still being reviewed by the Administrative Law Judge. There is no date specified for his report.

As you can see there is a great deal of work that needs to be done on these important issues. We thank you for your interest and hope that we can call on you as these issues continue to develop and it becomes important for people concerned about the success of students of color need to be involved.

For more information please feel free to contact me at 612/330-1509 or email me at vandal@augsborg.edu. I look forward to continuing our work together.

Posted-Date: Thu, 10 Dec 1998 14:45:30 -0600 (CST)
From: "Bruce Vandal" <vandal@augsborg.edu>
To: "MMEP-update" <mmepe-update@augsborg.edu>,
"Scott Croonquist" <scroonquis@mnprivco.org>,
"Robert Brown" <rjbrown@stthomas.edu>,
"Peggy Hunter" <dwethics@aol.com>,
"Karen Woodward" <k.woodward@cctc.cc.mn.us>,
"Juan de Dios Rangel" <jrangel@ih.cc.mn.us>,
"Jon Westby" <westbyjo@mi.cc.mn.us>, "John Reed" <reedj@augsborg.edu>,
"Eric Moore" <moore079@tc.umn.edu>,
"Carlos Mariani" <cmariani@visi.com>,
"Bruce Vandal" <vandal@augsborg.edu>,
"Anthony Morley" <olson248@tc.umn.edu>,
"Phil Lewenstein" <lewenstein@heso.state.mn.us>,
"Nancy Nutting" <nancy.nutting@state.mn.us>,
"Arty Dorman" <arty.dorman@spps.org>, "G.B. Ellis" <geissaved@aol.com>,
"Dick Little" <ehp@augsborg.edu>,
"Cris Toffolo" <CEToffolo@stthomas.edu>,
"Roger Banks" <rwpb@cwixmail.com>,
"Marcia Moore-Foster" <moore@anoka.k12.mn.us>,
"Rose Herrera Hamerlinck" <rhhamerl@mn.uswest.net>,
"Dwight Jennings" <DJennings@ESC.rochester.k12.mn.us>,
"Stella Whitney-West" <sww3852@aol.com>,
"Eurcie W. Allen" <ewa@mtn.org>, "Kristi Birch" <birch@augsborg.edu>,
"Nanette Missaghi" <nmissaghi@edenpr.k12.mn.us>,
"Gerilyn Rodriguez Courneya" <grcourneya@stthomas.edu>,
"Jeanne Kling" <kling@midstate.tds.net>,
"Lynnea Atlas" <latlas@visi.com>,
"Willie Johnson" <willie_johnson@spps.stpaul.k12.mn.us>,
"Ramona A. de Rosales" <raderosales@stthomas.edu>,
"Nancy Barcelo" <barce001@tc.umn.edu>,
"Mia Phillips" <mia.phillips@state.mn.us>,
"Diane Cowdery" <diane_cowdery@hopkins.k12.mn.us>
Subject: Speak out on need for teachers to be trained to work with diverse learners
Date: Thu, 10 Dec 1998 14:47:00 -0600
X-MSMail-Priority: Normal
X-Mailer: Microsoft Outlook Express 4.72.3110.1
X-MimeOLE: Produced By Microsoft MimeOLE V4.72.3110.3

A key public policy decision that will have a significant impact on the success of students of color is about to occur and it is critical for your voice to be heard.

The State of Minnesota is about to adopt new requirements for people who seek a license to teach in Minnesota public schools. The new rules will require that teachers be trained in the skills and techniques necessary to effectively educate students of various cultural, racial, and economic backgrounds. These new requirements recognize that Minnesota's classrooms are filled with students of various learning styles and needs. The new requirements for teacher licensing will be debated at a DECEMBER 17, 1998 PUBLIC HEARING before Administrative Law Judge Jon L. Lunde who will decide whether the requirements should be implemented.

There is expected to be STRONG OPPOSITION to these new requirements. We expect that people opposed to the new requirements will argue that the new requirements represent a social agenda that will result in a curriculum:

a.. which emphasizes student differences over their commonalties,

b.. which teaches peripheral ideas at the expense of the basics of reading, writing and math and

c.. attempts to remedy social problems that should be addressed in the home.

OUR GREATEST STRENGTH will be to speak to the reality that exists in many Minnesota classrooms. Arguments you can make include:

a.. Your personal stories and experiences about the need for teachers who are skilled at educating students of color.

b.. The reality of increased diversity in Minnesota schools.

c.. The need for teachers to learn how to communicate with parents and the community.

WE NEED YOU TO BE HEARD ON THIS IMPORTANT POLICY ISSUE. Failure could result in a lost opportunity to increase the success of students of color. By either testifying at the public hearing or submitting your written comments, we can make a positive step forward to ensuring that all students succeed.

To participate in this process you can do the following:

Testify at the Public Hearing on the Teacher Licensing Rules
Thursday, December 17, 1998
9:00 AM
Capitol View Conference Center
70 West County B-2
Little Canada, MN 55117

OR

Submit written comments by
December 17, 1998 to:
Sandra Needham

Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
Fax: 651/282-2403

The proposed rules can be viewed online at <http://children.state.mn.us>. Pay special attention to the section "Standards of Effective Practice for Teachers" on pages 5-16 of the rule.

I have attached a flyer in rich text format that should be able to be opened by most PC word processing programs. Feel free to distribute this flyer widely to people who care deeply about this issue.

Thank you for your cooperation and I hope to see you on December 17, 1998.

Bruce Vandal
Program Director
Minnesota Minority Education Partnership, Inc.
(phone) 612.330.1509
(fax) 612/330.1510

The foundation of democracy is faith in the capacities of human nature, faith in human intelligence and in the power of pooled and cooperative experience.

-John Dewey

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A Call To Action

STUDENTS OF COLOR NEED YOUR SUPPORT!!!

Communicate The Need for Teachers Who Can Educate Diverse Learners

The State of Minnesota is about to adopt new requirements for individuals who seek a license to teach in Minnesota public schools. The new rules will require that new teachers be trained in the skills and techniques necessary to effectively educate students of various cultural, racial, and economic backgrounds. **These new requirements recognize that Minnesota's classrooms are filled with students of various learning styles and needs.**

The new requirements for teacher licensing will be debated at a **December 17, 1998 public hearing** before Administrative Law Judge Jon L. Lunde who will determine whether the requirements should be implemented. The rules can be viewed online at <http://children.state.mn.us>.

Your Voice Can Be Heard by:

Testifying at the Public Hearing on the
Teacher Licensing Rules
Thursday, December 17, 1998
9:00 AM
Capitol View Conference Center
70 West County B-2
Little Canada, MN 55117

OR

Submitting written comments
by December 17, 1998 to:
Sandra Needham
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
Fax: 651/282-2403

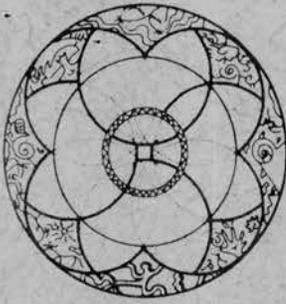
Messages to send to Judge Jon L. Lunde can include:

- > Your personal stories and experiences about the need for teachers who are skilled at educating students of color.
- > The reality of increased diversity in Minnesota schools.
- > The need for teachers to learn how to communicate with parents and the community.

**We expect strong opposition to these requirements
Your voice could make the difference!!**

For more information about how to participate in this process, please contact:

Bruce Vandal at the Minnesota Minority Education Partnership, Inc. (MMEP) at 612/330-1509
or by e-mail at vandal@augsborg.edu



Minnesota
Minority
Education
Partnership, Inc.

Minnesotans
collaboratively weave
the basket of MMEP
with their talents and resources,
encircling students of color
and encouraging
their success.

December 10, 1998

Dear Friend:

Subject: Speak out on need for teachers to be trained to work with diverse learners

A key public policy decision that will have a significant impact on the success of students of color is about to occur and it is critical for your voice to be heard.

The State of Minnesota is about to adopt new requirements for people who seek a license to teach in Minnesota public schools. The new rules will require that teachers be trained in the skills and techniques necessary to effectively educate students of various cultural, racial, and economic backgrounds. These new requirements recognize that Minnesota's classrooms are filled with students of various learning styles and needs. The new requirements for teacher licensing will be debated at a **December 17, 1998 public hearing** before Administrative Law Judge Jon L. Lunde who will decide whether the requirements should be implemented.

There is expected to be **strong opposition** to these new requirements. We expect that people opposed to the new requirements will argue that the new requirements represent a social agenda that will result in a curriculum:

- which emphasizes student differences over their commonalities,
- which teaches peripheral ideas at the expense of the basics of reading, writing and math and
- attempts to remedy social problems that should be addressed in the home.

Our greatest strength will be to speak to the reality that exists in many Minnesota classrooms. Arguments you can make include:

- Your personal stories and experiences about the need for teachers who are skilled at educating students of color.
- The reality of increased diversity in Minnesota schools.
- The need for teachers to learn how to communicate with parents and the community.

We need you to be heard on this important policy issue. Failure could result in a lost opportunity to increase the success of students of color. By either testifying at the public hearing or submitting your written comments, we can make a positive step forward to ensuring that all students succeed.

See the attached flyer for more information on how to participate in this process. Pass this information on to as many people as you can. If you have any questions, please contact Bruce Vandal at 330-1509.

Thank you for your cooperation and I hope to see you on December 17, 1998.

Sincerely,

Carlos Mariani-Rosa
Executive Director

A Call To Action

STUDENTS OF COLOR NEED YOUR SUPPORT!!!

Communicate The Need for Teachers Who Can Educate Diverse Learners

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**We expect strong opposition to these requirements
Your voice could make the difference!!**

For more information about how to participate in this process, please contact:

Bruce Vandal at the Minnesota Minority Education Partnership, Inc. (MMEP) at 612/330-1509 or by e-mail at vandal@augsborg.edu

1 G. use a student's thinking and experiences as a resource in planning instructional
 2 activities by encouraging discussion, listening and responding to group interaction, and
 3 eliciting oral, written, and other samples of student thinking.

4 Subp. 4. Standard 3, diverse learners. A teacher must understand how students differ
 5 in their approaches to learning and create instructional opportunities that are adapted to
 6 students with diverse backgrounds and exceptionalities. The teacher must:

7 A. understand and identify differences in approaches to learning and performance,
 8 including varied learning styles and performance modes and multiple intelligences; and
 9 know how to design instruction that uses a student's strengths as the basis for continued
 10 learning;

11 B. know about areas of exceptionality in learning, including learning disabilities,
 12 perceptual difficulties, and special physical or mental challenges, gifts, and talents;

13 C. know about the process of second language acquisition and about strategies to
 14 support the learning of students whose first language is not English;

15 D. understand how to recognize and deal with dehumanizing biases,
 16 discrimination, prejudices, and institutional and personal racism and sexism;

17 E. understand how a student's learning is influenced by individual experiences,
 18 talents, and prior learning, as well as language, culture, family, and community values;

19 F. understand the contributions and lifestyles of the various racial, cultural, and
 20 economic groups in our society;

21 G. understand the cultural content, world view, and concepts that comprise
 22 Minnesota-based American Indian tribal government, history, language, and culture;

23 H. understand cultural and community diversity; and know how to learn about
 24 and incorporate a student's experiences, cultures, and community resources into
 25 instruction;

1 I. understand that all students can and should learn at the highest possible levels
 2 and persist in helping all students achieve success;

3 J. know about community and cultural norms;

4 K. identify and design instruction appropriate to a student's stages of
 5 development, learning styles, strengths, and needs;

6 L. use teaching approaches that are sensitive to the varied experiences of students
 7 and that address different learning and performance modes;

8 M. accommodate a student's learning differences or needs regarding time and
 9 circumstances for work, tasks assigned, communication, and response modes;

10 N. identify when and how to access appropriate services or resources to meet
 11 exceptional learning needs;

12 O. use information about students' families, cultures, and communities as the basis
 13 for connecting instruction to students' experiences;

14 P. bring multiple perspectives to the discussion of subject matter, including
 15 attention to a student's personal, family, and community experiences and cultural
 16 norms; and

17 Q. develop a learning community in which individual differences are respected.

18 Subp. 5. Standard 4, instructional strategies. A teacher must understand and use a
 19 variety of instructional strategies to encourage student development of critical thinking,
 20 problem solving, and performance skills. The teacher must:

21 A. understand Minnesota's graduation standards and how to implement them;

22 B. understand the cognitive processes associated with various kinds of learning
 23 and how these processes can be stimulated;

24 C. understand principles and techniques, along with advantages and limitations,
 25 associated with various instructional strategies;

ATTENTION MMEP MEMBERS!!

STATE SEEKING PUBLIC COMMENT ON PROPOSED DESEGREGATION RULE

The Commissioner of Education, Robert Wedl, is seeking public comment on a newly proposed State desegregation rule by NOVEMBER 5, 1998.

The proposed desegregation rule would replace the existing rule which requires schools to be desegregated if the enrollment of students of color in the school is 15% or above their school district enrollment of students of color.

The proposed rule would eliminate this requirement and would instead take an approach that includes the following three strategies:

- 1) Require evaluation of data to determine if certain school sites are racially identifiable due to intentional discrimination: if so, a plan to end the discrimination; is required; if not,
- 2) Review the data to determine if certain school sites are racially identifiable due to having a percentage of protected students that is disproportionate as compared to the district average; if so, the district and its community collaboration council will provide a plan to encourage site balance while preserving choice; and
- 3) Review the data to determine if certain districts are racially isolated when compared to the protected students populations of adjacent districts; if so, those districts and their multi-district collaboration councils will provide plans to encourage inter-district balance while preserving choice.

To receive a copy of the proposed desegregation rule or to provide written or oral comments, contact:

Mary Lynne McAlonie
Room 731, Capitol Square Building
550 Cedar Street
St. Paul, MN 55101-2273
Phone: (651) 297-7820 or 1-800-657-3927
TDD/TTY: (651) 297-2094
Fax: (651) 282-6779

Ms. McAlonie must receive public comment by
4:30 PM on NOVEMBER 5, 1998.

A Minnesota Minority Education Partnership, Inc. (MMEP), Urban Coalition and the Education and Housing Equity Project Sponsored

Issue Forum

The New School Desegregation Rule: Will it Increase Student Achievement?

Thursday, October 29, 1998

11:00 AM - 1:00 PM

Urban Coalition
Conference Room
2610 University Avenue W.
Saint Paul, MN

Please register by contacting The Minnesota Minority Education Partnership, Inc. offices at 612/330-1645 or by email to MMEP@visi.com

Participants are encouraged to bring a bag lunch; refreshments will be served.

The State of Minnesota's Department of Children, Family and Learning is on the verge of implementing a new school desegregation policy. After years of required desegregation for schools that have disproportionately higher numbers of students of color, the State is considering a change to a more voluntary approach to school desegregation. This change in policy could have a tremendous impact on the success of Minnesota students of color.

It is important for people concerned about the educational achievement of students of color to be heard on this very important issue. The current time frame for commenting on the proposed policy change ends on **November 5**, so it is important for people to act quickly.

The issue forum will be an opportunity for the community to learn more about the proposed change in the State's desegregation rule, to discuss its potential impact on the success of students of color and to have their voice heard on this important issue. ***There may be no more important meeting for people concerned about the success of students of color to attend this year than this issue forum.***

If you would like more information about the proposed desegregation rule, contact the Minnesota Minority Education Partnership, Inc. at 612/330-1645 and ask for Bruce Vandal or the Urban Coalition at 612/348-8550 and ask for Claudia Fuentes.

Directions to the Urban Coalition

The Urban Coalition is located at the corner of Curfew and University, one block West of Route 280.

From Minneapolis, take University Avenue east to Curfew, turn right and park across Curfew in the lot.

From Saint Paul, you can take University Avenue. Cross 280 and go one block to the first break in the median. Turn left onto Curfew and park on the left (East) side of Curfew.

Take I-94 from East or West to the 280/University exit. Take the University Avenue ramp to the first light (Franklin Avenue). Turn left onto Franklin and go two blocks to Curfew. Turn right onto Curfew and park in the lot on the right side of Curfew.

The offices are on the second floor in room 201. Take the elevators to the second floor and turn right.

The Minnesota Minority Education Partnership, Inc. and the Minnesota
Higher Education Services Office Sponsors

An Issue Forum

Achievement and Access

What the State Capitol and Higher Education Can Do To
Increase Student Achievement

Thursday, October 15, 1998

11:00 AM - 1:00 PM

Metropolitan State University

St. Paul Campus

New Main Building

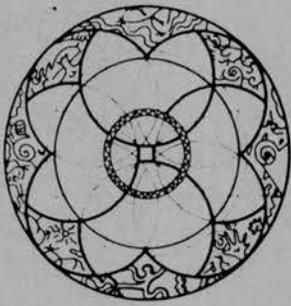
700 E. 7th Street

*To register, contact MMEP by phone at 612.330.1645, fax at 330-1510 or email to
MMEP@visi.com*

Box lunches can be purchased by placing an order with MMEP by Friday, October 10th.

The debate over the academic achievement of students of color continues to focus on strategies such as graduation standards, charter schools and vouchers. Meanwhile, little is being said about how our state's higher education institutions can play an active role in efforts to improve student achievement and increase access to college. College based programs such as Upward Bound, Talent Search and summer academic enrichment programs are effective programs which demonstrate how colleges and universities can support student achievement.

The issue forum will explore how state government can invest in higher education as partners in the effort to improve student achievement for students of color. Representatives from the state's Higher Education Services Office (HESO) will be on hand to hear from community members on how it can develop a legislative agenda which will address the important challenge of increasing the success of students of color. Input from this forum will have a tremendous impact on HESO's state budget request to the Minnesota State Legislature. **Take advantage of this unique opportunity to influence the legislative process.**



Minnesota
Minority
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Partnership, Inc.

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with their talents and resources,
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and encouraging
their success.*

**Minnesota Minority Education Partnership, Inc. (MMEP), Urban Coalition,
and the Education and Housing Equity Project (EHEP)**

Issue Forum

Teaching All Students
Tuesday December 1, 1998
11:00 AM - 1:00 PM
Urban Coalition
Basement Conference Room

I. Welcome and Introduction

Carlos Mariani Rosa, Executive Director, Minnesota Minority Education Partnership, Inc. (MMEP)

Yusef Mgeni, Executive Director, Urban Coalition

Dick Little, Executive Director, Education and Housing Equity Project (EHEP)

II. What should be in a good rule?

III. Explanation of proposed rules

Michael Tillman, Acting Executive Director, Minnesota Board of Teaching

IV. Discussion: Reaction to proposed rule

B. How will the rules contribute to success for students of color?

C. How will the rules work with other rules?

D. What resources will be committed to the success of the rules?

V. Explanation of comment process

VI. How does this group monitor and act on the evolving rule.

VI. Closing

Public comment on the Proposed Rules Governing Teacher Licensing

The Commissioner for the Minnesota Board of Teaching will be accepting public comment on the Proposed Rules Governing Teacher Licensing until December 2, 1998 at 4:30 PM. Your public comments will be submitted to the Administrative Law Judge (ALJ) and will become part of the public record which will be reviewed by the ALJ as he considers whether the rule is needed and the remedy proposed is a reasonable means of addressing the need. In addition, citizens can make a formal request for a public hearing. If 25 individuals request a hearing, the hearing will be on December 17, 1998.

To comment on the proposed rules or to request a hearing follow any of the following steps:

1. Contact the Minnesota Board of Teaching at the following address:

Michael Tillman
Acting Executive Director
Minnesota Board of Teaching
608 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101-2273
Phone: 651/296-2415 Fax: 651/282-2403 TTY: 651/297-2094
Email: Board.Teaching@State.MN.US

2. Complete the comment sheet on the back of this page and hand it in before you leave or fax it directly to the Board of Teaching at the above fax number.

→ Turn Over the Page

The Minnesota Minority Education Partnership, Inc. and the Minnesota
Higher Education Services Office Sponsors

An Issue Forum

Achievement and Access

What the State Capitol and Higher Education Can Do To
Increase Student Achievement

Thursday, October 15, 1998

11:00 AM - 1:00 PM

Metropolitan State University

St. Paul Campus

New Main Building

700 E. 7th Street

*To register, contact MMEP by phone at 612.330.1645, fax at 330-1510 or email to
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1998 - 99

SUMMARY OF ACTIVITIES

MINNESOTA MINORITY EDUCATION PARTNERSHIP, INC.

The following is a summary of some of MMEP's accomplishments. While this list is not all inclusive, it does give a reasonable view of MMEP's level of activity and ability to succeed.

CORE ACTIVITIES:

- *Summer Enrichment Guide for Students of Color*

MMEP published 5,000 Summer Enrichment Guides (SEG) in mid February 1999. A mass mailing to all MMEP members and all names on the SEG mailing list took place in late February; this was one month earlier than in previous years. To date MMEP only has 400 SEG remaining. A request for a small donation was included with each Guide. MMEP distributed the first 700 Guides to students of color, school counselors and parents at the Summer Enrichment Program Fair on March 15; 700 Guides went to Franklin Middle School of Minneapolis Public Schools; 100 were given to the Parent Liaisons of St. Paul Public Schools. Furthermore, presentations were made and Guides were distributed to Hopkins Public Schools and Robbinsdale Area Schools. In addition, MMEP distributed Guides to the 32 MISF presidents and principals.

- *Summer Enrichment Program Fair*

The eighth annual Summer Enrichment Program Fair was held March 15. Approximately 700 students from throughout Minnesota and another 25 parents, counselors and teachers attended. After registering, students received a packet of information on MMEP in general, private colleges, state colleges and universities, the University of Minnesota, and three pamphlets about preparing for college. They also received a copy of the Summer Enrichment Guide. They heard a motivational speaker during orientation who also explained the process of going through the Fair. Over 30 programs were represented by 23 organizations and institutions. Students had the opportunity to gather more information and interact one-on-one with program staff. They also then participated in a raffle with gifts donated from over 30 institutions, departments stores and organizations. Fair Coordinator Rachel Gamboa appeared on WCCO Channel 4 Morning News during three live shots with reporter Kris Otzen. Three parents indicated they attended the Fair after seeing the spots that morning

PROGRAM DEVELOPMENT AND PILOTING:

- *Project Empowerment*

Project Empowerment seeks to increase parent involvement by developing the capacity of parents to effectively work together to develop solutions to the problems that impact the success of students of color.

In collaboration with the Minneapolis Public Schools, St. Paul Public Schools, Hopkins Public Schools, Robbinsdale Area Schools, Minnesota Parenting Association and Carol McGee Johnson, MMEP has developed a leadership institute and curriculum that fulfills the following objective: To build knowledge and capacity among parents, community members/organizations, school staff and administrators around strategies using democratic skills to improve: communication, effective relationship building, and "democratic organizing" to increase student achievement.

Project Empowerment (PE) develops school site teams of four parents, two educators, one administrator and one community member. The three main activities of PE are 1) the **Project Empowerment Leadership Institute** ~ three seminars where trainers lead the participants through the PE curriculum; 2) **monthly meetings** ~meetings where the teams develop a common mission and implement action plans utilizing the different tools acquired during the seminars; 3) **evaluation**. During the first year of implementation, Project Empowerment worked with five school sites with a total of 44 participants. Of those, 78% were people of color representing each category of the team.

Participants had the option of receiving graduate credits for their attendance through the Hamline University Graduate School. Fourteen people chose to do so, for several of whom this was the first postsecondary credit they had ever received.

Below are in-depth highlights from two schools MMEP worked with to show how they have been impacted by Project Empowerment.

Longfellow Elementary

- Longfellow held a focus group of Native American parents to explore how Longfellow could impact student attendance, achievement, parent involvement and what parents would like to see in the school.
- Through our Project Empowerment facilitator, Longfellow has gotten involved with "Stitch of Time" fiber arts program at the YWCA and they are supporting the Native after school activities.
- *Native After School Activity* is a ten week after school project that focuses on cultural learning and the sharing of Native American customs with a multicultural group of student and parents. This group's focus is to build the relationship between the families and the school to increase attendance and achievement. At the end of the program, Longfellow will have a Pow Wow open for the community where the students will display their arts and how they are used in dancing. School reports show that attendance is up greatly for all students attending the after school program. In addition, relationships with families have become more productive when handling issues with students.
- Longfellow has changed their teacher's lounge to a community room. Most schools have a separate parent room for those who are visiting or volunteering. Longfellow wants parents and teachers to know that all are working together to make education at the school a success for all students. It has worked very well to date. Longfellow has community information posted and coffee available. Teachers, parents and visitors have said they like the community room; it provides a really welcoming feeling.

- ♦ All of the parents involved in Project Empowerment have remained involved over the school year. One joined the site leadership team, another the family involvement committee, and several work with the Native after school program.
- ♦ Longfellow learned the importance of having the principal invested in involvement. Having the principal at the table let the site team know that she was supporting them, understood their issues, and her actions showed them that she would take leadership when necessary.

Franklin Middle School

- ♦ Franklin began by using African American Parent Day as an opportunity to speak with parents to find out what they want.
- ♦ Franklin formed a Family Circle, a PTO type group. Franklin has had a meeting every month since African American Family Day and have already planned activities for next year. One of the things parents asked for more of is gifted and talented programs; several of these programs will now be held at Franklin this summer.
- ♦ Franklin has a unique relationship with several different nonprofits headed by the YWCA through a program called the Beacons project. This project focus is to help get community resources and involvement in to the school and have the school open after school hours and on weekends as a community resource. Beacons is a National project; Minneapolis was chosen along with five other cities around the country.

- ***Institute for Multicultural Connections***

The fourth annual Institute for Multicultural Connections (IMC) will be held from June 16 - 18 and June 21 - 23 at St. Olaf College in Northfield, Minnesota.

Approximately 75 students from Minnesota high schools and colleges will be exposed to the teaching profession through educational workshops led by experienced teachers. IMC expects that 30 students will be returning for their second, third or fourth institute.

In addition to the summer workshop, students will participate in field experiences where they will assist experienced teachers and tutor younger students in classrooms this summer and fall.

IMC is supported by all of MMEP's Partners and implemented in cooperation with the Minneapolis Public Schools College Encouragement Program, St. Paul Public Schools Teacher of Color Program, University of Minnesota TRIO programs, St. Olaf College TRIO programs, St. Olaf College Education Department, and the Center for Excellence in Urban Teaching at Hamline University. In addition, IMC has been integrated as a key component in the Minneapolis and St. Paul Schools Teacher Development Programs.

- ***GEAR UP***

MMEP will be actively involved in several federal GEAR UP grants being proposed by Minnesota state higher education institutions and the Minnesota Higher Education Services Office.

GEAR UP is a new \$120 million federal initiative to encourage young people to have high expectations, stay in school, study hard and go to college.

Currently MMEP is working with the following GEAR UP partnerships to integrate the Summer Enrichment Guide and Fair, Project Empowerment and the Institute for Multicultural Connections into their GEAR UP programs.

- ♦ The University of Minnesota GEAR UP Partnership with Washington Middle School in St. Paul and Franklin Middle School and Northeast Middle School in Minneapolis.
- ♦ The East Metro GEAR UP Partnership of Century College, Metropolitan State University, Hamline University, Battle Creek and Cleveland Middle Schools, and Harding and Johnson High Schools in St. Paul.
- ♦ The Minneapolis Community and Technical College GEAR UP Partnership with Anderson Open and Chiron schools in Minneapolis.
- ♦ St. Olaf College GEAR UP Partnership with Humboldt Jr. High in St. Paul.
- ♦ The Itasca Community College GEAR UP Partnership.
- ♦ The Higher Education Services Office State GEAR UP grant.

- ***Membership Drive***

New MMEP members for this year totaled 123 (May 1999). The category breakdown is two Students, seven Nonprofits, 102 Individuals, and 12 in the new category of Family. Renewed memberships are 11 Students, 48 Nonprofits, and 88 Individuals.

- ***2nd Annual Gala***

The Development/Public Relations Working Group coordinated the second annual Gala in February at the St. Paul Hotel in St. Paul. Over 100 people attended to honor David B. Laird, Jr., MMEP's Treasurer. Recognizing Dr. Laird through short presentations were Jack Briggs, President of Fond du Lac Community College; Carol Johnson, Superintendent of Minneapolis Public Schools; Bruce Vento, member of the U.S. Congress; and Ron McKinley, Program Manager of the St. Paul Companies. Entertainment was provided by the Mouldy Figs led by Jim Field, MMEP Board member. Prior to the event, La Prensa ran an article featuring the Gala that included a picture of Dr. Laird.

ADVOCACY:

- ***Issue Forums:***

MMEP hosted five issue forums and co-sponsored several others during the 1998 - 99 fiscal year. This year's issue forum focus was on state policy issues affecting the success of students of color. Forum topics and dates were as follows:

Achievement and Access: What the State Capitol and Higher Education Can Do To Increase Student Achievement	October 15, 1998
The New Desegregation Rule: Will It Increase Student Achievement?	October 29, 1998
Success for All Students: The State's Proposed Inclusive Educational Program Rule and Its Impact on Student Achievement	November 20, 1998

Teaching All Students: The State's Proposed Rules Governing Teacher Licensing December 1, 1998

School Desegregation: A National Perspective Featuring Dr. Gary Orfield of Harvard University January 20, 1999

Outcomes

- ♦ Approximately 175 educators and community members attended the five forums.
 - ♦ Co-sponsors to the forums included: The Higher Education Services Office, the Urban Coalition, the Education and Housing Equity Project, the University of Minnesota College of Education and Human Development, the Harvard Club, the Kennedy School of Government at Harvard University.
 - ♦ MMEP provided input to the Minnesota Higher Education Services Office on their proposed legislative request.
 - ♦ Several forum attendees submitted public comments on the School Desegregation and Teacher Licensing Rules during their formal public comment period.
 - ♦ Carlos Mariani-Rosa successfully amended a House of Representatives Resolution relating to the Minnesota Profiles in Learning to protect the Teacher Licensing Rules from being eliminated by the resolution.
 - ♦ People who attended issue forums or received correspondence from MMEP on the Teacher Licensing Rules were well represented in the public comments that were provided to the Administrative Law Judge for his deliberation over the rule.
 - ♦ The October 29, 1998 forum attracted press coverage from the *St. Paul Pioneer Press*.
 - ♦ Nationally recognized authority on school desegregation, Gary Orfield made a significant impact on the public hearings related to the Proposed Rules Relating to School Desegregation. Both the *Star Tribune* and the *Pioneer Press* covered his testimony.
 - ♦ Carlos Mariani-Rosa appeared on News Night Minnesota on January 20, 1999 to discuss the proposed rules relating to school desegregation.
 - ♦ Claudia Fuentes of the Urban Coalition appeared on Mid-Morning on Minnesota Public Radio on January 21, 1999 to discuss the proposed desegregation rule.
- **Annual Meeting**
MMEP hosted its Annual Meeting at the Hubert H. Humphrey Institute of Public Affairs on September 17, 1998. Although 57 attendees were registered, a few part time guests developed from people walking by during presentations who were stirred enough to ask if they could sit in to hear better what was being said.

Students of Color: The Challenge for Awareness, Achievement and Access was the central theme of the Annual Meeting. Dr. Verna Cornelia Simmons, of the University of Minnesota, energized attendees for interaction with a very stimulating keynote address titled, *Graduation Is Not Enough*. Following on the theme in the afternoon session, Mr. Jon McGee, of the Minnesota Private College Research

Foundation, presented a clear and brief explanation of the report *Foundation for the Future: Minnesota High School Graduate Projections, 1997-2007*. Mr. McGee then answered questions on this revealing report.

Results of an evaluation returned by 21% of the attendees showed agreement that both Verna Simmon's and Jon McGee's presentations were very informative, and indicated that the event either met or exceeded their expectations.

A main feature of the Annual Meeting is the recognition of individual service. The words on the certificate state: "In honor of your commitment to the success of students of color in Minnesota and your dedication and excellence in service to the Minnesota Minority Education Partnership, Inc., we proudly present the Ronald A. McKinley 'All My Relations' Award to" . . . and chosen to receive this year's award was Mr. Tim Price of the Minnesota State Colleges and Universities.

Seven people were re-elected during the business meeting for another two-year term as a member of the MMEP Board of Directors. They are:

- ♦ Matt Entenza ~ Minnesota House of Representatives
- ♦ Jackie Fraedrich ~ Robbinsdale Area Schools
- ♦ David Laird ~ Minnesota Private College Council
- ♦ Eric Moore ~ Doctoral Student
- ♦ Ramona de Rosales ~ St. Thomas Hispanic Pre-College Program
- ♦ Linda Wejzman ~ Minnesota House of Representatives

Two new members elected to the Board were:

- ♦ Gaye Lindfors ~ Augsburg College
- ♦ Rachel Ramirez ~ Chicano Latino Affairs Council

CHANGES IN PERSONNEL:

- ♦ July 1998 ~ John Reed received a promotion from *Office Assistant* to *Office Manager*; Lynnea Atlas received a promotion from *Project Assistant* to *Project Coordinator* for Project Empowerment.
- ♦ August 1998 ~ Jada Odom's responsibilities expanded as *Project Assistant* to provide support for Project Empowerment and Institute for Multicultural Connections.
- ♦ September 1998 ~ Bruce Vandal returned as *Program Director*.
- ♦ October 1998 ~ Amy Vomhof McClurg received a promotion from *Development Director* to *Associate Director*.



**THE LEAGUE
OF WOMEN VOTERS**
MINNESOTA EDUCATION FUND

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TO: Steering committee and coalition members
Changing Faces, Changing Communities: The Impact of
Immigration on Minnesota Communities (working title)

FROM: Janet Gendler, Chair and Janna Wallin Haug, project director

DATE: March 5, 1999

RE: March 15th steering committee meeting

The next steering committee meeting will be held on Monday, March 15 from 12:00 noon to 2:00 p.m at the League of Women Voters of Minnesota. The League office is located in the Minnesota Women's Building, 550 Rice Street in St. Paul, just two blocks north of the State Capitol. The meeting will take place in the large conference room on the lower level of the building. If you need more detailed instructions, please call the League office at 651-224-5445.

Because this is a noon meeting, box lunches will be provided. Please let us know whether you will be able to attend this meeting and if you want lunch. To confirm, please call Janna Haug (612- 722-3126) or send an e-mail (ajhaug@pioneerplanet.infi.net)

Enclosed you will find notes from the previous steering committee meeting on Monday, February 15, 1999. These notes should not be considered minutes of the meeting but rather background on the project, a highlight of major discussion topics at the February meeting, and project updates since the February meeting.

PROJECT BACKGROUND, GOALS AND OBJECTIVES

The League of Women Voters of Minnesota Education Fund (LWVMNEF) is undertaking a two-year project, "Changing Faces, Changing Communities," focusing on immigration in the State of Minnesota through "study circles." Study circles are broad-based, representative community discussions that will be held throughout the state, using discussion materials developed in cooperation with the Study Circle Resource Center in Connecticut. The total budget for this project is estimated at \$110,000. The LWVMNEF is currently forming partnerships with community organizations for this study.

The purpose of the project is to initiate discussion on immigration, race, and all of the accompanying issues, such as jobs, housing, schools, and language differences. Immigration has become a relevant issue for every American because it touches all of our lives in some shape or form almost every day. Immigration is also a focus of much recent public debate and legislation. The catalyst of much of the recent legislation was the 1992 civil unrest in Los Angeles, when the country woke up to these issues. Los Angeles residents got together in focus groups, sponsored by the National Civic League, to look for ways to stop these violent flare-ups from recurring. The Los Angeles focus groups found that conflict existed at many levels. There was conflict between races and cultures, within races and cultures, between those who spoke different languages, and between those competing for jobs.

Although the immigration picture in Minnesota is much different than in Los Angeles, immigration affects all of us, wherever we live. In 1996, the most recent year for which statistics are available, a record of 8,977 immigrants arrived in Minnesota, according to "PopBites, Trends in International Migration to Minnesota Continue," published by Minnesota Planning. And many of those are refugees. Forty-two percent of Minnesota immigrants in 1996 were refugees from political hot spots such as the former Soviet Union, Somalia, Sudan, Ethiopia, Eritrea, Cameroon and Southeast Asian countries.

One of the main goals of the "Changing Faces, Changing Communities" project is to help Minnesotans do the same things the people of Los Angeles wanted to do in 1992. It will provide the opportunity for a serious and broad public conversation among a broad spectrum of individuals -- new immigrants as well as longstanding citizens, conservatives and liberals, metro area residents and those living in rural areas. The hope is that this project will help Minnesotans talk honestly and positively; take local action; build communities; and if necessary, make public policy recommendations.

Successful governance depends upon how well we use our power as native-born citizens, new citizens or recently-arrived immigrants in creating ways to work together. The League of Women Voters of Minnesota Education Fund hopes that this project will help all Minnesotans use their power as citizens to work for a better Minnesota.

ORGANIZATIONAL STRUCTURE

A steering committee is currently being established. This group will include the core working group which has the responsibility for moving the project forward. The steering committee and other potential coalition members met for the first time on Monday, February 15, 1999 at the League of Women Voters office in St. Paul.

Throughout the next weeks and months, additional coalition members will be recruited. Their task will be to advise the steering committee, help in framing the issues and questions that will be used in the discussion guide, recruit discussion group participants, build awareness of the project and help to create implementation strategies. Coalition members will be consulted and updated on the project on a regular basis. (Coalition members will include members of churches, schools, business groups, media organizations, ethnic associations, and others)

Steering committee members and coalition members will also have the opportunity to serve on several sub-committees, including fundraising, discussion guide development, media, project launch, recruitment, action plan, and documentation/evaluation.

The steering committee chair is Janet Gendler, board member of the League of Women Voters of Minnesota. Additional steering committee and coalition members to date are listed in Attachment A. LWVMN personnel involved are executive director Sally Sawyer and development and communications director Andrea Lex. The project director is Janna Wallin Haug.

For a more detailed outline of the project structure and components, see Attachment B ("Basic Steps in Creating a Community-Wide Study Circle")

TIMELINE

At the February 15 steering committee meeting, the project timeline was discussed. The original timeline indicated that the groundwork for the project would be laid in 1999 with study circles meeting throughout the state in March and April of 2000 and a final report in May of 2000. However, Matt Leighninger at the Study Circles Resource Center in Connecticut, urged the committee to consider a timeline that would have the study circles meeting in January 2000, just before the Minnesota legislature convenes in February. If that is the case, a revised timeline might be as follows:

Fall/Winter 1998-1999: Set goals, plan, recruit coalition members/co-sponsors, raise funds
April 1999: Informational workshop on the project at the LWV state convention in St. Cloud
May 1999: A first pilot project is held involving local League representatives, project steering committee members, coalition members and students from the public achievement project/Jane Addams School for Democracy. Pilot programs will be instrumental in orienting new coalition partners and in developing the study circle discussion guides.

May through September 1999: Ten to twelve community sites and organizers around the state are identified

August through October 1999: Training workshops for facilitators and community organizers

September 1999: A second pilot project is held

September through November 1999: Organizing in local communities

January 2000: Community discussions held (goal of 100 study circles around the state with 1000 participants)

February 2000: Action forum based on themes and ideas which emerge from the study circles

March 2000: Final report, evaluation

This timeline will be discussed again at the March 15th meeting.

DISCUSSION GUIDE

In 1998, the Study Circles Resource Center in Connecticut published a discussion guide on the topic of immigration entitled, "Changing Faces, Changing Communities: immigration and race, jobs, schools and language differences. The guide raised the following questions:

- Session 1 Who are we? The many faces of our community
- Session 2 How is our community changing?
- Session 3 How are jobs and the economy changing in our community?
- Session 4A What should we do about immigration and community change?
- Session 4B Meeting with public officials
- Session 5 Making a difference: What can we do in our community?

Steering committee members need to determine whether this is an appropriate guide to use for this project or if a new discussion guide should be written which would be tailored to fit Minnesota. In addition, one of the questions that might be asked is, "What is an American?" or, "If the demographics of America change, does that change what it means to be an American?"

Several individuals at the February meeting (Kate Parry, Therese Gales, Joel Wurl, and Steve Young) agreed to review the text and discussion questions. A copy of the guide will be sent to them as well as other members of the steering committee as soon as they are available.

One or more pilot study groups will be held between late spring and early fall 1999. These groups will be instrumental in framing the issues and honing the questions that will serve as the basis of the discussion guides. (Participants in these pilot groups will be drawn from around the state and will include steering committee members as well as coalition members.)

In addition, Kate Parry said that she would explore the possibility of making this a civic journalism project on immigration for the Pioneer Press which could then be used as part of the discussion materials for the study circles.

MEDIA PARTNERS

It is possible that this project could form the basis for a major cooperative effort among media groups in the Twin Cities and throughout the state. Conversations are being held with the Pioneer Press, Star Tribune, KTCA, Minnesota Public Radio, private radio stations, minority print and broadcast media organizations and local cable stations to gauge their interest in partnering on this project. Media organizations will play a major role in not only amplifying the conversations that take place in community study circles but also assisting in the development of discussion materials and possibly providing the technology to link various community discussions.

FUNDRAISING

A seed grant for this project of \$5,000 was received from the law firm of Siegel, Brill, Greupner, Duffy & Foster. In addition, grant proposals are being submitted to a number of Minnesota corporations and foundations, including the Blandin Foundation, Medtronic, McKnight and the Knight Ridder Foundation. As mentioned above, the estimated project budget is \$110,000.

OTHER PROJECT COMPONENTS

Kate Parry of the Pioneer Press told those present at the February meeting about a successful civic journalism project run by the Pioneer Press entitled, "Poverty Among Us." One of the keys to this project's success was having a number of entry points for those interested in the issue. This could include a web site for on-line discussion of immigration issues as well as book clubs.

NEXT STEPS

At the close of the February meeting, the following were proposed as "next steps."

- Contact Matt Leighninger at the Study Circles Resource Center for advice and counsel on organizational structure, timeline and development of discussion materials.
- Identify additional steering committee members and coalition partners
- Review the discussion guide published by the Study Circles Resource Center
- Continue fund-raising



BASIC STEPS in creating a community-wide study circle program

Every community-wide program adds to the store of information about how to organize study circles. At SCRC we've tried to learn from every organizer, using each new lesson and innovation to modify the basic model. The following steps represent our most current thinking about what works best:

1. *Find a few allies.* Single out a few people you know well, have worked with before, and who would be excited about this project. Tell them your plans; and introduce them to the process by holding a single pilot study circle with this group.
2. *Begin building a coalition, using pilot study circles.* A sponsoring coalition is the organizing "engine" that makes study circles happen in a community. You need a wide variety of people and organizations, including some with high visibility on the issue, some with strong connections to the grass roots, and some on opposing sides of the issue you're addressing. Try to make the coalition a microcosm of the community. This phase of a study circle program is key; you are laying the foundation for all that follows, so don't hurry.

It is essential that as many of your coalition members as possible take part in pilot study circles. This introduces them to the process, builds relationships and trust, and equips them to be informed advocates for the program. Within the coalition there will probably be a smaller group of people who are involved more intensively in the program; this is often called the **working group**.

3. *Find a coordinator.* A good coordinator is the linchpin of a successful program. The ideal coordinator is an experienced organizer, is detail-oriented, works well with different kinds of people, and is well-connected to many sectors of the community. Sometimes, one of the organizations in the coalition can assign a salaried person to serve as a coordinator; other times, coalitions submit funding proposals to a local foundation or company to enable them to hire someone. Some communities get their programs started by enlisting volunteer coordinators, including graduate students, loaned executives, and recently retired people. A good rule of thumb is that a medium-sized or large city will probably require a full-time coordinator, while a town may be able to get by with a part-time coordinator.
4. Once the coordinator is on board and the coalition has made a commitment to move ahead, the first order of business is to create committees to handle the following tasks (These committees should be up-and-running at the same time):
 - a) *Work with the media.* First try to recruit media outlets like newspapers and radio and television stations to join your coalition; in that capacity, they can play a much greater role in bringing a study circle effort to life than simply giving some coverage. Develop press releases and public service announcements for all the media outlets in the community.
 - b) *Plan for action.* Planning and publicizing the action component of your program will attract more participants and will help the program reach its potential to make a difference on the issue. The action committee should include

- h) *Find sites and handle other logistical details.* Public buildings such as schools, libraries, church halls, community centers, businesses, firehouses, union halls, police departments, and social service agencies make excellent sites for study circles. The committee should set times and dates for all the different study circles, and develop a plan for matching study circle participants, facilitators, and sites. Also think about child care, transportation, food, translators, and accommodations for people with special needs. To ensure a mix of participants in each group, consider pairing organizations or gathering demographic information about participants when they sign up; most organizers use a strategy that combines both.
5. *Hold the kickoff.*

– *STUDY CIRCLES BEGIN ALL OVER THE COMMUNITY* –

6. *Monitor the program and support the study circles.* The coordinator will be doing a fair amount of trouble-shooting while the study circles are underway. The facilitation committee should convene the facilitators so they can compare notes. The sites and logistics committee should start new study circles for late registrants, rather than allow them to join groups already in progress. The action committee should collect the records from each study circle. The media committee should help journalists report on the study circles to the larger community.

– *STUDY CIRCLES CONCLUDE* –

7. *Hold the action forum.*
8. *Support and track action efforts.* Stay in touch with the task force convenors and monitor their progress. Encourage media coverage of the task forces. Consider establishing a newsletter, and find other ways of publicizing the action efforts.
9. *Repeat steps 2-8.* Take advantage of the hard work that has gone into the first round of study circles by expanding the coalition and planning another round, either on the same issue or a new issue. In this way, you can sustain and deepen your study circle program and continue to build the civic life of your community.

STUDY CIRCLE TERMS

Working group – the close-knit group of 5-15 people who are most actively involved in making the program happen.

Coalition – the entire array of organizations committed to recruiting participants and supporting the program with in-kind assistance.

Coordinator – the highly-organized person (sometimes 2-3 people) at the hub of the organizing effort, who keeps track of the work of all the different people and committees in the coalition.

Facilitator – the person who facilitates a single study circle. This should be a facilitator's sole responsibility (don't make the mistake of asking facilitators to organize their own study circles).

Participants – the community members who take part in the study circles.

Janet Gendler, Chair
 Changing Faces, Changing Communities
 project
 League of Women Voters of Minnesota

Dave Adams
 c/o Jim Hesselgrave, Quartermaster
 State Headquarters, Minnesota VFW

Irene Gomez Bethke
 Interim Executive Director
 Chicano Latino Affairs Council

Harry Boyte, Senior Fellow
 Center for Democracy and Citizenship
 Humphrey Institute of Public Affairs

Ron Clark, Editorial Editor
 St. Paul Pioneer Press

Gilbert de la O
 Neighborhood House

Judy Duffy, President
 League of Women Voters of Minnesota

Therese Gales, Director of Education
 Refugee and Immigrant Programs
 Minnesota Advocates for Human Rights

Bill Hanley, Vice President
 Public Affairs
 KTCA-TV

Maria Hanson and Lucia Orcutt
 Minnesota Extension Service

Janna Wallin Haug
 Project Director
 Changing Faces/Changing Communities
 League of Women Voters of Minnesota

Tom Hesse, Director
 Fiscal and Labor Management Policy
 Minnesota Chamber of Commerce

Bob Hulthen
 Commission on Life and Work
 Minnesota Council of Churches

ATTACHMENT A

Andrea Lex
 Development and Communications
 League of Women Voters of Minnesota

Dick Little
 Education and Housing Equity Project

Nan Kari, Associate Professor
 College of St. Catherine
 and liaison with the Jane Addams School
 for Democracy

Jim Miller, Executive Director
 League of Minnesota Cities

Kate Parry, Senior Editor
 Politics and Special Reports
 St. Paul Pioneer Press

Sally Sawyer, Executive Director
 League of Women Voters of Minnesota

Kimberly Hayes Taylor
 International Communities Reporter
 Star Tribune

Ron Wirtz
 Research Associate
 The Citizens League

Larry Werner
 Reader Involvement Editor
 Star Tribune

Len Witt, Executive Director
 Civic Journalism Initiative
 Minnesota Public Radio

Joel Wurl, curator/asst. director
 Immigration History Research Center

Seng Yang
 Neighborhood House

Steve Young, Board Member, Center of
 the American Experiment

AGENDA

Immigration Project "Changing Faces, Changing Communities"

League of Women Voters of Minnesota

MONDAY, MARCH 15, 1999

Introductions

Review of project timeline (J. Haug)

Discussion guides/materials (J. Gendler)

Planning for May pilot project (J. Gendler)

Description and sign-up for sub-committees (J. Gendler)
media, action, evaluation, kick-off, pilot project,
fundraising

Review of fundraising (A. Lex)

Project title (J. Haug)

Next meeting (J. Haug)

TIMELINE

-- OPTION 1

- Fall/Winter 1998-1999: Setting goals, planning, forming coalition/co-sponsors, raising money
- April 1999: Informational workshop on the project at the LWV state convention in St. Cloud
- May 1999: A first pilot project is held involving local League representatives, project steering committee members, representatives of cooperating organizations and students from the public achievement project/Jane Addams School for Democracy
- September 1999: A second pilot project is held
- June through November 1999: Community sites and organizers around the state are identified
- December 1999 through February 2000: Organizing in local communities
- January/February 2000: Training workshops for facilitators and community organizers
- March 2000: Community discussions held (goal of 100 study circles around the state with 1000 participants)
- April 2000: Action forum based on themes and ideas which emerge from the study circles
- May 2000: Final report, evaluation

-- OPTION 2

- Fall/Winter 1998-1999: Set goals, plan, recruit coalition members/co-sponsors, raise funds
- April 1999: Informational workshop on the project at the LWV state convention in St. Cloud
- May 1999: A first pilot project is held involving local League representatives, project steering committee members, representatives of cooperating organizations and students from the public achievement project/Jane Addams School for Democracy
- May through September 1999: Community sites and organizers around the state are identified
- September 1999: A second pilot project is held
- September through November 1999: Organizing in local communities
- October/November 1999: Training workshops for facilitators and community organizers
- January 2000: Community discussions held (goal of 100 study circles around the state with 1000 participants)
- February 2000: Action forum based on themes and ideas which emerge from the study circles
- March 2000: Final report, evaluation

-- OPTION 3

POSSIBLE PROJECT TITLES

- a. Changing Faces, Changing Communities: Immigration and race, jobs, schools and language differences" (this is the title of the Study Circle Resource Center discussion guide)
- b. Changing Faces, Changing Communities: The impact of immigration on Minnesota Communities.
- c. Changing Faces, Changing Communities: Immigration and race, jobs, schools and citizenship
- d. Immigration and Minnesota Communities: Implications for schools, jobs, race and citizenship
- e. Immigration and Minnesota Communities
- f. Minnesota's Changing Face: The Implications of Immigration in Our State
- g. The Changing Faces of Minnesota
- h. Minnesota Communities: the impact of immigration on race, jobs, housing, education, and citizenship
- i. Many Voices, One Community (project title used by Miami)
- j. What is an American?
- k. The Meaning of Citizenship.

Imagining America:^{*} Immigration Raises Questions for Us All

There are many ways to think about issues of immigration. Study circle campaigns across the country have focused on problems that emerge with increasing numbers of immigrants: housing patterns, jobs, schools, immigration quotas and recent policy changes. However, the framework for such discussion of immigration tends to create an “us” and “them” consciousness. It reflects the assumption that America is a relatively fixed culture. In this frame, the problem is how to integrate newcomers.

Our Minnesota campaign can provide national leadership by asking larger questions for which immigration provides the mirror. Although central to a flourishing democracy, deeper questions rarely are topics of public debate. “Who are we as Americans?” “What does citizenship mean and what do we expect of citizens? How do we shape our shared future in an increasingly diverse society? And, what questions do immigrants raise about this? Should there be a citizenship test? What should be on it? These questions are relevant to all of us. They rest upon the notion that our future is open and we all are involved in its construction. As Mai Moua, a Hmong woman and new citizen put it, “America is in the making.” We all have something to contribute to the unfinished work.

If we use a broad framework such as “Imagining America,” we can move from a “we – they” stance to one that reflects a diverse “we.” We all have a stake in the issues; we are part of the solutions. The existing study circle materials could be adapted for the proposed reframing. We might use some to the existing examples like housing and neighborhood patterns, schools or jobs. However, the thrust of the campaign would be to explore the deeper questions named above. Discussion topics could include examining the different conceptions of citizenship embodied in these questions.

There are three general conceptions of citizenship evident throughout American history. Citizen as a person with legal rights is the underlying definition that informs most public policy. The fundamental right is the right to vote. The expectations for citizens are to obey the laws, to serve on juries, and to pay taxes. In this conception, the citizen is mainly a private person who consumes public services and is engaged in private pursuits. The citizenship test reflects this conception.

A second understanding is the citizen as a responsible member of a community. Here the ideal is to be patriotic, to care for neighbors and family, and to live an upstanding and moral life. The primarily civic activity is volunteerism. And the third concept of citizenship defines citizens as co-creators of our common life and our democracy. Contribution through work that contributes to a collective life – sometimes called the “common good” -- is central to this idea. This is what Mai Moua was getting at when she said “America is in the making.” It assumes democracy is an unfinished work to be taken up with each generation.

None of these definitions are wrong, but the balance among them and how we collectively understand citizenship has profound implications not only for new immigrants, but also for everyone.

Assumptions shape public policy and civic expectations. Moreover, there is strong evidence that people want to discuss large questions of meaning and purpose. Focus groups undertaken by John Doble and Associates found that the more people discuss citizenship and related issues, the more profoundly engaged they become. Such discussions can open people’s civic imaginations and lead people to act in new ways. It can generate a new sense of hopefulness about breaking out of “either - or” dichotomies that currently frustrate public debate.

^{*} The term is borrowed from the title of the White House Millennium Council campaign



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March 15, 1999

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University of Minnesota

Laura Waterman Wittstock
President
MIGIZI Communications, Inc.

Mark G. Yudof
President
University of Minnesota

William H. Beim, Jr., President
Beim Foundation
20450 Lakeview Avenue
Deephaven, MN 55331

Dear Mr. Beim:

Thank you for speaking with me recently about the League of Women Voters of Minnesota Education Fund (LWVMNEF) study on immigration. This project will make a difference in our state to help people better understand all the issues surrounding immigration and to make the whole process easier for immigrants.

Changing Faces, Changing Communities is a start-up program that we are confident will produce significant results; it may prove to be an intergenerational project that will involve community service; and it is a cooperative project involving several organizations. LWVMNEF is an organization that promotes good government. As a nonpartisan organization, our mission is to encourage the informed and active participation of citizens in government. This project will help to inform and activate all Minnesotans.

In 1988, LWVMNEF received \$2,500 for the Leadership Development program which trained citizens and League members across Minnesota in skills and practice of leadership training and evaluation. We thank you again for that support. We wish to request a continuation of your support by a grant of \$3,000 for *Changing Faces, Changing Communities*. We estimate the total budget for this project at \$110,000.

We are in the process of forming coalitions with the Center for Democracy Institute at the Humphrey Institute of Public Affairs, the Refugee and Immigrant Programs of the Minnesota Advocates for Human Rights, the Chicano and Latino Affairs Council, Neighborhood House, Veterans of Foreign Wars (VFW), the St. Paul Pioneer Press, the Minneapolis Star Tribune, KTCA-TV, Minnesota Extension Service, Minnesota Chamber of Commerce, Minnesota Council of Churches, the College of St. Catherine, the Jane Addams School for Democracy, the League of Minnesota Cities, the Citizen's League, Minnesota Public Radio, the Education and Housing Equity Project, and the Center of the American Experiment.

Thank you very much for your consideration. I look forward to hearing from you.

Sincerely,

Andrea Lex
Development & Communications Director

DOROTHY COTTON

7:00 PM, March 22

St. Bernard's School, 190 Rose Ave.

(A block from the corner of Rice and Maryland)

Dorothy Cotton, former Director of the Citizenship Education Program of the Southern Christian Leadership Conference, will talk on democracy and its challenges in our time

Dorothy Cotton was a midwife and catalyst of the freedom movement of the 1960s, what Vincent Harding has called "the great struggle to advance democracy." Cotton was an archetype of those key movement leaders, often women, who worked behind-the-scenes, but nonetheless formed the heart of the movement. Dorothy Cotton was singer, visionary, popular intellectual, educator and mentor. She was a tremendous inspiration to people in the movement. Her message was that people can change: they can change their circumstances, their lives, their very identities. They can change as individuals, as communities, as a people. They can change themselves and their surroundings no matter how desperate the circumstances. The wellspring of her message is a profound spirituality, crossing and also integrating diverse denominations and faith traditions. Cotton's spirituality is expressed in her nonviolent philosophy that refuses to demonize opponents or oppressors, and affirms the possibility of human transformation and transcendence.

Cotton directed the Citizenship Education Program from 1962-68. Andy Young has called the Program, and its far-flung network of "citizenship schools" across the deep south in church basements, beauty parlors, pool halls and many other places, "the invisible foundation on which the whole movement was built."

Dorothy Cotton was an extremely close friend and advisor to Martin Luther King. He often came to Dorchester Conference Center, where SCLC held its regular 5 day citizenship school training programs, to work with her.

Dorothy Cotton was later Southeast Regional Director of ACTION, and then director of student life at Cornell. Today she is widely in demand as a powerful public intellectual who makes the linkages between the freedom movement of the 1960s and the challenges to renew democracy in our time come alive.

Cotton was a founding partner of the Center for Democracy and Citizenship and its predecessor, Project Public Life. She is now Director of the National Citizenship School.

Quotes from Dorothy Cotton:

"We all can be more. Like a caterpillar in a cocoon, you could grow wings. And when you're ready and your wings are strong, you can fly and soar to great heights."

"If you want to have change, the folks for whom the change is meant must be involved in it."

"Through citizenship education, people changed the way they lived their lives. They saw the connection between oppressive segregation, their schools, their health care, violence, the jobs they could get, the way they were treated."

"[Through citizenship education] people redefined themselves, changing from seeing themselves as victims to [seeing themselves] as key players, stakeholders in the managing of their lives and communities. They learned to take charge and to solve public problems."



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Laura Waterman Wittstock
President
MIGIZI Communications, Inc.

Mark G. Yudof
President
University of Minnesota

TO: Steering Committee and Coalition members,
Changing Faces, Changing Communities

FROM: Janet Gendler, Chair and Susan Anderson, Project Manager

Date: November 5, 1999

RE: November 15 Steering Committee Meeting

The next steering committee meeting will be held on Monday, **November 15** from 12:00 noon to 1:30 p.m. at the League of Women Voters of Minnesota. The League office is located in the Minnesota Women's Building, 550 Rice Street in St. Paul, just two blocks north of the State Capitol. The meeting will take place in the large conference room on the lower level of the building. If you need more detailed instructions, please call the League office at 651-224-5445.

Since the meeting falls during the lunch hour, you can either bring a lunch or buy a box lunch provided by Café Capitol for \$5.75. To confirm your attendance and to order a box lunch, call Susan Anderson (612-331-1117) or send an e-mail (susan331@aol.com) by Friday November 12.

Enclosed you will find notes from the steering committee meeting on October 18. These notes are not minutes but a summary of major discussion topics and outcomes from this meeting.

Proposed meeting agenda

- 1) **Funding Update**
- 2) **Communities Selected**
- 3) **Report on pilots in Willmar and Austin**
- 4) **Report on Training Sessions**
- 5) **Kickoff plans**
- 6) **Media – suggestions needed**
- 7) **Action – suggestions needed**
- 8) **Dates**

Pilots: Willmar (begins October 21) Austin (begins November 1)

Kickoff – to be decided

Facilitator training – late January or early February

Community Circles – February 17 through March 16

Action Forum – to be decided

Steering Committee Summary
Changing Faces, Changing Communities
League of Women Voters Education Fund
Monday, October 18, 1999 -- Noon to 2pm

Attendance: Susan Anderson, Emily Chen, Judy Duffy, Therese Gales, Janet Gendler, Nan Kari, Maire Mc Mahon, Zoe Nagell, Myrna Nelson, Lucia Orcutt, Kate Parry, Sally Sawyer, Sara Taylor, Joel Wurl, Seng Yang

Introductions: Zoe Nagell joins us from Armstrong High School. Zoe will be doing a *Changing Faces, Changing Communities* Study Circle project in her high school. Emily Chen joins us from Augsburg College. She is an intern with EHEP (Education & Housing Equity Project).

Announcements: Maire McMahon passed out flyers announcing the Wilder Forum – Beyond tolerance: A Call to Action on November 8 from 5 to 8:30pm. John Powell will be the keynote speaker.

Kickoff: One of the goals of the kickoff is to obtain visibility for the project. Kate Parry suggested that prior to or in addition to the kickoff we do the following:

1. Contact the following news organizations: Associated press, Katherine Lanpher from MPR, News Night Minnesota, Almanac, morning TV talk shows, Kimberly Hayes Taylor from the Minneapolis Tribune.
2. Prepare several specific examples of interesting items around the topics of immigration and citizenship (such as a profile of a local family); have them ready when talking to news organizations – if one story doesn't capture their attention, perhaps another one will. It is important to have at hand the numbers of people participating in or sponsoring the community circles.
3. Send an advance mailing (post cards to local churches, for example) before the Kickoff and the community circles begin.
4. Design our web site to include information on *Changing Faces, Changing Communities* and then link with other organizations interested in the same topic.

Kate also suggested we team up with other Minnesota organizations that are focusing on similar topics - Minneapolis Foundation, United Way, Wilder Foundation is polling immigrants on their use of tobacco. We might be able to combine our efforts and find a very high profile speaker such as Madeline Albright or Kofi Annan.

Kate said the *Pioneer Press* would be doing a feature article the Sunday before the circles begin.

Nan Kari suggested we might use International Fellows from the Humphrey Institute. They are interested in looking at the work that is being done around the issues of citizenship.

Joel Wurl suggested we plan a Kickoff event carefully so that it does not compete for time and money with the circles themselves. He also mentioned that there will be a University of Minnesota seminar on Race, Ethnicity and Migration. The timing may or may not coincide with our Kickoff event.

Funding Update: The budget is \$140,000. \$53,000 of that amount has been received. We are waiting to hear from ten more foundations. Joel asked if we knew why we did not have a more positive response. Susan suggested that at least one foundation had granted the requests of organizations that had specific action pieces.

Pilots: Willmar and Austin will do pilots projects. Willmar will start on October 21 for 5 weeks and Austin will start on November 1 for four weeks. Susan Anderson and Janet Gendler have done training for both sites; and will offer assistance and monitor their progress.

Site Selection: The following communities have returned their RFP's: Austin, Detroit Lakes, Edina, Eden Prairie, Mankato, Minneapolis, Northfield, Rochester, St. Cloud, St. Paul, Willmar and Winona. Marshall has asked for an extension. Matt Leighninger, Susan Anderson and Janet Gendler will visit sites on Tuesday, November 9 and Wednesday November 10 to further explain the study circle process and to answer questions.

Dates:

Willmar pilot – October 21 – November 18
Austin pilot – November 1 – November 22
Community Circles February 17 to March 16
Kickoff – early February
Facilitator training – early February
Action Forum – to be decided

Next Meeting – Monday November 15, 1999 – 12 noon to 1:30pm

SITE SELECTION (SITE RECRUITMENT POSSIBILTIES AND PRIORITIES)

Bremer is interested in community circles in Willmar*, St. Cloud*, Marshall**, Pelican Rapids**, Detroit lakes**, Moorhead, and Cottonwood

Local LWV'S are present in those communities marked with an asterisk (*).
Communities with individual League members are marked with a double asterisk. (**).

LEAGUE OF WOMEN VOTERS INTEREST IN COMMUNITY CIRCLES

<u>Committed*</u>	<u>Cosidering</u>
Edina *	Worthington
Minneapolis*	Moorhead
Austin*	
Marshall	
St. Paul*	North Branch
Detroit lakes/Pelican Rapids*	
Rochester*	
Northfield*	
St. Cloud*	
Eden Prarie*	
Winona*	
Mankato*	
Willmar	
Armstrong High School	
St. Catherines	

Asterisk indicates proposal has been sent in and funds allocated

Changing Faces Changing Communities
What It Means to Be an American in This Age of Immigration
And Creating a Better Minnesota with Citizen Involvement

Development Update
October 18, 1999

Funds Received:

Beim Foundation	\$ 2,000
Elmer L. & Eleanor J. Andersen Foundation	\$ 1,000
Medtronic Foundation	10,000
Otto Bremer Foundation	35,000
Siegel, Brill, Greupner, Duffy & Foster	5,000
ReliaStar	Printing In-kind

Funds Pending:

Berglund Foundation	\$ 3,000
Cargill Foundation	10,000
George Hormel Testamentary Trust	5,000
International Dairy Queen	2,500
John S. & James. L. Knight Foundation	10,000
Jostens Foundation	5,000
Margaret H. & James E. Kelly Foundation	5,000
Minneapolis Foundation	7,500
National Car Rental	500
Study Circles Fund	50,000
Wallin Foundation	2,500

A partial list of participants in the Community Circle Project

Participating Communities

Arden Hills
Bayport/Stillwater
Brooklyn Park
Brooklyn Center
Burnsville
Champlin
Eagan
Eden Prairie
Edina
Golden Valley
Hopkins
Maple Grove
Minneapolis
Minnetonka
Oakdale
Richfield
St. Louis Park
St. Paul
West St. Paul
Woodbury

Participating Organizations

Ascension Catholic Church
Bahai Faith Community
Cathedral of St. Mark
Central Neighborhood Improvement Association
Church of St. John Neuman
CommonBond Communities
Edina Human Relations Commission
Edina Public Schools
First Congregational Church
First Universalist Church, Minneapolis
Golden Valley Chamber of Commerce
Golden Valley Black History Month Committee
Greater Minneapolis Day Care Association
Hennepin County Anti-Violence Initiative
Hennepin County Childrens and Family Services
Hiawatha/Blaisdell YMCA
Holy Trinity Lutheran Church
Hopkins School District
Jewish Community Action
Jewish Community Center of St. Paul
Longfellow United for Youth and Families
Minneapolis Urban League
Minnesota Fair Housing Center
Minnesota Tenants Union

MRA Twin Cities
Newman Center, University of Minnesota
Presbyterian Church of the Apostles
Project Foundation, Inc.
Ramsey International Fine Arts School
Richfield Community Council
Richfield League of Women Voters
Richfield Public Schools
St. David's School for Child Development
St. Cecelia's Catholic Church
St. Joan of Arc Parish
St. Louis Park Public Schools
Sabathani Community Center
Self-Sufficiency Center
Seward School/Matthews Community Center
Southside Neighborhood Housing Services
Southwest Roundtable
Twin Cities Habitat for Humanity
University of St. Thomas
United Way of Minneapolis Area
Waite Park Community Council
Waite Park Community School
Whittier Alliance

Community Circle Partners

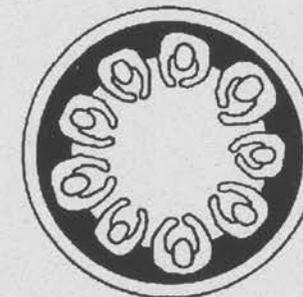
Citizens League
City of Minneapolis, Office of the Mayor
Education and Housing Equity Project
Institute on Race and Poverty, University of MN
INTER-RACE, Augsburg College
Kettering Foundation/National Issues Forum
Macalester College Department of Urban Studies
Metropolitan Interfaith Council on Affordable Housing
Minneapolis Initiative Against Racism
Minneapolis Public Schools
Minneapolis Neighborhood Revitalization Program
Minnesota Minority Education Partnership
Minnesota Public Radio Civic Journalism Project
Minnesota Churches Anti-Racism Initiative of the Greater Minneapolis, Minnesota and St. Paul Area Councils of Churches
Minnesota Facilitators Network
Minnesota Fair Housing Center
Minnesota Meeting
People's Institute—North
Southside Neighborhood Housing Services
Study Circles Resource Center
Twin Cities Free-Net
Urban Coalition
West Metro Education Project

Welcome!

COMING TOGETHER

A Regional Conversation Addressing the Challenges of Education, Housing and Segregation

*A Metro-Wide Gathering of the
Community Circle Study Groups
and Invited Guests*



**Thursday, May 29, 1997
6:30-9:00 p.m.
Weyerhaeuser Memorial Chapel
Macalester College
St. Paul**

CO-SPONSORS:

- The Community Circle Collaborative
and the Education and Housing Equity Project
- The Department of Urban Studies, Macalester College

We welcome all Community Circle participants, facilitators and sponsors to come together for an evening of dialogue with each other and with public policy leaders as we share, learn, plan...

WHAT

A metropolitan forum bringing together the Community Circles to publicly share the results of their deliberations and to reach collective conclusions about future actions in response to two central questions facing the Twin Cities area (*see program, next page*).

WHO

■ Citizens who have participated in one of some 50 Community Circle conversations throughout the Twin Cities metro area discussing the challenges of education, housing and segregation.

■ Public, business and community leaders, interested citizens and the press—will join us to listen and strategize.

WHY

The forum will serve as an opportunity to share the results, findings and conclusions of the work of the Community Circles that have met over the past weeks and months.

HOW

Through a facilitated conversation in which participants will share the work of their Community Circles, learn from each other, and discuss future actions.

This project is supported by grants from the Otto Bremer Foundation, the Bush Foundation, the Center for Urban and Regional Affairs, the Minneapolis Foundation, and the St. Paul Foundation.

Program

6:30 Registration
7:00 – 9:00 Forum

■ Greetings and Introduction

Master of Ceremonies:

Dick Little

Coordinator, Community Circle Collaborative/Education and Housing Equity Project

■ Introduction to the Conversation: The National Perspective

Special Guest:

Martha McCoy

Executive Director, Study Circles Resource Center

■ The Conversation

Part One:

“Framing the Issues”

Moderator:

Vivian Jenkins Nelsen

President and CEO, INTER-RACE,
Augsburg College

Question 1:

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

Part Two:

“Framing the Solutions”

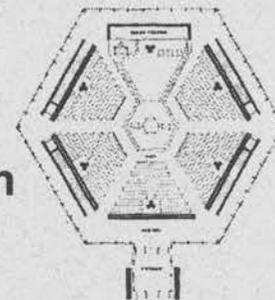
Moderator:

George Latimer

Professor of Urban Studies,
Macalester College

Question 2:

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



*EXAMINING THE RELATIONSHIP
BETWEEN HOUSING,
EDUCATION,
AND PERSISTENT SEGREGATION*

Executive Summary

THE INSTITUTE ON RACE AND POVERTY

A Report to the McKnight Foundation

June 1997

INTRODUCTION

Overview

When our preliminary report found that the Twin Cities were among the most segregated communities in the country, people were shocked. When the report asserted that if nothing changed, the Twin Cities would soon look very much like Milwaukee, Detroit, or Cleveland, again there was disbelief. But now there is evidence that the Twin Cities are further down the path to urban decline than earlier findings suggested.

While the national trends of poverty have generally stabilized, poverty rates in the Twin Cities have dramatically increased. The national poverty rate for African Americans is at its lowest in history, but the poverty rate for African Americans in the Twin Cities metropolitan area is the second highest in the nation. Almost half of all people of color living in the central cities are in poverty -- the highest rate among the 25 largest metropolitan regions. The Twin Cities has one of the largest income disparities between whites and people of color in the nation.

Furthermore, while the national growth in concentrated poverty is quite high -- more than doubling over the last two decades, concentrated poverty in the Twin Cities has grown exponentially -- more than twice the national average. Most notably, the schools are reflecting the racial and economic segregation coupled with disturbing academic results. This spring, for instance, it was announced that 91% of all African American 8th graders in Minneapolis had failed to pass both the reading and math basic skills test.

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

About the Executive Summary

This Executive Summary is a scaled version of our Final Report and will cover only the major findings. At the end, there is a short, modified bibliography which contains most of the major sources. Feedback or questions should be directed to: The Institute on Race and Poverty, 415 Law Center, 229 19th Avenue South, Mpls, Minnesota 55455. Telephone: (612) 625-1580; Fax: (612) 624-8890; email: irp@gold.tc.umn.edu.

PART I: SEGREGATION AND CONCENTRATED POVERTY

Finding #1: While segregation and poverty rates have remained generally stable, concentrated poverty has grown exponentially.

Racial Segregation

America's cities and metropolitan regions remain divided by both race and income. Segregation is particularly high in the large, northern cities like Detroit, Cleveland, Milwaukee, and Chicago.

The Most Segregated Cities

City	Dissimilarity Index
Detroit	0.88
Cleveland	0.85
Milwaukee	0.83

As our population has grown, segregation has become more and more defined by municipal, political boundaries. Many central cities (and a growing number of inner-ring suburbs) are now predominantly people of color whereas the vast majority of suburban communities are nearly all-white. Between 1950 and 1966, 98% of African American population growth occurred primarily within the center cities. Conversely, between 1960 and 1966, 78% of white population growth occurred in the suburbs. Where metropolitan America had been racialized along neighborhood lines, it is now racialized along the borders of the city and suburbs. As of 1990, more than two-thirds of African American metropolitan residents live in central cities as opposed to a mere one-third of white metropolitan residents.

The Twin Cities are among the most segregated metropolitan regions in the United States with 65 percent of the region's persons of color residing in the two center cities. Further, within Minneapolis and St. Paul, communities of color are concentrated into particular neighborhoods mostly bordering the downtown regions.

10 Most Segregated Metropolitan Regions in the United States

Detroit	Milwaukee
Cleveland	Newark
Saint Louis	Chicago
Indianapolis	Philadelphia
New York	Minneapolis-St. Paul

Source: 1990 Census data using Massey & Denton 5 factor test

Communities of color are heavily concentrated in the Harrison, Near North, Phillips, and Marcy-Holmes neighborhoods of Minneapolis, and the Summit-University, Frogtown, North End, and Dayton's Bluff neighborhoods of St. Paul. In some cases, these neighborhoods have over seventy-five percent racial minority populations, in comparison to the rest of the neighborhoods in the cities which average less than twenty-four percent racial minority.

Although still relatively small, the number of people of color in the metropolitan region is growing rapidly. During the 1980s, the population of whites grew by only 11%. Communities of color, however, saw a dramatic increase: African American 79%, Asians 167%, American Indians 48%, and Hispanics 68%.

Poverty

A massive racial gap in poverty rates still remains in this nation. People of color have more than double the rate of poverty than whites. The good news is that over the last few decades, the poverty rate in the United States has actually declined. Furthermore, this decline in poverty rates is seen across racial lines. As the table below demonstrates, for all racial groups measured from the 1970s to the 1990s, poverty rates have slightly diminished.

Poverty Rates -- United States

	1970	1980	1990
All Persons	13.6%	12.4%	12.8%
White	10.3%	9.0%	9.0%
Black	34.6%	29.9%	29.1%
Hispanic	24.4%	23.6%	24.7%

Similar to national data, there is an incredible racial gap in poverty rates in the Twin Cities, a gap that is greater than the national average. For the central cities, persons of color had a poverty rate of 44.6%. This rate was the highest in the nation for the 25 largest metropolitan areas. By contrast, whites in the central cities had a poverty rate less than one-fourth of that at only 11%. This same contrast occurred across the metropolitan region where people of color had a poverty rate of 34.7%, the third highest in the nation among the 25 largest metropolitan areas, while whites had a poverty rate of only 5.9%. These disparities in addition to variations within communities of color are documented in the charts below.

Poverty Rates -- Twin Cities

	Mpls		St. Paul		Suburbs	
	1979	1989	1979	1989	1979	1989
African American	30.2	40.5	25.7	39.2	12.7	26.6
American Indian	41.1	53.9	23.4	39.2	12.0	17.4
Asian	39.9	45.7	47.7	60.5	8.5	7.1
Latino	28.3	28.9	21.0	25.6	9.4	10.9
White	10.7	11.7	8.9	10.2	4.0	4.1
Total Population	13.5	18.5	10.9	16.7	4.1	4.5

The 1990 Census pointed to increasing disparities in poverty rates between the central cities and their suburbs. Twenty-eight percent of the region's population live in the central cities, but sixty percent of the region's poor live within their limits. In addition, poverty rates in the central cities worsened dramatically from 1980 to 1990. In Minneapolis, the increase was from 13.5 to 18.5 percent, while St. Paul saw an increase from 10.9 to 16.7 percent. Outside the core cities, the poverty rate is four to six times lower.

Concentrated Poverty

There is a new phenomena that is increasing the isolation of low-income communities of color: a lack of economic resources so concentrated in a community that the neighborhood itself is in poverty. Individual poverty has always existed throughout the nation, and actually individual poverty for whites and people of color has diminished over the past few decades. But at this same time, we have seen an explosion in community poverty.

Community poverty is when the neighborhood itself is poor. These are neighborhoods where 40% or more of its residents are at or below the poverty line. Such concentrated poverty means more than just a high percentage of people in poverty. In neighborhoods with concentrated poverty, all residents face substantial limitations to life chances as the neighborhood can no longer sustain itself economically.

Neighborhoods with concentrated poverty are marked by an increasing number of poor people while at the same an outmigration of middle income residents and commercial resources so that there is a decreasing density. This results in an increase of vacant lots, dilapidated buildings, and abandoned housing which all act as a magnet for crime and depressed housing values. Neighborhoods and eventually cities that become characterized by concentrated poverty suffer the disability of having growing needs and shrinking resources.

The number of concentrated poverty neighborhoods has dramatically increased in the past few decades. Nationally, the number of census tracts with concentrated poverty has more than doubled. In the Twin Cities, the growth has increased nearly five times. Although community poverty is spreading to the inner-ring suburbs, as of 1990, all of the concentrated poverty census tracts were in either Minneapolis or St. Paul.

Number of Census Tracts with 40% or more residents in poverty

	United States	Twin Cities
1970	1,177	7
1980	1,767	11
1990	2,726	33

The number of people who live in these neighborhoods has dramatically increased in the past few decades. In addition, there is an enormous racial gap among those who live in these neighborhoods of concentrated poverty. More than half of all residents in concentrated poverty are African American.

Persons Living in Concentrated Poverty -- U.S.

	1970	1980	1990	% Change
All Persons	4,149,000	5,174,000	7,973,000	92.2%
White	972,000	1,030,000	1,843,000	89.6%
Black	2,447,000	3,097,000	4,152,000	69.7%
Hispanic	729,000	1,048,000	1,978,000	171.3%

Persons Living in Concentrated Poverty -- Twin Cities

	1970	1980	1990	% Change
All Persons	11,438	24,374	79,048	591%
White	9,069	18,360	57,100	530%
Black	2,176	5,449	19,269	786%
Hispanic	193	565	2,679	1288%

Finding #2: Schools are becoming more segregated by race and having higher levels of concentrated poverty.

Most people believe school segregation is a thing of the past. While it is true that some improvement has been made since *Brown v. Board of Education*, the last twenty-seven years have seen a powerful reversal of the trend toward greater school integration for African American students and a continuation of a trend toward greater segregation for Latinos. The degree of segregation for African American students initially declined, then increased or remained stable between 1972 and 1995. Latino students, on the other hand, have become more segregated every year since 1968-69.

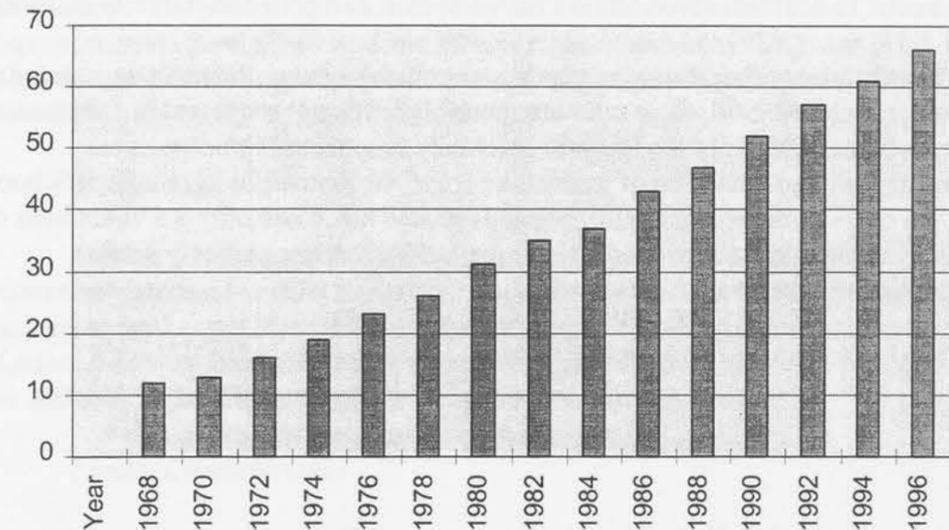
Schools Attended by African American and Latino Students

	Predominantly Minority		90-100% Minority	
	African American	Latino	African American	Latino
1968-69	76.6	54.8	64.3	23.1
1972-73	63.6	56.6	38.7	23.3
1980-81	62.9	68.1	33.2	28.8
1986-87	63.3	71.5	32.5	32.2
1991-92	66.0	73.4	33.9	34.0
1994-95	67.1	74.0	33.6	34.8

Following the spatial trend of concentrated poverty in neighborhoods, segregation is most severe in this country's urban schools. The largest school districts in the country are finding their schools made up almost exclusively of low-income, students of color. In the country's ten largest urban school districts, white students make up more than 22% of enrollment in only one district. In 1994-95, in the Chicago and Detroit school districts, only 11.3% and 6.3% of the students respectively were white. Many of the schools in these cities are nearly 100% poor and minority. While the brand of segregation that was first challenged and struck down by the federal courts came from southern states, the reality of today is that segregation persists at a very high level and is especially severe in the schools of the Northeast and Midwestern cities.

As was found in other parts of the country, school segregation in the Twin Cities has reached disturbing levels and is becoming more intense. A primary reason for this is that the Minneapolis and St. Paul school districts enroll an increasing number of students of color. The percentage of minority students in the Minneapolis public schools has increased at a remarkably consistent rate every year since 1968-69.

Figure 1: Growth in the Percentage of Students of Color in Minneapolis



The level of school segregation in the Twin Cities becomes more apparent when looking at individual schools. In Minneapolis, ten elementary schools are intensely segregated with at least 90% students of color in 1996-97. Furthermore, four of the eight middle schools in Minneapolis have minority enrollments of at least 70%. Four of the seven high schools have rates in excess of 65%. In St. Paul, nine elementary schools and three of the eight middle schools have enrollments where at least two-thirds of the students are students of color. Three of the six high schools in St. Paul have a majority of students of color.

Paralleling the enrollment of students of color, the percentage of poor students in Minneapolis and St. Paul has increased at a steady rate. In 1972-73, less than 30% of the students in Minneapolis qualified for subsidized lunches. Today, nearly 70% of the students in grades K-8 in Minneapolis are eligible. In St. Paul, almost two-thirds of elementary students are poor. Less than half the students in the district were eligible for free and reduced lunch in St. Paul only four years earlier. By contrast, every suburban school district except for Brooklyn Center and Columbia Heights has a rate less than 28%. Districts like Minnetonka, Eden Prairie, Mahtomedi and Edina are virtually immune from the problems of poverty. The school with the highest percentage of free and reduced lunch students in any of these districts had a rate of only 8.3%.

Both the Minneapolis and St. Paul school districts have a handful of elementary schools that are marked by very high levels of segregation and concentrated poverty. In Minneapolis, nine of the 63 elementary schools have more than 87% students of color

and 87% eligible for free and reduced lunch. Meanwhile, eight schools have less than 50% students of color and 50% poor students. In St. Paul, nine of the 54 elementary schools have at least two-thirds minority students and students eligible for free and reduced lunch. In contrast, seven schools have less than half poor and minority students.

The secondary schools in Minneapolis are generally not as intensely segregated as the elementary schools. Still, these rates are much higher than those found in suburban secondary schools. Eleven of the fourteen secondary schools in Minneapolis are predominantly poor and made up of students of color. In contrast, Wayzata High School has only 3% of its students eligible for free and reduced lunch and only 4.5 % students of color. Brookside Middle School in Maple Grove is 99.3% white and only 3 of its students are considered poor.

Finding #3: Racial Segregation and Concentrated Poverty Has a Negative Effect on Education and Achievement.

Educational Disadvantages

Parental Involvement

Students learn from other students and benefit from parental involvement. But in order to benefit, the involved parent does not have to be the parent of the learner. Students at schools with high parental involvement benefit even if the particular learner's parent is not involved. Similarly, if the learner's parents are involved at a school with low parental involvement, the low overall involvement will depress the achievement of the student. The most important factor for parental involvement is not the proximity to the school but the socioeconomic status of the family. Low income students attending schools with primarily middle income families will benefit from parental involvement with the school. Additionally, the learner will benefit from being in an environment with primarily students from middle income families. For these and other reasons, schools with high concentrated poverty tend to depress the achievement of the students.

Mobility

Among elementary schools, the mobility rates are considerably higher for schools enrolling the highest percentages of poor and minority students. This means that these schools often find students changing schools two and three times a year. With the exception of Bryn Mawr and Lincoln, the mobility rates of the nine poorest and most racially isolated elementary schools in Minneapolis are much higher than the district as a whole. The student population at the more affluent schools tends to be more stable.

Limited English Proficiency

Another way in which the student populations differ is in the home language of the students. The poorest and most racially isolated schools in the Twin Cities find disproportionate numbers of students in their ranks whose home language is not English. More than one-fifth of the students in some of the poorest elementary schools in Minneapolis do not speak English at home.

Special Education

Schools in Minneapolis and St. Paul also differ in terms of the percentage of students who receive Special Education. In Minneapolis, 13.7% of the public school students overall are in Special Education with more than 70% of these students classified as either Learning Disabled or Emotionally/Behaviorally Disturbed. In St. Paul, 12.5% are in Special Education, with 75% being LD or EBD.

Family Characteristics

There are also large differences among schools in the family characteristics of the students. Racially isolated and high poverty schools generally find that fewer of their students come from a two-parent family. In Minneapolis, just less than half the students come from homes with two parents. In eight of the nine poorest and most racially isolated elementary schools, however, less than 37% of the students come from two-parent families. At five of these high poverty schools, this rate drops to less than one fourth of the students. On the other hand, at six of the eight majority white elementary schools in Minneapolis, more than two-thirds of the students live in a home where two parents are present.

Differences among student populations of schools within Minneapolis and St. Paul are compounded by differences with suburban school districts. The Minneapolis and St. Paul public schools enroll much higher numbers of poor and minority students. The percentages of students eligible for free and reduced lunch in the urban school districts are four to twenty times higher than the rates for many suburban districts. Correlated with these differences in poor students are differences in mobility rate and the percentage of students that are limited English proficient (LEP). Students in the wealthier districts are much less likely to change schools during the year than students in Minneapolis, St. Paul, and several of the less affluent districts. No district has nearly as many LEP students as Minneapolis and especially St. Paul where one of five students is LEP. There does not appear to be big differences among districts in the percentage of students in Special Education. The wealthiest and the poorest districts each have 8-12% of their students receiving Special Education services.

Characteristics of Minneapolis Elementary Schools

	% SOC	% F&R	Mobility	Home Language not English	% Special Education	2-Parent Home
Bethune	95.5	98.4	48.1	23.0	17.3	33.8
Lincoln	93.4	93.7	26.0	22.2	9.7	36.4
Lucy Laney	92.5	96.6	59.0	1.6	22.2	23.0
Hall Mont.	92.0	92.5	67.2	0	17.0	21.5
ML King	91.2	87.2	57.4	1.8	5.4	20.7
Four Winds	90.6	91.2	46.3	0	16.2	18.7
North Star	90.4	93.7	47.2	19.8	7.6	35.1
Andersen Elem	89.5	91.8	48.5	1.5	16.4	23.7
Bryn Mawr	87.8	88.6	28.0	33.5	36.2	48.0
Marcy Open	45.6	48.1	17.5	8.4	9.7	58.0
Mill City Mont	46.7	29.8	23.1	1.8	4.8	71.4
Sullivan	47.1	50.0	12.6	2.0	14.6	58.7
Dowling	47.7	43.1	15.1	2.7	20.8	61.4
Kenny	47.7	46.1	31.3	19.7	6.8	58.6
Northrop	48.8	39.6	15.8	3.9	7.0	63.4
Barton Open	48.9	24.7	8.7	0.9	10.2	71.7
Hale	49.1	47.2	11.0	30.0	3.3	74.4

Characteristics of St. Paul Elementary Schools

	% SOC	% F&R	Mobility Rate	Home Lang. not English	% Special Education
East Consolid.	75	82	51	44	11
Dayton's Bluff	75	80	77	36	14
River Front	75	76	54	30	4
Galtier	70	72	33	21	19
Maxfield	67	75	20	18	11
Ames	66	72	70	32	14
Como Park	66	71	30	33	10
Franklin Music	66	76	14	52	8
Chelsea Hts.	38	39	26	18	7
Mann	42	31	48	15	10
Nokomis	43	31	10	22	7
Adams Sp. Im	44	29	9	26	5
Groveland Pk	44	35	33	20	7
JJ Hill Mont.	44	38	8	27	7
Capitol Hill	47	16	7	20	3

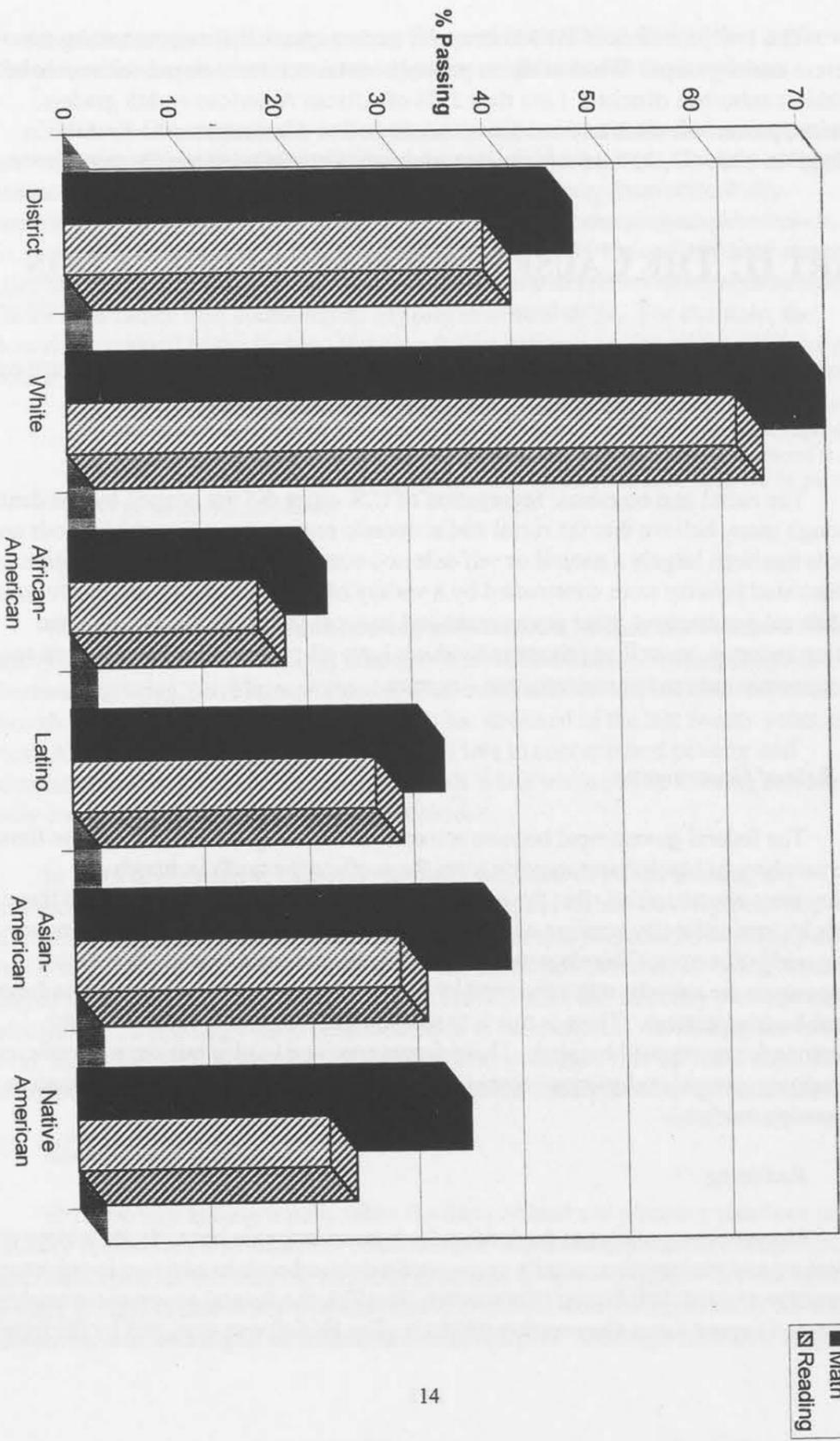
Student Characteristics for Several Metropolitan School Districts

	% F&R	% SOC	Mobility Rate	% LEP	% Special Educ.
Minneapolis	68	66	37	13	12
St. Paul	59	53	44	21	11
Brooklyn Center	43	28	24	1	9
So. St. Paul	26	7	15	1	9
St. Louis Park	20	11	13	4	11
Bloomington	17	14	11	3	11
Mounds View	11	8	24	1	9
Hopkins	10	7	19	3	10
Stillwater	8	3	10	0	8
Prior Lake	8	1	11	0	8
Wayzata	7	6	11	1	9
Lakeville	6	3	9	0	10
Orono	5	3	7	0	8
Eden Prairie	4	5	11	2	9
Minnetonka	4	4	8	1	10
Mahtomedi	4	1	7	0	9
Edina	3	5	4	2	9

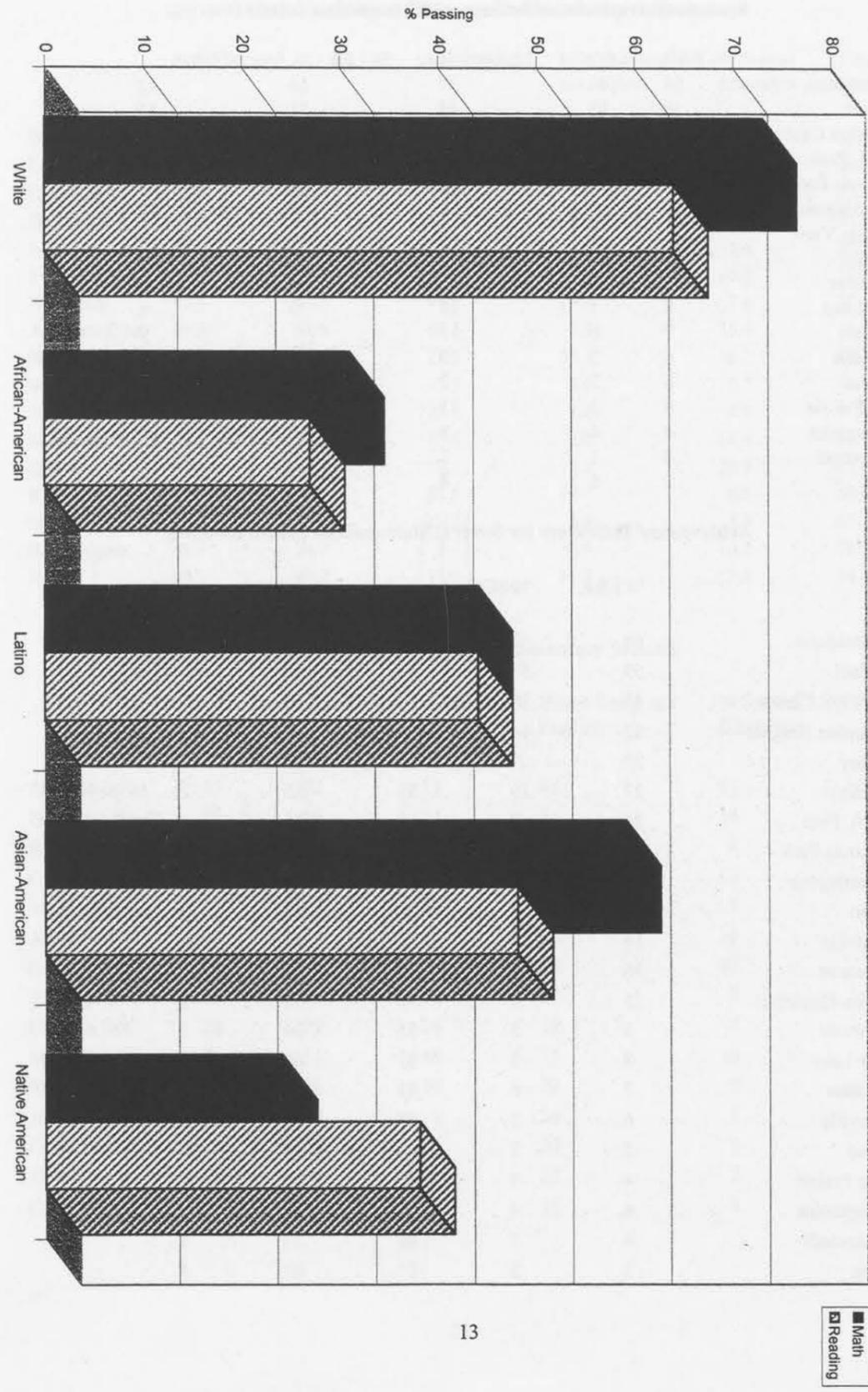
Achievement Indicators for Several Metropolitan School Districts

	% F&R	% SOC	% Pass Math	% Pass Reading	Dropout Rate
Minneapolis	68	66	36	33	8
St. Paul	59	53	41	35	4
Brooklyn Center	43	28	51	50	5
Columbia Heights	32	14	66	56	3
Fridley	27	7	57	59	2
Richfield	27	19	33	33	2
So. St. Paul	26	7	69	55	4
St. Louis Park	20	11	81	69	2
Bloomington	17	14	71	67	2
Osseo	17	13	71	62	3
Roseville	16	12	72	67	1
Shakopee	16	4	70	65	1
Anoka-Hennepin	15	6	72	59	3
Stillwater	8	3	33	24	1
Prior Lake	8	1	81	69	0
Wayzata	7	6	88	79	1
Lakeville	6	3	83	72	1
Orono	5	3	91	78	0
Eden Prairie	4	5	86	78	0
Minnetonka	4	4	86	82	1
Mahtomedi	4	1	86	73	1
Edina	3	5	87	80	1

% Passing Basic Standards Tests in Mpls



% Passing Basic Skills Test in St. Paul



The low pass rates of the Minneapolis students mask differences among the different racial groups. White students passed both tests at rates on par with some of the wealthiest suburban districts. Less than 25% of African American eighth graders, however, passed the math test and less than one in five demonstrated basic skills in reading. In 1996-97, 91% of African American students failed to pass both tests.

PART II: THE CAUSES OF RACIAL SEGREGATION

Finding #4: Institutional Structures Have Created and Maintained Segregation and Concentrated Poverty.

The racial and economic segregation of U.S. cities did not happen by accident. Although many believe that the racial and economic segregation of neighborhoods and schools has been largely a natural or self-selected occurrence, in reality segregation and concentrated poverty were constructed by a variety of powerful actors and institutions. The federal government, state government and its local delegates, the housing and banking industry, as well as private individuals have all contributed to the current racial and economic patterns of metropolitan America.

The Role of Government

The federal government became active in the housing market at the same time that large numbers of blacks were moving from the south to the north in search of employment opportunities. But the government and lending industry frustrated these efforts by institutionally creating a powerful pull out of center cities of middle income whites and businesses. This dual migration of blacks to the cities and whites and businesses to the suburbs was supported by the government and was responsible for our current housing pattern. There is much to suggest that it also helped to create the preference for segregated housing. These forces continue to play out through policies that support sprawl, exclusionary zoning, and institutional and private discrimination in the housing market.

Redlining

Government policies and subsidies for home mortgages have played a large role in creating and maintaining racially segregated neighborhoods in addition to perpetuating the racially divided distribution of resources. In 1933, the federal government established the Home Owners' Loan Corporation (HOLC). The HOLC was designed by the federal

government to promote uniformity among financial institutions. Part of that uniformity included how lending institutions would appraise neighborhoods for investment.

The HOLC systematically undervalued racially or ethnically diverse central city neighborhoods, which they deemed to be risky areas for investment. Federal authorities consequently induced the channeling of mortgage funds away from central city communities of color and almost exclusively toward white, outlying neighborhoods. Also, the redlining of the HOLC had the effect during the 1940s and 1950s of steering the Federal Housing Administration and Veteran's Administration mortgages towards white suburbs rather than communities of color in central cities. For example, the underwriting manual of the Federal Housing Administration contained the following directive:

Areas surrounding a location are [to be] investigated to determine whether incompatible racial and social groups are present, for the purpose of making a prediction regarding the probability of the location being invaded by such groups. If a neighborhood is to retain stability, it is necessary that properties shall continue to be occupied by the same social and racial classes.

Federal Housing Programs

With few exceptions, public housing projects were built in low income and racial minority neighborhoods. Similarly, other government assistance housing programs, such as Section 8 housing, have concentrated low income racial minorities in urban areas. Although racial segregation in public housing has declined in the last twenty years, most African American public housing residents still live in concentrated poverty and predominantly African American neighborhoods while white public housing residents usually live in more affluent, white neighborhoods.

In 1995 in *Hollman v. Cisneros*, minority residents of public housing in Minneapolis claimed that the Department of Housing and Urban Development had administered the public housing programs in a manner that perpetuated existing patterns of racial segregation. They also claimed that the Minneapolis Public Housing Authority managed the Section 8 certificate program so that low income, minority participants were concentrated in a few segregated neighborhoods in Minneapolis. In settling the lawsuit, federal, state, and local governmental agencies acknowledged that they had administered housing policy to concentrate low income populations within those neighborhoods.

Exclusionary Zoning

Exclusionary zoning usually takes the form of land use planning practices or regulatory requirements in suburban communities. Exclusionary zoning occurs when and where municipalities increase the required standards of housing quality beyond those necessary for health and safety purposes and exclude the realistic opportunity for low and moderate income housing to be maintained or developed. Although such land use and

regulatory practices may not be intentionally discriminatory, they do severely restrict housing and land market choices of low and moderate income households.

Examples of exclusionary zoning regulations which have the discriminatory effect of excluding the urban poor (who are predominantly communities of color) include: restrictions that specify the minimum square footage for new homes and lots; prohibitions on multi-family housing units; establishing maximum densities; two-car garage requirements; and fees associated with the cost of development and service connection charges. These types of regulations make it nearly impossible for poor families to find suitable and affordable housing. The areas that employ such regulations are often middle-income, predominantly white communities.

Fragmentation

There is a correlation between a high number of local governments and a high degree of racial segregation in a metropolitan region. More forms of different local government agencies create a greater likelihood of exclusionary zoning laws or the creation of other practices that limit the construction of low income housing and preclude low income migration into those suburban communities. Conversely, a more unified metropolitan government usually leads to the development of more metropolitan wide housing and zoning policies, which in turn create greater racial and economic integration. The Twin Cities metropolitan region is one of the most highly fragmented areas in the country in terms of the number of school districts and political subdivisions.

The Role of the Private Housing and Banking Industry

Housing Discrimination

Based on studies by HUD, African American and Hispanic home seekers encountered discrimination approximately half of the time that they visit a rental or sales agent to inquire about advertised housing opportunities. Housing agents showed twenty-five percent fewer housing units to minority customers, steered them to minority neighborhoods, and gave them far less assistance in finding housing that met their needs.

A recent report by the Minnesota Fair Housing Council documented significant discrimination in the Minneapolis housing rental market as well. In this study, black and white testers visited rental agents inquiring about the same apartments. White testers were encouraged to apply for units while blacks were told that unrented units were unavailable or otherwise not encouraged to apply for units. In other cases, rental agents offered white testers bonuses if they rented or helped find the "right people" for units, with the right people meaning other whites. Overall, the report found race-base discrimination over sixty percent of the time.

Racial Steering

Racial steering is where individuals are directed towards particular neighborhoods which match their perceived race. For instance, racial steering would mean racial minorities are less likely to be shown houses in white neighborhoods than in racial minority neighborhoods. A HUD study found that a potential purchaser of color was more likely to be "steered" to a neighborhood of color than was a white counterpart.

Mortgage Lending

A study published by the Federal Reserve Bank of Boston revealed that people of color are sixty percent more likely to be rejected for loans than similarly situated white applicants. A separate study that looked at the upper midwest indicated that blacks have the highest rejection rate of any racial group (21.7% as compared to 14.1% for Hispanics, and 8.8% for Asians), and nearly triple the rate of rejection for white applicants (7.5%). Moreover, 38% of the disparity is inexplicable in terms of credit history, characteristics of the census tract where the relevant property was located or "other measurable characteristics of the loan or borrower." Limitation of access to mortgage credit occurs when the lender discourages potential borrowers from submitting formal applications, the person appraising the property systematically under-appraises certain types of property, the lender discriminates against certain types of applicants, or the lender imposes harsher terms on selective applicants.

Community First, a D.C. based group reported in 1995 that African American residents of D.C. lost more than \$2 billion in potential mortgage loans between 1991 and 1993. The study reported that if D.C.'s African Americans had received mortgage loans at the same rate as white home owners, an additional 20,000 loans would have been made. The study also estimated a \$1 billion shortfall in loans to low and moderate income communities. In addition, the cost of discrimination to blacks is estimated at over four billion dollars annually, with those costs including higher search fees, housing prices, and mortgage payments.

A recent statistical analysis of the Twin Cities similarly found that almost seventy percent of the disparity between home mortgage loan rejection rates of people of color and whites is due to the unequal treatment of similarly qualified loan applicants. The study determined that very little of the gap in rejection rates between blacks and whites or between Asians and whites in the Twin Cities metro area can be explained statistically by loan, borrower, or neighborhood characteristics.

PART III: SIGNS OF HOPE -- RACIAL ATTITUDES OF TWIN CITIES RESIDENTS

Finding #5: Twin City Residents Want More Integrated Housing and Education.

The current segregation in the Twin Cities does not represent the preferred arrangement. This past spring, residents of the Twin Cities were polled about their preference for racial mix in both neighborhoods and schools. A majority of individuals, both white and black, stated their desire for more integrated housing and schools.

Question: *If you could choose the ideal type of neighborhood you would live in, would you choose a neighborhood that is:*

	white	African American
a. > 90% white	15.1%	0.0%
b. 60%-90% white	33.6%	5.1%
c. half white/half people of color	49.8%	74.7%
d. 60%-90% people of color	.8%	13.1%
e. > 90% people of color	.8%	7.1%

Question: *If you could choose the ideal type of school to send your children to, would you choose a school that is:*

	white	African American
a. > 90% white	13.2%	6.7%
b. 60-90% white	31.1%	6.7%
c. half white/half people of color	55.7%	82.2%
d. majority people of color	0.0%	4.4%

PART IV: FOUR PROMISING INITIATIVES FROM ACROSS THE COUNTRY

1. Raleigh-Durham: Metropolitan-Wide School Districts

Raleigh-Durham are twin cities in North Carolina that exemplify both the benefits of integration and the dangers of segregation. In the mid-70s, Raleigh business leaders noted that the black, low-income population within the city school district was steadily increasing. By contrast, the population of the county district was growing more white and wealthy. To combat this trend and ensure integration and educational equity, the city and suburban school district boundaries were dissolved. Along with the addition of inner-city magnet schools and busing of 15% of mostly black students to the suburbs, Raleigh's initiative showed very positive results. By the mid-80s, the racial mix had leveled, achievement scores had increased among blacks, and core neighborhoods remained stable. Although today attitudes toward integration are wavering, the school board continues to exercise its influence, sometimes even in securing low to moderate income housing.

Unfortunately, Durham did not follow Raleigh's lead and grew increasingly segregated by race and class. By the '80s, Durham's city schools had become 90% black and predominantly low-income. Educational achievement also declined markedly. It wasn't until the '90s that a nearly bankrupt district began to adopt integrative strategies. Since then the area's racial mix has leveled, and dropout rates and test scores have improved.

2. Gautreaux: Mobility Programs

The Gautreaux Assisted Housing Program resulted from a massive housing discrimination lawsuit in 1976. The court found that the Chicago Housing Authority and HUD through funding and oversight had deliberately located public housing so as to perpetuate and intensify racial segregation. The remedy focused on moving low-income blacks to less segregated areas. To date, over 7,000 families have participated in the Gautreaux program. All the participants were black women on public assistance in a single parent household. Some participants moved to predominantly black, low income city neighborhoods while others moved to middle-income, primarily white suburban neighborhoods outside of Chicago.

A long term study was done to compare what happened to the families that moved to other parts of the city with the families that moved to the suburbs. Across every indicator that was examined in the study, the families that moved to the suburbs were

doing substantially better. Some of the indicators that were looked at in the study included rate of employment, salary for those employed, teen pregnancy among the children, high school graduation rate for the children of the participating families, college attendance, and attending a four-year college instead of a community college. The success of the program has caused some to call it one of the most effective anti-poverty programs ever initiated by the government. The Secretary of HUD not only embraced the program but called for an expanded demonstration project that would afford those living in concentrated poverty to "Move To Opportunity."

It should be noted that the two pools were the same. While no one can dispute the importance of education and a stable family life, the operating difference in Gautreaux was moving to opportunity in employment, education, and other structural support from a situation where people were isolated from opportunities.

3. Portland: Limits to Sprawl & Regional Coalition

Portland, Oregon benefits from an elected Metropolitan Council and the nation's strongest land use planning statute. This statute features a "growth boundary" which limits urban sprawl and prevents rapid expansion in favored areas. Because of this, Portland has a highly inclusive housing market and balanced development in both the central city and inner-ring suburbs. The economic growth in Portland has been pushed back into the inner city by controlling sprawl. One of the result of this is that African-American home owners are enjoying probably the greatest appreciation of wealth of any African American inner city community in the United States. The control of sprawl has also had a positive impact on keeping the population of the city growing while most cities are losing population to new developing suburbs. Although it is not uniform, the city and suburbs have shared in the growth of jobs and the raising of a tax base. The disparity between the central city and the suburbs in the Portland area is one of the lowest in the country.

In addition to maintaining a strong metropolitan government and land use law, Oregon citizens formed the Coalition for a Liveable Future in 1994 to foster regional development strategies. Made up of over thirty-four member groups including the Portland Urban League, the coalition has worked to further strengthen the land use law, achieve regional equity in tax base sharing and fair housing, maintain the social and economic health of the older sections of the area, secure transit and low-income housing in the suburbs, and organize religious groups in favor of metropolitan reform.

4. Mount Laurel: Fair Share Housing

Where one lives is clearly one of the most important factors for success or failure in one's life. To live in concentrated poverty is a substantial liability to life opportunities

while living in a vibrant middle income neighborhood and city is an enhancement. Both the lack of low-cost housing on one hand and the segregation and isolation of low-cost housing for low income people of color depresses opportunities in school, health, and employment. In 1975, the New Jersey Supreme Court addressed both the issue of the production and location of low income housing. In New Jersey, like most states, the central cities had most of the low income housing, and there was an inadequate supply. Many of the suburbs, through their zoning authority, implemented exclusionary zoning regulations that made it virtually impossible to build low income housing in substantial numbers (or sometimes even at all).

Zoning in virtually all states and certainly in Minnesota is vested in the state and delegated to cities and municipalities. The New Jersey Supreme Court in 1976 found that because zoning is ultimately a state function pursuant to the state constitution, zoning must be both for the general welfare and satisfy the state equal protection clause. The court found that allowing municipalities to zone to exclude low income housing violates both of these requirements. The court ordered developing suburbs to zone for the production of low income housing.

The court later expanded its ruling in 1983 when it held that every municipality in state-designated growth areas had an affirmative constitutional duty to provide realistic opportunities for the creation of affordable housing. This obligation ordered each municipality to provide for its "fair share" of the state's low-income housing need which included accommodating publicly subsidized housing, rezoning to create incentives for low-income housing development, and creating more mobile home parks.

As a result of this ruling, law suits were filed against 68 New Jersey suburbs, many of which resulted in inclusionary zoning requirements. The New Jersey legislature responded to these rulings by enacting the Fair Housing Act of 1985. The Act requires each municipality to submit a housing plan to address unmet needs for low and moderate income housing. A state agency was also created to determine the nature of fair share obligations. Since the mid-1980s, close to 25,000 units have been made available through constructed and rehabilitated housing without significant federal subsidies. Because Mount Laurel housing fails to take account of race, however, the new housing has mirrored segregated housing patterns where housing for people of color is still in the center cities.

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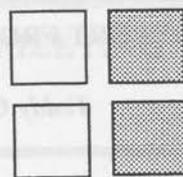
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CMAL Quarterly



Newsletter of the Council of Metropolitan Area Leagues of Women Voters

January 1999

Volume 37 Number 2

CMAL QUARTERLY MEETING

January 21, 1999

9:30 a.m. - 1:15 p.m.

House of Hope Presbyterian Church
797 Summit Ave. St. Paul, MN

- 9:30 a.m. Registration and Coffee
- 10:00 a.m. Panel
- 11:15 a.m. - 11:45 a.m. Questions and Answers
- 12.00 p.m. Lunch
- 12:30 p.m. Presentation of Study Packets
- 1:15 p.m. Adjourn

AFFORDABLE HOUSING

A Focus on the Processes Metro Area Cities Use to Determine Housing Needs and to Implement Housing Development

The panelists are from both the public and private sectors and will address their roles and experiences with affordable housing development in metro area cities. They will discuss barriers and successes, how these processes work and how citizens can be better educated and involved in this issue.

Jamie Thelen, Sand Companies, Inc. - *The company's experiences working with cities and funders to develop affordable housing. How developers fit into the process and how what happens at the local level affects the cost and availability of low and moderate income housing.*

Keenon Raverty, Norwest Mortgage - *The financial community's involvement in and commitment to provision of affordable housing. How availability and local knowledge of private capital fits into city's decision making processes regarding affordable housing.*

Dave Engstrom, Washington County Housing and Redevelopment Authority - *How a county-wide HRA works with individual cities and on a county level to provide affordable housing. How complexities of obtaining financing, local approval processes and regulatory requirements affect what can be accomplished.*

Katherine Hadley, MN Housing Finance Agency - *The state's role with affordable housing. What are the programs for affordable housing options, how state monies are allocated and how cities obtain funds.*

1998-99 CMAL Calendar

Monday, January 18, 1999
Reservation Deadline for
January Quarterly Meeting

February 15, 1999
Lively Issues Deadline to:
Lorraine Fischer
1812 N. Furness St.
Maplewood, MN 55109
(651) 777-5037

March 18, 1999- 9:30 A.M.
Quarterly Meeting
St. Louis Park

May 19, 1999 - 5:00 P.M.
Annual Convention
White Bear Lk/North Oaks



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REPORT FROM THE CHAIR

Teddy Geokezas

A HAPPY NEW YEAR TO ALL

My last League activity in 1998 was a visit with Emily Anne Staples Tuttle, member of Governor-elect Ventura's transition team. Ann Duff, a Past CMAL chair now serving as president of LWV-So. Tonka, arranged a meeting for six of us to talk to her about our concerns. Since Emily is a member of League, presently belonging to the LWV-Wayzata/Plymouth, she did not need an introduction to the League's purpose and mission.

By previous consent, we had decided to focus our discussion on Metro Governance and Affordable Housing. Tuttle agreed that the immediate need is to educate the governor-elect and his staff on the Metropolitan Council's work. This is especially crucial since the present Met Council chair, Curt Johnson, is leaving January 4th. We used our position statement from the *CMAL Program for Action* to articulate the importance of:

- keeping the process open and publicizing vacancies
- appointing qualified citizens with a regional perspective
- need for staggered terms
- need to evaluate the performance of the Council after the Legislature added to their responsibilities in 1994
- the problem of serving at the will of the governor

CMALers are encouraged to contact transition team members whom they may know to urge an open appointment process for Metropolitan Council members.

We used the LWVMN position statement on Affordable Housing to lead into some of the findings of our study. The following barriers in the process of obtaining needed affordable housing were highlighted:

- affordable housing is not included in every community's comprehensive plan
- bureaucracy needs streamlining to make affordable housing decisions possible
- loss of affordable housing takes many forms, including conversion of low income housing to

- higher income property zoning, particularly in outer suburban communities.

Kris Madson Nelson, chair of the Housing study, expanded on these points. Tuttle admitted that though affordable housing was one of her own personal interests, she did not know how it would be viewed in the new administration.

When the discussion touched upon the impact that a lack of housing has on the education of children in our state, Susan Reinhart, CMAL Program Chair who also follows education for the LWVMN Action Committee, had an opportunity to voice her concerns and to ask about the new Lieutenant Governor, St. Paul teacher Mae Schunk. Phyllis Letendre, who holds the water portfolio for the Board of Directors, spoke about the continuing problem of polluted water. Chris Scanlan, Board Secretary and Study recorder, was also present.

Tuttle repeated that League has a real opportunity to educate members of this administration. She suggested that League invite Terry Ventura and the Lieutenant Governor to membership. In addition, she suggested that the League approach the new Secretary of State to learn how she intends to deal with voting rights. In conclusion, Tuttle reminded us that Governor-elect Ventura wants to keep those who are new to the political system engaged in the public conversation about government. League's grassroots organization can reach out to educate new voters and maintain their interest.

Emily Anne Tuttle is former Hennepin County Commissioner and former member of the Minnesota Senate. She ran for lieutenant governor with gubernatorial candidate Mike Hatch in the 1990 DFL primary.

Remembering Judith Jones

Judith Jones, a former CMAL delegate from LWV-Richfield and CMAL Board member from 1995-1997, died October 2, 1998. Judith had been an officer in the Women's Army Corps (WAC) during World War II, personnel director of Sears, a real estate agent and a teacher in the Richfield school system. She will be missed.

HIGHLIGHTS OF THE SEPTEMBER 17, 1998 QUARTERLY MEETING

HEALTH CARE PLANNING IN THE METRO AREA

Dr. Ed Ehlinger's experience as the host of a cable television program, "A Public Health Journal", was evident as he moderated a panel on health care planning at the September CMAL Quarterly Meeting. Dr. Ehlinger, Director and Chief Health Officer for the University of Minnesota's Boynton Health Service, managed with good humor to keep the panel and the audience involved and communicating on this important subject. The meeting provided a forum for CMAL to understand what has happened in the field since it first adopted a position in 1981 of support for health planning and coordination at the metropolitan level.

Panel members, Dianne Loeffler, a planner for Hennepin County Community Health Department; Rob Fulton, Director of the Hennepin County Public Health Department, and Mary Baich, Director of Community Health at Fairview Hospital, shared their ideas about health planning and policy development in the metro area.

Back at the time CMAL adopted its position, the focus of health planning was to control costs of excess hospital beds and reduce duplication of advanced medical equipment. The focus now is on prevention of disease. The federal role diminished in the 1980s and the MN Health Care Access Commission was disbanded two years ago.

Loeffler stated that there is no one health plan in the state but planning happens at many different levels. Needs assessment takes place to determine what is happening in pre-natal, elderly, and family care. Every two years the State makes goals for improvement based on the results of this information. Hennepin County tries to look ahead and anticipate where the needs will be. Currently there are needs related to nursing home care and care for the Asian population.

Some of the issues discussed were an immunization registry, violence prevention, teen pregnancy prevention and tobacco use prevention. Changes come about when an issue is brought forth that can be changed and paid for. An example of change that has been made is that women with bladder infections can now get prescriptions and start on medication without seeing a doctor first.

Another example is that all hospitals collect data on injuries with an external cause. As a result there are now better records on abuse.

Fulton stated that the federal system, especially Medicare, has a great deal of impact on the local health plan. He also said that Minnesota is far ahead of other states when it comes to health delivery.

In Minnesota only non-profit hospitals are permitted by law. Baich stated that since hospitals are non-profit, they need to give back to the community by providing health education and support groups. They focus on how to keep people healthier, how to track behavior changes, are interventions working. They have not figured out a way to bill for prevention.

Access to insurance coverage was an area of concern. Insurance marketing focused on avoiding risk rather than spreading the risk lets some people fall between the cracks. Decisions about health care insurance plans are often made by the employer, not the individual. While we are moving ahead with frontier technology, these are only available to those who can afford them. There is a need for a seamless system.

Fulton suggested that Leaguers need to ask the question of where we want health care to be in twenty years. Possibly a statewide health care commission is needed. There is definitely a need for a formal structure where health issues can be discussed. Other panelists suggested Leaguers become informed about health care in our communities, schools and county and talk to local representatives and legislators. Finally, they advise us to be informed consumers and a voice for consumers.

Dr. Ehlinger concluded the discussion with the statement, "The essence of wisdom is the ability to make the right decision based on inadequate information"

Dorothy Karlson - LWV-St. Louis Park
Grace Norris - LWV-Wayzata/Plymouth

REPORT FROM THE STUDY CHAIR
Kristine Madson-Nelson

As you know, the current CMAL study on affordable housing addressed the processes that cities use when deciding how their affordable housing needs should be identified and met.

The study committee has surveyed 45 cities in the Twin Cities Metropolitan Area and has conducted three case studies in urban and suburban settings. Some of the information gathered from these endeavors will be included in the study packet for the January meeting. The final product will be released as a publication in May 1999.

The study has been unique in its approach to affordable housing. Its focus on process clearly illustrates the distinctiveness of individual cities. Some trends and commonalities can be identified, but it is clear that the greatest efforts need to be focused on local leaders and individual cities.

The study committee also recognizes that LWVUS and LWVMN positions as well as Local League positions espouse affordable housing. For these reasons the committee felt that consensus questions might be redundant and not the most appropriate vehicle for implementing the study's results.

The study committee believes that Local Leagues can most effectively utilize this study to recognize the barriers to affordable housing in their own communities. The scope and focus of this particular study seem to lend themselves better to a more direct grass roots approach than to the consensus question process.

In case Local League members want to explore another different approach to affordable housing, the Lively Issues program meeting could be an appropriate forum for them to do so.

Kristine Madson-Nelson, Chair (651) 291-7362
 Mary Lou Loud (612) 359-9448
 Sally Patterson (651) 225-1763
 Sylvia Roman (651) 770-0541
 Lorraine Fischer (651) 777-5037
 Chris Scanlan (612) 588-8163
 Phyllis Letendre (651) 739-1781

CMAL ED FUND GROWS

Norwest Foundation

Teddy Geokezas, CMAL Chair has received confirmation from the Norwest Metropolitan Contributions Committee of a \$3,000 grant for CMAL's Affordable Housing Study. The grant is made by the Norwest Foundation on behalf of Norwest Bank Minnesota, Norwest Investment Management & Trust, Lowry Hill, and Norwest Investment Services, Inc. Thanks to the Norwest Foundation and to Phyllis Grossman, LWV-Edina who facilitated CMAL's application for the grant.

League Member Contributions

Several League members took advantage of the opportunity to designate a portion of their contribution to the LWVMNEF annual appeal to the CMAL account. Thanks to the following contributors:

Jill Hurst
 Meredith Poland
 Teddy Geokezas
 Mary Lou Hill
 Ann Duff
 Margaret Severe
 Phyllis Letendre



**NOMINATIONS COMMITTEE
 NEEDS YOUR HELP**

Article IX, Section 1.(c) of CMAL By-laws states "suggestions for nominations for officers of the Council may be sent to the Nominating Committee by any voting member of a local League." Positions to be filled include Chair, Secretary, two Directors, and Nominating Committee Chair and Member. Give your suggestions to the Nomination Committee:

Gen Peterson, Chair (612) 571-8423
 151 NE Glen Creek Rd
 Fridley, MN 55432

Beverly Montgomery (612) 470-1098
 18321 Ridgewood Rd
 Minnetonka, MN 55345

Phyllis Robertus (651) 636-3814
 1926 Serendipity Ct
 New Brighton, MN 55112

JOIN US FOR

CONVERSATIONS AT THE CROSSROADS

Education, Housing and Race in the Twin Cities

- A chance to deeply listen to other beliefs and experiences
- An opportunity to examine your own beliefs and attitudes
- A place to meet with others and find common ground for action

For more information, come to one of the
KICK-OFF FORUMS

West Metro

***January 21, Thursday, 7:00 – 9:00 p.m.**

St. Louis Park City Council Chambers - 5005 Minnetonka Boulevard

Mayor Gail Dorfman will welcome the following presenters:

- *Dr. Barbara Pulliam, Superintendent – St. Louis Park School District**
- *Rep. Carlos Miriani-Rosa – Executive Director
 Minnesota Minority Education Partnership**
- *Russ Adams – Director - Alliance for Metropolitan Stability**

East Metro

***February 4, Thursday, 10:00 – 12:00 noon**

Metropolitan State University (Great Hall), 700 East 7th St., St. Paul

Dennis Nielsen, Interim President, will welcome the following presenters:

- *Rev. Oliver White – Pastor, Grace Community Church**
- *Becky Montgomery – St. Paul School Board Member**
- *Hon. George Latimer - Urban Studies Professor, Macalester College**

Call soon to reserve your space
 EHLF Education and Housing Equity Project
 (612) 330-1505 (1507 fax) attention Pam Jewson
 or
 Amherst H. Wilder Foundation
 (651) 642-2083 (2088 fax) attention Kate Murphy

**COUNCIL OF METROPOLITAN AREA LEAGUES
THIRTY-SIXTH ANNUAL CONVENTION - MAY 21, 1998**

**Stillwater City Hall Council Chambers
216 N 4th St., Stillwater, MN**

Summary of Minutes Approved October 22, 1998

Call to Order: Teddy Geokezas, Chair of CMAL called the meeting to order at 7:07 p.m. She introduced the 1997-98 Council of Metropolitan Area Leagues Board of Directors and thanked them for their contributions. Off Board members were also introduced and thanked.

Roll Call: Chris Scanlon, Secretary, called the roll of Leagues. Those present were: Arden Hills/ Shoreview; Brooklyn Center; Brooklyn Park/Osseo/Maple Grove; Crystal/New Hope/ East Plymouth; Golden Valley; Minneapolis; Minnetonka/Eden Prairie/Hopkins; New Brighton; Northern Dakota County; Richfield; Robbinsdale; Roseville/Maplewood/Falcon Heights; St. Croix Valley; St. Louis Park; St. Paul; South Tonka; Wayzata/Plymouth; White Bear Lake/North Oaks; Woodbury/Cottage Grove.

Order of Business: Ann Duff moved for Adoption of the Order of Business, seconded by Susan Reinhart. Motion carried.

Appointments: The Chair appointed Cathy Gerster Parliamentarian; Avis Watkins and Celia Andersen readers of convention minutes.

Convention Rules: Ann Duff moved to adopt Convention Rules as written in the 1998 Convention Workbook. Seconded by Mary Vik. Motion carried.

Credentials Report: Nineteen (19) delegates present.

Treasurer's Report: Mary Vik, Treasurer, gave the Treasurer's Report for May 1, 1997 to April 30, 1998. Report filed for audit.

Budget Committee Report: Deborah Jindra reviewed the proposed budget and recommendations. The Budget Committee moved to have the report accepted. Accepted as presented.

Legislative Update: Jill Hurst summarized the report she handed out on the three (3) areas she tracked for CMAL during the 12 week legislative session. These areas were affordable housing, Metro Governance and Transportation/LRT.

Affordable Housing Task Force Report: Chris Scanlan distributed copies of the report to all present and presented preliminary results of the survey in behalf of the study Chair, Kris Madsen-Nelson. The task force did not believe it had enough information to bring forward consensus questions and would evaluate whether it could establish questions for consensus by the fall of 1998. Carol Fuller urged examining how those needing affordable housing gain access to it and have input into the process. Chris Scanlon moved acceptance of the report as presented. Motion passed.

Report of the Chair: Teddy Geokezas referred those present to the written report in the May 1998 Quarterly Newsletter.

Nominating Committee: Barbara Person, Nominating Committee Chair presented the proposed slate for 1998-1999

POSITION	NOMINEE	TERM	LOCAL LEAGUE
Vice Chair	Phyllis Robertus	2 years	New Brighton
Treasurer	Grace Norris	2 years	Wayzata/ Plymouth
Director	Susan Reinhart	2 years	Minneapolis
Director	Margaret Severe	2 years	Richfield

POSITION	NOMINEE	TERM	LOCAL LEAGUE
Nominating Chair	Gen Peterson	1 year	Fridley
Nominating member	Beverly Montgomery	1 year	MEPH

Submitted by the Nominating Committee
 Barbara Person, Chair
 Marylyn Deneen
 Susan Reinhart

There being no other nominations, nominations were closed, and on behalf of the Nominating Committee, Barbara Person moved that the slate of candidates be accepted. The motion was carried. The Secretary, Chris Scanlan, read into the minutes: "By order of the members, I hereby cast by general consent the nominees presented by the Nominating Committee for election of the offices stated."

Directions to the Board: Ann Duff requested clarification of Affordable Housing Study statement regarding possibility study would not be completed in another year. Chris Scanlan said task force hoped to complete study in time but that delegates should be alerted to possibility that the study might need to be extended. Local Leagues should plan for a CMAL program in February or March of 1999 based on consensus questions or updated information.

Carol Fuller expressed concern regarding CMAL's current position on health care that has not been reassessed since 1981. She recommended we explore additional current information. The Chair explained the procedure for changing CMAL position statements should this be appropriate.

Sally Evert questioned whether position regarding support of an appointed Metropolitan Council needed to be restudied. The Chair and Jill Hurst responded that the CMAL Board addressed that in 1997 by identifying that we would continue to be watchful of any changes in Metro Council structure/governance. The topic could be considered for "lively issues" if brought forward from local Leagues.

Susan Reinhart asked the Board if they would present information to local Leagues about the Education and Housing Equity Project coordinated by Dick Little so that local Leagues could facilitate the gathering of people to address these issues. EHEP handouts were distributed.

Announcements: The Chair announced the Edina Realty Foundation has contributed \$500 through the LWVMNEF toward the affordable housing study.

Adjournment: There being no objections, the Chair adjourned the meeting at 8:20 p.m.

Respectfully submitted, Chris Scanlan, Secretary

ACTION ALERTS

Ady Wickstrom

LWVMN Technology Committee

For those who are not in lwvmn-share, please consider joining. With the Legislature starting up in January, we will be using it to send out Action Alerts. To join, send the following message to: listproc@mtn.org

subscribe lwvmn-share first-name last-name

leaving the subject blank and substituting your name in

CMAL QUARTERLY

OFF BOARD

the message. You will receive a reply indicating that your request has been forwarded for approval. After checking that the name is a current LWVMN member, you will be registered with the e-mail address the request was sent from, and will receive a confirmation listing your e-mail address and name. You will then receive any messages sent to lwvmn-share, and more importantly, you will be able to send messages to all other members of the list. To send a message, address it to lwvmn-share@freedom.mtn.org. Feel free to send in any information of interest to other League members.

January 1999

RESERVATION DEADLINE: Monday, January 18, 1999 (No mail delivery Monday)

Mail or Telephone Reservations to
 LWV-St. Paul
 Attn. Carlene Pierson
 150 Eaton Street
 St. Paul, MN 55107
 (651) 222-1215
 Office Hours 9-3, Mon. thru Thurs.

Meeting and Lunch -\$10.00
 Meeting alone - \$1.50
CHECKS PAYABLE TO CMAL
 No shows will be billed for unpaid reservations not canceled by Monday, January 18, 1999

LWV of _____ Total amount enclosed _____

Register those attending and CMAL status: D (Delegate) A (Alternate), P (President), O (Other)

Name	Lunch	CMAL Status

CMAL ROSTER UPDATES

Please update your roster with the following information:

Anoka/Blaine/Coon Rapids

Delegate

Marje Perry (612) 427-4485
 17337 Roanoke St.
 Andover, MN 55304

Alternate

Natalie Steffen (also President)

Edina

Delegate

Idelle Longman (612) 927-5189
 5240 Lochloy Dr. S
 Edina, MN 55436

MEPH

Alternate

Bev Thiede (612) 591-0356
 12510 Hilloway Rd
 Minnetonka, MN 55305

CMAL QUARTERLY

SHARING LEAGUE FINDINGS

The current population of the U.S. is estimated to be 270 million with 7,000 population increase every day. The Census Bureau estimated the U.S. population will reach 298 million by year 2010, 335 million by 2025, and 394 million by 2050. These estimates are "middle series" projections which assume past and current trends will continue.

Michael E. Kraft, "Public Policy Implications of U.S. Population Trends", *Population Press*, Summer 1998



The September 1998 LWVUS "Global Warming Questions and Answers" raises a warning flag about the issue in an easy Q&A format. The 1997 Senate Byrd-Hagel resolution opposes any treaty that endangers U.S. economy or spares developing countries from the same constraints imposed on industrialized nations. This is an issue that threatens Senate confirmation of the Kyoto Protocol. LWV supports the goals of the Kyoto Protocol and the UN Framework Convention on Climate Change. If interested in more details, check with your local League President for this document.

January 1999

CMAL QUARTERLY BULLETIN

550 Rice Street
St. Paul, MN 55103

Chair

Teddy Geokezas (651) 426-7702

Co-Editors

Celia Andersen (612) 929-0502
Phyllis Letendre (651) 739-1781

January 1999

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September, January, March, May

NON-PROFIT
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Dick Little, Exec. Dir.
EDUCATION & HOUSING EQUITY
PROJECT
~~155 West Franklin Ave #310~~
~~Minneapolis MN 55404~~

2211 Riverside Ave CB185
Minneapolis MN 55454

DATED MATERIAL
DO NOT DELAY

Directions

1) **I-94 from West** — Exit at Lexington Pkwy. Go right (south) on Lexington to Summit Ave. Go left (east) on Summit to Avon St. Left to Portland to access parking lot.

2) **I-94 from East** — Exit Dale St. Turn left (south) on Dale to Summit Ave. Right (west) on Summit Ave to Grotto. Right to Portland to access parking lot.

3) **I-35 E from the North** — I-35E to I-94 West bound. Exit at Dale Street. Proceed as #2 above.

4) **I-35 E from the South** — Exit at Randolph Ave. Turn left (west) ½ block to Lexington Pkwy. Right (north) on Lexington to Summit Ave. Turn right (east) and proceed as #1 above.

5) **I-494 to Hwy 5 east** — Hwy 5 becomes West 7th. At Lexington Pkwy turn left (north) to Summit. Right (east) on Summit as in #1.

HOUSE OF HOPE PRESBYTERIAN CHURCH
797 Summit Ave. (Between Lexington Pkwy and Dale)
Enter Church from Parking Lot on Portland Ave behind the Church



SYNERGY

Fall 1999

THE MINNESOTA MINORITY EDUCATION PARTNERSHIP, INC.'S QUARTERLY NEWSLETTER

SYNERGY —

“THE INTERACTION OF DISCRETE AGENCIES OR AGENTS SUCH THAT THE TOTAL EFFECT IS GREATER THAN THE SUM OF THE INDIVIDUAL EFFECTS.”



Minnesotans collaboratively weave the basket of MMEP with their talents and resources, encircling students of color and encouraging their success.

MMEP MISSION —

“TO INCREASE THE SUCCESS OF MN STUDENTS OF COLOR IN MN SCHOOLS, COLLEGES AND UNIVERSITIES.”

From the Director's Chair . . .

Carlos Mariani-Rosa

TIME FOR A NEW DISCUSSION ON INTEGRATION

“MY CHILD IS NOT GOING TO BE SMARTER JUST BECAUSE HE SITS NEXT TO A WHITE KID!”

“THERE'S NO WAY I'M SENDING MY KID TO THAT SCHOOL, IT'S NOT SAFE IN THAT NEIGHBORHOOD!”

Bring up the issues of education and integration and you are very likely to elicit comments like the ones above. When it comes to integration it seems that the only thing most people agree on nowadays is that they don't like “forced” bussing. Occasionally, you may hear some reference to the need for children to learn about other races and cultures as preparation for success in a diverse world. When it comes to living out our convictions however, it is apparent that few of us are truly comfortable with providing our kids with a learning environment that is broadly diverse in race, language and income. The axiom that “the proof is in the pudding” applies in the Twin Cities with its high rate of racial segregation decades after landmark legal cases outlawed that practice in our schools.

Of course times are different now. As racial ethnic minorities become majorities in whole school districts the question, “Who is left to integrate with?” becomes harder to answer, unless we look beyond district and municipal lines (read, involve the suburbs). This approach is challenged not only by segregationists but, by doubts about the relevancy that such an effort would have to increasing the academic performance of affected students. Some believe that resources spent on desegregation efforts might be better invested in enhancing teaching practices with low-income kids of color. Others believe that the resulting segregation will further erode our public school system and produce poorly educated, and isolated, students.

What's the answer?

While Minnesotans wrestle with that question, the State has moved ahead (some say ‘backwards’) by abolishing its old Desegregation Rule and

(Continued on page 2)

(Continued from page 1)

implementing a new one. The new rule moves away from a mandatory desegregation scheme to one that relies heavily on promoting voluntary integration efforts. Will we accept the challenge to provide an integrated education for our children now that we are free from government insistence that we do so? Why would we integrate voluntarily? What benefits exist in taking up integration in our K-12 system? Can we positively impact academic achievement by embracing an integrated academic setting?

"A democracy only works if no one is left out."

MMEP hopes to create a forum in Minnesota where we can explore with one another what the best answers to these questions are. We want this discussion to be intergenerational because we want people to see integration from a different perspective and not just from the rigid worldview into which we have been sheltered. (Recently, when an adult suggested that we drop "Diversity" from St. Paul's new strategic plan someone responded, "You'll never slip that by the kids.") We want racially diverse participants in the discussion because a democracy only works if no one is left out. We want the discussion to be respectful because it involves pain and people can deal with hurt if there is hope of being accepted for who they are and acknowledged for what they bring to the table.

Laws change. They evolve, erode and are re-made. Laws have power, they can help shape people's attitudes and, in the best situations, open hearts to new possibilities. But they have no life of their own, they merely reflect what lies in the hearts and minds of the people who enact them. Perhaps the fault of our past efforts at desegregation was in believing that laws can exist without the people's deep acceptance of the goals. If so, let's get on with the business of winning hearts and minds.

Intergenerational Dialogue Focuses on School Desegregation & Education Reform

School desegregation is at a crossroads. Many argue that the effort to integrate classrooms has not increased achievement for students of color; others argue that integrated schools are the only way to create equitable education for all. Meanwhile, the State of Minnesota has shifted its approach by moving from mandatory desegregation for school districts to a voluntary policy. The current situation demands a community dialogue about what we have learned and what we need to do to create public schools where all students can succeed.

MMEP has contracted with Points of View Incorporated to organize an

(Continued on page 3)

BEYOND TOLERANCE: A CALL TO ACTION

November 8, 1999

5:00 P.M.

Arlington High School

Keynote Speaker: John Powell, Institute on Race and Poverty

Attend the Fall Forum of 1999 Cities at Work and move beyond talk and tolerance of cultural and economic differences to committed action. Hear what others have discussed and learned in previous Cities at Work Forums about the impact of racism and economics in their lives. Explore how group and individual actions can address the challenges of economic and racial injustice.

All Forums are free and open to the public. For more information, contact Linda Hoskins, Wilder Foundation, at 651/642-2088 or lmh@wilder.org.

(Continued from page 2)

intergenerational dialogue that explores the history of integration of urban schools and seek to find a new direction for efforts to increase student achievement in metro schools.

The dialogue will take place on Thursday, November 18 from 6:30 - 9:00 p.m. at North Community School in Minneapolis.

The Intergenerational Tool™, developed by Jim Gambone, is a proven model which has been successfully used in many communities of color throughout the United States to break down the barriers of isolation and separation between generations. It has also successfully promoted multi-racial and cultural cooperative action by the five living generations to solve difficult problems or to create new opportunities.

The tool involves a three step process of: 1) engaging a generational and culturally representative group to plan the event; 2) hosting a structured community forum; and 3) implementing a follow-up process that determines action steps.

MMEP is recruiting co-sponsors for this Intergenerational Dialogue. All organizations that agree to be a sponsor agree to provide one or more of the following:

- Contribute financial resources of between \$250 and \$500.
- Recruit at least ten people to attend the Dialogue.
- Participate in planning meetings and at least one follow-up meeting.

For more information contact Bruce Vandal at 612/330-1509 or at bvandal@mmeep.net.

MnSCU

MN Dept. of Children,
Families & LearningMN Private College
Council

Next Innovations

PACER Center

Robbinsdale Area
Schools

University of Minnesota

Urban Coalition

West Metro Education
Partnership
(Brooklyn Center,
Columbia Heights,
Edina, Hopkins,
Minneapolis, Richfield,
Robbinsdale, St.
Anthony/New Brighton,
St. Louis Park)Thank you,
Sponsors!!

Intergenerational Dialogue Sponsors

Active Citizenship
School for Young AdultsAfrican American
Citizenship InitiativeCenter for Excellence in
Urban Teaching —
Hamline University

Citizens League

College of Education &
Human
Development — U of M

Concordia University

Education & Housing
Equity Project

Hopkins School District

Institute on Race &
Poverty

1st QUARTER CONTRIBUTORS

Takoumba Aiken, the artist who designed the MMEP logo, states that the symbol itself represents a basket, with the students of color at the center. The interwoven circles surrounding the center represent the individuals who weave the basket by bringing together unique talents and resources to support the students.

MMEP has chosen the symbol of a circle to identify our financial contributors. We have determined ranges for donations with titles indicating different levels. We have built off of our strategic plan and used six of the value statements as titles for the circles.

COMMUNITY CIRCLE

\$1 - 25

Through MMEP, people with common interests unite around shared values and cooperate responsibly for the common good.

Luann Frazer
Peggy Hunter & Doug Wallace
Louis Schoen

RESPECT CIRCLE

\$26 - 50

MMEP acknowledges and values the life experiences/differences of others; and considers how its actions make other feel or think.

Becky Kelso
Claire Chang

COOPERATION CIRCLE

\$51 - 200

MMEP is committed to common effort -- to non-competitive, collaborative energy which promotes mutuality and shared respect for one another.

Carroll Vomhof

DIGNITY CIRCLE

\$201 - 500

MMEP is committed to its purpose. The mission is worthy of honor and esteem. The organization maintains a decorum appropriate to its role.

CREATIVITY CIRCLE

\$501 - 999

MMEP experiments with new ideas, moves beyond the status quo to pilot structural change. MMEP takes risks.

RESPONSIBILITY CIRCLE

\$1,000+

MMEP is accountable to its members and the communities of color to achieve the mission.

Phillips Family Foundation

100 in 2000

MMMEP needs your help to make the Year 2000 Summer Enrichment Guide the best ever. To commemorate the Year 2000 Guide, MMEP is kicking off the *100 in 2000* campaign to increase the number of summer academic programs listed in the Summer Enrichment Guide.

Annually the MMEP Summer Enrichment Guide is distributed to over 5,000 homes in Minnesota's most diverse communities. The Guide is the only source of its kind that provides information about summer programs to students from communities underrepresented in higher education.

Typically between 40 and 60 programs have been listed in the Summer Enrichment Guide. The effort to enlist 100 programs will provide the obvious benefit of providing more information to families that may not otherwise consider a summer program. In addition, an increase in paid listings in the Guide allows MMEP to print more Guides, which in turn allows more students to benefit.

MMEP members and other community members can join the 100 in 2000 team by doing the following:

1. Refer at least one summer program to the Guide.
2. Subsidize the registration cost for summer programs that cannot afford the registration fee for the guide.
3. Help contact summer programs by participating in a phone pool.

Members of the 100 in 2000 team will be rewarded with:

- A free T-shirt featuring the special Year 2000 edition of the Guide cover.
- Their name in the 2000 Guide as a member of the 100 in 2000 team.
- An honorary copy of the Summer Enrichment Guide.

For more information on how you can become a member of the 100 in 2000 team, contact Rachel Gamboa at 612/330-1508 or rgamboa@mmepp.net.

MMEP DISCUSSION LISTS

Don't forget about MMEP's two e-mail discussion lists that will keep you up to date on MMEP happenings and important issues affecting the success of students of color.

All you need to do to subscribe is link to the web sites for each discussion list. For MMEP-update, link to:

<http://mail.augsburg.edu/mailman/listinfo/mmepp-update>.

For MMEP-issues, link to:

<http://mail.augsburg.edu/mailman/listinfo/mmepp-issues>.

Once you link to the sites, just follow the directions and before you know it, you will be getting important information about MMEP's activities and other important information.

To post a message on either list, send an e-mail to:

MMEP-update@augsborg.edu for MMEP-Update and
MMEP-issues@augsborg.edu for MMEP-Issues.

Summer programs listed in the Guide last year . . . Watch your mail for registration materials.

Summer programs who have not been listed before . . . Call Rachel at 612/330-1508.

Attention

The 2000 Summer Enrichment Program Fair will be March 16 at the Earle Browne Center at the U of M St. Paul Campus.

To be put on the mailing list for the Fair, call Rachel at 612/330-1508.



MMEP's 12th Annual Meeting

The Sheraton Inn Midway was the site for the September 23, 1999 event. Including the presenters and MMEP staff, total attendance was 92.

A New Commitment for a New Century: Improving Urban Education through Higher Education/K-12 Partnerships was the theme for this year's Annual Meeting. The keynote speaker was Dr. Robert Bruininks, Executive Vice President and Provost of the University of Minnesota. For the plenary session the panel members were Lurline Baker-Kent, Executive Director of the Center for Excellence in Urban Teaching; Dr. Larry Litecky, Metropolitan State University; Dr. Geoffrey Maruyama, Assistant Vice President for Multicultural and Academic Affairs of the University of Minnesota; Dr. Gail Nordmoe, Executive Director of the Richard R. Green Institute for Teaching and Learning; and Dr. Pam Wanga, System Director for K12 Partnerships of the Minnesota State Colleges and Universities.

Dr. Robert Poch, HESO, was the surprised recipient of the sixth Ronald A. McKinley 'All My Relations' Award. The recipient of this annual award is chosen by the MMEP staff members, and the citation on the award reads, "In honor of your commitment to the success of students of color in Minnesota and your dedication and excellence in service to the Minnesota Minority Education Partnership, Inc."

A challenging fiscal year Workplan for MMEP was approved by the attending membership at the business session of the annual meeting. The membership also elected a powerful slate of candidates to the Board of Directors. New members are: Earcie Allen, Independent Consultant; Lynn Daniels, Minneapolis Public Schools; Edwina Garcia, Independent Consultant; Sue Hancock, University of Minnesota; Harlan LaFontaine, Humphrey Institute; Bao Thao, Augsburg College; Terilyn Turner, St. Paul Public Schools; and Eileen Irving-Wider, Minnesota Life. Re-elected for another two-year term are: Nancy Barcelo, University of Minnesota; Diane Cowdery, Hopkins School District; Peggy Hunter, Inward Bound Adventures Community; Robert Poch, Higher Education Services Office; Perry Price, Minneapolis Urban League; Kathy Swendsen, St. Paul Companies; and Neal Thao, St. Paul School Board.

Positive comments about the MMEP Annual Meeting were collected by staff and on the returned evaluation sheets. Also collected were some much appreciated constructive suggestions. The majority of evaluators thought the panel discussion was very informative and desired more time be devoted to this session, and they believed a smaller panel would facilitate more interaction. Collaborative networking seemed to be the second most useful result for those attending the Annual Meeting.

Welcome New Members

*Roberto Acosta
Lois Bollman
Lynn Burbank
Joan Kuzma Costello
Pauline Danielson
Janet Fausch
Cheryl Frank
Sharon Gagner
Trina Givens
Emily Kissane
Velma Metter
Darcus Mitchell
John Morman
Jim Nelson
La Oportunidad, Inc.
Office for Diversity
Initiatives, University
of St. Thomas
Karen Pike
Angela Powell
Bruce Schelske
Dora Schumacher
Jean Strait
The S.W.E.E.T. Life
Ka Vang
Pong Vang
Mary Lou Walburn
M. Joe Young*

MMEP Staff

Carlos Mariani-Rosa,
Executive Director
Phone #: 612/330-1614
E-mail: cmariani@mmeep.net

Lynnea Atlas,
*Project Empowerment
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Bruce Vandal,
Program Director
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E-mail: bvandal@mmeep.net

Please feel free to contact any of the staff with questions or comments. We'd love to hear from you!



Renewing Members

Family Alternatives	Shao Lee	Louis Schoen
Claire Chang	Jean Kim Maierhofer	Anthony Sexton
Diane Driscoll	Leslie Mercer	Sharon Sayles Belton
Tanya Dowd-Burnett	Suzanne Nordsving	Luke Tripp
Luann Frazer	Project 120	Sang Thi Troung
Hiawatha Branch YMCA	St. David's Child	Twin Cities Academy
Peggy Hunter &	Development &	Carroll Vomhof
Doug Wallace	Family Services	YMCA of
Becky Kelso	St. Thomas Academy	Greater St. Paul

PROJECT EMPOWERMENT KICKS OFF YEAR TWO

The second annual Project Empowerment Leadership Institute is kicking off at Hamline University on Saturday, October 9.

Project Empowerment brings teams of educators, parents and community members from local schools together to explore how to build effective partnerships between educators and parents that increase student achievement. The Leadership Institute involves three four hour sessions that lead a school team through a skill building and planning process that results in effective parent/educator partnerships.

Participants in the Institute are eligible for graduate credit from Hamline University.

This year MMEP is pleased to be working with the following schools to implement Project Empowerment:

- ♦ Minneapolis North Community High School
- ♦ Longfellow Elementary, Minneapolis
- ♦ Franklin Middle School, Minneapolis
- ♦ Maxfield Elementary, St. Paul
- ♦ Meadowlake Elementary, Robbinsdale Area Schools
- ♦ Three schools to be determined from the Hopkins School District
- ♦ Parents from the Get Ready! Program

The dates and times for this year's sessions are as follows, all sessions are from 8:00 a.m.—12:00 p.m. and are located in the Conference Center at Hamline University:

- ★ *Creating an Individual Mission for Student Achievement* (Saturday, October 9)
- ★ *Building Relationships to Increase Student Achievement* (Saturday, October 30)
- ★ *Organizing for Student Achievement* (Saturday, November 20)

Project Empowerment is supported through a grant from the Jay and Rose Phillips Family Foundation.

For more information about Project Empowerment, contact Lynnea Atlas at 612/330-1522 or at latlas@mmeep.net.



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MPLS MN 55454

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Minnesota Independent
Schools Forum
Osseo Area Schools
Robbinsdale Area
Schools
St. Paul Public Schools
University of Minnesota

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A Magical Evening of Giving

Get a jump on your holiday shopping!

Southdale Center will be open November 21, 1999 from 6:30 - 9:00 pm for special customers. Who's a special customer? Those who have purchased a \$5.00 ticket from MMEP! Why should you pay to get in to Southdale? Because MMEP gets to keep our entire ticket sales AND because it's more than just shopping — it's an event! It will feature:

- ★ Live entertainment
- ★ Special discounts at participating stores
- ★ Door prizes
- ★ Children's activities
- ★ Santa Claus

Children under 12 are free with an adult.

To purchase tickets, call Josina Bohmer-Tapia at 612/330-1523.

You must have your ticket with you to get in!

SYNERGY

Winter 1999 THE MINNESOTA MINORITY EDUCATION PARTNERSHIP, INC.'S QUARTERLY NEWSLETTER

SYNERGY –

“THE INTERACTION OF DISCRETE AGENCIES OR AGENTS SUCH THAT THE TOTAL EFFECT IS GREATER THAN THE SUM OF THE INDIVIDUAL EFFECTS.”



Minnesotans collaboratively weave the basket of MMEP with their talents and resources, encircling students of color and encouraging their success.

MMEP MISSION –

“TO INCREASE THE SUCCESS OF MN STUDENTS OF COLOR IN MN SCHOOLS, COLLEGES AND UNIVERSITIES.”

From the Director's Chair . . .

Carlos Mariani-Rosa

MMEP Mobilizes Around Public Policy Issues

Proposed changes to state policies relating to school desegregation, teacher licensing and the State's inclusive educational program rule will have a tremendous impact on the success of students of color for years to come. Realizing the urgency of these public policy changes, MMEP has taken active steps to encourage citizens concerned about the success of students of color to have their voices heard on these important proposals.

ISSUE FORUMS

MMEP has co-sponsored a series of issue forums with the Urban Coalition and the Education and Housing Equity Project to catalyze public comment on the proposed desegregation rule, inclusive educational program rule and rules related to teacher licensing. The forums have provided a unique opportunity for citizens to interact with representatives from the Department of Children, Families and Learning and the State Board of Teaching on the implications of these policy initiatives.

The series of forums culminated in a January 20, 1999 forum entitled, *School Desegregation: A National Perspective*, featuring the director of the Harvard Project on School Desegregation at Harvard University, Dr. Gary Orfield. The forum provided attendees an opportunity to better understand what is happening to school desegregation in Minnesota and how Minnesota's experience compares to what is happening across the country. In addition, Dr. Orfield provided insight into creative strategies for fulfilling the goal of integrated public schools.

COMMUNITY OUTREACH

In addition to sponsoring the issue forums, MMEP has taken an active role in facilitating citizen participation in the public comment process for the teacher licensing and desegregation rules. Through a series of e-mails, postings on the mmepp-update list and other mailings, MMEP has gotten the word out about how citizens concerned about the success of students of color can offer public comment on the rules in writing or at scheduled public hearings.

(Continued on page 2)

(Continued from page 1)

Feedback from the community about MMEP's efforts to increase citizen involvement in these policy discussions has been extremely positive. As a result, MMEP is exploring how it can more proactively engage in community outreach to further increase citizen participation in education policy issues.

MMEP STRATEGY TEAM

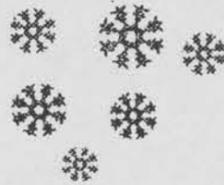
MMEP is building on the momentum created by the issue forums and the public involvement in the deliberation over these rules to convene a strategy team of representative citizens who will monitor the implementation of the proposed rules and to leverage the new rules into greater resources for efforts committed to the success of students of color. The MMEP strategy team will begin meeting in February. If you are interested in participating on the strategy team or would be like to be kept abreast of its work, please contact Bruce Vandal at 612/330-1509 or vandal@augsborg.edu.

In the absence of Carlos Mariani-Rosa during the Legislative Session, this article was written by Bruce Vandal.



Renewing Members

- | | | |
|--------------------|------------------|---------------------|
| Azin Adjoudani | Jonathon Fribley | MN Human Service |
| Leanne Baylor | Margarita Gamboa | Associates |
| Joyce Biagini | Kathryn Gradwohl | Salimah Majeed |
| Mary Booker | Alice Grider | Carlos Mariani-Rosa |
| Mabel Canty | Patricia Grimes | Maurice McClurg |
| CitySongs | Beth Hamel | Darcia Navarez |
| Pamela Jo Costain | Janice Harring- | Sylvia Perez |
| Patricia Cummings | Hendon | Leon Rankin |
| Dept. of | Frank Hernandez | Sabathani |
| Accounting — | Rose Herrera | Community Center |
| St. Cloud State | Hamerlinck | Mark Sinclair |
| Genie Dixon | Inner City Youth | Fred Smith |
| Valerie Dosland | League | Jo-Anne Stately |
| Josh Downham | Jean Johnstad | Elsa Vega-Perez |
| Diane Driscoll | JoVita Jones | Larry Weiss |
| Rachel Engebretson | Phil Lewenstein | Wendy White |
| Paula Fadden | Matthew Little | Karen Woodward |
| Connie Farmer | Elle Lorenson | |



**FOOD FOR THOUGHT:
ICE CREAM**

In the days when an ice cream sundae cost much less, a 10-year old boy entered a hotel coffee shop and sat at a table. A waitress put a glass of water in front of him.

"How much is an ice cream sundae?"

"Fifty cents," replied the waitress.

The little boy pulled his hand out of his pocket and studied a number of coins it.

"How much is a dish of plain ice cream?" he inquired.

Some people were now waiting for a table and the waitress was a bit impatient.

"Thirty-five cents," she said brusquely.

The little boy again counted the coins.

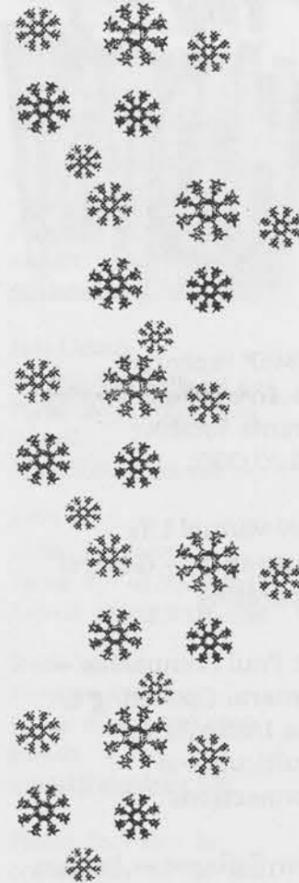
"I'll have the plain ice cream," he said.

The waitress brought the ice cream, put the bill on the table and walked away. The boy finished the ice cream, paid the cashier and departed.

When the waitress came back, she began

wiping down the table and then swallowed hard at what she saw. There placed neatly beside the empty dish, were two nickels and five pennies — her tip.

—Author Unknown



EXCITEMENT AND SUCCESS ABOUND IN PROJECT EMPOWERMENT LEADERSHIP INSTITUTE

The final seminar of MMEP's Project Empowerment Leadership Institute (PELI) was held on November 14, 1998. Thirty eight parents, teachers, administrators, staff and community members participated from Franklin Middle School, Longfellow Elementary, Folwell Middle School, Bethune Elementary and Green Central Park, all located in Minneapolis. Site teams from each of the schools met during the Institute, and will continue to meet, to develop plans that utilize the skills learned during the seminars.

MMEP received positive feedback and helpful critiques throughout the three seminars of the Institute. Currently, Project Empowerment staff and trainers are putting the feedback to use through an evaluation process. Some of the success and lessons learned are highlighted below:

- Through a partnership with Hamline University and the Center for Excellence in Urban Teaching, MMEP received certification of the PELI curriculum and 14 participants earned graduate credits. Some of the PELI participants had never received any post high school credit, so this was very exciting for them.
- One of the participating PELI schools is developing a community room with computers that will be opened on "Parent Involvement Day" in February.
- Two PELI schools have begun a partnership to increase family involvement by combining their efforts to reach families they share.
- PELI trainers represent schools, parents, nonprofit and forprofit sectors. They modeled the curriculum and the importance of involving all stakeholders in the design of initiatives to the participants. This has proven to be an extremely effective method for PELI.

Throughout the development and implementation of the Institute, the support of our funders (the Jay and Rose Phillips Family Foundation, F.R. Bigelow Foundation and Mervyn's California), MMEP Partners, Hamline University, and the communities of Minneapolis and St. Paul has greatly enriched the project.

The next Project Empowerment Leadership Institute will be held in Fall of 1999. If you would like to be involved or are interested in sponsoring a site team or individual, please contact Lynnea Atlas at 612/330-1522 or latlas@visi.com.

To become a member of MMEP, call Amy Vomhof McClurg at 612/330-1645. As always, membership dues are kept low to invite a greater number of people to participate.

Annual dues are:

\$5 Student	\$25 Nonprofit
\$10 Individual	\$500 Corp./business

Summer Enrichment Guide Expanded

We did it! The 1999 Summer Enrichment Guide will have 46 programs listed this year — that's six new programs! The Guide will be distributed to all MMEP members a month early this year so watch your mail at the end of February. If you have not received a copy in the past and would like one this year, call Rachel at 612/330-1508.

MMEP would like to include all programs, so if for some reason your program was not listed this year, please call Rachel to register for the 2000 Guide.

Thanks to all the programs that participated in making the 1999 Guide a success!

MMEP DISCUSSION LISTS

Don't forget about MMEP's two e-mail discussion lists that will keep you up to date on MMEP happenings and important issues affecting the success of students of color.

MMEP-update@augsborg.edu will inform you of all MMEP events such as our Issue Forums, Board meetings, Summer Enrichment Program Fair, fundraising events, etc. New MMEP members are automatically added to this list.

MMEP-issues@augsborg.edu is for online discussions and updates on the issues affecting the success of students of color in Minnesota's schools, colleges and universities.

The directions for subscribing is as follows:

To subscribe to a list, send an e-mail to majordomo@augsborg.edu, leave the subject blank, and the body of the message should be in the form: subscribe <list-name> login@your.domain.here

For example, to subscribe to [mmepeg-update](mailto:mmepeg-update@augsborg.edu), a message might be:

To: majordomo@augsborg.edu
 Subj:
 subscribe mmepeg-update vandal@augsborg.edu

You will receive a confirmation of your subscription via e-mail. If you have any questions, please contact Bruce Vandal at 612/330-1509 or vandal@augsborg.edu.



MMEP recently received the following grants totaling \$120,000:

MN Mutual Life
 Insurance — General
 Operating

St. Paul Companies —
 General Operating &
 the Institute for
 Multicultural
 Connections

Star Tribune — Project
 Empowerment

THANK YOU FUNDERS!!

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Please feel free to contact any of the staff with questions or comments. We'd love to hear from you! Please note: our e-mail system is dial-up as we are not presently networked, therefore, you may not receive an immediate response to an e-mail message.

SUMMER ENRICHMENT PROGRAM FAIR REGISTRATION

Did you forget to send in your registration for the 1999 Summer Enrichment Program Fair? Don't worry, you still have time. But don't wait too long, it's only a couple of months away. Please call Rachel at 612/330-1508 with any questions.

MMEP Summer Enrichment Program Fair
 March 15, 1999
 9:00 a.m. - 2:00 p.m.
 Earle Browne Center, University of MN St. Paul Campus



Special Thanks

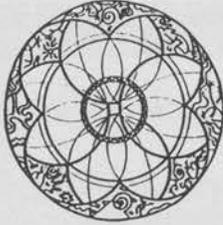
Thank you to those who sold tickets to the Magical Evening of Giving last November held at Southdale Center.

Linda Wejcman
 Bruce Vandal
 Kathy Swendsen
 Shelly Ryan
 Tim Price
 John Reed
 Jada Odom
 Leslie Mercer
 James Field
 Lynnea Atlas



Welcome New Members

African American Academy
 Chuck Ballentine
 Barbara Bearman
 Benita Belfrey-Evans
 Steve & Trudee Groves
 Jeanne Kling
 Katharine Lyall
 Julie Lund
 Robert & Dee Anne Nelson
 Sidney & Lois Rand
 Morgen Rasmussen
 Mary Ellen Ryan
 Aretha Rupert
 Betty Webb
 Zelma Wiley
 Carolyn Williams
 Martha Zurita



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Mr. Dick Little
Executive Director
Education & Housing Equity Project
Augsburg College CB185
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Minneapolis, MN 55454

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Schools Forum
Robbinsdale Area
Schools
St. Cloud Public Schools
St. Paul Public Schools
University of Minnesota

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It's Swing Time!

Come learn to swing dance at the Second Annual Gala, a benefit for MMEP, featuring the Mouldy Figs!

The guest of honor this year is Dr. David B. Laird, Jr., President of the Minnesota Private College Council and MMEP's Board Treasurer.

The Gala is February 6, 1999 from 7:30 p.m. - midnight at the St. Paul Hotel in St. Paul.

Call Shelly Ryan at 651/642-0565 for more information!



◆ SYNERGY ◆

Summer 1999 THE MINNESOTA MINORITY EDUCATION PARTNERSHIP, INC.'S QUARTERLY NEWSLETTER

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From the Director's Chair . . .

Carlos Mariani-Rosa

SUMMER PROGRAMS: EQUAL ACCESS FOR ALL?

Summer has come at last. Few people await its arrival as anxiously as do Minnesotans. Families emerge from the routine of work and school and take time-outs to vigorously embrace the outdoors and perhaps take a trip or two out of town.

But summer is also the time when parents worry about what to do with children who are no longer safely tucked away in a school building for most of the day. Many children wind up largely unsupervised at home or out in the neighborhood. Even the most conscientious parent can be hard pressed to find meaningful and safe things to occupy their young during the summer. Enter summer academic enrichment programs, opportunities to explore careers and the fun side of academic requirements.

Researchers are increasingly seeing a connection between summer academic enrichment programs and school performance, including eventual enrollment in postsecondary education. It seems that participation in these programs not only offers an opportunity to keep recently developed knowledge and skills sharp but may also create a sense of relevancy between what is taught during the school year and the world of real life careers. For the academic enrichment programs that are connected to institutions of higher education, there is also the added bonus of de-mystifying the college experience and making it something that is doable in the mind of young people, particularly those from homes with no college experience among parents or older siblings.

Our state is blessed with many good summer academic enrichment programs. They can be found on higher education MnSCU, U of M, and private college campuses all around Minnesota. Some are located at private entities, such as Science Museum, others are found in community centers like the Martin Luther King Center in St. Paul. All are staffed by dynamic people who believe in adding value to a young person's regular school experience.

However, while programs of all types abound, many families find it difficult to avail themselves of these opportunities. For some the fees are not affordable, others face transportation problems, still others find the camp schedules unworkable with their job schedules. Many simply are unaware of the opportunities due to language or literacy barriers or perhaps due to social isolation. While low-income and students of color are enrolled in many programs, we think they still participate in

(Continued on page 5)

1998 - 99

Takoumba Aiken, the artist who designed the MMEP logo, states that the symbol itself represents a basket, with the students of color at the center. The interwoven circles surrounding the center represent the individuals who weave the basket by bringing together unique talents and resources to support the students.

MMEP has chosen the symbol of a circle to identify our financial contributors. We have determined ranges for donations with titles indicating different levels. We have built off of our strategic plan and used six of the value statements as titles for the circles.

MMEP is so very grateful for the donations over and above membership dues or event fees contributed by so many friends. Every dollar contributed, each given with sincerity, is encouraging as it reflects the support of our community members for the students of color in Minnesota and for the work of MMEP.

COMMUNITY CIRCLE

\$1 - 25

Through MMEP, people with common interests unite around shared values and cooperate responsibly for the common good.

Alexandria Technical College — Office of the President	Beth Hamel
APEXES — U of M	Jeanne Kling
Leanne Baylor	Dennis Kueng
Linda Beckman	Fatima Lawson
Diane Brooke	Jon McGee
Bob Brown	Katie McWatt
Janet Cannon	Tony Morley
Genie Dixon	Our Saviour's Lutheran Church
Tonya Dowd-Burnett	Resource Center
Paula Fadden	Darryl Ross
Family Alternatives	Louis Schoen
Connie Farmer	Darcy Seaver
Janet Gendler	Sang Thi Troung
	Dao Xiong

RESPECT CIRCLE

\$26 - 50

MMEP acknowledges and values the life experiences/differences of others; and considers how its actions make other feel or think.

John Bischof	Rachel Engebretson
Citizens League	Jim Field
Lester Collins	Lisa Sass Zaragoza
Corbid Family	Jo-Anne Stately

CONTRIBUTORS

COOPERATION CIRCLE

\$51 - 200

MMEP is committed to common effort -- to non-competitive, collaborative energy which promotes mutuality and shared respect for one another.

Diane Cowdery	Leon Rankin — Dunwoody Institute
Carlos Mariani-Rosa	Carroll Vomhof
Tim Price	Karen Woodward

DIGNITY CIRCLE

\$201 - 500

MMEP is committed to its purpose. The mission is worthy of honor and esteem. The organization maintains a decorum appropriate to its role.

Community Action of Minneapolis	H. William Lurton Foundation
Pat Cummings	Saggisor Family
Kathryn Lyall	

CREATIVITY CIRCLE

\$501 - 999

MMEP experiments with new ideas, moves beyond the status quo to pilot structural change. MMEP takes risks.

RESPONSIBILITY CIRCLE

\$1,000+

MMEP is accountable to its members and the communities of color to achieve the mission.

Hugh J. Andersen Foundation	Management Assistance Program
F. R. Bigelow Foundation	Minnesota Mutual Foundation
Otto Bremer Foundation	Phillips Family Foundation
General Mills Foundation	St. Paul Companies
Leonard, Street & Deinard	Star Tribune Foundation

IMC Holds Fourth Institute

It was another exciting week for the students who attended the Fourth Annual Institute for Multicultural Connections Summer Workshop from June 16 - 23, 1999 at St. Olaf College in Northfield, Minnesota.

The Institute for Multicultural Connections (IMC) Summer Workshop is a unique opportunity for students of color to explore a future in the teaching profession through an intensive three day workshop. The workshop is taught by a multicultural team of experienced K - 12 and higher education educators from throughout the state of Minnesota.

Workshop One: Planting the Seed enrolled 34 high school students from throughout the Twin Cities metropolitan area. During the workshop, the students were given an introduction to teaching which included learning the benefits of teaching and discussing basic teaching techniques. The workshop culminated in students preparing and teaching a brief lesson before their fellow workshop participants.

Workshop Two: Growing the Seed included 12 students who have either attended previous summer workshops or are currently enrolled in college. The workshop explored in greater depth the skills and issues surrounding the teaching profession. Participants conducted a mini-session and created bulletin boards.

Students reported that the workshop got them energized about pursuing a career in teaching. One student described how she has gained an appreciation for what it takes to be a teacher. Teaching is harder than it looks and that she has a newfound appreciation for what her teachers do.

Many other students who returned for their second workshop expressed how the workshop confirmed their interest in teaching and that doing a field experience and then returning for the Growing the Seeds workshop provided her the opportunity to add to her skills and knowledge by applying what she learned at the second workshop to her real life experience.

During both sessions, students got to build relationships by participating in a range of social activities including a picnic with the Institute instructors, a trip to Grand Slam entertainment center and bowling.

IMC is funded by the St. Paul Companies, is supported by all of MMEP's Partner institutions and works closely with the St. Olaf College Education Department and TRIO programs, the University of Minnesota TRIO programs, the Minneapolis SCOPE program and the St. Paul Teacher of Color Program.

Please refer to the next column for participant breakdowns and trainers for the 1999 IMC Summer Workshop.

IMC Participant Breakdown

Total students: 46
 Enrollment in Session 1: 34
 Enrollment in Session 2: 12
 Breakdown by education institution:
 Minneapolis Public Schools: 20
 St. Paul Public Schools: 18
 Alternative schools: 3
 University of MN: 2
 Private schools: 1
 Other: 2

IMC Trainers

Harlan Anderson,
 Retired Principal, North
 Community High School,
 Minneapolis

Aletha Halcomb,
 North Community High
 School, Minneapolis

Jim Holden,
 Department of Education,
 St. Olaf College

Maria Kelly,
 Blackhawk Middle School,
 Burnsville

Xee Lor,
 Hale Elementary,
 Minneapolis

Natalie Rasmussen,
 North Community High
 School, Minneapolis

Rebecca Scott,
 North Community High
 School, Minneapolis

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Please feel free to contact any of the staff with questions or comments. We'd love to hear from you! Please note: our e-mail system is dial-up as we are not presently networked, therefore, you may not receive an immediate response to an e-mail message.

Renewing Members

Hamilton Bell
 Big Brothers/Big Sisters
 of St. Paul
 Jolene Blocton
 Citizens League
 Barb Clark
 East Side
 Neighborhood
 Services, Inc.
 Education & Housing
 Equity Project
 Linda Fancher
 Kathryn Gilge
 Guadalupe Area Project
 Georgetta Hawkins
 Don J. Hoodecheck

Jill Jackson
 Sandra Johnson
 Lakeville Community
 Education
 The Learning Center
 Jim Llanas
 Loring-Nicollet-
 Bethlehem
 MN Rural Education
 Association
 Leslie Mercer
 Celestine Miller

Plymouth Christian
 Youth Center
 Denise Quinlan
 Lisa Sass Zaragoza
 Celeste Taylor
 Mary Walker



(Continued from page 1)

low numbers compared to their presence in K-12 schools.

MMEP's Summer Enrichment Guide is our effort to break the information barrier to program participation. In addition, we recruit students of color to attend the Summer Enrichment Program Fair every March to expose them early to summer opportunities. To help break the financial barriers the MN Higher Education Services Office (HESO) operates a scholarship program for low-income students to assist with program fees (call 651/642-0567 or 800-657-3866). In addition, the Institute for Multicultural Connections (IMC) is an MMEP program done in collaboration with St. Olaf College, U of M, and the Minneapolis and St. Paul School districts which seeks to expose students of color to teaching as a career.

We look forward to the day when all families can easily access a variety of summer academic enrichment programs and when students of color are integrated into the public's expectation of what constitutes a high quality education for all students.

For information about the MMEP Guide, Fair and/or IMC program, please call us at 612/330-1645.

"We look forward to the day when all families can easily access summer enrichment programs."



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Executive Director
Education & Housing Equity Project
Augsburg College - CB 185
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Minneapolis MN 55454

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Schools
Minnesota Independent
Schools Forum
Robbinsdale Area
Schools
St. Paul Public Schools
University of Minnesota

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Mark Your Calendar!

MMEP's Twelfth
Annual Meeting
and Celebration
September 23,
1999

Watch your mail for
more information.

Welcome New Members

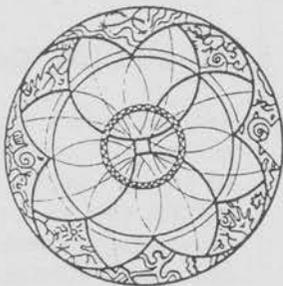
*American Indian Housing
Development Company, LLC*
John Bischof
Donita Bolden
Lester Collins
Lisa Kyas
Vu Le
Brenda R. Louise
David Rodbourne
Darryl Ross
Sagissor Family
Dao Xiong
Wilder Forest

SYNERGY

Summer 1998 THE MINNESOTA MINORITY EDUCATION PARTNERSHIP, INC.'S QUARTERLY NEWSLETTER

SYNERGY –

“THE INTERACTION OF DISCRETE AGENCIES OR AGENTS SUCH THAT THE TOTAL EFFECT IS GREATER THAN THE SUM OF THE INDIVIDUAL EFFECTS.”



Minnesotans collaboratively weave the basket of MMEP with their talents and resources, encircling students of color and encouraging their success.

MMEP MISSION –

“TO INCREASE THE SUCCESS OF MN STUDENTS OF COLOR IN MN SCHOOLS, COLLEGES AND UNIVERSITIES.”

From the Director's Chair . . .

Carlos Mariani-Rosa

Mediate or Litigate?

Whose Responsibility are Students of Color?

Three lawsuits, one by the NAACP, one by parents in Minneapolis and one by St. Paul Public Schools, all against the State, charging that urban core students are being denied an adequate education due to segregation (Minneapolis) and inadequate funds (St. Paul) are headed for trial dates this November and February. *This is a historical moment, for what is at stake involves the future of our children, particularly children of color.* The court's decision will either provide these schools more resources and involve more of our Metro area's educators in the students' lives or it will affirm that their education is solely the responsibility of the school district they live in and that the State's current level of funding meets the legal extent of its obligation. Looking at it from a poor student of color's perspective, the decision will decide how much adults care for their success.

The range of issues to mediate are daunting. On one hand are the macro-issues: desegregating housing and jobs across the region; integrating schools across district boundaries; and equalizing funding. On the other hand are the micro-issues: hiring more teachers of color; developing diversity inclusive curriculum; and using new best practices to reflect the diverse student population. Both would require a new culture of institutional behavior, which as anyone who has worked with students knows, is difficult to effect in and of itself. Pursuing the macro strategies alone will not result in maximum success for students of color, it most likely will just spread the patterns of system failure over a larger geographic area. However, just implementing the micro strategies will similarly fail as the use of best practices in segregated classrooms will do little to prepare students for successfully participating in a diverse society. We must develop the political and spiritual will to do both.

Recently, about 80 people from different communities and perspectives got together to discuss whether it made more sense to mediate the lawsuits as opposed to letting a judge decide and impose his/her own mandates on the Metro community. The group saw a powerful opportunity for us to collectively fashion a micro/macro desegregation and resource strategy that could enjoy broad based

(Continued on page 2)

(Continued from page 1)

support if — and that is a big “if” — all the key players would negotiate respectfully. With some of the important decision makers deciding not to participate, I felt less than optimistic that the lawsuits could be mediated and that a court would order a macro “solution” which would alienate the White middle class. The resulting resistant political movement would handicap desegregation efforts as it has in the past in jurisdictions under similar orders. This same movement would make it harder to pursue the micro resources and strategies that are needed to ensure success in minority communities. Are we so unwilling to assume collective ownership of our kids, especially children of color, that we would rather run the risk of having lawyers and judges give us half a solution to their future? Shouldn't we decide this together? In the coming months, the Metro area will learn whether it is a functional or dysfunctional family.

IMC COMPLETES THIRD SUMMER INSTITUTE

The third Institute for Multicultural Connections summer workshop took place June 15-19, 1998 at St. Olaf College in Northfield once again. This year nine past participants and 46 new high school and college students attended classes designed to introduce them to current education issues and to the various roles and responsibilities of teachers. Ten students from Minneapolis Public Schools, 26 from St. Paul Public Schools, nine from the U of M, four from private high schools, four from Faribault, and two from Anoka-Hennepin participated in the workshop. Activities students especially seemed to enjoy were those involving dialogue with real life education professionals. Students were asked to evaluate the workshop before leaving. None of the 19 questions received lower than a two out of three average score, the lowest being the “food in the cafeteria.” The comments section did provide some constructive suggestions for the working group to consider when planning the agenda for next year.

Trainers at this year's IMC workshop included some familiar and some new faces. Jim Holden, St Olaf Education Department; Mark Schelske, St. Olaf Education Department; Aletha Halcomb, Minneapolis North High School; Rebecca Scott, Minneapolis North High School; Bruce Schelske, U of M; and Maria King, Orono Public Schools were welcomed back by students. Students also benefitted from the expertise and input of new trainers Natalie Rasmussen and Xee Lor.

Overall, the third IMC workshop was another success!

MMEP Staff

Carlos Mariani-Rosa,
Executive Director
Lynnea Atlas,
Project Empowerment
Project Coordinator
Rachel Gamboa,
Coordinator of Finance
and Summer Programs
Amy Vomhof
McClurg,
Development Director
Jada Odom,
Project Assistant
John Reed,
Office Manager
Bruve Vandal,
Program Director



MMEP recently received a new grant of \$20,000 from the F.R. Bigelow Foundation for Project Empowerment!!!!

Renewing Members

APEXES — U of M	James Holden	St. Thomas Academy
African American	Mary Klemmenson	Louis Schoen
Social Services	Lao Family	Anthony Sexton
Anoka County	Community	Totino-Grace High
Community Action	Shao Lee	School
Program	Masjid An-Nur	Luke Tripp
A'Lynne Boles	Philip Miner	Michael Tripp
Cathedral High	Project 120	Ronda Tyler
School	Our Saviour's	United Cambodian
Cultural Diversity	Lutheran Church—	Association of MN
Project	Lutheran Social	Carroll Vomhof
Tonya Down	Services	Willmar Public
Employment Action	Rueben Lindh	Schools —
Center	Learning Center	Multicultural
Family Service, Inc.	St. David's Child	Parent Advisory
Gil Gragert	Development &	YMCA of Greater St.
Manuel Guerrero	Family Services	Paul

Conference Opportunity

Keeping Our Faculties
Addressing the Recruitment and Retention of
Faculty of Color in Higher Education

October 18 - 20, 1998

Radisson Hotel Metrodome
Minneapolis

A Symposium for Academic Administration, Affirmative Action Officers, Faculty Development Professionals, Higher Education Faculty, Human Resource Professionals, Policy Makers, Researchers, Students

Co-sponsored by:

University of Minnesota Office of the Executive Vice President and Provost
Minnesota State Colleges and Universities

For more information, call Carolyn Sotello Turner at 612/624-6390.

Please keep us in mind if your place of employment participates in the Cooperating Fund Drive; you can just write us in on your pledge card as we are not a member at this time.

Mark Your Calendars!

The 1999 Summer Enrichment Program Fair is scheduled for MARCH 15. MMEP will be sending registration materials to the following school districts: Minneapolis, St. Paul, Hopkins, Robbinsdale, Osseo, Anoka-Hennepin, St. Cloud, West St. Paul, Roseville and the MN Independent Schools Forum schools.

If you or anyone you know would like to receive additional information about the 1999 Fair, please contact Rachel Gamboa at 612/330-1508.

Watch your mail for more information!

Tax Benefits for Summer Enrichment Participants

Beginning January 1, 1998, state tax credits and deductions are now available for education expenses such as tutoring, enrichment programs, academic summer camps, textbooks and instructional materials, and home computer hardware and software. Any payments already made for academic summer camps or education programs would likely qualify.

Education Tax Credit: For household incomes of \$33,500 or less, parents are eligible for a state tax credit of \$1,000 per child, capped at \$2,000 per family, for the education expenses listed above. The tax credit is fully refundable, so for those who don't pay taxes, if they file they can still receive a refund.

Education Tax Deduction: No matter what the household income is, parents qualify for a state tax deduction of \$1,625 per child in grades K - 6 and \$2,500 per child in grades 7 - 12. The deduction can be taken for all of the items listed above, as well as for *private school tuition*. Parents do not have to itemize in order to take the deduction — it is now a line on the State E-Z form.

The key to using these new education tax benefits is to save the receipts from all of the qualified education expenses.

For more information, call the MN Department of Revenue at 651/296-3781 or 800/652-9094 or MN Department of Children, Families and Learning at 651/296-1261 or 800/657-3990.

Info provided by the Choice-in-Education League of Minnesota (CELM) Foundation which provides public information on the benefits of parental choice in education. (651/293-9196)

Welcome New Members

Andersen Family
Resource Center

Kristi Birch

Hawatha YMCA

Kelly Higgins

LAO PTA

Resource Center of the
Americas

Trudi Taylor

Twin Cities Academy

HELP WANTED?

If you are looking for employees, Riverland Community College has a service to connect qualified graduates of both the Albert Lea and/or Austin campuses with potential employers through their Placement Office.

① You notify the Placement Office of available jobs within your organization by using their Job Opportunity Form.

② They match graduates from appropriate program majors to the job you have available.

③ The graduate contacts you!

For more information, please call Steve Bowron or Barb Jensen at 1/800/247-5039 ext. 374 or 507/433-0374.

Project Empowerment Forges Ahead

MMEP has appointed Lynnea Atlas as Project Coordinator for Project Empowerment. Lynnea has been with the project for over a year. She has jumped in with both feet and will be hosting informational meetings about the Project Empowerment Leadership Institute in August and September.

To date, staff has been working with the Minneapolis, St. Paul, Hopkins and Robbinsdale school districts, Minnesota Parenting Association, several parents and consultants to plan and develop the Institute. The first three sessions are prepared and ready for implementation in October and November.

A total of 64 parents, teachers, administrators, paraprofessionals and community members will form site-focused teams and will forfeit three valuable Saturday mornings to participate in the Institute. MMEP is proud of the commitment shown by families, schools and communities to affect positive change for students in our state.

The teams will learn how to build working relationships with each other and will explore many possible methods to change the climate in schools and communities. Skills learned in the Institute will be implemented in existing initiatives within each school site and/or will be used to develop new initiatives if necessary.

If you would like more information about Project Empowerment, please call Lynnea at 612/330-1522.

MMEP Prepares for 12th Summer Enrichment Guide

The time has come to begin preparations for the twelfth edition of the Summer Enrichment Guide for Students of Color.

This Fall MMEP will begin its search for new and exciting programs to list in future Guides. Please call Rachel Gamboa at 612/330-1508 for more information.

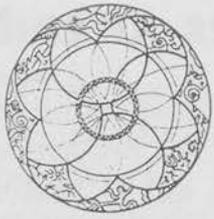
Adopt A Parent



Help a parent attend the Project Empowerment Leadership Institute. Sponsor a participant in full for \$75 or contribute \$10, \$25, \$50 or any portion of the fee you can.

Looking for another option? Sponsor an entire school site team!!





MMEP
2211 RIVERSIDE AVE
MPLS MN 55454

Mailing
Address
Goes
Here

In This Issue...

Project Empowerment, p. 5

MMEP Partners

HESO
Hopkins Public Schools
MnSCU
MN Private College
Council
Minneapolis Public
Schools
Minnesota Independent
Schools Forum
Robbinsdale Area
Schools
St. Cloud Public Schools
St. Paul Public Schools
University of Minnesota

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Save the Dates

MMEP's Annual Meeting

Just Can't Do It the Same Old Way

Students of Color: The Challenge for Awareness,

Achievement and Access.

Thursday, September 17, 1998

MMEP's Second Annual Gala Event

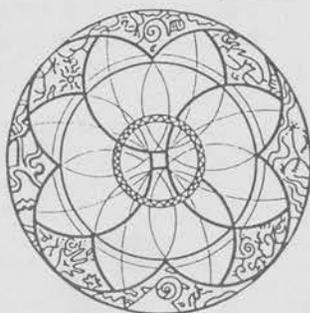
Saturday, February 6, 1999

SYNERGY

Spring 1998 THE MINNESOTA MINORITY EDUCATION PARTNERSHIP, INC.'S QUARTERLY NEWSLETTER

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“THE INTERACTION OF DISCRETE AGENCIES OR AGENTS SUCH THAT THE TOTAL EFFECT IS GREATER THAN THE SUM OF THE INDIVIDUAL EFFECTS.”



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From the Director's Chair . . .

Carlos Mariani-Rosa

Beyond the Classroom

A reputable reporter describes how a legislator offered her views on the impossibility of African Americans and Whites to live together. • A well known children's hospice is accused of fostering racism when hate words are found on a patient's door. • A Minneapolis family finds a burning cross on their front lawn. • Two women of color are dragged from their car and beaten by White males upset by the Martin Luther King holiday. • A teenaged Black male is shot by an unacquainted White male who is driving by him.

Unemployment is at a record statewide low while remaining high for communities of color. • Jobs are being developed, but not in the areas where people of color live. • Public transit is sparse and falls short in linking jobs with communities of color. • Home ownership, the major capital accumulation tool for citizens, is lower among people of color than for Whites and mortgage loan rejections are higher for racial minorities. • The Twin Cities is one of the fastest sprawling urban centers in the U.S. while becoming one of the nation's most racially segregated metropolitan areas.

Legal, taxpaying immigrants need special legislation to win the right to access food stamps. • Laws are proposed to cut funds to public schools on Indian reservations by the amount generated by those reservations' casinos. • Asian and Hispanic parents express concern over the lack of educational attainment by their children while enrolled in limited English proficiency programs.

As all these things are occurring, students of color continue to drop out of school and score lower on statewide tests than do their White counterparts. *Is there a connection? Does water flow downhill?*

As we struggle to make our educational systems deliver higher achievement for students of color, we should keep in mind that we have inherited a society whose historical roots are partly based in a belief system that de-valued and exploited people of color. Many of those beliefs are with us today even though we have striven to mitigate their negative impact by outlawing unequal treatment based on race and ethnicity. By not acknowledging the power that racist beliefs have had in

(Continued on page 2)

(Continued from page 1)

shaping the society we live in, we are bound to miss the opportunity to really address why students of color generally do not do well in our public schools.

Of course, not getting real about equal opportunity and choice in housing and employment should not excuse our schools from being accountable for success with all students, but knowing how the lack of opportunity and choice, historically inherited and presently manifested, affects the psychology and spirit of young individuals and whole communities is important in figuring out the strategies needed to win the battle over their future. Nothing less than the survival of our democracy is at stake.

*"Nothing less
than the
survival of our
democracy is
at stake."*

New Summer Opportunity

Develop U is a summer enrichment program for children ages eight to ten. The program will be held at Hallie Q. Brown Community Center every Saturday from 10a.m. - 1p.m. beginning June 20.

The purpose will be to heighten the self-esteem and self-development of participants through discussions on a variety of topics; reading assignments; and movement and runway modeling.

Call Jeanna Brown at 612/223-9263 for more info.



Congratulations to Amy Vomhof McClurg and her husband, Mauriez, on the birth of their second son. Braeden Patriek was born on January 29, 1998 and weighed in at 9 lb. 9 oz.!

FORMER MMEP PROGRAM SOARS

In 1995, MMEP collaborated with the MN Higher Education Services Office (HESO) to obtain a grant from the Federal Government's National Early Intervention and Scholarship Program (NEISP). Together MMEP and HESO developed the Get Ready! Program which was housed at MMEP. The purpose of Get Ready! is to provide information and awareness on careers, higher education options, financing higher education, self-esteem and study skills to fourth, fifth and sixth grade students and their parents in the Twin Cities. In August 1996, the two partners decided to reorganize the financial and staffing structure and is currently housed at the HESO offices.

By July 1998 the nine community education outreach liaisons of the Get Ready! Program will have assisted 400 students in their early intervention component. The liaisons provide eligible fourth, fifth and sixth grade students and their parents one-on-one counseling, mentoring and information on goal setting, career awareness, financial aid and savings, and higher education options. To be eligible, a student must attend a Title I school, receive free or reduced price lunch, reside with a family that receives AFDC benefits, speak English as a second language and/or have a disability.

Providing information and mentoring are the main thrusts of Get Ready!. Staff has developed a curriculum designed specifically for use with their target audience at regularly scheduled one-on-one sessions with students. The second area of focus is college planning presentations. They elevate the level of awareness of postsecondary education opportunities and the need to prepare for them, starting at a young age. The third area is group activities. Examples from this year include attending the MMEP Summer Enrichment Program Fair and/or mini-Fairs; attending the Career Expo where representatives from nearly 25 careers met with students and parents; attending the Get Ready Workshop, sponsored by HESO, to learn about academic and financial preparation for future education; and visiting a variety of college and university campuses. In addition, Get Ready! staff hosted the Third Annual Higher Education Night on May 12 where over 300 students, family members and college representatives attended.

During the 1997 - 98 school year, Get Ready! has continued to build a solid foundation for the early intervention effort. Five new staff members were hired and a site in Duluth was added.

Article compiled from an interview with Get Ready! Project Coordinator Shelly Ryan (612/296-9685).

Renewing Members



MMEP recently received the following new and continuing grants totaling \$52,500:

Hugh J. Andersen
Foundation — General
Operating

First Bank — District
Diversity Initiatives

Musser Fund —
District Diversity
Initiatives

Phillips Family
Foundation — Project
Empowerment

THANK YOU
FUNDERS!!!!

Academy of the
Holy Angels
Carol J. Anderson
Hamilton Bell
Benilde-St.
Margaret's
Big Brothers/Big
Sisters of St. Paul
The Blake School
Robert Brown
Barb Clark
CLUES
COMPAS
Citizens League
Convent of the
Visitation School
Community Action
of Minneapolis
Cretin-Derham Hall
Colleen Crossley
Dads Make a
Difference
Manie Douangsy
East Metro Women's
Council
East Side
Neighborhood
Services
Matthew Entenza
Family Alternatives
Family & Children's
Services
Linda Fancher
Jacqueline Fraedrich

Friends School of
Minnesota
Bruce Grube
Guadalupe Area
Project
Harriet Tubman
Center, Inc.
Leah Harvey
Georgetta Hawkins
Jan Hively
Don Hoodecheck
Peggy Hunter
George Jernberg
Sandra Johnson
Katahdin Workshop
for Youth
Nessa Kleinglass
David Laird
Lakeville Community
Education
The Learning Center
Jim Llanas
Loring-Nicollet-
Bethlehem
Lourdes High School
Linda Loverude
MN Council of
Nonprofits
MN Rural Education
Association
Marshall Community
Services
Leslie Mercer
Merriam Park

Community
Services
Robert Mitchell
Suzanne Nordsving
Plymouth Christian
Youth Center
Denise Quinlan
Juan de dios Rangel
Gregory Roberts
Roberto Romo
St. Agnes High
School
St. Paul Academy
and Summit
School
Sharon Sayles Belton
Darcy Seaver
Seward
Neighborhood
Group
Shattuck-St. Mary's
School
Larry Shellito
Kristine Sorenson
Southside Family
School
Susan Jan Stanley
Angela Steward-
Randle
Mary Tatum Howard
Vang Vang

Did You Know...

Three people have designated MMEP as their *Gift of Choice* in this year's Cooperating Fund Drive's work place campaign. Please keep us in mind if your place of employment participates in the Cooperating Fund Drive; you can just write us in on your pledge card as we are not a member at this time.

SUMMER ENRICHMENT PROGRAM FAIR

MMEP held the seventh annual Summer Enrichment Program Fair on March 19, 1998 at the Earle Browne Center at the University of MN, St. Paul Campus. Approximately 400 students attended and spent time with program managers from various summer programs from throughout the state. Many thanks to all the volunteers who helped out the day of the event; without volunteers the Fair would not be as successful as it has been. If you would like more information about the Fair, either attending or volunteering, please contact Rachel Gamboa at 612/330-1645.



IMC Prepares for Third Summer Institute

The Institute for Multicultural Connections (IMC) began recruitment for summer activities '98 on March 19 at the MMEP Summer Enrichment Fair. The Institute will take place June 15 - 17 for cohorts I, II and III and June 17 - 19 for cohort IV. St. Olaf College will once again be the site.

Improving academic achievement of students of color by developing a talented pool of teacher of color role models is the purpose of IMC. That purpose is reflected in high standards expected of Institute participants. In addition to having an interest in a teaching career, new applicants must have a 2.50 minimum GPA and have passed the Minnesota Basic Standards tests in math and reading.

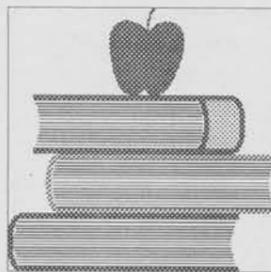
Working with teachers and students is critically important in the development of potential teachers. In recognition of this fact, IMC will integrate the field experience with the summer workshop by requiring it for cohorts II, III and IV and expanding tutoring opportunities and support for students in the Minneapolis school district.

This summer, returning trainers Aletha Halcomb, Maria King, Rebecca Scott and Jim Holden will welcome Cedric Stripling from St. Paul Public Schools who will join the Institute faculty.

Adapted from an article by Harlan Anderson published in the Spring 1998 IMC Connector.

Welcome New Members

*Gwen Adams
Kathy Blakeman
Jolene Blocton
Mary K. Boyd
Claire Chang
Monica Coleman
Marcia Cooper
Pamela Jo Costain
Education &
Housing Equity
Project
Denise Garcia
Jill Jackson
Becky Kelso
Shawn Lewis
Celestine Miller
Luann Sherman
Ben Snyder
Celeste Taylor
Doug Wallace*



Summer Theatre Camp

Concordia University's 1998 Summer Theatre Camp will feature an emphasis on Musical Theatre. The camp will:

- be for students in grades 7-12
- run five days and five nights (includes room and board)
- feature classes in dance and movement, musical voice, acting, and professional seminars in audition technique
- include attendance at two off-campus theater productions.

Participation fee is \$495 but scholarships are available for eligible students.

For more information, call 612/641-8230 or 1-800-333-4705.

MMEP Staff

*Carlos Mariani-Rosa,
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Amy Vomhof
McClurg,
Development Director
Jada Odom,
Diversity Planning
Project Assistant
John Reed,
Office Assistant*

AGAPE: Love Seeking to Preserve & Create Community

The second Diversity Retreat entitled AGAPE: Love Seeking to Preserve & Create Community was held May 6, 1998. Approximately 50 students and adults attended. This number includes the adults who attended the Issue Forum that was scheduled in conjunction with the retreat.

During the retreat, students listened to keynote speaker Jermaine Davis recount how he had overcome adversity by leaving his disadvantaged neighborhood. They then worked in small groups with Achievement Group, Inc. to develop their ability to listen and communicate — skills that are critical to building strong relationships within their own communities.

The highlight of the day was the interaction with Manuel Rubio, a Latin dance instructor, who taught some "smooth moves." Students then had a chance to mingle during the pizza party at the end of the event and received certificates for their participation.

MMEP Publishes Eleventh Summer Enrichment Guide

MMEP produced the eleventh edition of the Summer Enrichment Guide for Students of Color in March 1998. To date, over 4,000 Guides have been distributed to students, MMEP members, counselors and to community members who have made a request.

This summer, MMEP will begin its search for new and exciting programs to list in future Guides. Please call Rachel Gamboa at 612/330-1508 for more information.

To become a member of MMEP, call Amy Vomhof McClurg at 612/330-1645. As always, membership dues are kept low to invite a greater number of people to participate.

Annual dues are:

\$5 Student	\$25 Nonprofit
\$10 Individual	\$500 Corp./business



MMEP
2211 RIVERSIDE AVE
MPLS MN 55454

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Address
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In This Issue...

Institute for Multicultural Connections, p.

MMEP Partners

HESO
Hopkins Public Schools
MnSCU
MN Private College
Council
Minneapolis Public
Schools
Minnesota Independent
Schools Forum
Robbinsdale Area
Schools
St. Cloud Public Schools
St. Paul Public Schools
University of Minnesota

MMEP Says Good-Bye to Program Director

It is with heartfelt regret MMEP announces the departure of one of our finest employees. Bruce Vandal resigned in May to serve as Director of Twin Cities Academy, a charter school focused on active citizenship, in St. Paul.

While at MMEP, Bruce was influential in the development of Student Voices, the Communities of Color Empowerment Model (COCEM) and Project Empowerment. Bruce also served as the Interim Director of Programs from December 1996 - September 1997. His energy and commitment were critical to the organization during a difficult transition period.

Bruce brought a passion and drive to his work that will be difficult to replicate. We miss him immensely but wish him the best in his new endeavor.

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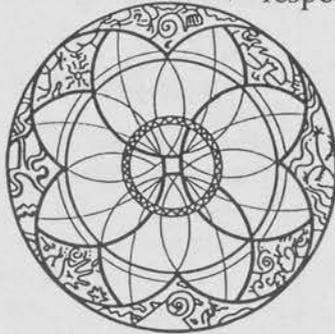
◆ SYNERGY ◆

Fall 1997

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From the Director's Chair . . .

Carlos
Mariani-Rosa

conceptions . . .” Yet another study found a “. . . rising tide of mediocrity . . .” in our nation’s schools.

Given all the current negative attention on our schools these must be recent studies, right? Wrong. The studies quoted are from 1932, 1893 and 1983 respectively. It seems that we have always expressed serious dissatisfaction with our educational system. Yet, on the whole, statistics tell us that our educational system is accomplishing things that were unimaginable 50 to 80 years ago. In that time we have moved from a nation that only educated its elite (only 7% graduated from high school) to one that has approached universal education (83% graduation). More students are doing better in the SAT scores than ever before and our students are at average or above among 41 nations measured by the world’s largest math and science organization.

So what gives? For one, in typical American fashion, being good is simply not good enough. If that is the case, then we should focus on how to build on success and not on how to totally dismantle what has obviously served us well over the years. But, there is something much more important going on and it is simply this: for certain student populations there is indeed massive educational failure happening. This is particularly true for low-income students of color. What makes these outcomes all the more pressing, as opposed to a generation ago, is that this population of student is increasingly becoming the majority of students in our major school districts. America’s little secret has come out of the bag.

How do we make sense of the fact that historically, as a whole, our students are doing better than ever before while low-income students of color are failing miserably? How do we reconcile that our economy is the most competitive in the world while unemployment rates for communities of color remain high? We can blame the victims, as some do, but in community meetings everywhere minority

(Continued on page 4)

MMEP: DEALING WITH REALITY NOT CONJECTURE

One national study states that secondary education, “did not have a clear purpose . . . did not prepare students adequately and . . . seldom challenged the student.” Another study notes that, “. . . pupils fresh from grammar schools [have] no foundation of elementary mathematical

MMEP Hosts Second Institute for Multicultural Connections Workshop

The 1997 Institute for Multicultural Connections workshop held June 16 - 20 at St. Olaf College was a huge success. The number of students interested in learning more about the teaching profession was rewarding and the enthusiasm of the student participants exhilarating. Much time and effort was spent planning and preparing for twice as many students as had attended the 1996 workshop. This year there were three separate cohorts, ranging in age from eight graders to college aged. Each of the cohorts brought their own special uniqueness to the classroom.

The trainers found it exciting to work with Cohort I students to improve on the skills learned last year. Trainers were able to go more in-depth and capitalize on the tutoring and teaching experiences students had over the last year. Students gained a better understanding of their role as a junior teacher, tutor or classroom manager. They listened to experienced teachers explain how they got into teaching, and how they manage everyday classroom problems. Cohort I met with Cohorts II and III at different times, giving them ample opportunity to mentor the new IMC students.

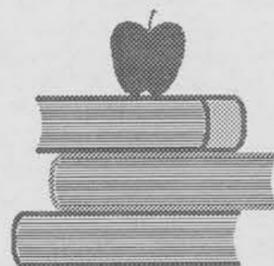
Although Cohort II and III met separately and were grouped by grade level, the information they received about the teaching profession was similar. The students learned about the need for multiethnic teachers and multicultural curricula. Other sessions attended by these students covered topics such as lesson planning, learning styles, good vs. bad teaching, contextual teaching, and tutoring. Students in all of the cohorts prepared and taught a seven minute lesson. They were able to put into practice some of the strategies learned over the three day workshop.

For more information about IMC, call IMC in the MMEP office at 612/330-1783.

Taken from the IMC Connector article, "Trainers Review '97 Workshops," by Rebecca King and Aletha Halcomb.

IMC Participation by School

St. Paul Public Schools	
Total	29
Minneapolis Public Schools	
Total	21
Anoka Senior High	1
John Marshall High	1
Faribault Senior High	1
Red Wing Senior High	2
Champlin Park High	1
Northfield High	1
Totino-Grace High	1
U of M	6
Rochester Community College	1
North Hennepin Community College	2



Thank You Thank You Thank You

A big thank you to our 1996 - 97 funders. They were: Hugh J. Andersen Foundation (general operating); Bremer Foundation (Diversity Planning Project); Bush Foundation (Communities of Color Empowerment Model); General Mills (general operating); Minnesota Planning (Get Ready!); Pine Wood Trust (general operating); Ronald McDonald Children's Charities (Summer Enrichment Fair); St. Paul Companies (general operating & Institute for Multicultural Connections).

Thanks to our Partners for their annual contributions, HESO, Minnesota Private College Council, Minnesota State Colleges and Universities (MnSCU), Minneapolis Public Schools, St. Paul Public Schools, Robbinsdale Area Schools, St. Cloud Public Schools and the Minnesota Independent Schools Forum. In addition, Hopkins Public Schools joined as our newest Partner for the 1997 - 98 fiscal year. Welcome!

And last, but not least, thank you to our many nonprofit, individual and student members.

Welcome New Members

American Indian
Chamber of Commerce
Sharon Bailey-Bok
Celeste Baines
A'Lynne Boles
Bruce Busta
Mabel Canty
Kevin Cheatham
Judy Covey
Jermaine Davis
Inner City Youth League
David Isham
Lao Family Community
Shao Lee
Idalia Leuze
Elle Lorensen

Santos Martinez
Metro State University
— CHUCK
Anthony Morley
Blia Yao Moua
Jody Nelson
Sylvia Perez
Mark Sinclair
Emanda Thomas
Sang Thi Troung
Janice Vasquez
Barbara Washington
Cary Waterman
Wendy White
Joyce Williams
Robyn Yorker

MMEP to Host Gala Event



MMEP will host its first annual gala event in recognition of its co-founder and first Executive Director, Ronald McKinley.

Saturday, November 15, 1997
7:30 p.m. - Midnight
Nicollet Island Inn

The evening will consist of a brief program at 8:00 and jazz band for dancing at 9:00. Hors d'oeuvres will be served, and a cash bar will be available.

HELP MMEP CELEBRATE 10 SUCCESSFUL YEARS!

Tickets are \$40 for members and \$50 for nonmembers. For more info, call 612/330-1645.

MMEP Celebrates Another Successful Year

The theme of the 1996 - 97 Annual Meeting was "Getting Serious about Student Achievement." The day-long event was held at the Bethel Theological Seminary on September 18, 1997. Over 75 people attended including participants from as far away as Willmar and St. Cloud.

The first activity was a panel discussion focused on "Setting an Agenda for Increasing Student Achievement." The discussion was led by the emcee of the day, Lisa Sass Zaragoza, an MMEP Board member. Four main topics were gleaned from the discussion and will be used as the basis for MMEP Issue Forum Series (see p. 5 for more information).

Following the panel discussion, participants had an opportunity to attend two breakout sessions. Sessions were: Building the Teacher of Color Pipeline; Linking Family Involvement with Student Achievement; Hurdling the Language Barrier; Meeting the Standards; and Building a Community for Learning.

Dr. George Brushaber, President of Bethel College, welcomed participants to the campus directly after lunch. MMEP Board Chair, Tim Price then moved the agenda to the Business Meeting portion where MMEP highlights from the previous year were reviewed, the new workplan approved, Board members elected and an amendment to the MMEP by-laws approved. David Laird, MMEP's Treasurer, reported on the financial status of MMEP. He was happy to report that received income exceeded projections by \$17,000 and the deficit was reduced by nearly 80%! He also encouraged MMEP members to assist in fundraising efforts by making monetary or in-kind donations; recruiting students to participate in the Skate-A-Thon (see p. 6); recruiting others to become members of MMEP; and/or attending the first Gala Event (see p. 3).

Special recognition awards were then presented to Ashley Anderson and Sharon Bailey-Bok, both departing Board members. The Ron McKinley "All My Relations" award went to Peggy Hunter for outstanding volunteer involvement in MMEP. Previous winner, Rose Herrera Hamerlinck, presented the award.

The day ended with a keynote address from Ron McKinley, co-founder and first Executive Director of MMEP. He gave a history of MMEP and encouraged attendees to continue their involvement in MMEP. Although MMEP has achieved many accomplishments over the years, the work of increasing the success of Minnesota students of color is far from over and will not proceed without a collaborative commitment from all.

(Continued from page 1)

parents consistently beg for and demand quality education. We know how to educate, we simply are not adapting and applying that knowledge when it comes to students of color. To get it right we must know our history and ask the right questions, not the ones motivated solely for political purposes or for obtaining new funds for schools that do not work. Creating the will to do what indeed works for our neglected students is what MMEP is all about.



MMEP was successful in reducing its deficit by 80% this past year. It will be completely eliminated by June 1998!!!

RENEWING MEMBERS

Leanne Baylor
Jose Bourget
Janet Cannon
Diane Driscoll
JoVita Jones
Carlos Mariani-Rosa
Ruth Anne Olson
Jo-Anne Stately
Linda Wejzman
John Westby

MMEP Staff

Carlos Mariani-Rosa,
Executive Director
Lynnea Atlas,
*Project Empowerment
Project Assistant*
Colleen Crossley,
*Student Program
Coordinator for IMC*
Rachel Gamboa,
Staff Assistant
Amy Vomhof McClurg,
Development Director
Jada Odom,
*Diversity Planning
Project Assistant*
Bruce Vandal,
Program Director

**WE SAID
GOOD-BYE
TO:**

Ashley Anderson,
*Board and Executive
Committee member*

Shaquita Bell, *Board
member*

Armando Cavasos,
*Liaison for Project
Empowerment*

Rose Herrera
Hamerlinck, *Board
and Executive
Committee member*

Gloria Kumagai,
Board member

Dave Tilsen, *Board
member*

ISSUE FORUM SERIES



MMEP will be hosting a series of issue forums for educators, parents, community members, and students to gather and learn more about topics pertaining to students of color. All forums are from 11:00 a.m. to 1:00 p.m. Lunch is provided with paid registration fee.

DATES AND TOPICS ARE:

OCTOBER 22, 1997

Closing the Gap: Constructing Solutions that Increase Student Achievement for Student of Color

DECEMBER 3, 1997

Education Related Solutions to High Family Mobility and Low Student Attendance

FEBRUARY 11, 1998

Using the Arts as a Tool for Increasing Student Achievement

APRIL 8, 1998

Educating a Language Diverse Student Population

JUNE 17, 1998

How to Create High Expectations for Student Achievement

Registration is \$10 for members and \$15 for nonmembers.
Call Bruce at 612/330-1509 for more information.

To become a member of MMEP, call Amy at 612/330-1645. As always, membership dues are kept low to invite a greater number of people to participate.

Annual dues are:

\$5 Student	\$25 Nonprofit
\$10 Individual	\$500 Corp./business



MMEP
2211 RIVERSIDE AVE
MPLS MN 55454

Mailing
Address
Goes
Here

In This Issue...

The Institute for Multicultural Connections, p.2

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After
Hours

LOOKING FOR A FUN FAMILY ACTIVITY?
LOOKING FOR A VOLUNTEER PROJECT FOR YOUR
STUDENTS?

Sign up for the second annual MMEP Skate for Success Skate-A-Thon. Students of all ages can participate, from Kindergarten through postsecondary as well as parents, community members, teachers! All you have to do is register with MMEP (612/330-1645) to receive a pledge envelope. Then bring your pledges to

the Metrodome (Gate D/5th St. and 11th Ave.)

on

Saturday, December 6, 1997.

Registration is from 10 - 11:45 AM but skating will continue until 1:30 PM.

For every \$25.00 in pledges you turn in, you will receive a raffle ticket with chances to win prizes like an autographed Vikings shirt, tickets to events, sweatshirts and other cool stuff!

COMMUNITY LEADERSHIP

Quarterly

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How to Reach Across Racial and Economic Barriers

Communities are strengthened by trust. But how do you create trust where there has been only silence and suspicion? Some leaders are finding a way.

Mayor David Berger of Lima, Ohio, has faced the problem no community leader wants: what to do about a city deeply divided by race. In 1992 African Americans, angry about the Rodney King verdict in Los Angeles and other grievances, marched through Lima's downtown. For days, the city of 45,000 was on edge.

Lima weathered the week with the help of black leaders, but Berger knew nothing was resolved. So he started searching for ways to heal his city's divisions and build cooperation across racial and economic barriers.

Within months Lima began what has become one of the nation's most extensive programs for discussing racial differences. And more than talk has come of it. Black and white groups are working together, from holding social events to co-sponsoring recreation centers. Says Berger's assistant, Ron Hagaman, who's in charge of the program, "It has brought a whole lot of people together who would never have gotten together."

The American Dilemma

Lima's leaders learned a valuable and surprisingly rare lesson. They didn't cause America's deep-seated racial divisions, but they have much to gain in resolving them. The reason: If local leaders don't deal with racial, ethnic and economic tensions, many of the other things they want to do will be impossible.

Albany, Ga., learned that lesson a five years ago when the chamber of commerce was raising money for an economic development campaign. Chamber officials were

shocked when the word came back from the city's biggest industries: They wouldn't contribute unless the city did something to improve race relations. The chamber began a series of programs to bring black and white leaders together.

Kansas City, Mo., found the same thing when its leaders were drafting a strategic plan for the city. If they didn't address the growing gap between the races, they realized, the planning process would fail — and maybe the city itself.

And so it goes from New York to Los Angeles, Fort Wayne to Fort Lauderdale. Important programs, from combating crime to bolstering neighborhoods, turning around schools to creating new industry, are stymied by racial mistrust.

Building Trust

1. Start with personal education and a small discussion group.
2. Learn the process of building trust, which involves talk and action.
3. Look for opportunities to involve the city's leadership.
4. Sell the benefits of racial and economic trust to leaders — and market your successes to the public.
5. Take the process to the grassroots.

Why? Because, as Martha McCoy, director of the Study Circles Resource Center, explains, "race is the underlying structure" of many community problems. Until community leaders deal with the underlying problem, it's hard to solve the ones on the surface.

Why Leaders Fear Racial Issues

But it's also the problem most civic leaders dread. Here's why:

- Many fear it's so great a problem it's unsolvable. "How do you get your arms around it?" asked one observer.
- Some are discouraged when they find people of different ethnic and economic backgrounds look at the same situation in vastly different ways. As a result, consensus can be difficult.
- Others fear the vulnerability of taking on racial issues. Whites are afraid of being attacked as racists, on the one hand, or radicals, on the other. Minorities fear rejection by whites and the scorn of other ethnic leaders.
- Some worry about the anger it unleashes — with good reason. There are so few opportunities to talk about racial fears and frustrations, when they are discussed, it sometimes ends in a shouting match. "I call it the law of accumulated grievances," says the Rev. Thomas Savage, who's active in civic work in Kansas City.

The Payoff of Trust

So why bother?

Two reasons: First, the rarity of interracial trust is what makes it valuable. A city that knows how to bring together groups across racial, ethnic and economic lines will find almost any other problem easier to solve. And it can be a major factor in economic development as companies steer away from places with social tensions. As Shirley Strong of the Levi Strauss Foundation explains, "It's at the heart of a community's success and growth."

Second, the benefits grow in times of trouble. "When there's a crisis," Strong says, "these places are better able

to handle things" because leaders know whom to call, how to communicate and whom to trust.

And there's a personal benefit for you. Leaders who know how to create and nurture interracial coalitions have special value in their communities — and learn a rare set of skills. In troubled times, these leaders move to center stage.

Two Paths

If you want to make this your role — the one who brings together racial and ethnic groups — begin with this insight: There are two paths for building coalitions.

The first starts with a problem that cuts across racial and economic lines, such as education reform or crime, and tries to build an interracial coalition to deal with it. This is what experts call the "task-oriented" approach.

The other is "relationship-oriented." It holds that the best way to build interracial coalitions is to talk first about racial experiences and attitudes, then identify problems that diverse groups can tackle.

The vast majority of civic leaders prefer the first approach because it appears more manageable. It promises a reward — a community problem solved — without the risk of taking on the underlying issues of racial and ethnic division. But that's also why it works so rarely.

Take Memphis, Tenn.'s attempts at education reform. In 1991, business and civic leaders announced an ambitious program for bolstering the city's schools, which are majority black. Sensitive to appearances, they recruited some African Americans to serve on the steering committee. But the program never took hold.

Why? Because black leaders saw it as an effort to embarrass the superintendent, an African American who was running for mayor. Moreover, it didn't address the deeper divisions in the community. Black leaders never accepted the goals, neither did the black community, and gradually the program lost its appeal for the business community.

This happens so frequently that some observers call race an "iceberg issue." In trying to avoid the parts you see, you end up being sunk by the parts you don't.

The second approach, which deals directly with race, is harder initially, far less commonly used but has a greater likelihood of success. The Lima and Albany programs are good examples of "relationship-oriented" programs. They start with frank and often painful discussions of race, followed by projects that allow whites, blacks and other minorities to work as equals.

A Third Way?

There is a third approach that blends task-oriented and relationship-oriented elements. It begins with a project of great importance to the community, and uses it to deal forthrightly with racial and economic differences. The strategic planning effort in Kansas City, which the Rev. Savage co-chaired, is an example.

From the start, Savage says, Focus Kansas City addressed racial and economic problems as part of its work. His group met with African American and Latino leaders as separate "perspective groups" and held public hearings

in minority neighborhoods. Recognizing the black and Hispanic communities' unique perspectives was an important step, he says, in "legitimizing these communities" and underscoring their importance to the city.

Listening respectfully to minorities' concerns — from leaders and the community — eased many suspicions. And when the comments from the minority communities were compared with those of other perspective groups, Savage adds, "we found that their concerns had much more in common with the others than anyone thought they might."

The Nub of the Problem

The point is, what seems to many whites to be a round-about approach is often the surest. In some cities, ethnic groups have stored up years of frustration. Until you listen to their grievances thoroughly and respectfully, they will not be interested in cooperating with your projects.

Why Should I Trust You?

Here comes a moment in every chess game, players say, when a single move wins or loses the game.

You'll face one of those moments in your effort to build interracial coalitions in your community. It will come when you approach your city's top leaders about forming a multiethnic leadership group.

If this move goes well, your chances of success are greatly heightened. If it goes poorly, they're greatly reduced. Without the leadership's blessing, it is very difficult to bring together people at the grassroots level.

Know this: The odds are against you. That's not a judgment on your city's leaders as much as a recognition of human nature. People do not make difficult changes unless the alternatives are clearly worse.

Still, you have a chance. How great a chance depends, experts say, on several factors:

- The crisis. No one wishes for trouble, but the more serious the crisis, the more open leaders will be to a new approach. The crisis need not

The city is facing another racial incident, and you have a solution. But first you must do some convincing.

involve social unrest, however. When Albany's top industries signaled their unhappiness, it jolted the city's leadership and created a demand for solutions.

- Your credibility. If you're known as a fair and responsible person — and if you have a reputation for listening to others without being defensive and protective — other leaders will be more likely to endorse your efforts. If you have a reputation for irresponsibility or hotheadedness, they won't.

- Who vouches for you. You won't be known in some parts of the community as well as in others. Here's

where the members of your small group are critical. They must be willing to vouch for you with their leaders.

- Which leaders endorse you. There's safety in numbers. If the key decision maker is the mayor, ask other leaders to endorse your plan first, then present their endorsements to the mayor. It will give him or her the confidence to accept it.

- How convincing is your plan. Keep it simple and don't promise a quick fix, but point out how similar efforts have worked elsewhere.

- How well you sell the benefits. Every leader you visit will have different concerns. Listen first, and present the benefits that answer those concerns.

- What you can offer in return. Don't underestimate how difficult it will be for these leaders to agree to your plan. So keep the discussion focused on the benefits to the city in general and the leader in particular. One thing you can offer every leader is public praise.

COMMUNITY LEADERSHIP Quarterly

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Myrtle Parnell, a consultant in New York who deals with diversity issues, says this is at the heart of America's racial misunderstandings. "In white, middle-class culture, people are very task-oriented," she says. "Relationships evolve over the course of doing the tasks. In many other cultures, you start first with the relationship, then you move on to doing the tasks."

Parnell's partner, Jo VanderKloot, agrees that serious discussion — and respectful listening — must precede action for interracial coalitions to succeed. "If you don't do that," she says, "I can guarantee you it won't work."

Difficult, Not Impossible

By now, you're beginning to see why racial and ethnic cooperation is so rare: It requires patience, courage and a new set of skills by civic leaders. But it can be done. Here are some ideas from experts:

- Start at the top. Creating communitywide trust is hard work, and it needs support — and participation — from your city's leaders. Sell them on the need for an interracial leadership group. As McCoy points out, "It's hard to imagine the public will find ways to come together if the leaders don't."
- Take it to the grassroots. Don't stop with the leadership; real progress is made by building trust at the grassroots level. But when you go to the public, begin with the most sympathetic groups you can find. City officials in Lima launched their biracial discussion groups in churches. In your city, too, there are groups that are open to cooperating across racial lines.
- Balance talk with action. Start with talk, but don't neglect the need for joint projects or you'll lose the interest of those who are task-oriented. "It can't be one or the other," says Shirley Strong. "It has to be both."
- Keep the dialogue constructive. Anger and fear are almost inevitable in any honest talk about race. But endless anger will wreck a discussion. So in planning any forum or discussion, think of ways to moderate the emotions you're sure to arouse. In Lima, the city trained black and white facilitators to work in teams. "That has been the key for us," Hagaman says.
- Be patient. Jones Hooks, who's president of the Albany Area Chamber of Commerce, compares building racial trust to economic development: It takes time. "When you get into this," Hooks says, "don't think you're going to have two or three meetings and solve all your problems."
- Don't despair. Parnell and VanderKloot warn clients that interracial relationships are always difficult because each group sees issues and events differently. Especially in the early meetings, it may appear that discussions are

at a standstill. Don't give up; these disagreements are part of the process. What's often needed, they say, is a facilitator who can help participants find the "underlying roadblocks" and expand the areas of agreement.

- Be open to personal change. Maybe more than anything else you'll do as a community leader, dealing with race will cause you to search your soul. Don't be surprised to find yourself changed, but don't be afraid of the changes either.

Think small: Your first discussion group will give you the credentials for a larger role.

First Steps

Your first step as a coalition-builder should be personal education. Go to the public library and find books about race and ethnic identity.

If you're white, you may want to start with Cornel West's *Race Matters*, then read other books about African American experiences and attitudes. If you want to learn more about Mexican Americans, begin with Richard Rodriguez's memoirs, *Hunger for Memory* and *Days of Obligation*. If you're black, you may want to read Stanley B. Greenberg's *Middle Class Dreams* to understand the racial feelings of suburban whites.

You'll need this education because sooner or later your own attitudes will be questioned. Your views should be informed, sympathetic and settled. And, of course, consistent. Don't try to tell African Americans or Hispanics one thing, and whites another.

The next step is to look for partners, people who share your interest in interracial bridge-building. You don't need a crowd: Four or five will do — as long as they represent the city's major ethnic and economic groups.

Don't look for top leaders. At this point, you have nothing to offer people at the top — black, white or Latino. Rather, search for people who have a genuine interest in improving race relations and are neither too compromising nor too confrontational.

It's important to begin with a small, sympathetic group because you'll be learning the difficult art of racial and ethnic coalition-building and you're bound to make mistakes. Better to make them here, with friends, than in the midst of a crisis with the entire city watching.

The process itself is simple: honest talk followed by joint action. The talk — if it's met with respectful listening — will lay the groundwork for trust. And the work your group takes on, from cleaning up a city park to helping out a Habitat for Humanity project, will build it.

You'll need this group for another reason. It will give you credibility, a kind of resume in race relations. (See "Why Should I Trust You?" page 3.) As you move into larger civic roles, you'll need someone to vouch for your experience and fairness. The group should provide you with those credentials.

Looking for Opportunities

As you're working with the small group, start looking for ways to move to a larger audience. It won't be easy. For a host of reasons, most civic leaders want to avoid dealing with racial and ethnic problems — and they won't be eager to participate in an effort whose purpose is to build new and uncertain coalitions.

There are two ways of gaining leaders' participation. One is to use a major civic project, like Kansas City's strategic plan, to address racial problems. Unfortunately, such opportunities come along rarely and there's a natural objection: Why inject racial concerns into this project?

Another approach is to wait for an incident, a moment when the leadership's attention is riveted on racial divisions, and offer the city's leaders a way out of the crisis — and other crises to come. That's what happened in Lima. It took a week of unrest to create enough civic will to tackle problems that were decades in the making.

What can you offer as a solution? That's for you to determine. Your small group will give you some idea of what works best — and what can be sold in your city.

But, at the minimum, your proposal should include these elements:

- It should center around an effort to bringing together diverse groups.
- It should involve a balance between talk and action.
- It should start at the top, with community leaders from every racial and ethnic group, then move to the grassroots level.
- It should be endorsed — and supported — by your community's top leadership.

Forming a Leadership Group

The tragedy of many cities is that it's easier for leaders to fight than cooperate. If that's the case in your city, you'll have to create enough rewards — long-term and short-term — to keep leaders involved in your program.

That's crucial because if leaders, from the majority or minority communities, lose faith in your efforts, you'll never get a chance to try it at the grassroots level. They'll find ways to undermine the program.

What Makes for Healthy Dialogue

One of the main reasons people don't talk about racial differences, experts say, is they don't know how. Either they think it's impolite, or they fear the emotions that might emerge.

But there's no way to build trust among ethnic groups without talking honestly about differences. The Study Circles Resource Center has helped communities establish discussion groups about race and other social issues. Here are a few of SCRC's recommendations:

- Set some ground rules and make sure everyone accepts them. Two important ones: Don't interrupt and don't attack people personally.
- Encourage participants to talk about their own experiences and own cultures, not about others.
- Understand that people communicate in different ways. Some are more assertive and outspoken than others, but each has something valid

How do you talk constructively about race? By following some common-sense rules.

to say. As leader, you may have to encourage those who are reserved.

- Be scrupulously fair. Discussion leaders shouldn't express their own views, but they do set the tone for the group. Two keys: Listen intently to participants, and don't let the most vocal members dominate.
- Don't let the group make you the expert. Your job as leader is to pose questions, not answer them. When someone asks your opinion, turn the question over to the group to decide.

One way to get people thinking is to ask "open-ended" questions. That is, questions that can't be answered by yes or no, but require explanation.

- Don't worry about coming to a consensus. The role of constructive dialogue is to increase understanding, not make decisions.
- In the end, summarize what has been discussed, and ask participants how they've felt about it.

Michael Rogers, a college professor in Albany, Ga., who has worked with interracial groups, poses this question to participants: "Do I intend to be open, listen, empathize and learn about others and myself? Or do I intend to be closed, judge others and protect myself and my group?"

Adds Rogers, "We go forward only when our intention of working together is genuinely based on seeking to understand others."

There are three parts to this problem. First, you have to get the right people in your leadership group — aim for the most respected leaders you can attract from all parts of the city. Second, you must involve them so deeply that they're reluctant to walk away. And finally you have to bolster their commitment by demonstrating to the public that your group is making progress.

In theory, this isn't so different from any other coalition-building effort, the kind you might assemble to promote an economic development program or push for a bond referendum. But in practice, it's far more difficult for three reasons:

- The atmosphere in your meetings will be intense, especially at first. This will be the white leaders' worst nightmare: They'll be under personal attack. Unless they've been sold on the long-term benefits of your program — and prepared for the anger they'll face — they won't come back. Parnell and VanderKloot emphasize that it's critical that whites not "shut down and tune out" during these early meetings. "If whites shut down," they say, "blacks may feel that whites are disinterested rather than worried or frightened." That may only escalate emotions.
- Black and Hispanic leaders may find themselves under attack too, for "selling out" by working with white leadership. This is why it's important to pick the most respected leaders — the ones with the credibility to

cooperate — and find ways of showing their constituents that progress is being made.

- It involves a leap of faith, and leaders hate to commit themselves to uncertain outcomes. After all, if you're successful, you'll be knitting together new groups in your city, with black, white and Latino organizations working together. Why should existing leaders who made it to the top in a polarized city agree to these new, potentially threatening combinations?

The answer is good salesmanship. You must find and sell the benefits that appeal most to these leaders. For one leader, it might be a way of reaching new groups of supporters. For another, it may be a way of softening a confrontational image. For a third, it may be the chance for broader recognition. The point is, each leader must be sold individually on the benefits of cooperation. And you can, of course, remind leaders of the grim alternatives: endless racial and ethnic strife — and a community that doesn't work for anyone.

One thing you should promise each is public praise. Be unstinting in interviews with the news media about these leaders' courage — and deliver that message to their constituents as frequently as possible.

Finally, let nothing be a surprise. Tell each member what to expect in the group meetings: long, painful discussions about racial differences, followed by action.

A Flood of Anger

How painful? It depends on the community — and how well white, black and Hispanic leaders know and trust each other. But have your committee members prepared for an outpouring of frustration and anger. (See "What Makes for Healthy Dialogue," page 5.)

The first meetings of One Albany, the interracial leadership group formed in Albany, Ga., were wrenching. Michael Rogers, a college professor who helped organize and plan the sessions, recalls one African American leader objecting to the word "trust." "He said, 'There are people in this room I don't like, let alone trust,'" Rogers recalls. Another wondered aloud if the meeting were a trap — an effort to get black leaders in one place so they could be assassinated.

But the anger and suspicion subsided after the first few meetings, Rogers adds. "What you have is 200 years of perceived inequity on the part of black people, and it comes pouring out," he says. "And in a way it's a test of whites. Can you sit there, hear and acknowledge my anger, and come back again, wanting to understand?"

So far, they have, in large part because the chamber of commerce did a good job of convincing white leaders that Albany's future was on the line. "They have that goal," says Rogers, "that interracial unity is so important to the ultimate success of the entire community."

Why Action Is Important

Talk alone, though, isn't enough. You have to balance it with action — concrete, jointly managed projects. That's important because:

- Action builds trust. Talk will create understanding, but it still takes work and accomplishment to create trust. But be careful how these projects are structured; the best are shared projects, in which everyone has an equal voice — and equal responsibility.
- It takes the heat off leaders. This is especially important for ethnic leaders, who may be under attack for attending the meetings. The sooner you can show results, the easier it will be for them to deal with critics.
- You want to show leaders that the process works. As they're learning to trust one another, you want to them trust you — and your process for bringing diverse groups together.

What kinds of action? Look for short-term and long-term projects. One Albany has done both, working with local agencies and businesses to resolve some complaints immediately and creating task forces to work on longer-term problems.

Moving to the Grassroots

As important as it is to bring leaders together, your goal should be to move to the grassroots level. This is

Your Source List

Here are some of the information sources used in this issue of COMMUNITY LEADERSHIP Quarterly:

Ron Hagaman
Administrative Assistant
Mayor's Office
City Hall
50 Town Square
Lima, OH 45801
(419) 221-5282

Martha McCoy
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PO Box 203
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(860) 928-2616

Myrtle Parnell
Jo VanderKloot
Partners
Parnell & VanderKloot
9 West Lake Rd.
Warwick, NY 10990
(914) 986-3560

Michael Rogers
Chair
Coalition for Diversity
Albany State College
Albany, GA 31705
(912) 432-6531

The Rev. Thomas Savage, S.J.
President
Rockhurst College
1100 Rockhurst Rd.
Kansas City, MO 64110
(816) 501-4250

Kerry Tucker
President
Nuffer, Smith, Tucker Inc.
3170 4th Ave.
San Diego, CA 92103
(619) 296-0605

Alliances & Coalitions: How to Gain Influence and Power by Working with People
By Edward Levin and R.V. Renenberg
McGraw-Hill, 1986

Can't We All Just Get Along?: A Manual for Discussion Programs on Racism and Race Relations
Study Circles Resource Center, 1994

Project Change: Planning An Anti-Racism Initiative
Levi Strauss Foundation, 1995

Building Coalitions to Initiate Change
By Kerry Tucker and Sharon Long McNeerney
Public Relations Journal, January 1992

Other Ways To Build Trust

The most effective way to deal with racial differences and build civic trust is to do so directly, by bringing together the city's leadership, then moving to grassroots groups.

But are there other ways, half-steps between doing nothing and making a wholesale commitment to change? Actually, experts say, there are several:

- Form a group to discuss racial issues. A discussion group will greatly increase your understanding of the minority communities in your city. And it will give you a valuable network of contacts.
- Look for minority perspectives, not just minorities. There's a subtle but

important difference between seeking African Americans or Latinos for civic boards — and actively seeking an African American or Latino perspective. As a leader, you build civic trust by encouraging boards to search for the strongest, most credible leaders from minority communities — and asking them to speak honestly.

- Learn about your city's ethnic groups. This could be a project for your discussion group: study the demographics and history of African Americans and Latinos in your community. As part of the study, invite in ethnic leaders to talk about themselves. Knowing these leaders could be a great advantage later on.

As Martha McCoy of the Study Circles Resource Center points out, many cities turn to African American and Hispanic leaders only in times of

trouble — or to tackle a major civic problem, like education reform or crime. "And that often seems suspicious," McCoy says. "Their question is, 'Why are you inviting us now?'" Solution: Get minority leaders involved before there's a crisis.

- Find ways to socialize. No one is surprised to learn the strongest relationships are formed not at work or across conference tables, but at social gatherings. In Lima, black and white churches host picnics together as a way of strengthening their bonds. Civic groups in your community could sponsor similar events across racial lines.

Keep two rules in mind, though. Plan the events jointly and look for roughly equal turnouts. And alternate the sites, so whites get a chance to learn about ethnic neighborhoods.

where interracial trust is most lacking, and where communities can make the greatest progress in dealing with the underlying problems of race.

But you were right to start at the top. Leaders are naturally suspicious of new ideas and untested approaches. You have to show them first that your process has benefits for the community — and for them personally.

By now, you know how to bring groups together, but there are several things you should keep in mind before moving to the grassroots:

- Use the same talk-then-action process you used with leaders.
- Keep the groups small. McCoy says more than 15 people is too large a group for discussion; 12 is the optimal size. "If 100 people show up, you need to split them into 10 groups," she says.
- Start with success. Find groups that want to cooperate across racial and ethnic lines, such as churches, community leadership organizations, YWCAs and Junior Leagues. Their success will give others confidence in your approach.
- Market the successes. In a world filled with interracial strife, this is real news: groups working together across racial, ethnic and economic barriers. Make sure the news media know about it — and are on hand to witness the projects. Why is marketing important? Because it increases civic trust, even among those who only see these projects on television or read about them in the newspaper. And it's another reward for your leadership group, something the members can show constituents as proof that their efforts — and yours — are working.
- Get others involved. Up to now, you've probably done most of the work yourself, with help from your small group. As you move to the grassroots level, it's time to teach others the talk-and-action process — and, in doing so, enlarge the leadership pool.

Two ideas: First, train facilitators, as Lima and Albany have done. Lima uses teams of black and white volunteers to guide the discussion, moderate tensions and spare community leaders from doing all the work.

Second, look for materials on guided discussions. A good place to begin is with the Study Circles Resource Center in Pomfret, Conn., which has helped cities set up interracial discussion groups. The Levi Strauss Foundation in San Francisco also has materials that can help grassroots efforts. Ask for its Project Change materials.

Are You the One?

The value of better race and ethnic relations for communities is unquestioned. Maybe the best proof is to look at cities that have suffered repeated racial disturbances. Almost uniformly, these are places in economic or social decline.

But should you take on America's greatest problem?

The answer lies with you — and your community. Do you have the openness to change, the patience and the strength of character to deal with the emotions you're sure to arouse? Do you have the support from friends and family?

Would the top leaders in your community value a better racial climate? How much would it improve your city? How have other race-relations efforts fared?

If the answers are mostly favorable, then building coalitions across racial and economic lines may be a good leadership role for you.

And it need not always be painful. In Lima, where numerous groups have been formed to talk about race, the experience has been so positive, Ron Hagaman says, groups are often disappointed when they finish. "The word that keeps coming back is, we want to do more," Hagaman says.

And that's just what American cities need to do about improving race relations. More. □

Beyond Busing

A Metrowide Dialogue on the Challenges of
Education and Housing Segregation

News from the Community Circle Project

Update #1

February, 1997

Community Circle Dialogue, 'Beyond Busing,' kicks-off December 10, now moves to next stage

The Community Circle Collaborative officially "kicked off" December 10, 1996 with an inspiring event that filled the St. Louis Park City Council chambers with more than 100 people. This "Call to Action" to potential Sponsors drew representatives from a wide variety of organizations—including churches, advocacy groups, academia, and public agencies—as well as individual citizens who learned of the event through a supportive editorial in the *Star Tribune*.

After a warm greeting from St. Louis Park Mayor Gail Dorfman, the morning began with speeches by former St. Paul Mayor George Latimer and education expert Dr. Josie Johnson, both of whom exhorted the group to sponsor *Community*



Circles as a way of "moving our community."

"We must learn to *listen* to each other," emphasized Dr. Johnson.

The next two speakers—Curt Johnson, chair of the Metropolitan Council, and Yusef Mgeni, President of the Urban Coalition—went into detail about why

our region needs to confront and link the issues of housing and education.

"Our metro area faces serious challenges in growing to meet its housing and education needs," Mr. Johnson explained. "Its ability to do so equitably is hampered by fear and ignorance."

Mr. Mgeni's presentation, telling the story of urban communities that are increasingly isolated and poor, also spoke to the need for renewed dialogue, understanding, and hope.

Following these presentations, individuals representing the State Legislature, an outer-ring suburban church, an inner-ring suburban school, a nonprofit housing developer, the media, and the Minneapolis mayor's office all described why they plan to participate in a *Community Circle*.

They urged their peers to join them in sponsoring and supporting the dialogues. The event concluded with an explanation of the "nuts and bolts" of sponsoring or convening a *Community Circle*. Participants learned how *Community Circles* work, the "charge" to be given to the circles, and the project's timetable.

As the event concluded, many new Sponsors submitted their "Pledge of Participation" and began the important work of organizing a *Community Circle*.

To new Sponsors and others who attended the kick-off, "thank you!" Copies of the "Sponsor Packets" handed out at the kick-off are available.

In addition, a summary video of the event, produced by Minneapolis Telecommunications Network, will be available. For additional information, contact coordinator Dick Little at 871-8980 (fax: 871-8984).

A Word from the Project Coordinator...

We are pleased to issue our first newsletter to participating and potential partners of the *Community Circles Collaborative*. This is the first formal update since the Kick-Off Forum in December. Since the Kick-Off, many new participants have volunteered to serve as facilitators, sponsors, resource partners and discussion participants. We welcome your ideas as the project proceeds.

This newsletter is intended to give you the information you need to proceed with your part in this metrowide dialogue project. Articles cover the upcoming facilitator training sessions, highlights of the forthcoming *Discussion Guide*, a timeline of activities, and news from project sponsors. We still need to receive pledges of participation. Sponsors also should identify facilitators who they want invited to the facilitator training.

Please contact us if you still have questions or if you need additional information. We look forward to supporting you in implementing what may prove to be the Twin Cities region's most ambitious citizen dialogue to date.

Dick Little, Coordinator

Community Circle Collaborative/Education and Housing Equity Project

122 West Franklin Avenue, Minneapolis, MN 55404

Phone: (612) 871-8980 Fax: (612) 871-8984

Training

Facilitator Training Dates Set for February 15 and also February 20

Two *Community Circle* Facilitator Training Sessions have been scheduled to prepare facilitators for leading *Community Circles* during the months of March and April.

Trainings will take place on Saturday February 15, 1997 from 8:30 AM-12:30 PM and Thursday February 20, 1997 from 6:00-9:30 PM.

Both sessions will take place in the Marshall Room of the Christenson Center on the campus of Augsburg College. People who will be facilitating community circles are strongly urged to attend one of these sessions.

See insert for additional details, map, and registration form.

For more information contact Bruce Vandal at the Minnesota Minority Education Partnership, Inc. Phone: (612) 330-1509. e-mail: vandal@augsborg.edu

This newsletter is published by the *Community Circle Collaborative* to update sponsors, participants, facilitators and other interested parties.

For additional information, or to get on the mailing list, contact:

Dick Little, Coordinator
Education and Housing Equity Project
122 West Franklin Avenue, Suite 320
Minneapolis, MN 55404
Phone: (612) 871-8980
Fax: (612) 871-8984

Newsletter Production:
Steve Share/
Community Media Services

Discussion Guide: Sneak Preview

The *Community Circle Discussion Guide*, now in the final stages of preparation, will offer a framework for thinking and deliberating on the issues of segregation.

Modeled after the format that the National Issues Forum uses in their discussion guides, the *Discussion Guide* will begin with a Forward that will explain the purpose of the project and "the charge" that is to be presented to the *Community Circles*.

All Circles or discussion groups will be discussing these two questions:

■ **What are the impacts of existing patterns of job and residential segregation on educational achievements and life opportunities for families and children in the Twin Cities area?**

■ **What can or what should we, as individuals and as a community, do to enhance the educational, economic and life opportunities for all children?**

Next, the *Discussion Guide* will present an introduction to the issues of housing and education and highlight why and how these issues are connected.

In the final sections, the *Discussion Guide* will present three different, but not mutually exclusive perspectives on

The Community Circle Discussion Guide



A Resource Guide for 'Beyond Busing: a Metrowide Dialogue on the Challenges of Education and Housing Segregation'

dealing with the problems of economic and racial segregation. These "policy alternatives" will serve as a beginning point for the public deliberation by each *Community Circle* discussion group.

The three "choices" are tentatively described as: 1) "Enrichment: Helping to Build

Existing Communities;" 2) "Personal Responsibility: a Return to Traditional Community Values;" 3) "Mobility: Creating More Choices."

The booklet will describe each option in terms of its diagnosis of the problem, prescribed programs to pursue, why this course of action merits support, and what its critics say.

The guide will conclude with a bibliography of additional sources and readings.

If you can recommend materials for use in this project and in the study guide, please contact Kristi Greenwalt, principal writer for the *Community Circle Discussion Guide*, via e-mail: kgreenwalt@hhh.umn.edu

Or, write or fax: Kristi Greenwalt
c/o Education and Housing Equity Project, 122 W. Franklin Ave., Suite 320, Minneapolis, MN 55404. Fax number: 871-8984.

Some of the Partners who originally helped to organize the "Beyond Busing" Community Circle Dialogue include:

The Metropolitan Interfaith Council on Affordable Housing, The Minneapolis Initiative Against Racism, The Minneapolis Public Schools, The Minneapolis Telecommunications Network, The Minnesota Council of Churches Anti-Racism Initiative, The Minnesota Fair Housing Center, The Minnesota Minority Education Partnership, The Minnesota Public Radio Civic Journalism Project, Twin Cities Free-Net, The University of Minnesota Law School's Institute on Race and Poverty, The Urban Coalition.

National Partners include:

The Kettering Foundation/National Issues Forum, The Study Circles Resource Center.

News from Sponsors

Look Who's Joining the Growing List of Sponsors for the Community Circle Dialogue!

The growing list of *Community Circle* sponsors now includes churches from Minneapolis to Burnsville, school districts (including school board members and superintendents), housing authorities, human rights commissions, municipalities (including mayors and city council members), local chambers of commerce, neighborhood associations and a variety of community-based organizations.

In **Richfield**, for example, the School District is collaborating with the Richfield Community Council and the local chapter of the League of Women Voters to convene and co-facilitate at least two study circles.

The **City of Golden Valley** is jointly sponsoring *Community Circle* discussion groups with its Black History Month Advisory Committee, the Twin West Chamber of Commerce and the Hopkins School District.

Other partners, such as the University of Minnesota's **Newman Center** are sponsoring a speaker series on housing and segregation.

Following these presentations, the partners will extend an invitation to participants

to form a *Community Circle*.

Members of **Ascension Church** in north Minneapolis are sponsoring a *Community Circle* that will include citizens of African-American, Latino/Chicano and European/Caucasian heritage from Minneapolis, Brooklyn Park, Brooklyn Center and Maple Grove.

Meanwhile, the Interfaith Action Core Team of **St. Joan of Arc Church**, a metropolitan parish in south Minneapolis, is also forming a study circle.

Also in south Minneapolis, the Sabathani Community Center is sponsoring a circle jointly with the Central Neighborhood Improvement Association.

In cyberspace, the Twin Cities Free-Net is proposing two on-line conferencing projects in support of the *Community Circle* project.

Other groups and organizations who have "signed on" or are about to join include:

Edina Public Schools and Human Rights Commission; Minneapolis Community Education; Southside Neighborhood Housing Services; Presbyterian Church of the Apostles, Burnsville; First Universalist Church of Minneapolis; St. Louis Park Pub-

lic Schools, Housing Authority, Human Rights Commission and Office of the Mayor; Seward Neighborhood Group; Field-Regina-Northrup Neighborhood Association; Grace University Lutheran Church; Panorama Consulting and Training; Saint Paul Public Schools and Human Rights Department; Family and Children's Service, Hennepin County; Greater Minneapolis Day Care Association; St. David's School, Minnetonka; Holy Trinity Lutheran Church, Minneapolis; Whittier Alliance (Housing Committee); West Metro Education Program; United Way of the Minneapolis Area; Mediation Services (Anoka County), and City of Eden Prairie, Office of the Mayor (pending).

Individuals representing many more organizations attended the Kick-Off forum and are "part of the network."

To get involved, please sign and return the *Participation Pledge Form* on the reverse side of this page. Or, if you need more information before making a commitment, send in the form below. We look forward to hearing from you!

Join the Community Circle Discussions!

We would be interested in sponsoring or convening a *Community Circle* discussion group!

Please send more information.

Name of Sponsoring Organization: _____

Address: _____

Name of Contact Person: _____ Phone: _____

Fax: _____ E-mail: _____

We will co-sponsor a *Community Circle* with the following organization: _____

We would like our *Community Circle* to be paired with a circle from another organization!

Note: If you plan to provide your own facilitators, please include their names, addresses, phone numbers, and fax numbers below. They will be invited to attend one of two training sessions scheduled for February 15 and February 20 (see story, page 2).

Here is a facilitator from our organization! Name: _____

Address: _____ Phone: _____ Fax: _____ E-Mail: _____

Please match a facilitator or co-facilitator with our organization.

Return ASAP to:

Dick Little, Community Circle Collaborative, 122 W. Franklin Ave., Suite 320, Minneapolis, MN 55404. Fax: 871-8984.

THE COMMUNITY CIRCLE COLLABORATIVE

PLEDGE OF PARTICIPATION FOR: SPONSORS

Responsibilities of the Working Group:

1. Form partnerships with public officials, organizations, and individuals working to address housing, education, employment, and racism issues, and seek their support.
2. Recruit a broad group of Resource Partners and Sponsors to carry out the program.
3. Promote and publicize the project through the media and through Sponsor organizations.
4. Work with Resource Partners to prepare a *Discussion Guide* for the community circles and provide research support to the community circles.
5. Work with Sponsors as they recruit participants, identify meeting sites, and arrange for the details of individual community circles. When necessary, pair homogenous groups of participants to create diverse study circles.
6. Work with Resource Partners and Sponsors to organize Community Forums I and II.
7. Coordinate fundraising for the project.
8. Train community circle facilitators.
9. Draw on feedback from the community circles to prepare a report for the community.
10. Evaluate the community circles and other components of the project.

Responsibilities of Sponsors:

1. Become a well-informed spokesperson for the program by participating in a pilot study circle, or at least by reading through the Discussion Guide.
2. Establish one or more study circles in collaboration with the Working Group and facilitator(s).
3. Recruit between 8 and 15 people for each community circle.
4. Arrange a site for each community circle and a meeting time convenient for participants and facilitators.
5. Distribute discussion materials prior to each community circle's first session.
6. Recommend possible facilitators and recorders.
7. Promote the program by any means possible, including bulletins, newsletters, and personal contacts.
8. Participate in presentation of results of each community circle at Community Forum II.
9. Where possible, provide in-kind contributions such as child care, meeting space, and transportation (see below).

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

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

In addition, my organization can provide the following if necessary:

- Child care Refreshments Transportation (specify: _____)
 Meeting space Facilitator training Translator(s) Recorder(s)
 Media equipment Volunteers for Community Forums Other: _____

Signature _____

Date _____

Return to:
 Dick Little
 Education & Housing Equity Project, c/o MICAH
 122 W Franklin Ave #320
 Minneapolis MN 55404
 tel: (612) 871-8980 fax: (612) 871-8984

Beyond Busing:

A Metrowide Dialogue on the Challenges of Education and Housing Segregation

Facilitator Training

Saturday, February 15, 1997

8:30 AM - 12:30 PM

Marshall Room, Christenson Center, Augsburg College

OR

Thursday, February 20, 1997

6:00 - 9:30 PM

Marshall Room, Christenson Center, Augsburg College

The Beyond Busing Facilitator Training is for individuals that will be facilitating one of the many community circles that will be taking place across the metro area this March and April. Facilitators can be representatives of organizations that will be sponsoring a community circle or citizens that would like to participate in the Beyond Busing project by leading a group.

Facilitator Training Registration Form

Please complete the following registration and return it by February 12th to:

Bruce Vandal
 Minnesota Minority Education Partnership, Inc.
 2211 Riverside Ave. S.
 Minneapolis, MN 55454
 Phone (612) 330-1509 / Fax (612) 330-1510 / E-mail Vandal@Augsburg.edu

Name _____ Phone _____ Fax _____ e-mail _____

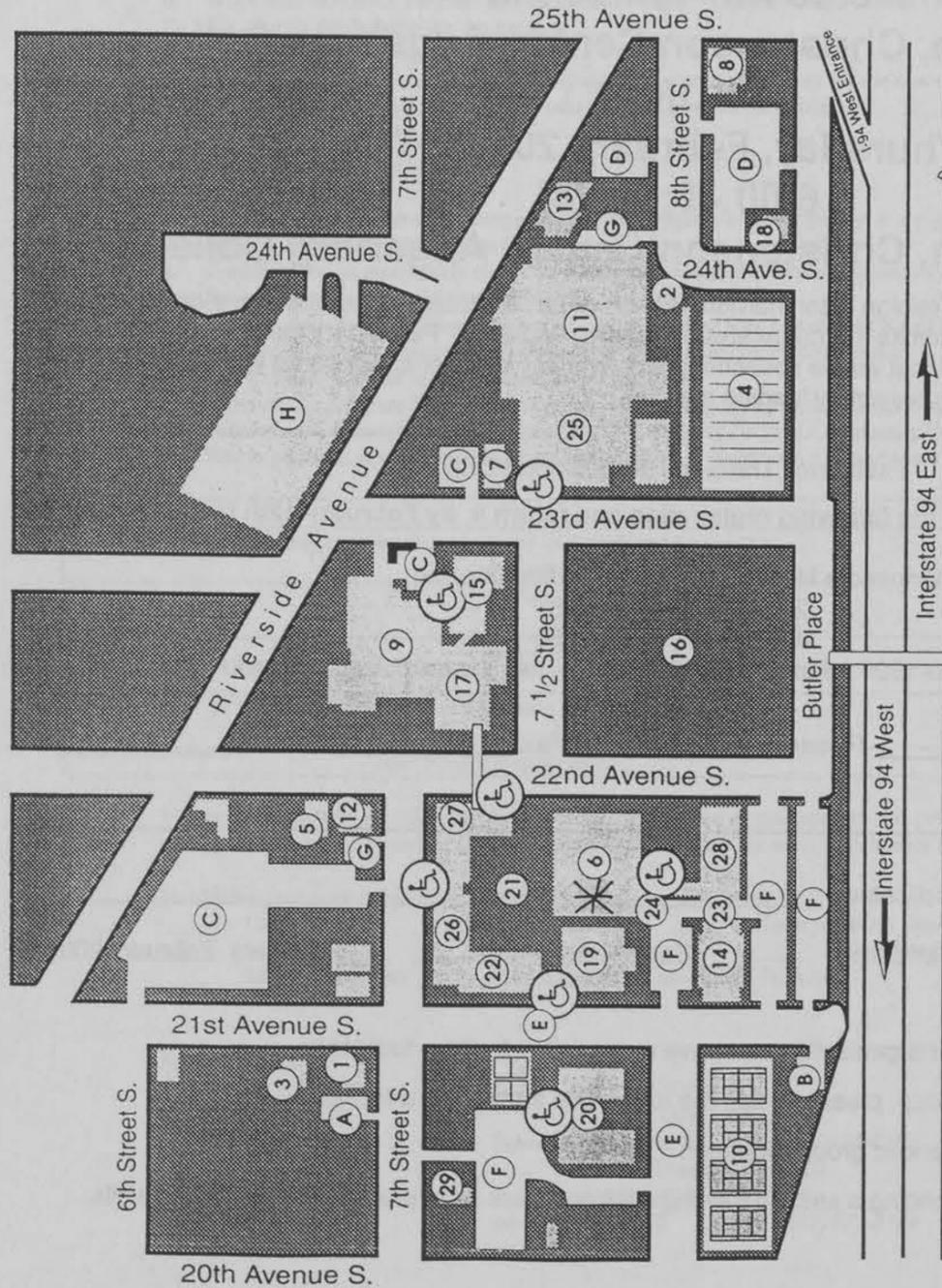
Address _____ City _____ Zip _____

Sponsoring Organization (if applicable): _____

Check which session you will attend: Sat. February 15th Thurs. February 20th

Please Check All Apply:

- I am representing a sponsor organization and have a group that I will be facilitating.
 I would like to facilitate a group, please assign me to a group that needs a facilitator.
 I consider myself an experienced group facilitator.
 I would be interested in attending a second training session where I can practice my facilitation skills.



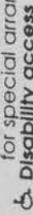
College Map Information

- 1. Admissions Undergraduate
- 2. Air Structure Entrance November through March
- 3. American Indian Support and Black Student Affairs
- 4. Anderson-Nelson Athletic Field and Seasonal Air Structure
- 5. Center for Global Education and International Programs
- 6. Christensen Center Information desk
- 7. College Relations
- 8. East Hall
- 9. Foss, Lobeck, Milles Center for Worship, Drama and Communication
- 10. Husby-Strommen Tennis Courts
- 11. Ice Arena
- 12. Jeroy C. Carlson Alumni Center
- 13. Maintenance and Grounds Shop
- 14. Mortensen Tower

- 15. Murphy Place Admissions Weekend College and Graduate
- 16. Murphy Square
- 17. Music Hall
- 18. Nordic Center
- 19. Old Main
- 20. Oscar Anderson Hall
- 21. Quad
- 22. Science Hall
- 23. Security Dispatch Center
- 24. Shipping and Receiving
- 25. St. Melby Hall
- 26. Sverdrup Library
- 27. Sverdrup-Ofedal Memorial Hall Admissions Master of Social Work
- 28. Urness Tower
- 29. Youth and Family Institute

Parking Lots

- A. Admissions Parking for prospective students and their parents
- B. Faculty/Staff/Commuter/Resident Parking
- C. Faculty/Staff Parking
- D. Faculty/Staff/Commuter Parking
- E. Commuter - Street Parking
- F. Resident Parking
- G. Visitor Parking
- H. Riverside Professional Building Ramp see information desk in the Christensen Center for special arrangements



The Community Circle Dialogue: What, Who, Why, Where, When

WHAT?

Community Circles, formed around the metropolitan area, will discuss the question "How does racial and economic segregation of housing affect educational achievement and life opportunities of Twin Cities families and children?"

Each community circle will be convened by a local sponsor group, will include 5-15 participants, and will be moderated by a trained facilitator or co-facilitators using a *Discussion Guide* specifically prepared for this topic.

The Community Circles are part of a metrowide dialogue that will bring together people from all walks of life. Each circle will be as economically, racially, ethnically, politically and geographically as diverse as possible, or be paired with other circles to assure a diversity of perspectives.

The Community Circle groups will begin a conversation about race and class in America, and the Twin Cities area in particular, and hopefully will discover some shared ground across these boundaries on issues of housing, jobs, and education.

Each Community Circle will:

- 1) Explore and discuss the extent of housing, job and school segregation in the Twin Cities area, with particular attention to socioeconomic as well as racial segregation.
- 2) Discuss the factors that drive the trend toward increasing segregation and begin to investigate our own individual and collective responsibility.
- 3) Explore the interrelationship between housing and school segregation, and the implications for academic achievement for elementary and secondary school students, as well as for life opportunities (jobs, etc.).
- 4) Explore the consequences, especially for children and families, of a society increasingly characterized by segregation and socioeconomic disparities.
- 5) Examine and deliberate on possible policy alternatives and differing ideologi-

cal perspectives for addressing these concerns.

- 6) Strive to develop a shared vision of what citizens want their community to be like for their children's generation.

WHO?

The Community Circles Collaborative is a partnership of some 15 to 20 organizations, coordinated by the Education and Housing Equity Project, with funding from the Otto Bremer and Bush Foundations and in-kind support from the Center for Urban and Regional Affairs. The Collaborative includes organizing, resource, funding and media partners. Facilitator training and preparation of the *Discussion Guide* are among the services being provided by the Collaborative.

Discussion groups are being formed by sponsors including churches and synagogues, school districts, housing agencies, human rights commissions, cities, neighborhood groups, block clubs, and other community-based groups and civic groups such as the League of Women Voters. An estimated 100 sponsor groups have committed to participating in this project and more groups are expected to participate. Based on the high level of community interest shown since the Sponsor Kick-Off event at the St. Louis Park City Council Chambers in December, as many as 1,000 citizens may be participating in the Community Circle discussion groups.

WHY?

The partners in this project have come together with a shared belief in the need for civil, informed dialogue and analysis—across political, geographic, economic and racial lines—about trends and changes taking place in the communities and schools of the Twin Cities metro area today. We hope that bringing together diverse groups will build understanding and produce practical recommendations for actions that individuals, organizations and policy makers can take with respect to difficult issues facing our communities.

The Community Circles project is an opportunity to bring together people from different backgrounds and with diverse perspectives to talk about a common theme: the impact of segregation—particularly in housing, employment and transportation—on education. Participants will have the opportunity to explore issues affecting educational achievement, housing choices and job opportunities for Twin Cities citizens, and the relationships between these issues. Participants also will deliberate on alternative ways that the community and the public can address these issues.

Some of the purposes and hoped-for outcomes of this dialogue include:

- 1) To begin an open, honest, and civil conversation about some of the most difficult but important issues facing our communities, and to develop some new ways of talking about and through those issues.
- 2) To provide citizens an opportunity to get to know a cross-section of fellow community members and become more aware of differing ideas and perspectives on important issues that affect all of us.
- 3) To provide an opportunity for people to learn more about their own biases and prejudices and to honestly examine their own experiences in relation to the theme.
- 4) To explore more deeply what we truly believe about equality of opportunity.
- 5) To use public deliberation as a way to arrive at and develop valuable ideas for future action on a local and regional basis, and to more clearly define our responsibility, both individually and collectively, for the future well-being of our community.
- 6) To find "common ground" among metropolitan citizens and develop an informed "public judgement" or "public voice" that can help guide public policy and decision makers in finding solutions to complex and difficult issues.
- 7) For those so inclined, to begin to identify and agree on specific steps that they can take—at the personal, neighborhood, municipal, metropolitan and state policy levels—and to outline plans of action including, but not limited to, a legislative agenda, community organizing, and formation of coalitions around key issues.

(continued next page)

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WHERE?

Locations of the *Community Circles* will be as diverse as the locations of the sponsoring organizations and the *Community Circle* participants. The sponsor will be responsible for convening the first meeting. Times and places for subsequent meetings will be determined by each *Community Circle* group and its facilitator and recorder.

WHEN?

The timeline of scheduled activities follows:

December 10: "Beyond Busing" Kick-Off Forum for sponsors. This event has occurred and was attended by more than 100 people representing different organizations (see page 1).

February 15 (Saturday), 8:30 A.M.-12:30 P.M. and **February 20** (Thursday), 6:00 P.M.-9:30 P.M.: Training and informational sessions for individuals who will serve as discussion group facilitators. Location: Augsburg College, in the Marshall Room of the Christensen Center (see map). *Choose one of two dates to attend—all facilitators are expected to participate.*

Before March 1: The *Discussion Guide* will be made available to all sponsors and *Community Circle* participants. Sponsors are asked to identify the number of partici-

pants in their *Community Circle(s)*—this information may be faxed to us at 871-8984. All sponsors also should sign and return their *Participation Pledge Forms* (see insert). Sponsors should identify a heterogeneous mix of participants, including both homeowners and renters, and individuals from various age groups, occupations, and socio-economic, racial, ethnic and cultural and political perspectives. To achieve diversity goals, we encourage groups to combine with other groups if necessary. Please notify us if you need assistance in pairing with another group.

First week of March: Sponsors are encouraged to conduct a "kick off" meeting of discussion groups or participants. This meeting can be a "get to know you" and introductory event before the *Community Circle* group or groups convene their first session(s). By this time, facilitators and recorders should be assigned to their *Community Circles*.

First week of March to first week of May: Each *Community Circle* discussion group will hold meetings at times and location desired by the group. Groups of 5 to 15 people will schedule from 3 to 5 meetings (approximately 2 hours each, meeting for a total of up to 10 hours) over this nine week period. All groups will be moderated by trained facilitators and use the common *Discussion Guide*. The *Discussion Guide* will include an introduction to the topic, presentations of a range of viewpoints, questions for discussion, and a bibliography of suggested readings (see page 2).

Late April: Each *Community Circle*

discussion group recorder will prepare and submit a summary report of the group's discussions to Circle participants for their review. Each *Community Circle* group and the sponsor organization may want to schedule an opportunity to share the findings and conclusions of the group with the local community.

May 8 (Thursday), 6:30-9:00 P.M. (location yet to be determined): a *Community-wide Forum* is being planned. This event will be a metrowide meeting to share the results of the *Community Circle* project. This event will be modeled after the smaller *Community Circles*. We are pleased to announce that George Latimer, former Mayor of Saint Paul and Assistant Secretary of HUD, and Vivian Jenkins Nelsen, President and CEO of INTER-RACE at Augsburg College, have agreed to serve as the co-facilitators. Each *Community Circle* will select representatives from their group to participate in this event and share the results of their circle's deliberations. Results of this forum will be shared with all project participants.

May 20, 21 or 22: the Minnesota Meeting, Minnesota Public Radio, the Minneapolis Foundation and, hopefully, a sister foundation in Saint Paul (all partners in this project) plan to co-sponsor a concluding event with public, community and business leaders to enable us to share the results of this project with the larger metropolitan community and, possibly, a national audience. *Community Circle* participants will be invited to this event, which would include a luncheon and noteworthy guest speaker.



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Address Correction Requested