



Education and Housing Equity Project Records.

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**Education & Housing
Equity Project**

Fax

To: **EHEP BOARD MEMBERS*** From: DICK LITTLE, STAFF
Fax: Pages: **7** ~~3~~ (INCL. COVER) ~~+ 2 = 5~~
Phone: Date: 03/24/98
Re: CC:

Urgent For Review Please Comment Please Reply Please Recycle

Forwarded with this cover memo is the **first**
draft outline for the Community Circle Discussion
Guide. ¹⁹⁹⁸ Please review and get your comments/reactions
back to me or one of the members of study guide
working committee (~~the~~ Chris Toffolo or Marguerite Spencer).
This item is on the agenda at Friday's board meeting.

* Barbara Bearman
Keith Hardy
Jo Ann Herzla
Jim Hilbert
Josie Johnson
Jim Lenfestey
Matt Little

Van Mueller
Myron Orfield
Katrina Robertson-Reed
Joy Sarason Navarre
Marguerite Spencer
Jerry Timian
Chris Toffolo

Dick - what is the possibility of including Session V in Session IV.

New Session V happens after people take action + they report in (Accountability factor!)

Session IV: Transition to Action

What is the responsibility of the community - the public - for addressing these problems? Resistance to taking responsibility for community problems may be our biggest challenge.

Why should these problems be of concern to all Twin Citians? How do citizens come to an understanding that we need a healthy whole in order to be healthy individually? How do we get recognition that solving the problems of segregation and disparities is in everyone's interest in the metropolitan area? What are the costs and risks of further delay?

Improving race relations is essential, but will fail unless we come to terms with what we are collectively doing to perpetuate and reinforce failure among communities and students of color. How structures and institutions supercede the will and choices of individuals.

Session V: Taking Action

ACTION STOP

Chapman between Session 4 & 5

Action Possibilities: What has the Twin Cities region done and not done to address these issues?

- Case Studies: Portland, Oregon (metro governance and containing sprawl)
- Gatreux and Hollman lawsuits (deconcentration of poverty)
- Raleigh and Durham, NC (school desegregation)
- Norfolk, Virginia (return to neighborhood schools)
- Twin Cities (fiscal disparities act)

Section 5 -

What happened when I took this step.

Discussion should include:

- Old strategies that have not worked.
- Success stories of what has worked
- Public policy actions that have worked well to counter discrimination and improve life opportunities for all citizens
- What are the ingredients of a successful strategy? A successfully integrated school? A genuinely inclusive community?

How can we create momentum for needed change? Real systems change?

One proposal: *A Thousand Voices, A Thousand Families for Integrated Schools: From Talk to Action* (See attached)

For those who want to develop a successful demonstration of integrated schools that really succeed, how do we do that? What ingredients go into such an endeavor? What characteristics or elements must be part of such a school? What does a successful, integrated school or inclusive community look like?

Session IV

VI

Reporting Back - Evaluation

Specific initiatives to work on: West Metro Education Program demonstration schools
Tri-District School (St. Paul, Maplewood, North St. Paul)
Urban Coalition's 50/30 Program
Mediation of the NAACP educational adequacy lawsuit
MICAH's Suburban Housing Initiative
Implementing the Minneapolis Housing Principles
AMS' Inclusionary Zoning Legislative Initiative
State legislative initiatives (what are they?)
Other examples (must be in the Twin Cities area)

Who can we collaborate with?

COMMENT: Sprinkle in case studies, stories, salient data, maps and graphs, 'juicy nuggets,' etc., throughout each of the sections of the study guide (at places that they are most relevant to the discussion) rather than segregating them into a separate section.

Session V

Making a Difference: What is ^{our} ~~the~~ Community's responsibility?

Action Ideas and Promising Practices in Other Communities:

- **Portland, Oregon** (metro governance and containing sprawl)
- **Gatreaux** (deconcentration of poverty)
- **Raleigh and Durham, NC** (school desegregation)
- **Norfolk, Virginia** (return to neighborhood schools)

Action Ideas and Promising Practices in the Twin Cities

Community-level Initiatives:

- Twin Cities (fiscal disparities act)
- Holman Lawsuit

Individual-level Initiatives:

- West Metro Education Program demonstration schools
- Tri-District School (St. Paul, Maplewood, North St. Paul)
- Urban Coalition's 50/30 Program
- Mediation of the NAACP educational adequacy lawsuit
- MICAH's Suburban Housing Initiative
- Implementing the Minneapolis Housing Principles
- AMS' Inclusionary Zoning Initiative
- State legislative initiatives (e.g., Mandatory LCA)
- *A Thousand Voices, A Thousand Families for Integrated Schools: From Talk to Action* (See attached)

These are the initiatives out there - we will be exploring these

~~expanding area~~

Platform for action = mediation, state legislation - metro initiative

Cris Toffolo's Committee

Proposed Format for 1998 Community Circle Discussion Guide (Revised ~~06/19/98~~ 6/23/98)

The Community Circles Collaborative: An Introduction to the Process

Welcome to the Community Circles project. You are one of several hundred residents of the Minneapolis/St. Paul metro area who have come together to address issues of segregation in housing and education. You are also one of thousands across the country who is engaging in this new democratic process.

A

What is the Community Circles project? → and very successful

expand on the issue; maybe more on the museum

Many people have recognized that the Twin Cities are becoming increasingly polarized along the lines of race and class. The Community Circles project was created out of a belief that local citizens should address these issues and find ways of doing something about it.
 [divided] by a collaborative of over 30 organizations

Since December 1996, over 350 residents of the Twin Cities metropolitan area have been involved in community circles.
 [Circles are] small, democratic, highly participatory discussion groups - on these issues. Participants shared their hopes, concerns, and recommendations at a Community Forum held in May 1997.
 already discussed these issues

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

What is the Community Circle Collaborative?

The Collaborative is made up of ~~over 30~~ metro-area organizations, united in the belief that citizen dialogue and action on these issues can make a difference. The original partners in the effort were the Education and Housing Equity Project, the Minneapolis Initiative Against Racism (MIAR), the Minnesota Minority Education Partnership (MMEP), and the Minnesota Fair Housing Center. The Collaborative has expanded into a wide ranging coalition of community-based organizations, public officials, and individuals working in a variety of fields, including social justice, race relations, housing, education, religion, law, and social research.
 Today plus other

Organizations are welcome to join the Collaborative; all it takes is a shared concern for these issues, a shared belief in the power of citizen involvement, and the willingness to help with the organizing tasks necessary for making the project a success.

Q: Can individuals join?

omit



Put the list sponsoring organizations on the cover instead inside front

What is a community circle?

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

And
Experience has shown this is enough of a "critical mass" to change public opinion + policy.

A
Move up-ahead of C.C. P.

have been mobilized to be part of

have formed C.C. In various places around our nation

The Task of the ^{se} Community Circles

Keeping the conversations centered on the following two questions:

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

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

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

Where have community circle programs been successful?

The impacts of ^{community circles} these programs range from new friendships ^{and} to neighborhood projects, to city-wide action plans ^{and} to new legislation. An evaluation of a study circle program in Greater Cleveland showed basic changes in attitude as a result of the study circles. Study circle participants in Lima, Ohio have done everything ^{from} building new playgrounds to changing the makeup of a regional development board. A state-wide study circle program in Oklahoma helped the state legislature enact sweeping changes in the criminal ^{justice} system.

our
How will ~~the~~ process work?

The facilitator's

At the first meeting of your community circle, your facilitator will introduce him/herself, explain ~~their~~ role, and ask ~~the~~ ^{all} participants to introduce themselves. Then the facilitator will lead the group through a process of ^{deciding some} setting ground rules for the discussion. After ~~three~~ ^{some} initial rules have been ^{made} adopted, ^{your} the group will start ⁱⁿ on the first ^{discussion} session, which will focus on participants' personal experiences and their hopes for ~~the future of the our~~ community. Over the next several weeks, the group will explore some of the larger questions about segregation, examine various avenues for change, and strategize about the next steps to be taken on various action ideas. After the final session, community circle participants from all over the metro area will meet for an action forum, ~~where~~ ^{there} task forces will be formed to move forward with implementation plans.

At that meeting

Here is exactly how we plan to proceed:

Session One: Who are we?

Session Two: What is the nature of segregation in the Twin Cities?

Session Three: What should we do about ~~housing and residential~~ ^{housing} segregation? ~~in schools~~

Session Four: What should we do about segregation in ~~education~~ ^{schools}?

Session Five: How can we ~~make a transition to~~ ^{take} action?

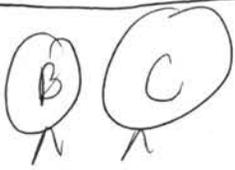
Why is the Community Circles project unique?

Much of what we see in the media and in public meetings today cannot be called conversation for many reasons. Chief among them is the fact that advocacy of one point of view or another at the expense of decorum, is an integral part of what is often called "positioning" or "posturing." This kind of communication has become an accepted fact in most of the media, but it ultimately leads to public cynicism and withdrawal from the political process.

On the other hand, to "converse" means "to share words with others" and carries the implication of equality. A "conversation" is a sharing of ideas, thoughts, and perspectives intended to lead to understanding. Agreement, however, is not necessary in order to have a successful conversation. What is important is listening, reflecting, and speaking from both the head and heart.

One of the goals of the Community Circles project is to institutionalize the art of guided conversation in our metropolitan area. We sincerely believe that solutions to serious and often divisive issues can be found if we put aside our fears and prejudices and work together.

Shorten or omit



get to know a little bit about each other

Session I: Getting the Dialogue Started (Possible title, "Who Are We?")

❖ (Note: The goal of ~~session one~~ is to familiarize the participants with each other and the issues. ~~Session one is structured around personal perceptions to be exchanged among the participants and is an opportunity to get acquainted with each other.~~ ~~Session two introduces the issue itself, concentrating on segregation + how it and its effects on education, housing, economic development, jobs, etc., and should redirect the focus of the discussion to institutional/macro-level factors.)~~

At our next session we will get down to business on the issue of

First Hour ~~One~~: Connecting People and ~~the~~ Issues

- Use a series of questions to jump-start the conversation; let the participants "get to know each other" and develop a more personal connection to the issue.

Examples:

Give

(1) Relate a story or *give* an example to *illustrate* how your background or experiences may have shaped your attitudes about segregation. *explain*

(2) Where are you from? What kinds of things *are* ~~seem~~ important in *for us to know about* describing this place?

(3) In ~~retrospect~~, *What* characteristics of your neighborhood(s) or schools *were a help or a hindrance* may have been a benefit or disadvantage to you?

(4) Why did you decide to take part in this study circle program?

(5) How do you perceive life in the Twin Cities now? Do we have two separate societies now?

(6) Does everyone in the Twin Cities have an equal opportunity *to* ~~at~~ *shaping* the character of their lives?

(7) What's your reaction to the ~~NAACP~~ *idea* premise that having two separate *communities* ~~societies~~ even if they were equal, *is* ~~would be~~ unhealthy for the Twin Cities?

Suggestions from Board Mtg

- Some options for action need to be presented
- do 1 story in depth rather than 10 stories

make into a poster + have 1 for each group

↑ Move up

What is Required of You?

Your role ^A as a participant in the Community Circle Collaborative Process includes the following expectations:

C

- ◆ ~~A commitment to the entire~~ ^{To come to all} five ^{C.C.} session ^S schedule, and the Action Forum
- ◆ ~~A promise to share~~ ^{your} thoughts honestly and respectfully
- ◆ A willingness to listen deeply to others
- ◆ ~~A preference for collaboration~~ ^e rather than competition ^e with other group members
- ◆ ~~A desire to find common ground and creative solutions~~

▷ ~~Action~~ Seriously entertain taking some actions on the issues raised in your group

What can you expect?

You are investing your time and effort in the Community Circle Collaborative Process, + ^{you are} ^{probably} naturally you may be wondering what you will accomplish. By the end of the five sessions, the members of each group should feel successful if the group has:

B

- ◆ ~~Participated in~~ ^{lively but} civil discussions among people with different points of view
- ◆ Provided its participants with ~~a~~ ^S new way of understanding the issues, especially those we personally may not be receptive to hearing - ^{Talked about} ^{Come to better understand}
- ◆ Enumerated the strengths and weaknesses of the Twin Cities and ~~come to a~~ more informed opinion than before the process began
- ◆ Generated concrete suggestions of how we ^{com} as individuals and as a community should approach issues of education, housing, and segregation
- ◆ Listed action steps ^{to} that might be taken in the future to ensure ^{optimum} more educational and life opportunities for all Twin Cities children
- ◆ Applied some of the ^{new} ideas exchanged in these sessions to your own daily life

highlight
BOTH → 6

Session II A Tale of Two Cities (Continued: Hour Two)

Discuss

Part I

Note: more input is needed here; Which statistics best summarize the state of the region? What kinds of statistics are most provocative?

What are some of the things we are doing right?

- The Twin Cities are consistently rated one of the most livable communities in America
- The regional economy is viable and growing
- Downtown is growing, at least 150,000 jobs by 2000 = (slanted?)
- Neighborhoods are being Redeveloped
- Overall Crime has been reduced *But juvenile crime is up*
- New light rail project will improve infrastructure → mobility

does Ebony or some other Black magazine do a listing? where do we come out?

Hope:
deorganized life
→ low absorb. fin
in school + crime
* private market's working
→ deorganized life
need to work on

What are some of the challenges currently facing our community?

- Educators are saying:
 - Low achievement in central city's public schools (Only 9% of eight graders in Minneapolis public schools passed both the math and reading skills tests)
 - *only?* Urban schools are burdened by teen pregnancy, crime, gang activity, and drugs
 - Diversifying student populations, many students come to school not speaking standard English
 - Children and families are increasingly under stress, children may be burdened by additional responsibilities at a young age, instability, or frequent moves, *stress from violence*
 - Students have weak educational preparation or come from homes with few or no educational materials
- The housing market reflects:
 - Affordable housing is becoming increasingly scarce, especially with the loss of many large federal subsidies
 - Poverty is "concentrating" nearly twice as fast as the national average *in the Twin Cities* → meaning?
 - People of color are increasingly concentrated in the core cities and in poverty

A.H for families is most burdened but as older buildings are torn down

1/3 = - (♀ + kids are the fastest growing section / the woman
- 1/3 of women are full time
+ 1/3 work part time

• **Community life:**

- Segregation is increasing
- Growing gap between the rich and poor
- Not all citizens have equal access to the benefits of our community (transportation, jobs that pay livable wages, an equitable education, and affordable housing)
- Is crime increasing? Perception...
- Infrastructure needs to be updated

• **Business community and economic development:**

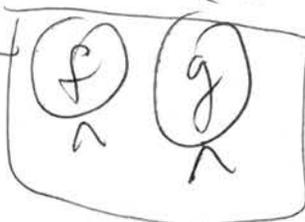
- Are schools producing graduates with adequate skills for the workplace?
- Is there enough affordable housing near the available jobs?
- Transportation is inadequate,
- Why are so many new jobs unfilled in the Twin Cities?
- Are minorities represented in all job fields?

Questions for Discussion:

Hour 1

1. What do you feel are the strengths of the region? What do you feel are its challenges?
- ~~2. Which of the views above most match your personal experience?~~
3. Do you see life opportunities getting better or worse in the future?
4. Are some people doing better than others, why?
5. Do you think segregation in the Twin Cities has a positive effect, negative effect, or no effect at all on the life opportunities of ^{the} your children? you know? E
6. Is segregation today different from ⁱⁿ the 1960's?

Hour 2: ~~What~~ what ~~chunks~~ chunks of the above mentioned problems could citizen groups work on? how?
(suggest strategies)



Session II: What is the Nature of Segregation in the Twin Cities?

❖ This section is being restructured into viewpoints similar to section III.

+ extent

?? why - this is a lay?

lay? the last seven

Viewpoints to include:

- De facto vs. de jure segregation
- What has been government's role? Begin by looking at some quotes/statistics, perhaps:
 1. M. Orfield maps: job creation, highway projects, land use patterns...
 2. Updated statistics from last year, re: concentration of poverty, segregation, poverty rates of whites compared to minorities, etc.
 3. Quotes drawing comparison to other urban centers or describing the effects of segregation.
- Racial dynamics: what is the nature of "white privilege": People of color are usually aware of how systems and institutions work against them. How well do whites understand how the system works in their favor? Use Peggy McIntosh (optional)
- Expansion, suburbs, etc. What has been the role of suburbanization in this context? "White flight?"
- What are the effects of our personal lifestyles on the health of the region
- Discrimination hinders opportunities and choices of some: Videos
 1. Prime Time on Housing Discrimination
 2. Highland Park Testers (MN Fair Housing Center)
 3. Something that goes beyond housing issues... Discrimination, steering,

historically for + rational for

? meaning?

open with this

Discussion Questions:

1. What is your neighborhood like in terms of race? Class? Ethnicity?
2. How does the data about poverty, housing, and communities of color relate to your neighborhood? Is it consistent with your experience? Which of the neighborhoods in the maps most resembles your own?
3. How is your neighborhood different than it was ten years ago? Have you moved from your original neighborhood? If so, why?
4. Do some people have more opportunities than others? Why?
5. Do you see life opportunities increasing or decreasing in your neighborhood? (e.g., jobs, income, health...)
6. What impact do you think institutional racism has on the poverty, housing, and education issues we are discussing?
7. Continue...The impacts/consequences for job opportunities, economic advancement and other life opportunities, and the relationship between housing opportunities, educational achievement and job attainment

e

Start with
1 video

② Reasons to want to
① Causes of ^{possible} Solutions for Housing Segregation

Session Three: What Should we do about Housing and Residential Segregation in the Twin Cities?

④ Citizen action Possible

Viewpoints: ③ Possible Solutions.

1. **Enforcement of Anti-Discrimination Laws should be stepped up by agencies already in place.** All people have the right to choose where they want to live. However, steering by real estate agencies, discriminatory practices by landlords, and unfair lending practices in the mortgage and banking industries have made this nearly impossible for many. Because of these discriminatory practices, people of color and the poor often become concentrated in a few neighborhoods. People who feel *are* discriminated against should use the agencies already in place or bring lawsuits against those who violate their right to fair housing.

2. **Limit new growth and expansion.** The boundaries of the suburbs continue to expand as new developments move farther out into the surrounding farm or open land. This expansion forces the metro area to direct a disproportionate amount of its precious resources on new infrastructure and lures white, middle class residents farther away from the city. If this growth was limited, eventually developers would have to reinvest within the now deteriorating city and inner-ring suburban neighborhoods instead.

3. **Exclusionary zoning practices should be eliminated.** Many suburbs have zoning requirements which serve to increase the cost of living in their city. In turn, this makes affordable housing developments, such as apartments or multi-family houses, and access to the resources of the community unavailable. If such policies were challenged, new development may occur, resulting in more choices and diversified neighborhoods. *Not only would this decrease economic segregation generally, it would allow the elderly + young people to remain in*

by an outer growth boundary, established by law

4. **Reinvest in the core cities and inner-ring suburbs.** Funds should be redirected to re-developing the core and inner-ring suburbs. If property taxes were reduced, neighborhoods were beautified and kept safe, shopping districts improved, and new housing with modern amenities more available, these cities could lure middle class residents back into the city. The citizens living there would also have a higher quality of life and would be less likely to leave. *Added benefits to the region would be less traffic congestion + pollution.*

the communities of their origin throughout their life cycle.

5. **Begin a system of mandatory requirements for new development.** Efforts to desegregate neighborhoods, both racially and on the basis on socioeconomic status, have been voluntary thus far and have had limited success. Targets have been set, but are rarely met. In other cities, zoning laws actually prohibit the development of affordable housing, *preventing* many individuals from even moving to the community. Now, we need to turn our focus away from redeveloping the core cities to desegregating the suburbs. Through mandatory provisions requiring the inclusion of affordable housing units in all new multi-unit developments or providing bonuses to developers who do so, all people will eventually have more housing choices and neighborhoods will be more diverse racially and socioeconomically.

*Reducted
pay next
to rent
of the*

~~cut the costs~~
cut the costs to developers / housing

- 6. **Let the market regulate itself.** The best role for government in desegregating housing development and neighborhoods in the Twin Cities is to reform the property tax structure and other codes which hinder profitable development in low income housing. High land prices and the cost of construction already keep the market from providing new affordable housing. If government could make affordable housing more appealing to the private sector, then more of it would be built.

Discussion Questions:

1. Which of these viewpoints is closest to your own? Why? *J-homework Q*

~~2. Try to imagine all of the possible outcomes of the changes proposed by each viewpoint. Who would be most effected? Who would stand to benefit the most? The least?~~

3. Which of these viewpoints do you feel would be most effective in remedying segregation in the Twin Cities? Are there any that would be ineffective in dealing with segregation?

4. What are the strengths of each plan? What are the weaknesses?

5. Do you prefer strategies at the government or private sector level? Metro or local level?

6.

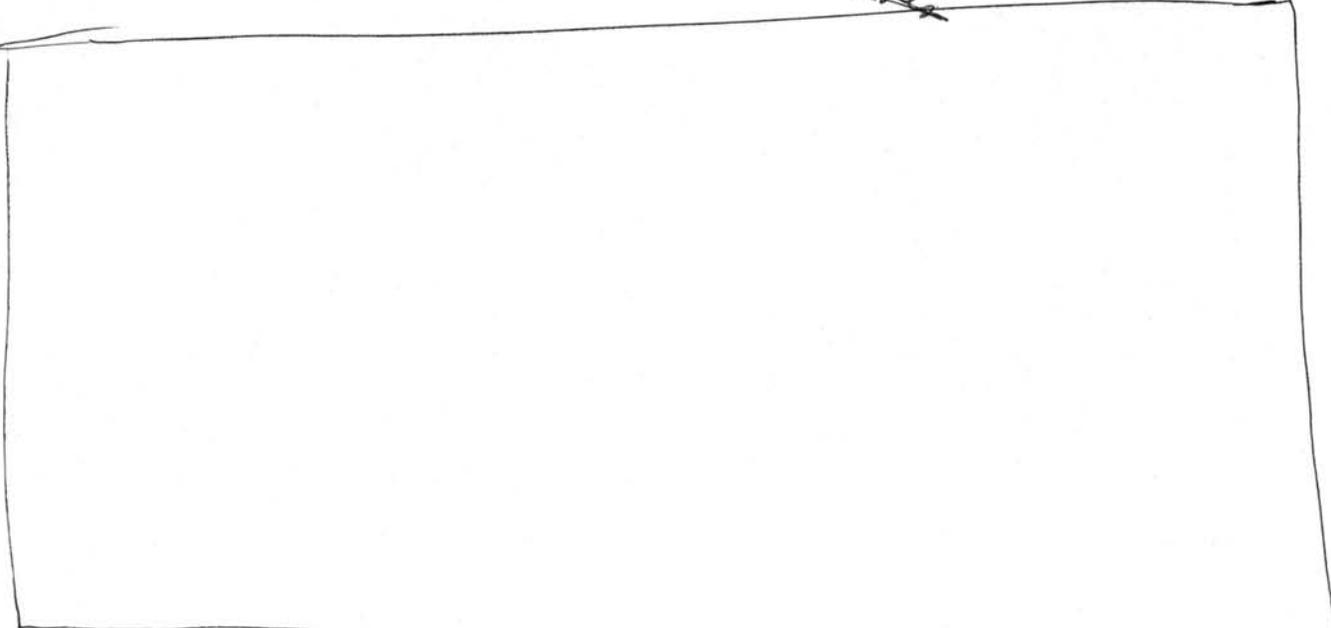
use to analyze

~~possible outcomes~~

do as a break out exercise with 6 sheets of paper (i.e. each group into sub groups)

I

II



Session IV: Education Policies and Segregation in Education

Basic Issues to Address

- How have our schools worked for some children and how they have worked against other children? What are the internal (institutional) factors and what are the external (community) factors that could be causing this?
- Understanding the nature of "white privilege": People of color are usually aware of how systems and institutions work against them. How well do whites understand how the system works in their favor?
- Looking at the relationship between persistent residential racial and economic segregation, school segregation and educational achievement in our schools: what do we see?

Section One: Some Challenges Facing Schools Today

Option One: List by level

- At the Level of Individuals
- Small-group/Community
- Institutional/regional

Option Two: : List more generally, do not categorize by level

- Disparate school failure/success rates
- Failure of the School system to serve its minority students specifically
- Stress on certain school districts
- Residential segregation ->poverty concentration
- Issues correlated with concentrating poverty in schools: crime, teen pregnancy, low achievement, high dropout rates, drug use, etc.

Session IV: What should we do about Education Policies and Segregation in Education?

Section Two: Creating a Vision for the Future

- View One – Return to Community Schools
- View Two – The Creation of a Metropolitan School District
 1. More Magnet Schools
 2. Interdistrict Schools are Key
- View Three – Charter Schools
- View Four – Vouchers
- View Five – Create Regional or Statewide Strategies for Funding Equity
 1. Tax-base Sharing
 2. Metro or State Redistribution
 3. Expansion of the Fiscal Disparities Act
- View Six – Busing
 1. Do we need to redefine the objective? How has the role of busing changed since the 1960's?
 2. How can we get away from solutions which simply mix kids numerically?
- View Seven – Reverse the Patterns of De Facto Segregation
 1. Integrate neighborhoods
 2. Expand Housing Choices
 3. Discrimination, steering, Etc...

Discussion Questions:

1. Which of these viewpoints comes closest to your own? What life experiences or values inform your perspective?
2. To what extent or in what ways should we utilize institutions in our communities to make progress on the issue of racial segregation?
3. What are the strengths and weaknesses of each perspective?
4. Which kinds of proposals would you like to see policymakers concentrate on?

Session V

Making a Difference: What is the Community's Responsibility?

end sessions
III + IV
with Mr Q

- ❖ *Use the following questions to get the discussion and action steps started. Think about the many different types of "action" and "actors." If an answer seems to present possibilities for future action or even the ingredients take note. Pay special attention to the persons, organizations, and areas in the community and their respective role in any action possibilities.*

Hour one: Things to consider....

- Think back to sessions two, three, and four. What seemed to be the key ingredients of the solutions you chose? What were the roles of schools? Of communities? Were there any themes in the solutions chosen by other members of the study circle?
- What is the responsibility of the community – the public – for addressing these problems? Resistance to taking responsibility for community problems may be our biggest challenge.
- In what ways is your community tied to the well being of other communities in the Twin Cities metropolitan region?
- Why should these problems be of concern to all Twin Citians? Or not? Do we need a healthy whole in order to be healthy individually? Are there costs and risks of further delay?
- What are the implications of race and racial relations in the Twin Cities? For children? For adults? For Caucasians? For people of color?
- Given the residential patterns articulated already, what do you think the twin Cities will look and feel like ten years from now? How do you want it to look? Are these two visions more similar or different?
- Where do you see possibilities to influence this outcome? Offer possible viewpoints...

Session V

Making a Difference: What is the Community's responsibility?

Action Ideas and Promising Practices in Other Communities:

- **Portland, Oregon** (metro governance and containing sprawl)
- **Gatreaux** (deconcentration of poverty)
- **Raleigh and Durham, NC** (school desegregation) (+)
- **Norfolk, Virginia** (return to neighborhood schools) (-)

more subs in
 Chicago = create
 "stable
 diversity"
 = diverse
 strategies

Action Ideas and Promising Practices in the Twin Cities

Community-level Initiatives:

- Twin Cities (fiscal disparities act)
- Holman Lawsuit

Individual-level Initiatives:

- West Metro Education Program demonstration schools
- Tri-District School (St. Paul, Maplewood, North St. Paul)
- Urban Coalition's 50/30 Program
- Mediation of the NAACP educational adequacy lawsuit
- MICAH's Suburban Housing Initiative
- Implementing the Minneapolis Housing Principles
- AMS' Inclusionary Zoning Initiative
- State legislative initiatives (e.g., Mandatory LCA)
- *A Thousand Voices, A Thousand Families for Integrated Schools: From Talk to Action* (See attached)

What decisions are we trying to inform + effect

- | |
|---------------|
| city agenda |
| county " |
| legislature " |
| school " |
| church " |

Target solutions?

talk at [a] meeting

- 1) what I can do
- 2) what can our group do

APPENDICES

I. Snapshot: Where We Are Today

- reformat the layout of this section to make it more user friendly, update statistics, but maintain much of the content from last year.
- *(Note: this will be reformatted as a reference with these suggestions in mind. It will appear at the end of the discussion guide)*

II. Glossary

III. Action Possibilities: Contacts

IV. Supplementary Reading (citations, newspaper articles, summaries, etc.)

V. Bibliography

VI. Evaluation/Feedback Forms (?)

Keshae Copy

Session Five: How can we make a difference?

While the issues of segregation in education and housing can seem overwhelming, it is possible to make a difference. In communities around the country, people have found ways – from individual efforts to large-scale plans – to address these issues.

By participating in this community circle program, you have already made a contribution. But the second phase of the Choices for Community project is designed to help you connect with other kinds and levels of action. At the conclusion of the community circles [in December? May?], participants from all over the metro area will meet for an **action forum**, where task forces will be formed to move forward with implementation plans. The records from each community circle will also be gathered into a document which summarizes the thinking of all the participants, to help guide the thinking of public officials and other policy makers.

This session is designed to help you contribute to the action forum and the report, as well as think further about your own action plans.

1st LIST Thinking together about how we can make a difference (45 minutes)

Recorder → recall major pts of previous discussion
Take some time to brainstorm about some action possibilities. Think about the actions that have already been brought up in the circle. Also look over the list of action ideas on the next few pages. Keep track of the ideas that emerge by writing them on newsprint or on a chalkboard.

1. What should we be doing as individuals to address issues of segregation?
2. What could small groups of people do?
3. What could existing institutions such as churches, schools, and businesses do?
4. What should the community as a whole be doing?
5. What efforts are already going on in the Twin Cities metro area to address these issues?

Setting priorities for action (45 minutes)

Use the following questions to decide what needs to be done to begin organizing for action, and to help you prepare for the action forum:

- In each category (individual, small-group or institutional, community-wide), what two or three ideas seem most practical and useful?

Pick one or two ideas from the list, and spend some time on those in particular:

- What would it take to turn this idea into reality? What kinds of support or help do we need in order to take these steps?
- What resources are already in place that could help us move ahead?
- What would our next steps be? What other groups might we link up with?

Final questions (30 minutes)

1. What have you learned so far that has surprised you? What will have the biggest impact on how you think? On your actions in the community?
2. How has your participation in the community circles affected the way you think about these issues? How will it affect your involvement in the community?
3. How will you continue to make a difference on these issues in the community?

Action ideas from other communities

The ideas for action listed below reflect many different views about segregation and related issues. Use them as a resource to jump-start your own thinking.

People with very different opinions about these issues can all find action ideas that match their views. Which action steps best fit your views?

[proceed with list, in 3 categories – individuals, small groups, whole communities]

Session V

Making a Difference: What is the Community's responsibility?

Action Ideas and Promising Practices in Other Communities:

- **Portland, Oregon** (metro governance and containing sprawl)
- **Gatreaux** (deconcentration of poverty)
- **Raleigh and Durham, NC** (school desegregation)
- **Norfolk, Virginia** (return to neighborhood schools)

Action Ideas and Promising Practices in the Twin Cities

Regional?
Community-level Initiatives:

- Twin Cities (fiscal disparities act)
- Holman Lawsuit

Individual-level Initiatives:

- West Metro Education Program demonstration schools
- Tri-District School (St. Paul, Maplewood, North St. Paul)
- Urban Coalition's 50/30 Program
- Mediation of the NAACP educational adequacy lawsuit
- MICAH's Suburban Housing Initiative
- Implementing the Minneapolis Housing Principles
- AMS' Inclusionary Zoning Initiative
- State legislative initiatives (e.g., Mandatory LCA)
- *A Thousand Voices, A Thousand Families for Integrated Schools: From Talk to Action* (See attached)

State level
↓

*MPLS COMMUNITY SCHOOLS VS BUSING?
STP MAGNET SCHOOLS?*

DISCUSS LIVABLE COMMUNITIES ACT?

Session V

Making a Difference: What is the Community's Responsibility?

PACUMTOR

Use the following questions to get the discussion and action steps started. Think about the many different types of "action" and "actors." If an answer seems to present possibilities for future action or even the ingredients take note. Pay special attention to the persons, organizations, and areas in the community and their respective role in any action possibilities.

Hour one: Things to consider....

- Think back to sessions two, three, and four. What seemed to be the key ingredients of the solutions you chose? What were the roles of schools? Of communities? Were there any themes in the solutions chosen by other members of the study circle?
- What is the responsibility of the community - the public - for addressing these problems? (Resistance to taking responsibility for community problems may be our biggest challenge.)
- In what ways is your community tied to the well being of other communities in the Twin Cities metropolitan region?
- ~~Why~~ ^{Why?} should these problems be of concern to all Twin Citizens? ~~Do not?~~ Do we need a healthy whole in order to be healthy individually? Are there costs and risks of further delay?
- What are the implications of race and racial relations in the Twin Cities? For children? For adults? For ~~Caucasians~~ ^{Whites} For people of color? *(Keep same terms)*
- Given the residential patterns articulated already, what do you think the twin Cities will look and feel like ten years from now? How do you want it to look? Are these two visions more similar or different?
- Where do you see possibilities to influence this outcome? Offer possible viewpoints...



DON'T EDITORIALIZE? THEY SHOULD DECIDE WHAT BIGGEST CHALLENGES

Why?

Whites (Keep same terms)

FROM HOPE
MELTON

EDUCATION & HOUSING EQUITY PROJECT

FACSIMILE TRANSMITTAL SHEET

TO Hope Melton	FROM: Kesha Tanabe
COMPANY: Ramsey Co. Human Services Dept.	DATE: .06/23/98
FAX NUMBER: 266.2293	TOTAL NO. OF PAGES INCLUDING COVER: 16
PHONE NUMBER: 266.2395	SENDER'S REFERENCE NUMBER:
RE: Draft Discussion Guide	YOUR REFERENCE NUMBER:

- URGENT FOR REVIEW PLEASE COMMENT PLEASE REPLY PLEASE RECYCLE

NOTES/COMMENTS:

This is the updated draft of the Discussion Guide. Please review before the upcoming board meeting and bring your comments. Written comments are appreciated;-)

Thanks,
Kesha

- N's -
- juv. crime maps
- Govt
- Highest prop. people of color in poverty

Proposed Format for 1998 Community Circle Discussion Guide (Revised 06/19/98)

The Community Circles Collaborative: An Introduction to the Process

Welcome to the Community Circles project. You are one of several hundred residents of the Minneapolis/St. Paul metro area who have come together to address issues of segregation in housing and education.

What is the Community Circles project?

Many people have recognized that the Twin Cities are becoming increasingly polarized along the lines of race and class. The Community Circles project was created out of a belief that local citizens should address these issues and find ways of doing something about it.

Since December 1996, over 350 residents of the Twin Cities metropolitan area have been involved in community circles - small, democratic, highly participatory discussion groups - on these issues. Participants shared their hopes, concerns, and recommendations at a Community Forum held in May 1997.

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

What is the Community Circle Collaborative?

The Collaborative is made up of over 30 metro-area organizations, united in the belief that citizen dialogue and action on these issues can make a difference. The original partners in the effort were the Education and Housing Equity Project, the Minneapolis Initiative Against Racism (MIAR), the Minnesota Minority Education Partnership (MMEP), and the Minnesota Fair Housing Center. The Collaborative has expanded into a wide-ranging coalition of community-based organizations, public officials, and individuals working in a variety of fields, including social justice, race relations, housing, education, religion, law, and social research.

Organizations are welcome to join the Collaborative; all it takes is a shared concern for these issues, a shared belief in the power of citizen involvement, and the willingness to help with the organizing tasks necessary for making the project a success.

What is a community circle?

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

The Task of the Community Circles

Keeping the conversations centered on the following two questions:

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

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

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

Where have community circle programs been successful?

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

How will the process work?

At the first meeting of your community circle, your facilitator will introduce him/herself, explain their role, and ask the participants to introduce themselves. Then the facilitator will lead the group through a process of setting ground rules for the discussion. After some initial rules have been adopted, the group will start on the first session, which will focus on participants' personal experiences and their hopes for the future of the community. Over the next several weeks, the group will explore some of the larger questions about segregation, examine various avenues for change, and strategize about the next steps to be taken on various action ideas. After the final session, community circle participants from all over the metro area will meet for an action forum, where task forces will be formed to move forward with implementation plans.

Session One: Who are we?

Session Two: What is the nature of segregation in the Twin Cities?

Session Three: What should we do about housing and residential segregation?

Session Four: What should we do about segregation in education?

Session Five: How can we make a transition to action?

Why is the Community Circles project unique?

Much of what we see in the media and in public meetings today cannot be called conversation for many reasons. Chief among them is the fact that advocacy of one point of view or another at the expense of decorum, is an integral part of what is often called "positioning" or "posturing." This kind of communication has become an accepted fact in most of the media, but it ultimately leads to public cynicism and withdrawal from the political process.

On the other hand, to "converse" means "to share words with others" and carries the implication of equality. A "conversation" is a sharing of ideas, thoughts, and perspectives intended to lead to understanding. Agreement, however, is not necessary in order to have a successful conversation. What is important is listening, reflecting, and speaking from both the head and heart.

One of the goals of the Community Circles project is to institutionalize the art of guided conversation in our metropolitan area. We sincerely believe that solutions to serious and often divisive issues can be found if we put aside our fears and prejudices and work together.

What is Required of You?

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

- ◆ A commitment to the entire five session schedule, and the Action Forum
- ◆ A promise to share thoughts honestly and respectfully
- ◆ A willingness to listen deeply to others
- ◆ A preference for collaboration rather than competition
- ◆ A desire to find common ground and creative solutions

*assume
intuitive/
interpersonal
A will
occur*

*school board
communicate
elect officials*

◆ develop a personal statement & deliver to
legis/elec repres. at the local, regional, state levels.

What can you expect?

*- model.
Group statement - things agree on
common as well.*

You are investing your time and effort in the Community Circle Collaborative Process, naturally you may be wondering what you will accomplish. By the end of the five sessions, the members of each group should feel successful if the group has:

- ◆ Participated in civil discussions among people with different points of view
- ◆ Provided its participants with a new way of understanding the issues, especially those we personally may not be receptive to hearing
- ◆ Enumerated the strengths and weaknesses of the Twin Cities and come to a more informed opinion than before the process began
- ◆ Generated concrete suggestions of how we as individuals and as a community should approach issues of education, housing, and segregation
- ◆ Listed action steps that might be taken in the future to ensure optimum educational and life opportunities for all Twin Cities children
- ◆ Applied some of the ideas exchanged in these sessions to your own daily life

Session I: Getting the Dialogue Started (Possible title, "Who Are We?")

- ❖ *(Note: The goal of session one is to familiarize the participants with each other and the issues. Session one is structured around personal perceptions to be exchanged among the participants and is an opportunity to get acquainted with each other. Session two introduces the issue itself, concentrating on segregation and its effects on education, housing, economic development/jobs, etc., and should redirect the focus of the discussion to institutional/macro-level factors.)*

Hour One: Connecting People and the Issues

- Use a series of questions to jump-start the conversation; let the participants "get to know each other" and develop a more personal connection to the issue.

Examples:

- (1) Relate a story or give an example to illustrate how your background or experiences may have shaped your attitudes about segregation.
- (2) Where are you from? What kinds of things seem important in describing this place?
- (3) In retrospect, what characteristics of your neighborhood(s) or schools may have been a benefit or disadvantage to you?
- (4) Why did you decide to take part in this study circle program?
- (5) How do you perceive life in the Twin Cities now? Do we have two separate societies now. ²
- (6) Does everyone in the Twin Cities have an equal opportunity at shaping the character of their lives?
- (7) What's your reaction to the NAACP premise that having two separate societies, even if they were equal, would be unhealthy for the Twin Cities?

too
vague.

the place
where you
grew up?

Why
separate race
& class?

Session I: A Tale of Two Cities (Continued: Hour Two)

❖ *Note: more input is needed here; Which statistics best summarize the state of the region? What kinds of statistics are most provocative?*

What are some of the things we are doing right?

- The Twin Cities are consistently rated one of the most livable communities in America
- The regional economy is viable and growing
- Downtown is growing, at least 150,000 jobs by 2000
- Neighborhoods are being Redeveloped
- Overall crime has been reduced
- New light rail project will improve infrastructure

juvenile crime rising

What are some of the challenges currently facing our community?

• **Educators are saying:**

- Low achievement in central city's public schools (Only 9% of eight graders in Minneapolis public schools passed both the math and reading skills tests)
- Urban schools are burdened by teen pregnancy, crime, gang activity, and drugs
- Diversifying student populations, many students come to school not speaking standard English
- Children and families are increasingly under stress, children may be burdened by additional responsibilities at a young age, instability, or frequent moves.
- Students have weak educational preparation or come from homes with few or no educational materials

mapo crime esp. juvenile

family conflict

• **The housing market reflects:**

- Affordable housing is becoming increasingly scarce, especially with the loss of many large federal subsidies
- Poverty is concentrating nearly twice as fast as the national average in the Twin Cities
- People of color are increasingly concentrated in the core cities and in poverty

Highest prop. of people of color in poverty of all major metro areas

- **Community life:**

- Segregation is increasing
- Growing gap between the rich and poor
- Not all citizens have equal access to the benefits of our community (transportation, jobs that pay livable wages, an equitable education, and affordable housing)
- Is crime increasing? Perception... - *juvenile*
- Infrastructure needs to be updated

- **Business community and economic development:**

- Are schools producing graduates with adequate skills for the workplace?
- Is there enough affordable housing near the available jobs?
- *2* Transportation is inadequate,
- Why are so many new jobs unfilled in the Twin Cities?
- Are minorities represented in all job fields?

Questions for Discussion:

1. What do you feel are the strengths of the region? What do you feel are its challenges?
2. Which of the views above most match your personal experience?
3. Do you see life opportunities getting better or worse in the future? *for all youth?*
4. Are some people doing better than others, why?
5. Do you think segregation in the Twin Cities has a positive effect, negative effect, or no effect at all on the life opportunities of your children?
6. Is segregation today different from the 1960's?

*Causes***Session II: What is the Nature of Segregation in the Twin Cities?**❖ *This section is being restructured into viewpoints, similar to section III.***Viewpoints to include:**

- De facto vs. de jure segregation
- What has been government's role? Begin by looking at some quotes/statistics, perhaps:
 1. M. Orfield maps: job creation, highway projects, land use patterns...
 2. Updated statistics from last year, re: concentration of poverty, segregation, poverty rates of whites compared to minorities, etc.
 3. Quotes drawing comparison to other urban centers or describing the effects of segregation.
- Racial dynamics: what is the nature of "white privilege": People of color are usually aware of how systems and institutions work against them. How well do whites understand how the system works in their favor? Use Peggy McIntosh [optional]
- Expansion, suburbs, etc. What has been the role of suburbanization in this context? "White flight?"
- What are the effects of our personal lifestyles on the health of the region
- Discrimination hinders opportunities and choices of some: Videos
 1. Prime Time on Housing Discrimination
 2. Highland Park Testers (MN Fair Housing Center)
 3. Something that goes beyond housing issues...
Discrimination, steering,

*RE private market = individual/group choice**housing policies**2***Discussion Questions:**

1. What is your neighborhood like in terms of race? Class? Ethnicity?
2. How does the data about poverty, housing, and communities of color relate to your neighborhood? Is it consistent with your experience? Which of the neighborhoods in the maps most resembles your own?
3. How is your neighborhood different than it was ten years ago? Have you moved from your original neighborhood? If so, why?
4. Do some people have more opportunities than others? Why?
5. Do you see life opportunities increasing or decreasing in your neighborhood? (e.g., jobs, income, health...)
6. What impact do you think institutional racism has on the poverty, housing, and education issues we are discussing?
7. Continue...The impacts/consequences for job opportunities, economic advancement and other life opportunities, and the relationship between housing opportunities, educational achievement and job attainment

Session Three: What Should we do about Housing and Residential Segregation in the Twin Cities?

Viewpoints:

1. **Enforcement of Anti-Discrimination Laws should be stepped up by agencies already in place.** All people have the right to choose where they want to live. However, steering by real estate agencies, discriminatory practices by landlords, and unfair lending practices in the mortgage and banking industries have made this near to impossible for many. Because of these discriminatory practices, people of color and the poor often become concentrated in a few neighborhoods. People who feel discriminated against should use the agencies already in place or bring lawsuits against those who violate their right to fair housing.
2. **Limit new growth and expansion.** The boundaries of the suburbs continue to expand as new developments move farther out into the surrounding farm or open land. This expansion forces the metro area to direct a disproportionate amount of its precious resources on new infrastructure and lures white, middle class residents farther away from the city. If this growth was limited, eventually developers would have to reinvest within the now deteriorating city and inner-ring suburban neighborhoods instead.
3. **Exclusionary zoning practices should be eliminated.** Many suburbs have zoning requirements which serve to increase the cost of living in their city. In turn, this makes affordable housing developments, such as apartments or multi-family houses, and access to the resources of the community unavailable. If such policies were challenged, new development may occur, resulting in more choices and diversified neighborhoods.
4. **Reinvest in the core cities and inner-ring suburbs.** Funds should be redirected to re-developing the core and inner-ring suburbs. If property taxes were reduced, neighborhoods were beautified and kept safe, shopping districts improved, and new housing with modern amenities more available, these cities could lure middle class residents back into the city. The citizens living there would also have a higher quality of life and would be less likely to leave.
5. **Begin a system of mandatory requirements for new development.** Efforts to desegregate neighborhoods, both racially and on the basis on socioeconomic status, have been voluntary thus far and have had limited success. Targets have been set, but are rarely met. In other cities, zoning laws actually prohibit the development of affordable housing preventing many individuals from even moving to the community. Now, we need to turn our focus away from redeveloping the core cities to desegregating the suburbs. Through mandatory provisions requiring the inclusion of affordable housing units in all new multi-unit developments or providing bonuses to developers who do so, all people will eventually have more housing choices and neighborhoods will be more diverse racially and socioeconomically.

6. **Let the market regulate itself.** The best role for government in desegregating housing development and neighborhoods in the Twin Cities is to reform the property tax structure and other codes which hinder profitable development in low income housing. High land prices and the cost of construction already keep the market from providing new affordable housing. If government could make affordable housing more appealing to the private sector, then more of it would be built.

costs?

Discussion Questions:

1. Which of these viewpoints is closest to your own? Why?
2. Try to imagine all of the possible outcomes of the changes proposed by each viewpoint. Who would be most effected? Who would stand to benefit the most? The least?
3. Which of these viewpoints do you feel would be most effective in remedying segregation in the Twin Cities? Are there any that would be ineffective in dealing with segregation?
4. What are the strengths of each plan? What are the weaknesses?
5. Do you prefer strategies at the government or private sector level? Metro or local level?
- 6.

Session IV: Education Policies and Segregation in Education

Basic Issues to Address

- How have our schools worked for some children and how they have worked against other children? What are the internal (institutional) factors and what are the external (community) factors that could be causing this?
- Understanding the nature of "white privilege": People of color are usually aware of how systems and institutions work against them. How well do whites understand how the system works in their favor?
- Looking at the relationship between persistent residential racial and economic segregation, school segregation and educational achievement in our schools: what do we see?

Section One: Some Challenges Facing Schools Today

Option One: List by level

- At the Level of Individuals
- Small-group/Community
- Institutional/regional

Option Two: : List more generally, do not categorize by level

- Disparate school failure/success rates
- Failure of the School system to serve its minority students specifically
- Stress on certain school districts
- Residential segregation ->poverty concentration
- Issues correlated with concentrating poverty in schools: crime, teen pregnancy, low achievement, high dropout rates, drug use, etc.

Session IV: What should we do about Education Policies and Segregation in Education?

Section Two: Creating a Vision for the Future

- View One - Return to Community Schools
- View Two - The Creation of a Metropolitan School District
 1. More Magnet Schools
 2. Interdistrict Schools are Key
- View Three - Charter Schools
- View Four - Vouchers
- View Five - Create Regional or Statewide Strategies for Funding Equity
 1. Tax-base Sharing
 2. Metro or State Redistribution
 3. Expansion of the Fiscal Disparities Act
- View Six - Busing
 1. Do we need to redefine the objective? How has the role of busing changed since the 1960's?
 2. How can we get away from solutions which simply mix kids numerically?
- View Seven - Reverse the Patterns of De Facto Segregation
 1. Integrate neighborhoods
 2. Expand Housing Choices
 3. Discrimination, steering, Etc...

Discussion Questions:

1. Which of these viewpoints comes closest to your own? What life experiences or values inform your perspective?
2. To what extent or in what ways should we utilize institutions in our communities to make progress on the issue of racial segregation?
3. What are the strengths and weaknesses of each perspective?
4. Which kinds of proposals would you like to see policymakers concentrate on?

Session V

Making a Difference: What is the Community's Responsibility?

- ❖ *Use the following questions to get the discussion and action steps started. Think about the many different types of "action" and "actors." If an answer seems to present possibilities for future action or even the ingredients take note. Pay special attention to the persons, organizations, and areas in the community and their respective role in any action possibilities.*

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- Given the residential patterns articulated already, what do you think the twin Cities will look and feel like ten years from now? How do you want it to look? Are these two visions more similar or different?
- Where do you see possibilities to influence this outcome? Offer possible viewpoints...

* brainstorm for statement /
letter to rep

* July - think like a jury.

Session V**Making a Difference: What is the Community's responsibility?**Action Ideas and Promising Practices in Other Communities:

- **Portland, Oregon** (metro governance and containing sprawl)
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- State legislative initiatives (e.g., Mandatory LCA)
- *A Thousand Voices, A Thousand Families for Integrated Schools: From Talk to Action* (See attached)

APPENDICES

I. Snapshot: Where We Are Today

- reformat the layout of this section to make it more user friendly, update statistics, but maintain much of the content from last year.
- *(Note: this will be reformatted as a reference with these suggestions in mind. It will appear at the end of the discussion guide)*

II. Glossary

III. Action Possibilities: Contacts

IV. Supplementary Reading (citations, newspaper articles, summaries, etc.)

V. Bibliography

VI. Evaluation/Feedback Forms (?)

Thomas Ross

What is a community circle?

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

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

How will the process work?

At the first meeting of your community circle, your facilitator will introduce him/herself, explain their role, and ask the participants to introduce themselves. Then the facilitator will lead the group through a process of setting ground rules for the discussion. After some initial rules have been adopted, the group will start on the first session, which will focus on participants' personal experiences and their hopes for the future of the community. Over the next several weeks, the group will explore some of the larger questions about segregation, examine various avenues for change, and strategize about the next steps to be taken on various action ideas. After the final session, community circle participants from all over the metro area will meet for an action forum, where task forces will be formed to move forward with implementation plans.

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Session I: Getting the Dialogue Started (Possible title, "Who Are We?")

- ❖ *(Note: The goal of session one is to familiarize the participants with each other and the issues. Session one is structured around personal perceptions to be exchanged among the participants and is an opportunity to get acquainted with each other. Session two introduces the issue itself, concentrating on segregation and its effects on education, housing, economic development/jobs, etc., and should redirect the focus of the discussion to institutional/macro-level factors.)*

Hour One: Connecting People and the Issues

- Use a series of questions to jump-start the conversation; let the participants "get to know each other" and develop a more personal connection to the issue.

Examples:

- (1) Relate a story or give an example to illustrate how your background or experiences may have shaped your attitudes about segregation.
- (2) Where are you from? What kinds of things seem important in describing this place?
- (3) In retrospect, what characteristics of your neighborhood(s) or schools may have been a benefit or disadvantage to you?
- (4) Why did you decide to take part in this study circle program?
- (5) How do you perceive life in the Twin Cities now? Do we have two separate societies now.
- (6) Does everyone in the Twin Cities have an equal opportunity at shaping the character of their lives?
- (7) What's your reaction to the NAACP premise that having two separate societies, even if they were equal, would be unhealthy for the Twin Cities?

What is Required of You?

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

- ◆ A commitment to the entire five session schedule, and the Action Forum
- ◆ A promise to share thoughts honestly and respectfully
- ◆ A willingness to listen deeply to others
- ◆ A preference for collaboration rather than competition
- ◆ A desire to find common ground and creative solutions

What can you expect?

You are investing your time and effort in the Community Circle Collaborative Process, naturally you may be wondering what you will accomplish. By the end of the five sessions, the members of each group should feel successful if the group has:

- ◆ Participated in civil discussions among people with different points of view
- ◆ Provided its participants with a new way of understanding the issues, especially those we personally may not be receptive to hearing
- ◆ Enumerated the strengths and weaknesses of the Twin Cities and come to a more informed opinion than before the process began
- ◆ Generated concrete suggestions of how we as individuals and as a community should approach issues of education, housing, and segregation
- ◆ Listed action steps that might be taken in the future to ensure optimum educational and life opportunities for all Twin Cities children
- ◆ Applied some of the ideas exchanged in these sessions to your own daily life

City Agenda

County Agenda

State Agenda

Public School Agenda

Metro Agenda

Session I: A Tale of Two Cities (Continued: Hour Two)

❖ *Note: more input is needed here; Which statistics best summarize the state of the region? What kinds of statistics are most provocative?*

What are some of the things we are doing right?

- The Twin Cities are consistently rated one of the most livable communities in America
- The regional economy is viable and growing
- Downtown is growing, at least 150,000 jobs by 2000
- Neighborhoods are being Redeveloped
- Overall crime has been reduced
- New light rail project will improve infrastructure

What are some of the challenges currently facing our community?

- **Educators are saying:**
 - Low achievement in central city's public schools
[Only 9% of eight graders in Minneapolis public schools passed both the math and reading skills tests]
 - Urban schools are burdened by teen pregnancy, crime, gang activity, and drugs
 - Diversifying student populations, many students come to school not speaking standard English
 - Children and families are increasingly under stress, children may be burdened by additional responsibilities at a young age, instability, or frequent moves.
 - Students have weak educational preparation or come from homes with few or no educational materials
- **The housing market reflects:**
 - Affordable housing is becoming increasingly scarce, especially with the loss of many large federal subsidies
 - Poverty is concentrating nearly twice as fast as the national average in the Twin Cities
 - People of color are increasingly concentrated in the core cities and in poverty
 - Must support Home ownership!!

• **Community life:**

- Segregation is increasing
- Growing gap between the rich and poor
- Not all citizens have equal access to the benefits of our community (transportation, jobs that pay livable wages, an equitable education, and affordable housing)
- Is crime increasing? Perception... *Being advertised*
- Infrastructure needs to be updated

Being citizens of the United States

• **Business community and economic development:**

- Are schools producing graduates with adequate skills for the workplace?
- Is there enough affordable housing near the available jobs?
- Transportation is inadequate.
- Why are so many new jobs unfilled in the Twin Cities?
- Are minorities represented in all job fields?

Questions for Discussion:

1. What do you feel are the strengths of the region? What do you feel are its challenges?
2. Which of the views above most match your personal experience?
3. Do you see life opportunities getting better or worse in the future?
4. Are some people doing better than others, why?
5. Do you think segregation in the Twin Cities has a positive effect, negative effect, or no effect at all on the life opportunities of your children?
6. Is segregation today different from the 1960's?

Session II: What is the Nature of Segregation in the Twin Cities?

❖ *This section is being restructured into viewpoints, similar to section III.*

Viewpoints to include:

- De facto vs. de jure segregation
- What has been government's role? Begin by looking at some quotes/statistics, perhaps:
 1. M. Orfield maps: job creation, highway projects, land use patterns...
 2. Updated statistics from last year, re: concentration of poverty, segregation, poverty rates of whites compared to minorities, etc.
 3. Quotes drawing comparison to other urban centers or describing the effects of segregation.
- Racial dynamics: what is the nature of "white privilege": People of color are usually aware of how systems and institutions work against them. How well do whites understand how the system works in their favor? Use Peggy McIntosh (optional)
- Expansion, suburbs, etc. What has been the role of suburbanization in this context? "White flight?"
- What are the effects of our personal lifestyles on the health of the region
- Discrimination hinders opportunities and choices of some: Videos
 1. Prime Time on Housing Discrimination
 2. Highland Park Testers (MN Fair Housing Center)
 3. Something that goes beyond housing issues...
Discrimination, steering,

Discussion Questions:

1. What is your neighborhood like in terms of race? Class? Ethnicity?
2. How does the data about poverty, housing, and communities of color relate to your neighborhood? Is it consistent with your experience? Which of the neighborhoods in the maps most resembles your own?
3. How is your neighborhood different than it was ten years ago? Have you moved from your original neighborhood? If so, why?
4. Do some people have more opportunities than others? Why?
5. Do you see life opportunities increasing or decreasing in your neighborhood? (e.g., jobs, income, health...)
6. What impact do you think institutional racism has on the poverty, housing, and education issues we are discussing?
7. Continue...The impacts/consequences for job opportunities, economic advancement and other life opportunities, and the relationship between housing opportunities, educational achievement and job attainment

Session Three: What Should we do about Housing and Residential Segregation in the Twin Cities?

Viewpoints:

- 1. Enforcement of Anti-Discrimination Laws should be stepped up by agencies already in place.** All people have the right to choose where they want to live. However, steering by real estate agencies, discriminatory practices by landlords, and unfair lending practices in the mortgage and banking industries have made this near impossible for many. Because of these discriminatory practices, people of color and the poor often become concentrated in a few neighborhoods. People who feel discriminated against should use the agencies already in place or bring lawsuits against those who violate their right to fair housing.
- 2. Limit new growth and expansion.** The boundaries of the suburbs continue to expand as new developments move farther out into the surrounding farm or open land. This expansion forces the metro area to direct a disproportionate amount of its precious resources on new infrastructure and lures white, middle class residents farther away from the city. If this growth was limited, eventually developers would have to reinvest within the now deteriorating city and inner-ring suburban neighborhoods instead.
- 3. Exclusionary zoning practices should be eliminated.** Many suburbs have zoning requirements which serve to increase the cost of living in their city. In turn, this makes affordable housing developments, such as apartments or multi-family houses, and access to the resources of the community unavailable. If such policies were challenged, new development may occur, resulting in more choices and diversified neighborhoods.
- 4. Reinvest in the core cities and inner-ring suburbs.** Funds should be redirected to re-developing the core and inner-ring suburbs. If property taxes were reduced, neighborhoods were beautified and kept safe, shopping districts improved, and new housing with modern amenities more available, these cities could lure middle class residents back into the city. The citizens living there would also have a higher quality of life and would be less likely to leave.
- 5. Begin a system of mandatory requirements for new development.** Efforts to desegregate neighborhoods, both racially and on the basis on socioeconomic status, have been voluntary thus far and have had limited success. Targets have been set, but are rarely met. In other cities, zoning laws actually prohibit the development of affordable housing preventing many individuals from even moving to the community. Now, we need to turn our focus away from redeveloping the core cities to desegregating the suburbs. Through mandatory provisions requiring the inclusion of affordable housing units in all new multi-unit developments or providing bonuses to developers who do so, all people will eventually have more housing choices and neighborhoods will be more diverse racially and socioeconomically.

6. **Let the market regulate itself.** The best role for government in desegregating housing development and neighborhoods in the Twin Cities is to reform the property tax structure and other codes which hinder profitable development in low income housing. High land prices and the cost of construction already keep the market from providing new affordable housing. If government could make affordable housing more appealing to the private sector, then more of it would be built.

Discussion Questions:

1. Which of these viewpoints is closest to your own? Why?
2. Try to imagine all of the possible outcomes of the changes proposed by each viewpoint. Who would be most affected? Who would stand to benefit the most? The least?
3. Which of these viewpoints do you feel would be most effective in remedying segregation in the Twin Cities? Are there any that would be ineffective in dealing with segregation?
4. What are the strengths of each plan? What are the weaknesses?
5. Do you prefer strategies at the government or private sector level? Metro or local level?
- 6.

Session IV: Education Policies and Segregation in Education

Basic Issues to Address

- How have our schools worked for some children and how they have worked against other children? What are the internal (institutional) factors and what are the external (community) factors that could be causing this?
- Understanding the nature of "white privilege": People of color are usually aware of how systems and institutions work against them. How well do whites understand how the system works in their favor?
- Looking at the relationship between persistent residential racial and economic segregation, school segregation and educational achievement in our schools: what do we see? ?

Section One: Some Challenges Facing Schools Today

Option One: List by level

- At the Level of Individuals
- Small-group/Community
- Institutional/regional

Option Two: : List more generally, do not categorize by level

- Disparate school failure/success rates
- Failure of the School system to serve its minority students specifically
- Stress on certain school districts
- Residential segregation ->poverty concentration
- Issues correlated with concentrating poverty in schools: crime, teen pregnancy, low achievement, high dropout rates, drug use, etc.

Session IV: What should we do about Education Policies and Segregation in Education?

Section Two: Creating a Vision for the Future

- View One - Return to Community Schools
- View Two - The Creation of a Metropolitan School District
 1. More Magnet Schools
 2. Interdistrict Schools are Key
- View Three - Charter Schools
- View Four - Vouchers
- View Five - Create Regional or Statewide Strategies for Funding Equity
 1. Tax-base Sharing
 2. Metro or State Redistribution
 3. Expansion of the Fiscal Disparities Act
- View Six - Busing
 1. Do we need to redefine the objective? How has the role of busing changed since the 1960's?
 2. How can we get away from solutions which simply mix kids numerically?
- View Seven - Reverse the Patterns of De Facto Segregation
 1. Integrate neighborhoods
 2. Expand Housing Choices
 3. Discrimination, steering, Etc...

Discussion Questions:

1. Which of these viewpoints comes closest to your own? What life experiences or values inform your perspective?
2. To what extent or in what ways should we utilize institutions in our communities to make progress on the issue of racial segregation?
3. What are the strengths and weaknesses of each perspective?
4. Which kinds of proposals would you like to see policymakers concentrate on?

Session V

Making a Difference: What is the Community's Responsibility?

- ❖ *Use the following questions to get the discussion and action steps started. Think about the many different types of "action" and "actors." If an answer seems to present possibilities for future action or even the ingredients take note. Pay special attention to the persons, organizations, and areas in the community and their respective role in any action possibilities.*

Hour one: Things to consider...

- Think back to sessions two, three, and four. What seemed to be the key ingredients of the solutions you chose? What were the roles of schools? Of communities? Were there any themes in the solutions chosen by other members of the study circle?
- What is the responsibility of the community - the public - for addressing these problems? Resistance to taking responsibility for community problems may be our biggest challenge.
- In what ways is your community tied to the well being of other communities in the Twin Cities metropolitan region? *Greater Minneapolis?*
- Why should these problems be of concern to all Twin Citians? Or not? Do we need a healthy whole in order to be healthy individually? Are there costs and risks of further delay?
- What are the implications of race and racial relations in the Twin Cities? For children? For adults? For Caucasians? For people of color?
- Given the residential patterns articulated already, what do you think the twin Cities will look and feel like ten years from now? How do you want it to look? Are these two visions more similar or different?
- Where do you see possibilities to influence this outcome? Offer possible viewpoints...

Session V

Making a Difference: What is the Community's responsibility?

Action Ideas and Promising Practices in Other Communities:

- **Portland, Oregon** (metro governance and containing sprawl)
- **Getreux** (deconcentration of poverty)
- **Raleigh and Durham, NC** (school desegregation)
- **Norfolk, Virginia** (return to neighborhood schools)

Action Ideas and Promising Practices in the Twin Cities

Community-level Initiatives:

- Twin Cities (fiscal disparities act)
- Holman Lawsuit

Individual-level Initiatives:

- West Metro Education Program demonstration schools
- Tri-District School (St. Paul, Maplewood, North St. Paul)
- Urban Coalition's 50/30 Program
- Mediation of the NAACP educational adequacy lawsuit
- MICAH's Suburban Housing Initiative
- Implementing the Minneapolis Housing Principles
- AMS' Inclusionary Zoning Initiative
- State legislative initiatives (e.g., Mandatory LCA)
- *A Thousand Voices, A Thousand Families for Integrated Schools: From Talk to Action* (See attached)

APPENDICES

I. Snapshot: Where We Are Today

- reformat the layout of this section to make it more user friendly, update statistics, but maintain much of the content from last year.
- *(Note: this will be reformatted as a reference with these suggestions in mind. It will appear at the end of the discussion guide)*

II. Glossary

III. Action Possibilities: Contacts

IV. Supplementary Reading (citations, newspaper articles, summaries, etc.)

V. Bibliography

VI. Evaluation/Feedback Forms (?)

Jim
L...
339-5206

OVERVIEW: DEFINE SEGREGATION - racial & economic

Jul. 8. 1998 2:33PM MICAH

No. 1796 P. 2/18

DEFINE: AFFORDABLE HOUSING = less expensive

NEED REAL WORK Examples of: "steering by r/e agents" "discrimination by landlords"

Proposed Format for 1998 Community Circle Discussion Guide (Revised 07/07/98)

families many 5 times a year. Kids taking care of. younger siblings, etc.

The Community Circles Collaborative: An Introduction to the Process

Welcome to the Community Circles project. You are one of several hundred residents of the Minneapolis/St. Paul metro area who have come together to address issues of segregation in housing and education.

What is the Community Circles Project?

Many people have recognized that the Twin Cities are becoming increasingly divided along the lines of race and class. The Community Circles project was created out of a belief that local citizens should address these issues and find ways of doing something about it.

Since December 1996, over 350 residents of the Twin Cities metropolitan area have been involved in community circles - small, democratic discussion groups - on these issues. Participants shared their hopes, concerns, and recommendations at a Community Forum held in May 1997.

This fall, another round of community circles will begin. ^{adding} The project's organizers and sponsoring organizations are determined to bring many more people into these vital discussions. Based on findings from the first round, the program will also ^{facilitate} create more opportunities for participants to join in implementing the solutions they develop. With the foundation laid in the first year, the second will act as a springboard for action at the neighborhood, community, and regional levels.

What is the Community Circle Collaborative?

The Collaborative is made up of over 30 metro-area organizations, united in the belief that citizen dialogue and action on these issues can make a difference. The original partners in the effort were the Education and Housing Equity Project, the Minneapolis Initiative Against Racism (MIAR), the Minnesota Minority Education Partnership (MMEP), and the Minnesota Fair Housing Center. The Collaborative has expanded into a wide-ranging coalition of community-based organizations, public officials, and individuals working in a variety of fields, including social justice, race relations, housing, education, religion, law, and social research.

Organizations are welcome to join the Collaborative; all it takes is a shared concern for these issues, a shared belief in the power of citizen involvement, and the willingness to help with the organizing tasks necessary for making the project a success.

key - INCLUDE EXAMPLES IN TEXT (NOT AT END)

FACT APPROACH: DID YOU KNOW THAT?

QUESTION APPROACH?

What is a community circle?

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

The Task of the Community Circles

Keeping the conversations ^{focused} centered on the following two ^{are} questions:

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

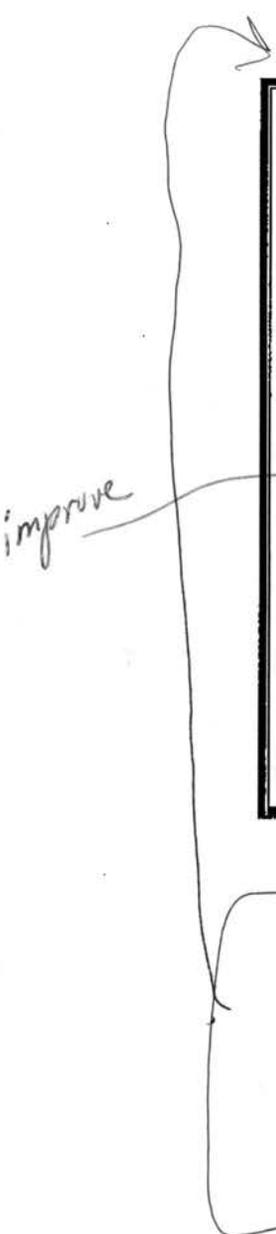
These ^{are} important questions affecting ^{everyone's} our future. The Twin Cities metropolitan region is moving toward a crossroads. We have an historic opportunity to confront many of the problems of urban decline that have already overwhelmed other metropolitan areas.

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

Where have community circle programs been successful?

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

improve



How will the process work?

At the first meeting of your community circle, your facilitator will introduce him/herself, explain their role, and ask the participants to introduce themselves. Then the facilitator will lead the group through a process of setting ground rules for the discussion. After some initial rules have been adopted, the group will start on the first session, which will focus on participants' personal experiences and their hopes for the future of the community. Over the next several weeks, the group will explore some of the larger questions about segregation, examine various avenues for change, and strategize about the next steps to be taken on various action ideas. After the final session, community circle participants from all over the metro area will meet for an action forum, where task forces will be formed to move forward with implementation plans.

The schedule:

Session One: Who are we?

Session Two: What is the nature of segregation in the Twin Cities?

Session Three: What should we do about residential segregation?

Session Four: What should we do about segregation in schools?

Session Five: How can we make a transition to action?

Why is the Community Circles project unique?

Much of what we see in the media and in public meetings today cannot be called conversation for many reasons. Chief among them is the fact that advocacy of one point of view or another at the expense of decorum, is an integral part of what is often called "positioning" or "posturing." This kind of communication has become an accepted fact in most of the media, but it ultimately leads to public cynicism and withdrawal from the political process.

On the other hand, to "converse" means "to share words with others" and carries the implication of equality. A "conversation" is a sharing of ideas, thoughts, and perspectives intended to lead to understanding. Agreement, however, is not necessary in order to have a successful conversation. What is important is listening, reflecting, and speaking from both the head and heart.

One of the goals of the Community Circles project is to institutionalize the art of guided conversation in our metropolitan area. We sincerely believe that solutions to serious and often divisive issues can be found if we put aside our fears and prejudices and work together.

What is Required of You?

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

- ◆ A commitment to the entire five session schedule and the Action Forum
- ◆ A promise to share thoughts honestly and respectfully
- ◆ A willingness to listen deeply to others
- ◆ A preference for collaboration rather than competition
- ◆ A desire to find common ground and creative solutions

What can you expect?

You are investing your time and effort in the Community Circle Collaborative Process, naturally you may be wondering what you will accomplish. By the end of the five sessions, the members of each group should feel successful if the group has:

- ◆ Participated in civil discussions among people with different points of view
- ◆ Provided its participants with a new way of understanding the issues, especially those we personally may not be receptive to hearing
- ◆ Enumerated the strengths and weaknesses of the Twin Cities and come to a more informed opinion than before the process began
- ◆ Generated concrete suggestions of how we as individuals and as a community should approach issues of education, housing, and segregation
- ◆ Acted as a catalyst for and listed action steps to be taken in the future to ensure optimum educational and life opportunities for all Twin Cities children
- ◆ Applied some of the ideas exchanged in these sessions to your own daily life

Session I: Getting the Dialogue Started (Possible title, "Who Are We?")

- ❖ *(Note: The goal of session one is to familiarize the participants with each other and the issues. Session one is structured around personal perceptions to be exchanged among the participants and is an opportunity to get acquainted with each other. Session two introduces the issue itself, concentrating on segregation and its effects on education, housing, economic development/jobs, etc., and should redirect the focus of the discussion to institutional/macro-level factors.)*

Hour One: Connecting People and the Issues

- Use a series of questions to jump-start the conversation; let the participants "get to know each other" and develop a more personal connection to the issue.

Examples:

- (1) Relate a story or give an example to illustrate how your background or experiences may have shaped your attitudes about segregation.
- (2) ~~Where are~~ you from? What kinds of things seem important in describing this place?
- (3) In retrospect, what characteristics of your neighborhood(s) or schools may have been a benefit or disadvantage to you?
- (4) Why did you decide to take part in this study circle program?
- (5) How do you perceive life in the Twin Cities now? Do we have two separate societies now.
- (6) Does everyone in the Twin Cities have an equal opportunity at ~~shaping the character of their lives?~~ *to succeed educationally & economically?*
- (7) What's your reaction to the NAACP premise that having two ~~separate societies, even if they were equal, would be unhealthy for the Twin Cities?~~ *racially* →

Session I: A Tale of Two Cities [Continued: Hour Two]

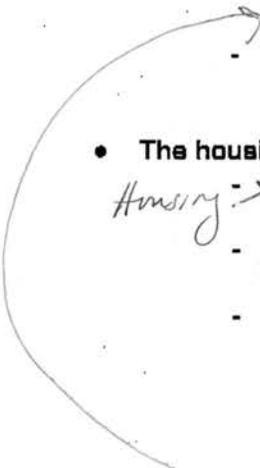
❖ *Note: more input is needed here; Which statistics best summarize the state of the region? What kinds of statistics are most provocative?*

What are some of the things we are doing right?

- The Twin Cities are consistently rated one of the most livable communities in America
 - The regional economy is viable and growing
 - Downtown is growing, at least 150,000 jobs by 2000
 - Neighborhoods are being Redeveloped
 - Overall crime ~~has been reduced~~ *rate has fallen*
 - ~~New light-rail project will improve mobility~~
- Some other* (written next to the first three items)
- Some others are stable* (written next to the fourth item)

What are some of the challenges currently facing our community?

- **Educators are saying:**
 - Low achievement in central city's public schools (Only 9% of eight graders in Minneapolis public schools passed both the math and reading skills tests)
 - Urban schools are burdened by teen pregnancy, crime, gang activity, and drugs
 - Diversifying student populations, many students come to school not speaking standard English
 - Children and families are increasingly under stress, children may be burdened by additional responsibilities at a young age, instability, frequent moves, or violence.
 - Students have weak educational preparation or come from homes with few or no educational materials
- **The housing market reflects:** *for working families*
 - Affordable housing is becoming increasingly scarce, especially with the loss of many large federal subsidies
 - Poverty is concentrating nearly twice as fast as the national average in the Twin Cities
 - People of color are increasingly concentrated in the core cities and in poverty



Children who attend school all year and the same school over several years have the best chance of success; too many poor families move frequently, leading to poor attendance and instability for their children

Racial and economic

• **Community life:**

- Segregation is increasing
- *pe* Growing gap between the rich and poor *is increasing*
- Not all citizens have equal access to the ~~benefits of our~~ *community* (transportation, jobs that pay livable wages, an equitable education, and affordable housing)
- Juvenile crime is increasing
- Infrastructure needs to be updated

define →

- *Drug use affects neighborhoods life and safety*
and health issues

• **Business community and economic development:**

- Are schools producing graduates with adequate skills for the workplace? *1st*
- *Public* Is there enough affordable housing near the available jobs?
- Transportation is inadequate,
- Why are so many new jobs unfilled in the Twin Cities?
- Are minorities represented in all job fields?

Questions for Discussion:

1. What do you feel are the strengths of the region? What do you feel are its challenges?
Weaknesses
2. How does the data about poverty, housing, and communities of color relate to your neighborhood? Is it consistent with your experience? Which of the neighborhoods in the maps most resembles your own?
3. Do you see life opportunities getting better or worse in the future? Do you see life opportunities increasing or decreasing in your neighborhood? (e.g., jobs, income, health...)
4. ~~Are some people doing better than others, why?~~ *economically*
5. Do you think *racial* segregation in the Twin Cities has a positive effect, negative effect, or no effect at all on the life opportunities of the children you know?
6. *racial* Is segregation today different from the 1960's? *In what ways?*
7. Is there room for citizen involvement on any of the issues discussed so far? Where or how?

Racial and economic

Session II: What are the Reasons for Segregation in the Twin Cities?

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

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

Viewpoints:

1. Racial prejudice causes people to live apart.

According to this view, the most basic reason for segregation is that people don't like living with people who are different from themselves. In particular, whites are uncomfortable living next to people of color, or sending their children to school with children of color. This kind of prejudice isn't just limited to whites - people of color sometimes are biased against whites, and different ethnic minorities sometimes are biased against one another - but whites are on average wealthier, and therefore have greater segregation. People of color are often discouraged from moving to white communities by the prejudice of real estate agents or white residents.

2. High crime and poor schools drive people away.

According to this view, segregation is the logical outcome of people trying to escape bad situations. City neighborhoods are usually noisier, dirtier, and have some have more crime than the suburbs. City schools to be generally perceived to be poorer in quality, with lower average test scores and less experienced teachers, than suburban schools. People who can afford homes in the suburbs will usually move there, creating economic segregation. And because whites as a whole are wealthier, racial segregation happens as well. While segregation isn't good, it is happening because people want to make the best choices possible. You can't blame people for doing what is best for themselves and their families.

3. Institutional racism in housing, hiring, and education leads to inequities.

According to this view, racism is firmly established in the institutions of our society. Power continues to be used in a way that favors whites, hurts people of color, and leads to segregation. "Institutional racism" is entrenched in our businesses, government agencies, the media, schools, the criminal justice system, and more. Much of the time, this kind of racism manifests itself indirectly. For instance, many hiring practices use racially biased standardized tests that keep out otherwise

qualified applicants, mortgage companies engage in unfair lending practices, schools disproportionately track students of color into remedial classes and white students into college prep courses. Such practices may appear benign on the surface, but in effect they disproportionately effect the opportunities of people of color. In all kinds of ways, American institutions have continued to limit opportunities for people of color and treat them as second class citizens. It's been this way for so long that white people aren't even aware of the "white privilege" they carry with them.

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

According to this view, the "American dream" of owning your own home with some land around it is the single greatest cause of segregation. Americans don't like living in small apartments or the narrow lots of city neighborhoods. Many people came to this country to avoid that kind of lifestyle and find more elbow room. At the moment, whites are wealthier on average, so they are better able to realize their dreams. As people of color get richer, more of them will move out to their own homes outside of the city (in many suburbs this is already happening.) This doesn't mean we shouldn't try to do something about segregation. However, ~~we should remember that there are~~ positive reasons for moving out of the cities; we can't blame people for wanting live where there is more greenery and open space.

5. Pubic policies divide types of people.

According to this view, government decisions on issues such as transportation, housing, and zoning contribute greatly to segregation. Building highways rather than public transit systems encourages people to drive to work rather than living near train stations and bus lines; in turn, this leads to more spread-out cities and suburbs where different kinds of people live farther away from each other. Zoning boards often pass restrictions which effectively prevent ~~more affordable~~ houses or apartments from being built in affluent neighborhoods and suburbs. In fact, there just isn't enough affordable housing in general. ~~Suburban governments put less restrictions and fewer taxes on businesses, so the new jobs being created are often out of reach of the poorer city residents. Dealing with segregation will have to become an important government priority if we are to make any progress.~~

Discussion Questions:

1. Which of the viewpoints is closest to your own? Why?
2. Are there viewpoints not represented here which should be? ~~Why?~~
3. Are some of these reasons for segregation becoming more prominent, while others get less important? What are the trends?
4. Each viewpoint states a reason for segregation - does each one also suggest ways of doing something to change segregation? What are they?
5. What general direction should we take for dealing with segregation?

Session Three: What Should we do about Housing and Residential Segregation in the Twin Cities?

Viewpoints:

1. **Enforcement of Anti-Discrimination Laws should be stepped up by agencies already in place.** All people have the right to choose where they want to live. However, steering by real estate agencies, discriminatory practices by landlords, and unfair lending practices in the mortgage and banking industries have made this near to impossible for many. Because of these discriminatory practices, people of color and the poor often become concentrated in a few neighborhoods. People who feel discriminated against should use the agencies already in place or bring lawsuits against those who violate their right to fair housing.
2. **Limit new growth and expansion.** The boundaries of the suburbs continue to expand as new developments move farther out into the surrounding farm or open land. This expansion forces the metro area to direct a disproportionate amount of its precious resources on new infrastructure and lures white, middle class residents farther away from the city. If this growth was limited, eventually developers would have to reinvest within the now deteriorating city and inner-ring suburban neighborhoods instead.
3. **Exclusionary zoning practices should be eliminated.** Many suburbs have zoning requirements which serve to increase the cost of living in their city. In turn, this makes affordable housing developments, such as apartments or multi-family houses, and access to the resources of the community unavailable. If such policies were challenged, new development may occur, resulting in more choices and diversified neighborhoods.
4. **Reinvest in the core cities and inner-ring suburbs.** ^{Taxes} Funds should be redirected to re-developing the core and inner-ring suburbs. If property taxes were reduced, neighborhoods were beautified and kept safe, shopping districts improved, and new housing with modern amenities more available, these cities could lure middle class residents back into the city. The citizens living there would also have a higher quality of life and would be less likely to leave.
5. **Begin a system of mandatory requirements for new development.** ^{Describe the suburbs} ^{some suburbs} Efforts to desegregate neighborhoods, both racially and on the basis on socioeconomic status, have been voluntary thus far and have had limited success. Targets have been set, but are rarely met. In other cities, zoning laws actually prohibit the development of affordable housing preventing many individuals from even moving to the community. ^{low income} ~~Now, we~~ need to turn our focus away from redeveloping the core cities to desegregating the suburbs. Through mandatory provisions requiring the inclusion of affordable housing units in all new multi-unit developments or providing bonuses to developers who do so, all people will eventually have more housing choices and neighborhoods will be more diverse racially and socioeconomically.

See concrete example

Such is large minimum lot size

Can't find part

low income

6. **Let the market regulate itself.** The best role for government in desegregating housing development and neighborhoods in the Twin Cities is to reform the property tax structure and other codes which hinder profitable development in low income housing. High land prices and the cost of construction already keep the market from providing new affordable housing. If government could make affordable housing more appealing to the private sector, then more of it would be built.

Discussion Questions:

1. Which of these viewpoints is closest to your own? Why?
2. Try to imagine all of the possible outcomes of the changes proposed by each viewpoint. Who would be most affected? Who would stand to benefit the most? The least?
3. Which of these viewpoints do you feel would be most effective in remedying segregation in the Twin Cities? Are there any that would be ineffective in dealing with segregation?
4. What are the strengths of each plan? What are the weaknesses?
5. Do you prefer strategies at the government or private sector level? Metro or local level? *A combination?*

Session IV: Education Policies and Segregation in Education

Basic Issues to Address

- *why* How have our ^{public} schools worked for some children and *not others?* how they have worked against other children? What are the internal (institutional) factors and what are the external (community) factors that could be causing this?
- Understanding the nature of "white privilege": People of color are usually aware of how systems and institutions work against them. How well do whites understand how the system works in their favor?
- Looking at the relationship between persistent residential racial and economic segregation, school segregation and educational achievement in our schools: what do we see? *can we learn?*

Section One: Some Challenges Facing Schools Today

Option One: List by level

- At the Level of Individuals
- Small-group/Community
- Institutional/regional

Option Two: List more generally, do not categorize by level

define

- Disparate school failure/success rates
- Failure of the School system to serve its minority students specifically
- Stress on certain school districts
- Residential segregation ->poverty concentration
- Issues correlated with concentrating poverty in schools; crime, teen pregnancy, low achievement, high dropout rates, drug use, etc.

Session IV: What should we do about Education Policies and Segregation in Education?

Section Two: Creating a Vision for the Future

School reform is an ongoing discussion in our area. In several school districts achievement is high and the outlook is good, but a disproportionate lack of achievement among other schools and segregation abound.

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

these problems and

- **View One - Return to community schools.**

According to this view, previous attempts to desegregate schools have required extensive busing and drawn students' out of their home neighborhoods. A return to community schools would promote community and parent involvement, which in turn would increase student achievement.

[D/n deny the prob. of segregation, more segregated but long run better serve the opp of student of color greater achievement]

- **View Two - A metro-wide school district should be created.**

According to this view, it is necessary to extend the resources of the region to all children, regardless of where they live. Magnet schools, interdistrict schools, and busing are all key in achieving this goal. Because students can choose from many options, this plan eliminates the need for forced busing if a student chooses a school close to home, but also extends more opportunities to a greater number of students than before.

- **View Three - Support efforts to build more charter schools.**

According to this view, Charter schools can create highly effective learning environments with more accountable school administration and increased opportunities for parent involvement than the larger rule-bound bureaucracies in which they exist. Because charter schools are public, they are free and they are not bound by district lines, so they are also open to all students. Not only do charter schools promise to increase achievement, but they can voluntarily draw diverse student bodies, providing models of integration for other schools.

more

- **View Four - Utilize a combination of public money and private sector solutions.**

According to this view, the competitive nature of a free market situation creates a natural push to deliver higher quality while simultaneously improving efficiency. Private schools have been in this situation for years; in order to compete against other private and public educational options, such schools must attract students through the promise of better quality instruction, more attention to individual students, higher success rates, etc. The result of the free market situation is of benefit to all involved, offering students a better chance at success and the community more educated, better prepared citizenry than a non-competitive situation. The public education system should access the advantages of such a system by offering qualified students vouchers for the private

school of their choice or by introducing the services of various contractors into the mainstream public schools.

• **View Five - Create Regional or Statewide Strategies for Funding Equity**

According to this view, the difference in the quality of education among suburban and urban district students comes down to dollars. An effective education requires modern, well-maintained facilities with up-to-date science labs, computers, and the latest textbooks, but it also requires access to good extra-curricular offerings and a variety of programs. The actual costs of providing these facilities within older inner-city school buildings that require higher maintenance and have many less up-to-date existing resources can be much higher than in the newer suburban schools. Also the actual costs of educating the student body of a suburban and an urban school vary dramatically; with large expenditures being made for special education programs and higher security costs. Compounding disparities is the tax-base structure; suburban school districts generally draw from tax bases that include houses of higher property values and a disproportionate share of commercial entities.

• **View Six: Culture specific schools, as opposed to integration, increase the educational opportunities of students of color.**

According to this view, the large scale failures of urban students of color within the mainstream public schools can be remedied best by offering specialized public schools for these students. Teachers, curriculum, and methods of instruction are so infused with the value system of the white middle class that efforts to put white students and students of color together in the classroom will only continue to produce the same results. Culture specific schools, however, have tailored their instruction methods to the learning needs of the students, provided more adult role models of color than mainstream schools, and increased overall achievement.

• **View Seven - Reversing the patterns of de facto segregation will truly desegregate schools.**

According to the view, the efforts made by various reformers of education and advocates of housing merely treat the symptoms of the underlying problem: Americans live very segregated lives. Unless neighborhoods are integrated and the housing choices of all Americans is expanded, segregation will continue and schools will reflect it. As long as the educational opportunities of children are determined by the area in which they live, and where we live is correlated with the color of our skin, the educational opportunities of students will be affected. Breaking down the patterns of segregation, therefore, is the best way to deal with equalizing the educational and life opportunities of all children.

Discussion Questions:

1. Which of these viewpoints comes closest to your own? What life experiences or values inform your perspective?
2. To what extent does this viewpoint address with segregation? To what extent does it address education?
3. In what ways should we utilize institutions in our communities to make progress on the issue of racial segregation?
4. What are the strengths and weaknesses of each perspective?
5. Which kinds of proposals would you like to see policymakers concentrate on

Session V

Making a Difference: What is the Community's Responsibility?

❖ *Use the following questions to get the discussion and action steps started. Think about the many different types of "action" and "actors." If an answer seems to present possibilities for future action or even the ingredients take note. Pay special attention to the persons, organizations, and areas in the community and their respective role in any action possibilities.*

Hour one: Things to consider....

- Think back to sessions two, three, and four. What seemed to be the key ingredients of the solutions you chose? What were the roles of schools? Of communities? Were there any themes in the solutions chosen by other members of the study circle?
- What is the responsibility of the community - the public - for addressing these problems? Resistance to taking responsibility for community problems may be our biggest challenge.
- In what ways is your community tied to the well being of other communities in the Twin Cities metropolitan region?
- Why should these problems be of concern to all Twin Citians? Or not? Do we need a healthy whole in order to be healthy individually? Are there costs and risks of further delay?
- What are the implications of race and racial relations in the Twin Cities? For children? For adults? For Caucasians? For people of color? *Whites*
- Given the residential patterns articulated already, what do you think the twin Cities will look and feel like ten years from now? How do you want it to look? Are these two visions more similar or different?
- Where do you see possibilities to influence this outcome? Offer possible viewpoints...

Key Questions



Session V

Making a Difference: What is the Community's responsibility?

Action Ideas and Promising Practices in Other Communities:

- **Portland, Oregon** (metro governance and containing sprawl)
- **Gatreaux** (deconcentration of poverty)
- **Raleigh and Durham, NC** (school desegregation)
- **Norfolk, Virginia** (return to neighborhood schools)

Action Ideas and Promising Practices in the Twin Cities

Community-level Initiatives:

- Twin Cities (fiscal disparities act)
- Holman Lawsuit

Individual-level Initiatives:

- West Metro Education Program demonstration schools
- Tri-District School (St. Paul, Maplewood, North St. Paul)
- Urban Coalition's 50/30 Program
- Mediation of the NAACP educational adequacy lawsuit
- MICAH's Suburban Housing Initiative
- Implementing the Minneapolis Housing Principles
- AMS' Inclusionary Zoning Initiative
- State legislative initiatives (e.g., Mandatory LCA)
- *A Thousand Voices, A Thousand Families for Integrated Schools: From Talk to Action* (See attached)

APPENDICES

I. Snapshot: Where We Are Today

- reformat the layout of this section to make it more user friendly, update statistics, but maintain much of the content from last year.
- *(Note: this will be reformatted as a reference with these suggestions in mind. It will appear at the end of the discussion guide)*

II. Glossary

III. Action Possibilities: Contacts

put in text

→ **IV. Supplementary Reading (citations, newspaper articles, summaries, etc.)**

V. Bibliography

VI. Evaluation/Feedback Forms (?)

NEW ORGANIZATIONS
- SUGGESTION
OR STUDY GUIDE

- Layout -

1) PROCESS DESCRIPTION

~~DEFINITIONS~~

~~WHAT IS YOUR OWN EXPERIENCE?~~

~~WHAT STORY TELLING~~

A)

• Did you know that:

- SEGREGATION FACTS
- ISO. FACTS
- Housing FACTS
- DEMOGRAPHIC FACTS
- FISCAL FACTS

B)

• ~~QUEST~~ WHAT QUESTIONS ~~DO~~ THESE ^{FACTS} RAISE?
• in you?
• in the TWIN CITIES?

C)

• WHAT ^{SOLUTIONS} ALTERNATIVES ARE THERE?
HERE ARE SOME EXAMPLES OF OTHER APPROACHES.

D)

- WHAT CAN WE AS A GROUP TELL OUR
- SCHOOL BOARD?
 - CITY COUNCIL?
 - COUNTY JURED REP.?
 - MET COUNCIL?
 - STATE LEGISLATORS?
 - NEIGHBOURS / BUSINESS LEADERS

TABLE OF CONTENTS

- INTRODUCTION to the Process
 - What is the CCC?
 - What is a community circle?
 - What is the task of the community circles?
- SESSION ONE:
 - Hour One:
Getting the Dialogue Started
 - Hour Two:
What are we doing right?
What are the challenges we face (impacts of segregation)?
- SESSION TWO: What are the reasons for segregation in the Twin Cities?
- SESSION THREE: What should we do about residential segregation?
- SESSION FOUR:
 - Hour One:
What are the costs of education segregation?
 - Hour Two:
What should we do to increase the educational achievement / opportunities of all children in the Twin Cities?
- SESSION FIVE: What is the Community's Responsibility? Making a Difference...

Action
Ideas

- + excl. zoning committee
- + mortgage/banking committee
- + Re-hab houses/reinvest in housing
- + Accountability
- + neighborhood

* language -> who will be attracted by the D.G.?

* Summary of myron's poverty section

1. Process

2. Facts - "Did you know that..."

- "What Q. did these raise?"

3. Alternatives - "What can we tell our leaders?"
- ~~Patrons~~, Met Council
- Identify

* Fewer Questions

*

* Action → Redefine view

* "See things differently?"

Proposed Format for 1998 Community Circle Discussion Guide (Revised 07/02/98)

The Community Circles Collaborative: An Introduction to the Process

Welcome to the Community Circles project. You are one of several hundred residents of the Minneapolis/St. Paul metro area who have come together to address issues of segregation in housing and education.

What is the Community Circles Project?

Many people have recognized that the Twin Cities are becoming increasingly divided along the lines of race and class. The Community Circles project was created out of a belief that local citizens should address these issues and find ways of doing something about it.

Since December 1996, over 350 residents of the Twin Cities metropolitan area have been involved in community circles – small, democratic discussion groups – on these issues. Participants shared their hopes, concerns, and recommendations at a Community Forum held in May 1997.

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

What is the Community Circle Collaborative?

The Collaborative is made up of over 30 metro-area organizations, united in the belief that citizen dialogue and action on these issues can make a difference. The original partners in the effort were the Education and Housing Equity Project, the Minneapolis Initiative Against Racism (MIAR), the Minnesota Minority Education Partnership (MMEP), and the Minnesota Fair Housing Center. The Collaborative has expanded into a wide-ranging coalition of community-based organizations, public officials, and individuals working in a variety of fields, including social justice, race relations, housing, education, religion, law, and social research.

Organizations are welcome to join the Collaborative; all it takes is a shared concern for these issues, a shared belief in the power of citizen involvement, and the willingness to help with the organizing tasks necessary for making the project a success.

"Racial & Economic" segregation / polarization
isolation.

What is a community circle?

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

The Task of the Community Circles

Keeping the conversations centered on the following two questions:

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

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

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

Where have community circle programs been successful?

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

Explicitly
Outline
Exit
Plan

ex: * People should talk to community leaders

How will the process work?

At the first meeting of your community circle, your facilitator will introduce him/herself, explain their role, and ask the participants to introduce themselves. Then the facilitator will lead the group through a process of setting ground rules for the discussion. After some initial rules have been adopted, the group will start on the first session, which will focus on participants' personal experiences and their hopes for the future of the community. Over the next several weeks, the group will explore some of the larger questions about segregation, examine various avenues for change, and strategize about the next steps to be taken on various action ideas. After the final session, community circle participants from all over the metro area will meet for an action forum, where task forces will be formed to move forward with implementation plans.

The schedule:

Session One: Who are we?

Session Two: What is the nature of segregation in the Twin Cities?

Session Three: What should we do about residential segregation?

Session Four: What should we do about segregation in schools?

Session Five: How can we make a transition to action?

Why is the Community Circles project unique?

Much of what we see in the media and in public meetings today cannot be called conversation for many reasons. Chief among them is the fact that advocacy of one point of view or another at the expense of decorum, is an integral part of what is often called "positioning" or "posturing." This kind of communication has become an accepted fact in most of the media, but it ultimately leads to public cynicism and withdrawal from the political process.

On the other hand, to "converse" means "to share words with others" and carries the implication of equality. A "conversation" is a sharing of ideas, thoughts, and perspectives intended to lead to understanding. Agreement, however, is not necessary in order to have a successful conversation. What is important is listening, reflecting, and speaking from both the head and heart.

One of the goals of the Community Circles project is to institutionalize the art of guided conversation in our metropolitan area. We sincerely believe that solutions to serious and often divisive issues can be found if we put aside our fears and prejudices and work together.

What is Required of You?

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

- ◆ A commitment to the entire five session schedule and the Action Forum
- ◆ A promise to share thoughts honestly and respectfully
- ◆ A willingness to listen deeply to others
- ◆ A preference for collaboration rather than competition
- ◆ A desire to find common ground and creative solutions

What can you expect?

You are investing your time and effort in the Community Circle Collaborative Process, naturally you may be wondering what you will accomplish. By the end of the five sessions, the members of each group should feel successful if the group has:

- ◆ Participated in civil discussions among people with different points of view
- ◆ Provided its participants with a new way of understanding the issues, especially those we personally may not be receptive to hearing
- ◆ Enumerated the strengths and weaknesses of the Twin Cities and come to a more informed opinion than before the process began
- ◆ Generated concrete suggestions of how we as individuals and as a community should approach issues of education, housing, and segregation
- ◆ Acted as a catalyst for and listed action steps to be taken in the future to ensure optimum educational and life opportunities for all Twin Cities children
- ◆ Applied some of the ideas exchanged in these sessions to your own daily life

" 5-10 Actions would take place as a result "

Wenja

Session I: Getting the Dialogue Started (Possible title, "Who Are We?")

- ❖ *(Note: The goal of session one is to familiarize the participants with each other and the issues. Session one is structured around personal perceptions to be exchanged among the participants and is an opportunity to get acquainted with each other. Session two introduces the issue itself, concentrating on segregation and its effects on education, housing, economic development/jobs, etc., and should redirect the focus of the discussion to institutional/macro-level factors.)*

Hour One: Connecting People and the Issues

- Use a series of questions to jump-start the conversation; let the participants "get to know each other" and develop a more personal connection to the issue.

Examples:

- (1) Relate a story or give an example to illustrate how your background or experiences may have shaped your attitudes about segregation.
- (2) Where are you from? What kinds of things seem important in describing this place?
- (3) In retrospect, what characteristics of your neighborhood(s) or schools may have been a benefit or disadvantage to you?
- (4) Why did you decide to take part in this study circle program?
- (5) How do you perceive life in the Twin Cities now? Do we have two separate societies now.
- (6) Does everyone in the Twin Cities have an equal opportunity at shaping the character of their lives?
- (7) What's your reaction to the NAACP premise that having two separate societies, even if they were equal, would be unhealthy for the Twin Cities?

Session I: A Tale of Two Cities (Continued: Hour Two)

- ❖ *Note: more input is needed here; Which statistics best summarize the state of the region? What kinds of statistics are most provocative?*

What are some of the things we are doing right?

- The Twin Cities are consistently rated one of the most livable communities in America
- The regional economy is viable and growing
- Downtown is growing, at least 150,000 jobs by 2000
- Neighborhoods are being Redeveloped
- Overall crime has been reduced
- New light rail project will improve mobility

What are some of the challenges currently facing our community?

- **Educators are saying:**
 - Low achievement in central city's public schools (Only 9% of eight graders in Minneapolis public schools passed both the math and reading skills tests)
 - Urban schools are burdened by teen pregnancy, crime, gang activity, and drugs
 - Diversifying student populations, many students come to school not speaking standard English
 - Children and families are increasingly under stress, children may be burdened by additional responsibilities at a young age, instability, frequent moves, or violence.
 - Students have weak educational preparation or come from homes with few or no educational materials

- **The housing market reflects:**
 - Affordable housing is becoming increasingly scarce, especially with the loss of many large federal subsidies
 - Poverty is concentrating nearly twice as fast as the national average in the Twin Cities
 - People of color are increasingly concentrated in the core cities and in poverty

- **Community life:**
 - Segregation is increasing
 - Growing gap between the rich and poor
 - Not all citizens have equal access to the benefits of our community (transportation, jobs that pay livable wages, an equitable education, and affordable housing)
 - Juvenile crime is increasing
 - Infrastructure needs to be updated

- **Business community and economic development:**
 - Are schools producing graduates with adequate skills for the workplace?
 - Is there enough affordable housing near the available jobs?
 - Transportation is inadequate,
 - Why are so many new jobs unfilled in the Twin Cities?
 - Are minorities represented in all job fields?

Questions for Discussion:

1. What do you feel are the strengths of the region? What do you feel are its challenges?
2. How does the data about poverty, housing, and communities of color relate to your neighborhood? Is it consistent with your experience? Which of the neighborhoods in the maps most resembles your own?
3. Do you see life opportunities getting better or worse in the future? Do you see life opportunities increasing or decreasing in your neighborhood? (e.g., jobs, income, health...)
4. Are some people doing better than others, why?
5. Do you think segregation in the Twin Cities has a positive effect, negative effect, or no effect at all on the life opportunities of the children you know?
6. Is segregation today different from the 1960's?
7. Is there room for citizen involvement on any of the issues discussed so far? Where or how?

Session II: What are the Reasons for Segregation in the Twin Cities?

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

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

Viewpoints:

1. Racial prejudice causes people to live apart.

According to this view, the most basic reason for segregation is that people don't like living with people who are different from themselves. In particular, whites are uncomfortable living next to people of color, or sending their children to school with children of color. This kind of prejudice isn't just limited to whites – people of color sometimes are biased against whites, and different ethnic minorities sometimes are biased against one another – but whites are on average wealthier, and therefore have greater segregation. People of color are often discouraged from moving to white communities by the prejudice of real estate agents or white residents.

2. High crime and poor schools drive people away.

According to this view, segregation is the logical outcome of people trying to escape bad situations. City neighborhoods are usually noisier, dirtier, and have some have more crime than the suburbs. City schools to be generally perceived to be poorer in quality, with lower average test scores and less experienced teachers, than suburban schools. People who can afford homes in the suburbs will usually move there, creating economic segregation. And because whites as a whole are wealthier, racial segregation happens as well. While segregation isn't good, it is happening because people want to make the best choices possible. You can't blame people for doing what is best for themselves and their families.

3. Institutional racism in housing, hiring, and education leads to inequities.

According to this view, racism is firmly established in the institutions of our society. Power continues to be used in a way that favors whites, hurts people of color, and leads to segregation. "Institutional racism" is entrenched in our businesses, government agencies, the media, schools, the criminal justice system, and more. Much of the time, this kind of racism manifests itself indirectly. For instance, many hiring practices use racially biased standardized tests that keep out otherwise

qualified applicants, mortgage companies engage in unfair lending practices, schools disproportionately track students of color into remedial classes and white students into college prep courses. Such practices may appear benign on the surface, but in effect they disproportionately affect the opportunities of people of color. In all kinds of ways, American institutions have continued to limit opportunities for people of color and treat them as second class citizens. It's been this way for so long that white people aren't even aware of the "white privilege" they carry with them.

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

According to this view, the "American dream" of owning your own home with some land around it is the single greatest cause of segregation. Americans don't like living in small apartments or the narrow lots of city neighborhoods. Many people came to this country to avoid that kind of lifestyle and find more elbow room. At the moment, whites are wealthier on average, so they are better able to realize their dreams. As people of color get richer, more of them will move out to their own homes outside of the city (in many suburbs this is already happening.) This doesn't mean we shouldn't try to do something about segregation. However, we should remember that there are positive reasons for moving out of the cities; we can't blame people for wanting live where there is more greenery and open space.

5. Public policies divide types of people.

According to this view, government decisions on issues such as transportation, housing, and zoning contribute greatly to segregation. Building highways rather than public transit systems encourages people to drive to work rather than living near train stations and bus lines; in turn, this leads to more spread-out cities and suburbs where different kinds of people live farther away from each other. Zoning boards often pass restrictions which effectively prevent more affordable houses or apartments from being built in affluent neighborhoods and suburbs. In fact, there just isn't enough affordable housing in general. Suburban governments put less restrictions and fewer taxes on businesses, so the new jobs being created are often out of reach of the poorer city residents. Dealing with segregation will have to become an important government priority if we are to make any progress.

city councils, demol. afford.

Discussion Questions:

1. Which of the viewpoints is closest to your own? Why?
2. Are there viewpoints not represented here which should be? Why?
3. Are some of these reasons for segregation becoming more prominent, while others get less important? What are the trends?
4. Each viewpoint states a reason for segregation – does each one also suggest ways of doing something to change segregation? What are they?
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2. **Limit new growth and expansion.** The boundaries of the suburbs continue to expand as new developments move farther out into the surrounding farm or open land. This expansion forces the metro area to direct a disproportionate amount of its precious resources on new infrastructure and lures white, middle class residents farther away from the city. If this growth was limited, eventually developers would have to reinvest within the now deteriorating city and inner-ring suburban neighborhoods instead.
3. **Exclusionary zoning practices should be eliminated.** Many suburbs have zoning requirements which serve to increase the cost of living in their city. In turn, this makes affordable housing developments, such as apartments or multi-family houses, and access to the resources of the community unavailable. If such policies were challenged, new development may occur, resulting in more choices and diversified neighborhoods.
4. **Reinvest in the core cities and inner-ring suburbs.** Funds should be redirected to re-developing the core and inner-ring suburbs. If property taxes were reduced, neighborhoods were beautified and kept safe, shopping districts improved, and new housing with modern amenities more available, these cities could lure middle class residents back into the city. The citizens living there would also have a higher quality of life and would be less likely to leave.
5. **Begin a system of mandatory requirements for new development.** Efforts to desegregate neighborhoods, both racially and on the basis on socioeconomic status, have been voluntary thus far and have had limited success. Targets have been set, but are rarely met. In other cities, zoning laws actually prohibit the development of affordable housing preventing many individuals from even moving to the community. Now, we need to turn our focus away from redeveloping the core cities to desegregating the suburbs. Through mandatory provisions requiring the inclusion of affordable housing units in all new multi-unit developments or providing bonuses to developers who do so, all people will eventually have more housing choices and neighborhoods will be more diverse racially and socioeconomically.

6. **Let the market regulate itself.** The best role for government in desegregating housing development and neighborhoods in the Twin Cities is to reform the property tax structure and other codes which hinder profitable development in low income housing. High land prices and the cost of construction already keep the market from providing new affordable housing. If government could make affordable housing more appealing to the private sector, then more of it would be built.

Discussion Questions:

1. Which of these viewpoints is closest to your own? Why?
2. Try to imagine all of the possible outcomes of the changes proposed by each viewpoint. Who would be most effected? Who would stand to benefit the most? The least?
3. Which of these viewpoints do you feel would be most effective in remedying segregation in the Twin Cities? Are there any that would be ineffective in dealing with segregation?
4. What are the strengths of each plan? What are the weaknesses?
5. Do you prefer strategies at the government or private sector level? Metro or local level?

Session IV: Education Policies and Segregation in Education

Basic Issues to Address

- How have our schools worked for some children and how they have worked against other children? What are the internal (institutional) factors and what are the external (community) factors that could be causing this?
- Understanding the nature of "white privilege": People of color are usually aware of how systems and institutions work against them. How well do whites understand how the system works in their favor?
- Looking at the relationship between persistent residential racial and economic segregation, school segregation and educational achievement in our schools: what do we see?

Section One: Some Challenges Facing Schools Today

Option One: List by level

- At the Level of Individuals
- Small-group/Community
- Institutional/regional

Option Two: : List more generally, do not categorize by level

- Disparate school failure/success rates
- Failure of the School system to serve its minority students specifically
- Stress on certain school districts
- Residential segregation ->poverty concentration
- Issues correlated with concentrating poverty in schools: crime, teen pregnancy, low achievement, high dropout rates, drug use, etc.

Session IV: What should we do about Education Policies and Segregation in Education?

Section Two: Creating a Vision for the Future

School reform is an ongoing discussion in our area. In several school districts achievement is high and the outlook is good, but a disproportionate lack of achievement among other schools and segregation abound.

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

- **View One – Return to community schools.**

According to this view, previous attempts to desegregate schools have required extensive busing and drawn students' out of their home neighborhoods. A return to community schools would promote community and parent involvement, which in turn would increase student achievement.

[D/n deny the prob. of segregation, more segregated but long run better serve the opp of student of color greater achievement]

- **View Two – A metro-wide school district should be created.**

According to this view, it is necessary to extend the resources of the region to all children, regardless of where they live. Magnet schools, interdistrict schools, and busing are all key in achieving this goal. Because students can choose from many options, this plan eliminates the need for forced busing if a student chooses a school close to home, but also extends more opportunities to a greater number of students than before.

- **View Three – Support efforts to build more charter schools.**

According to this view, Charter schools can create highly effective learning environments with more accountable school administration and increased opportunities for parent involvement than the larger rule-bound bureaucracies in which they exist. Because charter schools are public, they are free and they are not bound by district lines, so they are also open to all students. Not only do charter schools promise to increase achievement, but they can voluntarily draw diverse student bodies, providing models of integration for other schools.

- **View Four – Utilize a combination of public money and private sector solutions.**

According to this view, the competitive nature of a free market situation creates a natural push to deliver higher quality while simultaneously improving efficiency. Private schools have been in this situation for years; in order to compete against other private and public educational options, such schools must attract students through the promise of better quality instruction, more attention to individual students, higher success rates, etc. The result of the free market situation is of benefit to all involved, offering students a better chance at success and the community more educated, better prepared citizenry than a non-competitive situation. The public education system should access the advantages of such a system by offering qualified students vouchers for the private

school of their choice or by introducing the services of various contractors into the mainstream public schools.

- **View Five – Create Regional or Statewide Strategies for Funding Equity**

According to this view, the difference in the quality of education among suburban and urban district students comes down to dollars. An effective education requires modern, well-maintained facilities with up-to-date science labs, computers, and the latest textbooks, but it also requires access to good extra-curricular offerings and a variety of programs. The actual costs of providing these facilities within older inner-city school buildings that require higher maintenance and have many less up-to-date existing resources can be much higher than in the newer suburban schools. Also the actual costs of educating the student body of a suburban and an urban school vary dramatically with large expenditures being made for special education programs and higher security costs. Compounding disparities is the tax-base structure; suburban school districts generally draw from tax bases that include houses of higher property values and a disproportionate share of commercial entities.

- **View Six: Culture specific schools, as opposed to integration, increase the educational opportunities of students of color.**

According to this view, the large scale failures of urban students of color within the mainstream public schools can be remedied best by offering specialized public schools for these students. Teachers, curriculum, and methods of instruction are so infused with the value system of the white middle class that efforts to put white students and students of color together in the classroom will only continue to produce the same results. Culture specific schools, however, have tailored their instruction methods to the learning needs of the students, provided more adult role models of color than mainstream schools, and increased overall achievement.

- **View Seven – Reversing the patterns of de facto segregation will truly desegregate schools.**

According to the view, the efforts made by various reformers of education and advocates of housing merely treat the symptoms of the underlying problem: Americans live very segregated lives. Unless neighborhoods are integrated and the housing choices of all Americans is expanded, segregation will continue and schools will reflect it. As long as the educational opportunities of children are determined by the area in which they live, and where we live is correlated with the color of our skin, the educational opportunities of students will be affected. Breaking down the patterns of segregation, therefore, is the best way to deal with equalizing the educational and life opportunities of all children.

Discussion Questions:

1. Which of these viewpoints comes closest to your own? What life experiences or values inform your perspective?
2. To what extent does this viewpoint address with segregation? To what extent does it address education?
3. In what ways should we utilize institutions in our communities to make progress on the issue of racial segregation?
4. What are the strengths and weaknesses of each perspective?
5. Which kinds of proposals would you like to see policymakers concentrate on

Session V

Making a Difference: What is the Community's Responsibility?

- ❖ *Use the following questions to get the discussion and action steps started. Think about the many different types of "action" and "actors." If an answer seems to present possibilities for future action or even the ingredients take note. Pay special attention to the persons, organizations, and areas in the community and their respective role in any action possibilities.*

Hour one: Things to consider....

- Think back to sessions two, three, and four. What seemed to be the key ingredients of the solutions you chose? What were the roles of schools? Of communities? Were there any themes in the solutions chosen by other members of the study circle?
- What is the responsibility of the community – the public – for addressing these problems? Resistance to taking responsibility for community problems may be our biggest challenge.
- In what ways is your community tied to the well being of other communities in the Twin Cities metropolitan region?
- Why should these problems be of concern to all Twin Citians? Or not? Do we need a healthy whole in order to be healthy individually? Are there costs and risks of further delay?
- What are the implications of race and racial relations in the Twin Cities? For children? For adults? For Caucasians? For people of color?
- Given the residential patterns articulated already, what do you think the twin Cities will look and feel like ten years from now? How do you want it to look? Are these two visions more similar or different?
- Where do you see possibilities to influence this outcome? Offer possible viewpoints...

Session V

Making a Difference: What is the Community's responsibility?

Action Ideas and Promising Practices in Other Communities:

- **Portland, Oregon** (metro governance and containing sprawl)
- **Gatreaux** (deconcentration of poverty)
- **Raleigh and Durham, NC** (school desegregation)
- **Norfolk, Virginia** (return to neighborhood schools)

Action Ideas and Promising Practices in the Twin Cities

list
volunteer opportunities

Community-level Initiatives:

- Twin Cities (fiscal disparities act)
- Holman Lawsuit

Individual-level Initiatives:

- West Metro Education Program demonstration schools
- Tri-District School (St. Paul, Maplewood, North St. Paul)
- Urban Coalition's 50/30 Program
- Mediation of the NAACP educational adequacy lawsuit
- MICAH's Suburban Housing Initiative
- Implementing the Minneapolis Housing Principles
- AMS' Inclusionary Zoning Initiative
- State legislative initiatives (e.g., Mandatory LCA)
- *A Thousand Voices, A Thousand Families for Integrated Schools: From Talk to Action* (See attached)

range of views

more individual-level things
diversity ideal.

look at other guides
(plagiarize)

APPENDICES

I. Snapshot: Where We Are Today

- reformat the layout of this section to make it more user friendly, update statistics, but maintain much of the content from last year.
- *(Note: this will be reformatted as a reference with these suggestions in mind. It will appear at the end of the discussion guide)*

II. Glossary

III. Action Possibilities: Contacts

IV. Supplementary Reading (citations, newspaper articles, summaries, etc.)

V. Bibliography

VI. Evaluation/Feedback Forms (?)

Session II: What are the Reasons for Segregation in the Twin Cities?

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

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

Viewpoints:

1. Racial prejudice causes people to live apart.

According to this view, the most basic reason for segregation is that people don't like living with people who are different from themselves. In particular, whites are uncomfortable living next to people of color, or sending their children to school with children of color. This kind of prejudice isn't just limited to whites – people of color sometimes are biased against whites, and different ethnic minorities sometimes are biased against one another – but whites are on average wealthier, and therefore have greater segregation. People of color are often discouraged from moving to white communities by the prejudice of real estate agents or white residents.

2. High crime and poor schools drive people away.

According to this view, segregation is the logical outcome of people trying to escape bad situations. City neighborhoods are usually noisier, dirtier, and some have more crime than the suburbs. City schools are generally perceived to be poorer in quality, with lower average test scores and less experienced teachers, than suburban schools. People who can afford homes in the suburbs will usually move there, creating economic segregation. And because whites as a whole are wealthier, racial segregation happens as well. ~~While segregation isn't good, it is happening because people want to make the best choices possible. You can't blame people for doing what is best for themselves and their families.~~

3. Institutional racism in housing, hiring, and education leads to inequities.

According to this view, racism is firmly established in the institutions of our society. Power continues to be used in a way that favors whites, hurts people of color, and leads to segregation. "Institutional racism" is entrenched in our businesses, government agencies, the media, schools, the criminal justice system, and more. Much of the time, this kind of racism manifests itself indirectly. For instance, many hiring practices use racially biased standardized tests that keep out otherwise

qualified applicants, mortgage companies engage in unfair lending practices, schools disproportionately track students of color into remedial classes and white students into college prep courses. Such practices may appear benign on the surface, but in effect they disproportionately affect the opportunities of people of color. In all kinds of ways, American institutions have continued to limit opportunities for people of color and treat them as second class citizens. It's been this way for so long that white people aren't even aware of the "white privilege" they carry with them.

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

According to this view, the "American dream" of owning your own home with some land around it is the single greatest cause of segregation. Americans don't like living in small apartments or the narrow lots of city neighborhoods. Many people came to this country to avoid that kind of lifestyle and find more elbow room. At the moment, whites are wealthier on average, so they are better able to realize their dreams. As people of color get richer, more of them will move out to their own homes outside of the city (in many suburbs this is already happening.) This doesn't mean we shouldn't try to do something about segregation. However, we should remember that there are positive reasons for moving out of the cities; we can't blame people for wanting live where there is more greenery and open space.

rentals.

home ownership

5. Public policies divide types of people.

According to this view, government decisions on issues such as transportation, housing, and zoning contribute greatly to segregation. Building highways rather than public transit systems encourages people to drive to work rather than living near train stations and bus lines; in turn, this leads to more spread-out cities and suburbs where different kinds of people live farther away from each other. Zoning boards often pass restrictions which effectively prevent more affordable houses or apartments from being built in affluent neighborhoods and suburbs. In fact, there just isn't enough affordable housing in general. Suburban governments put less restrictions and fewer taxes on businesses, so the new jobs being created are often out of reach of the poorer city residents. Dealing with segregation will have to become an important government priority if we are to make any progress.

Discussion Questions:

1. Which of the viewpoints is closest to your own? Why?
2. Are there viewpoints not represented here which should be? Why?
3. Are some of these reasons for segregation becoming more prominent, while others get less important? What are the trends?
4. Each viewpoint states a reason for segregation – does each one also suggest ways of doing something to change segregation? What are they?
5. What general direction should we take for dealing with segregation?

Session Three: What Should we do about Housing and Residential Segregation in the Twin Cities?

Viewpoints:

1. **Enforcement of Anti-Discrimination Laws should be stepped up by agencies already in place.** All people have the right to choose where they want to live. However, steering by real estate agencies, discriminatory practices by landlords, and unfair lending practices in the mortgage and banking industries have made this near to impossible for many. Because of these discriminatory practices, people of color and the poor often become concentrated in a few neighborhoods. People who feel discriminated against should use the agencies already in place or bring lawsuits against those who violate their right to fair housing.
2. **Limit new growth and expansion.** The boundaries of the suburbs continue to expand as new developments move farther out into the surrounding farm or open land. This expansion forces the metro area to direct a disproportionate amount of its precious resources on new infrastructure and lures white, middle class residents farther away from the city. If this growth was limited, eventually developers would have to reinvest within the now deteriorating city and inner-ring suburban neighborhoods instead.
3. **Exclusionary zoning practices should be eliminated.** Many suburbs have zoning requirements which serve to increase the cost of living in their city. In turn, this makes affordable housing developments, such as apartments or multi-family houses, and access to the resources of the community unavailable. If such policies were challenged, new development may occur, resulting in more choices and diversified neighborhoods.
4. **Reinvest in the core cities and inner-ring suburbs.** Funds should be redirected to re-developing the core and inner-ring suburbs. If property taxes were reduced, neighborhoods were beautified and kept safe, shopping districts improved, and new housing with modern amenities more available, these cities could lure middle class residents back into the city. The citizens living there would also have a higher quality of life and would be less likely to leave.

Redevel.
vacant houses / rehab
↑ housing stock, sup owned
creative home own.
↳ ↑ tax base.
5. **Begin a system of mandatory requirements for new development.** Efforts to desegregate neighborhoods, both racially and on the basis on socioeconomic status, have been voluntary thus far and have had limited success. Targets have been set, but are rarely met. In other cities, zoning laws actually prohibit the development of affordable housing preventing many individuals from even moving to the community. Now, we need to turn our focus away from redeveloping the core cities to desegregating the suburbs. Through mandatory provisions requiring the inclusion of affordable housing units in all new multi-unit developments or providing bonuses to developers who do so, all people will eventually have more housing choices and neighborhoods will be more diverse racially and socioeconomically.

"Summing"

Report Sess: 1-5

↳ organizes

MC

convene collaborative

subcomm's

↓
action forum reports

~~4~~
~~LIST~~ Promising Practices

~~LIST~~

(indiv, comm, sm groups)

~~QUES~~

~~TC specific & others~~

~~↳ thinking~~

Barbara Blackstone

TABLE OF CONTENTS

- INTRODUCTION to the Process
 - What is the CCC?
 - What is a community circle?
 - What is the task of the community circles?

- SESSION ONE:
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 - Getting the Dialogue Started

 - Hour Two.
 - What are we doing right?
 - What are the challenges we face(impacts of segregation)?

- SESSION TWO: What are the reasons for segregation in the Twin Cities?

- SESSION THREE: What should we do about residential segregation?

- SESSION FOUR:
 - Hour One.
 - What are the costs of education segregation?

 - Hour Two.
 - What should we do to increase the educational achievement / opportunities of all children in the Twin Cities?

- SESSION FIVE: What is the Community's Responsibility? Making a Difference...

Session IV: Education Policies and Segregation in Education

Basic Issues to Address

- How have our schools worked for some children and how they have worked against other children? What are the internal (institutional) factors and what are the external (community) factors that could be causing this?
- Understanding the nature of "white privilege": People of color are usually aware of how systems and institutions work against them. How well do whites understand how the system works in their favor?
- Looking at the relationship between persistent residential racial and economic segregation, school segregation and educational achievement in our schools: what do we see?

text

Section One: Some Challenges Facing Schools Today

Option One: List by level

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- Failure of the School system to serve its minority students specifically
- Stress on certain school districts
- Residential segregation ->poverty concentration
- Issues correlated with concentrating poverty in schools: crime, teen pregnancy, low achievement, high dropout rates, drug use, etc.

stat <

illus. probs

what does it mean¹³ to educate all kids?
do we actually think? who "deserves"/"needs"?

Session IV: What should we do about Education Policies and Segregation in Education?

include promise of public education - what does it mean?

Section Two: Creating a Vision for the Future

School reform is an ongoing discussion in our area. In several school districts achievement is high and the outlook is good, but a disproportionate lack of achievement among other schools and segregation abound.

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

View One - Return to community schools.

According to this view, previous attempts to desegregate schools have required extensive busing and drawn students' out of their home neighborhoods. A return to community schools would promote community and parent involvement, which in turn would increase student achievement. *school by school, prob. & borders, monitoring*

[D/n deny the prob. of segregation, more segregated but long run better serve the opp of student of color greater achievement]

View Two - A metro-wide school district should be created.

According to this view, it is necessary to extend the resources of the region to all children, regardless of where they live. Magnet schools, interdistrict schools, and busing are all key in achieving this goal. Because students can choose from many options, this plan eliminates the need for forced busing if a student chooses a school close to home, but also extends more opportunities to a greater number of students than before.

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According to this view, Charter schools can create highly effective learning environments with more accountable school administration and increased opportunities for parent involvement than the larger rule-bound bureaucracies in which they exist. Because charter schools are public, they are free and they are not bound by district lines, so they are also open to all students. Not only do charter schools promise to increase achievement, but they can voluntarily draw diverse student bodies, providing models of integration for other schools.

the competition is not reg. by law test: which students? all?...

View Four - Utilize a combination of public money and private sector solutions.

According to this view, the competitive nature of a free market situation creates a natural push to deliver higher quality while simultaneously improving efficiency. Private schools have been in this situation for years; in order to compete against other private and public educational options, such schools must attract students through the promise of better quality instruction, more attention to individual students, higher success rates, etc. The result of the free market situation is of benefit to all involved, offering students a better chance at success and the community more educated, better prepared citizenry than a non-competitive situation. The public education system should access the advantages of such a system by offering qualified students vouchers for the private

Statistics: who was educated in the past? / compare - state dept of Ed 1898 to 1998 (influx of im. grad rate)

dif order + neutrality (middle) John Schulman

state range of kids as main system competitive

48,000

school of their choice or by introducing the services of various contractors into the mainstream public schools.

• **View Five - Create Regional or Statewide Strategies for Funding Equity**

According to this view, the difference in the quality of education among suburban and urban district students comes down to dollars. An effective education requires modern, well-maintained facilities with up-to-date science labs, computers, and the latest textbooks, but it also requires access to good extra-curricular offerings and a variety of programs. The actual costs of providing these facilities within older inner-city school buildings that require higher maintenance and have many less up-to-date existing resources can be much higher than in the newer suburban schools. Also the actual costs of educating the student body of a suburban and an urban school vary dramatically with large expenditures being made for special education programs and higher security costs. Compounding disparities is the tax-base structure; suburban school districts generally draw from tax bases that include houses of higher property values and a disproportionate share of commercial entities.

prioritizing
how do we spend our tax \$?

50% for compensatory funding for LEP! spec. ed.

level of diversity
↓
speed of A
\$4 mil
-\$2 mil
of LEP in Mpk
of Spec Ed
\$22 mil more than state support for sp. ed funding

• **View Six: Culture specific schools, as opposed to integration, increase the educational opportunities of students of color.**

According to this view, the large scale failures of urban students of color within the mainstream public schools can be remedied best by offering specialized public schools for these students. Teachers, curriculum, and methods of instruction are so infused with the value system of the white middle class that efforts to put white students and students of color together in the classroom will only continue to produce the same results. Culture specific schools, however, have tailored their instruction methods to the learning needs of the students, provided more adult role models of color than mainstream schools, and increased overall achievement.

lack of A.A. History teachers
white. discom

Eric Matamond
Seed Acad

• **View Seven - Reversing the patterns of de facto segregation will truly desegregate schools.**

According to the view, the efforts made by various reformers of education and advocates of housing merely treat the symptoms of the underlying problem: Americans live very segregated lives. Unless neighborhoods are integrated and the housing choices of all Americans is expanded, segregation will continue and schools will reflect it. As long as the educational opportunities of children are determined by the area in which they live, and where we live is correlated with the color of our skin, the educational opportunities of students will be affected. Breaking down the patterns of segregation, therefore, is the best way to deal with equalizing the educational and life opportunities of all children.

Discussion Questions:

1. Which of these viewpoints comes closest to your own? What life experiences or values inform your perspective?
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4. What are the strengths and weaknesses of each perspective?
5. Which kinds of proposals would you like to see policymakers concentrate on

#2 Accomodating All Kids, Free Public Education
diversity → underfunded in LEP
↳ inc. #'s variety of lang needs
↳ not funded to accomodate.

#1 Public Conscience
"toughest kids to educate"
- cost most
- cut out many strategies

challenge
for schools

* poverty isn't spread evenly throughout schools

reflects will → public value on education

* message to kids

* what's the most important thing?

↳ do we say?

↳ do we do?

* Ross Corson: A few, simple clear questions that will link structural factors, systemic issues to anecdotes

Education & Housing Equity Project

HOPE MELTON

h. 927 8461
hope@pclink.com

- unidirectional, racism is a dynamic process, back & forth.

Memo

- To:** EHEP Board Members – Barbara Bearman
 Keith Hardy
 JoAnn Heryla
 Jim Hilbert
 Josie Johnson
 Jim Lerfestey
 Matt Little
 Hope Melton
- Van Mueller
 Myron Orfield & Emily Greenwald
 Thomas Ross
 Joy Sorensen Navarre
 Gavin Kearney & John Powell
 Jerry Timian
 Cris Toffolo

- From:** Dick Little, Executive Director
- CC:** Keshia Tanabe, EHEP staff, and Matt Leighninger, Study Circles Resource Center
- Date:** 07/08/98
- Re:** Community Circle Discussion Guide – Draft for Board Review

We don't explain consequences of poverty concentrations, esp > 40%
 - crime
 - mobility
 - child abuse (family violence)
 - infant mortality
 P. 12

Forwarded with this memo is the draft discussion guide as revised through July 7, 1998. Some of you received this at your e-mail address yesterday – please notify me if you are unable to open it and I will fax you a copy.

It is imperative that board members review this document prior to our board review meeting this Friday, July 10th. The board review meeting is scheduled to begin at 7:30 a.m. at the Church Center, Conference Room 2. We have reserved the meeting space until 12 noon. Board members who must leave early will be given first opportunity to present their comments for discussion. All sections of the guide have been drafted beyond the outline phase except Section 5. Staff expects to have clear direction from or agreement with the board on the next phases of development of the guide by the conclusion of Friday's meeting.

Because we want to maintain the discussion guide's integrity as a guide to promote deliberative discussion, we are recommending that a separate compendium be developed that includes more detailed and specific information to inform the discussions. This could include, for example, a succinct summary of the major findings and conclusions of the report on housing, education and persistent segregation by the Institute on Race and Poverty. It could also include selected Orfield maps and data on housing, schools, socio-economic / racial disparities, and school test results in the metropolitan area. Please bring your suggestions for items to include in the compendium along with your suggested edits of the draft discussion guide.

Proposed Format for 1998 Community Circle Discussion Guide (Revised 07/07/98)

The Community Circles Collaborative: An Introduction to the Process

Welcome to the Community Circles project. You are one of several hundred residents of the Minneapolis/St. Paul metro area who have come together to address issues of segregation in housing and education.

What is the Community Circles Project?

Many people have recognized that the Twin Cities are becoming increasingly divided along the lines of race and class. The Community Circles project was created out of a belief that local citizens should address these issues and find ways of doing something about it.

Since December 1996, over 350 residents of the Twin Cities metropolitan area have been involved in community circles – small, democratic discussion groups – on these issues. Participants shared their hopes, concerns, and recommendations at a Community Forum held in May 1997.

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

What is the Community Circle Collaborative?

The Collaborative is made up of over 30 metro-area organizations, united in the belief that citizen dialogue and action on these issues can make a difference. The original partners in the effort were the Education and Housing Equity Project, the Minneapolis Initiative Against Racism (MIAR), the Minnesota Minority Education Partnership (MMEP), and the Minnesota Fair Housing Center. The Collaborative has expanded into a wide-ranging coalition of community-based organizations, public officials, and individuals working in a variety of fields, including social justice, race relations, housing, education, religion, law, and social research.

Organizations are welcome to join the Collaborative; all it takes is a shared concern for these issues, a shared belief in the power of citizen involvement, and the willingness to help with the organizing tasks necessary for making the project a success.

What is a community circle?

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

The Task of the Community Circles

Keeping the conversations centered on the following two questions:

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

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

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

Where have community circle programs been successful?

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

How will the process work?

At the first meeting of your community circle, your facilitator will introduce him/herself, explain their role, and ask the participants to introduce themselves. Then the facilitator will lead the group through a process of setting ground rules for the discussion. After some initial rules have been adopted, the group will start on the first session, which will focus on participants' personal experiences and their hopes for the future of the community. Over the next several weeks, the group will explore some of the larger questions about segregation, examine various avenues for change, and strategize about the next steps to be taken on various action ideas. After the final session, community circle participants from all over the metro area will meet for an action forum, where task forces will be formed to move forward with implementation plans.

The schedule:

Session One: Who are we?

Session Two: What is the nature of segregation in the Twin Cities?

Session Three: What should we do about residential segregation?

Session Four: What should we do about segregation in schools?

Session Five: How can we make a transition to action?

Why is the Community Circles project unique?

Much of what we see in the media and in public meetings today cannot be called conversation for many reasons. Chief among them is the fact that advocacy of one point of view or another at the expense of decorum, is an integral part of what is often called "positioning" or "posturing." This kind of communication has become an accepted fact in most of the media, but it ultimately leads to public cynicism and withdrawal from the political process.

On the other hand, to "converse" means "to share words with others" and carries the implication of equality. A "conversation" is a sharing of ideas, thoughts, and perspectives intended to lead to understanding. Agreement, however, is not necessary in order to have a successful conversation. What is important is listening, reflecting, and speaking from both the head and heart.

One of the goals of the Community Circles project is to institutionalize the art of guided conversation in our metropolitan area. We sincerely believe that solutions to serious and often divisive issues can be found if we put aside our fears and prejudices and work together.

2
sets up
dicto for my
betw. advocacy
"decorum"
"creative
dialogue"
wd. be
better.

What we say in public is not what we say in private. "MN.
nice" + smugness/self-satisfaction.

What is Required of You?

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

- ◆ A commitment to the entire five session schedule and the Action Forum
- ◆ A promise to share thoughts honestly and respectfully
- ◆ A willingness to listen ^{carefully} deeply to others
- ◆ A preference for collaboration rather than competition
- ◆ A desire to find common ground and creative solutions

What can you expect?

You are investing your time and effort in the Community Circle Collaborative Process, naturally you may be wondering what you will accomplish. By the end of the five sessions, the members of each group should feel successful if the group has:

- ◆ Participated in civil discussions among people with different points of view
- ◆ Provided its participants with a new way of understanding the issues, especially those we personally may not be receptive to hearing
- ◆ Enumerated the strengths and weaknesses of the Twin Cities and come to a more informed opinion than before the process began
- ◆ Generated concrete suggestions of how we as individuals and as a community should approach issues of education, housing, and segregation
- ◆ Acted as a catalyst for and listed action steps to be taken in the future to ensure optimum educational and life opportunities for all Twin Cities children
- ◆ Applied some of the ideas exchanged in these sessions to your own daily life

Session I: Getting the Dialogue Started [Possible title, "Who Are We?"]

❖ *(Note: The goal of session one is to familiarize the participants with each other and the issues. Session one is structured around personal perceptions to be exchanged among the participants and is an opportunity to get acquainted with each other. Session two introduces the issue itself, concentrating on segregation and its effects on education, housing, economic development/jobs, etc., and should redirect the focus of the discussion to institutional/macro-level factors.)*

Hour One: Connecting People and the Issues

- Use a series of questions to jump-start the conversation; let the participants "get to know each other" and develop a more personal connection to the issue.

Examples:

- (1) Relate a story or give an example to illustrate how your background or experiences may have shaped your attitudes about segregation.
- (2) Where are you from? What kinds of things seem important in describing this place?
- (3) In retrospect, what characteristics of your neighborhood(s) or schools may have been a benefit or disadvantage to you?
- (4) Why did you decide to take part in this study circle program?
- (5) How do you perceive life in the Twin Cities now? Do we have two separate societies now. ⁽²⁾
- (6) Does everyone in the Twin Cities have an equal opportunity at shaping the character of their lives? ^{future}
- (7) What's your reaction to the NAACP premise that having two separate societies, even if they were equal, would be unhealthy for the Twin Cities?

Why 2?
 Does 2 imply black/white?
 only or are we referring to poor/wealthy?

Why this question?

Session I: A Tale of Two Cities (Continued: Hour Two)

- ❖ *Note: more input is needed here; Which statistics best summarize the state of the region? What kinds of statistics are most provocative?*

What are some of the things we are doing right?

- The Twin Cities are consistently rated one of the most livable communities in America
- The regional economy is viable and growing
- Downtown is growing, at least 150,000 jobs by 2000
- Neighborhoods are being Redeveloped
- Overall crime has been reduced
- New light rail project will improve mobility

What are some of the challenges currently facing our community?

- **Educators are saying:**

- Low achievement in central city's public schools
(Only 9% of eight graders in Minneapolis public schools passed both the math and reading skills tests)
- Urban schools are burdened by teen pregnancy, crime, gang activity, and drugs
- Diversifying student populations, many students come to school not speaking standard English
- Children and families are increasingly under stress, children may be burdened by additional responsibilities at a young age, instability, frequent moves, or violence.
- Students have weak educational preparation or come from homes with few or no educational materials *or support.*

- **The housing market reflects:**

- Affordable housing is becoming increasingly scarce, especially with the loss of many large federal subsidies
- Poverty is concentrating nearly twice as fast as the national average in the Twin Cities
- People of color are increasingly concentrated in the core cities and in poverty

- Poverty among people of color highest rate/proportion of metro area of its size in nation.

• **Community life:**

- Segregation is increasing
- Growing gap between the rich and poor
- Not all citizens have equal access to the benefits of our community (transportation, jobs that pay livable wages, an equitable education, and affordable housing)
- Juvenile crime is increasing
- Infrastructure needs to be updated

• **Business community and economic development:**

- Are schools producing graduates with adequate skills for the workplace?
- Is there enough affordable housing near the available jobs?
- Transportation is inadequate,
- Why are so many new jobs unfilled in the Twin Cities?
- Are minorities represented in all job fields?

Questions for Discussion:

1. What do you feel are the strengths of the region? What do you feel are its challenges?
2. How does the data about poverty, housing, and communities of color relate to your neighborhood? Is it consistent with your experience? Which of the neighborhoods in the maps most resembles your own?
3. Do you see life opportunities getting better or worse in the future? Do you see life opportunities increasing or decreasing in your neighborhood? (e.g., jobs, income, health...)
4. Are some people doing better than others, why?
5. Do you think segregation in the Twin Cities has a positive effect, negative effect, or no effect at all on the life opportunities of the children you know?
6. Is segregation today different from the 1960's?
7. Is there room for citizen involvement on any of the issues discussed so far? Where or how?

Q. in my faxed comment

Session II: What are the Reasons for Segregation in the Twin Cities?

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

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

Viewpoints:

1. Racial prejudice causes people to live apart.

According to this view, the most basic reason for segregation is that people don't like living with people who are different from themselves. In particular, whites are uncomfortable living next to people of color, or sending their children to school with children of color. This kind of prejudice isn't just limited to whites - people of color sometimes are biased against whites, and different ethnic minorities sometimes are biased against one another - but whites are on average wealthier, and therefore have greater segregation. People of color are often discouraged from moving to white communities by the prejudice of real estate agents or white residents.

greatest freedom of choice

black agents also benefit fr. a monopolized segregated market

2. High crime and poor schools drive people away.

According to this view, segregation is the logical outcome of people trying to escape bad situations. City neighborhoods are usually noisier, dirtier, and have some have more crime than the suburbs. City schools to be generally perceived to be poorer in quality, with lower average test scores and less experienced teachers, than suburban schools. People who can afford homes in the suburbs will usually move there, creating economic segregation. And because whites as a whole are wealthier, racial segregation happens as well. While segregation isn't good, it is happening because people want to make the best choices possible. You can't blame people for doing what is best for themselves and their families.

3. Institutional racism in housing, hiring, and education leads to inequities.

According to this view, racism is firmly established in the institutions of our society. Power continues to be used in a way that favors whites, hurts people of color, and leads to segregation. "Institutional racism" is entrenched in our businesses, government agencies, the media, schools, the criminal justice system, and more. Much of the time, this kind of racism manifests itself indirectly. For instance, many hiring practices use racially biased standardized tests that keep out otherwise

Is this the best example?

criteria - discriminate against people fr. geo. area

qualified applicants, mortgage companies engage in unfair lending practices, schools disproportionately track students of color into remedial classes and white students into college prep courses. Such practices may appear benign on the surface, but in effect they disproportionately affect the opportunities of people of color. In all kinds of ways, American institutions have continued to limit opportunities for people of color and treat them as second class citizens. It's been this way for so long that white people aren't even aware of the "white privilege" they carry with them.

How do we convey this without mis-directional?

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

According to this view, the "American dream" of owning your own home with some land around it is the single greatest cause of segregation. Americans don't like living in small apartments or the narrow lots of city neighborhoods. Many people came to this country to avoid that kind of lifestyle and find more elbow room. At the moment, whites are wealthier on average, so they are better able to realize their dreams. As people of color get richer, more of them will move out to their own homes outside of the city (in many suburbs this is already happening.) This doesn't mean we shouldn't try to do something about segregation. However, we should remember that there are positive reasons for moving out of the cities; we can't blame people for wanting live where there is more greenery and open space.

i.e. N/ effects
How do minority students react to that tracking? Lowered self-esteem, reluctance to compete in higher level courses.

5. Public policies divide types of people.

According to this view, government decisions on issues such as transportation, housing, and zoning contribute greatly to segregation. Building highways rather than public transit systems encourages people to drive to work rather than living near train stations and bus lines; in turn, this leads to more spread-out cities and suburbs where different kinds of people live farther away from each other. Zoning boards often pass restrictions which effectively prevent more affordable houses or apartments from being built in affluent neighborhoods and suburbs. In fact, there just isn't enough affordable housing in general. Suburban governments put less restrictions and fewer taxes on businesses, so the new jobs being created are often out of reach of the poorer city residents. Dealing with segregation will have to become an important government priority if we are to make any progress.

Not just public !! - See public & private taxed comments. Oppositional culture?

Discussion Questions:

1. Which of the viewpoints is closest to your own? Why?
2. Are there viewpoints not represented here which should be? Why?
3. Are some of these reasons for segregation becoming more prominent, while others get less important? What are the trends?
4. Each viewpoint states a reason for segregation - does each one also suggest ways of doing something to change segregation? What are they?
5. What general direction should we take for dealing with segregation?

Session Three: What Should we do about Housing and Residential Segregation in the Twin Cities?

Viewpoints:

1. **Enforcement of Anti-Discrimination Laws should be stepped up by agencies already in place.** All people have the right to choose where they want to live. However, steering by real estate agencies, discriminatory practices by landlords, and unfair lending practices in the mortgage and banking industries have made this near impossible for many. Because of these discriminatory practices, people of color and the poor often become concentrated in a few neighborhoods. People who feel discriminated against should use the agencies already in place or bring lawsuits against those who violate their right to fair housing.
2. **Limit new growth and expansion.** The boundaries of the suburbs continue to expand as new developments move farther out into the surrounding farm or open land. This expansion forces the metro area to direct a disproportionate amount of its precious resources on new infrastructure and lures white, middle class residents farther away from the city. If this growth was limited, eventually developers would have to reinvest within the now deteriorating city and inner-ring suburban neighborhoods instead.
3. **Exclusionary zoning practices should be eliminated.** Many suburbs have zoning requirements which serve to increase the cost of living in their city. In turn, this makes affordable housing developments, such as apartments or multi-family houses, and access to the resources of the community unavailable. If such policies were challenged, new development may occur, resulting in more choices and diversified neighborhoods.
4. **Reinvest in the core cities and inner-ring suburbs.** Funds should be redirected to re-developing the core and inner-ring suburbs. If property taxes were reduced, neighborhoods were beautified and kept safe, shopping districts improved, and new housing with modern amenities more available, these cities could lure middle class residents back into the city. The citizens living there would also have a higher quality of life and would be less likely to leave.
5. **Begin a system of mandatory requirements for new development.** Efforts to desegregate neighborhoods, both racially and on the basis on socioeconomic status, have been voluntary thus far and have had limited success. Targets have been set, but are rarely met. In other cities, zoning laws actually prohibit the development of affordable housing preventing many individuals from even moving to the community. Now, we need to turn our focus away from redeveloping the core cities to desegregating the suburbs. Through mandatory provisions requiring the inclusion of affordable housing units in all new multi-unit developments or providing bonuses to developers who do so, all people will eventually have more housing choices and neighborhoods will be more diverse racially and socioeconomically.

6. **Let the market regulate itself.** The best role for government in desegregating housing development and neighborhoods in the Twin Cities is to reform the property tax structure and other codes which hinder profitable development in low income housing. High land prices and the cost of construction already keep the market from providing new affordable housing. If government could make affordable housing more appealing to the private sector, then more of it would be built.

Discussion Questions:

1. Which of these viewpoints is closest to your own? Why?
2. Try to imagine all of the possible outcomes of the changes proposed by each viewpoint. Who would be most effected? Who would stand to benefit the most? The least?
3. Which of these viewpoints do you feel would be most effective in remedying segregation in the Twin Cities? Are there any that would be ineffective in dealing with segregation?
4. What are the strengths of each plan? What are the weaknesses?
5. Do you prefer strategies at the government or private sector level? Metro or local level?

Session IV: Education Policies and Segregation in Education

Basic Issues to Address

Both structural

Why imp.?

Too vague why??

- How have our schools worked for some children and how they have worked against other children? What are the internal (institutional) factors and what are the external (community) factors that could be causing this?
- Understanding the nature of "white privileges": People of color are usually aware of how systems and institutions work against them. How well do whites understand how the system works in their favor?
- Looking at the relationship between persistent residential racial and economic segregation, school segregation and educational achievement in our schools: what do we see?

Section One: Some Challenges Facing Schools Today

Option One: List by level

- At the Level of Individuals
- Small-group/Community
- Institutional/regional

Option Two: : List more generally, do not categorize by level

- Disparate school failure/success rates
- Failure of the School system to serve its minority students specifically
- Stress on certain school districts
- Residential segregation ->poverty concentration
- Issues correlated with concentrating poverty in schools: crime, teen pregnancy, low achievement, high dropout rates, drug use, etc.

family violence
why??

Session IV: What should we do about Education Policies and Segregation in Education?

Section Two: Creating a Vision for the Future

School reform is an ongoing discussion in our area. In several school districts achievement is high and the outlook is good, but a disproportionate lack of achievement among other schools and segregation abound.

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

- **View One - Return to community schools.**

According to this view, previous attempts to desegregate schools have required extensive busing and drawn students' out of their home neighborhoods. A return to community schools would promote community and parent involvement, which in turn would increase student achievement.

[D/n deny the prob. of segregation, more segregated but long run better serve the opp of student of color greater achievement]

- **View Two - A metro-wide school district should be created.**

According to this view, it is necessary to extend the resources of the region to all children, regardless of where they live. Magnet schools, interdistrict schools, and busing are all key in achieving this goal. Because students can choose from many options, this plan eliminates the need for forced busing if a student chooses a school close to home, but also extends more opportunities to a greater number of students than before.

- **View Three - Support efforts to build more charter schools.**

According to this view, Charter schools can create highly effective learning environments with more accountable school administration and increased opportunities for parent involvement than the larger rule-bound bureaucracies in which they exist. Because charter schools are public, they are free and they are not bound by district lines, so they are also open to all students. Not only do charter schools promise to increase achievement, but they can voluntarily draw diverse student bodies, providing models of integration for other schools.

- **View Four - Utilize a combination of public money and private sector solutions.**

According to this view, the competitive nature of a free market situation creates a natural push to deliver higher quality while simultaneously improving efficiency. Private schools have been in this situation for years; in order to compete against other private and public educational options, such schools must attract students through the promise of better quality instruction, more attention to individual students, higher success rates, etc. The result of the free market situation is of benefit to all involved, offering students a better chance at success and the community more educated, better prepared citizenry than a non-competitive situation. The public education system should access the advantages of such a system by offering qualified students vouchers for the private

school of their choice or by introducing the services of various contractors into the mainstream public schools.

- **View Five – Create Regional or Statewide Strategies for Funding Equity**

According to this view, the difference in the quality of education among suburban and urban district students comes down to dollars. An effective education requires modern, well-maintained facilities with up-to-date science labs, computers, and the latest textbooks, but it also requires access to good extra-curricular offerings and a variety of programs. The actual costs of providing these facilities within older inner-city school buildings that require higher maintenance and have many less up-to-date existing resources can be much higher than in the newer suburban schools. Also the actual costs of educating the student body of a suburban and an urban school vary dramatically with large expenditures being made for special education programs and higher security costs. Compounding disparities is the tax-base structure; suburban school districts generally draw from tax bases that include houses of higher property values and a disproportionate share of commercial entities.

- **View Six: Culture specific schools, as opposed to integration, increase the educational opportunities of students of color.**

According to this view, the large scale failures of urban students of color within the mainstream public schools can be remedied best by offering specialized public schools for these students. Teachers, curriculum, and methods of instruction are so infused with the value system of the white middle class that efforts to put white students and students of color together in the classroom will only continue to produce the same results. Culture specific schools, however, have tailored their instruction methods to the learning needs of the students, provided more adult role models of color than mainstream schools, and increased overall achievement.

- **View Seven – Reversing the patterns of de facto segregation will truly desegregate schools.**

According to the view, the efforts made by various reformers of education and advocates of housing merely treat the symptoms of the underlying problem: Americans live very segregated lives. Unless neighborhoods are integrated and the housing choices of all Americans is expanded, segregation will continue and schools will reflect it. As long as the educational opportunities of children are determined by the area in which they live, and where we live is correlated with the color of our skin, the educational opportunities of students will be affected. Breaking down the patterns of segregation, therefore, is the best way to deal with equalizing the educational and life opportunities of all children.

Discussion Questions:

1. Which of these viewpoints comes closest to your own? What life experiences or values inform your perspective?
2. To what extent does this viewpoint address with segregation? To what extent does it address education?
3. In what ways should we utilize institutions in our communities to make progress on the issue of racial segregation?
4. What are the strengths and weaknesses of each perspective?
5. Which kinds of proposals would you like to see policymakers concentrate on

Session V

Making a Difference: What is the Community's Responsibility?

- ❖ *Use the following questions to get the discussion and action steps started. Think about the many different types of "action" and "actors." If an answer seems to present possibilities for future action or even the ingredients take note. Pay special attention to the persons, organizations, and areas in the community and their respective role in any action possibilities.*

Hour one: Things to consider....

- Think back to sessions two, three, and four. What seemed to be the key ingredients of the solutions you chose? What were the roles of schools? Of communities? Were there any themes in the solutions chosen by other members of the study circle?
- What is the responsibility of the community – the public – for addressing these problems? Resistance to taking responsibility for community problems may be our biggest challenge.
- In what ways is your community tied to the well being of other communities in the Twin Cities metropolitan region?
- Why should these problems be of concern to all Twin Citians? Or not? Do we need a healthy whole in order to be healthy individually? Are there costs and risks of further delay?
- What are the implications of race and racial relations in the Twin Cities? For children? For adults? For Caucasians? For people of color?
- Given the residential patterns articulated already, what do you think the twin Cities will look and feel like ten years from now? How do you want it to look? Are these two visions more similar or different?
- Where do you see possibilities to influence this outcome? Offer possible viewpoints...

Session V

Making a Difference: What is the Community's responsibility?

Action Ideas and Promising Practices in Other Communities:

- **Portland, Oregon** (metro governance and containing sprawl)
- **Gatreaux** (deconcentration of poverty)
- **Raleigh and Durham, NC** (school desegregation)
- **Norfolk, Virginia** (return to neighborhood schools)

Action Ideas and Promising Practices in the Twin Cities

Community-level Initiatives:

- Twin Cities (fiscal disparities act)
- Holman Lawsuit

Individual-level Initiatives:

- West Metro Education Program demonstration schools
- Tri-District School (St. Paul, Maplewood, North St. Paul)
- Urban Coalition's 50/30 Program
- Mediation of the NAACP educational adequacy lawsuit
- MICAH's Suburban Housing Initiative
- Implementing the Minneapolis Housing Principles
- AMS' Inclusionary Zoning Initiative
- State legislative initiatives (e.g., Mandatory LCA)
- *A Thousand Voices, A Thousand Families for Integrated Schools: From Talk to Action* (See attached)

APPENDICES

I. Snapshot: Where We Are Today

- reformat the layout of this section to make it more user friendly, update statistics, but maintain much of the content from last year.
- *(Note: this will be reformatted as a reference with these suggestions in mind. It will appear at the end of the discussion guide)*

II. Glossary

III. Action Possibilities: Contacts

IV. Supplementary Reading (citations, newspaper articles, summaries, etc.)

V. Bibliography

VI. Evaluation/Feedback Forms [?]

Walt — Info. to facilitators

Juni's format
R

~ Ross C. Q's.

glossary - inner ring steering excl. zoning

Session Three: What Should we do about Housing and Residential Segregation in the Twin Cities?

Viewpoints:

define? A → ok.

1. **Enforcement of Anti-Discrimination Laws should be stepped up by agencies already in place.** All people have the right to choose where they want to live. However, steering by real estate agencies, discriminatory practices by landlords, and unfair lending practices in the mortgage and banking industries have made this near to impossible for many. Because of these discriminatory practices, people of color and the poor often become concentrated in a few neighborhoods. People who feel discriminated against should use the agencies already in place or bring lawsuits against those who violate their right to fair housing.

According to this view.

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define more explicitly? A →

DEFINITION

4

3. **Exclusionary zoning practices should be eliminated.** Many suburbs have zoning requirements which serve to increase the cost of living in their city. In turn, this makes affordable housing developments, such as apartments or multi-family houses, and access to the resources of the community unavailable. If such policies were challenged, new development may occur, resulting in more choices and diversified neighborhoods.

3

4. **Reinvest in the core cities and inner-ring suburbs.** Funds should be redirected to re-developing the core and inner-ring suburbs. If property taxes were reduced, neighborhoods were beautified and kept safe, shopping districts improved, and new housing with modern amenities more available, these cities could lure middle class residents back into the city. The citizens living there would also have a higher quality of life and would be less likely to leave. *Housing/home ownership too*

5. **Begin a system of mandatory requirements for new development.** Efforts to desegregate neighborhoods, both racially and on the basis on socioeconomic status, have been voluntary thus far and have had limited success. Targets have been set, but are rarely met. *Some cities* zoning laws actually prohibit the development of affordable housing preventing many individuals from even moving to the community. Now, we need to turn our focus away from redeveloping the core cities to desegregating the suburbs. Through mandatory provisions requiring the inclusion of affordable housing units in all new multi-unit developments or providing bonuses to developers who do so, all people will eventually have more housing choices and neighborhoods will be more diverse racially and socioeconomically.

A

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NEW PG

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Session IV: Education Policies and Segregation in Education

Basic Issues to Address

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FACILITATOR ONLY

IS THIS JUST IN DRAFT?

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- ~~Small-group/Community~~
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Session IV: What should we do about Education Policies and Segregation in Education?

Section Two: Creating a Vision for the Future

School reform is an ongoing discussion in our area. In several school districts achievement is high and the outlook is good, but a disproportionate lack of achievement among other schools and segregation abounds. *there is*

spines

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

integration?

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?

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consider

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According to this view, the competitive nature of a free market situation creates a natural push to deliver higher quality while simultaneously improving efficiency. Private schools have been in this situation for years; in order to compete against other private and public educational options, such schools must attract students through the promise of better quality instruction, more attention to individual students, higher success rates, etc. The result of the free market situation is of benefit to all involved, offering students a better chance at success and the community a more educated, better prepared citizenry. ~~than a non-competitive situation.~~ The public education system should access the advantages of such a system by offering qualified students vouchers for the private

school of their choice or by introducing the services of various contractors into the mainstream public schools.

• **View Five - Create Regional or Statewide Strategies for Funding Equity**

According to this view, the difference in the quality of education among suburban and urban district students comes down to dollars. An effective education requires modern, well-maintained facilities with up-to-date science labs, computers, and the latest textbooks, but it also requires access to good extra-curricular offerings and a variety of programs. The actual costs of providing these facilities within older inner-city school buildings that require higher maintenance and have many less up-to-date existing resources can be much higher than in the newer suburban schools. Also the actual costs of educating the student body of a suburban and an urban school vary dramatically with large expenditures being made for special education programs and higher security costs. Compounding disparities is the tax-base structure. Suburban school districts generally draw from tax bases that include houses of higher property values and a disproportionate share of commercial entities. ~~redesigned~~ *property*

OLDER BUILDINGS

• **View Six: Culture specific schools, as opposed to integration, increase the educational opportunities of students of color.**

According to this view, the large scale failures of urban students of color within the mainstream public schools can be remedied best by offering specialized public schools for these students. Teachers, curriculum, and methods of instruction are so infused with the value system of the white middle class that efforts to put white students and students of color together in the classroom will only continue to produce the same results. Culture specific schools, however, have tailored their instruction methods to the learning needs of the students, provided more adult role models of color than mainstream schools, and increased overall achievement.

• **View Seven - Reversing the patterns of de facto segregation will truly desegregate schools.**

According to the view, the efforts made by various reformers of education and advocates of housing merely treat the symptoms of the underlying problem: Americans live very segregated lives. Unless neighborhoods are integrated and the housing choices of all Americans is expanded, segregation will continue and schools will reflect it. As long as the educational opportunities of children are determined by the area in which they live, and where we live is correlated with the color of our skin, the educational opportunities of students will be affected. Breaking down the patterns of segregation, therefore is the best way to deal with equalizing the educational and life opportunities of all children.

NEW PG

Discussion Questions:

1. Which of these viewpoints comes closest to your own? What life experiences or values inform your perspective?
2. To what extent does this viewpoint address ~~with~~ segregation? To what extent does it address education?
3. In what ways should we utilize institutions in our communities to make progress on the issue of racial segregation?
4. What are the strengths and weaknesses of each perspective?
5. Which kinds of proposals would you like to see policymakers concentrate on?

Link btw past & present

What are we doing to build on last yr?

What about old particip?
- same questions.

Box quotes from last year?
Last year quotes/summaries

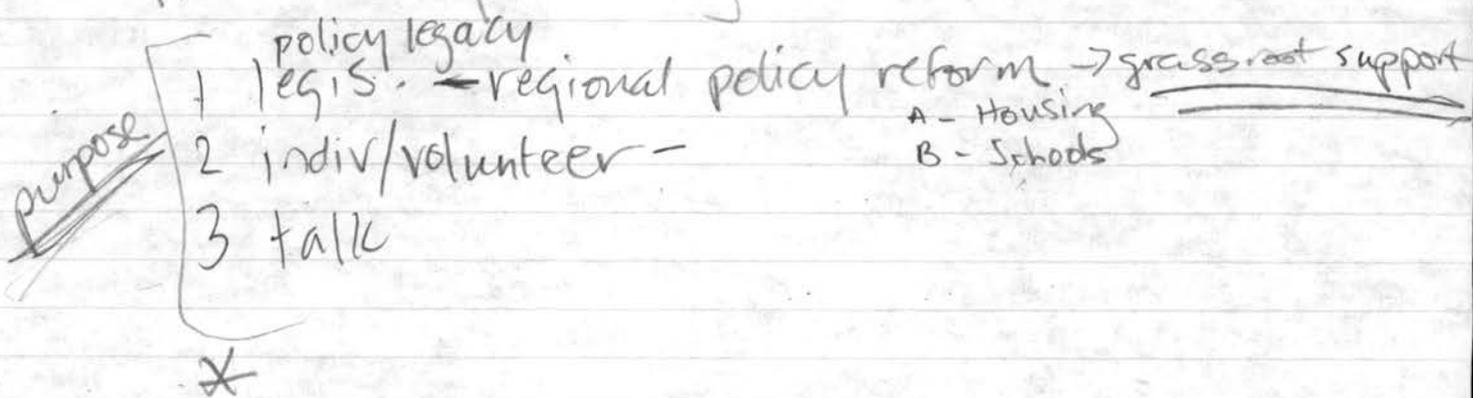
Session 5 - promising practices
Introduction

Action Session (IV?)

Need a way of linking

Mediation?

Inclusionary Zoning?



get beyond using public officials to ↑ prestige

Strategy to forge link btw

grassroots/particip ← → public officials

Metro Agenda for Action

- all particip sign on

not just policy makers, lawsuit-type too.

policy makers -

media

representative sampling - diverse (voters)

APPENDICES

I. Snapshot: Where We Are Today

- reformat the layout of this section to make it more user friendly, update statistics, but maintain much of the content from last year.
- *[Note: this will be reformatted as a reference with these suggestions in mind. It will appear at the end of the discussion guide]*

II. Glossary

III. Action Possibilities: Contacts

IV. Supplementary Reading [citations, newspaper articles, summaries, etc.]

V. Bibliography

VI. Evaluation/Feedback Forms [?]

CROSS REFERENCE IN MAIN DOCUMENT?
(FOR MORE INFO ON — SEE —)

Proposed Format for 1998 Community Circle Discussion Guide [Revised 07/07/98]

The Community Circles Collaborative: An Introduction to the Process

BACKGROUND

Welcome to the Community Circles project. You are one of several hundred residents of the Minneapolis/St. Paul metro area who have come together to address issues of segregation in housing and education.

What is the Community Circles Project?

Many people have recognized that the Twin Cities are becoming increasingly divided along the lines of race and class. The Community Circles project was created out of a belief that local citizens should address these issues and find ways of doing something about it.

Since December 1996, over 350 residents of the Twin Cities metropolitan area have been involved in community circles - small, democratic discussion groups - on these issues. Participants shared their hopes, concerns, and recommendations at a Community Forum held in May 1997.

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

What is the Community Circle Collaborative?

The Collaborative is made up of over 30 metro-area organizations, united in the belief that citizen dialogue and action on these issues can make a difference. The original partners in the effort were the Education and Housing Equity Project, the Minneapolis Initiative Against Racism (MIAR), the Minnesota Minority Education Partnership (MMEP), and the Minnesota Fair Housing Center. The Collaborative has expanded into a wide-ranging coalition of community-based organizations, public officials, and individuals working in a variety of fields, including social justice, race relations, housing, education, religion, law, and social research.

Organizations are welcome to join the Collaborative; all it takes is a shared concern for these issues, a shared belief in the power of citizen involvement, and the willingness to help with the organizing tasks necessary for making the project a success.

- ① IS ALL THIS INTRO. TO BE HANDED OUT
- ② FIRST MEETING? WILL PEOPLE READ IT ALL? SHOULD SOME OF IT BE LEFT FOR VERBAL EXPLANATION BY THE ADMINISTRATOR.
- ③ USE LESS # , MORE BULLETT FORMAT.

What is a community circle?

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

THIS BOX IS NOT BACKGROUND INFO MOVE AFTER NEXT

The Task of the Community Circles

Keeping the conversations centered on the following two questions:

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

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

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

DEB TAKE OUT?
FACILITATOR
CAN EMPHASIZE?

Where have community circle programs been successful?

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

FROM

COULD
BE
BULLETED

THE PROCESS

A

How will the process work?

At the first meeting of your community circle, your facilitator will introduce him/herself, explain their role, and ask the participants to introduce themselves. Then the facilitator will lead the group through a process of setting ground rules for the discussion. After some initial rules have been adopted, the group will start on the first session, which will focus on participants' personal experiences and their hopes for the future of the community. Over the next several weeks, the group will explore some of the larger questions about segregation, examine various avenues for change, and strategize about the next steps to be taken on various action ideas. After the final session, community circle participants from all over the metro area will meet for an action forum, where task forces will be formed to move forward with implementation plans.

LEAVE OUT? FACILITATOR CAN EXPLAIN?

The schedule:

HIGHLIGHT THIS -
ITS IMPORTANT

Session One: Who are we?

Session Two: What is the nature of segregation in the Twin Cities?

Session Three: What should we do about residential segregation?

Session Four: What should we do about segregation in schools?

Session Five: How can we ^{take} ~~make a transition to~~ action?

Why is the Community Circles project unique?

Much of what we see in the media and in public meetings today cannot be called conversation for many reasons. Chief among them is the fact that advocacy of one point of view or another at the expense of decorum, is an integral part of what is often called "positioning" or "posturing." This kind of communication has become an accepted fact in most of the media, but it ultimately leads to public cynicism and withdrawal from the political process.

On the other hand, to "converse" means "to share words with others" and carries the implication of equality. A "conversation" is a sharing of ideas, thoughts, and perspectives intended to lead to understanding. Agreement, however, is not necessary in order to have a successful conversation. What is important is listening, reflecting, and speaking from both the head and heart.

One of the goals of the Community Circles project is to institutionalize the art of guided conversation in our metropolitan area. We sincerely believe that solutions to serious and often divisive issues can be found if we put aside our fears and prejudices and work together.

Background - move before "Task" Box

What is Required of You?

REDAUNDANT →

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

- ◆ A commitment to the entire five session schedule and the Action Forum
- ◆ A promise to share thoughts honestly and respectfully
- ◆ A willingness to listen deeply to others
- ◆ A preference for collaboration rather than competition
- ◆ A desire to find common ground and creative solutions

What can you expect?

NOT NECESSARY →

~~You are investing your time and effort in the Community Circle Collaborative Process, naturally you may be wondering what you will accomplish. By the end of the five sessions, the members of each group should feel successful if the group has:~~
you *your*

- ◆ Participated in civil discussions among people with different points of view
- ◆ Provided its participants with a new way of understanding the issues, especially those we personally may not be receptive to hearing
- ◆ Enumerated the strengths and weaknesses of the Twin Cities and come to a more informed opinion than before the process began
- ◆ Generated concrete suggestions of how we as individuals and as a community should approach issues of education, housing, and segregation
- ◆ Acted as a catalyst for and listed action steps to be taken in the future to ensure optimum educational and life opportunities for all Twin Cities children
- ◆ Applied some of the ideas exchanged in these sessions to your own daily life

Session I: Getting the Dialogue Started (Possible title, "Who Are We?")

- ❖ *[Note: The goal of session one is to familiarize the participants with each other and the issues. Session one is structured around personal perceptions to be exchanged among the participants and is an opportunity to get acquainted with each other. Session two introduces the issue itself, concentrating on segregation and its effects on education, housing, economic development/jobs, etc., and should redirect the focus of the discussion to institutional/macro-level factors.]*

WILL THIS BE IN THE FINAL GUIDE? TAKE OUT

THERE SHOULD BE A DIFFERENCE BTWN PARTICIPANT GUIDES & FACILITATOR GUIDES; PARTICIPANT

Hour One: Connecting People and the Issues

- Use a series of questions to jump-start the conversation; let the participants "get to know each other" and develop a more personal connection to the issue.

GUIDES SHOULD BE SUCCINCT EASILY READ, NOT CLUTTERED.

Examples:

- (1) Relate a story or give an example to illustrate how your background or experiences may have shaped your attitudes about segregation.
- (2) Where are you from? What kinds of things seem important in describing this place?
- (3) In retrospect, what characteristics of your neighborhood(s) or schools may have been a benefit or disadvantage to you?
- (4) Why did you decide to take part in this study circle program?
- (5) How do you perceive life in the Twin Cities now? Do we have two separate societies now.
- (6) Does everyone in the Twin Cities have an equal opportunity at shaping the character of their lives?
- (7) What's your reaction to the NAACP premise that having two separate societies, even if they were equal, would be unhealthy for the Twin Cities?

FACILITATOR GUIDES ~~SHOULD~~ SHOULD PROVIDE THE ADDITIONAL INFO NEEDED TO GUIDE THE GROUP

why do you live where you live? ←

Session I: A Tale of Two Cities (Continued: Hour Two)

* Note: more input is needed here; Which statistics best summarize the state of the region? What kinds of statistics are most provocative?

USE THE ORFIELD MAPS

What are ~~some of the things~~ we are doing right?

- The Twin Cities are consistently rated one of the most livable communities in America
- The regional economy is viable and growing *are expected*
- Downtown is growing, at least 150,000 jobs by 2000
- Neighborhoods are being *re*developed
- Overall crime has been reduced
- New light rail project will improve mobility

What are some of the ~~challenges~~ currently facing our community?

challenges?

PHRASE THINGS TO BE INCLUSIVE AND SUCCINT

~~The~~ Our Schools: Educators are saying:

- Low achievement in central *cities* city's public schools (Only 9% of eight graders in Minneapolis public schools passed both the math and reading skills tests)
- Urban schools are burdened by teen pregnancy, crime, gang activity, and drugs
- *2 pts* Diversifying student populations, many students come to school not speaking standard English *OR ANY ENGLISH*
- Children and families are increasingly under stress; children may be burdened by additional responsibilities at a young age *because of* instability, frequent moves, or violence.
- Students have weak educational preparation or come from homes with few or no educational materials

Our Housing:

- The housing market reflects:
 - Affordable housing is becoming increasingly scarce, especially with the loss of many large federal subsidies
 - Poverty is concentrating nearly twice as fast as the national average in the Twin Cities
 - People of color are increasingly concentrated in the core cities and in poverty

Some diving statistics some vague Not enough range

(Matt Leightninger)

Our Communities:

Community life:

- Segregation is increasing
- Growing gap between the rich and poor
- Not all citizens have equal access to the benefits of our community (transportation, jobs that pay livable wages, ~~an~~ ^{good} equitable education, and ~~affordable~~ ^{good} housing)
- Juvenile crime is increasing
- Infrastructure needs to be updated

Our Businesses:

Business community and economic development:

- Are schools producing graduates with adequate skills for the workplace?
- Is there enough affordable housing near ~~the~~ available jobs?
- Transportation is inadequate,
- Why are so many new jobs unfilled in the Twin Cities?
- Are minorities represented in all job fields?

to facts.

NEW TB

Discussion Questions:

Questions for Discussion:

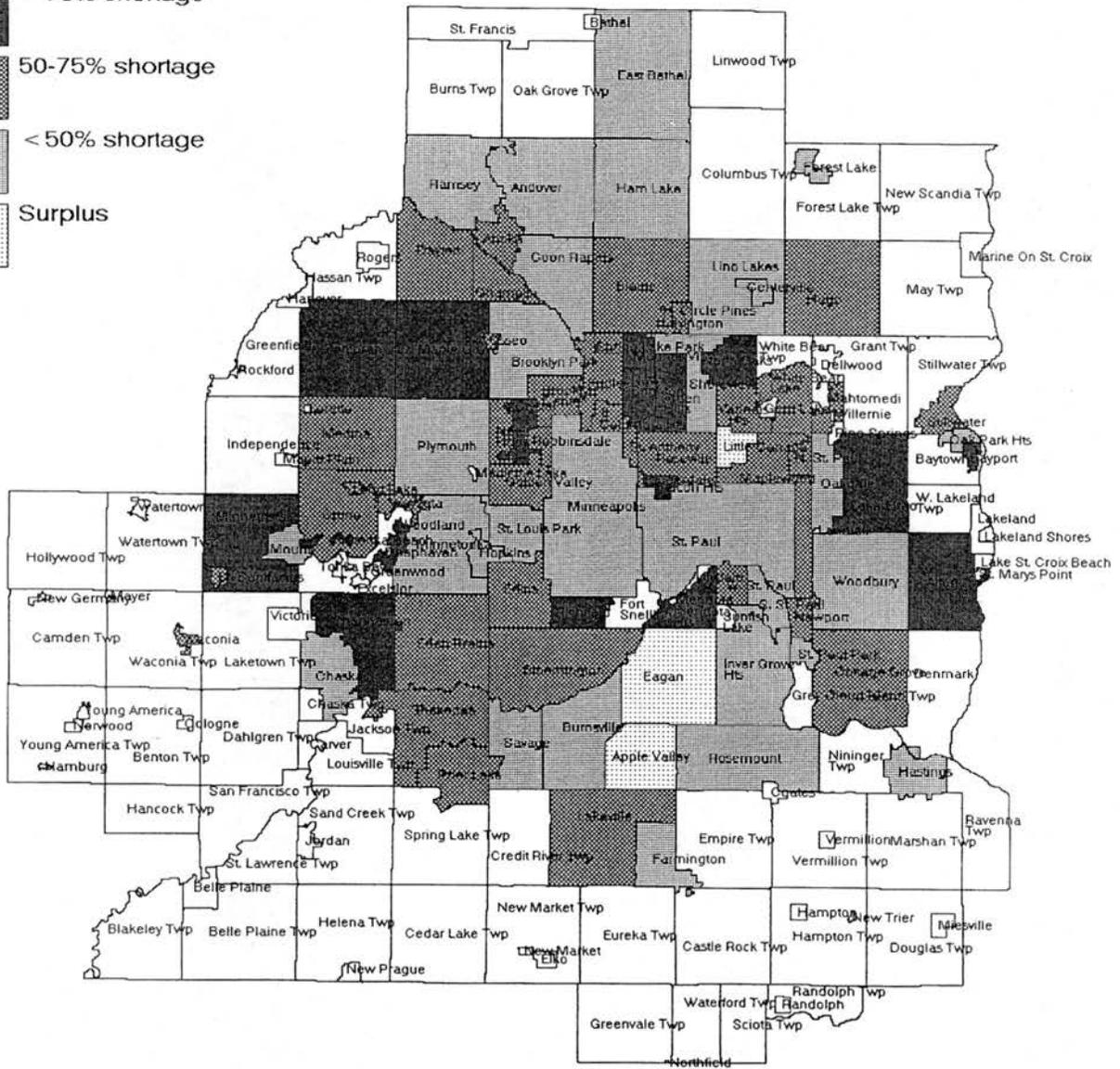
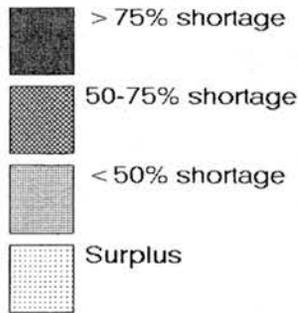
LIST EACH QUESTION ON SEPARATE LINE - EASIER TO READ

NEW LINE

1. What do you feel are the strengths of the region? What do you feel are its challenges?
2. How does the data about poverty, housing, and communities of color relate to your neighborhood? Is it consistent with your experience? Which of the neighborhoods in the maps most resembles your own?
3. Do you see life opportunities getting better or worse in the future? Do you see life opportunities increasing or decreasing in your neighborhood? (e.g., jobs, income, health...)
4. Are some people doing better than others? why?
5. Do you think segregation in the Twin Cities has a positive effect, negative effect, or no effect at all on the life opportunities of the children you know?
6. Is segregation today different from the 1960's?
7. Is there room for citizen involvement on any of the issues discussed so far? Where or how?

Matt

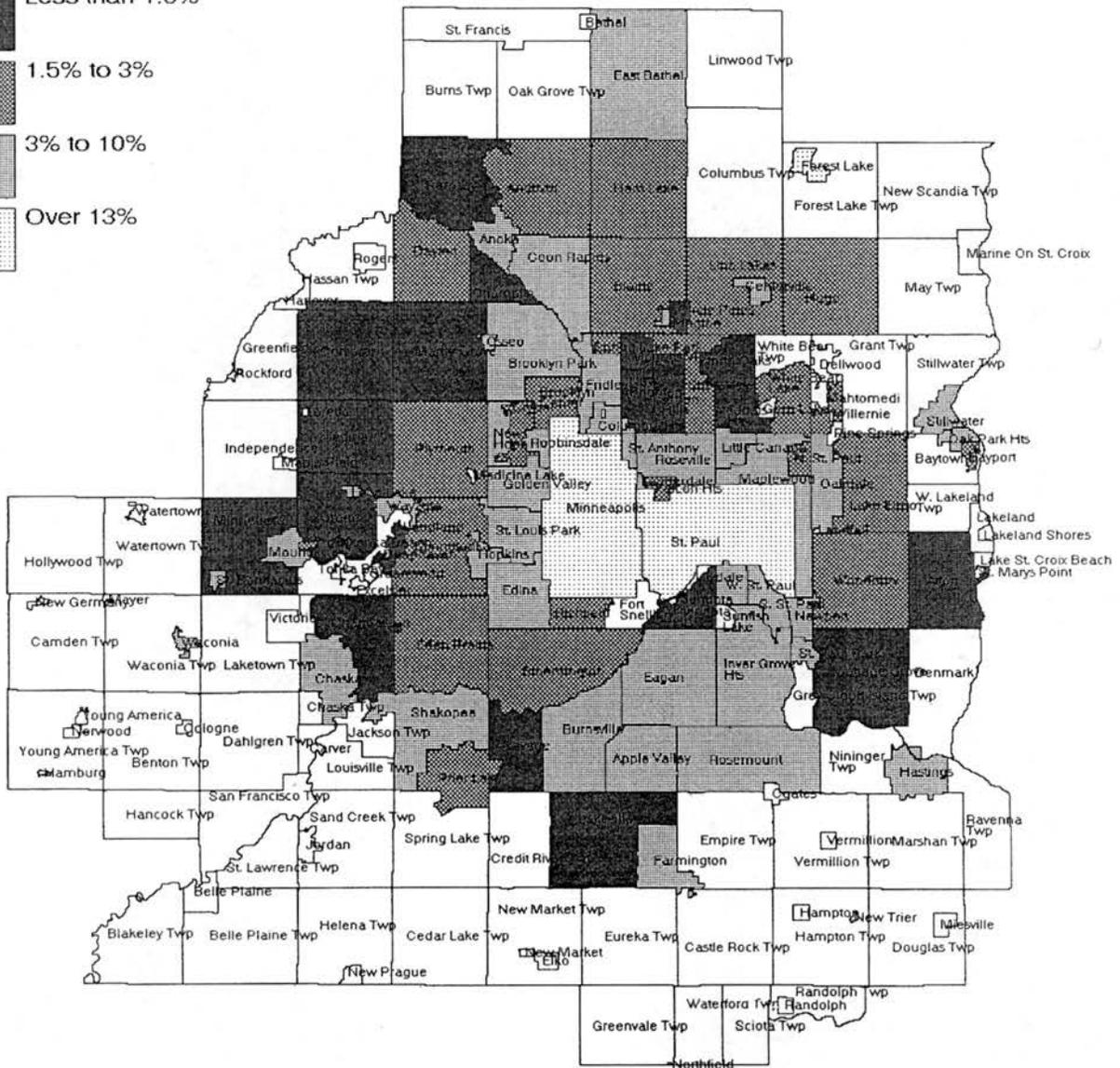
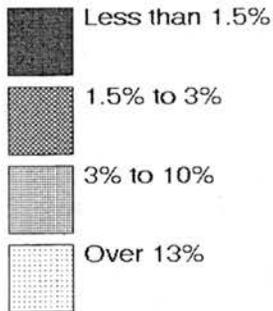
% shortage or excess of housing units compared to HHs at 30%



DATANET PLUS MAPPING

From the office of:
**STATE REPRESENTATIVE
 MYRON ORFIELD**
Minnesota Legislature

% of Housing Units Affordable to 30% Median Household Income 1994



DATANET PLUS MAPPING

MN House of Representatives - House Research

From the office of:
**STATE REPRESENTATIVE
MYRON ORFIELD**
Minnesota Legislature

Session II: What are the Reasons for Segregation in the Twin Cities?

FACILITATOR ONLY

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

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

IT IS NOT THIS SEPARATE CIVIL RIGHTS, ETC.

DON'T NEED TO SAY WHAT WILL HAPPEN; IT WILL BE SELF-EVIDENT

Viewpoints:

1. Racial prejudice causes people to live apart.

According to this view, the most basic reason for segregation is that people don't like living with people who are different from themselves. In particular, whites are uncomfortable living next to people of color, or sending their children to school with children of color. This kind of prejudice isn't just limited to whites - people of color sometimes are biased against whites, and different ethnic minorities sometimes are biased against one another. ^{However,} whites are on average wealthier, and therefore have greater segregation. People of color are often discouraged from moving to white communities by the prejudice of real estate agents or white residents.

Opportunity to ←

KEEP TO SHORT SENTENCES; EASIER TO READ

2. High crime and poor schools drive people away.

According to this view, segregation is the logical outcome of people trying to escape bad situations. City neighborhoods are usually noisier, dirtier, and have ~~some have~~ more crime than the suburbs. City schools ^{are} ~~to be~~ generally perceived to be poorer in quality, with lower average test scores and less experienced teachers, than suburban schools. People who can afford homes in the suburbs will usually move there, creating economic segregation. And because whites as a whole are wealthier, racial segregation happens as well. While segregation isn't good, it is happening because people want to make the best choices possible. You can't blame people for doing what is best for themselves and their families.

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

According to this view, racism is firmly established in the institutions of our society. Power continues to be used in a way that favors whites, hurts people of color, and leads to segregation. "Institutional racism" is entrenched in our businesses, government agencies, the media, schools, the criminal justice system, and more. Much of the time, this kind of racism manifests itself indirectly. For instance, many hiring practices use racially biased standardized tests that keep out otherwise

THE EXAMPLES AREN'T ALL INDIRECT OR DIRECT.

? consider this

X

qualified applicants, mortgage companies engage in unfair lending practices, schools disproportionately track students of color into remedial classes and white students into college prep courses. ~~Such practices may appear benign on the surface, but in effect they disproportionately affect the opportunities of people of color.~~ In all kinds of ways, American institutions have continued to limit opportunities for people of color and treat them as second class citizens. ~~It has~~ been this way for so long that white people aren't even aware of the "white privilege" they carry with them.

NONE APPEAR BENIGN
ok

STIMULUS 3
TO #2
POE NEXT

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

According to this view, the "American dream" of owning your own home with some land around it is the single greatest cause of segregation. Americans don't like living in small apartments or the narrow lots of city neighborhoods. Many people came to this country to avoid that kind of lifestyle and find more elbow room. At the moment, whites are wealthier on average, so they are better able to realize their dreams. As people of color get richer, more of them will move out to their own homes outside of the city (in many suburbs this is already happening.) This doesn't mean we shouldn't try to do something about segregation. However, we should remember that there are positive reasons for moving out of the cities; we can't blame people for wanting to live where there is more greenery and open space.

to

5. Public policies divide types of people.

According to this view, government decisions on issues such as transportation, housing, and zoning contribute greatly to segregation. Building highways rather than public transit systems encourages people to drive to work rather than living near train stations and bus lines; in turn, this leads to more spread-out cities and suburbs where different kinds of people live farther away from each other. Zoning boards often pass restrictions which effectively prevent more affordable houses or apartments from being built in affluent neighborhoods and suburbs. In fact, there just isn't enough affordable housing in general. Suburban governments put less restrictions and fewer taxes on businesses, so the new jobs being created are often out of reach of the poorer city residents. Dealing with segregation will have to become an important government priority if we are to make any progress.

ADD STATEMENT LINKING POVERTY & RACE?

NEW PG

Discussion Questions:

1. Which of the viewpoints is closest to your own? Why?
2. Are there ^{other} viewpoints ~~not represented here~~ which should be ^{represented?} Why? What are they?
3. Are some of these reasons for segregation becoming more prominent, while others get less important? What are the trends?
4. Each viewpoint states a reason for segregation - does each one also suggest ways of doing something to change segregation? What are they?
5. What general direction should we take for dealing with segregation?

Major comments, EHEP Community Circle Discussion Guide Draft
Emily Greenwald, Leg. Asst. to Myron Orfield
July 10, 1998

- 1) Is this guide meant for both the facilitator and the other participants? There should be 2 separate guides – 1 for the facilitator and 1 for the participants. The facilitator's guide should keep much of the detail and discussion-guiding statements included in this draft. The participant's guide should not have most of these statements – the facilitator can explain them explicitly or guide the group.
- 2) Most participants will not read such a lengthy, wordy document. As it is written now, I would expect most people not to read even half of it. They want to *discuss*, not read in order to discuss. Unnecessary *written* instruction should be eliminated (as I said in 1). Remaining text should be easy to read: short paragraphs or bulleted text; short sentences; lots of white space on the page; highlight important statements (bold, larger text, separate line, boxed, etc.)
- 3) Do not assume people understand the meaning of terms like *steering* or *exclusionary zoning*.
- 4) Do not suggest likely turns in discussion in the participants guide – let the group make that turn or not as the discussion goes.
- 5) The introductory section should separate background on community circles in general from the purpose and overall outline of our specific community circles. (General first, specific second.)

KESHA -
I THINK YOU'VE DONE
A GOOD JOB WORKING
IN A VACUUM (LACK OF
BOARD INPUT) - Emily

* Jargon
* Succinct participant guide
* Orfield Maps

MTB & MYRON 7/1/98

Catalyst for Other Things

Core series of protests Recruiting → protest

* Multiple civil comm in strategy to Δ laws (protests, marches) persistent

* Build base of support → attention

shame: → attention

Parting the Waters
Pillar of Fire
Let the Trumpet Sound

True = hurting people, region, immoral

Require Action

* Housing Groups

→ create public awareness

- testifying

Andrew Young
Julian Bond
Student Nonviolent Coord Committee

gathering
Public & media
Events

create instances of injustice

Methods of Creative
Confrontation

Session V

Making a Difference: What is the Community's Responsibility?

- ❖ *Use the following questions to get the discussion and action steps started. Think about the many different types of "action" and "actors." If an answer seems to present possibilities for future action or even the ingredients take note. Pay special attention to the persons, organizations, and areas in the community and their respective role in any action possibilities.*

Hour one: Things to consider....

- Think back to sessions two, three, and four. What seemed to be the key ingredients of the solutions you chose? What were the roles of schools? Of communities? Were there any themes in the solutions chosen by other members of the study circle?
- What is the responsibility of the community – the public – for addressing these problems? Resistance to taking responsibility for community problems may be our biggest challenge.
- In what ways is your community tied to the well being of other communities in the Twin Cities metropolitan region?
- Why should these problems be of concern to all Twin Citians? Or not? Do we need a healthy whole in order to be healthy individually? Are there costs and risks of further delay?
- What are the implications of race and racial relations in the Twin Cities? For children? For adults? For Caucasians? For people of color?
- Given the residential patterns articulated already, what do you think the twin Cities will look and feel like ten years from now? How do you want it to look? Are these two visions more similar or different?
- Where do you see possibilities to influence this outcome? Offer possible viewpoints...

Thurs 8pm

Myron
#926-
9205