



What is the Community Guide on Race, Class, and Place Disparities in the Twin Cities?

The Community Guide on Race, Class, and Place Disparities in the Twin Cities is a manual designed for Human Rights Commissions, non-profit organizations and community organizers. It is an accompaniment to the 5-part documentary series created by Twin Cities Public Television (*tpt*), based on the *Mind the Gap* research findings on race, class, and place disparities. The research was commissioned by the Itasca Project, a group of CEO-led business leaders from the Twin Cities region.

The first documentary, *Making the Case*, highlights the Itasca efforts in the region and introduces the findings of the *Mind the Gap* research.

The other three documentaries on *Race*, *Class*, and *Place* focus on these three disparities in the Twin Cities by telling the stories of Minnesotans experiencing negative personal and community impact resulting from these gaps.

The series concludes with *Making Change*, an inspiring collection of successful practices developed by individuals, local businesses, government services, and faith-based organizations.

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About the Partners

The Itasca Project

The Itasca Project is a group of community leaders including forty-plus CEOs, the Governor, the Mayors of Minneapolis and St. Paul, and the President of the University who have come together to provide *leadership* for long-term regional development and competitiveness of the metropolitan area; *accelerate* efforts that are underway to address critical issues from a regional perspective; and *encourage* organizations to work together and better leverage their resources.

Over the last 3 years Itasca Project participants have made significant strides in understanding the nature, magnitude and long term economic implications of the socio-economic disparities of the metro Twin Cities community. Using the compelling data compiled by the Brookings Institution and the power of committed and united business, community and civic leadership, project participants have started a meaningful community dialogue around *Mind the Gap* and have begun to spark community action. Resolving the issues of the *Mind the Gap* findings also requires broad public awareness. Itasca has partnered with the Twin Cities Public Television (*tpt*) to create *Close the Gap*, a new documentary series that highlights the region's socioeconomic disparities.

Twin Cities Public Television (*tpt*)

Twin Cities Public Television (*tpt*) is a not-for-profit educational, civic and cultural resource whose mission is to "harness the power of television and other media for the public good." Twin Cities Public Television informs, engages, enlightens and delights our viewers, to the benefit of all. One of the most watched PBS affiliates in the nation, *tpt* is based in St. Paul, MN and operates seven digital television channels, produces programs for regional and national broadcast, and distributes information worldwide via the Internet. Through the innovative Minnesota Channel, *tpt* creates partnerships that magnify the impact of Minnesota's finest public service organizations. The Minnesota Channel features a variety of programming that is from or about Minnesota and its close neighbors, including the five-part *Close the Gap* documentary series created in partnership with the Itasca Project.

University of Minnesota Human Rights Center

The mission of the University of Minnesota Human Rights Center is to work locally, nationally, and internationally to provide training, educational materials, and assistance to professionals, students, and volunteers working to promote and protect human rights. The Center was founded in December 1988 on the occasion of the fortieth anniversary of the Universal Declaration of Human Rights. Our principal focus is to maximize the effectiveness of human rights advocates and educators by providing them with the tools they need to be successful in their civic engagement work.

The main programs carried out by the Center include the Human Rights Library (<http://www.humanrightslibrary.org>), This is My Home: A Minnesota Human Rights Education Experience (<http://www.thisismyhome.org>), the Upper Midwest Human Rights Fellowship Program <http://www.humanrightsfellowship.org>, and the Human Rights Resource Center www.hrusa.org. The Human Rights Center also carries out a variety of events and special research and educational projects. Through these endeavors, the Center has forged strong partnerships with a variety of other entities in the Upper Midwest human rights community, including other University of Minnesota Departments

and Centers, prominent non-governmental and community-based organizations, governmental agencies, Human Rights Commissioners, educators, and schools. The Center collaborates with community partners to coordinate conferences, training sessions, lectures, presentations, panel discussions, film screenings, and performances to promote civic engagement on human rights issues.

Twin Cities Compass and Wilder Research

Twin Cities Compass is a new, non-partisan initiative developed to measure the 7-county Twin Cities region's well-being and inspire people from all sectors - government, business, nonprofit and concerned individuals - to get involved in coordinated efforts to address needs. Led by Wilder Research, in partnership with Itasca Project, and supported by a consortium of foundations, Twin Cities Compass tracks topics that impact our quality of life, including civic engagement, early childhood, economy and workforce, education, health, housing, public safety and transportation. Believing that the strength of the region is dependent on all who live here, Twin Cities Compass also highlights disparities across all topics and includes trend data by race, place, age, gender and income whenever possible. In addition, it includes information on how individuals and organizations can help end disparities. Learn more at <http://www.tccompass.org>.

Wilder Research (<http://www.wilderresearch.org>) is one of the nation's largest nonprofit research and evaluation groups dedicated to practical research to improve the community's understanding of major social issues. It is part of the Amherst H. Wilder Foundation in Saint Paul.

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How to Use this Guide

The purpose of this guide is to be the conduit for the documentary series into Minnesota communities to foster dialogue on how to eliminate race, class, and place disparities. It provides questions and activities that help to better understand these disparities and their causes, as well as to work to overcome them. This guide can be used by Human Rights

Commissioners, non-profit organizations, and other individuals and agencies interested in exploring these issues in a group setting.

This guide and the documentaries can be used in the variety of ways. One way to use them is to organize *Community Film Series*, a series of screenings and community dialogues that would gradually take the audience through the five documentaries and, in the process, engage them in learning about the disparities and motivate them to take action. Each of the five documentaries can also be used separately to match the needs of your particular community or organization.

If you are interested in working with youth or assisting Minnesota teachers in bringing these documentaries into Minnesota classrooms, you can also use the *Educator Guide on Race, Class, and Place Disparities in the Twin Cities*. That guide contains interactive classroom exercises and action ideas for each story.

This Community Guide follows the structure of the series and provides discussion questions, activities, resources, tips for facilitators, and ideas for action.

Part I, *Making the Case*, provides background information about the Itasca project and the Brookings Institution's research. It engages participants in learning about race, class, and place disparities by discussing and comparing these disparities.

Parts II, III, and IV - *Race, Class, and Place Disparities* respectively are a collection of questions and activities. They each include the following headings to help plan a meaningful discussion:

- **Overview** of the Part (Race, Class, and Place) summarizes major points about this section and provides a brief overview of stories covered in this part.
- **Story** describes an episode in the documentary to help the facilitator decide on which story to choose.
- **Key Terms** define vocabulary that participants should learn to better understand the film. What participants already know will vary from audience to audience, and among individuals. It is important to define and discuss these terms, so that all participants can contribute to and benefit from the discussion. Do not limit key terms to provided definitions. You should substitute or add others based on your participants' needs. You may refer to the *Glossary* provided with this guide or use additional sources.
- **True or False & Agree or Disagree Surveys** are both designed as attention getters. They will allow the facilitator to assess participants' knowledge and perceptions about a particular issue to identify the direction of discussion after viewing.

The True and False Surveys provide 5-10 questions related to data on disparities in the Twin Cities. They are designed to find out what the participants already know or what their perceptions are about disparities. The questions are often based on the Brookings Institution' Mind the Gap research released in 2005.

Twin Cities Compass (www.tccompass.org) is an all-new site full of information and resources to help businesses, government, nonprofit or educational organizations, and individuals interested to learn about how the region is doing

and how to get involved in making it better. The site is a source for the most current data and statistics in many of the areas discussed in this curriculum.

It is important for the facilitator to discuss how statistics work and in which ways they translate into real life applications. Statistics and data change frequently, thus it is also important to engage participants in looking for the most up-to-date information.

You can have the participants take the surveys individually, and then display the answers on the screen or a flipchart sheet, and discuss them as a group. Alternatively, you can collect and tally participants' responses to share the results with the group after the screening.

The Agree or Disagree Surveys are designed to gain insight into participants' perceptions and experiences. Unlike, the True or False Surveys, these surveys do not have right or wrong answers. They are a barometer of the group's attitudes and feelings about important societal issues.

You can have the participants fill out these surveys anonymously as they come in, tally the responses during the screening, and bring the collective results back to the group for the post-viewing discussion.

- **Before Viewing** section contains discussion questions which, along with the key terms, are designed to prepare the audience for viewing, as well as assist the facilitators in assessing what the participants already know and in planning the post-viewing activities.
- **After Viewing** section contains questions for discussion after seeing the documentary. These are based on the story and elaborate on the concepts and ideas discussed in the documentary. You can use these questions or create your own based on your groups' needs. Please note that the last two questions are almost always: *What can you do?* and *Who should be involved?* It is important to engage participants in thinking about what they, individually and in their communities and organizations, can do to help resolve these issues.
- **Suggested Activities and Resources** section contains information on post-viewing activities and resources that the facilitator can use or recommend to his or her audiences.

Part V, *Making Change*, provides a short description of stories, discussion questions and activities, and ideas for action. The goal of this section is to get participants inspired by local successful stories, and think about ways they can contribute to positive change in their communities.

Tips for Facilitators:

1. Planning

When designing your Community Film Series start by creating a planning team. The team should preview the films, and discuss the details related to events. Below are a few things your team should keep in mind:

- a. *Dates, Place, Times and Refreshments*
Discuss and decide how many films you would like to show, and how much time you would have for community events. Identify dates and times. Be mindful of religious and cultural events that may prevent your community members from attending. Try to identify a location that is easily accessible to bus routes and your targeted participants. Decide if you will provide refreshments and logistics around this coordination.
- b. *Format of the Event*
Discuss and agree on the format of your event. It can be organized as a panel discussion, workshop, community dialogue, etc. Different formats have different benefits, so discuss with your team what format is the best for your community. If your team is going to show more than one film on different occasions, think about how you can make connections between your events.
- c. *Speakers*
Make sure you invite speakers who know first-hand about the situation described in the film. When inviting speakers or panelists, make sure you are inclusive of different perspectives on the story. For example, if the story is about homelessness, it would be beneficial to invite both individuals who have experienced and/or are experiencing homelessness, as well as government agencies and non-profit organizations working on this issue.
- d. *Handouts and Equipment*
Think about what materials and handouts you could provide to your participants. Prepare copies of the *True or False* or *Agree or Disagree Surveys*. Develop a PowerPoint presentation with statistics to project on the screen, and prepare handouts that participants can take with them.

Reserve all necessary equipment in advance. Check video and sound equipment. Ensure that panelists have a microphone, if necessary.
- e. *Outreach*
Think about how your team will publicize the events. Develop and post both hardcopy and electronic flyers. Send a reminder a few days before the event. Partner with other non-profit and community-based organizations to help publicize your event.

2. Holding the Screening

Regardless of the format your team decides to use, the checklist below may help your team on the day of the screening.

1. *Registration and Welcome*

Welcome the participants as they come in and distribute flyers and handouts. You may want to create a sign-up sheet for participants who would like to be invited to other events or be involved with your Human Rights Commission or organization. Begin to develop your e-mail contact list, which is the cheapest means of advertising for future events.

This is also the time to pass around *True or False or Agree or Disagree Surveys*, which participants can fill out individually. You may ask them to hold on to the *True or False Surveys*, but fill out and return the *Agree and Disagree Surveys* to the facilitators before the screening.

2. *Introduce the Event*

Whether it is a one-time screening or a Community Film Series, start by introducing the Film Series and the reasons behind creating these documentaries.

Even if you are not showing the *Making the Case* documentary, you can use the materials in the corresponding section to introduce the Film Series.

3. *Introduce the Speakers or Panelists*

Introduce the speakers and allow a few minutes for each of them to say a few words. Make sure you know how to pronounce each speaker's name and can introduce their workplace or affiliation, and position, if available.

4. *Discuss Before Viewing Questions*

Each story contains Before Viewing Questions that will allow you to further introduce the audience to the subject of the film. At this point, you can also review and discuss the *Key Terms*.

Facilitating discussions and activities about disparities and issues, such as immigration and racism, is not an easy task. These issues are often politically and emotionally charged, and can lead to disagreements and confrontations. Make sure you address the ground rules for discussion at your events.

An example of ground rules is the RESPECT acronym:

- **Responsibility** - The ability to take charge of one's life, fulfill one's obligations, be accountable for one's actions, and not let people down.
- **Empathy** - The ability to listen deeply to another person's story or experience and connect to the person's feelings and story.
- **Self-Discipline/Share Air** - The act of ensuring that everyone has an opportunity to participate in a group task or a project, and that no one dominates the discussion.
- **Participation** - The act of sharing, joining, or working with others to make decisions, complete a task, or initiate a project.
- **Enthusiasm** - The feeling of great excitement which inspires great zeal and fervor.
- **Cooperation** - The important skill that helps us work successfully in groups and interact harmoniously with others.
- **Trust** - The ability to let others know your feelings, emotions, and reactions, and have the confidence in them to be supportive and encouraging.

See Annex 2 - RESPECT Poster or download it online at <http://www.hrusa.org/thisismyhome/project/resources.shtml#posters>

5. *Show the Film*

During the film screening, your team can tally the results for the *True or False* or *Agree or Disagree Survey* to share with participants during the discussion.

6. *After the Film*

Each story also contains After Viewing Questions that can help you and your team to facilitate the discussion. You can use the suggested questions or create your own. You can start by asking the audience to share their immediate reactions to the film. When facilitating the discussion, make sure that every panelist gets a chance to speak, and that the discussion is not dominated by the same people in the audience.

7. *Evaluation and Follow-Up*

Your team can decide which way is the best to evaluate the effectiveness your event. For example, before the event is over, you can ask participants to share: a) one new thing that they have learned; b) one thing that surprised them; c) one thing that inspired them; and d) one thing they will try to do as a result.

Your team can also develop a more formal evaluation form that you can collect at the end of your event. For example:

Evaluation Sheet

One word that describes how you are feeling after this event:

Give one example of something you learned in today's session and will pass on to your colleagues and friends:

Give one example of something you will try to do or change as a result of this event:

Please rate this event in terms of how it responded to your needs (1- least useful; 5- most useful):

Do you think we should continue hosting Community Films?

What ideas do you have for improving the Community Film Series?