

# Appendix E

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## Site Analysis Charts

**T**his appendix contains five site analysis charts that reflect comparisons among the programs in the 17 learning sites in terms of background factors, organization factors, participation factors, facilitation factors, and action-change factors.

**Appendix E: Site Analysis Charts  
Background Factors**

	Alread	Aurora	Colorado Springs	Decatur	Fayetteville	Ft. Myers
<b>Topic(s)</b>	Education: Round 1 (used SCRC guide) Character Education: Round 2 (developed own guide)	Race (SCRC guide); conducted some circles in Spanish; also <i>Youth Issues, Youth Voices</i> guide	Race (some groups supplemented sessions with own materials -- movies, articles on race issues in newspaper)	Neighborhoods/ a vision for their community (developed own guide, borrowed) from SCRC materials)	Race (SCRC guide)	Race (SCRC guide)
<b>Reason for starting study circles (crisis, mission, critical incident, external spark?)</b>	Statewide effort in AR; drug lab in teacher's home; loss of community; threat of school consolidation; lingering tension b/w natives and those "from off"	Way to address the YWCA mission of eliminating racism; increasing (but not new) diversity in the community	Rise in intolerance in community: new MCI employees unsatisfied; Amendment 2; racist radio/talk shows; disbanding of Human Relations Commission	Conflicts within the community: hiring of first black school superintendent; dispute b/w private college and neighborhood; also saw need to get input for strategic plan for city	Racial tension in the city: racially motivated killing; complaints of discrimination by 4 dismissed AA police officers; city's perceived inability to address race	1997 publication of an article about nat. study which found Ft. Myers to be most residentially segregated city in the South; Unitarian Church already focusing on the issue
<b>Mission or goal? Explicit or implicit?</b>	Heal the community, work on school issues (Implicit)	Explicit: "To build a stronger community by expanding the participation of citizens..."	Explicit: "An initiative to help improve communication, understanding, and trust across racial & political lines..."	Specific focus on access of citizens to government and decision-making	Explicit: "To improve the quality of life for all residents through dialogue and united actions that will eliminate racial discrimination in the community."	Goal changed over time, from addressing residential segregation to race issues in general; ever-widening network of public dialogue. Implicit?
<b>Pilot round?</b>	No, but facilitators held a practice session	Yes, w/ YWCA board members, steering committee, and other community members (60 total)	Yes, with 45 participants	Practice session with facilitators	Yes, with membership of Working Group, Fayetteville United, 2 churches	Yes
<b>Number of rounds</b>	2	Ongoing, about 5 or 6 groups a quarter, since 1995	2	1	1 in community; 1 with young people	3, now moving to "rolling" system
<b>Ongoing effort?</b>	Unclear at this point	Yes; also launching new youth program	No -- planned as 1-year effort	Actions groups are ongoing, keeping voices in the effort	Yes	Yes
<b>Distinction among BP sites?</b>	Small size; rural nature of community; high % of participation	Sustainable; high # of participants; leadership of program director	Unique political culture, coalition building, only one-year project	Link to government, strategic plan; leadership; successful recruitment of minorities	Strong black-white leadership collaboration; overcoming turf battles, widening effort	Tourist area; population doubles in winter; strong Action Committees

### Background Factors

	Hartford	Inglewood	Lima	Maine	New Castle County
<b>Topic(s)</b>	Race and econ. dev't. (dev. own session linking race and economics); used Spanish guide. Also youth, neighborhoods	Education; used Busy Citizen's Guide to Ed. and SCRC Education Manual; in English and Spanish	Race; Violence; Youth Issues, Youth Voices; generally followed SCRC guides	Abortion; ed. reform; sex ed., what it means to be American; environmental priorities; youth; substance abuse; and more; many guides developed locally	Race -- use SCRC Race guide (2nd/3rd edition) [community and workplace-based approach]
<b>Reason for starting study circles (crisis, mission, critical incident, external spark?)</b>	Report of Millennium Project that racial and ethnic divisions were economic as well as social issues; unless race was addressed, Hart. wouldn't achieve goal of becoming top 10 place to live and work	Original interest in race relations; later decided to focus on ed. and schools; needed to pass bond to repair schools; mandated, tied to principals' evaluation and strategic plan	Civil disturbances following Rodney King verdict; Mayor found out that African American and white clergy didn't know each other; racial divide in Lima	Desire to foster a new kind of conversation on public issues; encourage people to examine the moral and social overtones of public issues in a peaceable way	Mission of the YWCA; proactive way to address race relations, old wounds or tensions (Jim Crow laws, occupation of Wilmington after M.L. King assassination.) The Department of Labor program was prompted by reports of discrimination.
<b>Mission or goal? Explicit or implicit?</b>	To bridge divisions that separate residents; to set the stage for some concrete recs. for policy change; explicit goal of action/change	Sought to increase parent involvement in the schools (mandated by Superintendent); sought to gain support for bond	Work on race relations; promote interracial understanding and cooperation. Functionally implicit, though stated in study circles newsletter once	Aim to foster study circles on critical social and political issues in a lot of diff. communities statewide; Promote dialogue/study circles as a way of public life -- Explicit goal	Mission of the YWCA to eliminate racism (explicit)
<b>Pilot round?</b>	4 pilot circles at YWCA in Hartford and 3 in Manchester using the standard study circles guide on race	No	Yes, before new rounds, new topics, & when working with new entities such as businesses; very first pilot b/w 2 churches, 75 people	Pilot circles on abortion, perhaps others	Yes, first with YWCA Board & Working Group (organizers); then with community members (8 groups) and at DuPont Company
<b>Number of rounds</b>	4	1	7 (maybe more)	Too many to count! Four "Reader Roundtables," the Lilly Project, and lots of others (probably at least 50)	4 in the community; 1 at the Department of Labor (DoL)
<b>Ongoing effort?</b>	Yes	Another round began in Spring, 2000; topic is Conflict Resolution	Unclear at this point	Yes, in different communities	Yes
<b>Distinction among BP sites?</b>	Explicit link to action; paid action coordinator; high level institutional support; study circles in workplaces	Majority people of color; big outcome; school leadership	Leadership of Mayor; different topics; longevity; role of faith orgs.; involves different sectors of society; coalition-building; participation	Many diff. topics; dialogue as a goal; different structural approaches; extensive work with young people; number of participants; statewide effort	Dept. of Labor initiative; workplace and community-based circles; strong emphasis on volunteerism

### Background Factors

	North Little Rock	Oklahoma	Springfield	Syracuse
<b>Topic(s)</b>	Education -- used SCRC guide, with Calling the Roll modification	Balancing Justice -- piloted SCRC materials; Calling the Roll (education)	Race (used SCRC guide)	For Children's Issues, wrote own guide, gathered input thru 4 focus groups; now Race -- design team rewrote guide to address relationship building and prejudice reduction; also use readings
<b>Reason for starting study circles (crisis, mission, critical incident, external spark?)</b>	Statewide effort in AR; ongoing dispute between school board and teachers' union, other background issues related to the school system	Concerns about OK's state correction system, need for reform, mistrust between stakeholders, declining public confidence  Public interest in education issues (in second round)	The Mayor and other leaders sensed simmering race-based tension surrounding national events, and local tensions surrounding a personnel decision by the City of Springfield	Grant from the Gifford Foundation, interested in study circles on children's issues; race issues were evident in these discussions, so decided to focus on race next
<b>Mission or goal? Explicit or implicit?</b>	"To get public input on educational issues" -- seems to have been implicit, since most participants weren't clear about why study circles were being conducted	To educate citizens about critical condition of OK's correction system; to allow citizens to provide input into the decision-making process; to strengthen OK's communities (explicit)	Study circles as a tool to address race relations, facilitate interaction and dialogue among citizens and then set them on the task of assisting w/ development of a plan to effectively address the city's needs in the area of race (explicit)	To provide opportunities for honest conversations; to build relationships across race/ethnic lines; to give the community practical recommendations for actions that could improve race relations and equality; and to end racism/do racial healing (explicit)
<b>Pilot round?</b>	No	No	Yes -- two with solo facilitators and two with co-facilitators (co-facilitators seen as better)	Yes, with race they did pilots with the advisory board, 2 in organizations, 2 community-based, and 1 in paired congregations. These led to further refinement of the guide.
<b>Number of rounds</b>	1	1 round for each topic; 13 communities in Balancing Justice; 10 communities in Calling the Roll	3	1 on Children's Issues Ongoing circles on Race since 1998
<b>Ongoing effort?</b>	No	No	Yes	Yes
<b>Distinction among BP sites?</b>	Challenging timeframe; school board and administration took on recommendations from the study circles	First organized statewide sc effort in U.S.; leadership of League; led to legislation revamping criminal justice system	Investment in facilitator training and support; focus on organizational changes; leadership of government (single sponsor)	Desire for CWD to be a long-term community change strategy; lots of experimentation w/ coalition-building, organizing; don't have enough circles to fulfill participant interest

### Background Factors

	Twin Cities	Woodridge
<b>Topic(s)</b>	Housing, Race, Segregation, and Education (developed own guide, which has gone through lots of revisions; integrates SCRC and Kettering models, among others)	Diversity (Toward a More Perfect Union in an Age of Diversity). Topic was chosen over race on the advice of an African American leader. Some people, esp. those of color, wanted a deeper conversation; others saw this as a first step that might lead to sc on race relations.
<b>Reason for starting study circles (crisis, mission, critical incident, external spark?)</b>	NAACP-initiated lawsuit against State of Minnesota for inadequate education of children of color -- circles intended to inform citizen discourse, make progress on issues; Wilder Foundation in St. Paul conducted large community forums to get input; interest in race issues recurred in the forums. The two programs connected to support each other's work on dialogue on these issues.	Ecumenical Council approached city officials about addressing diversity; DuPage Mayors and Managers Conference began promoting study circles. Also, there was a failed high school referendum (stirred up tensions); increasing diversity in the community.
<b>Mission or goal? Explicit or implicit?</b>	To build a civil and informed metropolitan level of citizenship and discourse about the issues of race, inequality, and segregation. Also aim to find better solutions for addressing region's race-related issues and to move the community forward to concerted action and resolution on some of these issues.	Explicit: To engage in a community-wide dialogue including as many and as diverse participants as possible to discuss diversity and produce an ongoing action agenda that is beneficial to all. (Some participants wished for still more clarity.)
<b>Pilot round?</b>	Yes, in both Minneapolis and St. Paul. Partners in the Collaborative conducted pilots. Have facilitator practice sessions. Also had Town Hall forums and Days of Dialogue circles.	None. Following the initial round, there was a pilot circle at Downers Grove South High School that tested the high school setting.
<b>Number of rounds</b>	5 rounds, starting in 1997	1
<b>Ongoing effort?</b>	Yes	No; some interest in using other guides (youth, neighborhoods). Community organizations are continuing to incorporate input from participants through the action agenda.
<b>Distinction among BP sites?</b>	Metropolitan focus; focus on organizations as sponsors; combination of different cultures in the two cities; link of housing, education, and race	Focus on diversity, but didn't go to great lengths to ensure diversity at any stage of the effort; government took leadership; program not sustained

### Organization Factors

	Alread	Aurora	Colorado Springs	Decatur	Fayetteville
<b>Race and gender of initiators</b>	White male	Two white females	One white female and one AA male	White male	White male
<b>Race &amp; gender of key decision-makers</b>	Coalition -- all white, mixed by gender, age, geography, income	Two white females at first; now one white female	Two white females, one African American male	1 white male, 1 white female, 2 African American females	One white male, one white female, one African American male
<b>Diversity of core group</b>	Geographic difference, natives, "from off," diff. churches, all segments of comm.	Mostly white organizers at first, then expanded; the board is now very diverse	Steering committee more diverse than community overall (50-50 people of color and whites)	Quite diverse: informal and formal leaders; broad citizen involvement	Good economic and ethnic diversity on Working Group; diverse leadership
<b>Nature of organizing structure</b>	Core committee, all volunteers, serving as individuals; made decisions together (coalition)	1st part of YWCA, with Steering Committee; now is independent org. with advisory board	Coalition of individuals with high level organizational contacts	Coalition/Steering Committee	Coalition: Human Relations Commission (HRC) and Fayetteville United (FU) are main sponsors
<b>Levels w/in coalition</b>	One level (core committee)	Advisory Board; around 25 community partners/ supporters	Steering Committee for CCR; 80+ "Participating Organizations" (\$, publicity, support)	City manager and staff provide support; plus city commission and other contributors	1st level: team of FU and HRC; 2nd level is Study Circles Working Group
<b>How many coalition/board members have direct experience with study circles?</b>	All -- served as facilitators or recorders	All of the board members have participated; not all but most community partners have participated	Most or all	Most	Many through pilot groups, as facilitators
<b>Staff: number, paid or not? (race, gender)</b>	All volunteer	2/paid (part-time): Program Director and Administrator (both white females)	1 paid Executive Director (white female)	2/paid part-time: 1 AA and 1 mixed heritage (both female); 1 volunteer	FU and Working Group have no staff; HRD Director and staff do provide support
<b>Create new organization? 501(c)(3)?</b>	No (not needed)	Yes-- Aurora Community Study Circles; 501(c)(3)	No (one-year program)	No -- had alternative org. approach: program of city government	Sort of -- Fayetteville United (no staff or budget); Working Group (FU & HRC)
<b>Strong relationship with media?</b>	N/A (no media)	Yes -- <i>Beacon News</i> : great coverage, all staff have participated in study circles; local TV & radio	Yes-- <i>The Gazette</i> : coalition partner, \$; some TV coverage; coverage from AA Voice and Hispanic News; some radio	Free ads and notices in local non-profit newspapers	Local reporter covered the circles; radio talk shows provided publicity
<b>Sources of funding</b>	In-kind services from school; money from the school board	First the city, in-kind from YW; next local fundraisers and grants; now city, in-kind from schools, fundraisers, grants	Corporations; colleges; non-profits; churches; newspaper; foundations; city government; individuals (Urban League was fiscal agent)	Decatur Downtown Development Authority; city commission; matching grants; individuals	In-kind from Human Relations Department, the city

### Organization Factors

	Ft. Myers	Hartford	Inglewood	Lima	Maine
<b>Race and gender of initiators</b>	Two white males	2 white males, 1 white female, 1 AA male	African American male	2 white males, 1 African American male, 1 white female	One white female, one white male
<b>Race &amp; gender of key decision-makers</b>	Two white males	One white male, one AA male, one white female, one AA female	One African American male, one African American female	2 white males	For The Roundtable Center, one white female; varies in the communities
<b>Diversity of core group</b>	Highly diverse; held coalition-building workshops with diverse community leaders	Fairly diverse in terms of ethnicity; high level rather than grassroots; advisory group is diverse	Assume largely people of color, since school system primarily AA and Latino	"Inner circle" became mostly white, mostly male; Clergy Task Force is racially mixed	Not much evidence of diversity among organizers; youth made some decisions with the Lilly Project
<b>Nature of organizing structure</b>	Independent org. -- Lee County Pulling Together (all serve as individuals)	5 project partners: Aetna, NCCJ, Office of Secretary of State, Democracy Works, Millennium Project (MP)	School district -- Inglewood Unified School District and individual schools	Coalition of local government, faith orgs., and higher education; more partners later: businesses, schools, NAACP, Allen Lima Leadership, neighborhood assoc.	Some individual community coalitions; statewide coalition w/ 8 local steering committees for environ. priorities; Advisory Committee for Lilly Project
<b>Levels w/in coalition</b>	Steering Committee/ Board (8 members) w/ visible leadership; plus Working Council (40)	Supporting organizations; Ad hoc, informal advisory group; MP Diversity Task Force	Committee of '97 (organizers); 3 people from each of 20 school sites; schools	Lima Area Clergy Task Force, Study Circles Council, ALL Steering Committee, From Discussion to Action, other partners	The Roundtable Center has a board; other statewide or local efforts typically have own working group or committee
<b>How many coalition/board members have direct experience with study circles?</b>	Most or all	A growing number of MP Diversity Task Force members; most advisory group members have experience	N/A	All or most have participated as organizers, facilitators, participants; former participants make up the Study Circles Council, From Discussion to Action	Varies by topic, round, and community
<b>Staff: number, paid or not? (race, gender)</b>	Volunteer for 1st two rounds; now have paid Executive Director (white male)	2 paid: Program Director (white) and Action Coordinator (Jamaican-American)	Most were school site participants	Staff employed by the city	Yes, 1 paid Executive Director
<b>Create new organization? 501(c)(3)?</b>	Yes -- Lee County Pulling Together: 501(c)(3)	No -- has other organizational homes	No	The Study Circles Council coordinated efforts; one outgrowth, From Discussion to Action, did apply for 501(c)(3) status	Yes -- The Roundtable Center; 501(c)(3)
<b>Strong relationship with media?</b>	Yes -- <i>News Press</i> : raised the issue, great coverage/publicity, meeting space, column	Yes-- <i>Hartford Courant</i> is one of main partners: ad space, articles, work-place study circles host	No; they did use available school media	TV (local cable) provided publicity, produced video from first pilot; a documentary was also produced, shown nationally	Extremely strong w/ <i>Portland Press Herald</i> ; sponsored "Reader Roundtables;" also w/ Maine Public Broadcasting
<b>Sources of funding</b>	In-kind from church, county, chamber; individual orgs.; grants; foundations; leaders	Project partners, supporting organizations, comm. orgs., individuals, foundations	Central Office	Many different organizations fund events; city provides lots of support; churches/firehouses donate meeting space; grants to work with youth	Lilly Endowment; contracts; trainings; Maine Council of Churches; newspapers; YWCA; other organizations

### Organization Factors

	New Castle County	North Little Rock	Oklahoma	Springfield
<b>Race and gender of initiators</b>	One white female	1 African American/black female; 1 white male; 1 white female	One white female	African American male and white female
<b>Race &amp; gender of key decision-makers</b>	1 white female, 1 Latina female, 1 African American female	Two white females	State level, multiple white females; some diversity in 3 local programs	African American male and white female
<b>Diversity of core group</b>	Cross-section of community: state gov't., NAACP, Human Relations Commission; churches, corporate leadership	Not diverse	Depended on community; Tulsa, Muskogee, and OK City were diverse; others not at all	Race Relations Task Force is quite diverse.
<b>Nature of organizing structure</b>	Coalition of organizations, led by the YWCA  Also, the Dept. of Labor	2 main organizers, w/ official partners: school district; PTA Council; Chamber, City of NLR, Arkansas Friends for Better Schools	League of Women Voters' offices in each comm., most had initial meeting to invite support from other groups; some formed coalitions or steering committees	For the first 2 rounds, the City of Springfield local gov't. was single sponsor; now have a 12-person Race Relations Task Force, a diverse cluster of organizations.
<b>Levels w/in coalition</b>	Working Group; community partners (105); sponsors; diversity workgroup at DoL	Ad-hoc working group	Individual efforts; coalitions of organizations; steering committees; League had some co-sponsors	Support from diverse community organizations
<b>How many coalition/board members have direct experience with study circles?</b>	All involved in pilots	Most	Most or all	All but one person on the Race Relations Task Force participated in study circles
<b>Staff: number, paid or not? (race, gender)</b>	YWCA: 1 full-time person, 1/3 time assistant, part of other staff's responsibilities	1 paid coordinator for life of project only	League volunteers and top state leaders of League	Sandy Robinson paid as Director of the Community Relations Commission
<b>Create new organization? 501(c)(3)?</b>	No -- within YWCA	No	No	No: program under the Community Relations Commission and Race Relations Task Force
<b>Strong relationship with media?</b>	<i>NewsJournal</i> : free ad space to announce special events and recruit participants, also collaborates on events	Some change in coverage from local paper -- change in attitude towards school system; came to Action Forum	Perhaps in individual communities -- coverage	?
<b>Sources of funding</b>	DuPont, <i>NewsJournal</i> , YWCA, individual donations, other partners and sponsors	Southwestern Bell funded the coordinator; school system provided in-kind services (office); official partners	Received grant from Edna McConnell Clark Foundation to do Balancing Justice	City of Springfield

### Organization Factors

	Syracuse	Twin Cities	Woodridge
<b>Race and gender of initiators</b>	White male and white female	African American male and white/Jewish female	2 white males & an Ecumenical Council with 3 white males and 1 white female
<b>Race &amp; gender of key decision-makers</b>	1st: WM, AAF, 2WF; 2nd: WM, AAF, WF; Now: 2WM, AAF, WF	White male and white female	Three white males
<b>Diversity of core group</b>	The first Advisory Board co-chaired by white and black men; the design team was very diverse; people are recruited strategically for the Advisory Committee (broad-based support)	Broad and diverse network of partners and sponsors; have some difficulty in recruiting community organizations of color. EHEP Board of Directors is 50% people of color, 50% female	Would have liked it to be more diverse; had good gender balance, plus the initial active involvement of an African American female
<b>Nature of organizing structure</b>	Ad-hoc committee, then formal board, now advisory committee; that is a coalition of people from the public and private sectors; over 30 members serve 2-year terms. Host organization is the InterReligious Council.	Partnership between EHEP (Minneapolis-based) and Wilder Foundation (St. Paul-based): "Community Circle Collaborative;" plus a decentralized network of partners. "Cities at Work" Steering Committee at Wilder.	Planning group: school districts; fire districts; Ecumenical Council; Public Library; Park District; churches; the Village administration
<b>Levels w/in coalition</b>	The Design Team and Outreach Committee (merged into Advisory Board/Committee); the Advisory Committee has several sub-committees; plus partners (people)	Sponsors/partners (community-based orgs.); decentralized network; play different roles: organizing or project partners; resource partners; sponsors; media; action partners	Sponsors: School district (played major role), Village of Woodridge, park district, library, Chamber, churches; levels of participation and follow through varied
<b>How many of coalition/board members have direct experience with study circles?</b>	Most members of the first ad-hoc Advisory Board (Outreach Team) participated in circles; most of the present Advisory Committee have participated, though a significant minority has not	Several EHEP Board members and Steering Committee members at Cities at Work and representatives from collaborating partners have experience with study circles.	Some
<b>Staff: number, paid or not? (race, gender)</b>	Staff at IRC provide lots of support; have two paid Program Directors (WM, AAF); hired a consultant to design the guide and facilitator training.	Paid staff at EHEP (interns, assistants, director); 1/3 people of color; 1/2 female. Wilder has three staff assigned to Cities at Work project; other staff also do some work on the project.	Village provided a coordinator who did the work as part of his salaried job
<b>Create new organization? 501(c)(3)?</b>	No -- under the umbrella of the InterReligious Council	Study circles have been the major focus of EHEP's work; it is a 501(c)(3) organization; Wilder is self-endowed, non-profit; study circles is one of its programs.	No
<b>Strong relationship with media?</b>	Very strong with newspaper: extensive, positive coverage; appears to be partner in the effort; some positive change in newspaper coverage since circles began.	Cable access station for St. Paul aired a circle; neighborhood-based and minority press has provided more coverage; sporadic coverage in TC dailies; Minnesota Public Radio a good partner	Local papers did cover the study circles, promoted the launch. The Village took out an ad in one of the papers.
<b>Sources of funding</b>	First the Gifford Foundation; now IRC, Gifford, United Way, Niagara Mohawk, and Community Foundation	Partners/sponsors; Wilder Foundation; individuals other foundations; corporations; religious and public bodies; some government	Village of Woodridge

**Participation Factors**

	<b>Alread</b>	<b>Aurora</b>	<b>Colorado Springs</b>	<b>Decatur</b>	<b>Fayetteville</b>	<b>Ft. Myers</b>
<b>Number of participants</b>	100/Round 1 85/Round 2 (population = 400)	2,000 to date	400/Round 1 275/Round 2	450	300	340/Round 1 250/Round 2
<b>Diversity of participants</b>	Students (high school), natives, people "from off," churches, faculty members, different parts of the community	26.4% AA; 57.7% white; 7.5% Latino; 2.5% other; some groups more diverse than others; hard to attract people of color; have a high number of student groups that participate	45-50% people of color in both rounds; more AA in Round 1, more Hispanic in Rnd. 2; lacked other kinds of ethnic diversity, political and economic diversity; few working class; some students	20-23% people of color	Reflected diversity of community; don't know percentages;  Had some problem with drop-offs	1st Round, about 20% black; don't know about Round 2
<b>Explicit intent to create diversity among groups? Success?</b>	Yes, especially with students and faculty members (split up among groups); other categories of folk assigned by lot  Pretty successful	Strategic pairings among diverse groups (churches, women's groups); ask for info. on sign-up form and work until they have a diverse group; sometimes not successful	Yes, on sign-up form, asked about political and social views, ethnicity; some problem with drop-outs among people of color	Yes, self-mixing strategy at kick-off: look around room, if your perspective not represented at a table, join that group. Most groups had diversity; some not as successful.	Yes, identified gaps in diversity and dev. strategies to fill them; no group overlooked. Increased # of people in groups without an affiliation to ensure that balance, account for attrition.	Yes, sign-up form included info. about ethnic background; some problems maintaining balance in groups because of locations (black or white neighborhood)
<b>Where do (did) study circles take place?</b>	At the school (all at same time, plus a make-up session)	YWCA, community orgs., schools, churches; meeting space provided by partner groups; also community youth service organizations	Community organizations; meeting spaces provided by participating organizations	Churches, schools, YMCA -- participants were asked to choose a place "not too familiar to you"	City government, businesses, churches, organizations, community centers	Schools, libraries, more "neutral" locations for Round 2; locations in white or black communities influenced who attended
<b>Main recruitment strategies</b>	One-on-one; incentives for students; face-to-face; word of mouth	MJH -- brochures; presentations; phone calls; events; tracking system; keeping sc in front of people; newsletters and mailings; "pitches" at meetings; board members recruit; newspaper coverage	Recruited from participating orgs.; media; one-on-one; personal networks of Steering Committee; appeal to participating orgs.; recruited people of color from facilitator pool	Paid AA staff member recruited within AA comm.; face-to-face; individual phone calls; fliers; newspaper notices; press releases; announcements at meetings; other credible leaders helped	Appeal to businesses, members of coalition (chamber, university, Ft. Bragg); one-on-one; media and letter-writing effort; mailings; talk shows; presentations to groups; target diverse groups; facilitators recruited some	Newspaper articles, editorials, and columns; mailings; personal contact by members of Steering Committee

**Participation Factors**

	<b>Hartford</b>	<b>Inglewood</b>	<b>Lima</b>	<b>Maine</b>	<b>New Castle Co.</b>
<b>Number of participants</b>	250/Round 1 1,500 by June, 2000	Approximately 600	800-950/Round 1 (35 faith orgs.) By Spring, 1999, 60 faith orgs., 4,000+ people in the community; hundreds in schools	Approaching 10,000 (guess) (4,000 + in Lilly Project, 700 in 1st Reader Roundtable, 300 in Environ. Priorities)	600 in Year 1; 1,706 by Year 2; 2,708 by Year 3; 3,400 to date in Year 4 (includes 433 in Department of Labor)
<b>Diversity of participants</b>	Reflected high level of diversity in work- places; lacked men, faith leaders, youth, Latinos, low-income folks, those without graduate degree	Represented diversity in each of the schools; brought in Latino and AA parents	Most diverse groups in faith organizations (50-50 black and white); student groups not very diverse; not sure about diversity of other community groups	Huge # of youth, including hard to access groups (new immigrants, detainees); diverse in age, gender, geography; some ethnic diversity	35-40% people of color; some people of color have participated in more than one group to ensure diversity (mostly AA); small # of Latino and Asian people -- don't identify with issue in the same way
<b>Explicit intent to create diversity among groups? Success?</b>	Yes, work with organizers/hosts of study circles. Most circles diverse in terms of white and AA; working to increase numbers of Latinos and Asian participants.	Probably diverse in terms of African Americans and Latinos	Yes -- paired white and black congregations, very successful; youth groups in Diversity Week (ALL Youth) intentionally diverse, but adult groups weren't; school groups not structured for intentional diversity; don't know about groups in other sectors of the community	Varied by topic, round, and community. For 1999 Portland Community Asset Builders round, considered and didn't do (transportation barriers)	Yes -- aim for at least 30% people of color in a group; want more low-income people; less attractive to Latinos, Indians, white men
<b>Where do (did) study circles take place?</b>	More than 1/3 in workplaces; also in community orgs., newspaper, churches, schools, college campus; some open sessions in community centers	At every school	Faith organizations, businesses, neighborhood associations (at firehouses), schools (middle and high -- captive students)	Libraries, schools, churches, youth center, community centers, community organizations	Dept. of Labor, other workplaces (DuPont, MBNA), schools, places around the community
<b>Main recruitment strategies</b>	Through workplaces, community orgs., churches, and schools where sc took place; individual contact; ads in <i>Courant</i> .	Communications from the school; personal contact by teachers/ principals; use of school media: newsletters, bulletin board, PTA meetings, notices and ads	Make a case to defined groups -- churches, businesses, schools, neighborhood assoc. Recruit group leaders, use them to recruit participants. Mayor visited congregations, held orientation sessions, personal invites; local TV; general info. sessions (sample circles); face-to-face; pilot rounds	Media -- newspaper, local TV, public radio stations; designate key local person; target community orgs.; personal invitations; public notices; focus on clear issues	Personal contact and word of mouth advertising; presentations to different groups; big buttons to increase visibility at community events; big kick-off events, linked to special occasions (mock study circles); newspaper coverage, free advertising

**Participation Factors**

	North Little Rock	Oklahoma	Springfield	Syracuse
<b>Number of participants</b>	114	1,000 statewide in Balancing Justice 500 statewide for Calling the Roll	215/Round One 80/Round Two 150/Round Three	300 in Children's Issues 750 in Race
<b>Diversity of participants</b>	61% white, 27% African Am., 1% Native American, 1% mixed, 10% unknown; included teachers, students, parents, school board members; mostly middle class	Very diverse in Stillwater -- strong stakeholder participation; some communities had 50% people of color (Muskogee, Lawton)	30% people of color (population is 15% people of color). Second round may have been even more diverse.	Try very hard to make it a 50-50 split; not always successful; have some problems getting diverse groups (may reflect history of IRC in Syracuse); mostly middle class, educated folks
<b>Explicit intent to create diversity among groups? Success?</b>	Yes & no -- Most African Americans attended one of two groups held at a Black Baptist Church; attempted to recruit from all black churches, but not much success; had teachers in every circle, split up school board members	Muskogee -- diverse in groups; everywhere else no	Think so, based on Sandy's description of his assignment scheme	Yes. Prospective participants fill out demographic sheets -- CWD organizers assign people to groups to ensure a balance of whites/people of color. Sometimes have long waiting lists of whites; have some problems attracting sufficient numbers of people of color.
<b>Where do (did) study circles take place?</b>	Churches and community centers	13 communities in the state for Balancing Justice; 10 communities for Calling the Roll. For CTR, no schools.	All over community	Community centers, schools, colleges, community meeting places; they don't do study circles with intact groups
<b>Main recruitment strategies</b>	Sent fliers to interest and constituent groups, such as churches and Boys and Girls Club. Guidance counselor recruited students; Classroom Teachers Association recruited teachers; PTA Council recruited parents; Chamber recruited business people	Door-to-door; newspaper ads; fliers; radio; help from members of organizing coalitions; letters to community organizations and local editors	Leaders champion study circles in hands-on way; carry brochures everywhere; sell the program to key individuals; attend dinners or events and hand out brochures; go to all p/o community; worked with people with natural connections. Sandy made the hard sells. Now will draw on members of Race Relations Task Force.	Advisory committee members recruit among their constituencies; big kick-offs; sample dialogues; personal contact

## Participation Factors

	Twin Cities	Woodridge
<b>Number of participants</b>	1,200 in study circles (many more have participated in other related events)	120
<b>Diversity of participants</b>	Approx. 1/3 people of color. Many individual circle groups are not at all diverse; St. Paul struggles with the issue of participation by people of color; most groups there are pretty homogeneous; nearly 40% of participants are from suburbs	Some groups not very diverse at all; people of color and low-income people were not well-represented; did have people from different sectors of the community -- library, civic organizations, police department, park district, schools
<b>Explicit intent to create diversity among groups? Success?</b>	Yes, do conduct outreach to lots of different groups. However, most groups are organized by and within other existing entities, so may not be that diverse; some homogeneous groups want to expand their circles to include more diversity (different degrees of success)	No -- didn't ask about race or ethnicity on registration forms. Assigned people to groups according to their schedules.
<b>Where do (did) study circles take place?</b>	Schools, churches, wherever the organizations are located, city government family centers	All over community
<b>Main recruitment strategies</b>	Through efforts of sponsoring organizations, especially schools and churches; also through articles in neighborhood newspapers; press releases; model newsletter announcements; brochures; invitations; big kick-off events with publicly visible community leaders	Sponsor orgs. supposed to recruit 10 participants. This was easier for institutions such as schools and some governmental bodies. School District 68 took on major recruitment responsibilities -- sent information home to families, personal invitations from principals. Also used Village newsletter, brochures in community spaces.

### Facilitation Factors

	Alread	Aurora	Colorado Springs	Decatur	Fayetteville	Ft. Myers
<p>Sources of facilitators?</p> <p>Grassroots or professional?</p>	Core committee, recruited individually from different parts of the community (grassroots)	Recruited one-on-one by Mary Jane Hollis, volunteers sign up for trainings (grassroots, primarily)	Personally recruited by Steering Committee members; recruited from rounds; Urban League may have contributed people (mix of professional and grassroots)	Personal contact by Mayor; YWCA; one-on-one; United Way; notices in newspaper; word of mouth; sign-up form; churches; from outside Decatur (mix)	Membership and workforce of orgs. and assoc. in coalition; the city; orgs. doing TQM; Ft. Bragg, Cape Fear Valley Health, NC Natural Gas, other orgs. with fac. experience	Recruited by Ann Estlund; ads in newspaper; personal contacts of black members of Steering Committee and Working Council (grassroots)
Co-facilitators?	Facilitator and recorder for each group	Occasionally for beginnners; usually not	Yes -- different races and genders	Sometimes, when enough were available	Yes -- 30% racial pairing; nearly 100% gender pairing	No
Investment in facilitator training	1-day training in Little Rock; practice sessions seen as very helpful	Diff. strategies: small groups; individual; three full-day trainings since October '98	Team of professional trainers (from all over town) and Matt L. for 1st two rounds. Used Food for Thought model for pilot (not neutral)	Assistance from Matt L., process observation/feedback during training	Trainers from Cape Fear Valley Health and a private consultant w/ experience with diversity	1 1/2 day training for first group; additional trainings and brush-up trainings
Diversity of facilitators	Did represent the kinds of diversity in the community	Somewhat diverse	40% people of color; primarily African American, but not exclusively	Goal of having 1/3 be African Americans was met	Successfully reflected diversity in the community -- attempted to create a balance	Approximately 20% people of color
Facilitator support	Debriefing after each session, at the school; did some troubleshooting	MJH provides lots of support -- calls, going to last or another session, intervening when necessary, meeting with people	Facilitators assigned to a member of a team, could call for support/ feedback; also met during sessions; open communication	Volunteer met with facilitators after each session to review any problems or questions that needed to be addressed	None, but have a large pool of qualified facilitators	None?
Address race in facilitator training?	N/A	Use race guide for practice sessions at training	No	Yes	No (some facilitators came with a background in addressing race)	No

### Facilitation Factors

	Hartford	Inglewood	Lima	Maine	New Castle Co.
Sources of facilitators?  Grassroots or professional?	Workplaces and orgs. in which sc take place; from pool of participants; recruited by hosts/organizers; matched by Project Office. Mix of grassroots and professional	Most school principals and all of the school community liaisons (school-based leaders/staff)	Lay people and ministers in participating congregations; Clergy Task Force; intro. sessions; participant pool; SUCCESS students  (mainly grassroots)	Young people (middle school and high school), community members. Also targeted graduates of university facilitation certificate program and some professional facilitators.	Trained professionals, retired persons; also recruit through personal contact; identified student leaders and teachers; recruited from all parts of the community
Co-facilitators?	Yes -- balance of race and gender	No	Yes -- black/white; adults and youth in schools; freshmen and upperclassmen	Younger students have worked with adult or older student	Yes, when possible; at DoL, paired one in-house and one community facilitator
Investment in facilitator training	Have held trainings before each round at several sites. Held conversations for facilitators, refresher training	Training provided by a Mediator with U.S. Department of Justice, Community Relations Service	OSU/Lima Continuing Ed. Program provided training; frequent training for new & old facilitators; later, coalition members did training for the SUCCESS students	Have invested in fostering excellence in facilitation; have trained a substantial number of young people (in the hundreds)	Use basic 4-hr. training model, conducted by professional trainers and YWCA staff; some training in schools. Human Relations Division & YWCA did training for DoL
Diversity of facilitators	Pretty diverse; increasing # of Latinos and African Americans; more women than men; "pretty good split"	Reflect diversity of schools	Pretty equal number of whites and African Americans; don't know male/female ratio; don't know diversity of student facilitators	N/A	Substantial -- don't have exact percentages
Facilitator support	Ongoing technical assistance provided by project staff and trainers; hold meetings w/ facilitators to talk about challenges and successes	District Coordinator provided sc materials, attended at least one meeting at 18 school sites, and assisted with supplying food & sitters	Study circles materials considered good; adults supported student facilitators	Varied; on-going during large projects with hot-line, mid-round check-in, and wrap-up dinner and debrief as typical features	"Behind the scenes support" from staff; Facilitators' Group meets bi-weekly: share stories, experiences; strong relationship between facilitators and organizers
Address race in facilitator training?	Yes	No	No	N/A	No

### Facilitation Factors

	North Little Rock	Oklahoma	Springfield
<b>Sources of facilitators</b>  <b>Grassroots or professional?</b>	People with experience: participants in AR Leadership Academy; teachers; recruited people one-on-one  More on the professional side	Used newspaper, radio stations, fliers in church bulletins, word of mouth to recruit facilitators; recruited from other diverse organizations. (grassroots)	For pilot, supplied by orgs. that received letter from Mayor (300 community groups); participants in pilots were facilitators for Round One; participants in pilots or Round One were facilitators for Round Two.  (grassroots)
<b>Co-facilitators?</b>	Four of the groups had co-facilitators; four did not.	Facilitator and recorder teams	Yes -- organizers believe it offers significant advantages. Pairs are carefully matched.
<b>Investment in facilitator training</b>	Trained by supervisor of middle school education (has extensive facilitation experience); adapted SCRC model to 2-hour training	Facilitator training in Tulsa and Oklahoma City for BJ-- used SCRC approach to training; don't know about Calling the Roll	Regional training by Mary Jane Hollis and Matt L. for pilots. For Round 2, engaged 4 diverse trainers familiar with facilitator training and work on race relations -- each has noteworthy credentials; 2-hour orientation plus 3-hour training session
<b>Diversity of facilitators</b>	Limited racial diversity; about 25% male facilitators (3 black females; 3 white males; 8 white females)	25% racial diversity from that first training	Initial pool was quite diverse because of organizations that responded; diversity of participants has led to diverse facilitators
<b>Facilitator support</b>	Training and localized training materials; fact sheet on NLRSD provided to augment state fact book; backup facilitators provided as needed	None	Round 2: 2 two-hour support sessions on a Saturday during round, plus facilitator wrap-up and evaluation at the end of each round. Each facilitator expects to hear from a trainer at least once before each support session.
<b>Address race in facilitator training?</b>	No	No	Yes- practiced facilitating on race-based topics; two 30-minute conversations, then feedback.

### Facilitation Factors

	Syracuse	Twin Cities	Woodridge
<b>Sources of facilitators</b>  <b>Grassroots or professional?</b>	"Large open community trainings;" one-on-one recruiting; word of mouth; efforts of partners. Most had experience in counseling or mediation work. Board members recruited facilitators; Urban League provided some. Now, former participants serve as new facilitators.	For first round, community volunteers were recruited by local sponsors; for later rounds, recruit experienced facilitators (mostly professionals) from the Minnesota Facilitators' Network and SPIDR; match facilitators with groups.	Identified by School District 68 (school social workers, plus 1 junior high principal); the Village administration; churches; the park district, and library
<b>Co-facilitators?</b>	Yes - interracial/ethnic teams (not given enough time to prepare as a team)	Most are co-facilitated, mix of community volunteer and professional. Organizers and a SPIDR member match facilitators.	Typically not
<b>Investment in facilitator training</b>	Extensive training (15 hours, developed by Design Team); some 3 hours, 4 nights/week, or 1 night/week for a month. Talk about the readings, lots of small group work, lots of practice; have refresher trainings. (Only 3 hours for round on children, SCRC model.)	Strong partnership with Minnesota Facilitators' Network and SPIDR, which lead trainings (2 evenings or a weekend); training has evolved over time; focused a little less on process at first, now recognize need for both process & content	Mary Jane Hollis offered two rounds of training, two evenings each, totalling 6 hours; Matt L. came for one evening. The goals were to understand study circles, have the experience of participating in one, and practice facilitating.
<b>Diversity of facilitators</b>	Very diverse, good multi-cultural cross-section of people in the community that they draw from repeatedly.	Surprisingly diverse from SPIDR and MFN; augmented by community volunteers; some youth; gender balance. Still need to increase diversity	Mostly white women -- didn't consider diversity when recruiting facilitators. (3 of 13 facilitators were people of color)
<b>Facilitator support</b>	Strong support from organizers, project staff; organizers make effort to contact facilitators after each session. Facilitators keep a journal throughout sessions.	Informal debriefing in 1998 round; informal midpoint meeting in 1999 round; free-net computer communication line set up for facilitators in 1997 (unsuccessful); other training opportunities	No; had planned a facilitator debrief after the first session, but facilitators found it was not necessary
<b>Address race in facilitator training?</b>	Yes -- specific training and discussion of race issues.	All-day training on issues of race and racism. Plus, special trainings available on institutional racism and cross-cultural communication, provided by other organizations	No

**Action-Change Factors**

	Alread	Aurora	Colorado Springs	Decatur	Fayetteville	Ft. Myers
<b>Explicit link to action?</b>	Yes	No, but connect people to already existing groups, actions	No; some people absolutely didn't want action; some did want action and resolution; they set up mechanisms at end of CCR	Yes -- giving input to strategic plan, move to action	Yes	Yes
<b>Focus on individual, organizational, or community outcomes (or multiple)?</b>	All 3 -- quality of communication among individuals; changes at school level; improved sense of community togetherness	All 3 -- quality of relationships; internal transformative experience; bring people into community life; collaboration across organizations	Individual, community	Mainly community -- decision-making at level of gov't.; improve neighborhood relations; also to give voice to individuals	All 3 -- quality of relationships across traditional barriers, bringing more people out into comm. life; changes within gov't, institutions; collaboration across organizations	Individual and community -- increase opportunities for interaction; equal access to resources (grocery, newspaper)
<b>What mechanisms did study circles organizers create to link dialogue to action? Duration?</b>	Short-term and long-term committees; short-term seem to have lasted through Fall, 1999; long-term seem to have faded; the Community Plays committee continues to exist	People fill out forms indicating their areas of interest; these are used to match participants with existing efforts	Citizens Project took responsibility to let people know what is happening after the conversations; Food for Thought gave people a way to continue discussions	Action teams (5): Diversity, Schools, Communication, Neighborhoods, Healthy Growth, plus strategic planning team. Still active.	Three Action Teams: Youth Study Circles, Faith Community, PR (under HRC; also report to FU); each has a Steering Committee	8 Action Councils, with liaison from Steering Committee; each have mixed race co-chairs: Education, Strengthening LCPT, Econ. Dev., Media, Special Events, Gov't. Research, Community
<b>Action forum(s)?</b>	Yes -- "Celebration Dinner" for Round 1, open to whole comm., 125 came; 50 came to second one	No, but have a wrap-up after each quarter for all participants to come together	Celebrations after each round; final event intended to connect people with existing orgs.; never had a chance to brainstorm "What do we want to do from here?"	Yes, people signed up for task forces, which categorized all the actions from the groups; 200 attended	Yes, people signed up for Action Teams	Yes, established Action Councils
<b>Regular written communication?</b>	Distributed a newsletter after each session with results from each group	Newsletter and other mailings to participants	Some reports on CCR appear in Citizens Project newsletter, <i>Freedom Watch</i>	Up-to-date web site; newsletter "Common Focus" highlights study circles work; periodic mailings to list.	?	Weekly LCPT news column in Sunday <i>News Press</i> ; LCPT newsletter

### Action-Change Factors

	Hartford	Inglewood	Lima	Maine	New Castle Co.
<b>Explicit link to action?</b>	Yes	Yes -- created to increase parent involvement in school improvement	Not really, though lots of actions have arisen from the study circles	It varied. Early projects focused on dialogue; later ones aimed at action (environment, Act Against Violence)	Yes -- though not as successful as organizers hoped
<b>Focus on individual, organizational, or community outcomes (or multiple)?</b>	Individual, community, and region; foster a sense of Greater Hartford; bridge divisions; increase citizen participation	All 3 -- increase parent involvement; changes w/in schools; passage of facilities bond; main focus on organization and community	Individual, org., and community -- create context and climate for change; there have also been organizational changes (fostering connections b/w faith organizations); changes in community image, entertainment, festivals	Community (state) -- cultivate study circles as a way of public life in Maine; influence individuals' civic commitment to their communities	All 3 -- changes at individual level, changes within YWCA (more visible in community); changes within DoL; increasing community capacity and empowerment; more collaboration across differences. Focus is probably individual and community; grew into large organizational focus. Emphasis on reaching children led to recent success in schools.
<b>What mechanisms did study circles organizers create to link dialogue to action? Duration?</b>	Most of the action task forces from Round 1 dissolved; a couple still meet to plan cultural awareness day, increase diversity on non-profit boards; action coordinator works with other efforts	No action groups, but participants' suggestions passed on to principals, then brought up in staff meetings	From Discussion to Action offered people an arena for further work, aimed at generating action based on ideas from study circles; don't know present status (it had applied for 501 (c)(3) status)	Community Asset Builders Coalition; South Portland Action Team (made recommendations to the high school)	3 action groups: Deepening Our Knowledge and Skills; Changing Our Institutions; Reaching Our Children; also Partners Recruitment; only a small group of people are involved; also link people to existing efforts. Action Guide highlights places to volunteer.
<b>Action forum(s)?</b>	Yes, listed ideas under 8 task forces, people signed up. At the second forum, people promoted their ideas for action.	No	After round on violence, they identified 12 initiatives & encouraged people to take them up; create a context for change through community-wide celebrations & large-scale community events	Not typically; yes in South Portland schools & Community Asset Builders	Yes, after 1st round (led to action groups); 1998 Forum not successful; didn't hold an Action Forum after 1999 round; instead holding recommitment & launching of new round
<b>Regular written communication?</b>	Website, last updated early Spring, 1999; newsletter; action guide; e-mail/fax	School and school district newsletter	Study circles newsletter <i>Flash!</i>	Lilly project had a newsletter during project; Roundtable Center had a newsletter.	Newsletter -- <i>The Circular</i> . Periodic event postcards

### Action-Change Factors

	North Little Rock	Oklahoma	Springfield	Syracuse
<b>Explicit link to action?</b>	Not for participants -- link to action on part of school board and administration	Link to legislative action with Balancing Justice	Yes -- link to action on the part of city government; now linked through Race Relations Task Force	Yes -- focus on people as change agents; spend time in last two sessions discussing actions (some participants say more clarity is still needed)
<b>Focus on individual, organizational, or community outcomes (or multiple)?</b>	Organizational and community -- recommendations to the school board and administration	Statewide change -- criminal justice system reform; also break down turf barriers; the goal was public input.  Round 2 (CTR) -- focus was community involvement in education.	Individual (positive race relations). Institutional and organizational -- participants as citizen advisors to a significant number of organizations and institutions	Individual and institutional (mall, banks)
<b>What mechanisms did study circles organizers create to link dialogue to action? Duration?</b>	School board & administration are responding to the recommendations & have developed 3 advisory groups to address top priorities: Facilities; Student Achievement; Communication, plus a Leadership Group; they involve community members in these	None	Race Relations Task Force is supposed to act on recommendations from the study circles	Action subcommittees or task forces under the Advisory Committee; have an Action Guide of organizations working to end racism; some study circle groups are taking their own actions
<b>Action forum(s)?</b>	Yes -- most attended, along with Superintendent & central admin.; prioritized issues, rank-ordered them, chose top 5 to submit to school board as recommendations	No, but held Making Democracy Work Awards Dinner; facilitators presented results from study circles to media & community leaders; League presented results to 1997 Session of Oklahoma Legislature	Yes -- purpose is for each study circle group to present its key recommendations to the Mayor and city gov't. (and now to Race Relations Task Force)	Had one after Children's Issues; four action groups floundered. Held an Anniversary Celebration recently for all participants.
<b>Regular written communication?</b>	No	Used LWV newsletter for information. Not regularly used.	One newsletter so far to report on results; also have a report from Round 1; annual reports of Task Force to be forthcoming.	CWD news appears in the monthly InterReligious Council newsletter.

### Action-Change Factors

	Twin Cities	Woodridge
<b>Explicit link to action?</b>	Yes -- encourage participants to make presentations to their sponsor's governing bodies; fifth session devoted to moving from dialogue to action; involve "action partners" whose agendas could be informed by the dialogues	Link to making changes on an organizational level, making recommendations for change (clearer to organizers than participants). Created a 39-item action agenda; Village administration continues trying to communicate the spirit of the dialogue to community orgs.
<b>Focus on individual, organizational, or community outcomes (or multiple)?</b>	Individual, organizational, and community. Also, institutional or public policy	Organizational/Institutional: recommendations are referred to established organizations
<b>What mechanisms did study circles organizers create to link dialogue to action? Duration?</b>	Metropolitan Forum in 1997; "action partners" devoped most promising ideas into projects; At Nov. 1999 Action Forum, asked people to make a pledge or commitment to take some action; groups made recommendations; these are grouped under 5 major action goals. Developed an action resource directory: "48 Steps You Can Take" (published on Wilder web site)	Recommendations for change are referred to established organizations or institutions that could address them; no one responsible for follow through. Did form 3 task forces after action forum; all met at least once but none met more than 4 times; haven't continued.
<b>Action forum(s)?</b>	Yes - participants presented ideas to action-oriented organizations. Action Forum in Nov. '99; also a Metropolitan Citizens Summit in December, 1999	Yes (90 people attended); people chose 3 of 6 issues as top priorities: socioeconomic bias; empathy; and education. Task forces then identified 39 actions steps to refer to other organizations.
<b>Regular written communication?</b>	Yes, info. in <i>Community Matters</i> , published by Wilder Foundation. Web site for Wilder includes some information on forums linked to study circles; periodic mailings to all involved in the effort	No

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