

INTRODUCTION

The Race Relations Task Force was given two basic responsibilities. The first was to evaluate the recommendations of the Equal Opportunities Commission (EOC) with respect to alcohol licensing and traffic stops contained in an EOC ad hoc committee report. That responsibility has been completed and adopted by the Common Council on October 20, 1998. The second task which the Task Force was assigned by the Mayor and Common Council was to make recommendations on ways of improving race relations in Madison.

In approaching our second objective, the Task Force chose to divide into two subcommittees to focus on two specific areas. Because the first subcommittee involved community organizing, we sought ways of creating opportunities for community discussions about race, which we refer to in this report as Study Circles. The second subcommittee evaluated a report, which had been approved by the Common Council in 1994, that also dealt with race relations. The Task Force felt that the strategies outlined in this report had merit and chose to study the efficacy of the earlier recommendations; discussed them with the affected governmental institutions (i.e., school district and City agencies and departments); reviewed the progress of the recommendations; and, where we saw a need, enhanced and built upon these recommendations.

The products of these two subcommittees are reflected in Part I: Study Circles and Part II: EOC '94 Ad Hoc Committee Report on Community, Race, and Ethnic Relations recommendations. Part III and Part IV of this report come from a fundamentally different process.

Part III of this report includes a proposal, submitted by Task Force member Ken Golden, involving developing ways to integrate youth into ongoing recreation and cultural activities. This particular initiative seemed to step out from the other recommendations. The same idea had been proposed seven years earlier and didn't get much reaction. This time, City staff, upon hearing the proposal, responded immediately and favorably outlining strategies and practices which could achieve the goals and objectives of the proposed program. City staff also submitted a preliminary work plan and project proposal at our last meeting. In light of this response, the Task Force chose to move the adoption and implementation of this particular initiative as a separate recommendation to the Mayor and the Common Council.

Part IV contains a variety of ideas and recommendations which we recommend be considered. Late in our deliberations, the Task Force began to sense that there was a great desire in the community for us to consider large and small ways of improving race relations. While we knew that in most cases we would not have time to do the sort of careful study on these items that we had done with other items, we believed that the community would be well served if we heard and compiled their ideas, evaluated their merit, and forwarded them on to the appropriate City boards, committees, or commissions, or even other units of government for their consideration. We received these recommendations from fifteen community organizations who conducted focus groups among their members, from regular public comment at all Task Force meetings, from a final public hearing we held in February 1999, and numerous ideas and proposals from individuals in our community by e-mail, telephone conversations, and letters to Task Force members.

As a result, Part IV includes a diverse list of ideas and recommendations. The recommendations range in many different areas including economic development tools, home ownership

initiatives, development of race relation indicators, creating multicultural events, supporting community public swimming pools, and developing academic scholarships for disadvantaged youth.

It is important to note that we, as a Task Force, were unable to thoroughly examine and study all of the recommendations in Part IV given the short time we had remaining as an official Task Force of the City. However, the person(s) who recommended these proposals cited some data and experience/examples to justify their merit and often cited some sort of community problem to establish the need. As a result, the Task Force members reviewed the merits of each recommendation. We also discussed what findings and community conditions we believe related to each specific recommendation; assigned each recommendation to some institution in our community or in City government, including City staff, City committees, boards, or commissions; and even in some instances other units of government. Finally, we recommend that the entity to whom we assigned the particular initiative evaluate the efficacy of the idea and if they wish to proceed, propose an action plan for its implementation of the particular initiative to the Mayor and Common Council. We believe these should be completed within 180 days of the Council's adoption of our report.

Since this will occur long after this Task Force is disbanded, we also recommend the Mayor and the City Council assign one existing board or commission stewardship responsibility to assure that the City achieves closure on whether or not to proceed with these recommendations. Without such a process, we believe that our report will join many others on the shelf of the City archives and go nowhere. With such a process, we believe that most of these recommendations could be implemented and will positively affect race relations in the City of Madison. We ask you to give life to these recommendations and ideas and assign stewardship responsibility to the appropriate committee, board, or commission.

PART I

A Call to Community - Honest Conversations About Race, Community Involvement, and Responsibility

Mayor's Task Force on Race Relations'

Proposal for a Community-Wide Program of Study Circles on Race

Darkness cannot drive out darkness. Only light can do that. - Martin Luther King, Jr.

Introduction

The Mayor's Task Force on Race Relations was asked to develop a strategy for community activities that would result in respect for diversity and the undoing of racism.

Over the course of many meetings, discussions and public comment sessions, the Task Force considered a wide variety of community activities that could result in positive movement toward improving race relations. We recognized that many groups and individuals already are engaged

in community activities - including ethnic celebrations, training programs, presentations and symposia on race issues, community dinners, and other events - that contribute toward closing the distance among racial/ethnic groups. We asked ourselves, what strategy would most effectively complement and enhance the activities already provided to the Madison community by many groups and individuals dedicated to improving race relations?

The Task Force also wanted to respond to its sense that although race is a highly visible public issue, discussion and debate about race have grown stale and fragile. While views on race are still held and argued with spirit by some, the vigor of the discourse does not appear to be resulting in a stronger commonality among people of different racial and ethnic backgrounds. Debates seem to run in circles, with participants growing more strident, frustrated over not being heard, much less understood. Race as a public issue is stuck. Too many have privately decided not to risk getting caught in its often sharp teeth and have withdrawn from engaging in the issue. Too many, while professing genuine concern about racial disharmony, have adopted an attitude of just "getting by."

The Task Force's recommendation for a community-wide Study Circles program on race, which is laid out in detail in the attached outline description, has the simple goal of building new channels of communication between adults and youth in the Madison community. It aspires to restore some of the hope and enthusiasm, two major ingredients of commitment, that have gradually deserted many citizens who are concerned about racism.

A Study Circle on race is a group of people of different backgrounds who meet, with the aid of a facilitator, at least a handful of times to get to know each other and discuss - openly, honestly, and as equals - the difficult topic of race. For most people, this is a very rare opportunity. A Study Circle does not begin with specific desired outcomes. Instead, it provides a safe setting to encourage people to explore issues of race freely, without having to stick to particular positions. A Study Circle does not steer participants toward any particular agreement or decision. Therefore, people are free to engage in dialogue rather than debate. Freedom from being pressured to adopt a certain position or agree to a certain action step allows people to more openly explore the kinds of action they would like to take. A Study Circle gives participants the time to move past superficialities, generalizations, and rehearsed positions and instead to communicate with each other personally and honestly. Key to our recommendation, and the focus of most of the outline description, is a commitment by local governments and local organizations to run a campaign to motivate many people of all backgrounds to participate in Study Circles, and to provide services to support numerous discussion groups across the greater Madison area. A successful community-wide program needs a full-time coordinator; a system for training the facilitators that are critical for successful discussion groups; a plan for linking interested organizations that need help in assembling diverse groups of participants; a way of convening Study Circle participants from all over the area to reflect together on the experiences of their own and each other's groups; and a strategy for reinvesting the gains from initial rounds of Study Circles into further rounds of discussion and action steps. If supported properly, the program could generate a level of activity aimed at bridging racial gaps at the grass roots level that could re-energize the Madison area community.

Our community involvement proposal focuses on getting people talking, because constructive talk is the necessary first stage of positive action. Public engagement in race topics at the grass roots level is required to move the critical issue of race relations off dead center and command

the attention of decision makers at higher levels. Also, person-to-person talk about race among individuals of different backgrounds gives those individuals a genuine chance to closely examine their own beliefs, attitudes and behaviors, and to understand the beliefs, attitudes and behaviors of others. This is the ground on which personal efforts to reduce and prevent racism is built.

The Task Force's recommendation for a community-wide Study Circle program is by no means a cure-all or a substitute for the continued leadership of decision makers and advocates who are fighting racism in the greater Madison area. Rather, it is a means to relieve tension and build trust among people of different racial/ethnic backgrounds. It is a means of cultivating a broad base of grass roots support for positive action against racism. It is a means to develop more citizen leaders and build networks of committed Madison area residents. It is a way of nourishing in the community the will and the hope that is needed to sustain the work of improving race relations.

A Call to Community - Honest Conversations About Race,

Reconciliation, and Responsibility

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Proposal for a Community-Wide Program of Study Circles on Race

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1. What is a Community-Wide Study Circle Program?

1.1 Study Circle description - Study Circles are groups of people who agree to meet at least a handful of times to explore and discuss, as equals, a difficult social or political issue in a democratic, collaborative way. Study Circles are voluntary and highly participatory. Participants consider a wide range of views and seek to learn from one another. Study Circles differ from typical public meetings in that they do not begin with specific desired outcomes. Instead, they provide comfortable, safe settings to encourage people to explore public issues without having to defend particular positions. Because agreement is not the objective of the discussions, people are free to engage in dialogue rather than debate. Freedom from being pressured to adopt a certain position or agree to a certain action step allows people to more openly explore the kinds of action they would like to take. Experience from other communities shows that the increased understanding of community concerns and new community contacts that people develop through Study Circles frequently results in collaboration and action.

1.2 Community-wide program

1.2.1 Amplifying efforts of individual and groups through a coordinated program - The intent of a community-wide program is to initiate many simultaneous Study Circles that operate

not in isolation but rather as a network of groups whose efforts are mutually reinforcing and command attention across the community. Many individuals and groups in the Madison area have organized group discussions and community gatherings with goals similar to those of the Study Circles proposed here. These activities have taken place in private and public settings and have involved both adults and youths. A community-wide Study Circle program would magnify the effects of these efforts by helping to coordinate and link them, increasing participation, surrounding them with a higher level of public interest, and expanding opportunities to turn talk and knowledge into action.

1.2.2 Area-wide participation - Because race issues are not defined by political boundaries, the program should not be limited to the City of Madison. Other municipalities in urban central Dane County and the county should be invited to participate in the program.

1.3 Models

1.3.1 Study Circle Resources Center - This description of a Madison area Study Circle program is based on a model developed by the Topsfield Foundation, Pomfret CT. The foundation's Study Circle Resources Center has supplied technical assistance and materials to roughly one hundred community-wide Study Circle efforts, about forty of which have dealt with race. The Resources Center would be available to assist Madison's program.

1.3.2 Building Bridges - In the Madison area, the Dane County Youth Connection, under the direction of Steven Levine, has operated the school-based "Building Bridges" program since 1990. Building Bridges engages students in honest dialogue about race and ethnicity and develops young leaders for better race relations. Recently, a Bridges group for adults has begun. There are minor differences in format between the Study Circle model and the Bridges program, but both involve groups taking the necessary time to build a comfort level for frank conversation and both have honest communication, not decisions on predetermined issues, as their objective.

2. Goals of Madison's Study Circle Program - The Study Circle program is intended to improve the community's ability to resolve race related issues. Program goals are to:

2.1 Increase contact among individuals of different racial/ethnic groups;

2.2 Improve the ability of members of different racial/ethnic groups to communicate with each other;

2.3 Significantly increase the number of people in the Madison area taking active steps to understand complex dimensions of race issues, and develop new leaders committed to reducing racism;

2.4 Engage a broad array of Madison's public and private entities, including groups normally not directly involved in race issues, in organizing democratic dialog on race;

2.5 Strengthen the community's capacity and civic will for individual and institutional action to prevent and overcome racism;

2.6 Initiate concrete activities designed to improve race relations and reduce racism.

3. Major Stages of the Study Circle Program - The following describes major stages involved in initiating and conducting the first round of the Study Circle Program. Following the first round, the program should be expanded through further rounds involving more groups. From initial planning through completion of the first round will require anywhere from twelve to eighteen months or more. See following sections for further description of entities and activities mentioned here.

3.1 Preparation and pilot Study Circles - Preparatory activities will require at least several months to a half-year. Pilot Study Circles could extend that period and will largely determine how much time is taken prior to the opening of the main round of Study Circles.

3.1.1 Organize Steering Committee (see Section 4.1)

3.1.2 Raise funds and assemble staff (see Section 4.2 and Section 7)

3.1.3 Recruit Study Circle sponsors (see Section 4.3)

3.1.4 Conduct pilot Study Circles - The Steering Committee itself should pilot a Study Circle as one of its first activities. Other pilot Study Circles, for example, involving Study Circle sponsors or community leaders, should be held to gain experience and build commitment prior to launching the main round of Study Circles. Multiple rounds of pilot Study Circles may be held if deemed crucial to building momentum toward the main round. Some pilot Study Circles can be abbreviated or compressed into short periods.

3.1.5 Initiate media strategy and information campaign on Study Circles and race relations in Madison area (See Section 6.2)

3.1.6 Prepare Study Circle discussion materials (See Sections 5.1 and 5.5)

3.1.7 Train Study Circle facilitators (See Section 5.4)

3.2 First Round - The first round of Study Circles probably will require six to nine months between opening and celebration events to enable numerous individual groups to hold and complete discussions.

3.2.1 Kickoff event

3.2.1.1 A kickoff event should be held when a solid group of committed sponsors has been assembled and preparation steps for the community-wide program are well under way. The kickoff event will introduce the Study Circle program to the community and demonstrate the commitment of community leaders and a diverse set of organizations. It will show potential participants that they will be helping to build a community-wide commitment to addressing race issues. The kickoff event can be used to recruit additional Study Circle sponsors and participants.

3.2.1.2 The kickoff event could feature high-profile speakers, information sessions on the Study

Circle process and on race issues in the community, breakout sessions for "sample" Study Circles, and food and time for socializing.

3.2.2 Conduct Study Circles across community - See Section 5, "Conducting Study Circles," for detail.

3.2.3 Celebration event - A public event should be held at the end of the first round to allow participants to report findings and ideas from their Study Circles and enjoy a collective sense of fulfillment. The event also should build on the momentum of the main round and help to organize follow up activity - e.g., more rounds of Study Circles and action steps to tackle ideas for change generated during Study Circle session. A celebration event could be held annually to highlight continued Study Circle work and related efforts to improve race relations.

3.3 Subsequent Rounds - An expected outcome of the Study Circle program is to build a broader base of community members actively working toward improved race relations. Experience of other communities has been that initial rounds of Study Circles generate additional rounds of Study Circles that expand the reach of the program. Participants of earlier rounds may join new groups; some may train to become facilitators. New rounds also may involve more specific issues identified during earlier rounds, emphasize taking specific actions, or even branch off into new topics. The Steering Committee and Study Circle sponsors will need to develop a strategy for encouraging and supporting future rounds of activity.

4. Organizing the Community-Wide Effort - Under the community-wide program, a steering committee will provide overall leadership, guidance and coordination, but responsibility for running individual Study Circles will be distributed across a network of organizational sponsors.

4.1 Steering Committee - The Mayor of the City of Madison should assemble a steering committee comprised of community leaders who represent public and private interests that approach race issues from different perspectives to take overall responsibility and provide direction for the Study Circle program. The Steering Committee's primary responsibilities will concern those activities that are necessary to support and sustain Study Circles on a community-wide scale.

4.1.1 Executive Committee - The Steering Committee should anticipate the need to appoint an executive committee to carry out day-to-day oversight of the program and supervise program staff.

4.1.2 Youth subcommittee - A subcommittee of the Steering Committee should be appointed to oversee the Youth program. Representatives of education institutions and youth service groups should be appointed to this subcommittee.

4.2 Staffing and administration - A full-time staff position will be required to administer and coordinate this program under the direction of the Steering Committee. Also, a fiscal agent for the program must be identified. These should be among the first tasks of the Steering Committee.

4.3 Study Circle Sponsors

4.3.1 Role - Sponsors are organizations that support the program by providing resources, public

credibility, organizational ability, and connections to potential Study Circle participants. (Steering Committee members may also act as sponsors.) Together, the coalition of Steering Committee members and Study Circle sponsors must represent a wide variety of sectors and points of view that will attract participation by Madison area residents from all backgrounds. Sponsors will have primary responsibility for conducting individual Study Circles within the overall community-wide framework. Sponsors will be expected to recruit Study Circle participants, schedule Study Circle groups, seek partnerships with other sponsors for the purpose of creating diverse discussion groups, identify potential Study Circle facilitators, and serve as a conduit for information flow between individual Study Circles and the Steering Committee.

4.3.2 Types of sponsors - Many different types of organizations that have grassroots outreach potential must be called upon to sponsor Study Circles. Local government, schools, and religious groups should be recruited. Social and civic service organizations, non-profit advocacy and education groups, and training and literacy organizations are likely candidates. Madison's network of neighborhood organizations should be used. Employers of various sizes, business and professional associations and labor organizations can be asked to draw on their work forces to create diverse discussion groups. Groups not commonly associated with social issues, but with whom large numbers of adults and youth affiliate for personal reasons, may prove valuable. Such groups could include, for example, sports clubs or leagues, arts, literature and music groups, or almost any kind of group organized for leisure time pursuits.

4.3.3 Recruiting sponsors - The Steering Committee must begin the process of attracting Study Circle sponsors. In the beginning, it will be important to gain the commitment of sponsors who can contribute resources - , e.g., volunteers, management and technical expertise, and equipment and supplies - necessarily to establish a sound operational base. However, sponsors must also be recruited on the basis of their ability to motivate a diverse mix of community residents to participate in Study Circles. Recruiting of sponsors may take place throughout the preparation period and even continue through the main round in anticipation of future rounds.

5. Conducting Study Circles

5.1 Focus

5.1.1 Exploration of Race Relations - Most Study Circles should engage participants in discussing general questions on race with the goal of preparing common ground for taking further action on issues of mutual concern. The outcome of these sessions should be greater awareness and understanding, the ability to assess community problems in fresh ways, and new interracial friendships and networks. Topics for Study Circle discussions could include participants' views on race related beliefs, underlying causes of racial tension, what kinds of actions are most effective for improving race relations, and how income-level and economic class affect race relations.

5.1.2 A policy focus - A limited number of Study Circles may be organized to deal with specific race related policy issues to which intensive, grass-roots dialog is likely to yield solutions. Participants would have specific prior interest in and knowledge about the policy topic. Policy groups must be faithful to the Study Circle process and conduct the core ground work of establishing personal trust and opening up lines of honest communication before focusing on policy development. An example of an appropriate policy topic is discriminatory barriers to

affordable housing in Madison.

5.2 Meeting schedule - It is essential for a group to meet enough times to allow participants to get to know one another and achieve the comfort level required for honest conversation. On the other hand, the group's schedule should not be so demanding as to make it difficult for participants to attend every session of the Study Circle. A reasonable format for most Study Circles may be five to ten sessions over the course of four to eight months.

5.3 Participants

5.3.1 Diversity - Study Circles must be comprised of participants that represent a mixture of racial/ethnic backgrounds and income levels. The key to assembling mixed discussion groups is to involve organizational sponsors that have credibility among different segments of the community. As much of a sense of ownership of the Study Circle process as possible must be passed down to the grassroots level. Some sponsoring organizations, e.g., some education institutions and work places, may be able to form sufficiently diverse Study Circles from within their own ranks. However, a strategy of pairing sponsors, e.g., two religious organizations or two neighborhood centers, also will be necessary to achieve mixed groups.

5.3.2 Youth Program - How young people deal with race issues figures prominently in our community's race relations now and in the future. Also, the ability of young people to contribute to community problem-solving should be recognized. A special track of the community-wide Study Circle program should be devoted to involving middle- and high-school-age youths. The Building Bridges program has provided leadership in promoting cross-cultural communications among students. The Study Circle program should expand this model to reach more youths. Schools and organizations serving youths should be used to recruit youth participants and organizing discussion groups in settings comfortable for young people.

5.3.3 Madison city government involvement - Because of the City of Madison's special interest in stimulating community activity on race relations, a strategy for insuring participation by City employees and officials should be developed. For example, a set of Study Circles involving City elected officials, staff, and citizen commissioners could be established. Or, specific attention could be paid to mixing such individuals into grass-roots Study Circles.

5.3.4 Other local government involvement - Other units of local government that elect to become primary Study Circle sponsors should adopt a similar strategy to involve their elected and appointed officials and staff in Study Circles.

5.3.5 Grouping participants into Study Circles - Because of the size of a Madison area effort, assembling appropriately mixed Study Circles should be the responsibility of Study Circle sponsors, rather than performed centrally. However, the Steering Committee and sponsors should help Study Circle sponsors form partnerships to enable them to exchange participants to achieve the desired diversity.

5.3.6 Child care and transportation support for participants - To help realize the desired diversity within Study Circles, the community-wide program should include provisions for helping participants with child care and transportation needs.

5.3.7 Keeping track of participants - A system for recording and storing participant data (including sponsor and Study Circle affiliation) should be developed, so that contact may be made regarding future activities.

5.4 Facilitators - A community-wide program will require a large number of skilled facilitators. Preparing volunteer facilitators is a critical component of the strategy.

5.4.1 Qualifications and training - Study Circle facilitators should be qualified by previous training or experience to insure a safe discussion environment for participants and manage potentially difficult discussions in a constructive, fair and neutral manner. Training specifically to the Study Circle process and race related issues likely to arise during discussion sessions must be provided to facilitators. A system for training facilitators and a support or a technical assistance network for facilitators should be organized and maintained during the course of the Study Circle program. The assistance of education institutions (e.g., MATC, UW-Madison's Office of Quality Improvement, Edgewood College), the Building Bridges program, and the Madison Area Quality Improvement Network should be sought in setting up and managing such a system. The Steering Committee should consider using consultants experienced in race relations and anti-discrimination work to help quickly build a core of facilitators who also can train others to become facilitators.

5.4.2 Recruitment - The Steering Committee and sponsors should recruit Study Circle facilitators from among their organizations and contacts. Organizers should assemble a racially and ethnically diverse group of facilitators. Diversity among facilitators in terms of type of employment and income level also is desirable.

5.4.3 Paired facilitators - If feasible, facilitators should work in pairs. A contrast between facilitators, e.g., in terms of race or income level, will help open up frank discussion within mixed groups. Also, paired facilitators can divide meeting management duties and observing and recording duties.

5.5 Discussion materials - All Study Circles do not necessarily have to use exactly the same content, but program organizers should provide discussion materials for groups' convenience and to encourage consistency among groups. The core of these materials will be a set of questions to guide discussion during the course of a Study Circle.

5.5.1 Study Circle Resource Center guides - The SCRC publishes a thorough discussion guide titled *Facing the Challenge of Racism and Race Relations* and a brief version called *The Busy Citizen's Discussion Guide*. These guides suggest questions designed to develop a discussion progressing over the course of five sessions. The questions range from looking at personal experiences to exchanging views on what kinds of programs or policies are appropriate for improving race relations to exploring ideas on how to take action in the community.

5.5.2 Local materials - Discussion materials should be made specific to issues and concerns in the Madison area wherever possible. New or additional discussion questions can be developed for the Madison community, and information about race issues and attitudes generated by the public information campaign can be provided to support discussion questions.

5.5.3. Building Bridges curriculum - Another option is the Bridges curriculum which

progressively develops over ten sessions the ability of a group to talk honestly about sensitive race issues.

6. Supporting Activities

6.1 Documentation of Study Circle program - A process should be developed to produce objective documentation of the entire Study Circle process, including progress of individual Study Circles. This record will be used for program evaluation, for historical purposes, and to supply background material for follow-up initiatives. Assistance from Madison's higher education institutions and the journalism community could be sought.

6.2 Media strategy and public information campaign - The Study Circle program should be accompanied by a media strategy to publicize the program and promote the full participation of all community members in the Madison area's civic life and public discourse. It should include a public information campaign to inform people about the status of race relations in the area. The campaign should lead up to the main round of Study Circles. The campaign could include:

6.2.1 Information on local attitudes on race, e.g., as investigated by *The Isthmus* in its 1993 Madison Poll on race issues and, in the Milwaukee area, by a June 1992 *Milwaukee Journal* survey report.

6.2.2 Statistics on racial/ethnic diversity in relation to public policy issues, mostly available from local government agencies, including the Madison Equal Opportunities Commission and Madison Affirmative Action Commission.

6.2.3 Special reports on race issues. Features on race in Madison in the *Wisconsin State Journal's* "City of Hope" series and coverage of the "We The People" town meeting on race are good examples.

6.3 Program evaluation - Evaluation methods for the Madison area Study Circle program should be developed. Measures concerning individual attitudes and behaviors and community activity and asset-building should be explored. The assistance of education institutions such as U.W.-Madison, MATC and Edgewood College should be enlisted to devise and carry out an evaluation plan.

7. Funding and Budget

7.1 Budget - Items that need to be budgeted include: Salary and fringes for a full-time coordinator; mailing and printing; office supplies; informational materials, such as brochures and discussion guides; kickoff and celebration events; facilitator training; advertising and outreach; and program evaluation.

7.2 Funding sources

7.2.1 Government contribution - The City of Madison should allocate funding to underwrite a significant portion of the costs of the project, in order to demonstrate the City's commitment to the strategy and attract resource commitments from other partners. Other general units of local

government are strongly encouraged to make similar commitments.

7.2.2 In-kind - Much of the resources needed for this program will be provided through volunteer effort and in-kind contributions by organizations who are Study Circle sponsors or Steering Committee members.

7.2.3 Grants and donations - A successful effort in a community of Madison's size will require cash outlays for some of the administrative and program activities listed above as budget items. The Steering Committee should seek funding from local foundations, corporate sponsors, and public sources to cover these costs.

PART II

Task Force on Race Relations

1994 EOC Ad Hoc Committee on Community, Race, and Ethnic Relations

Members: Nino Amato, Fred Mohs, Deborah Speckman, Marilyn Feil, Patricia DuCharme, Connie Ferris Bailey

Background

The Task Force on Race Relations 1994 EOC Report Working Group held a series of meetings to examine progress made toward the 1994 EOC recommendations from the Ad Hoc Committee on Community, Race, and Ethnic Relations. The Task Force made new and enhanced recommendations based upon the following:

review of the May 1998 written update by Anthony L. Brown, Executive Director of EOC, information garnered through interviews and testimony provided by the chair of the 1994 EOC Committee, the police, school district personnel, Schools of Hope members, City of Madison CDBG staff and a representative of the Coalition for Effective Public Education, and the group's collective judgement and life experiences.

Status of Original 1994 EOC Recommendations

of the Ad Hoc Committee on Community, Race, and Ethnic Relations

1994 EOC Recommendation 1): The Committee encourages the City and the Madison Metropolitan School District to each develop a role in assisting the local Head Start Program.

Progress to date:

Continued adherence to the Cooperative Agreement signed in 1995 which outlines responsibilities for Child Find referrals, in-service training and service coordination. Monthly meetings between Child Find, Early Childhood Program Support Teachers and Head Start staff to facilitate new requests for screenings and/or referrals for IEP evaluations. Continued coordination with Head Start and MMSD staff when IEP evaluations are being conducted.

Continued in-service opportunities for staff members of Head Start and MMSD involved with Collaborative Programs including meetings held during the school year and during the summer months. MMSD has paid staff from both agencies for participation in these activities with Early Childhood Discretionary Grant monies. Continued coordination of services for students that have been found to qualify for Special Education services. A written agreement between the Head Start and the Four Year Old programs regarding enrollment policies and procedures were established in Fall, 1998. Collaborative programs have been expanded and now are conducted at the following sites: Northport Community Center, Broadway-Simpson Head Start, Allied Drive Red Arrow Trail, Child Development, Inc. Itinerant special education services are also provided at Head Start sites where special education students are enrolled. Continued participation in community committees including Start Smart Early Childhood Planning Council and an initiative of the Waisman Center Bridges for Families Program to look at community Child Find activities.

1994 EOC Recommendation 2): The Madison Metropolitan School District should definitely hire a larger proportion of minority teachers for its schools.

Progress to date: In the last five years, the District has been steadily increasing the number of minority teachers it has on staff. In 1993, the District employed 135 minority teachers (6.1%), as of September 1, 1998, the District employed 217 minority teachers (8.4%). A 2.3 % increase in five years.

1994 EOC Recommendation 3): Availability of a program in conflict resolution needs to be made to all of our schools beginning at the elementary level.

Progress to date: Conflict resolution themes of building community, communication skills, cooperation and problem solving skills are present throughout the grade level performance standards (K-5).

MMSD is currently working on developing an integrated curriculum that includes conflict resolution, AOD (Alcohol and Other Drugs) and Protective Behaviors (SAVE).

1994 EOC Recommendation 4): The Committee recommends that the City's Police Department expand its neighborhood officer program in order to build on the successes from the neighborhood police officers currently in place. It is the Committee's intention that the police department works toward a goal that at least 10% of the police force be assigned to neighborhoods and that the neighborhoods to which officers be assigned full-time, be reviewed each year.

Progress to date: Currently there are 15 neighborhood officers in 14 different neighborhoods.

1994 EOC Recommendation 5): Housing for Rent (Referred to the new City of Madison Housing Committee)

1994 EOC Recommendation 6): Recommendation for City of Madison Community Investment Banking Standard

Progress to date: City of Madison Reinvestment Committee's initial meeting was held in

February of 1999.

1994 EOC Recommendation 7): Affordable Housing (Referred to the new City of Madison Housing Committee)

Task Force on Race Relations' Recommendations

Recommendation #1:

To continue to encourage the Madison Metropolitan School District and the City of Madison to play a key role in assisting the local Head Start programs such as:

A) To encourage the City of Madison and the Madison Metropolitan School District to assist Head Start in acquiring an east side location.

B) To encourage the City to examine ways with City funding that waiting lists for South Madison and Allied Drive be addressed.

C) Recommend that the Madison Metropolitan School District, in any expansion efforts, set aside space for Head Start Programming and consider utilizing that programming for Early Childhood Development classes. Encourage the City of Madison and the Madison Metropolitan School District to consider a cooperative agreement in financing future expansion projects.

Rationale: Head Start has been proven to be effective in enhancing children's academic performance.

Process: The Working Group met with Dianne Crear, Madison Metropolitan School District. She presented an overview of the locations, programs offered and services provided by MMSD for Head Start. Members of the work group also received information from Head Start of Dane County. Individual members also met with Carol Carstensen and Art Rainwater of the Madison Metropolitan School District.

Recommendation #2:

To encourage the Madison Public School District to double the current percentage of teachers of color in the MMSD from 8.4% to 16.8% in the next five years (by 2003).

Rationale: Increasing the number of qualified teachers of color will increase the number of role models for children of color and will incrementally improve race relations in the MMSD.

Process: Met with Dianne Crear, MMSD and reviewed information on the percentage of minority teachers vs. minority students in the MMSD from 1994-98. She also provided information on the districts "Grow Our Own" program. The committee also received a written response from MMSD on the Working Group Recommendations. The Group met with Stan York and Kathy Hubbard from the Schools of Hope and reviewed the October 1998 Update of Schools of Hope Minority Youth Achievement Activities. The Group also met with Kaleem Caire and reviewed information from the Coalition for Effective Education.

Recommendation #3:

To encourage the union and the school board to renegotiate contracts to enhance the ability for new teachers to be hired earlier.

Rationale: This will address contractual issues so that new teachers can be offered jobs at the same time as other school districts. The intent is to remove barriers to hiring qualified teachers and to compete effectively in the recruitment of teachers of color.

Recommendation #4:

To recommend to the MMSD that by sixth grade, all students will have completed conflict resolution training as part of their curriculum.

Rationale: School aged students need to learn how to get along with each other at a very early age without resorting to violent behaviors. In order to improve and enhance student relationships, school aged students need to be taught communication skills to express their anger and frustrations in non-destructive ways.

Process: Committee met with Joan Lerman, AOD Program Support, Madison Metropolitan School District and reviewed 1997-98 goals and results for conflict resolution/peer mediation.

Recommendation #5:

Encourage the MMSD to support and fund all middle and high schools in the city with functioning peer mediation programs.

Rationale: Peer mediation has already enhanced conflict resolution and has improved race relations in the MMSD.

Recommendation #6:

As the police department achieves its goal of 1.8 officers per 1,000 citizens, we encourage the Department to also look to increase the number of neighborhood police officers beyond the current fifteen (15) neighborhood officers.

Rationale: We strongly support (based upon the police department and community reports) neighborhood policing. It has been successful in achieving results within targeted neighborhoods as well as achieving better race relations. Neighborhood police officers improve race relations in neighborhoods.

Process: The Group met with Police Chief Richard Williams and Assistant Chiefs Balistreri and Cowan and reviewed the 1997 Police Staffing Committee Report.

Recommendation #7:

Support the creation of a City of Madison Housing Committee.

The Housing Committee is encouraged to study the feasibility of doubling the number of scattered site, low-income rental housing units in the City of Madison. The Housing Committee is asked to find ways to increase funding for rent-to-own programs in the City of Madison. The Housing Committee is encouraged to establish a public service program with the Board of Realtors and appropriate lending institutions targeted on low-income renters to increase home ownership by low-income families. The Housing Committee is encouraged to address the issue of "minimum income standards" and to report back its recommendations to the Common Council within 90 days of the Committee's establishment. The Housing Committee is encouraged to explore feasible methods of increasing the geographic distribution of Section 8 vouchers in the City of Madison.

Rationale: The Housing Committee will provide a focal point for all affordable housing issues in the City.

Process: Working Group met with Hickory Hurie, Director of City of Madison Community Development Block Grant Office.

Recommendation #8:

Encourage the Madison Common Council, Dane County Board of Supervisors, and other Dane County municipal units of government to jointly appropriate funds for an ongoing testing program to establish the extent and nature of housing discrimination in Dane County. The results of this testing program could be reported on an annual basis to all participating units of government.

Rationale: In order to fight discrimination in housing, the sources of the discrimination need to be discovered. Testing is a way to do that.

Recommendation #9:

A) Encourage the Common Council and the Mayor to direct the Plan Commission and Planning staff to develop strategies to increase the supply of affordable housing units for sale in development and redevelopment projects of ten or more units. These units could be tailored to families and individuals with incomes below 80% of the median.

B) Encourage the Common Council and the Mayor to direct the Plan Commission and Planning staff to develop strategies to increase the supply of rental housing units in development and redevelopment projects of twenty or more units. These rents could be tailored to families and individuals with incomes between 20 and 80% of the median.

Rationale: Increasing the diversity of neighborhoods provides all people with an opportunity to learn from and respect each other.

PART III

Youth Integration in Recreational Activities

Goal:

To provide socio-economic and racial/ethnic integration of youth into a broad variety of recreational activities.

Potential recreational areas for targeting resources:

Field sports, water sports, court sports, intellectual games, cultural arts, and club sports and activities, which may be located in and/or sponsored by schools, non-profit organizations, community and neighborhood centers, youth resource centers or local neighborhood groups.

Resources would be made available for:

Costs for extra staff hours, transportation and out-of-pocket expenses for supplemental staff working with targeted youth Costs of outreach (youth recruitment, materials, parent orientation, etc.) Fees and scholarships Equipment and uniforms Transportation to practices, games, events, etc. Stipends and reimbursement for out-of-pocket expenses for parents of targeted youth who participate in the program or sport Incentive funds for responsive collaborations between and among recreational provider agencies and organizations

Coordination with existing resources:

A City program will need to coordinate closely with agencies and organizations which currently have scholarship/fee waiver programs, such as Madison School Community Recreation Department, Warner Park Community Recreation Center, YMCA, Scouts, SPARTA (Sports, Arts, Recreation and Theater Access), etc.

Proposed structure and process for City program:

Community Services Commission would approve policies and make funding recommendations to the Common Council or would be granted authority by the Council to make funding decisions.

Funding would be a specific line item in the Office of Community Services Purchase of Service budget.

Office of Community Services would establish and coordinate an advisory staff team which would include the Equal Opportunities Commission, Affirmative Action, Madison School-Community Recreation, Parks, and three to four non-profit representatives.

Staff team would develop and recommend to Community Services Commission:

Criteria for eligibility

Range of resources and budgets

Application format and process

Frequency of funding cycles-- once a year, quarterly, fall/spring/summer, etc.

Funding recommendations

Suggested criteria for eligibility might include:

Proposing agency must develop a collaborative relationship with an agency whose primary focus is racial/ethnic minorities or establish a "Diversity in Programs" component (at board or program level, using technical assistance from the Equal Opportunities Commission, Affirmative Action Department, Centro Hispano, Urban League of Greater Madison, United Refugee Services of Wisconsin, etc.)

Targeted youth would have to be low-income and/or racial/ethnic minorities

Youth would be ineligible for other scholarship assistance or require supplemental subsidy

Volunteer and parental support available

Geographic or neighborhood area not currently targeted by any agency

Proposed budget for one-year period: \$30,000-\$40,000

Estimated average cost per youth participant is \$150-200, resulting in services to 150-275 youth.

Evaluation:

Office of Community Services staff, with the advice of the Community Services Commission, should develop and execute an evaluation plan to determine if this program achieves the intended outcomes.

PART IV

Community Ideas and Recommendations

Economic Development Recommendations

1. The Mayor and Common Council should consider the creation of a Minority Small Business Investment Company (MSBIC). This recommendation should be referred to the Community Reinvestment Committee who would study a public-private partnership between the City of Madison, the Economic Development Commission, the U.S. Small Business Administration, the UW-Small Business Development Centers and Madison's financial lending institutions.

MSBIC's have been a successful economic development tool in communities throughout the U.S. by providing venture capital, bridge/gap financing and commercial loans to minority businesses. The creation of a MSBIC will provide new entrepreneurial business opportunities for people of color and the creation of new jobs for the Madison community. The creation of a MSBIC would also send a positive message to the growing minority community in Madison that the City is

reaching out to close the economic gap that currently exists between many of our citizens today.

2. The Mayor, Common Council, and Economic Development Commission should consider increasing financial support to the Dane County Economic Summit Council. The Economic Summit Council seeks to provide advancement opportunities for low-wage workers in Madison. For example, the Jobs With A Future Program has been successful in identifying low-income neighborhoods such as Broadway-Simpson and Darbo-Worthington and has matched the workers with jobs and getting them the skills they needed to continue climbing the employment ladder. This program is an example of a public-private partnership that is, in fact, working.

3. The Common Council through the Board of Estimates, the Community Development Authority, the Plan Commission, and the City Department of Planning and Development should research the use of TIF to improve locally depressed neighborhoods.

The mass of downtown Madison development was, is and will continue to be supported through tax incremental financing. While TIF is created to revitalize targeted, depressed development districts, and encourages the development of new buildings, TIF is rarely applied to locally depressed neighborhood development. Thus, while downtown Madison is improved through TIF, local economically depressed neighborhoods are not recipients of such tax subsidies for development. One city, Houston, Texas created an innovative way to address similar issues. In concept, whenever TIF funding was awarded for downtown development, TIF monies were also used to improve economically depressed neighborhoods.

4. The Mayor, Common Council, and Transit and Parking Commission should study the merits of taxi deregulation.

Madison's current taxi regulations are seen by some to create barriers to competition for low-income and for minority entrepreneurs who may have limited access to start-up capital. Deregulating Madison's taxi cab industry could provide new business opportunities for low-income and minority entrepreneurs. The Task Force acknowledges that necessary regulations concerning vehicle safety, driver competence, insurance coverage, and other quality of service provisions of regulations need to be retained.

Education Recommendations:

5. The City of Madison should consider authorizing the Economic Development Commission and the Board of Education-Common Council Liaison Committee to initiate discussions with the school district, local institutions of higher education, local businesses and foundations, and other organizations to consider establishing a Madison "I Have A Dream" (IHAD) program. In an IHAD program, private sponsors adopt entire grade levels from elementary schools or entire age-groups from public housing developments and provide children with tutoring, mentoring, academic enrichment, cultural and recreational activities, and individual attention until they graduate from high school. IHAD also provides partial higher education scholarships for students who graduate. The goal of IHAD is to see that all participants graduate from high school functionally literate and prepared either for fulfilling employment or for further education.

There are now 160 "I Have A Dream" projects in 57 cities and 26 states, serving more than 10,000 disadvantaged children. There are no projects in Wisconsin. Local IHAD projects are

relatively autonomous but operate within the policies of the national "I Have A Dream" Foundation.

IHAD purposefully focuses assistance on a limited number of students to insure these students get all the help they need to succeed. Projects in other cities have yielded impressive results. For example, in Chicago and Paterson NJ, where evaluations using control groups were conducted, IHAD participants had a graduation rate double that of control group members. IHAD projects lend themselves to research evaluation to examine the benefits of strategies for helping kids succeed in school.

Children growing in low-income communities face numerous obstacles to success in school, including a lack of role models and support services to reinforce and reward positive efforts at home and in school. Also missing for many low-income kids is a fundamental belief that applying themselves diligently through their many years of school will indeed open doors to social and economic success for them. Kids need a reliable stake in their future and support throughout their long journey through the school years. The "I Have A Dream" program provides low-income children with comprehensive, long term assistance and guarantees them the opportunity for higher education in return for successful efforts in school.

6. The Mayor and Common Council should give consideration to increasing the level of service provided by the MEOC Education and Outreach programs for FY 2000.

Recommend that the City Council and the Mayor support the increased programming of the MEOC's Educational and Outreach initiatives that would include pre-school children.

Both staff from the MMSD and Headstart supporters have indicated that early learning intervention has been proven successful. Currently the MEOC's 1999 budget is below the 1997 funding levels. Increased programming is needed in order to strengthen existing and future educational and outreach initiatives. By providing an increase in the EOC's program for Outreach, we would insure the existence of these opportunities for all preschoolers of race or economic circumstances. The Task Force recognizes that this recommendation cannot be accomplished through a reallocation of existing resources and understands that this recommendation carries a budgetary impact.

7. The City of Madison's Office of Community Services should work in collaboration with United Way, the MMSD, after-school providers, and other related organizations to develop a unified plan to improve after-school programming in Madison. Mixing children of different races and income levels should be supported to the extent possible. Furthermore, the Community Services Commission could consider additional after-school activities, e.g., service learning, performing and visual arts, computer programming and desktop publishing, along with recreational activities to enhance existing after-school activities.

While Madison has many after-school programs ranging from recreational to tutorial, much more can be done to assure that more young people of all colors are engaged in constructed activities during the after-school hours.

8. The City of Madison should consider a collaborative effort with the school district and institutions of higher education to assist low-income parents of elementary and middle-school

children to plan for and apply for their children's college or technical training education. This collaborative effort should help parents understand the various kinds of federal, state and private financial assistance available to help their children attend college. It should also help parents understand the various higher education options, including both two-year and four-year institutions, available to their children. We believe this collaborative effort could instill in low-income parents the confidence that the combination of planning with the variety of financial aids and higher education options means that a college education is accessible to their children.

Having at least some education past high school is becoming more and more critical for an individual to obtain jobs that pay family-supporting wages and have advancement opportunities. Unfortunately, many low-income parents assume college is out of financial reach for their kids, which can result in lowered academic expectations and aspirations for students. Despite the rising costs of college, the existence of a variety of student financial aids and educational pathways mean that higher education is attainable for almost all students. These financial aid and educational options are far from apparent for many parents, however, and without good information about them combined with advance planning, plans for college may be prematurely written off.

9. The Mayor and Common Council should work with the MMSD to explore and study policies that physically and programmatically separate students by race due to actual or perceived differences in academic achievement. The study should determine and document the extent to which these policies have the effect of segregating students at area high schools. If the study indicates this kind of physical segregation exists, the school district should develop an action plan on how to rectify this situation and how to improve the physical and social integration of people of color, while at the same time not compromise academic achievement. The Board of Education-Common Council Liaison Committee would be the appropriate body to explore a joint study.

Multicultural Recommendations:

10. The Mayor and Common Council should request the Parks Commission consider publicly-funded community neighborhood swimming pools.

We recommend that the Parks Commission study and develop potential neighborhood site plans and a financing program for possible construction of up to four pools within the next five years

The public funding of community neighborhood pools will reach out to all the children of Madison. Four (4) community neighborhood pools will bring kids of all backgrounds and colors together in shared facilities and will send a positive message to all the citizens of Madison.

11. The Mayor and Common Council should consider providing seed money for the planning and development of a multi-cultural training institute by a consortium of public/private local agencies. Such an institute could increase the supply of trainers and state-of-the-industry curricula in areas such as cross-cultural communications, preventing and dealing with discrimination and greater awareness of different racial/ethnic groups. It would assure consistently high-quality and continuously available training. The institute could maintain a network of trainers and offer a broad menu of training programs. It could work with client organizations to tailor training programs to specific needs and develop plans for ongoing training

as opposed to meeting training needs on a piecemeal or ad hoc basis. The institute could be a private, not-for-profit organization that would use memberships to eventually become self-sustaining.

The City of Madison is a center of growth both in economic activity and racial/ethnic diversity. Area schools, government agencies, businesses and not-for-profit agencies have a growing need for effective training on a wide variety of topics related to understanding the area's cultural diversity and stopping discrimination. Many organizations need help in instituting plans for ongoing multicultural training, which yields better results than separate, one-time presentations.

12. The Mayor and Common Council should request that the City's Arts District Advisory Committee work with the Overture Board to ensure the inclusion of diverse subjects attractive to all race and ethnic groups in performances and in the audience of events. This could be achieved through the selection of performers and/or by ensuring that people who can't afford tickets have access to these events. The Overture Board should be encouraged to consult with representatives of the various ethnic communities in Madison to solicit their ideas and determine how certain outcomes can be best achieved.

This proposal will increase the diversity of community participation in Arts District activities and would avoid the Arts District serving only a selected group of participants in Madison. In addition, this recommendation could provide more opportunities for people of color and cultures to interact, which will promote cultural understanding.

13. The Mayor and Common Council should consider financially supporting multi-cultural dance events/programs for the Monona Terrace through a matching fund program.

The Mayor and Task Force members feel there have not been as many persons of color who take advantage of city-wide activities which have taken place at Monona Terrace as is desirable. We need to find a means to bring this community together. To that end, mentoring programs, church exchanges, and programs like building bridges and study circles are all good ways to provide opportunities for all people to come together in Madison. Multi-cultural dance events are one more vehicle that builds upon current multi-cultural initiatives and reaches out in a new way to those who feel they are on the outside of the community. Multi-cultural dance events would reach out to all neighborhoods and bring people together through a series of special summer and fall dancing events at the Monona Terrace.

Home Ownership Recommendations:

14. The Mayor and Common Council should consider a three-part proposal regarding home ownership loans:

A. Funding for the Community Reinvestment Committee to conduct an analysis of why people of color are more likely to be rejected for home ownership loans.

The Community Reinvestment Alliance (CRA) released a report two years ago that looked at 1990-94 data that lending institutions have to collect under the Home Mortgage Disclosure Act. This data showed that minority applicants were two times more likely to be rejected for a home mortgage. This was important information to have, but no analysis was made as to why the

rejection rate was higher. It is important to know why so that the correct action can be taken to solve the problem. Funding would be needed to do the analysis since the members of the CRC serve on their own time and currently have no full-time dedicated staff.

B. Developing a new program that would do educational outreach to people of color regarding home mortgages, home-buying counseling, and seminars.

The development of a program would be a proactive step to getting people of color ready for future home ownership. The program could include counseling one-on-one with participants and a tracking system that could collect data on participants who achieve home ownership.

C. The City's new Housing Committee should explore the development of Individual Development Accounts (IDA) for low-income people who want to save for a down payment on a home.

Many people with low incomes do not have savings to use for a down payment on a home. An IDA could help them build up a down payment for a home over a short period of time.

Outreach and Training Recommendations:

15. The Mayor, Common Council, and MEOC should consider partnering with the Chamber of Commerce to create and implement a training program for retail business employees that would teach them how to spot potential shoplifters by looking at customers' behavior, instead of using racial profiling.

At several public hearings of the Task Force, the issue was raised by a number of Madison residents how retail store personnel more often than not follow people of color around in stores and more carefully watch them than they do white people. This is also something Task Force members have heard on their own from numerous people of color. People of color and white people should have equal treatment in stores. The hope is that through joint training sessions of store employees that all people will be treated equally.

16. The Mayor and Common Council should consider creating an outreach initiative through the joint efforts of the MEOC and the EDC to assemble a group of community and government leaders, emphasizing those who are responsible for providing social and economic services to residents in Madison and surrounding areas. These targeted individuals should be invited to participate in an intensive workshop on understanding and undoing racism. The purpose would be to give individuals in positions of substantial authority a practical as well as theoretical understanding of how racism operates and is sustained within institutions and organizations. By going through such a workshop together, area leaders can collaboratively identify barriers and solutions to reducing racism and develop community coalitions to carry out strategies for undoing racism.

A racially-mixed workshop would focus on analyzing the systems that keep racism in place and would allow participants time to develop an understanding of their own relationship to culture and race as a basis for better understanding institutional behavior with regard to race.

The City could work with county government to assemble the group of area leaders and arrange

a workshop. The Children, Youth and Families Consortium of Dane County has done advance work on planning such a workshop and also has raised funds to lower the costs for those involved. We further recommend that the Consortium is asked to participate in the workshop planning and act as a co-sponsor of the workshop.

17. The Mayor and Common Council, through the MEOC, should consider developing an outreach program for the Southeast Asian American Community that would improve the ability of this population to access services and community supports as needed.

We recommend that the City establish an outreach program involving managers of City agencies and private, not-for-profit social service agencies for purposes of meeting on a regular basis with members of the Southeast Asian American community at a community site. The outreach program would have a three-fold purpose. Agency managers and community members would discuss how cultural differences give rise to obstacles to full participation in services and community life. Agency managers would learn first-hand about problems members of the community have encountered in gaining full, equitable use of public services in areas such as services for the elderly, housing, the criminal justice system, mental illness, temporary financial assistance, and recreation. People would receive firsthand from agency managers practical advice concerning how best to gain and advocate for equitable access to public services and resources. We believe the quality of services to the Southeast Asian American community would improve because of this kind of face-to-face exchange of information that is currently needed.

Testimony to the task force from Southeast Asian residents of Madison illustrated the difficulties they face in adjusting to American social and legal systems and obtaining fair treatment by those systems. Southeast Asian Americans in Madison are proud to have helped Americans during the Vietnam conflict, have faith in the government's ability to help them adjust to American life, and are committed to becoming more accepted in the larger community through succeeding in education and other social and economic endeavors. Southeast Asian community members have also informed the Task Force that they are frustrated by language difficulties, intergenerational cultural issues, and the frequency with which many other Madison residents stereotype them and treat them impatiently as outsiders.

18. The MEOC should organize regular quarterly meetings between the local media associations, representatives of the various Madison media, and representatives of Madison's racial and ethnic communities. The goal of such meetings is to create a better understanding between the media and minority communities to combat racial stereotyping in the media. This recommendation could be incorporated into the EOC's already existing plan to increase communication with the media. Media representatives are urged to participate in the meetings.

Today, the media influences most people's perceptions of racial and ethnic groups. Providing accurate and balanced coverage is important if we want to increase understanding and eliminate racial and ethnic stereotyping. Currently, a similar EOC meeting is held, but only once a year. It is difficult to develop much understanding and trust by only spending a couple of hours together each year. More frequent meetings will help build an ongoing dialogue and better understanding with the media. The EOC is encouraged to take steps this year to increase communication with the media regarding community issues. The recommended quarterly meetings could help improve coverage of people of color and create an ongoing dialogue.

Measuring Outcomes Recommendations:

19. The Mayor and Common Council should consider creating a staff team which would establish a set of social and economic indicators to measure progress in race relations over time. The indicators should be derived from data that reflect local conditions, are collected by race/ethnicity, and are collected on a regular basis. A report on the indicators should be published every two years. The community assessment for health and human services needs, which is produced every two years by an intergovernmental/interagency team, could easily be used as a starting point for work on race relations indicators.

Race relations indicators could be developed in the areas of education, labor market participation, economic status, health, criminal justice, and housing and neighborhoods. Indicators reflecting residents' attitudes toward and assessment of race relations could also be part of the set.

We recommend that the lead responsibility for this initiative should be given to the Madison Equal Opportunities Commission and the Affirmative Action Commission. The EOC's Employment Committee and the interagency community assessment work group should be involved. The latter group includes representatives from the City of Madison, Dane County, the Madison Metropolitan School District and United Way of Dane County.

While race relations is a complex topic, progress toward improving a community's race relations can be gauged using a combination of economic and social indicators and attitude measurements. While indices of other dimensions of a community's well-being exist, measuring the status of race relations is rarely attempted. Establishing a set of indicators would help our community sustain and focus its attention on improving race relations.

The Council of Economic Advisers prepared a report for the President's Initiative on Race called "Changing America: Indicators of Social and Economic Well-Being by Race and Hispanic Origin." This report provides a model for measuring racial equality and includes examples of indicators such as:

- high school drop-out rate, average reading and math proficiency rates,
- unemployment rates, median weekly earnings, individuals employed in supervisory or management positions,
- child poverty rates, home loan and small business loan approval rates,
- up-to-date vaccination rates for children, families covered by health insurance,
- victims of property crime, adults under correctional supervision,
- home ownership rates, housing units with physical problems.

The City of Madison, Dane County, the Madison Metropolitan School District and United Way of Dane County jointly produce a community assessment of health and human service needs.

The community assessment work group has performed a good deal of research on local health and social indicators that also would be relevant to measuring race relations. Therefore, much of the background work for some types of race relations indicators has already been done. The members of the work group have agreed among themselves to extend their work into the area of race relations indicators. They could contribute a great deal of working knowledge to a race relations indicator initiative led by the Equal Opportunities Commission and the Affirmative Action Commission.

Since the existing community assessment does not cover all the areas that should be covered by a set of race relations indicators, the community assessment work group should participate in a larger team led by the Equal Opportunities Commission and the Affirmative Action Commission. New indicators, especially regarding participation by minorities in the local economy, would have to be developed. Data not available from the census or other existing statistical collections may need to be gathered by sampling. For example, major private and public employers could be surveyed to collect data on earnings and supervisory/management status of employees by race and ethnicity.

The race relations indicators also should include measures drawn from a regularly scheduled survey of area residents' opinions and attitudes. The 1993 Madison Poll commissioned by the Isthmus and conducted by Chamberlain Research Consultants is a good example of such a poll. The survey should include questions concerning, for example, the status of race relations, the degree to which employment discrimination exists, attitudes toward neighborhood integration, and equal opportunity for kids to succeed in school. Differences in how different racial/ethnic groups view such questions is a good indicator of race relations.