ADVANCING SOCIAL & RACIAL EQUITY
FOR MEMBERS OF MINORITIZED & UNDERREPRESENTED GROUPS
MOORHEAD COMMUNITY RESILIENCE TASK FORCE

RESILIENT MOORHEAD

LISTENING SESSIONS FINDINGS

ORGANIZED & **FACILITATED** by

UBUNTU Consulting

March 2022

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PART I

Project Background &
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RESILIENT MOORHEAD

A. EXECUTIVE SUMMARY

ABOUT THE MOORHEAD COMMUNITY RESILIENCE TASK FORCE

Officially launched in March 2019, the Moorhead Community Resilience Task Force (MCRTF) consists of 21 organizations working to determine how best to increase Moorhead's resilience in the face of future shocks and stressors. The aim is to help Moorhead become a community that is able to anticipate, adapt, and flourish in our changing world. A primary focus of concern is the impact that climate change may have on the city of Moorhead and the region. To move forward in this work, the task force created working groups in the areas of:

- Social Equity and Governance
- Health and Wellness
- Ecosystem Services
- Infrastructure
- Economic Health and Preparedness

Several pilot projects have been pursued to practice carrying out resilience-building collaboration. Among them, the listening sessions campaign which falls under the Social Equity and Governance's outcomes.

Definition of a resilient city:

"Resilient cities are cities that have the ability to absorb, recover and prepare for future shocks (economic, environmental, social & institutional). Resilient cities promote sustainable development, well-being, and inclusive growth." – Better Policies for Better Lives website

ABOUT THIS PROJECT

From the beginning of its work, the Moorhead Community Resilience Task Force (MRCTF) has recognized that building social equity is essential if we are to increase community resilience. Moorhead has a diverse population. Ensuring that members of all groups have an equitable place in the community is an ongoing challenge. The task force and its member organizations are eagerly seeking to generate progress in this area so that Moorhead can be as strong and resilient as possible.

A first obvious step is to check the pulse of the Moorhead community by hearing directly from groups of residents that have been historically disadvantaged and marginalized in the United States of America. To carry out this task, the MCRTF hired UBUNTU Consulting, a local intercultural firm specializing in building more equitable and better integrated communities in the Midwest region.

PURPOSE

The purpose of this project is to gather current information from minoritized and underrepresented groups that can be used to formulate actions to be taken to advance social and racial equity in Moorhead. The secondary purpose is to uncover and develop new opportunities

for participation by members of the minoritized/underrepresented groups in the community resilience project and other Moorhead initiatives.

<u>INFORMATION GATHERED</u>

The intention of the project is to gather information about how members of minoritized groups experience life in Moorhead, their views of government and other key institutions in Moorhead, and their ideas about what should be done to advance social and racial equity. Specific questions to be asked would be developed before the project begins.

<u>METHOD</u>

Working with leaders from each identified minoritized group, UBUNTU Consulting convened a series of listening sessions to hear from the participating group members. This project aimed at designing, planning, and executing listening sessions with members of nine (9) pre-selected underrepresented/minoritized groups in Moorhead (**see list below**). Sessions were recorded after obtaining participants' verbal permission with the understanding that the audio recordings will not be included in the final report and will be destroyed as soon as the notes were transcribed. Notes were also taken throughout most sessions by UBUNTU Consulting facilitators.

Confidentiality

Community leaders and participants were reassured throughout the process that confidentiality will be maintained throughout the process and that only aggregated qualitative and quantitative data will be included in any shared report. Because participants received gift cards as a modest gesture of gratitude for their participation, they understood that (and agreed to) the documentation related to the gift cards distribution will be shared with Concordia College accounting services.

<u>GROUPS ENGAGED</u>

The intention is to engage with minoritized and underrepresented groups that are prevalent in the city of Moorhead. Below are the nine (9) pre-selected underrepresented and minoritized groups in alphabetical order:

1. African Americans/Blacks
2. Kurdish
3. LGBTQ
4. Latinx
5. Moorhead Public Housing Authority program clients (low-income sample)
6. Native Americans
7. People living with disabilities
8. Somali
9. Sudanese (North and South)

The target groups were identified by the Moorhead Community Resilience Task Force based on the current (2020) demographics in Moorhead. Although not exhaustive, the nine communities were deemed as the most predominant among the underrepresented/minoritized groups currently

residing in Moorhead. Hence, these groups can be safely considered to be significant samples for gauging how the rest of underrepresented/minoritized populations are experiencing life in Moorhead and to inform any actions that might be needed to advance social and racial equity, among other.

<u>INTENDED USE OF DATA AND ACTIONS</u>

The Moorhead Community Resilience Task Force will use the results/findings to determine specific action steps to be taken to improve social equity in Moorhead. A central focus of these will be on civic engagement.

B. UBUNTU CONSULTING AND PROJECT TEAM

<u>UBUNTU CONSULTING</u>

UBUNTU Consulting is a local small business registered with the North Dakota Secretary of State office since 2016 and providing intercultural consulting services to strengthen mainly the Midwest region in the U.S. It specializes in building better integrated, more equitable, more inclusive workplaces and communities. UBUNTU Consulting's customized approach includes teaming up with enthusiastic and experienced partners to help clients achieve their respective desired outcomes. The vast array of clients comprises various organizations in the public, philanthropic, non-profit, and private sectors.

<u>LEAD CONSULTANT AND LISTENING SESSIONS CO-FACILITATOR</u>

Laetitia Mizero Hellerud | *She, Her* / UBUNTU Consulting Founder

Laetitia is a well-traveled, seasoned leader with more than 27 years of professional experience working with underrepresented/minoritized populations in and outside the U.S. She holds a M.S in Management from the University of Mary, and an Executive Certificate from Harvard University in Leadership, Organizing and Action: Leading for Change. Laetitia and her team have impacted several organizations with their thought-provoking message and customized approach to equity and inclusion work. Her offerings range from strategic planning, organization change management, DEIB (Diversity, Equity, Inclusion, Belonging) principles, organization development, training and facilitation, systems change, qualitative/quantitative research methods, and more. Laetitia brings her holistic worldview in any space and project she is engaged in.

ADDITIONAL LISTENING SESSIONS CO-FACILITATORS

Ibtissem Belmihoub, PhD. | *She, Her*

❖ PhD in Rhetoric, Writing, and Culture, NDSU
❖ UBUNTU Consulting Project Coordinator
❖ Diversity, Equity, Inclusion (DEI) Concepts Content Developer
❖ New American Consortium Director
❖ Fulbright Scholar Recipient
❖ Former World in Fargo-Moorhead Project Coordinator
❖ New American Consortium Adult Mentor

Sarah Dixon-Hackey | *She, Her*

❖ Master of Business Administration, NDSU
❖ Diversity, Equity, Inclusion (DEI) Concepts Content Developer
❖ Rasmussen College Subject Matter Expert, Managing a Diverse Workforce
❖ Community Educator, American Foundation for Suicide Prevention
❖ Survivors of Suicide Youth Support Group Facilitator
❖ Former Community Outreach Coordinator, World in Fargo-Moorhead
❖ Former Director of Fundraising & Marketing, CHARISM NRC

COMMUNITY COLLABORATORS

Table 1- Community Leaders and Contacts

Group	Community	Community Leader/Contact
1	**African American/Blacks**	Faith Shields-Dixon
2	**Kurdish**	Kawar Farok
3	**LGBTQI+**	Jonah Noyes
4	**Latinx**	Pastor Nery Perez
5	**Moorhead Public Housing Authority (low income)**	Tanya Kunza
6	**Native American**	Dolores Gabbard
7	**People with disabilities**	Judy Siegle
8	**Somali**	Cani Adan
9	**Sudanese (North & South)**	Pastor Peter Mading

C. DESIGN AND EXECUTION

<u>PLANNING AND RECRUITMENT OF PARTICIPANTS</u>

The following process was followed:

- Identify and reach out to community leaders or contacts
- Meet with community contacts to explain the project, invite them to participate, and answer any questions
- Follow up with an email containing the information and forms needed to recruit (two letters of support, flyer, and recruitment form)
- Community leaders recruits 10-12 participants for each community. If not possible to gather that number the first time, schedule more sessions until a minimum of 10 participants is reached
- Meet at an agreed upon location and time to conduct the listening session
- Facilitator(s) meets with the group, sets up a comfortable environment, provides light refreshments and goes through the steps of conducting the listening session
- Steps on conducting the listening session include:
    - Introductions
    - Explaining the project
    - Establishing group norms
    - Questions
    - Filling out the attendance sheet
- Audio record the session after obtaining permission from the group
- Notetaking
- Final check in with participants
- Adjourn

Eight (8) out of the nine (9) communities followed the steps above to some variety. One community session was an exception, which created slight inconsistencies. However, it was established after internal consultation and feedback from the MCRTF Social Equity and Governance committee key contacts, that the irregularities were not significant enough to disqualify the collected data.

<u>LISTENING SESSIONS EXECUTION</u>

UBUNTU Consulting collaborated closely with the community leaders/contacts to determine the best approach to connect with potential listening sessions participants. The details discussed in the planning meeting included any special accommodation, cultural considerations and straightforward logistic elements like time, venue, and physical environment familiar to the community members. Most of the listening sessions were held in places where each community typically gathers. In few instances when the communities did not have a special space to convene, UBUNTU Consulting suggested accessible, welcoming, inclusive, and culture-sensitive spaces available in the community. The team made a deliberate effort to conduct listening sessions in Moorhead, whenever possible.

Table 2- Moorhead Community Listening Sessions Logistics

Target Community	Participants	Sessions	Meeting Venue	Special Notes
AFRICAN AMERICAN/BLACKS	7	1	WE Center	
	3	3	Phone/Zoom	Supplement
KURDISH	13	1	MN State Community & Tech College, Moorhead	
	2	2	Phone/Zoom	Supplement
LGBTQI+	5	1	WE Center	
	7	1	Zoom	Supplement
LATINX	3	1	Fargo-Moorhead Church of the Nazarene	
	3	1	Fargo-Moorhead Church of the Nazarene	Supplement
	3	1	Fargo-Moorhead Church of the Nazarene	Supplement
	1	1	Phone/Zoom	Supplement
MOORHEAD PUBLIC HOUSING RESIDENTS (low income)	11	1	Moorhead Public Housing Agency RiverView Heights	
	12	1	MPHA River Point	Supplement (Focus: seniors)
NATIVE AMERICAN	5	1	Horizon Middle School	
	5	1	The Foley	Supplement
PEOPLE W/DISABILITIES	4	1	WE Center	
	6	3	Phone/Zoom	Supplement
SOMALI	12	1	United Way of Cass County	
SUDANESE (NORTH & SOUTH)	12	1	St John the Divine Episcopal Church Moorhead	

Table 3- Listening Sessions Demographics *

Community	Participants Numbers										TOTALS/ Demographics	Percentages (%)
	African American	Kurdish *	LGBTQI+	Latinx	Housing	Housing (Seniors)	Native American	People w/ Disabilities	Somali	Sudanese **		
Gender												
Female	5	1	3	8	5	10	8	6	5	5	56	**55%**
Non-binary	0	0	2	0	0	0	0	0	0	0	2	**2%**
Male	5	1	7	2	6	2	2	4	7	7	43	**43%**
Age												
18 & <	0	-	0	1	0	0	0	0	0	0	1	**1%**
18-24	2	1	2	3	0	0	1	0	5	0	14	**13.86%**
25-34	1	1	3	2	0	0	1	1	4	1	14	**13.86%**
35-44	3	-	0	2	1	0	8	2	2	7	25	**24.75%**
45-54	3	-	1	1	1	1	0	1	1	0	9	**8.91%**
55-64	1	-	1	1	8	1	0	3	0	3	18	**8.91%**
65 & >	0	-	5	0	1	10	0	3	0	1	20	**19.80%**
Totals per Community	10	2 *	12	10	11	12	10	10	12	12	**101**	**100%**

*The demographics table above does not include 13 participants from the Kurdish community. Data not available

* Incomplete Data

** Denotes North and South Sudanese communities

PART II

Social & Racial Equity Actions
Moorhead, Minnesota

RESILIENT MOORHEAD

A. **IDENTIFIED CONCERNS AND ISSUES**

A total of 23 listening sessions were held over a six-month period (August 2021- January 2022). 114 participants were recruited by community leaders/contacts and UBUNTU Consulting team to attend listening sessions. A total of 114 participants engaged in listening sessions across the designated nine (9) underrepresented/minoritized groups.

Even though many relevant stories were shared, only one per group is highlighted in the following table representing summaries of issues collected from each participating community.

IDENTIFIED CONCERNS AND STORIES

Table 4- Listening Sessions Identified Concerns and Highlighted Stories

Target Community	Community-Specific Concerns
AFRO-AMERICAN/BLACKS	• Affordable and relevant school/community activities for youth (not every youth is interested in hockey) • Police profiling • Poor level of property upkeep for apartments where most low-income families live (*Note: not relevant to Moorhead Public Housing Authority units*) • Access to mental health • School mistreatment of BIPoC students driving them to drop out (high school) • Schools' punitive approach to discipline causing more harm than (assumed intended) correction • Employment discrimination • Lack of representation in government
Highlighted story	
A young lady, senior in high school having a hard time processing what is supposed to be "disciplinary actions" for breaking school rules. While not denying being at fault, she is not sure she can graduate on time because all the "corrective actions" seem to be "designed to keep me out of school." She feels like she has no one to advocate for her, help her navigate disciplinary policies that feel/seem counter-productive, or assist with other adverse family/community realities at the base of the behaviors that get her in trouble at school. She did mention that her church is helpful as well as some community members/activists that are fighting to keep her in school and see her graduate with the rest of her class.	
KURDISH	• Lack of trust in government • Access to good paying jobs • Lack of or limited youth's/young adults' activities

	• Workplace discrimination • Not enough community activities for entertainment

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Highlighted story

Employment discrimination story from a young man who was underemployment (to start with) and acclimated to this new reality. His supervisor was respectful and helpful. Situations changed and brought a new supervisor in the picture who lowered the young man's job to something even lower than what he had. The young man felt that there were no grounds for this change and even suspected that his new supervisor was prejudiced against immigrants/refugees/new Americans. He knew what to do and followed company's chains of command to report what he thought was injustice. When no one paid attention to his grievances, he brought the issue to city leadership, including the mayor at the time. He still did not get any resolution with his situation. At the end, he just decided to give up pursuing the issue.

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LGBTQ +	• Community education to continue removing stigma • Gay bars and other LGBTQI+ friendly activities where younger people can socialize safely • Neutral community space where LGBTQI+ members can hold events • Education to employers for more "acceptance" and inclusion

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Highlighted story

No one story stood out from this group. It was mostly the participants building on each's insights with a common thread of the need for a neutral community center/space that is not affiliated with a particular group. The biggest concern that emerged was that members of the different entities within the large LGBTQ+ umbrella have complex and not always positive relationships. While a pride collective office sounds like a good idea, some LGBTQI+ identities may not feel comfortable utilizing such space and would feel safer in a neutral zone.

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LATINX	• Language barrier (limited or lack of translated resources) • Cultural activities for youth and community members • Affordable Immigration and other legal services

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Highlighted story

A woman who shared about her frustration regarding lack of resources, assistance, and translated materials. "Because we do not have a community organization, we do not have support". The idea of having a physical cultural center where people could go for help, cultural expression, and culture preservation was consistent among the Latinx community members interviewed. A sense of feeling isolated was also expressed. There was an element of wanting to be involved and keeping a low profile at the same time, mostly because of immigration concerns, if not for the participant(s) directly, for someone they might be affiliated with.

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MOORHEAD PUBLIC HOUSING RESIDENTS	• Social programming for seniors and housing residents • Transportation to community activities

	- Engagement with political candidates and possibly volunteer activities on-site (stuffing envelopes, etc.) - Affordable mental health services - Voting information and ease

Highlighted story

A woman with master level education who is dealing with mental health issues. She does not feel validated. She feels silenced and irrelevant. She lived in bigger cities and has great ideas about city planning that includes multi-purpose building designs for business, residence, and entertainment (multigenerational/multi-income levels/multi-businesses concept). She feels useless and invisible now that she is older and has mental illness(es) even though she feels like she still has a lot to contribute to the community. She has professional experience and an education (Master's degree in arts-related field) but "no one seems to care to listen". The woman was very emotional as she talked about this experience crying profusely.

NATIVE AMERICAN	- Culturally relevant youth and community activities - Culturally sensitive mental health supports in K-12 schools - Prejudice/racism from community, law enforcement - Discrimination in different areas - Affordable legal services and law-savvy advocates to help with legal needs

Highlighted story

A newly graduated (high school) young lady with mental health concerns. She talked about her experience in Moorhead high school and not feeling supported as she struggled with depression and anxiety. No accommodations from the school to help her learning and health needs. She also felt misunderstood by a non-diverse faculty and wishes there were more Native American staff who would better understand the intersectionality of her mental health issues and other problems she has to deal with as an Indigenous person.

PEOPLE WITH DISABILITIES	- Adaptive sports for people of all ages - Supports beyond what is required by the law - Expanded days/hours for community education - Additional benches in parks - Snowplowing leaving driveways blocked - Some of the services feel like a privilege when the need is basic for the recipient to be able to function

Highlighted story

A mother who attended the listening sessions with her, now adult son, shared the frustration of not having many opportunities for him, especially now that he is older. She mentioned the fact that he used to have better choices of activities (albeit limited compared to able-bodied youth), when he was younger but not so much now that he is in his early twenties. Another disappointing observation of hers is the fact that the (still limited) opportunities were more for children/youth with physical disabilities and not so much for neuro-diverse students/youth.

SOMALI	- Renter-landlord related issues - Lack of/limited supports for students K-12 schools - Lack of supports for first-generation college students - Religious/cultural discrimination in the workplace (hijab wearing, prayer time breaks, accommodating Fridays to attend service at the mosque, etc.) - Police profiling (being pulled over for no apparent reasons)

Highlighted story

A young lady and her roommate who are college students. Both are hijab wearing Muslims. They were constantly verbally harassed by their neighbor who is a white male. They contacted the police multiple times but never received any help. They did not know what else to do and eventually decided to move after their lease was up.

SUDANESE (NORTH & SOUTH)	- Issues at the at DMV office when people are applying for state Identification Cards (I.Ds) and no certified translators provided - Lack of diversity in Clay County Court - Sudanese community is organized but the leadership is not effective - Young/ teenagers put in jail and then in legal removal (deportation) proceedings - After school activities and support with homework for youth. Church helps but no other organizations - Creating wealth for community members with limited literacy - Lack of support to new American entrepreneurs - Feeling that no one [government officials] cares or is listening

Highlighted story

A single mother who can't read or write in her own native language (Arabic), but visible very street smart. She talked about the double frustration of not knowing where the opportunities are and not being able to find out the few that are advertised in newspapers, flyers, etc. due to her illiteracy. The biggest barrier is not having a drivers' license despite her many attempts at getting a permit. This impacts her day-to-day life as she has a hard time getting to work, keeping a job, or getting her children to various appointments. She voiced her great thirst for learning as well as her inability to do so because of her age and not having a literacy/basic education foundation. She also talked about feeling disconnected from the community because all she does is survival-based.

IDENTIFIED ISSUES BY CATEGORY

Table 5-Listening Sessions Identified Issues by Category

Category	Issues

Housing	• Need for advocates to assist with renter landlord-related issues
	Examples:
	    o Lack of responsiveness to repair/maintenance calls
	    o Mishandled moving-in protocols (not showing an apartment before moving in)

Education	• Lack of appropriate supports in K-12 schools for minoritized students and their families • Lack of adequate supports for first-generation/multi-cultural college students • Lack of adaptive sports for people of different ages and abilities • High cases of illiteracy among New Americans adults
Youth	• Limited social programming for youth and young adults • Lack of gay bars and other LGBTQI+ friendly activities where younger people can socialize safely • Need for New Americans youth to understand the law and deportable offenses proactively • Need for affordable, accessible, and relevant community activities for youth • Need for cultural activities for youth • Need for mental health supports/resources for youth • Need for law and immigration related education for refugee/immigrant youth to avoid jail (sometimes followed by removal/deportation proceedings)

Law enforcement	• Racial profiling
	• Police/city not enforcing:
	    o Illegal use of accessible (limited) parking spots
	    o Sidewalks that are not shoveled
	    o Sidewalks that are not shoveled properly

Employment	• Inability to be hired at the right level with an education from overseas (immigrants) • Difficulty to be promoted at work (entry level) due to various reasons, not necessarily related to competence

Religion	• Inability to practice Islamic faith in some workplaces:
	    o Prayer times accommodation (5 times a day)
	    o Having Fridays/religious holidays off to attend service at the mosque

Business and creating wealth	• Inability to access capital

	• Lack of adequate/limited support to new Americans and other minoritized groups wanting to start a business

Mental health & substance abuse	• Inability to access the limited resources
	• Dealing with mental health stigma (perceived to be more pronounced within BIPoC communities)
	• Lack of culturally and linguistically adapted/sensitive mental health services/programs/approaches
	    o New Americans not only work with providers who lack their cultural context, but many have to work through an interpreter which further complicates the relationship/communication dynamics
	    o Mental health is a new concept for many new immigrants where the understanding of it is binary with nothing in between (you are either well or "crazy". No one wants to be labelled as "crazy")
	• Drug and alcohol abuse
	• Undealt with trauma of many kinds

Physical and cognitive health/abilities	• Limited adaptive sport activities for people with physical disabilities. Opportunities are even more limited for neurodiverse people
	• School, city, and other institutions providing no more than what is required by law (bare minimum) to cover their base even though it may not address the actual need(s)
	Examples:
	    o Number of accessible parking spots and elevators at the high school, their location (drop off) compared to the entrance wing the student is supposed to use to get to their classes faster
	    o Handicap parking spots (limited) and not van accessible
	    o Schools, businesses, and residential buildings not cleaning sidewalks or access spots making it difficult to maneuver walking equipment

Transportation	• Lack of consistent/convenient transportation to community activities for seniors and people who do not drive for different reasons • Lack of transportation assistance (e.g.: bus passes) for people with low income to encourage work, as well as seniors and people with disabilities working at minimum wage
Government services	• Need for certified interpreters for new Americans looking for state Identification Cards (I.D cards) and other services at the DMV office • Struggles to transfer driver's license for people moving from other states [must redo the knowledge test (written) and, in

	some instances, the skills (road) test too]. Some states may not require going through these hoops when transferring
Social services	• Need for supports beyond what is required by the law/basic needs (e.g.: education or business grants access to support independence beyond self-sufficiency)
Immigration/Legal services	• Need for minoritized parents to understand how the juvenile system works to support their youth proactively. Most people learn about laws after breaking them and it's too late. Understanding the extent of some consequences may be helpful to parents (especially New Americans) as they guide their children • Need for New Americans parents understand the law and deportable offenses proactively
Human Rights	• People with disabilities have to fight to be included across different abilities. Many of the opportunities they are fighting for are viewed as a right and not a privilege by able-bodied individuals • Lack of resources translated in different languages • Harassments of all sorts to Somali women and other Muslims because of their dress (hijab) • Inability to practice faith at work because it requires some accommodations (prayer times, etc.)
Discrimination	• Having to fundraise in the community to build an accessible playground when it's believed/assumed that a more expensive basketball court was built with funds from a different source than community donations • Need for accessible bar heights (counter and tables) for people using wheelchairs as a standard • No move-in cleaning for certain people (mostly New Americans) when renting with a property management that was named but not included in this report. Expectations to clean unit at moving out. Renter's multiple contacts ignored by landlord • Religious/cultural discrimination in the workplace (hijab wearing, prayer time breaks, accommodating Fridays to attend service at the mosque, etc.)
Community life/activities	• Limited social programming for seniors and other age groups • Wider/deliberate community education to include underrepresented interests • Need for expanded days/hours for community education • Need for additional benches in parks for people who are unable to walk a long distance without needing to take a break • Need for better snowplowing techniques that don't leave driveways blocked (mostly harder on seniors and people with disabilities)

Grassroot organizations	• Need for more networking opportunities for New Americans with fellows from same country of origin for support and community information sharing (e.g.: civic engagement opportunities) ○ Even when the communities are organized, the leadership doesn't always play the expected role as liaison with the larger community

B. CIVIC ENGAGEMENT

DEFINITIONS OF CIVIC ENGAGEMENT

"Civic engagement is contributing and working to make a difference in the public (or civic) life of our communities and developing the combination of knowledge, skills, values, and commitment to make that difference. It means promoting the quality of life in a community and solving public problems, through both political and non-political processes. Civic engagement is undergirded by constructs of collective action and social responsibility. (Ehrlich, 2000). Democratic engagement is a component of civic engagement."

(https://ginsberg.umich.edu/article/civic-and-democratic-engagement-brief-overview)

"Civic engagement, broad set of practices and attitudes of involvement in social and political life that converge to increase the health of a democratic society."

(https://www.britannica.com/topic/civic-engagement)

In Moorhead, Minnesota, underrepresented/minoritized populations are noticeably absent in civic participation. The following is a summary of the data collected from the nine (9) sample group members who participated in the listening sessions.

BARRIERS TO CIVIC ENGAGEMENT

The following are responses to a question related to the participants' interest in decision-making processes/groups. Table 6 (barriers) compiles answers to the sub-question "*what might keep you from participating?"*

Table 6- Barriers to Civic Engagement for Underrepresented/Minoritized Group Members

Barriers to Civic Engagement	Explanation, Example, or Story
Time and availability	Many people work more than one job and don't have "extra" time
Unaware of opportunities for community meetings/events or difficulty finding them	Not having the information "Where are the community involvement parties or opportunities" ("where are they advertised at?")

	"Advertise better"
Difficulty finding non-partisan or bi/multi-partisan opportunities	People may be attracted to civic engagement opportunities across the aisles, but the few activities they see are tied to a certain political party
Meetings scheduled at inconvenient times of the day	Designed to be exclusive of certain populations (single parents, parents of children/dependents with disabilities, students, low income, people with low English language proficiency, etc.)
Unwelcoming climate or culture within governing bodies	People don't feel "safe" or welcome
Tokenism	Lack of representation and diversity **definitions**: (1) the practice of making only a perfunctory or symbolic effort to do a particular thing, especially by recruiting a small number of people from underrepresented groups in order to give the appearance of sexual or racial equality within a workforce. -Oxford Languages (2) the policy or practice of making only a symbolic effort (as to desegregate – Merriam-Webster (3) the practice or policy of making no more than a token effort or gesture, as in offering opportunities to minorities equal to those of the majority. Any legislation, admissions policy, hiring practice, etc., that demonstrates only minimal compliance with rules, laws, or public pressure. – Dictionary.com
Need to first understand what will be done for their community's immediate needs	Betterment of their families
Lack of understanding of how to participate in the US government system/democracy or whether they are needed	New Americans coming from other (oppressive) systems and prefer to keep a low profile
Community engagement opportunities are exclusive by design	A feeling among some participants that there is a certain demographic that needs to remain appeased and not made uncomfortable, hence keeping the status quo, and failing to include populations that have been historically marginalized
The outcomes of the current leadership models look very Eurocentric for communities of color and may appear to be removed from the actual day-to-day life/realities of these community members	The outcomes reflecting a lack of representation or involvement from communities of colors beg questions around why government systems have not found ways to work for minoritized group members. Example of a local window factory (Cardinal I.G) which has found ways to incorporate people with limited English proficiency in their workforce without compromising the quality of their products by (maybe) rethinking their approach to the required "technical skills"

Processes that are too formal	Intimidating for people who are looking at starting to be involved but afraid to "look ignorant"
The same people are involved in everything, causing exhaustion, stress, and burnout	Volunteering for anything is getting more and more difficult. People are tired. If you are committed and responsible, you get over asked
Is it possible that there is a decline in civic spirit?	It seems like fewer people have a sense of community
Fear of looking "ignorant or stupid"	People don't know what to expect and don't want to embarrass themselves. Education is needed
Coming from oppressive government systems	Prefer to keep a low profile to avoid "being in trouble" and individual agency not perceived as necessary or indispensable
Personality traits	People who are naturally shy and feel inadequate in groups and when pursuing civic engagement opportunity
Comfort and "laziness"	It takes effort to change habits and civic engagement is no exception

Outreach/advertisement methods	Current outreach methods may include traditional media (newspaper, emails, phone calls advertisements), younger and queer people typically communicate via:
	  o Twitter
	  o Instagram
	  o Texts
	  o Discord (LGBTQ+) use this the most to chat.
	The only way to use this platform is to go through someone as this is a community of people who know each other.

Individual's/minoritized community members' priorities	Trans people and people with mental health disabilities are not interested in government. Their priority is somewhere else. They are trying to in survive
Lack of responsiveness or follow up	Applying for the City's Human Rights Commission from the website and not hearing whether application was accepted or rejected afterwards was an example given by a handful of people
Application process	Applying on the website is not helpful. Website is not easy to navigate for some

INCENTIVES TO CIVIC ENGAGEMENT

The following are responses to a question related to the participants' interest in decision-making processes/groups. Table 7 (incentives) compiles answers to the sub-question "*what might make you more likely to participate?*"

Table 7- Incentives for Underrepresented/Minoritized Group Members to Civic Engagement

Incentives to Civic engagement	Explanation, Example, or Story
Movement, seeing actual change	Progress chopped in small, tangible, measurable wins. People want to witness some accomplishments, even small
Strategic, meaningful, sustainable infrastructure for systemic change/inclusion	Beyond meetings, focus groups and "words". People want to see action executed through strategic planning and implementation for continuity as leadership changes
Multiple structures where people start with smaller/direct issues before asking them to consider running for ward council, state seats, etc.	Neighborhood initiatives
Public recognition	Example of a community program to shovel for elderly people. Find ways to (publicly) recognize the volunteers Highlight positive stories in the media, especially when it puts historically marginalized group members in good light (helps change stereotypes and negative narratives that the media tends to feature)
Child/adult care	Help with the care of young children and/or a special needs child or adult
Transportation	Complicated Matbus schedule/system (unclear even for the most resourceful person) Long waiting times, especially in wintertime Bus routes don't reach every part of the city and are not operated everyday Matbus website is hard to navigate Bus shelters are not heated (winter) Cash, credit card or bus passes. What is accepted on busses and is it simple? Seniors and others who can't drive or don't want could still be engaged in the community if they knew how to ride the bus and the system was easier/more reliable
Meals or refreshments at meetings	Helps alleviate meal planning and time constraints
Monetary compensation for time	Volunteering for anything is getting more and more difficult for many people, but if you are going to ask minoritized people to be involved, paying them something is part of equity work
Money	It takes money to run a campaign. Many immigrants, Native Americans, people of color don't have money to run campaigns (or time because they are working to support their families)
Improved communication /acknowledgement	Example of applications to the Human Rights Commission and not hearing anything from the city. "No acknowledgement, no thank you note, no information on what happened with application."

Personal invitations from people who are already engaged in the community and elected officials to neighbors, friends, colleagues	Ask neighbors, colleagues, friends, family members, especially if you know what they may be interested in or have strengths in related to a special community engagement they could join
Ongoing ZOOM/online trainings on fundamentals (Civic Engagement 101)	To help people understand, where they can fit and how to start. "Civic classes used to be taught in class". Other related training may include topics like how to use public transportation to get to the venue
Knowing the how, when, and where to be engaged	Feedback provided by a many participants, including seemingly resourceful people like a recently retired health professional who is very interested in anything related to planet preservation and improving the quality of life for the deaf community members
Smaller working groups	Particularly helpful for people who are shy or introverted and who still want to be involved
Positive action groups	Positive engagement was brought by a couple of participants who said that they did not like confrontation but welcome divergent positive ideas. Example of action they wouldn't mind being involved in is neighborhood improvement
Group culture or climate	Comfortable, non-threatening environment. Some group members making other participants feel lesser than people

Make it easy (The easier you make engagement for people who are the least motivated due to mental health issues or other survival-related priorities, the more likely you will attract them)	Have a resource guide for people who are trying to survive so they can get the support they need to get better and hopefully they can get involved in the long run.
	   o How to get health insurance
	   o Where to go for help with mental health concerns, etc.
	Involve/tell community leaders what these resources are and how one can access them/utilize them

Find ways to retain youth leaving the area after college	The intersectionality between college graduates leaving Northwest Minnesota/Southeast North Dakota for work opportunities/communities with more diversity and civic engagement.
	   o Queer people will leave Moorhead (and Fargo) after college to go to bigger communities where they feel more welcome and where they have more opportunities (social and professional)
	   o High school queer/BIPoC prefer to attend college elsewhere and don't return once they find communities where they "fit better"

Provide better supports in elementary and high school	If we are going to retain minoritized youth members in the area or interest them to return after college, we need to nurture their sense of belonging by providing them

	with better supports when they are still in elementary/high school.
	o Moorhead high school has a Gender-Straight Alliance (also known as Genders and Sexualities Alliance or G.S.A) but such program isn't available at the elementary level
	Research show that students who belong to G.S.A clubs are more likely to:
	↓ Have better grades
	↓ Be more involved in school and community activities (including leadership)
	↓ Have less anxiety
	More on GSAs:
	Genders & Sexualities Alliances, or GSAs for short, are student-run organizations that unite LGBTQ+ and allied youth to build community and organize around issues impacting them in their schools and communities. GSAs have evolved beyond their traditional role to serve as safe spaces for LGBTQ+ youth in middle schools and high schools and have emerged as vehicles for deep social change related to racial, gender, and educational justice.A growing body of research confirms that the presence of a GSA has a positive and lasting effect on student health, wellness, and academic performance. It can also protect students from harassment based on sexual orientation or gender identity and improve school climates for all students in the long-term.

C. **UNDERSTANDING GOVERNMENT AND COMFORT LEVEL WITH SYSTEM**

Participants to the listening sessions were asked a series of questions summarized below:

"DO YOU KNOW WHO TO CONTACT FOR SUPPORT HELP OR SUPPORT?"

The answer to this question was an overwhelming "no". Many participants turn to their friends or family who may be better connected in the community or seem to be in some sort of leadership positions because they project a know-how that people in their community sense. One participant who reports understanding how to navigate government systems mentioned not feeling comfortable being the "go-to person" in their community, even though they don't "market" themselves as such. They don't mind helping occasionally, but find this unofficial role limiting and frustrating because:

- No structure for handling the issue from start to resolve
- Potential conflict of interest limiting ways they could help

Other useful information collected across participating communities:
- Big disconnect for information-sharing with people of color
- No clear or centralized referral system for underrepresented communities

"DO YOU FEEL COMFORTABLE CONTACTING AUTHORITY AND ELECTED OFFICIALS*?"*

Participants overwhelmingly responded "no", with a handful "yes".
Reasons for the "yes" responses
- Already engaged in the community and well connected
- "White, gender-binary and straight passing" (female in the process of transitioning to male behaving as female when they need something from a system that may otherwise be hostile. This was referred to as a "survival tactic")

Reasons for the "no" responses
- Not knowing how government works and who to go to
- Not knowing who the elected officials are
- Not knowing how to access authority and elected officials
- Lack of representation in government and elected body ("they don't understand me")
- Lack of trust that they will take the issue seriously and think outside the box to find a solution
- The sense that no one [politicians] cares and that no one is listening unless they are campaigning
- Not wanting to be perceived as "causing trouble", which might affect the organizations they represent in terms of access to opportunities (grants, etc.), hence keeping a low profile even when they have issues, they wish they could discuss with elected officials
- Youth (queer) has no idea:
    o Elected officials can help them and how
    o Who elected officials are
    o How to access elected officials
    o How government systems work
        - Mayor Del Rae made an intentional extra effort to connect with this group. The general belief is that other government or elected officials are not as much interested in connecting with queer youth and other minoritized groups as she was
        - Even advocates don't know who government or elected officials are beyond mayoral positions

"DO YOU BELIEVE THAT YOU HAVE A VOICE IN WHAT IS HAPPENING IN MOORHEAD AND DO YOU BELIEVE THAT YOUR VOICE MATTERS?

A few participants said that they feel that they have a voice in what happens in Moorhead as voters in addition to specific spaces of agency (e.g.: their respective [minoritized] communities,

churches). However, the majority responded "no" to that question. Overwhelmingly, participants believe that their voice does not matter. They shared the following to elaborate further:

- No one in local government who looks like me to echo what I would say
    - Not enough representation of minoritized populations in decision-making spheres
- Most Black people do not have a strong agency outside their churches and jobs
    - Unfamiliar with existing opportunities (Area Chamber of Commerce events such as: Business After Hour, Women Connect, etc.)
- A feeling that homeowners may have more of a voice than renters

D. CIVIC ENGAGEMENT INTERESTS

Participants to the listening sessions almost unanimously expressed an interest toward civic engagement. A handful mentioned being overwhelmed due to their role in the community, as leaders, and not being interested in adding more to their plates. Some experience "activist burnout" and emotional exhaustion because they are constantly asked to step up and represent their respective communities in every relevant happening. The following list encompasses, in a random order, interests (sectors, issues, activities, etc.) participants identified as appealing to them.

AREAS/ISSUES/ACTIVITIES PARTICIPANTS ARE INTERESTED IN

The following areas/activities or issues are not only seen as important by participants, but also as matters they would like to help address. If participants were to start being (or be more) civically engaged, these are the concerns they would like to be involved in or work on.

1. **Community development**
    - How to develop a healthy community for all
    - Community neighborhood development
    - Mentoring programs for minoritized youth growing up in single parent homes (Big Brothers/Big Sisters model)

2. **Business and entrepreneurship**
    - Wealth development and management
    - Food and catering groups
    - Entrepreneurial opportunity for New Americans with limited literacy

3. **Workforce development**
    - Apprenticeship opportunities
    - Mentoring programs
    - Job-shadowing programs

4. **Family support and strengthening**
    - Equipping family to succeed beyond basic needs

- Empowering/strengthening "<u>nontraditional</u>" families to support their children to disrupt the cycle of poverty (viewed as a social injustice issue by some)
  - Single parent homes
  - Families with limited/no English proficiency parents
  - Families with low/no formal education parents, etc.
- Supporting more quality childcare (evening and weekend care is the most difficult)

5. **Government**
   - Policy making process at the state and federal levels
   - Distinction between hired and elected positions (plus election cycles)

6. **Education and school district-related issues**
   - Success of youth environments
   - Funding source and allocation to schools and special programming
   - Youth mentoring programs

7. **Health and special needs**
   - Mental health initiatives
   - Aging and related health/care projects
   - Opportunities to create more adaptive physical activity opportunities for people with disabilities
   - Deaf people support initiatives

8. **Planet/environmental conservation and protection**
   - Climate change advocacy groups
   - Green energy activism
   - Energy saving programs
     - Some electric companies pay or give discount to install solar panels. City could consider offering help to offset the bills, as a long-term saving strategy
     - Discounts/rebates given by Moorhead electric company to install electric cars charging stations. City could consider offering discounts for off peak charging (e.g.: Minneapolis and other cities in the USA, other countries)

9. **Domestic animals/pets**
   - Animal protection/adoption

10. **Inclusion**
    - Reaching out to low-income, underrepresented group members and people who are "survivors"

11. **Other groups/interests/hobbies**
    - Metal/coin detection
    - Stamp/coin collection
    - Art and music

E. ANALYSIS AND RECOMMENDATIONS

KEY THEMES

In addition to direct responses to prompts from the semi-structured interviews, participants oftentimes engaged in spontaneous discussions and feedback about related topics. Participants were also encouraged to offer additional content at the close of each listening session. As a result, the following key themes emerged, as trends across groups.

TRUST

Gathering participants even when collaborating with community leaders was a big challenge. Once in the meeting room (in-person or virtual), having participants share their experiences did not come easily for most. The reason expressed consistently was that they did not trust that the collected data will change anything from their current situations. They repeatedly mentioned that many similar initiatives have been done before but nothing has changed. They have no trust that this will be any different and have no much faith in Moorhead decision-makers or the government in general. UBUNTU consulting team and the community leaders explained (without promising anything) that the MCRTF is a group determined to advocate for inclusion and that it's also important to remember that progress does take time. A few examples of progress relate to social and racial matters were shared when appropriate without dismissing participants' feelings.

TRANSPARENCY
Another concern expressed consistently across the sample group members is the need to know where the collected data will be used and when, as it happens. They want to be kept in the loop through their community leaders of any public meeting or action(s) resulting from any of the collected information. They may or may attend the public meeting, but they would like to "follow" this information (to the extent possible) as it circulates among Moorhead decision-maker. At the very least, they would like to have the information.

EDUCATION/AWARENESS
The need for ongoing education on various social, racial, gender equity topics was expressly emphasized as a possible short to mid-range action. Many subjects to consider were also shared:
- Mainstream community to learn about underrepresented/minoritized groups' respective history and current situations
  - Example given by a couple of participants explains the "unfortunate dynamic" between Black Americans established in Moorhead since 1930s for instance and Black immigrants from Africa resettled in the area since 1990s. General assumption may be that all Black people in Moorhead have the same needs or comparable life experiences
  - Another example came from the perspective of a person with disabilities related to new building/program designs and accessibility requirements ("maybe if people had a better understanding of what it is to live with disabilities, they might be more inclined to design buildings, opportunities beyond what is required by law.")

- Underrepresented/minoritized groups to learn about their intersectionality and how discrimination and privilege impact all of them
- All community members to learn about the benefits of building opportunities for all (and how to do it) without feeling threatened of losing something
- New immigrants to learn proactively the consequences of breaking general state and federal laws. Many said not knowing the laws (mostly the consequences) and not knowing where/how to find the resources
  Examples:
    - Disciplining children
    - Driving and drinking
    - Domestic issues, etc.
- Education to business owners for gender adaptability (some business owners may be reluctant to create some changes within their companies like building all-inclusive/gender-neutral bathrooms because they are prejudiced against LGBTQI+ members)
- People who are interested to be civically engaged but are uncomfortable with formal processes (e.g.: Robert Rules of Order, etc.). Some people just want to know what to expect when participating in government/political meetings
- Community classes on a "non-sanitized" history of the US and how systems are not built to provide equal opportunities to all citizens Tangible change may take several generations, teaching history accurately is an important step.
  Suggested topics:
    - Colonization of Native Americans by White immigrants (early immigration, Homestead Act, etc.)
    - Black people and slavery in the U.S
    - LGBTQ+ history and fight towards equal rights
    - Contemporary Immigration in the larger context of the US history (early immigration, 1951 Refugee Convention, aka the Geneva Convention of 28 July 1951, etc.)
    - Disabilities throughout history (in the world and in the US, the American Disability Act, etc.)
- Community education on any available grants/funding opportunities for underrepresented and minoritized groups to financially improve their lives

Challenges:
1. Developing and teaching sensitive content without inciting feelings of shame, guilt, or fear which may further worsen divides or resentment
2. Promoting such content to entities beyond "the usual suspects". Avoiding "preaching to the choir" to reach new potential advocates for better integrated communities
3. Balancing teaching the truth and being effective with the overall outcomes sought by MCRTF when the large community may not even understand what the MCRTF is trying to accomplish overall (the concept of "community resilience" is still new, progressive and forward-thinking)

COVID-19 IMPACT

COVID-19 impacted underrepresented/minoritized groups in Moorhead by making certain realities worse.
Examples:
- Community members are unable to congregate at church or in other social events making them feel even more isolated
- Activities for children with disabilities became even more scarce
- School work (K-12) became more difficult to navigate for:

    o Low-income families. Many entry level jobs don't have the flexibility for parents to work from home
    o Limited to no English proficiency families. They are unable to help their children adjust to remote learning adequately
    o Single parent/guardian families
    o Parents/guardians with mental health disabilities including addiction diseases, etc.

FUNDING

Financial mobility was another theme that emerged throughout the listening sessions, whether it was grants to help certain members of the underrepresented/minoritized groups reach quality of life beyond basic needs or access to affordable loans (low/no interest) for individual wanting to start a business. Special or more intentional funding/grants to minorized groups are needed to facilitate/accelerate financial mobility, which in turn, will open more equity and inclusion doors for multiple generations. The gaps are too big and keep getting bigger. It feels like certain groups will never catch up. Movement sometimes feels "backwards".

RECOMMENDATIONS

The recommendations below are not harvested from the listening sessions. They are suggested frameworks offered by UBUNTU Consulting based on our professional experience to assist the MCRTF structure their prioritized "next steps". Different organizations have implemented similar frameworks. The one proposed is adapted from the University of Minnesota Extension programs' Toolkit to Support Immigrants, Refugees, and BIPoC.

Table 8- Dimensions of Inclusion Actions and Community Sectors

Dimensions of Social Inclusion and Intentional Action	Community Sectors
1. **Leadership energy** to promote inclusion and equity	**Local government**
2. **Policies, procedures, and practices audit** (**existing**) to identify gaps, organizational culture, and initiate meaningful, proportionate, and intentional change that promote inclusion/equity	**Law enforcement**
	School system
3. **Policies, procedures, and practices** (**new**) intentionally designed to support inclusion and equity principles	**Non-profit organizations**
	Business community
4. **Human resources assessment** using the IDI (Intercultural Development Inventory) or other validated tools assessing individuals' beliefs, attitudes, and behaviors toward cultural differences (gender/identity, age, religion, race, sexual orientation, socio-economic differences, etc.)	**Healthcare system**
	Religious organization
5. **Resources and ongoing education opportunities** to reduce bias, misunderstanding and support intercultural appreciation, respect, and engagement	**PLEASE NOTE** Not all the recommended actions can be applied to each of the above community sectors, although most should. Given the resources needed in the implementation of these broad categories of deliverables, establishing short, mid, and long-term goals will yield incremental/sustainable progress recommended by the participants to the listening sessions
6. **Awareness** of the importance of inclusion (and equity) for community vitality and resilience	
7. **Power-sharing** in planning, access to capital, and decision-making for upward economic mobility	
8. **Access and engagement** of marginalized and underrepresented groups in community opportunities and resources for overall community well-being	
9. **Social and racial justice interfaith initiatives** to promote human rights, dignity, healing, (native land) reparation, equitable distribution of resources and alike issues	

PART III

Additional Engagement
Opportunities

RESILIENT MOORHEAD

Table 9- What Participants Would Change to Improve Their Lives in Moorhead

Issue/Sector/System	Explanation, Example, or Story
Local culture	• Open-mindedness towards Black people • People have narrow perspectives and worldview compared to many other parts of the US. As a person of color and a Muslim, that's my biggest challenge to live here • People in power and those who can influence the general culture/climate need to create more opportunities for underrepresented populations to counter the "old boys' club mentality" • Change the "(old) boys' club mentality" culture by including people who are new to the community and people who are not necessarily the normative/heterosexual/able bodied/Christian/White • Moorhead is known as a "hockey town" and a lot of resources are allocated to support that belief/image. With the growingly diverse demographics, is it possible that other sports are developing? 'If so, how is the city/ school district demonstrating support/commitment to other children who want/can excel in other sports? • "Minnesota nice"-people have a way to engage with you suggesting how they feel. They don't say things to your face • General and wrong assumption that all Black people in Moorhead are recent arrivals/new immigrants/refugees when many have long roots in the area or, at least, in the country. This is relevant because the needs of both groups are different, as well as approaches to engage them. The shared belief among non-recent immigrant/refugee Black people in Moorhead is that new Black immigrants/refugees come with a sense of gratitude to this country which diminishes the pain/struggles of the civil rights movement and the emotional sequels of servitude still weighing on Black Africans whose ancestors experienced slavery in US • People not wanting to join at table [gay man]. Nothing derogatory is done or said, but "I can't help to think that it's due to my sexual orientation"
Diversity/Culture/Cultural diversity	• City could be more proactive to show support to LGBTQI+ community by: ○ Organizing sensitivity/awareness/action-driven trainings

	o Displaying rainbow flags in the city during Gay Pride month o Put the info in city newsletter (if there is such a thing), social media platforms o Normalizing same sex relationships by displaying pictures of same sex couples/families in public spaces (schools, social services building, anywhere pictures depicting people in the community are typically displayed) o Mayor to attend events
Art/Entertainment/Community activities	• More shows (like in bigger cities) • More family-oriented activities, especially during winter • More LGBTQ+ safe environments [to have fun] and activities, especially for under 21years of age o Once or twice a month drag shows across the state perform. No other frequent activities where LGBTQ+ can feel safe while having fun and where they can meet. Although drag shows are appreciated, they exclude those who cannot or choose not to drink.

Government/ General city administration/City planning	• As the diversity continues to rise how is the city adapting processes, policies, procedures to include everyone and/or create opportunities adapted to the shifting demographics/needs?
	• Welcome packets with orientation material for new people to the city (where to find things. e.g., Car registration, etc.) **Suggestion:** Fargo
	• The city could offer services beyond what is currently provided, especially to people living with disabilities. Some of these supports could be developed relatively cheaply
	    o How and where to get grants
	    o Help in finding funding for home repairs, etc.
	• Political candidates/elected officials to connect with underrepresented group members
	    o Voters stay with party lines partially because they don't know who is running or who would represent their interests better
	• Hire minoritized group members/BIPoC in government agencies and programs to help community members feel more comfortable and included when they are seeking support or wanting to be involved

Ongoing community/needs assessments	• Businesses, political leaders/government ought to find ways to assess community needs systematically and regularly so that they can be proactive (versus reactive)
School system	• Find ways to build better relationships with all kids to support/nurture their overall growth

	- Recent stakeholder/community survey (Equity Audit) may end up working for a certain demographic and more likely end up not having a significant input to influence significant change - Underrepresented/minoritized students don't feel supported - Mental health issues - Failing in academics - Limited after school activities/supports - Students living with disabilities are limited to certain leadership activities and lack adaptive sports - Non-diverse school faculty may lack proper training to work with diverse populations - BIPoC students feeling misunderstood and ill-supported - Current "disciplinary" approaches are hurting students of color more than helping - Punitive in nature (impacting academics, graduation rates, mental health & self-esteem, etc.) - Schools are too big. Minimal attention given to students who may need additional attention/supports and who do not necessarily qualify for special services - Schools are difficult to work with when students are on I.E.Ps (Individual Education Plans) - Follow up is not respectful - Students are mostly not transported to field trips if the parents/guardians can't transport them - Teaching "non sanitized" history of the US and how systems are not built for equal opportunities. Tangible change may take several generations, teaching history accurately is an important step. **Examples:** - Colonization of Native Americans - Black people and slavery - LGBTQ+ history and fight towards equal rights - Contemporary Immigration in the larger context of the US history - Disabilities throughout history (in the world and in the US)
Public transportation	- Public transportation is not reliable, especially for students (new to Moorhead to attend college) and other residents who do not drive - Limited bus schedules and routes - Limited days/days
More opportunities for underrepresented communities	- Workshops on community engagement and how to find initiatives to join - Apprenticeships and mentoring programs (Black people don't have much agency outside their church communities)

	• Churches, businesses to recruit and grow in a more united, better integrated way • Education for new Americans on the use of 911 (overutilized for non-emergency issues)
Business investment and growth	• Larger corporations from diverse sectors to invest in Moorhead as much as they invest in Fargo

NEGATIVE ATTRIBUTES OF THE CITY OF MOOREHEAD

Table 10- Negative Attributes to the City of Moorhead

What Can't Be Changed
• Long, at times harsh winters   • Climate that limits what can be grown   • Flat landscape that limits outdoor winter activities   • Predominantly white community, although more diverse than the rest of northwestern Minnesota

What Can Be Changed	
Issue/Sector/Activity	**Explanation, Example, or Story**
Law enforcement	Police responsiveness • Sometimes the police do not respond to calls in a timely fashion • One incident where the police is supposed to show up, but later decides to handle the situation by phone • Noise in neighborhood between the two colleges used to be a big issue. Responses not always consistent
Diversity/Culture/Cultural diversity	• Lack of/limited diversity • Lack of integration between diverse groups (silos) • Gay clergy feeling isolated • Lack of awareness/sensitivity related to LGBTQI+ community **Examples:** o Gay man asking doctor whether they could recommend colleagues in the medical profession who are LGBTQI+ sensitive. *Response from medical doctor: "Most homosexuals ....", not realizing he just used a derogatory/outdated term.*
Racism/prejudice	• Non-white families not comfortable with Black people • Sometimes, *it* [racism] is not bluntly expressed, but the motivation is clear • Anonymous harassing phone calls to gay man, frequent news contributor, after article publication (pre-caller I.D incidents)

	• Living in Moorhead can be isolating. People don't understand other religions and cultures, which can lead to discrimination and limited job opportunities

Local culture	• Closed-minded, exclusive atmosphere creating a hostile/isolating environment
	• Mainstream/white residents are generally in absolute denial of the changing demographics/growing diversity
	• Handful of diverse leaders
	    ↓ Need to cultivate more
	• Community, at large, hasn't found a way to embrace new residents
	    o New immigrants/New Americans/refugees
	• Community, at large, hasn't found a way to celebrate the diversity that has been present for generations
	    o Hispanic/Latinx seems to have been erased from the local narrative
	• No strategy for community engagement, as a collective
	    o Very compartmentalized
	    o Activists seem to be only advocating for their own identity community
	• Aggregated socio-economic status
	• Apartment buildings clumped together typically occupied by people who identify as lower income, non-middle class, non-white residents
	    ↓ Lower level of property upkeep
	    ↓ Higher Level of police presence
	• Most entry level and retail jobs (fast-food, front-line service workers) are occupied by minoritized group members. Opportunities in supervisory/mid/upper management are fewer
	Example:
	o School janitors are often racially visible minorities (Black, Latinx, immigrants) but not teachers, sport coaches or administrative staff. Rare professional positions for people of color are related to truancy/outreach and alike areas

Government/ General city administration/City planning	• Road constructions • Train interrupting/delaying traffic • Lost downtown Moorhead in the 1970s. It looks like the city is trying to create it • Not enough support for preservation of historic buildings. (Some efforts) • Abandoned Moorhead Center Mall • Frequency and snowplowing technique

	(*Done in a way that blocks the driveways, which is a detriment to seniors and people with disabilitie*s) **Suggestion:** Sioux Falls model *UBUNTU Consulting did not research the technique nor frequency of snowplowing in Sioux Falls, SD* • Poorly planned and maintained parks (comparison to Fargo) • No bench in parks for seniors walking and others needing intermittent breaks • No gay bars for younger/single people who want to meet others or couples needing safe places • Wild turkeys ("4th/5th Street going North and South")

POSITIVE ATTRIBUTES TO THE CITY OF MOORHEAD

Table 11 - Positive Attributes to the City of Moorhead

Issue/Sector/Activity	Explanation, Example, or Story
Safety	• Quiet, "homey" community • Police do their job most of the time • Cleanliness & city maintenance • "Iconic" 8th street Dairy Queen • As a gay man who came out to a few coworkers, not worried about harassment due to sexual orientation at my workplace

Size and quality of the town/neighborhood	• Smaller city giving a feeling of being connected
	• Proximity to main life necessities/amenities: grocery stores, schools, shopping malls, post office, restaurants, the arts (Trollwood Performing Arts school), workplaces
	• Vibrant and growing
	• Ease of building meaningful connections
	• A few nice neighborhoods
	• Opportunities to be involved
	• Had a Black mayor
	• Community is sold into the concept of "Moorhead pride".
	    ↓ Residents and even transient college students feel a special connection to Moorhead
	    ↓ Gives a vibe of being a separate entity and not an extension of Fargo
	• Access to leadership
	• Scenic /river
	• Efforts to preservation of old buildings

	• Affordability (in comparison with bigger cities)
Walkability	• Possibility to bike to most places • Well planned city (some places) • Many open parks
Diversity/Culture/Cultural Diversity	• Cultural diversity has increased over the years • Church "surprisingly" supportive of same sex partner worshipers (not all) • The high number of churches makes one think of the values around faith, love, connection even when one is from a different background (from participant of Islamic faith)
Higher Education Opportunities	• Colleges and universities supporting the intellectual growth of many

Art/Entertainment/Community activities and opportunities	• Stimulating community with a variety of offerings
	   o Fargo Moorhead Opera
	   o Trollwood Performing Arts shows
	   o Fargo Moorhead Symphony Orchestra
	   o Rourke Museum
	   o Pride Parade
	   o Night to Unite
	   o Community gardening
	• The Moorhead library
	   o Large collection for adults and children
	   o Good customer service
	   o A great place to hang out for families
	   o Books in different formats (love audio books when traveling or working around the house)
	• Parks and recreation opportunities
	   o Several good parks to choose from
	• Good supportive programs for seniors and people with limited abilities
	   o Meals on Wheels
	   o Hope Inc

Government/services	• Politically more pleasant (comparison to Fargo) • Email updates from city (reports, weather, emergency alerts, etc.) • Flood threat, MSUM hosted an informational/flood preparedness meeting. Residents were given schedules of future related meetings • Community officer/School Resource Officer (SRO) is wonderful and helpful • Clay County sending a card to residents about voting sites • The city and county offer good services to residents • 211 as a great guide to finding resources • Affordable/free healthcare coverage for low-income and people with disabilities

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5. https://www.oecd.org/cfe/resilient-cities.htm
6. Oxford Languages
7. Merriam-Webster.com
8. Dictionary.com

PART IV

Appendices

RESILIENT MOORHEAD

Table 12- List of Appendices

Appendix	Document
A	Consulting Agreement
B	Sample Initial Email Content to Community Leaders
C	Letter of Support (MCRTF)
D	Letter of Support (City of Moorhead (Mayor's Office)
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M	Sample of Condensed (Partial) Listening Sessions Notes

CONCORDIA COLLEGE
Moorhead Community Resilience Task Force
Moorhead, Minnesota, USA

Consultant Agreement

This CONSULTANT AGREEMENT made between CONCORDIA COLLEGE, located in Moorhead, Minnesota, and LAETITIA HELLERUD shall be effective as of March twenty-second (22nd), in the year two-thousand and twenty-one (2021) through July twenty-third (23rd), in the year two-thousand and twenty-one (2021), who agree as follows:

1. SERVICES AND DELIVERABLES: LAETITIA HELLERUD agrees to provide consulting services to the Moorhead Resilience Task Force (Hereinafter the "TASK FORCE") in accordance with the items listed below.
   a. Design and execute a project to gather and analyze information from members of underrepresented and minoritized groups in Moorhead that can be used to formulate TASK FORCE actions to advance social and racial equity in Moorhead.
   b. Work collaboratively with TASK FORCE director Ken Foster and members of the Social Equity and Governance Working Group to ensure the success of the project.
   c. As part of the information gathering effort, endeavor to conduct one or two focus groups with members of each of the following groups, for a total of 10-12 focus groups: Kurdish, Somali, Sudanese, Native American, Black/African-American, Latinx, and residents of Moorhead Public Housing. This plan may be modified through mutual agreement of LAETITIA HELLERUD and TASK FORCE director Ken Foster.
   d. For each demographic group, work with a community leader from that group to facilitate the focus group(s).
   e. Provide a list of focus group participants to TASK FORCE director Ken Foster to facilitate distribution of gift cards to participants.
   f. In recording and reporting information gathered through the focus groups, ensure the confidentiality of respondents.
   g. Provide a report to the TASK FORCE with an analysis of the findings and recommendations for next steps.
   h. Provide periodic updates to TASK FORCE director Ken Foster.
   i. At the conclusion of the contract, provide the raw information gathered to CONCORDIA COLLEGE.
   j. If any expenses beyond the agreed-upon payment are necessary, communicate this to TASK FORCE director Ken Foster prior to incurring any expense.

2. TIMELINE: LAETITIA HELLERUD will make every effort to adhere to the following timeline. The timeline and schedule of meetings may be modified as needed through mutual agreement of LAETITIA HELLERUD and the TASK FORCE.
      a. March – project begins
      b. April 20-24 – check-in meeting with the Social Equity and Governance Working Group

c. May 20-26 – check-in meeting with the SE&G Working Group
d. June 28 – Final report due
e. July 7-13 – presentation to the SE&G Working Group
f. July 19-23 – presentation to the full TASK FORCE

3. All intellectual property and related material that is developed under this agreement is a "work made for hire" and will be the sole property of the College. LAETITIA HELLERUD may not use the Intellectual Property for any purpose other than that contracted for in this Agreement except with the written consent of the College.

4. LAETITIA HELLERUD acknowledges that LAETITIA HELLERUD is an independent contractor and is not an employee of CONCORDIA COLLEGE for any purpose. LAETITIA HELLERUD shall not represent that she is an employee or agent of CONCORDIA COLLEGE nor shall LAETITIA HELLERUD have any authority to bind or obligate CONCORDIA COLLEGE to any liability.

5. I, LAETITIA HELLERUD, understand that I will fully disclose any conflicts of interest and not:
    a. Solely recommend the purchase of goods and/or services which I have an interest in or represent, nor;
    b. Accept fees or commissions from third parties who have supplied goods and/or services on my recommendation to the TASK FORCE, nor;
    c. Accept fees or commissions from the TASK FORCE participants for my services during the TASK FORCE engagement, nor;
    d. Solicit the private engagement of my services at any time during, or after, the term of my engagement as consultant with the TASK FORCE.

6. I, LAETITIA HELLERUD, agree to hold strictly confidential all information obtained during the course of my engagement with the TASK FORCE unless otherwise directed by the TASK FORCE Project Director.

7. If LAETITIA HELLERUD or her employees or agents are interviewed by a newspaper, magazine, or other media source, LAETITIA HELLERUD and her employees or agents agree to use best efforts to highlight affiliation with the TASK FORCE.

8. I, LAETITIA HELLERUD, am not entitled to reimbursement for trainings and subsistence expenses incurred by LAETITIA HELLERUD and not the TASK FORCE in the performance of this contract. Such expenses shall be the responsibility of LAETITIA HELLERUD.

9. I, as LAETITIA HELLERUD, certify I am in compliance with Minnesota Statutes §176.181 subd. 2 pertaining to workers compensation coverage. LAETITIA HELLERUD's employees and agents will not be considered CONCORDIA COLLEGE's employees. Any claim that may arise under Minnesota Workers Compensation Act on behalf of these employees or agents and any claims made by any third party as consequence of an act or omission on the part of these employees or agents are in no way CONCORDIA COLLEGE's obligation or responsibility. CONCORDIA COLLEGE shall not be responsible for withholding taxes relative to payments made to LAETITIA HELLERUD. LAETITIA HELLERUD shall have no claim against the TASK FORCE or

CONCORDIA COLLEGE for social security, worker's compensation, or employee benefits of any kind.

10. I, LAETITIA HELLERUD, shall indemnify save, and hold CONCORDIA COLLEGE, its representatives and employees harmless from any and all claims or causes of actions, damages or injuries of any kind including all attorney's fees incurred by CONCORDIA COLLEGE, arising from the performance of this contract by LAETITIA HELLERUD or LAETITIA HELLERUD's agents or employees.

11. CONCORDIA COLLEGE shall indemnify, save, and hold LAETITIA HELLERUD, and her representatives and employees, harmless from any and all claims or causes of actions, damages, or injuries of any kind including all attorney's fees incurred by LAETITIA HELLERUD, arising from the performance of this contract by LAETITIA HELLERUD or LAETITIA HELLERUD'S agents or employees.

12. I, LAETITIA HELLERUD, will abide by the campus policies of CONCORDIA COLLEGE including but not limited to policies regarding sexual misconduct and workplace harassment.

13. COMPENSATION: CONCORDIA COLLEGE agrees to pay LAETITIA HELLERUD ▮▮▮ for the services and deliverables named in this contract. Payment with be made in two installments, with ▮▮▮ paid within 30 days after the execution of this contract and ▮▮▮ paid within 30 days after submission of the final report (June 28).

14. This contract may be canceled by either CONCORDIA COLLEGE or LAETITIA HELLERUD at any time, with or without cause, upon thirty (30) days written notice to the other party. CONCORDIA COLLEGE may also cancel this contract immediately if the purposes for which the funds were granted have not been or will not be fulfilled, or if funding to the TASK FORCE is terminated. CONCORDIA COLLEGE may take action to protect its interests, including the refusal to disburse additional funds. This Agreement shall terminate on June 23rd, 2021, except for in the event of earlier termination by either of parties.

15. This Agreement shall be governed by the laws of the State of Minnesota. Any dispute arising out of this Agreement shall be venued in Clay County, Minnesota.

IN WITNESS HEREOF, the parties hereto affix their signatures on the day above written.

LAETITIA HELLERUD
OF UBUNTU CONSULTING

SUSAN LARSON, DEAN OF THE COLLEGE
CONCORDIA COLLEGE

Signature: _____

Signature: _____

Date: 3/10/2021

Date: 3/10/2021

RE: Community Listening Sessions (Moorhead Community Resilience Task Force)

Dear Community Leader,

We are contacting you in your capacity of a Moorhead **Somali community** leader, with hope that you may help us with the project our team is currently working on in your city, as detailed in the attached letters of support. The Moorhead Community Resilience Task Force recently contracted the services of UBUNTU Consulting to organize and plan community listening sessions to hear about the experiences of nine (9) preselected underrepresented/minoritized group members **<u>residing in Moorhead</u>**. The Task Force intends to use the information gathered to champion actions to create a more inclusive City of Moorhead. More information is provided in the attached letters.

The goal of this email is to request a meeting with you so we can answer any questions you may have about this project and discuss how your participation would help our team be more intentional in planning for the Somali community of Moorhead listening session.

Please let us know when you can meet via Zoom or in-person in the next couple of days and we will set that up. We can't do this work effectively without your assistance and we hope you will make the time to meet with us.

We are looking forward to learning more about the ways we can best serve your community.

Best Regards,

Laetitia Hellerud and the UBUNTU Consulting

Enclosures:
1. Letter of Support (Moorhead Community Resilience Task Force)
2. Letter of Support (City of Moorhead/Mayor's Office)
3. Generic Listening Sessions Flyer

Appendix C- <u>Support Letter (MRCTF)</u>

RESILIENT MOORHEAD

April 14, 2021

To Whom It May Concern:

The Moorhead Community Resilience Task Force has contracted with Laetitia Hellerud of UBUNTU Consulting to carry out a series of listening sessions in Moorhead. The purpose is to gather information that can be used to take action to address racial and social inequities in Moorhead. The Task Force is committed to *taking action*, to promoting changes in policies and practices that are needed to address inequities and inequalities in Moorhead. Ms. Hellerud's project is a critically important step that will lay the foundation for action.

I would greatly appreciate your participation in Ms. Hellerud's project. She has the training and experience necessary to carry out the listening sessions and compile the data effectively. Her project was designed through close collaboration with the Social Equity and Governance Working Group of the Task Force. We are all committed to ensuring the success of the project.

The Moorhead Community Resilience Task Force consists of 20 organizations that are committed to promoting collaboration in Moorhead as we seek to improve our community. Social equity is at the core of the Task Force's work.

Afro American Development Assoc.	MSUM
Cass-Clay Food Partners	M State
City of Moorhead	Moorhead Business Association
Churches United	Moorhead Police Department
Clay County Public Health	Moorhead Public Housing
Clay County Solid Waste	Moorhead Public Service
Concordia College	Moorhead Public Schools
Downtown Moorhead, Inc.	River Keepers
Immigrant Development Center	South Sudanese Foundation
Kurdish American Develop. Org.	Youthworks

Thank you so much for participating in this project. Your voice, experiences, and ideas are extremely valuable. Also, if you have any questions or concerns about the project or Ms. Hellerud's work, please do not hesitate to contact me.

Sincerely,

Kenneth Foster
Director, Moorhead Community Resilience Task Force
Professor, Concordia College
foster@cord.edu

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Appendix D- Support Letter (City of Moorhead/Mayor's Office)

MOORHEAD
MINNESOTA

Office of the Mayor
218.299.5307 I shelly.carlson@cityofmoorhead.com

May 28, 2021

Dr. Kenneth Foster
Director, Moorhead Community Resilience Task Force
Professor, Concordia College
901 8th Street South
Moorhead, MN 56562

Subject: Letter of Support for the Moorhead Community Resilience Task Force and Listening Sessions with Ms. Laetitia Hellerud of UBUNTU Consulting

Dear Dr. Foster,

For the health and wellbeing of the Moorhead-Fargo area, and in cooperation with our 20 partner organizations, we are writing to express City of Moorhead support for the Moorhead Community Resilience Task Force.

We understand the Task Force seeks to promote community and social equity by engaging in dialogue amongst diverse backgrounds. We are particularly pleased with the Task Force's stated goal of encouraging community collaboration by engaging in opportunities that foster positive association and resilience throughout the region. In particular, we appreciate the Task Force's commitment to action, communication, and promotion of policies and practices that further equity for everyone.

With that in mind, and with considerable enthusiasm, we support the Moorhead Community Resilience Task Force's engagement with Laetitia Hellerud of UBUNTU Consulting to carry out listening sessions among underrepresented communities in Moorhead.

With every good wish,

Shelly Carlson, Mayor
City of Moorhead

Dan Mahli, City Manager
City of Moorhead

Appendix E- <u>Sample Outreach Flyer</u>

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LISTENING SESSIONS
MOORHEAD AFRO-AMERICAN/BLACK COMMUNITY

WHAT IS IT?
You are invited to participate in a community listening session to learn about your experience living in Moorhead. Your input is important and will help create a better community for ALL residents.

This Project is supported by the Moorhead Community Resilience Task Force and the City of Moorhead.

WHEN & WHERE?
The community listening sessions will be conducted on <u>Saturday, December 4th at 3:30 pm</u>. The venue will be communicated directly to interested participants.

WHAT IS THE NEXT STEP?
If interested, please communicate with the person you are receiving this flyer from by **December 3rd** or send an email to **Laetitia@UbuntuConsulting.us** <u>Space is limited</u>.

QUESTIONS?
Please email **Laetitia@UbuntuConsulting.us**

UBUNTU Consulting

MOORHEAD
MINNESOTA

TRANSPARENCY
The information you give us will be shared with Moorhead leaders to help shape future decision-making. <u>Your name & other identifying information will not be included</u> in the report without your permission.

RESILIENT MOORHEAD

THANK YOU!
A **$20 gift card** will be given to participants as a thank you for their time (60-90 minutes.)

Appendix F- Listening Sessions Questions

UBUNTU Consulting

Moorhead Community Resilience Task Force
Listening Sessions Questions
Focus: Civic Engagement for Identified Underrepresented Moorhead Populations

QUESTIONS

Goal: To evaluate/understand/appreciate how participants experience life in Moorhead
Can you tell us about your experiences living in Moorhead?
- What do you like about living in Moorhead?
- What don't you like about living in Moorhead?
- What would you change to make your life (or the life of your family) better in Moorhead?

Goal 1: To evaluate/understand/appreciate whether participants know who they can bring concerns to
Goal 2: To evaluate/understand/appreciate whether participants feel comfortable bringing concerns forward to decision-makers, people in positions of authority or city government/school district board/county officials, etc.
Can you think about a time when you had an issue that concerned you or a family member?
- What was the issue or concern?
- Did you know ways to share your concerns or who to contact for help?
- Were you comfortable sharing your concerns with anyone from the city (such as an elected official or city employee) or the school district, the county, etc.?
- Is there anything you wish you had known that could have helped you handle the situation better?
- What would you have liked to be able to do differently?

Goal 1: To evaluate/understand/appreciate whether participants feel their voice matters
Goal 2: To evaluate/understand/appreciate whether participants know they can be involved in local government such as attending city council meetings, meeting with elected officials, and serving on boards and commissions.
Goal 3: To evaluate/understand/appreciate whether participants are interested in being involved in local government
Goal 4: To evaluate/understand/appreciate participants' *specific** barriers to civic engagement

1. Do you feel like you have a voice in what's happening in Moorhead, and that your voice matters? Please provide concrete examples, whenever possible.
2. Are you interested in learning about how the city of Moorhead and other government institutions (county, etc..) works? Any particular level or area, if you can name it or know?
3. Would you be interested in participating (more) in decision-making processes or groups in Moorhead
    - What kinds of activities or issues interest you?
    - What might keep you from participating in those activities?
    - What might make you more likely to participate?
4. Would you like someone to follow up with you in the next 30 days on any of what we talked about today? Is there anything that you would like to share about your life in Moorhead or participating more in the happenings of Moorhead?

_____
* Other barriers will be deduced from participants' responses to other questions.

UBUNTU Consulting

<u>Ground expectations for effective groupwork</u>

1. We will respect everyone who is participating in this listening session
2. We will speak from our own experience
3. We will listen respectfully, even when we don't agree with others' perspectives
4. UBUNTU Consulting will keep the shared information confidential

The collected information will not use any participant's identifier like name, address in the final report without consent.

5. We will not take pictures or videos during the listen session
6. With the participants' consent, the facilitators will audio record the session for the purpose of helping with the report
   The audio will be deleted afterwards.
7. We will take turn to speak, one person at a time, so that everyone can be heard
8. We will be fully present and avoid distractions, including the use of cell phones
9. We may experience some discomfort
10. We will expect and accept non-closure to remain on task and within the time allocated to the listening session

Moorhead Community Resilience Task Force | **Listening Sessions**
Focus: Civic Engagement for Identified Underrepresented Moorhead Populations

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Appendix H- Sample Participants Recruitment Form (Blank)

UBUNTU Consulting

MOORHEAD NATIVE AMERICAN Community

Participants Recruitment (FORM A)

Community Contact/Liaison/Leader: _____ Email: _____ Phone #: _____

Participant First & Last Name	Participant Telephone Number	Participant Email Address	Gender/Identity Female - F Male - M Other - O Non-Disclose - ND	Age	School Level Completed (Years)	Are you a Moorhead Resident Yes/No	How long have you lived in Moorhead? (Years/Months)
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

RESILIENT MOORHEAD | COMMUNITY LISTENING SESSIONS | AUGUST/SEPTEMBER 2021
To be completed by the recruiting community leader/contact) NOTE: PARTICIPANT IDENTIFYING INFO
WILL NOT BE INCLUDED IN REPORTS

Appendix I- Sample Participants Recruitment Record

UBUNTU Consulting

MOORHEAD NATIVE AMERICAN Community | Participant Recruitment (FORM A)

Community Contact/Liaison/Leader: _Dolores Gabbard_ Email: _____ @ moorheadschools.org Phone #: 701-____

Participant First & Last Name	Participant Telephone Number	Participant Email Address	Gender/Identity Female - F Male - M Other - O Non-Disclose - ND	Age	School Level Completed (Years)	Are you a Moorhead Resident Yes/No	How long have you lived in Moorhead? (Years/Months)
1.	701-____	____	F	43	14	Yes	12
2.	218-____	____@gmail.com	F	44	14	Yes	5 yrs
3.	218-____	____@yahoo.com	M	37	14	Yes	15 yrs
4.	218-____	____@gmail.com	F	33	16	Y	6
5.	218-____	@LHCfargo.org	F	40	College	Y	3 yrs
6.	218-____	____@yahoo.com	F	41	College	Y	15 yes
7.	218-____	____@gmail.com	F	35	15	Y	10 yrs
8.	701-____	____@gmail.com	F	20	High School	No	R
9.	218-____	____@gmail.com	F	39	High School	Yes	2 yrs
10.	218-____	____@gmail.com	M	40	—	Yes	4 yrs
11.							
12.							

RESILIENT MOORHEAD | COMMUNITY LISTENING SESSIONS | AUGUST/SEPTEMBER 2021
(To be completed by the recruiting community leader or point of contact) NOTE: PARTICIPANT IDENTIFYER WILL NOT BE INCLUDED IN REPORTS

Appendix J- Sample Participants Attendance and Gift Cards Distribution Record

UBUNTU Consulting

HISPANIC/LATINX Community

ATTENDANCE and GIFT CARD DISTRIBUTION (FORM B)

Community Contact/Liaison/Leader: _____Email: _____Phone #: _____

Participant FIRST & LAST NAME	Participant ADDRESS	Participant PHONE NUMBER	Listening Session Date/venue	Gift Card Reception Signature	Notes/Observations
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

RESILIENT MOORHEAD | COMMUNITY LISTENING SESSIONS | AUGUST/SEPTEMBER 2021
To be completed by the Community Leader or Point of contact and UBUNTU Consulting the day of the event

Appendix K- Sample Participants Attendance and Gift Cards Distribution Record

UBUNTU Consulting

HISPANIC/LATINX Community | ATTENDANCE and GIFT CARD DISTRIBUTION (FORM B)

Community Contact/Liaison/Leader: Pastor Nery Perez ____ Email: ____@yahoo Phone #: ____

Participant FIRST & LAST NAME	Participant ADDRESS	Participant PHONE NNUMBER	Listening Session Date/venue	Gift Card Reception Signature	Notes/Observations
1.	16th Ave. N. Apt		09/25/2021		Not @ church
2.	8th Ave N Apt		09/25/2021		
3.	8th Ave N Apt		09/25/2021		
4.	15th ST S.		11/7/21		
5.	15th St S		11/7/21		
6.	18 12st N		11/7/2021		
7.			11/7/2021		
8.	Belsly Blvd		11/07/2021		
9.	8th Ave N Apt.		11/07/2021	Lindsym Pewny	
10.	36th St. So		11/16/2021	delivered	
11.	Moorhead			Phone intervi
12.					

RESILIENT MOORHEAD | COMMUNITY LISTENING SESSIONS | AUGUST/SEPTEMBER 2021
(To be completed by the Community Leader or Point of contact and UBUNTU Consulting the day of the event)

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Appendix L- Thank You Letter Sent with Mailed Out Gift Cards

UBUNTU Consulting

December 13, 2021

Dear Charles,

On behalf of the Moorhead Community Resilience Task Force, please accept this gift card as a small token of our deep appreciation for your recent contribution to the listening sessions being conducted by our team.

Your contribution was very enlightening, and we hope to continue collaborating, if needed, throughout this process as we provide support to the task force.

Let us know if you have any questions or concerns regarding the project.

I can't thank you enough,

Laetitia Hellerud & the UBUNTU Consulting team.

Appendix M- Sample of Condensed (Partial) Listening Sessions Notes

Moorhead Listening Session – August 27th, 2021
Present: 11 in attendance. ***Riverview***

Tell us about your experiences living in Moorhead: What do you like about living in Moorhead?

- It's a small town – it's easy to get around. Quite a few parks.
- I like Moorhead – been here since 1984. I like the activities like parades, carnival fairs, which wasn't too often. I like the feel of Moorhead, the way it is – it's grown out. I've met a lot of friendly people. My son grew up in Moorhead – graduated from Moorhead – they have really good schools.
- I like the small town feel – I'm from a big city where they're not always friendly.
- It smells like fried chicken. It's nice and quiet.
- I like the size – people are pretty friendly. People are always willing to help.
- There are a lot of friendly people here – the programs the City has to offer. Grew up in San Diego. People are really nice here.
- I'm an elected official.
- It's home for right now – every time I go I come back. I don't like trains.
- Lived in Minneapolis for over 40 yrs. Like the small town feel of Moorhead – quiet – more laid back – more friendlier.
- It's Moorhead – don't know my way all around – lived here for a year. Only know certain spots by the landmark. Lived 4 years in Fargo – didn't know my way around there. Love it here – will never leave again.
- Been in Moorhead for 2 years. My experience in life has been pleasant – have unpleasant situations every where I go. Can't blame it on Moorhead. I'm a widow with 3 children.
- I enjoy the programs they offer here and being by the parks – being by the water.
- The education that Moorhead provides.
- Less traffic – you can get around – I'm from California.

What don't you like about living in Moorhead?

- There are a lot of homeless people which needs to be addressed more. I feel bad for them, but it's sometimes scary if they're around and I'm walking. They might attack me or ask for money or ask for cigarettes.
- There are a lot of transients that sit on the corners like on Hwy 10. I drop my son off to work and they're literally sitting there. It makes people feel unease at times because it's gotten so bad. You'll even have them come up to your car like late at night just being whatever – beggin' for money and stuff. For some of them who are getting hooked on drugs and stuff for money that's one thing I don't like.
- Moorhead's perfect – I can't say anything bad about it.
- I don't like when I drive the roads are torn up. They should pay for my car – like the potholes.
- Homelessness has to be talked about more – that's probably one of the biggest ones in Moorhead. They should be probably a couple more homeless shelters built.
- Homeless not bad – but they take care of you. I was in a shelter and they took good care of me as long as you abide by their rules. I don't like the roads – the roads are garbage.
- Weather – especially during the winter time.
- I don't like the cold. A lot of laws – they're pretty strict. If I didn't like it I wouldn't be here.
- Homelessness – they should build more housing for homeless people. They should house these people first before bringing in other people. They're just pushing us out. I begged for money – I did that.
- I don't like down SW – you do not see trees – you see brown everything is dead.
- Being shut down when you have something positive to say and not being allowed to be heard. Being homeless even though I'm in a homeless housing. I'm not here on my own merit. My homelessness is just as important as anyone else's – how come I can't get housing on my own merit? It makes me sad when people don't hear you out – when people dismiss what you have to say. Same situation I had to go to court and pay $400 in fines. Moorhead is fair – just – they don't call the police about things that they can handle. When the police are called I thought you had to be belligerent, violent. They're different – they're fair.
- Waiting for trains are one of the biggest headaches. At times – blocking trains. One time a guy jumped off the train to go to Taco Johns – they waited for him and then he came back.
- The fines are higher in MN overall. I notice a lot of people do run a red light – there are some terrible drivers in this town. They don't signal and let you know what they're doing. I found it worse up here.
- Going to social services – the help is better it's faster better than anywhere I've gone. They helped me right away.
- The town before used to have a theatre and people would go and drink have pizza you could enjoy with your kids. They used to have a drive-in. I think we need more stuff like that – stuff for people to do. More stores – we don't have any restaurants.
- I'm head of the FM Homeless Coalition. We had a meeting yesterday - that is something we are working hard on. Moorhead housing just bought some townhomes in N Moorhead. They have some plans that are already underway.

What would you change to make your life or the life of your family better in Moorhead?

- I would make sure all the roads are fixed – pay more attention to homeless.
- Everything's good – more stuff for people to enjoy themselves. If you go to Grand Forks, every year they have a fishing tournament. Why couldn't we have that here?
- More event – more activities. We do have a golf course, bb court, I don't know what I would personally change.
- More opportunities for underrepresented people – POC.
- I would add for a place like this – when you give to a place of homelessness. Homelessness does not mean you're dumb, you're sickly, or that you have mental health problems. A group like this should be someone we can pick up the phone and tell them we're having a problem right now. I'm not crazy – but these are issues that I've had. It's either that she has a mental problem or if she wants to pay. Are they real issues or will someone check into them. When others see mental health it's fun time play ground – they have fun with this. At this point I was pleased they changed all of the locks in the building. Thank you Jesus. I've never experienced a place that believes you and does something about it. I've never felt safer in my life.
- Just a small thing, for dog owners. I'm not sure if there is a dog park here? I had a boxer, it would be nice if there was a dog park here.
- I would like Moorhead to get a small petting zoo. I know they have one in Fargo. It would be nice to have one in Moorhead.

- I would like to know the people we are voting for what they look like. I think this room should be a voting place where people can place their votes. A lot of us don't even have transportation. Transportation is an issue. Having some sort of van or something to get to social services, courts would be helpful. It would also be a money maker and keep the money in the community instead of going across the bridge.

Can you think about a time when you had an issue that concerned you or a family member: What was the issue or concern?
- Damage to stuff – broken lights and things that people damage. Even in here the staff are not interested in going back in the video and seeing. There is a lot of broken stuff and sometimes it takes a lot time for it get to fixed.
- There was an incident in this town. Charged me $650 for a 3 hour span. Went to the office to see if they could find the video – no video? Do these cameras really work? Can we access these cameras or do they really work?
- I don't have no issues.
- Still don't have no issue with Moorhead.
- I'm going to excuse myself.
- That parking lot.
- I don't have any issues.
- I've never had any issues here in Moorhead. Police are pretty friendly – we respect them and that's about it.
- Income tax. It would be fair that someone come in and do them. The rental rebate.
- Did you know ways to share your concern or who to contact for help?

Do you feel like you have a voice in what's happening in Moorhead?
- No and I don't know where to go with some of those things. Within this building your voice doesn't seem to matter either. They've got videos but they don't seem to want to go back.

Do you think you (1) have a voice (2) you voice matters?
- I've always thought my voice has mattered what I say. I don't' have no issue.
- I think everybody's voice should matter. But it all comes down to the politicians and they can't make everybody happy. You can't make everybody happy.
- I have a voice but it don't matter. Might as well just let that slide.
- If you want your voice to be heard all you have to do is vote. That's what your voting rights are for.
- I believe with the voting yes, if you vote you're being heard. Other than that no – if you feel strongly you gotta' make your voice be heard.
- Definitely whether it's voting for your MN Representatives of voting for you county whole yourself. I got into running for office last year because I wanted to make my voice heard. I agree with all these people. Something I'd like to see - people like us who are in positions of authority be able to go out and meet them have coffee with them – be able to make changes right there.
- Well if I vote then I have a voice but in everyday reality our voice is not heard.
- Yah – because when I lived in Fargo and I went to a meeting there about the homeless, I told them they could get a detox wagon and that's what they got all because I told them.
- I know my voice is being heard I'm loud – but does it matter sometimes it's dismissed. Homeless means you're on drugs, you need detox, you're being abused. June 17th I was attacked which is why I hate things over my mouth. I have a master's in arts in teaching – I taught school. I don't have a drug problem – why am I here? There's a stigma that we all have issues – as long as we give them housing that's enough. I still don't have housing – and it's under someone – and he's Caucasian. I think I need counseling – I need therapy – I have no clue where to go. But I have to go to Fargo – this is where I live – I need Moorhead. You have no real information about Moorhead.
- I can't vote because I don't have citizenship but I have a green card. They should make it easier if you live here to vote.

Are you interested in learning about how the City of Moorhead and other government institutions works?
- Yes although I can't change it – just a booklet or pamphlet.
- Moorhead School District is really go to work for – I've worked for them in the past. They have great staff they have parent meetings, they get parents involved. Moorhead – they care for you and your family.
- I'm 54 so I know a lot so I don't need to know more than I already know.
- We gotta' have a pamphlet – here's what you can do, if you have meetings, a lot of people don't know that you can to city commission meetings.
- The only way you're gonna learn is you gotta research it yourself. It's not gonna fall in your lap – you gotta research it yourself.
- I gotta a basic idea how the city works – I met the Mayor – I met Council members – I know where their offices are.
- I know a little about law – I've been here and there all over – I love MN I can't complain about it. I would love to learn how the city is run – the whole city.
- Ditto – what everybody said. I would like to be a part of the education – give some ideas on behavior problems – psychological part of the school district. I would like to go to a few more meetings just to see.

Would you be interested in participating in decision making or groups in Moorhead?
- Sure I would – any area.
- Sure I would – it just depends on where the site is geographically.
- I've been there done that. I've served on the library board for a term. It was exciting thing to do – perfect opportunity.
- I do get involved a little bit in community. The garden back there I get involved in that.
- I'd like to open up the first African American business in Moorhead.
- Sure everybody wants their voice heard and their opinions felt.
- Residential meetings for people to get together and talk about their situations and their areas where they live which would be more nice to have.

What might keep you from participating?
- If they don't call us. I don't go looking for stuff to do. If they came here and asked – whether they paid or not just to give back to the community.
- Transportation.
- Transportation would be mine too.
- Nothing that I can think of right now.
- Transportation – I just ride a bike right now.

- Nothing really. If I want to do something I just do it.
- Covid 19 – that's the only thing that would stop me.
- I think it should be done fairly – every race and gender should have a say to make it totally fair.
- They should make a bike trail so you don't have to get tumbled up with traffic.

What would likely make you participate?
- Money (made money gesture)
- Getting paid