

Appendix A

Group 1

- In general, the people I talked with would consider themselves to be liberal, open-minded, but have never been challenged and don't know how to act, unaware of other people.
- This member – an Anglo - sought me out:
Raised in the South, tired of hearing how prejudiced Southerners are: “Now look at how the white folk are reacting now that more black are moving in. They are no better.”
- Again I asked: What makes you feel unwelcome? And who may not feel welcomed?
Answer: “People coming here need to act like us.”
- Conversations I still need to have: ministerial association and woman who lived in apartment
- Staff, Clergy: When asked, “What makes you feel unwelcome in Ames?”
“Who can I talk with?”
Answer: “Talk to my daughter. She lived in the apartment building where they had all the problems. It was terrible!”
Next Question: “What is the address?”
Answer: “I don't know.”
- People not understanding what their rights are so they feel violated.
- We share issues with people and things still stay the same.
- Too much talking about issues and not enough being done about an identified need or grievance.
- Shared respect towards people regardless of how we think they should act and be like us.
- There's always a color slant placed on everything, especially when it comes to identifying blacks.
- “Say that crime did go up and it did have to do with Chicago people. What are you going to do legally?”
- “What is the point of the Inclusive Task Force and what is the outcome of the meetings going to be?”
- “People are just afraid of change. They are immune to a certain way of living and get upset when it has to change.”
- Noticed that a lot of high school students had no idea of what is going on. Not aware of the whole situation.
- Being asked if you are from another country.
- Being stared at on a bus or other places
- Finding services doesn't seem obvious
- Realtor trying to redirect to another neighborhood (felt like realtor didn't think person could afford house in neighborhood).
- “I don't feel unwelcome – but uncomfortable. There is a difference.”

- Feeling of being an outsider: Why are you here? Where are you from? How long do you plan to stay?
- Don't necessarily feel unwelcome in Ames on a regular basis – would be nice to simply have a more diverse student population, both university and community.

Group 2

- Concerns about crime
 - Community members established.
 - “Fear” increased crime from inner city families moving into Ames.
 - See increased violence, drugs in schools, parks, and community.
 - The way crime is reported exacerbates fears.
 - Student population dispels statistic disconnection.
 - Small number of people involved in incidents – do we love to spread rumors and gossip?
- Issues related to mistrust of police, other institutions
 - Minority community members who have moved from cities feel police are unfair and do not trust.
 - Courts are more punitive to blacks.
 - Employers reluctant to hire.
 - Chicago offers much less hope than Ames – neighborhoods there are strongly segregated and lack of tolerance and respect is widespread. Mistrust of police is common.
 - There are methods to screen for problems with police such as the numbers for disturbing the peace, interfering with appreciation of law, and resisting arrest.
 - There is a need for more structured community oversight (i.e. Iowa City has a police oversight board).
 - Blacks are 19.7 times more likely to be incarcerated.
 - Trust in institutions including police, schools, etc.
- School-related
 - It can be difficult for parents/guardians to participate in school-related activities due to inflexible work schedules, lack of or unreliable transportation, communication difficulties, or lack of child care. This leads to school personnel perceiving that parent/guardian doesn't care.
 - School staff automatically has lower academic expectations for children of color.
 - Students from Chicago may not be at the same academic level as those of the same age in Ames.
 - Including them requires flexibility and willingness to work with parents.
 - Labeling children automatically as special education is not necessarily helpful.
 - Do standards change to accommodate people with different degrees of experience, preparation, responsibility?
 - Enabler / Empowerment, high expectations

- People are reluctant to ask for help in a formal setting - welcoming programs are necessary but must be fun.
- Schools should be more flexible about policies – greater transition programs
- See significant changes due to increased violence, theft, drugs, truancy issues by minority youth.
- There is a need for funding and alternative programs to meet needs.
- There is a perception that school staff are inclined to label students who transfer into the district as “special needs” because the staff prefer not to deal with the academic and behavioral challenges in their classroom. Feeling that certain children are singled out and mistreated.
- There is a perception that the schools are not welcoming, because the staff “does not look like the community.”
- Neighborliness
 - Neighbors are calling police rather than talking to each other.
 - Neighbors on S. Kellogg held a block party to ease tensions and build community.
 - Neighborhoods need to communicate “rules,” formal and informal, including Who does it? When? How?
 - There needs to be connections with newcomers by neighborhood organizations.
 - Other
 - Will the right groups of people of color be involved in addressing problems of race in Ames?
 - More community meetings such as the November 27 meeting are needed.
 - We need to get as many people as possible on the receiving end of programs – the committee alone is not necessarily “inclusive.”
 - There is no “safety net.” The Department of Human Services in Story County calls Emergency Residence Project for help.
 - When people take an economic hit, they look for scapegoats.
 - Many activities for youth require participation fees and/or equipment purchase. Many also require transportation to and from activity, often requiring flexible work schedules. This excludes participation for some children.
 - A lack of affordable housing forces working class out of Ames, and then they must pay for transportation. In most cases, they are the people that can least afford the transportation costs.
 - The explosion in rental housing has led to explosion in number of renters and less leverage for landlords.
 - Stricter school policies regarding racism are needed (no warnings for the n-word).
 - Do Ames residents and school staff know how to handle or interact with black people?
 - Greater ISU – Community outreach such as City Diversity Programs as a part of VEISHEA or ISU orientation are needed.
 - Ames lacks events acknowledging other cultures.

- Ames need businesses that support and celebrate all groups (hair styling, restaurants, etc.)
- Interpreters may be needed as diversity increases.

Group 3

- The largest percentage of newcomers found the schools and the Ames community welcoming (teacher access, safety, and personal touch).
- Secretaries noted some newcomers come in with negative attitudes (based on past experiences) and expect that same kind of experience. They are surprised to feel welcomed and soon respond positively.
- The major challenge is communication (language barriers, written information).
- Some opportunities include:
 - Outreach needs
 - Create a sense of belonging
 - Help with involvement
 - Ways parents can support students and schools – family nights, etc.
- Other people want to be involved but feel they can't because they don't "know someone."
- There needs to be more media attention on the good things that are happening, rather than "headlines."
- The hospital treats those that don't speak English, or those considered "lower class" poorly – no customer service.
- There is too much separation in the community and many feel as though their opinions are not valued.
 - Young vs. Old
 - City vs. ISU
 - Natives vs. Outsiders
- Some retail establishments are unwelcoming.
- There should be more community input sessions/forums for small groups.
- A Hispanic member of the community who has worked at ISU and is a landlord has lived here for 16 years, and spoke of several negative encounters with Ames police. He felt singled out but also said most of these incidents were 6-10 years ago and police have worked hard to improve.
- Iowa State University students in general feel Ames/ISU are welcoming and inclusive. However, many also said community members often act suspicious and not overly-welcoming in other residential areas.