

WELCOME TO THE 5TH ANNUAL
REBUILDING FOR LEARNING SUMMIT

CONTINUING OUR JOURNEY AS A
COMPASSIONATE AND RESPONSIVE
COMMUNITY

LA CROSSE CENTER
AUGUST 11TH, 2015

West's Direction

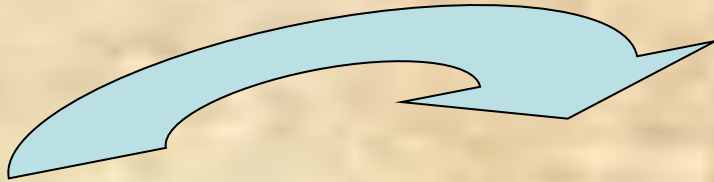
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Poverty and Racial Equity Discussion

What will be La Crosse's AHA moment?!

Concept Map



Understanding of Poverty

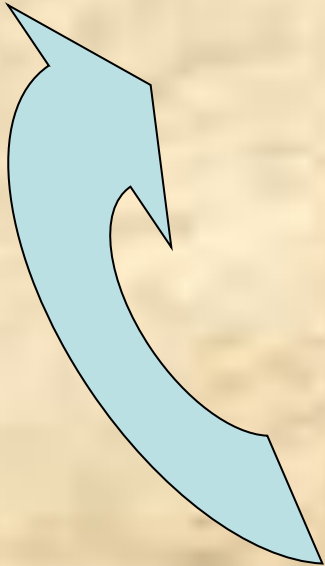
Key Points of Poverty

Hidden Rules

Language of Poverty

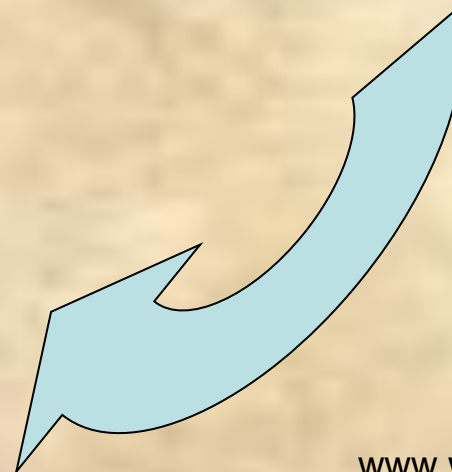
Family Structure

The Toolbox



Equity

The Journey



No Significant Learning
Occurs Without A
Significant Relationship



Comer, 1995

School and Community Difficulty?

- One of the reasons it is getting more and more difficult to conduct school and business as we have in the past is that individuals who bring the middle class culture with them are decreasing in numbers, and individuals who bring the poverty culture with them are increasing in numbers.

Majority Culture

- As in any demographic switch, the prevailing rules and policies eventually give way to the group with the largest numbers.



Minority Position

- In order to better serve these individuals, we must fundamentally rethink the notions we have traditionally assigned to relationships and achievement.



Key Points to Poverty

- Poverty occurs in all races and in all countries.
- Economic class is a continuous line, not a clear-cut distinction.
- Generational poverty and situational poverty are different.
- This work is based on patterns. All patterns have exceptions.

Key Points to Poverty

- An individual brings with him/her the hidden rules of the class in which he/she was raised.
- Schools and businesses operate from the middle-class norms and use the hidden rules of middle class.
- For individuals to be successful, we must understand their hidden rules and teach them the rules that will make them successful at school or work.
- We can neither excuse individuals nor scold them for not knowing; as schools and businesses we must teach them and provide support, insistence, and expectations.

Resources of Individuals

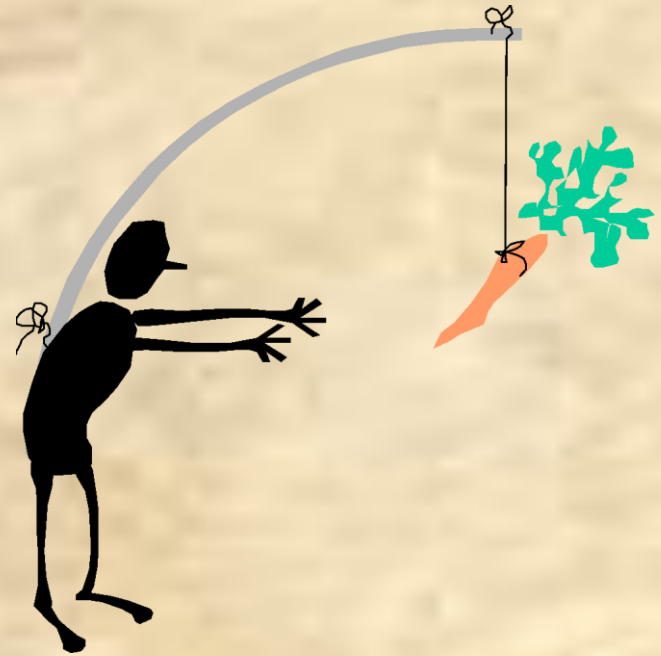
Financial	Having the money to purchase goods and services.
Emotional	Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. This is an internal resource and shows itself through stamina, perseverance, and choices.
Mental	Having the mental abilities and acquired skills (reading, writing, computing) to deal with daily life.
Spiritual	Believing in divine purpose and guidance.

Resources of Individuals

Physical	Having physical health and mobility.
Support Systems	Having friends and family as backup in times of need. These are external resources.
Relationships / Role Models	Having frequent access to adult(s) who are appropriate, who are nurturing to the child, and who do not engage in self-destructive behavior.
Knowledge of Hidden Rules	Knowing the unspoken cues and habits of a group.

Characteristics of Generational Poverty

- Background “Noise”
- Importance of Personality
- Significance of Entertainment
- Importance of Relationships
- Matriarchal Structure

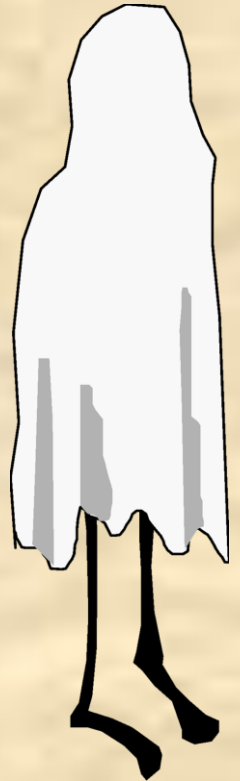


Characteristics of Generational Poverty

- Oral Language Tradition
- Survival Orientation
- Identity to Lover/Fighter Role for Men
- Identity tied to Rescuer/Martyr Role for Women
- Ownership to people
- Mating Dance

Middle Class Hidden Rules

- Driving forces for decision-making are work and achievement.
- Things are possessions.
- The “world” is defined in national terms.
- Fighting is done verbally. Physical fighting is viewed with distaste.
- Food is valued for its quality.



Middle Class Hidden Rules

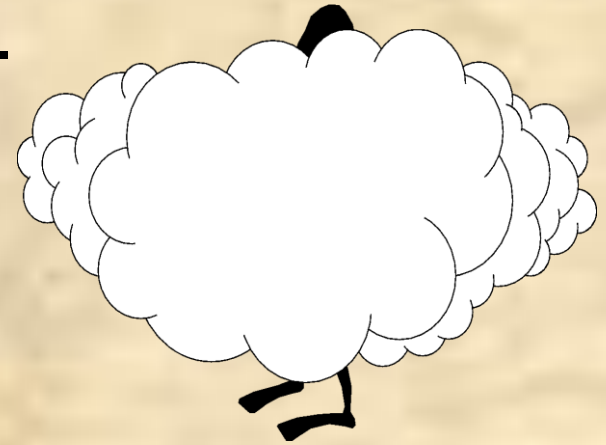
- Formal register is always used in an interview.
- Work is a daily part of life.
- Discipline is about changing behavior.
- A reprimand is taken seriously without smiling and with some deference to authority.
- Choice is a key concept in the lifestyle.



Generational Poverty

Hidden Rules

- Driving forces for decision-making are survival, relationship, and entertainment.
- People are Possessions.
- The “world” is defined in local terms.
- Physical fighting is how conflict is resolved.
- Food is valued for its quantity.



Generational Poverty

Hidden Rules

- One laughs when one is disciplined.
- Mother is most important person in life.
- Noise level is higher.
- Emotions are openly displayed.
- Destiny and Fate govern.



Worldviews

	Poverty	Middle Class	Wealth
Money	To be used, spent	To be managed	To be conserved, invested
Education	Valued and revered. Abstract, not as reality	Crucial for climbing success ladder and making money.	Necessary tradition for making and maintaining connections.
Language	Casual registry. Language is about survival.	Formal registry. Language is about negotiation.	Formal registry. Language is about networking.

Registers of Language

Frozen	Language that is always the same. For example: Lord's Prayer, wedding vows, etc.
Formal	The standard sentence syntax and word choice of work and school. Has complete sentences and specific word choice.
Consultative	Formal register when used in conversation. Discourse pattern not quite as direct as formal register.
Casual	Language between friends and is characterized by a 400-to-800 word vocabulary. Word choice general and not specific. Conversation dependent upon non-verbal assists. Sentence syntax often incomplete.
Intimate	Language between lovers or twins. Language of sexual harassment.

A 3-year-old in a professional household has more language than an adult in a welfare household.



Family Patterns in Generational Poverty

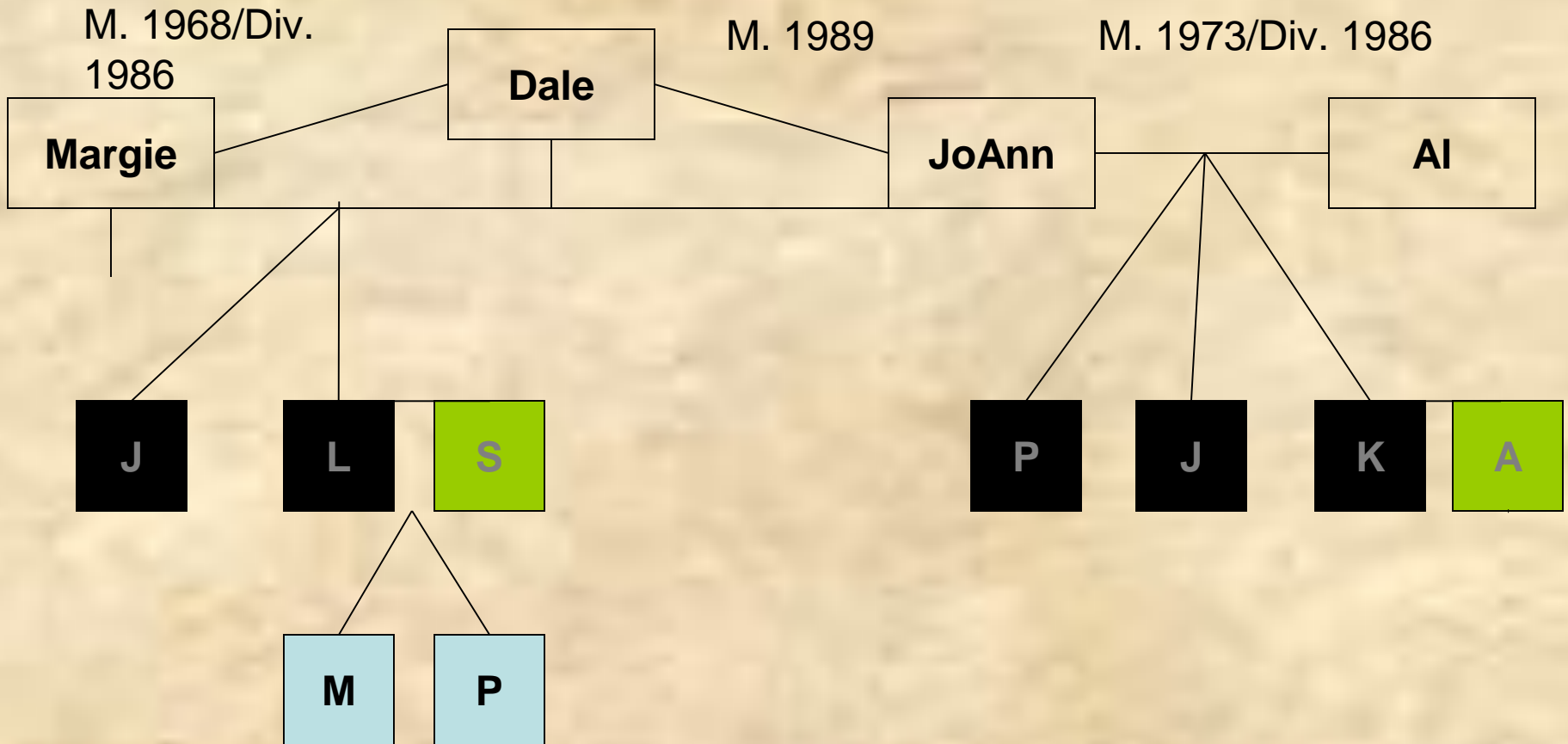
- The mother is always the center
- Males are in and out—sometimes present, sometimes not, but not in any predictable pattern
- Within these families there tends to be multiple internal feuds
- Allegiance may change overnight; favoritism is a way of life
- Fighter/Lover, Caretaker/Rescuer, Worker, Storyteller, and “Keeper of the Soul” play a key role in these families.

Family Patterns in Middle Class

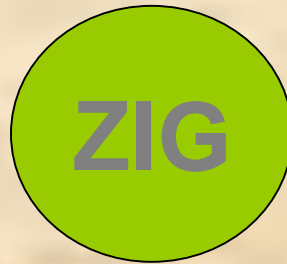
Even with divorce, lineage is fairly easy to trace because of the legal documents

A linear pattern can be found

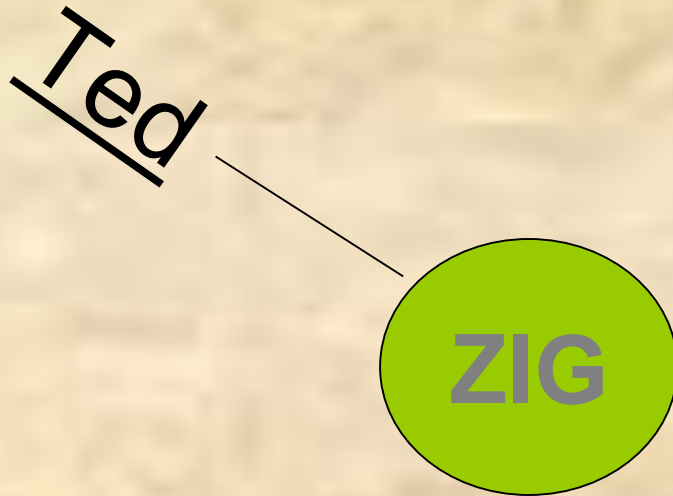
Linear Family Structure



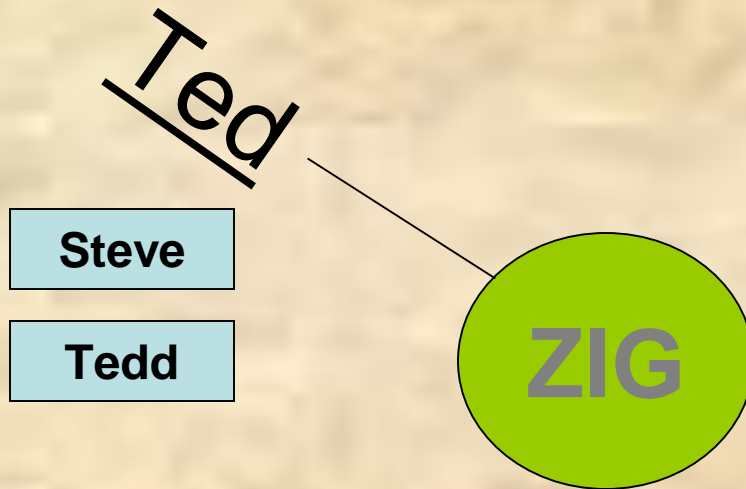
Family Structure



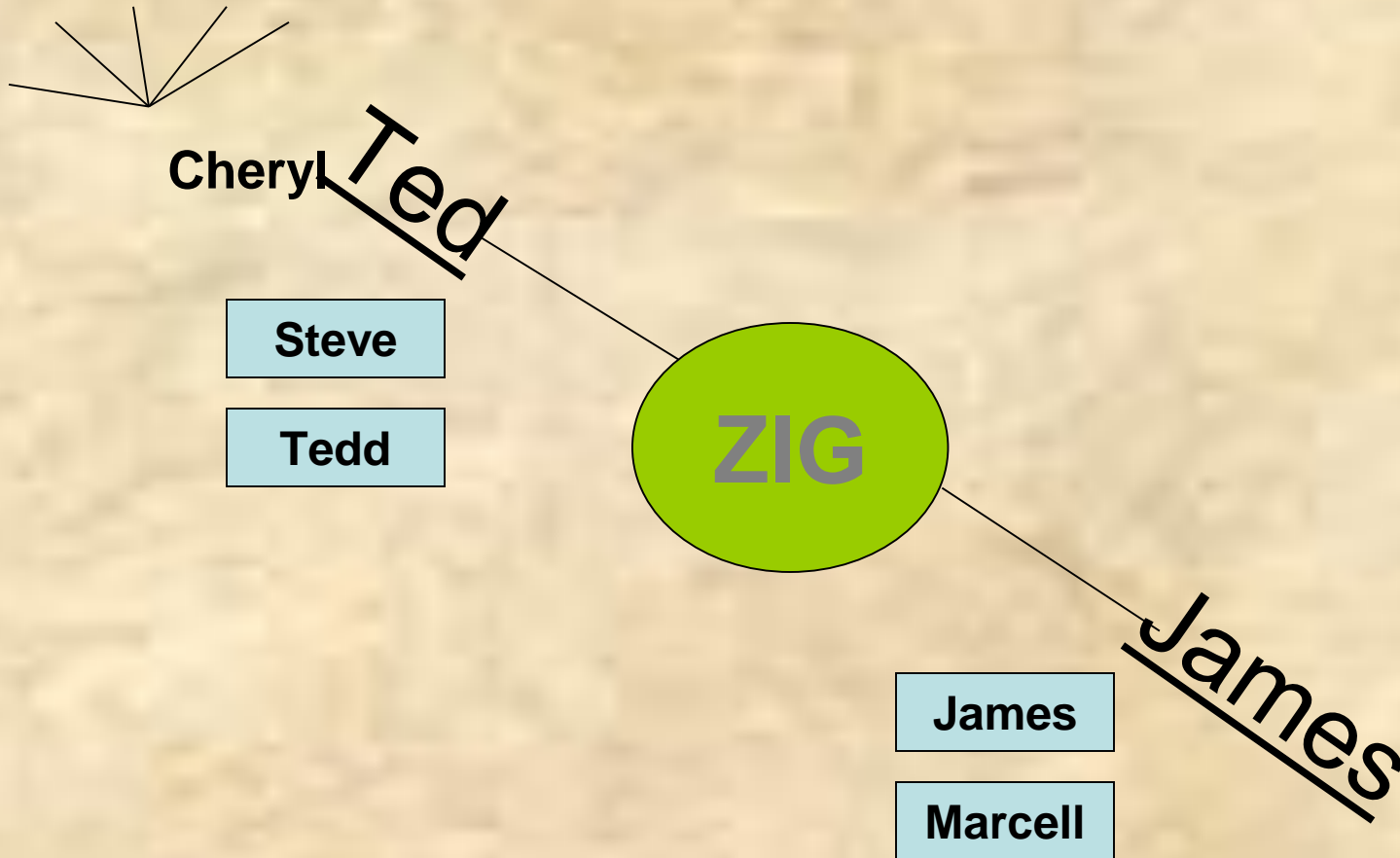
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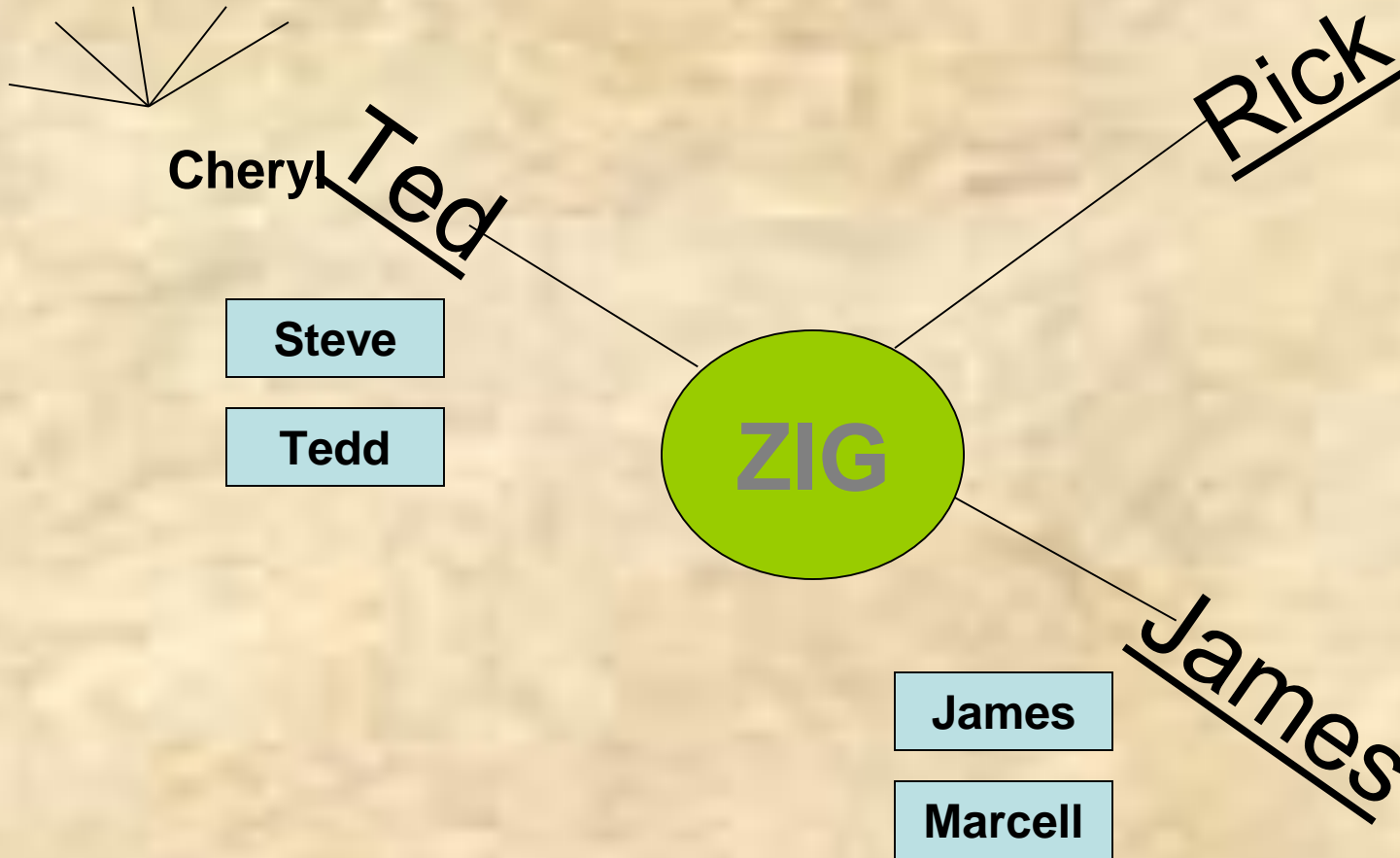
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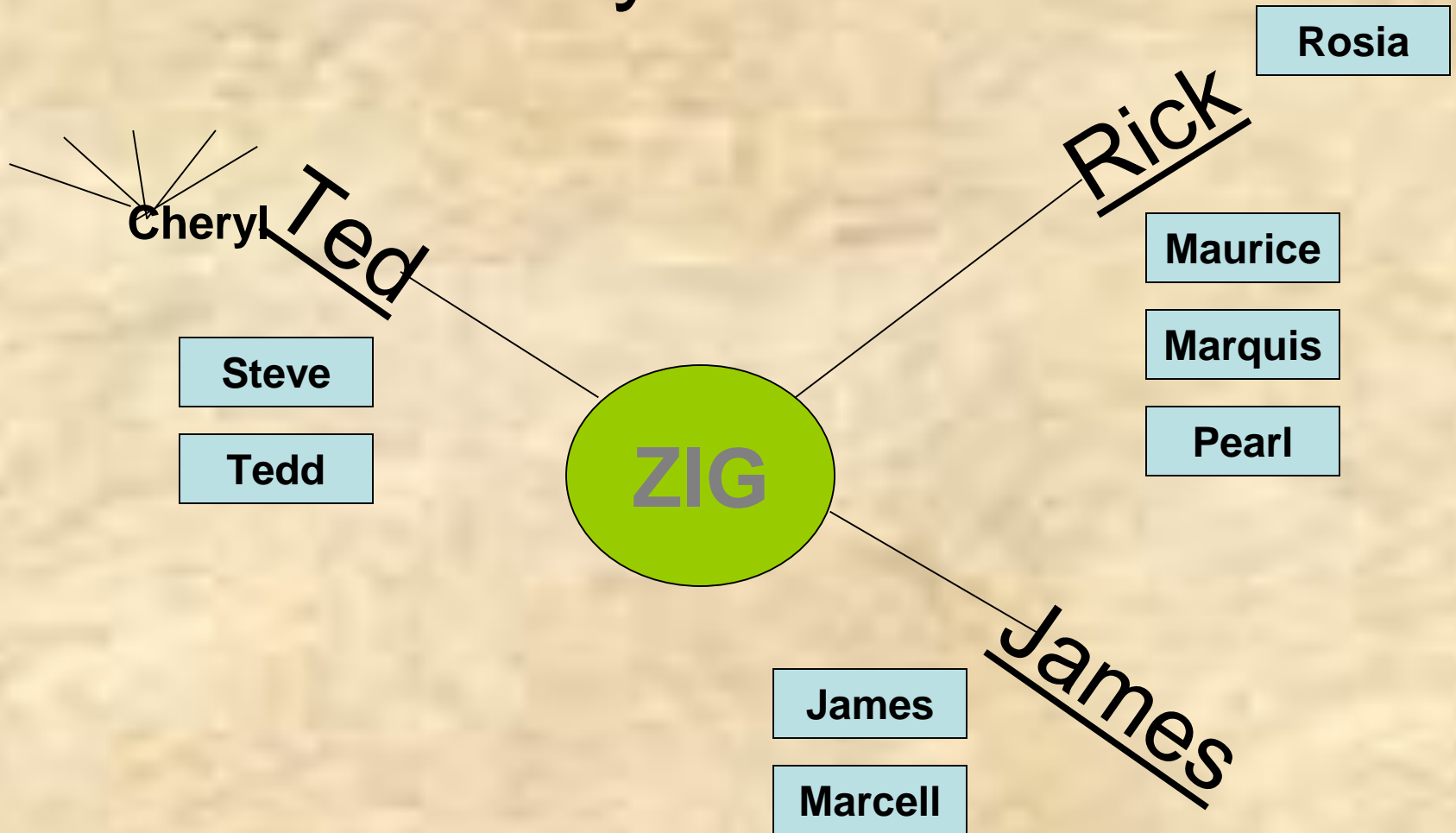
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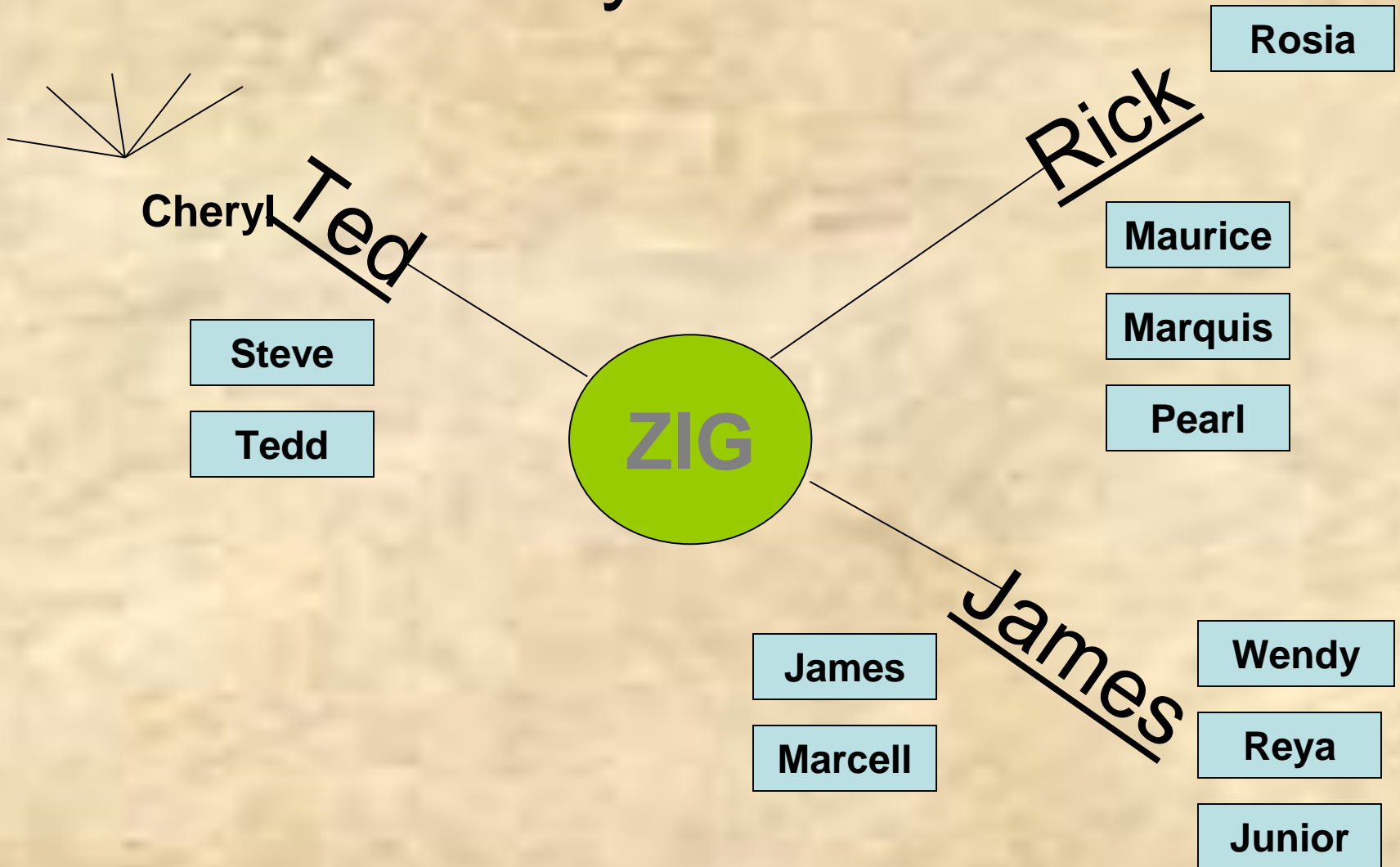
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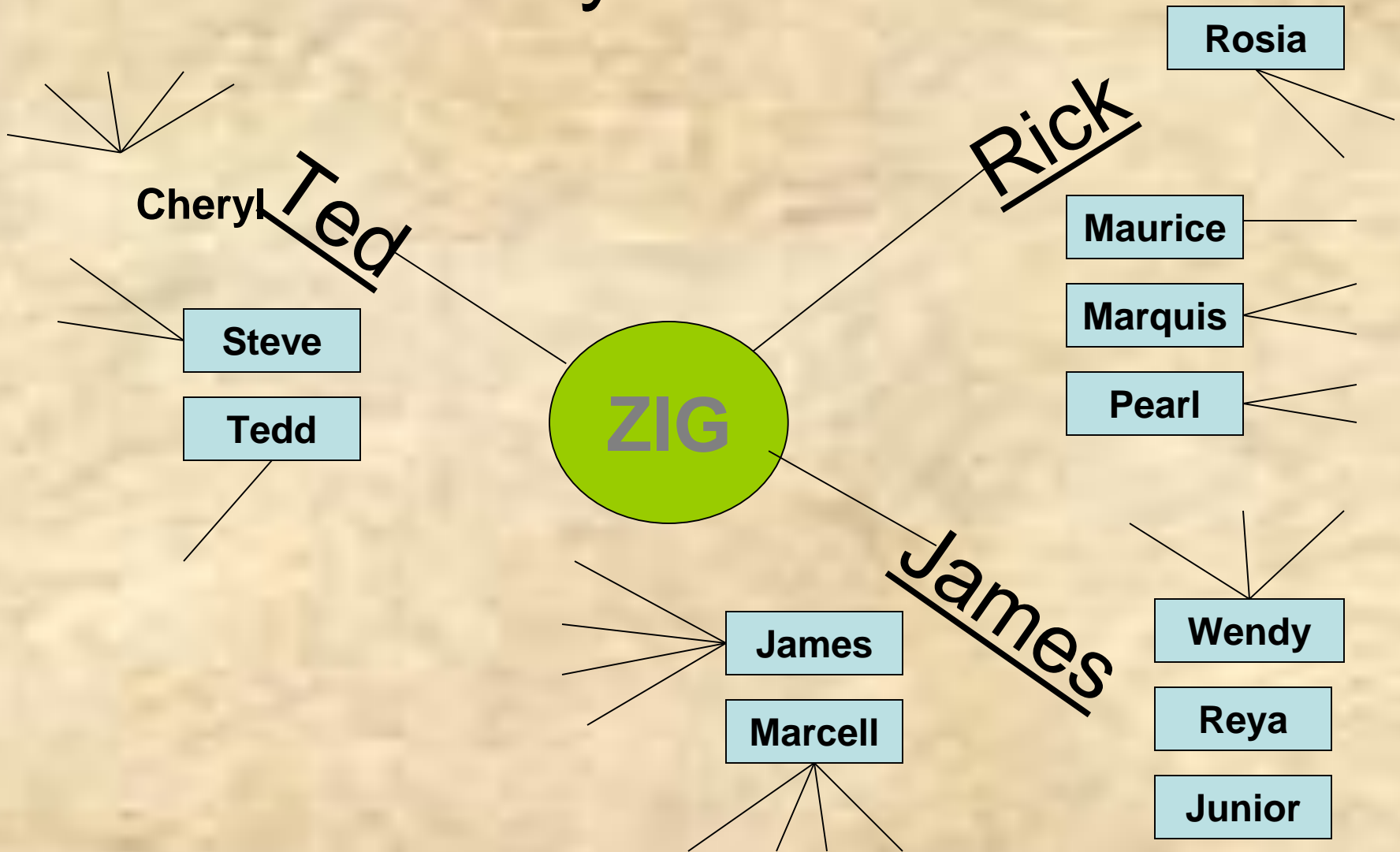
Family Structure



Family Structure



Family Structure



What do Family Patterns Mean for La Crosse's Schools and Businesses?

- No accurate phone numbers or phone is turned off.
- A number of families living in the same house.
- School administration does not know who the “mother” or the “father” is.
- Families are evicted from their homes.
- No consistency in home life.

What do Family Patterns Mean for La Crosse's Schools and Businesses?

- Homework does not get done.
- Work ethic suffers.
- Parent supports student at all costs.
- Parent cannot make conferences or open houses.
- Privacy/secretcy maintained.
- Families not trustful of school; leads to defensive behavior.
- Individual's behavior is increasingly poor.

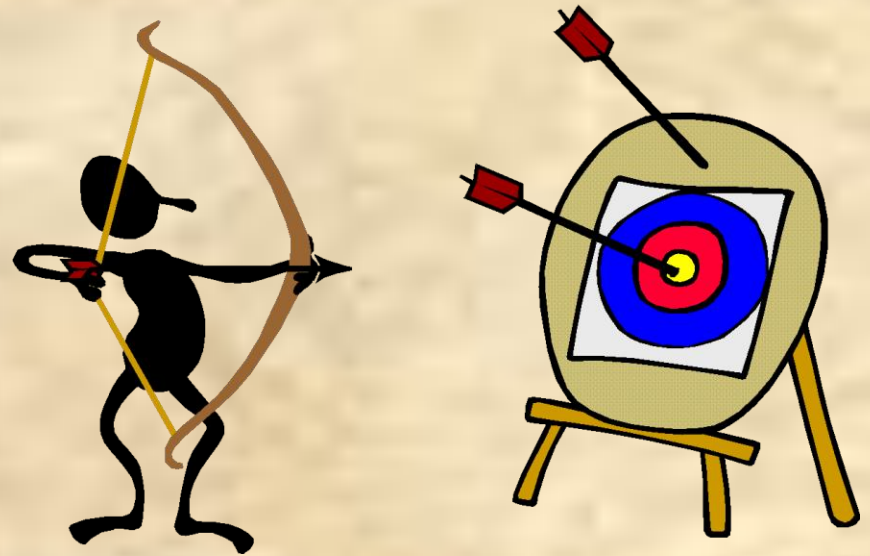
Improve Achievement

- Low achievement is closely correlated with lack of resources, and numerous studies have documented the correlation between low socioeconomic status and low achievement.



Teaching and Learning

- Teaching is what occurs outside the head.
- Learning is what occurs inside the head.



Teaching

- Emphasis since 1980 in education has been on teaching.
- Theory is that if you teach well enough, then learning can occur.
- In given situations, individuals decide not to learn.
- In given situations, we find it virtually impossible to learn because we do not have the background to do so, even though it is well taught and presented.

Teaching

- Traditionally we have been given the research on learning to counselors, human resource departments and early childhood teachers.
- It is the research on learning that must be addressed if we are to work successfully with students and staff from poverty.

Education

- **Pre-K and K**
Focused on building concepts
- **1st – 3rd Grade**
Devote to building skills
- **4th – 5th Grade**
Enhance those skills
- **6th – 12th Grade**
Teach content

Learning Structures

- **Cognitive Strategies**
 - Fundamental ways of processing information. This is the infrastructure of the mind.
- **Concepts**
 - Store information and allow for retrieval.
- **Skills**
 - Reading, writing, computing and language, comprise the processing of the content.
- **Content**
 - The “what” of learning, the information used to make sense of daily life.

Here it is. . .big time.

- In order to learn in schools or businesses, an individual must have certain cognitive skills and must have a structure inside his or her head to accept the learning.



What does this mean for schools?

- Traditionally in schools we have assumed that the cognitive strategies were in place.
- If not, we tested and placed the student in special education programs.

Work Harder?

- No matter how hard we teach, this arrangement does not work.
- Students and adults, mostly those from poverty are coming to school and businesses without the concepts and without the cognitive strategies.

Remember this. . .

- If an individual depends upon a random, episodic story structure for memory patterns, lives in a unpredictable environment, and has not developed the ability to plan, then. . .
- If an individual cannot plan, he/she cannot predict.
- If an individual cannot predict, he/she cannot identify cause and effect.

Remember this. . .

- If an individual cannot identify cause and effect, he/she cannot identify consequence.
- If an individual cannot identify consequence, he/she cannot control impulsivity.
- If an individual cannot control impulsivity, he/she _____.

WHEW!

Why Discuss Race?

- "In the 1960s, 55 percent of the black population lived in poverty — that is, every other black person and then some ... today (2013), under a quarter of black Americans live in poverty — instead of every other black and then some, today fewer than one in four."
- *A Review of John McWhorter's Losing the Race: Self-Sabotage in Black America, The Free Press (New York, 2013).*

Why Discuss Race?

The crucial point to these figures is that, relative to similarly placed whites, middle class black students, just as much as their impoverished counter-parts, on average perform markedly below par — **indeed, so much so that the children of black parents who earn \$50,000 a year on average post lower SAT scores than white students whose parents earn just \$10,000.**

Poverty, then, cannot be the sole explanation of the performance gap.

Equity is... !!

**Raising the achievement of all students and employees while;
narrowing the gaps between the highest and lowest performing individuals and;
eliminating the racial predictability and disproportionality of which groups occupy the highest and lowest achievement categories**

Glenn Singleton Asilomar, 1997

The Four Agreements

- Stay engaged.
- Speak your truth.
- Experience discomfort.
- Expect and accept non-closure.

The Six Conditions

1. Personalize
2. Isolate Race
3. See multiple perspectives
4. Monitor the parameters of the conversation so that we hear the missing perspectives
5. Establish a definition of race that clearly differentiates it from ethnicity and nationality
6. Examine the presence and role of whiteness

Conditions #1 - 2

- **Personalize**

Conversation must be personal, local, and immediate.

- **Isolate Race**

Look at the factors and conditions that contribute to a racialized problem

Racial Autobiography

- Earliest experience with race
- Most recent experience with race
- Formative experiences with race

What Mode Are You In Today?

- **Disengagement/Resistance**

“No, thank you very much.”

- **Compliance**

“OK, I’ll go along.”

- **Commitment**

“I believe in this work and will work hard.”

- **Passion**

“I’m feeling about this the way I feel about other things I LOVE to do!”

Condition 3: See Multiple Perspectives

If we all come from different backgrounds and experiences, then I probably DON'T know what it's like to be YOU. I need to remember that knowledge is socially constructed.

The “3 C’s” of Identity

Corner: Nationality – designates citizenship, either by birth or naturalization as specified on a government-issued passport

Culture: Ethnicity – how we live on a daily basis in terms of our language, ancestry, religion, food, dress, musical tastes, traditions, values, political & social affiliations, and recreation

Color: Race – the meaning affixed to the melanin content found in the skin, hair & eyes.

Racial Consciousness

How conscious are you of the impact of race in your life?

 %

Think about your average Saturday – How much of it is spent in company of people who are not your race? How often are you reminded of your race?

Racial Consciousness

**How much is your life in
America impacted by race?**

100 %

**According to Glenn Singleton,
race impacts us constantly
whether we realize it or not.**

Condition 4: Hear Missing Perspectives

Who's part of the conversation?

Am I talking about my work with people who look like my students or employees?

Courageous Conversations: Next Step - Condition #4

- Keeping us ALL at the table
- Monitoring parameters of the conversation so we **hear the missing perspectives**
- Being aware of different communication styles

Courageous Conversations: Next Step – Condition #5

“Examining and understanding how race is lived differently by white people and by people of color today in the United States of America is what the Fifth Condition of Courageous Conversations refers to as the **working definition of race”**

Condition 5: Define Race

What is Race?

Race is about color.

Race is about *us* and *them*.

Condition #6:

Examine the presence and role of “whiteness”

Think about:

- Where will I get into conflict with my employees, students & their parents?
- What are my “everybody knows that” statements?

Condition #6:

Examine the presence and role of “whiteness”

Making it personal:

White Privilege Checklist

**TEN THINGS
EVERYONE SHOULD KNOW
ABOUT RACE**

TEN THINGS EVERYONE SHOULD KNOW ABOUT RACE

1. Race is a modern idea. Ancient societies, like the Greeks, did not divide people according to physical distinctions, but according to religion, status, class, even language. The English language didn't even have the word 'race' until it turned up in 1508 in a poem by William Dunbar referring to a line of kings.

TEN THINGS EVERYONE SHOULD KNOW ABOUT RACE

2. Race has no genetic basis. Not one characteristic, trait or even gene distinguishes all the members of one so-called race from all the members of another so-called race.

TEN THINGS EVERYONE SHOULD KNOW ABOUT RACE

3. Human subspecies don't exist. Unlike many animals, modern humans simply haven't been around long enough or isolated enough to evolve into separate subspecies or races. Despite surface appearances, we are one of the most similar of all species.

TEN THINGS EVERYONE SHOULD KNOW ABOUT RACE

4. **Skin color really is only skin deep.**

Most traits are inherited independently from one another. The genes influencing skin color have nothing to do with the genes influencing hair form, eye shape, blood type, musical talent, athletic ability or forms of intelligence. Knowing someone's skin color doesn't necessarily tell you anything else about him or her.

TEN THINGS EVERYONE SHOULD KNOW ABOUT RACE

5. Most variation is within, not between, races. Of the small amount of total human variation, 85% exists within any local population, be they Italians, Kurds, Koreans or Cherokees. About 94% can be found within any continent. That means two random Koreans may be as genetically different as a Korean and an Italian.

TEN THINGS EVERYONE SHOULD KNOW ABOUT RACE

6. Slavery predates race. Throughout much of human history, societies have enslaved others, often as a result of conquest or war, even debt, but not because of physical characteristics or a belief in natural inferiority. Due to a unique set of historical circumstances, ours was the first slave system where all the slaves shared similar physical characteristics.

TEN THINGS EVERYONE SHOULD KNOW ABOUT RACE

7. Race and freedom evolved together. The U.S. was founded on the radical new principle that "All men are created equal." But our early economy was based largely on slavery. How could this anomaly be rationalized? The new idea of race helped explain why some people could be denied the rights and freedoms that others took for granted.

TEN THINGS EVERYONE SHOULD KNOW ABOUT RACE

8. Race justified social inequalities as natural. As the race idea evolved, white superiority became "common sense" in America. It justified not only slavery but also the extermination of Indians, exclusion of Asian immigrants, and the taking of Mexican lands by a nation that professed a belief in democracy. Racial practices were institutionalized within American government, laws, and society.

TEN THINGS EVERYONE SHOULD KNOW ABOUT RACE

9. Race isn't biological, but racism is still real. Race is a powerful social idea that gives people different access to opportunities and resources. Our government and social institutions have created advantages that disproportionately channel wealth, power, and resources to white people. This affects everyone, whether we are aware of it or not.

TEN THINGS EVERYONE SHOULD KNOW ABOUT RACE

10. **Colorblindness will not end racism.**

Pretending race doesn't exist is not the same as creating equality. Race is more than stereotypes and individual prejudice. To combat racism, we need to identify and remedy social policies and institutional practices that advantage some groups at the expense of others.

Assimilation and Acculturation

- Assimilation: What we do in order to fit in
- Acculturation: What we do to help others fit in

Assimilation and Acculturation

Think back to the fall of your first year at your past job or college...

What did you do to fit in? Who helped you, and how? How easy was the process?

Assimilation and Acculturation

How do we help our students and employees learn La Crosse's culture?

How do we help our communities of color “fit in” without feeling they must sacrifice important parts of who they are?

So now what do I do?

Singleton's "Four R's" and the connection to Ginsburg's Motivational Framework

Relationships (Inclusion – respect and connectedness)

Relevance (Attitude – choice and personal relevance)

Rigor (Meaning – challenge and engagement)

Realness (Competence – authenticity and effectiveness)

*“We see things
not as they are,
but as we are.”*

- Douglas Fitch

WHAT RACE IS THIS?

