

Duluth, Hermantown & Proctor Initiative 2006 Site

Creating Personal and Professional CLC Readiness
SSHS Session – Orlando, Florida
January 8 & 9, 2009
Jodi Korzenowski, Project Director



Welcoming You

- Welcoming you to this space
- To personalize the space, let's introduce ourselves and where we're from
- Inviting people to engage in authentic conversations around CLC
- While it can be very energizing, it can also be emotional, uncomfortable, intimidating and scary
- Making this a safe space for everyone

Beginning with Shared Values

- Acknowledge and utilize the wisdom that is in each person
- Accept and validate the truthfulness of each person's perception
- Acknowledge the courage and intimacy of being vulnerable
- Notice what is in the middle of the room
- Be kind to yourself and to others
- Other Shared Values

Regional & Local Demographics

- Most western tip of the St. Lawrence Seaway at the base of Lake Superior in the Great Lakes
- International Seaport for mid-America
- Primary industries are shipping, mining, timber & tourism
- Universities, Hospitals, the School District, City & County are our largest employers
- Halfway between Mpls./St. Paul & Canada
- Combined population of approximately 99,000 people

City & School Demographics

Duluth, Hermantown & Proctor

FACT SHEET

'07-'08

	DULUTH	HERMANTOWN	PROCTOR
<u>CITY INFORMATION</u>			
Population	86,918	9,192	2,852
Ethnicity	93% White 7% Non-White	97% White 3% Non-White	96% White 4% Non-White
Median Income - Household	\$33,766	\$49,861	\$38,322
<u>SCHOOL INFORMATION</u>			
Student Population	9,976	2,004	1,699
Free & Reduced	40%	12%	22%
Special Education	14%	10%	10%
Children of Color	16%	4%	4%

Duluth, Hermantown & Proctor SSHS Schools

15 elementary

6 middle

5 high schools

26 Schools

Duluth: 11 elementary, 4 middle & 3 high schools

Hermantown: 1 elementary, 1 middle & 1 high school

Proctor: 3 elementary, 1 middle & 1 high school

District Data

Data Source: 2008 SSHA Student Survey

Respondents: 5th, 8th & 10th Grade

- Students of color, particularly American Indian students @ 18% & Students of Mixed Race @ 21%, appear to be participating in mental health services at a higher rate than White students @ 14.9%
- 86% of White students report “Yes” to the survey item, “*This school teaches **respect** for people of different races, religions or beliefs*”, compared to:
 - American Indian students – 73%;
 - Asian students – 73%; Black students – 67%;
 - Hispanic students – 72%; Mixed Race – 73%
- Gang activity is perceived as a problem more often by students of color with the highest percentage being Hispanic students @ 38%, followed by Black students @ 33%, Asian students @ 29%, American Indian students @ 25% and White students @ 15%

Staff to Student

	<u>White</u>	<u>Non-White</u>
Staff <i>(12/2208)</i>	93.8%	6.2%
Students <i>('07-'08)</i>	84%	16%

Telling our Story

Engaging Key Stakeholders in Conversations

- To start to make meaning of the grant's intent
 - Hire a Cultural Health Asst. to implement ATOD prog.
 - Cultural Programming
- CLC, not just programming
- Meeting w/Superintendent & Director-Office of Deseg/Integ
- 1-on-1 meetings with Community Leaders
- Anti-Racism Coalition

Telling our Story

Participating in Cross Cultural Learning

- Antiracism Study-Dialogue Circles

“A community of people who gather as a circle to create supportive relationship built around honest and deep dialogue as they explore the ways their social behaviors and identities have been formed in the context of “race” and the practices of racism in the US. Each are asked to engage in an extended dialogue process that leads to an Action Plan.”

- Concept Team w/Office of Desegregation & Integration

Director gathered staff to conceptualize a new approach for integration in ISD 709 to improve academic achievement for students of color. We identified goals around curriculum, programming, community connections, hiring/retention & evaluation.

Telling our Story

Forging new Community Connections

- To further the relationship building between the school and the community
- *Color of Fear* Viewings
 - Presented to 3 levels: Administration, Principals & Teachers
 - Used both School & Community Facilitators
- Victor Lewis Event
 - At a local High School

Color of Fear Vignette

- Q1: What is your personal comfort level in discussing issues of difference, intolerance, racial inequity, white privilege, racism, etc., especially in cross cultural settings?
- Q2: How do we bridge Heart Language with Organizational Language to allow this work to be meaningful?

Color of Fear Vignette

- Q3: How have you been successful in working with diverse groups?
- Q4: How have you been challenged in working with diverse groups?

Continuing our Story

- Debriefing the Community Viewings
- Debriefing the School Viewings
- Where do we go from here?
- More Conversations with School Leaders
 - Its clear this needs a collective approach that is cross cultural.
 - Its clear this process needs to remain organic.
 - Its clear our focus must remain on relationship, not programs.
 - Its clear that programming must be meaningful & intentional.
 - Its clear our common vision will be evolutionary.
 - Its clear the pathway will include conflict.
 - Its clear that trust is something built over time and experience.
 - Its clear that we must acknowledge our benchmarks.

Our Next Work

- Convening an Institutional ASDIC group w/Partners
- Engaging a SSHS Cultural Stakeholders Group
- Supporting Community Leaders, Principals & Teachers
- Providing experiential learning for students

Your Next Work

- Action Steps
- Share in your small group

Going Back Home

- What can you take back home from this session?
- How could you convene folks for a collective conversation around CLC?
- What would work in your community?

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