Love and Power
Forces of Creation
Dayton Public Schools Welcome Centers
Workshop Overview

Growth in immigrant and refugee communities is revitalizing mid-size cities across the U.S.

DPS serves 730 ELLs / 200 new ELLs this year
• 175 of them in the US <3 years
• 37 countries and 26 languages

Community leaders and Dayton Public Schools are learning to walk as they are learning to run.
Objectives

• Participants will express in writing (on a comment card) their own “one more thing” to be welcoming to ELLs

• Participants will identify the love/ power and iceberg forces in their own situations to start a work plan
Cultural Iceberg

Formal (Overt) Aspects
- Goals
- Technology
- Structure
- Policies and procedures
- Services/Products
- Financial resources

The way we say we get things done

Informal (Covert) Aspects
- Beliefs and Assumptions
- Perceptions
- Attitudes
- Feelings (anger, fear, liking, despair, etc.)

Values
- Informal interactions
- Group norms

The way we really get things done

Created by Stanley N. Herman. TRW Systems Group, 1970
Generative and Degenerative Forces

• “Power without love is reckless and abusive and love without power is sentimental and anemic.” (MLK Jr.)

• Power and love therefore represent not a choice but a dilemma; choosing one or the other is always a mistake.

   (Adam Kahane)
Love and Power

Power and love constitute the two “legs” necessary to move forward. Having one really strong leg simply cannot get us where we want to go…

People and organizations must be comfortable in “a perpetual state of imbalance” moving from one leg to the next.

(from review of Adam Kahane’s book)
Inspiration
Dave Eggers
Once Upon a School

HTTP://WWW.YOUTUBE.COM/WATCH?V=L3QBZVT6VKO
DPS Welcome Centers
RSI Grant Welcome Center Coordinator hired – Nov. 2012
Welcome Center pilots – with the goal of one-on-one attention
Parent U-based on community requests for topics
Collaboration with Welcome Dayton, CSS, universities…

The way we say we get things done…

“Fighting” other service providers
Ego busting
Self-reflection

Mutual respect… or lack thereof
Building rapport with families

Running kids home, stopping at Kroger for snacks, apologizing, Sunday phone calls…

The way we really get things done…
Elementary (PreK-8\textsuperscript{th} grades)

Neighborhood School Center
- “To demonstrate the full potential of schools as the centers of their communities, a coalition of Dayton public and private partners conceptualized and supported five Dayton elementary schools as pilot “centers” of neighborhood redevelopment.”

Site Coordinator:
- Each full-time site coordinator at Dayton’s Neighborhood School Centers supports the school principal by managing the contributions of community partners who bring resources to the school site.

Culture within Old North Dayton neighborhood has changed, impacting the neighborhood school.

Evolution of the Program:
- 2012: The ESL afterschool program was initiated and supported by volunteers and Cedarville University
- 2012: The family café started and is held every Tuesday until the end of the school year
  - Created afterschool tutoring and adult ESL programs
- 2013: Both programs continue to grow and foster new additional partners and programs

Strengths:
- Kiser PreK-8 School is a community anchor to support the different cultures
- Different programs supported by many agencies and volunteers to enhance the Welcome Center status
Adolescent Program (Grades 7-12 and post secondary)

**Goal:** To pair each adolescent student with one tutor/mentor for an extended period of time

**Population:**
- Wright State University graduate students in Adolescent Young Adult Integrated Language Arts/ Teacher Licensure
- High school students at one location

**Evolution of the Program:**
- 2012 the program was at four separate locations
- WSU teacher candidates worked with students on tutoring and literacy projects
- In 2013, the program changed to one site strictly with middle and high school students
- Focus shifted to have each tutor/mentor build a personal relationship with an individual student and plan a project with that individual (Freire model)
- One hour per week of tutoring and one hour per week on the individual project

**Strengths:**
- The 2013 model is appropriate for adolescents because it valorizes the individual
- Challenging for the WSU teacher candidates because of the experiential diversity model
- Professor works alongside teacher candidates and students as an integral part to the process
Welcome Center Coordinating

• What does the Welcome Center Coordinator do?

  - 60 Ss tutoring- using existing and new programs- don’t recreate
  - 25 Ss connected to mentors – w/ training – Project READ
  - 30 participants in Parent University
  - + partner with district Parent U

Recruit mentors

Keep mentors happy

Nurture relationships

Make presentations in university classes

Remember to write thank you to…

Make sure students attend

Find money for food and donations for supplies

Keep students happy

Gently point out… Not knowing English and “knowing nothing” are not the same

Explain, again, that a Burundian won’t be able to interpret for a Nepali family

Explain, again, what a refugee is…

Reality

(the way we really get things done)

Be thankful - Wow! People are really interested!

What can you do without a Welcome Center Coordinator?
Your turn

Identify iceberg forces in your situation
Begin needs/ strengths assessment
Identify “One more thing” – postcards to self

- http://ohiotesolmoodle.org/2013/handouts/session_e.html
- Session Feedback http://www.surveymonkey.com/s/OTESOL13S
- Conference feedback http://www.surveymonkey.com/s/OTESOL13
  (link to certificate of attendance at Conference Feedback)

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