

Parenting Connection

Volume 2, Issue 2

September/October 2005

Teachers Expect More of Dwayne than of Da'Quan

"That's true, a researcher on the effect of names finds, when the two black children are from the same family."

Miami- Do two black children from the same family-one named Dwayne and the other Da'Quan- face different treatment from their teachers because of their names?

A University of Florida economist says yes and has five years of data from an unidentified school district in the state to support his theory.

According to David Figlio, teachers have lower expectations for students with names like Da'Quan because they assume the parents who choose names with unusual letter combinations and apostrophes are poorly educated. His research shows teachers did not have the same low expectations for siblings with more mainstream names.

"This is not about families; it's a study about the names," said Figlio, who examined which students were recommended for gifted classes and promoted despite low standardized tests scores. "My story is how teachers respond."

Figlio's research goes beyond distinctly black names. In other papers also on track to being published, he asserts from that girls of all races with feminine-sounding names such as Rebecca or Elizabeth, are less likely to enroll in

Please see DA'QUAN, page 2

Parenting Education in Minnesota Correctional Facilities

In June 2005, Michael Bischoff, Manager of Projects with the Council on Crime and Justice, compiled a partial list of the Parenting Education programs available in Minnesota correctional facilities.

Here are the programs Michael reported on:

Organization providing the classes: Council on Crime and Justice

Contact: Michael Bischoff, Manager of Projects, Council on Crime and Justice, 822 South 3rd St. Suite 100, Minneapolis, MN 55415, 612-596-7622, bischoffm@crimeandjustice.org

Classes offered at: MCF-Lino Lakes (Three 12-week series per year), MCF-Stillwater (Two 12-week series per year), MCF-Rush City (Three 12-week series per year), and classes in Minneapolis for ex-felons (Three 12-week series per year).

Description: The curriculum used is "Families in Focus," developed at the Council on Crime and Justice, and available at no charge to others. There are 12 weeks of 2-hour classes per series. Topics in the class include: breaking cycles of abuse, parenting from the inside, positive discipline, ways to connect with children at different ages, self-esteem, anger, and cooperation.

Case advocacy for graduates of the classes who are near release is provided and they are connected with an employment-training program for ex-offenders in Minneapolis.

Organization providing the classes: Domestic Abuse Project

Classes offered at: MCF-Oak Park Heights

Contact: Aaron Milgrom, Men's Program Supervisor, Domestic Abuse Project, 204 W. Franklin, Minneapolis., MN 55404, 612-874-7063 x 231, AMilgrom@mndap.org

Description: Aaron Milgrom currently instructs a program that is a synthesis of two programs at the Domestic Abuse Project (DAP). Aaron combines educational material from DAP's primary batterers education program in combination with the Father's Program called "Fathering after Abuse."

Please see MINNESOTA, page 3

INSIDE THIS ISSUE

- 1 Teachers Expect More of Dwayne than of Da'Quan
- 1 Parenting Education in Minnesota Correctional Facilities
- 4 Check-Out Our Old Newsletters
- 4 Parenting 911
- 4 From SCI . . .
- 6 Bigger is Better

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DA'QUAN

Continued from page 1

high-level math and science classes.

Figlio, whose work is funded by two federal grants, has obsessed over names for three years. His work, which asks questions about expectations in many racial, gender, and economic groups, adds to an emerging body of research about how names brand us. His interest in the research is to inform society of unconscious biases, rather than to persuade parents to avoid unusual names.

FAKE resumes used

Not all researchers agree that our fates lie in our names, but an increasing number of them say they can make a difference.

Figlio based his conclusions solely on statistics taken from student records, not through interviews with teachers and parents or other follow-ups. That's a standard method for economic studies like his.

His work has been discussed at national research conferences and submitted as a working paper at the National Bureau of Economic research. It follows two major papers, published in 2003 by other researchers, on the importance of names.

In the first, economists from the University of Chicago and Massachusetts Institute of Technology responded to help wanted ads and submitted fake resumes. Names more commonly given to whites- such as Emily and Greg- received 50 percent more callbacks than typical black names such as Lakisha and Jamal, their study showed.

In the second paper, researchers from Harvard University and the University of Chicago examined 16 million birth records in California and found that people with distinctively black names usually made less money. The National Bureau of Economic Research published that study.

But researchers Roland Fryer and Steven Levett concluded that the primary cause was that they came from poor neighborhoods with fewer educational opportunities.

Their study has received renewed attention since Levett cited the research in his recent best-selling book, "Freakonomics."

Fryer praised Figlio's work but urged caution in drawing broad conclusions from such studies.

"A naïve eye looks at data and sees 'Raquan' has a bad outcome. But why?" says Fryer a Harvard fellow.

"This is fun coffee-table stuff," but a name may not be the cause of poor progress in school, he says. It may be that the student's parents are less educated, the child was born into poverty or any number of other reasons that led to giving the child the name, he said.

Economists and sociologists use names as shorthand for a number of cultural markers-because names tend to divide

along ethnic and economic lines. Studying them has become

more popular in recent years as technology makes it easier to sift through voluminous public records and make comparisons, Fryer said.

It's not just a black phenomenon. In another study under way that looks at spelling, Figlio has found 263 ways to spell Caitlin or Katelynn, mostly among white parents. The further away someone gets from the two most common spellings, the more likely the girl is to have trouble reading when she reaches third or fourth grade, he says.

"It's often the most highly educated that are using these very creative spellings of common names," Figlio said. "Everyone wants their kid to be unique."

The potential flip side: Teachers think the parents are poor spellers and develop lower expectations for the children.

Figlio emphasized that his studies are based on probabilities, meaning he fully expects his daughters Elizabeth and Rebecca to excel in math and science as they get older.

For the study on black names, he analyzed birth records of all children born in Florida between 1989 and 1996. Mothers who dropped out of school more likely gave names with apostrophes and unusual letter combinations, he found.

Figlio narrowed his research to one Florida school district, which gave him access to usually private students records on the condition he not divulge any information that might identify the district or any of its students.

He looked at more than 50,000 school records from 196-2001, all from children with at least one sibling in that district.

He compared siblings and concluded that even if they had the same test scores, teachers expected less from the child with the distinctive name, such as Da'Quan.

He also found those children performed worse on tests and were less likely to be put in gifted programs. At the same time, teachers were more likely to promote distinctively named children with lower test scores. Figlio concluded teachers did that because they did not believe the students were capable of higher scores.

Parents who learn about Figlio's research often ask him to name more good and bad names. But he won't because of the confidentiality agreement with the school district.

As teachers become more aware of the research, they may compensate for their biases and begin favoring children with distinctive names, said Dalton Conley, a New York University sociologist.

"Parents, I would say, should ignore it. But teachers and administrators should be more aware of it," said Conley, who

Continue on page 5



MINNESOTA

Continued from page 1

The program format at OPH is 18 sessions long, each session being 2 hours in length once a week. Men volunteer for the program and are screened by Aaron. Men must be fathers and able to take some responsibility for having been violent in the relationship with their partner (child's mother). The group size limit is 11 men. The goals of the group listed in a flyer circulated among the men are:

- ❖ Learn more about children, parenting and family violence
- ❖ Commit to and develop a plan to end his violence
- ❖ Learn skills for emotional self-regulation
- ❖ Explore ways to reconnect with his kids
- ❖ Gain understanding of the effects of witnessing violence on children
- ❖ Create and maintain a positive relationship with his children
- ❖ Cope with stressful parenting situations
- ❖ Nurture his children and himself
- ❖ Build on his parenting skills
- ❖ Become a better co-parent

This is the first time DAP has done such a group in the prison setting. It is being done in the facilities education department but is funded through DAP by a grant meant to develop the program for Fathering after Abuse.

Organization providing the classes: East Grand Forks Family Service Center

Classes offered at: Tri-County Correctional Facility located in Crookston MN

Description: Direct educational parenting classes are provided at the local jail. The sessions are bi-weekly and services began September 2004 and will run until September 2005. Both male and female offenders have the opportunity to participate in one-hour sessions, and 1/2-hour individual sessions if the parents have Head Start children. The project is called "Caring for Kids Project". The project was designed to assist caregivers in establishing partnerships with other parents and provides continuation services while incarcerated. Parents receive training to improve their parenting skills upon release, as well as prepare them with their transition back into the community.

Head Start is also a key factor in helping parents stay connected with their children and also assisting children to deal with childhood traumas due to having a parent who has been incarcerated.

Provider of the classes: Fathers First!

Contact: Steve Onell, sonell@arcstp.org

Classes provided at: MCF-Lino Lakes, Ramsey County Juvenile Correctional Facility, and Dakota County Juvenile Services Center.

Description:

1. Parenting Education/Father Program Resources Information Presentation at MCF-Lino Lakes to Pre-Release Sex Offender Treatment Program.

- -Quarterly.
- -Approximately 20-30 men/fathers each time.

2. Boys Totem Town Juvenile Correctional Facility, St. Paul, MN (Ramsey County).

- -Once every 2 months.
- -approximately 10 juvenile males (some are fathers)
- -presentation on the development of emotional intelligence in men and boys, human reproduction, youth job readiness, paternity education.

3. Juvenile Services Center, Hastings, MN (Dakota County).

- -Program on Healthy Masculinity.
- -Weekly, 3 groups (20-25 juvenile males per week, some are fathers)
- -Variety of topics around the issues of the development and expression of healthy masculinity, including paternity and responsible male sexuality.

Organization providing the classes: Parenting with Purpose

Contact: Lori Strong, www.parentingwithpurpose.org, 763-503-2892

Classes offered at: MCF-Shakopee, MCF-Willow River, MCF-Faribault, and Hennepin County Jail

Description: The program's philosophy is that working with the incarcerated parent as well as the family on the outside is the most successful way for the reduction of recidivism. In addition, working with the family reduces the likelihood of the children repeating their parent's behavior.

Parenting classes are offered in 12 sessions (2 times per week) on a quarterly basis and pre-release support and aftercare support is offered to men who will reside in the twin cities area upon release. Mentoring for children of incarcerated parents while the parent is incarcerated and after release is also provided. Rides are provided to visit incarcerated parent at MCF-Shakopee. Parenting with a Purpose is a faith-based program.

Organization providing the classes: Project for Pride in Living, Inc.

Contact: Patrick Morley, 683 Hague Ave., #13, St. Paul, MN 55104, (651) 222-8191 www.ppl-inc.org, patrick.morley@ppl-inc.org

Continue on page 5



Check-Out Our Old Newsletters

The Wisconsin chapter of the Correctional Education Association has been publishing the Parenting Connections newsletter since November 2004. In newsletters prior to this issue, all articles were related to Parenting classes, Parent/Child Book Projects, Parent Support Groups and Parent Fairs that exist in Wisconsin correctional facilities. But, they may be of value to educators in other states.

If you would like to read any of these newsletters, go to the CEA-Wisconsin website at www.ceawisconsin.org.

Wanted: New SIG Members

If you are or know of any CEA member who would like to be a member of the Parenting Special Interest Group and receive this newsletter, please send the email address to jerrybednarowski@new.rr.com.

To help the Parenting SIG get established, the national CEA organization has agreed to waive the \$5 charge for members who choose to belong to more than one SIG. The \$5 fee will be re-instituted upon the CEA member's renewal of his/her membership. **PC**

From Stanley Correctional Institution . . .

Hi Everyone,

Fall is here and I'm already missing the warm summer weather! Summer went by way too fast. I had many things to keep me busy. Yard work took up a major portion of my time, as did my small garden. My co-workers are reaping the benefits from all the extra tomatoes I grew. I also welcomed a healthy new grandson, Daniel, in June.

I've neglected my duties with the Parenting Guide revisions and the Parenting Connection newsletter. I'm trying to catch up now. I sent out an email to everyone requesting revisions for the Parenting Guide. Some of you are so prompt and have answered already. Thank you, you make my work easier.

Articles have been slow coming in for the newsletter. We're going national with our SIG committee and newsletter. It would be great if each site could plan a short article for the newsletter a couple of times each year. People in other states will then have the opportunity to read about all the great parenting programs we have going on in Wisconsin.

Start planning ahead for next May. CEA is planning its Region III & IV convention in Wisconsin Dells. Wisconsin is hosting the convention. This would be a great place to get together, network and share ideas with other states and it's going to be practically in our backyard! More information will be coming out at a later date.

Have a great fall.

Diane

Parenting 911

The new Parenting SIG is now a reality, and questions have come in from many areas of the country. Your dispatcher does not have all the answers but is more than willing to spread the word—and questions.

What grant opportunities are available? How do you get resources?

RealityWorks (the Baby Think-it-Over people) have suggestions for grant opportunities for getting their products, but there are other sources as well. Some local communities groups offer sources for funding for materials. Check into educational sororities or fraternities, local fraternal insurance branches, or other community organizations that may have educational interests as well.

How do you relate to the custodial parent?

If this is a question from an offender, I usually tell them the old adage, "If you can't say something nice, don't say anything at all." This avoids putting the child in the middle if the non-custodial parent has issues with the custodial parent. Because we're looking at questions from out of state, perhaps there are some that have to deal with families. In this case, please pass on some information about this.

What literacy empowerment programs are available?

Although the cost of training is somewhat expensive, Motherread/Fatheread is a great way to share stories and increase literacy. This program addresses parenting skills, character (theme) education, and promoting literacy, both for the parent and the child.

If anyone has any other ideas, please share!

■ Here are some of the other questions that were brought up—

- ✓ What legislation affects kinship care?
- ✓ How do you make an effective phone call in a public area?
- ✓ What short-term programs dealing with teaching and loving kids are available?
- ✓ What is the most essential information to teach if you only have the student for a week or two?
- ✓ How can you partner with the community when released?

If anyone has any responses to any of these questions, please submit them to Barbara.Rasmussen@doc.state.wi.us. Have a great fall! **PC**



continue from page 3. MINNESOTA

Classes offered at: Ramsey County Juvenile Corrections Boys Totem Town.

Description: PPL Young Fathers program conducts a weekly support and information group for juvenile fathers and expecting fathers at Ramsey County Juvenile Corrections

Boys Totem Town facility in St. Paul. The group uses the Responsible Fatherhood curriculum, a 20 3-hour session comprehensive curriculum with a focus on personal development of fathers. Since the group meets only for 50 minutes at a time each session takes several weeks to cover. However, PPL - BTT Young Fathers program extends beyond the father's period of incarceration continuing in the community after his release and is part of his aftercare and probation requirements. Both the BTT and community based aftercare groups are facilitated by Patrick Morley of PPL, so there is continuity for fathers through their transition. In addition, the aftercare group is available to any young father in the community, so transitioning fathers are not simply isolated with other ex-BTT residents after their release and get an opportunity to develop peer-mentor relationships with slightly older fathers with similar experiences.

PPL offers a weekly Young Fathers Group in St. Paul that meets on Thursday evenings and is directed at fathers between the ages of 15 and 27 with children ages 5 and under. This FREE group offers support and information on a range of parenting topics such as Developing Values in Children, Dealing with Children's Behaviors, Handling Anger and Conflict on the Job, Understanding Male/Female Relationships using the Responsible Fatherhood curriculum developed by MDRC (www.mdrc.org <<http://www.mdrc.org/>>) and distributed by NPCL (www.npcl.org <<http://www.npcl.org/>>). Fathers from anywhere in the East Metro area of the Twin Cities can participate as long as 2 years but the curriculum covers approximately 40 weeks (8 months). Fathers are also encouraged to bring their children to the group, if possible. PPL provides food and transportation for the group participants each week.

Organization providing the classes: St. Cloud Early Childhood Family Education

Classes offered at: MCF-St. Cloud

Contact: Glen Palm, 320-255-2129, gpalm@stcloudstate.edu

Description: A 12-week parenting class for fathers is offered twice a year at the St. Cloud facility in collaboration with the St. Cloud Early Childhood Family Education program. The ECFE program provides an experienced male parent educator and the costs for this service is shared by the two agencies. Each class serves 15-20 fathers. Before the class begins, individual interviews are conducted by the parent educator to learn about family situations, perceptions of good fathering, role models for fathering, current connections with children and expectations for the class. At the end of each class, fathers are invited to record themselves reading a picture book or story to their child. A DVD of the story is sent to the child

with a picture of the book cover and their father on the DVD case. Participants also complete evaluation questionnaires and another interview at the end of the class.

The major goal of the parenting class is to assist fathers in creating and/or maintaining a positive connection with their child. The class builds on the father's strengths, his deep sense of caring and feeling of responsibility as the basis for learning more about his child and how to best support his child's social, emotional and educational development. Fathers are encouraged to identify concrete ways to practice good fathering on a daily basis while incarcerated. The class typically addresses: family, cultural values and goals, understanding child development and individual differences in children, supporting healthy emotional development, effective communication and discipline strategies, overcoming negative role models, understanding male anger, developing respectful relations with the child's mother, reconnecting with children and finding and using support for fathering. The content of the class is adapted for each group based on the ages of the children and needs and interests of the fathers. The class uses a variety of methods including: individual reflective exercises, short video clips, games, stories and small group activities to engage men in discussion as a way to share both ideas and support. The class has been offered since 1995 and continues to evolve based on the expressed needs of the fathers in the group and changes in family life.

Organization providing the classes: University of Minnesota Extension Service

Contact: Kathleen A. Olson, Family Relations Specialist, Extension Regional Center, 863 30th Avenue SE, Rochester, MN 55904-4915, 507-536-6306 or 888-241-4536, kaolson@umn.edu, Web site: www.parenting.umn.edu

Classes offered at: Goodhue, Anoka, Olmsted, Nobles, Crow Wing county detention centers (there may be others that we are not aware of)

Description: The curriculum used is *Positive Parenting I, II*

Continue on page 6

Continued from page 2 - DA'QUAN

is studying the effects of having a last name that is high in the alphabet.

The parenting class at Green Bay Correctional Institution did not agree with a lot of the findings in the article. Most of them were African American and thought that their children needed to have a name that fits their heritage. It did bring about a lively conversation. They felt how they were judged was not by name but rather their backgrounds they came from and other people they associated with. Many of the men didn't feel that they were ever given a chance to become better because the schools and teachers already had a negative mind set about them. They wished more of their teachers would have expected more from them and made them reach higher expectations. PC

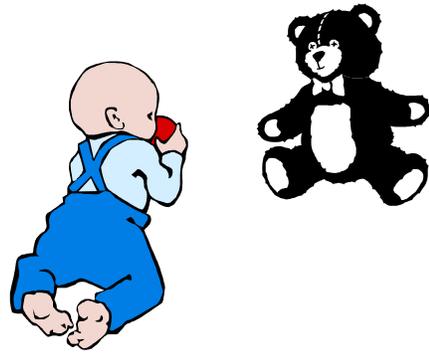


Continued from page 5.

and Teens – developed by the University of Minnesota Extension Service. These 3 curricula offer 20 topics and covers parenting from birth to 16. Each topic includes a short video, lesson guide, facilitator background, parent handouts, discussion aids, and resource list. *Positive Parenting I* contains information on Physical Punishment, Limits, Consequences, Listening, Anger, Challenging Behaviors. *Positive Parenting II* contains information on Parenting Tools, Attention, Respect, Responsibility, Monitoring, and Siblings. *Positive Parenting of Teens* contains information on Parenting Teens Today, Perception, Development, Communication, Conflict, Discipline, Teen Decision Making, and Friends/Peers.

Brochures and web-based information (including Info U scripts, fact sheets for parents) are available on the website.

PC



Bigger Is Better

The Parenting Special Interest Group mailing list is growing. We have added educators from seven states. In this issue of the newsletter, Michael Bischoff from Minnesota contributed an article. Sharon Kennon from Virginia has promised an article for the November/December issue. The Parenting 911 column is addressing some questions raised by educators from several states that arose at the “Establishing a Parenting Network” workshop held at the International CEA Conference in Des Moines.

The size of the group and the services provided by the Parenting SIG are expanding. You can help the SIG continue to grow. Share this newsletter with others. Encourage them to join CEA and the Parenting Special Interest Group. Have them send their email addresses to me at jerrybednarowski@new.rr.com and I will add them to the mailing list.

Spread the word about your program. Consider writing an article for the newsletter on your program. The articles may be of any length from a few paragraphs to a couple of pages. Send the articles to Diane Birch at diane.birch@doc.state.us. Pictures are also welcome.

Consider presenting a workshop on your parenting program at a regional CEA conference or next year’s International CEA Conference to be held in Anaheim.

If you have any other ideas of services that the Parenting SIG can provide, send them to me at the above email address. PC

