



# OPAS Succeed Workgroup

## Detailed Meeting Record

#10 – April 24, 2008

**Attendees:** Eda Davis-Lowe, Jo Oshiro, Don Kirkwood, Jill Tucker

<b>Meeting Objective</b>	Bring the group up-to-date on ETIC/OPAS Activity especially the Proposal and align our contributions to that.
3:30	Phone in <b>1.866.232.8377</b> conference ID <b>3090#</b> -- Say your name -- Meet and greet
	<p>Status &amp; Activity</p> <ul style="list-style-type: none"> <li>• OACTE Report - Don Kirkwood (Oregon Association for Career &amp; Technical Ed) <ul style="list-style-type: none"> <li>○ slides - <a href="#">ppt</a> - <a href="#">color pdf</a></li> <li>○ ODE's "Guidelines, Scenarios and Resources for Offering Credit in Applied Academics" - <a href="#">pdf</a></li> </ul> </li> <li>• Motivate &amp; Prepare are working on more detailed planning for implementation of programs in the ETIC/OPAS Proposal <ul style="list-style-type: none"> <li>○ Motivate - engineering team challenges; coach stipends</li> <li>○ Prepare - survey of curricula/programs in addition to PLTW</li> </ul> </li> <li>• Steering continues to work on the ETIC/OPAS proposal plan and has begun preliminary research for alternate funding</li> <li>• Pathways is working on turning last year's graphic on the Manufacturing Engineering Technology degrees state-wide articulation agreement into a brochure more tightly aimed at students and parents.</li> </ul>
	<p>Current Status on Road Show</p> <ul style="list-style-type: none"> <li>• File size has been cut down using more appropriate photo storage (thanks Ken)</li> <li>• Photo credit correction to Girls in Science</li> <li>• Community college slides analagous to OUS slides in progress</li> <li>• Current files: <ul style="list-style-type: none"> <li>○ STEM Diversity Show - Best Practices- rev a: <a href="#">ppt</a> - <a href="#">pdf</a></li> <li>○ STEM Diversity Show - General Roles - rev b: <a href="#">ppt</a> - <a href="#">pdf</a></li> <li>○ STEM Diversity Show - OUS - rev b: <a href="#">ppt</a> - <a href="#">pdf</a></li> <li>○ STEM Diversity Show - Community Colleges - rev a: <a href="#">ppt</a> - <a href="#">pdf</a></li> <li>○ STEM Diversity Benefits - Dec 21, 2007 - <a href="#">doc</a></li> <li>○ Practical Guide to STEM - Nov 12, 2007 - <a href="#">doc</a></li> </ul> </li> </ul>
	<p>OPAS Policy Option Package through ETIC</p> <ul style="list-style-type: none"> <li>• Discussion - reference the ETIC Proposal to OPAS - <a href="#">pdf</a></li> <li>• Gender and URM strategies and metrics across the POP</li> </ul>
4:50	Last Thoughts, Action Items and Next Steps
4:57 - 5:00	Next Meeting - <b>Thursday, May 22 - 3:30 - 5:00 ?</b>

### Summary as Posted and Emailed April 25, 2008

Four members of the committee attended the April 24, 2008 teleconference.

Don Kirkwood reported on his presentation at the Oregon Association of Career and Technical Educators (OACTE) conference, titled "ScienceTechnologyEngineeringMath: with all your

concerns, why should you care?” and given to a standing-room-only crowd of 40-50 people. He estimates that 1/3 were administrators and 1/3 teachers.

- The talk was well-received, and “knocked a lot of illusions out” of the audiences heads concerning occupational outlook, cost of creating programs, and availability of resources and examples.
- Three administrators and 4 or 5 teachers spent additional time with Don; some of these intend further followup, perhaps with on-site visits. Don will follow up with these administrators to ask if COSA is an appropriate venue for this presentation. We have probably missed this year’s window unless we finagle some special handling.
- Don has just received his enrollment numbers for next year’s AP CS; in the last three years at North Salem, it has doubled. He will send these numbers to Jo.
- Next year at OACTE, Don plans a session centered on specific techniques to achieve gender and other kinds of equity.
- The workgroup discussed how to leverage both this presentation and Don’s work in North Salem to enhance replicability. Some elements that might be folded in to more detailed planning of the ETIC/ OPAS Proposal:
  - Creation of a support structure for these programs.
  - Mentoring for new teachers: both new to teaching these courses, and new to teaching.
  - Hosting visiting teachers in Don’s classroom (there is a state-wide mentoring program for new teachers that may help with this.)
  - On-site visits to new programs by mentor teachers.
  - Perhaps a one or half-day conference/workshop.
  - Would a teacher on special assignment format be appropriate?
  - SuperQuest might be a good starting point for some or all of this.
  - This discussion returned to the idea of minigrants previously discussed. Don uses funds for refreshments and door prizes at recruiting events such as “No Boys Allowed”; cannot use school district money for these costs.
    - If a minigrant program could be established at a non-profit, it would address many issues.
      - Structure the program to target SuperQuest attendees only at first; 10 – 15 schools at around \$2,000 each.
      - Could extend advertising the program to events such as ORTOP, PSU Engineering Day, etc.
      - Criteria include teachers; minority recruiting to pre-engineering and CS in-class programs; enrichment to such programs (field trips, additional materials)
      - Small grant amounts
      - Possible matching structure would make the program more attractive to funders in the long run.
      - Support for seeking in-kind donations from the local community
        - Boilerplate ask letters
        - Endorsement
        - Possible contacts at the state-wide level (state chamber of commerce, state Rotary)

- Don gives out computers as door prizes – seek out a single donation of multiple computers as an in-kind donation to the minigrant program?

A short brainstorming session on how the group might contribute to equity-creating strategies across all segments of the ETIC/ OPAS Proposal resulted in a recommendation to be very intentional about creating equity, and in planning for family involvement. Discussion will continue.

Some concern was expressed about an engineering coaches program creating equitable compensation issues with other science-based extracurricular activities. Careful implementation might minimize this risk.

**Next Meeting:** May 22, 2008 3:30 – 5:00 via teleconference.

### **Action Items as Posted and Emailed April 25, 2008**

Don:

- Outline a plan for supporting new teachers implementing programs based on the North Salem model for distribution to the Succeed Workgroup May 15 for discussion at the May 22 meeting.
- Outline a plan for a minigrant program to support such program implementations. (Jo has sent the verbiage from the 2006 discussion on this issue via email.)
- Send Jo your course names, descriptions, and enrollments for at least Fall 2008; if possible also include the last three years (the time period over which “enrollment has doubled.”)
- Send Jo the names and contact info for those teachers and administrators who showed extreme interest at your OACTE workshop.
- Give Jo more context/ explanation for this comment: “The amount of work it takes to do it is astonishingly less than I thought it would be.”

Jo:

- Talk to John Ossowski about the possibilities of administering a minigrant program tied to SuperQuest.
- Check with Ben Manny – does he plan to talk to Eda Davis-Lowe of SMILE, and David Coronado of MESA on their implementation of teacher stipends? Does he need contact info?
- Check with Bruce Schafer – must the funding structure of the ETIC/ OPAS Proposal be an RFP? What are other possible mechanisms, if any?

All:

- Please review Don’s presentation and make any suggestions for additions and improvements. Comments to either Jo and/or Don.
- When Don circulates his implementation plans, please review them in preparation for the May 22 meeting.

## Additional Items of Interest and Reference

- Eda identified the North Salem work as critical to the in-class portion of the ETIC proposal.
  - Both the OST segment and the in-class segment have funds allocated to addressing URM issues which might be used to start up the minigrants program. Kathy Miller once expressed interest in making phone calls for donations to such a program.
  - Especially in the CS segment, the minigrant program could be used to pilot and evaluate models for something that works.
  - Using a minigrant matching model can spark community involvement; connecting local leaders to a certain population in the school can lead to mentors, relationships.
- Some models for Family Involvement:
  - Math Pairs: Parents as Partners - [http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_ERICEstSearch\\_SearchValue\\_0=EJ453576&ERICEstSearch\\_SearchType\\_0=no&accno=EJ453576](http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICEstSearch_SearchValue_0=EJ453576&ERICEstSearch_SearchType_0=no&accno=EJ453576)
  - Maglaty, Chadde, and Heil: Family Engineering Programs Prepare Students and Parents for the Future - <http://www.davidheil.com/news.html>
  - Don's NBA (No Boys Allowed) program activities are family-friendly.
- PLTW's statistical comparisons of URM recruitment and retention data to university engineering programs is interesting, but not as compelling as comparison to the relative proportions of under-represented populations at the school/cohort/region/state in question.