

OPAS Diversity Committee Meeting # 6 September 14, 2006 – wiki and phospace

Attendees: Eda Davis-Butts (OSU), Wendy Powless (OIT), Don Kirkwood (N. Salem), Jo Oshiro (OUS/OPAS).

Introductions and Changes in the Committee:

David Coronado of MESA has resigned due to time constraints; he will remain active on the OPAS Student Success: Access, Motivation, Retention committee. Eda is talking with Mary Bunn of ODE and Jack Higginbotham as potential recruits. Jo will check with Shawna and review her database of contacts for potential new recruits.

OIT has been busy piloting a college orientation as part of the high school freshman orientation for two local high schools. HS Freshmen visited the OIT campus for a day. Wendy explained that the middle school Expand Your World program remains gender-segregated due to its history and the focus on non-traditional careers. Started for girls, their program concentrates on math, science and engineering careers. The boys' program has a much larger emphasis on health careers.

Ongoing meetings are a problem for classroom teachers – the tyranny of the urgent affects high school teachers more than anyone else. What are the ways we can engage productively with classroom teachers?

Updates from Other OPAS Committees:

- **Steering:** Working on a PR piece called “The River” – a metaphor of harvesting the resource rather than fixing a leaking pipeline. *(Jo posted this to the wiki 9/21/06 – see the Community Portal page under the new heading “OPAS Show and Tell”; the most recent Marketing Committee meeting will result in further changes. A link to the Master Resources List, a sortable, searchable list is also here.)*
- **Alignment and Coordination: System-Wide (ACSW)** will be combining with the Career (Degree) Pathways Committee under chairs Susan Boyanovsky and Scott Giltz. The first meeting will be October 25.
- **Alignment and Coordination: Curricula and Co-curricular (ACCC)** has succeeded in convincing ETIC to fund OMSI’s NOISE (Network of Informal STEM Educators) proposal. The kickoff event will be on Monday February 5, 2007. Diversity committee members pointed out that some sort of option for sub pay to districts and travel subsidies is needed to include teachers from outlying and poorer districts. *(Jo sent email 9/21/06).*
- **Instructional Professional Development (IPD)** is on hiatus, but Larry Flick has agreed to represent their interests at the meeting of the committee chairs October 5, where we will polish the planning for the all-OPAS workshop, tentatively planned between Nov 2 and Nov 17 in the metro area. When some staff time

frees up, we may revive the survey of OPAS-like activity in other states which Kent Foster has agreed to lend his contacts expertise to help.

- **Marketing and Engineering Applied Science Careers (MKTC)** has developed a list of potential ways to help the OPAS Initiative and its subcommittees; this is mostly on hold pending the results of the committee chairs meeting and the Fall All-OPAS Workshop. Some development of legislative issues briefs is going forward. To see the list, access the Marketing Committee webpage at <http://opas.ous.edu/Committees/MKTC.html>.
- **Standards, Courses, and Curricula** is discussing ways to aid and abet the work of OPAS members Steve Day and Bill Becker on the State Assessment and Content Panel for Science.
- **Student Success: Access, Motivation, Retention (SAMR)** is
 - exploring ways to connect businesses and the classroom and have opened discussions with the Business Education Compact (BEC);
 - releasing a survey “Sparking an Interest in Engineering” whose participants will be able to enter a drawing for an iPod, as soon as Jo figures out how to make this work;
 - developing a focus group for counselors, analogous to our focus group with MESA teachers;
 - researching/collating materials to support non-teacher volunteers presenting in classrooms (e.g., for National Engineers’ Month), mentors, job shadowees. Eda has some potential resources here she will forward to Jo.

Discussion of Possible Recommendations Based on the Assigned Articles

- Jo questioned the correlation of upper level math with being college-bound; is it that taking such math encourages kids to go to college, or are they taking math because they are already college bound? Don pointed out that taking higher level (e.g. Algebra II and above) math is an indicator or a whole bunch of cultural and previously existing educational factors. Also, going to college is a topic of discussion in higher level math, but in his Algebra I class, the subject was never mentioned.
- Eda: SMILE requires students to take Math and Science classes that will position students for college. Students have to qualify for SMILE; they must re-apply each year, demonstrating choice factors such as staying out of trouble and staying in a college-prep track. SMILE has data tracking its graduates – 10,000 SMILE student-years; Eda will make this available to Jo. SMILE has made college an educational goal:
 - Elementary: impart a vision of going to college
 - Middle School: encourage choice to work and achieve good grades; position oneself for higher-achieving course placements later
 - High School – placement and the choice to continue in Math and Science junior and senior years.
- What can we do to build greater family support? Visions for college?
 - Students need to have a plan in place by 8th grade; the new state HS graduation requirements may help. These are “Develop an education plan

and build an education profile; demonstrate career-related knowledge and skills: personal management, teamwork, communication, problem-solving, employment foundations, career development; participate in career related learning experiences as outlined in the education plan.” (from the ODE website at

<http://www.ode.state.or.us/teachlearn/certificates/diploma/diploma-at-a-glance.pdf#search=%22High%20School%20Graduation%20Requirements%22>.

- We need to overcome the “Why are you bothering about college?” message that many kids get; we need to make it real, create a college-going culture – messages, expectations, preparation. We need to minimize factors that will have a student being told, or self-selecting as “not college material.”
 - Overcome the barriers of generational poverty. SMILE and OIT work with Chiloquin HS, which approaches 90% free and reduced lunch.
- We need to find some forum to grab students, teachers, especially pre-service teachers:
 - Encourage students, don’t discourage them
 - Foster an awareness of a wide array of possibilities. Not all college graduates spend all day reading or calculating at a desk.
- We could perhaps partner with the OPAS IPD committee and meet with TSPC (Teachers Standards and Practices Commission) so we can work with preservice teachers to support their capacity to support college-going culture, and work with diverse students, and enhance STEM education.
- Grabbing on to teachers – replicate the evangelists, not the programs; each evangelist can achieve the goals, promote change in their own way appropriate to their sphere of influence.
 - Easier to make change in a small school
 - People make change.
 - Give evangelists the tools – each teacher can pick their own from amongst them
- Help families gain the tools to become supportive
 - Go to the places where the parents are already; where they are comfortable
 - Latino parents are at church.
 - Investigate some family engagement pieces
 - Ways to be more than just an _____??? (*Help, please?*)
 - This is possibly an opportunity for working with the Marketing Committee.

Navigating the Wiki

- Jo talked through the Recent Changes page, the Main Page, and the Community Portal page to highlight recent activity, and review use of the wiki.
- Jo talked through the OPAS Master Resources list.

- Jo got too click happy in the browser, and left a wiki page without saving and lost her changes. This is how NOT to do it! Aren't you lucky to have Jo to make mistakes for you, so you don't have to?

Identifying the Committee's Next Activities:

- Eda – first cut on a one-pager of best practices for promoting diversity, with references.
- Jo – investigate as possible resources
 - Harvard FINE (Family Involvement Network for Educators)
 - Texas GRAD program (in OPAS profiles?)

Next Meeting: Monday October 30, 2006 3:30 – 5:00 on the wiki and by phone.