

College Mecca

January 11, 2008

IF WE GOT IT RIGHT...

- Invite parents and get them invested in higher education (HE)
 - Aware of \$ resources
 - Engage other sectors
 - Religious
 - Social service
 - Etc.
 - **To be encouraging of HE
 - Not much career education in K-12
 - ID leader in minority community
 - Unusual suspects and not always have a degree
 - Build upon existing resources
 - Top our strengths
 - More collaborative efforts
- Bring in and LISTEN to business
 - Responsive
 - Eliminate disparity between college and training
 - What each culture needs and they will be different
 - More diversity of faculty
 - More multi-lingual faculty and ad ministratation
 - Student will have community and parental support
 - Right type of parental support
 - Mentors from similar background
 - Going to college is about “white”
 - Poverty: Chicken and egg!

Low Hanging Fruit/1st Steps

- Go to THEM and be a cheerleader for them
 - Evergreen and BCC
- Meet them where they are
- Change the way we distribute materials
- Read out to parents also
- Bi-Lingual approach
- “ID” high schoolers capable but not oriented toward HE
 - What are the numbers of capable and NOT (options)
- Realize easier if you are already oriented by 7th grade
- Greater encouragement for all children for the right arena
- Youth often feel we have given up on them
 - Beyond our individual institution
 - AVID program- right classes with support
- ESOL programs are essential
- Clarify “status” and education opportunities
- Parent university- USD 259 has one

What to Do Now

- Define short-term outcomes and goals
 - Increase in applications and acceptances
- Plan to give to somebody
- Problem statement and/or strengths assessment?
- Impact perception
- Impact outcomes

Timeline

- Before Holidays:
 - Define our problem and assets
 - “Frame the question”
 - ↓
 - Wednesday, November 15th, 2007 (3:30-5:00 p.m)
- Before Spring Break:
 - Learn from other regions
 - “Don’t re-invent but customize”
 - Design a predictable process
- After Spring Break/Before End of Semester (May):
 - Plan back to Presidents and RDOH
 - Hear back from presidents
- After the End of the Semester:
 - How to implement individually and collectively?

Best Practices

- Wide-ranging support and inclusion of recruitment and retention efforts
- Early outreach
- Recruitment efforts include community settings
- Current students and alumni of color involved in recruitment
- Parents and community members are engaged by recruiters
- “Summer bridge” programs
- Support for new students of color
- Wide-ranging diversity awareness across campus

Funding opportunities

- **National Institutes of Health, National Institute of General Medical Sciences: Bridges to the Future programs – Bridges to the Baccalaureate**
- **National Science Foundation**
- **Robert Wood Johnson Foundation**
- **American Psychological Association, Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology (CEMRRAT)**
- **Andrew Mellon Foundation, Mellon Mays Undergraduate Fellowship Program and Diversity Initiatives**