

WEST TEXAS P-16 AREA COUNCIL
FALL CONFERENCE
OCTOBER 19, 2007
REGION 18 HEADQUARTERS

Discussion Questions
Odessa Area Breakout Session

1. Culture: Consider Mission of the P-16 Area Council:

*To collaboratively create a college-going **culture**, provide enhanced access to higher education at all levels, promote life-long learning, and sustain a high quality of life in West Texas.*

- What factors impact the development of a culture?
 - (I) 20% Hispanic population – recent immigrants or 2nd generation Americans –We can influence who is here – not the numbers who are coming here. *Family Leadership Institute –Block Parties - look at other things to combine with these activities to address the needs of the parents- Cultural sensitivity needs to be addressed with our staff-*
 - (I) Understand the diversity within the Hispanic population of W. Tx-
 - (D/I) Lack of parental involvement –How do we “fix” it? *Policies must have parental programs (PTA)-Drug cultural within our society –Parents let go of their students (back off) when they get to Jr. High – and the some other negative influences may come into play (gang/drugs)- How many parent phone calls have you made this year?-Do we expect parental involvement in secondary public ed? Have the parents come and pick up the report card from the teacher.- Number of students assigned to the individual teachers (elementary / secondary) – Why are parents participating in secondary when their child is in AP not in general ed classes – Satisfied customers keep coming back – **NOT** satisfied customers don’t want to come back for more*
 - (I) How to change “work for a major oil company” mind set? *PGP personalized graduation plan – No one has time to do it – just sign the paper so it can be finished.- TIME & STRUCTURE*
 - (I) 18 years can work in prison system/oil field for salaries comparable to recent college graduates
 - (I) Identify when they loose their “goal” or “dreams”.
 - (I) Connect goals / dreams to realistic plans.
 - (I) HS counselors encourage / visit with students about college / higher ed
 - (I) Some students never reach traditional HS campus
 - (I) High paying jobs with no higher ed required – how do you promote higher ed?

- Retraining the teachers to understand/value the Hispanic heritage – not proficient in dual culture
- Start early sharing the message – focused message
- What makes up a culture – do we understand.
- Parental love – not questioned / Parental skills have declined –
- Hispanic culture push some of its members **not** to go to college
- Competing obligations / divergent values between “College going culture” and Hispanic culture
- Teaching kids how to learn- study skills/organizational skills/ social skills / generalization of knowledge/ - own sense of how **they** learn – being prepared to learn
- Hidden curriculum – hidden from low-socioeconomic students – the study skills mentioned above -needs to be **known**
- Relevance of curriculum – You need this to go to college- Do they see the relevance of college?
- Students who see parents learning (adult ed) see the relevance of Education
- If student is unsuccessful over their academic career – why would they not leave to enter the work force? Struggling students need to find resources that empower them.
- Making content applicable to real life skills – especially in the 4 x 4 initiative
- Is there a cultural condition that supports Hispanic females over Hispanic males?
- Encourage companies that employ Hispanic males to promote programs to send these employees to college (as they continue to work)
- Research group from Higher Ed Council to offer research to help us decide which initiatives might work in W. Tx.
- College culture should be plural – access – delivery- target audience – instructional programs – **PATHWAYS**
- Redefine what college “is” to the community – what is higher education?
- Most students are not “traditional” in that parent’s don’t support student in their education (financially)
- Attendance is an issue in public education (9-12) – Encourage / educate parents about the importance of attendance – Cycle begins in elementary
- Credit (in core areas) for real life HS courses – Ag / Vocational
- Structure of HS – Higher Ed is working to ensure multiple delivery systems – HS needs to look at this and modify based on the needs of the students to have them interact on a Higher Ed level – Success breeds interest

- Over which of these do we have direct control?
- Over which of these do we have influence?
- Define “WE” – as the community (most of us spent most of our time in an educational institution – either as a public school student – Higher Ed student – went to work at an educational facility