
CEO message: CEO Updates, August 1

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**CEO Updates, August 1, 2016**

Spotlight

Make your voice heard—CEO has grown by nearly 30% in the last year—our membership now includes over 350 individuals from the Berkeley campus, schools, and STEM education organizations throughout the Bay Area. **Help us keep CEO as responsive as possible to your needs by taking a few minutes to complete a short survey.** Your thoughts and views matter greatly to us as we continue to guide CEO's evolution. [Click here to take the survey-->](#)

Events

11/4/16—UC Berkeley Conference: Expanding Undergraduate Success in STEM. [Register by 10/12/16.](#) The goal for this 2nd in a series of four annual conferences is to improve how we support all students interested in pursuing a STEM major, especially those from historically underrepresented groups. At last year's conference, 100 STEM faculty, professional staff, post-docs, and graduate students gathered to begin this work. Since then, Working Groups have started to plan activities and organize resources for the campus to improve its STEM advising, teaching, and mentoring. [Click here to register-->](#)

Opportunities

Berkeley Distinguished Teaching Award—[Nomination deadline: 10/12/19.](#) The Academic Senate's Committee on Teaching is now accepting nominations for the 2017 Distinguished Teaching Award, the highest teaching award on the Berkeley campus. [More-->](#)

Resources

Engineering design-based experiences for elementary teachers—Considerable strides at the national level have been made to integrate engineering design for inservice elementary science teachers. A presentation given by Brenda Capobianco, James D. Lehman, Qiming Huang, and Chell Nyquist from at the June 2016 ASEE Conference surveys successful programs, such as the **Boston's Museum of Science's Engineering is Elementary**, **Purdue University's Science Learning through Engineering Design (SLED) Partnership**, **The John Hopkins University's STEM Achievement in Baltimore Elementary Schools (SABES)**, and **University of Minnesota's Engr: TEAMS**. These programs are grounded in the delivery of high-quality, content rich, engineering design-based experiences for inservice elementary science teachers. A video and PDF of the conference presentation are available free of charge. [More-->](#)

News & views

Low math confidence discourages female students from pursuing STEM—Female college students are 1.5 times more likely than their male counterparts to leave STEM after taking the first course in the calculus series, new research finds. The study, published last week in PLOS ONE, supports what many educators have observed and earlier studies have documented: lack of confidence in mathematical ability, not mathematical capability itself, is a major factor in dissuading female students from pursuing STEM. [More-->](#)

Public universities as engines of social mobility—*Inside Higher Ed* summarizes a new study which finds that low-income students are well represented across types of public four-year universities, including very selective universities, where they represent a quarter of enrollments – a far higher proportion than is the case at most elite private universities." [More-->](#)

Push to provide accurate college data—As the cost of a college degree skyrockets, the information available about what students are getting for their money remains stubbornly sparse and inaccurate. The **Association of Public and Land-Grant Institutions (APLU)** has led the push for gathering accurate statistics by tracking students through college, but Congress — lobbied by higher-education groups — banned the government from doing so in 2008. A number of states, as well as independent sources like PayScale and LinkedIn, are joining the effort. [More-->](#)

As middle class shrinks, school income segregation increases—A new study of two national data sources—the School District Demographics System (SDDS) and the Common Core of Data (CCD)—shows that income segregation in public school districts is about 40% higher than in 1990. However, this new level of segregation is not caused primarily by the historical separation between poor families and all others, as some might suspect. Rather, the middle class has been slipping further behind the upper middle and affluent classes. [More-->](#)

Integrated support and wraparound services address student achievement disparities—Interest in tackling barriers to low-income students' success reverberates through the new federal Every Student Succeeds Act (ESSA) and is becoming an urgent priority in communities across the country. Emerging evidence demonstrates the effectiveness of "integrated supports": school-based approaches that target academic and non-academic barriers to achievement. Organizations like City Connects, Communities In Schools, Community Schools, and Say Yes to Education offer varying approaches to comprehensively address students' needs tied to hunger, homelessness, traumatic experiences, or lack of access to medical care or enrichment opportunities. [More-->](#)

CEO Updates is the newsletter of the **Coalition for Education Outreach (CEO)**, an informal working group of organizations and individuals on the UC Berkeley campus and in the community engaged in STEM education and outreach (E&O). Our mission is to further professional development, facilitate best practices, and encourage information exchange. **Kate Spohr** and **Dan Zevin**, CEO co-chairs, welcome your questions, comments, and ideas. [More-->](#)

Acronyms frequently used in this newsletter: E&O (education and outreach); STEM (Science, Technology,

Engineering, Mathematics); STEAM (STEM + Art); NGSS (Next Generation Science Standards); NSF (National Science Foundation); NIH (National Institutes of Health); K-12 (kindergarten through 12th grade).

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