



Chicago Pre-College Science and Engineering Program (ChiS&E)

STEM Smart Chicago Regional Workshop

Session: Equal Access to Quality STEM Experiences

April 10, 2012

Session Outline



- Introduction
- DAPCEP – A Proven Model
- How ChiS&E Came to Chicago Public Schools
- ChiS&E
- Ensuring a Stellar Program
- Program Evaluation
- Final Q and A

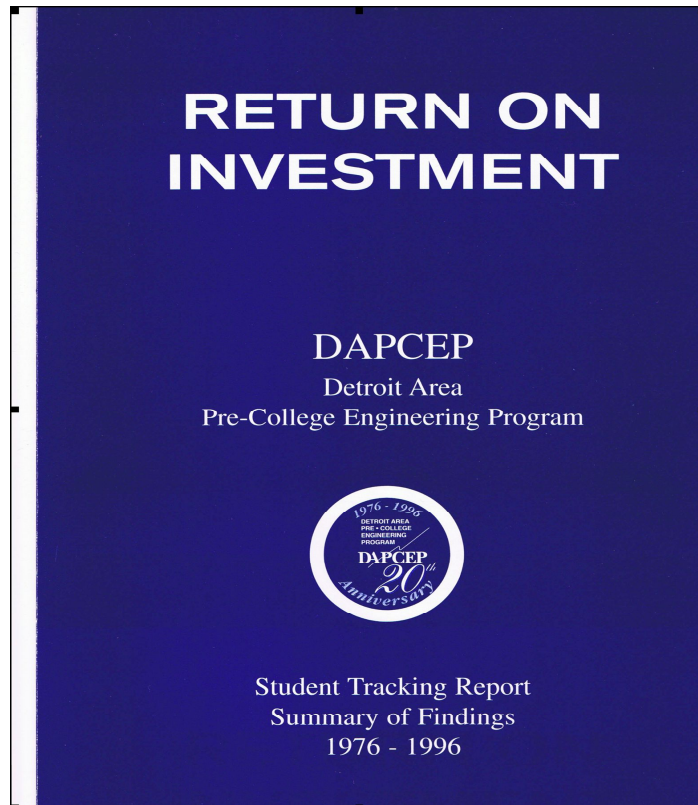


DAPCEP – A Proven Model



ChiS&E's perspective: It took...

✓ A proven model –



THE DRAWING BOARD

Based on grade-point average (GPA), California Achievement Test (CAT) and High School Proficiency Test results, DAPCEP students are better prepared to attend college and are more likely to stay in school than non-DAPCEP students (according to a Detroit Public Schools special report of 1993 and 1994 high school graduates).

| High School Academic Performance | | |
|--|--------|------------|
| Test | DAPCEP | Non-DAPCEP |
| GPA | 2.89 | 2.53 |
| CAT (math score) | 782.26 | 733.06 |
| High School Proficiency Test - Math (passing rate) | 83% | 60% |

According to this same study, more than 75% of DAPCEP students enroll in 4- or 5-year colleges or universities, compared to 51% of non-DAPCEP graduates of the Detroit Public School System.

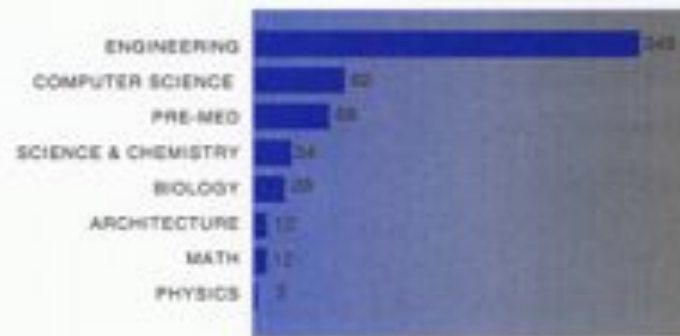
DAPCEP – A Proven Model



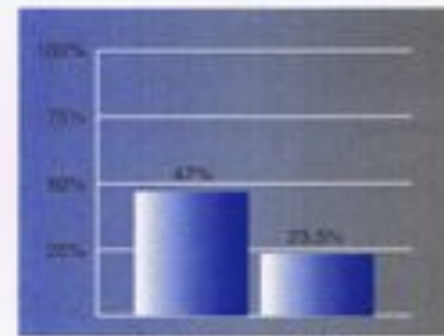
WORK IN PROGRESS

- 83% of DAPCEP students are either college graduates or are currently enrolled in college.
- Nearly 50% of DAPCEP students currently enrolled in college are majoring in engineering, science, mathematics-related fields.

DAPCEP COLLEGE STUDENTS PURSUING ENGINEERING & SCIENCE DEGREES



NUMBER OF DAPCEP STUDENTS



DAPCEP AVERAGE
NATIONAL MINORITY AVERAGE*

*Based on the Higher Education Research Institute at UCLA, 1994 freshman declaring major

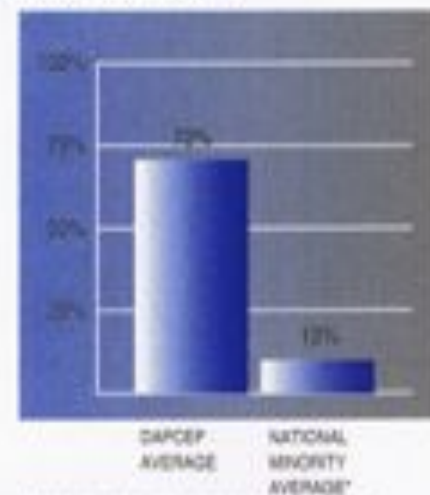
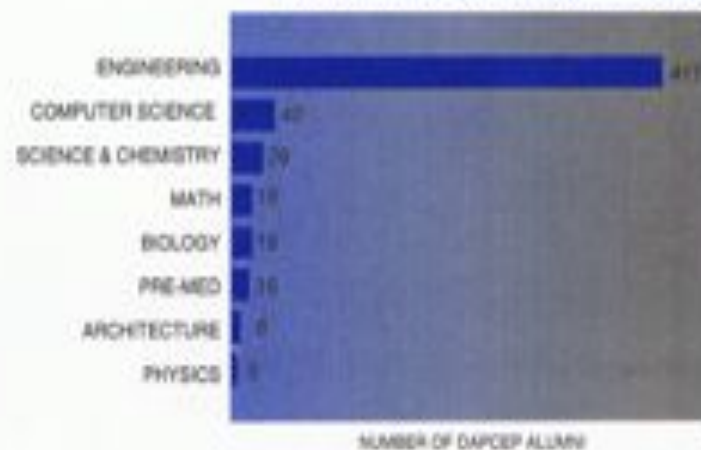
DAPCEP – A Proven Model



FINISHED PRODUCT

72% of DAPCEP college graduates have earned degrees in engineering, science or mathematics-related field

DAPCEP COLLEGE GRADUATES WITH ENGINEERING & SCIENCE DEGREES



*Based on the National Science Foundation, 1998 Science & Engineering Indicators

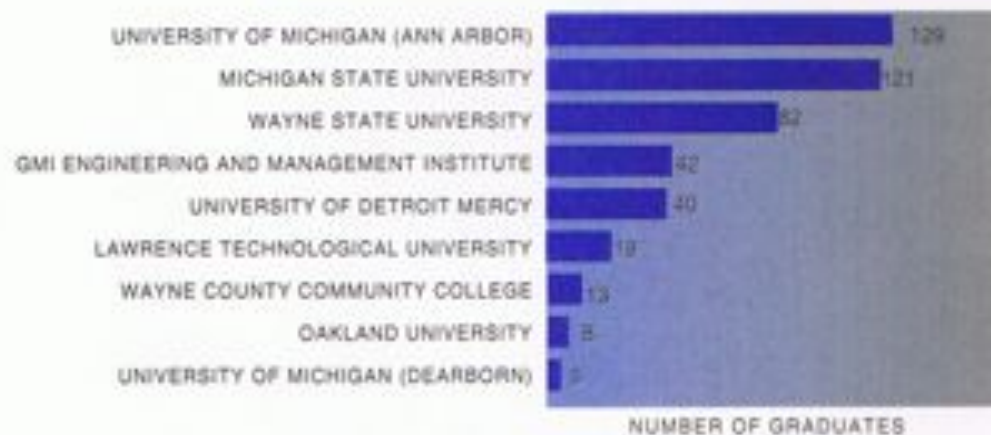
DAPCEP – A Proven Model



60% of college graduates attended one of DAPCEP's partner universities.

*Based on the National Science Foundation, 1996 Science & Engineering Indicators

COLLEGE GRADUATES WHO ATTENDED DAPCEP PARTNER UNIVERSITIES



66% of DAPCEP college graduates earned their degrees from a Michigan college or university.



173 DAPCEP alumni are employed by donor companies, with the largest employers being Ford Motor Company, General Motors Corporation and Chrysler Corporation.

DAPCEP – A Proven Model



| Saturday Enrichment Courses | | | |
|--|-----------|-------|------------|
| Course Name | Courses | Grade | Students |
| Academic Skills | | | |
| Students Tutorial | 2 | 7-12 | 75 |
| ACT/SAT Math Preparation | 2 | 10-11 | 40 |
| ACT Test Preparation Program | 4 | 7-12 | 160 |
| Study Smarter Not Harder | 2 | 7-8 | 61 |
| SAT Preparation | 2 | 9-10 | 60 |
| Total Academic Skills | 12 | | 396 |
| Computers | | | |
| Advanced Computers | 1 | 9-10 | 25 |
| Advanced Databases | 1 | 11-12 | 15 |
| Computer Aided Design & Drafting | 1 | 10 | 48 |
| Computer Aided Engineering Graphics | 1 | 10-11 | 20 |
| Computer Aided Engineering Network (CARN) | 1 | 7-8 | 15 |
| Computer Programming | 4 | 7-8 | 96 |
| Computers & Technology | 1 | 7-8 | 20 |
| Computers for 7 and 8th Graders | 2 | 7-8 | 75 |
| Engineering Design w/ Computers Applications | 2 | 11-12 | 56 |
| Internet and Web Page Design | 1 | 10-11 | 25 |
| Information Tools 2000 | 2 | 10-12 | 50 |
| Intro to CAD/CAM | 1 | 11-12 | 15 |
| Intro to Computers | 1 | 9-10 | 20 |
| Intro to Computer Applications | 3 | 9-10 | 60 |
| Intro to Computer Programming (C- Programming) | 2 | 9-10 | 40 |
| Manufacturing Computer Systems | 1 | 10-11 | 20 |
| Object Oriented Programming with C++ | 1 | 10-12 | 20 |
| Programming with C++ | 2 | 9-10 | 44 |
| Technology Education as an Asset to Maximize Success (TEAMS) | 4 | 7-8 | 120 |
| Windows and Internet Application Design | 1 | 9-10 | 50 |
| Visual Basic Programming | 1 | 11-12 | 15 |
| Total Computers | 34 | | 529 |
| Engineering | | | |
| Chemical Engineering | 1 | 8-9 | 30 |
| Civil Engineering | 2 | 10-11 | 25 |
| Creative Engineering | 2 | 7 | 40 |
| Everyday Engineering | 16 | 7 | 288 |
| Fun Factory | 1 | 7-8 | 15 |

| Course Name | Courses | Grade | Students |
|--|-----------|-------|--------------|
| Introduction to Automotive Engineering | 1 | 9-12 | 16 |
| Intro to Electrical & Computer Engineering | 2 | 7-8 | 40 |
| Intro to Environmental Science & Engineering | 2 | 7-8 | 48 |
| Intro to Industrial Environmental Mgmt. | 1 | 7-9 | 30 |
| Introduction to Vehicle Engineering | 1 | 10-12 | 15 |
| Learn New Ways of Making Things | 1 | 7-8 | 15 |
| Learning to Love Engineering through 3D | 2 | 7 | 50 |
| Mechanics | 1 | 10-11 | 18 |
| Plains, Trains and Automobiles | 1 | 7-8 | 30 |
| Real Life Engineering | 1 | 8,00 | 45 |
| The Making of the Automobile | 1 | 7-8 | 15 |
| World of Electrical & Computer Engineering | 1 | 10-11 | 18 |
| Wonders of Automotive Engineering | 2 | 7-8 | 43 |
| Total Engineering | 39 | | 771 |
| Job Skills | | | |
| Communications | 1 | 8-9 | 25 |
| Technically Speaking | 2 | 9-10 | 60 |
| Soft Side of Engineering | 2 | 9-12 | 40 |
| Seeds of Success | 2 | 11-12 | 50 |
| Total Job Skills | 7 | | 175 |
| Mathematics | | | |
| Pre-Engineering Math for 6th Graders | 41 | 6 | 756 |
| 7th Grade Pre-Engineering Math | 6 | 7 | 146 |
| Calculus | 2 | 11-12 | 60 |
| College Math Prep | 1 | 12 | 25 |
| Graphing Methods and Applications | 1 | 9-10 | 24 |
| High Fives | 2 | 7-8 | 60 |
| Intermediate Math | 2 | 7-8 | 60 |
| Lines and Curves | 2 | 8-9 | 60 |
| Think 3-D Geometry | 2 | 9-10 | 25 |
| Total Mathematics | 59 | | 1,216 |
| Science | | | |
| Basic Laboratory Skills | 2 | 7-9 | 40 |
| Chemistry in Action | 1 | 7-8 | 15 |
| Discovery of Life's Processes | 2 | 8-9 | 48 |
| Explorations in Biology | 2 | 8-9 | 48 |
| Glow Blue | 1 | 7-8 | 15 |
| High School Science & Technology Program | 1 | 9-12 | 75 |
| Laboratory Science | 1 | 10-11 | 24 |

| Course Name | Courses | Grade | Students |
|--|------------|-----------|--------------|
| Physics | 1 | 11-12 | 30 |
| Physics Around Us | 2 | 8-9 | 40 |
| Robotics | 1 | 9-10 | 18 |
| Rockets and Motors | 4 | 7-8 | 104 |
| Science Fiction | 1 | 8-9 | 31 |
| The Architectural World | 1 | 10-11 | 20 |
| The Chemical World | 2 | 8 | 40 |
| The Forensic Crime Solvers | 12 | 4,00 | 252 |
| The Little Engineer that Could | 2 | K (Pilot) | 60 |
| The World of Physics | 2 | 8-9 | 60 |
| The Wonders of Flight | 1 | 7-8 | 30 |
| Up, Up and Away! | 14 | 5,00 | 280 |
| Water World | 1 | 7-8 | 20 |
| Wonderful World of Light | 1 | 7-8 | 20 |
| World in Motion | 20 | 5 | 400 |
| Total Science | 75 | | 1670 |
| TOTAL SATURDAY COURSES | 226 | | 5,057 |
| Summer Enrichment Programs | | | |
| AIM Program | 1 | 11-12 | 10 |
| ACT/SAT Summer Preparation Course | 1 | 7-12 | 22 |
| Engineering Summer Program | 1 | 11-12 | 2 |
| Engineering Summer Residential Program | 1 | 10-11 | 26 |
| Future City USA | 1 | 7 | 20 |
| Intro to Electrical & Mechanical Engineering | 1 | 7-8 | 40 |
| Junior Scholars Program | 1 | 11 | 1 |
| Lawrence Achievement Summer Enrichment Rewards (LASER) | 2 | 9 | 32 |
| Math Scholars | 2 | 10-11 | 32 |
| Mathematics and Laboratory Based Science | 1 | 8-9 | 32 |
| Metrocity High School Education Program | 1 | 11-12 | 9 |
| Minorities in Engineering | 2 | 9-10 | 28 |
| Paper Vehicle | 2 | 7-8 | 47 |
| Science and Math for 7 & 8 Graders | 1 | 6-7 | 36 |
| Summer Enrichment Program (SEPD) | 1 | 7 | 28 |
| Summer Enrichment Program (SEPD) | 1 | 8 | 50 |
| Summer Pre-College Enrichment Program | 2 | 9-10 | 32 |
| Summer Program at Oakland Univ. | 2 | 7-8 | 60 |
| Summer Youth Technology Discovery | 1 | 6-9 | 28 |
| The Science of Life: From the Anatomy to Atom Unit '2000 | 1 | 9-10 | 16 |
| Unit '2000 | 2 | 8-9 | 50 |
| Summer Total | 28 | | 621 |
| TOTAL SUMMER PROGRAMS | 28 | | 621 |

How ChiS&E Came to CPS



Founded in Chicago in 2008 by Kenneth Hill, founder and long-time executive director of the Detroit Area Pre-College Engineering Program (DAPCEP) to provide science and engineering programs to K – 12 students in Chicago Public Schools (CPS).

ChiS&E – Current Program



- A hands-on problem-based science and engineering program provided to K-3 students in seven Chicago elementary schools and their parents on four Saturdays per semester at the Museum of Science and Industry.
- Launched in 2009 and supported by NSF, Chase Foundation, Honda Foundation, Private Bank, and local corporations and foundations.

ChiS&E – Current Program



Participating Schools

Sir Miles Davis Elementary Engineering School

Dvorak Technology Academy

Pershing East Magnet School

Spencer Technology Academy

Wells Prep Elementary School

Eli Whitney Technology Magnet Cluster School

Woodlawn Elementary School

ChiS&E – Current Program



Participant Data 2011

| | |
|------------------|-----|
| Students (K-3) | 166 |
| Parents | 166 |
| Teachers/Faculty | 15 |

ChiS&E – Current Program



Grade K = Little Civil Engineer

Grade 1 = Little Chemical Engineer

Grade 2 = Little Electrical Engineer

Grade 3 = Little Mechanical Engineer



Based on the K – 3 model developed by DAPCEP...

ChS&E – Current Program



... plus Cyberlearning:

- Computers, iPads, cameras, video cameras, and cell phones
- Students and parents capturing stories, photos, and movies of their learning experience
- Shared with schools, teachers, and fellow students; families, friends, and community
- Building knowledge, experience, confidence, and creativity with technology, while reinforcing learning

ChiS&E – Guiding Assumptions



#1 – Students in the early elementary grades can grasp scientific and engineering concepts



ChiS&E – Guiding Assumptions



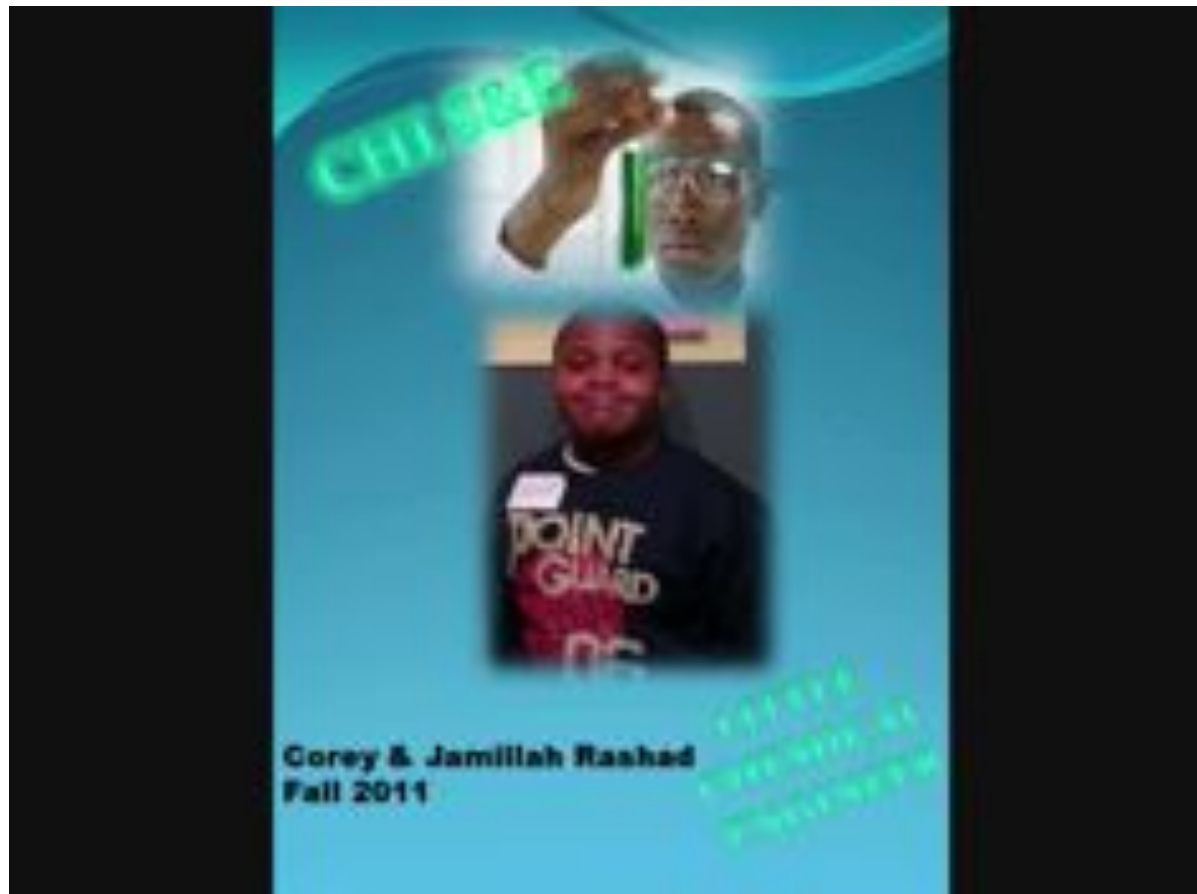
#2 – Parents will make the commitment to learn alongside their children and support their learning outside the program sessions



ChiS&E – Cyberlearning + Parent Involvement



Parents and Students as Videographers...

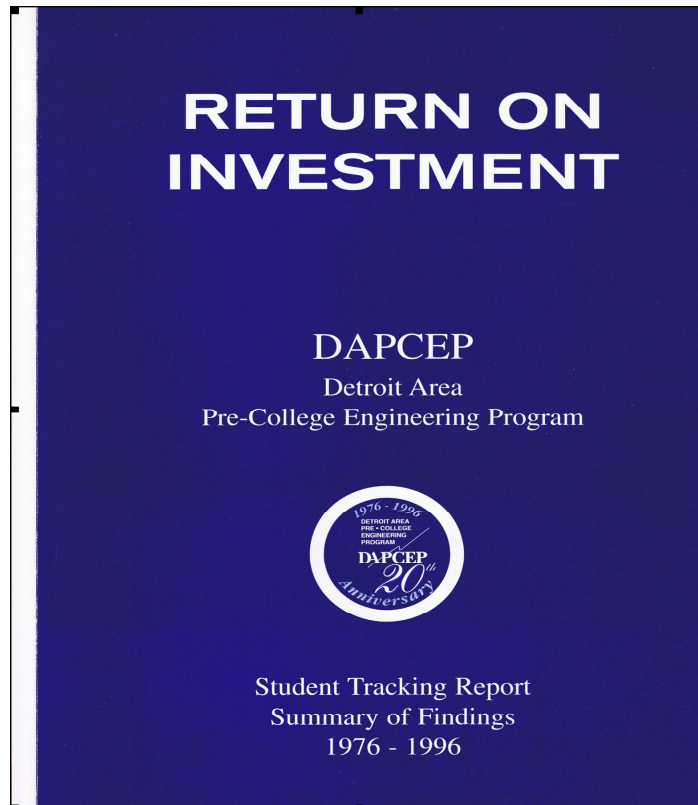


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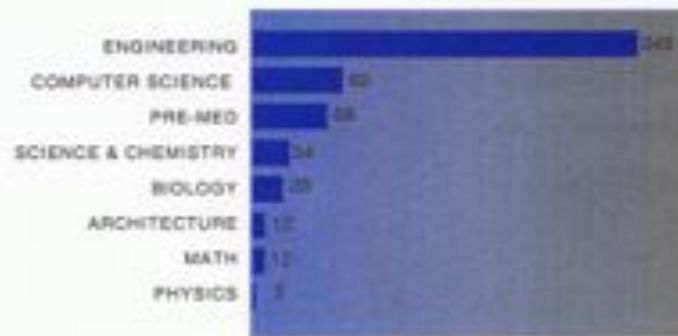
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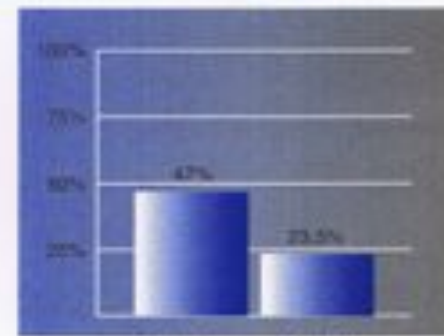
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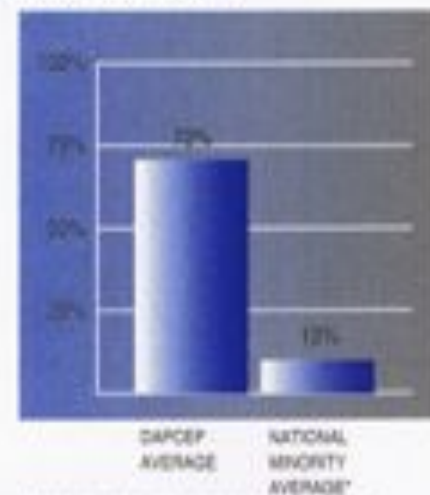
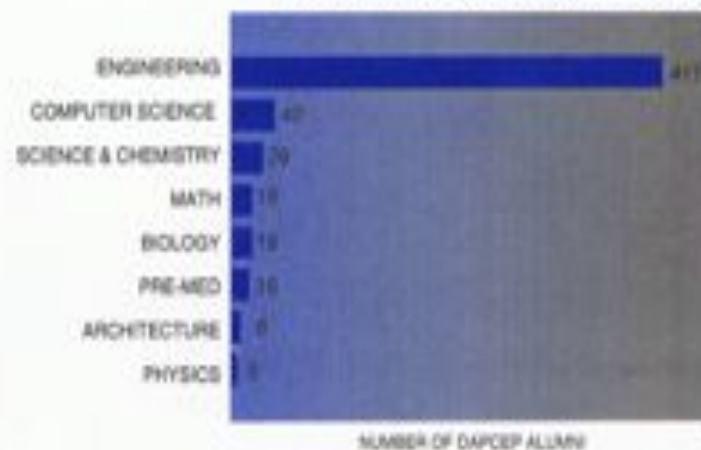
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| The Science of Life: From the Anatomy to Atom Unit '2000 | 1 | 9-10 | 16 |
| Unit '2000 | 2 | 8-9 | 50 |
| Summer Total | 28 | | 621 |
| TOTAL SUMMER PROGRAMS | 28 | | 621 |

How ChiS&E Came to CPS



ChiS&E's perspective:
It also took...

- ✓ A local believer
- ✓ A feasibility study
- ✓ A local angel
- ✓ A business plan



How ChiS&E Came to CPS



ChiS&E's perspective:
It took...

- ✓ Local district buy-in
- ✓ Model program experts
- ✓ Major funders



How ChiS&E Came to CPS



District perspective: CPS asked...



- ✓ What results did DAPCEP produce?
- ✓ Who in Chicago/CPS is recommending it?
- ✓ Where in CPS does it belong? What CPS unit is committed to implementing it?
- ✓ Do principals, teachers, and parents want it?

How ChiS&E Came to CPS



District perspective: CPS also asked...



- ✓ Who from Detroit will train our teachers?
- ✓ Who will fund the new program in Chicago?
- ✓ Who in ChiS&E can win support from principals, parents, district and civic leaders, and funders and coordinate the program's many components?

How ChiS&E Came to CPS



District perspective: CPS provided...

- ✓ Introductions to school staff and school visits
- ✓ Funds and staff time to help develop the NSF proposal
- ✓ An administrative "home" in CPS for the program
- ✓ Timely assistance in addressing emerging programs needs

Building a Stellar Program



What it takes:

- ❑ Involve master teachers from the model program
→ Best Practice

- ❑ Ensure fidelity to key components of the model
→ Replication

- ❑ Support creativity among local teachers
→ Innovation



Building a Stellar Program



What it takes:

- ❑ Engage local teachers in program development → Ownership
- ❑ Inspire and expect a commitment beyond "9 to 5" for all
→ Results
- ❑ Build local capacity through continued support from master model program educators
→ Sustainability



ChiS&E in Action!



ChiS&E - Evaluation



Year One Evaluation: CEMSE* Found...

- ChiS&E is implementing its theory of change.
- Participant attendance has remained consistent.
- The program is building parents' capacity to support their children's education.
- ChiS&E is preparing students to participate in the STEM fields.
- DAPCEP staff is preparing ChiS&E teachers to effectively engage students and parents.

*University of Chicago—Center for Elementary Math and Science Education

Thank you!



Chicago Pre-College Science and
Engineering Program

P.O. Box 805791

Chicago, Illinois

Phone: (312) 396-4076 Email: info@chiprep.org

Websites:

<http://www.chiprep.org>

<http://www.mylittleengineers.com>