



MINORITIES &

SUCCESS

Summer 2013

Why Diversity Counts

Hispanics On The Move

**How The Student Loan
Interest Rate Affect You**

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Why Diversity Matters

What is diversity?

What do we mean when we speak of diversity at the University of California, Berkeley? The Staff Equal Employment Opportunity (EEO) Compliance Office offers one definition:

“Diversity refers to human qualities that are different from our own and those of groups to which we belong; but that are manifested in other individuals and groups. Dimensions of diversity include but are not limited

to: age, ethnicity, gender, physical abilities/qualities, race, sexual orientation, educational background, geographic location, income, marital status, military experience, parental status, religious beliefs, work experience, and job classification.”

Diversity as a concept focuses on a broader set of qualities than race and gender. In the context of the workplace, valuing diversity means creating a workplace that respects and includes differences, recognizing the unique

contributions that individuals with many types of differences can make, and creating a work environment that maximizes the potential of all employees.

Diversity is also about having the long term goal that the campus work force should generally reflect the population of the state it serves in all its dimensions.

The relationship of diversity, equal employment opportunity, and

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affirmative action

Although diversity, equal employment opportunity, and affirmative action are all different, they are interrelated. Each is directed toward achieving equal opportunity in the workplace.

Diversity and affirmative action each broaden the concept of equal employment opportunity in different ways. Diversity, equal employment opportunity, and affirmative action together provide a strong foundation for the University's efforts to achieve a fair and inclusive workplace.

Diversity

Diversity is broader than affirmative action and is voluntary (i.e., it is not "strictly necessary" to incorporate diversity concepts in order to meet federal requirements) However, the Regents and Chancellor Birgeneau are committed to having a diverse University. Emphasizing diversity moves the University beyond considerations of only race and gender in its efforts to achieve an inclusive work environment.

While affirmative action and equal

employment opportunity focus on employment practices, the concept of diversity extends to the work environment, including individual attitudes and behaviors. Yet diversity is related to affirmative action and equal employment opportunity, as there is a direct relationship between individual attitudes and behaviors, and employment practices. Diversity workshops can help managers learn a variety of options to enhance diversity, and to understand how to consistently apply fair employment practices and procedures.

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Actions that promote diversity for staff are those that lead to a work environment that maximizes the potential of all employees while acknowledging their unique contributions and differences.

Equal employment opportunity

Equal employment opportunity is the core concept that unifies diversity and affirmative action efforts; that everyone should have equal access to employment opportunities. The University of California adheres to

state and federal equal employment opportunity laws and University policy, which prohibit discrimination based on a variety of characteristics. In addition to race and sex, these characteristics include: color, national origin, religion, physical or mental ability, medical condition (cancer-related), ancestry, marital status, age, sexual orientation, status as a covered veteran, and on the basis of citizenship.

Affirmative action

The basics of affirmative action have

been discussed in the preceding sections of this plan. Affirmative action was developed because of the need to take “affirmative action” to begin to reverse historic patterns of employment discrimination against minorities and women.

Federal regulations governing the University’s affirmative action activities require the use of race, ethnicity, or sex in limited circumstances, such as when analyzing the work force to identify areas of under-utilization of minorities and women, and establishing goals in

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affirmative action plans on that basis. When goals exist, the University may undertake targeted recruitment efforts to ensure that underutilized minorities and women are represented in the applicant pool.

Why is diversity important?

Educating managers and staff on how to work effectively in a diverse environment helps the University prevent discrimination and promote inclusiveness. There is evidence that managing a diverse work force can contribute to increased staff retention and productivity. It can enhance the organization's responsiveness to an increasingly diverse world of customers, improve relations with the surrounding community, increase the organization's ability to cope with

change, and expand the creativity of the organization. In addition to contributing to these business goals, diversity can contribute to goals unique to the University as a public institution, such as increased accessibility and accountability to all residents of the state.

Good management of a diverse work force can increase productivity and enhance the University's ability to maneuver in an increasingly complex and diverse environment.

Fairness vs. equal treatment

Many people think that "fairness" means "treating everyone the same." How well does treating everyone the same work for a diverse staff? For example, when employees have limited

English language skills or reading proficiency, even though that limit might not impair their ability to do their jobs, transmitting important information through complicated memorandums might not be an effective way of communicating with them. While distributing such memos to all staff is "treating everyone the same," this approach may not communicate essential information to everyone who receives them. It is easy to see how a staff member who missed out on essential information might feel that the communication process was "unfair."

A process that takes account of the diverse levels of English language and reading proficiency among the staff might require extra time to make certain that everyone understands an important memorandum. Such efforts

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on the part of supervisors and managers should be supported and rewarded as good management practices for working with a diverse staff.

Diversity and Demographics

How well is UC Berkeley doing with respect to diversity? In terms of actual numbers, we are limited to those dimensions of diversity for which statistical information is collected. While diversity addresses many dimensions of difference other than race, ethnicity, sex, and age, statistical information on those dimensions is readily accessible. It is illuminating, for example, to compare UC Berkeley's work force with the working age population of the state of California along the dimensions of ethnicity and age.

For many types of jobs, the percentages of minorities and women in the University work force are substantially less than their representation in the working age population. Even though minorities and women are substantially underrepresented in particular "job groups" compared to their representation in the working age population, they are not considered to be underutilized for affirmative action purposes if the percentage they represent at the University meets or exceeds their availability percentage for the particular job group. Since affirmative action identifies under-utilization based on the percentages of minorities and women who **already** have the requisite skills in specific job areas, under-utilization figures present a limited analysis of work force demographics.

For example, if we examine the UC Berkeley availability percentages for a senior management position such as Job Group 2 (Senior Managers), the availability of Hispanics is 3.8%. Hispanics make up 5.3% of this job group in the UC Berkeley work force, so there is no campus under-utilization. It would be reasonable to do a statewide recruitment for this level job group, so it is useful to compare the Hispanic availability percentages with actual state labor force figures. While the availability of Hispanics for this job group is 3.8%, Hispanics are 21.3% of the California work force, age 25 and older (see Work Force Comparative Analysis chart, below). The difference between the availability and actual labor force percentages illustrates the difference between under-utilization and under-representation.

15 Tips for Career and Life Success

By: Bud Bilanich

In my work as an executive coach, keynote speaker, leadership consultant and author I have spent the last five years studying what it takes to succeed in your life and career. I have found that successful people share five traits in common.

1. Successful people are self confident.
2. Successful people have positive personal impact.
3. Successful people are outstanding performers.
4. Successful people are excellent communicators.
5. Successful people are interpersonally competent.

Here's a list of things to do to become self confident, create positive personal impact, become an outstanding performer, excellent communicator and interpersonally competent.

Becoming Self Confident

Become an optimist. Look at the bright side, don't let problems and setbacks stop you from achieving your goals.

Face your fears and take action. Identify those things that you fear. Admit our fears. Accept your fears. Take action.

Surround yourself with positive people. Actively seek out positive people. Rid yourself of the negative people in your life. Find a mentor to guide and help you.

Creating Positive Personal Impact

Create and constantly promote your personal brand. Figure out what sets you apart from everyone else. Capitalize on your uniqueness. Remain

on brand all the time.

Dress for success. Dress appropriately for your job. Observe the successful people in your company - dress like them. Make sure your clothes fit, are clean and in good repair. Keep your shoes looking good.

Know, understand and practice the basic rules of etiquette. Good manners never go out of style. Do whatever you can to make the people around you feel comfortable. Use two simple, but powerful words - please and thank you.

Becoming an Outstanding Performer

Stay technically competent by becoming a lifelong learner. Join and participate in professional societies. Get an advanced degree. Read. Attend

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seminars and workshops.

Set and Achieve S.M.A.R.T. (Specific, Measurable, Achievable, Results Oriented, Time Bound) goals. Write your goals. Review them frequently. Share them with your friends. Take at least one positive step towards one goal every day.

Get organized. Adopt the Pareto principle - focus on the critical few, not trivial many things competing for your attention. Set priorities and stick to them. Do what's important, not urgent.

Becoming an Excellent Communicator

Develop your conversation skills. Learn and use people's names. Ask them questions. Listen and respond appropriately to what they have to say.

Develop your writing skills. Write like you speak. Use small words and

short sentences. Avoid jargon - or explain it as you go. Read what you've written. Edit and rewrite until you're happy with it.

Develop your presentation skills. Determine your message. Analyze your audience. Organize your information for impact. Create supporting visuals. Practice out loud.

Becoming Interpersonally Competent

Understand yourself. Use a commercially available instrument, like the MBTI or DISC. Or just think about what's important to you and why. Use this knowledge to better understand others. Use your knowledge of others to tailor your communication

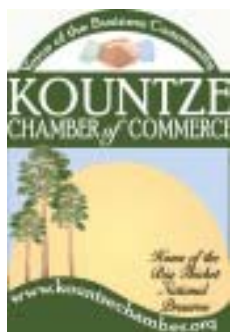
style to their needs and wants.

Build strong, lasting, mutually beneficial relationships. Be honest. Be humble. Be courteous. Take responsibility for yourself. Build consensus. Listen well. Respond appropriately. Respect others as human beings.

Resolve conflict in a positive manner. Focus on where you agree with a person with whom you are in conflict. Build a solution that meets both of your needs.

If you follow the 15 common sense pieces of advice I've presented in this checklist, you'll be able to build a successful life and career.

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Successful People Make Their Own Luck

By: Bud Bilanich

A while back I wrote about a book called *The Luck Factor* by Richard Wiseman who claims that you can learn to be lucky. In fact, Dr. Wiseman even lists five steps for learning to be lucky.

First, don't assume there is nothing you can do about any situation. Make the decision to take control. Second, do something now. Third, make a list of various options. Be creative. Brainstorm. Come up with as many ideas as you can. Fourth, decide how you will move forward. Consider every possible alternative. Fifth, take action. Be prepared to

adapt your action as the future unfolds.

Richard Wiseman calls this a prescription for learning to be luck.

I call it committing to taking personal responsibility for creating a successful life and career. Every one of the five steps above is a manifestation of your willingness to commit to taking personal responsibility for your life and career.

Let's look at them again with my perspective.

First, deciding that you can control a situation is the first step in controlling it. It's like throwing a mental switch that puts you in charge and demonstrates your commitment to taking personal responsibility for your life and success.

Second, the mere act of doing something moves you forward. You may not be successful the first — or even second or third time — but the fact that you try and keep trying is another manifestation of your commitment to taking responsibility for your life and career.

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Third, thinking through your options puts you in control. Often at first it may seem that your options are limited. However, if you take the time to review everything you can do in a given situation, you'll be able to come up some good ideas for helping you get on top of any situation you face.

Fourth, choose an option, put it into play and see what happens. If it doesn't work, choose another one. If that doesn't work, choose another one. In this way, you are not only being systematic about creating your own success, you are demonstrating the resilience common to people who commit to taking personal

responsibility for their success.

Fifth, be adaptable. What works at first may no longer work as you move forward. If you're committed to taking personal responsibility for yourself and your success, you'll change with the times. You won't sit back and bemoan the fact that things have changed. You'll be in charge, changing with the times — and even causing the times to change.

The common sense point here is simple. Successful people commit to taking personal responsibility for their lives and careers. You can demonstrate your commitment to taking personal responsibility for your success by

doing five things.

- 1) Decide you are in control.
- 2) Do something to show yourself you are in control.
- 3) Think through all of your options in a given situation.
- 4) Choose an option and act. If it doesn't work, choose another option.
- 5) Be adaptable. Change with the times. In *The Luck Factor*, Richard Wiseman calls these five steps a method for learning to be lucky. I say they are a recipe for demonstrating your commitment to taking personal responsibility for your life and career.

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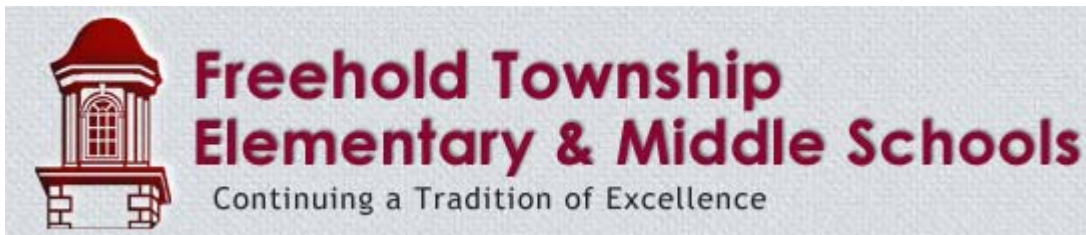


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How the Student Loan Interest Rate Hike Will Affect You

By: Cecillia Barr

Student loans provide school funding for many undergraduate and graduate students.

Total student loan debt in the United States now hovers above \$1 trillion, exceeding total credit card debt for the first time, and there are more than 37 million borrowers. Another shocking statistic: Almost 40 percent of those who took out student loans to help pay their way through college are under 30.

Congress has been deciding what to do with the rising debt and student loan interest rates. The deadline for a decision was today but Congress failed to reach a deal and interest rates doubled. Here is a breakdown of the student loan interest rate hike:

What: The interest rates on Federal Subsidized Stafford Loans have doubled from 3.4 percent to 6.8 percent. According to Congress' Joint Economic Committee, this will cost the average college student an additional \$2,600.

When: This change has been put into effect as of this morning.

Why: Back in 2007, Congress passed a bill that allowed student loan interest rates to gradually drop from the original 6.8 percent to 3.4 percent over the course of five years. In 2012, it was time to decide what would happen to the interest rates, but a consensus couldn't be reached. An extension was put into effect to maintain the 3.4 percent interest rate for one year. That year has expired today and a solution has not been made.

Lawmakers could still potentially pass a bill to reverse the hike.

Proposals: House Republicans have passed a law that would address student loan interest rates in the long run. Under this plan, interest rates would change every year, varying with the market, starting with the 10-year Treasury note. The student loan interest rates would essentially pay down the deficit.

President Barack Obama proposed a solution in his FY2014 budget request, which prevents the rates from doubling. Like the Republican proposal, the President is proposing that the student loan interest rates be tied to the market. However, the rate will be locked in for the life of the loan once issued and not fluctuate

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RALEIGH COUNTY SCHOOL DISTRICT

105 Adair Street Beckley, WV 25801
boe.rale.k12.wv.us

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according to the status of the economy each year.

The projected rates on federal Stafford Loans could rise to 7.7 percent in 2023 under these proposals, according to the Congressional Budget Office.

What This Means for You

The good thing about this rate hike is that it will only affect federal subsidized Stafford Loans that are issued on or after July 1, 2013.

Stafford Loans are available to both undergraduate and graduate students and are generally the most affordable. There are two kinds of Stafford Loans: Subsidized and unsubsidized.

Subsidized Stafford Loans are available to students that can prove

financial need. The government pays the interest on these loans as long as the student is enrolled at least part-time in school. Unsubsidized Stafford Loans are available to all students and don't require proof of financial struggle. However, unlike the subsidized loans, the student is responsible for the interest accrued while enrolled in school.

For any loans issued prior to July 1, the existing rate is locked in.

Steps You Can Take to Prepare

Subsidized Stafford Loans will still be more affordable than unsubsidized loans and private loans. However, taking out student loans to pay for your higher education should be a last resort. Universities and colleges almost always offer grants and scholarships to help pay for school.

Filling out a Free Applications for Student Aid (FAFSA) will also help determine eligibility for Work Study programs.

If your only alternative for funding your education is to take out student loans, educate yourself on the options available to you. Your FAFSA will help define how much money you are qualified to receive, under specific interest rates. You can look into subsidized and unsubsidized federal loans, PLUS Loans available for parents and graduate students, and private loans.

When the time comes to repay your loans, avoid going into default. If you foresee having difficulty repaying student loans, talk to your provider and they will work something out with you.

There are several repayment plans and options that are available for student borrowers. Some include:

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MANCHESTER PUBLIC SCHOOLS

45 N. School Street
Manchester, CT 06042

<http://boe.townofmanchester.org>

We Manchester Public Schools is committed to a policy of equal opportunity/affirmative action for all qualified persons. Manchester Public Schools does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious, creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Manchester Public Schools does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.

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SODUS CENTRAL SCHOOL DISTRICT

Committed to Excellence and Dedicated to Success

P.O. Box 220
Sodus, NY 14551-0220
www.soduscsl.org

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OLEY VALLEY SCHOOL DISTRICT

17 Jefferson Street Oley, PA 19547
www.oleyvalleyisd.org

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One Franklin Street
Hampton, VA 23669
www.sbo.hampton.k12.va.us

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TIOGA CENTRAL SCHOOLS

P.O. Box 241
Tioga Center, NY 13845-0241
www.tiogacentral.org

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Loan Consolidation:

Under this program, student loans will be consolidated into one loan with a fixed interest rate. In other words, instead of making multiple payments to various lenders, you will make one monthly payment with a weighted interest rate.

Income-Based Repayment (IBR):

IBR plans are based on income, family size and state of residence. The payments are capped at 15 percent of the borrower's discretionary income. IBR does not apply to loans in default, Parents PLUS Loans, Perkins Loans or uninsured private loans.

Pay As You Earn Repayment:

This plan is also known as Obama's Student Loan Program. Monthly payments are based on similar requirements as the IBR, but they are capped at 10 percent of the borrower's discretionary income. This plan offers the lowest monthly payment amount if you are facing financial hardship.

The student loan interest rate hike should not deter you from furthering your education. Everyone deserves to attend the college or university of their choice. Make it your responsibility to educate yourself on the issues that surround your future and the options available to you.

Cecillia Barr is a personal finance writer and blogger for Debt.org – America's Debt Help Organization.

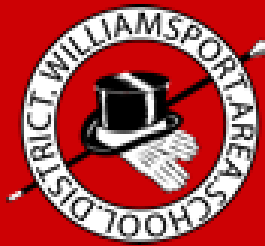
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185 Freedlander Drive
Clyde, NC 28721-9441
www.haywood.edu

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Williamsport Area School District

Developing responsible citizens through excellence in education

2780 W. 4th Street
Williamsport, PA 17701
www.wasd.org

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MADISON COUNTY SCHOOL DISTRICT

Graduating Independent Productive Citizens

P.O. Box 37 Danielsville, GA 30633
www.madison.k12.ga.us

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Rowan-Salisbury School System

314 N. Ellis Street Salisbury, NC 28145
www.rss.k12.nc.us

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511 Panther Drive
Geneva, AL 36340-1499
www.genevacity.schoolinsites.com

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98 School Drive
Cuthbert, GA 39840-1724
www.sowegak12.org

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72 Ledger School Road
Bakersville, NC 28705
www.mcsnc.org

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PICKENS COUNTY SCHOOL DISTRICT

377 Ladow Center Circle
Carrollton, AL 35447
www.pickenscountyschools.net

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CALHOUN CITY SCHOOL DISTRICT

380 Barrett Road
Calhoun, GA 30701
www.calhounschools.org

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Children Educational Programs - Why They Are Important

By: Preeti Narayan

Education is a key to successful and happier future. That's why every parent like you wants to give best education to their children. A good children educational program helps you in this task. They help your children to learn better and achieve more success in their education. Children educational program also give following benefits to your children:

1. They make education easier

Most of the children educational program deal with topics that are also taught in classroom. Thus when your children use the educational programs at home, they get additional practice of subjects which they learn in the classroom. This helps your children to learn better.

Example: "Middle School Math Excelerator" program teaches math skills. So in addition to learning math

in classroom, your children get more math practice when they use those educational programs at home.

2. Children can practice at home

Once you buy a particular children educational program, it will be available to your children 24 hours a day. Your children can repeatedly use them whenever they get the time or

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2300 Cason Street
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www.lsc.k12.in.us

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Pendleton County
SCHOOL DISTRICT

2525 US Highway 27
North Falmouth , KY 41040
www.pendleton.kyschools.us

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333 Upper Road
Kohler, WI 53044
www.kohlerpublicschools.org

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CAMDEN-FRONTIER
SCHOOL DISTRICT



4971 W. Montgomery Road
Camden, MI 49232
www.cfss.org

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CLEARVIEW LOCAL
SCHOOL DISTRICT

4700 Broadway
Lorain, OH 44052
www.clearview.k12.oh.us

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COFFEYVILLE

COMMUNITY COLLEGE

400 W 11th Street
Coffeyville, KS 67337
www.coffeyville.edu

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SCHOOL DISTRICT OF WEST DE PERE

400 Reid Street, Suite W
De Pere, WI 54115
www.wdpsd.com

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EAST GRAND FORK INDEPENDENT SCHOOL DISTRICT 595

P.O. Box 151
East Grand Forks, MN 56721-0151
www.egf.k12.mn.us

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New Ulm Public School

"Educating Students for Tomorrow"

15 North State Street
New Ulm, MN 56073
www.Newulm.k12.mn.us

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whenever they get in the 'mood' to use them. Thus your children will get lot of practice.

3. Include exercises and games to develop important skills

All good children educational programs include well-planned exercises to help your children learn and improve a particular skill or ability. Some educational programs also include games-like or story-like exercises to help children learn better. These kind of educational programs are highly suited for younger children below the age of 12.

4. Helps to improve those weak areas

Children educational programs are especially useful if your kids have problem in a particular area of study. For example, do your children find grammar difficult? Or are they weak in math? Or do your children find science tough?

In such cases, a good educational program will help your children improve in those subjects. Many such subject-specific educational programs are available on internet to help children improve. For example: "Quickstudy English Vocabulary" to improve word power in English, and "I Love Science" program to improve in Science subjects are available at <http://www.softwareforkids.com>

Also, a different kind of children educational programs are available that work as "self-help" programs. These kind of programs contain easy step-by-step exercises to help children improve their concentration power. Also, they teach children how to study better with correct study techniques and how to deal with exams and so on.

These "self-help" kind of educational programs are also highly useful for your children. Example of one such program is "Success Mindware: Total Self-Development Program For Student" available at <http://www.mindpowerguide.biz>

5. Increases interest in studies

A good children educational program also helps your children to become more interested in studies. Because they help to make learning fun for your children and also motivate them through good examples, stories and games.

Hence investing few dollars in a children educational program will not cause any loss to you, provided you select the right one. It will only make education easier and interesting for your children.

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JASPER R-V SCHOOL DISTRICT

201 West Mercer Street
Jasper, MO 64755
www.jasper.k12.mo.us

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GALLATIN R-V SCHOOL DISTRICT

602 S Olive Street Gallatin, MO 64640
www.gallatin.k12.mo.us

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LONE JACK C6 SCHOOL DISTRICT

201 West Lone Jack Lee Summit Road
LONE JACK, MO 64070
www.lonejackc6.net

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MARSEILLES ELEMENTARY SCHOOL

201 Chicago Street
Marseilles, IL 61341
www.mes150.org

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Senath-Hornersville Schools

Home of the Lions

P.O. Box 370
Senath, MO 63876-0370
www.shs.k12.mo.us

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**J. STERLING MORTON
HIGH SCHOOL DISTRICT #201**

5041 W. 31st Street Cicero, IL 60804
www.morton201.org

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**MITCHELL PUBLIC
SCHOOL DISTRICT 31**

1819 19th Ave
Mitchell, NE 69375
www.mpstigers.com

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P.O. Box 350 Bismarck, IL 61814
www.bismarck.k12.il.us

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**MINATARE PUBLIC
SCHOOLS**

1107 7th Street
Minatare, NE 69356
www.minatareschools.com

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Whitehall School District

P.O. Box 1109
Whitehall, MT 59759-1109
whitehall.schoolwires.com

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**BRADY
PUBLIC SCHOOL
DISTRICT 6**

PO Box 68
Brady, NE 69123
www.brady.schools.org

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ST. JOHN THE BAPTIST PARISH PUBLIC SCHOOLS

P.O. Drawer AL
Reserve, LA 70084
www.stjohn.k12.la.us

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HISPANICS ON THE MOVE

Northwestern Names Rodríguez Law Dean

Daniel B. Rodríguez, Minerva House Drysdale Regents Chair in Law at the University of Texas School of Law, has been appointed dean of Northwestern University School of Law (IU.) and Harold Washington Professor, effective Jan. 1, 2012. Rodríguez is a former dean at the University of San Diego (USD) Law School. Before coming to USD, he was a tenured professor at the

University of California Berkeley's Boat Hall School of Law. He has been a visiting professor at the law schools at Columbia, University of Southern California, University of Illinois and University of Virginia.

Gutiérrez New VP for External Relations at U. of Arizona

The University of Arizona (UA) has named Jaime P. Gutiérrez vice

president for external relations. Gutiérrez had been associate vice president for community relations, overseeing neighborhood relations and outreach, local government relations, the UA Visitor Center, University Events and community partnerships. Previously, Gutiérrez was a special assistant to the UA president. He also was an Arizona state senator for 14 years, elected to several leadership positions, including minority whip and assistant minority leader. He served on a number of legislative committees dealing with

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6505 E. US Highway 66
El Reno, OK 73036
www.cvtech.edu

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juvenile delinquency, state budget and revenue issues.

Medina Selected for Prestigious Fulbright Specialist Program

Dr. Myra M. Medina, professor in the Department of ESL and Foreign Languages at Miami Dade College's (Ha.) North Campus, this past summer joined the ranks of notable scholars and professionals in the U.S. recently selected for the prestigious Fulbright Specialist Program. Medina spent three weeks during July and August at Universidad APEC in the Dominican Republic, where she lectured on language acquisition theories, conducted workshops on second language learning methodology, and consulted with administrators and faculty on the faculty evaluation process.

Gutiérrez Wins Award for Diversity Research and Education

Félix F. Gutiérrez, professor of journalism, communication and American studies and ethnicity at

University of Southern California (USC) Annenberg, was chosen to receive the 2011 Lionel C. Barrow Jr. Award for Distinguished Achievement in Diversity Research and Education by the Association for Education in Journalism and Mass Communication (AEJMC).

The Barrow Award recognizes outstanding accomplishment and leadership in diversity efforts for underrepresented groups by race and ethnicity. Gutiérrez holds a journalism diversity appointment in the USC Annenberg School for Journalism & Communication and is a professor in the Dana and David Dornsife College of Letters, Arts and Sciences.

KSTF Awards Perea Five Year Fellowship Valued Up to \$150,000

The Knowles Science Teaching Foundation (KSTF), an advocate for new teachers and the teaching profession, has awarded Tara Marie Eck Perea a fellowship in math valued at up to \$150,000 over five years. Perea, a graduate of Albuquerque Academy, an independent day school located in Albuquerque,

N.M., is an AmeriCorps volunteer with an underserved elementary school. As a participant in the KSTF Fellows Program, she will be empowered to think critically and creatively about the teaching of mathematics and science.

Chávez Performs at Sul Ross

Noted author Denise Chávez recently presented "Familia! An Evening of Stories" at Sul Ross State University (Texas). Chávez, who has roots in New Mexico, Texas and México, is the author of the recent memoir *A Taco Testimony: Meditations on Family, Food and Culture* and (he novels *Loving Pedro Infante* and *Face of An Angel* as well as a short story collection, *The Last of the Menu Girls*. She has published a children's book, *La Mujer Que Sabía El Idioma de Los Animales/The Woman Who Knew the Language of the Animals*. The author of many plays, she considers herself a performance writer.

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Future Teachers Must Implement Parent Involvement In Their Literacy Development Plans

By: *Natasha Bright*

One of the major challenges first-year teachers face is how to get parents involved in their children's literacy education. Parent involvement is especially essential in the early developmental stages of learning. This is why it is crucial that future teachers understand the vital importance of parent involvement strategies early on so that they can create those strategies and have them well in place before they welcome their first set of students.

Parents are the most powerful influence on children's literacy development. When they're involved, students become better readers and writers. Teachers should work with parents, providing them the resources and literature to create a home environment that fosters literacy and reading initiatives. Home literacy initiatives can help prevent reading problems later on.

Today's fast-paced society does not seem to afford the opportunities for mothers and fathers to stop by the

school and chat about their children's academic performance. Consequently, if the teacher does not approach the parent, the mother

or father will more than likely not get involved. Teachers should have several means to discuss parent involvement and share information. Parent-teacher contact can be accomplished with "back to school nights," newsletters, conferences, workshops, and telephone hot lines. Any one of these means provides opportunity to encourage parent involvement.

One of the most effective ways for parents to get involved is through literacy volunteer initiatives. Schools are always in need of adults to read to students, facilitate discussions with students about the books they are reading, and to help with composition writing. In this capacity, parent involvement can be extremely beneficial. Mothers and fathers are more likely to remain committed if

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they believe the school has children's best interest at heart.

Establishing a parent-involvement program requires some effort; however, if established at the start of the school year, the teacher will have a firm literacy resource team available all year round. Initiating the right program will ensure success for teachers, students, and parents.

Parent involvement is not just in the classroom. Teachers should encourage parents to support their children's literacy development at home. Parents are children's first and best teachers. At-home literacy should include read aloud time — children reading aloud to parents vice versa.

Parents should schedule a set time for daily read-aloud time. This practice builds self-esteem and enhances the parent-child relationship.

There are other ways families can support literacy. Teachers should provide parents with a list of activities and opportunities that promote literacy outside of the classroom. For example, parents can teach their children literacy by taking them to the library to apply for their own library card, browsing bookstores together, or writing cards and letters to family members.

Future teachers pursuing online early childhood education degrees or degrees on campus need to consider

the needs of their students as they plan for literacy instruction. This entails having a strong parent body involved in child literacy development. Whether parents serve as classroom volunteers and/or a reading and writing teachers at home, they are crucial to the success of your reading and writing agenda. Teachers, take care to have a parent-involvement plan ready for implementation. Whether you are taking online classes or are attending a traditional college or university, develop a plan that focuses on recruiting parent involvement at the start of the year. This way parents will more than likely remain committed throughout the year.

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Successful Parenting - 6 Secrets To Transform Your Children Into Achievers

By Preeti Narayan

Nothing compares with the joy of watching our children succeed. You can experience more of such joy now.

Here are 6 secrets to easily transform your children into successful and confident persons:

1. Increase your children's self-esteem

This is very important. Children who feel good about themselves, who have confidence in themselves,

achieve more success.

You can use one simple but highly effective method to increase your children's self-esteem—keep reminding them of their good qualities and success. This will strengthen their self confidence. It will make them believe that they can achieve whatever they want.

2. Help your children set goals

Goals will give a direction to your

children's thoughts and to their life. It's a best way to stimulate your children to make proper use of their time and energy.

Hence encourage your children to set some goals—like study goals or career goals, and ask them to do their best to achieve it. Allow them the freedom to set the goals which they want to achieve.

Do not force your interest on them. However, you can guide them to make right decisions, if they seem confused or undecided.

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3. Help your children to make correct choices

B.K.Narayan, a counselor and author of Success Mindware-A Complete Self Development Course for Students, says, "Children can avoid many problems and failures if they choose things which match with their interests and strengths. Guide your children to choose study subjects and career based on their natural strengths, talents and interest."

For example, if your son is good in music then it will be best for him to choose career based on music. If your daughter is strong in math, it would be a right decision to choose higher education and career based on mathematics.

Such choices based on children's strength, interest, and natural talent, help them to learn faster and make better progress.

Observe your children to find out in which work they are good at. What things interest them? In which subjects they score higher consistently? Also ask your children what are their aims, dreams and interests.

All this information will help your children to choose a particular education program or job or business that suits them better.

4. Teach your children methods of developing and using more mind power

This is absolutely essential in today's hectic pace of life, tough competition and huge study material which children have to learn.

There are special mind control methods, like—self-programming, visualization, positive-self suggestion, etc. These mind control methods help children to relax and use their mind more efficiently. Hence it would be a good idea if you learn these methods, and then teach them to your children.

5. Keep your children optimistic about their future

Children see failures, unemployment, job retrenchments, violence, and other depressing things around them—either through the media or in the life of people known to them.

These negative things can demotivate children.

It can make them lose interest in studies and career. It can make them think they don't have much chance for achieving success. Such thinking might make them apprehensive about their future. You can prevent this.

Turn your children's attention to

those people who are achieving success. While there are people living in depressing conditions, there are also thousands of others people who are getting good jobs, earning wealth, fulfilling their dreams and living happily.

With this kind of thinking, your children will not get discouraged. They will remain reassured about their future and make efforts to reach for their dreams.

Also, teach your children to convert problems into solutions. To look for opportunities in difficulties.

6. Keep up the energy level

Bad health can adversely affect children's learning ability and performance level. Help your children to stay healthy and energetic.

Encourage them to eat healthy and nutritious food, drink sufficient water, sleep properly and exercise regularly.

If the body is healthy, then the mind will also be healthy. Your children will be able to study more, work more, and enjoy their life better.

Start following the above 6 secrets to transform your children into confident achievers. You will be amazed at the difference it will make in your children's life.

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