

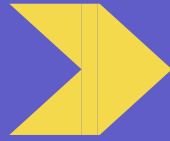
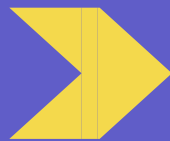

Project updates and using our project findings to affect positive changes



Adapted Measure of Math Engagement Research Group,
March 5, 2025



Agenda

-  Team building
-  Project updates
-  Next steps for BPS

Team Building



Get to know each other

Create space to get to know the members of the AM-ME Research Group.

Guess the Number

- Choose a **category** (cookies, Saturday activities, sports, etc.).
- One participant (**The Guesser**) will close their eyes or leave the room.
- The rest of the group will **choose a number** between 1 and 10.
- Using that number, all participants must think of **something they would rate that number in the chosen category**.
- After all participants have given their answer, **the Guesser must then guess what they think the number is**.



Group Norms



Project Updates



General Updates

Denver conference is unfortunately a no-go.



National Science Foundation Context

We want to share some context about what's been happening in the federal government related to this project.

The National Science Foundation

What is NSF?

The U.S. National Science Foundation (NSF) is an **independent agency** of the United States federal government that supports fundamental research and education in all the non-medical fields of science and engineering. Its medical counterpart is the National Institutes of Health.

What is an independent agency?

This term is used to describe agencies that, while constitutionally are part of the executive branch, are independent of presidential control, usually because the president's power to dismiss the agency head or a member is limited.

Though it is an independent agency, the director of NSF is appointed by the President and confirmed by the Senate for a six-year term.

Fun fact: The current NSF Director was appointed by Trump in June 2020 after serving on the governing board of NSF.

The National Science Foundation

Our funding comes from two areas within NSF:

Discovery Research PreK-12 (DRK-12), which supports research and development to enhance STEM learning and teaching for preK-12 students.

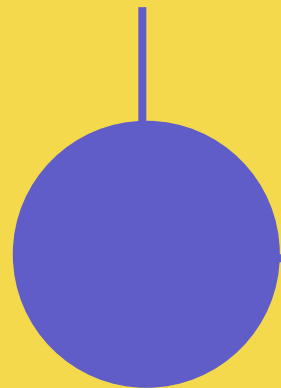


Racial Equity in STEM Education, which supports projects focused on advancing racial equity in STEM education and workforce development that are led or co-developed by individuals and communities most impacted by the inequities caused by systemic racism.

Federal gov. timeline of events

October 7, 2024

Ted Cruz (R-Texas), on behalf of the U.S. Senate Committee on Commerce, Science & Transportation, released a report titled [“D.E.I. Division. Extremism. Ideology. How the Biden-Harris NSF Politicized Science.”](#)

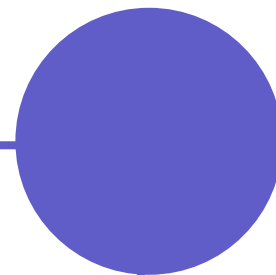


The committee found that over 10% of NSF grants—totaling \$2.05 billion—were “questionable projects” promoting diversity, equity, and inclusion or neo-Marxist perspectives on class struggle.

The report hinted at releasing a database of projects and researchers. We assumed our project would be included.

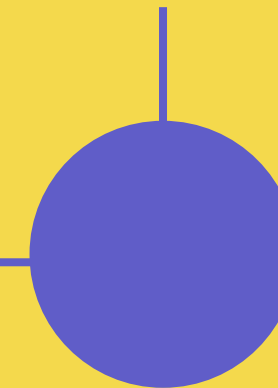
November 6, 2024

Donald Trump wins the presidential election.



January 20, 2025

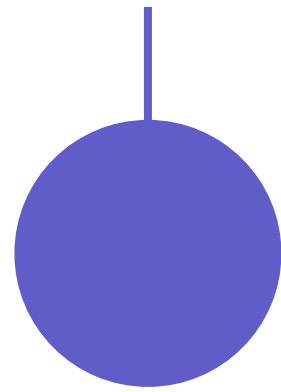
Donald Trump is inaugurated as the 47th president of the United States.



Federal gov. timeline of events

January 20, 2025

Executive Order: [Ending Radical And Wasteful Government DEI Programs And Preferencing](#)



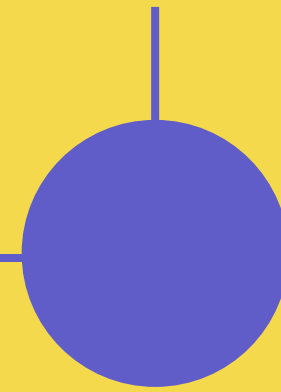
All government entities must end equity-related roles, programs, and requirements for employees, contractors, and grantees.

[What is an executive order?](#) A directive from the president on enforcing laws or managing executive branch resources. It is not a law. Their authority is not final. They can be reviewed by federal courts for legality and validity.

January 27, 2025

[OMB Memorandum M-25-13:](#)

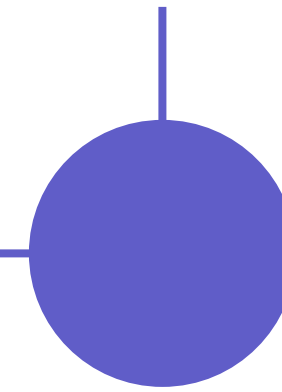
Temporary Pause of Agency Grant, Loan, and Other Financial Assistance Programs



All federal agencies had to pause funding for anything affected by the executive orders, including foreign aid, nongovernmental organizations (Child Trends, Search Institute, and McREL International), and DEI.

January 29, 2025

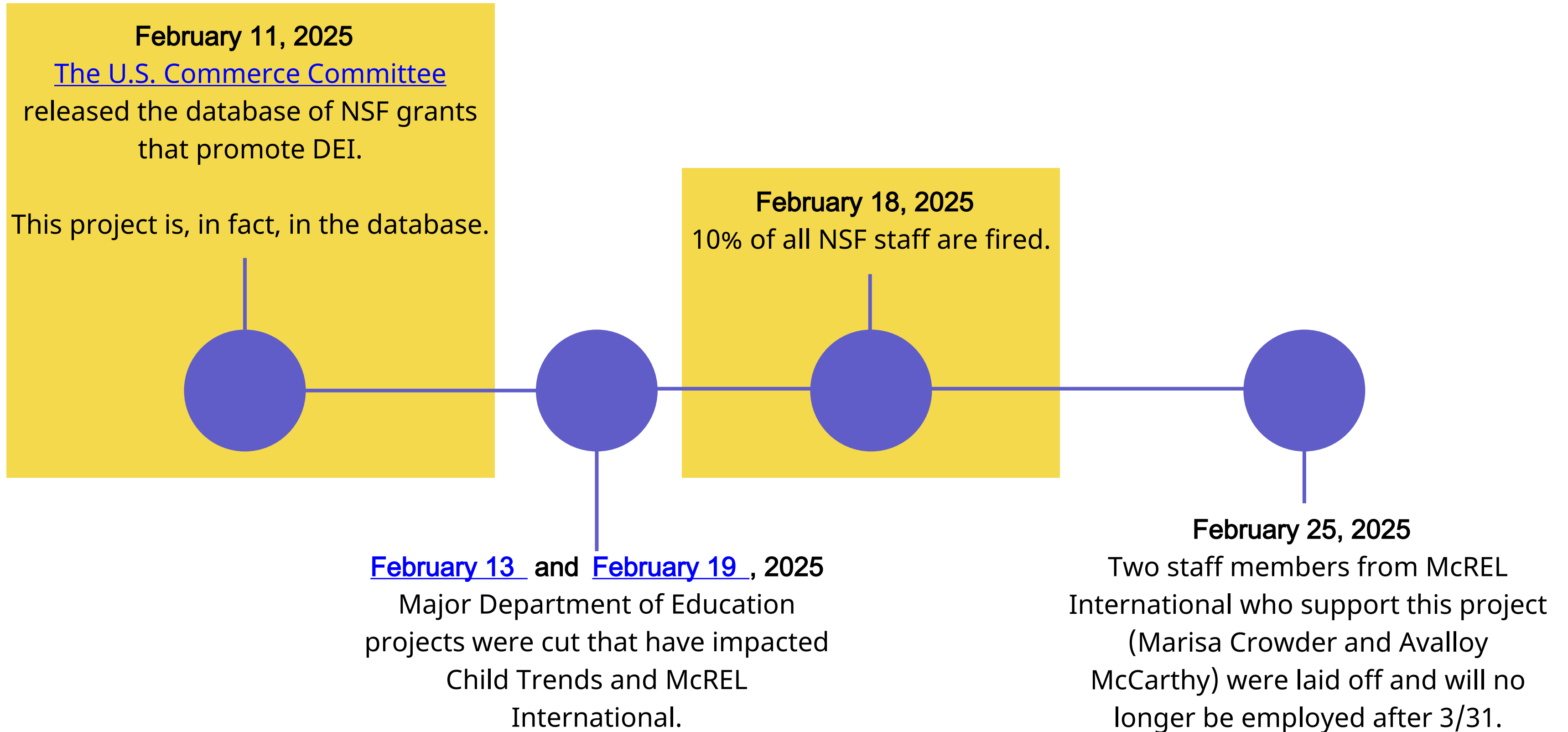
[OMB Rescinded the memo](#) calling for a pause to all federal funding assistance.



A federal judge issued an administrative stay after nonprofits sued over the legality of the federal funding freeze.

[What is an administrative stay?](#) A temporary court-ordered pause to allow time for further review or action before a final decision.

Federal gov. timeline of events



Next Steps for BPS: Reflection

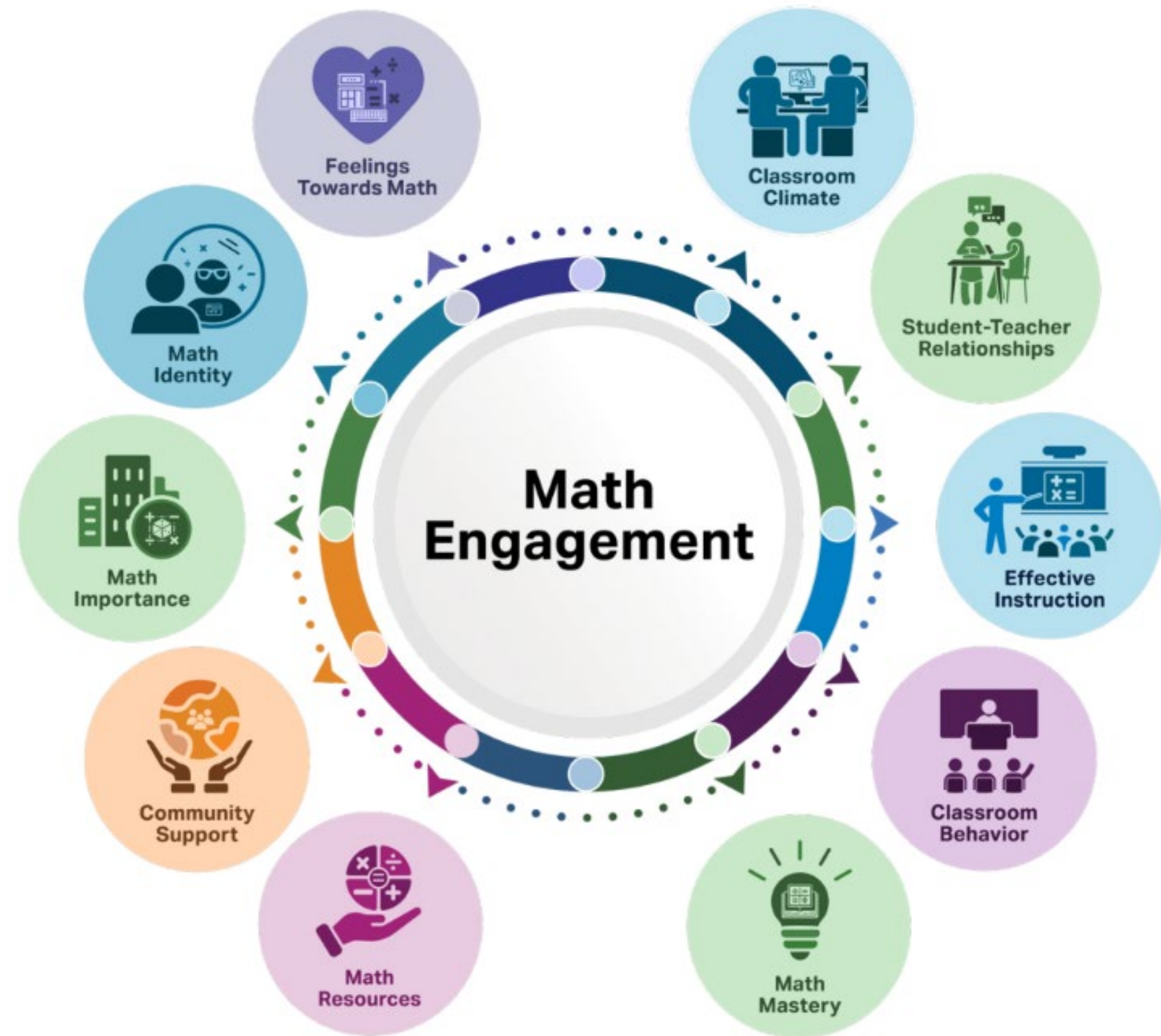
What happens with our
findings?

 Recap of our findings so far

 Reflect on findings

Based on our findings so far, we found 10 emerging themes of math engagement.

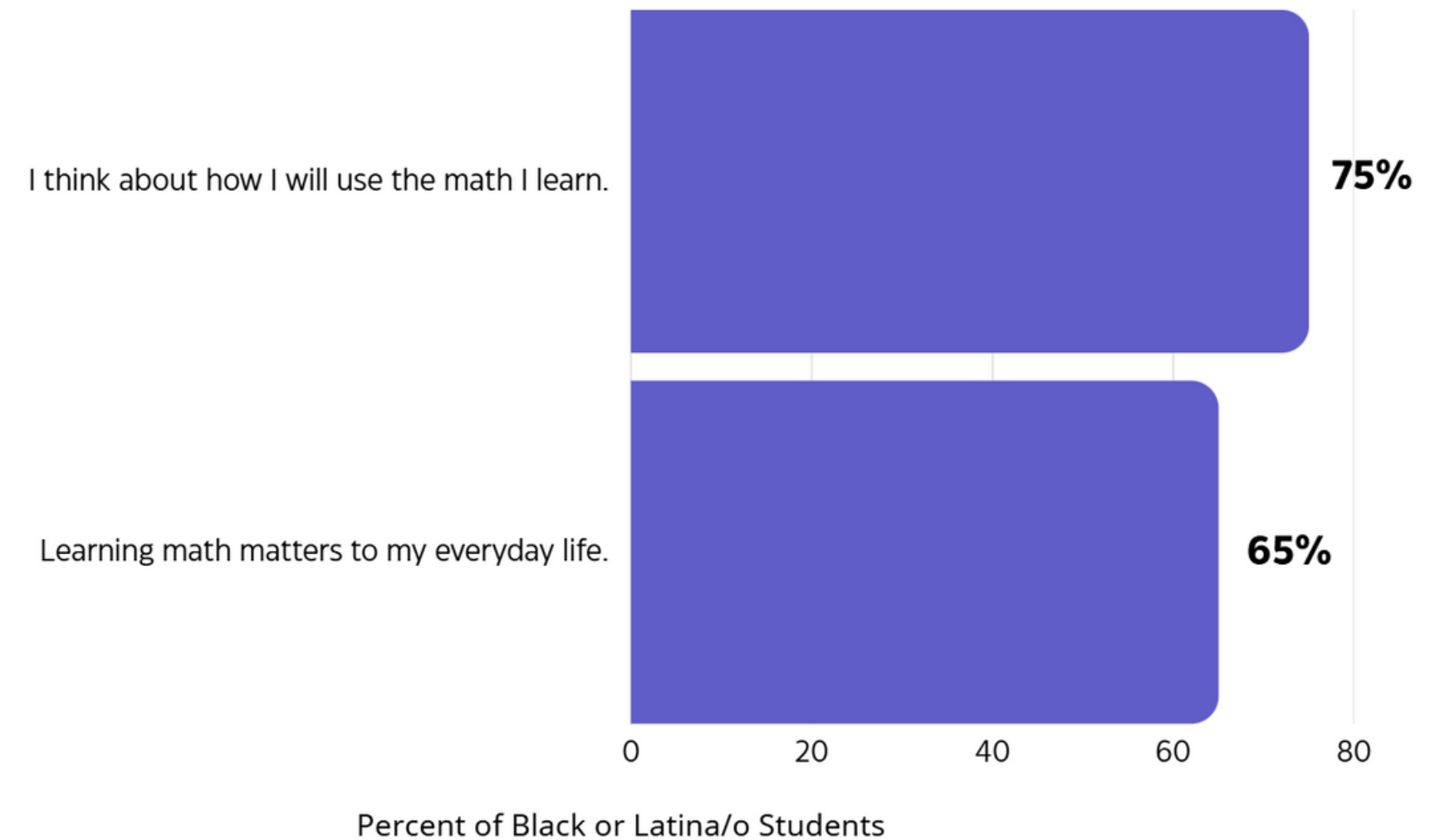
We'll review 5 of them together, you can also read the printout for more.



Math importance

“While I'm learning, I'm like, ‘When am I going to have to use this form?’ Especially because technology is so advanced. I don't think I'm going to have to break down equations like that...Like the quadratic formula. I don't think I'm just going to stop in the middle of the day to break down the quadratic formula.”
- Lauren, a Black female student

 example: *My teacher uses examples related to my interests to teach math.*

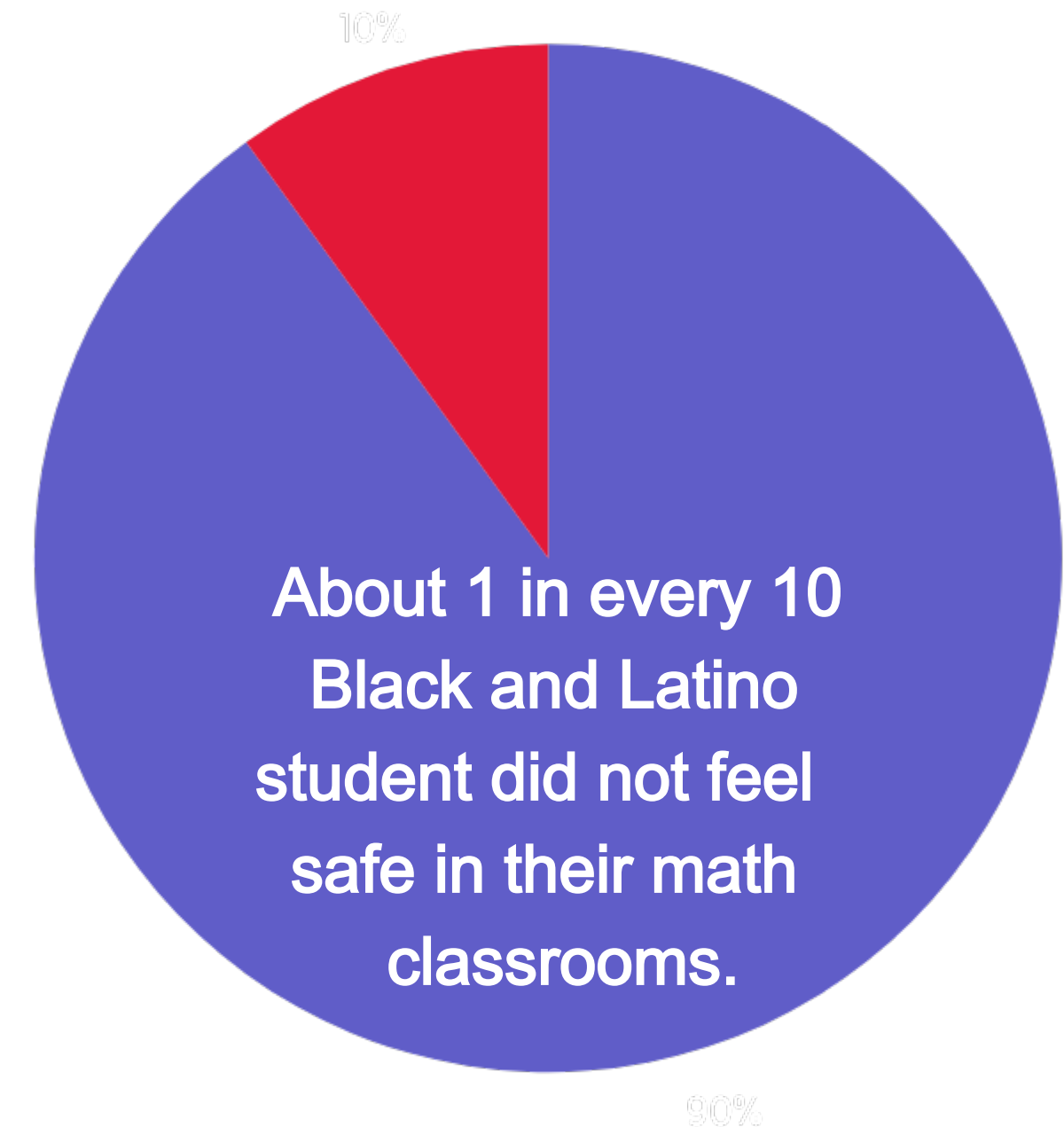


Classroom climate

“Me and my friend, we always help each other because we ask our teacher to sit next to each other because we know how to help each other in the ways that both of us know. And then one of us is wrong, but the other one will know what to do. So it's really fun and you learn faster with them.”

- Bella, a Hispanic Ecuadorian female student

 example: *I feel comfortable asking questions in math class.*

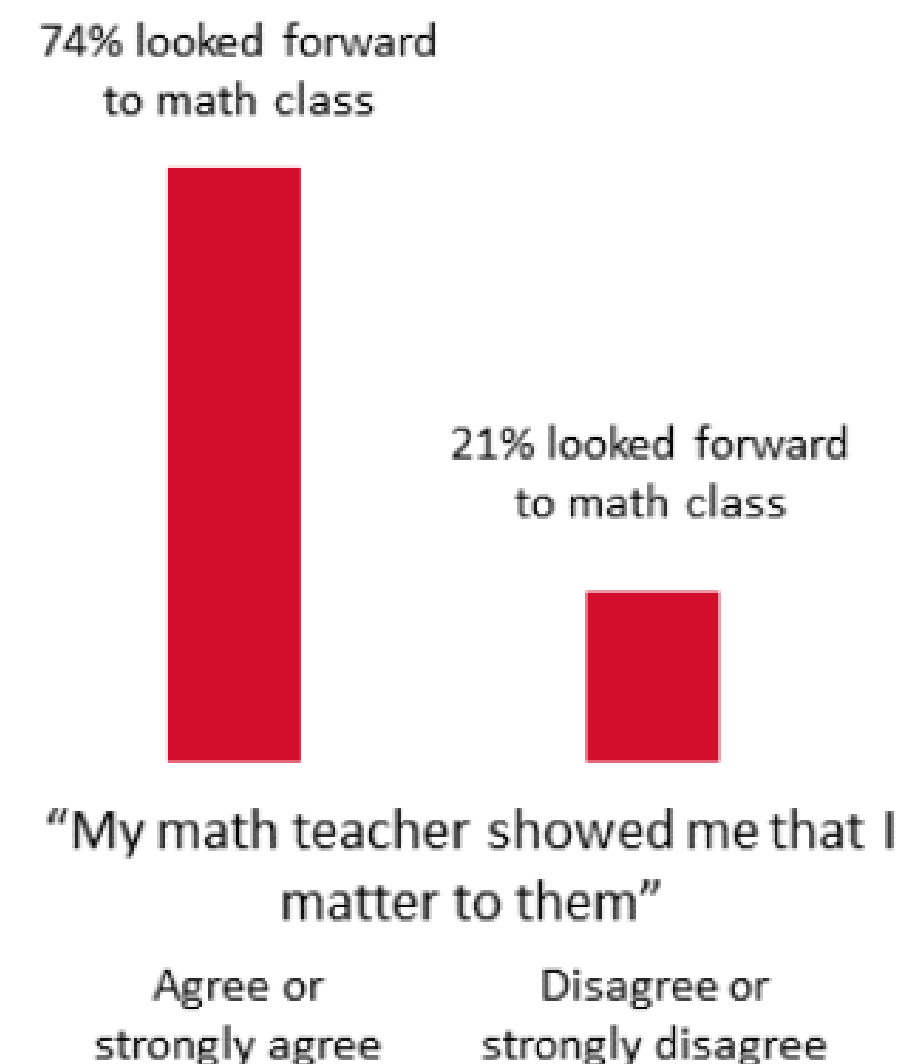


Student -Teacher Relationships

“The first is, in order for that group of students to be engaged, I feel like I need to build a personal connection with them. So they really feel like I care about them as humans, and I care about things they care about, which is very rarely math. So getting to know them early on, learning their names, pronouncing their names correctly. Things like that are huge to start building the foundation.”

- Tisha, teacher

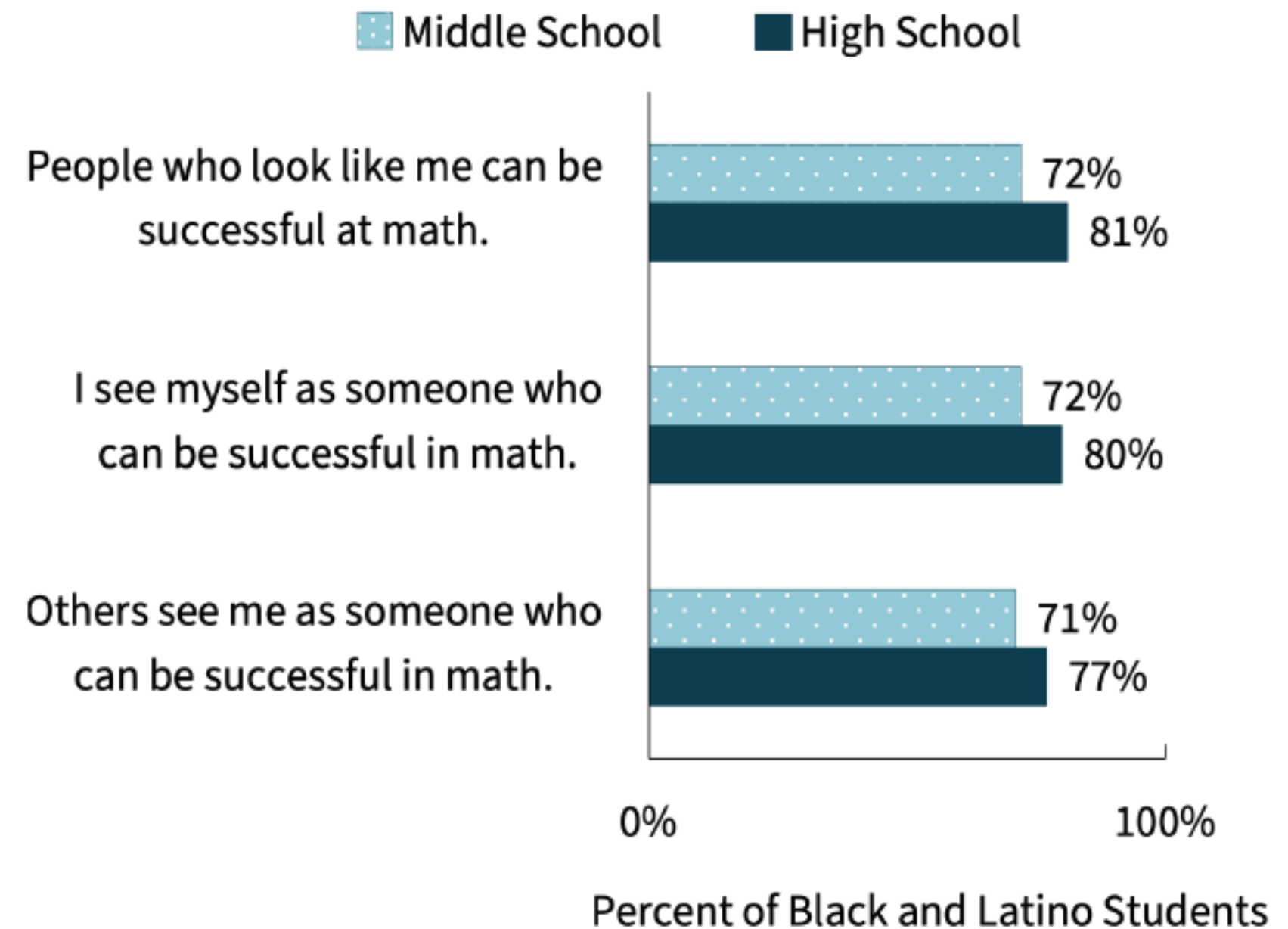
 example: *My math teacher takes time to get to know me.*



Math identity

“I think most people are surprised when they hear that I'm doing good in any class, actually...I think it's because I'm Black. When we talking about GPAs and stuff, they'd be like, 'What's your GPA? I bet it's like a-' and then they say a terrible number. I'm like, 'Bro, who do you think I am, bro?' - Shane, a Black male student

 example: *I see people who look like me doing well at math.*

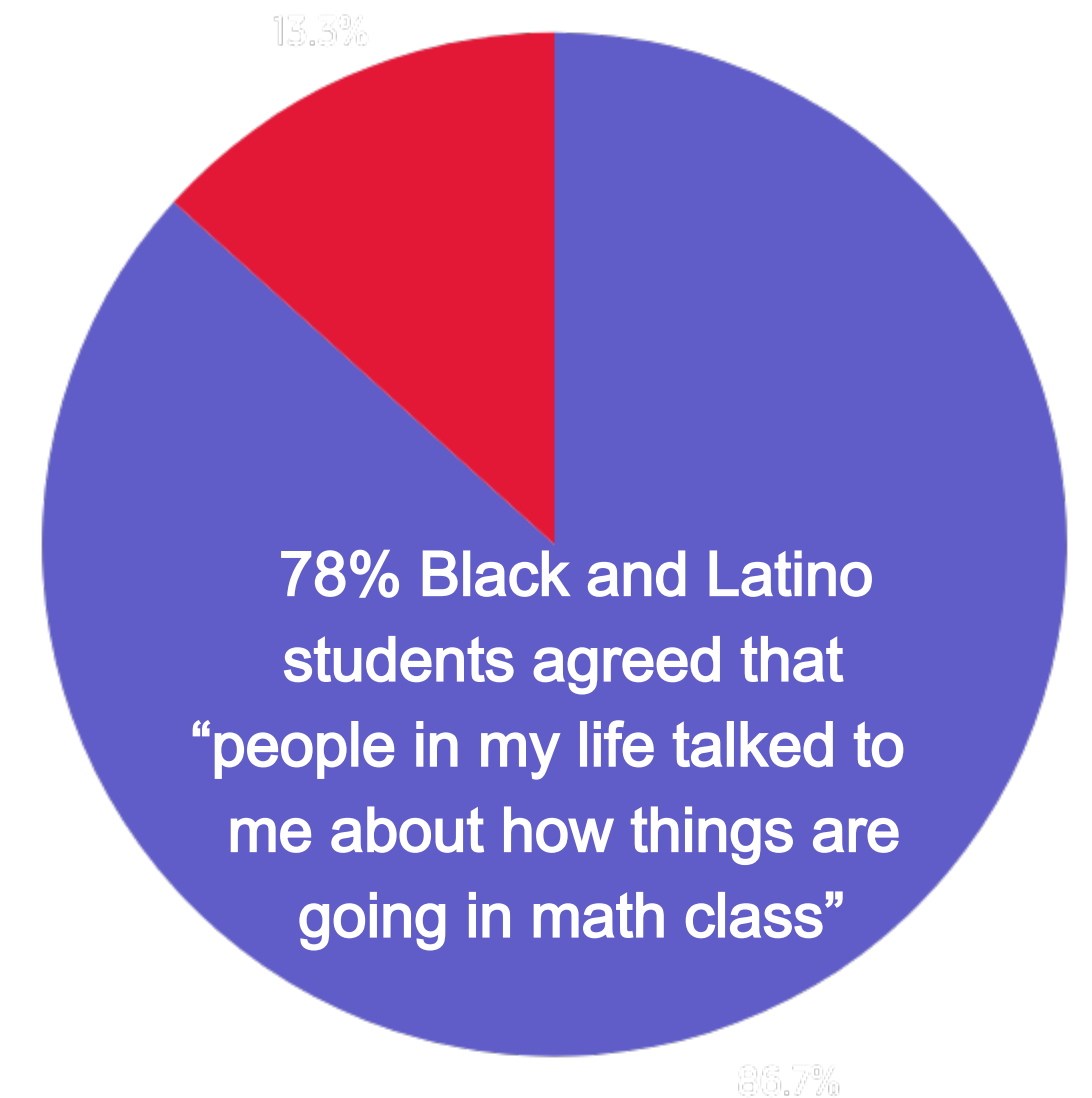


Community support

"Engage me to be better as a person and to make me and my family proud. I also try because my family didn't graduate, like, my parents. So me knowing math, I could help them. So that's what makes me, like, be focused on math."

- Jess, a Hispanic female student

 example: *Adults outside school praise me for trying hard in math.*



Reflection

Write down your responses to these reflection questions:

- What did you learn about math engagement through this project?
- How did your perception of math engagement change?
- What findings from this project stood out to you?
- Name three things that you learned that can help engage Black and Latino students in math classes.



There is no right or wrong answer, just share whatever comes to your mind.



BREAK

Next Steps for BPS:

Action Planning

What happens with our
findings?



Brainstorm next steps!

Use our project findings to shape positive
changes in Bloomington

The goal this year is to use our project findings to shape positive changes in Bloomington.

- Now we'll break into two small groups (each group with at least one student, teacher, and district representative).
- Discuss your responses to final reflection question - **Name three things that you think can help engage Black and Latino students in math classes.**
- In your small group, agree on 3-4 ideas you want to spend time digging into.



The goal this year is to use our project findings to shape positive changes in Bloomington.

- For each of the 3-4 things that your group decides on, take a giant Post-it and fill in each quadrant.
 - Where would this happen? (classroom, school, district)
 - Who needs to be involved? (teacher, principal, superintendent)
 - What action steps can be taken to create this change?
 - What resources are needed to create this change?
- Be ready to share your group's ideas out loud.



Close out activity



Feel good activity

Let's figure out our vision for Bloomington!

Vision reflection

Let's take some time to dream up the future of Bloomington Public Schools!

- Take about 2 minutes to reflect on this question: *A year from now, what specific changes do you hope to see in BPS, and why?*
- Pair up with someone near you to share your answer! Take about 5 minutes to share with your partner.
- If we have time, we'll go around the room so everyone can share their vision of BPS in the future!



Closing



Feedback for Us

Let us know what you liked and what you hope is changed for the next meeting.



Next Meeting

- We are planning to meet the week of 4/14 to discuss survey results.

Stay Connected



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Learn more about the Adapted Measure of Math Engagement at <https://www.childtrends.org/project/adapted-measure-of-math-engagement>.