



**Tania Z. Chance, Ph.D., Minneapolis, MN**

Dr. Chance is currently a district-level administrator for a public school district and educational consultant who works with teachers and administrators nationally in the field of academic achievement, with a special focus on understanding diverse student populations. In 2006, she was inducted into the Hall of Fame by the National Alliance of Black School Educators and her work in diversity and integration was recognized at the national level with the Multicultural Program Award in the year 2005 by the National Association for Multicultural Education. Tania is a national presenter, an adjunct professor and has previously taught both private and public school. She holds a Ph.D. Education, M.S. Education, B.S. Technology Education, and is a state certified Teacher and Principal, and graduate of the Saint Paul Public School's Urban Leadership Academy.

**Website:** [www.chancesforchange.com](http://www.chancesforchange.com)

**Email:** Tania@chancesforchange.com

**Workshop Topics:**

**Recruitment & Retention of Under-Represented Students**

In this workshop participants will learn how to overcome barriers to recruitment and retention of student groups who are currently under-represented in their programs and schools. Through the use of targeted marketing tools, available data, identified pools, collaborative models, and student programming,

participants will learn how to effectively raise participation levels and retain distinct audiences.

Audience: Grades 9-16: Career & Guidance Counselors, Program Coordinators, College Admissions Representatives, Department Heads & Deans

Format: Mini-lectures, discussion, and inter-active group activities.  
Length: 4 hours.

### **Making Your STEM Program Welcoming to Non-Traditional Students**

Discover how to engage and connect students in STEM courses through the use of the principles of multicultural education curriculum theory. Learn how to reach more students, more often and experience higher academic achievement results than current teaching practices currently yield. This session will help to truly define benefits in serving and lifting the learning levels of all students.

Audience: K-12 STEM & CVTE teachers and administrators, pre-college program personnel.

Format: Mini-lectures, discussion, and inter-active group activities.  
Length: 4-6 hours.

### **Secondary Student Program Magnet**

Learn a model that can be offered as a co/extra-curricular activity. This program can be applied to gender, or culturally specific audiences to help raise interest and participation levels of students in STEM occupations. Upon completion of this session, participants will be able to:

- Understand a program model that addresses the needs of secondary students from distinct audiences,
- Discuss local issues surrounding the needs of said students,
- Identify promising practices and solutions to implement at the local level.

Audience: 9-12 STEM & CVTE teachers and administrators, pre-college program personnel, Career & Guidance Counselors, Program Coordinators.

Format: Mini-lectures, discussion, and inter-active group activities.  
Length: 4 hours.

### **STEM Programming Considerations for African American Students**

Participants in this Grades 9-16 workshop will gain an understanding of the experiences and program needs of African American students and what factors that must be addressed in order to raise and maintain academic achievement

levels that result in higher program retention rates. Upon completion of this workshop, participants will be able to:

- Understand the experiences and needs of African American students in STEM programs,
- Identify the causal factors that lead negative effects for African American students,
- Implement practical strategies that will lead to increased achievement.  
Audience: 9-12 STEM & CVTE teachers and administrators, pre-college program personnel, Career & Guidance Counselors, Program Coordinators, College Academic Advisors, Lead Professors, and Deans.  
Format: Mini-lectures, discussion, and inter-active group activities.  
Length: 4 hours.

### **STEM Faculty Recruitment & Retention**

The recruitment and retention of people of color and females into STEM faculty positions remains one of the most difficult challenges facing American education. Participants in this workshop will gain an understanding of how to address the issues of recruitment, retention and development of gender specific, ethnic and racial minority faculty, develop creative and workable strategies for addressing these issues, and share implementable solutions based on research and practical experience.

Audience: Administrators from all education levels

Format: Mini-lectures, discussion, and inter-active group activities.

Length: 4 hours.

### **LIST OF OTHER STANDARD WORKSHOPS DR. CHANCE OFFERS:**

- Black Students. White Teachers. We CAN do it!
- Lowering Over-representation of Students of Color in Special Education
- How to Lower Racial Overrepresentation in School Discipline
- Moving Beyond Talk: Next Steps in Multicultural Education
- Diversity Awareness & Understanding
- Leadership for Diversity

- Culturally Sensitive Student Programming
- Educational Issues for African Americans
- Understanding, Reaching & Teaching: African American Students
- Understanding, Reaching & Teaching: Hmong Students
- Understanding, Reaching & Teaching: Latino Students
- Intercultural Team Building
- Diversity Initiatives in a Majority White Culture District: Celebrating Cultural Diversity when there is “None”
- Multicultural Curriculum: A Writing Workshop for Administrators & Teachers
- Building a Culturally Competent Organization
- Responding in Crisis
- Teacher Recruitment & Retention Practices
- Using Data to Raise Achievement
- Building Organizational Teams
- Step-by-Step: Strategic Planning

#### **Selected Publications:**

Chance, T. Z. (2005). An excuse-free, multicultural educator: Moving beyond blame of uninvolved parents for deficient student learning. *The School Administrator*, January 2005, 30-33.

<http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=1043>

Chance, T. Z. (2004). A between-group comparison of the 2003-2004 academic achievement of African American eighth grade students in the Minneapolis and surrounding suburban districts. (UMI No. capella1053)

Chance, T. Z. (2000). An assessment of the effectiveness of University of Wisconsin-Stout's June 25-30, 2000 pre-college program. Stout thesis collection, University of Wisconsin-Stout, Menomonie, WI.

## Contracts:

Independent School District 622, North St. Paul, MN  
Independent School District 197, Mendota Heights, MN  
Independent School District 834, Stillwater, MN  
Independent School District 623, Roseville, MN  
University of Wisconsin-Stout, Menomonie, WI  
Concordia University, St. Paul, MN  
Minnesota Transitions Charter School, Minneapolis, MN  
Maplewood Middle School, Maplewood, MN  
Skyview Middle School, Oakdale, MN  
Roseville High School, Roseville, MN  
North East Metro Educator's Institute, Little Canada, MN  
Multicultural Resource Center, St. Paul, MN  
National Staff Development Council, Nashville, TN  
John Glenn Middle School, Maplewood, MN  
HPM Corporation, Nyack, NY

## Previous Projects:

*S.I.S.T.A.Z.: A Teen Woman's Program for African American Students.* Authored, delivered, and trained school counselors on custom curriculum to numerous groups of female students in grades 9-12.

*Gentlemen of Character: A Teen Program for Young Men of Color*  
Authored, delivered, and trained school counselors on custom curriculum to numerous groups of male students in grades 9-12.

*First Steps: An Anti-Abuse Support Program for Teen Mothers*  
Hospital project volunteer serving women in the twin cities area.

*Stout Pre-College Program.* Researcher & Volunteer for a program developed to interest girls in grades 7-11 in the field of technology.

*Plan 2008.* Participant in strategic planning for inclusion for the University of Wisconsin-System campuses.

*Twin Cities Teachers for Tomorrow.* Program originator, curriculum writer, and administrator for a magnet program for students in grades 9-12 to enter the field of teaching for future service to schools in metro area.

## Qualifications:

Minnesota State Certified, Industrial Arts Teacher (Grades 5-12)  
Minnesota State Certified, Principal (Grades K-12)  
Georgia State Certified, L-7 Educational Leadership License (Grades K-12)  
B.S. Technology Education (Communication), University of Wisconsin-Stout  
M.S. Education (Curriculum & Instruction), University of Wisconsin-Stout  
Ph.D. Education (Administration), Capella University  
Saint Paul Public Schools Leadership Program Graduate  
Hamline University, Continuing Studies Program, Adjunct-Graduate  
Professor  
Metropolitan State University, Urban Teacher Program, Adjunct-  
Undergraduate Professor

**Member:**

National Education Association (NEA)  
National Staff Development Council (NSDC)  
National Association for Multicultural Education (NAME)  
National Alliance of Black School Educators (NABSE)  
Association for Childhood Education International (ACEI)  
Association for Supervision & Curriculum Development (ASCD)  
National Association of Secondary School Principals (NASPP)  
National Association of Elementary School Principals (NAESP)  
American Association of School Administrators (AASA)  
Cultural Competence Advisory Board, University of Minnesota