

*Thank you for joining us.  
The webinar will begin shortly.*

# Changemakers! Practitioners Advance Equity and Access in Afterschool Programs



Afterschool Alliance

*August 8, 2019*

# Housekeeping Notes:



## Experiencing Delays?

Try closing out the other programs running on your computer.



## Have a question or comment?

Use the group chat to interact with presenters and other participants.

# Agenda:

- Welcome
- Critical Issues in Equity and Access
- Chapter Spotlights
- Research-Practice Connections
- Q&A

A VOLUME IN:  
CURRENT ISSUES IN OUT-OF-SCHOOL TIME

# CHANGEMAKERS!

PRACTITIONERS ADVANCE  
EQUITY and ACCESS in  
OUT-OF-SCHOOL  
TIME PROGRAMS



**Sara Hill | Femi Vance**  
*Editors*

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*Series Editor, Current Issues in  
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Innovation, Institute for  
Educational Leadership*

# Critical Issues in Equity & Access

Femi Vance, Ph.D.



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# The Changemakers! Volume

- Intentionally forefront the expertise of practitioners
- Make research-practice connections
- Cross-cutting critical issues emerged from the chapters
- Far from an exhaustive exploration of equity and access issues



**Equity: the set of resources that helps to meet the unique needs of each young person**



**Access:** OST programs are **available** in all communities and that youth and their families know about them. OST programs help youth and families enroll and provide **ongoing supports** so that they continue to participate and thrive

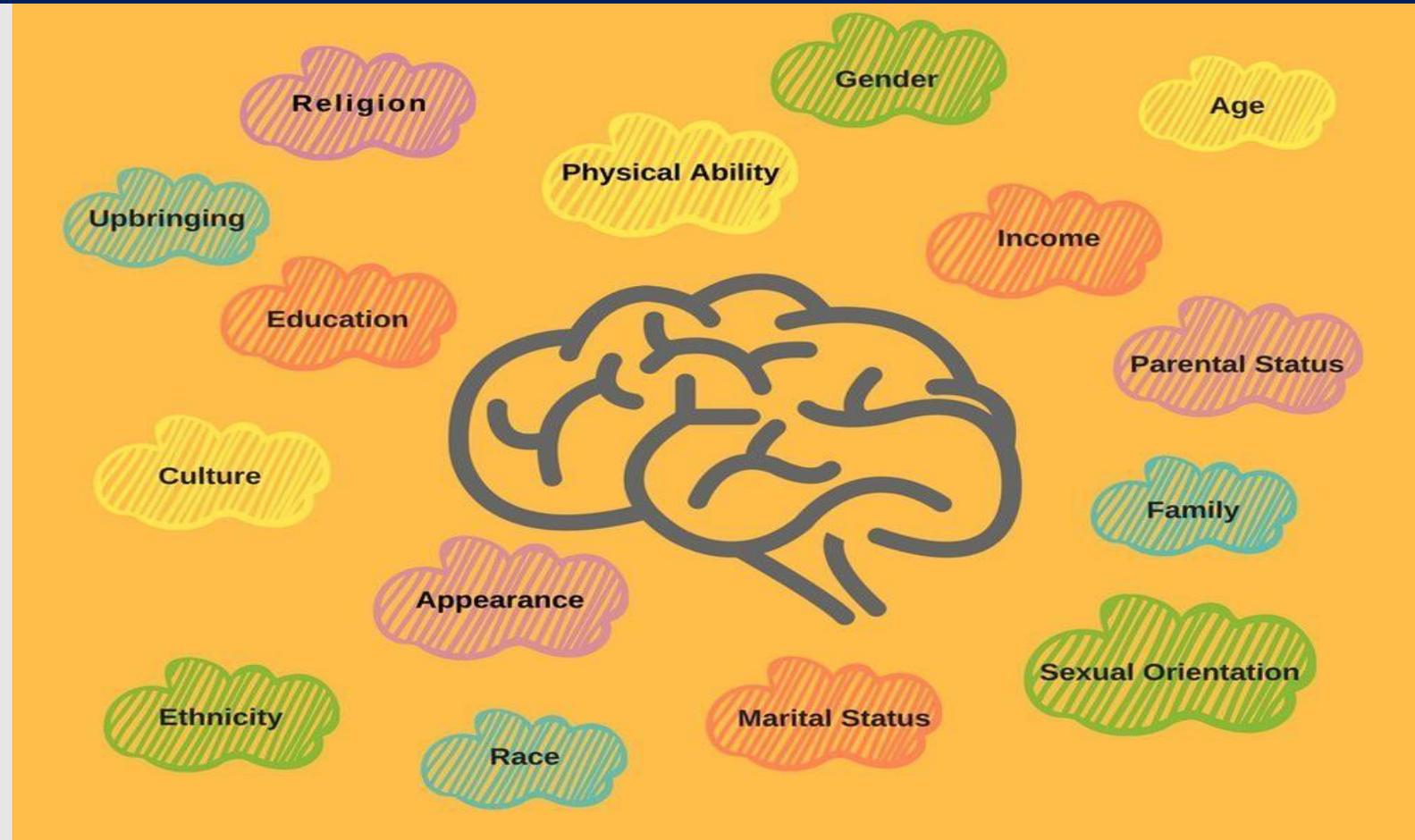


Photo credit: 50 Afterschool Networks

# Critical Issues in Equity & Access

# Implicit Bias

Attitudes and beliefs, including stereotypes, that affect our decisions and behaviors in an unconscious manner.



# Deficit Thinking

Focuses on perceived “problems” or “threats” at the expense of recognizing assets and strengths.



*Hamilton, Hamilton, & Pittman (2004)*

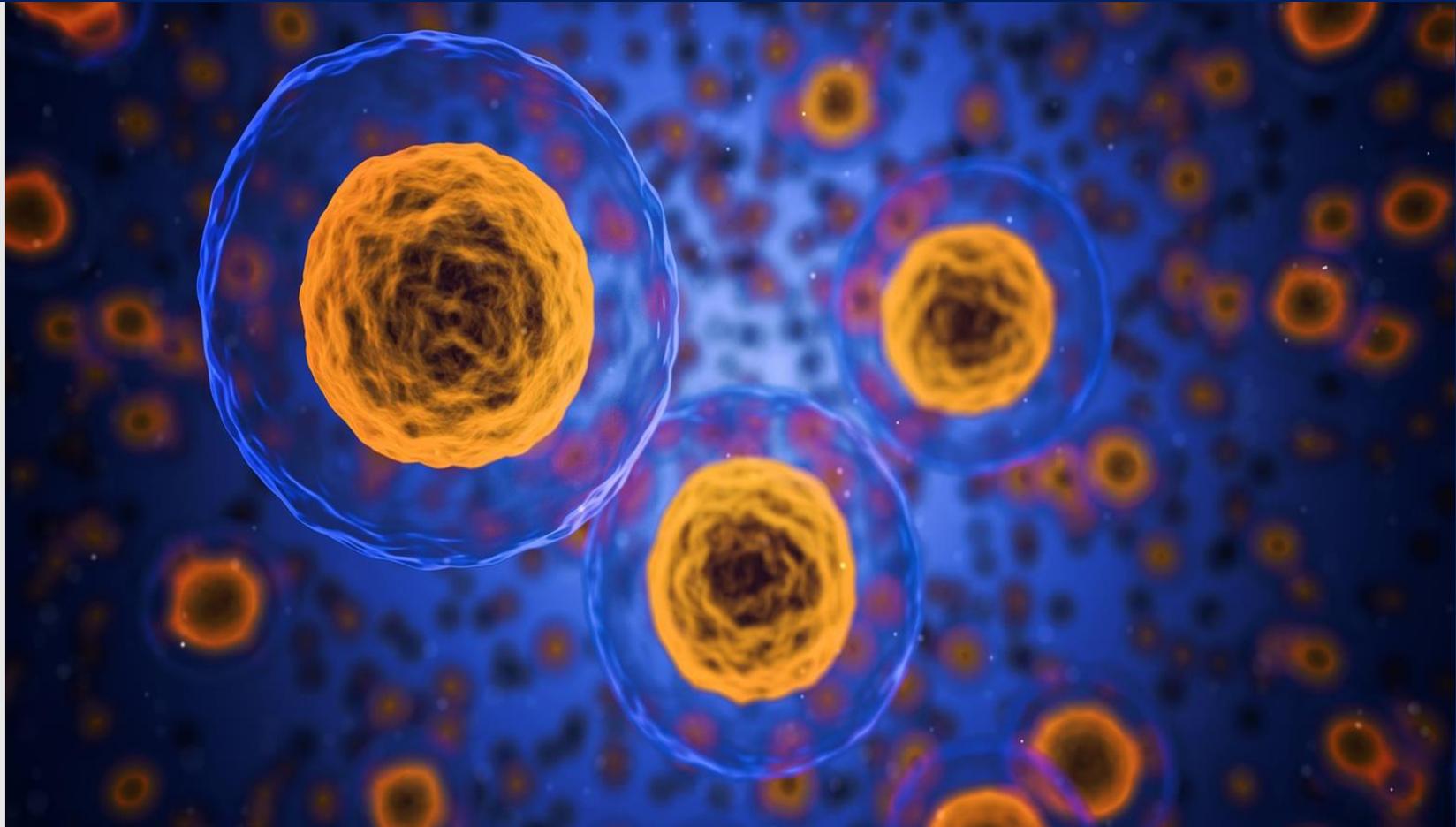
# Privilege

One group has more power over another and has greater access to resources and opportunities



# Critical Issues in Equity and Access

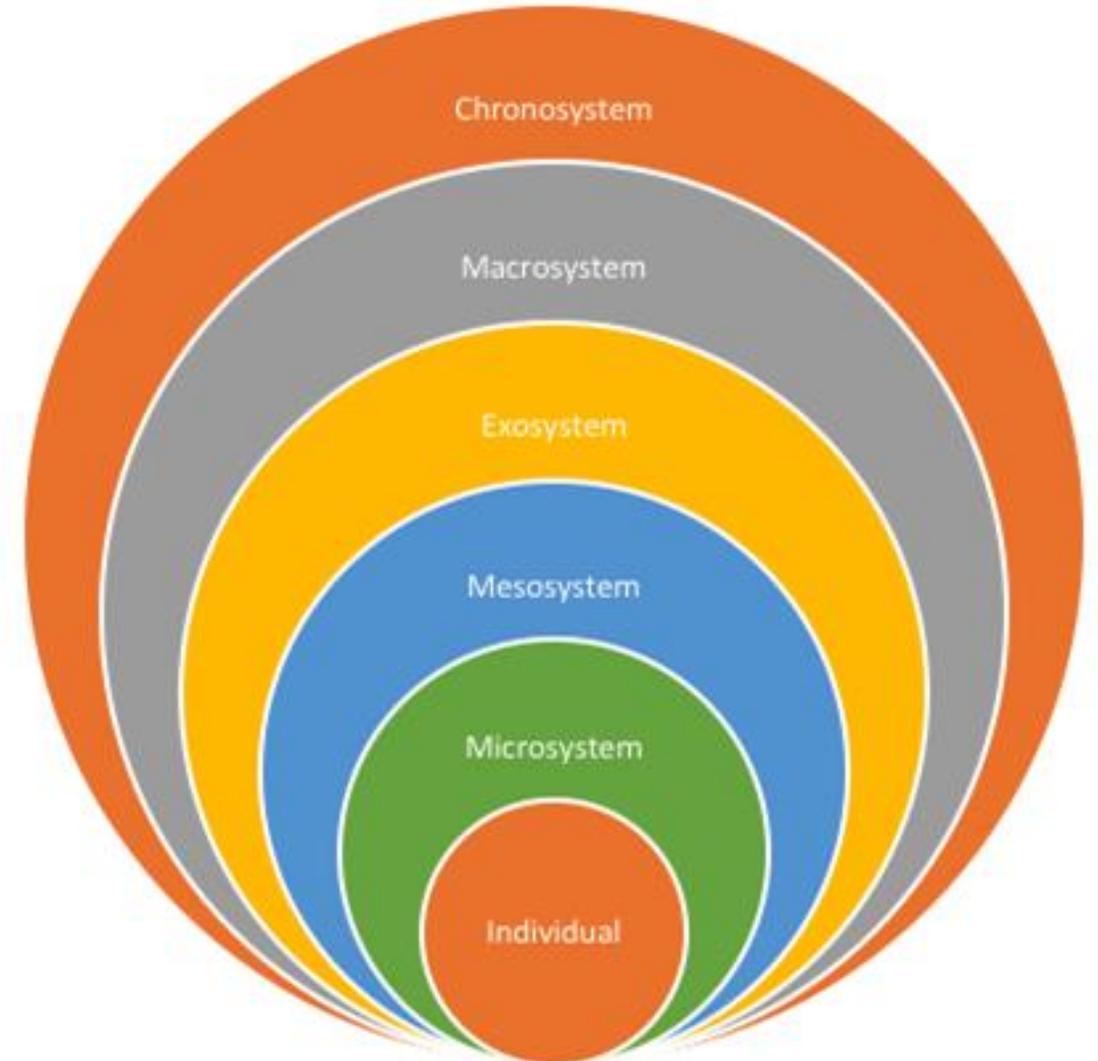
These are systemic issues that affect every aspect of life.





# Bronfenbrenner's Bioecological Model

- Immediate environment (e.g. home, school)
- Relationships
- Community factors (e.g. crime, media, neighborhood)
- Systemic factors (e.g. culture, laws, economy, politics)
- Time



# Critical Youth Development: Living and Learning at the Intersections of Life

Merle McGee

August 8, 2019



Afterschool Alliance

# Overview:

- Introduction
- What is Critical Youth Development?
- Critical Youth Development in Action
- What Did We Learn?

# Introduction

# What is Critical Youth Development ?

Critical Youth Development expands the focus beyond traditional youth development competencies to include an understanding of social identities within a cultural ecosystem, as a key strategy for cultivating self-knowledge and leadership competency.

Draws on:

Critical Pedagogy (Freire, 1968)

Critical Race theory (Bell, 1973; Delgado, 1993 & Ladson-Billings, 1995)

Identity Development ( Cross, 1971; Helms, 1993)

Intersectionality (Crenshaw, 1991)



# What is Critical Youth Development ?

## Key components:

- Cultivation of an explicit analysis of power, privilege and oppression
- Experiential learning that fosters self-awareness and reflection for both youth and youth practitioners
- Incubators to build trust and support growth
- Alternative approaches to cultivating leadership practices

# Critical Youth Development in Action - Youth

## Brave spaces

- Embracing discomfort
- Centering most marginalized
- Setting intentions and owning impacts

## Experiential

- Embodied practice
- Exploration beyond intellect
- Trauma –informed

## Expanding ideas of leadership

- Rooted in identity
- Interdependence – shared fate
- Generative conflict



# Critical Youth Development in Action –Practitioners

## **‘Doing the Work’:**

### Identity exploration

- Understanding internalized domination and subordination
- Examining bias

### Developing an analysis

- Understanding how power operates structurally in young people’s lives

# What Did We Learn?

## Critical Youth Development:

- Sharpens analysis and interventions
- Transforms program cultures
- Nurtures the whole young person
- Fosters interdependence
- Cultivates humility and self-awareness



Thank You

# Engaging Immigrant Families in Out-of-School Time Activities

Andres Henriquez

August 8, 2019



Afterschool Alliance



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# NYSCI Neighbors

Andres Henriquez, VP of STEM Learning in Communities

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# NYSCI Neighbors



Our mission is to build deep, long-term relationships with our local community to co-create STEM opportunities that are accessible, relevant and responsive.



Our vision is a community that engages, discovers, and plays together while learning and exploring in their everyday life.



We value our community, multi-generational learning, curiosity, fun and collaboration.

# Our Principles

Understand Our Community

Build Relationship & Trust

Be Accessible & Inclusive

Foster Environment of Collaboration

Maintain Open & Consistent  
Communication

On-going Program  
Reflection



Our Community: Corona, Queens

# 11368

ZIP Code Tabulation Area in: Queens County, NY, New York-Newark-Jersey City, NY-NJ-PA Metro Area, New York, United States

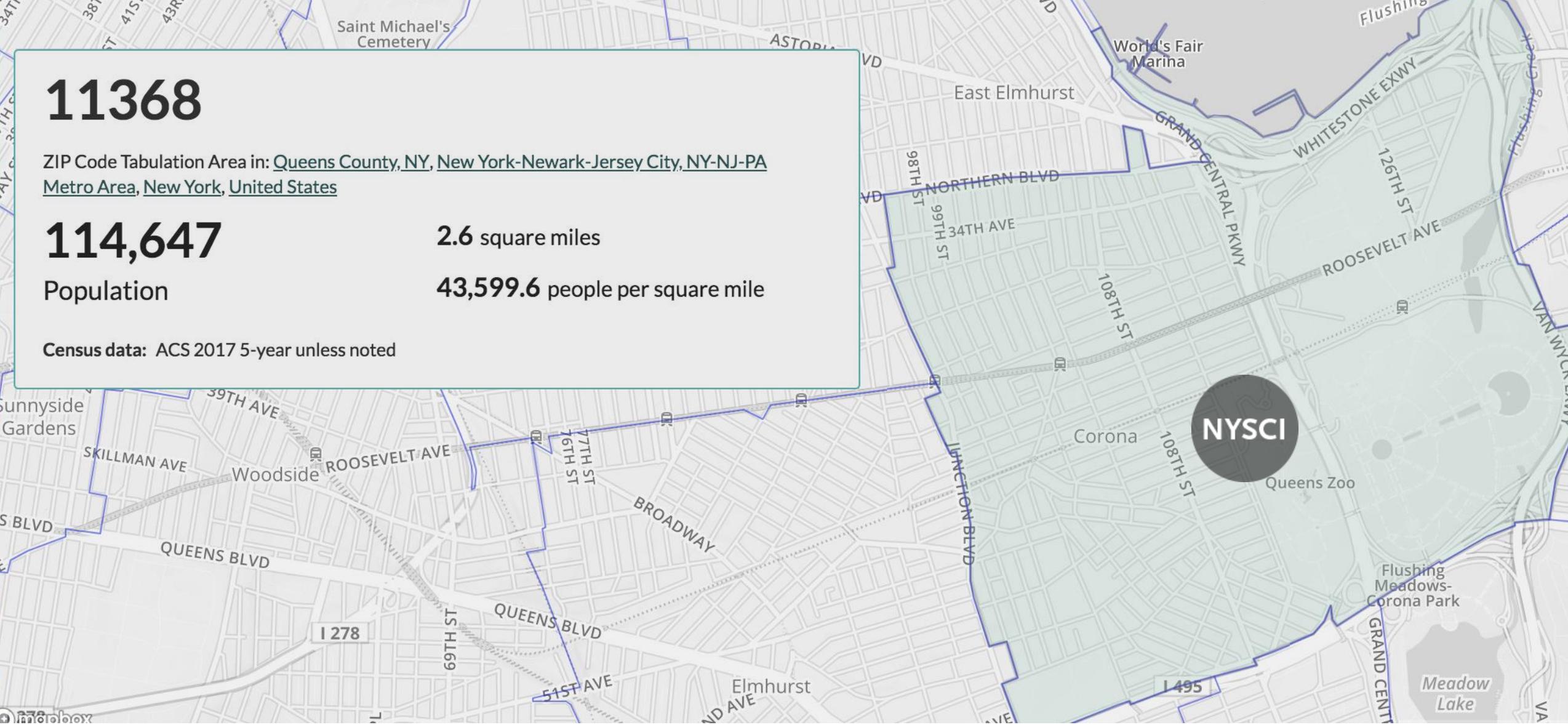
# 114,647

Population

2.6 square miles

43,599.6 people per square mile

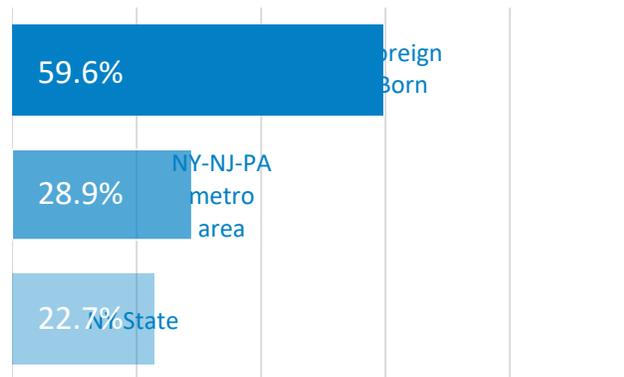
Census data: ACS 2017 5-year unless noted



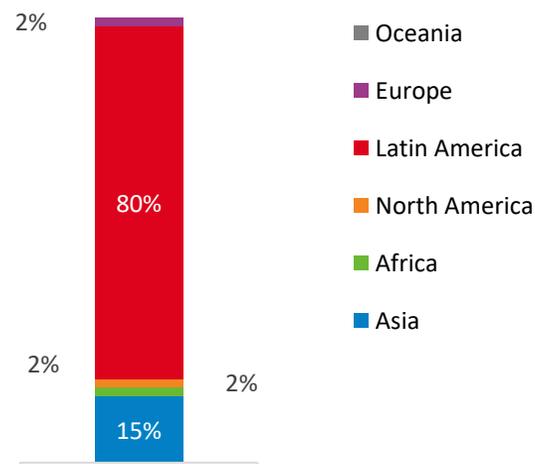
Diverse, Vibrant, Dense, Fast-growing & Predominantly Immigrant Neighborhood

# Race and Ethnicity

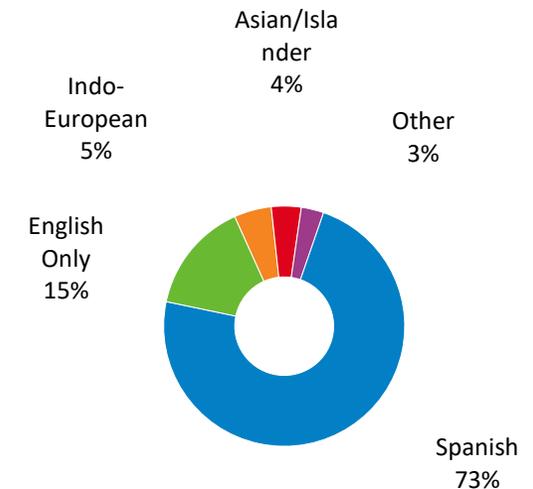
59.6% of Population is Foreign Born

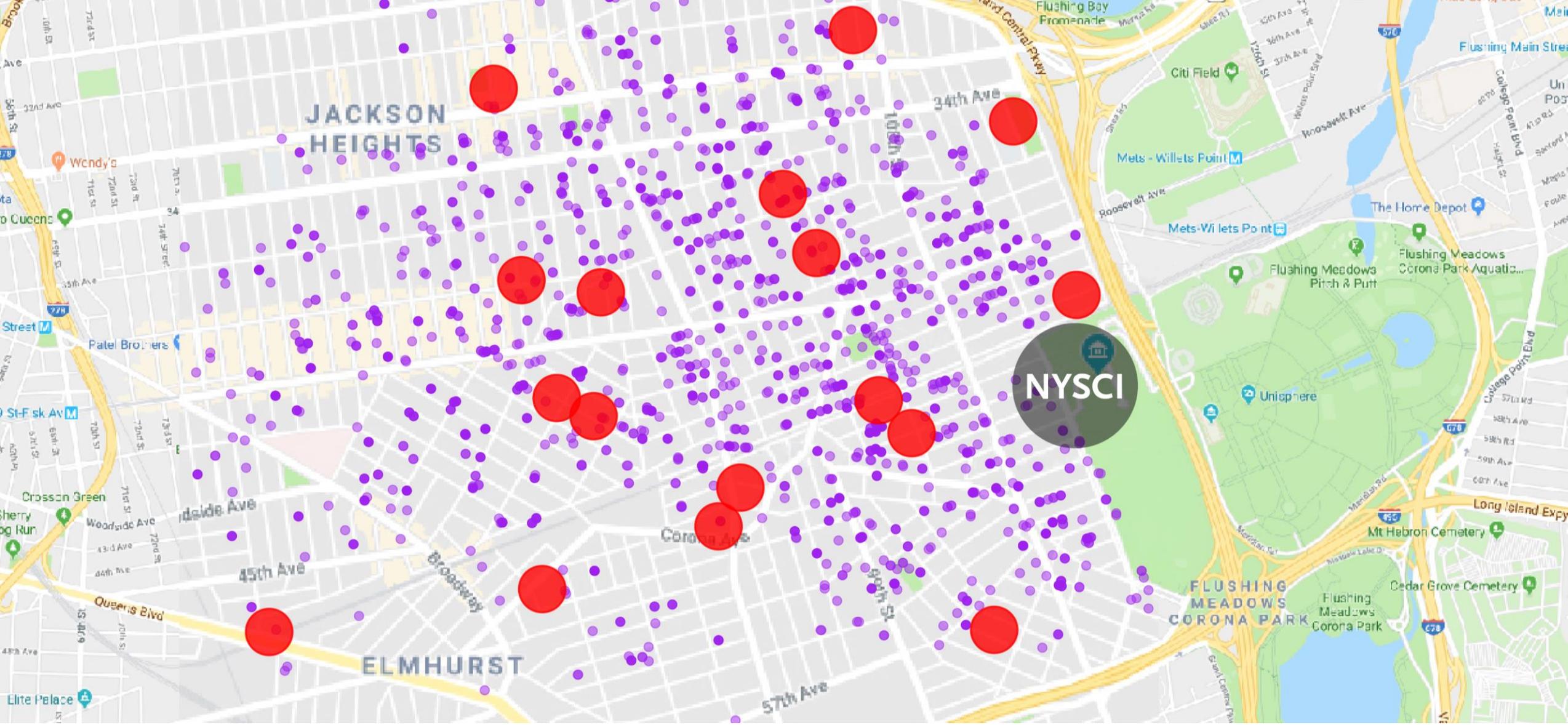


Place of birth for foreign-born population



Language at home (ages 5 – 17)





NYSCI Neighbor Schools and Science Ambassador Families

# We have Four Programmatic Focus Areas

Creative STEM

Parent University

Academic and Career Awareness

National Network for Collective Impact



Creative STEM Learning



Parent University

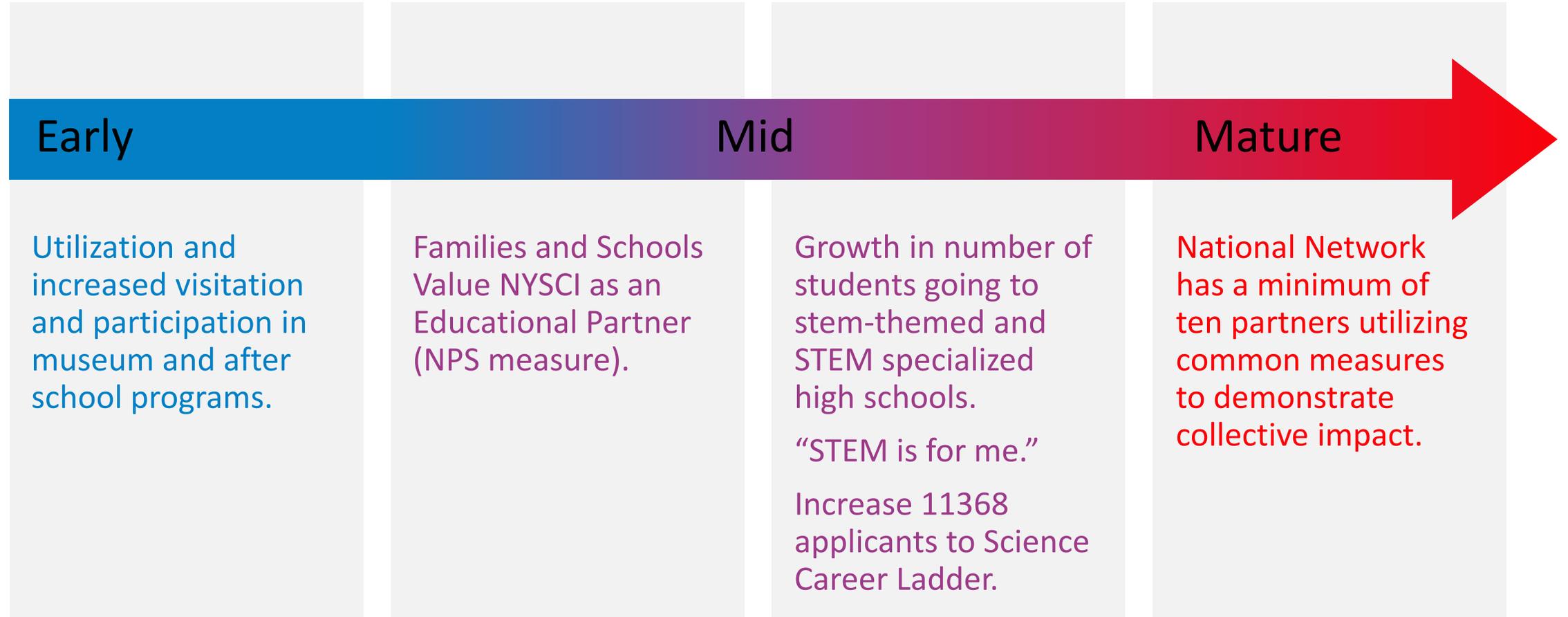


Academic and Career Awareness



National Network for Collective Impact

# How do we know we're succeeding?





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# Research – Practice Connections

Sara Hill, Ed.D

# *Critical Youth Development:*

Living and Learning at the Intersections of Life

Merle McGee

# Research-Practice Connections

**Need for case studies chronicling the parallel journeys of staff and youth engaging in CYD:**

- illustrate the multiple avenues to growth
- identify ways that staff and youths' journeys intersect
- describe how both staff and youth navigate inevitable setbacks.

# Research-Practice Connections

## Research questions:

- What kinds of issues do staff encounter when facilitating CYD?
- How do staff manage these issues to sustain young people's growth?
- How do organizations move from 'safe spaces' to 'brave spaces'?

# *Engaging Immigrant Families in Out-of-School Time Activities*

Andrés Henríquez

# Research-Practice Connections

**We need to engage in research that explores how youth and families change after participating in innovative STEM learning experiences. We can identify change in:**

- Perspectives on STEM
- STEM habits
- Mindsets about teaching and learning

# Research-Practice Connections

## Research Questions:

- How are parents' notions of learning/constructs changed through hands-on engagement in STEM?
- How do we measure the effectiveness of networks, coalitions, and other large-scale community efforts in engaging immigrant families?

# Research-Practice Connections

## General Research-Practice Questions:

- How is research excluding or including practitioners?
- Do we have spaces and/or opportunities for researchers and practitioners to engage with each other?
- How do we create a more common language to talk with each other about our interests and shared goals?

# Q&A



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