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
Helen Malone
Series Editor, Current Issues in Out-of-School Time; Vice President, Research & Innovation, Institute for Educational Leadership
Critical Issues in Equity & Access

Femi Vance, Ph.D.
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.
Critical Issues in Equity & Access
Implicit Bias

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

Ohio State University of Ohio Kiwan Institute for the Study of Race and Ethnicity, 2015
Deficit Thinking

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

Privilege

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

Fulbright-Anderson, Lawrence, Sutton, Susi, & Kubisch, 2005
Critical Issues in Equity and Access

These are systemic issues that affect every aspect of life.
Brofenbrenner’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

Brofenbrenner, 1979
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
‘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
NYSCI Neighbors

Andres Henriquez, VP of STEM Learning in Communities

Twitter: @AndresHenriquez
Email: AndresHenriquez@nysci.org
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
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?

- **Early**: Utilization and increased visitation and participation in museum and after school programs.

- **Mid**: Families and Schools Value NYSCI as an Educational Partner (NPS measure).

- **Mature**: Growth in number of students going to stem-themed and STEM specialized high schools. 
  
  “STEM is for me.”

  Increase 11368 applicants to Science Career Ladder.

  National Network has a minimum of ten partners utilizing common measures to demonstrate collective impact.
Research – Practice Connections

Sara Hill, Ed.D
Critical Youth Development:
Living and Learning at the Intersections of Life

Merle McGee
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 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
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 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