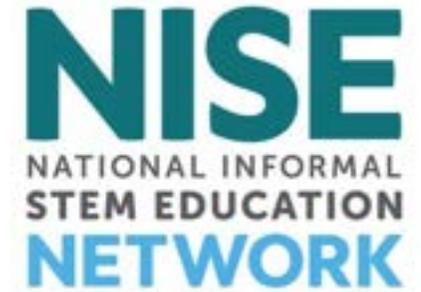


NISE Net Online Workshop

Tools for Engaging Communities and Incorporating Diversity, Equity, Accessibility, and Inclusion (DEAI) Practices

July 19, 2022



Today's Presenters:

Ali Jackson, Sciencenter, Ithaca, NY

Peregrine Bratschi, Museum of Life and Science, Durham, NC

Cecilia Nguyen, Oregon Museum of Science and Industry (OMSI), Portland, OR

Amparo Leyman Pino, Yellow Cow Consulting, Berkeley, CA



Welcome!

As we wait to get started with today's discussion, please:

Introduce yourself! Type your name, institution, and location into the Chat Box

Questions? Feel free to type your questions into the Chat Box at any time throughout the webinar or use the raise your hand function in the participants list and we'll unmute your microphone.

Today's discussion will be recorded and shared on nisenet.org at: nisenet.org/events/online-workshop

Future Online Workshops

Tuesday, August 2, 2022

Webb Space Telescope First Images -
How to Engage Audiences with New
Discoveries

Coming in fall 2022

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2023 and 2024 Solar Eclipses

resources: <https://www.nisenet.org/solareclipse>

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**Tools for Engaging Communities and
Incorporating Diversity, Equity,
Accessibility, and Inclusion (DEAI) Practices**

Presentation Overview

- Welcome & Introductions
- Holding Space For Reflection
- PLC Partner Project–MLS Teen Advisory Board
- NISE Network DEAI Booklet: Tools for Engaging Communities and Incorporating Diversity, Equity, Accessibility, and Inclusion (DEAI) Practices
- Developing Action Plans with DEAI
- Wrap-up & Q & A

Holding Space for Reflection

Ivan Coyote, “Imagine A Pair of Boots”, from their collection of short stories entitled, A Slow Fix.

Imagine a pair of boots. A sturdy, well-made, kind of nondescript pair of boots. They are functional enough, but kind of plain. Imagine that you live in a country where every citizen is issued this one pair of boots at birth, and that there are no other footwear options permitted by law. If you grow out of or wear through the soles of these government-issued boots, you may trade them in for a new pair, always identical to your old ones. Imagine that everyone you know wears these very same boots without question or complaint.

Now imagine that your right foot is two sizes bigger than your left one. No matter what you do, one boot will chafe, and the other will slip, and both will cause blisters. When you mention your discomfort you are told that odd-sized boots are forbidden, because they cause confusion and excess paperwork. It is explained to you that this footwear system works perfectly for everyone else, and reminded that there are people in other countries who have no boots at all. You are beat up in grade three because none of the other kids have ever seen feet like yours. The teacher tells you that you should probably just learn to keep your boots on. Your parents blame each other. You end up wearing an extra sock on your small foot to compensate, and never go to swimming pools.

Ivan Coyote, “Imagine A Pair of Boots”, from their collection of short stories entitled, A Slow Fix.

Your feet sweat profusely in the summer and you always undress in the dark. You hate your feet but need them to walk and stand up on. You hate your boots even more. You dream of things that look like sandals and moccasins, but you have no words for them. You learn things will be easier for you if you just never talk about your feet. One time on the bus, you spot a guy with the exact same limp as you, but you pretend not to see him. He watches you limp off at your bus stop and then looks the other way. You can't stop thinking about the man with the limp for weeks. You are nineteen years old and until that day on the bus you thought you were the only person in the country who couldn't fit into their boots.

Conversational Prompts

- 1. What parts of this story resonate with your own personal or professional experiences?**
- 2. Does this story remind you of anything?**
- 3. How can storytelling support the DEAI work you're engaged in with your team and community?**

Small Group Share Outs

Conversational Prompts

- 1. What parts of this story resonate with your own personal or professional experiences?**
- 2. Does this story remind you of anything?**
- 3. How can storytelling support the DEAI work you're engaged in with your team and community?**

NISE Network's Earth & Space Project-Based Professional Learning Community

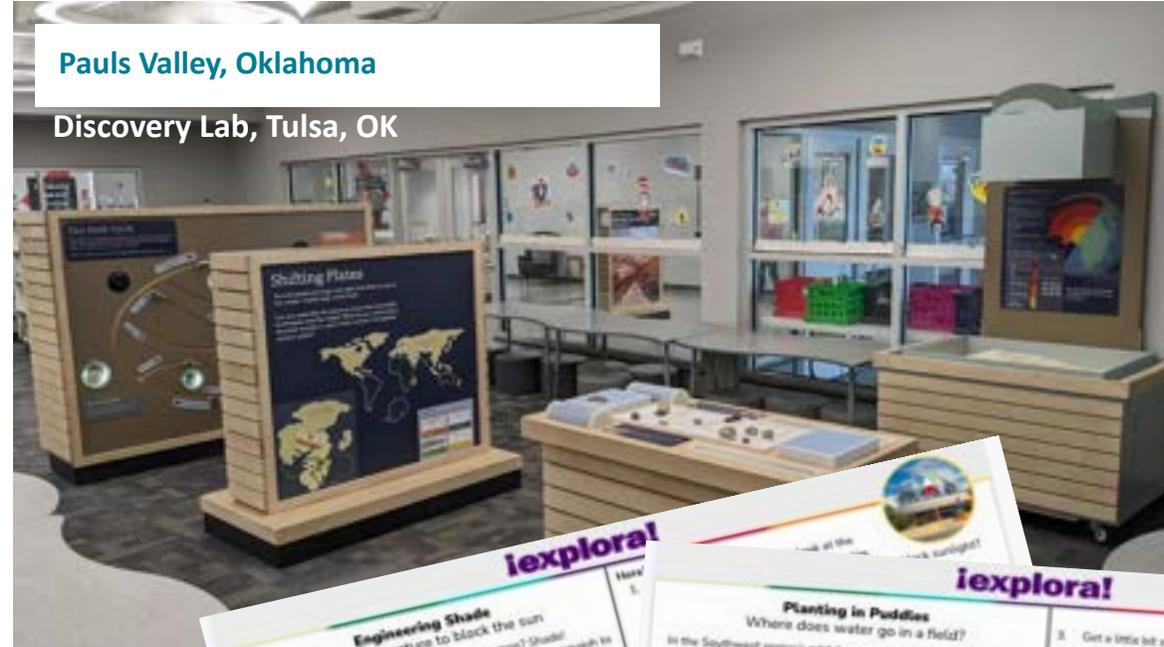
Focused on increasing the capacity of museums to make Earth & Space science more relevant and inclusive for local communities.



National Community and Conversion, Local Impact

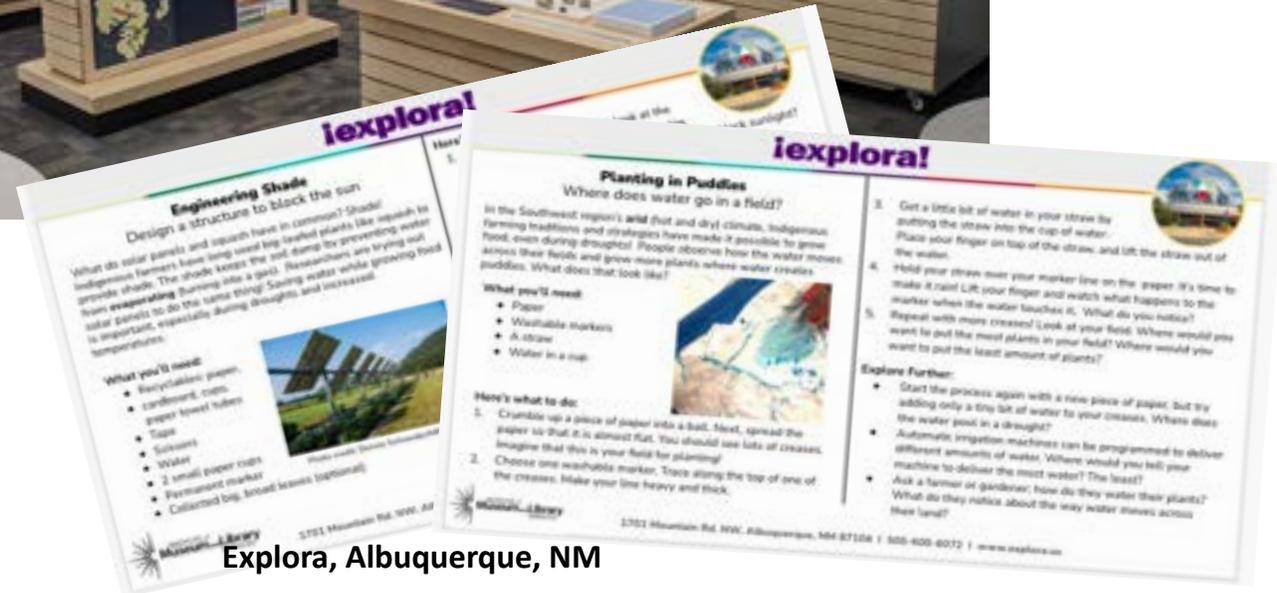


Arecibo Observatory, Arecibo, PR



Pauls Valley, Oklahoma

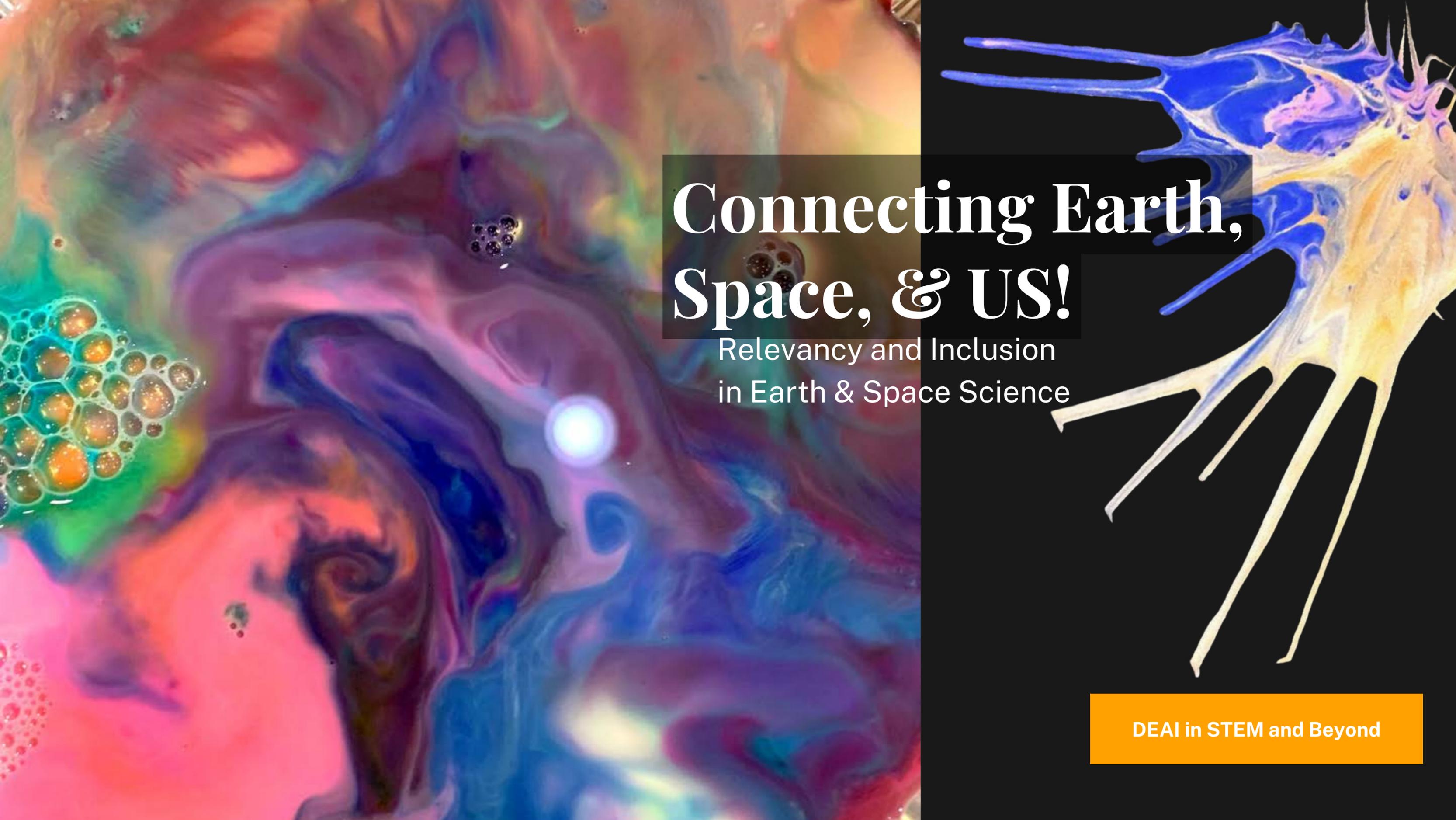
Discovery Lab, Tulsa, OK



Explora, Albuquerque, NM

Examples of Project Inclusive and Relevance Themes

- Collaborating with experts
- Collaborating with community organizations
- Intentionally working with specific audiences
- Incorporating Indigenous ways of knowing & expertise
- Deaf/Hard of Hearing communities
- Blind/ Low Vision communities
- Schools / Teachers/ @ home learning
- Co-creation with minoritized and rural communities
- Non-English speaking communities
- *And more!*



Connecting Earth, Space, & US!

Relevancy and Inclusion
in Earth & Space Science

DEAI in STEM and Beyond



Youth Advisory Council

Group of 8-12 sixth graders from Brogden Middle School, in partnership with the Encore Afterschool program

Youth Interns

2 high school students selected from a pool of applicants referred by our partners at the Durham Children's Initiative





Play Testing

Interns facilitated their program with the YAC -- The YAC evaluated



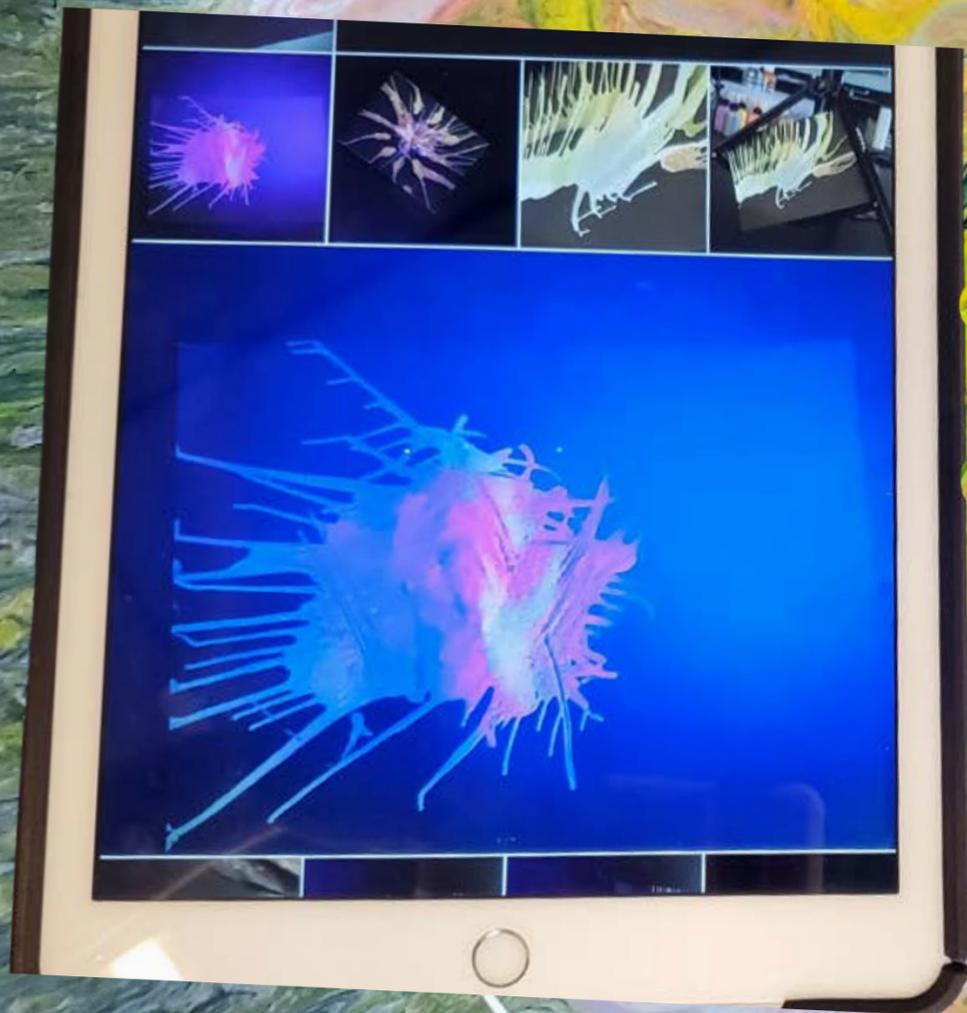
**Facilitation
with visitors**

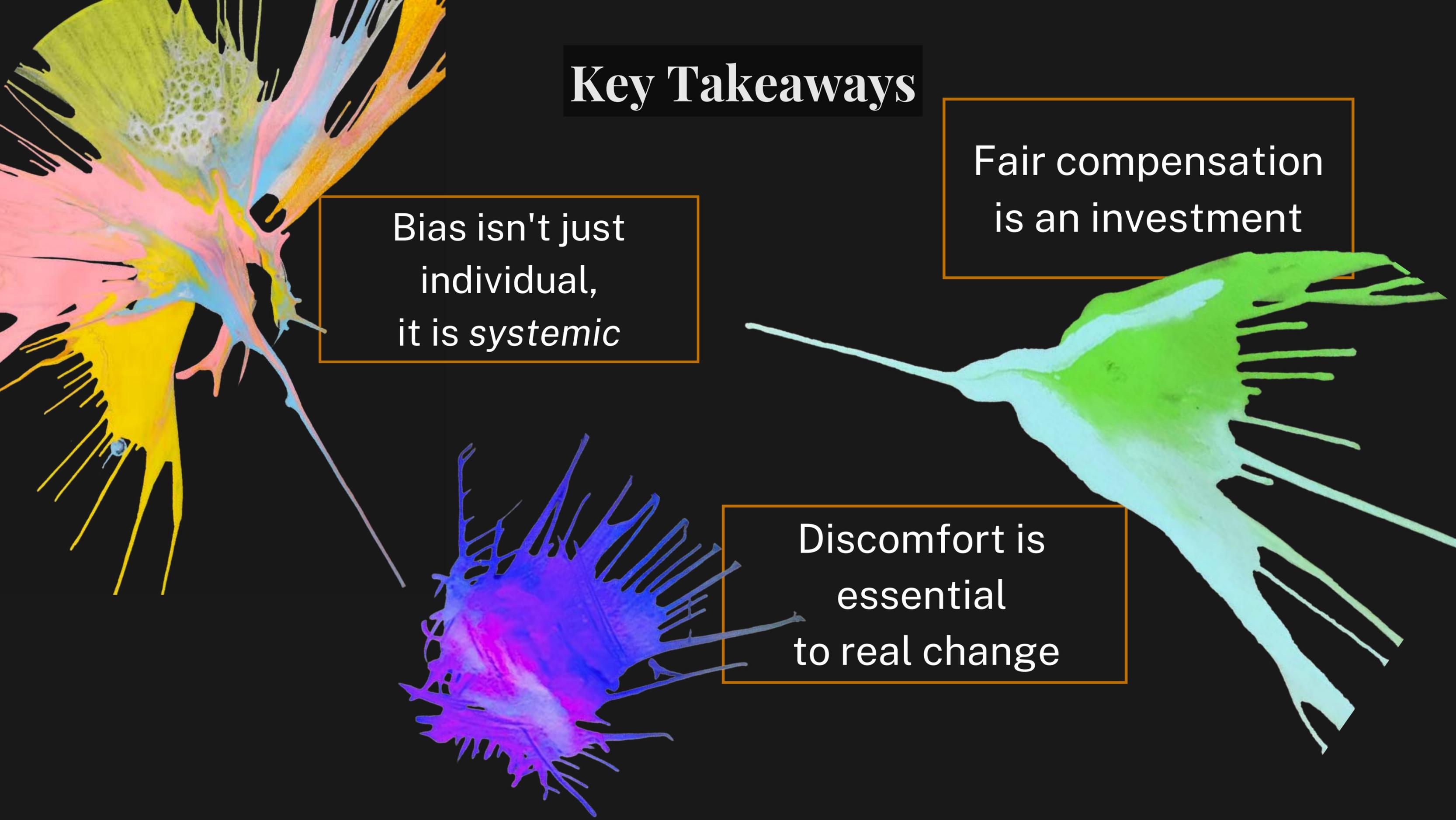


Writing stories into the sky



Co-creation *is* DEAI in practice





Key Takeaways

Bias isn't just individual,
it is *systemic*

Fair compensation
is an investment

Discomfort is
essential
to real change



NISE Network Diversity, Equity, Accessibility, and Inclusion Booklet:
Tools for Engaging Communities and Incorporating
DEAI Practices into Informal STEM Projects

Diversity, Equity, Accessibility, and Inclusion (DEAI) Tools & Practices

- Defining Diversity, Equity, Accessibility, & Inclusion in Your Project
- Social Identity & Perspective
- Building Inclusive Teams
- Equity & Inclusion in Community Engagement
- Partnership Approaches & Strategies
- Culturally Responsive Programs
- Collaborative Content Development
- Multilingual Engagement
- Working with Indigenous Communities
- Inclusive Design



Diversity, Equity, Accessibility, and Inclusion (DEAI) Tools

- Process approach
- There is no one “right” answer

Tools include:

- Overview
- Let’s Try This Activities
- Case Studies
- Discussion and Reflection Questions
- Curated Resource Lists



Example Tool: Culturally Responsive Programs

Culturally Responsive Programs
 Building on assessment that captures experiences and identities of learners.

To make educational programs relevant, it's important to recognize and respect learner knowledge, experiences, cultural and other social identities, and worldviews. Asset-based approaches to learning focus on learners' cultural and personal resources as strengths rather than the misconception that learners lack knowledge or skills due to their different cultural and experiential backgrounds. For learning experiences to feel relevant to audiences and be truly engaging, there must be an opportunity to connect a contribution to local experiences and cultural backgrounds.

Culturally responsive pedagogical approaches

Culturally Relevant Education
 Culturally relevant teaching is a way for teachers to make learning more meaningful and relevant by using cultural elements (prior knowledge, skills, and attitudes) to enhance learning.

Culturally Responsive Education
 Culturally responsive pedagogy uses diverse student heritage and community cultural practices as resources to foster and explore using the cultural knowledge, prior experiences, frames of reference, and performance styles of students to enhance their learning experiences and related to assessment for them.

Culturally Sustaining Education
 Culturally sustaining pedagogy (CSP) further builds upon culturally responsive education by honoring cultural knowledge, heritage, and practices on dominant levels, English, and beyond. It "allows for ensuring CSPC students maintain their own heritage and community practices while gaining access to dominant practices, culturally sustaining pedagogy engages with students' youth cultural practices and traditions that build and produce influence in social interactions... CSP centers on why for students to maintain their own practices, but also to give them a choice to engage with them, using them as a way to study themselves, often liberally using them as a bridge" (Garcia, 2012).

Overview

Reflection Questions

REFLECTION QUESTIONS

- When you are planning, how do you make sure your program is relevant to your intended audience? How would you center the related practices, languages, traditions, and cultural ways of your audience?

What are some diversifications or examples that reflect your audience that you can work into the program? (Examples: props, materials, images, real world experiences, significant dates)

How will you approach your program from asset based practices and acknowledge community wisdom and expertise?

How can you incorporate opportunities for asset based collaboration and civic engagement in the experience you create?

PROBING IN REFLECTION

- I would like to see a presentation, which suggests you to programs are relevant to your audience? How would you center the related practices, languages, traditions, and cultural ways of your audience?
- If you were to design a program, what would you include to ensure that your audience can see the program? (Examples: props, materials, images, real world experiences, significant dates)
- If you were to design a program, how would you incorporate opportunities for asset based collaboration and civic engagement in the experience you create?
- If you were to design a program, how would you incorporate opportunities for asset based collaboration and civic engagement in the experience you create?

Resources



Let's Try This

Related resources on culturally responsive education and programs

- Read "What Does Asset-Based Learning Look Like?" by Marjorie Garcia and Christine Ross. To learn more about how to apply an asset-based approach to include learning questions: <https://www.ccsd.edu/asset-based-learning/>
- Explore Asset-Based Community Development (ABCD) as an approach to sustainable community development. ABCD systems in that communities can give the development process feedback by identifying and celebrating existing assets. <http://www.abcdcommunitydevelopment.org/>
- Download the "Theoretical Framework of Integrating Culturally Responsive and Asset-Based Learning" by Dr. Lisa D. Stone. This is a "white paper" published in the "Journal of Diversity Management". <https://www.sagepub.com/journalsPermissions.nav>
- Participate in Culturally Sustaining Pedagogy for Young Learners. This training module is part of a complete online professional development curriculum available for change. <https://www.ccsd.edu/asset-based-learning/>
- Read "Let's Try This: Asset-Based Learning: The Case for Culturally Relevant Pedagogy" by Dr. Lisa D. Stone. <https://www.ccsd.edu/asset-based-learning/>
- Read the "Let's Try This: Culturally Relevant and Culturally Responsive: Two Theories of Practice for Science Teaching" by Dr. Lisa D. Stone. <https://www.ccsd.edu/asset-based-learning/>
- Learn about Family Resource Programs through the "Let's Try This: Family Resource Programs" which provides an easy-to-use manual to help better incorporate family inclusion language, as printed in the "Journal of Diversity Management". <https://www.sagepub.com/journalsPermissions.nav>

Example DEAI Tool:

Equity & Inclusion in Community Engagement

Building trust, deepening relationships, and creating sustainable change



Equity & Inclusion in Community Engagement

Increasing Level of Community-Driven Involvement

TRANSACTIONAL ENGAGEMENT	TRANSITIONAL ENGAGEMENT		TRANSFORMATIONAL ENGAGEMENT	
<p>Outreach</p> <p>Some community organization involvement</p> <p>Communication flows from one to the other, to inform</p> <p>Provides community with information and experiences</p> <p>Entities co-exist</p> <p>Outcomes: establish communication channels and venues for outreach</p>	<p>Consulting</p> <p>More community involvement</p> <p>Communication more back and forth, answer seeking</p> <p>Feedback from the community</p> <p>Entities share information</p> <p>Outcomes: develops connections</p>	<p>Involving</p> <p>Better community involvement</p> <p>Communication flow both ways, participatory</p> <p>Community involved on issues, topics, format and content</p> <p>Entities cooperate</p> <p>Outcomes: Visibility of partnership, established modes of cooperation</p>	<p>Collaborating</p> <p>Community involvement</p> <p>Bi-directional communication flow</p> <p>Community is integrated in each aspect of the project from development to implementation</p> <p>Outcomes: partnership and relationship building, trust building</p>	<p>Sharing Leadership</p> <p>Strong multidirectional relationships</p> <p>Final decision making is community level</p> <p>Strong partnership structures</p> <p>Outcome: Deeper community sense of belonging and ownership over the experiences and learning</p>

Less shared leadership

*Adapted from the International Association for Public Participation

More shared leadership

Equity & Inclusion in Community Engagement

Examples of Community Engagement Work Activity

Think about where you most often fall on this spectrum and think about examples in your work and how this affects your DEAI practice.

<p>Outreach <i>Example:</i> <i>Family Science Events at Local Schools</i></p>	<p>Consulting <i>Example:</i> <i>Getting student input on traveling exhibits</i></p>	<p>Involving <i>Example:</i> <i>Prototyping with visitors and the community</i></p>	<p>Collaborating <i>Example:</i> <i>Development team creating shared goals and funding with partner organizations</i></p>	<p>Sharing Leadership <i>Example:</i> <i>Museum & Head Start Partnership: teacher training and family engagement events</i></p>
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Equity & Inclusion in Community Engagement

Reflection Questions

1. How can you authentically involve community participants in planning, implementing, and sustaining the program?
2. What does your end product look like, and what strategies do you have in mind to make visible the voices of the community and program participants?
3. How would you make sure that the exchange between individuals and organizations are and feel fair and just?
4. How are you building trust with your partners and community members?



MANOS A LA OBRA!
LET'S START THE WORK!

*Amparo Leyman Pino, M. Ed.
Education Consultant*



DEAD
WORK IS
A
JOURNEY

*It has several entry
points*





STOP
START
CONTINUE

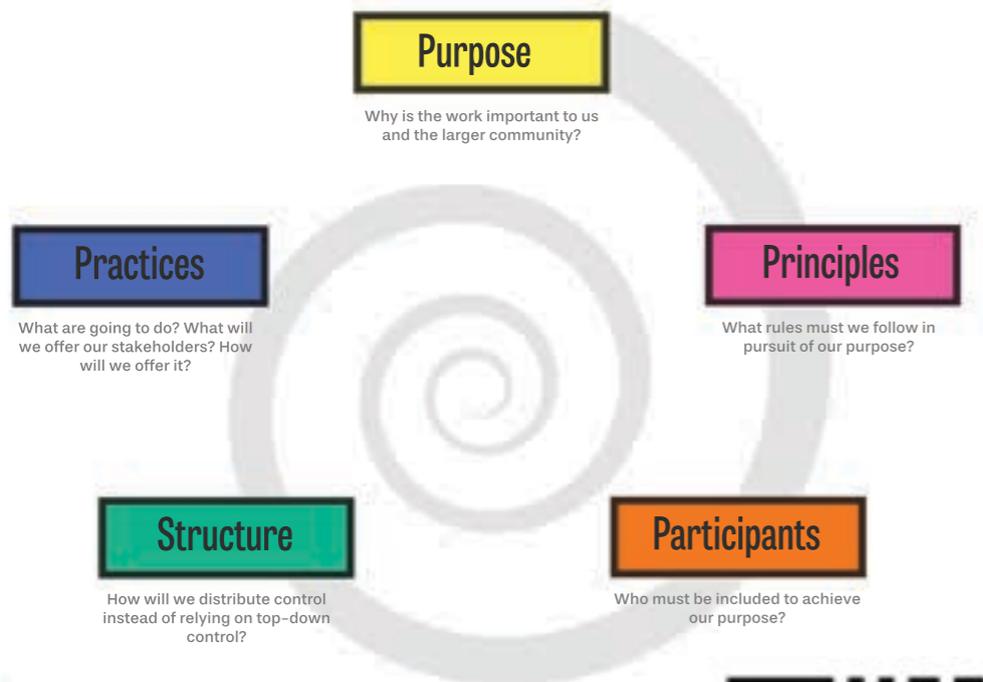
*Short-term actions that will keep the
motivation growing, small wins*

BUILD A COALITION

*Find like-minded, passionate
colleagues to work with,
create a ripple effect*



Purpose To Practice



The Liberators Developed by Keith McCandless & Henri Lipmanowicz (liberatingstructures.com)



ACTION

PLAN

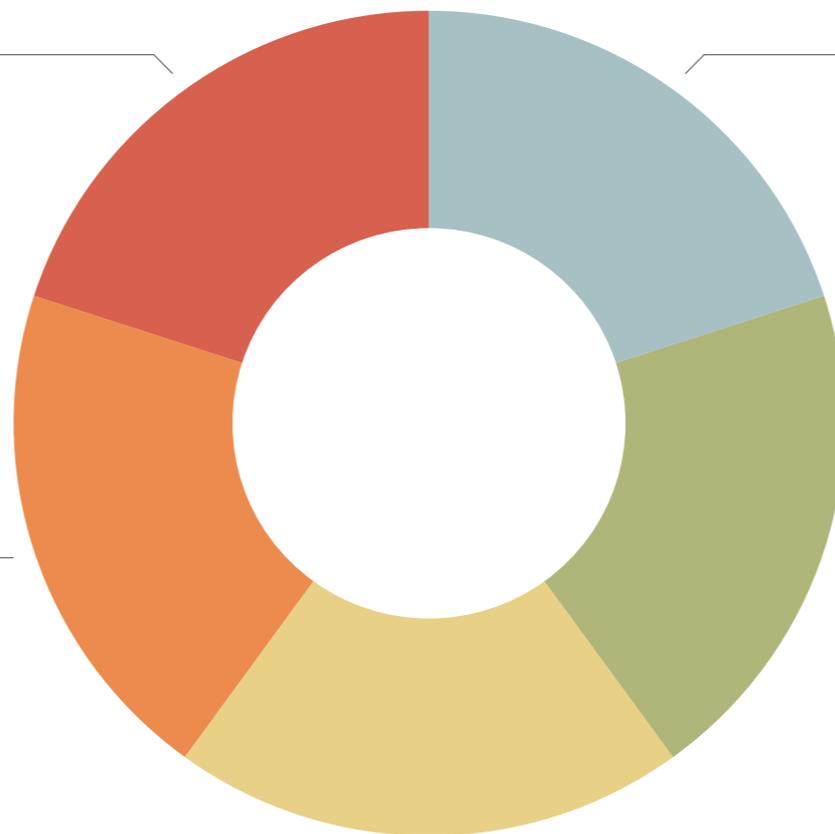
.....
From "Liberating Structures"

Strategy

*Define DEAI
HR Practices*

Content

*Culturally responsive
programming*



Partnerships

*Bringing your
programs to the
community*

Access

*Bilingualism
Inclusive Design*

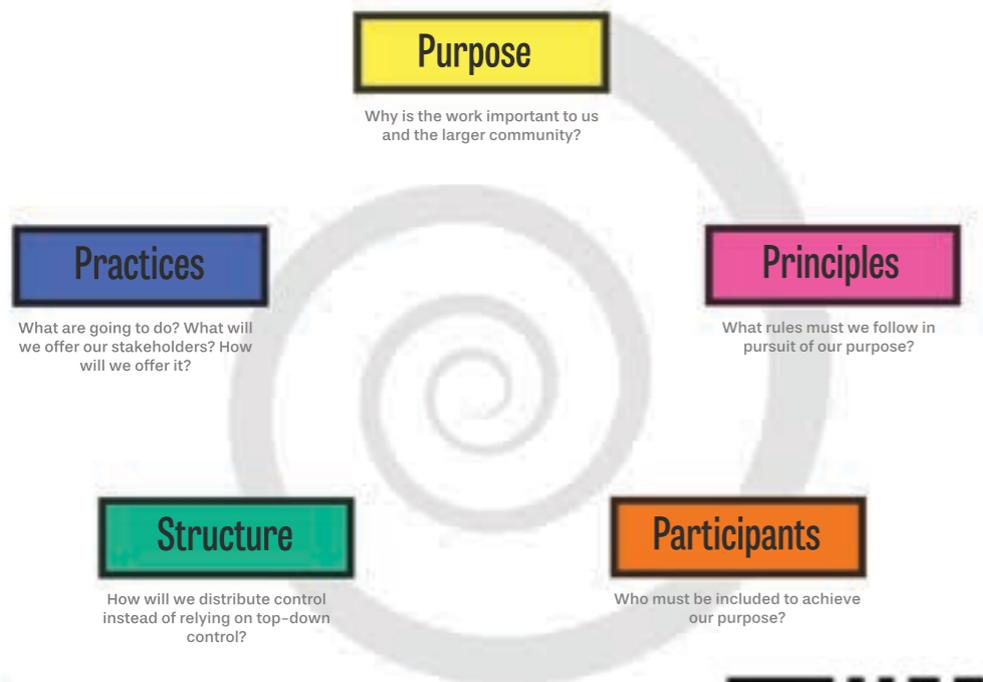
Staff

*Training
Build inclusive teams*

THE FIVE AREAS

.....
Of the DiverSci Framework

Purpose To Practice



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ACTION

PLAN

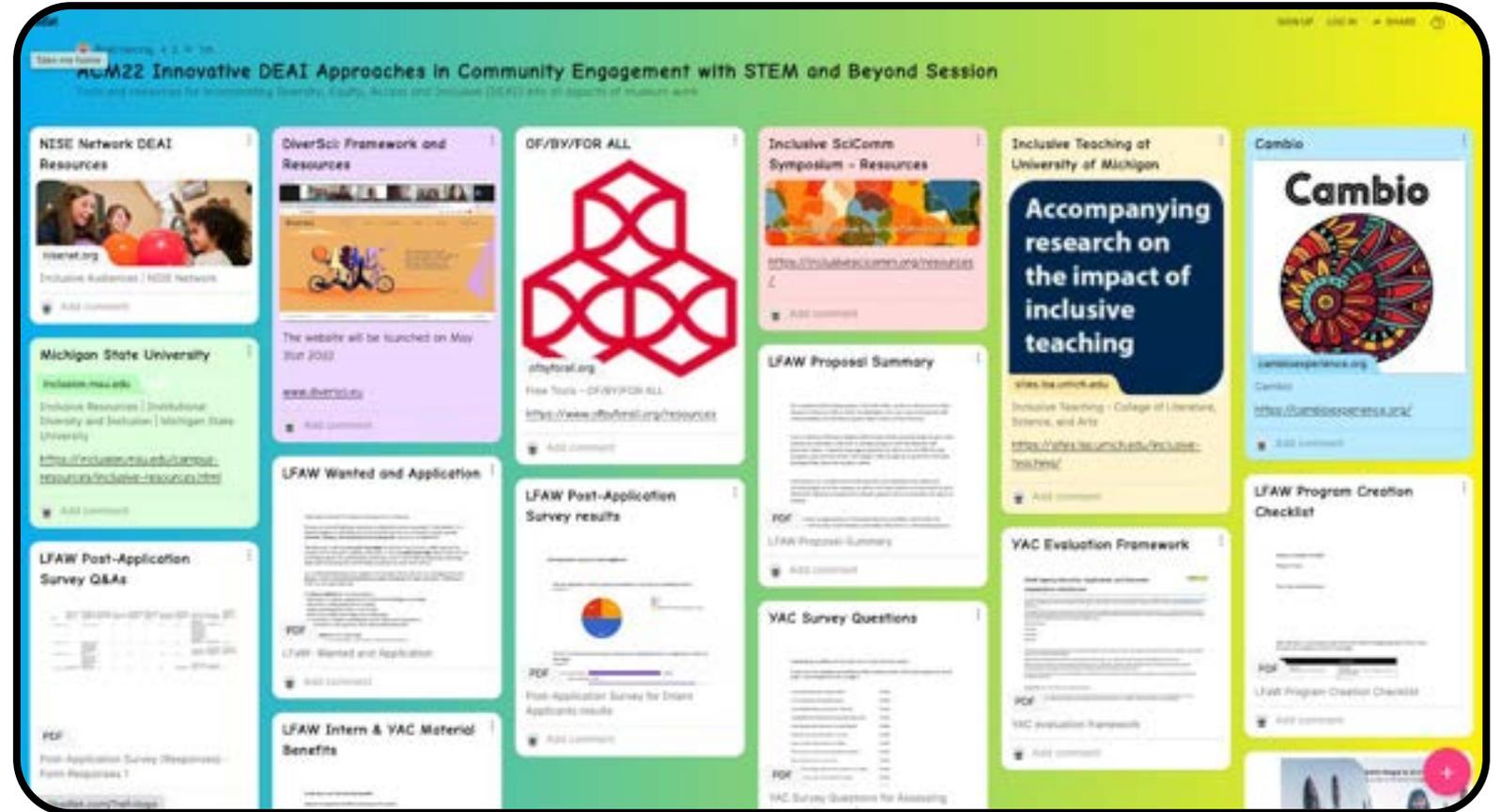
.....
From "Liberating Structures"



THANK YOU

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Padlet Resources



<https://padlet.com/ACM22DEAISession/>

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Thank You



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Q&A

Questions from You!

Many of you asked about...

- Practical strategies for implementing DEAI best practices, and how to implement on a limited to non-existent budget for DEAI initiatives
- Tools and tips for engaging staff at all levels
- Specific stories of community engagement, both successful and unsuccessful collaborations/projects
- How to reach out/extend invitations to communities that are out of your typical demographic (how to be respectful as the “outsider”)

