Welcome to the NGCP National Webinar

Brite: How a Virtual Summer Camp made a Challenging Summer Brighter

Tuesday, November 17, 2020

Please respond to the poll and introduce yourself in the chat.

Use the chat to ask questions, respond to one another, and share resources.
NGCP Vision

The National Girls Collaborative Project brings together organizations committed to informing and encouraging girls to pursue careers in science, technology, engineering, and mathematics (STEM).
NGCP Goals

1. **Maximize access** to shared resources within organizations interested in engaging girls in STEM.

2. **Strengthen the capacity** of programs by sharing exemplary practice research and models.

3. **Use the leverage of a network** to achieve gender equity in STEM.
Brite speakers:

- Jen Stancil, The Hello Studios
- Mary Fuller, Girl Scouts of Eastern Missouri
- Sherika Adams, Morrison Mentors
- Syriah Scott, Morrison Mentors
- Amani Webber-Schultz, The Field School & Minorities in Shark Sciences
- Sheri Levinsky-Raskin, SJLR Solutions, LLC
Why Brite?

• Explore unique, interdisciplinary topics
• Keynote speakers from cutting-edge fields
• Behind-the-scenes tours & hands-on activities
• Interactive, collaboration with peers
Key Program Goals

• Brite is an opportunity for girls to foster:
  o STEM identity: belief in self, image, and ability
  o STEM agency: a foundation for decision making about STEM

• To engage in collaborative learning and sharing, for relationship building with a community of girl learners

• A unique, interdisciplinary space to spark girls’ curiosity and creativity
Girl Scouts of Eastern Missouri

• St. Louis City and the 28 surrounding Missouri counties
• Classified as a “large” council
• Ten girls from different schools across the area
• Most of these girls had never met each other in “real life”
Girl Scout Leadership Experience (GSLE) uses three core implementation strategies: girl-led, cooperative learning, and learning by doing.

The Brite program was a great fit with the GSLE – allowing girls the opportunity to lead the way, decide the activities they would complete and how they would complete them, and working with other girls to accomplish their goals.
Engage girls at key transitions and provide meaningful and relevant programming.

“My Favorite part of Brite was the activities and our “Fuller House” chats! I also really enjoyed the Brite assembly!”

“The program was REALLY FUN! I loved the talks with the Q&A sessions incorporated, and little activities alongside them. My personal favorite was the Eyewire game, and I was HOOKED. I would play it in my free time, instead of roaming around on Instagram or Snapchat like usual.”
Communications

- Daily team meeting before speaker – 30 to 45 minutes
- Speaker – 1 hour
  - One additional local speaker for our group only
- Post-speaker debrief and upcoming activities – 15 to 30 minutes
  - Often included “off-topic” discussions as well
- Email with follow-up items to all participants (and parents at the end of the week)
OUR MISSION

Advancing underserved communities through the mobilization and development of dedicated MENTORS that provide academic and career support to students and their families.

Our latest venture is our S.T.E.A.M. Learning Studio where we can provide in person and virtual STEAM enrichment.
Our Process

Deploy
Students into their local communities to re-teach elementary & middle school students.

Attract
Local high school students

Teach
Them about the various disciplines that fall within S.T.E.A.M. education.
Successes

- Participants were highly engaged in the activities and Icebreakers.
- 60% of the girls expressed an increased interest in S.T.E.A.M.
- 75% of the participants indicated that they are interested in pursuing a career in the STEAM field.
- One of our Brite mentee is working with us.

Challenges

- It was a challenge to keep some of the girls engaged.
- Some of the activities were a bit challenging. (Ex. Eyewire)
- Sometimes the girls were too shy to ask for assistance and would address any hardships at the last minute.
Suggestions for Future Facilitators!

- Set the Tone
- Communication
- Test their Knowledge
- Recognition
- Continued S.T.E.A.M. Engagement
Select Findings: Brite Girls

- At the end of the 3-weeks, **none** of the girls reported that “at times they think they are not good at science”.

- Self-esteem results reveals a 535% increase in agreement that Brite girls felt “they are good at science” at the end of the 3-weeks.

Overall, I am satisfied with my skills in science.

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<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<td>Overall, I am satisfied with my skills in science</td>
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Select Findings: Brite Girls

- 57% of Brite girls who began each week finished the full 3-week module.
- Brite girls referenced an increased awareness of their STEM identity and belief in themselves in 77% of the weekly responses to feedback questions. Of that 77%, 49% of their comments spoke to their STEM agency and 51% to their STEM identities.

![Bar Chart]

When asked to upload an emoji that best captured the way they felt at the end of each week, Brite girls shared the following:

- 9% of the emoji submitted included one of each of the following:
  - Grinning Face: 33%
  - Smiling Face: 29%
  - Thumbs Up: 12%
  - Partying Face: 9%
  - Thoughtful Face: 5%
  - Smiling Face with Hearts: 3%

* this question was not required
Select Findings: Brite Program Leads / Educators:

- 100% reported they would participate in a Brite program again.
- 100% reported they had enough information to confidently lead their group through each week.
- Building community among the girls in their programs was the top trending response when asked what was most fun about Brite.
What’s next for Brite?

• We will run another summer camp for Brite in Summer 2021
• Stay tuned for more information about the application
Questions?

Brite
Watch some Brite Talks:
https://www.youtube.com/playlist?list=PLKy-B3Qf_RDVtdc-YJ8IG-rudFNLU5qs7
Upcoming NGCP Webinars

Celebrate Computer Science Education Week with SciGirls!
December 8, 2020

Register on the NGCP website