Welcome to the NGCP National Webinar

From Research to Practice: An Up-to-Date Look at Gender Equity in STEM

Tuesday, March 9, 2021

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.
NGCP Activities

Increased Collaboration Benefits Girl-Serving STEM Programs

- Helped us better serve girls: 82%
- Increased girls’ interest in STEM: 78%
- Helped my program be more effective: 77%
- Increased girls’ confidence in STEM: 77%

Source: NGCP 2015 Annual Survey
National Network of Collaborative Teams
Speakers:

Brenda Britsch, Ph.D.
Senior Research Scientist with the National Girls Collaborative Project

Gabriela A. González
Deputy Director and Operations Manager of the Intel Foundation

Dr. Zahra Hazari
Professor in the Department of Teaching and Learning and the STEM Transformation Institute at Florida International University

Dr. LaShawnda Lindsay
Research Scientist and Black Girls Create Project Director
collaborative & social

role models

stereotypes

relevance

embrace struggle

STEM practices

Brenda Britsch: bbritsch@ngcproject.org
From Research to Practice: An Up-to-Date Look at Gender Equity in STEM

Gabriela A. Gonzalez
March 09, 2021

**PRACTICE**

Hermanas: Disena Tu Futuro

She Will Connect

Million Girls Moonshot

**RESEARCH**

<table>
<thead>
<tr>
<th>STEM inertia and status-quo persistence framework</th>
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<tr>
<td><strong>Contributing Factor</strong></td>
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<tr>
<td>Institutional gender-focused approach</td>
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<td>Independent, redundant &amp; competing programs</td>
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<td>Invisible or blurred lines of accountability</td>
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**STEM Pathway & Connections**
Capacity Building

- How do NPOs know if their investments are helping to decrease the gender or gender/race or gender/race/class inequalities?
- How are they contributing to closing the gender/race/class gaps in STEM?

- Do they believe the work they are engaged in matters, why and to whom?
- What are the forces influencing the decisions as to where, when and how to invest?
- How do they collaborate with others to achieve their goals?

**Accountability**

- How do they hold themselves accountable and for whom?
- Are their programs meeting their expected results/outcomes?
Empowering Young Women by Disrupting Biased Structures

Disciplinary Identity - how students see themselves in relation to a discipline based upon their perceptions of the discipline and experiences with the discipline.

Physics Identity:
- Interest
- Performance/Competence Beliefs
- Recognition
- Sense of Belonging

Maybe I am a “physics person”

Disrupt inequitable and narrow constructions
LaShawnda Lindsay, Ph.D.  
Research Scientist

~Culturally responsive making provides an opportunity for underrepresented populations to engage in STM in a meaningful way.

~Participating in a program that offers innovative approaches to STEM learning that encourages the celebration of their cultural heritage, facilitates identity exploration, and exposes has the potential to broaden Black girls and women’s engagement in STEM education.

~Black Girls Create uses social history, culturally responsive pedagogy, and mentoring to engage Black girls in maker-based activities as they learned about Black “Her-STEM” figures: women who made significant impacts in STEM. By the end of the program, girls use their new maker skills to design and create cultural artifacts and conduct digital fabrication demonstrations.
Panel Q&A
Upcoming NGCP Events

WOMEN IN STEM: SPARK A FUTURE

MARCH 18, 2021 | 12 PM PT

#WomenTalkSTEM