

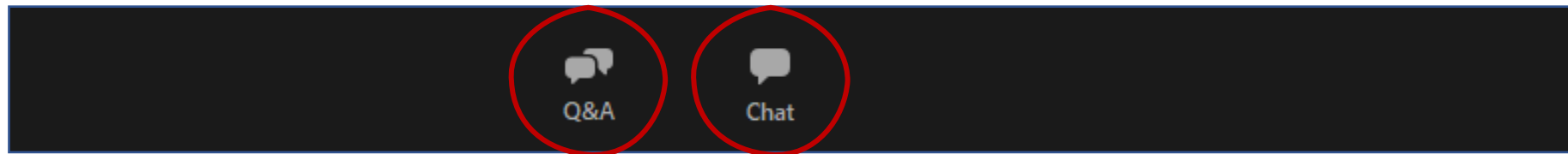
Welcome & Polls

Please type your name, organization, location, and role in the chat.

What challenges are you facing around equity in your community?

Technical Information

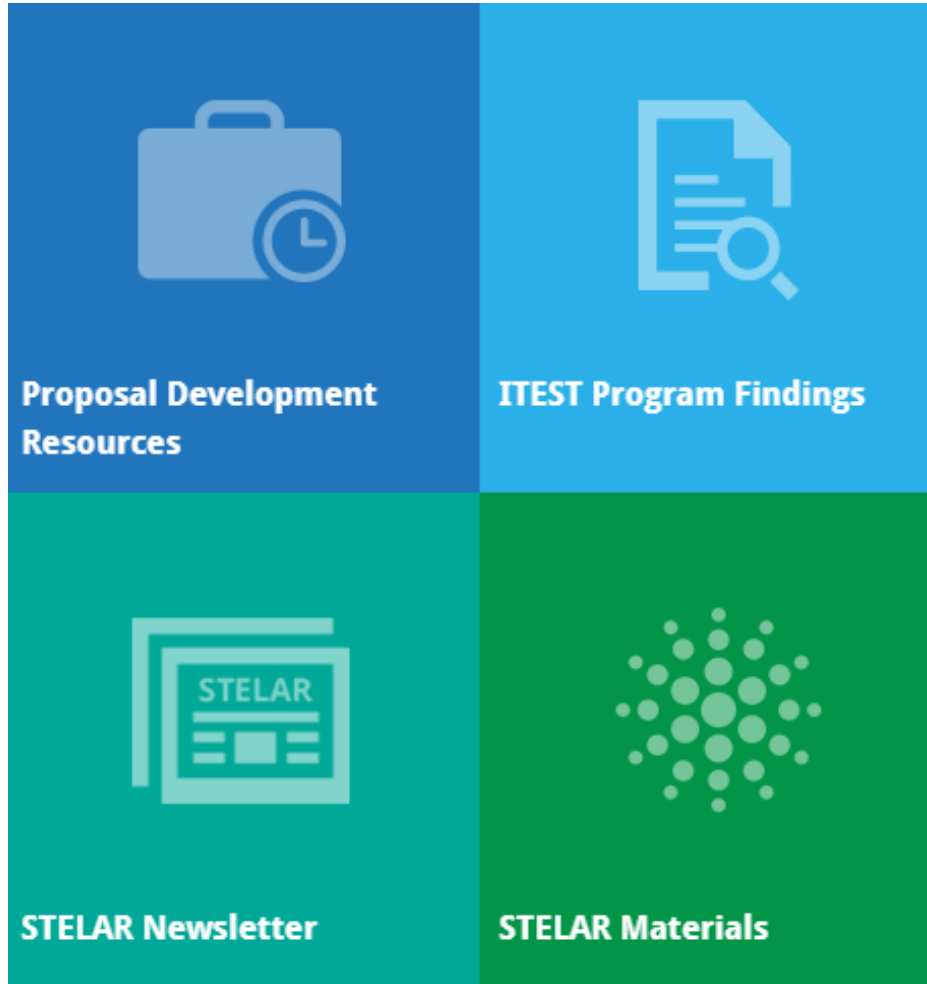
- This webinar is being recorded and will be shared post-event
- Participants will be muted
- Chat is available for conversations
- Type questions into the Q&A pod



STEM Learning & Research Center (STELAR)

- NSF Resource Center for the **I**nnovative **T**echnology **E**xperiences for **S**tudents and **T**eachers (ITEST) Program
- Education Development Center (EDC) has supported the ITEST program since 2003
- STELAR assists both ITEST grantees and those interested in submitting a proposal

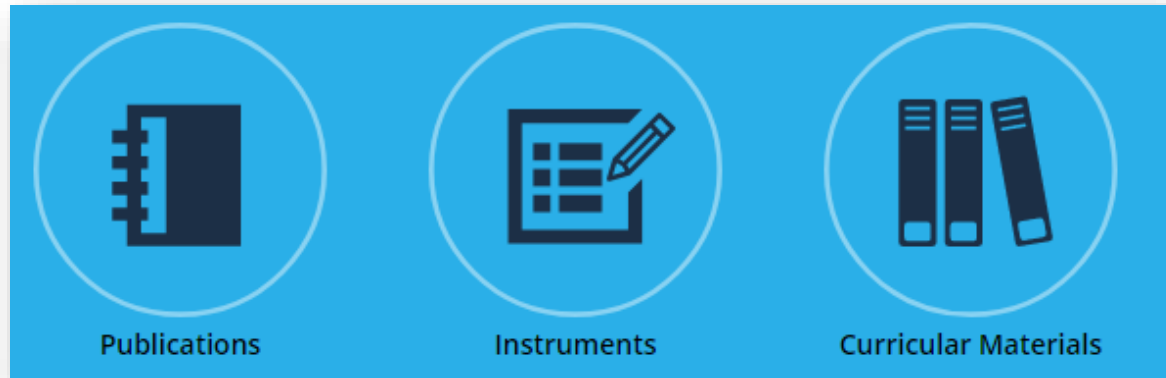
What STELAR does:



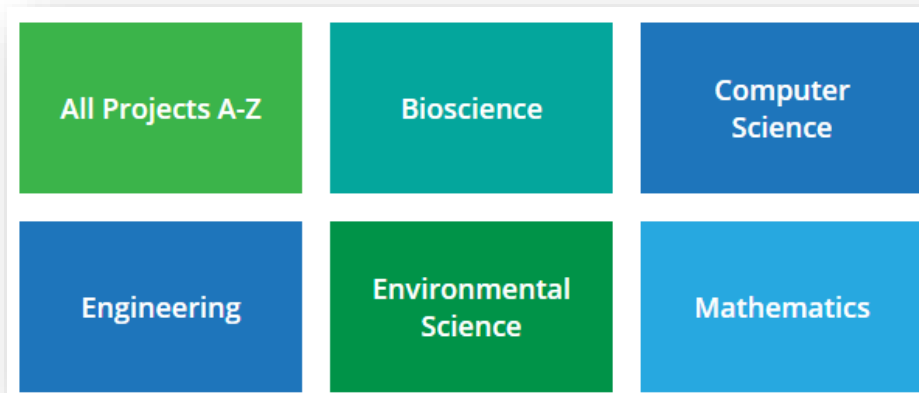
- Facilitate projects' success through technical support
- Inform and influence the field by disseminating ITEST project findings through project syntheses
- Deepen the impact and reach of the program by broadening participation in the ITEST portfolio

STELAR Website:

Resource Library



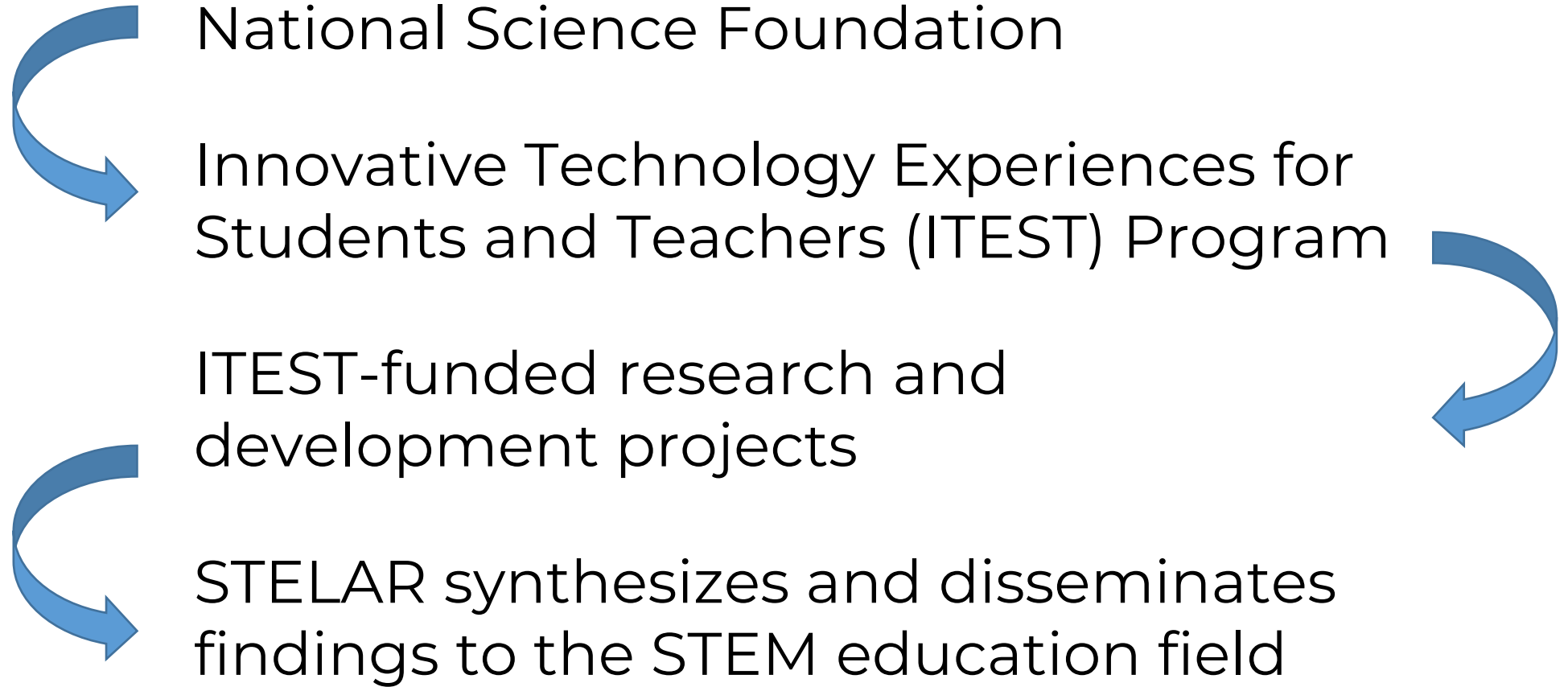
ITEST Project Profiles



Proposal Development



STEM Learning and Research Center (STELAR)



For more information:

- Email the team at STELAR@edc.org
- Join the STELAR mailing list:
<https://go.edc.org/STELAR-MailingList>
- Follow us on Twitter: [@STELAR_CTR](https://twitter.com/STELAR_CTR)

Developing the Next Generation of Talent: Perspective from the Field on Equity and The Future of Work

Presenters: Joyce Malyn-Smith, Eden Badertscher, Kevin Waterman



Today's Presenters



**Joyce Malyn-
Smith**



**Kevin
Waterman**



**Eden
Badertscher**

Today's Webinar

- Introduction and Overview of the Report
- Developing the Report
- The Equity Systems Change Compass
- Q&A

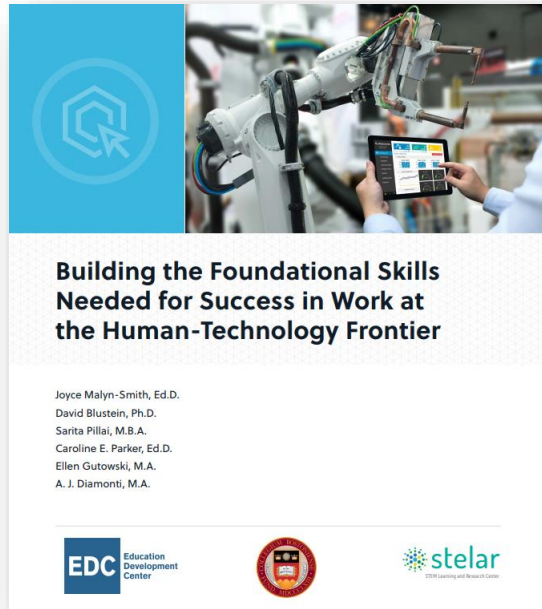
Part 1: Introduction and Overview of the Report



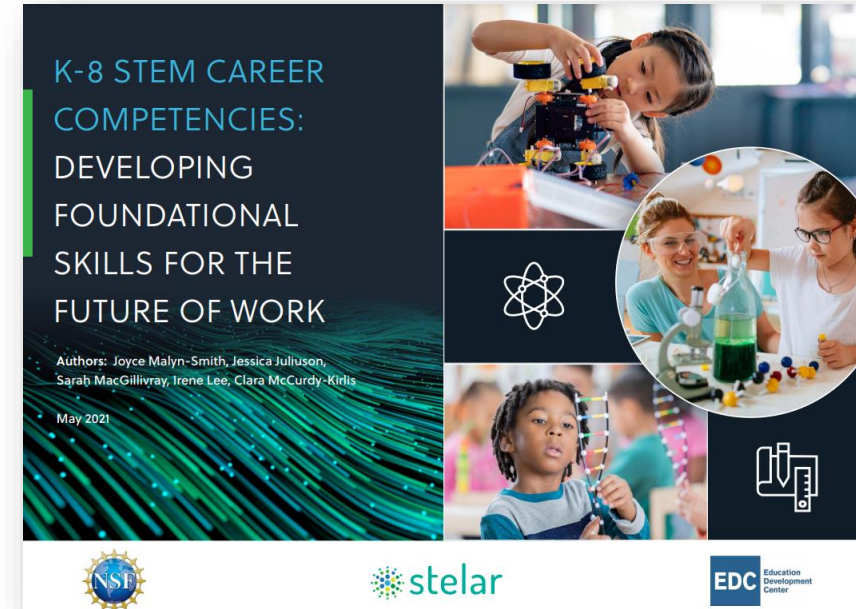


History and Evolution of the Report and the Compass

STELAR's Previous Reports on the Future of Work



Building the Foundational Skills
Needed for Success in Work at the
Human-Technology Frontier



K-8 STEM Career Competencies:
Developing Foundational Skills for
the Future of Work





History and Evolution of the Report and the Compass



Guiding Questions

1. How can we best help educators and new, existing, and emerging private and public sector community members generate important equity questions related to the future of work?
2. How can we facilitate a deeper understanding of inequity in employment, learning, and work preparation systems?
3. How can we engage in actions that respond to human needs and promote human development for all?



Part 2: Developing the Report





Digging More Deeply into the Issues of Equity and Work

1. What changes have occurred in the workplace, and how have they impacted equity?
2. What additional research and development are needed to encourage new ways of teaching and learning that will advance equity?
3. What are important elements of the new workplace that will affect the future success of our diverse students?
4. What learning innovations and new content will support students in their learning, both now and in the future?



The Champions Working at the Front Lines of Equity



Jacob Martinez,
Founder of
Digital NEST



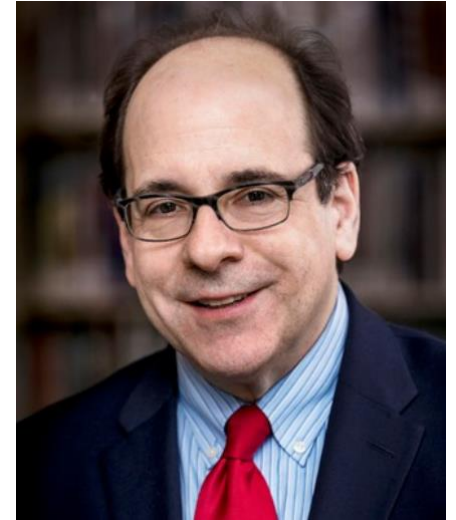
Ritu Raman,
Engineer, innovator,
writer, and the
d'Arbeloff Career
Development
Assistant Professor
of Mechanical
Engineering at MIT



Rich Milner,
Chair of Education,
Department of
Teaching and
Learning, Vanderbilt
Peabody College



Marie Marquardt,
Scholar-in-Residence
at Emory University's
Candler School of
Theology, Author, and
Immigration Advocate



David L. Blustein,
Professor and the
Golden Eagle
Faculty Fellow,
Boston College



The Champions Working at the Front Lines of Equity (Cont.)



Stanley Andrisse,
Endocrinologist
Scientist and
Faculty at
Howard
University College
of Medicine



**The Venerable Tenzin
Priyadarshi,**
Director of the Ethics
Initiative at the MIT
Media Lab and
President & CEO of
The Dalai Lama
Center



Juma Inniss,
Founder and
Director of The
Message



Syrita Steib,
Founder and
Executive
Director of
Operation
Restoration



Matthew Kincaid,
Educator and
Founder/CEO of
Overcoming
Racism



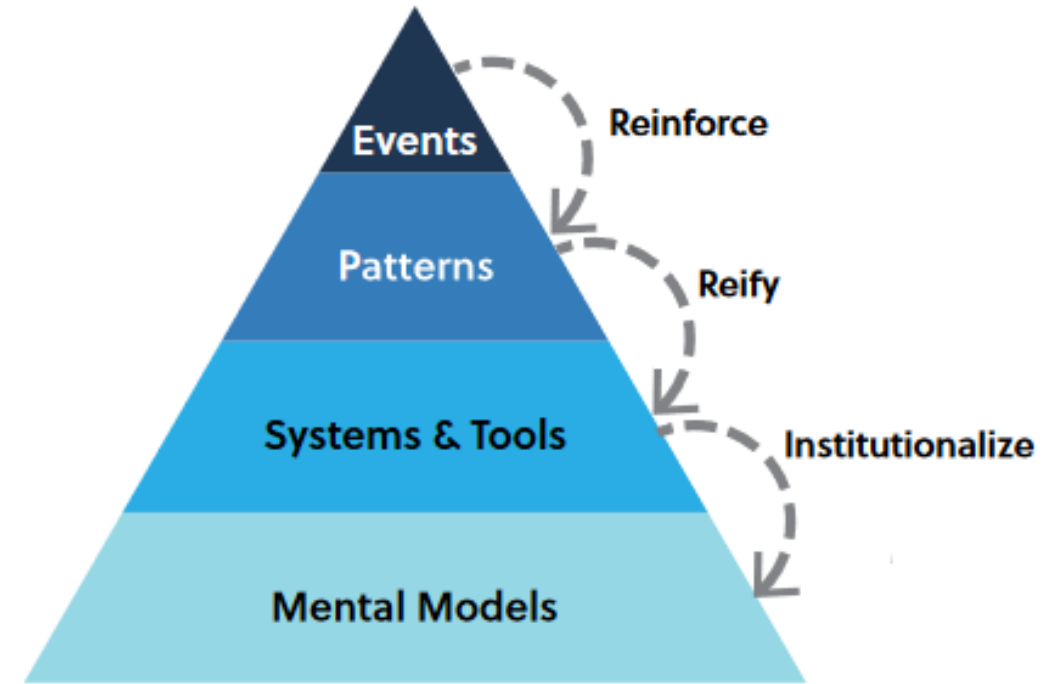
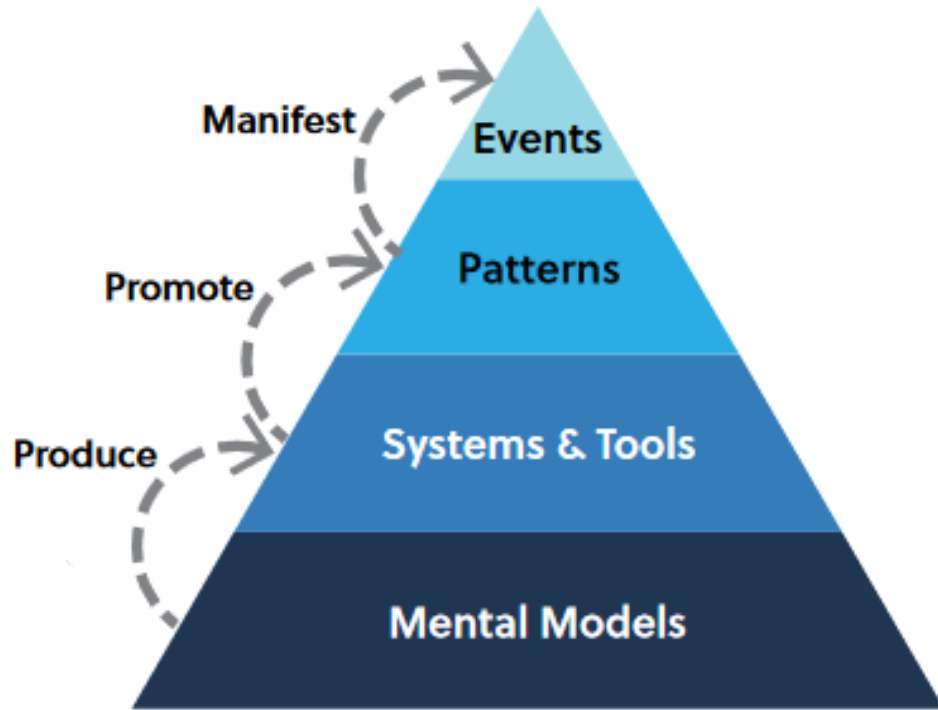
Greater Boston Area



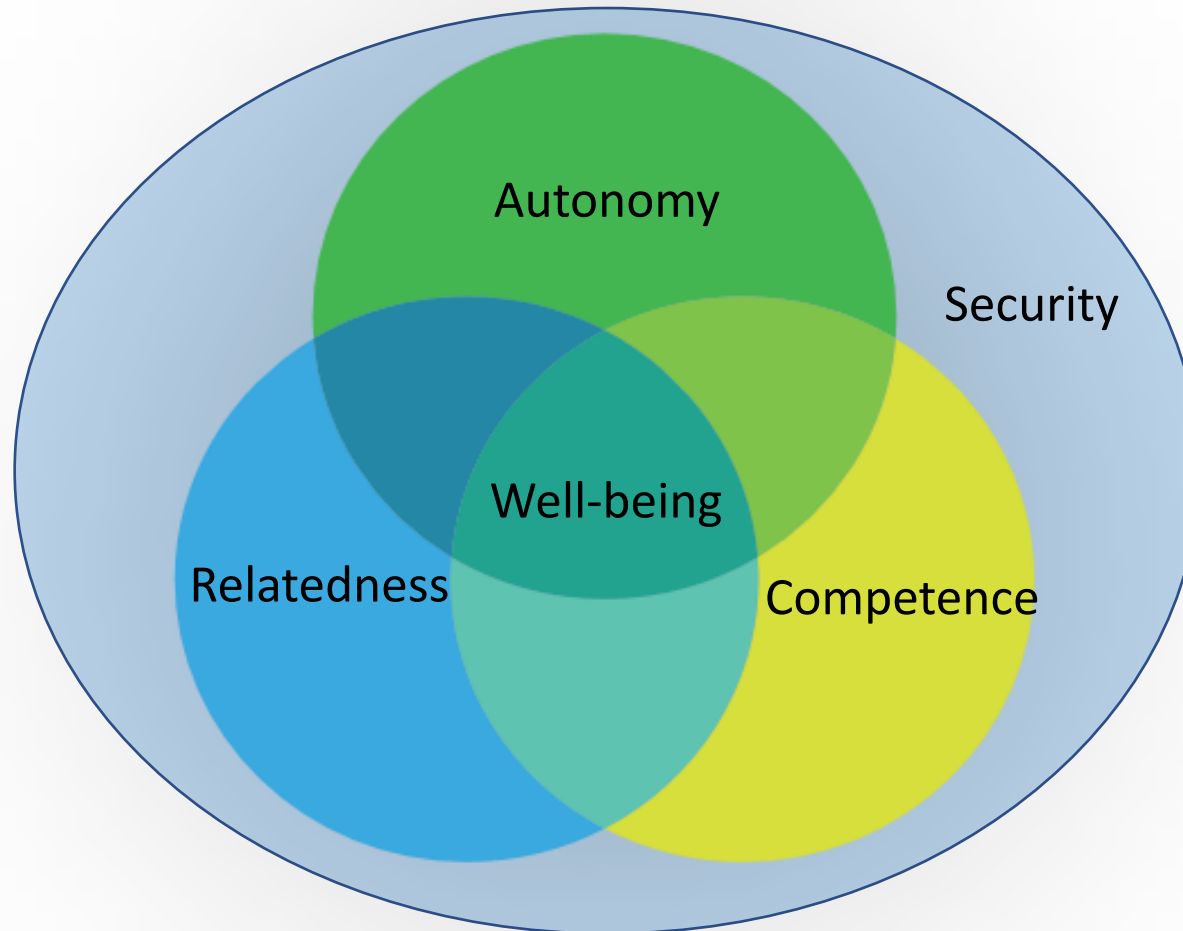
Young Champions of Equity: Youth Focus Group

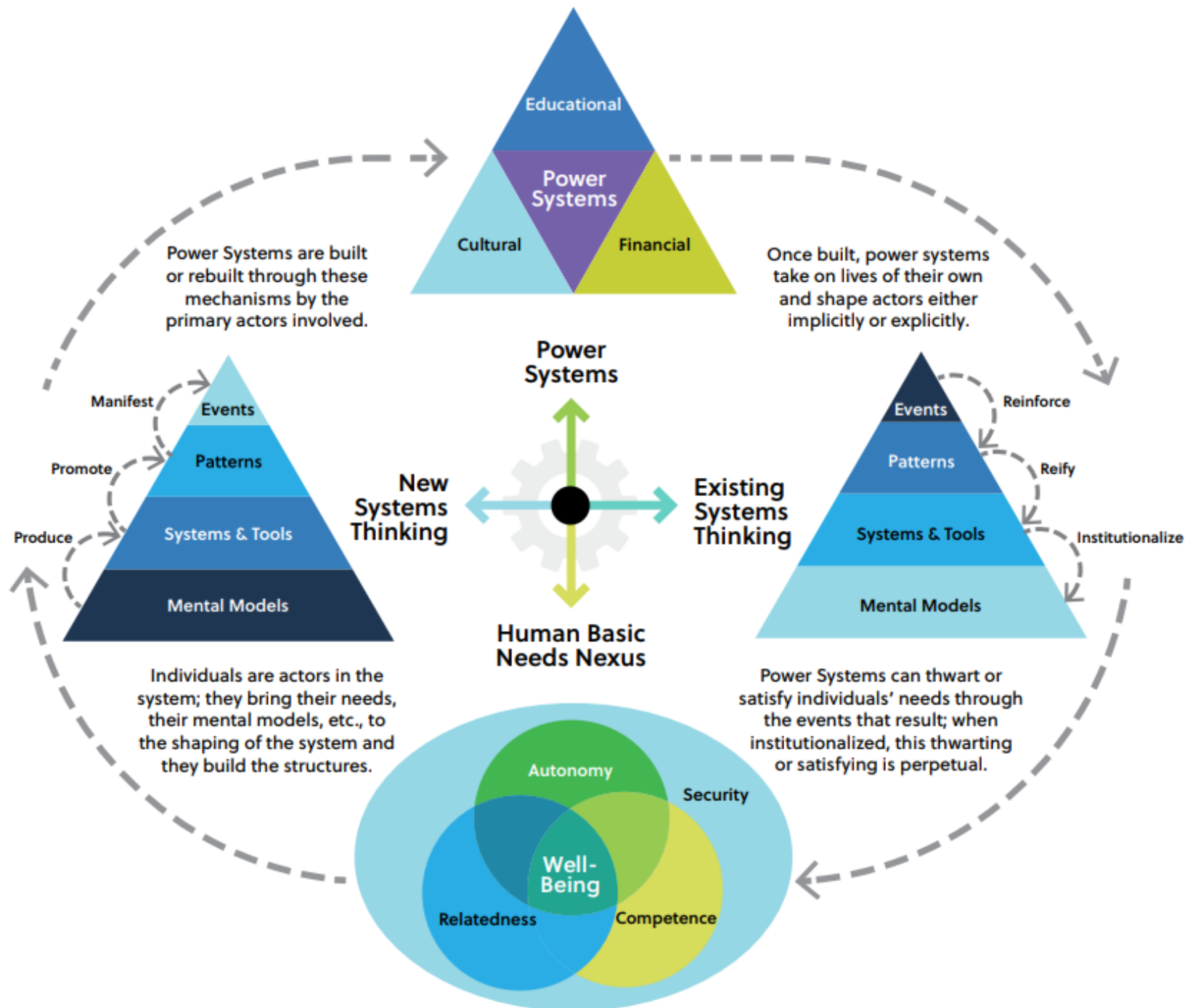
Young People's Project (YPP) high school Math Literacy
Workers (MLWs) and College Math Literacy Workers
(CMLWs)



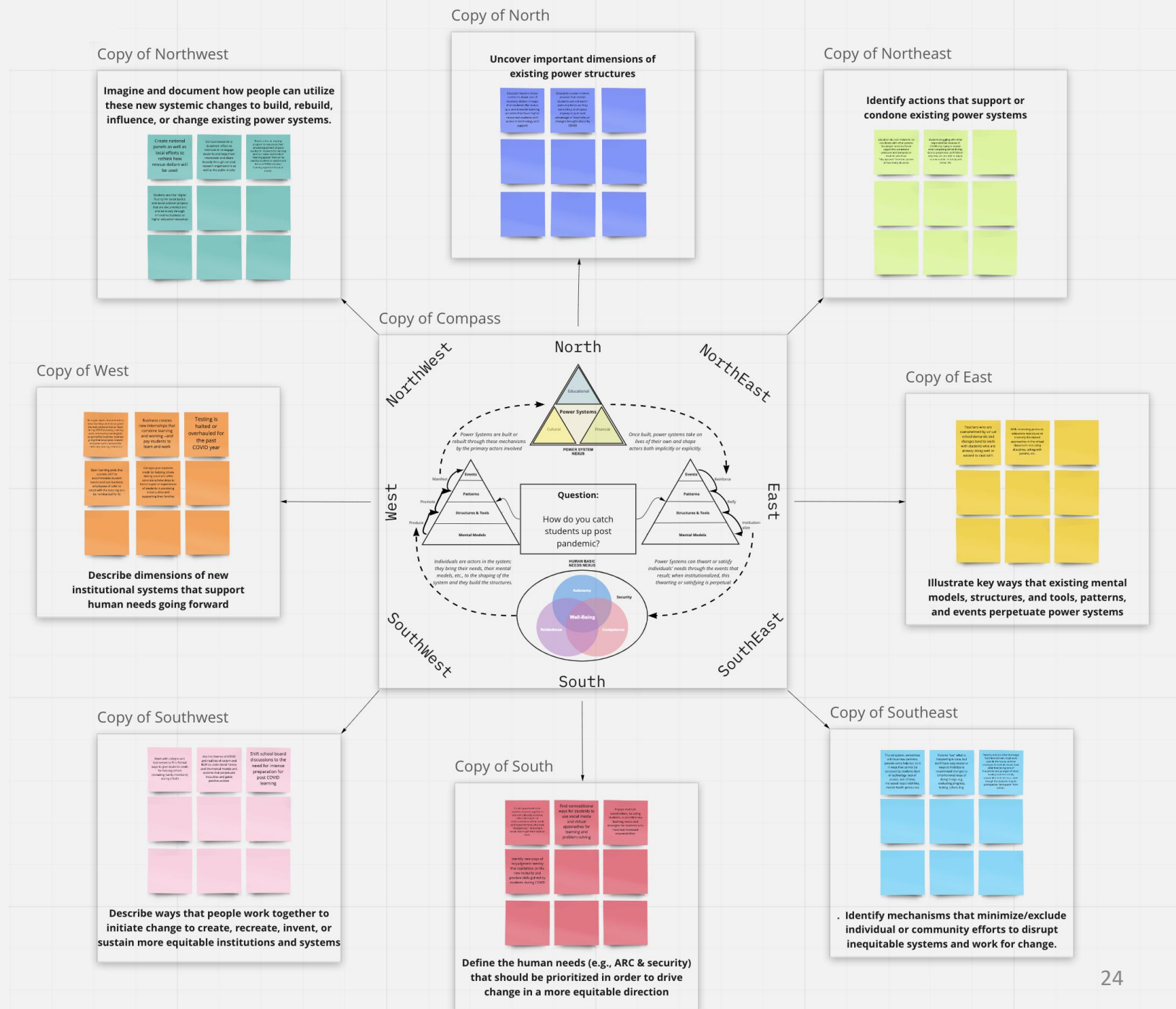


Human Needs Nexus







Emergence of the Interview Themes




Overview of the Compass



NSF's STEM Learning & Resource Center (STELAR) Presents:

Developing the Next Generation of Talent
Perspectives from the Field on Equity and the Future of Work
stellar@edc.org



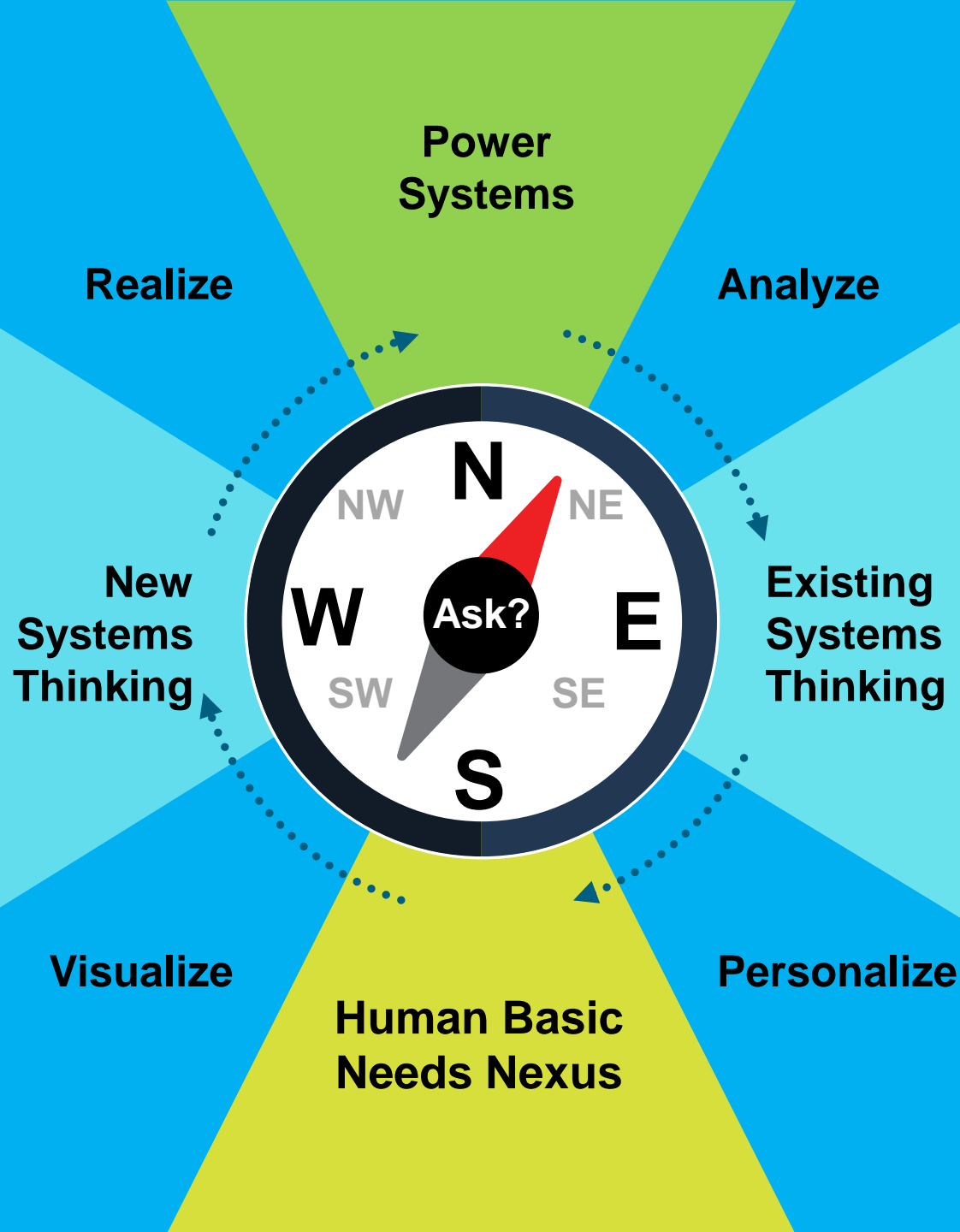
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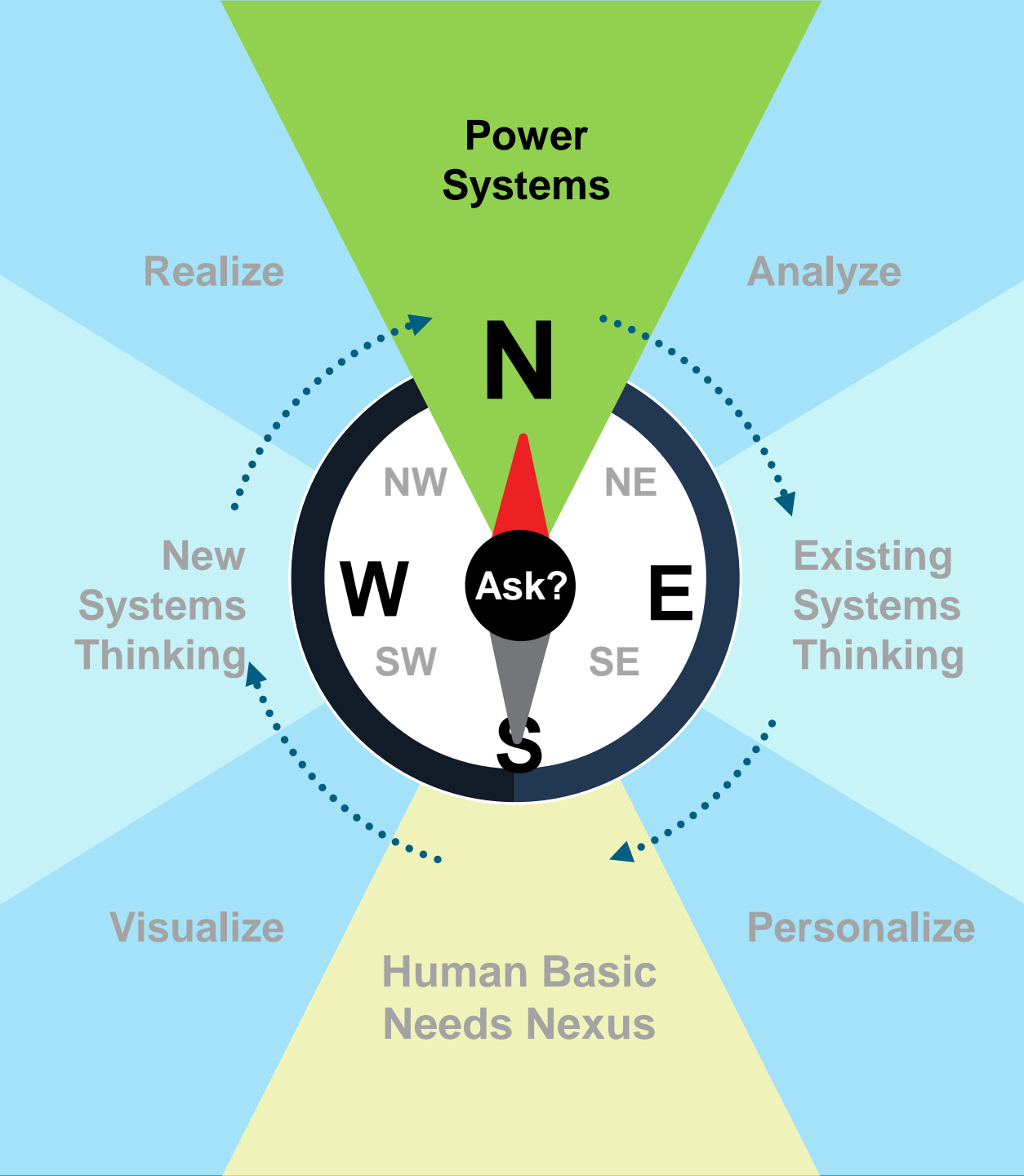
Part 3: The Equity Systems Change Compass



Equity Systems Change Compass



The diagram that emerged—the Equity Systems Change Compass—can be used as a tool to guide conversations and thinking about equity and action in many contexts, addressing topics that are very broad (e.g., the disparity in academic performance between groups of students) and those that are very specific (e.g., the low number of minority students in medical schools).

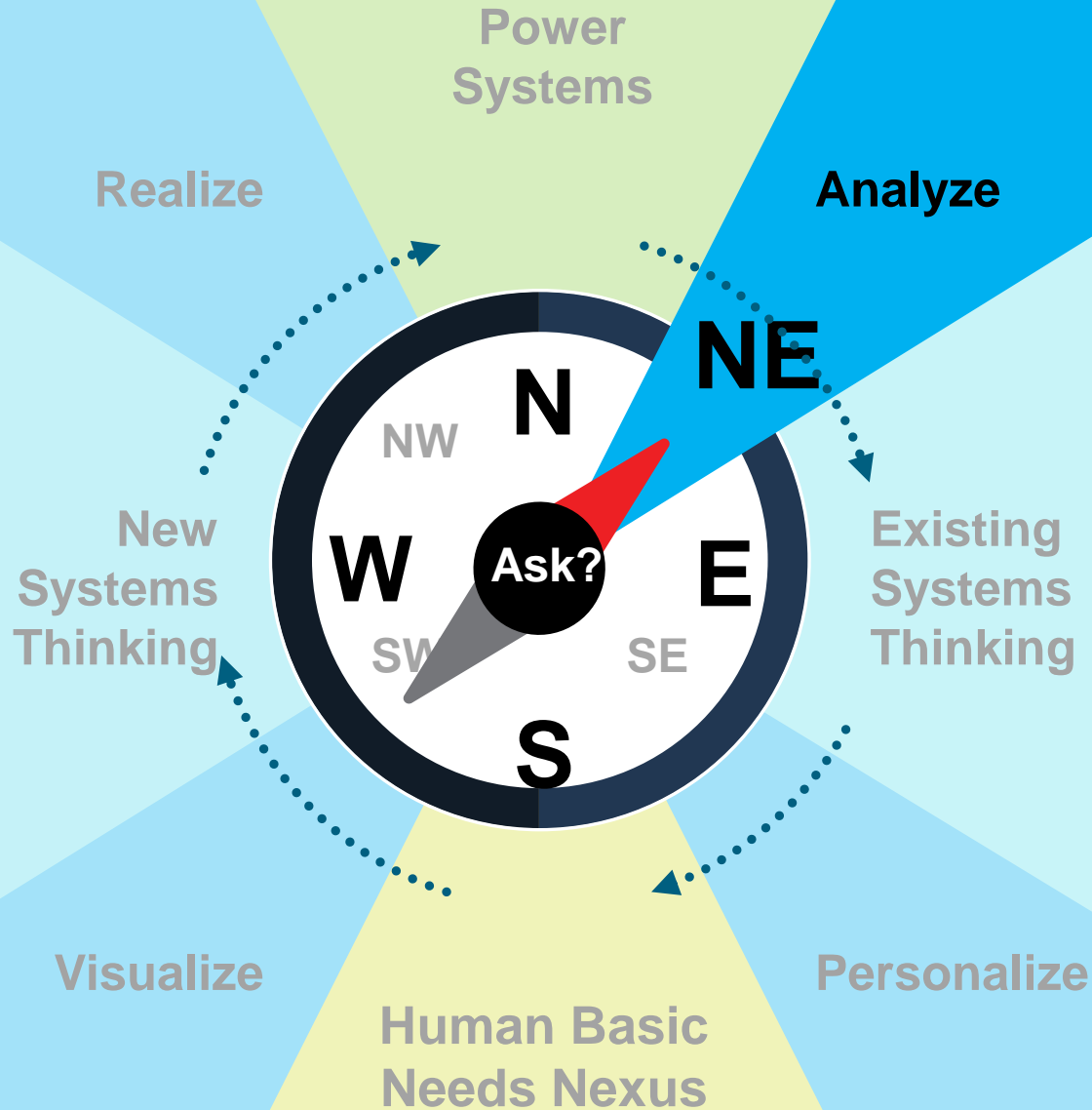


NORTH Power Systems

Understanding the important dimensions of existing power structures

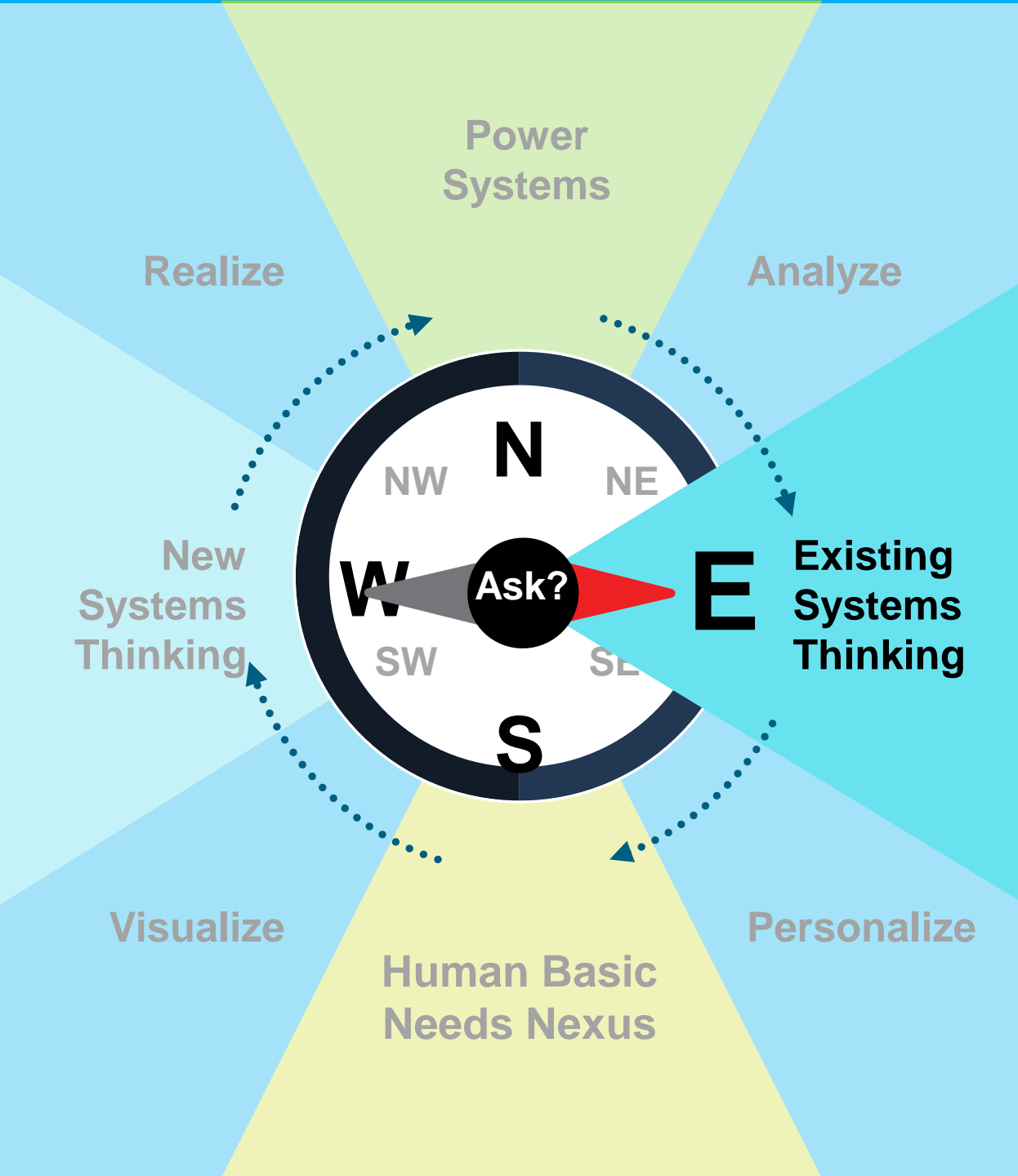
- Inertia prevents change.
- Power is entrenched in financial, educational, and cultural domains.
- Systemic racism is endemic.
- The powerful act to maintain their power.
- The disempowered see attempts to change as futile.

NORTHEAST Analyze



Analyzing actions that support or condone existing power systems

- Power systems reinforce one another.
- Implicit bias sustains power systems.
- Power is seen as zero-sum.
- It is easy to claim that individuals are to blame.
- Many fear that change can bring unintended consequences.

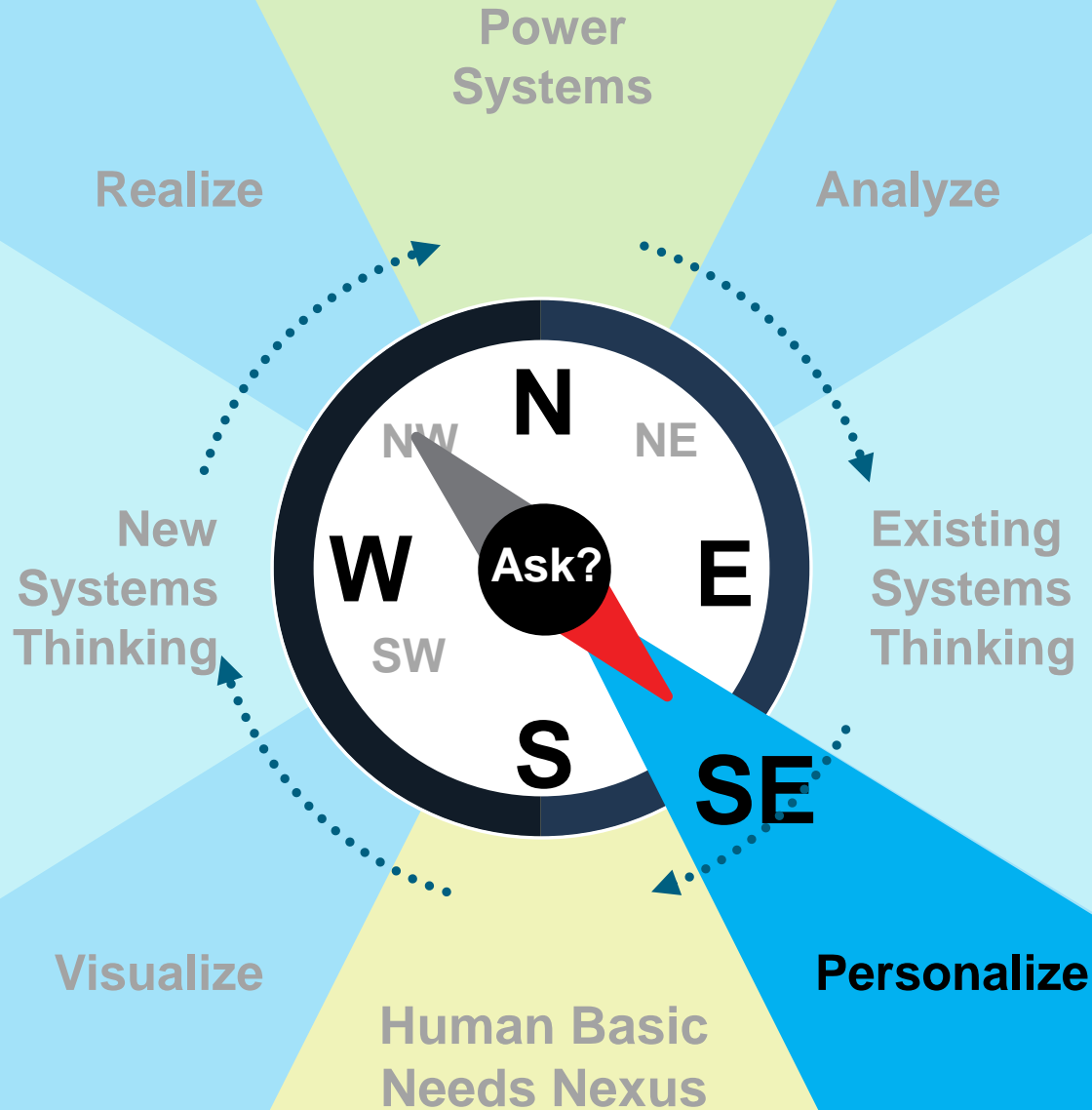


EAST Existing Systems Thinking

Understanding how society maintains existing power systems and the mental models that undergird them

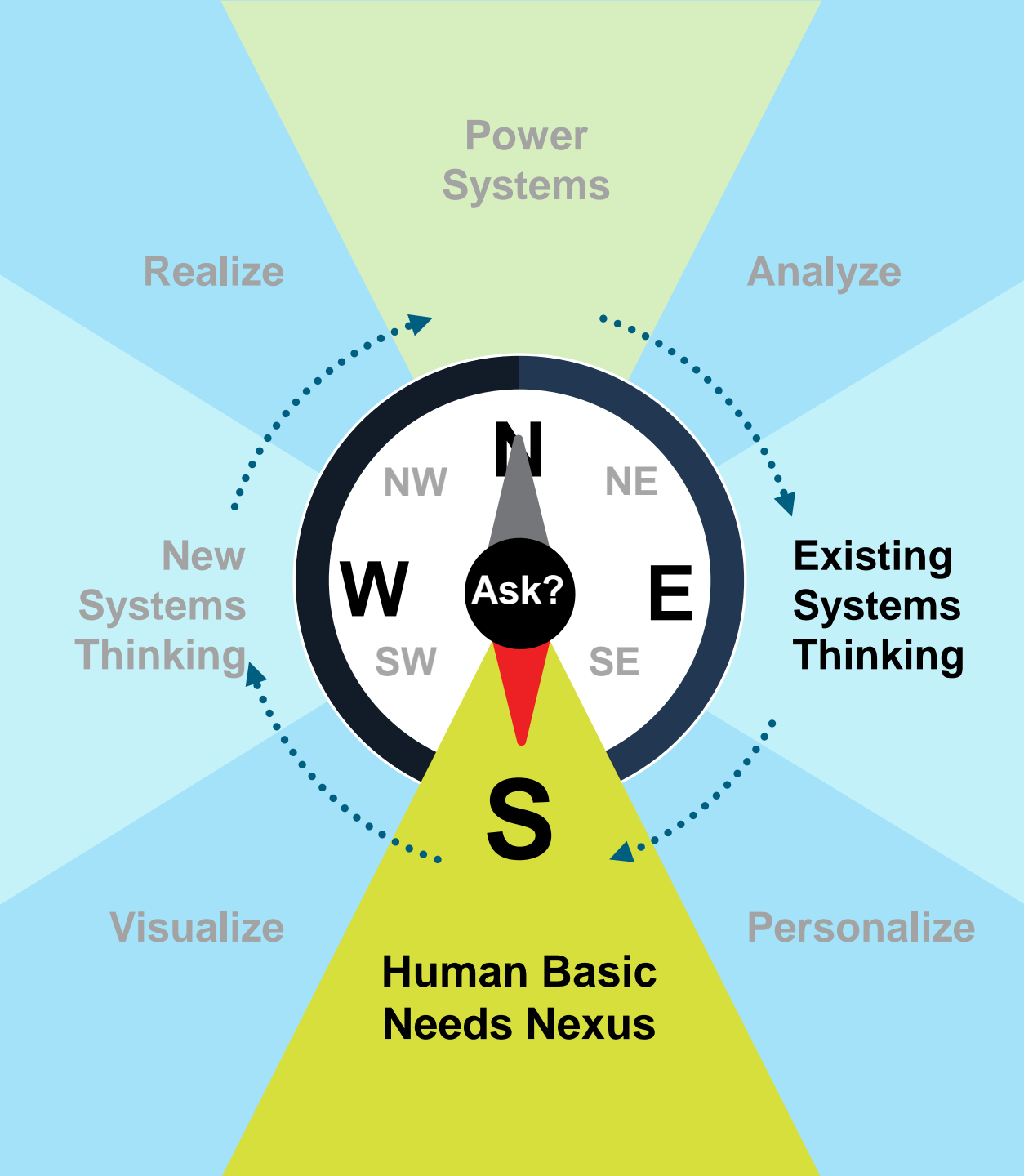
- The rich get richer.
- Existing mental models target underrepresented populations.
- Market valuation takes precedence over human needs.
- Cultural norms give preference to dominant groups.
- Misinformation feeds negative biases.

SOUTHEAST Personalize



Understanding power systems and identifying the impact of exclusion on individuals

- Bureaucracy resists change.
- Power is zero-sum.
- Stereotypes blur the complex systems that generate them.
- Individual success is valued over community success.
- People underestimate their individual and collective power.



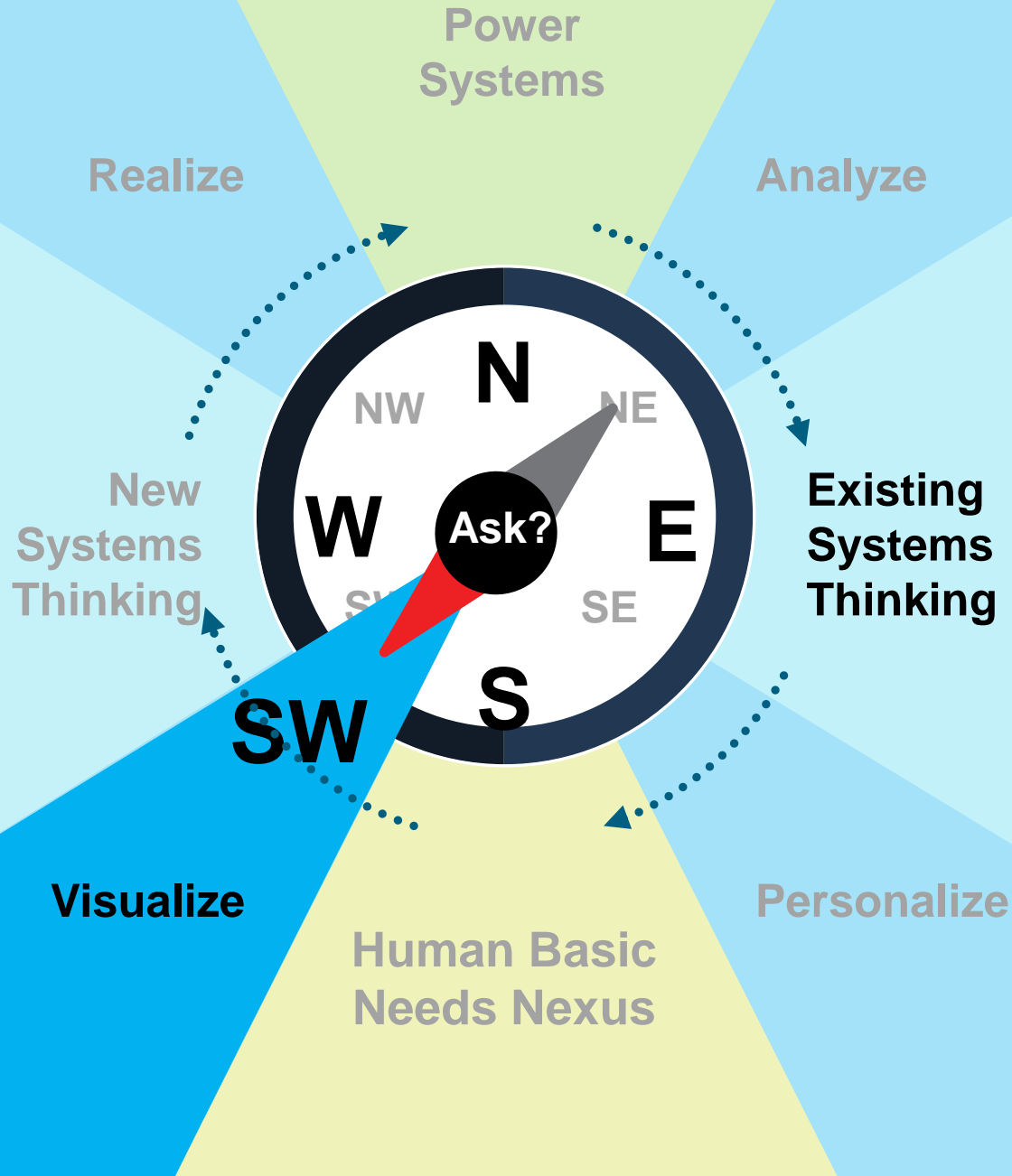
SOUTH

Human Basic
Needs Nexus

Addressing the human needs (e.g., autonomy, relatedness, competence, well-being) of those who will build and recreate the needed new systems

- The individuals affected by a problem are not heard.
- Full representation is often lacking.
- “Success” is narrowly defined.
- Autonomy is valued over collaboration and connectedness.
- A narrow focus on individual grit misses the importance of compassion.

SOUTHWEST Visualize



Envisioning ways that people can work together to initiate change in order to create, recreate, invent, or sustain more equitable institutions and systems

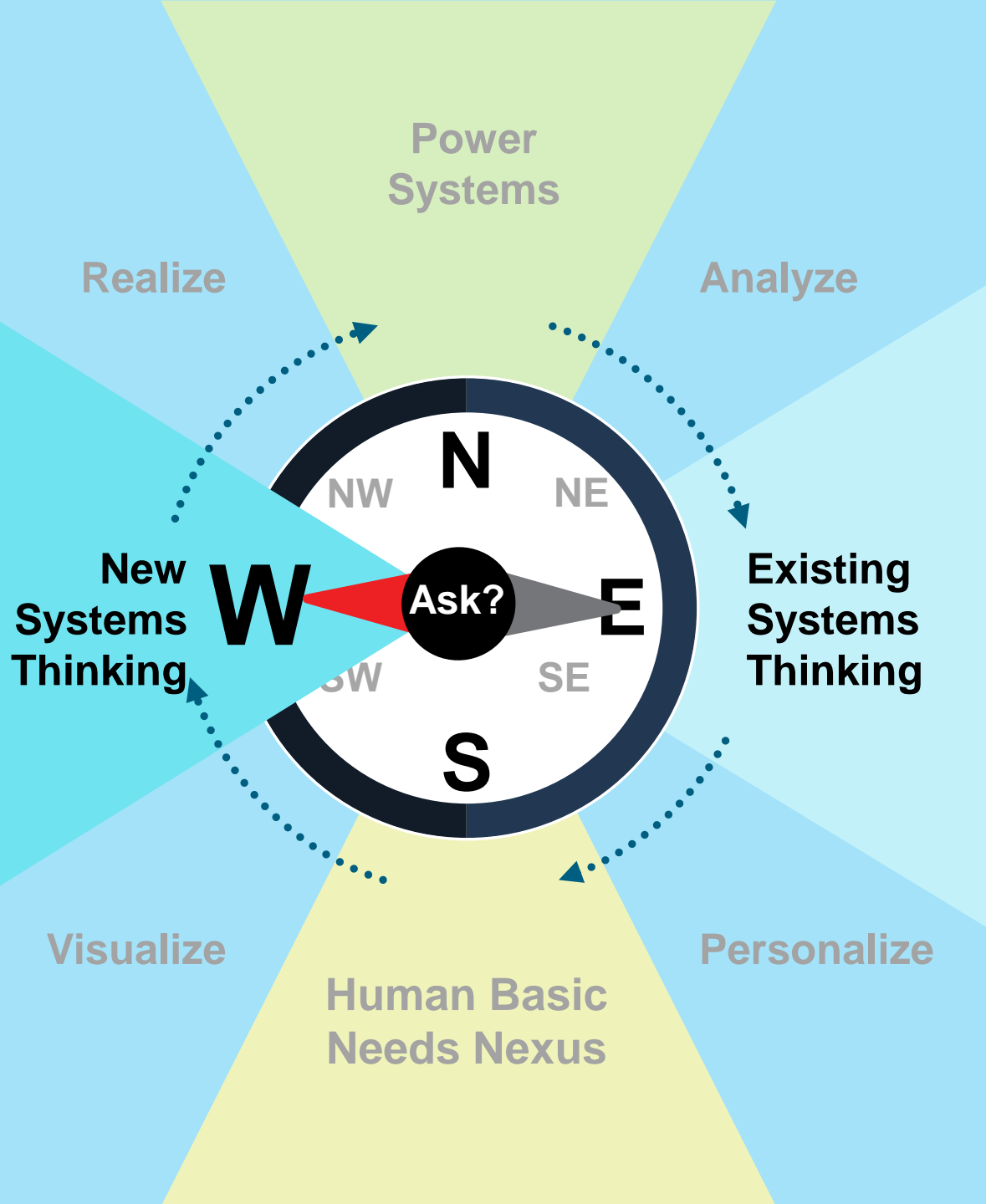
- Reimagine the American dream and what it would take to achieve it.
- Prioritize research skills.
- Include those affected by a problem in developing its solution.
- Keep the big picture in mind.
- Welcome paradigm shifts.

WEST

New Systems Thinking

Defining dimensions of what new, positive systems change looks like in practice

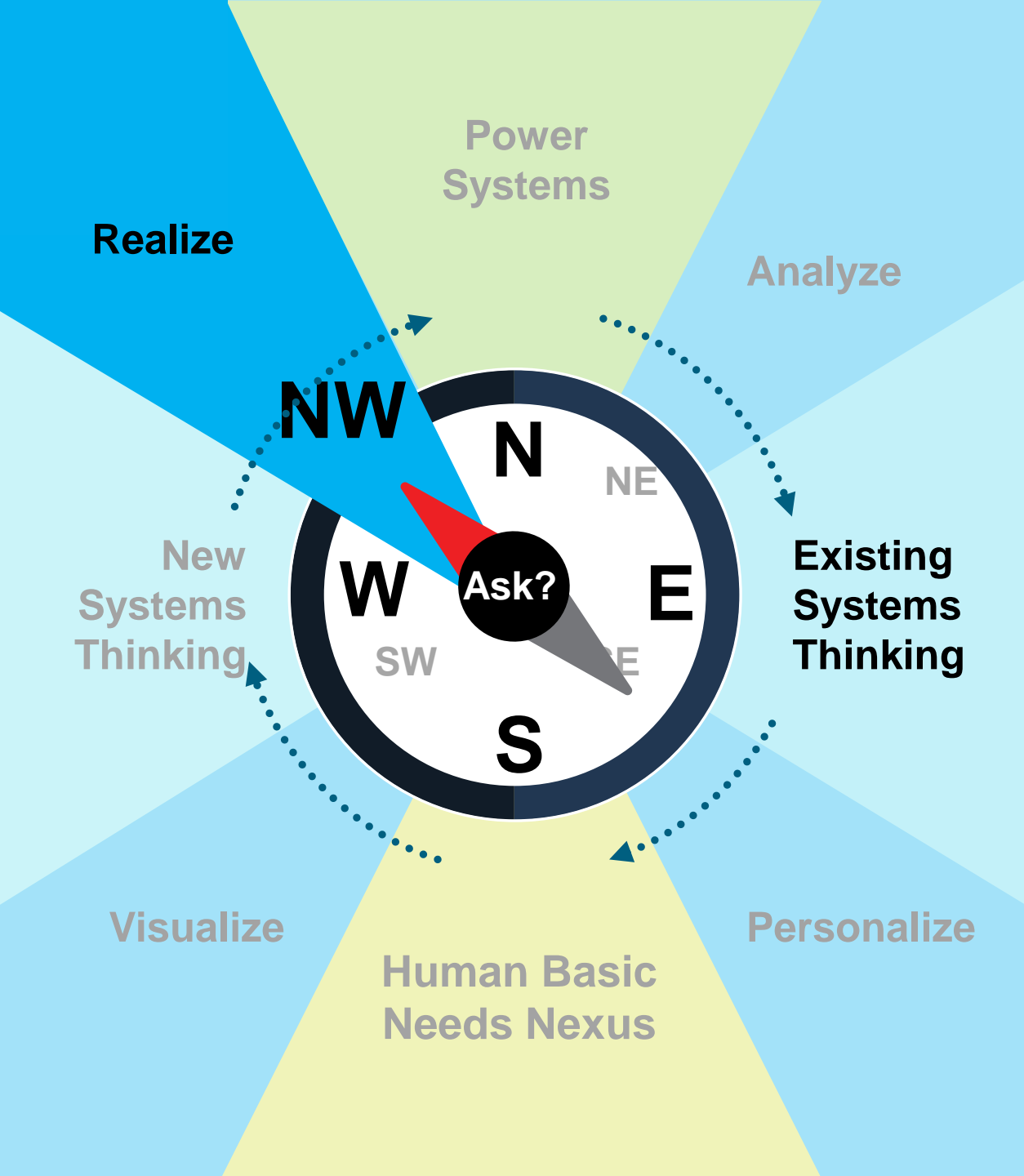
- Culturally responsive teaching is the prevalent model.
- Focus is on the opportunities we owe young people.
- Rewards support engagement in equitable practices.
- Systems privilege high-quality solutions.
- Social media systems reform their practices.



NORTHWEST Realize

Using new strategies to build, rebuild, influence, or change existing power systems

- Translate new institutional concepts into policy and legislation.
- Ensure that power is shared.
- Become socially and politically active.
- Communicate benefits and celebrate successes.
- Be transparent about challenges or mistakes.





Examples and Other Resources

- Examples in the report:
 - Learning loss due to COVID
 - A retrospective analysis of school desegregation
- Guidebook: Coming soon!
- Feedback opportunities:
go.edc.org/esccompass-feedback



Q&A



Thank you!

If you have questions or comments,
please do not hesitate to contact us at:

STELAR@edc.org

Or visit us at:

www.stelar.edc.org

Evaluation

Please take the time to complete a brief evaluation:

https://edc.co1.qualtrics.com/jfe/form/SV_7NBHhQxpYI2VdQ2

Your feedback is appreciated!



TEMPLATE SLIDE

- Keep this here please – I'll use this template for slides below