Pillar 2, High School: Joyce Malyn-Smith & Kate Popejoy

High School

Partnerships for Career and Workforce Preparation

Evidence

- Evidence of successful partnerships may take many different forms (e.g. family conversations around STEM careers)
- Collected stories from STEM professionals who serve as role models to help underserved students see themselves in STEM
- Examples of Internships with INDUSTRIES, some with after school programs, some as paid internships
- Partner led workshops to build student expertise and leadership
- Measurements of student engagement

Other evidence indicative of effective partnerships:
- Knowledge of partners' vested interests, constraints & strengths
- Community organizations supporting cultural responsiveness of instrumentation, participant recruitment, translation and more.

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Challenges

- Partnerships are reciprocal - all partners need to give as well as take; e.g. Damaged trust from previous extractive research experiences
- Build capacity to sustain the partnership over time (staff turnover)
- How to ensure students have the skills needed by industry and business?
- How do we make potential STEM careers more relevant to HS students who are not interested in STEM?
- How might we support play / experimentation / failure - often the real routes to STEM integration, interdisciplinary work and the lifelong learning – when schools often discourage play/experimentation and while they continually punish failure?
- How do we co-design tools - leveraging students' expertise and lived experience? Whose voices are represented? How can we consider voices not represented?
- How might we follow participants after the grant is over?
- No infrastructure/resources in place for longitudinal tracking - Expand ITEST projects to 5 years to make longitudinal tracking more possible

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Research

- How do we engage partner organizations in the social justice dimensions of the work if they aren't already there?
- How might we create partnership structures that are not burdensome considering mismatch in availability, schedules, commitments etc.
- How do we balance engaging youth with careers, while encouraging their critical lens on those industries?
- What does STEM mean to students? How might they see themselves in that space?
- How might we work with teachers as partners to integrate STEM in other disciplines (STEM with other curr/materials)?
- What does authentic STEM assessment look like? What is the impact on STEM identities?