

**Pillar 3, PreK–5:
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PreK–5

Strategies for Equity



Evidence

- Center students' brilliance AND Make space for students' brilliance.
 - Create open activities with multiple entry points, connecting to their interests.
- Co-creation develops relationships and leads to deeper knowledge.
- Students and other stakeholders are more engaged and develop a sense of ownership when they connect with content that represents them, often through diverse professionals.
- Students bring their entire identities (e.g., immigrant student).
- Being aware that we may not be removing all barriers is important.
- Engaged parents can serve as a bridge between students and traditional culture.

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Challenges

- Whose knowledge is prioritized (and published about)? (Project's) research question was not co-created with the community. This was a missed opportunity as the community has its own questions.
- PreK-5 teachers typically have limited CS skills and/or device familiarity.
- The teacher population is often culturally different from student populations, requiring an intermediary.
- Socio-economic injustices have impacted accessibility:
 - How do we reach families? (ideas: childcare, meals to go)?
 - Is there a STEM teacher/space students can access? (Is it a safe/comfortable/welcoming space?)
 - How do we overcome language barriers to ensure inclusivity?

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Research

- **Put students at the forefront of the technology/tools.**
What problems do students want to solve?
 - Engage students in conversations about the societal impacts of tech. How does tech work for different ethnic groups?
- **Cultural relevance is all encompassing**
 - Take and appreciate local knowledge that only comes from individuals' funds of knowledge
 - Partners, educators, characters, community members, and STEM professionals should look like and sound like youth.
 - Good STEM books for kids with authentic representations and quality illustrations
 - What access strategies increase participation? Are these strategies transferable?
- **Equitable approach to projects**
 - Assign equitable team roles and tasks in team design tasks
 - Involve community partners and teachers