

Una Ventana al Cerebro
BRAINedu: A Window into the Brain

Family Engagement & Program Evaluation

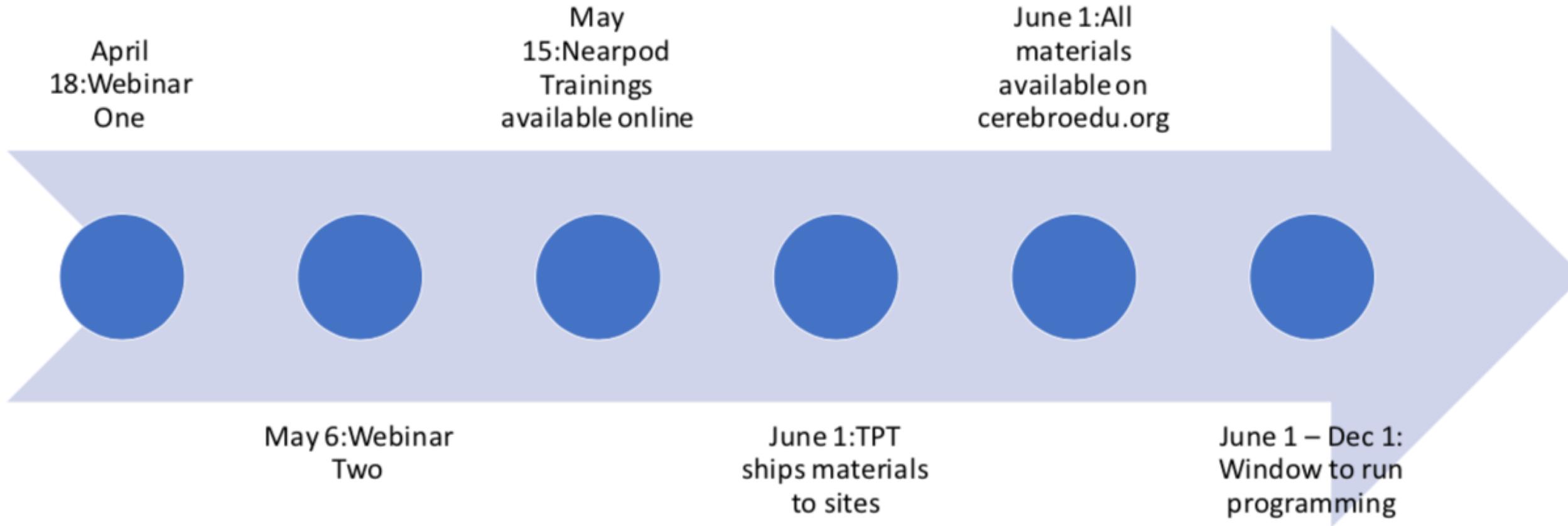
Katie Hessen, STEM Content and Outreach Specialist, Twin Cities PBS
Alicia Santiago, Science Advisor & Diversity Consultant, Twin Cities PBS
Rachael Dobrowolski, Evaluation, Knight Williams, Inc.

Training Webinar #2– May 6, 2019





Project Timeline





CEREBROedu: Partner Program Overview

- Complete Trainings
 - Webinars (x2), Nearpod online trainings (x4)
- Run your program
 - Welcome Event for Families
 - Program with Youth
 - 10 Latinx youth ages 10—13
 - Use our provided curriculum
 - Family Fiesta
 - End of your program, food, role models
- Evaluation
 - Post-Webinar, post-trainings, family fiestas, educator post-program



Project Website

Cerebroedu.org

- For Educators
 - Educator Resources
 - Training
 - Evaluation
 - Videos
- For Families
 - Family Guide
 - Videos
- In Spanish



Home For Educators For Families
Sitio Español

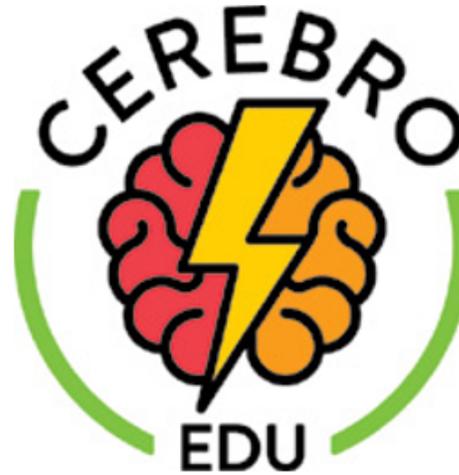


CEREBROedu: Una Ventana al Cerebro/ BRAINedu: A Window into the Brain
is a national Spanish/English informal education project providing culturally competent programming and media resources about the brain's structure and function to Hispanic middle school students and their families. The project will directly reach 72 Hispanic-serving informal STEM educators and public health professionals, and 200 children and 400 parents in underserved urban, suburban and rural communities nationwide.

Cerebroedu will **empower** informal STEM educators to provide culturally responsive hands-on activities about the brain's structure and function to Latinx youth and families; **increase knowledge** of diverse neuroscience-related career options and encourage Latinx youth to consider them as viable and exciting careers paths; and **increase awareness** about brain illnesses (Alzheimer's disease, depression, and epilepsy) building mental health awareness, thus increasing help-seeking behavior.

SEPA SCIENCE EDUCATION PARTNERSHIP AWARD
SUPPORTED BY THE NATIONAL INSTITUTES OF HEALTH





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Engaging Latinx Families

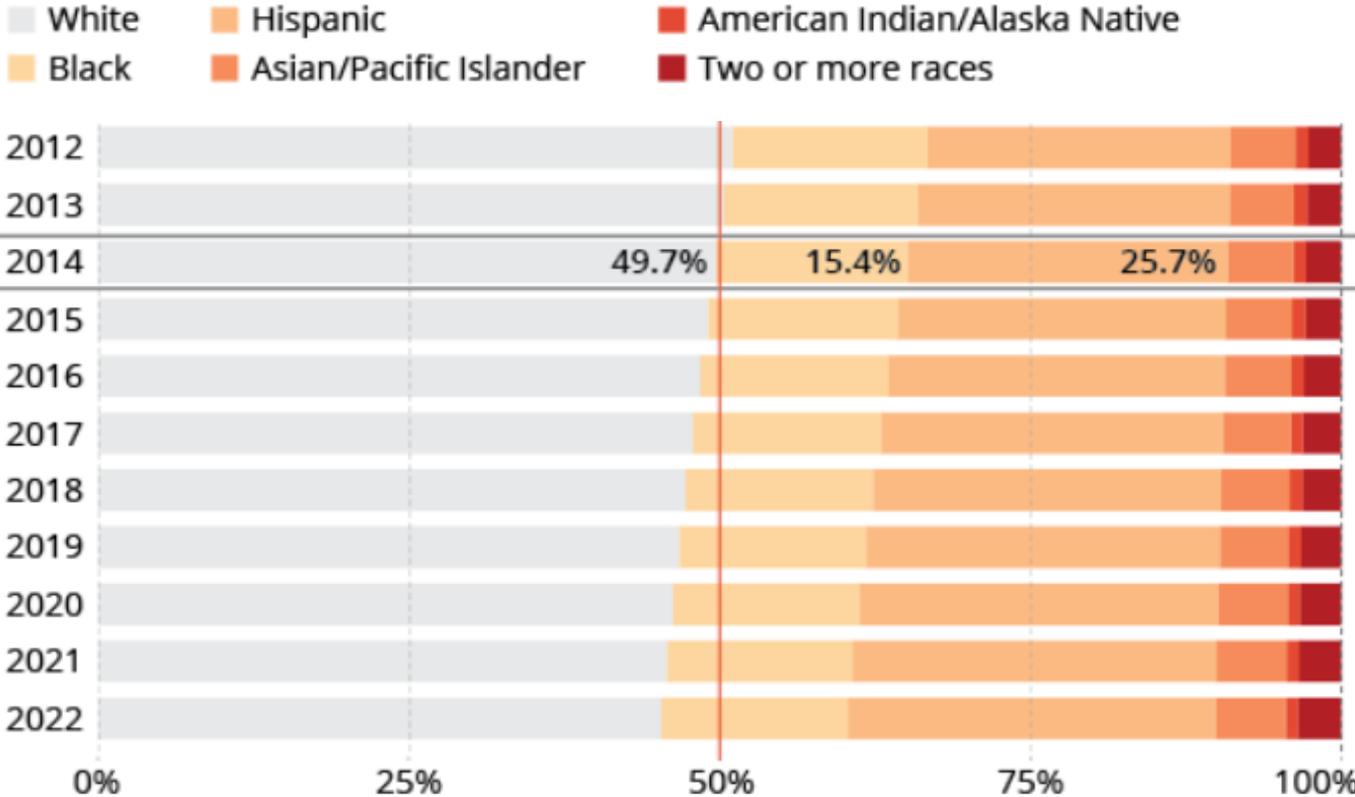
Alicia Santiago, Science Advisor & Diversity Consultant, Twin Cities PBS



The Changing Demographics of U.S. Schools: Are you ready?

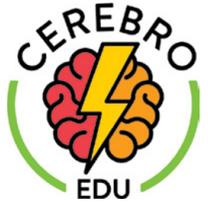


Actual and projected public elementary and secondary school enrollment, by race/ethnicity, 1997 to 2022



National Center for Education Statistics





The Facts: Latinx in STEM

- Latinx are heavily underrepresented in STEM
- Are less likely than white to attend college or graduate
- 7.5% of Latinx work in STEM occupations
- Latinx make up almost 7% of jobs in engineering and computing – the two highest-paying STEM fields



Source: PEW Research Center, 2018, and National Center for Science and Engineering Statistics, NSF, 2019



Reflection Activity

1. What is your experience in engaging Latinx youth and families in STEM?
2. What works and what is challenging about it?



*Think for a moment and
share with the group
(unmute yourself or type in
the chat box)*



Practices for Engaging Latinx Youth and Families in STEM

1. Build relationships and establish trust.

- Start a program with a welcome event.
- Invite caregivers to come to the program.

2. Offer programming that engages the entire family

- Send home a parent packet every week with family activities, including hands-on and videos for caregivers.
- Create a family night with hands-on activities, community resources, and most importantly: FOOD!

3. Integrate experiences that are culturally relevant and personally meaningful.

- Open-ended activities that allow for student buy-in.
- Understand that Latinx students are diverse in background, language, and custom: the families you work with are the experts of their own experiences.



Practices for Engaging Latinx Youth and Families in STEM

4. Emphasize the program's educational merit.

- Introduce neuroscience in everyday language.
- Make connections to formal schooling and careers.

5. Include a focus on careers.

- Role models: Think outside the box!
- In person, virtual, and video role models; in multiple languages, using community professionals including parents and families.

6. Be willing to try new approaches for programming.

- Work with local Latinx organizations to find places and educators.
- Be flexible and willing to mess up.



Resources for Engaging Latinx Youth and Families in STEM

- Engaging Latino Families: key ingredients for successful STEM programs
- Family Guide for Engaging Girls in STEM

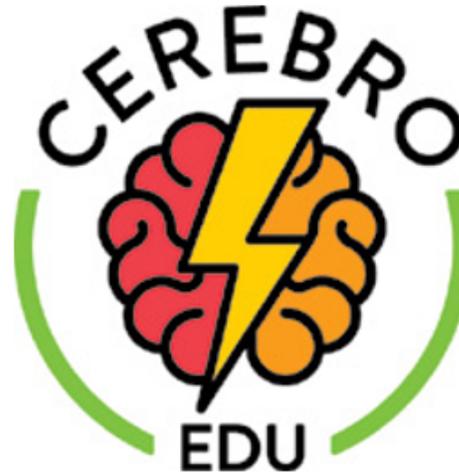
<http://www.scigirlsconnect.org/wp-content/uploads/2016/08/ScigirlsLatinoFamiliesEnglishFINALFROMWEB.pdf>



- Exemplary Practices for Engaging Underrepresented Minority Youth in STEM



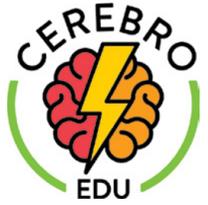
http://ngcproject.org/sites/default/files/exemplary_practices_underrepresented_youth.pdf



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Program Evaluation

Rachael Dobrowolski, Knight Williams, Inc.





Project Overview: Evaluation

- Dr. Valerie Knight-Williams and Rachael Dobrowolski from the independent firm Knight Williams, Inc. will oversee the project's external evaluation.
- Our role is to gather, analyze, and summarize data about your projects.
- We will be gathering data from you, the partner educators, and from your Latinx youth and family members.
- As the first cohort, your participation in the evaluation will directly impact *CEREBROedu*.





Overarching Evaluation Questions

1. What is the reach of the *CEREBROedu* resources and programs, how are they implemented, and what is the perceived impact?
2. What is the impact of family events that use *CEREBROedu* resources, as experienced by participating youth and family members?





Partner Evaluation Requirements

1. Post-Webinar Survey (Due May 13)

- After today's webinar, we will share a link to a short survey about the two training webinars you have already completed.
- This survey asks about your reaction to the webinars and your current sense of preparation for your program.
- Two educators from each partner organization should complete this survey.

2. Post-Nearpod Survey (Due before you begin your program)

- After you view the four online Nearpod trainings, you will then complete an online survey specifically about the Nearpod trainings and your sense of preparation at that time.
- Two educators per site should also complete this survey.





Partner Evaluation Requirements

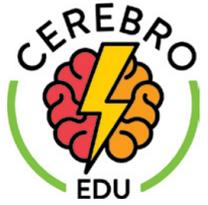
3. Family Fiesta Surveys for Youth and Family Members

- In a few weeks, we will provide you with surveys for youth and adult family members to complete at your Family Fiesta.
- These will be paper surveys that you'll need to print out.
- They will be available in English and in Spanish.
- This part of the evaluation will help us assess the appeal, clarity, learning value, and motivational impact of the Family Fiestas.
- We'll provide detailed instructions in a few weeks, but please plan now to set aside at least 10 minutes at the end of your Fiesta to have your participants complete these surveys.

4. Program Report Form (Due one week after the end of your program)

- This online survey will have questions about your organization's use of each the project resources, what you perceived as the impacts of these resources, and the implementation of your Family Fiesta.
- One educator per site will complete this survey.





Your next steps

- Please let TPT know your start date, Family Fiesta date, and end date as soon as you're able. (email Mollie mlaidly@tpt.org)
- Please complete the Post-Webinar Survey by May 13th!

Questions about evaluation?

rachael@knightwilliams.com





CEREBROedu: Una ventana al cerebro

Next Steps For Educators:

- Email Mollie information about your program ASAP!
 - Start date, Family Fiesta date, End date, # of kids, etc.
- Complete Educator Training cerebroedu.org/training
 - 2 webinars (recordings available)
 - 4 online training modules (using Nearpod)
 - Available starting May 15
 - Link to the trainings on cerebroedu.org
 - Mix of reading, video clips, slideshows
- Evaluation
 - Webinar evaluation- you can do it right now! (due by May 13)



Thank you!



Mollie Laidly: mlaidly@tpt.org

