



Everyday Settings & Family Activities

Culturally Responsive STEM and Community Engagement

To improve academic outcomes for youth of color (primarily Black, Latino/a and American Indian for this discussion) and change the culture that created disparate outcomes for marginalized students, caring educators must consider new strategies and new ways to implement that change (Bowles & Gintis, 2002; Yosso, 2005).

If educators are committed to just outcomes for all students, then it is critical to consider the role of parental engagement to develop these new strategies. A parent engagement component of STEM helps prepare youth of color to pursue college degrees in technical fields.

Essential Culturally Responsive STEM Community Engagement Questions

1. How might school/parental partnership change if educators assumed that all parents care about the STEM outcomes of their children?
2. How might school/parental partnership actions and programs improve if educators assumed that all families committed to the reinforcement of STEM program objectives at home?
3. How might school/parental partnership efforts change if schools assume that parents are active partners in the process of promoting STEM education?
4. What are some strategies that educators can use to identify the social capital and cultural assets within their families?

References

- Bowles, S., & Gintis, H. (2002). Social capital and community governance. *The Economic Journal*, 112(483), F419-F436.
- Warikoo, N., & Carter, P. (2009). Cultural explanations for racial and ethnic stratification in academic achievement: A call for a new and improved theory. *Review of Educational Research*, 79(1), 366-394.
- Yosso*, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, 8(1), 69-91.