



# Developing an Equity Framework for Media Production and Education

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# AGENDA



## DEVELOPING AN EQUITY FRAMEWORK

- Start-Up
- Research
- Writing
- Share It
- Use It



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The image features a stylized illustration of a person running towards the right, carrying a bag. The person is rendered in a dark blue silhouette. Behind them is a large, jagged, red speech bubble or impact effect. The background is a blue and white halftone pattern. A large, white, tilted rectangular box with a black border is positioned on the right side of the image, containing the text 'START-UP' in a bold, blue, sans-serif font.

**START-UP**

# IMPETUS: READY TO LEARN



“Ready to Learn Television supports the development of educational television and digital media targeted at preschool and early elementary school children and their families. Its general goal is to promote early learning and school readiness, **with a particular interest in reaching low-income children.**”

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# IMPETUS: CHARACTERS



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# OUR START-UP



- Goal: Positively impact children in our audience
- We needed:
  - Guidance
  - Team
  - Support and buy-in



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# BREAKOUT: YOUR START-UP



- What is your goal?
- How do you want your audience to connect with your project?
  - How will they see themselves in the media?
  - What impact are you responsible for?
- What roles will be on your framework team?
- What support/buy-in do you need from your whole team and above?



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**RESEARCH**



# BROAD RESEARCH



What big issues of equity + diversity + inclusion exist in our content space?

- Identity and identity development
- Intersectionality
- Overcoming barriers to participation



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# KNOWLEDGE BASE



What existing knowledge bases can help us address the big issues?

- Culturally Responsive Pedagogy
- Universal Design for Learning
- NGSS for ALL Students
- Asset-based approach (not deficit-based)
- Emerging bilingual students
- NGSS, Science and Engineering Practices
- Ready to Learn
- Transformative Framework for STEM Education



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# DISCUSS AND SYNTHESIZE



Where do these fields, frameworks, etc., connect?

- How do they connect?
- How do they work in practice?
- How can we use these connections in our work?



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# BREAKOUT: YOUR RESEARCH



- What big issues of equity + diversity + inclusion exist in your content space?
- What existing knowledge bases can help you address these big issues?



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**WRITING**

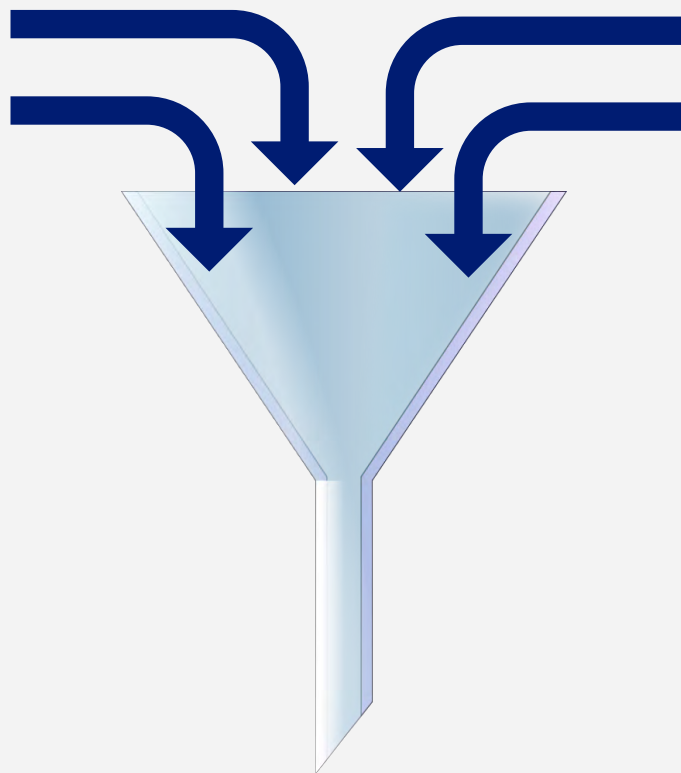


# WRITING



**THEORY  
PRACTICE**

**START-UP  
RESEARCH**



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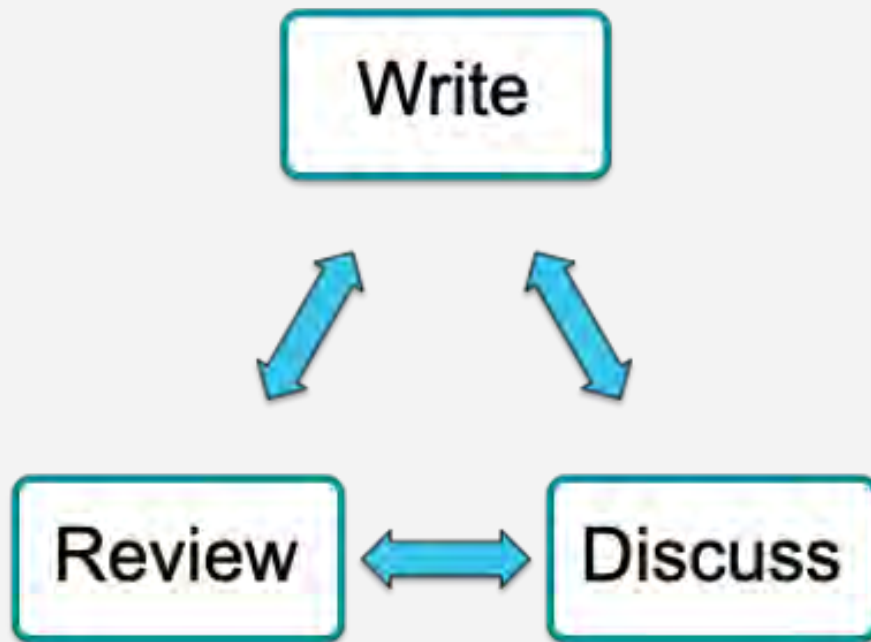
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# SNEAK PEEK



- How do our students' STEM identities ***INTERSECT*** with the rest of their identities?
- How can we connect with our students' lived experiences?
- How do Science & Engineering Practices connect to children's home cultures?
- What if we think of Science and Engineering **AS** Literacy?
- What is a Superpower, really, in our lives?

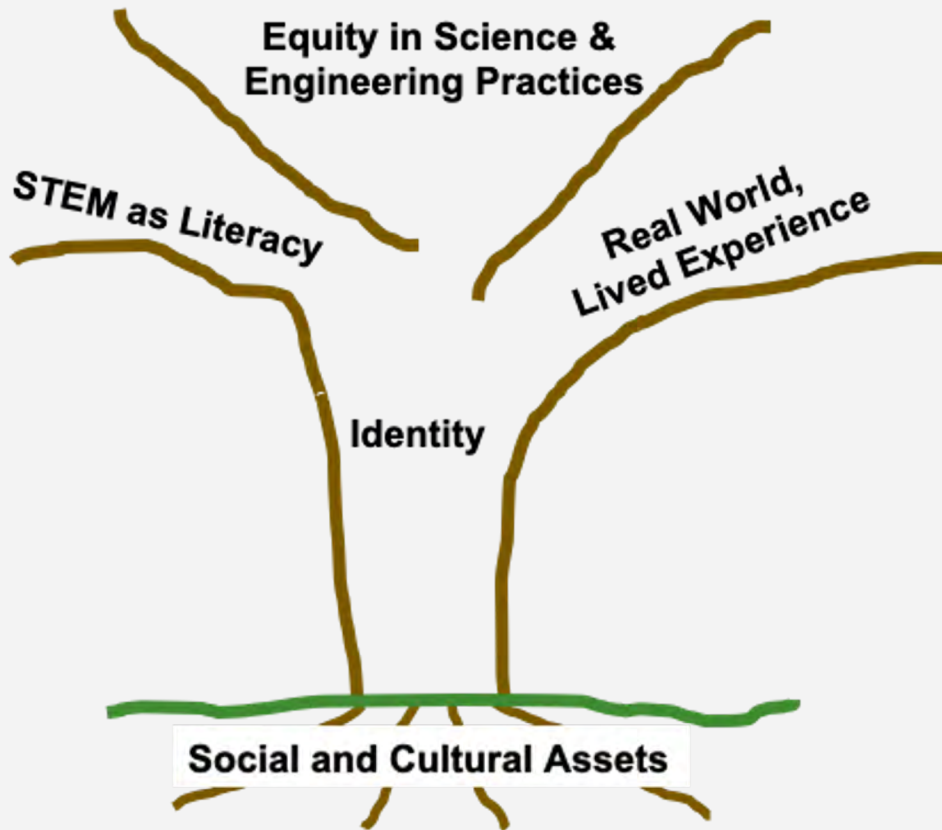


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# TRANSFORMATIVE TRANSMEDIA FRAMEWORK FOR EARLY STEM LEARNERS



## Guiding Principles

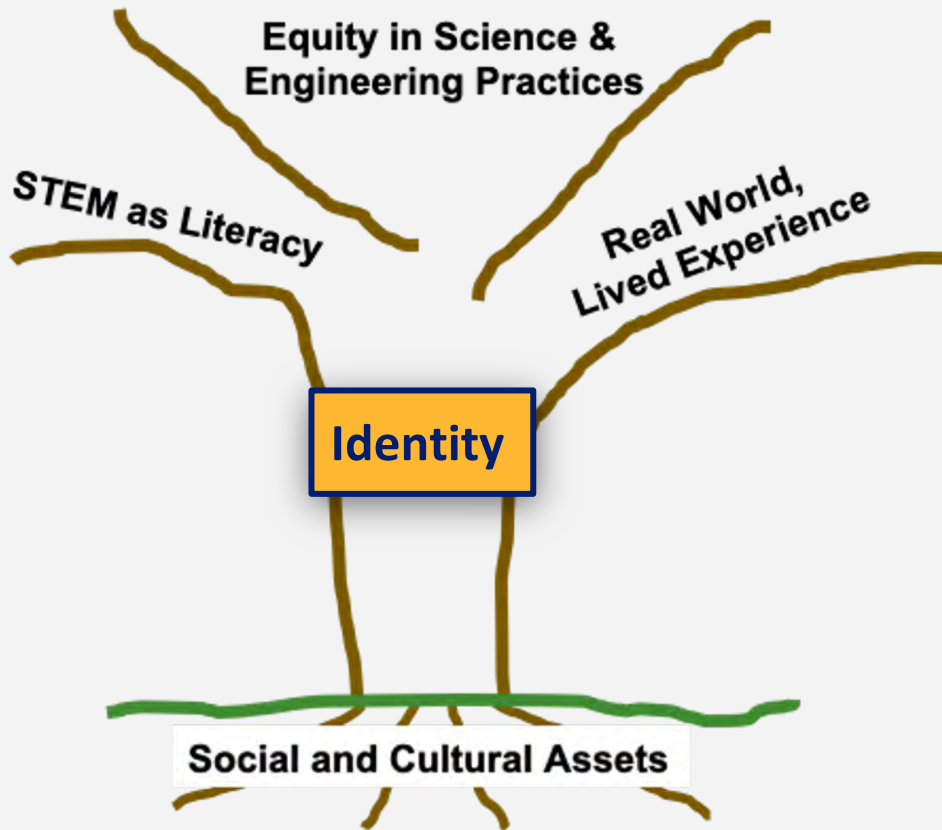
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# TRANSFORMATIVE TRANSMEDIA FRAMEWORK FOR EARLY STEM LEARNERS



Help young learners connect their racial, cultural, and STEM identities and dispel stereotypes.

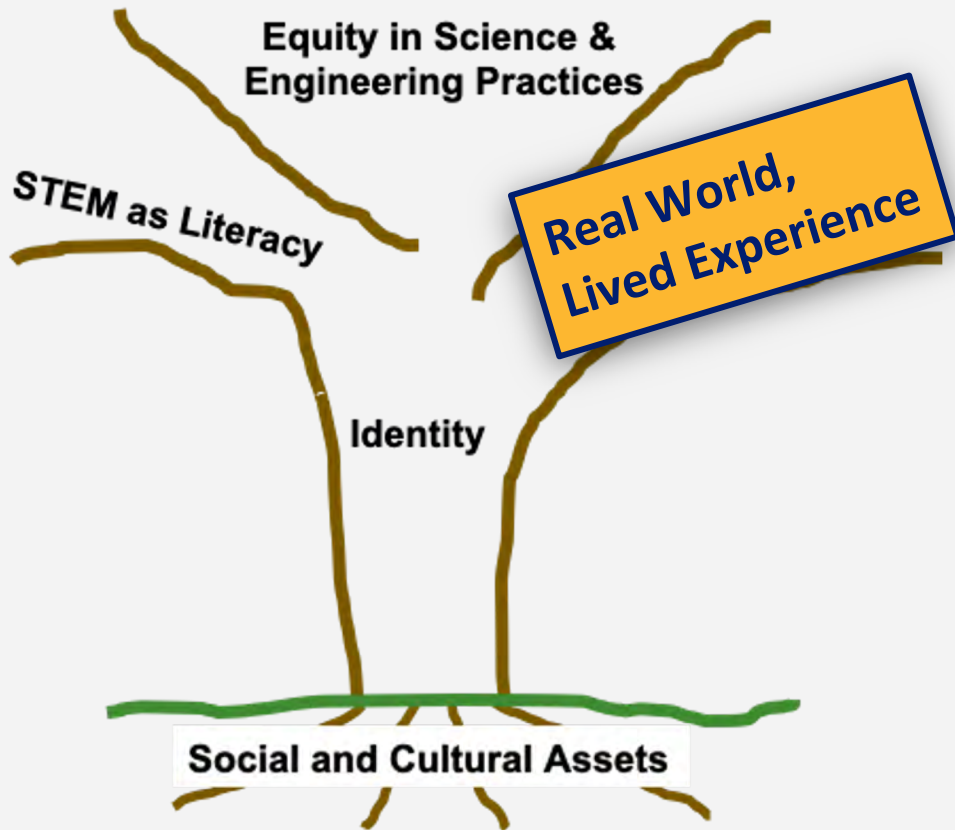
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# TRANSFORMATIVE TRANSMEDIA FRAMEWORK FOR EARLY STEM LEARNERS



Create real world  
STEM experiences  
grounded in the  
realities of diverse  
learners' lives.

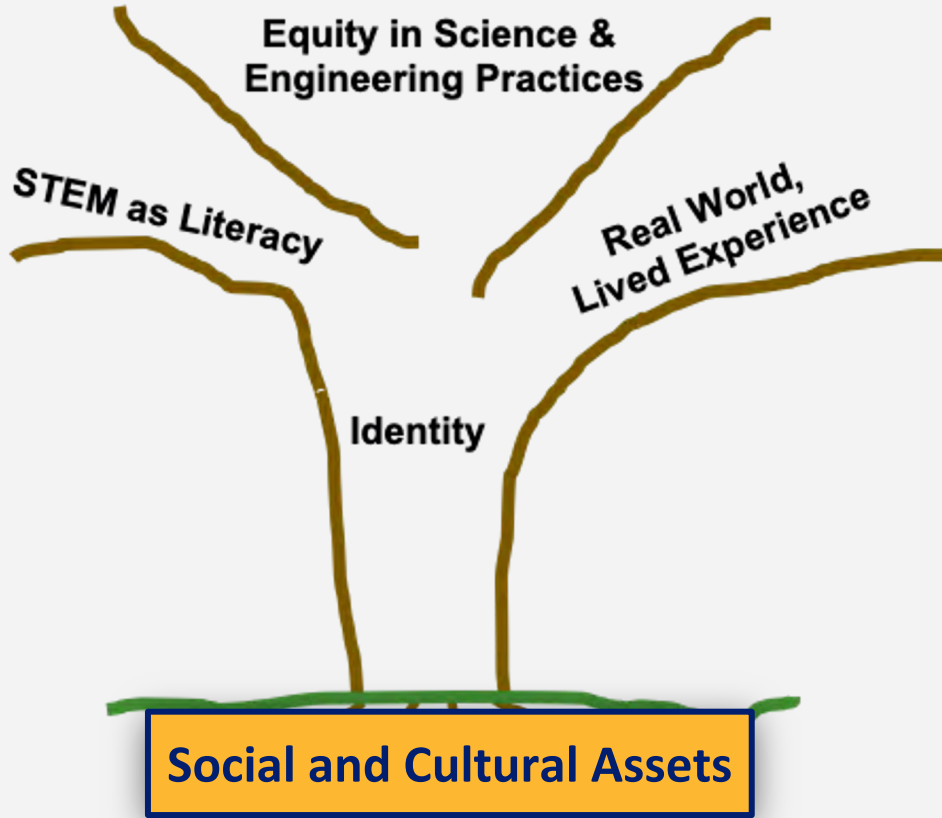
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# TRANSFORMATIVE TRANSMEDIA FRAMEWORK FOR EARLY STEM LEARNERS



**Integrate social and cultural assets in young learners' STEM powers and experiences.**

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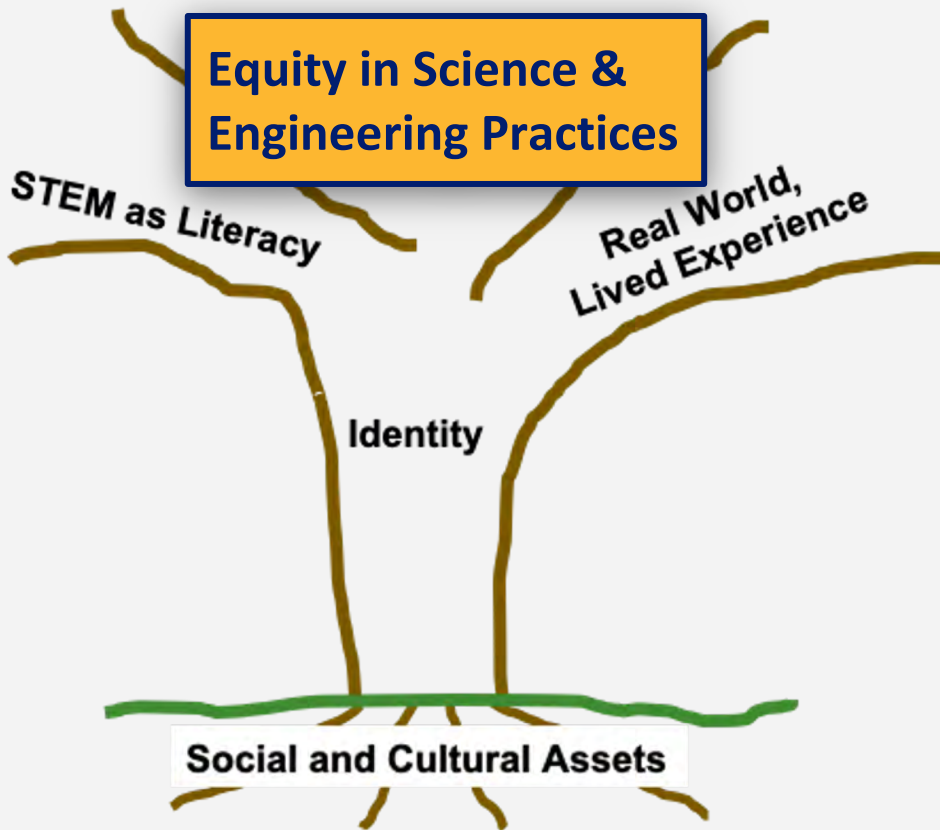
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# TRANSFORMATIVE TRANSMEDIA FRAMEWORK FOR EARLY STEM LEARNERS



Engage young learners in the Science and Engineering Practices in ways that build equity.

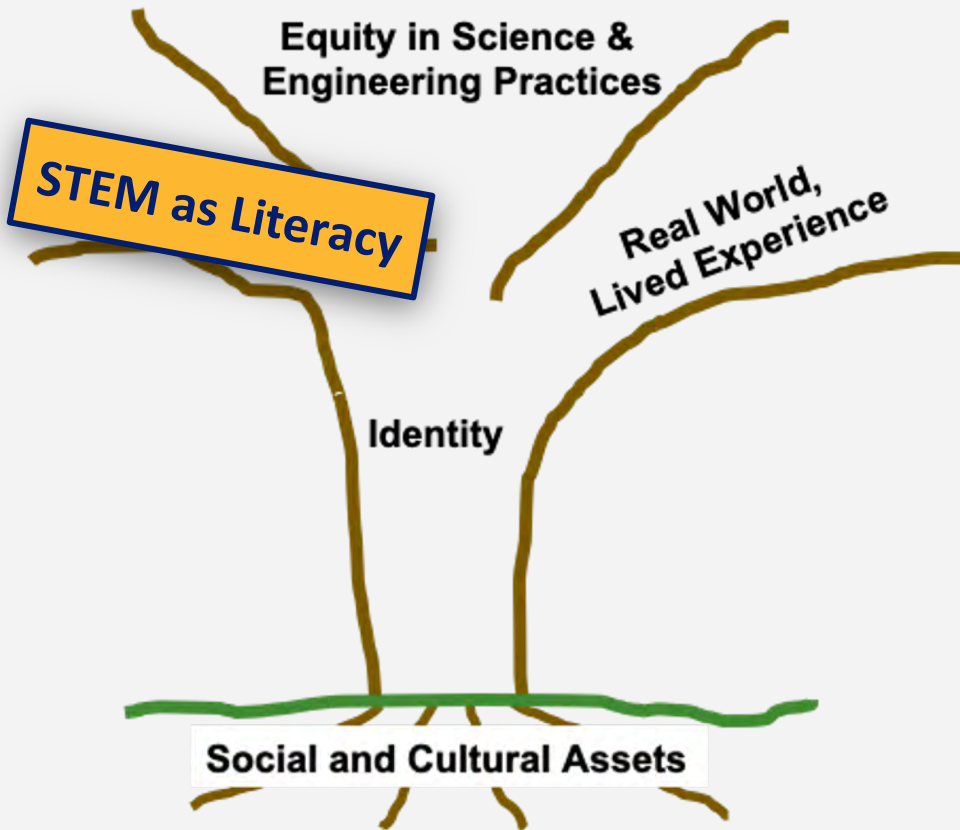
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# TRANSFORMATIVE TRANSMEDIA FRAMEWORK FOR EARLY STEM LEARNERS



Help young learners  
experience STEM as  
literacy.

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# YOUR WRITING



- Who will take the lead?
- Who will be involved?
- What's your iterative process?
- Who do you need to get input from?
- How can you involve community members?



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**SHARE IT**



# HOW TO SHARE?



- Share with the WHOLE TEAM
- Different audiences within the team
- Open dialogue, communication



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# STARTING THE CONVERSATION



- It's not always comfortable
- Want to “do right” but afraid to say the “wrong thing”
- We are ALL LEARNING, it's a JOURNEY
- It takes COURAGE!
- The Framework gets the conversation started



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# WRITERS' WEBINAR



Overview of Framework and Guiding Principles



Applying the Guiding Principles for Script Writing



Frequently Asked Questions



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# FAQS FROM WEBINAR



- What do young children know about racial and cultural and class identity?
- What's a "STEM identity"?
- How can we tell if we are depicting a realistic "lived reality" that our target audience will relate to?
- How do we stay real without stereotyping?



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# BREAKOUT: HOW WILL YOU SHARE YOUR FRAMEWORK?



- Who do you need to share with?
  - What groups?
  - What individuals?
  - What partners, organizations?
- What are the challenges to sharing your framework?
- What resources and supports can help you share your framework?



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USE IT



# HOW WE USED OURS



- Character development
- Script reviews
- Art and animation reviews
- Digital
- Hands-on activities
- Community Engagement

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# EXAMPLE: LIVED REALITIES



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# EXAMPLE: LIVED REALITIES



Image from [Google Maps](#)



Image from [Pixabay](#)



# EXAMPLE: LIVED REALITIES



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# EXAMPLE: SOCIAL & CULTURAL ASSETS



**AJ GADGETS**



**DR. INVENTORMAN**



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# Q & A: USING AN EQUITY FRAMEWORK



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**CLOSING**



# GROUPS REPORT OUT



## 1-Minute Summary

- What are your take-aways?
- What will you do next?



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# THANK YOU!



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# EXAMPLE: CONNECTED IDENTITIES



Mr. Sparks has just set up the picnic table with balloons, decorations, and cake. Food is spread out across the table including rice, beans, and tortillas. Mr. Sparks checks his watch and looks worried. Just then Mr. Sparks' mom walks in.



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# EXAMPLE: CONNECTED IDENTITIES



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# EXAMPLE: SOCIAL AND CULTURAL ASSETS



ENGLISH

ESPAÑOL



## OPERATION INVESTIGATION

PLAY!

MAKE!

COLLECTION



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# EXAMPLE: DISPEL STEREOTYPES



The rope snaps and falls to the ground! As a result, the balloon flies high up into the air and gets wrapped around Citytown's tallest skyscraper (giving the illusion that it's climbing up the building like King Kong and the Empire State Building).



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# OTHER EXAMPLES



- Lunch boxes
- Abuelita's shoes
- AJ's hair
- Music choices
- Police horse
- Otsukimi
- Use of Spanish
- Mentoring relationship
- **Everyone** uses **all** the Superpowers of Science
- Pratfalls in *Knot So Fast*
- Choice of character artist
- Ancillary characters
- Characters' family relationships



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