

# Mastery in Out-of-School-Time (MOST): Documenting STEM Learning to Expand Educational Pathways | 2114840, 2115326, and 2114738

**Community Partners:** Wolverine Pathways, MI; STUDIO, WA; Digital Youth Divas, IL; Mastery Transcript Consortium

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## Project Description

A key objective of MOST is to prioritize young people's voices in defining and characterizing their out-of-school-time (OST) learning for the creation of a valuable learning record for college admissions. MOST is a collaborative study that explores different ways to recognize STEM experiences and how to give more recognition to these experiences and integrate them into the practices of STEM learning gatekeepers (e.g., college admission officers), who typically prioritize school-based grades and documentation.

## Key Achievements

- We conducted interviews with over 85 students, families, and other stakeholders to identify youth's OST learning outcomes. Our findings were presented at AERA and ISLS 2023 (please see [here](#)). We conducted focus groups this fall to member-check identified outcomes.

## Audience & Settings

**Audience:** Youth, parents, OST learning providers, college admission personnel

**Disciplinary area:** OST learning, informal STEM education, documentation

**Learning environment:** OST learning programs (onsite & virtual), college admission offices

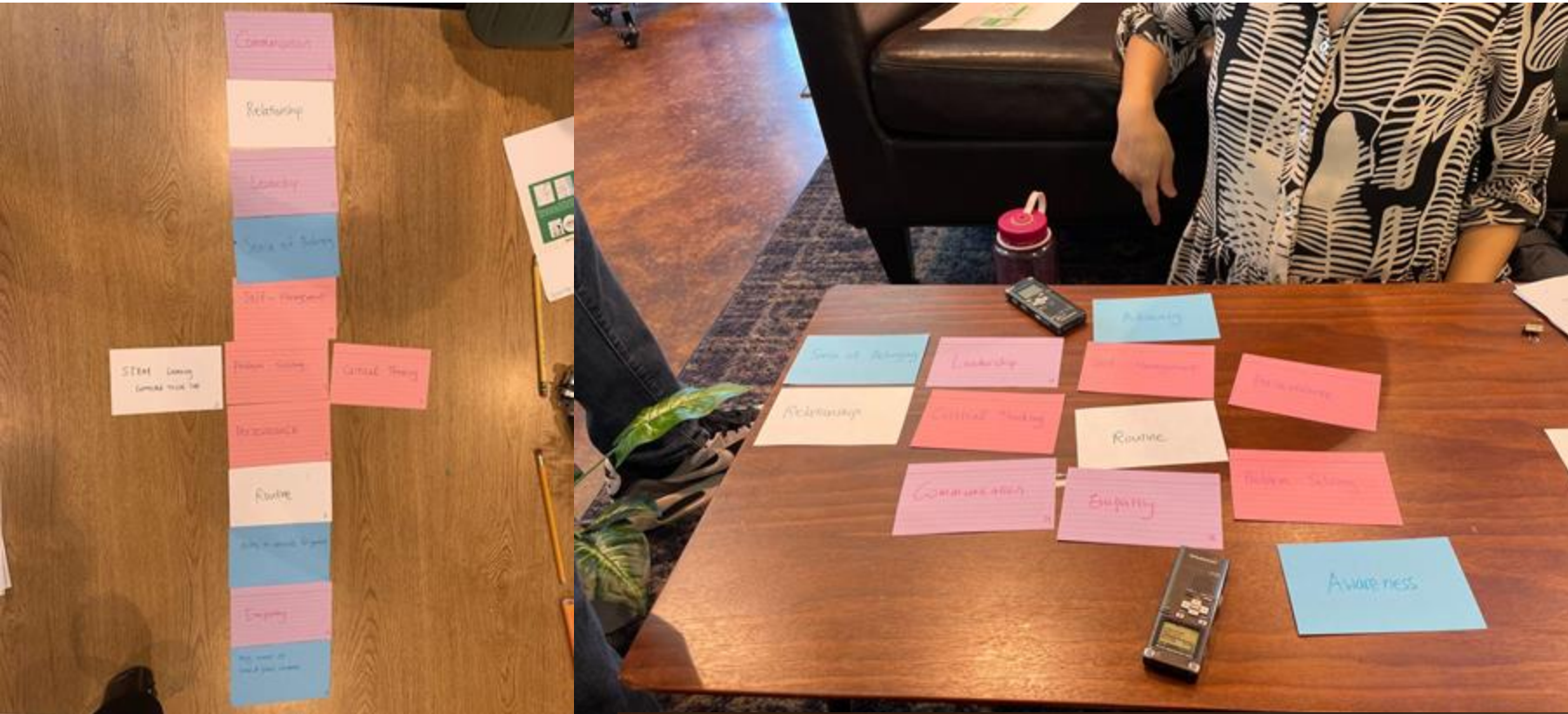
## Access and Inclusion

MOST diversifies applicants to higher education by illuminating new pathways from OST STEM learning. The project focuses on a culturally and community-relevant learning perspective, emphasizing the experiences of minoritized youth, such as Black and Brown students, low-income, immigrant, and refugee youth, to expand pathways to future learning in STEM.



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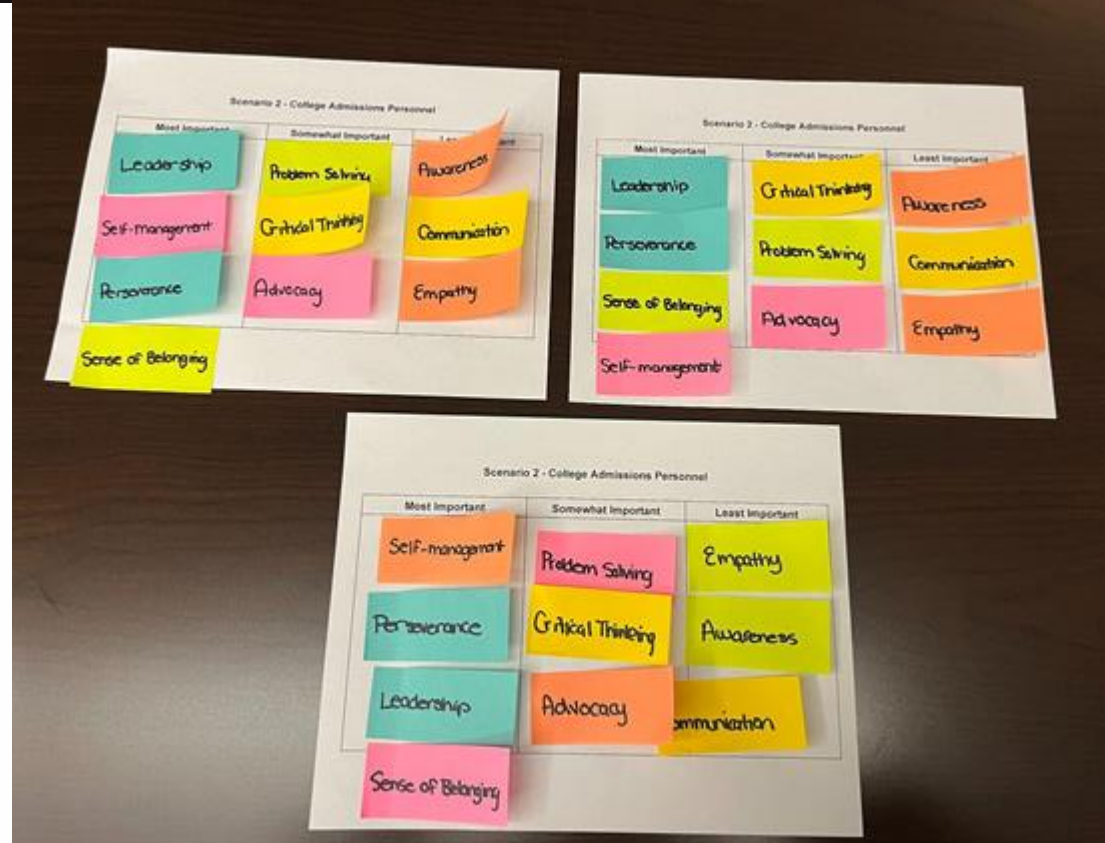
← Figure 1. STUDIO focus group activity.

Ten Learning Outcomes

<i>Self-management</i>	<i>Advocacy</i>
<i>Leadership</i>	<i>A sense of belonging</i>
<i>Perseverance</i>	<i>Problem solving</i>
<i>Empathy</i>	<i>Communication</i>
<i>Awareness</i>	<i>Critical thinking</i>

• Select one learning outcome and explain why it's important and relevant to the Wolverine Pathways context (Share an example or story if necessary)

Being in WP for 6 years from 6th - 12th grade allowed myself as a student to experience commitment to my future at such a young age. Going to a program every Saturday for years and not only completing the program but successfully getting into UMICH which was the end-goal displays dedication, and it can give scholars hope that they can stick to a goal/achievement no matter how far away/hard it may be.



← Figure 2. Wolverine Pathways focus group activity.