In this talk, I will describe two efforts to design science and engineering education towards culturally thriving communities. The first is the Learning in Places project, which aims to co-design (with families, communities, and educators) equitable field-based science learning towards ethical socio-ecological decision making for children grades PreK-3 and their families. I will describe some emerging findings from this work, especially as related to supporting field-based science education through the lenses of power and historicity and nature-culture relations. The second is TechTales, which is a family engineering project that centers family storytelling about place. I will share findings around how family storytelling, engineering, and identity intersected in family workshops around robotics and making.