

ACCESS TO STEM: A FRAMEWORK

CREATING SPACE FOR ALL LEARNERS



stemOnext
OPPORTUNITY FUND

Strategies are the broad categories within each large concept: Increasing Access, Youth-Centric, and Skill Development. Tactics are the specific actions and tools for each strategy.



INCREASING ACCESS

Strategies that address barriers to participation and build on the experiences within the community.

Strategies	Tactics
Community Engagement	• Create plans for internal and external communication and outreach • Build cross-sector partnerships to cultivate a STEM learning ecosystem • Offer community and family engagement opportunities
Data Informed Decision Making	• Identify ways to collect youth and program level data to improve program results • Collect feedback from youth and families • Conduct evaluation to assess broader community needs
Program Design (quality and inclusivity)	• Involve stakeholders who represent the community and offer diverse perspectives in program design • Prioritize an explicitly biased with key stakeholders to provide ongoing guidance and feedback • Be intentional in program designs to engage and effectively serve all youth
Program Operations	• Ensure all youth have access to programming location, schedule, transportation, technology • Ensure all youth feel welcomed, directed, outreach to diverse populations, recruiting designed to engage all youth, welcoming environment • Recruit and retain staff who are representative of the community



YOUTH-CENTRIC

Strategies that build on the specific strengths, needs, and challenges of youth.

Strategies	Tactics
Peer Support	• Provide a supportive environment for all youth • Encourage positive peer connections • Help all youth feel they are part of a STEM community
Positive Youth Development	• Support all youth to make personal connections to and a greater sense of belonging in STEM • Help all youth develop self-efficacy and confidence in STEM • Develop all youth voice and choice
Relevance	• Connect programming to school, home, and other settings • Leverage all youth interests, knowledge, and lived experiences • Show how STEM can make a difference in youth's lives and in their communities
Supportive Relationships	• Make community and family connections • Provide opportunities to interact with and learn from diverse STEM role models • Recruit and retain staff skilled in developing and supporting positive relationships



SKILL DEVELOPMENT

Strategies that are personally relevant to youth and enable them to develop STEM and 21st century skills.

Strategies	Tactics
Connected Pathways	• Provide opportunities to learn about and explore a variety of STEM careers • Create partnerships with other STEM programs to encourage further participation • Provide exposure to relatively STEM role models who have experienced diverse career pathways
Curriculum	• Foster engineering mindset practices applying math and computer science • Create a learning environment that offers voice and choice to engage all youth in STEM • Provide opportunities for all youth to do authentic practices that STEM professionals do
Professional Development (for the field)	• Provide opportunities for education to reflect on their own lived experience • Provide training for education to make STEM personally relevant to all youth • Engage education or K-12 professional development offerings role models, engineering mindset, growth mindset, etc.)
21st Century Skills	• Provide opportunities to collaborate and develop collaboration skills • Ask open ended questions to help youth critically think and deepen their understanding • Facilitate development of a growth mindset

STEM For Kids Framework

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STEM For Kids Framework:

Strategies That Work Stephanie Harvey, Anne Goudvis, 2023-10-10 Since the first publication of *Strategies That Work* numerous new books on reading comprehension have been published and more educators than ever are teaching comprehension. In this third edition of their groundbreaking book, authors Stephanie Harvey and Anne Goudvis bring you *Strategies That Work: Teaching Comprehension for Understanding, Engagement, and Building Knowledge*. This new edition is organized around three sections: Part I, Starting with the Foundation of Meaning; these chapters provide readers with a solid introduction to reading comprehension instruction, including principles that guide practice suggestions for text selection and a review of recent research; Part II, Putting these principles into practice for all areas of reading comprehension; Part III, This section shows you how to integrate comprehension instruction across the curriculum and the school day with a focus on science and social studies. In addition, this new version includes updated bibliographies, including the popular *Great Books for Teaching* content, online resources, and fully revised chapters focusing on digital reading strategies for integrating comprehension and technology and comprehension across the curriculum. Harvey and Goudvis tackle close reading, close listening, text complexity, and critical thinking and demonstrate how your students can build knowledge through thinking-intensive reading and learning. This third edition is a must-have resource for a generation of new teachers and a welcome refresher for those with dog-eared copies of this timeless guide to reading comprehension. **50**

Strategies for Teaching STEAM Skills Kara Ball, 2024-02-13 Give students concrete opportunities to practice STEAM skills. This teacher resource includes easy-to-use classroom strategies and activities for science, technology, engineering, art, and mathematics. This teacher book provides 50 strategies to support STEAM instruction and build 21st-century skills such as collaboration, handling failure, problem solving, communication, and creativity. With ten strategies per essential STEAM skill, this book provides educators with tools to build skills. These activities utilize accessible everyday materials, which makes them perfect for any classroom setting. The book also includes student activity pages, instruction sheets, and ideas for variation at every grade level. From building knowledge of STEAM concepts to strengthening lifelong learning skills, this book offers PreK-12 teachers the support they need to help students thrive. **Educating Our Children to Succeed in the Global**

Economy United States. Congress. Senate. Committee on Health, Education, Labor, and Pensions, 2014 Early Engineering Learning Lyn English, Tamara Moore, 2018-05-29 This book addresses engineering learning in early childhood, spanning ages 3 to 8 years. It explores why engineering experiences are important in young children's overall development and how engineering is a core component of early STEM learning, including how engineering education links and supports children's existing experiences in science, mathematics, and design and technology both before school and in the early school years. Promoting STEM education across the school years is a key goal of many nations with the realization that building STEM skills required by societies takes time and needs to begin as early as possible. Despite calls from national and

international organisations the inclusion of engineering based learning within elementary and primary school programs remains limited in many countries Engineering experiences for young children in the pre school or early school years has received almost no attention even though young children can be considered natural engineers This book addresses this void by exposing what we know about engineering for young learners including their capabilities for solving engineering based problems and the few existing programs that are capitalising on their potential *CTE-STEM 2022 conference proceedings* Marcus Specht,Xiaoling Zhang,Christian Glahn,Nardie Fanchamps,2022-08-15 The 6th APSCE International Conference on Computational Thinking and STEM Education 2022 CTE STEM 2022 is organized by the Asia Pacific Society for Computers in Education APSCE and hosted by the Leiden Delft Erasmus Centre for Education and Learning LDE CEL CTE STEM 2022 is hosted for the first time in Europe by the Delft University of Technology TU Delft Delft the Netherlands This conference continues from the success of the previous four international Computational Thinking conferences organized by the National Institute of Education and Nanyang Technological University NIE NTU This conference invites CT as well as STEM researchers and practitioners to share their findings processes and outcomes in the context of computing education or computational thinking **Using Assistive Technology for Inclusive Learning in K-12 Classrooms** Bell,

Jeremy,Gifford, Timothy,2023-08-25 It is imperative in today s educational environment that educators are prepared to utilize assistive technology to support all learners and provide them with the best education possible In order to ensure assistive technology is used appropriately further study on the best practices strategies and tactics of implementation is required **Using Assistive Technology for Inclusive Learning in K 12 Classrooms** highlights the need and use of assistive technology in special education and provides pre service teachers in regular and special education programs with research based methods and materials to promote a more inclusive environment for students with disabilities Covering key topics such as educational technology special needs and teaching methods this premier reference source is ideal for industry professionals policymakers administrators of both K 12 and higher education researchers scholars academicians pre service teachers teacher educators instructional designers practitioners instructors and students **Complex, Intelligent and Software Intensive Systems**

Leonard Barolli,Aneta Poniszewska-Maranda,Tomoya Enokido,2020-06-10 This book explores three interwoven and challenging areas of research and development for future ICT enabled applications software intensive systems complex systems and intelligent systems Software intensive systems are systems that extensively interact with other systems sensors actuators devices and users More and more domains are now employing software intensive systems e g the automotive sector telecommunication systems embedded systems in general industrial automation systems and business applications Moreover the outcome of web services offers a new platform for enabling software intensive systems Complex systems research is focused on the overall understanding of systems rather than their components Complex systems are very much characterized by the changing environments in which they operate through their multiple internal and external interactions They evolve

and adapt through internal and external dynamic interactions The development of intelligent systems and agents which is increasingly characterized by the use of ontologies can be beneficial for software intensive systems and complex systems alike Accordingly recent research in the areas of intelligent systems robotics neuroscience artificial intelligence and the cognitive sciences is essential to the future development of software intensive and complex systems

Technologies for Children Marilyn Flear,2023-07-10 Technologies for Children is a comprehensive guide to teaching design and digital technologies to children from birth to 12 years Aligned with the Early Years Learning Framework and the Australian Curriculum Technologies this book provides practical ideas for teaching infants toddlers pre schoolers and primary aged children The third edition includes expanded content on teaching digital technologies with a new chapter on computational thinking Key topics covered include food and fibre production engineering principles and systems and computational thinking The content goes beyond discussing the curriculum to consider technology pedagogies planning assessment and evaluation Case studies drawn from Australian primary classrooms and early childhood centres demonstrate the transition from theory to practice Each chapter is supported by pedagogical reflections research activities and spotlights as well as extensive online student resources Written by Marilyn Flear this book presents innovative engaging and student centred approaches to integrating technologies in the classroom

Handbook of Research on Tools for Teaching Computational Thinking in P-12 Education Kalogiannakis, Michail,Papadakis, Stamatios,2020-06-26 While the growth of computational thinking has brought new awareness to the importance of computing education it has also created new challenges Many educational initiatives focus solely on the programming aspects such as variables loops conditionals parallelism operators and data handling divorcing computing from real world contexts and applications This decontextualization threatens to make learners believe that they do not need to learn computing as they cannot envision a future in which they will need to use it just as many see math and physics education as unnecessary The Handbook of Research on Tools for Teaching Computational Thinking in P 12 Education is a cutting edge research publication that examines the implementation of computational thinking into school curriculum in order to develop creative problem solving skills and to build a computational identity which will allow for future STEM growth Moreover the book advocates for a new approach to computing education that argues that while learning about computing young people should also have opportunities to create with computing which will have a direct impact on their lives and their communities Featuring a wide range of topics such as assessment digital teaching and educational robotics this book is ideal for academicians instructional designers teachers education professionals administrators researchers and students

Investigating Light and Shadow with Young Children (Ages 3-8) Beth Dykstra Van Meeteren,2022-06-17 Children are intrigued by switches that power a light source and by items that reflect light and sparkle and they take notice of personal shadows cast on the playground An understanding of light and shadow is crucial to many STEM fields including astronomy biology engineering architecture and more This book shows teachers how to engage

children ages 3-8 with light and shadow in a playful way building an early foundation for the later more complex study of this phenomena and ultimately for children's interest in professions within the STEM fields. The text offers guidance for arranging the physical environment of classrooms integrating literacy learning and investigations and building partnerships with administrators. Each volume in the STEM for Our Youngest Learners Series includes examples of educators and children engaging in inquiry learning guidance for selecting materials and arranging the learning environment modifications and accommodations for diverse learners support for establishing adult learning communities and more.

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