

# ACCESS TO STEM: A FRAMEWORK

## CREATING SPACE FOR ALL LEARNERS



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.



### YOUTH-CENTRIC

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



### SKILL DEVELOPMENT

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

Strategies	Tactics
<b>Community Engagement</b>	<ul style="list-style-type: none"> <li>• Create plans for internal and external communication and outreach</li> <li>• Build cross-sector partnerships to cultivate a STEM learning ecosystem</li> <li>• Offer community and family engagement opportunities</li> </ul>
<b>Data Informed Decision Making</b>	<ul style="list-style-type: none"> <li>• Identify ways to collect youth and program level data to measure program results</li> <li>• Collect feedback from youth and families</li> <li>• Conduct evaluation to assess broader community needs</li> </ul>
<b>Program Design (quality and relevance)</b>	<ul style="list-style-type: none"> <li>• Involve stakeholders who represent the community and offer diverse perspectives in program design</li> <li>• Start an advisory board with key stakeholders to provide ongoing guidance and feedback</li> <li>• Be intentional in program designs to engage and effectively serve all youth</li> </ul>
<b>Program Operations</b>	<ul style="list-style-type: none"> <li>• Ensure all youth have access to programming (location, schedule, transportation, technology)</li> <li>• Ensure all youth feel welcomed (direct outreach to diverse populations, marketing designed to engage all youth, welcoming environment)</li> <li>• Recruit and retain staff who are representatives of the community</li> </ul>

Strategies	Tactics
<b>Peer Support</b>	<ul style="list-style-type: none"> <li>• Provide a supportive environment for all youth</li> <li>• Encourage positive peer connections</li> <li>• Help all youth feel they are part of a STEM community</li> </ul>
<b>Positive Youth Development</b>	<ul style="list-style-type: none"> <li>• Support of youth to make personal connections to and a greater sense of belonging in STEM</li> <li>• Help all youth develop self-efficacy and confidence in STEM</li> <li>• Develop all youth voice and choice</li> </ul>
<b>Relevance</b>	<ul style="list-style-type: none"> <li>• Connect programming to school, home, and other settings</li> <li>• Leverage all youth interests, knowledge, and lived experiences</li> <li>• Show how STEM can make a difference in youth's lives and in their communities</li> </ul>
<b>Supportive Relationships</b>	<ul style="list-style-type: none"> <li>• Make community and family connections</li> <li>• Provide opportunities to interact with and learn from diverse STEM role models</li> <li>• Recruit and retain staff skilled in developing and supporting positive relationships</li> </ul>

Strategies	Tactics
<b>Connected Pathways</b>	<ul style="list-style-type: none"> <li>• Provide opportunities to learn about and explore a variety of STEM careers</li> <li>• Create partnerships with other STEM programs to encourage further participation</li> <li>• Provide exposure to role models (STEM role models who have experienced diverse career pathways)</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Foster engineering mindset practices (applying math and computer science)</li> <li>• Create a learning environment that offers voice and choice to engage all youth in STEM</li> <li>• Provide opportunities for all youth to do authentic practices that STEM professionals do</li> </ul>
<b>Professional Development (for the field)</b>	<ul style="list-style-type: none"> <li>• Provide opportunities for education to reflect on their own lived experience</li> <li>• Provide training for education to make STEM personally relevant to all youth</li> <li>• Engage education or STEM professional development offerings (role models, engineering mindset, growth mindset, etc.)</li> </ul>
<b>21st Century Skills</b>	<ul style="list-style-type: none"> <li>• Provide opportunities to collaborate and develop collaboration skills</li> <li>• Ask open-ended questions to help youth critically think and deepen their understanding</li> <li>• Facilitate development of a growth mindset</li> </ul>

# Framework STEM For Kids

**Yi-Tong Ma**



## **Framework STEM For Kids:**

*Educating Our Children to Succeed in the Global Economy* United States. Congress. Senate. Committee on Health, Education, Labor, and Pensions, 2014

*Success Strategies for Parenting Gifted Kids* Kathleen Nilles, Jennifer L. Jolly, Tracy Ford Inman, Joan Franklin Smutny, 2021-09-23 When parents need guidance on raising gifted kids they can turn to *Success Strategies for Parenting Gifted Kids Expert Advice From the National Association for Gifted Children* This collection of practical dynamic articles from NAGC's Parenting for High Potential magazine

**Engaging Young Engineers** Angela Stone-MacDonald, 2015-06 This title provides instruction on how to teach problem solving and critical thinking to young children birth to 5 using engineering science and routines as a framework The engineering process is an ideal framework for designing learning experiences that support science technology engineering and mathematics STEM learning and cognitive development for young children Young children problem solve in their daily play and teachers and caregivers can promote the development of problem solving and critical thinking skills through intentional activities that support young children's brain development and prepare them for kindergarten Key activities are outlined for each age group with information on how each activity teaches young children to be curious persistent flexible reflective and collaborative This title also provides specific guidance for supporting problem solving and science learning in inclusive classrooms using the universal design for learning UDL model and it helps teachers to prepare children to work towards the Common Core State Standards CCSS for kindergarten math and the Next Generation Science Standards NGSS for kindergarten science This title can serve as a supplemental text for early childhood curriculum or instructional methods courses

[STEM Learning with Young Children](#) Shelly Counsell, Lawrence Escalada, Rosemary Geiken, Melissa Sander, Jill Uhlenberg, Beth Van Meeteren, Sonia Yoshizawa, Betty Zan, 2016 This teacher's guide provides the background information STEM concepts and strategies needed to successfully implement an early STEM curriculum Ramps and Pathways with young children ages 3-8 R P actively engages young children in designing and building ramp structures using wooden cove molding releasing marbles on the structures and observing what happens Children use logical mathematical thinking and problem solving skills as they explore science concepts related to motion force and energy This guide helps teachers to Structure and organize an engaging STEM learning environment Understand and promote logical mathematical and scientific thinking during investigations Promote social settings that enhance communication cooperation and collaboration Make the necessary accommodations and modifications for diverse learners Integrate STEM concepts and skills with other content areas Align teaching and learning with Next Generation Science Standards NGSS and Common Core State Standards CCSS Assess STEM learning using formative and summative assessments Establish adult learning communities to support ongoing professional development Help children develop habits and behaviors that contribute to positive attitudes toward STEM This one of a kind resource uses a newly created Inquiry Teaching Model ITM as the conceptual framework and devotes specific attention to the importance of an

inclusive and social STEM learning environment in which children are free to collaborate take risks and investigate within the context of exploratory and constructive play

Educating Gifted Students in Middle School Susan Rakow,2021-09-30  
Educating Gifted Students in Middle School A Practical Guide 3rd ed helps educators with the challenging task of understanding and meeting the needs of gifted students in middle school This revised and updated third edition Provides a rationale and framework that middle schools can use to fill the service gap for gifted and advanced learners Addresses the needs of learners from diverse backgrounds Shows how to implement effective program models Identifies best practices for the classroom Shares research based curriculum models Topics addressed include school organization instructional strategies in the basic subject areas cocurricular and summer programs the missing link of executive function skills and counseling at risk gifted learners Educating Gifted Students in Middle School focuses on creative practical and realistic school solutions that create a vital and responsive community for all students

Word Study for Literacy Leaders Anne C. Ittner,Amy Frederick,Darl Kiernan,Donald R. Bear,2023-08-22 Word study is an approach to teaching phonics vocabulary and spelling that is based on a developmental model described by Henderson and his students Given the reciprocal nature between reading and writing phonics spelling and vocabulary are integrated in instruction Teachers understand that this word study approach integrates phonics spelling and vocabulary and have challenged us to share concrete examples of how teachers organize and implement word study and how literacy educators in universities and school districts conduct professional learning for word study The primary goal then is to make word study work for our students The authors of each chapter show how literacy leaders and teacher educators guide others in a wide variety of educational settings Stories in this volume capture classroom conversations describe professional learning communities and present coaching scenarios that will resonate with reader s experiences

*Rural STEMM Education Research: Bridging between Uniqueness and Universality*  
Guan Saw,Angela Starrett,Audrey Meador ,Hobart Harmon,2026-01-23 The opposition between uniqueness and universality in rural science technology engineering mathematics and medicine STEMM education research is an enduring feature of the field Theories and methods developed to be universally applicable are constantly adopted or reimaged in studying and understanding certain unique STEMM education phenomena or issues within and across rural contexts partly due to the vastness and variety that exists in what is labeled as rural and or STEMM education Research ideas and findings focused on a unique rural population or setting often can have universal implications for other rural and non rural populations or settings though not explicitly articulated in many publications Striving to be both unique and universal is a fundamental challenge yet has the potential to advance knowledge and practice in the field of rural STEMM education The overall goal of this Research Topic is to introduce and explore the ideas of rural focused and rural reimaged approaches in potentially bridging the gaps between uniqueness and universality in STEMM education research Rural focused theories and constructs e g place based education rural identity are centered around populations and issues in rural settings whereas rural reimaged

theories and constructs e.g. urban rural spatial inequality social capital expectancy value beliefs are traditional theories and constructs that are reconceptualized to include rural perspectives in the studies This Research Topic seeks articles that examine both the uniqueness and universality of rural STEM education and educational research utilizing rural focused and or rural reimaged lens or approaches We particularly welcome articles that address unique assets challenges needs opportunities and or lessons learned of rural STEM education while being situated in a broader research discipline as well as articles that explore the commonalities and connections across study cases policies programs practices or contexts of rural STEM education This Research Topic invites theoretical methodological and empirical contributions addressing but not limiting to the following key topics Rural focused topics Defining rurality in STEM education Defining STEM in rural areas Place based STEM teaching learning etc Rural STEM identity belonging etc STEM education in rural serving postsecondary institutions STEM education for local workforce development Rural reimaged topics Urban rural spatial inequality in rural STEM education Community cultural wealth in rural STEM education STEM funds of knowledge of rural learners Underrepresentation of rural students in STEM education Intersectionality in rural STEM education Critical policy analysis in rural STEM education Communities of practice in rural STEM education Research practice partnerships for rural STEM education Articles need to define rurality for interpretation by international readers and describe the uniqueness and universality of the research topics theories methods findings and or implications in the context of rural STEM education

**Issues in Science and Technology**, 2011 **Handbook of child psychology** William Damon, K. Ann Renninger, Richard M. Lerner, Irving E. Sigel, 2006 This book is part of a 4 volume set that reflects current understanding of child psychology Focusing on the concerns of a new century and now in its 6th edition the series is the definitive child psychologist's guide and reference work

**Frameworks for the Formation of Curriculum Practice in K-12 Evangelical Schools** Karen Lynn Miller Estep, 2001 **Occupational Therapy for Children** Jane Case-Smith, 2005 Incorporating the newly adopted OT Practice Framework this market leading text takes an evidence based look at children at various ages and stages in development comprehensively addressing both conditions and treatment techniques in all settings Users will discover new author contributions new research and theories new techniques and current trends to keep them in step with the changes in pediatric OT practice Case studies incorporate clinical reasoning and evidence based structure Key terms chapter objectives and study questions identify important information Information on conditions technology practice models and practice arenas Describes practice in both medical and educational settings to expose readers to a variety of practice situations Updated language and terminology in accordance with the 2002 OT Practice Framework International Classification of Functioning Disability and Health ICF codes are integrated throughout More evidence based content such as clinical trials and outcome studies with regard to evaluation and intervention more accurately reflects OT as it is currently taught and practiced New authors provide a fresh approach to play social skills interventions visual and auditory disorders

and hospital services Over 150 new illustrations and improved text concepts Internet resources provide the reader with new information sources

**Stem Kids Journal: Book to Record Your Inventions, Big Ideas Or Stem Challenges!** Sumita Mukherjee,2019-04 Inspire and encourage your child to design the future with the STEM Kids Journal This book includes an Engineering Design Process poster and the prompts Ask Imagine Plan Create Experiment Improve It takes kids through each of these steps with questions and places to sketch At the end of each section they will have a fully developed idea Perfect for project notes sketches ideas data and research notes With an emphasis on STEM education continuing to grow all over the world this journal prepares kids to stay ahead of the curve It will have them thinking like engineers with STEM focused content appropriate for all levels of learning With the Engineering Design Process incorporated into every challenge kids will practice and develop their problem solving and design skills so that they can learn to overcome any obstacle The structure in this guide provides an excellent framework for teachers who might not feel versed in all areas of STEM It has a designated space for recording daily ideas inventions and STEM challenges A journal kids will enjoy

**Parenting Children with Learning Disabilities** Jane Utley Adelizzi,Diane B. Goss,2001-04-30 In a straightforward and empathetic tone Adelizzi and Goss sensitively offer support to parents of children with learning disabilities who wish to see their children grow to their full potential While juggling the complex expectations imposed upon them parents often combat confusion anger fear sadness and frustration This book will help diffuse these overwhelming feelings empowering parents with the ability to provide the academic and personal support their children need to thrive Adelizzi and Goss who contribute to a unique and highly successful collegiate program for adults with LD ADD demystify the very fuzzy world of LD terminology and theory and clarify the complicated process of diagnosis and treatment They shed light on the way children and adolescents with learning disabilities function in the home environment in social relationships and at school Parents will find new understanding and hope as the authors with the collective voice of parents and children who deal with LD every day lead them through the maze of issues they must confront

**Creativity and the Arts with Young Children** Rebecca T. Isbell,Shirley C. Raines,2007 Creativity and the Arts with Young Children 2e is written specifically for early childhood educators as well as professionals who work with children birth through age eight The focus of this book now in its second edition is on making the vital connection to music movement drama and the visual arts in all areas of the classroom as well as developing creative teachers and professionals who will be able to foster an artistic environment The book includes observations and pictures of teachers and children that demonstrate practical ways the arts can be used to help children reach their potential There are expanded sections on multi intelligences Reggio Emilia divergent questioning and art recipes and the book also includes literacy connections and activities for adults at the end of each chapter There are many ideas in the book for open ended activities that are important for the development of young children and will encourage them to think in new ways The standards and recommendations from professional organizations are addressed so that the reader can recognize what goals these

organizations believe are important in the early years Thorough in its coverage the text speaks to children with special needs and cultural diversity leaving the reader with the most complete information regarding arts in the young child s learning environment *Engineering in Elementary STEM Education* Christine M. Cunningham,2018-02-16 Bolstered by new standards and new initiatives to promote STEM education engineering is making its way into the school curriculum This comprehensive introduction will help elementary educators integrate engineering into their classroom school or district in age appropriate inclusive and engaging ways Building on the work of a Museum of Science team that has spent 15 years developing elementary engineering curricula this book outlines how engineering can be integrated into a broader STEM curriculum details its pedagogical benefits to students and includes classroom examples to help educators tailor instruction to engage diverse students Featuring vignettes case studies videos research results and assessments this resource will help readers visualize high quality elementary engineering and understand the theoretical principles in context Book Features Frameworks to help teachers create curricula and structure activities A focus on engaging the diversity of learners in today s classrooms Experiences from the nation s leading elementary education curriculum that has reached 13.3 million children and 165,000 educators Go to [eie.org](http://eie.org) book for videos assessment tools reproducibles and other instructional supports that enliven the text **Journal of Technology Education** ,2013 **Health Promotion International** ,2007 **Bearing Imperfect Children** Ara Allene Francis,2008 *The Education Index* ,1987 *A Democratic Classroom* Steven Wolk,1998 A Democratic Classroom is Steven Wolk s vision of a classroom that nurtures meaningful literacy and democracy

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web types of underground water tanks there are three primary types of water tanks that can be used for underground purposes there are pros and cons to installing these particular types of tanks so it is crucial to know educate yourself on the basics before making your decision the three primary types of water tanks used underground are

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web water tank design example shear engineers in general there are three kinds of water tanks tanks resting on ground underground tanks and elevated tanks the tanks resting on ground like clear water reservoirs settling tanks aeration tanks etc are supported on the ground directly

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web agricultural farming in some areas water tanks are classified on bases of their shapes and position of structure in this paper we had discussed about the design of underground water tank of rectangular shape are designed and analysed using staad pro underground water tank

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web how to design a rectangular water tank how to calculate the dimensions of water tank param visions 27 10 21 no comments let us design a rectangular water tank for a family of 5 persons as shown below according to bis standard is 1172 1993 the average water consumption per capita lig in india is 135 liters day

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web this design recommendation is applied to the structural design mainly the seismic design of water storage tanks silos spherical storage tanks pressure vessels flat bottomed cylindrical above ground storage tanks and under ground storage tanks

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web this design is based on rcc design b c punmia example 24 1 you can download the file through link given below you have to provide the size of tank in which you have to put following value length breadth height now put the tank capacity and different reinforcement and grade of concrete you will use for underground water tank design

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web for the storage purpose underground water tanks are used for the design of water tanks indian standard code is used the tanks are made of steel structure or rcc structure but in india generally rcc water tanks are used by indian government for governmental project life of structure and cost of structure is important factor to be considered

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web example 1 design a rectangular rc water tank resting on ground with an open top for a capacity of 80000litres the inside dimension of the tank may be taken as 6m x 4m design the side walls of the tank using m20 grade concrete and fe250 grade i mild steel

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web the design of reinforced concrete water tank is based on is 3370 2009 parts i iv the design depends on the location of tanks i e overhead on ground or underground water tanks the tanks can be made in different shapes usually circular and rectangular shapes are mostly used the tanks can be made of reinforced concrete or even of steel

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