

Early STEM Pilot Survey Summary - 2019			
Attendance			
Best Attendance	% at all 4 Workshops	How they encouraged attendance	Notes
Blackfoot School District No. 55	100%	They received a calendar of events and followed up with phone calls a few days before to remind them	
Gooding Public Library	92%	We showed the families everything that they would be getting if they attended all four workshops. They then received items from the kit each time. (Items included measuring materials, books, primary science kits, counting materials, early literacy materials, patterning blocks, playdough and handouts on ways to use all materials). We ended with two big items (Magnetic blocks and squishy circuits).	participated in ICfL-funded workshops that follow a similar model of incentivising attendance with take-home items related to the subject covered in the program. JR
Meridian Library District	92%	I advertised through our website with clear expectations that families who attend were required to participate in all four workshops because their input was needed for the special grant we received to do this program. I requested that staff share this same information with patrons who inquired and signed up in person. Plus, I sent a reminder email to the registrants before the first class that included the following: Please remember, attending all 4 classes is mandatory due to the special grant we received. If your plans have changed, let me know by Wednesday, June 5 so I can open your spot to another family. Then, at the beginning of the first workshop, I stressed to the participants how important they were, along with their feedback, to this grant. I offered lots of giveaways. Week 1 I announced to families that children who attended all 4 weeks would get to choose a grand gift from a provided list of choices which they could pick up Week 4. Week 3 they got their lab coats! Each of the four weeks I handed out session related items - letting children keep magnets, tweezers, tape measures, play money, etc. used in that week's workshop.	
Activities and Tools			
Impactful Programs	Favorite STEM Tools		Notes
Most impactful programs featured hands-on and interactive activities	About half the sites cited low-cost, household items as favorite STEM tools. The other half selected higher cost items as being their favorite.		Meridian gave to the kids - a great way for them to visualize themselves as scientists. JR
Reflection			
Advice		Strategies to Engage Families	Notes
Offer incentives to attend, especially gift cards (cited twice)		Many sites indicated that serving dinner, having hands-on activities, and offering incentives to attend were successful strategies for engaging families	
Have lots of staff on hand to help, especially any who are bilingual (cited 2x)		Greatest Challenges	
Organize your surveys and materials ahead of time (cited twice)		Getting families to attend was the most cited challenge, followed by scheduling/timing of the workshops. Other challenges of note include too many families, not enough space, difficulty getting parents to attend.	
Serve dinner to attendees		Reaching Underserved Families	
Offer childcare for older kids		Transportation, work schedules and lack of connection to underserved communities were some of the most frequently cited challenges to reaching underserved families	
Make the activities hands-on		Resources Needed	
Use STEM experts from your community		In general, the grant fund provided enough resources for the pilot projects. A few indicated that they would have liked more planning time, and some sites needed additional staff or partner support.	
Get to know your community before doing the workshops			

Organization	% of Families at 2 Workshops	% of Families at 3 Workshops	% of Families at 4 Workshops	How did you get families to attend more than one workshop?
Basin School District	52%	40%	29%	25 adults attended more than one and 14 attended all 4.
Blackfoot School District No 55	100%	100%	100%	100% of the families attended all 4 activities. They received a calendar of events and followed up with phone calls a few days before to remind them
Cassia Preschool	78%	78%	44%	We talked to the families and told them about the next activity and sent home lots of reminder notes.
Children's Museum of the Magic Valley	100%	100%	60%	We had snacks each week, we had a take home each week, then families that attended all 4 weeks got a \$50 gift card to a local toy store and encouraged to get STEM toys.
Gooding Public Library District	100%	100%	92%	We showed the families everything that they would be getting if they attended all four workshops. They then received items from the kit each time. (Items included measuring materials, books, primary science kits, counting materials, early literacy materials, patterning blocks, playdough and handouts on ways to use all materials). We ended with two big items (Magnetic blocks and squishy circuits).
Marsing School District	100%	77%	67%	We had 21 families attend all four events. We gave them free dinner, ice cream and \$20 Walmart Gift Cards for each workshop they attended per family. The last workshop added some door prizes (two HD Fire Kindles).
Meridian Library District	100%	92%	92%	I advertised through our website with clear expectations that families who attend were required to participate in all four workshops because their input was needed for the special grant we received to do this program. I requested that staff share this same information with patrons who inquired and signed up in person. Plus, I sent a reminder email to the registrants before the first class that included the following: “Please remember, attending all 4 classes is mandatory due to the special grant we received. If your plans have changed, let me know by Wednesday, June 5 so I can open your spot to another family. Then, at the beginning of the first workshop, I stressed to the participants how important they were, along with their feedback, to this grant. I offered lots of giveaways. Week 1 I announced to families that children who attended all 4 weeks would get to choose a grand gift from a provided list of choices which they could pick up Week 4. Week 3 they got their lab coats! Each of the four weeks I handed out session related items - letting children keep magnets, tweezers, tape measures, play money, etc. used in that week’s workshop. Attendance: 13 families registered; 12 families attended all 4 workshops (92%); 12 families attended 3 workshops (92%)
North Idaho College	80%	100%	60%	3
Payette 21st CCLC Kindergarten Program	100%	78%	78%	Having a variety of engaging activities, having food and take-home resources and prizes. The raffle prizes for the final workshop were an admission for a family to the Boise Aquarium, Children's Museum, and Babby Farms. Every family who attended at least 3 out of the 4 workshops, received a \$20.00 Amazon Gift Card. Fourteen families, or preschool teachers attended all 4 workshops.
WICAP (Data Missing on this sheet)			0%	0

Organization	Most impactful program	Favorite STEM Tool
Basin School District	Blockfest & sensory bin kits	Rice, beans, small tools & toys for sensory bins
Blackfoot School District No 55	Building a Shelter	The materials to build the Shelter
Cassia Preschool	Making playdough	Plant Tower
Children's Museum of the Magic Valley	Fruit kabob coding	Code & Go Mouse Game
Gooding Public Library District	Science experiments with candy	Primary Science kit & Kibo robot
Marsing School District	Jelly bean toothpick challenge	The toothpicks and jelly beans
Meridian Library District	Mazes with masking tape	Lab coats for kids
North Idaho College	Magnets Lab	Wiki Sticks
Payette 21st CCLC Kindergarten Program	Bubblemania ☐	STEM Literature books and Code-A-Pillar
WICAP	Launch Rockets	Make and take supplies

Organization	Advice	Strategies to Engage Families	Greatest Challenge	Reaching Underserved Populations	Resources Needed	Mentor Feedback	Media Engagement
Basin School District	We thought that we had a good plan/system for keeping track of attendance and surveys but it was still quite challenging. We should have had one person that solely took care of this aspect.	The free STEM sensory kits provided an incentive to attend. We also partnered with the PTA so that we had the STEM workshops along with internet safety workshops for parents all on the same evening. The Block Fest event was also interactive for parents and children. We were able to talk it up with the students at school, and they encouraged their parents to attend.	Our last session was after school was out for summer break. We had a more difficult time getting parents to attend that session. Next time, we would be sure to schedule them all while school was in session.	Our targeted underserved population was our low socioeconomic group. One of our biggest challenges with this population is transportation. Our district is very spread out and some families have to travel over 20 miles to get to the school. Some do not have reliable transportation or the funds to pay for fuel. We have considered offering workshops in various areas around the district but there are few meeting places that would be appropriate to host an event.	We would like to provide transportation for some families.		Our PTA did a great job of advertising the events as well as sharing photos on their Facebook page. Our local newspaper was also supportive and placed photos on their site.
Blackfoot School District No 55	Keeping the activities fun and hands on with the parents is key. We also made sure we had plenty of staff, especially bilingual, on hand. We found it is very helpful to have staff engaging the parents during the activities.	We promoted the events with take home flyers, personal outreach with our Migrant Liaison and in class discussions about how much ice cream was going to be available for everyone to eat.	Encouraging to parents to participate at first they just wanted to watch.	Our families work odd long hours finding the right time that would work for everyone. We choose Saturday mornings	we did not have any difficulty finding what we needed	It was very helpful to have the mentor, as mentioned before she gave great feedback and answered all my questions.	I did not engage the media
Cassia Preschool	We also start on time, even though we know parents will come late. Here is where the extra staff come in handy. As parents come in late, we have staff help them to catch them up.	Having them work together for each activity.	Getting families to attend. We had way more RSVP than actually attend.	Some children had a hard time coming back to school since it was out of their routine and we did end up with a couple children throwing fits.	Space. We ended up with more families than we had space for and had to split into two rooms. It would have been easier to have one large space.	Sure! Somewhat helpful.	Sent dates to the district PR and they didn't attend.
Children's Museum of the Magic Valley	I wish we had known how effective the incentive of \$20 gift cards was going to be.	We split into adults/children for some instruction time. We offered hands-on activities to apply the principles we taught. We had stations to rotate through. Some activities we had enough materials for all the families to do them individually at the same time.	Getting enough families to sign up that didn't already have an understanding and love of STEM	Not being an agency that typically serves them	Can't think of anythig	Not at All Helpful (It could have been helpful, but didn't receive help or guidance)	No
Gooding Public Library District	I would tell them to hold one. We are looking for funding to hold more. Keep class size small. We held it in conjunction with our Kindergarten readiness workshops and had 13 families sign up and attend. The families often brought siblings with them. It was a great experience. To get started make sure you have your surveys numbered both the pre and post surveys. I would also put the surveys an manila envelope for each family as they don't always remember what their number was. Make sure you have tried all the activities before hand. Be comfortable with the correct terminology and with showing others.	First we had an dinner Second was a hands on activity Third the children went with a childcare provider and played games and read stories while I talked with the parents. Then we ended with another hands on learning activity. This schedule seemed to work well and gave plenty of time for families to ask questions and to have those hands on experiences.	Our greatest challenge was not having enough time. I tried to put too much information into each session.	We reached out though our local WIC office, schools, daycares, preschools, and Facebook. It is hard for families who are working long hours to find time to come to workshops. I feel like we have done a decent job but there is always room for improvement.	We made puppets one evening and ran out of supplies. Each family wanted to make more then one and we didn't buy enough supplies. We tailored our program to the resources we had.	Very Helpful	We sent an article to our local newspaper.
Marsing School District	My advice would be to offer parents some solid incentives to attend. Serving them dinner is essential as this saves the parents time with making kids dinner. The kids also like eating dinner at school so it gives the kids motivation to bring their parents back to school. Free ice cream is always promoted with the students as well. Child care and activities for older kids is also important. We make sure the parents know that all their kids are welcome. Keeping the activities fun and hands on with the parents is key. We also made sure we had plenty of staff, especially bilingual, on hand. We found it is very helpful to have staff engaging the parents during the activities. We also start on time, even though we know parents will come late. Here is where the extra staff come in handy. As parents come in late, we have staff help them to catch them up. I wish we had known how effective the incentive of \$20 gift cards was going to be.	We promoted and invited all KG parents. Since we had 60 KG students I was a little nervous about how many were actually going to show up. We ended up having about one third of the families attend all four events. That met our expectations. We promoted the events with take home flyers, personal outreach with our Migrant Liaison and in class discussions about how much ice cream was going to be available for everyone to eat.	Getting the families to attend.	Again, getting them to attend. Then, we had to make sure we had enough bi-lingual staff on hand to communicate 1:1 with our Hispanic families.	Honestly we had pretty much all the materials we needed. Well, we ran out of pizza the last workshop and had to buy more on the fly.	The mentor was very helpful. Our staff received great training on that full day before we implemented the parent workshops.	We did not engage with the local paper until the third workshop. The first night we were not sure of how many would attend, so we did not want the media there with just a few families. The third workshop the Owyhee Avalanche was there to take some pictures and visit with some of the families.

Meridian Library District	<p>We began each week with an opening song and story that related to our theme (science, technology, engineering, or math). Then we'd go over the lessons for that session, explaining each station, going over related questions, and the big juicy vocabulary words. It became clear the necessity of recapping from the week before to make sure caregivers were really absorbing the concepts of inquiry-based learning and the examples we were sharing. Since this program was intended for Spanish speaking families, it was very important to go over everything in English and in Spanish. We quickly realized that this process took longer than we thought and longer than the children's ability to sit so they ended up becoming a distraction to the parents. A good solution was to put out Duplos purchased with the grant for the kids to begin exploring and building while we talked to the caregivers. This worked really well. We discovered that all ages worked smoothly together - older children helping little ones - while we interacted with the adults.</p>	<p>My station signs offered clear simple instructions, examples of questions adults could ask their children that related to the activity, and language they could use to increase their child's vocabulary to make it a natural part of the child's life. I made copies of each station sign and sent them home with the families for further reference.</p> <p>The Spanish/English storytime teacher and I walked around talking to the children and their adults while they were busy at the stations. We demonstrated how to interact with the children using the inquiry-based learning techniques.</p> <p>I offered activities that could be utilized by different age levels. For example, one week we made binoculars/ear scopes. Children could use them in nature walks or exploring in their homes. Another activity, we utilized Makey Makey equipment, attaching alligator clips to bananas and other fun technology items for all ages. One session as a group we played an unplugged coding game, which is similar to Simon Says.</p> <p>I encouraged families to take activity supplies home if they couldn't get to those stations or to take extras if they needed them. I wanted the adults to let their children explore each activity how much or little they needed within the time we had together.</p>	<p>Space was one of our greatest challenges delivering early STEM learning to families. Ideally, using the large conference room gave us enough room for stations and families to explore and offered good for noise control, but it wasn't always available. Instead, we used a couple of smaller rooms and the library's back patio for the stations which ended up being a lot of fun for families to play and explore in areas they don't usually go.</p>	<p>Getting the underserved population in the doors of the library was our biggest challenge to reaching them with this valuable inquiry-based learning program. We felt fortunate to have a Spanish/English storytime we could partner with, but outside of those families who were already a part of the library, we didn't see many new underserved faces. Is it because the time we had available at the library didn't fit with their work schedules? Is it a transportation barrier?</p>	<p>Because deadlines for this program fell at the end of Summer Reading, it'd be helpful to have post program timelines shared before libraries begin presenting workshops.</p> <p>That could include:</p> <ul style="list-style-type: none">due dates for the pre and post workshop surveysGoogle Slides templatesummit questionnaireany other requirements <p>Including links to the Google Slides template and summit questionnaire would help library staff participating in the program to know what information is needed. This could make record keeping before and after presenting the 4 session workshops much more effective.</p>	<p>I felt it was very helpful having a mentor. I was comfortable enough with the project, but I still did reach out to her. She was encouraging and supportive.</p>	<p>We handed out flyers in the Spanish/English storytime, personally dropped off flyers at our My First Book preschools, the Hispanic Cultural Center, and the local Spanish/English Magnet schools. Then, after giving the targeted locations a couple of weeks to sign up, I advertised through our website.</p>
North Idaho College	none	childcare and dinner	I had some health problems.	Getting the word out.	none	I did not hear from her until after the events had already taken place. It was not helpful to me, but that is no fault of the mentor, she is not local.	No, we recruited through NIC HeadStart programs already in place.
Payette 21st CCLC Kindergarten Program	<p>Take advantage of the STEM experts around you. In addition to my mentor, who helped me through a frustrating first workshop by giving me wonderful ideas, many individuals and organizations provided support through ideas, staff, facilities and STEM materials. I appreciate the support of Mr. Ritter, our local Library Director, Brenda Davis, Payette WCAP Head Start Principal, Andrew Fletcher, former 21st CCLC State Coordinator, and Kari Wardle, Idaho PBS Teacher Ambassador. I wish I could have attended and brought my staff to the Early Childhood STEM Workshop before I started planning these workshops. The workshop was amazing and Heather Lee did an outstanding job. She allowed me to use some of her slides for our local workshops which was so helpful.</p>	<p>We planned four different engaging monthly events coordinating with the Payette Public Library and the Payette WICAP Head Start to avoid scheduling conflicts. We advertised through flyers at the school and library. We sent reminder e-mails and robo calls. A different dinner was served at each event for all families pre-registered for the workshops. The workshops featured exciting and knowledgeable presenters. There were take home resources for each family including 3 STEM literature books, and a raffle prize at each workshop.</p>	<p>Trying to model for parents, preschool teachers and daycare providers how to teach STEM skills to kids while the kids are engaging in the activity. The challenge was due to groups being too large, and not having enough trained staff to interact with families.</p>	<p>Normally it is getting these populations to attend, and although we had a good response from our early childhood families, we had very little response from our Hispanic population and preschool teachers and daycare providers. We made personal phone calls and sent e-mails to invite these populations, but still experienced a low turnout.</p>	<p>More staff trained in STEM, and possibly a longer time frame within which to offer the workshops. For the first time offering these types of workshops, it would have been beneficial to have more planning time.</p>	<p>Very Helpful - I was so frustrated after the 1st workshop and I would have not made without Jennifer's ideas and suggestions.</p>	<p>We sent media alerts and news releases along with photos to our local newspaper and they graciously included all our information. Our school communication specialist also included news releases on our school Facebook page.</p>
WICAP	<p>Get to know the community you are going to offer the workshops.</p>	<p>Provided different stations that parents could go to and make a project or explore a STEM activity. Lakeshore also provided materials for parents to explore and play with their children.</p>	<p>Really did not have a challenge. The families that participated really enjoyed exploring and doing the make-n-takes.</p>	<p>Not knowing the community. Not living in the community made it hard to know who to talk to about getting parent involvement.</p>	<p>I needed from the Wilder Head Start. They chose to not be supportive in the project.</p>		<p>I had asked my co-partner to reach out to the local press but she decided that she did not want to participate in the project. So we did not the media as part of our STEM project.</p>