Nevada Afterschool Network

Slaying Dragons with STEM

Presenters: Ryan Steuer, Aimee Scott
The GREAT 8 + Behavior Success @ EDGE

WHAT YOU NEED TO KNOW FOR YOUR KIDS TO HAVE A SAFE & POSITIVE EXPERIENCE IN THE EDGE AFTERSCHOOL PROGRAM

OUR PHILOSOPHY
The Behavior Success 8-pillars principles are a guide to provide and maintain a safe, fun and safe environment for students to grow and thrive. Behavior Success is a program designed to help youth and families succeed. Our staff and students work alongside youth to teach and model successful behaviors.

WE TRAIN OUR STAFF
ALOT!
Here at EDGE program staff believe in a three-step model to help guide individual attention and growth to students at the program.

THE GREAT 8!
8 Pillars we will be focusing on:
1. Be Respectful
2. Be a Problem Solver
3. Take Initiative
4. Be Safe
5. Take New Things
6. Be Positive
7. Try New Things
8. Be Confident

IMPLEMENTING BEHAVIOR SUCCESS
At a moment of high expectation, EDGE staff will implement behavior success steps as necessary:
Step 1: Make clear and measurable expectations using real language
Step 2: Engage in honest conversation and dialogue. Find out why or what is happening.
Step 3: Give youth a verbal warning using clear language
Step 4: Give a choice and include a consequence as result of choice offered
Step 5: Implement behavioral consequence if behavior continues
Step 6: Discuss the issue with a coordinator and document behavioral communication log
Step 7: Follow up with parents and principal

WHERE DO WE GO FROM HERE?
When youth meets one or more of the Great 8 expectations, EDGE staff will provide youth by naming them as a Great 8! Award. When youth are nominated for the week, they are entered into an annual drawing. Awards will be drawn daily and at random. Youth will be able to choose from the treasure box where they are given an adult positive reinforcement to their good behavior.

IF YOUR KIDDO CONTINUES TO HAVE A TOUGH DAY.
Understanding that safety cannot be attained with just student involvement in restorative practices, youth will be given behavioral communication laps to begin communication with parents and school administration. As a result, the behavior plan or individualized behavior plan (which comes from another or an individual behavior plan) may be part of an individual behavior plan.

WHERE DO YOU MEET YOUR FUTURE?
@Arsenal Tech

MEET THE WORKERS

JUNE 10, 2019
LEND YOUR HAND TO MEET YOUR FUTURE.

APRIL 10, 2019
COLLEGE AND CAREER READINESS FAIR AT THE BONER FITNESS AND LEARNING CENTER
3:00 PM - 7:00 PM
@ryansteuer
Driving Question: How can we bring STEM to our afterschool programs...and sustain the movement?

Objectives: Participants will...
- Overview of STEM
- Stakeholder alignment
- Random Acts of STEM vs STEM Mindset
- Resources to take and share

Takeaways: Leave with a plan and resources to start a STEM conversation
Why STEM? Why now?

1. Prepare your learners for STEM careers
2. Stand out from other schools and districts
3. Give your staff a tangible goal to shift the culture
4. Recognize the good work your staff is already doing
5. Bring a student-centered instructional model to your school or district
What do you want to know about STEM and Afterschool?
100% of participants stated PBL will increase youth engagement

The most commonly stated benefits of PBL were

- Youth engagement
- Critical thinking
- Voice/choice
- Engagement with community
The percentage of participants rating their PBL knowledge as strong or very strong increased in every category after the training. The greatest gains were:

- Strategies to empower youth to lead activities
- Strategies for incorporating 21st Century Skills into activities
- Strategies to create group consensus during activities
- Strategies to build a PBL Unit
“It's a good way to understand PBL better, which can be very useful for youth programs.”

“Great information [that] enhances learning on a whole different level.”

“I did walk away with a better understanding of PBL.”
Join me Wednesday, April 28th at 11:00am EST for a STEM webinar hosted by Magnify Learning! CLICK HERE to register.
Frontline Staff
Community Partners

- Businesses
- Nonprofits
- Funders
- Parents
STEM Curriculum

LINK

BEWARE Random Acts of STEM

She Can STEM  Crash Course Kids
STEM as a Mindset

Link to IDOE STEM Certification

- Leadership Groups
- STEM Coaches
PBL vs. Project

Traditional Unit With Culminating Project:

1. Lecture → Activity → Quiz → Lecture → Activity → Quiz → Review → Exam → Project

Project-Based Learning Unit:

- **Project Launch**
  - Entry Event and Rubric
  - Create “Need to Knows” and Next Steps

- **Activities** → **Simulations** → **Creating**
- **Workshops** → **Discussions** → **Feedback**
- **Lectures** → **Modeling** → **Building**
- **Homework** → **Reading** → **Writing**
- **Research** → **Interviews** → **Preparing**
- **Labs** → **Quiz** → **Drafts**

Reflection on Learning
PBL Specific

Traditional Unit With Culminating Project:
- Lecture
- Activity
- Quiz
- Lecture
- Activity
- Quiz
- Review
- Exam
- Project

Project-Based Learning Unit:
- Project Launch
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- Activities
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  - Quiz
- Homework
  - Creating
  - Feedback
- Research
  - Building
- Labs
  - Writing
  - Preparing
- Quiz
  - Drafts
- Reflection on Learning
  - Present
  - Present

Magnify Learning

Magnify Learning
Assessment

Traditional Unit With Culminating Project:

- Lecture
- Activity
- Quiz
- Lecture
- Activity
- Quiz
- Review
- Exam
- Project

Project-Based Learning Unit:

- Project Launch
  - Entry Event and Rubric
  - Create “Need to Knows” and Next Steps

- Benchmark
  - Activities
  - Workshops
  - Lectures
  - Homework
  - Research
  - Labs
  - Simulations
  - Discussions
  - Modeling
  - Reading
  - Interviews
  - Quiz

- Benchmark
  - Creating
  - Feedback
  - Building
  - Writing
  - Preparing
  - Drafts

- Reflection on Learning
Benchmarks

Traditional Unit With Culminating Project:

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Project-Based Learning Unit:

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- Activities
  - Workshops
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- Simulations
  - Discussions
  - Modeling
  - Reading
  - Interviews
  - Quiz

- Creating
  - Feedback
  - Building
  - Writing
  - Preparing
  - Drafts

Reflection on Learning
PROJECT BASED LEARNING

- Authenticity: Real world challenge, need, concern, problem
- Inquiry
- Student Voice & Choice
- Collaboration
- Standards: Content knowledge & skills
- Employability Skills
- Reflection
- Publicly Presented Product
- Feedback & Revision
- Community Partners
Plan a Project

Core Standard/Learning: Quality Standards, Branches of Gov’t, Genetics

Authentic Task: Talk with Seniors, Make Benches

Community Partner: Local Humane Society, Food Bank

Employability Skill: Communication, Collaboration
“Videos alongside the class lectures used to emphasize the points trying to be made.”

“I liked the interaction with the presenters and with those who participated in the sessions.”

“Meeting other people from different places.”

“I loved know[ing] the students will have a real-world connection to the project which could be a lifelong effect on their learning. I also… know the process of PBL because my employment at school helps me help the students because I understand the steps of the project processes.”

“That I was able to work at my own pace.”

“PBL is a great way to engage students.”

“The ‘Why’ is known up front, team effort, solving a real-world problem, use of individual creativity, and peer-feedback.”

“I feel [PBL] will help make a better connection with parents and allow them to see their student in a more relaxed but structure[d] environment doing an assignment that has meaning to their child.”
FREE Resources

- PBL Simplified YouTube Channel (link)
- PBL Playbook Podcast (link)
- Free PBL Tools & Resources (link)
- PBL Afterschool Blog (link)
- PBL Unit Math/Science (link)
PBL Jumpstart

Link: PBL Jumpstart for Afterschool

Link: Schedule a discovery call

OVERVIEW OF OUR IMPACT 2015-2020
*Numbers include repeat schools we continue to work with each year.

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Buy my book, get the free course! (LINK)
STEM in Afterschool Webinar

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Keep the Conversation Going…

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@magnifylearning

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