1.1.d - Increase the STEM math and science training opportunities for early learning professionals by 20% from 2013 baseline total by June 2015

NOTE: The information below was presented to the Governor on 7/15/15.

Department of Early Learning
Dr. Bette Hyde, Director
July 15, 2015
Background: Why is STEM a priority?

- Early math skills are early predictors of life-long learning
- The brain is strongly receptive to learning math & logic from birth through age 5
- STEM helps children develop problem solving and executive function skills
- Executive function skills are critical, helping children to develop new solutions to everyday problems and challenges
- STEM skills support whole child development, preparing children to be successful workers and resilient adults

Current State: STEM trainings have increased by more than 77% since 2013

- STEM training has increased from 150 in 2013 to 266 in 2015 (77.3% increase)
- Science-focused STEM trainings increased by 76%
- Math-focused STEM trainings increased by 55%
Problem/Opportunity: A need for more consistent STEM curriculum available statewide with personalized supports

- Increase awareness of STEM in early learning
- Increase the number of STEM trainings offered
- Develop strategy for implementation
- Demonstrate connection between STEM and other state initiatives

Strategy: Implement a standardized STEM curriculum, dissemination plan and tracking mechanism

- Identify a common framework/curriculum for STEM training for early learning professionals

- Offer annual STEM trainings to all early learning professionals enrolled in Early Achievers

- Increase availability of STEM trainings for early learning professionals

- Improve ability to track STEM training in the professional development registry (MERIT)
Assistance Needed:

- Expect young children to embrace STEM
- Appreciate the fundamental building blocks developed by early learning STEM training
- Thank you for the Early Start Act