Building Idaho Makers

Erica Compton and Sue Walker, Idaho Commission for Libraries
Nick Madsen, Community Library Network
Nick Grove, Meridian District Library

libraries.idaho.gov/make-it-at-the-library
What’s your experience?
WHAT'S OUR Why?
Percentage of students at or above the *Proficient* level in 2013

**Overall**

- **Mathematics**
  - 26%

**Selected Student Groups**

- **Race/ethnicity**
  - Asian/Pacific Islander: 47%
  - White: 33%
  - Two or more races: 26%
  - American Indian/Alaska Native: 12%
  - Hispanic: 12%
  - Black: 7%

- **Highest level of parental education**
  - Graduated from college: 38%
  - Graduated from high school: 12%
LIFELONG LEARNING

A relatively small percentage of waking hours across the life span are spent in formal educational environments.

9.25%  

Formal Learning Environments

Informal Learning Environments

18.5% 7.7% 5.1%

Waking Hours

Ages 0-5  Grades 1-12  Undergraduates  Postgraduates  Workers  Retirees

Kindergarten

SOURCE: Learning in Informal and Formal Environments Center
Only 8.4 million K-12 children participate in after school programs. 18.5 million would participate if a quality program were available in their community. (Afterschool Alliance, 2009)

Over 15 million school-age children are on their own after school. Among them, more than 1 million are in grades K-5. (Afterschool Alliance, 2009)

The top 10% of income earners spend 7 times more than the bottom 10% on out-of-school enrichment programs.

CLAlliance.org
NEW RESEARCH SHOWS Afterschool Is a Real Solution Linked to Closing the Gap

Afterschool Participation Narrows the Math Achievement Gap

New research demonstrates that more consistent time spent in afterschool activities during the elementary school years is linked to narrowing the gap in math achievement at grade 5.

What the data indicate:
- When afterschool participation is highly consistent, there is no gap in low-income and high-income children’s math achievement at grade 5.
- The more consistent the afterschool participation, the narrower the gap in math achievement.
- The more rarely students participate in afterschool activities, the wider the achievement gap.

PRACTICE is the key!

WE NEED TO COOK!
Let’s Get in the Kitchen

1. Squishy Circuits – Sue
2. Soldering and LED Rings – Erica
3. MaKey MaKey and other computer interfaces – Nick Grove
4. Robotics of all kinds – Nick Madsen

Please choose a station to get started. Move through as many stations as you can or want to!
How did it taste?
Are You a Chef?
SQUISHY CIRCUITS

Young Makers!!
SOLDERING & E-TEXTILES

Can you see this happening at your library?
ROBOTICS & VARIOUS COMPUTER INTERFACES
3D PRINTING
STEALTH PROGRAMMING
Need more reasons?

MindShift  How we will learn.

Can Project-Based Learning Close Gaps in Science Education?

Inglei Chen  September 26, 2014  22 Comments

Makerspaces  Supporting an Entrepreneurial System

Cristina Benton, Lori Mullins, Kristin Shelley, Tim Dempsey
City of East Lansing & East Lansing Public Library

CURIOSITIES, COLLECTIONS, AND CURATING: CONSIDERING MAKER PORTFOLIOS

Q on SEP 8, 2014  This post originally appeared on Project Zero’s Agency by Design blog.

UpNext  The Official Blog of the Institute of Museum and Library Services

A Comprehensive Strategy to Strengthen STEM Learning Must Include Libraries and Museums
RESOURCES

Start a Young Makers Club
http://youngmakers.org/

PBS Design Squad
http://pbskids.org/designsquad/parentsschool/index.html

Make Magazine: Great Resource, Great Ideas!!

Steve Spangler Science Experiments and Explanations
http://www.stevespanglerscience.com/lab/experiments

Instructables Build Nights
http://www.instructables.com/howto/build+nights/

Pinterest Make it @ your Library
http://www.pinterest.com/makeitlib/
Questions
Ideas
Input
Share Your Recipes!

Facebook: www.facebook.com/MakeItIdaho
Website: libraries.idaho.gov/make-it-idaho
Email: erica.compton@libraries.idaho.gov