# TECHNOVATION FAMILIES

## Program Results
## Season 1

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# Program Results

81% of educators indicate greater confidence in **leading hands-on STEM experiences**.

80% of **students increased their self efficacy as a STEM learner**.

81% of educators report **training and resources empowered them** to lead the program.

90% of **parents increased their self-efficacy as a STEM learner**.

93% of students **intend to continue their STEM learning**

94% of parents indicate **improved understanding of engineering and technology**

# Coach Results

Program **increased coaches' confidence and skills in engaging children** in science and engineering.

92% of coaches say they are **constantly finding better ways to teach STEM** content.

63% of coaches report **program provided enough resources** to support families to create an invention. *We are improving this for Season 2!*

# Family Results

91% of parents believe their **child has developed a sustained interest in AI**.

84% of parents said they were **more likely to take action** to improve their community.

89% of parents **believe their child is capable of creating an AI model** in the future.

90% of parents believe they know the prerequisites for their **child to pursue either an AI or STEM career**.

| | Students intend to continue STEM learning | 60% | | |
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| | I am confident in my ability to support my child's learning in science and engineering at home. | 87.6% | | |
| | I believe that new technology will change the types of jobs that my child will do in the future. | 97.4% | | |
| | I talk to my children about different options for education and careers. | 94.8% | | |
| | I encourage my child to take more science, math or engineering classes inside and outside school. | 92.7% | | |
| | I could imagine my child wanting to be a scientist or engineer. | 90.1% | | |
| | | 92.5% | | |

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| | **Educators report that training and support resources empowered them to successfully implement the program.** | **65%** | | |
| | Communication with Iridescent on Design Challenges. | 87.3% | | |
| | Iridescent supplied support training. | 89.7% | | |
| | Iridescent supplied support materials including slides and one-pagers. | 90.9% | | |
| | Competition process was clear and easy to understand. | 70.9% | | |
| | There was adequate time to complete work. | 77.2% | | |
| | The program supplied enough for families to be able to solve a problem in their own community with AI. | 64.7% | | |
| | Inspiration videos explained concepts needed to complete design challenges. | 91.1% | | |
| | Instruction videos were easy to follow. | 87.3% | | |
| | Communication with Iridescent about competition was adequate. | 72.2% | | |
| | | 81.3% | | |

| | Students increase self-efficacy as a STEM learner | 60% | | |
|---|---|---|---|---|
| Creativity | My child has lots of new ideas | 90.5% | | |
| Creativity | My child likes to come up with different solutions to one problem. | 84.0% | | |
| Curiosity | My child actively seeks as much information as they can in new situations. | 84.0% | | |
| Persistence | My child is at their best when doing something that is complex or challenging. | 79.3% | | |
| Persistence | New ideas and new projects sometimes distract my child from previous ones. | 55.4% | | |
| Persistence | My child is a hard worker. | 84.5% | | |
| Average | | 79.6% | | |

| | Educators indicate greater confidence in leading hands-on STEM learning experiences | 75% | | |
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| | I am continually finding better ways to teach science and engineering | 91.6% | | |
| | When teaching STEM classes, I usually welcome student questions | 95.2% | | |
| | If parents comment that their child is showing more interest in science at school, it is probably due to the performance of the child's teacher. | 64.2% | | |
| | Even teachers with good science teaching abilities cannot help some kids learn science | 29.1% | 70.9% | |
| | I don't know what to do to turn students on to science. | 12.3% | 87.7% | |
| | I find it difficult to explain to students why science experiments work. | 12.7% | 87.3% | |
| | I wonder if I have the necessary skills to teach science. | 28.6% | 71.4% | |
| | | | 81.2% | |

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| | **Parents indicate improved understanding of engineering and technology.** | **75%** | | |
| | I believe that science and engineering can help make the world better. | 96.2% | | |
| | I understand the education and skills needed to work in a STEM (Science, Technology, Engineering, or Math) job. | 91.8% | | |
| | | 94.0% | | |
| | | | | |

| | Parents indicate interest in leadership role | 75% | | |
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| | With other parents, I like to discuss how to make things better for our children. | 90.0% | | |
| | I come up with ideas to make things better for children in the neighborhood. | 77.6% | | |
| | I like to participate in meetings where I can help put ideas for improvement into action. | 82.6% | | |
| | I like to encourage others to volunteer for school, church, or neighborhood events. | 84.3% | | |
| | | 83.6% | | |

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| | **Parents increase self-efficacy as a STEM learner** | **60%** | | |
| | I am comfortable learning to use new technology (phones, tablets, computers, TVs, household devices). | 89.8% | | |
| | I am confident in my ability to support my child's learning in science and engineering at home. . | 87.6% | | |
| | Although challenging, learning to use new computer programs, games or apps is enjoyable | 92.3% | | |
| | | 89.9% | | |