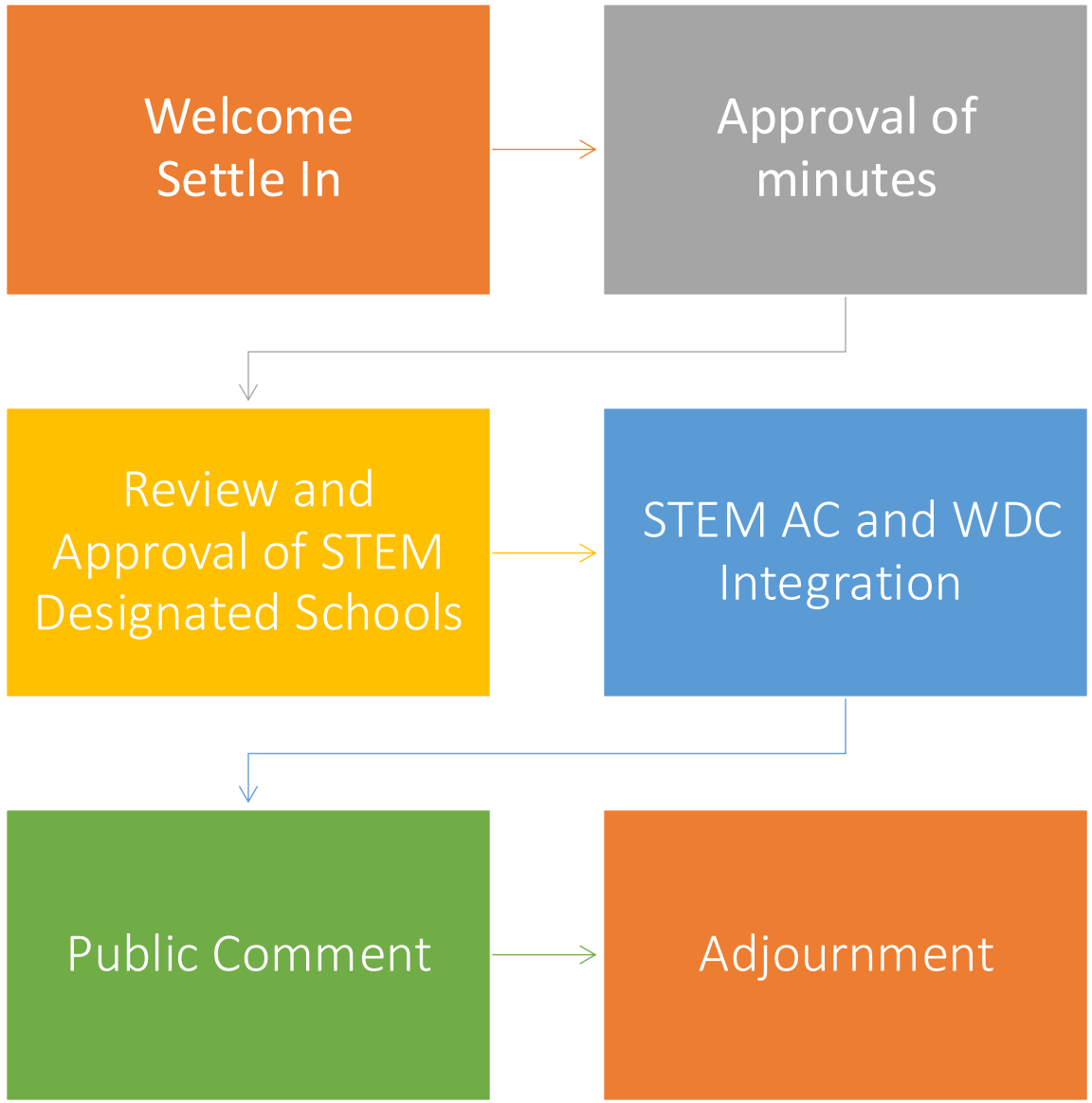
IDAHO STEM ACTION CENTER

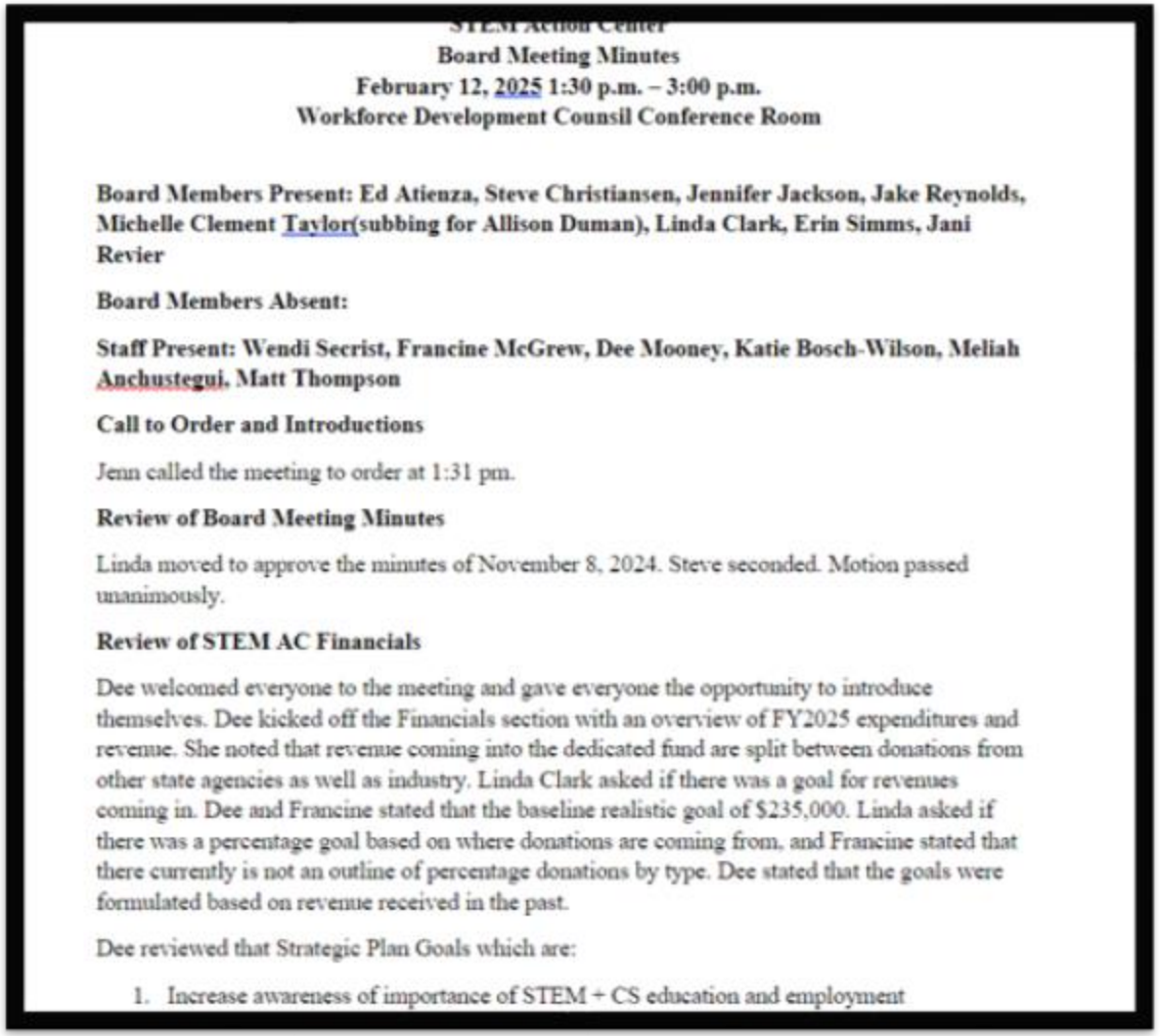
Advisory Board Meeting
March 18, 2025

Agenda


Welcome
Settle In
Approval of minutes
Review and Approval of STEM Designated Schools
STEM AC and WDC Integration
Public Comment
Adjournment

February 12th Minutes

- Vote to approve



STEM Action Center
Board Meeting Minutes
February 12, 2025 1:30 p.m. – 3:00 p.m.
Workforce Development Counsil Conference Room

Board Members Present: Ed Atienza, Steve Christiansen, Jennifer Jackson, Jake Reynolds, Michelle Clement Taylor(subbing for Allison Duman), Linda Clark, Erin Simms, Jani Revier

Board Members Absent:

Staff Present: Wendi Secrist, Francine McGrew, Dee Mooney, Katie Bosch-Wilson, Meliah Anchustegui, Matt Thompson

Call to Order and Introductions

Jenn called the meeting to order at 1:31 pm.

Review of Board Meeting Minutes

Linda moved to approve the minutes of November 8, 2024. Steve seconded. Motion passed unanimously.

Review of STEM AC Financials

Dee welcomed everyone to the meeting and gave everyone the opportunity to introduce themselves. Dee kicked off the Financials section with an overview of FY2025 expenditures and revenue. She noted that revenue coming into the dedicated fund are split between donations from other state agencies as well as industry. Linda Clark asked if there was a goal for revenues coming in. Dee and Francine stated that the baseline realistic goal of $235,000. Linda asked if there was a percentage goal based on where donations are coming from, and Francine stated that there currently is not an outline of percentage donations by type. Dee stated that the goals were formulated based on revenue received in the past.

Dee reviewed that Strategic Plan Goals which are:

1. Increase awareness of importance of STEM + CS education and employment

STEM School Designation Historical Timeline

Legislative Session 2017: legislature approved Idaho Code § 33-4701 (STEM School Designation)

April 2018: State Board approved an initial set of 11 STEM School Designation standards (Cognia).

January 2019: State Board designated the first 4 STEM Designated Schools: **Barbara Morgan STEM Academy, Temple View Elementary, Galileo STEM Academy, Bingham Academy**

February 2020: State Board approved 2 additional STEM Designated Schools: **North Idaho STEM Charter Academy, Southside Elementary**

August 2020: State Board approved updated list of 16 STEM School Designation standards (Cognia).

February 2022: State Board approved 1 additional STEM Designated School: **Basin Elementary**

February 2023: State Board approved 5 additional Designated STEM Schools/Programs: **Project Impact STEM Academy, Columbia HS, Ernest Hemmingway STEAM School, JR Simplot Elementary, Fernan STEM Academy**.

December 2023: State Board approved revised, Idaho-developed 9 Idaho Standards for STEM School Designation

October 2024: State Board approved new application requirements

Feb/Mar 2025: First 3 schools were evaluated using new standards and application requirements

MOSAICS | Bear Lake | Southside

Standards and Scoring

- STEM Learning
- STEM Instruction
- Professional Development
- Community Engagement
- Assessment
- College & Career Readiness
- Technology & Resources
- Knowledge Exchange
- Fairness & Access

Criteria:	Meeting the standard **SYSTEMATICALLY** means implementation is...		Meeting the standard **CONSISTENTLY** means implementation is...	
Observed Traits:	***STRUCTURED***	***MONITORED***	***UBIQUITOUS***	***SUSTAINABLE***
Rating Level 4	• Program-wide structures (calendars, curricula, plans, etc.) ensure that students are continuously engaging with STEM learning opportunities. • Curricula implemented in nearly all areas are primarily centered on collaborative PBL. • Nearly all STEM-related learning opportunities are anchored in real-world phenomena and/or problems.	• STEM learning data is collected and analyzed in an ongoing manner to guide program-wide continuous improvement. • Students frequently generate public products or present to an authentic audience as part of their work in nearly all areas. • Opportunities for student-led critique and revision occur frequently in nearly all subjects/classes.	• Problem solving, sensemaking, and collaboration define the typical student experience in nearly all areas. • Shared language/practices related to PBL and engineering design are embedded in the typical learning interactions of students and staff. • STEM learning is central to the culture and core identity of the program across all areas/levels.	• Compelling evidence that performance in all other observed traits of this standard is being maintained from year-to-year *AND* at least some aspect of a trait appears to be seeing significant improvement over time.
Rating Level 3	• Program-wide structures (calendars, curricula, plans, etc.) ensure that students are frequently engaging with STEM learning opportunities. • Curricula implemented in most areas frequently feature collaborative PBL. • Most STEM-related learning opportunities are anchored in real-world phenomena and/or problems.	• STEM learning data is collected and analyzed each academic term (at least) to guide improvement in STEM-related areas. • Students frequently generate public products or present to an authentic audience as part of their work in STEM-related areas. • Opportunities for student-led critique and revision occur frequently in STEM-related areas.	• Problem solving, sensemaking, and collaboration define the typical student experience in STEM-related areas. • Shared language/practices related to PBL and engineering design are formally established and their use is encouraged program wide. • STEM learning is an established part of the culture and identity of the program across all areas/levels.	• Sufficient evidence that performance in all other observed traits of this standard is being maintained from year-to-year, with no aspects of any trait appearing to decline over time.
Rating Level 2	• Program-wide structures (calendars, curricula, plans, etc.) ensure that students are occasionally engaging with STEM learning opportunities. • Curricula implemented in most STEM-related areas feature some opportunities collaborative PBL. • Some STEM-related learning opportunities are anchored in real-world phenomena and/or problems.	• STEM learning data is collected and analyzed yearly to guide improvement in STEM-related areas. • Students occasionally generate public products or present to an authentic audience as part of their work in STEM-related areas. • Opportunities for student-led critique and revision occur occasionally in STEM-related areas.	• Opportunities for student problem solving, sensemaking, and collaboration occur frequently in STEM-related areas. • Shared language/practices related to PBL and engineering design exist but may be established informally or used inconsistently. • STEM learning is an established part of the culture and identity of the program across most areas/levels.	• Sufficient evidence that performance in most other observed traits of this standard is being maintained from year-to-year, while some aspect(s) of a single trait might be inconsistent or declining over time.
Rating Level 1	• Program-wide structures to ensure students engage in STEM learning opportunities either don't exist or are ineffective. • Curricular resources that students engage in most subjects/classes do NOT explicitly feature opportunities for collaborative PBL. • Few (if any) STEM-related learning opportunities are anchored in real-world phenomena and/or problems.	• STEM learning data is NOT used to guide improvement in STEM-related areas. • Students rarely (if ever) generate public products or present to an authentic audience as part of their work in STEM-related areas. • Opportunities for student-led critique and revision occur rarely (if ever) in STEM-related areas.	• Opportunities for student problem solving, sensemaking, and collaboration do NOT occur frequently. • Language/practices related to PBL and engineering design are either NOT established or vary substantially between areas/levels. • STEM learning is NOT an established part of the culture or identity of the program across most areas/levels.	• Insufficient evidence to show that performance in most other traits of this standard is being maintained from year-to-year *OR* aspects of multiple traits appear to be inconsistent or declining over time.

MOSAICS Public School

Charter school located inside of Caldwell School District Boundaries

Areas of Strength:

- The school makes it a focus to make sure that every student has access to STE(A)M opportunities. The have structured their K-8 school day to make sure all students have access to STEM opportunities, and no student has to be plugged into afterschool opportunities or opportunities outside of the normal school day to access the learning.
- There is a sense of all students attending the school are “our” kids no matter the circumstances.
- Created a partnership for after the students leave the charter, to make sure they continue to have a rich STE(A)M education as they enter high school.

Growth Opportunities:

- While the school is very data-driven, professional development does not seem to always align with pre-determined goals.
- Industry partnerships can expand and grow. There is a lot of potential around growing industry partnerships outside of direct families and community members.
- Work with the surrounding community to try to bring a similar demographic to the school that mirrors the community they are in.

MOSAICS
Public School

Bear Lake Middle School

Bear Lake School District

Areas of Strength:

- Staff members engage in ongoing professional development opportunities, ensuring they stay informed about innovative teaching strategies and STEM advancements.
- Frequently engages families and community partners, creating meaningful connections between STEM learning and real-world applications. These partnerships support student mentorships, guest speakers, and hands-on STEM experiences that extend learning beyond the classroom.
- Students are provided with opportunities to explore STEM careers through exposure and advising programs.
- Students engage in hands-on, problem-solving activities that emphasize collaborative learning and the engineering design process.

Growth Opportunities:

- Structured professional development to strengthen foundational STEM literacy.
- Developing a systematic process for tracking STEM growth and effectiveness could support this effort.
- The engineering design process is visible but opportunity to continue to deepen understanding among all educators and students.
- Technology is available, but there may be more opportunities to integrate it fully into everyday STEM learning. With some targeted professional development, educators can make better use of the available technology to enhance instruction.

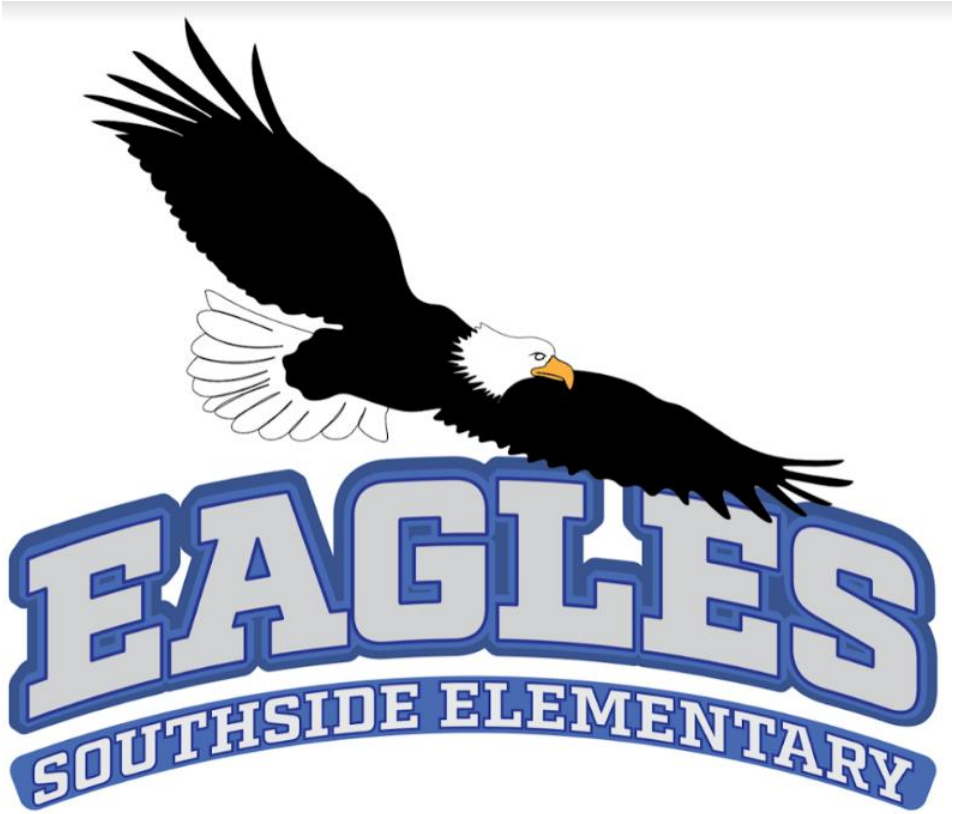
Southside Elementary-*Renewal*
Lake Pend Oreille School District

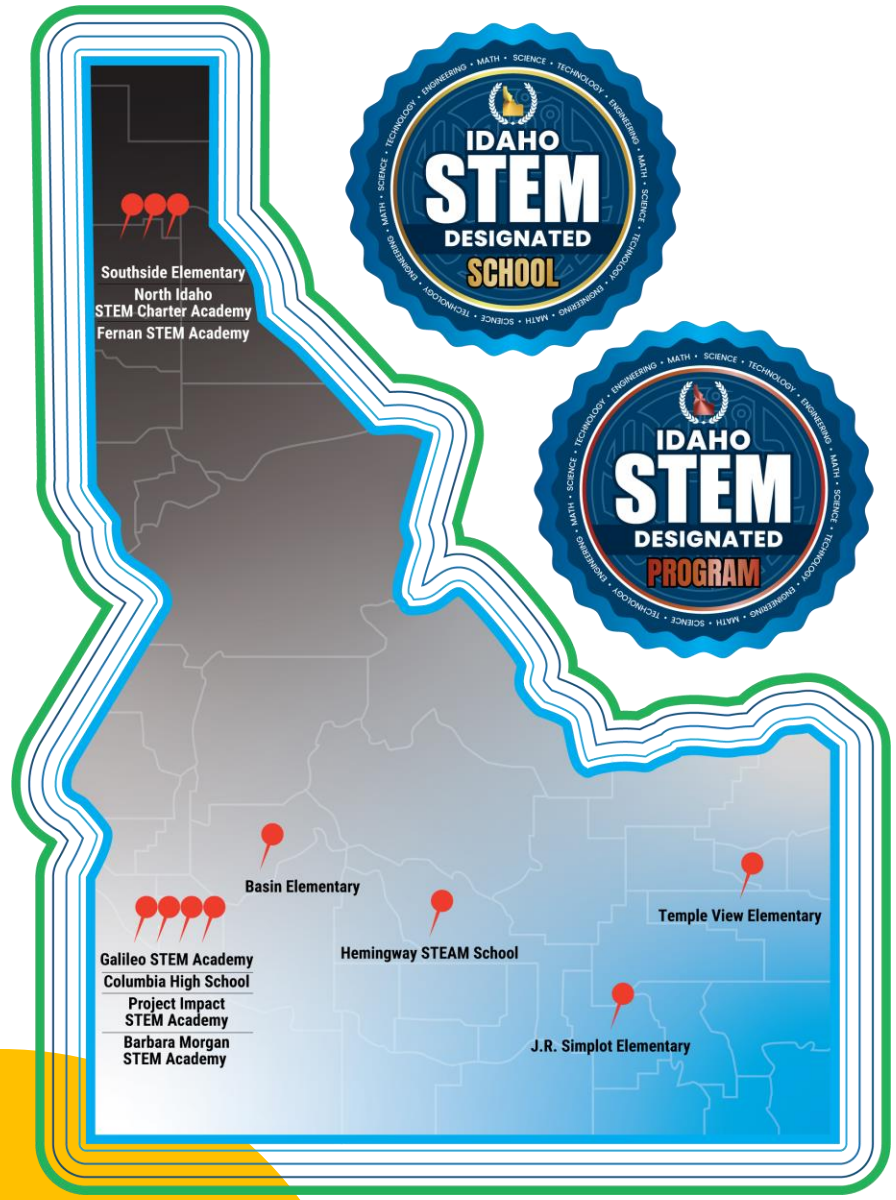
Areas of Strength:

- Successful implementation of in-school and after-school opportunities to enhance learning.
- Adaptable and flexible in meeting students' needs.
- Career exploration activities introduce learners to various STEM professions, fostering early interest in STEM pathways.
- Programs focus on building durable skills such as critical thinking, communication, and teamwork to prepare students for future opportunities.

Growth Opportunities:

- Provide consistent training on acronyms to ensure students understand them and use a uniform set across all areas.
- Increase the use of formative assessments alongside summative assessments to better track student progress.
- Develop clear rubrics for research-based assessments to provide structured expectations.
- Address teacher retention challenges, recognizing that turnover rates can be difficult to control but impact student learning.





Action Item(s) Request

- *I move to recommend MOSAICS Public School and Bear Lake Middle School to be sent to the State Board of Education to be named STEM Designation Schools and Southside Elementary to be renewed as a STEM Designated School.*

IDAHO

STEM

ACTION CENTER

Extra slides after this one

IDAHO WORKFORCE DEVELOPMENT COUNCIL

IDAHO STEM ACTION CENTER

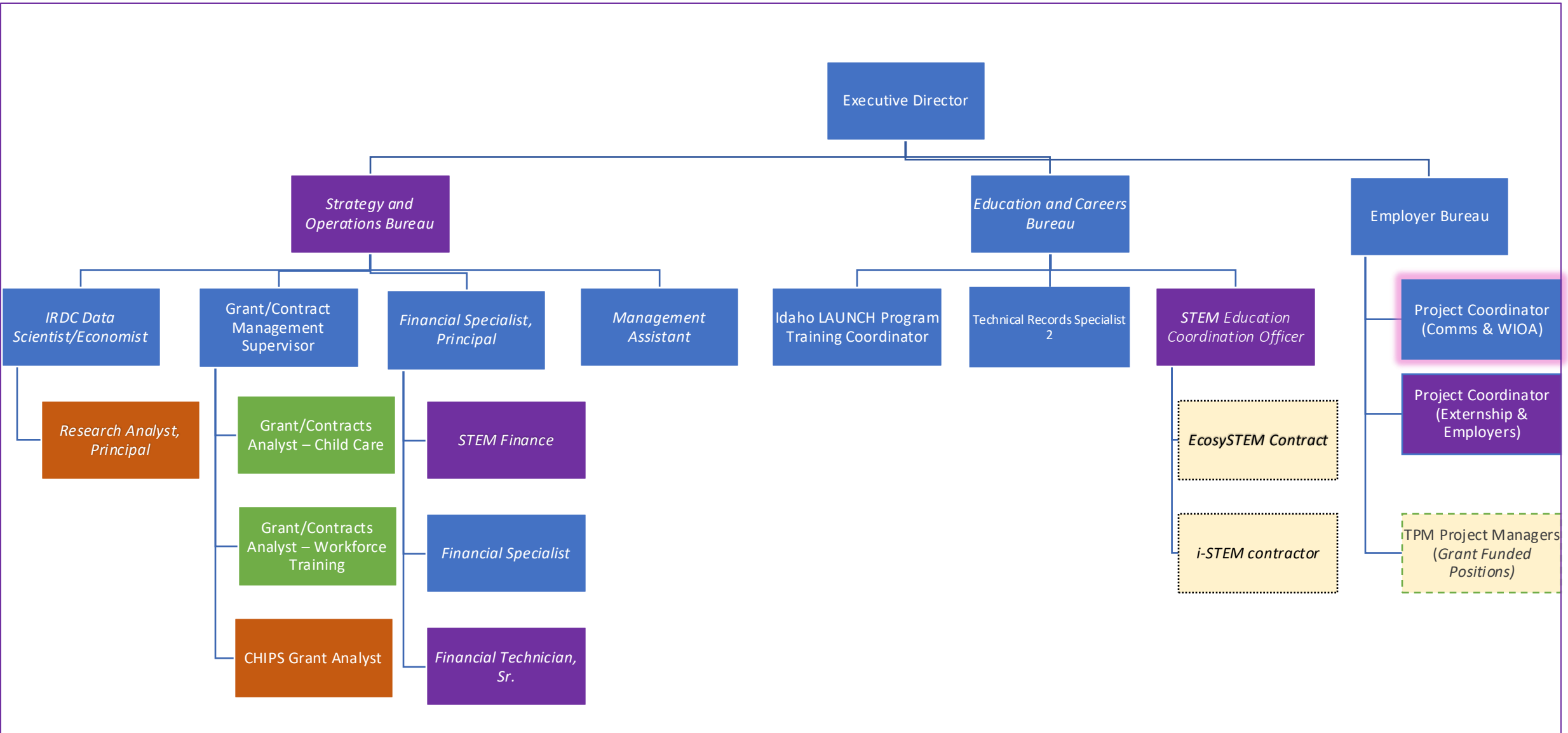
Workforce Development Council and STEM Action Center

STEM AC and WDC integrating as STEM skills become increasingly important for future jobs.

- Agencies focused on incorporating STEM initiatives and programming with in-demand careers.

- Structure includes a **Strategy and Operations Bureau** focused on the big picture strategy, efficient financials and operations, and using data-driven insights that address the future of work for the state of Idaho, an **Education and Career Bureau** bringing innovative STEM education resources to equip students with the skills and knowledge needed to thrive in tomorrow's careers and an **Employer Bureau** bridging the gap between talent and opportunity by building mutually beneficial partnerships with employers ensuring they have the workforce they need to succeed.

FY 26/27 Combined Org Chart

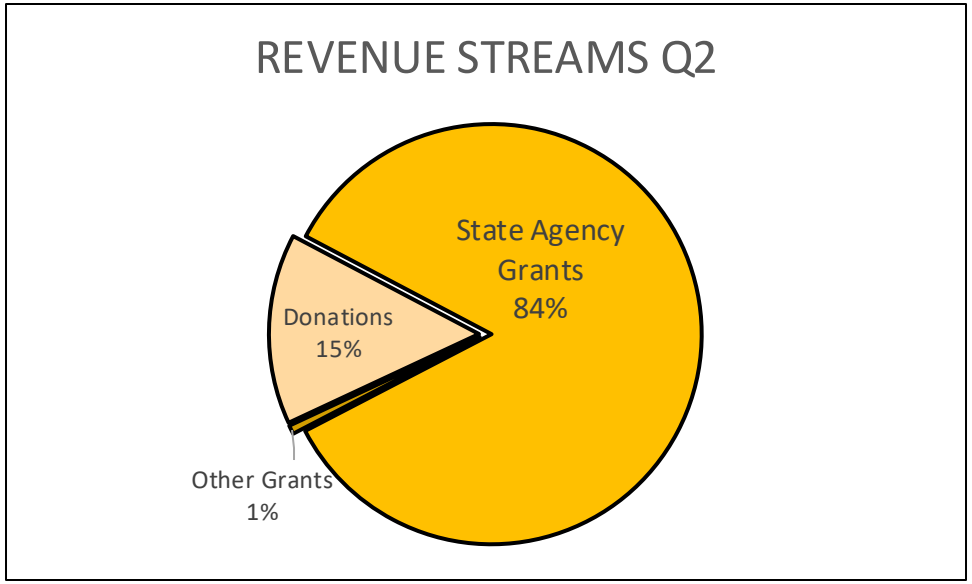


FY2025 Q2 Financials

GENERAL FUND SUMMARY	
FY2025 Appropriation	$3,279,200
Expenditures through Quarter 2	$1,618,081
REMAINING LEFT TO SPEND	**$1,661,119**
PERCENTAGE LEFT TO SPEND	**51%**

Revenue (Dedicated)	Expenditures (Dedicated)
$1,130,743	**$785,771**

Category	Appropriation	Expenditures	Amount Remaining
Personnel	$862,600	$420,833	$441,767
Operating	$2,323,100	$1,156,821	$1,166,279
Capital	$93,500	$40,427	$53,073
Total	**$3,279,200**	**$1,618,081**	**$1,661,119**



Strategic Plan Goals

GOAL #1: Increase awareness of the importance of STEM + CS education and employment pathways

GOAL #2: Increase pursuit of STEM pathways across Idaho

GOAL #3: Align STEM + CS education with workforce needs

FY2025 Program Highlights

- Science Fairs
  - NISEF: Canceled, but smaller science exhibition happening in April
  - EISEF: 2/27, 34 projects
  - WISEF: 3/15, ~30 projects

February 27th
Melaleuca HQ

March 15th
Boise State

FY2025 Program Highlights

- i-STEM: Currently 195 participants
  - CSI: 59, June 9-12
  - CWI: 20, June 10-13
  - CEI: 19, June 10-13
  - NIC: 23, June 16-19
  - LCSC: 16, June 23-26
  - ISU: 40, June 23-26

- Externship
  - Externs: 258 (Application Closed)
  - Host Sites: 29
  - Placement Goal: 113
  - Host application closes 3/7
- STEM Designation
  - 3 schools
  - On track
  - Deep dive in March
- STEM ID Scholarship
  - Opened February 10th

Next Steps

Discussion of Future

Data Presentation

Measurement of Outcomes:

- Enrollment in STEM courses in high school
- Enrollment in STEM majors after high school
- Time to fill STEM occupations

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STEM
ACTION CENTER

Statewide Funding Opportunity

Grant opportunity for statewide organizations that align with STEM AC's mission and vision

$45,450 awarded during 1st Round to the following:

- University of Idaho
  - Engineering EXPO
  - Invent Idaho
  - Coding the Future
- Girl Scouts of Silver Sage
- Children's Museum of Idaho
- Discovery Center of Idaho

GOAL #1: Increase awareness of the importance of STEM + CS education and employment pathways

- Communications
  -Social, conference sponsorships, speaking engagements
- Ecosystem contract
  - Engages partners to foster transformative STEM learning experiences and expand career pathways in every Idaho community.
- i-STEM
  - Summer professional development opportunity for educators focused on improving access to effective STEM learning opportunities in collaboration with industry

GOAL #2: Increase pursuit of STEM pathways across Idaho

- STEM School Designation
  - -Legislation
    - 11 schools, 3 currently going through process
- STEM Diploma / STEM Scholarship
  - -High school seniors in Idaho who earn a STEM Diploma are eligible to apply for one of ten, $3,000 scholarships provided they will be attending an Idaho public, post-secondary institution, including career technical school
- Idaho Science and Engineering Fairs
- STEM AC Grants Program

GOAL #3: Align STEM + CS education with workforce needs

- Externships
  - -Places educators into workplace experiences during summer months
- Computer Science Initiative
  - - Legislation to adopt computer science content standards, provide professional development to help teach computer science, maintain repository of instructional resources, distributing grants, opportunities for internships,

CORE Values*:*

- **Growth Mindset** (We are committed to growth and innovation)
- **Advocacy** (We act in service to one another and the mission)
- **Trust** (We are knowledgeable, reliable, dependable)
- **Effective Communication** (We foster collaboration through open and transparent communication)
- **Joy** (We believe joy drives creativity and commitment)

Vision:

We envision a diverse STEM-powered workforce driving Idaho's economic future.

Mission:

We unite public education, employers, and community partners to ensure all Idaho youth are prepared to access STEM opportunities.

Progress to Goal

FOUNDATION: Awarded: $113,309

48% to Baseline
28% to Healthy
22% to Stretch

FOUNDATION & CENTER Awarded: $187,677

80% to Baseline
46% to Healthy
37% to Stretch

GOALS	
BASELINE:	$235,000
HEALTHY:	$406,600
STRETCH:	$510,125

Just awarded NSF CS4ALL, CY 2025-2027: $74,670 ($12,950 2025)

Idaho Central Credit Union	FDN	$ 10,000.00
INL	FDN	$ 3,000.00
Tech CU	FDN	$ 3,000.00
Boise Cascade	FDN	$ 5,000.00
Applied Materials	FDN	$ 2,500.00
Meta	FDN	$ 15,000.00
State Farm	FDN	$ 25,000.00
Bayer Fund	FDN	$ 10,000.00
Idaho Community Foundation - Forever	FDN	$ 2,500.00
Micron Foundation	FDN	$ 2,000.00
Avista	FDN	$ 1,500.00
Rocky Mountain Power Foundation	FDN	$ 10,000.00
POWER Foundation	FDN	$ 5,000.00
Nutrien	FDN	$ 5,000.00
Whittenberger Foundation	FDN	$ 4,000.00
Raymond James Charitable Foundation	FDN	$ 1,250.00
Vanguard Charitable	FDN	$ 1,000.00
Giving Tuesday	FDN	$ 3,325.00
Annual Giving	FDN	$ 2,425.00
Fred Meyer Rewards	FDN	$ 35.23
Individual Support	FDN	$ 1379.77
Perpetua	STEM AC	$ 12,000.00
Idaho Power	STEM AC	$ 1,500.00
Clearwater Analytics	STEM AC	$ 9,597.00
Idaho Business League	STEM AC	$ 750.00
NSF AIR (KBW)	STEM AC	$ 46,440.00
Giving Tuesday	STEM AC	$ 1,225.00
Annual Giving	STEM AC	$ 3,125.00
Individual Support	STEM AC	$ 125.00
		$ 187,677.00

Updated 01/25