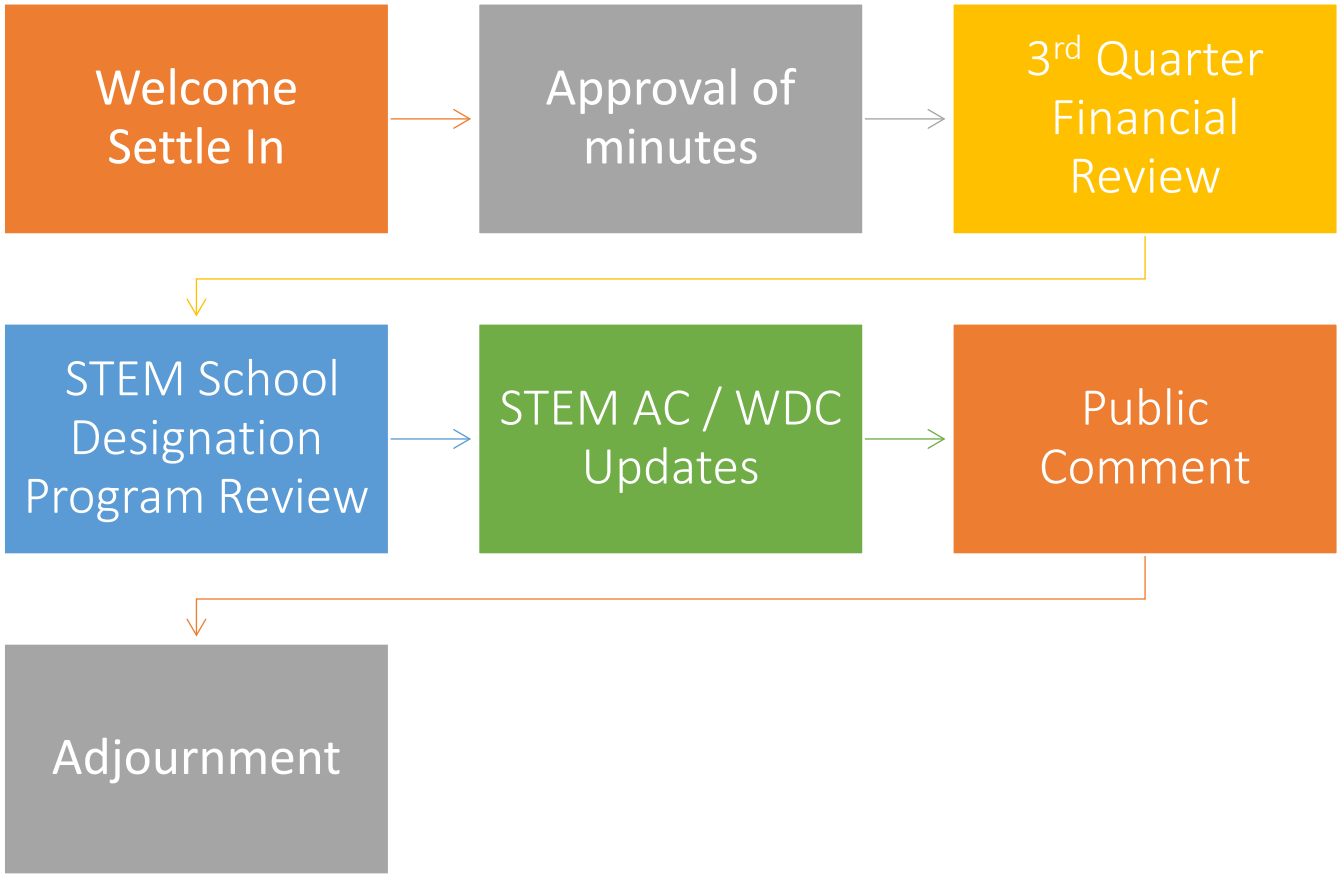
IDAHO STEM ACTION CENTER

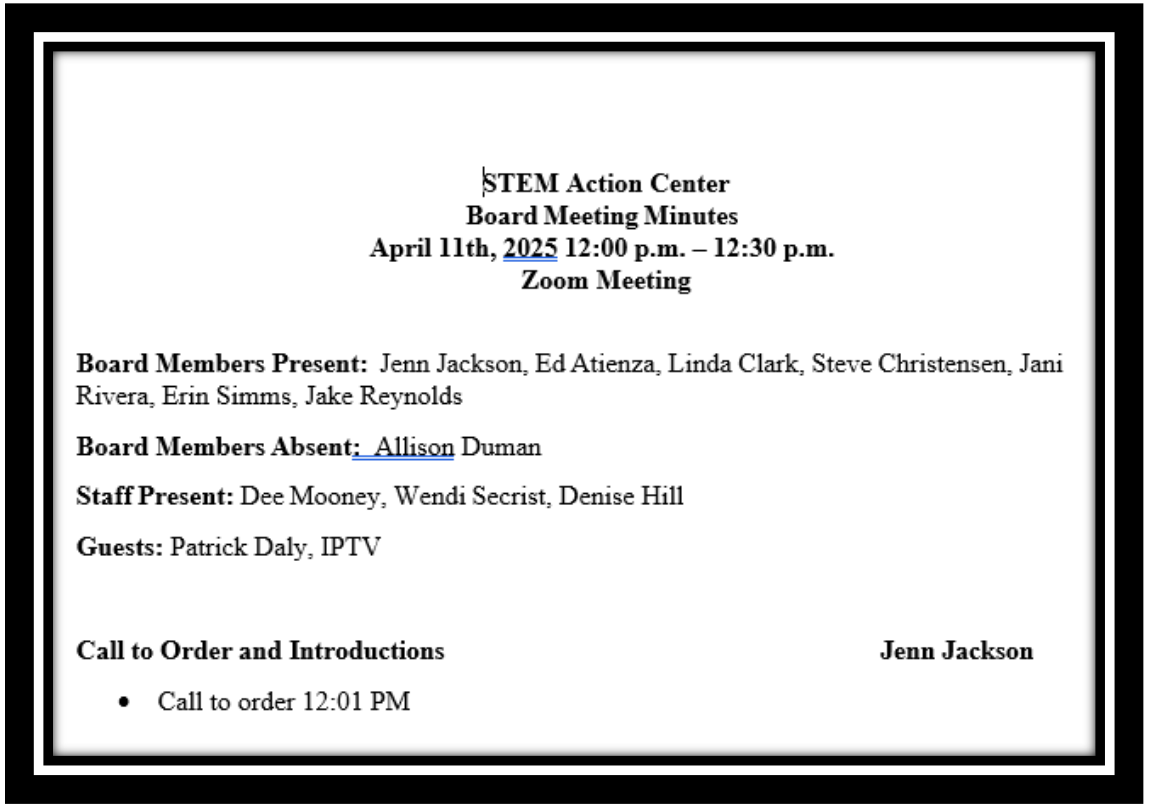
Advisory Board Meeting
May 21, 2025

Agenda


Welcome
Settle In
Approval of minutes
3rd Quarter Financial Review
STEM School Designation Program Review
STEM AC / WDC Updates
Public Comment
Adjournment

April 11th Minutes

- Vote to approve



STEM Action Center
Board Meeting Minutes
April 11th, 2025 12:00 p.m. – 12:30 p.m.
Zoom Meeting

Board Members Present: Jenn Jackson, Ed Atienza, Linda Clark, Steve Christensen, Jani Rivera, Erin Simms, Jake Reynolds

Board Members Absent: Allison Duman

Staff Present: Dee Mooney, Wendi Secrist, Denise Hill

Guests: Patrick Daly, IPTV

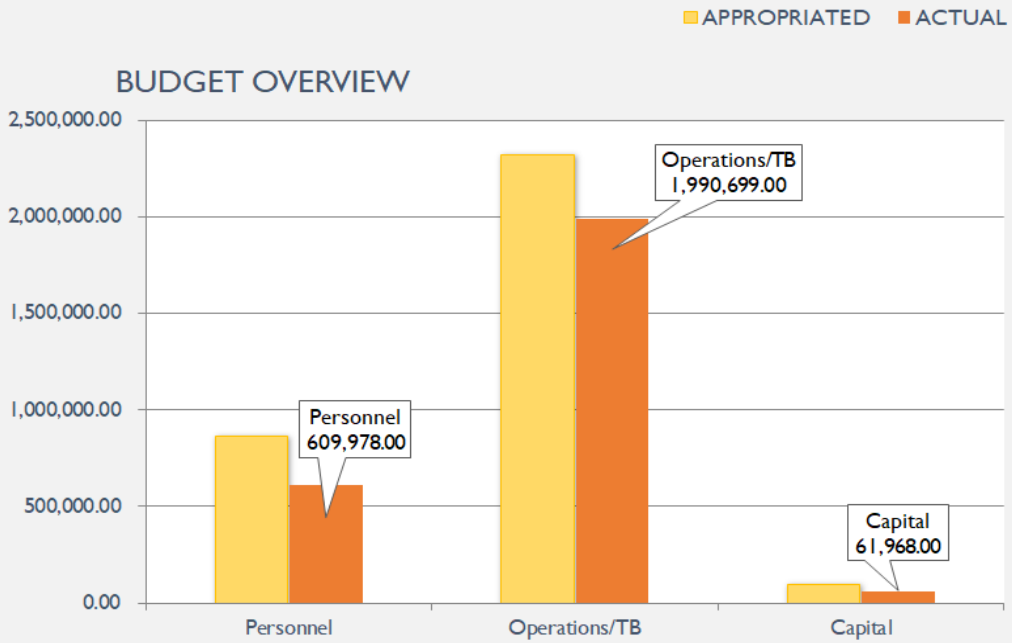
Call to Order and Introductions **Jenn Jackson**

- Call to order 12:01 PM

STEM Action Center

Q3 FINANCIALS - January 2025 to March 2025

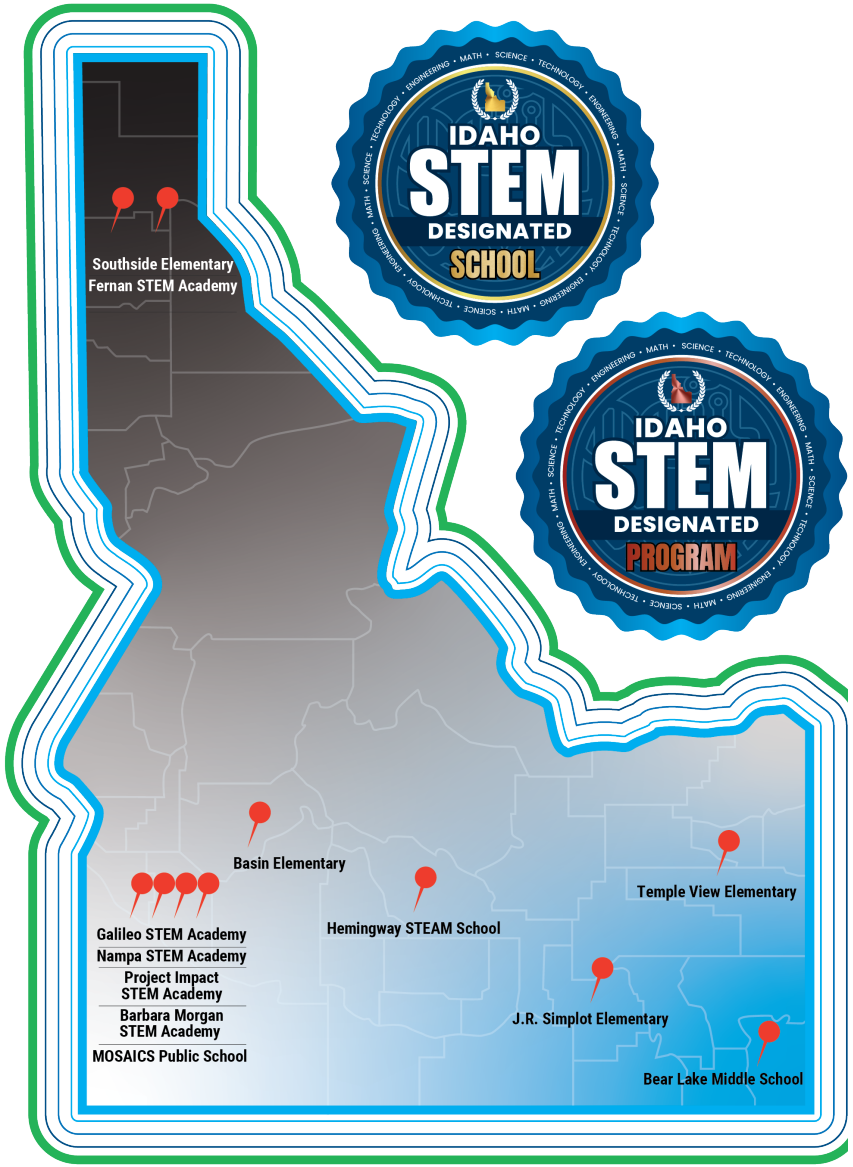
GENERAL FUND	APPROPRIATED	ACTUAL	REMAINING
Personnel	862,600.00	609,978.00	252,622.00
Operations/TB	2,323,100.00	1,990,699.00	332,401.00
Capital	93,500.00	61,968.00	31,532.00
TOTALS	3,279,200.00	2,662,645.00	616,555.00



OPERATIONS/TB EXPENDITURES

PROGRAM	AMOUNT	% OF OPERATING
Administrative	172,551.00	8.7%
Educational Resources	148,223.00	7.4%
Professional Development	632,283.00	31.8%
STEM Coordination	1,037,642.00	52.1%
Total	1,990,699.00	100.0%

STEM EDUCATION FUND	BEGINNING BALANCE + REVENUE	EXPENDITURES	ENDING BALANCE
	333,732.00		
Administrative	0.00	255,988.00	
Educational Resources	296,830.00	103,373.00	
Professional Development	743,560.00	354,320.00	
STEM Coordination	257,614.00	240,562.00	
TOTALS	1,631,736.00	954,243.00	677,493.00



STEM School Designation

Deep Dive

STEM School Designation

STEM School Designation Program was established to serve as an indicator for parents and students looking for STEM school experiences in Idaho helping schools meet standards aligned with best practices to foster in-demand skills and competencies.

12 Participating Schools:

- Barbara Morgan STEM Academy
- Basin Elementary
- Columbia High School Program
- Ernest Hemmingway STEAM School
- Fernan STEM Academy
- Galileo STEM Academy
- J.R. Simplot Elementary
- Project Impact STEM Academy
- Southside Elementary
- Temple View Elementary
- Mosaics Public School
- Bear Lake Middle School

Section 33-4701, Idaho Code

Support Funds Awarded:

First 5 years: $10,000 per year

Second 5 years: $5,000 per year

https://stem.idaho.gov/apply/stem-school-designations

FY25 Goal: Designate 2 additional schools

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 and approved using new standards and application requirements: **Southside Elementary, MOSIACS, Bear Lake Middle**

STEM School Designation

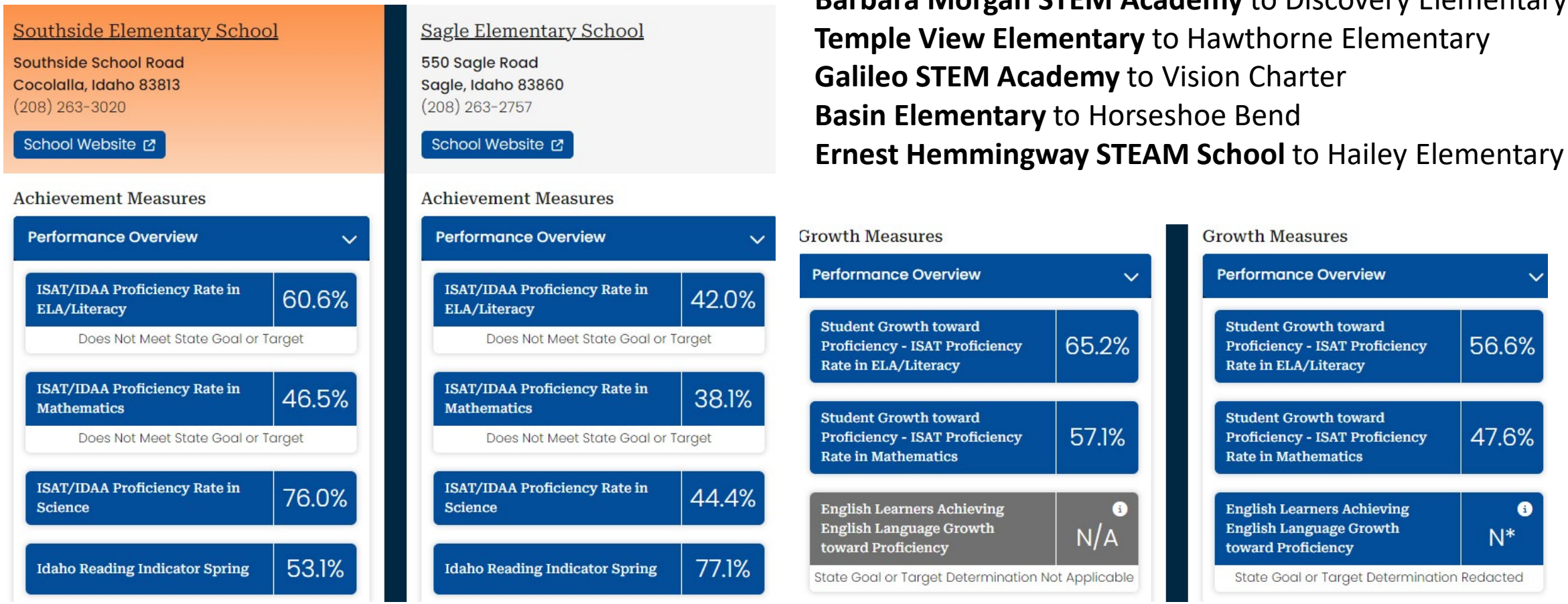
Resources

- FTE (KBW)
- Contracted support

STEM School Designation	Cost
School payouts	$100,000.00
Admin/Review (travel, banners, plaques, Canvas platform)	$10,000.00
Contracted Support Staff (monthly PLC, data support, independent contractors, outreach, etc).	$35,000.00
Educurious PD (Teacher PBL, Leadership Cohort)	$143,885.00
Total	**$288,885.00**

5 STEM Schools compared to similar schools

Barbara Morgan STEM Academy to Discovery Elementary
Temple View Elementary to Hawthorne Elementary
Galileo STEM Academy to Vision Charter
Basin Elementary to Horseshoe Bend
Ernest Hemmingway STEAM School to Hailey Elementary



Southside Elementary School
Southside School Road
Cocolalla, Idaho 83813
(208) 263-3020
School Website

Achievement Measures
Performance Overview

ISAT/IDAA Proficiency Rate in ELA/Literacy	60.6%
Does Not Meet State Goal or Target	
ISAT/IDAA Proficiency Rate in Mathematics	46.5%
Does Not Meet State Goal or Target	
ISAT/IDAA Proficiency Rate in Science	76.0%
Idaho Reading Indicator Spring	53.1%

Sagle Elementary School
550 Sagle Road
Sagle, Idaho 83860
(208) 263-2757
School Website

Achievement Measures
Performance Overview

ISAT/IDAA Proficiency Rate in ELA/Literacy	42.0%
Does Not Meet State Goal or Target	
ISAT/IDAA Proficiency Rate in Mathematics	38.1%
Does Not Meet State Goal or Target	
ISAT/IDAA Proficiency Rate in Science	44.4%
Idaho Reading Indicator Spring	77.1%

Growth Measures
Performance Overview

Student Growth toward Proficiency - ISAT Proficiency Rate in ELA/Literacy	65.2%
Student Growth toward Proficiency - ISAT Proficiency Rate in Mathematics	57.1%
English Learners Achieving English Language Growth toward Proficiency	N/A
State Goal or Target Determination Not Applicable	

Growth Measures
Performance Overview

Student Growth toward Proficiency - ISAT Proficiency Rate in ELA/Literacy	56.6%
Student Growth toward Proficiency - ISAT Proficiency Rate in Mathematics	47.6%
English Learners Achieving English Language Growth toward Proficiency	N*
State Goal or Target Determination Redacted	

https://www.idahoreportcard.org/compare-performance/

Report Take-aways

“Our PBL units encourage students to explore topics that connect to their lives and the world around them.”

“...encountered challenges in integrating new staff into our STEM Designated program, particularly regarding their understanding and implementation of project-based learning (PBL)."

“There is a real need for structured onboarding resources from STEM AC—videos, templates, mentorship frameworks.”

“Parents have told us STEM was a key reason they chose our school. Others were sad to leave because of the active learning culture.”

“94% average attendance rate—students want to be here because of the hands-on STEM focus.”

Discussion

Idaho STEM Designated School Badge

STEM AC / WDC Updates

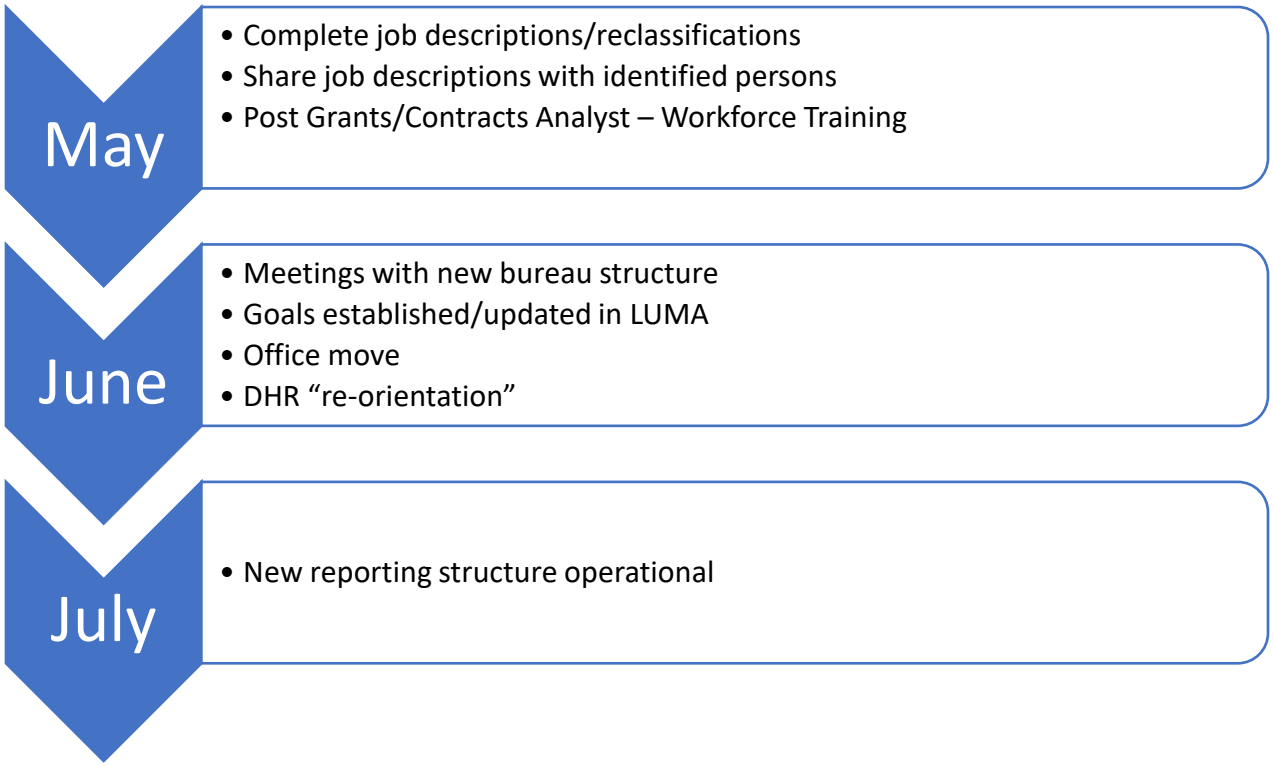
- STEM ID Scholarships

- ISEF

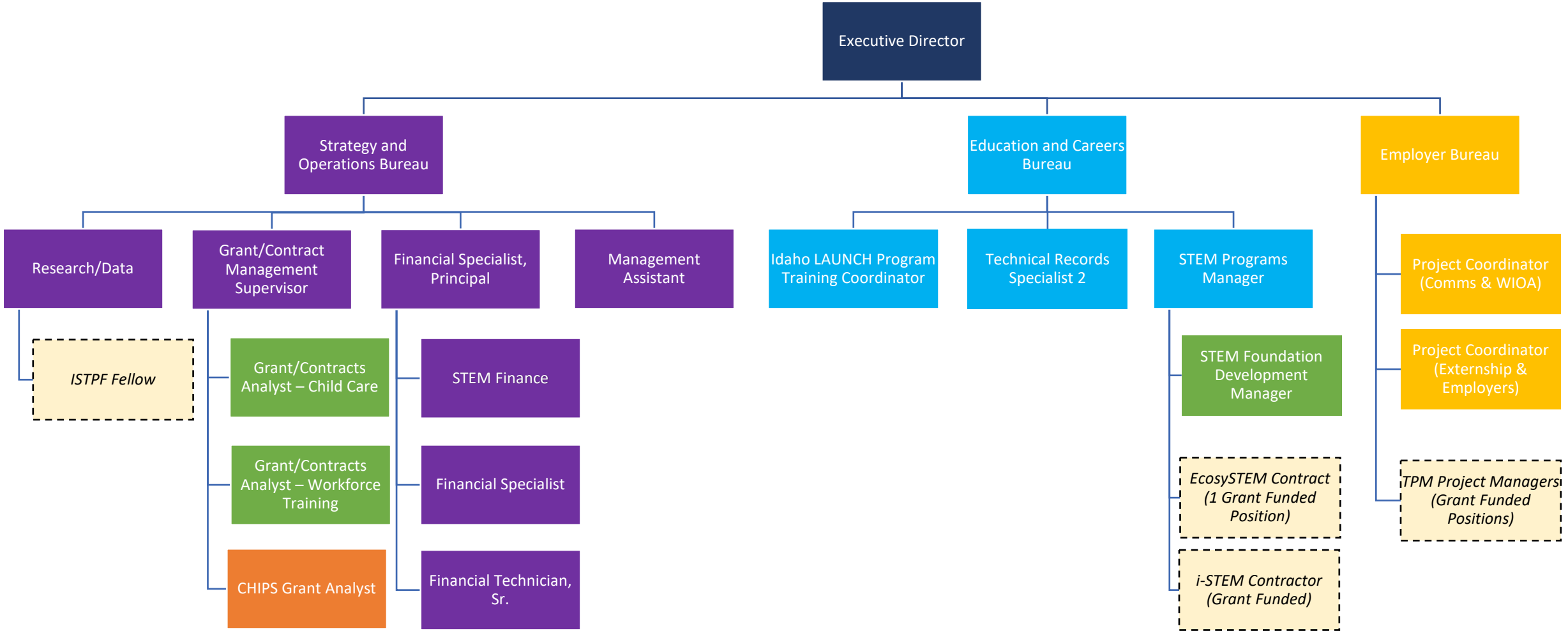
- Digital Literacy/CS Update

- EcosySTEM Future

- STEM AC / WDC Transition Timeline



Organizational Chart – Beginning FY26



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Public Comment

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STEM AC / WDC Updates

Public Comments

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Extra Slides after this one

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.

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.

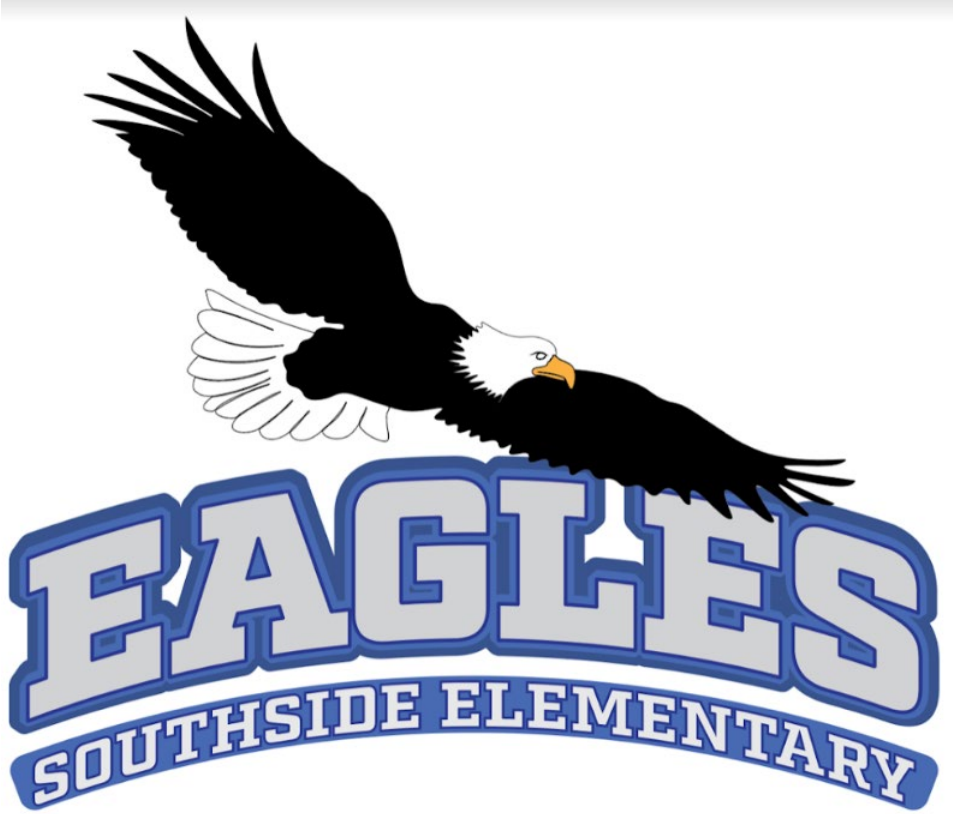
Southside Elementary-*Renewal*
Lake Pend Oreille School District

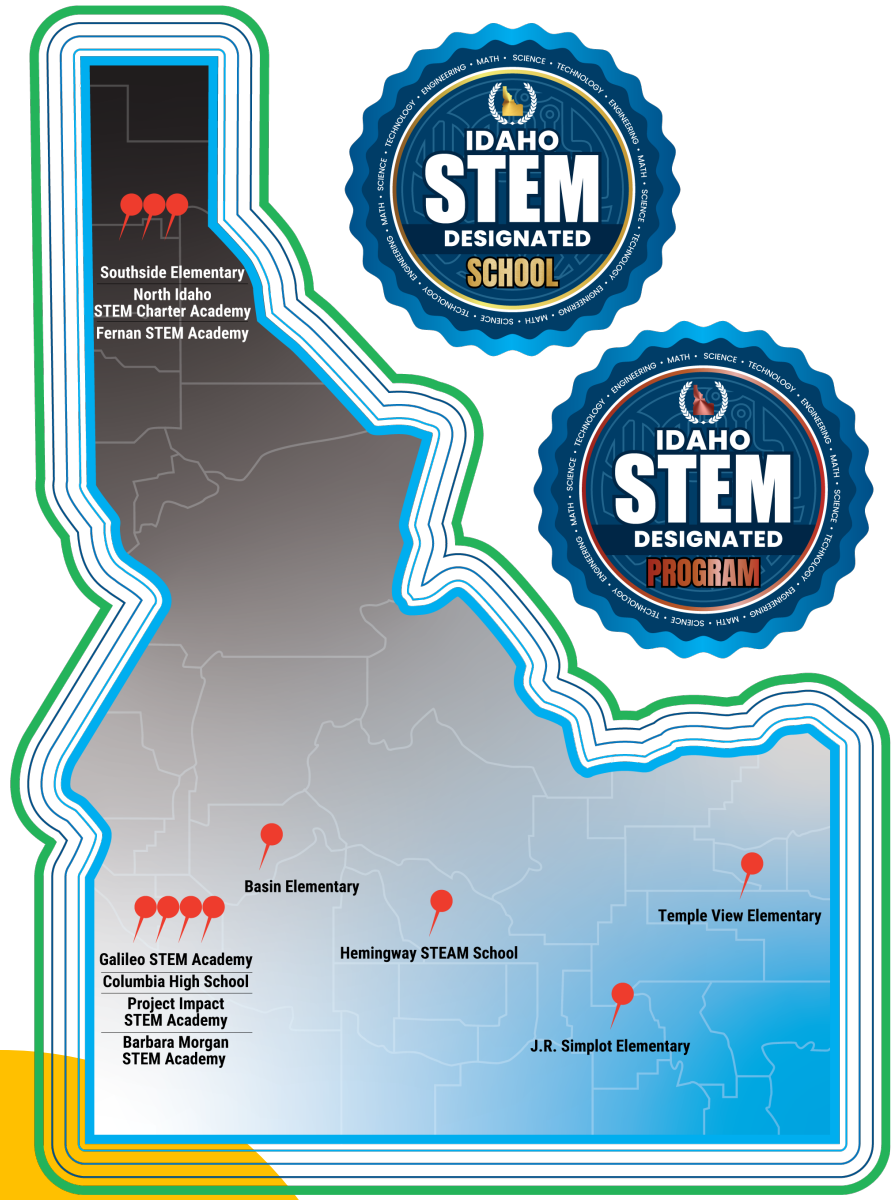
Areas of Strength:

- 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 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.*

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IDAHO WORKFORCE DEVELOPMENT COUNCIL

IDAHO STEM ACTION CENTER

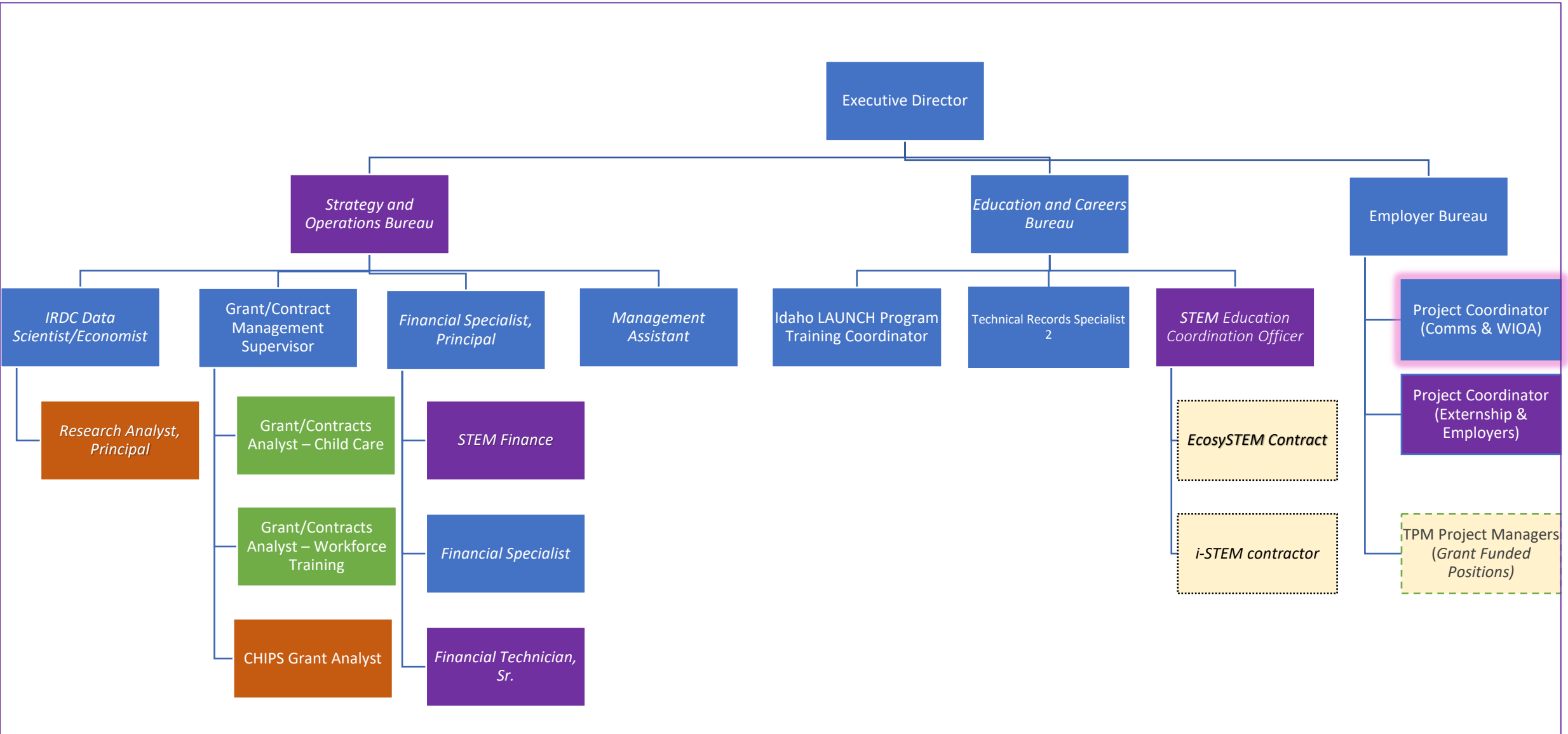
Workforce Development Council and STEM Action Center

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

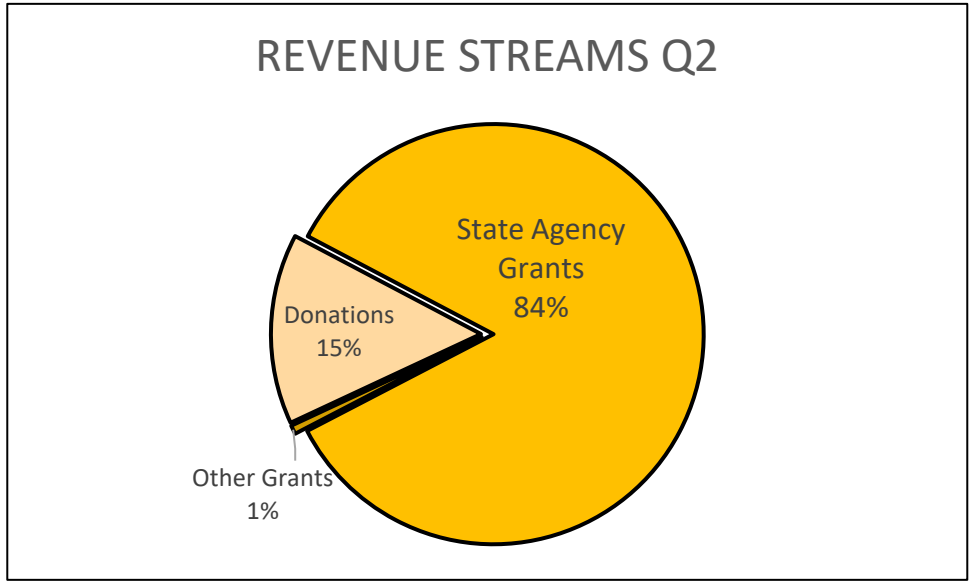


FY2025 Q2 Financials

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

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