**SC STEM Hub Meeting Minutes**

**DATE:** September 20, 2016 from 2-4 PM

**PRESENT**: Gittinger, Henson, Mendez, Pattison, Chai, Volp, Derry, Arbuckle, Pargmann, Sieck, Wayne,

**AB**: Bontrager, Harrington, Wigeland, Madison

1. Welcome
2. Harrington elected as board chair for the next year.
3. State of the Region Address
4. Discussion of Priorities
5. WMD High School Iowa STEM Teacher Externships Information Session, Sept. 21, 4-6 PM
6. Evaluation Report
7. Over 250,000 jobs projected through 2022—need continues.
8. There’s a positive correlation between Scale-Up students and performance on achievement tests.
9. Minority students who participated in STEM Scale-Ups scored an aver of 10 percentage points higher on achievement tests.
10. Progress: public understanding increases, increase in people seeking bachelor degrees.
11. Minorities and females interested and achieving STEM degrees is increasing. Can someone check to see if and when that interest falls off in secondary education.
12. Racial disparities still exist. African-American students have the highest interest in elementary and lowest by high school.
13. Those with a college degree are 4xs more likely to know about STEM.
14. What we do:
15. STEM Scale-Ups—continue getting info to areas not applying for resources.
16. Sarah leads the proposal selection
17. Hub lending library available with several Scale-Up resources
18. Iowa STEM BEST, proposals due Sept. 23, 2016 ($25,000 cost match)
19. IOWA STEM Teaching Award, funded by Kemin ($1500 for teacher; $1500 for classroom)
20. Code Iowa, funded by Google ($4,000 to 1 school in each Hub and $10,000 to 1school per state.)
21. Teacher Externships, 92% of participants say best professional development they’ve ever had
22. Regional Information (map slide) and Scale-Up breakdown
23. Snail mail districts that have’t participated.
24. Target Morman Trail (new principal) and other in southern part of our region.
25. STEM Festivals
26. 2 in DM: SCI, IMMAW—targeting specific population
27. Centerville
28. + another – Morman Trail school district? Check out which community colleges overlay and go from there!
29. Immediate TO-DO list

1. Find community role models, Scale-Up, STEM post sec ed, STEM job

2. Invite a special guest meeting, target students, parents, business people

Small Group Sharing

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| Internal Strengths | Internal Weaknesses | External Opportunities | External Threats |
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| Very organized. | Board missing student involvement or teacher of the year participation. | A chance to stand out and make a difference. | Budget from State. |
| Communication is solid with group. | Lack of resources. | National push for STEM and help Iowa shine. | School culture of teachers vs. time and desire to maintain status quo. |
| Diverse board (industry, education, etc.) | New move means less space and a smaller lending library. | Leverage other organization in community to utilize STEM resources (i.e. DM Social Club experiences) | Parent engagement and teacher engagement. |
| Passionate leader; engagement of leader. | Lending library is not utilizing its capacity. | Educators to understand that STEM is integrated versus taking curriculum out of the schools. | Openness (of the other parties) to meeting of key education contacts/econ development contacts. |
| Sarah, Lisa and Drake. | Board attendance and participation . | Local communities coordinate/participate businesses and organizations. | Will Scale-Ups lead to increased STEM employment? |
| Board representation and participation on Hubs. | New board member training. | Realign resources to target URM children and families. | If Sarah leaves, what next? |
| Staff does a great job planning and executing. | Staffing model for festivals. | Invest and talk-up 2 year opportunities (skilled work force). | If funding ends, what happens? |
| Good job at getting out and interacting with groups. | There’s a lot of initial interest in Scale-Ups, but it’s difficult to move on to the next step (resources and such). | Should we invest in research to see if and why the drop-off occurs after high school/early college? | What happens to previous Scale-Ups in funding and resources? |
| Sarah, herself. | We sometimes get caught up in quantity of numbers rather than in quality of long-term learning. | More outreach to rural communities. | Should we reconsider funding priorities? Consider persistence and on-going quality. |
| Enthusiasm for outreach. |  |  |  |
| Increase is business partmnerships. |  |  |  |
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1. Goals
2. Intentionally TARGET URM groups (looking at schools, more outreach (rural, urban, low income, racial minorities, girls in tech, low test scores, etc)
3. Get boots on the ground to get into other communities and find those STEM champions
4. Students, parents, teachers, business
5. Use Eval Report to create talking points
6. Measure: level of engagement—Scale-Up, Inventory Checkout, Board Attendance, Festivals,
7. Create a baseline
8. Increase the capacity of the Hub to reach new audiences (w/o increasing budget)
9. Create talking point nuggets from the Eval Report for each of the audiences. How will we communicate that?