

# 2016 Annual Report



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## About STEM Next Opportunity Fund

Starting in 2006, the Noyce Foundation made significant investments in high quality STEM learning opportunities after school, during summers, and in STEM learning ecosystems for millions of children and youth. Before the Noyce Foundation closed its doors at the end of 2015, it had invested \$75 million in a broad portfolio of grants, working in partnership with large youth-serving organizations such as Boys and Girls Clubs of America, Girls Inc., National 4-H Council, and YMCA of the USA. Other grantees that have supported this mission include the Charles Stewart Mott Foundation's National State Afterschool Networks, the Every Hour Counts urban intermediary network, Afterschool Alliance national policy organization, National Afterschool Association and National Summer Learning Association, Partnerships in Education And Resilience (PEAR) Institute at Harvard on assessment, the University of Nebraska-Lincoln's Click2SciencePD blended professional development platform, and the STEM Learning Ecosystem Initiative, among others.



Image Courtesy of 4-H National Council

The last major contribution by the Noyce Foundation was to provide a significant seed investment in the STEM Next Opportunity Fund to carry on this important work. Under the leadership of Ron Ottinger, and with strong support from founding Board members Penny Noyce and Bob Schwartz, the vision for STEM Next Opportunity Fund was to continue the Noyce Foundation's legacy in expanding and deepening efforts to provide high quality STEM education outside of school time and in STEM learning ecosystems. The goal was to reach as many children and youth as possible within existing



organizations and networks across the country, especially those from communities of poverty, from underrepresented groups, and girls.

Incubated at the University of San Diego's Center for Education Policy and Law in 2016, the leadership of the STEM Next Opportunity Fund determined that independent nonprofit status would make more effective use of the foundation's philanthropic funds. Consequently, the organization was awarded independent nonprofit public charity 501(c)(3) status in December, 2016 and took up residence in its new headquarters at 704 J Street in San Diego.

Although the STEM Next Opportunity Fund is a newly-formed independent philanthropic organization, it builds on the strong foundation laid by the Noyce Foundation to infuse high quality STEM programming into afterschool and summer programs for millions of children and youth.



Image Courtesy of Afterschool Alliance



## **Continuing the Noyce Foundation Legacy**

Building on the past decade of Noyce investment, the STEM Next Opportunity Fund is poised to play a critical role as a national cheerleader, strategic guide, policy advocate, and investor to bring about a transformative expansion of high-quality and inclusive STEM learning opportunities.

Our nationwide campaign to scale STEM afterschool and during summers is driven by compelling reasons:



Image Courtesy of The 50 Afterschool Network

- There is substantial unmet parent demand. Today, just 15 percent of children participate in afterschool programs, and the parents of another 18 million young people say they would sign their child up for afterschool if a program were available. In addition, more than 90 percent of parents want computer science or coding experiences for their child, even as less than 40 percent of schools offer it.
- Afterschool leaders support vigorous growth. For example, the Boys & Girls Clubs has set a goal to serve 2 million more young people annually by 2020, and 4-H to serve another 5 million youth per year by 2025. There is a tremendous opportunity to infuse STEM even more deeply into these organizations.
- Afterschool leaders support vigorous growth. There is a growing realization that to be ready for the future, young people need deep formative experiences in collaboration and problem-solving, with science and technology deeply intertwined. This is all the more true for students traditionally underrepresented in STEM (girls, youth of color, rural), and research shows that engaging afterschool STEM experiences can be the answer.



## Staff and Advisors

- Executive Director Founding Board Chair Founding Board Member Associate Director Senior Strategic Advisor Family Engagement Advisors Senior STEM Advisor
- Ron Ottinger Penny Noyce Bob Schwartz Teresa Drew Kumar Garg Linda Kekelis and Kara Sammet Cary Sneider

## Investors

A sincere thank you to the following investors whose generous giving to STEM Next Opportunity Fund has made an impact on STEM Education.

**Founding Investors** Arthur and Toni Rembe Rock Charles Stewart Mott Foundation Noyce Foundation

STEM Learning Ecosystem Investors Amgen Broadcom Foundation Burroughs Wellcome Fund Overdeck Family Foundation Envision Charles and Lynn Schusterman Family Foundation Simons Foundation Steinman Foundation



## 2016 Year in Review

Since this was the first year of the STEM Next Opportunity Fund we wanted to maximize continuity with the work of the Noyce Foundation. Consequently, we continued to support prior grantees while we also sought to bring them together to support each other's work. For example, we provided a grant of \$200,000 to Girls Inc., which is a large youth-serving organization to work closely with The PEAR Institute to embed the use of Dimensions of Success (DOS), an observation instrument for judging the quality of STEM programs and determining how best to improve them. Unlike most large organizations that depend on volunteers, such as 4-H and Girl Scouts, Girls Inc. has a largely professional staff, so the widespread dissemination of DOS throughout the organization is likely to have lasting power to ensure that Girls Inc. provides top quality STEM programs for many years to come.

2016 was also a year in which we expanded our very productive partnership with the Charles Stewart Mott Foundation's National State Afterschool Network, a consortium of statewide afterschool networks in all 50 states aimed at improving the quality of afterschool and summer programming for youth through policy, quality, and partnership strategies. The role of STEM Next Opportunity Fund has been to build state capacity to strengthen STEM learning opportunities for the millions of children and youth in traditional afterschool and summer programs, and especially the youth in 21st Century Community Learning Center programs that reach low-income students. This year the partnership grew from supporting 27 of the state networks to 31 states.



A third major effort this year has been the development of STEM Ready America, a compendium of fourteen articles on STEM outside of school time, that we developed in collaboration and with support of our colleagues at the Charles Stewart Mott Foundation. The collection of articles provides persuasive evidence and real-world examples of how STEM outside of school time is affecting children's lives across the nation.

We invite you to learn more about our programs in subsequent sections of this Annual Report, and from our website at **stemnext.org.** 

Sincerely,

Ron Ottinger Executive Director



## Highlighted Work: Infusing STEM into Large Youth Serving Organizations

By Cary Sneider

In 2006 the trustees of the Noyce Foundation decided to focus the Foundation's assets on infusing science, technology, engineering, and mathematics (STEM) into various settings outside of school time (OST), such as afterschool and summer camps. The primary beneficiary for this effort was to be boys and girls, especially from underrepresented populations, who are in upper elementary and middle school, when children develop primary interests and self-perceptions that will govern their pathways through high school and beyond.



Image Courtesy of The 50 Afterschool Network



The rationale and vision for the Noyce Foundation's strategy were succinctly described in a seminal position paper by its Executive Director, Ron Ottinger, as follows:

Informal science experiences must be differentiated from those that focus on reinforcing in-school curriculum and gaining improvements in standardized test scores... Informal science programs can have more depth, flexibility, and appeal because they do not have to deal with the limitations and regulations of K-12 public school systems. They can impact attitudes, interests, and knowledge using highly engaging approaches, and potentially have the ancillary effects of improving grades and attendance. (Ottinger, 2006)

As the initiative matured over the past decade, the Noyce Foundation made a concerted effort to learn what works and what does not work to infuse quality STEM in afterschool and summer programs. The Foundation insisted on detailed reports about the nature of grantees' programs, the results of evaluations, the challenges they encountered and how they've met them. Foundation officers and consultants conducted site visits, scheduled frequent telephone meetings, and urged grantees to work together to share ideas and even personnel. In this Annual Report for 2016, we will share one of the most important lessons that we've learned: Although there are important cultural differences among youth serving organizations so that the character of their STEM programs differ, they have certain needs in common, which led to opportunities for collaboration.

## National 4-H Council

National 4-H Council was the first large youth serving organization to receive a major grant from the Noyce Foundation. The mission of 4-H is to "engage youth to reach their fullest potential while advancing the field of youth development." More than 6 million children from ages 5 to 18 participate in some 90,000 clubs, led by 500,000 volunteers. Although historically 4-H served primarily rural youth, in recent years 4-H has become established in urban areas as well. Between 2007 and 2013, the Noyce Foundation provided a series of grants totaling about \$12 million to the National 4-H Council to establish the infrastructure to implement a new initiative, called 4-H Science. The goal of the initiative was to engage 4-H youth in hands-on STEM activities to increase their knowledge of these subjects, encourage them to enroll in STEM courses in high school, and aspire to STEM careers. The National 4-H Council complemented this support by raising an additional \$18 million from other sources in support of 4-H Science.

Although there are differences among youth serving organizations so that the character of their STEM programs differ, they have certain needs in common, which lead to opportunities for collaboration.





Image Courtesy of National 4-H Council

4-H Science began with the development of curricula designed to suit 4-H club and summer camp settings and progressed to creating professional development experiences and online support for 4-H staff and volunteers. Data reported from the field indicate that the initiative has been very successful in reaching large numbers of youth with quality programming. Each year since 2010 state offices have reported a total of more than 1 million youth involved in 4-H Science programs, more than a third of whom were new to 4-H.

The National 4-H Council has a strong commitment to evaluation, and developed an extensive evaluation plan, which included formative and summative assessment of youth outcomes, and an indepth study of promising practices. The Council has full-time staff members dedicated to evaluation, and contracts with independent research organizations (Menestrel et. al. 2013). According to a multiyear evaluation conducted by an independent contractor, youth involved in 4-H science experiences were highly engaged in science-related activities and eager to participate in them. The 4-H Pledge involving Head, Heart, Hands, and Health is consistent with a wide array of curricula developed for and by 4-H educators, ranging from agricultural science, veterinary medicine, and health, to renewable energy, robotics, computer science and aerospace. One evaluation study of 4-H science, technology, and engineering programs found that "youth [engaged in 4-H Science] were generally more enthusiastic about science than were their peers surveyed for the National Assessment of Educational Progress (NAEP)." The study cited more children in fourth grade who agreed with the statement "I like science" (77% 4-H vs. 64% NAEP), more youth in 12th grade who agreed that they would like to have a science-related job (77% 4-H vs. 37% NAEP) (Turnbull, 2013).



### YMCA of the USA

YMCA of the USA plays a central role in the nation's network of 2,700 YMCA branches, organized in 919 YMCA Associations. These facilities reach 8.8 million children annually (ages 18 and under), with more than 9,000 afterschool and summer programs. The YMCA leadership recognized the value of a thoughtfully developed STEM component to its broader mission of strengthening communities and promoting health and social responsibility. A series of grants from the Noyce Foundation has enabled the



Photo Courtesy of YMCA

development of an infrastructure for selecting curricula and methods for curriculum development and dissemination among the Associations which so far has succeeded in reaching 150,000 children and youth at 126 local YMCA Associations with quality STEM programs in the first three years of the project.

Evaluation studies showed high interest and engagement, including among youth who initially reported little interest in STEM, as well as self-reported increases in science and engineering skills by participants. For example, a sample of 937 youth in an afterschool program in 2015 reported increases in their abilities to test designs to see if they work (86%), to design and build things to solve problems (81%), to do an experiment to answer a question (81%), make a chart to show information (81%) and explain why things happen in an experiment (77%) (YMCA of the USA 2015, p. 3).

Unlike 4-H, which largely serves elementary and middle school youth, the YMCA system places a high priority on early learning programs that prepare young children for readiness and success when they start school. According to Inspiring Youth to Discover, "A project-based learning approach is one excellent strategy for engaging young children in STEM activities, using extremely simple, child-friendly ways to examine the physics of balls, plant seeds and do other simple projects together to ask questions and explore possible answers, enabling youth children to expand upon their natural proclivities for discovery and inquiry. Curricula are also available to support both children and caregivers in STEM engagement, which helps both youth and their families develop an interest in STEM that can serve children for life while supporting their school readiness and social and emotional development." (YMCA of the USA, 2013, p. 7).



### **Boys and Girls Clubs of America**



Boys and Girls Clubs of America (BGCA) has taken a different approach. focusing on digital literacy, characterized by skills such as robotics, coding, and app development. The approach recognizes that more than 7.7 million jobs in this country depend on the ability to use computers and other digital devices in complex ways, and that few opportunities exist in schools for students to learn these skills. especially in communities of poverty, and in small towns and rural areas (Change the Equation, 2016a, 2016b). In the first two years of funding, BGCA reached 100,000 children and youth with these programs, expanded funding from other sources nearly

Image Courtesy of Boys and Girls Clubs of Orange County

four-fold, and have begun work establishing the first fourteen STEM Centers for Innovation, that will serve as flagship Clubs for STEM engagement.

Like the other two large organizations mentioned above, the Boys and Girls Clubs of America is committed to evaluating its programs. In 2011 BGCA launched the National Youth Outcomes Initiative (NYOI) to use a common set of measures for all of its programs, including its STEM programs supported by the Noyce Foundation and STEM Next Opportunity Fund. According to the 2016 National Outcomes Report:

To better understand Club members' interest in and level of preparation for STEM careers and inform new program development, BGCA worked with PEAR (Partnerships in Education And Resilience) Institute at Harvard University in 2016 to create STEM measures for NYOI. Using one of these new NYOI STEM-related survey questions, we can compare data about Club members' interest in STEM careers to survey data collected by the Alliance for Science and Technology Research in America. When examining the college and career interests of the 2016 graduating class, 12th grade Club members are almost twice as likely to express an interest in a STEM career as 12th graders nationally (54% of Club seniors and 28% of seniors nationally report having this interest.) More interestingly, the percentage of Club girls who express an interest in a



STEM career (50%) is more than three times greater than that of their peers nationally (16%).

In an effort to continue closing the opportunity gap in STEM, BGCA provides Clubs and members with access to programs, activities, and resources to build STEM knowledge and interest in STEM careers. BGCA's updated My.Future platform allows Clubs online access to up-to-date technology education program materials and implementation tips. For younger learners, DIY STEM is an engaging hands-on activity-based program that connects youth to scientific theories and principles they encounter in everyday life. It focuses on topics such as energy and electricity, engineering design, food chemistry, aeronautics, robotics, and sports science." (Boys and Girls Clubs of America, 2016, p. 17-18)

## Girls Inc.



Image Courtesy of Girls Inc.

As mentioned previously, this year the STEM Next Opportunity Fund awarded \$200,000 to Girls Inc. to work with Harvard's PEAR Institute to infuse the use of a STEM observation instrument throughout its national organization to improve the quality of its STEM programs.



With chapters in all 50 states and Canada, Girls Inc. is largely staffed by professionals, rather than depending primarily on volunteers, so that training related to new programs is likely to gain a much deeper foothold in the structure of the organization. This was not our first grant to the organization. In prior years the Noyce Foundation enabled Girls Inc. to integrate a new curriculum into its programming, called Build IT. This extensive program, with sessions extending for several weeks, is aimed at getting girls interested in careers related to computers (specifically computer science), and to encourage them to take as many mathematics courses as possible in high school. An evaluation study showed that girls engaged in Build IT developed a more positive image of technology careers, a more nuanced understanding of the types of careers that require technology (and math) knowledge and skills, and for many girls, a clearer picture of the coursework involved in training for an information technology (IT) career. Girls reported a wide variety of career interests, many of which either required the use of technology and/or math or were in information technology. The girls also showed statistically significant (p<.01) improvement in their overall IT conceptual knowledge from pretest to post-test, and many of the staff members were inspired by the curriculum to further their own education in IT fields. (Li et al. 2012).

### **Common Needs Among the Organizations Emerge**

Although each of these four organizations have different cultures, organizational structures, and funding sources, when they turned their considerable talents to infusing programming for children and youth with STEM, common needs emerged. One of these is curriculum specifically designed for out of school time (OST). Curricula for OST settings has different criteria and constraints than textbooks and science kits developed for use in schools. First, kids vote with their feet, so the curriculum needs to be engaging. Second, attendance is rarely 100% in afterschool and summer programs, so the facilitator



Image Courtesy of National 4-H Council

cannot use a curriculum that requires students to be there every day. Third, it needs to be simple enough for facilitators without a background in STEM to present it to their students, but complex enough to present the kids with authentic and engaging challenges. Fourth, it needs to provide some of what schools typically do not provide, which is information about a wide variety of STEM careers and role models of women and men from a wide diversity of ethnic and cultural backgrounds who enjoy employment in these professions. The curriculum needs to provide experiences that will help



students have a leg up in their school science and mathematics classes; but not just homework help. And finally, it needs to meet the constraint of limited budgets and preparation time of afterschool and summer program providers.

A second common need is professional development. Curriculum materials are only as effective as the facilitators who are presenting the activities. Although some afterschool and summer programs employ experienced science teachers or retired engineers, most provide employment for volunteers or part-time workers with little experience in the STEM fields. So good professional development by educators with experience in teaching STEM in out of school settings is essential. The problem is compounded since OST providers tend to move on after just two or three years, since the hours are few and pay is minimal.

Given the small number of people who can provide the training nationally, the Noyce Foundation funded a number of different approaches. One of these efforts was a grant to 4-H for regional academies using a trainer-of trainers model. Another was a grant to the University of Nebraska, Lincoln, for short videos organized in courses on a set of 20 skills for teaching in out-of-school time settings, called Click2SciencePD Presenters can use the videos in a "blended" model that includes both in-person and video instruction, or participants can take a self-guided course and receive college credit.



Image Courtesy of Maine Mathematics and Science Alliance



Another approach is represented by a grant to the Maine Mathematics and Science Alliance (MMSA) to provide professional development virtually to providers of STEM activities in rural areas. These areas tend to be underserved because it is difficult for facilitators to travel long distances for in-person workshops. The MMSA approach is to use free or inexpensive video conferencing technology so that participants can share videos of their classes and learn new teaching techniques with the aid of an online coach.

A third area of common need is evaluation. Like most funders, the Noyce Foundation and the STEM Opportunity Fund require our grantees to evaluate their programs, so that they (and we) not only determine if the money was well spent, but also to learn from each experience so that the educational programs we fund can be of greater value in the future. However, since each grantee developed its own evaluation program, with its own assessment tools, it was not possible to compare one program with another, to determine what worked well and what didn't.

In the summer of 2010, The Noyce Foundation brought together the directors of the major youth serving programs then receiving Noyce funds, their evaluators, and an education researcher with a focus on learning in OST settings. The purpose of the gathering was to develop an easy-to-use instrument that would enable OST program providers to measure the success of their programs by utilizing the National Science Foundation (NSF) Informal Science evaluation framework, and allow for comparison with a national sample of youth interest in STEM from the National Assessment of Educational Progress (NAEP), also known as The Nation's Report Card.

Dr. Gil Noam, Director of the Program in Education, Afterschool, and Resiliency (PEAR) at Harvard's McLean Hospital, led the group in developing a short self-report questionnaire, called the Common Instrument for Interest and Engagement, for evaluating and comparing a wide variety of OST programs. PEAR has since developed Data Central, a research and support service center for large-scale data collection, analysis, and reporting. By aggregating the data and examining results across organizations. PEAR has been able to draw research conclusions, such as the early finding that STEM programs with higher intensity and duration had a stronger positive effect on students' interest and engagement in science and technology.

While these were three areas of common need, there were others, such as the need to sustain programs when major grant funding expires, the need to recruit additional volunteers, and the



Image Courtesy of Afterschool Alliance



need for new equipment and expertise, especially with computers, robotics and other new technologies. Bringing together our grantees to develop a common assessment instrument, and to develop tools for professional development were targeted efforts to meet common needs. The next step up for the Noyce Foundation, and subsequently the STEM Next Opportunity Fund, was a collaborative national initiative called Imagine Science.

## **Imagine Science**

Imagine Science is a pioneering collaboration among youth-serving organization CEOs and senior leaders. Beginning with an Executive Roundtable on STEM in out-of-school-time programs hosted by 4-H, the national initiative has become a mature collaboration of the Boys and Girls Clubs of America, Girls Inc., National 4-H Council, and YMCA of the USA. Together, these organizations engage as many as 18 million children and youth at 100,000 locations in all 50 states where out-of-school and summer activities are conducted every year. This is the first time in the history of these major youth development organizations that they have signed a national collaboration agreement to share resources, knowledge, and staff talent on a national initiative. The original mission of this new and important collaboration was as follows:

*Together we will increase access to quality informal STEM learning opportunities in hundreds of communities across the nation so that 4 million more youth – disadvantaged & unlikely to have been engaged elsewhere – will gain skills and identify as curious STEM learners.* 

As described in one of the articles in STEM Ready America:

In February, 2015, Imagine Science partners in three communities— Dallas, Texas; Omaha, Nebraska; and Orange County, California—agreed to jointly design and execute a proof-of-concept pilot to test their combined capabilities to identify and fill the STEM opportunity gaps in select neighborhoods. Over two summers, Imagine Science served 7,556 students in its three pilot communities, 56 percent were girls, 82 percent were children of color, and 73 percent came from low-income families. More than half (61 percent) were youth who had not been participants in any programming of the four organizations, representative of a deeper reach into the community made possible, in part, by the local affiliates' commitment to finding and enrolling under-served youth.

Participating youth engaged in hands-on STEM activities integrated into an array of one-time or multi-week positive youth development programs in both school and community settings. The new local Imagine Science Community Partnerships shared transportation infrastructure, coordinated staffing, and leveraged existing community and school



partnerships. They relied on a common program quality framework that identified the essential elements of quality STEM in OST programming organized by program design goals. The framework also used the same program observation measures and key performance indicators, as well as a shared data tracking system." (Clark et al. 2016, p. 6-7)

The program evaluators found that 70.7% of the youth reported greater levels of STEM interest at the end of the program compared to the beginning; Imagine Science offerings overall showed increases in STEM interest above national norms; there were significant gender differences that favored girls; and older youth reported the highest levels of STEM engagement (Clark et al. 2016).

Success of the summer program was largely attributed to five factors:

The national investment in Imagine Science rapidly engaged more youth in summer STEM programming Local control was an important factor since communities know their youth and their challenges best

Focus on reaching more underrepresented youth within a specific area

Shared elements in all of the summer programs to promote collaboration

Shared metrics and a quality improvement model

Although we have chosen to highlight our support of STEM in large scale youth programs in this Annual Report, it is just one of the strategies that we continue to pursue in order to provide as many rich STEM experiences as possible in out-of-school time.



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## STEM Next Grants in 2016

STEM Next grants awarded in 2016 fall into three categories: grants to large youth serving organizations, grants to support "ecosystems" that represent partnerships between schools and organizations that offer STEM activities in out-of-school time, and state networks for improving afterschool and summer programs.

### A. Large Youth-Serving Organizations

**Imagine science** (\$750,000) March 1, 2016 to December 31, 2016. Imagine Science Phase 2. The goal of Phase 2 is to prepare for optimal scaling nationwide. This will include paring down costs to those that are most essential, increasing flexibility for local Imagine Science affiliates to include the broadest possible age range, and family participation.

**Boys and Girls Clubs of America (BGCA)** (\$500,000) October 16, 2016 to December 17, 2017. Year 1 of a \$1,000,000 18-month grant based on a national STEM strategy to increase the number of STEM programs offered at Boys and Girls Clubs nationwide.

**Girls Inc.** (\$200,000) April 1, 2016 to March 31, 2018. Integration of Dimensions of Success into the Girls Inc. SMART approach. The grant enabled senior staff at Girls Inc. to work closely with the PEAR Institute to modify DOS for girls-only programs and subsequent use in a trainer-of-trainers program for national scaling.

### **B. STEM Ecosystems**

**STEM Learning Ecosystem Initiative** (\$200,000) August 1, 2016-July 31, 2017. STEM Learning Ecosystems are collaborations among schools, out-of-school time programs, STEM rich institutions such as science centers and museums, as well as businesses, youth and families. STEM Next Opportunity Fund is one of several foundations supporting this network of ecosystems who come together in a national community of practice twice a year to learn new approaches and share information.

**Every Hour Counts (ExpandEd Schools fiscal agent)**: (\$700,000) June 1, 2015-December 31, 2017. This third phase of Frontiers in Urban Science Education (FUSE 3.0) will support teams from Boston, Providence, Nashville, New York City, and several other cities where STEM Ecosystems are taking hold, to move "from niche to necessary." FUSE 3.0 is creating new in and out-of-school models for STEM learning based on the Next Generation Science standards and integrating Social-Emotional Learning strategies.

**Providence Afterschool Alliance, Inc.** (\$275,000) October 1, 2015 to September 30, 2016. The purpose of this grant was to test the feasibility of awarding digital badges in Boston and Providence to middle school youth for accomplishments during summer STEM programs. The badges would be used by teachers in school or others to support continuous learning opportunities.



### C. State Networks

**Mott Afterschool State Networks** (\$720,000) Grant period varies from state to state. The Noyce Foundation began to formally collaborate with the Charles Stewart Mott Foundation in 2012 to leverage their investments and build off the existing network infrastructure in order to expand the availability of quality STEM in afterschool and summer. Through this joint venture, we are working to build STEM state systems. State applications to the STEM Next Opportunity Fund are reviewed individually by a panel.

#### Children's Services Council of Florida

\$60,000 STEM Afterschool and STEM System Challenge Grant Year 1 of a 2-year \$120,000 grant March 1, 2016 to February 28, 2018

#### Indiana Afterschool Network

\$60,000 STEM Afterschool and STEM System Challenge Grant Year 2 of a 2-year \$120,000 Grant March 1, 2015 to February 28, 2017 \$2,500 State Stipend for Evaluation March 15, 2016 to May 31, 2016

#### Iowa Children's Museum

\$60,000 STEM Afterschool and STEM System Challenge Grant Year 1 of a 2-year \$120,000 grant March 1, 2016 to February 28, 2018

### Maryland Out of School Time Network

\$60,000 Afterschool and STEM Sustainability Challenge Grant Year 2 of a 2-year \$120,000 Grant March 1, 2015 to February 28, 2017

Massachusetts Afterschool Partnership \$60,000 Afterschool and STEM Sustainability Challenge Grant Year 2 of a 2-year \$120,000 Grant May 1, 2015 to April 30, 2017

New Mexico Afterschool Alliance \$60,000 Afterschool and STEM System Building Grant Year 2 of a 2-year \$120,000 Grant March 1, 2015 to February 28, 2017

### Oregon Assn. for the Education of Young Children

\$60,000 STEM Afterschool and STEM System Challenge Grant Year 1 of a 2-year \$120,000 grant March 1, 2016 to February 28, 2018

#### Pennsylvania Afterschool Youth Development Network

\$60,000 Afterschool and STEM Sustainability Challenge Grant Year 2 of a 2-year \$120,000 Grant March 1, 2015 to February 28, 2017

#### Schools out Washington

\$60,000 STEM Afterschool and STEM System Challenge Grant Year 1 of a 2-year \$120,000 grant March 1, 2016 to February 28, 2018

### South Carolina Afterschool Alliance

\$60,000 STEM Afterschool and STEM System Challenge Grant Year 1 of a 2-year \$120,000 Grant March 1, 2016 to January 31, 2018

#### Vermont Afterschool Inc.

\$60,000 STEM System Building Grant Year 2 of a 2-year \$120,000 grant September 1, 2015 to August 31, 2017

#### Wyoming Afterschool Alliance

\$60,000 STEM System Building Grant Year 2 of a 2-year \$120,000 grant August 1, 2015 to July 31, 2017

