



2017 Annual Report

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OPPORTUNITY FUND

2017 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.

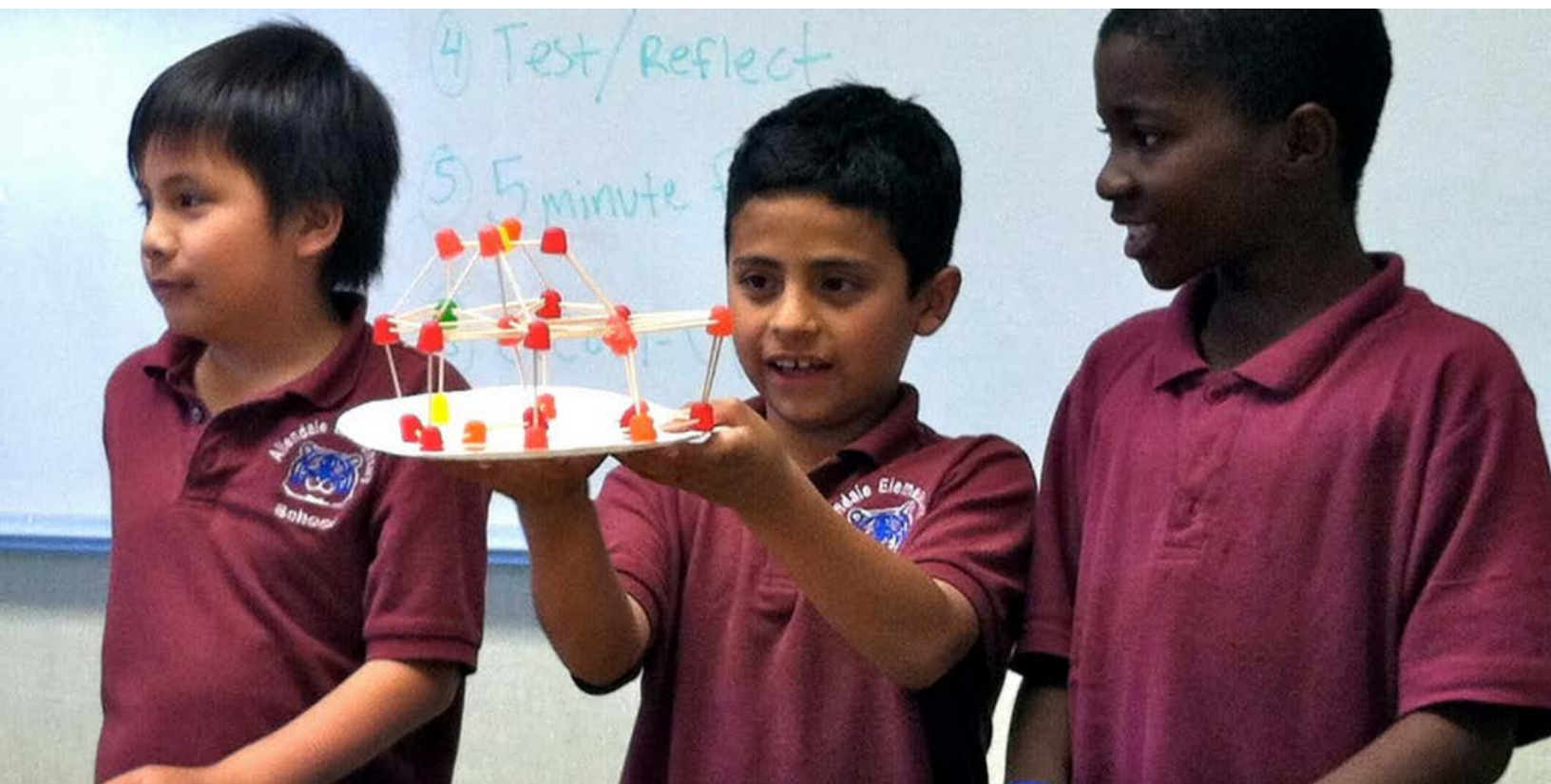


Image Courtesy of Coalition for Science After School

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 non-profit 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.

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.



Image Courtesy of New Mexico Out-of-School Network

Staff and Advisors

Executive Director
Founding Board Chair
Founding Board Member
Associate Director
Grants and Communications
Manager Executive Assistant
Senior Strategic Advisor
Family Engagement Advisors Senior
STEM Advisor

Ron Ottinger
Penny Noyce
Bob Schwartz
Teresa Drew
Amanda Hanno
Sandi Maida-Callahan
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
Hoag 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

2017 Year in Review

STEM Next Opportunity Fund has been in existence for just two years, but during that time we have maintained and expanded initiatives begun under the Noyce Foundation, such as our work with large youth-serving organizations, including Boys and Girls Clubs of America, Girls, Inc., National 4-H Council, YMCA of the USA, and new in 2017 Girl Scouts of the USA. We continue to work with our foundation partners to expand the STEM ecosystem movement; and our partnership with the Charles Stewart Mott Foundation has continued to grow as we deepen and sustain the STEM work in 32 states with plans for more. We have also launched new efforts, including a consortium of four grantees led by the National Afterschool Association to design a digital badge program to provide opportunities for front-line STEM facilitators to receive professional certification, and a research and communications project to support and inspire families to engage in STEM learning.

The STEM Next Opportunity Fund strategy has been to seed programs, maintain support with close collaboration over extended periods so our grantees can demonstrate effectiveness, and then encourage grants from other private, corporate, or government sources of support. An excellent case in point is the Maine Mathematics and Science Alliance (MMSA), which the Noyce Foundation first funded in 2014, and we have continued to support over the past four years. The MMSA team has been developing the means to bring high quality professional development to afterschool and summer programs in rural Maine, using affordable technology for online observing, sharing, and coaching. This year MMSA leveraged the Noyce and STEM Next Opportunity Fund support and received a major NSF grant to further develop their methods, expand to additional states, and share their work.



Professional development for OST program leaders
Image Courtesy of Frontiers of Urban Science Education

For this annual report we have selected research and evaluation as the highlighted work. As readers will see, our purpose in supporting highly qualified and creative researchers has not been just to find out how well programs serve children and youth; but also, how to transform the field of OST STEM education from a thousand separate and uncoordinated studies to a coherent program of research to identify the best pathway forward.

Sincerely,

A handwritten signature in black ink, appearing to read "Ron Ottinger".

Ron Ottinger
Executive Director

Highlighted Work: Research on High Quality STEM in Out of School Time

By Cary Snider

The majority of our grants have supported infrastructure—curricula, professional development, technical assistance, data collection, and coordination—that organizations need to provide quality STEM activities beyond the school day to children and youth. While we fully expect these efforts to have positive impacts, they also raise important questions: What are the indicators of high-quality STEM education? What does it look like in the afterschool and summer space? What are the actual impacts on individual children and youth? Are some programs more effective than others? How much program dosage over what period of time is needed in order to have a significant impact? How does participation in a high-quality afterschool or summer STEM program help children persist over a number of years, particularly in the critical transition from middle to high school when so many youth lose interest in STEM subjects and drop out of career pathways?



Image Courtesy of The 50 State Afterschool Network

Answers to these questions lie at the heart of our work as a philanthropic organization. We need to do more than determine if our grants are making a difference. We need to understand the nature of the impacts we are having by providing resources for researchers to observe what’s happening “on the ground,” at the program level, and to measure the effects of those programs on the lives of children and youth—both immediately, and over time.

Answering questions about the effects of individual programs falls under the banner of evaluation. Evaluation studies answer the question: What is the value of this program? Studies that address broader questions, that can be generalized to a lot of different programs, are referred to as research. As a philanthropy, we’ve long been interested in both kinds of studies. From experience, we found that the current evaluation and research methods were limited, making it difficult to get the answers

needed to advance the field of STEM in out-of-school time. So, we (initially as the Noyce Foundation and now as the STEM Next Opportunity Fund) provided long-term support to a small number of researchers to undertake new kinds of studies that would answer fundamental questions and provide new tools to advance the field. This year's annual report features a few of these grants.

New Tools to Study STEM Program Quality and Impact

Our longest series of research grants—that continues to be supported in the current grant cycle—has been to Dr. Gil Noam of The PEAR Institute: Partnerships in Education and resilience (PEAR) Institute at McLean Hospital and Harvard Medical School to develop tools for researchers and program leaders. These include Dimensions of Success (DoS), a tool to measure STEM program quality, and the Common Instrument Suite (CIS), a self-report survey of interest and engagement in STEM that can be given to children and youth to determine the effectiveness of a wide variety of programs.

Dimensions of Success. In a reversal to our usual approach of providing seed money to develop a new program or approach that will later attract support from other foundations, The PEAR Institute received initial support from the National Science Foundation to develop Dimensions of Success (DoS), an observation tool for measuring the quality of STEM programs in afterschool or summer programs.

Later the Noyce Foundation, STEM Next Opportunity Fund, and the Charles Stewart Mott Foundation provided critical support for fine-tuning the instrument and using it for evaluation and research studies in many programs and states. As shown in Table 1, DoS consists of four domains, with three dimensions for each domain. These dimensions are the indicators of quality for STEM teaching in afterschool or summer programs. The use of DoS for conducting valid and reliable studies was accepted this year in a peer-reviewed journal (Shah et al. 2018).

Table 1. Dimensions of Success

Features of the learning Environment	Activity Engagement	STEM Knowledge and Practices	Youth Development in STEM
<ul style="list-style-type: none"> • Organization: how well has the facilitator planned and prepared for the lesson? • Materials: Are the materials appropriate, appealing, and aligned with the goals of the lesson? • Space Utilization: Is space used in a manner conducive to STEM learning? 	<ul style="list-style-type: none"> • Participation: Do all youth have opportunities to engage in the class activities? • Purposeful Activities: Do youth understand the goals and what they are expected to do? • Engagement with STEM: To what extent are youth cognitively and physically engaged in the activities? 	<ul style="list-style-type: none"> • STEM Content Learning: Are youth supported in learning concepts and skills? • Inquiry: Are youth engaged in practices of science inquiry and engineering design? • Reflection: Do youth have opportunities to actively reflect on their learning experiences in meaningful ways? 	<ul style="list-style-type: none"> • Relationships: How do youth relate to each other and to their facilitator? • Relevance: Does the facilitator help youth connect activities to broader contexts? • Youth Voice: Are youth's ideas, concerns, and opinions acknowledged by others?

In order to use the DoS observation tool, potential observers must complete a certification process, beginning with a two-day virtual training held by The PEAR Institute. During training, participants review each of the 12 DoS rubrics in depth, and practice rating and writing evidence after watching videos of different STEM activities. After the two-day training, potential observers complete video simulation exercises to practice their understanding of the tool. The PEAR Institute then reviews their ratings and provides feedback. Trainees are also required to submit two field observations, before becoming certified in DoS.

Certified DoS observers record their observations after a lesson by rating the extent to which they saw evidence of each dimension of STEM quality, ranging from 1 (no evidence) to 4 (compelling evidence.) They then summarize the evidence that they observed, so the resulting report is both quantitative and qualitative. Results from a large number of DoS observations show that most programs have a similar profile, with higher ratings for arranging the environment, planning, preparing activities, and building relationships, and lower quality ratings for inquiry, reflection, and STEM content learning (Allen et al. 2016, 2017). That's not surprising since arranging the environment and planning are the easiest teaching skills to learn. The great value of DoS is that it provides a clear picture of what is working well and what needs to change, in order to increase the quality of STEM programs.

The Common Instrument Suite. With training, DoS provides leaders with a valuable tool for measuring the quality of their STEM programs; but it does not provide information on how the programs affect the children and youth engaged in the activities. As a first effort to remedy that situation, Dr. Noam proposed to collect existing assessment instruments that informal educators could use to measure the impact of their programs. The Noyce Foundation provided support for the effort, which became known as the Assessment Tools in Informal Science (ATIS) website. The site continues to be hosted by the PEAR Institute. A screen shot is shown below.



Figure 1. ATIS Website. Image courtesy of PEAR from: <http://www.pearweb.org/atis>



Image Courtesy of Girls Inc.

While ATIS offered significant help to evaluators, Ron Ottinger and the Noyce Foundation board challenged Dr. Noam to help with another problem. Even if program evaluators used one or more of the ATIS instruments, as long as they used different instruments it was not possible to compare one study with another. Ron invited project directors and evaluators of five primary grantees, representing several million youth receiving STEM programs, to meet with Dr. Noam to choose one instrument that they could all use. The result of the meeting was to reject all of the existing tools as either too long or too focused on one topic or skill. Instead the group identified criteria for an instrument that they could use to measure outcomes they all had in common—interest and engagement in STEM. Over the next couple of years, with continuous input from the participants in the meeting, Dr. Noam and his team at PEAR developed and tested what became known as The Common Instrument Suite. The short version of the Common Instrument Suite consists of just ten items, measures students’ interest and excitement about STEM by asking them to indicate their level of

agreement with statements such as “I like to participate in science projects.” Over time, at the request of researchers and practitioners, Dr. Noam expanded the self-report instrument to include optional scales including STEM identity, interest in STEM careers, relationships with peers and adults, and their perseverance and critical thinking ability. Program leaders and evaluators can use just the 10-item version of the instrument, or any number of additional scales. A survey that includes all of the scales asks students to rate their level of agreement to 57 sentences.

With support from the Noyce Foundation support, and more recently STEM Next Opportunity Fund, Dr. Noam developed Data Central, which is a service to OST organizations to analyze data from the Common Instrument Suite (with appropriate privacy controls), Dimensions of Success observation tool, and self-report surveys of facilitators, and produce a report that leaders can use to improve their program and share with funders. Data Central also enables comparison with a national data set, so leaders can determine how well their programs compare with thousands of programs nationwide on the Common Instrument Suite, and DoS. A recent report listed more than 200 organizations using the Common Instrument Suite a database of 70,000 surveys, and 22 organizations whose staff are DoS certified.

The 11-State Study. The relationship between quality of STEM programming, based on DoS, and youth outcomes, measured by the Common Instrument Suite, was recently tested in a study of 1,599 children and youth in grades 4-12 enrolled in 160 programs affiliated with 11 state afterschool networks that received joint support from the Mott Foundation and the STEM Next Opportunity Fund. The researchers conducted 252 observations of program quality using the Dimensions of Success (DoS) instrument and the Common Instrument Suite (Allen et al. 2016, 2017). Program instructors were also surveyed to enable a triangulation of the data.

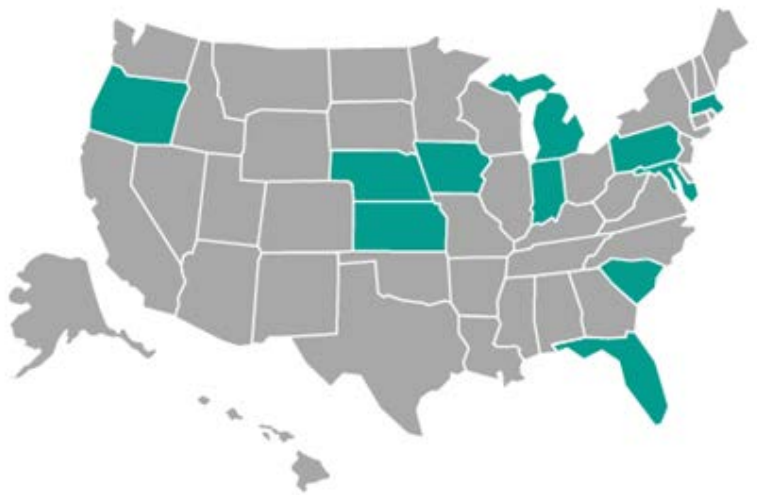


Figure 3. States included in the study. Illustration from Allen et al., 2017

Analysis of student self-reported changes showed that participation in a STEM afterschool program increased positive attitudes towards STEM.



Not only did participation in STEM afterschool programs influence how students think about STEM, more than 70% of students across all states reported positive gains in 21st Century Skills including perseverance and critical thinking. Programs that received the highest ratings in STEM knowledge and practices had students that reported the most positive STEM-related outcomes, particularly for

students' changes in STEM career interest, STEM career knowledge, and STEM identity. When factoring in exposure to STEM activities, youth regularly attending STEM programming for four weeks or more reported significantly more positive attitudes for all outcomes than youth participating for less time.

An especially important feature of this line of research is that it is eminently practical. DoS can be used by local program leaders. The Common Instrument Suite can be as short as 10 items when used to measure STEM engagement, or in a longer form to measure additional outcomes; and it can be used by children as young as fourth grade. Also, the Common Instrument Suite does not need to be administered twice, before and after a program. Rather, results are more accurate if participants are given the assessment just once, at the conclusion of a program, and asked how the program changed their attitudes (Allen et al., 2017; Little et al., in preparation). This post-test method also avoids asking children to fill out a questionnaire before they even start an afterschool or summer program. Finally, it has the very practical effect of cutting the cost of data analysis in half.



Providing this new set of tools has accomplished more than simply making program evaluation easier and cheaper. By vividly illustrating the indicators of high quality programs, the DoS instrument leads the way for new curricula and professional development providers to focus on what is most important, thereby bringing clarity and coherence to the field of STEM in outside-of-school time. And the Common Instrument Suite makes it possible to compare different programs to determine which are more effective.

Professional Development Workshop. Image Courtesy of Museum of Science Boston

Research on the Key Factors that Determine STEM Interest and Engagement

Although improving the tools available for evaluation and research has been an important contribution to the infrastructure needed for effective STEM learning outside of school, that effort alone does not address the deeper problem raised by a century of research studies that consistently show that elementary age children who enjoy science tend to lose their interest during middle and high school (Sneider, 2011). In an effort to better understand how, why, and when these changes occur and how STEM experiences outside the school day could help children maintain their interest, John

Falk and Lynn Dierking at the Center for Free Choice Learning at Oregon State University have taken a refreshingly new approach to the problem.

Beginning in 2010, with support from the Noyce Foundation, the team proposed to follow a cohort of 200 fifth grade youth from a single school district in Oregon, until they enter high school, with the aim of observing changes in their interests, so as to determine how and why changes occur. A key feature of their Synergies project is defining “system” as including the entire community—not just schools, but also museums and zoos, afterschool settings, libraries, summer programs, and community-based organizations. The Synergies team selected the Parkrose District of Portland, Oregon, an independent school district in a working class neighborhood that has a high rate of unemployment, poverty, and crime. The team developed more intensive monthly case studies of 20 of the youths, in some cases hiring teenagers to make videos about what science means to them to share at community meetings.

One of the findings is that the anticipated decline in STEM interest among middle school youth is not universal. Although on average youth lose interest in STEM between sixth and seventh grade, the loss of interest was attributable to only about a quarter of the youth. Also, changing interests depended on the subject. For instance, there is no indication that students lose interest in engineering and technology, and in fact, technology interest increased (Falk et al. 2016 a,b).



Images Courtesy of Museum of Science, Boston

The Synergies team worked with a large Advisory Board of representatives from the schools and the many STEM-rich institutions whose resources were available to the community. Initially, the middle school had no STEM-related programs after school, and residents often did not know about other STEM resources available to them. Working through their Advisory Board, the Synergies team coordinated local resources to provide programs where and when they'd be most strategic. They partnered with 4-H to offer an afterschool club and with Pixel Arts Game Education to teach youth how to design interactive new media games. Both programs were hugely successful, serving 20-40 youth per program in the first year they were offered. In addition, Girls Inc. offered “real life math,” a nine-week after school curriculum about managing personal finances. As the project moved forward, the various

partners have continued to collaborate in offering a variety of activities to spark and maintain the youths' interest in STEM, as well as provide more personalized support for youths whose interest may be flagging.

A great advantage of private foundations is the opportunity to provide seed funding for truly innovative projects like Synergies, and to collaborate with other funders. The Synergies team was able to leverage Noyce Foundation funding and bring in the Lemelson Foundation as a funding partner to provide support for local non-profit organizations to offer additional programs and services to youth in the Parkrose community. In 2016 John Falk and Lynn Dierking received a highly prestigious award from the National Association for Research in Science Teaching (NARST) for this work. And recently, the National Science Foundation awarded a 5-year grant to the Synergies researchers to continue their breakthrough work in learning what it takes to maintain students' interest in STEM through the middle school years.

Longitudinal Studies

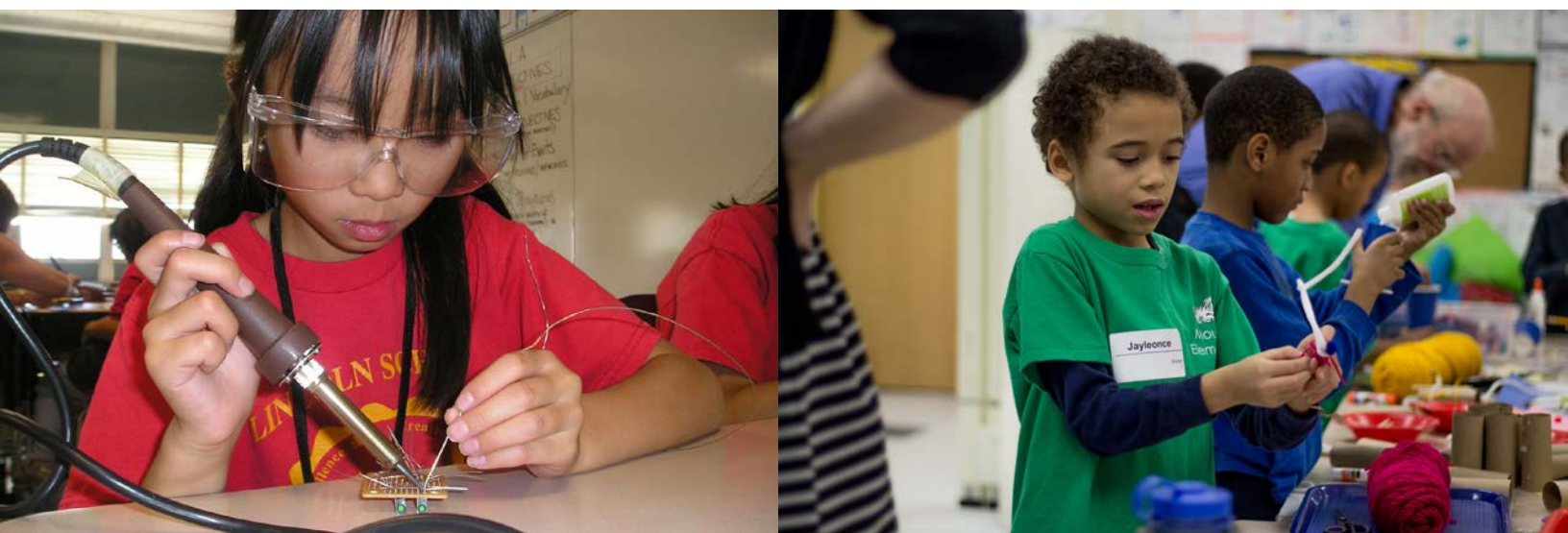


Image Courtesy of The 50 State Afterschool Network

This year's "Highlighted Work" is intended to illustrate the STEM Next Opportunity Fund's commitment to maintain a focus on research—both to support the infrastructure needed for the field to grow, and to encourage highly innovative programs like Synergies. Although it has not been possible to describe all of the research initiatives we support, it is important to end with at least a brief summary of one additional series of grants to help answer the question: What happens to youth in the years after they've participated in afterschool and summer programs? Do they retain their interests in STEM? Are more of them likely to pursue STEM careers?

Given the short time horizon of many researchers and funders, nearly all evaluation studies span just a few months, and research studies may continue for a year or two. The Noyce Foundation first made a commitment to funding projects with a longer time horizon in 2010 with support for a ten-year

retrospective of Project Exploration, a nonprofit organization in Chicago that recruits minority youth and girls to go on field expeditions with paleontologists and to work after school with visitors in the city's science museums. The researchers surveyed and/or interviewed 30% of the former Project Exploration participants who were age 18 and over and found that 95% of the respondents had graduated high school or were on track to graduate, nearly double the overall rate of Chicago Public Schools. In addition, 61% of students currently enrolled in a four-year college reported pursuing degrees in STEM-related fields; and 59% of four-year college graduates reported earning a degree in a STEM-related field.

Although the results of the Project Exploration study were very encouraging, we recognize that it was retrospective in that it asked past participants about how their prior experiences have affected their subsequent pathways toward college and careers. Retrospective studies are subject to selection bias, since youth who took other pathways might no longer be available for interviews. In contrast to that approach, Dr. Robert Tai at the Curry School of Education, University of Virginia, is engaging in a series of projects leading to prospective studies, that start with youth who are involved in afterschool and summer STEM programs today and will follow them over time. Noyce Foundation funds supported the early phases of Dr. Tai's research into developing tools that would reveal youth's changing interests and behaviors over time, and studies to find out how organizations can best recruit girls and minorities to STEM programs that take place after school and during summers (Thiry et al., 2015). Dr. Tai recently received an NSF grant to implement a major prospective longitudinal study of afterschool programs in collaboration with the Museum of Science and Industry in Chicago (Price and Kares, 2016).



Image Courtesy of The 50 State Afterschool Network

To conclude, the STEM Next Opportunity Fund is committed to working with educational researchers and with our philanthropic colleagues, to examine the effectiveness of the programs that we support, to improve the tools that evaluators and researchers have to work with, to identify the key factors that maintain and spark interests in STEM, and to learn as much as possible about the long-term effects of high-quality STEM programs offered after school and summers.

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STEM Next Opportunity Fund Grants in 2017

STEM Next Opportunity Fund grants awarded in 2017 fall into four categories: grants to large youth serving organizations, funds aimed at strengthening the infrastructure that supports afterschool and summer programs, grants to groups of “ecosystems” that represent partnerships among schools, businesses, and organizations that offer STEM activities in out of school time.

A. Large Youth-Serving Organizations

Boys and Girls Clubs of America (BGCA) (\$500,000) October 16, 2016 to December 17, 2017. Part 2 of a \$1,000,000 18-month grant, to increase the number of STEM programs offered at Boys and Girls Clubs nationwide.

Imagine Science (\$500,000) September 1, 2017 to December 31, 2018. In addition to last year’s grant of \$750,000 for Phase 2, this year’s grant for Phase 3, to begin scaling nationwide, to reach the broadest possible age range and level of family participation.

YMCA of the USA (\$200,000) March 1, 2017 to December 2017. Year X of a \$472,276 grant in support of the nationwide YSTEM Learning Initiative.

B. Strengthen Infrastructure

Afterschool Alliance (\$520,000) January 1, 2017 to December 31, 2018. Grant in support of the STEM HUB, which is a collaboration of afterschool leaders and stakeholders with the common mission of ensuring that afterschool programs become a key component in the STEM learning ecosystem, and a website that serves as a curated repository for messaging and advocacy tools.

CSforAll Consortium (\$25,000) July 17, 2017 to October 31, 2017. Support for the 2nd Annual Summit of Computer Science For all, aiming to make high-quality computer science an integral part of the educational experience of all students and teachers.

Californians Dedicated to Education Foundation (\$89,608) November 1, 2014. This was the final installment of a multi-year grant to measure the impact of multi-city capacity building efforts on the quantity and quality of STEM learning opportunities in expanded learning programs, including Power of Discovery STEM Hubs.

Californians Dedicated to Education Foundation (\$25,000) March 15, 2017 to May 31, 2017. Sponsored the US News STEM Solutions STEM Solutions “Workforce of the Future” Conference.

Maine Mathematics and Science Alliance (\$212,666) June 1, 2015 to May 28, 2018. Second payment of a three-year \$1,195,044 grant to develop methods for STEM coaching of afterschool and summer program facilitators in rural areas.

National Afterschool Association (\$320,000) October 1, 2015 to December 31, 2017, plus an additional grant (\$34,608) to extend the project to December 31, 2018. Provides for development of a

credentialing system in which afterschool and summer facilitator can earn digital badges to certify their growing expertise as teachers in the OST space.

National Summer Learning Association (\$75,000) April 1, 2017 to March 31, 2018. Grant to build capacity of the organization to support STEM in summer learning programs.

Pacific Science Center (\$121,905) September 21, 2017 to February 28, 2018. Robert Noyce Fellow, to provide a presence for STEM in OST at the U. S. Department of Education.

Partnership for Children and Youth (\$25,000) April 1, 2017 to December 31, 2017. Grant to infuse STEM into 21st Century Learning Programs and other STEM education programs.

Partnership in Education and Resilience, Harvard Medical School (\$75,000) August 2017 to June 30, 2018. Grant to develop two PD modules for leaders in afterschool and summer programs leading to digital badges.

University of Nebraska, Lincoln (\$275,000) September 1, 2015 to December 31, 2018. Work with other grantees to develop PD videos for use in blended professional development.

University of Washington (\$92, 919) September 1, 2017 to August 31, 2018. Understanding the California STEM Hub Infrastructure and Impact through a case study project led by Dr. Bronwyn Bevan.

C. Ecosystems

Afterschool Alliance (\$115,290) August 1, 2017 to July 31, 2018. This grant supports Americorps VISTA service members in STEM Learning Ecosystems across the country. Year two of a three year grant.

ExpandEd Frontiers of Urban Science Education (FUSE) 3.0 (\$300,000) Final year of a \$1,300,000 grant to establish a network of city-based ecosystems, and provide periodic meetings via calls and in-person to develop and expand the effectiveness of these ecosystems.

STEM Learning Ecosystems Cohort 3 (\$200,000) August 1, 2017 to July 31, 2018. To establish a sustainable path forward for the STEM Learning Ecosystems Community of Practice (SLECoP).

C. Mott 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.

Afterschool Works! New York
\$60,000 Afterschool STEM System building Network
Year 2 of a 2-year \$120,000 grant
November 1, 2015 to October 31, 2017

Children's Services Council of Florida
\$60,000 Afterschool STEM System building Network
Year 2 of a 2-year \$120,000 grant
March 1, 2016 to February 28, 2018

Ignite Afterschool (Minnesota Afterschool Network)

\$60,000 Afterschool STEM System building Network Year 2 of a 2-year \$120,000 grant
October 1, 2015 to September 30, 2017

Iowa Children's Museum

\$60,000 Afterschool STEM System Challenge Grant

Year 2 of a 2-year \$120,000 grant
March 1, 2016 to February 28, 2018

Kentucky Out-of-School Alliance

\$5,000 Planning Grant
February 1, 2017 to July 31, 2017

Montana Afterschool Alliance

\$5,000 Planning Grant
June 6, 2017 to November 30, 2017

North Carolina Center for Afterschool Programs

\$60,000 Afterschool and STEM System Building Grant
Year 1 of a 2-year grant
February 1, 2017 to January 31, 2019

Oregon Association for the Education of Young Children

\$60,000 Afterschool STEM System Challenge Grant

Year 2 of a 2-year \$120,000 grant
March 1, 2016 to February 28, 2018

Schools out Washington

\$60,000 STEM Afterschool and STEM System Challenge Grant

Year 2 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 2 of a 2-year \$120,000 Grant
March 1, 2016 to January 31, 2018

Texas Partnership for Out of School Time

\$60,000 STEM Afterschool and STEM System Challenge Grant

Year 2 of a 2-year \$120,000 Grant
November 1, 2015 to October 31, 2017

Utah Afterschool Network

\$60,000 Afterschool and STEM System Challenge Grant

Year 1 of a 2-year grant
May 1, 2016 to April 30, 2018