



Experimental Program to Stimulate Competitive Research

**AFTERSCHOOL  
& STEM**

**Diversity Innovation Working Group (DIWG)  
Meeting Report**

Leveraging the afterschool community and STEM stakeholders in New Mexico to reach and engage under-represented student populations in Science, Technology, Engineering and Mathematics (STEM)

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Explora, Albuquerque, New Mexico

## Introduction

This Diversity Innovation Working Group (DIWG) was generously funded by NM EPSCoR and convened by members of the NM Afterschool Alliance STEM Committee. The primary goal of the meeting was to develop a strategic plan that can be implemented to identify and address challenges associated with engaging and retaining under-represented student populations in STEM fields by leveraging the afterschool community and a variety of Science, Technology, Engineering, and Math (STEM) stakeholders across the state.

## Why focus on afterschool for engaging under-represented minorities in STEM?

Children in K-12 spend less than 20% of their waking hours in school and thus out-of-school time offers additional opportunities to engage students in learning experiences in safe environments. Studies have shown that afterschool programs can lead to increased academic and behavioral gains for students of all ages. Extended and summer learning programs help students increase their self-confidence, lead to higher homework completion rates, boost parental involvement in schools, reduces absences and tardiness, and improve overall work habits and behaviors.

As a majority-minority state, New Mexico has a large population of students of color (~50% Hispanic/Latino, ~10% Native American, and ~2% African American) and yet, very few of these students are engaged in STEM or go into STEM fields. Infusing STEM in afterschool programming is crucial for a number of reasons: these subjects are not extensively studied in schools and are not always taught in engaging and materials-rich ways; 70% of eighth graders score below proficiency in science and math even before they start high school; students of color and girls are more likely than not to participate in afterschool programming and are hence a captive audience; and anecdotally, a study found that 75% of Nobel prizewinners in the sciences reported that their passion for science was first sparked in non-school environments.

Unfortunately, many afterschool providers lack staff capacity and professional development opportunities; are unaware of existing resources including off-the-shelf quality curricula; and identify lack of funding and partnership options as major hurdles. This DIWG discussed strategies to leverage the capacity, best practices, student populations, and partnerships that afterschool providers and the numerous STEM stakeholders across the state including national research labs, universities and colleges, industries, and science museums have to share.

## Meeting Objectives

At the beginning of the meeting, objectives were outlined to create a comprehensive strategic plan with concrete action steps focused on these priorities:

- 1) Foster partnering and funding opportunities to infuse STEM in afterschool settings by increasing the involvement of STEM-rich institutions and stakeholders
- 2) Identify and disseminate best practices and strategies to increase the participation of under-represented student populations in afterschool STEM programs
- 3) Leverage the NMTSA statewide organization and the many STEM stakeholders across the state to create and maintain an effective STEM afterschool network
- 4) Identify partners/funds to implement the DIWG strategic plan and disseminate findings across NM

## Meeting Process

The meeting consisted of presentations on the landscape of STEM in afterschool nationwide and in New Mexico; group discussions on hurdles and opportunities to infusing STEM in afterschool programs and engaging under-represented student populations in STEM; examples of professional development activities focused on inquiry; team based action planning to identify action steps for future work; and share-outs incorporated throughout the meeting times.

## Key Ideas Discussed

Group discussions focused on reaching out to under-represented minorities, older youths, families, and rural populations. For each category, the group identified hurdles and opportunities

<b>Focusing on Under-represented Minority (URM) Populations</b>	<b>Hurdles and Opportunities Discussed</b>
	STEM focus should go beyond one-off ‘fun’ activities and focus on quality and long-term engagement including summer/semester-long programs to deeply engage URM students (ex: GUTS-Y Girls year-long projects with 80-100 STEM program hours a year; includes PD for educators)
	Identify mentors and volunteers who are diverse themselves. Reach out to NM Society of Women Engineers, Mexican American Engineers and Scientists chapters, AISES, MESA etc. Look into the National Girls Collaborative, Expanding your Horizon Network, and other STEM professional groups
	Even though it is harder to sustain, funding wise, continue to offer co-ed and all-girls programs to accommodate different learning styles and extra/introverted personalities
	Since New Mexico is a ‘majority minority’ state, increasing overall afterschool participation rates brings more Native Americans and Hispanics/Latinos to those programs
	Identify/disseminate best practices/strategies to increase participation in afterschool STEM programs

<b>Engaging Older Youths and Families</b>	<b>Hurdles and Opportunities Discussed</b>
	Find ways to engage older youths already focused on work, sports, and club-based activities (ex: engage coaches to make connections with STEM and sports; Partner with National Youth Sport Programs)
	Address stigma among teenagers associated with interest in STEM and lack of cultural relevance (ex: make connections with pop culture and bring STEM activities related to science at movie showing at a community event; ‘Hoops and Loops’ program connecting computers and basketball)
	Narrow focus of STEM activities for older students and use inquiry/project-based activities and student-designed/led projects. Use contextualized learning to make STEM more approachable/relevant
	Advocate for paid internships, career-based activities, rewards/awards to entice older youths, partner with Career/Technical Student Organizations. Ex: NMMNHS junior docent program, Sandia Natl. Labs
	Increase family engagement/outreach to increase intergenerational STEM proficiency and tout value of STEM (Explora Family Science Nights where all ages enjoy STEM activities alongside each other; Fiesta Family and Science Festival events). Research effective parental engagement tool kits
	Be creative in infusing STEM in everyday experiences (‘Science on a stick’ at the state fair, ‘science behind roller coasters’ at amusement parks, ‘nano-olympics’ activities, the physics of sports etc.)

<b>Reaching out to Rural Communities</b>	<b>Hurdles and Opportunities Discussed</b>
	Transportation, economy of scale, sustainability issues, STEM relevance, finding resources/partners/funding, lack of infrastructure, insular communities are all issues to address
	Focus on high schools which are often epicenters of community life in rural areas
	Reach out to agriculture communities including 4-H to help infuse STEM in their activities
	Choose STEM topics relevant to community (water resource, environment, renewable energy, mining)
	Partner with Regional Educational Centers (RECs) and regional universities/colleges to convene local community groups across different parts of the state
	Foster partnerships with small school districts and get their buy-in (ex: MOUs) to reduce turf issues, provide joint professional development for afterschool providers and teachers, and find opportunities to align afterschool activities with NGSS, CCSS-ELA, CCSS-M to make stronger linkages with school day

# Strategic Action Plans

Five action plans were developed, each with concrete action steps, time frames, available resources and partners to help with the work, potential funding source, and plans to disseminate findings and resources to stakeholders.

## Strategy 1: Identify/Use/Disseminate Data Collection, Asset Mapping, and Evaluation Tools

Data Collection & Asset Mapping	Action Steps	Time Frame	Available Resources/Partners
	Identify funding for planning work to build a STEM afterschool statewide network (activities include asset mapping/data collection)	Summer 2014	NMASA STEM Committee applies for Noyce Afterschool STEM Planning Grant and looks for other funding/grant options; looks at funding options for future work including research/data collecting activities mentioned in rest of action plan
	Research, adapt, and use asset mapping tools to map afterschool STEM programs across NM. Identify programs focused on URM. Roughly determine percentage of STEM in afterschool and URM engagement to establish baseline for future evaluation	Fall 2014	NMASA STEM Committee looks into applying for a VISTA volunteer to help with research, asset mapping and gap analysis
	Engage providers of existing afterschool programs (both STEM and non-STEM) and STEM-rich organizations and involve them in the process	Summer & Fall 2014	DIWG members, NMASA STEM Committee and NMASA Mott Coordinator reach out to NMASA members, NM Activities Associations, and ISE/STEM stakeholders including universities/colleges and Energize New Mexico/EPSCoR's ISE network
	Research, adapt, and disseminate evaluation tools/metrics to help providers identify/quantify their awareness of STEM programming, capacity gaps, professional development needs, partner relationships, and opportunities for infusing STEM in their programming	Fall 2014	NMASA Mott Coordinator reaches out to Afterschool Alliance networks in other states and ATAC for evaluation tools already in existence and disseminates tools via the network
	Identify examples of best practices of STEM programs in afterschool (with and without under-represented minorities focus) around the state/US	Spring 2015	NMASA STEM Committee and DIWG members (and/or VISTA volunteer) conduct research with input from Nat'l Afterschool Alliance's ATAC group
	Analyze STEM education and workforce issues specific to New Mexico	Winter 2015	DIWG members reach out to chambers of commerce, Mission: Graduate Collaborative Action Networks, NM Voices for Children, PED, DWS, EPSCoR, UNM CEPR, Math Science Advisory Council, NM Partnership for Math and Science (MSAC), Career and Technical Student Association, and other entities for potential data sources
	Disseminate data/asset mapping finding at statewide and regional convenings and use the convenings as opportunities to conduct surveys of providers/stakeholders as needed	Fall 2014 and beyond	Utilize NMASA statewide conferences and STEM pre-conferences as convening venue and as opportunities for conducting surveys and key informant interviews. NMASA connects with Regional Education Centers (REC) and universities/colleges across NM as potential partners for future regional convenings

## Strategy 2: Compile/Share Best Practices on PD, Capacity Building, and Quality Programs

Professional Development, Capacity & Quality Programs	Action Steps	Time Frame	Available Resources/Partners
	Conduct statewide survey among afterschool groups (include front staff and management) to identify hurdles to infusing STEM in afterschool in New Mexico (rural areas, economy of scale, capacity, funding, lack of STEM partners...)	Winter 2015	Work led by NMASA STEM Committee and NMASA Mott Coordinator. Work with 21st CCLC to help with dissemination of electronic survey
	Catalog criteria, aspects, and standards associated with quality STEM activities in informal learning environments and afterschool venues	Summer 2015	Work led by NMASA STEM Committee. Reach out to other Afterschool Alliance state networks (including Indiana) and programs with STEM standards, NM ISE providers and EPSCoR ISE network for best practices, and ASTC museum community. Compare with NGSS for alignment
	Compile and disseminate state and national resources for professional development curricula/workshops for ISE STEM educators and afterschool providers	Summer 2015	NMASA STEM Committee contacts Explora, NM Partnership for Math and Science, UNM's stemed, and MSAC; and looks into the Exploratorium's Institute for Inquiry, 4-H, NASA, Nebraska afterschool network, and ASTC for ISE STEM PD resources. Work with NMASA Mott Coordinator to use NMASA website to link/update resources and share with stemed
	Look into ways to build 'communities of best practices' focused on specific issues like math infusion, rural partnerships, professional development, parental engagement, school alignment, and older youth retention in programs.	Fall 2015	DIWG outreaches to K-12 education, rural communities, and parental engagement stakeholders including MSAC, Title I, APS, AfterMath, NM partnership for Math and Science, Mission: Graduate for examples and resources of best practices
	Disseminate findings at statewide and regional convenings. Include facilitation of snippets of PD elements, sharing of quality STEM standards, and discussions on how to infuse STEM into afterschool at the convenings	Fall 2014 and beyond	Utilize NMASA statewide conferences and STEM pre-conferences as convening venue. NMASA connects with RECs and universities/colleges across NM as potential partners for future regional convenings

### Strategy 3: Identify/Promote Strategies for Community Outreach and Family Engagement

Community Outreach & Family Engagement	Action Steps	Time Frame	Available Resources/Partners
	Conduct parent and student focus groups to gain better understanding of their perceptions of STEM, STEM careers, and STEM in afterschool.	Winter 2015	NMASA STEM Committee identifies funding to conduct focus groups.
	Identify successful strategies to engage under-represented minorities in STEM informal activities (both in New Mexico and nationally)	Spring 2015	NMASA Mott Coordinator and NMASA STEM Committee reach out to NM Math, Engineering, Science Achievement Inc. (MESA), NM AISES (American Indian Science and Engineering Society), YDI, Santa Fe Institute, NMSU/GISD, NM Girl Scout groups, NM EPSCoR Diversity group, National Girls Collaborative Project, national Afterschool Alliance and others
	Identify and implement communication strategies (including a potential media campaign) to increase awareness of informal STEM education and its value to students, parents and the community at large	Summer 2015	DIWG members reach out to ISE/STEM stakeholders for examples of successful models and to NM PTA, Parents Reaching Out, and NM PBS/KUNM and other media outlets for potential dissemination partnerships. Local communities can leverage their partnerships to conduct additional media and communications work focused on informal STEM education
	Work with NMASA providers to identify opportunities for increased family engagement around STEM including activities that are student-led and student-designed. Identify and disseminate parental engagement tool kits that foster ongoing communications with families	Fall 2015 Winter 2016	DIWG members and NMASA STEM Committee identify parental engagement opportunities and reach out to Title I parental engagement staff for best practices. NMASA Mott Coordinator reaches out to other state networks and to ATAC for best practices.
	Disseminate findings of best practices at statewide and regional convenings. Potentially use these convenings to survey providers about family engagement and community outreach	Fall 2015 and beyond	Utilize NMASA statewide conferences and STEM pre-conferences as convening venue and as opportunities for conducting surveys and key informant interviews. NMASA connects with RECs and universities/colleges across NM as potential partners for future regional convenings

## Strategy 4: Foster Partnerships Between Afterschool Providers and STEM-Rich Institutions

	Action Steps	Time Frame	Available Resources/Partners
Partnership Development	Conduct community partnership asset mapping of afterschool programs/providers, STEM-rich institutions and other afterschool stakeholders including museums and national labs. Focus on rural partnership options as well.	Fall 2014	DIWG and NMASA STEM Committee outreach to NMASA members, NM Activities Associations, and ISE/STEM stakeholders including universities/colleges and Energize New Mexico/EPSCoR's ISE and science museum network to catalog partnership options across the state
	Identify funding sources for joint conferences and regional partnership building convenings	Fall 2014	NMASA STEM committee works with EPSCoR's ISE network lead to apply for NSF conference funding for potential joint conference. Look to NMASA, RECs, and universities/colleges to potentially offer regional partnership convenings
	Research options and program models to help rural communities create partnerships. Look into UNM's Health Extension Regional Offices (HERO) model and EPSCoR's to reach out to all corners of the state. Potentially look into doing a partnership pilot program with early adapters	Winter 2015	Contact UNM's HERO staff for more information on their outreaches to rural communities and learn more about EPSCoR's scientist networks
	Look for ways to promote to scientists and engineers that the required community outreach components of their research grants can be used to fund STEM in afterschool work	Spring 2015	Work with Sandia, Intel, and universities/colleges STEM outreach staff to disseminate possible afterschool partnerships
	Identify and implement social networks and media/websites (ex: nationbuilder.com) to increase connectivity among afterschool providers and STEM-stakeholders and create a virtual community of sorts	Spring 2015	NMASA STEM Committee reaches out to its network members for network tools and programs that they currently and successfully use
	Disseminate findings of best practices at statewide and regional convenings. Potentially use these convenings to survey providers about partnership building challenges and opportunities (focus on rural issues as well)	Fall 2015	Utilize NMASA statewide conferences and STEM pre-conferences as convening venue and as opportunities for conducting surveys and key informant interviews. NMASA connects with RECs and universities/colleges across NM as potential partners for regional convenings



**Strategy 5:** Build Awareness of STEM needs in Afterschool and Advocate for Funding/Support

Advocacy & Policy Work	Action Steps	Time Frame	Available Resources/Partners
	Identify and apply for grants to build capacity for advocacy and to conduct statewide advocacy work	Spring and Summer 2015	NMASA STEM takes the lead to apply for Noyce Afterschool STEM Building Grant and to find other potential sources of funding
	Build awareness among all levels of policymakers in New Mexico on the importance of STEM learning in afterschool. Focus on school districts, school boards, cities, PED, state legislators/governor, and legislative delegation to include multilevel policy work like RFP processes, rulemaking changes, funding state bills, letters of support to congress etc.)	Winter 2014 Spring 2015 (ongoing for future legislative sessions)	NMASA STEM, Policy, and Communications Committees take the lead compiling data, developing facts sheets and talking points, creating advocacy white papers messaged to different audiences, and disseminating to policymakers and stakeholders. DIWG and other stakeholders can help disseminate these documents as needed
	Convene a variety of stakeholders to establish common policy goals and priorities (including funding priorities, policy barriers, RFP challenges etc.) that are generally supported by the afterschool and ISE STEM communities	Fall 2014 and ongoing	NMASA Leadership Council and DIWG identify potential 'STEM in afterschool' champions; researches the option of developing a memorial to lay the foundation for deeper policy work; and looks into the creation of a legislative afterschool caucus (as has been done in other states)
	Build and nurture a coalition of partners that will support common policy goals. Look into ways to leverage existing partnerships and foster future partnerships towards those ends. Focus on professional groups and associations that carry more weight	Fall 2014 and ongoing	NMASA Leadership Council and NMASA STEM and Policy Committees look into ways to engage more partners in advocacy (include professional groups like local American Chemical Society chapter, Women in Engineering association etc.)
	Increase capacity of stakeholders to use effective and targeted advocacy strategies including letters to the editor, blogs, social media, public testimony, presentations, and phone calls/emails to policy makers.	Summer 2015 for 2016 legislative session	NMASA STEM and Policy Committees contact community partners including NM Voices for Children and other advocacy groups to find advocacy capacity-building opportunities for the network at large
	Share and get feedback on policy goals and priorities (along with advocacy documents/facts sheets) at statewide and regional convenings.	Fall 2015 and beyond	Utilize NMASA statewide conferences and STEM pre-conferences as convening venue. NMASA connects with RECs and universities/colleges across NM as potential partners for future regional convenings



## Next Steps

The variety of stakeholders in the group and the expertise of the individual participants made for rich and productive discussions. The participants are all invested in the topic at hand and shared a wealth of potential partners and stakeholders to include in future work. They came from different fields (museums, afterschool providers, universities, national lab, policy/advocacy group, chamber of commerce, statewide and regionalized partners, workforce development, diversity focus, state agencies etc...) which made for cross pollination of ideas and the identification of cross-sectoral strategies, as well as effective partnership-building.

The NM Afterschool Alliance STEM Committee with the assistance of the DIWG participants will move forward with the action plans which include writing additional proposals to fund systems-building, capacity-building, dissemination, outreach, policy, and advocacy work related to the topic at hand. The group talked about a couple of conferences coming soon and joint conferences that could be organized to bring current and new ISE stakeholders together to discuss ongoing work and to disseminate findings thus far, case studies, and best practices to others across the state. We will look to convene this group back again in a year or so to assess current progress and look at next steps and the more long term strategies.

DIWG Meeting Participants	
<b>Meeting Conveners &amp; Facilitator</b>	
Phyllis Baca	Director of STEM Initiatives, Santa Fe Community College
Susan Brown	Director of the STEM Outreach Center, New Mexico State University
Armelle Casau	Research and Policy Analyst, NM Voices for Children
Robert Salazar	DIWG meeting facilitator
<b>Invited Experts/Community Stakeholders</b>	
Christina Abeyta	Senior Program Specialist, STEM Outreach Center, New Mexico State University
Terri Nikole Baca	Senior VP of Public Policy & Leadership, Greater Alb. Chamber of Commerce
Chelsea Chee	Diversity Outreach Specialist, New Mexico EPSCoR
Duane Dill	Science Educator, Explora
Amelia Gandara	Associate Director of Educational Support, Youth Development Inc.
Angelo Gonzales	Executive Director of Mission: Graduate, United Way of Central New Mexico
Bernie Hernandez-Sanchez	Member of Technical Staff, Sandia National Labs
Irene Lee	Director of Learning Lab & GUTS/GUTSy Girls Projects, Santa Fe Institute
Kristin Umland	Associates Professor, Mathematics Education, University of New Mexico
Charlie Walter	Executive Director, NM Museum of Natural History and Science
Victoria Wegener	Manager Mott Afterschool Tech. Assist. Collaborative (Skype presentation)
Yvonne Zenga	Mott Afterschool Program Coordinator, New Mexico Afterschool Alliance

## Appendix A: Photos of DIWG meeting



*Introductory dinner with part of the group*



*Remote presentation by Victoria Wegener*



*Presentation by Phyllis Baca*



*Presentation by Susan Brown*



*Brainstorming post-it note activity*



*Synthesis of activity by Robert Salazar*





*Small group discussions*



*Hands-on activity on science inquiry/PD*



*Continuation of inquiry/PD activity*



*Share out after the activity*



*Informal discussions on second day*



*Small group work focused on action plan*



*Small group work focused on action plan*



*Action plan share outs and next steps*

## Appendix B: Meeting Agenda

### EPSCoR DIWG: Leveraging the afterschool community and STEM stakeholders in New Mexico to reach and engage under-represented student populations in STEM fields

Thursday, May 29<sup>th</sup> through Saturday, May 31<sup>st</sup>, 2014

#### Focus & Objectives of the Meeting

**EPSCoR DIWG:** NSF-funded NM EPSCoR (New Mexico Experimental Program to Stimulate Competitive Research) DIWG (Diversity Innovation Working Group) meetings offer opportunities for STEM stakeholders to address challenges associated with engaging and retaining under-represented student populations in STEM.

**Why focus on STEM in afterschool?** Children in K-12 spend less than 20% of their waking hours in school and a study found that 75% of Nobel prizewinners in the sciences reported that their passion for science was first sparked in non-school environments. New Mexico should better leverage the many afterschool programs across the state that provide positive academic and social outcomes to students by connecting these programs with the numerous STEM stakeholders including national research labs, universities and colleges, industries, and science museums.

**Main objectives:** Create a comprehensive strategic plan with concrete action steps and key milestones focused on four main priorities:

- 1) Foster partnering and funding opportunities to infuse STEM in afterschool settings by increasing the involvement of STEM-rich institutions and stakeholders
- 2) Identify and disseminate best practices and strategies to increase the participation of under-represented student populations in afterschool STEM programs
- 3) Leverage the NMASA statewide organization and the many STEM stakeholders across the state to create and maintain an effective STEM afterschool network
- 4) Identify partners/funds to implement the DIWG strategic plan and disseminate findings across NM

#### Meeting Facilitator/Conveners

<i>Robert Salazar</i>	<i>DIWG meeting facilitator</i>
<i>Armelle Casau</i>	<i>Research and Policy Analyst, NM Voices for Children</i>
<i>Phyllis Baca</i>	<i>Director of STEM Initiatives &amp; Department Chair, Santa Fe Community College</i>
<i>Susan Brown</i>	<i>Director of the STEM Outreach Center, NM State University</i>

#### Meeting Participants

<i>Amelia Gandara</i>	<i>Associate Director of Educational Support, Youth Development Inc.</i>
<i>Angelo Gonzales</i>	<i>Executive Director of Mission: Graduate, United Way of Central NM</i>
<i>Bernie Hernandez-Sanchez</i>	<i>Member of Technical Staff, Sandia National Labs</i>
<i>Charlie Walter</i>	<i>Executive Director, NM Museum of Natural History and Science</i>
<i>Chelsea Chee</i>	<i>Diversity Outreach Specialist, NM EPSCoR</i>
<i>Christina Abeyta</i>	<i>Senior Program Specialist at the STEM Outreach Center, NM State University</i>
<i>Duane Dill</i>	<i>Science Educator, Explora</i>
<i>Irene Lee</i>	<i>Director of Learning Lab &amp; Project GUTSyGirls, Santa Fe Institute</i>
<i>Kristin Umland</i>	<i>Associate Professor, Mathematics Education, University of New Mexico</i>
<i>Terri Nikole Baca</i>	<i>Senior VP of Public Policy &amp; Leadership, Greater Albuquerque Chamber of Commerce</i>
<i>Victoria Wegener</i>	<i>Manager for the Mott Afterschool Technical Assistance Collaborative (Skype presentation)</i>
<i>Yvonne Zenga</i>	<i>Mott Afterschool Program Coordinator, NM Afterschool Alliance and NM PED</i>

### EPSCoR DIWG: Leveraging the afterschool community and STEM stakeholders in New Mexico to reach and engage under-represented student populations in STEM fields

## Meeting Agenda

### **Thursday Dinner, May 29<sup>th</sup>**

*Location: St. Clair Winery and Bistro (Special event room)  
901 Rio Grande Blvd NW, Albuquerque, NM. Tel: 505-243-9916*

- 6:00 p.m. – Quick Introductions, Dinner, General Meeting Goals
- 8:00 p.m. – Conclusion

### **Friday All-Day Meeting, May 30<sup>th</sup>**

*Location: Explora (MP3 conference room)  
1701 Mountain Rd NW, Albuquerque, NM. Tel: 505-224-8300*

- 8:30 a.m. – Breakfast & Networking
- 9:00 a.m. – Welcome & Meeting Objectives
- 9:15 a.m. – “State of the Nation” of STEM in Afterschool
- 10:15 a.m. – *Break*
- 10:30 a.m. – “State of the State” of STEM in Afterschool in NM and Summary of Apex 21<sup>st</sup> CCLC Study
- 11:30 p.m. – *Working Lunch (continue team discussions)*
- 11:45 a.m. – Team-based Discussion: STEM in a majority-minority rural state & hurdles/opportunities to engaging and retaining under-represented student populations in STEM fields
- 1:00 a.m. – Team-Based Discussions: Participants consider STEM diversity activities underway and discuss strategies to identify ways to better leverage the afterschool community and STEM stakeholders building sample programs
- 2:30 p.m. – Team Reports & Group Discussion
- 2:45 p.m. – *Break*
- 3:00 p.m. – Examples of STEM professional development elements that actively engage educators/facilitators and students/families
- 4:00 p.m. – Large Group Review & Synthesis of Ideas Thus Far for Strategic Plan
- 5:00 p.m. – Adjourn first day of DIWG Meeting

### **Saturday Morning Meeting, May 31<sup>st</sup>**

*Location: Explora (Conference Room MP3)*

- 8:30 a.m. – Breakfast & Networking
- 9:00 a.m. – Large Group Discussion: Examples of systems-level efforts in NM to increase STEM informal science education capacity and diversity in STEM
- 10:00 a.m. – *Break*
- 10:15 a.m. – Team-Based Action Planning: Participants work in groups to identify specific action steps, milestones, potential partners for the different objectives
- 11:45 a.m. – Share-Outs of Action Plans: Participants share the details of their strategic plan sections and give/receive feedback across groups
- 12:15 p.m. – *Catered Box Lunch*
- 1:00 p.m. – DIWG Meeting Wrap-up