

MiSTEM Advisory Council

Report #4

December 14, 2018

Background

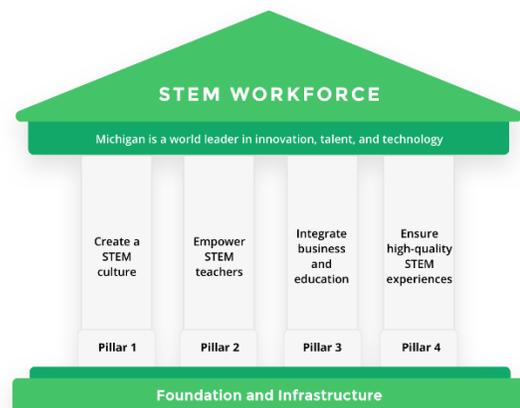
The MiSTEM Advisory Council (Council) is a volunteer group of business, higher education, K-12 education, philanthropic leaders, and non-voting legislative members appointed by the Governor. Created by the Michigan Legislature in 2015, the Council (Appendix A) is charged with making recommendations to support STEM education in Michigan.

More specifically, the Council has four (4) legislated functions:

1. Recommend a statewide strategy for delivering STEM education-related opportunities to pupils;
2. Recommend funding programs that meet the objective criteria set forth in legislation (Appendix D);
3. Work with the MiSTEM Network to develop locally and regionally developed programs and professional development experiences for the programs on the list of approved programs;
4. Work with the MiSTEM Network Executive Director to implement the statewide STEM strategy.

Vision for STEM Education in Michigan

The Council, now in its third year, supports the vision for Michigan to provide a world-class STEM education for students and thereby creating talent pathways to support the state's economic prosperity. In addition, the Council advocates for an informed STEM citizenry with an emphasis on growing future talent for our educational system. The collective efforts of all shareholders to create an adaptive educational system for the future is a critical need so Michigan is positioned as a world-class leader in STEM.



Examples of quality STEM experiences can be found throughout our state. Ideally local community partners and businesses would be designing learning experiences with a district or individual teachers. Examples of such can be found in Schoolcraft, MI where the school district collaborates directly with area businesses to link what students are learning in school (at all grade levels) to a problem that the business is trying to solve. Schoolcraft has a Director of Innovation that meets with area partners and then designs the best fit to the academic standards at each grade level. The students learn valuable reasoning, research, communication, historical, science and mathematical competencies as they provide a different lens to the area

business on how they would solve their problem. Recently, students were investigating and presenting solutions to topics such as “Where does your poop go, How do you recruit and retain millennials, Is our local history worth saving, and What potato is best for a local ag company?” The opportunities are endless when communities look outside the four walls of a school for authentic problems where students demonstrate their knowledge while exploring a career that they might never have known existed. Other rich examples can be found across our state that also include out of school time experiences for students to extend their learning such as internships and apprenticeships. Communities embracing the STEM statewide strategy will reinvigorate our learning system and expose students to hundreds of career opportunities while naturally building our next generation of talent.

2018 MISTEM Council Recommendations

1. Support a state funded, coordinated educational campaign to build STEM awareness, and communicate needs and opportunities for all stakeholders
2. Analyze and Describe the STEM Educator Talent Pipeline
3. Select and implement metrics to evaluate the MiSTEM Network and Grant Programs
4. Include a seat on the Council for the Governor’s office appointee
5. Increase and reallocate STEM funding

Pillar Descriptions

The 2018 statewide strategy recommendations for STEM education in Michigan are as follows:

1. Create a robust culture of STEM;
2. Strengthen the STEM educator talent pipeline;
3. Integrate business/industry and educational entities; and
4. Ensure high-quality STEM experiences for children and students.

Council recommendations are to guide the implementation of each pillar and are to include the necessary infrastructure and resources for sustainability.

Pillar 1: Create a STEM Culture

The creation of a robust culture of STEM continues to be a priority for the state. It is imperative that Michigan focus on a robust, extensive, and inclusive STEM culture for each and every student. To advance the efforts of pillar 1, Council recommendations include (and may not necessarily be limited to) the following:

- Prioritize STEM learning as a mindset to be integrated everyday into classroom instruction;
- Increase awareness of STEM opportunities as an integral part of education and industry for shareholders (i.e., students, parents/families, teachers, communities, legislators);

- Increase understanding for all that STEM is an interdisciplinary and inclusive exploration for career pathways;
- Assist students in the discovery and love of STEM opportunities that will guide and inform civic participation and decision making as informed citizens; and
- Support a variety of learning opportunities, pathways, and career explorations towards STEM fields in multiple settings (everyday settings & family activities, designed informal settings, classroom instruction, and out-of-school programs).

Pillar 2: Empower STEM Teachers

STEM teachers and educators are typically a students' first exposure to STEM professionals and STEM careers. Therefore, all STEM educators must be empowered and supported to explore and implement innovative instructional practices. The Council advocates for broad systemic changes such as school/business partnerships and career ladders that recruit and reward STEM teachers. One example is found in the innovative educator portion of the [Marshall Plan](#). To advance the efforts of pillar 2, Council recommendations include (and may not necessarily be limited to) the following:

- Encourage, incentivize, and retain STEM teachers in the educational system to ensure the sustainability of quality programs;
- Engage Michigan's institutes of higher education, including alternative routes to certification, community colleges, and early middle colleges to participate in STEM educator recruitment, training, and retention to ensure integrated STEM opportunities for learners;
- Develop a p-20 Master STEM educator ecosystem to support a collaborative, connected network within and across regions to build STEM capital within the state (e.g. coaching; partnerships with industry experts);
- Encourage regional (local) public-private partnerships to support and develop problem-, phenomena- and competency-based teaching and learning opportunities; and
- Encourage use of federal, state and local funds to support STEM teaching and learning for all.

Pillar 3: Integrate Business and Education

The Council continues to advocate for stronger connections between business/industry and education and recommends a concentrated effort in this area for 2019. According to the Education Commission of the States [STEM vital signs](#) report, Michigan can expect double the job growth in STEM fields as compared to all other jobs. The Council's vision for STEM in Michigan is strengthened by these partnerships because they provide valuable career awareness and recruitment opportunities for students. In addition, the business/industry and education partnerships also provide meaningful professional learning for schools to reimagine and invigorate their system to more flexibly adapt and support students in our

rapidly changing world. Council recommendations for Pillar 3 include (and may not necessarily be limited to) the following:

- Joint exploration by business/industry and education partners to remove barriers facing students, educators and employers;
- Increase awareness and preparedness for students choosing education and corresponding workforce pathways;
- Increase understanding of jobs and skills sets needed in Michigan to support our economy;
- Develop equitable policies ensuring learning opportunities are visible on student transcripts and educator certifications (i.e. micro-credentials).
- Encourage business/industry and educator experiential engagement such as internships or job shadowing and tax incentives for companies who provide these experiences;
- Create a feedback loop whereby business/industry and education provide input on critical skills for the future of work as schools design and update curriculum and the State sets standards for accountability; and
- Connect employee engagement and volunteer programs at businesses to the advancement of STEM education in Michigan (e.g., pilot a state level model to connect corporate employee volunteers with in-school STEM learning [see example program <https://scripted.org/>]).

Pillar 4: Ensure High-Quality STEM Experiences

Educational systems in conjunction with business/industry, parents/families, and communities must ensure students have access to, are represented and participate in, and make contributions towards high-quality STEM experiences, programs, and activities. The advancement of high-quality STEM experiences and engagement in STEM careers for all learners, always requires every pillar to be acting in concert with one another. The active interconnectivity of the pillars empowers all shareholders to benefit from high-quality STEM experiences. Pillar 4 recommendations include (and may not necessarily be limited to) the following:

- Utilize the STEMworks rubric to vet proposed state funded programs;
- Learning opportunities are hands-on, problem-based, authentic, engaging, and experiential;
- Learning opportunities/experiences are linked to students and their communities to increase relevancy and sense of place;
- Fully supported schools to ensure successful implementation of the necessary STEM

learning opportunities for STEM citizenry and workforce success such as those identified by the Governor's Talent Investment Board Employability Skills Resolution;

- Utilize industry and other community partners as resources for learning; and
- Create value for shareholders by providing spaces for authentic career exploration and

- problem solving where students also contribute to the learning of the community partners.

Rationale for the 2018 MiSTEM Recommendations:

Support a state funded, coordinated educational campaign to build STEM awareness, and communicate needs and opportunities for all stakeholders

The Council recommends a net increase to the budget in Michigan Compiled Law (MCL) 388.1699s (11) for the state office of the MiSTEM executive director in the amount of \$250,000. Public Sector Consultants prepared a 'qualified opinion' memorandum detailing costs to design, implement, and maintain a standard marketing effort for this initiative. The detailed memorandum with specific deliverables is found in Appendix C of this report. Development and launch of a marketing campaign would be executed in year one (2020) with the \$250,000 budget and a subsequent, smaller request in year 2 (2021) for continued implementation and improvement. This effort would serve to fulfill the following requests previously referenced in MCL 388.1699s.

- 99s(11) From the general fund allocation under subsection (1), there is allocated an amount not to exceed \$300,000.00 to the department of technology, management, and budget to support the functions of the executive director and executive assistant for the MiSTEM network, and for administrative, training, and travel costs related to the MiSTEM advisory council.
- 99s(11)(b) Coordinate the implementation of a marketing campaign, including, but not limited to, a website that includes dashboards of outcomes, to build STEM awareness and communicate STEM needs and opportunities to pupils, parents, educators, and the business community.

Analyze and Describe the STEM Educator Talent Pipeline

The Governor's Talent Investment Board's (GTIB) 2018 Employability Skills Resolution describes the necessary competencies that job seekers and workers must possess to obtain and keep an entry level position. The Talent and Economic Development Department in the State of Michigan has championed the Marshall Plan as incentives for schools and talent consortia around the state to invest in competency-based learning models that not only produce the academic outcomes needed by our students in the state, but the skills set that GTIB is requesting. Part of this plan includes a section on improving the educator talent pool-- which also aligns with the MDE top 10 in 10 strategic goal #3: Develop, support, and sustain a high-quality, prepared, and collaborative education workforce. Therefore, the Council feels strongly that in order to make an impact in pillar 2 (Empower STEM Teachers) there needs to be a study done that clearly describes the educator talent landscape and tracks these data. A study on educator talent would require a collaboration across multiple departments including the Bureau of Labor Market

Information and Strategic Initiatives, Talent Investment Agency, Center for Educational Performance and Information, and the Michigan Department of Education. The study would include examination of indicators that can impact the demand and attractiveness of pursuing a career in education such as: wage data compared to other professions with similar degrees, potential shortages of educators across STEM certification areas, potential shortages across various regions in our state, demographics, mobility, and attrition of the educator workforce. In order to prepare the workforce of tomorrow, we need to attend to an educator workforce that is masterfully empowered to meet the current and future talent needs. The cost of this study would be absorbed in the proposed operational budget for the MiSTEM state office.

Select and implement metrics to evaluate the MiSTEM Network and Grant Programs

The Council intends to amplify and strengthen its efforts to evaluate the impact and the effectiveness of the MiSTEM Network and Grant Programs. To date the available evaluation metrics for the Network development process consists of a social network analysis of the current state of the actors working on these funding sources as well as those individual's beliefs in relation to the MiSTEM vision. For the Council grants we have the ability to identify how many students have been in a course taught by a teacher that has gone through one of these programs. These provide a solid foundation for the Council's ongoing evaluation, but they need to be supplemented with additional measures to ensure a robust and nuanced evaluation approach.

We propose to begin by gathering information about and from current and past grantees and from current network leaders, as well as developing a range of evaluation designs. This would be done through an independent contractor. Surveys and interviews with grantees and network leaders will allow us to identify indicators and metrics that might be valuable to include in our evaluation approach. We will consider a range of potential evaluation designs that offer opportunities to gather and present formative and summative analysis meant to suggest improvements and show program effectiveness. For example, activities could range from the administration of follow-up surveys to grantees to gather basic information on the enactment of the proposed program and activities to an evaluation design that includes a longitudinal, quasi-experimental comparison study of grantees versus non-grantees. More rigorous evaluation designs would allow for determining the impact of the MiSTEM program on improving STEM teaching practice, increasing student outcomes in STEM, and increasing collaboration and network development between STEM teachers and mentors, including business/industry partners. An additional goal in the evaluation design could also be the identification of the characteristics of emerging best practices in STEM teaching to be used in the creation of models that could be disseminated across a broader network of STEM educators in the state.

Following these initial activities, the Council will engage in a process evaluation to determine the feasibility and cost for potential evaluation plans and examine the relationship between the fidelity of the implementation of the MiSTEM's program's proposed activities and the outcomes needed to scale up and improve the program. For instance, we could explore whether the MiSTEM program met its goals around the number and quality of applications, whether grantees carried out the work they proposed, or whether grantees were able to leverage the funds in ways that align with the MiSTEM program's goals. These efforts would serve to fulfill the following requests that already exist in MCL 388.1699s.

- 99s(11)(d) Report to the governor, the legislature, the department, and the MiSTEM advisory council annually on the activities and performance of the MiSTEM network regions.
- 99s(2)(d) The MiSTEM advisory council annually shall review and make recommendations to the governor, the legislature, and the department concerning changes to the statewide strategy adopted by the council for delivering STEM education-related opportunities to pupils. The MiSTEM advisory council shall use funds received under this subsection to ensure that its members or their designees are trained in the Change the Equation STEMworks rating system program for the purpose of rating STEM programs.
- 99s(2)(e) The MiSTEM advisory council shall make specific funding recommendations for the funds allocated under subsection (3) by December 15 of each fiscal year. Each specific funding recommendation shall be for a program approved by the MiSTEM advisory council.
- 99s(9) Not later than July 1, 2019 and July 1 of each year thereafter, a MiSTEM network region that receives funds under subsection (4) shall report to the executive director of the MiSTEM network in a form and manner prescribed by the executive director on performance measures developed by the MiSTEM network regions and approved by the executive director. The performance measures shall be designed to ensure that the activities of the MiSTEM network are improving student academic outcomes.

Include a seat on the Council for the Governor's office appointee

Presently, the MiSTEM Advisory Council liaises with the governor's office with a dedicated staff member who is instrumental in providing support and counsel to this group. The Council recommends that we elevate this relationship further with a dedicated seat on the Council from the governor's key staff in recognition of the importance of the governor's voice, input and support for STEM education in Michigan.

Increase and reallocate STEM funding

The Council is requesting a modest increase over fiscal year 2019 in order to have greater impact across all MiSTEM regions with the Council grants, to incentivize greater innovation and collaboration in the regional professional development grants, and to ensure adequate funding of the Executive Director's office for

management of the Network and Council. Proper funding is critical to improve the marketing, communications, and evaluation efforts as recommended in previous MiSTEM reports and as directed in the fiscal year 2019 budget law. The small requested increase is consistent both with cost of living adjustment practices and with an indication of strong support for the sustainability of the MiSTEM initiative moving forward, now that the foundational infrastructure has been put into place.

In addition to the increase, the Council is requesting some reallocation between previous line items to align granting to vetted and approved STEM programs. The Michigan legislature continues to fund programs that are not in the STEMworks database, i.e. Sec. 99t that directs money to Algebra Nation. Therefore, we recommend that cross-sector partners collaborate to seek STEMworks credentialed programs that connect to specific communities and touch on all components of the pillars. The natural interconnectedness of the four pillars allows cross-sector partners to start with a foundational STEMworks program and build out the supports around this program to address each pillar. In this way, the state dollars invested in a specific program grow the impact across our local communities by aligning efforts that have influence across each pillar. The structure of the MiSTEM Network allows for this practice to occur. The following table reflects our proposed allocations.

Budget Recommendations

	Actual	Recommended
	FY2019	FY2020
SECTION 99s		
MiSTEM Council Grants (3)	3,050,000	5,600,000
MiSTEM Network Regions (4)	3,834,300	5,500,000
MiSTEM Network Region PD Grant (6)	750,000	1,000,000
MiSTEM Executive Director and Council Administration (11)	300,000	900,000
SECTION 99h		
First Robotics or Equivalent	3,000,000	3,000,000
Non-public Schools Robotics or Science Olympiad	300,000	0
SECTION 99t		
Online algebra tool [Algebra Nation]	1,500,000	0

SECTION 99u		
Online Math Tool [Imagine Learning] (1)	1,500,000	0
Online Spanish Language Literacy Tool (3)	500,000	0
SECTION 99v		
Mathematics Pathways Alignment	25,000	0
Total Sec. 99 Budget	14,759,300	16,000,000

Summary

The Council maintains its support for the four pillars as a strategic framework for STEM education and workforce development in the state of Michigan. With the successful formation of the MiSTEM Network infrastructure, including regional directors and an executive office based in Lansing, the Council can pivot this year to support the Network in aligning and connecting education with business/industry. This is a key focus area particularly because specific initiatives such as the [Marshall Plan](#), signed into law by Governor Snyder in June 2018, offer opportunities and resources to innovative groups of educators and employers in the state. Additionally, [Launch Michigan](#) was announced in June 2018. This initiative is comprised of stakeholders in business, education, labor, philanthropy, and civic leaders, as well as parents, to support the improvement of education and education outcomes for Michigan students. The Network, with support from the Council, is poised to be an important conduit and framework for two-way communication around implementation and warrants a seat at the table in forming goals and strategies.

Even though one pillar is specifically called out as a focus area, the Council recognizes the importance of embracing all the pillars and their integration to improve the entire system. Though it is possible to consider each pillar separately for rhetorical purposes, in reality it is important to recognize that work done in one area interacts with that done in other areas, and the convergent forces must work in alignment to support the overall development and assurance of high-quality STEM experiences for all students while also supporting the development of a robust STEM culture and well-informed STEM citizenry in our communities.

Also of note, a new five-year federal STEM plan was released on December 4, 2018. Three delegates from Michigan including a representative from MDE, the MiSTEM Council, and the MiSTEM Network participated in a state/federal STEM summit hosted by the White House in June 2018 to discuss and inform the next iteration of the federal STEM plan. One of the main recommendations in this plan is to develop and enrich strategic partnerships by fostering STEM ecosystems that unite

communities. With the inaugural year of the MiSTEM Network upon us, the state of Michigan is well poised to align our efforts to the strategic directions recommended in the federal plan. By intentionally aligning the state to the federal plan, where applicable, we should see increased opportunities for resources provided by the federal government.

Finally, we face considerable change this year in Michigan with the gubernatorial election and three out of four of the legislative Council members leaving office. The Council looks forward to a collaborative and highly engaged relationship with the Governor's office and its administration including consideration of a formal Governor's office seat on the Council itself to insure a high degree of collaboration, alignment, and support on state STEM initiatives.

Appendix A

Michigan MiSTEM Council

The MiSTEM Advisory Council was created. The MiSTEM Advisory Council consists of business, higher education, K-12 education, and philanthropic leaders. It was created in 2015 under MCL 388.1699s and is made up of 11 voting members serving at the pleasure of the Governor and 4 ex-officio legislators appointed from the House of Representatives and Senate.

Voting members:

- Co-Chair: Christian Velasquez, Global Strategic Market Director, Dow Chemical
- Co-Chair: Kathleen Bushnell Owsley, President, Bosch Community Fund
- Lee Graham, Executive Director, Operating Engineers 324 LMEC
- Jay Kulbertis, Ed.D., Superintendent, Gladstone Area Schools
- Josh Nichols, STEM Teacher, Stockbridge Community Schools
- Carolyn Wierda, Special Assistant to the President for STEM Initiatives, Saginaw Valley State University
- Edward Silver, Professor, University of Michigan
- Hina Baloch, Manager, Global Social Impact & STEM Education, General Motors
- Heidi Maltby-Skodack, Director of School Improvement & STEM/CTE, Traverse City Area Public Schools
- Richard Bacolor, Science Curriculum Consultant, Wayne RESA
- Vacant, Student Position

Former Members:

- Harrison Ford, Kettering University Alumni (Graduated 2016)
- Jim Heath, Chief Operating Officer, Flexfab
- Satish Udpa, Ph.D., Executive Vice President, Michigan State University
- Charles Dershimer, Faculty, Greenhills School
- Ken Kelzer, VP, Global Vehicle Components and Subsystems, General Motors

Legislative Appointees:

- Representative Leslie Love, 10th District (Detroit, Redford)*
- Representative Jim Tedder, 43rd District (Waterford Township, Lake Angelus, Clarkston, Independence Township)
- Senator Hoon-Yung Hopgood, 6th District (Belleville, Romulus, Taylor, Westland)*
- Senator John Proos, 21st District (Berrien, Cass, and St. Joseph Counties)*

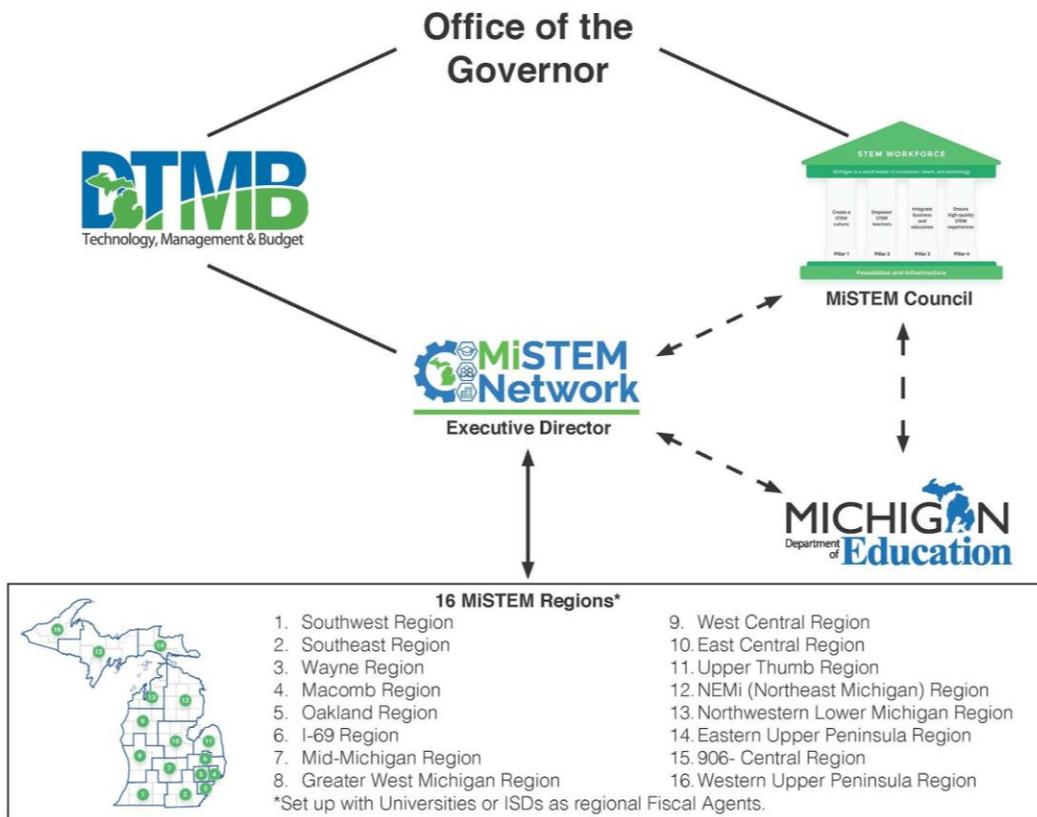
*Term-limited out in 2018

Appendix B

MiSTEM Network

Michigan, together with business, education, and community partners, is embarking on a journey to create a MiSTEM Network throughout the state. This opportunity grew out of Governor Snyder's MiSTEM Advisory Council recommendation to make Michigan a world leader in STEM education. The Council report lists four pillars as necessary components to establish a system that will produce STEM-equipped students and educators. These pillars are: create a STEM culture, empower STEM teachers, integrate business and education, and ensure high quality STEM experiences. The work of the MiSTEM Network is to build on existing STEM networks to create a STEM ecosystem that supports and implements the components outlined in the four pillars. More information, including the MiSTEM Network Plan can be found at www.michigan.gov/mistem.

MiSTEM Organizational Clarifications



Appendix C



PUBLIC SECTOR
CONSULTANTS

memorandum

TO Megan Schrauben, MiSTEM Network
FROM Selma Tucker and Linda Headley, Public Sector Consultants
DATE November 26, 2018
SUBJECT Industry Averages for Comprehensive Marketing Campaigns

Over the past five years, Public Sector Consultants (PSC) has been developing and implementing comprehensive marketing campaigns for numerous clients, including local, state, and federal government agencies, associations, nonprofits, colleges and universities, and businesses. In that time, we have learned a great deal about what it takes to introduce new organizations to key audiences and gain significant traction in preferred markets.

TIMING

It is standard practice to think about marketing campaigns in two phases: development and initial launch (which usually takes place in the first year) and implementation and improvement (which takes place thereafter). Following are the tasks that typically occur during each phase.

- Phase 1: Development and Initial Launch
 - Articulate organizational goals and create a communications plan to support those goals
 - Identify key audiences and develop detailed lists to reach them
 - Develop the tools needed to communicate most efficiently and effectively
 - Develop necessary content
 - Populate the tools with content
 - Launch organization/disseminate initial content
- Phase 2: Implementation and Improvement
 - Continue updating messaging and communicating new content on a regular basis
 - Maintain and improve communication tools and content over time to support stated goals

As the MiSTEM Network begins preparing for its marketing effort, PSC recommends planning and budgeting around these two phases.

PRICING

In its work with a wide range of clients, PSC has also learned a great deal about what it costs to implement marketing campaigns. While prices vary widely depending on the comprehensiveness and quality of each campaign, there are some general industry standards and best practices that can be applied when developing budgets.

Phase 1 Budget: Development and Initial Launch (Year 1)

Task	Cost
Develop a brand and brand assets (logo, taglines, letterhead, templates, etc.)	\$10,000
Develop messaging guidelines (how the brand can and should be used)	\$5,000
Create a website (name, host, architecture, user-friendly design) and develop and deploy content to it (professional development opportunities, a clearinghouse/repository for regional activities, and other content for educators, businesses, legislators/government officials, and the general public)	\$25,000
Build a digital media presence (create an engaging and integrated digital media presence using unique handles, brands, and content for Twitter, Facebook, and LinkedIn that can be amplified by the regions)	\$5,000
Build HTML email capability (select platform, design HTML communications using brand, develop contact lists, etc.)	\$5,000
Plan and execute launch event/activity (to inform media and others about the network, including writing a media advisory, writing a press release, preparing social media posts, and scheduling radio and print interviews)	\$10,000
Prepare supporting materials for launch (FAQ, one-page handout, an elevator speech, op-ed/columns, etc.)	\$5,000
Develop newsletter template and first edition	\$5,000
Prepare supporting collateral (brochures, fliers, infographics, etc.)	\$3,000
Printing costs (for all print collateral in this phase)	\$7,500
Prepare annual report to the Advisory Council	\$5,000
Prepare annual report for evaluation purposes	\$5,000
Retool evaluation content for interactive use on website	\$6,500
Develop general PPT presentation	\$3,500
Contract staff/consulting services (to help develop and launch the plan)	\$83,000
Obtain strategic counsel (outside advisors to provide professional marketing expertise for overall plan and execution)	\$66,500
TOTAL	\$250,000

Phase 2 Budget: Implementation and Improvement (Year 2)

Task	Cost
Maintain marketing tools	\$10,000
Develop and employ new content and tools aligned with plan and in response to environmental changes	\$45,000
Continue contracts with staff/consulting services (to continue implementing the marketing plan)	\$95,000
Continue strategic counsel (outside advisors to provide professional marketing expertise and help make adjustments over time as needs and audiences grow and become more sophisticated)	\$10,000
TOTAL	\$160,000

Considerations

Executing a successful communications plan is a heavy lift in terms of labor. Technical expertise is needed in graphic design, copywriting, advertising, event management, digital marketing, videography, website development, stakeholder engagement, and marketing evaluation and measurement. That is why PSC recommends building in a healthy budget for both staff and consulting services. It is very rare that one employee is qualified—or has the time and resources necessary—to do all of the tasks associated with an effective marketing effort and still fulfill other obligations.

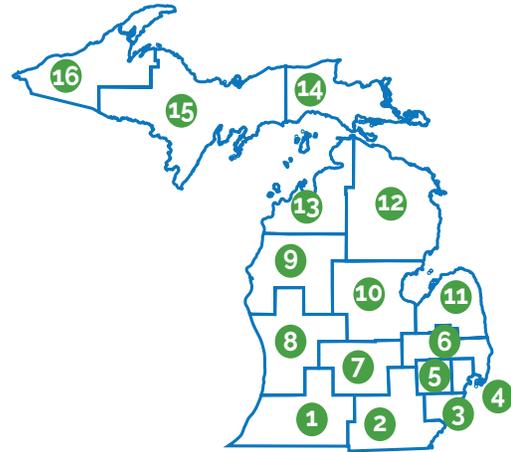
Conclusion

We hope this information is helpful as MiSTEM plans its upcoming marketing efforts. If you have any questions or need additional information, please do not hesitate to call us at 517-484-4954.



Advisory Council Grant Program

MiSTEM Regions



\$ 3.05 million
in grant funding

3 Program Areas

Computer Science
or Coding

Robotics

Engineering or
Bioscience



78 Applications Received
Totaling over \$11 million

21 Proposals Selected

260,000
students being served

