



# Funds Distribution Report

---

**Recipient Organization:**  
**Washington STEM**

**Mailing Address:**  
210 S Hudson St  
Seattle, WA 98134

**Contact:**  
(206) 658-4320  
<https://www.washingtonstem.org>

**Organization's General Goals:**  
We are an independent nonprofit comprised of knowledgeable and well-respected education and STEM experts committed to removing barriers to STEM education and postsecondary credentials.

---

<b>Date of Award:</b>	<b>Level:</b>
2023 Q1	\$2,500 to \$5,000

For more information, please read the attached report from Washington STEM.

8802 27th Ave NE  
Tulalip, WA 98271  
**TulalipCares.org**

Disclaimer: This report may be a summary of content provided by the recipient, not always complete quoted material.

## WASHINGTON STEM FINAL REPORT TO TULALIP TRIBES CHARITABLE CONTRIBUTIONS

Report Code: Q1 2023 14.2

URL: [www.washingtonstem.org](http://www.washingtonstem.org)

Number of Students Impacted: 1,099,261

Washington STEM is grateful for Tulalip Tribes Charitable Contributions investment and partnership in our mission to leverage STEM for social change, remove barriers to credential attainment, and create pathways to long-term economic security for historically excluded students. Through our collective impact efforts with 11 regional networks and other partners across the state, your investment has helped us benefit 1,099,261 students. We are pleased to share highlights of the impact of your partnership in 2023 in each of our core programs.

### Program Areas: Early Learning, K-12 STEM Education, Career Pathways

#### 1. Early Learning

Washington STEM is working to ensure that every young child in our state develops a positive math identity, participates in high-quality early STEM learning, and has access to the best early learning environments possible.

#### ***2023 Goals for Early Learning – Progress***

We aimed to accomplish the following through our Early Learning efforts:

- Increase equitable access to child care and advance a business-focused campaign to increase employers' awareness of child care resources and opportunities for their employees.
  - **PROGRESS UPDATE:** We have been creating and updating regional Family Friendly Workplace reports that help Washington employers identify ways to improve access to child care, no matter what their operating budget might be. The two-page reports present localized data, including:
    - Average cost of child care
    - Financial impact on employers from absenteeism
    - Percentage of local children with access to quality care
    - Percentage of families in your area with both parents working, and
    - Budget-friendly options to make your workplace Family Friendly, and more.

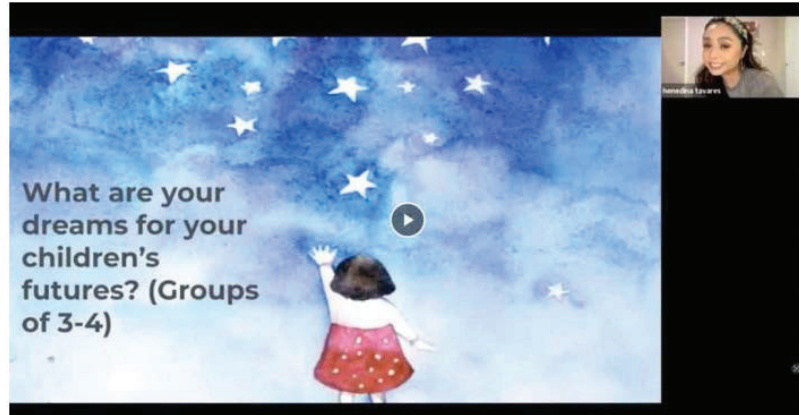
The reports can be found here, which we will continue to update, maintain, and share with our partners statewide through outreach and technical assistance.

<https://washingtonstem.org/family-friendly-workplace-regional-reports/>

- Increase equitable access to professional development, parent support, and resources for children focused on high quality STEM learning.
  - **PROGRESS UPDATE:** We have been developing the new State of the Children reports in partnership with 50+ “co-designers” from across the state. The results highlight areas for meaningful policy changes while also incorporating voices of families with children often overlooked in the conversation about affordable child care. The vision statement for State of the Children 2023 is “Washington STEM and our partners act so that ‘all children have access to a joyous childhood’ by working to increase state funding for equitable child care programs and fair compensation for child care providers, advocating for policies that support working families, and fostering collaboration with families, caregivers, providers,

and other community partners.” You can read more about our process and the impact on parents/caregivers and partners on our new blog series: [THE CO-DESIGN PROCESS: RESEARCH WITH, AND FOR, COMMUNITIES](#) and [INTEGRATING COMMUNITY VOICES: STATE OF THE CHILDREN CO-DESIGN BLOG: PART II](#).

In addition, we have learned valuable lessons through our co-design data work over the past year. We have identified gaps in our early childhood data landscape. There is currently minimal, incomplete, or no publicly available data for special populations, including Native American children, children with disabilities, children experiencing homelessness, and the Family, Friend and Neighbor workforce.



*Washington STEM convened 50+ parents and caregivers from across the state to help co-design the 2023 State of the Children reports. For six months they met online to share diverse experiences caring for children with disabilities, unhoused children, and those speaking languages other than English at home. The new reports reflect their voices and experiences, including their struggles and their triumphs. Photo credit: Shutterstock*

One of the issues that is emerging from our work with co-designers is that some of the data that families, community organizations, and early education leaders need and want to inform their plans, goals, and advocacy efforts is limited or currently unavailable publicly.

Key data that is missing or limited includes:

- Family Friend and Neighbor caregivers
- Maximum representation of Native American children
- Children experiencing homelessness
- Children with disabilities
- Transitional Kindergarten participation and program quality
- Equity and trends in compensation for ECE professionals

Currently a sustainable mechanism for holding agencies accountable to making data available is also lacking. This is an ongoing problem that we are now aware of and will be working to address as we continue with this work. We are documenting what is being asked for and doing deep research to find ways to get this data, including pursuing data sharing agreements and/or policy advocacy when necessary.

- Improve the STEM teaching early learning educators through regional efforts that include representation from priority populations and early childhood educators.
  - **PROGRESS UPDATES:** Washington STEM invited librarians interested in hosting Story Time STEAM reading sessions to complete a [Self-Reflection exercise](#), and join a new Community of Practice, facilitated by Rekha Kuver, librarian, youth services leader, and strategic consultant. The new Community of Practice will offer an opportunity to share experiences and tips on engaging with families of color and those speaking languages other than English. ([Transcript](#)). You can view these digital resources here: <https://washingtonstem.org/story-time-steam-in-action-en-accion/>

## 2. K-12 STEM Education

Washington STEM is committed to attending to and supporting all parts of the K-12 continuum through strategic partnerships, advocacy at the state and regional level, and the use of smart, contextualized data that leads to informed decision-making.

### **2023 Goals for K-12 STEM Education – Progress**

We aimed to accomplish the following through our K-12 STEM Education efforts:

- Increase equitable access to contemporary, culturally relevant P-12 STEM education by addressing persistent barriers in accessing and using high-quality curriculum, educator professional learning, and community and administrator engagement through our partnerships with Washington State LASER and OSPI.
  - PROGRESS UPDATE: LASER hosted an interactive virtual workshop titled “Elementary Science Needs a Comeback!” This session highlighted success stories from around the state, with increased attention to geography, audience participation, and distributed leadership. Sixty-four participants, including classroom teachers, district and school administrators, Regional Science Coordinators, and science professional development providers attended. Participants appreciated hearing about statewide and systems-level approaches to removing barriers for elementary science. In particular, participants appreciated hearing from Tumwater School Board President Scott Killough and Elementary Science Program Manager Kimberley Astle, as well as specific examples of work from around the state.
  
- Increase direct postsecondary enrollment. Increase equitable access to open-source postsecondary preparation resources and best practices by working with 16 regional leaders and 26 high schools across Washington. Develop strategy to sustain this work in partnership with regional Networks, state agencies, and community-based organizations.
  - PROGRESS UPDATE: Through a student-centered co-design process, we are working with schools and regional networks to engage with students, teachers, and administrators to gather qualitative and quantitative data to identify gaps and inequities in postsecondary readiness strategies and access; and to co-design solutions and action plans to close those gaps. We have started the above process with 26 high schools and will continue to support those throughout fall 2023 and through 2024. We will also add another 15-25 high schools in 2024 to begin the above process with them. This work will benefit more than 40,000 high school students, and tens of thousands in years to come due to the systems level changes to practices, programs, and policies within schools and districts with which we are working.
  
- Understand and address regional STEM teacher shortages. Convene key stakeholders to identify and understand root causes for regional teacher shortages (including early learning) alongside data on teacher demand, credentials, retention strategies, salary, etc. Identify potential policy and implementation solutions.
  - PROGRESS UPDATE: Due to the momentum and expansion of the postsecondary readiness project mentioned above, we have chosen strategically to focus our limited staff capacity on the expansion from the first cohort of 26 high schools to the second cohort with an additional 15-25 high schools for that project. We have put this work temporarily on hold. Once we launch the second cohort of the postsecondary readiness project, we will be able to spend more time and capacity on this STEM teaching workforce effort.

### 3. Career Pathways

Washington STEM, in partnership with our STEM Networks, is leading efforts to improve access to STEM education and increase career pathway opportunities for students by identifying and removing barriers and closing systemic gaps in access.

#### 2023 Goals for Career Pathways – Progress

We aimed to accomplish the following through our Career Pathways efforts:

- Showcase the leadership of young women in STEM across our state through our annual Rising Stars award.
  - **PROGRESS UPDATE:** Washington STEM believes every girl should have access to, and feel empowered to take advantage of, the transformational opportunities STEM has to offer. Through our Rising Star Awards, Washington STEM honors girls who embrace STEM education. This annual statewide effort acknowledges one student, nominated by a wide array of education, community, and business leaders, from each of our 11 regional network partners.

Rising Star Awardees:

- Participate in STEM activities in or outside of the classroom (robotics, 4-H/ag science club, computer science group, etc.)
- Develop or create STEM projects in or outside of the classroom (website development, business ventures, STEM related art, etc.)
- Use STEM as a means of service to their community and/or family (tutoring, volunteering with a STEM-based community program, etc.)
- Have a general passion for learning and exploring topics in STEM (exhibits infectious enthusiasm for STEM activities and/or topics)
- Excel academically, particularly in STEM-focused subjects (exceptional grades or evaluations in a STEM course/class or overall)

In addition to being honored as their regional Washington STEM Rising Star, online and in the media, awardees receive a \$500 stipend, some cool STEM goodies, and personal development/mentorship opportunities. We have featured our 11 Rising Star Awardees for 2023 [here!](#) And you can see each of them below.





- Measure how schools and school districts across the state are using best practices to ensure that middle school and high school students have equitable access to education and opportunities after high school. Three best practices that we are measuring include: 1) completing financial aid forms, 2) building pathways for students that are aligned with regional economic needs, and 3) understanding how actively engaged students are.
  - PROGRESS UPDATE: We are currently conducting a Landscape Analysis to help each region identify short- and long-term goals for improving career-connected learning and pathways that meet regional economic needs. We are supporting each regional network to identify the unique needs regions have, design for those needs, while also surfacing shared system-level barriers that we can address through policy and advocacy.
  
- Work to identify scalable career pathways programs for students that align with regional economic needs. Work across the career connecting learning continuum, which includes students' career exploration, career preparation, and career launch.
  - PROGRESS UPDATE: Washington state has been selected as one of seven states nationwide to participate in the national project: "LAUNCH: Equitable & Accelerated Pathways for All." And Washington STEM is proud to report that we have been selected to lead our state's participation in this national project. Through the LAUNCH project, we will be working with four school districts over the next two years to develop equitable career pathways that are accessible to priority student populations, that equally value multiple postsecondary pathways (i.e. certificates, 2-year, and 4-year degrees), and that help students reach the careers and high-demand jobs they are interested in. The four districts represent a microcosm of our state's public schools: from large and urban (Tacoma), to medium and urban (Renton) to small and rural (Elma), to suburban and east of the mountains (Richland). We have brought together a cohort with leaders including a school superintendent, a school board member, and a career technical education (CTE) director from each district.