



Region 1  
**SUMMARY** of 2023-2024 Strategic Plan,  
Year 1 of 5 Year Plan,  
sponsored by MiSTEM Network

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## Needs Statements

### **NS1: STEM Education Asset Mapping and Data Analysis**

The current Regional Director started in March of 2020 as the Covid-19 pandemic hit. This disrupted collaboration and relationship building through the 2021-22 school year. Thus the Regional Director allocated a significant portion of time to work on the MiSTEM Network, including becoming the lead of the Math Action Area.

Over the next 5 years, Region 1 will focus on identifying STEM assets in the region across all 8 counties including STEM businesses, school programming, out of school time programming, community organizations, higher ed STEM assets, and ISD/RESA assets. Region 1 will also focus on building a more robust data set to use to identify our regional work. We will report metrics on a yearly basis to stakeholder groups.

### **NS2: STEM Coalition Building Across the Region**

The data suggests that continued siloed efforts will not support students accessing STEM opportunities. Currently, there are inconsistent methods for communicating about STEM opportunities across the region. Schools, community organizations, and higher ed work in silos. This type of work relies on who you know in order to get access to resources. Additionally, Region 1 has leveraged relationships in the Kalamazoo County area since KRESA serves as the fiscal.

Over the next 5 years, Region 1 will focus on Connecting, Convening, and Coalition Building across all 8 counties in the region. This includes consistent and strategic communication about STEM opportunities (website, social media, newsletter, stakeholder meetings). The Region will work to identify key stakeholder groups to communicate with as a strategy to build relationships and partnerships to move from transactional to transformational relationships.

### **NS3: Build Capacity for 3P learning implementation**

Currently, there are no formalized supports for 3P implementation in Region 1. The MiSTEM Advisory Council has called for all funding to support 3P learning as a pedagogical tool that increases engagement and supports career development necessary for the STEM workforce. In Region 1, there is a need for professional learning facilitators to be developed, teacher leaders to be identified who can share their examples of 3P implementation, and for regional partners to be identified who can support business and industry as well as community partnership to sustain projects. Additionally, there is a lack of expressed interest from educational leaders outside of CTE who want to engage or allocate resources for 3P.

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Over the next 5 years, we will build leadership capacity for educational leaders to be trained as trainers of 3P as well as support high-quality PBL implementation. This work will include providing 3P professional learning, supports for project implementation in educational settings, connecting business and industry partners with schools, and identifying and communicating internship, externship, and apprenticeship opportunities.

## **NS4: There are inequitable STEM practices and inequitable access to STEM opportunities in this region**

(Common across all regional strategic plans)

One of the most glaring needs is equity across STEM within the Region. An analysis of Mi School Data revealed 5% of all teachers are teachers of color whereas 31% of students are students of color within Region 1. Students must see themselves reflected in the classroom - via teacher identity, the curriculum, engaging activities, and a variety of experiences. Depending on where a student is born and what their social political identities are (such as race, gender, first language, special education status, and family income level) a student receives drastically differential access to STEM education. Variability in school funding as well as geographical access to business and industry are two key factors in these inequities. Region 1 seeks to support student programming for students of color, students learning English, and female students. Region 1 will also support training for educators on anti-bias anti-racism and culturally responsive teaching as it relates to STEM education. Additionally, the Region will focus on supports for rural, suburban, and urban contexts to meet the various geographical needs.

## Outcome Statements

Outcome 1: By 2028, Region 1 will build sustainable relationships with at least 100 STEM assets in Region 1, with 60% of assets outside of Kalamazoo County. The asset identification will focus on building business and school partnerships in service of high-quality 3P implementation as well as identifying professional learning providers to support ongoing 3P implementation throughout the region.

Sustainable relationship means that:

- 1) A key person in the organization is identified to be a liaison between MiSTEM and the institution with a succession plan in place
- 2) Organization and Region 1 have completed a partnership agreement that includes roles and responsibilities for each

Outcome 2: By 2028, Region 1 will create and maintain a communication plan that includes regional website, social media presence, newsletter, and stakeholder meetings to consistently communicate to 3 key stakeholder groups (local K-20 educators/administrators, ISD/RESA staff, business & industry partners) to drive engagement and support relationship building across Region 1.

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Outcome 3: By 2028, Region 1 will create and maintain a 3P teacher leadership network to support on-going 3P implementation in Region 1.

Outcome 4: Establish equitable STEM practices in the region that are inclusive, responsive, informed, and viewed through an equity lens.  
(Common across all regional strategic plans)

By 2028, Region 1 will embed ABAR practices in all Region 1 events and opportunities.