

**2014 STEM GRANTS ABSTRACTS**

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| Cambridge School District  | <b>Nikolay Middle School</b> | Grade Level:<br><b>6th-8th</b> | CESA:<br><b>2</b> |
| STEM Target Time   |                              | Amount \$ <b>14186</b>         |                   |
| <p>Nikolay Middle School aims to create a STEM challenge-based curriculum to integrate into its homeroom time. The addition of the curriculum will help to recruit more female students into pursuing STEM careers, raise student and teacher affect towards STEM, increase student math and science achievement, develop student's 21st century skills of collaboration and creation, and assist in creating a unified middle school curriculum for all students. Much of the change we hope to see from students will come from the type of environment created by a homeroom period. Because it is not a "class," we hope that students will feel confident taking more academic risks. All students at Nikolay Middle School will be participating in the homeroom based, STEM challenge curriculum allowing collaboration with peers that may not be placed together otherwise. The students will be collaborating not only with their homerooms as a team to create solutions to real-world problems based on the input of their own research, but they will also enter into collaboration with experts outside the school. Because Cambridge is situated in a smaller town, the students will primarily utilize technology (Chromebooks or Tablets) to connect with STEM professionals through Twitter and Google Hangouts. At the end of the year, students will present the projects from throughout the year in an Expo fashion, and Nikolay Middle School will invite STEM students from UW Whitewater as well as STEM professionals to judge the students' achievements. Student homerooms will give a final test to their designs in front of the school and compete against each other. The curriculum which we will be basing the STEM Target Time program off of is Engineering Adventures and Engineering is Everywhere, two programs developed by the Museum of Science, Boston which were proven to increase positive student attitudes towards STEM in field trials. This program will help to unify the middle school curriculum as a whole because challenges will be designed for students based on topics of study in other courses they are taking; subject matter will unite from Geography, Science, and Language Arts to inform their challenge in homeroom.</p> |                              |                                |                   |

**2014 STEM GRANTS ABSTRACTS**

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|---|-------------------------------|--------------------------------|-------------------|
| Columbus School District  | <b>Columbus Middle School</b> | Grade Level:<br><b>6th-8th</b> | CESA:<br><b>5</b> |
| Project Lead the Way - Middle School Science  |                               | Amount \$ <b>19,222</b>        |                   |
| <p>Our school district has developed a Columbus/Fall River Manufacturing Alliance that has facilitated conversations between school board members, teachers, counselors and local manufacturing business leaders. We have eleven local manufacturers in our area involved in the Alliance. After reviewing our school programming, the consensus of the group was the need to reintroduce STEM classes back into the middle school level. Our sixth through eighth grade students do not have STEM classes since the technology education department was eliminated after the 2008-2009 school year. Our Alliance felt it was critical to engage students interests in these areas in Middle School. High School was seen as a time when students have made decisions on how well they can learn STEM skills. Our school administrators investigated different types of STEM programs and felt Project Lead the Way was the most established STEM curriculum that would meet our needs. The Middle School program called "Gateway to Technology" provides eight, nine-week independent units taught in conjunction with a rigorous academic curriculum. The foundational units are Design and Modeling and Automation and Robotics. Six specialization units include Energy and the Environment and Flight and Space. Our school administration and teaching staff developed a four year plan to integrate the foundational units and two specialization units into the 6th, 7th and 8th grade science classes. This grant request is for \$20,000 to purchase laptops to be used in our foundational units beginning 2014-2015. We have received \$5000 in a match from three members of the Columbus/Fall River Manufacturing Alliance to assist with the purchase of the laptops. Our current technology is insufficient for running the software programs required for these classes. The goal of this project is to improve students skills related to STEM careers by integrating Project Lead the Way into the Middle School Science Curriculum.</p> |                               |                                |                   |

**2014 STEM GRANTS ABSTRACTS**

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| Franklin School District  | <b>Franklin High School</b> | Grade Level:<br><b>9th-12th</b> | CESA:<br><b>1</b> |
| Biomedical Sciences & Engineering InRoads   |                             | Amount \$ <b>19,222</b>         |                   |
| <p>Our vision is to increase freshmen enrollment in the FHS STEM courses, particularly the Engineering, Biomedical, and Computer Sciences courses, in order to expand students' opportunities and readiness for these college and career pathways. The top 20 high growth occupation areas in Wisconsin between 2004-2014 were in STEM careers, predominantly healthcare, engineering, and, computer sciences, and this trend will continue. For success in today's workplace and to grow the economy, employers are searching for workers with technical knowledge and learning aptitude, as well as, soft skills, such as collaboration, initiative, and leadership. We are aware that community and industry partnerships are critical for quality STEM education and career awareness. We also know that certain student subgroups, particularly females and minority students, are underrepresented in these STEM careers. The grant would be used for our newly developed InRoads Program, which consists of the Biomedical and Engineering Pathway courses for 2014-15. The uniqueness of the InRoads Program is that it's designed to address the needs of the STEM grant while appealing to students who succeed best in a personalized learning environment and are interested in community involvement. This will have an impact on closing the achievement gap. InRoads is designed to deliver an experience that emphasizes: Personalized learning that includes learner profiles, customized career learning plans, proficient based progress monitoring. Active, inquiry and problem based learning experiences focused on relevant standards and authentic community needs. Mentorship opportunities from a variety of sources, including community members, counselors, and staff. Access to variety of STEM related careers and innovative technology tools. By focusing on freshmen enrollment in InRoads, we can increase the depth of offerings over time to sustain students in their chosen STEM pathway. InRoads allows students to become knowledgeable, highly engaged and motivated, prepared to pursue college courses and future careers in one of the STEM areas.</p> |                             |                                 |                   |

**2014 STEM GRANTS ABSTRACTS**

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| Gillett School District  | <b>Gillett Secondary School,<br/>GOAL Academy</b> | Grade Level:<br><b>7th-12th</b> | CESA:<br><b>8</b> |
| CNC Machining Integration and Awareness  |   | Amount \$ <b>9602</b>           |                   |
| <p>Gillett has a robust, successful community involved program which is well supported by school board and administration. We currently have an Industry and Mass Production course which regularly has 20+ students enrolled in the course every fall, 40+ students enrolled in Cabinet Shop courses, while our Intro to Engineering course has 17 students. In comparison with larger districts, these numbers may seem trite but are amazing numbers considering our high school enrollment of 200 students, and a Technology and Engineering department of two teachers. Of the students in the above areas, 24 % engineering students are female, we currently have a Cabinet Shop I class of 4 additional females of 16 students. Everything we do is off of jigs and fixtures, nothing is off of CNC. Gillett School District purchased STEM Academy three years ago. We have 24 seats of Solid works with the MasterCAM add on. Therefore, we have the software to program a CNC machine. The two Technology and Engineering Teachers completed CNC and G-Code training at NWTC last Summer enabling Gillett to transcribe credits with Northeast Technical College. Next year we will partner with NWTC to transcribe Intro to CNC and G-Code. Wausaukee Composites moved operations to the Gillett community where they intend to install an engineering hub with 15 employees currently. They have aspirations of 35 employees by years end, and eventually 55 employees. The facility installed the largest CNC router in Oconto County. I met with Wausaukee Composites Senior Vice President Gar Langor, he stated finding qualified employees to fill CNC position is his number one problem. Gary's search extends as far as Texas to find Engineers and Technicians. This grant would help facilitate partnership with Wausaukee Composite by training Gillett students as CNC technicians making them employable and job ready. I envision Gillett students training at school and working at Wausaukee Composites during high school (Senior year) and beyond. I would want to install a CNC router, which will allow my students to learn hands on and practice modern manufacturing techniques.</p> |   |                                 |                   |

**2014 STEM GRANTS ABSTRACTS**

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| Green Bay Area Public Schools   | <b>King Elementary School</b> | Grade Level:<br><b>4th-5th</b> | CESA:<br><b>7</b> |
| Leading the Way through STEM  |                               | Amount \$ <b>19152</b>         |                   |
| <p>The mission of King Elementary School is to improve STEM literacy for all students and prepare them to be competent, capable citizens in a technology-dependent society by establishing engineering habits of mind. In fall of 2014, 4K - grade 5 teachers will implement, with 410 students, an engineering curriculum designed to integrate all academic areas. The Engineering is Elementary (EiE) curriculum is designed to develop students essential understandings about engineering &amp; make real world engineering connections will provide the foundation for Leading the Way: STEM Technology for Teaching &amp; Learning. Goal I: Our long term goal is to foster science and engineering learning &amp; technological literacy, to help all students, primarily girls, minorities &amp; other underrepresented groups, recognize their ability &amp; build enthusiasm for engineering as a career. Activities: use of portable science labs, collaborative activities with Lombardi Middle School's Project Lead the Way classes (solar energy, engineering &amp; design, aeronautics), Oneida Nation Y.E.S. partnership to provide additional STEM career enrichment. Goal 2: To increase the use of technology as an instructional tool for integration of STEM curriculum from 40% to 80% by June 2015. Our primary goal is to integrate the use of technology into the classroom by teachers leading with/through technology &amp; students using various tools of technology to research, explore, plan &amp; create. Teachers will need a device to lead the way in the classroom. The grant funds will be used to purchase the device needed for each teacher. Teachers will demonstrate &amp; support students using technology to fulfill their own learning. Activities: Increase usage of both of computer lab, personal devices such as Chrome books &amp; iPads to deepen technology integration. Goal 3: To increase student understanding &amp; recognition of STEM careers by 50% from the baseline. Activities: Implementation of EiE curriculum; NWTC instructors will lead STEM activities; field trips to NWTC campus. Goal 4: Using survey results, King's Leadership Team will create weekly professional learning menu to support differentiated teacher learning &amp; technology integration</p> |                               |                                |                   |

**2014 STEM GRANTS ABSTRACTS**

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| Hartford Union High School District  | <b>Hartford Union High School</b> | Grade Level:<br><b>9th-12th</b> | CESA:<br><b>6</b> |
| Bridging GAPS through STEM Instruction   |                                   | Amount \$ <b>19,222</b>         |                   |
| <p>Current STEM efforts at Hartford Union High School District are limited to the Technology and Engineering Education Department and a collaborative project with physics and technical math courses. Due to limited knowledge, resources, and collaborative time, teachers are not able to develop and plan additional activities and instruction to engage students in inquiry-based, hands on learning of STEM concepts. This STEM project will provide professional development and collaborative opportunities to improve and develop the knowledge and skills of HUHS teachers through STEM instruction. The project will also develop and expand resources and curriculum available to ensure a comprehensive STEM education effort throughout the entire school. Collaboration will also include the Washington County Workforce Alliance. This is a group that was formed in August 2013 and has evolved and developed to address the needs of the skills gap in Washington County. Members of the WCWA include business and industry, post-secondary institutions, community-based organizations, and school districts. Lead STEM teachers will work with a STEM consultant to develop training and resources for other HUHS teachers. These lead STEM teachers will conduct a summer STEM Academy for HUHS teachers to develop knowledge and skills to implement into HUHS courses. Each teacher will have an action plan to implement STEM activities into his/her classroom.</p> |                                   |                                 |                   |

**2014 STEM GRANTS ABSTRACTS**

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| Kenosha Unified School District   | <b>LakeView Technology Academy</b> | Grade Level:<br><b>7th-12th</b> | CESA:<br><b>1</b> |
| Materials Display Plaque & Tour Giveaways   |                                    | Amount \$ <b>8454</b>           |                   |
| <p>LakeView Technology Academy has been working very closely with local business partners through STEM camps, high school course work, and Gateway Technical College courses taught at LakeView. One of these business partners is XTen Industries, a plastic injection molding corporation located in Kenosha Wisconsin. In meeting with XTen, LakeView has decided that in order to fill a growing need for employees in their industry, we would like to train individuals to work with plastic, mold making, engineering and other aspects of the plastic injection molding industry. In an effort to help train individuals in this area XTen would like LakeView students to design, engineer and build molds for sample plaques used in house for potential customers. They would also like LakeView to design creative molds for tour giveaways similar to the Frisbees they gave away in the past.</p> <p>Over the course of the summer girls in the STEM camp offered at LakeView would work with the plastic injection molder to learn about the plastics industry and ways of processing the plastic materials. Once the fall semester arrives, the incoming students that participated in the STEM camp would design the part needed for the plaque in one of their many engineering courses. These students would then present the part to the Gateway Automated Manufacturing students who would create a mold. XTen has offered to work with students to create the mold and aid in the injection process. Students at all levels would travel to XTen to witness their mold design being used on a large injection molding machine in a manufacturing setting.</p> |                                    |                                 |                   |

**2014 STEM GRANTS ABSTRACTS**

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| Menomonie Area, School District of the   | <b>Menomonie High School</b> | Grade Level:<br><b>9th-12th</b> | CESA:<br><b>11</b> |
| Digital Design and Fabrication Lab   |                              | Amount \$ <b>11151</b>          |                    |
| <p>The School District of the Menomonie Area has recently passed a large referendum allocating a total of 21.6 million dollars towards high school improvements. These improvements will include the addition of a Fabrication Lab (FabLab) to our high school facilities. This lab has been in the planning phase for several years with complete administration and community support which includes donated and purchased prototyping and engineering equipment similar to the equipment found in high-tech modern industry.</p> <p>Currently, we have two goals for our fabrication lab. The first goal is maintain the high level of rigor and relevance in our Career and Technical Education program as well as our STEM program. These programs engage our students in project based learning that utilizes high-tech automated equipment that allows our curriculum to align with current industry standards. Student will use science, technology and math skills to solve complex problems using this state-of-the art facility. The second goal is to facilitate collaboration amongst our science, technology and math educators to ensure that they have the ability to collaboratively align their curriculum with the needs of post-secondary educators and local employers.</p> |                              |                                 |                    |

**2014 STEM GRANTS ABSTRACTS**

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| Milwaukee Public Schools  | <b>Humboldt Park K-8<br/>Charter School and Walt<br/>Whitman School</b> | Grade Level:<br><b>K-5th</b> | CESA:<br><b>1</b> |
| Launch into STEM  |   | Amount \$ <b>19,222</b>      |                   |
| <p>As Project Lead The Way (PLTW) gained support within Milwaukee Public Schools (MPS), the need to introduce and prepare younger children for the same project-based problem-solving learning became apparent. The proposed "Launch into STEM" project will support the implementation of project-based, standards-driven STEM curriculum for grades K-5 at Humboldt Park Charter School and Walt Whitman School using PLTW Launch. The implementation of this curriculum in the elementary grades will help students develop the ability to solve problems, employ critical thinking, understand the scientific method and improve written and oral communication skills. With a focus on the field of engineering, using PLTW Launch curriculum will ensure that students have the necessary skills to be career and college ready. The activities in the curriculum progress from simple explorations of related science and engineering design processes, to a culmination, open-ended design challenge. These activities allow students with varying academic abilities to succeed, meeting the needs of a broad range of students, including those who are gifted and those with special education needs. In addition, the engineering examples and design activities are developed to meet the interests of female students and students of color. This curriculum provides opportunities for students to explore STEM fields that any person, regardless of sex, race, or ability can succeed in, addressing the underrepresentation of women and people of color in STEM professions. The proposed project will include STEM-based activities that will assist school teams in using educational data regarding student participation and achievement of underrepresented groups to develop and implement STEM curriculum, creating a pipeline of students, particularly females and students of color, interested in continuing PLTW courses at the middle and high school level. Eventually, this will increase the number of students that will pursue a postsecondary STEM degree attainment.</p> |   |                              |                   |

**2014 STEM GRANTS ABSTRACTS**

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| Oregon School District   | <b>Brooklyn, Netherwood<br/>Knoll, Prairie View, Romes<br/>Corners Intermediate</b> | Grade Level:<br><b>K-5th</b> | CESA:<br><b>2</b> |
| OSD K-5 Cross-disciplinary STEM Implementation   |   | Amount \$ <b>19,222</b>      |                   |
| <p>Our STEM vision in the Oregon School District is to provide an integrated, innovative, engaging, creative K-12 STEM curricula and learning experiences for our students to prepare them to be the critical, creative thinkers and problem-solvers that are necessary for the success of our nation's economy. Our specific goals for this grant are: 1) Purchase and implement Engineering is Elementary curriculum for grades K-5; 2) Train our K-5 teachers to successfully implement Engineering is Elementary to supplement, or partially replace, our current K-5 science curriculum; 3) Allow our teachers the opportunity to gain a better understanding of content standards across curricular areas including NGSS, the new Career and Technical Education standards, and CCMS and be trained in integrating these; 4) Provide engaging, motivational, personalized learning environments that promote problem-solving, creativity, and critical thinking; and 5) Involve community and business as our partners.</p> <p>It is evident that we need to update our current curriculum to provide a richer 21st century learning experience for our students. In addition, teachers need to learn and implement new ways of teaching. Engineering is Elementary provides the opportunity for students to experience project-based learning that incorporates the need to think critically and creatively. It promotes teamwork, collaborative problem solving, and integration of all of the STEM fields. It also allows teachers to learn this approach as well. It is critical that we get students "hooked" on STEM related activities and familiarize them to the many career opportunities there are in the STEM field. We currently have an Oregon STEM committee comprised of community members, business members, parents, board members, teachers, and administrators. We had a community "STEM Kick-off" in August of 2013 with over 80 people attending. We are all committed, and working together we will achieve our goals! We already have 9 K-5 teachers committed to attending a three day STEM training if we are awarded this grant. The excitement and support around STEM in the Oregon School District is solid.</p> |   |                              |                   |

**2014 STEM GRANTS ABSTRACTS**

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| Ripon Area School District  | <b>Catalyst Charter Middle School</b> | Grade Level:<br><b>6th-8th</b> | CESA:<br><b>6</b> |
| Catalytic Converter   |                                       | Amount \$ <b>19,222</b>        |                   |
| <p>A primary area of focus for the Ripon Area School District is the use of industry-leading technology that enables students to solve problems while developing skills in communication, collaboration, critical thinking, and creativity. One of the ways the district strives to accomplish this is through a project-based learning (PBL) curriculum and instruction in a middle-school-level charter school (Catalyst) that meets or exceeds current standards, giving students the skills and strategies that prepare them to excel in high school and beyond. The vision of the proposed Catalytic Converter project is "to provide students with a solid STEM knowledge base in an engaging, technology-rich, inquiry-based learning environment that promotes STEM achievement for all students and builds a community of independent learners through thinking, creating, and collaborating for the future." The project goals are: 1) to stimulate student interest in STEM and STEM careers; 2) to increase the range and depth of student knowledge in STEM content, skills, and inquiry methodology; 3) decrease participation and achievement gaps in the student population; and, 4) develop capacity to expand STEM programming in the district. The proposed Catalytic Converter project activities include: enhancing the current STEM-focused PBL curriculum of Catalyst through Gateway To Technology (GTT) coursework, which is Project Lead The Way's (PLTW) engineering program for 6th-, 7th-, and 8th-grade students; providing GTT professional development, equipment and materials; supporting under-represented and under-achieving student groups; creating greater district awareness of the importance of STEM programming; and, soliciting industry participation in STEM programming.</p> <p>By fostering and documenting greater interest, in-depth knowledge, and hands-on experience, this foundation of GTT middle-level units will pave the way for: a) higher-level PLTW coursework in Lumen Charter High School (also a PBL school); and, b) expansion of GTT - and PLTW-based STEM programming throughout the district based on experience, expertise, and support gained through the Catalytic Converter project.</p> |                                       |                                |                   |

**2014 STEM GRANTS ABSTRACTS**

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|---|-----------------------------------|------------------------------|-------------------|
| Verona School District  | <b>New Century Charter School</b> | Grade Level:<br><b>K-5th</b> | CESA:<br><b>2</b> |
| New Century School STEM Accreditation Project   |                                   | Amount \$ <b>19093</b>       |                   |
| <p>We are requesting funds to complete phase one of a multi-phase project to become a designated and accredited STEM elementary school. New Century Charter School is a public charter school in the Verona School District currently serving 121 students. Its most recent charter was based on being an environmentally focused school, but the new charter (which will be approved in December 2014) is based on becoming an accredited STEM school. Although the full project becoming an accredited STEM school will stretch beyond the term of the grant, funding from this grant will be used to implement several key objectives required to support future phases. The project deliverables that will be covered by the grant will include three distinct areas of focus:</p> <ul style="list-style-type: none"> <li>- Completing a comprehensive STEM curriculum assessment and purchase;</li> <li>- Completing initial staff training on STEM instruction; and</li> <li>- Providing students at the New Century School and the Verona School District access to an after school Enrichment and Homework clubs that focus on Science, Technology, Engineering and Math during the 2014-2015 school year. We will assess efficacy and impact of the project through staff, parent and student surveys as well as assessment of impacts to state assessment scores and student grades. The vision of this project is to incorporate research driven STEM programs at New Century school to become a leader in STEM applications at the elementary school level. The goals are to: develop a comprehensive STEM program review toolset that can be shared with other WI schools, implement an initial set of STEM curriculum across all grade levels, provide access to after-school STEM programs and assess the impact of the project on students' perceptions and test scores.</li> </ul> |                                   |                              |                   |

**2014 STEM GRANTS ABSTRACTS**

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| Wausau School District   | <b>Wausau East and Wausau West High Schools</b> | Grade Level:<br><b>9th-12th</b> | CESA:<br><b>9</b> |
| Computer Science in STEM Education   |   | Amount \$ <b>14,586</b>         |                   |
| <p>The Wausau School District is looking to further expand its current Computer Science curricular offerings by implementing the Project Lead the Way - Computer Science and Software Engineering (CSE) course in high schools starting in the 2014-15 school year. There has been significant interest in the development of Computer Science (CS) and Information Technology (IT) curriculum across the nation, state, and here in Marathon County. Local post-secondary institutions, Northcentral Technical College and University of Wisconsin - Marathon County and University of Wisconsin - Stevens Point, are developing new curricula that specifically address the dire and immediate need for qualified individuals to fill the multitude of positions in CS and IT in the community. It is the vision of the Wausau School District to broaden the local pipeline of students, specifically females and minorities, into these programs by providing a relevant and engaging sequence of CS courses that remove traditional entry barriers. In spite of increasing demand, the number of students pursuing post-secondary degrees that develop computer science skills, and lead to jobs that require such skills, lags well behind demand. Computing resources, now more plentiful in schools than they have been in the past, are more commonly used to teach basic information technology literacy skills, such as word-processing, rather than to develop a firm conceptual foundation on which computer science understanding can be developed. Increasing the number of students pursuing CS and IT related degrees requires exposing students to the wider array of skills which computer science workers use and a wider array of authentic activities that occur in the real world. The PLTW-CSE course will help prepare students for careers in the STEM pathways by offering vital experiences that use current technology in a project-based and problem-oriented setting, and that engage students to cooperate and use creative thinking to solve open-ended problems.</p> |   |                                 |                   |

**2014 STEM GRANTS ABSTRACTS**

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|---|-----------------------------|--------------------------------|-------------------|
| West Bend School District   | <b>Badger Middle School</b> | Grade Level:<br><b>7th-8th</b> | CESA:<br><b>6</b> |
| West Bend - Badger Middle School STEM Infusion  |                             | Amount \$ <b>19,222</b>        |                   |
| <p>The mission of the West Bend School District is to Prepare ALL students for College Readiness AND Career Success. In order for us to achieve our mission, we need to continue investing in STEM education in our District. Our vision for STEM education is that it will prepare and inspire students to meet the challenges of the global society through innovation, collaboration, and creative problem solving. For the next generation of scientists, engineers and technologists to succeed, they must develop a basic understanding of engineering design and have hands-on experience creating, building and refining new ideas, inventions and innovations. It is critical for Wisconsin's economy that we develop and deploy an integrated STEM curriculum that reinforces applied learning, scientific inquiry and engineering design.</p> <p>Our goal in achieving our vision is to implement an integrated Science, Technology, Engineering and Math (STEM) program at Badger Middle School that fosters academic achievement to ensure all students are college and career ready while also increasing student participation in STEM education with a focus on students that are typically under-represented in STEM.</p> <p>Grant funding would be allocated towards the following objectives: the implementation of six Project Lead the Way's Gateway units, two in technology and engineering education and four in science education so that all students at Badger Middle School are engaged, motivated and inspired to consider a future career in science, technology, engineering or mathematics; the integration of 8th grade mathematics and science education; the development of a co-curricular STEM student organization; and, the facilitation of community outreach activities to foster the involvement of community and industry partners to assist in closing the achievement and technical skills gap. The execution of these objectives will provide for a stronger community and support Wisconsin's economy.</p> |                             |                                |                   |