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| **SIMULATIONS contribute to the following learner identities:** | **How Achieved** | **How Measured** |
| *STEM/Energy Scholar:* aware of the climate situation and energy transition and tech policy | Exploring energy policies through En-ROADS; mentor connects with HS students based on STEM identity and similar background (when possible) | Knowledge & urgency questions on pre/post survey;  |
| *Agent:* confident in STEM learning; STEM self-efficacy | Mentor supports STEM learning; models STEM passion, identity and career aspirations; and guides reflection to increase awareness of skills and contributions to meaningful projects | Self-efficacy questions on pre/post survey; Focus group/interview data |
| *Optimist:* hopeful for the future | Introduction of workable solutions in En-ROADS and successful efforts by the HS students to reach climate goals; mentor role models a path forward through education/career choice | Hope questions on pre/post survey; Focus group/interview data |
| *Interdisciplinary Learner:* thinks around disciplinary divides | Social/negotiation component of En-ROADS; mentor tutors HS students in knowledge and learning approaches | Focus group/interview data |
| *Systems Thinker:* accounts for interrelationships within systems | Exploration of the modeling behind En-ROADS; mentor tutors HS students in knowledge and learning approaches | Focus group/interview data |
| *Perspective Taker:* understands stakeholder perspectives; negotiates | Social/negotiation component of En-ROADS simulation; mentor models behavior | Focus group/interview data |
| *Mathematical Thinker:* knows model parameters/inputs/outputs | Exploration of the modeling behind En-ROADS; mentor tutors HS students in knowledge and learning approaches | Focus group/interview data |
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|  | Mentoring supports Simulation outcomes |  |
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| **MENTORING:** |  |  |
| Contributes to/supports outcomes for Simulations and Projects  | UG students are matched with HS students (with similar demographics when possible) |  |
|  | Mentor models and sparks STEM passion, identity, and career aspirations |  |
|  | Mentor tutors HS students in knowledge, skills, learning approaches | Focus group/interview data |
|  | Mentor models behavior, persistence, learning process, joy of discovery |  |
|  | Mentor role models - showing an education/career path forward  |  |
|  | Mentoring supports Project Design outcomes |  |
| **PROJECTS contribute to the following learner identities:** | **How Achieved** | **How Measured** |
| *Social Emotional Learner:* feels connected to team and community | Works as part of team to design and implement project; mentor supports teams, connects with HS students based on similar backgrounds (if possible) | Focus group/interview data |
| *Contributor:* Gains civic experience (contributing to campus and community) | HS student project teams consult with community stakeholders to better meet their needs; mentor supports civic identity reflection | Focus group/interview data |
| *Project-based Learner:* builds project management skills | Project is designed and implemented; mentor supports project consultation, design and implementation; models persistence, learning process and joy of discovery | Focus group/interview data |
| *Problem Solver:* Authentic work met a need | Project serves an authentic purpose; mentor supports project design and implementation | Focus group/interview data |
| **ULTIMATE GOAL** | **How Achieved** | **How Measured** |
| Prepare HS students to contribute to the energy transition via: Further STEM educationAwareness of and motivation for energy-related STEM/ICT careers Energy knowledge ConfidenceNecessary ways of thinking | Simulations, Projects and Mentoring Support interact synergistically | Education interest, career awareness, knowledge, self-efficacy, hope/urgency questions on pre/post survey.Focus group/interview data |