**How might you use this data in your own work?**

Paola Reyes: design activities more focused on interesting girls in STEAM

 Linda Chen: I would use this to guide my research and product development .

 Melissa Edwards: I will review our program offerings to see how many of the elements that helped students form strong STEM identities are included

 Laura Dillon: In deciding kinds of activities to include in our outreach efforts and coding clubs

 Michael Smith: May inform what specific STEM activities to target when engaging girls based on efficacy.

 Cheri Burch: Our fundraiser will be happy to have this information.

 Janice Crew (she/her): Will use this data to investigate the types of interaction our students are having with STEM professionals

 Cheryl Juarez: providing potential mentors with research showing the importance of what they can contribute

 Bekka Nolan: influencing higher ups to pursue OST experiences for students as well as In school offerings

 William Fee: Focusing in on girls, but in a way that doesn't totally leave out boys and non-gender conforming

 Cheri Burch: Review our program to see which of these we should possibly include in our program, or not, based on these results..

 Saundra: I am happy to see the growing focus on how STEM experiences impact STEM identity.  Now I want to be able to measure in the programs I am offering what the impact on identity is.  Easy to use reliable tools are needed in the field.

 Lillian Tegner: This data is really helpful in showing the benefits that out of school time can have in reducing the STEM identity gap. I would use this data to guide to tell what STEM activities are the most useful in reducing the gender gap and what ages it makes the most difference.

 Laura Dillon: The actual questions in the surveys can be helpful to pattern our own surveys on

 Bekka Nolan: and what kind of OST experiences are going to "further the mission"

 Jennifer Collins: Helps to make decisions about what types of activities to approach given limited resources

 Saundra: I also want to see at the level of practices - what are the practices STEM role models, or maker spaces, or afterschool clubs can use to support developing a STEM identity.

 Jakayla Robinson: Focusing on the environment so that girls feel comfortable to lean into problem solving and feel free to work without caring what others think about them.

 Cheri Burch: Thank you. As you said, our small sample does not allow for reasonable conclusions from our data.

 Edgar: Looking through questions, so that we can shape our own.

**What else do you want to know about OST STEM experience and identity development?**

 Cheri Burch: Racial/cultural differences for girls
 Krista Galloway: So many things that you may have already addressed - I'll be digging into the past webinars. Thank you!
 Bekka Nolan: what experiences are impactful for k-4 students, or what experiences could / should be provided for k-4 students that aren't there already . (ex. maker fair wasn't in the k-4 section)
 Beth St. Amand: The question Linda Chen noted exposure in K-4, then in 5-8 and then in 9-12 would result in higher STEM identify then just one period in their lives?
 Paola Reyes: I would be interested in Social economic Status
 Michael Smith: DEI engagement in specific activities and what guides (informs) that engagement.
 Jakayla Robinson: How much of an impact does the environment, may that be at school or at home, affect the engagement of girls in STEM?
 Melissa Edwards: I would like to see if there is a breakdown by geographic location
 Paola Reyes: parents education
 Chen Chen: Yes, our earlier webinar slides provided some descriptive statistics broken down by race x gender
 Paola Reyes: single parent families versus two parents families
 Janice Crew (she/her): Would love to learn more about how the identities of different role models effect the impact
 Cheryl Juarez: any PreK projects?
 William Fee: Racial and income, school differences (well funded versus not), environment
 Laura Dillon: Would be interested in access to technology and the internet
 Linda Chen: I was hoping to see that there's an activity that would give women's STEM identify score high than men's.  Maybe, that's in an activity outside of the identified ones. For example, how about graphic design and animation interest?  just a thought.