



About C-STEM

C-STEM Teacher and Student Support Services, Inc. is absolutely thrilled to share [our story](#) with you! Since 2002, C-STEM has been an innovative community resource from cradle to career. Our outreach efforts have span across 42 countries. C-STEM is a smart investment for communities across the U.S. as it is research based and meets rigorous and results-driven [design principles](#). The three key education problems C-STEM addresses in the United States relate to:

1. Increasing the interest and academic capacity of minorities and females to pursue STEM opportunities
2. Exposing minorities and females to high quality STEM learning in communities where they live and learn
3. Increasing participation of minorities and females in the growing STEM economy.

The mission of C-STEM is to inspire the next generation of innovators and thought leaders by engaging them in exciting hands-on projects, solving real-world problems to encourage entry into the talent pipeline, bolster self-confidence, and foster a well-rounded mastery of the areas of Communication, Science, Technology, Engineering, and Mathematics.

Current Programs

C-STEM offers the following robust programs:

- [Integrated C-STEM Training Institute \(ICTI\)](#)
The accredited training offers 27 hours, 2.7 CEU's, of relevant STEM content connected to current workforce trends.
- [C-STEM Challenge Toolkits, Curriculum, and Competition](#)
Creates an environment for multi-age groups of students to collaboratively identify, design, and build innovative solutions in up to eight Challenge modules: Debate, Robotics, Innovation, Computer Programming, Sculpture, Mural, Film, and Photography. These modules are inspired by industry professionals and are aligned to national standards (TEKS, Common Core, NGSS, and Virginia SOL).
- [C-STEM Internship Program](#)
Provides internship opportunities to undergraduate and graduate level college/university students.

Proven Impact

C-STEM PreK-12 programs have been recognized both nationally and internationally. The training program is accredited by the International Accreditors for Continuing Education and Training ([IACET](#)). The C-STEM Challenge program is certified by [STEMworks](#) as a high-quality science, technology, engineering, and mathematics (STEM) education program. C-STEM was a finalist for a [World Innovation Summit for Education Award](#), recognized by [The White House as a STEM Access Champion for Change](#), and the founder recognized as [100 Women Leaders in STEM by STEMconnector](#).



The Story behind the Journey

The founder is a first-generation college graduate, reared in Mississippi by way of Michigan, she grew up in a bottom income quintile family. It was only through the intervention of providence that she was nurtured under the guidance of caring teachers who invested in her self-confidence and taught her how to become a self-directed learner. Some of her elementary and secondary school teachers' overarching goal was to have her experience early academic success because they understood that it could lead to her attending college, which would change the trajectory of her life and her family's future. Her teacher's selfless investments ultimately placed her on a pathway to college and career success—eventually earning a baccalaureate, masters, and doctoral degrees, all first occurrences in her family lineage. She began her career as a high school science teacher at the storied Jack Yates High School, in Houston's historic Third Ward. Following a few education administration positions, she enrolled in a doctoral program where her research project was focused on creating a community-based social action non-profit, with the aim of bridging the racial and gender achievement gaps in STEM education.

In 2002, Reagan Flowers, became the founding CEO of C-STEM Teacher and Student Support Services, Inc., where she provides the creative vision, as well as lead operations and fundraising, growing the annual program budget from \$10,000 to over \$500,000 during the first five years of operation.

Improving the social and economic mobility for minority and female students from cradle to career continues to drive the work of C-STEM. Many first-hand accounts serve as the 'why' behind the founders drive in pursuit of this work, some of which includes personal accounts associated with:

- Attending and working for public schools in underresourced communities
- Experiences matriculating through HBCU's and PWI institutions for undergraduate and graduate school
- Working with urban and rural largest communities
- Experiences as a social entrepreneur
- Experiences as a Trustee for a community college
- Age-old challenges with teaching and learning that continue to persist

C-STEM continues to demonstrate its commitment to diversity, inclusion, equity, and social justice now for more than two decades. One of the most important things a leader can do is build systems rich in processes that eradicate practices that support and sustain institutional racism, injustice, inequity, sameness, and omission. Poorly built education systems have perpetually sustained an underclass that consists largely of Black and Hispanic students underperforming in literacy, math, science, and technology. As a result, there is an alarmingly large population of Black and Hispanic students not prepared to enter STEM workforce opportunity spaces.

It is estimated that more than 200,000 students and teachers have been direct beneficiaries of C-STEM efforts in communities across the U.S. The three critical areas of focus have included:

1. The disparity in interest and academic capacity of minorities and females to pursue STEM opportunities
2. Low exposure rates of minorities and females to high-quality STEM opportunities in schools and communities where they live and learn
3. Low participation rates of minorities and females in high growth STEM fields.



Our Model

C-STEM thrives in communities that need the organization most. Its community impact provides so much to celebrate and inspires the organization to continue to envision a future that makes tomorrow better and provides greater opportunities for teachers and students.

The intentionality of C-STEM's work has largely focused on Black, Hispanic, and female participation, access, and exposure to equitable STEM opportunities. In this work, C-STEM provides support services and advocacy for communication and language arts, combined with STEM and the arts. The supplemental learning experiences are relevant, real-world, and can lead to economic opportunities in STEM industries.

C-STEM is well experienced with leading teams that worked collaboratively to improve the academic trajectory and citizenship of P-20 students.