September 2025

Iowa Department of Education Computer Science Professional Development Incentive Fund Procedures Used to Determine Grant Awards FY 26

CSPDIF grant funds must be used to increase high-quality computer science instruction that incorporates the Iowa Computer Science Standards.

Standard applications will be ranked according to their score on the review form. Reviewers will rank the applications in order from highest to lowest score. The number of grants to be awarded will be determined by the Iowa Department of Education based on the quality of the grant application, established need, and availability of funds.

The following scoring rubric provides a common set of factors used to evaluate and rank applications for competitive funding. All applications will be reviewed by knowledgeable individuals using the rubric provided. Points will be awarded based on the review by readers of very specific criteria in the scoring rubric.

Application Priorities:

1. **First Priority:** Teachers will be prepared to teach CS in 6-12 months
2. **Second Priority**: Need
3. **Third Priority**: Reaching many students

Need for Project

	5 -- High	2 -- Medium	1 -- Low	Multiplier
Computer Science Instruction/Offerings	Computer science instruction is not offered or is offered inconsistently by individual teachers	Computer science instruction is offered in some buildings or some grade levels.	Computer science instruction is offered at most buildings or most grade levels	X3
Proposal Outcomes	Proposal outcomes are appropriate for moving system from current state to desired state outlined in K-12 District Plan	Proposal outcomes are not directly aligned to K-12 District Plan but will improve CS instruction in district	Proposal outcomes do not align with K-12 District Plan	X2
First-time recipient	First-time recipient	--	--	X2

Project Proposal

	5 -- High	2 -- Medium	0 -- Low	Multiplier
Proposal clearly and directly addresses the stated needs and outcomes of the project	Project activities are highly likely to address the stated need, to produce the intended outcomes and have the expected impact. Activities are all specific, measurable, and achievable, rigorous, and time-bound.	Project activities are somewhat likely to address the stated need, to produce the intended outcomes and have the expected impact but not all activities are specific, measurable, achievable, rigorous, and time-bound.	Project activities are not likely to address the stated need, to produce the intended outcomes and have the expected impact or they are not specific, measurable, achievable, rigorous, and time-bound.	3
Student Standards	The project ensures improved teacher understanding and integration of the Iowa CS Student Standards	The project improves the instruction of the Iowa CS student standards.	The project fails to adequately prepare for improved instruction of the student standards	
CSTA Teacher Standards	This project utilizes the CSTA Teacher Standards in the planning and encourages reflective learning for the teachers.	This project utilizes the CSTA Teacher Standards in the planning.	This project does not utilize the CSTA Teacher Standards.	
Physical Computing Devices (If no devices are requested, full points are awarded for this area.)	The requested physical computing devices are clearly tied to instructional needs and learning outcomes.	The requested physical computing devices will improve instruction but a necessity for them is not clearly defined.	There is no tie between requested devices and learning outcomes.	

Impact

	5 -- High	2 -- Medium	0 -- Low	Multiplier
Implementation within 6-12 months	It is certain that teachers will be ready to implement CS instruction within 6-12 months as a result of this proposal.	It is somewhat likely that teachers will be ready to implement CS instruction within 6-12 months as a result of this proposal.	It is unlikely that teachers will be ready to offer CS instruction within 6-12 months as a result of this proposal.	X4
Percent of students in the grade levels/building of need in the district, collaborative, or school system that will be impacted by the proposal.	>25% of students	24%-10% students	<10% students or unknown	--

	5 -- High	2 -- Medium	0 -- Low	Multiplier
Areas of need impacted by the proposal	All areas of need stated and all specified outcomes will be impacted as a result of this proposal	Some areas of needs and outcomes stated will be impacted as a result of this proposal	Does not address grade levels/buildings of stated need	--
Percent of teachers in the grade levels/building of need in the district, collaborative, or school system that will be impacted by the proposal.	>25% of teachers	24%-10% teachers	<10% teachers or unknown	--

Long-term Plan

	5 -- High	2 -- Medium	0-- Low	Multiplier
Fit with District Computer Science Plan	The project is directly tied to the district plan and will contribute to progressing towards systemic CS learning K-12.			--
Three-Year Plan	The three-year plan is clear and directly relates to the district plan, moving the district forward towards specified goals.			

Budget (5)

	5 -- High	2 -- Medium	0-- Low	Multiplier
Budget is complete, aligned to proposal, activities, and outcomes	Includes complete budget with specific itemized costs. Budget is clearly aligned to the proposal, activities, and outcomes.	Budget is somewhat complete and includes itemized costs. Budget is somewhat aligned to the proposal, activities, and outcomes.	Budget is incomplete and is missing costs. Budget is not aligned to the proposal, activities, and outcomes.	--

Overall Application (10)

	5 -- High	2 -- Medium	0 -- Low	Multiplier
Application specifically addresses CS professional development and CS education	Proposal, intended outcomes, impact, and budget are all specific and directly connected to computer science professional development and clearly designed to improve CS education.	Proposal, intended outcomes, impact, and budget are all somewhat connected to CS professional development and should improve CS education.	Proposal, intended outcomes, impact, and budget are not clearly connected to CS professional development or CS education.	--
Complete and high-quality application	Includes all required information, is free of grammatical, and mathematical errors, is thorough, compelling and impactful.	Includes most of the required information, has some grammatical and mathematical errors, is of moderate quality and impact.	Includes some of the required information, has many grammatical and mathematical errors, is of poor quality.	--