Iowa Governor's STEM Advisory Council
Guidelines for

STEM BEST® Program
Businesses Engaging Students and Teachers

Application Rubric

Executive Summary: In 500 words or less, the applicant will provide an overview of your proposal that identifies major partners, lists broad goals/strategies, and accounts for the student population to be served through the STEM BEST Program.

Previously Awarded Schools: A past STEM BEST® Program must explain how this application will expand upon the previously awarded model and provide narrative that addresses the following:

- How the expansion improves upon the current work of the existing STEM BEST® Program model;
- Explanation of planning process and targeted students to be served.

Administrator will ensure;

- **All appropriate safety rules, regulations and standards of safe conduct and behavior are complied with in the practice and execution of this project if awarded.**
- **All appropriate licensure, credential, and background check rules, regulations, and standards of professional qualification protocol are complied with in the practice and execution of this project if awarded.**
- **All transportation-related considerations in order to accommodate all prospective participants in this program have been addressed by the project's leaders.**

Question to be evaluated: Student Impact **15points**	**1. Identify the underserved groups in your community and describe the strategies for inclusion of these underserved groups in STEM (ethnic/racial minorities, students with disabilities, students of poverty, women in engineering and computational science fields, men in the health, life science and early childhood fields, etc.).**
Score	**Reason for assigning the score**
15-13	Answer identifies a specific group or groups and provides a clear description of why that underserved population is targeted for this program. Response includes identification of barriers to service, and how those barriers will be addressed to support inclusion of the underserved. Identifies and states several specific strategies for recruitment and serving the identified underserved population. Strategies include the voice of the underserved population.
12-10	Answer identifies a specific group or groups and provides **a description** of that population that is underserved within that district/community. Response includes identification of **at least one barrier** to service, and how the barrier will be addressed to support inclusion of the underserved. Identifies and states at least **one specific strategy** for recruitment and serving the identified underserved population. Strategies include the voice of the underserved population.
9-7	Answer identifies a specific group or groups and provides a description of that population that is underserved within that district/community. Response includes identification of at least one barrier to service, and how the barrier will be addressed to support inclusion of the underserved. Identifies and states at least one specific strategy for recruitment and serving the identified underserved population. **The voice of the underserved population is not included.**
6-4	Answer identifies a specific group or groups and provides a description of that population that is underserved within that district/community. **Describes general, not targeted, recruitment.** The voice of the underserved population is not included.
3-1	Response is **not specific to the community served in the proposal**. The voice of the underserved is not included.
0	Inclusion is not discussed.

Question to be evaluated: STEM Curriculum **5 points**	**2.1 Describe your goals to create and implement employment-driven opportunities that are multidisciplinary and involving community partners in the development of personalized learning to prepare students for future work based learning experiences, incorporating cross curricular standards and including college and career programs of many levels and types: https://iowastem.org/STEM-BEST-links**
Score	**Reason for assigning the score**
5	Proposal describes the resources that will be used and/or explored for development and implementation of the STEM BEST Program. Concept used will have evidence of hands on authentic learning opportunities versus a traditional sit and get. STEM BEST program activities position adults as facilitators much more often than as lecturers. Clear evidence that curriculum developed aligns with standards and industry needs.
4-3	Proposal describes the resources that will be used and/or explored for development and implementation of the STEM BEST Program. Concept used will have **some** evidence of hands on authentic learning opportunities versus a traditional sit and get. STEM BEST program activities position adults as facilitators much more often than as lecturers. **Some evidence** that curriculum developed aligns with standards and industry needs.
2-1	Resources used and/or explored for development and implementation of the STEM BEST Program **need additional detail. Lacking evidence of hands-on authentic learning opportunities, or clear evidence** of traditional sit and get approach to learning. **Alignment to standards lacks important detail.**
0	Resources **not described in enough detail** to evaluate. **Clear evidence of traditional sit and get** approach to learning. **No alignment to standards.**
Question to be evaluated: STEM Curriculum **5 points**	**2.2 Provide evidence of alignment of planned learning and activities to your District's goals and improvement plans.**
Score	**Reason for assigning the score**
5	The proposal **clearly** states how STEM BEST Program will align with School and/or District goals. The proposal articulates how the STEM BEST Program would meet the goals **and articulates specific goals to be achieved.**
4-3	The proposal states how STEM BEST Program will align with School and/or District goals. The proposal articulates how the STEM BEST Program would meet goals.
2-1	The proposal **only states school/district goals but not how the STEM BEST Program would meet them. Or,** the proposal **only states the STEM BEST Program goals** and does not connect them to School and/or District goals.
0	Evidence of alignment to district goals is **not provided.**
Question to be evaluated: Community Partnerships **5 points**	**3.1 Program provides evidence of strong business partnership(s) and collaboration. Community Partners include one or more of the following;** **Business Partners** **- Private Sector Employer-Partner(s) such as; business and industry.** **Community Partners** **- Public Sector Employer-Partner(s)** **- Economic and Workforce Development** **- Higher Education Partner(s) including community college, private college, university** **- Non-Profit Organizations, etc.** **- Other Public and/or Private School District Partners**
Score	**Reason for assigning the score**
5	Applicant has identified Business Partner(s) and Community Partner(s) and has articulated **clearly** what their role will be in the development and/or implementation of their proposal. The role of the Business Partner(s) has them engaged in several different ways (refer to partnership graphic). **Proposal articulates established need in the community for identifying particular Business Partner(s). Application must have Business Partner(s), and may have Community Partners(s).**
4-3	Applicant has identified business partner(s) and community partner(s) and has articulated what their role will be in the development and/or implementation of their proposal. The role of the Community Partner(s) has them engaged in several different ways (refer to partnership graphic). Relevant contributor(s) role is/are defined.

2-1	Applicant has identified community partner(s) and relevant contributor(s) **but the partner(s) role in development and/or implementation of their proposal is undefined. Partnerships lack diversity of engagement (all partners provide the same support to the program ex: all serve in an advisory role, but to not interact with students)**
0	**Community partner(s) not identified** or the partner(s) role in development and/or implementation of their proposal is undefined, and partnerships lack diversity of engagement (all partners provide the same support to the program ex: all serve in an advisory role, but to not interact with students)
Question to be evaluated: Community Partnerships **10 points**	**3.2 Each partner will clearly identify the commitment and specific role(s) in the STEM BEST® Program. Partner commitment narratives are detailed and consistent with the application narrative. A commitment document from each partner is required. It is clear that detailed and consistent communication has happened within partnerships.**
Score	**Reason for assigning the score**
10	Community partner(s) has/have acknowledged and approved of the partnership. Approval contains communication providing **specific details** in how the Community Partner(s) will be providing their support. Community partners contribution matches the language of the applicant. The role of the Community Partner(s) has them engaged in several different ways (refer to partnership graphic).
9-7	Community partner(s) has/have acknowledged and approved of the partnership. Approval contains communication **describing** how the Community Partner(s) will be providing their support. Community partners contribution matches the language of the applicant. The role of the Community Partner(s) has them engaged in several different ways (refer to partnership graphic).
6-5	Community partner(s) has/have acknowledged and approved of the partnership. Approval contains communication describing how the Community Partner(s) will be providing their support, **but description lacks detail**. Community partners contribution matches the language of the applicant.
4-3	Community partner(s) has/have acknowledged and approved of the partnership. Approval contains communication describing how the Community Partner(s) will be providing their support, but **description lacks detail, or there are minor inconsistencies between partner narrative and application narrative.**
2-1	Community partner(s) has/have acknowledged and approved of the partnership. Communication describing how the Community Partner(s) will be providing their **support lacks important detail, and/or there are significant inconsistencies between partner narrative and application narrative**.
0	Responses in this section provide evidence of a **lack of communication or consent between applicant and community partner.**
Question to be evaluated: Professional Development	**4. Professional development (PD) must include both business partner support in working with youth as well as educator support in linking industry needs to educational content. To enhance PD, interdisciplinary teams, including business and education professionals, are encouraged. Describe how your program will meet these professional development expectations.**
Score	**Reason for assigning the score**
10	Applicant has a professional development plan that addresses the needs of engagement of educators as well as community partners to plan and implement the proposal utlizing best practice. Opportunities are listed in **detail citing** source providing the professional development or **specific** location intended to visit for exploration.
9-7	Applicant has a professional development plan that addresses the needs of engagement of educators as well as community partners to plan and implement the proposal utlizing best practice. Opportunities described include source(s) providing the professional development and/or list location(s) intended to visit for exploration.
6-5	Applicant has a professional development plan that addresses the needs of engagement of educators as well as community partners to plan and implement the proposal, **but there is an imbalance (ex: PD primarily engages educators and leaves community partners out or vice versa).** Opportunities described include source(s) providing the professional development and/or list location(s) intended to visit for exploration.
4-3	Applicant has a professional development plan that addresses the needs of engagement of educators **or** community partners to plan and implement the proposal. **Clear imbalance** (ex: PD primarily engages educators and leaves community partners out or vice versa).

	Opportunities **are merely listed as potential source(s)** providing the professional development and/or lists of potential location(s) intended to visit for exploration. **Or, opportunities for PD rely on a single organization as the source of all training.**
2-1	Professional development plan has **significant gaps in one of the following: engagement, best practice, or sources.**
0	Professional development plan has **significant gaps in engagement, best practice, and sources.**
Question to be evaluated: Budget and Budget Narrative **15 points**	**5. Budget and Budget Narrative: Describe how your proposal will utilize the STEM BEST® award and meet the 2:1 cost share requirement: https://iowastem.org/STEM-BEST-links**
Score	**Reason for assigning the score**
15-13	Budget for the award and cost-share accounts for expenses that are reasonable, allowable and consistent with the proposal narrative. Budget provided includes detailed description of how costs were determined. There is a clear plan for the utilization of dollars. The budget clearly aligns with what is proposed in the text of the proposal and expenses occur within the STEM BEST award period. Equal detail for grant and cost-share budget provided. (Add example)
12-10	Budget for the award and cost-share accounts for expenses that are reasonable, allowable and consistent with the proposal narrative. Budget provided includes ddetailed description of how costs were determined. There is a clear plan for the utilization of dollars. The budget **appears to be** in alignment with what is proposed in the text of the proposal and expenses occur within the STEM BEST award period. Equal detail for grant and cost-share budget provided. **There are elements in the budget that are not addressed in the rest of the proposal narrative.**
9-7	Budget for the award and cost-share **includes enough information to communicate** that estimated costs and expenses are reasonable, allowable and consistent, **but lacks detail describing how costs are determined**. Some elements of the plan for the utilization of dollars are unclear. The expenses identified in the grant request and the cost-share appear to be aligned with what is proposed and fall within the period of performance. Equal detail for grant and cost-share budget provided.
6-4	Budget for the award and cost-share includes enough information to communicate that estimated costs and expenses are allowable, but **lacks evidence that costs are reasonable or consistent with the proposal narrative.** Elements of the plan for the utilization of grant expenses or cost-share dollars are unclear. The expenses appear to be in alignment with what is proposed and fall within the period of performance.
3-1	**Budget for the award and cost-share is unclear and lacking detail, but there is no evidence of expenses outside of the period of performance or not allowed.**
0	**There is evidence that proposed expenses or cost-share that are outside of the period of performance, or not-allowed (Ex: items already purchased, alcohol)**
Question to be evaluated: Sustainability **10 points**	**6. Detail the continuation of the STEM BEST® Program beyond the grant award period. This should include a plan for:** **- leadership/personnel,** **- financial considerations, and** **- space to operate program.**
Score	**Reason for assigning the score**
10	Applicant accounts for all components of the continuation of the program addressing leadership and personnel requirements, financial considerations and space as well as operating needs in order to sustain efforts. Proposal describes a program that will have sustained efforts beyond the award period versus a project with an end point. If salary is included in the grant request, the narrative includes a well-defined plan to sustain staff beyond the award period.
9-7	Applicant accounts for all components of the continuation of the program addressing leadership and personnel requirements, financial considerations and space as well as operating needs in order to sustain efforts, **but one element (leadership, personnel, financial, space, or operating needs) lacks important detail.** Proposal describes a program that will have sustained efforts beyond the award period versus a project with an end point. If salary is included in the grant request, the narrative includes a well-defined plan to sustain staff beyond the award period.

6-5	Applicant accounts for all components of the continuation of the program addressing leadership and personnel requirements, financial considerations and space as well as operating needs in order to sustain efforts, **but two elements (leadership, personnel, financial, space, or operating needs) lack important detail.** Proposal describes a program that will have sustained efforts beyond the award period versus a project with an end point. If salary is included in the grant request, the narrative includes a well-defined plan to sustain staff beyond the award period.
4-3	Applicant accounts for **some** components of the continuation of the program addressing leadership and personnel requirements, financial considerations and space as well as operating needs in order to sustain efforts, **but important elements are not addressed.** Proposal describes a program that will have sustained efforts beyond the award period versus a project with an end point. If salary is included in the grant request, the narrative **does not include** a well-defined plan to sustain staff beyond the award period.
2-1	Applicant accounts for **only one component** of the continuation of the program (leadership and personnel requirements, financial considerations, space, or operating needs). **It is unclear if** the proposal describes a program that will have sustained efforts beyond the award period or a project with an end point. If salary is included in the grant request, the narrative **does not include** a well-defined plan to sustain staff beyond the award period.
0	Sustainability **not addressed,** or **proposal describes a project with an end point** and not a program with sustained efforts. If salary is included in the grant request, the narrative **does not include** a well-defined plan to sustain staff beyond the award period.
Question to be evaluated: Model/Disseminate	**7. List possible strategies for the STEM BEST Program and your STEM BEST model to other partners (new schools, other community partners, other STEM BEST models) in Iowa. Detail how you will advocate for the program and strategies you will use to disseminate the information.**
Score	**Reason for assigning the score**
5	The proposal identifies and has multiple means of addressing dissemination of information to targeted audiences as well as community engagement.
4-3	The proposal identifies and has **one to two** means of addressing dissemination of information to targeted audiences and for community engagement.
2-1	There is **not a clear plan** for dissemination of STEM BEST information to audiences **within and beyond the community.**
0	Strategies for sharing information within the community and beyond is **absent.**
Question to be evaluated: Evaluation **10 points**	**8. Application provides understandable strategy for collection and reporting of qualitative data (e.g., through site visits, classroom observations, administrator and faculty interviews, student and parent focus groups, etc.) and quantitative data (e.g., grades, test scores, numeric surveys, etc.) for program improvement considerations. Evidence must be reported in end year 1 report in June, as well as end year 2 report the following June (two years) to the STEM Council.**
Score	**Reason for assigning the score**
10	The proposal outlines plan for garnering qualitative and quantitative data to assess the Program as a whole as well as outcomes of students and community partners. There is evidence of how the data will be used for Program development and shared with others for the betterment of the Program as a whole.
9-7	The proposal outlines plan for garnering qualitative and quantitative data to assess the Program as a whole as well as outcomes of students and community partners. There is **some** evidence of how the data will be used for Program development and shared with others for the betterment of the Program as a whole.
6-5	**Data gathering plans tell rather than show** - proposal describes that qualitative and quantitative data will be gathered and shared, **but does lacks important information about who, and how**.
4-3	Plans **are missing either qualitative or quantitative approaches OR the evidence for how the data will be used will either only benefit the program or only be shared as a part of the reporting requirements and not utilized for programmatic improvement at the state of local level**.
2-1	Plans are missing either qualitative or quantitative approaches **and there is no evidence for how the data will be used to better the program.**
0	**Response does not address evaluation strategy.**