



Iowa Governor’s STEM Advisory Council
Guidelines for

STEM BEST® Program
Businesses Engaging Students and Teachers

Application Rubric

Executive Summary: The applicant will provide in the application a brief summary of the overall project.

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 with evidence:

- How the expansion or new partner improves upon the current work of the existing STEM BEST® Program model;
- What traits of the current STEM BEST® Program model benefit the new partner(s);
- Evidence of planning process and targeted students to be served.

Section 1 (0 to 5 points)	Student Impact
	1. Applicant will include information about school district(s) demographics, student enrollment and targets for the STEM BEST® Program.
Section 2 (0 to 15 points)	STEM Curriculum (Link)
	2.1 Application demonstrates intentional goal(s) to create and implement an integrated employment-driven STEM curriculum, aligned to state academic standards. Application focuses on personalized learning to students in any of grades K-12 (does not rely on commercial textbooks or other purchasable curriculum for majority of efforts).
	2.2 Describe the STEM BEST® Program alignment to current district(s) goals and improvement efforts.

	2.3 Curriculum application should include strategies to increase participation of underrepresented groups in STEM (females, minorities, students with disabilities) and acknowledges the integration of disciplines beyond STEM.
Section 3 (0 to 15 points)	Community Partnerships (Link)
	3.1 Project provides evidence of strong partnerships and collaboration with: <ul style="list-style-type: none"> • Employer-Partners (public and private sector business and industry) • Economic and Workforce Development • Higher Education Partner(s), including community college, private college, university • Other Relevant Contributor(s), including Intermediaries, Extension, Non-Profit Organizations, etc. • Other District Partners – not listed previously
	3.2 Each partner will clearly identify the commitment and required 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.
Section 4 (0 to 15 points)	Professional Development (Link)
	4.1 PD model suggested to bring about maximum system change and or development. <ul style="list-style-type: none"> • Documentation of training plan, which includes commitment to engage educator and community partner professionals.
	4.2 Age-specific student issues are addressed — safety, teacher certification, transportation, etc.
	4.3 Includes non-education community programs and other support organizations. What will be their role in the use of professional development?
Section 5 (0 to 10 points)	Financial Model
	5. The application includes a detailed budget describing how grant funds will be utilized and indicates the applicant's commitment to providing the necessary match support.

<p>Section 6 (0 to 20 points)</p>	<p>Sustainability Plan</p>
	<p>6.1 Detail the continuation of the STEM BEST® Program beyond the grant award period. This should include: leadership/personnel, financial considerations and space to operate program.</p>
	<p>6.2 What are the benchmarks and how will attainment improve future school programming? Who will be the reporter of data collected for the required reporting period?</p>
<p>Section 7 (0 to 10 points)</p>	<p>Model/Disseminate</p>
	<p>7.1 Note strategies for promoting the STEM BEST® Program model to other partners in Iowa, to serve as an advocate and to disseminate related information.</p>
	<p>7.2 Note strategies to promote the model within the community in which the STEM BEST® Program is located. (May involve multiple communities. How was a footprint created, and what are the goals to share?)</p>
<p>Section 8 (0 to 10 points)</p>	<p>Evaluation</p>
	<p>8. Application provides identifiable and understandable methodology 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 internal and external program improvement considerations. Data gathered must be culminated and shared in end year 1 report by June 30, 2020 as well as end year 2 report by June 30, 2021 to the STEM Council.</p>