Iowa Independent Scale-Up RFP for Providers   6.6.2020

RUBRIC

NAME OF PROPOSED PROGRAM _____

Reviewer please note: The Scale-Up program of the Iowa Governor's STEM Advisory Council is a signature investment in students and educators, with ample accumulated evidence of effect. The Council's intention is to bring top STEM education opportunities to all learners, especially those historically underserved. The intent is to seed, jumpstart or expand little-known and exemplary programs proven to inspire and educate preK-12 students, enabling educational organizations to sustain beyond the Council's trial investment. Your independent and objective review is critical in fairly selecting programs for Scale-Up. Thank you.

Rated Item	4	3	2	0	Sum	Reviewer Comments
	Excellent	Good	Fair	Unacceptable		
1. Program Summary	Overview includes program origin, validation, activities, evidence, and partnerships. Clear. Concise.	Overview includes nearly all aspects -- program origin, validation, activities, evidence, and partnerships. Largely clear, concise with exception(s).	Overview neglects key aspect(s) -- program origin, validation, activities, evidence, and partnerships. Not very clear, concise.	Overview neglects many key aspect(s). Broadly lacks clarity.		
2. Evidence of Effect	Evaluation tactics, benefits to students and educators (and	Evaluation tactics, benefits to students and educators (and others)	Evaluation tactics, benefits to students and educators (and others) in	Many aspects of evaluation – tactics, benefits, sources,		

	others) in terms of content and skills growth, attitudes and intentions, etc. clearly summarized. Includes an instance where assessment informed program practices. Source(s) of evaluative evidence clearly defined.	in terms of content and skills growth, attitudes and intentions, etc. usually but not entirely clearly summarized. Or, may not include a clear instance where assessment informed program practices. Or, source(s) of evaluative evidence may be unclear.	terms of content and skills growth, attitudes and intentions, etc. not clearly summarized. And/or may not include a clear instance where assessment informed program practices. And/or source(s) of evaluative evidence may be unclear.	etc., neglected and/or broadly lacking in clarity.		
3. Iowa Core Integration	Describes Iowa Core integration including NGSS, Mathematics, 21st Century Skills. Notes specific standards in each area. Longer unit cites 5 or more strong integrations of Iowa Core.	Describes Iowa Core integration of some of these: NGSS, Mathematics, 21st Century Skills. Not specific standards for each area. Longer unit does not cite 5 or more strong integrations of Iowa Core.	Neglects to describe strong Iowa Core integration across NGSS, Mathematics, 21st Century Skills. And/or not specific standards for each area. And/or longer unit does not cite 5 or more strong integrations of Iowa Core.	Minimally or negligibly describes Iowa Core integration such that no basis for integration can be assured.		

4. Scalability	Program is readily replicable in varied, diverse new sites with ample capacity to sustain quality. Infrastructure for delivering and communicating Iowa services sufficient for significant growth. A strong example of having replicated/expanded. Demonstrates ability to work with local sites to adapt to local conditions. Proposer resume exhibits clear capacity to successfully scale in Iowa.	Program shows promise of replicability in varied, diverse new sites with hopeful capacity to sustain quality. Infrastructure for delivering and communicating Iowa services may suffice for significant growth. Example hints at having replicated/expanded. May have the ability to work with local sites to adapt to local conditions. Proposer resume shows promise for capacity to scale in Iowa.	Program risks inability for replication in varied, diverse new sites with little evidence of capacity to sustain quality. Infrastructure for delivering and communicating Iowa services may be inadequate for significant growth. Lacks as example of having replicated/expanded. May not show ability to work with local sites to adapt to local conditions. Proposer resume raises questions about whether the personnel has capacity to scale in Iowa.	Program appears unable to replicate. No evidence of capacity to sustain quality, nor infrastructure for delivering and communicating Iowa services. No example to draw from. No local adaptability indication. Proposer resume indicates that the program does not have capacity to scale in Iowa.		
5. Professional Development/Training	Clear description of how professional development/traini	Somewhat clear description of how professional	Unclear description of how professional development/training	Information regarding professional		

	ng will strengthen Iowa's STEM educators' pedagogy and content knowledge. Training clearly equips educators to provide context for Iowa communities and Iowa careers. Clear agenda of training provided.	development/training will strengthen Iowa's STEM educators' pedagogy and content knowledge. Training may equip educators to provide context for Iowa communities and Iowa careers. Agenda of training provided.	will strengthen Iowa's STEM educators' pedagogy and content knowledge. Training does not equip educators to provide context for Iowa communities and Iowa careers. Minimal agenda of training provided.	development/training does not convey competency in strengthening educators' skills or knowledge.		
6. Engage Diverse Learners	Program is proven to successfully engage learners of diversity, especially those underrepresented.	Program shows promise though not necessarily demonstration to successfully engage learners of diversity, especially those underrepresented.	Program provides minimal indication of likelihood of successfully engaging learners of diversity, especially those underrepresented.	No indication that program would successfully engage students of diversity.		
7. Connect to World of Work	Presents strong evidence that participants connect their learning to the world of work, including key	Some evidence that participants connect their learning to the world of work, including key industries of Iowa (ag., mfg., IT, finance, health).	Little evidence that participants connect their learning to the world of work. Lacking links to key industries of Iowa (ag., mfg., IT, finance, health).	No evidence that participants connect their learning to the world of work in Iowa or elsewhere.		

	industries of Iowa (ag., mfg., IT, finance, health).					
8. Budget	Reasonable budget clear on "Implementation Unit". Aligned budget uploaded, with clear per-unit costs addressing materials, participant support, PD expenses, sub pay, registrations, licenses, etc. Includes detailed narrative for each budget items. Includes cost to sustain at the Implementation Unit level.	Budget mostly clear on "Implementation Unit". Aligned budget uploaded, with sometimes clear per-unit costs addressing materials, participant support, PD expenses, sub pay, registrations, licenses, etc. Includes detailed narrative for some budget items. Includes an attempt at cost to sustain at the Implementation Unit level.	Budget not very clear on "Implementation Unit". Budget uploaded not always aligned to Implementation Unit. Per-unit costs don't address all materials, participant support, PD expenses, sub pay, registrations, licenses, etc. Does not include detailed narrative for each budget items. Cost to sustain at the Implementation Unit level unclear.	Budget and narrative are wholly inadequate for gauging financial reasonableness and alignment.		

9. Supporting Documentation Required components: • Resume • Sustaining budget (returning providers only)	All required components present (qualified)	Required components omitted (disqualified)			Q or DQ	
				TOTAL SCORE		