GRANT CRITERIA	Points possible	CRITERIA FOR SCORING			
		Deficient	**Limited**	**Competent**	**Outstanding**
Please explain why you requesting these materials (hardware, software, etc). How do you anticipate these impacting computer science instruction in your learning environment?	10	Program does not define how the grant will support student needs in relation to CS.	Program defines how the grant will support student needs in relation to CS, but is unclear and/or inadequate.	Program defines how the grant will support student needs in relation to CS. Project uses an integrated STEM/CS approach with some hands-on components.	Program clearly defines how the grant will boost student learning in relation to CS. Project creatively and effectively uses an integrated STEM/CS approach, and prioritizes hands-on, experiential learning.
What are your learning objectives or goals associated with this program?	5	The project does not contain learning goals or objectives.	The project's learning goals or objectives are incomplete, not STEM-related, or are ill-defined.	The project has complete and reasonable learning goals or objectives related to STEM learning.	The project contains complete, well-justified learning goals or objectives meant to challenge students and encourage critical thinking related to STEM.
How will you know that you meet these goals? Be specific about implementation of surveys, portfolios, and other tools used to measure learning.	10	The project does not have a plan for measuring outcomes.	The project uses only test scores or similar metrics to measure outcomes.	The project uses a variety of measurements, but much of the focus is on assessments/testing.	The project uses a variety of measurement tools, with a focus on project-based learning and hands-on activities.
Please complete and upload the Budget Template (linked at the top of this page). Don't forget to include information on other financial supporters of your program and justification for your expenditures.	5	The project does not contain a completed budget.	The project's budget lists the items and cost, but lacks clear justifications for the items.	The project contains a completed budget with clear justifications for items.	The project has a completed budget request with complete, well-reasoned justifications and a best estimate of planned expenditures.
How is this program aligned to the STEM AC Mission of "Engineering innovative STEM opportunities for educators, students, communities, and industry to build a competitive Idaho workforce and economy?"	5	The program is not aligned with the STEM AC Mission.	The program has components that align with the STEM AC Mission, but is largely unrelated.	The program is aligned with the STEM AC Mission.	The program is explicitly aligned with the STEM AC Mission, providing details for each component.
How does this program align with or support age-appropriate content standards in STEM or CS?	8	The program is not aligned with or does not support content and skills that align with school-day instruction.	The program is somewhat aligned with content and skills that align with school-day instruction, but the connection with STEM is unclear.	The program is aligned with content and skills that align with school-day instruction in STEM.	The program is explicitly aligned with content and skills that align with school-day instruction in STEM, providing details on how this alignment is meant to build connections across student learning.
How does this project showcase or promote integrated STEM learning and practice?	5	The project does not showcase or promote integrated STEM learning and practice.	The project is unclear in how it showcases or promotes integrated STEM learning and practice.	The project clearly showcases or promotes integrated STEM learning and practice.	The project explicitly showcases or promotes integrated STEM learning and practice, providing detailed examples of how this looks in practice.
If you have received training, describe how this training will inform the implementation of your program. If you have not received training, explain how you will become familiar with the use of program materials requested through this grant.	7	Applicant has not received training related to requesterd materials for their program, and has no plan for becoming familiar with their program.	Applicant has a limited understanding of how to implement program materials in their learning environment, or has an unclear plan for becoming familiar with the materials.	Applicant clearly explains their familiarity with program materials or plan for becoming familiar, and demonstrates how their professional learning will impact program implementation.	Applicant provides a detailed explanation of their background in program materials or has a clear plan for training before implementation of the program. The benefit to the learning environment demonstrates creativity and student-centered approaches to learning.
How will you ensure that other educators are equipped to continue this program in the case of your departure? Please include details on training, co-facilitation of the program, etc.	5	Applicant has no plan for ensuring that other educators are prepared to continue the program.	Applicant provides limited ideas for ensuring that other educators are prepared to continue the program.	Applicant has a clear, complete plan for ensuring other educators are prepared to continue the program.	Applicant has a clear, creative plan for ensuring other educators are integrated into program implementation, ensuring that the program is sustainable.
What is your plan for engaging underrepresented populations in STEM through your program? (including female students, racial/ethnic minorities, rural students, low-	10	There is no plan for engaging underrepresented populations in STEM.	The plan for engaging underrepresented populations in STEM is unclear or incomplete.	The plan for engaging underrepresented populations in STEM is clear, detailed, and achievable in their community.	The program's plan for engaging underrepresented populations in STEM is clear, well-thought out, based on best practice for the target populations, and is achievable for the applicant's community.
How does your program incorporate or promote mentorship and/or STEM role models?	10	The program does not incorporate or promote mentorship and/or STEM role models.	The program is unclear in how it incorporates or promotes mentorship and/or STEM role models.	The program clearly incorporates or promotes mentorship and/or STEM role models.	The program explicitly incorporates or promotes mentorship and/or STEM role models, connecting participants with regional or other STEM professionals as a
How does your program incorporate or promote experiential learning and/or family involvement?	10	The program does not incorporate or promote experiential learning and/or family involvement.	The program is unclear in how it incorporates or promotes experiential learning and/or family involvement.	The program clearly incorporates or promotes experiental learning and/or family involvement.	The program throughtfully and completely incorporates or promotes experiential learning and/or family involvement, fostering connections and learning that can be continued after the program is done.
How does your program incorporate or promote real-world applications and experiences of STEM topics?	10	The program does not incorporate or promote real-world applications and experiences of STEM topics.	The program is unclear in how it incorporates or promotes real-world applications and experiences of STEM topics.	The program clearly incorporates or promotes real-world applications and experiences of STEM topics.	The program clearly and thoughtfully incorporates or promotes real-world applications and experiences of STEM topics in an innovative or effective way.
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