STEM COLLEGE AND CAREER CONNECTION

Does the program link students to future college or career goals by engaging with business and industry partners who provide diverse STEM role models and work-based learning opportunities?

Accomplished	Developing	Undeveloped
• All student learning experiences are connected to STEM careers. • Members of underrepresented groups in STEM occupations are profiled through career connections. • Regardless of background, all students feel they can succeed in the STEM industry. • Students regularly interact with and receive feedback on their work from a diverse group of role models and mentors representing STEM business and industry.	• Some members of underrepresented groups are profiled through career connections. • Students recognize that individuals from all backgrounds succeed in the STEM field. • Instructors explain that individuals from all backgrounds succeed in STEM industries. • Business and industry leaders from a wide range of backgrounds are purposefully recruited to participate in STEM programming activities.	• The learning of students is rarely linked to future STEM employment. • The majority of the examples presented by career connections are typical of the STEM industry. • STEM curriculum does not directly include student achievement in STEM careers. • The program does not allow students to interact with a variety of role models.

Sample Evidence:

- Student surveys showing career awareness and interest in STEM
- List of community partners and their impact
- Program description
- Mission/vision
- Student assessment data
- Bio sketch outlining the academic and career paths program staff and volunteers

ALABAMA STEM APPLICATION

To what degree do the program's learning goals and activities support student-driven explanations or development of solutions around anchoring phenomena, real-world contexts, or Alabama's STEM industries?

Accomplished	Developing	Undeveloped
• All learning goals and activities depend on participants explaining real-world phenomena or developing solutions to real-world problems using the practices from STEM education fields. • Phenomena and problem-solving drives the learning and directly relates to Alabama's STEM industries.	• Some of the learning goals and activities center on students explaining real-world phenomena or developing solutions to real-world problems using the practices from STEM education fields. • Phenomena and some problem-solving drives the learning and correlates to the world of work, but is not specific to Alabama's STEM industries.	• It is unclear how the program's learning goals and activities help students make deliberate connections between their learning and real-world phenomena, problems, and Alabama's STEM industries. • Students are not required to explain phenomena or design solutions to problems.

*Adapted from State C rubric (Nevada); Real-World Application

Sample Evidence:

- Curriculum materials which may include objectives, lesson plans, overviews, pacing, and/or assessments referencing connection to Alabama's STEM Industries
- Program or unit descriptions
- Documentation of partnerships with Alabama STEM industries, including flyers, sponsorships, letters of support, etc.

ALABAMA STEM ECOSYSTEM

In what ways does the program contribute to Alabama's STEM education ecosystem and network?

Accomplished	Developing	Undeveloped
• The program has several partnerships with schools, community organizations, state-wide initiatives, post-secondary institutions, and businesses to identify solutions for executing quality STEM programs and initiatives. • The program serves as a thought leader in Alabama and contributes to other STEM-focused initiatives outside of its home organization. • There is evidence of sustained partnerships and collaboration.	• The program has at least one partnership with a school, community organization, state-wide initiative, postsecondary institution, or business to identify solutions for executing a quality STEM program. • The program occasionally hosts or participates in meetings of community and state stakeholders who identify strategies to support and sustain STEM initiatives.	• The program is looking for collaboration with schools, community organizations, post-secondary institutions, and businesses to identify solutions for implementing high-quality STEM programs. • The program mentions the importance of partnerships but has not engaged external organizations to develop programming further.

Sample Evidence:

- List of partner organizations
- Letters of support
- Program staff bio sketch outlining involvement in the Alabama STEM ecosystem (e.g., state councils, course of study committees, community education foundations, Girls Inc., STEM Council, ASTA, ACTM, ALACTE, etc.)
- Program descriptions

EQUITY FOCUS

To what degree does the program provide evidence qualifying its effectiveness in successfully engaging learners from Alabama's varying communities, districts, and regions? To what degree does the program engage learners from underrepresented backgrounds in STEM?

Accomplished	Developing	Undeveloped
• Evidence confirms the program's effectiveness in successfully engaging students from groups underrepresented in STEM in alignment with program goals. • Data shows impacts in high-needs communities. • The program's engagement strategies align with Alabama-specific demographics.	• The program references Alabama-specific demographics, but does not demonstrate alignment with the program's efforts to engage all learners. • The program has plans in place to collect data towards effectiveness	• The program claims to be effective in successfully engaging learners from underrepresented backgrounds in STEM but provides no evidence to justify its claim. • The program claims to be effective in successfully engaging learners from high-needs communities but provides no evidence to justify its claim.

*Adapted from State C rubric (Nevada); All Learners
*Underrepresented backgrounds include girls, English Language Learners, racial and ethnic minorities, students in poverty, students from rural communities, and students with disabilities.

Sample Evidence:

- Demographic data
- Program description
- Mission/vision
- Student assessment data
- Outreach/marketing materials