

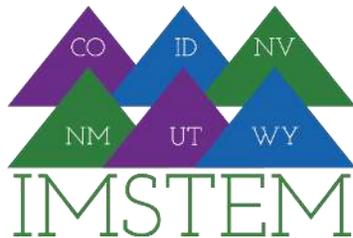
## STEM Equity Program Evaluation Rubric

A tool for evaluating the factors that influence access and success for underrepresented students in STEM education.

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## Rubric for Evaluating Programs to Broaden Participation in STEM



IM STEM is a network of STEM educators and leaders across six states (CO, ID, NM, NV, UT, and WY) working to support STEM equity at key transition points (middle school to high school and high school to college).

The network works together to support academic pathways and workforce development programs that encourage increased participation of underserved populations (women, members of underrepresented racial and ethnic groups, persons with disabilities, and persons with low socioeconomic status).

**Purpose:** This rubric is designed to help program administrators, designers, implementers and funders identify the critical attributes of a STEM program to determine the degree to which it is inclusive and supports access and success for students who historically have not engaged in STEM. Serving “all students” does not ensure equity, so considering how each of these attributes impacts underrepresented students in STEM and addressing those barriers will create a STEM learning environment where every student can succeed.

**The Rubric:** The rubric contains eight sections with research-based attributes of high-quality, equitable STEM programs. Each attribute is defined and contains several sub-attributes that expand the user’s understanding of the attribute. The rubric then provides criteria for what constitutes an accomplished, established, developing, and undeveloped STEM program for each sub-attribute. Finally, each attribute lists several examples of artifacts that would demonstrate evidence of the attribute.

**How to Use the Rubric:** The rubric is intended to be used primarily as a guide for program leaders to self-evaluate how well their programs meet the standards of equity in STEM education and design strategies to grow toward “accomplished” in every attribute. The rubric could also be used by other STEM stakeholders when making funding or partnership decisions through a lens of equity.



## ATTRIBUTE

1. **EQUITY FOCUS** - Clearly stated equity in STEM mission and vision, need statement, and history of positive outcomes that explicitly impact underrepresented groups.
2. **CAPACITY** - Capacity to be sustainable, replicable and scalable with diverse students in diverse communities.
3. **CAREER CONNECTION** - Students are connected to their future college and career goals and engage with business, industry who provide diverse STEM role models and work-based learning opportunities.
4. **STEM CONTENT** - Challenging and relevant STEM content aligned with standards, integrated in the formal curriculum, technology rich, accessible by diverse students and leads to college and career transition in STEM.
5. **INSTRUCTION** - STEM instruction that integrates technology, utilizes multiple high impact instructional strategies that are culturally relevant, experiential, and inspires students to pursue more STEM course work or a career in STEM – high impact educational practice strategy. Uses best practices in engaging diverse learners.
6. **PROFESSIONAL DEVELOPMENT** - Integrated professional development on equity, inclusion, and cultural competence in program design and pedagogy.
7. **LEADERSHIP** - Commitment from organization top leadership reflected by program visibility, faculty and staff engagement, financial investment, and systemic integration.
8. **COMMUNITY** – Authentic community partnerships and family engagement of the target population being served.

## EQUITY FOCUS

ATTRIBUTE	Accomplished	Established	Developing	Undeveloped
<b>EQUITY FOCUS</b> - Clearly stated equity in STEM mission and vision, need statement, and history of positive outcomes that explicitly impact underrepresented groups.				
Mission and Vision	Equity focus included in all system strategies and consistently reviewed.	Equity focus is offered within the system and incorporated in some strategies with consistent review for improvement.	Equity focus is offered within the system and incorporated in some strategies with inconsistent review for improvement.	System strategies to support an equity focus is minimal or missing.
Need Statement	Equity focus on identified target population needs as determined through subgroup analysis and analysis of difference.	Equity focus on identified target population needs as determined through subgroup analysis or analysis of difference.	Equity focus of target population is identified and needs are not validated through analysis.	Limited or no focus on equity to identify the needs of an underrepresented population.
Outcomes impact targeted underrepresented groups	Equity focus reflects expected outcomes when an intervention is applied and is validated through applicability assessment.	Equity focus reflects some observed outcomes when an intervention is applied and is not validated through assessment.	Equity focus reflects unexpected outcomes when an intervention is applied.	Equity focus intervention(s) are misguided, limited or non-existent.

*Artifacts that Demonstrate Evidence of Attribute:*

- Consistent systemic review of applied equity includes analysis of outcomes, needs and mission
- Interventions include a description of target population, subgroup analysis, analysis of differences and applicability assessment
- Credible assessment of subgroup analysis that include reviewed reporting on population characteristics and socio-demographic characteristics (such as age, sex, place of residence, ethnicity)
- Assess effects of interventions targeted at underrepresented groups

## CAPACITY

ATTRIBUTE	Accomplished	Established	Developing	Undeveloped
<b>CAPACITY</b> - Capacity to be sustainable, replicable and scalable with diverse students in diverse communities.				
Sustainability	Program has the ability to generate its own revenue or has a stable funding source of support over time regardless of location or population being served.	Program has a steady source of income from an external source and has some internal revenue generating capacity.	Program has been successful in obtaining multi-year funding from an external source (donor, Foundation, federal/state funds).	Program relies solely on annual fundraising from an external community to support its implementation.
Replicability*	Program is replicable to other communities and populations and provides support to new sites. There is a strong fidelity of implementation among sites.	Program has the potential to be replicated and has some support for those wanting to implement. Fidelity of implementation is unproven especially in diverse communities.	Program provides support for replicating on an ad hoc basis or is so expensive to not be accessible by low resourced communities. Fidelity of implementation is weak or unproven.	Program does not plan to promote replicating and is not replicable due its exclusivity to a specific site because of its unique resources, personnel, or other requirements.
Scalability**	Program is well documented and includes tools and resources that are easily accessible and free. The program has proven it is able to scale over time.	Most elements of the program is well documented and some tools and resources are available at a low cost.	A process for scaling the program is offered but it is not well documented.	There is no effort to show how the program can be scaled.

\* Replicability means the ability of a program to be copied in another location or community.

\*\* Scalability means the ability of a program to be able to grow in size to serve more participants/students

*Artifacts that Demonstrate Evidence of Attribute:*

- Documents reflecting how program can be scaled or replicated, possible including a landscape analysis for new sites in diverse communities or with new populations
- Documents reflecting how program can/will support scaling or replication
- Budget report that reflects that benefits as a result of scalability/replicability justify the cost
- Plans identifying potential opportunities and/or challenges to replication and/or scaling



## CAREER CONNECTION

ATTRIBUTE	Accomplished	Established	Developing	Undeveloped
<p><b>CAREER CONNECTION</b> – Students are connected to their future college and career goals and engage with business, industry who provide diverse STEM role models and work-based learning opportunities.</p>				
<p>Career Connected Learning</p>	<p>All student learning is connected to relevant STEM careers.</p> <p>Career connections go beyond stereotypes to profile members of underrepresented groups in STEM careers.</p> <p>All students and their families believe that they can be successful, regardless of their background, in any STEM industry.</p> <p>School staff work with students and families to identify and pursue STEM education pathways to chosen careers.</p>	<p>Key concepts throughout the year are connected to STEM careers.</p> <p>Career connections profile some underrepresented groups in some STEM industries.</p> <p>Students and their families understand that people from all backgrounds succeed in each STEM industry.</p> <p>School staff invite students and families to identify and pursue STEM education pathways to chosen careers.</p>	<p>Student learning is linked to STEM careers during special events or STEM career days.</p> <p>Career connections often make mention of underrepresented groups in STEM careers but profiles lack depth or mainly focus on examples from traditional groups.</p> <p>Teachers understand and explain that people from all backgrounds succeed in each industry.</p> <p>School staff make information about STEM education pathways to careers available.</p>	<p>Student learning is rarely connected to future STEM careers.</p> <p>Career connections mostly present examples that are typical with the industry.</p> <p>Student success in STEM careers is not explicitly a part of STEM learning.</p> <p>Information about STEM education pathways to careers is not systematically or readily available, especially to underserved communities.</p>



ATTRIBUTE	Accomplished	Established	Developing	Undeveloped
College transition	Diverse students are actively encouraged and supported to pursue a STEM major. Programs exist that support first generation college-bound students. College visits, both at the program and on-campus are accessed by diverse students. Services to assist special population students to apply and prepare for college are available for free.	College transition services are available through the program, widely promoted, and readily available to student who choose to participate through their own motivation. Most services are free. STEM majors are encouraged to those who are high academic performers.	Some college transition services are available through the program and available to students to choose to participate through their own motivation. Some services charge a fee.	College transition services are not available to students through the program/school.
Career transition	Career development experiences are available through the curriculum and through extra-curricular activities. Career transition services include nontraditional career exploration for all students. Career assessment tools have been reviewed for bias. Programs are supported that encourage students who are underrepresented in STEM to pursue these careers and provide them with early and on-going career exploration and work-based learning experiences.	Career development experiences are available to students close to graduation and provide limited exploration opportunities. STEM career options are included with all career options. Some career assessment tools are available but these have not been reviewed for bias.	Career transition services are few and inconsistently implemented across various levels. Available services rely on volunteers or external providers outside the program/school.	Career transition services are not available to students through the program/school.

ATTRIBUTE	Accomplished	Established	Developing	Undeveloped
Business, industry engagement	<p>Businesses and industry owned and operated by people from a wide variety of backgrounds are partners with the school in developing STEM experiences.</p> <p>Students regularly interact with and receive feedback on their work from a diverse group of role models and mentors.</p> <p>The school’s work-based learning program intentionally recruits employer partners with a workforce that mirrors the diversity of the students. Beyond a meaningful work experience, students see workplace diversity first-hand and are connected with mentors and role models.</p>	<p>Business and industry leaders from a wide variety of backgrounds are intentionally recruited to participate in school activities.</p> <p>The school provides most students with opportunities to meet and interact with mentors and role models that look like them.</p> <p>The school’s work-based learning program has a wide variety of employer partners. Many students have work-based learning opportunities with diverse mentors and role models.</p>	<p>The school’s business and industry engagement plan makes mention of equity but implementation efforts are inconsistent or lacking.</p> <p>The school provides some opportunities for students to see a diverse STEM workforce, such as assemblies or field trips, but opportunities for mentorship by diverse role models are lacking.</p> <p>The school’s work-based learning program has a few employers with non-traditional workforces and makes some efforts to place some students in these situations. The school is aware it needs more diverse employer partnerships but recruiting them is a lower priority.</p>	<p>The business and industry engagement plan is not equity focused.</p> <p>The school does not provide opportunities for students to interact with diverse role models.</p> <p>Showcasing diversity in STEM is not a focus of the school’s work-based learning program and not a factor in employer recruitment or student placement.</p>

*Artifacts that Demonstrate Evidence of Attribute:*

- Organization Mission & Vision
- Excerpts from the curriculum
- Student surveys showing career awareness and interest in STEM
- Events/appointments to plan STEM career pathways with parents
- List of community partners/WBL providers and their impact



## STEM CONTENT

ATTRIBUTE	Accomplished	Established	Developing	Undeveloped
<p><b>STEM CONTENT</b> - Challenging and relevant STEM content aligned with standards, integrated in the formal curriculum, accessible by diverse students and leads to college and career transition in STEM.</p>				
Challenging STEM content	STEM content is appropriately rigorous for each student and includes multiple pathways to pursue STEM learning (developmental, on grade-level, accelerated, AP and dual credit).	STEM content is rigorous for all students with varied differentiation of pathways to pursue STEM learning.	STEM content is available with differentiation of rigor at some levels.	STEM content is varied at different levels and inconsistent in its rigor.
Relevant STEM content	STEM content is culturally relevant to every student and includes application that inspires learning. Content has been reviewed for bias and uses examples, images, problems, projects and sheros relevant to the students engaged.	Program-wide efforts are being made to offer culturally relevant STEM content with inconsistent implementation.	STEM content is the same for most students with some cultural relevance used inconsistently across levels.	STEM content is the same for all students and is only relevant to one group of students.
Aligned with standards	STEM content is aligned with state and federal standards that support rigorous and comprehensive knowledge and skill development as shown by no equity gaps in student performance on state assessments.	Program-wide efforts are being made to align all STEM content with state and federal standards with inconsistent implementation. Equity gaps in assessments exist for some student groups.	STEM content is determined by teachers with some alignment with standards in some courses. Equity gaps in assessments are significant for some underrepresented student groups in STEM.	STEM content is determined by teachers with no connection to standards. Equity gaps in assessments are significant for all underrepresented student groups in STEM.

ATTRIBUTE	Accomplished	Established	Developing	Undeveloped
Integrated in the formal curriculum	STEM content is formally supported through integrated curriculum, co-teaching, STEM thematic instruction, and professional development.	Program/School-wide efforts are being made to integrate STEM across the curriculum with inconsistent implementation.	STEM content is integrated in some courses or programs at the discretion of the teacher.	STEM content is only offered in isolated course or program offerings.
Accessible	A full sequence of STEM courses and a comprehensive CTE STEM program of study are offered at all levels and diverse students are completing them successfully. Certifications, endorsements, examinations and licensures are available and diverse students are supported to attain them. Modifications and support services are available for special population students.	Upper level STEM courses are available in most high schools and Algebra 1 is available in most middle schools at the 7 <sup>th</sup> and 8 <sup>th</sup> grade. Some student access certifications, endorsements, examinations and licensures with few supports from the program/school. Modifications and limited support services are available for special population students.	Upper level STEM courses are inconsistently available. Algebra 1 is available in the 8 <sup>th</sup> grade only. STEM related CTE pathways are limited at the middle and high school level. Few modifications or support services are available for special population students.	Upper level STEM courses such as Calculus and Physics are not available. Algebra 1 is not available in 7 <sup>th</sup> or 8 <sup>th</sup> grade. STEM related CTE pathways are not available in middle schools and there are limited offerings in high school. No modifications or support services are available for special population students.

*Artifacts that Demonstrate Evidence of Attribute:*

- STEM and CTE curriculum guide or course guide showing available courses, certifications, endorsements, examinations and licensures
- Examples of culturally relevant curriculum application or modification
- Sample STEM curriculum and standards alignment matrix
- Documentation of modifications and support services available for students
- Data on student performance disaggregated by demographics (gender, race and special population status)

## INSTRUCTION

ATTRIBUTE	Accomplished	Established	Developing	Undeveloped
<p><b>INSTRUCTION</b> - STEM instruction that integrates technology, utilizes multiple instructional strategies that are culturally relevant, experiential, results in the closing of equity gaps and inspires students to pursue more STEM course work or careers in STEM.</p>				
Technology integration	Instruction includes reliable access to devices, broadband and teachers who are qualified to facilitate technical opportunities to meet the diverse needs of students.	Instruction includes some access to devices, broadband and teachers who are qualified to facilitate technical opportunities to meet the diverse needs of students.	Instruction includes limited access to devices, broadband and/or teachers who are qualified to facilitate technical opportunities to meet the diverse needs of students.	Instruction includes limited or no access to devices, broadband.
Instructional strategies	<p>Instruction avoids drill and practice and supports meaningful learning that includes critical thinking, problem solving and higher-order exercises.</p> <p>Instruction is differentiated to meet the needs of individual students and supports student innovation.</p>	<p>Instruction mostly supports meaningful learning that includes critical thinking, problem solving and higher-order exercises.</p> <p>Instruction utilizes some differentiation techniques to meet the needs of groups of diverse learners.</p>	<p>Instruction is predominantly drill and practice with occasional use of critical thinking, problem solving and higher-order exercises.</p> <p>Instruction occasionally utilizes differentiation techniques to support some groups of diverse learners.</p>	<p>Instruction is focused on meeting testing standards through drill and practice.</p> <p>Instruction is the same for every student and all students are required to produce the same work.</p>
Culturally relevant pedagogy	Instruction focuses pedagogy to support academic achievement (learning and rigor) expectations which build on the student prior learning.	Instruction often focuses pedagogy to support academic achievement (learning and rigor) expectations which build on the student prior learning.	Instruction focuses pedagogy to support academic achievement (learning and rigor) and does not build on the student prior learning.	Instruction does not support academic achievement strategically (learning and rigor).
Experiential learning	Students critically construct knowledge and apply learning through meaningful experiences.	Students apply learning through meaningful experiences.	Students exhibit some understanding without application of applied learning.	Instruction does not support the construction of knowledge through applied learning.

ATTRIBUTE	Accomplished	Established	Developing	Undeveloped
Inspirational and Innovative	Instruction encourages students to create new and imaginative solutions to problem solving that inspires them to want to learn more in STEM.	Instruction encourages student creativity and innovation.	Instruction promotes student creativity with limitations and constraints.	Instruction lacks opportunities to imagine and create.
STEM course participation	Instruction prepares students to develop new strategies to leverage and apply analytical learning through testing solutions.	Instruction prepares students to test solutions and recognize learning potential.	Instruction makes limited connection to promote analytical learning.	Instruction does not encourage the mindset of investigation or analytical learning.
STEM majors and career trajectory	Instruction encourages students to explore and experience diverse STEM careers and supports students to pursue their desired STEM education pathway (2 year degree, 4 year degree, apprenticeship or employment).	Instruction introduces students to diverse STEM careers and provides information about what is needed to pursue further education in a STEM major.	Instruction includes limited introduction to what is required in a STEM major or career.	Instruction does not include introduction to STEM major and/or careers.

*Artifacts that Demonstrate Evidence of Attribute:*

- Instruction includes learner-driven activities and environments supported through technical integration
- Instruction includes data analysis of formative and summative assessment to drive instruction and support diverse students to achieve learning goals
- Instruction fosters digital literacy to promote exposure to information and critical examination of resources
- Instruction creates an environment of both independent and group settings
- Instruction creates learning opportunities that challenge students to design, innovate and problem solve

## PROFESSIONAL DEVELOPMENT

ATTRIBUTE	Accomplished	Established	Developing	Undeveloped
<p><b>PROFESSIONAL DEVELOPMENT</b> - Integrated and inclusive professional development that ensures faculty and staff STEM proficiency and equity, implicit bias, and cultural competency in program design and pedagogy.</p>				
STEM content competency	PD on building STEM proficiency is available and required for all faculty and staff at all levels to ensure delivery of rigorous and integrated STEM content.	PD on STEM content proficiency is available for all faculty and staff and a majority of the STEM faculty participate.	PD on STEM content proficiency is offered occasionally for some faculty and staff and some STEM faculty participate.	PD on STEM content proficiency is not available. Any faculty or staff wanting to improve their STEM content knowledge must pursue this PD independently.
Integrated professional development	PD on Equity and inclusion strategies are the focus of all PD and is included in all PD offered regardless of topic.	PD on Equity and inclusion strategies is offered separately and incorporated into some PD on other topics.	PD on equity and inclusion strategies is available as a separate PD offering only.	Equity and inclusion strategies are missing from PD offerings sponsored by the organization.
Inclusive professional development	PD addresses all aspects of diverse learners and is available and required for faculty and staff at all levels of the organization.	PD addresses all aspects of diverse learners but is not required for faculty and staff at all levels of the organization.	Some PD includes a focus on inclusive practices to address diverse learners but is not available to all faculty and staff.	PD is focused on “all students” and does not incorporate differentiation based on student characteristics or needs.
Equity-based training	PD on strategies to engage URG in STEM is attended by all faculty and staff.	PD on strategies to engage URG in STEM is available but not required for faculty and staff at all levels of the organization.	Some PD on strategies to engage URG in STEM is offered but not available to all faculty and staff.	PD on strategies to engage URG in STEM is not available or supported.
Implicit bias training	All faculty and staff have participated in implicit bias training, are able to identify their own biases, have evaluated all program materials and activities for bias, and made every effort to ensure URG success.	Implicit bias training is available but not required or well attended. Some faculty and staff can identify implicit biases that limit URG access to STEM and have modified some aspects of the program to address it.	Some PD on implicit bias is available but it is cursory and not available to all faculty and staff. Programs have not been reviewed for bias.	PD on implicit bias is not available and the programs activities are biased and do not address the needs of URG students.

ATTRIBUTE	Accomplished	Established	Developing	Undeveloped
Cultural competency training	All faculty and staff have participated in cultural competency PD and have incorporated these principles into all aspects of the programs design and activities.	Cultural competency PD is available but not required or well attended. Some faculty and staff have incorporated cultural competency strategies into some aspects of the program.	Some PD on cultural competency is available but it is cursory and not available to all faculty and staff. Programs have not been reviewed for cultural relevance.	PD on cultural competency is not available and is not addressed in the program design.
Program design	PD is inclusive of the diverse needs of the faculty and staff and has been made available to accommodate multiple learning styles and access.	PD on STEM equity is available to all faculty and staff but access is limited to traditional times and methods.	PD on STEM equity is only available to certain faculty and staff and is available in only one delivery method.	PD is not available or supported by the organization.
Pedagogy	All faculty and staff have participated in PD on equitable instructional strategies and these practices have been incorporated into the program and found to be effective in closing equity gaps.	PD on equitable pedagogy is available to all faculty and staff with no follow-up or evaluation of impact.	PD on equitable pedagogy is only available to certain faculty and staff with no evaluation of its implementation or impact.	PD is not available on equitable instructional strategies and activity design.

*Artifacts that Demonstrate Evidence of Attribute:*

- Professional development calendar and attendance records
- Professional development content topics that include equity and inclusion instruction in research-based strategies such as; cultural competency, implicit bias, inclusive instructional strategies, growth mindset, self-efficacy, and other topics
- Professional development is available in multiple modes (face-to-face, online, large and small group settings, individualized) and at multiple times to accommodate faculty and staff availability
- Professional development on equity and inclusion is required for all faculty and staff in the organization
- Professional development topics are incorporated into faculty and staff supervision models and evaluation efforts to ensure their implementation

## LEADERSHIP

ATTRIBUTE	Accomplished	Established	Developing	Undeveloped
<b>LEADERSHIP</b> - Commitment from organization top leadership reflected by program visibility, staff engagement, student engagement, financial investment, and systemic integration.				
Organizational commitment	All aspects of the organization explicitly promote equity as an organizational priority and have operationalized it.	The organization explicitly promotes equity as an organizational priority and has operationalized it in some of its programs.	The organization is committed to equity and is making efforts to operationalize it but not all leadership is on board or sees it as their responsibility.	Equity is not apparent in the organizations mission or activities – although it may be identified as a value it has not been operationalized.
Leadership engagement	Organization leadership reflects diversity, demonstrates commitment to equity and engages in specific equity-related activities.	Organization leadership reflects diversity and some demonstrate commitment to equity by engaging in equity-related activities.	Organization leadership is not diverse and some demonstrate commitment to equity by engaging in equity-related activities.	Organization leadership is not diverse and equity-related activities at a leadership level do not exist.
Program visibility	Organization regularly promotes its work by disseminating results to national and state audiences. Media outreach materials promote diverse participation to diverse communities.	Program is well known within its constituency and all media outreach materials promote diverse participation to diverse communities.	Program is not well known in diverse communities due to the use of traditional outreach methods. Media outreach materials promote diverse participation.	Program is not well known in diverse communities due to the use of traditional outreach methods. Media outreach does not always promote diverse participation.
Staff engagement	All staff members participate in equity initiatives and are knowledgeable of equity in STEM education research. Some staff are experts in equity in STEM education research.	All staff participate in equity initiatives and are learning about equity in STEM education research. Some staff are knowledgeable of equity in STEM education research.	Some staff participate in equity initiatives and are learning about equity in STEM education research.	Participation in equity initiatives is inconsistent and knowledge of equity in STEM education research is external to the organization.

ATTRIBUTE	Accomplished	Established	Developing	Undeveloped
Student engagement	Students from diverse backgrounds participate at all levels of the organization provides input to decision making in a significant way.	Diverse student leadership is established and considered at some levels of the organization's decision making processes.	Student leadership is supported at the student level and engages diverse students in student driven initiatives.	Students are not involved in leadership.
Financial investment	The organization budget reflects its equity values by only investing in initiatives for underrepresented students, in underserved communities and in professional development that supports the organizations equity agenda.	The organization budget reflects its equity values by using a significant amount of its resources to support equity initiatives and professional development that supports the organizations equity agenda.	The organization has created a separate budget priority for equity initiatives and professional development that supports the organizations limited equity agenda.	The organization does not have a budget priority for equity initiatives and professional development.
Systemic integration	Organization staff is diverse and staff diversity is part of the hiring process. Equity is part of all annual planning and organizational evaluation efforts. Systems are regularly evaluated for bias or barriers that limit access and equity and are changed.	Organization staff has some diversity but this is not a priority in the hiring process. Equity is part of all planning processes and organizational evaluation efforts and implemented.	Organization staff is not diverse. Equity is part of all planning processes and organizational evaluation efforts, however the results of these efforts are not always implemented.	Organization staff is not diverse and equity is not explicit in planning processes and organizational evaluation efforts.

*Artifacts that Demonstrate Evidence of Attribute:*

- Strategic and operational plan documents
- Website and social media channel content and promotional materials
- Board of Directors and Staff demographics, bios and participation records at equity related activities
- Budget details and priorities
- Planning documents have an equity component that targets and ensures underrepresented groups participation
- Program evaluation tools, rubrics, scorecards and reports that show equity metrics, outcomes and organizational change

## COMMUNITY

ATTRIBUTE	Accomplished	Established	Developing	Undeveloped
<b>COMMUNITY</b> – Authentic community and family engagement of the target population being served.				
Community engagement	<p>Students and families with school leaders suggest, engage and develop relationships with diverse community partners.</p> <p>Topics for projects are student-led, after significant community engagement.</p> <p>Community partners advise students during the planning, creation, and presentation of student projects.</p>	<p>Community partners mostly reflect the diversity of the school population.</p> <p>Topics for projects are student-led based on their observations and experiences.</p> <p>Students present the results of their work to community partners who offer feedback and ask students questions. Students revise based on feedback.</p>	<p>School leadership has made efforts to engage a wide variety of community partners.</p> <p>Topics for projects are teacher-led with community partner input.</p> <p>Students present the results of their work to the community. Community partners offer feedback and ask questions of students.</p>	<p>Community engagement is teacher or principal- driven, based on the connections and experiences of the school leaders.</p> <p>Topics for student projects are teacher-designed.</p> <p>Students present to the community at a showcase event.</p>
Family engagement	<p>Families are viewed as collaborators, partners, and decision-makers. Communication is two-way. Differentiated strategies are employed to engage diverse families. Efforts to engage go beyond paper and email, and include text message, social media, home visits, and visits in the community to ensure all communities are engaged.</p>	<p>Families are engaged at school-based events throughout the year. Diversity of families is recognized at a yearly multicultural night. Teachers use multiple means to engage families in a dialogue about students.</p>	<p>The school uses multiple means to transmit information to families. Information generally travels one-way.</p>	<p>The school has a single, one-size-fits-all family engagement plan.</p>

ATTRIBUTE	Accomplished	Established	Developing	Undeveloped
Family engagement (cont.)	Students engage their families/parents in their STEM learning. Projects and student learning activities have components built-in that invite family participation. Materials are culturally relevant and accessible in the language of the family.	Teachers successfully engage most families in the STEM learning of their children, through school-based family nights and sent-home enrichment activities. Efforts are made to make the activities accessible and culturally relevant.	Families are aware their children do “STEM” at school, but may not know what it means. Some families attend school-wide “STEM nights” at the school.	Little or no formal STEM-related family engagement exists.

*Artifacts that Demonstrate Evidence of Attribute:*

- Examples of students work/projects
- List of partners and their contributions
- Family engagement plan
- Calendar of family events
- Samples of family communication

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For more information please contact:



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