

# UTAH STEM Action Center Computing Partnership Grant Program

**Information & Guidelines for the Request for Grants**

**Fiscal Year 2018**

**Applications Due: 11:59 PM, January 31, 2018**

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# General Information

## Introduction:

The Utah Computing Partnership initiative is overseen by the Utah STEM Action Center (STEM AC), in consultation with the Utah State Board of Education (USBE) and Talent Ready Utah (TRU).

The overarching goal of this grant program:

Provide funding to Local Education Agencies (LEAs; districts, individuals schools within districts and charter schools) to build kindergarten - post-secondary (K-16) computing programs. These programs could fund activities that create an entire pathway, or target specific components of an existing or future pathway. Applicants are encouraged to emphasize efforts that target K-8 students. These grants will be supported with funds provided by the 2017 legislature via Senate Bill (SB) 190. Applicants may request funds for 1-3 years.

Computing, for the purpose of this initiative, is defined as computer science, information technology, information systems, computer, and software engineering, cybersecurity, digital media and gaming, data science and analytics.

This solicitation is intended to target the development of new computing programs, support an increase in capacity, or address resource gaps, of existing programs. Applicants are encouraged to place a strong emphasis on K-8 computing efforts; however, applicants may address a variety of activities that support successful K-16 computing programs. Key elements that are aligned with identified gaps or needs are:

- Course offerings and course content design
- Out of classroom activities (e.g., summer camps, after school programs etc.)
- Professional learning
- Industry involvement
- Outreach, recruitment, and retention
- Work-based learning experiences
- Community engagement
- Infrastructure support
- Equity and access

Applicants must align with at least two or more of the key elements previously described, but activities that are not included in the description will be considered. The key elements are not intended to be the sole source of guidance, but to provide a starting point for applicants to consider as important to a viable program. The key elements will be addressed in greater detail in the following sections.

Applicants are encouraged to partner with other LEAs and post-secondary entities such as community colleges, applied technical colleges and universities.

One submission per school and/or LEA is allowed.

We will be accepting applications through an online grant application form. It is strongly recommended that the applicant read this document before beginning the application process. We encourage applicants to contact the STEM AC if there are questions about the application.

## **Overview:**

The intent of the Computing Partnership Initiative grant program is to provide funding to Utah LEAs to create K-16 computing programs.

The STEM AC has worked with K-16 education partners to identify key elements that are important for a successful program.

## **Key Elements**

- Course offerings and course content design
- Out of classroom activities (e.g., summer camps, after school programs etc.)
- Professional learning
- Industry involvement
- Outreach, recruitment, and retention
- Work-based learning experiences
- Community engagement
- Infrastructure support
- Equity and access

These elements provide a framework to:

- Identify common challenges that LEAs face in providing access to computing opportunities to students in all grade levels
- Create new classroom content or course offerings
- Increase exposure and maximize out of classroom opportunities

- Integrate computing across disciplines or content areas
- Use a collaborative approach to address challenges
- Identify shared metrics for effective assessment of programs
- Identify and share best practices
- Leverage resources effectively
- Result in collaborative networks, with a shared vision and goals
- Advocate for programs and build awareness and participation for all Utah students

All applicants, if funded, will be expected to participate in a collaborative network, as part of a community of innovation, on a regular basis.

The primary goals for projects funded include:

- Increase exposure to computing activities for K-16 students, with an emphasis on K-8 and cross-curricular efforts;
- Engage industry partners across all grade levels, and in all activities where appropriate;
- Increase participation in internship or apprenticeship opportunities
- Increase the number of high school individuals who earn post-secondary and/or industry-recognized credentials that enable them to compete for employment in high demand computing jobs;
- Integrate the use of best practices in computing efforts;
- Enhance and support professional learning opportunities in K-16;
- Promote awareness of computing education and career opportunities across a broad spectrum of stakeholders;
- Create systemic change that will last beyond the grant period by establishing partnerships, agreements, processes, and programs that better connect education, training, workforce, and employers to meet industry needs within the regional economy.

### **Eligibility:**

Public K-12 schools (elementary, junior/middle, high), districts and charter schools and consortium applicants are eligible to apply for funding. Grant awardees from the pilot program are eligible to apply for continuing funding.

Applicants are encouraged to partner with one or more of the following entities:

- industry,
- higher education (university, community college, applied technical college),
- community and cultural organizations, and
- other LEAs.

Allocation of funds through sub-contracts must follow institutional procurement policies and

procedures. Applicants that do not have existing relationships with any of the previously described partnering entities are encouraged to contact the STEM AC for assistance in establishing contacts with potential partners.

## **Period of Performance**

Applicants may apply for 1 to 3 years of funding. Grant period of performance will begin with the date the project is approved by the STEM AC. It will end based upon the grant budget and project request.

Applicants are encouraged to apply for at least two years of support due to the timing of funding and final award. The fiscal year, for the purpose of budget planning, is July 1 through June 30. It is reasonable to spend the spring semester of 2018 planning and preparing for the grant activities, with some activities offered in the summer of 2018 and the second year of performance beginning July 1, 2018.

## **Funding**

Maximum grant amount per year is up to \$50,000 for individual applicants and up to \$100,000 for consortium applicants. Consortia must include two or more LEAs or schools. Funding will be distributed on a reimbursement basis (75% of the first year's award upon signing of the contract and the remaining 25% reimbursed upon evidence of expenditures and completion of set milestones. 75% and 25% payment schedule to continue in second and third years as appropriate). Fiscal and program outcomes must be reported by the grantee on a quarterly basis. Grant funds received but not expended shall be refunded to the grantor. Grant monies awarded are state funds and are not subject to Federal OMB Circulars regulations. All funds must be expended and purchases received by no later than May 31 of the relevant fiscal year. Final invoices will be due no later than June 30 of the relevant fiscal year.

**NOTE:** The grantor may determine to fund a project at less than the requested amount due to the availability of funds.

## **Contracting and Monitoring**

The STEM AC will be responsible for contract development, oversight, and monitoring for approved applications. The STEM AC will monitor grantees to verify program outcomes and financial expenditures. The applicant will be required to report quarterly on fiscal and program status. The quarterly reports are not intended to be burdensome; they are intended to support formative assessment, ensure that the STEM AC can fully support the applicants and partners

with any ongoing challenges, and sustain the ongoing funding from the legislature by reporting on successes and outcomes on a regular basis.

A template will be provided to awardees for the reports. All quarterly report deadlines will be determined and shared at the time of the award. All grant awardees are expected to work with the STEM AC and third party evaluators for the collection and submission of data.

## **Allowable Activities and Expenditures**

The proposal must clearly demonstrate how efforts will help to create a K-16 computing program or enhance an existing program targeting activities that build an inclusive and diverse computing culture or have been identified as gaps in the existing program. The computing activities can be cross-curricular and target students in any age, grade or discipline. Applicants are encouraged to consider efforts that shift keyboarding to elementary grade levels, as well as focus on K-8 activities.

Applicants may target activities to a single grade level (elementary, middle/junior, secondary or post-secondary), or build out activities to include multiple grade levels. Proposed activities targeted to elementary grade levels could, in general, include professional learning opportunities, efforts that increase access and improve equity, and activities that promote computing and support outreach and engagement. The following is a list of more specific activities that are allowed in an applicant's proposal.

- Professional learning opportunities for elementary, middle/junior and secondary educators (this could include workshops)
- Development and implementation of new activities for elementary classrooms
- Development and/or offering of out-of-school activities or events (this may include the offering of and/or participation in summer camps, after school programs, etc.)
- Developing and/or delivering new curricula for middle/junior and secondary instruction
- Developing and implementing articulation agreements with higher education partners
- Designing contextualized or project-based learning, distance learning, and work-based learning opportunities
- Incorporating Science, Technology, Engineering, and Math (STEM) skills into computing education and/or training activities
- Infusing computing skills across curriculum materials, where applicable
- Designing activities that lead to completion and/or attainment of industry-recognized credentials
- Designing activities that facilitate industry involvement (e.g. curriculum design, classroom instruction, work-based learning opportunities, mentoring)
- Designing interim and stackable credentials to accelerate and increase credential

attainment, or adjusting curricula into shorter pieces that are linked to both specific occupations and a postsecondary credential (this may also be known as “chunking”/modules)

- Designing activities that help to incentivize student participation in high school and post-secondary computing programs
- Designing activities that support or address recruitment and enrollments
- Developing adequate numbers of qualified instructors that directly align to increasing the number of courses offered, students enrolled
- Creating programs that support work on post-secondary credentials while in high school (e.g., early college high school programs, concurrent enrollment etc.)
- Providing faculty compensation where justified in accordance with district policy (extra contract days, stipends)
- Developing and implementing apprenticeship and pre-apprenticeship programs, or providing resources that support collaboration with existing programs
- Purchasing classroom supplies, equipment and/or educational technologies that that are aligned with the curriculum needs
- Design and implementing work-based learning opportunities
- Implementing and/or enhancing the information technology infrastructure used to provide education and training and related activities (Not to exceed 25% of total budget request- Any applicants requiring infrastructure that exceeds 25% must receive prior approval from the STEM AC before submitting. Approval for inclusion in the application does not guarantee funding.)

## **Existing Resources to Consider**

Attachment A provides a sample list of program resources that are used by various groups in the state. Applicants are encouraged to review and consider including these and/or other resources, where appropriate, in their proposed activities. Applicants can contact the STEM AC for additional information on these vetted resources (e.g., budget request to include these resources in the application, outcome or impact data that might be available for the recommended resources etc.)

**NOTE:** Applicants are not allowed to supplant existing Career and Technical (CTE) with funding from this program.

**NOTE:** Applicants are requested disclose all existing sources of funding that may be leveraged for their projects, including other state and federal dollars awarded by other grant programs, as well as any in-kind donations from industry partners.

# Timeline & Application Guidelines

## Timeline

- RFG Release: January 4, 2018
- Webinar: The following webinar will provide information on proposal design and submission, an opportunity to ask questions and discuss existing resources that can be considered. You may also dial in using your phone: 801-893-8175.

Wednesday, January 17, 2018 at 10:00 AM at [meet.google.com/wcf-ffww-jsj](https://meet.google.com/wcf-ffww-jsj)

- Last Day for Questions: January 23, 2018
- Applications Due: 11:59 PM, January 31, 2018.
- All applications must be submitted through online submission system.
- Award Notification: February 21, 2018
- Grant Agreement Development: March 28, 2018
- Grant Agreements Terminate: Dependent upon duration of award

Any questions regarding any section of this RFG should be directed to the STEM AC Coordinator, Lynn Purdin (email: [lpurdin@utah.gov](mailto:lpurdin@utah.gov)) or Grant Writing Assistant, Erin Paulsen ([erinpaulsen@utah.gov](mailto:erinpaulsen@utah.gov)) on or before January 26, 2018.

## Application Guidelines

1. All applicants must identify their computing priorities prior to application. It is recognized that LEAs will be at various phases of creating a comprehensive program. Applicants in the early stages of developing a program are strongly encouraged to reach out to Lynn Purdin (email: [lpurdin@utah.gov](mailto:lpurdin@utah.gov)) or Tami Goetz (email: [tgoetz@utah.gov](mailto:tgoetz@utah.gov)). The STEM AC can provide valuable connections to other LEAs that may have insight into various aspects of computing program design. Applicants are reminded that this funding is ongoing, and thus could be available each year.
2. All applicants are expected to align proposed activities to two or more of the key elements described previously in this document.
3. All applicants, if funded, will be expected to participate in quarterly collaborative network or community of innovation calls. The intent of the Computing Partnership initiative is to foster collaboration across regions, and the entire state. The result of the collaboration is to share successes, challenges, and ensure that LEAs have the opportunity to work with their peers outside of their typical network. This will allow for all partners to not only have

access to other ideas, but to share their insight on design, implementation, and outcomes.

4. Utah companies played a critical role to secure this funding. They are committed to helping LEAs to be successful in their computing efforts. Applicants are encouraged to give considerable thought to how industry partners can support proposed activities, in and out of the classroom. Applicants proposing middle and high school activities are encouraged to consult with employers to determine the skill requirements for employment or career progression in in-demand technology occupations. This may include industry input on course content. The applicants, especially rural partners, are encouraged to reach out to the STEM AC as a resource to connect with local companies, if needed.

**Application components & scoring:**

The online application form has been divided into the following sections. Applicants proposing elementary activities are encouraged to identify specific training and/or project-based learning that facilitates industry engagement.

**NOTE:** All materials to be reviewed must be provided within the proposal. Reviewers are not expected to follow links, other than uploaded attachments as requested.

Section	Question Number	Information Gathered	Scoring
1	1-3	Applicant Information	Not Scored
2	4-6	Project Summary	Not Scored
3	7-8	Course and Industry Engagement	35 points
	9	Collaborations and Partnerships	
	10	Project Description*	
	11	Sustainability and Next Steps	15 points
	12	Evaluation	10 points
4	13	Deliverables and Outcomes	30 points
5	14-15	Budget Description (Line item budget template provided)	5 points

<b>6</b>	<b>16</b>	Timeline (template provided)	5 points
<b>7</b>	<b>17-18</b>	Letters of Commitment	Required but not scored
<b>8</b>	<b>19</b>	Approvals (template provided)	Required but not scored
<b>9</b>	<b>20-21</b>	*Bonus Points for Shifting Keyboarding to Elementary Grade Levels	5 points

**Instructions:**

**Section 1 & 2: Applicant Information and Project Summary (not scored)**

Please provide answers to all questions regarding applicant’s contact information, project details and a 500 word summary of the project.

**Section 3:**

**Q7:** Please provide information related to the computing courses, curriculum materials or coding opportunities that are currently being offered at your school. District and consortium applicants must list these for each school they are including in this grant. Describe courses, curriculum, and professional learning opportunities, which you propose to support in this application. Professional learning opportunities may include tuition reimbursement for endorsement courses or workshops (e.g., Computer Science Fundamentals, Computer Science Principles, and Computer Science Discoveries etc.). Include any challenges that have prevented you from offering courses, curriculum, or professional learning opportunities.

**NOTE:** Those applicants currently offering Exploring Computer Sciences (ECS) are highly encouraged to consider requesting support to adapt the ECS content to the content that has been designed for Computer Science Discoveries (CSD). The CSD content is similar to ECS, but includes more hands on and contextualized content.

**Q8:** Please provide information about any work-based learning or project-based learning opportunities, related to computing programs, where your school is already engaged. Describe gaps in work-based or project-based learning opportunities and potential solutions that you will be implementing in your proposal.

**Q9:** Collaboration and Partnerships

Applicants are encouraged to engage and collaborate with the following partners and identify the roles and level of commitment of each partner:

- a.** Post-Secondary Institutions – This can include any university, community college or applied technical college. These organizations may contribute on-site (or virtual, if more appropriate) instruction, provide access to additional industry linkages, provide post-secondary credit for work completed through the grant, and support the creation of articulation agreements that result in multiple entry and exit points to further education and employment opportunities, access to training facilities and joint creation of program content.
- b.** Industry/Employers – Applicants are encouraged to engage employers to serve as partners in the proposed project. These organizations may be actively engaged in the project and may contribute to many aspects of grant activities, such as identifying necessary skills and competencies, providing resources to support education/workforce development (such as equipment, instructors, funding, internships, access to laboratory facilities, or other work-based learning activities or situations), and where appropriate, hiring qualified program participants. Please note that many Utah companies have programs that support elementary coding (e.g., Hour of Code, Girls Who Code Club etc.). Elementary school applicants interested in supporting activities that involve companies and their expertise are encouraged to contact the STEM AC.

Applicants are encouraged to focus on employers that are significant in the regional economy and belong to growing or emerging industries, including regional industry clusters; it is recognized that rural communities may not have industry partners in their region. Rural LEAs are encouraged to reach out to the STEM AC team to find employers with whom they can partner.

Partners can be state, regional, and/or local economic development agencies that work closely with employers, understand regional economic needs, and are involved in activities that help to generate and retain existing jobs, and stimulate industrial and commercial growth. The role of economic development agencies is to seek out new economic opportunities and retain their existing employer community. Economic development agencies may support the project by ensuring that there are sufficient economic development programs and incentives in place to assist the businesses in achieving their goals.

Applicants are strongly encouraged to consider integrating employment and workforce

development programs with collaborative regional economic development strategies that align with key economic development investments to ensure that workers are being prepared for growth industries in their regional economy.

- c. Local DWS – Applicants are encouraged to engage their Utah Department of Workforce Services (DWS) Area Directors. The role of DWS Area Directors may include but is not limited to connecting the applicant to relevant sources of data, DWS Labor Market Information, Bureau of Labor Statistics (BLS) reports, and other relevant State tools or reports. Area directors can also help to connect applicants to local or state industry.

**Q10: Project Description**

- d. Provide a clear and compelling description of the need for the proposed computing activities that will lead to greater access and participation of students and teachers. Clearly state the goals and/or objectives for the proposed activities and how it supports the creation of a computing program for the school and district (where appropriate).
- e. Demonstrate how the proposed activity leads to increased opportunities in computing activities and careers. These may vary depending on whether the activities target elementary, middle/junior high or high school students.
- f. Provide linkage to existing and/or emerging programs of study to include high school programs, post-secondary certificate programs, associate’s degrees, and baccalaureate degrees. Integration of computing activities across academic disciplines is encouraged, especially with K-8 efforts.
- g. Demonstrate industry recognition and acceptance of the proposed program by linking program outcomes to industry needs or standards and/or other mechanisms (e.g., involvement in key elements previously described that include curriculum material design, internship support, classroom instruction etc.).
- h. All projects shall incorporate activities that align with two or more of the key elements listed on page 4 of this document. Activities may include, but are not exclusive to the following:
  - i. Target activities that address participation and exposure to computing
  - ii. Address instructional support and professional learning opportunities
  - iii. Result in offering computing courses or curriculum necessary to build out

a comprehensive program

- iv. Increase access to professional learning opportunities
- v. Increase access and equity for all students
- vi. Support access and participation in summer and after school activities
- vii. Increase work-based learning opportunities
- viii. Engage industry across the spectrum of program activities
- ix. Support participants' advancement on an articulated career ladder and/or career lattice, or other defined career pathway;
- x. Result in industry-recognized credentials that indicate a level of mastery and competence in a given field or function, where such a credential exists. The credential(s) awarded to participants must be based on the type of workforce development activities provided through the grant and the requirements of the targeted occupation, and should be selected based on consultations with employers, which may include regional industry clusters, as well as labor organizations if appropriate. It is allowable and encouraged to award multiple/stackable credentials along the career pathway

**Q11: Sustainability and Next Steps (15 points)**

Applicants must describe how the activities will be sustained beyond the life of the grant. This should include an outreach and communication strategy (include reaching out to underserved populations: at-risk youth, individuals with disabilities, females, minorities, and veterans, as appropriate.). Applicants must also describe how their institution will sustain partnerships with employer partners and regional economic developers. This sustainability planning may require securing funding or future funding commitments. Matching funds will not be required; however, a strong emphasis will be placed on the sustainability of the proposed project. Applicants are encouraged to consider a phased approach to shifting funding for salaries and benefits over multiple years (e.g., 100% of funding from the grant for two years, 50% of funding from the grant and 50% from district funds in year 3 etc.). This allows for planning over several budget cycles.

**Q12: Evaluation (10 points)**

Applicants must use the attached template to provide quantitative goals for each applicable metric listed below. Applicants may also add metrics, which best align with their desired outcomes. This matrix will establish a baseline for their projects.

<b>Metric</b>	<b>Description</b>
Student enrollments or participation	Enrollment numbers for all computing courses or participation in the new activities (e.g., elementary classroom or out-of-classroom activities)
Student completion	Completion numbers for all computing courses or classroom activities and aggregate grades of scores for all completers
Advanced Placement (AP) Test Participation and Pass/Fail Rate	AP courses including AP CS and AP CSP
Participation in outreach and engagement activities	Number of participants, numbers of females and males, and pre- and post-surveys for participant feedback
Participants in work-based learning opportunities	Number of participants in work-based learning opportunities (e.g., internships, apprenticeships); in addition, describe pre- and post-surveys for student and industry mentors or sponsors.
Industry participation	Number of hours contributed, any financial contributions and/or supplies donated
Participation in professional learning opportunities	District and school participation, numbers of teachers participating and pre- and post- surveys
Credentials	Where applicable, number and type of all credentials (non-credit certifications, 2-year and 4-year degrees)
Participation of underrepresented student populations	Where applicable, provide numbers of underrepresented students participating in the above efforts

**NOTE:** Applicants must provide baseline data to demonstrate change and impact. The STEM AC is available to help identify mechanisms for establishing baseline data.

**Section 4: Deliverables and Outcomes-30 points**

**Q13:** Deliverables/Outcomes differ from the metrics described in Q12 in that they are more qualitative in nature. They are more descriptive and often represent a tangible product, such as materials and resources created as a result of the funding, articulation agreements (demonstrating new partnerships, shared instruction etc.), online learning modules, standards

on which newly developed credentials are based, or capacity created. An outcome can also be an anecdotal description of events or activities that were impactful or transformational.

#### **Section 5: Budget Template and Description (5 points)**

**Q14:** Provide a detailed narrative for each line item of the budget, describing the planned use of funds. This is not simply a listing of costs, but a description of how the requested funds will be used within each of the ten categories of program expenses.

**Q15:** Using the attached budget template provide a detailed line item budget for the project for each individual year.

Please note: Applicants are requested to disclose all existing sources of funding that may be leveraged for their projects, including other state and federal dollars awarded by other grant programs, as well as any in-kind donations from industry partners. Applicants are not allowed to supplant existing Career and Technical (CTE) with funding from this program.

#### **Section 6: Timeline (5 points)**

**Q16:** Use the enclosed template to list the major project objectives, the expected date of completion for each objective, and the expected funding needed to complete each objective.

#### **Section 7: Letters of Commitment (not scored)**

**Q17:** Each project is required to document commitment from all funded partners; commitment letters from strategic partners may be included as the description of the respective roles and level of commitment of each partner.

**NOTE:** Multiple letters of commitment should be merged into one document before uploading into the application.

**Q18:** Please provide detailed description of respective roles and level of commitment from each partner providing a letter of commitment.

#### **Section 8: Approvals (not scored)**

**Q19:** Please have the enclosed document completed and signed by appropriate authority at your school or district.

#### **Section 9: Bonus Points for Shifting Keyboarding to Elementary Grade Levels (5 points)**

**Q20 & Q21:** Please describe your implementation plan for shifting keyboarding to elementary grade levels.

# Evaluation and Award

## Evaluation

Submitted applications will be screened prior to their submission to the Grant Review Team to ensure they meet the minimum qualifications outlined in this RFP.

Proposals will be scored based on the following. Proposals must have a minimum score of 60.

- Program Design – 35 points
- Sustainability Plan – 15 point\*
- Evaluation Plan – 10 points\*
- Deliverables/Outcomes – 30 points
- Budget – 5 points
- Timeline – 5 points
- Bonus points for Shifting Keyboarding to Elementary Grade Levels - 5 points
- Letters of Commitment – not scored, but must be included to be considered for Grant

**\*NOTE:** The Sustainability and Evaluation Plans will be scored independent of the Program Design.

## Award:

Grants will be awarded at the recommendation of the RFG review committee and the STEM AC staff. The STEM AC reserves the right to award grant funds equal to or less than the requested amounts based upon allowed costs and availability of funds.

## **ATTACHMENT A**

### **Sample Computer Science Program Resources**

#### **Hardware**

- Bak USA

#### **K-8 Integrated Classroom Activities (with training to support implementation)**

- Carnegie Mellon University CREATE Labs
  - Arts and Bots
  - Hear Me
  - Message for Me
- BeeBots

#### **7-12 Integrated Classroom Activities**

- Project Lead the Way
- Scratch
- CodeChangers

#### **K-12 Professional Learning opportunities**

##### [Code.org](#)

- Computer Science Fundamentals(CSF)
- Exploring Computer Science (ECS)/Computer Science Discoveries (CSD) Computer Science Principles (CSP)
- AP Computer Science (AP-CSP)

##### [Incentives for Level 1 or 2 Teacher Endorsement \(tuition reimbursement\)](#)

#### **Summer Camps/One Day Events Girls/Clubs**

- Girls Go Digital
- SheTech
- Girls Who Code Club (this can be adapted to boys as well; Kids Who Code)
- Code to Success

#### **Robotics**

- FIRST Robotics (Jr. FIRST Lego League, FIRST Lego League, FIRST Tech Challenge, FIRST Robotics Challenge)
- VEX

#### **Instructional Support**

- TEALS (Technology Education and Literacy in Schools)

#### **Equity and Access**

- STEM Equity Pipeline and Micro-Messaging Training

## ATTACHMENT B

### Grant Terms and Conditions

1. **AUTHORITY:** Provisions of this grant (“Grant”) are pursuant to the authority set forth in 63G-6a, Utah Code, as amended, Utah State Procurement Rules (Utah Administrative Code Section R33), and related statutes which permit the State to purchase certain specified services, and other approved purchases for the State.
2. **GRANT JURISDICTION, CHOICE OF LAW, AND VENUE:** The provisions of this Grant shall be governed by the laws of the State of thereof. VenueUtah. The parties will submit to the jurisdiction of the courts of the State of Utah for any dispute arising out of this Grant or the breach REGULATIONS: The shall be in Salt Lake City, in the Third Judicial District Court for Salt Lake County.
3. **LAWS AND ADMINISTRATION:** The person or entity contracting with the State under this Grant (“Grantee”) and any and all supplies, services, equipment, and construction furnished under this Grant will comply fully with all applicable Federal, and State, and local laws, codes, rules, regulations, and ordinances, including applicable licensure and certification requirements.
4. **RECORDS Grant.** These Grantee shall maintain, or supervise the maintenance of, all records necessary to properly account for the payments made to the Grantee for costs authorized by this later. The records shall be retained by the Grantee for at least four years after the Grant terminates, or until all audits initiated within the four years, have been completed, whichever is services. Such Grantee agrees to allow State and Federal auditors, and State Agency staff, access to all the records to this Grant, for audit and inspection, and monitoring of required. Due ADVERTISING: Where access will be during normal business hours, or by appointment.
5. **CITING THE STATE IN ADVERTISING:** Where appropriate, GRANTEE agrees to give credit to the State of Utah for funding.
6. **PAYMENT:**
  - 6.1 Payments are normally made within 45 days following the date a correct invoice is received.
  - 6.2 Payments to GRANTEE will be made by the STEM Action Center (STEM AC) upon receipt of a billing supported by information as INTEREST: Grantee to the State of Utah’s fiscal year end procedures, the STEM AC must receive final billing no later than 15 days after the end of the State’s fiscal year (June 30) and billings submitted after this date may be denied. The STEM AC will not allow payments to GRANTEE, which are not specifically authorized by this Grant.
7. **CONFLICT OF amended.** Grantee represents that none of its officers or employees are officers or employees of the State of Utah, unless disclosure has been made in accordance with Section 67-16-7, Utah Code, as CONTRACTOR: The also represents that it has no conflict of interest in performing the services for the State under this Grant, unless such conflict of interest has been disclosed to the State and approval to proceed, notwithstanding the conflict, has been

obtained from the State in writing.

8. **GRANTEE AN INDEPENDENT CONTRACTOR:** The Grantee shall be an independent contractor, and as such, shall have no authorization, express, or implied, to bind the State to any agreements, settlements, liability, or understanding whatsoever, and agrees not to perform any acts as agent for the State, except as herein expressly set forth. Compensation stated herein shall be the total amount payable to the Grantee by the State. The Grantee shall be responsible for the payment of all income tax and Social Security amounts due as a result of payments received from the State for these Grant services. Persons employed by the State and acting under the direction of the State shall not be deemed to be employees or agents of the Grantee.
9. **INDEMNITY CLAUSE:** The Grantee agrees to indemnify, save harmless, and release the State of Utah, and all its officers, agents, volunteers, and employees from and against any and all claims, loss, damages, injury, liability, suits, and proceedings arising out of the performance of this Grant which are caused in whole or in part by the acts or negligence of (1) the Grantee, (2) the Grantee's officers, agents, volunteers, or employees, or (3) anyone for whom Grantee may be liable but not for claims arising from the State's sole negligence.
10. **WAIVERS:** No waiver by the State or Grantee of any default shall constitute a waiver of the same default at a later time or of a different default.
11. **SEPARABILITY CLAUSE:** A declaration by any court, or any other binding legal authority that any provision of this Grant is illegal and void shall not affect the legality and enforceability of any other provision of this Grant, unless the provisions are mutually dependent.
12. **SUSPENSION/DEBARMENT:** The Grantee certifies that neither it nor its principals are presently or have ever been debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction (Grant), by any governmental department or agency in the United States, including any federal, state, or local agency. If the Grantee cannot certify this statement, attach a written explanation for review by the State. The Grantee must notify the State Director of Purchasing within 30 days if suspended or debarred by any governmental entity during the Grant period.
13. **TERMINATION:** Unless otherwise stated in the Additional Terms and Conditions of the State of Utah, if applicable, this Grant may be terminated, with cause by either party, in advance of the specified termination date, upon written notice being given by the other party. The party in violation will be given 10 working days after notification to correct and cease the violations, after which this Grant may be terminated for cause. This Grant may be terminated without cause, in advance of the specified expiration date, by either party, upon 60 days prior written notice being given to the other party. On termination of this Grant, all accounts and payments will be processed according to the financial arrangements set forth herein for approved services rendered to date of termination.
14. **REQUIRED INSURANCE:** Intentionally deleted
15. **NONAPPROPRIATION OF FUNDS, REDUCTION OF FUNDS, OR CHANGES IN LAW:**
  - 15.1 Upon 30 days written notice delivered to the Grantee, this Grant may be terminated in whole or in part at the sole discretion of the State, if the State reasonably determines that a

change in Federal or State legislation or applicable laws materially affects the ability of either party to perform under the terms of the grant.

15.2 Upon 30 days written notice delivered to the Grantee, this grant may be terminated in whole or in part at the sole discretion of the State, if the State reasonably determines that a change in available funds affects the State's ability to pay under the grant. A change of available funds as used in this paragraph, includes, but is not limited to, a change in State funding, whether as a result of a legislative act or by order of the Governor.

15.3 If a notice is delivered under paragraph 1 or 2 of this Section 17 "NONAPPROPRIATION OF FUNDS, REDUCTION OF FUNDS, OR CHANGES IN LAW," the State will reimburse the Grantee for services properly performed up until the effective date of said notice. The State will not be liable for any performance, commitments, penalties, or liquidated damages that accrue after the effective date of said notice.

15.4 Notwithstanding any other paragraph or provision of this Section 17 "NONAPPROPRIATION OF FUNDS, REDUCTION OF FUNDS, OR CHANGES IN LAW," if the State in said notice to the Grantee indicates that the Grantee is to immediately cease from placing any orders or commitments with suppliers, subGrantee, or other third parties, the Grantee shall immediately cease such orders or commitments upon receipt of said notice and the State shall not be liable for any such orders or commitments made after the receipt of said notice.

16. **POLITICAL SUBDIVISION PARTICIPATION:** Participation under this grant by political subdivisions (i.e., colleges, school districts, counties, cities, etc.), nonprofit organizations, and agencies of the federal government will be voluntarily determined by the political subdivisions, nonprofit organizations, and agencies of the federal government.
17. **PUBLIC INFORMATION:** Grantee agrees that this Grant shall be a public document, and shall be available for distribution. Grantee gives the State express permission to make copies of this Grant and invoices in accordance with the State of Utah Government Records Access and Management Act (GRAMA). This permission to make copies as noted will take precedence over any statements of confidentiality, proprietary information, copyright information, or similar notation.
18. **PATENTS, COPYRIGHTS, ETC.:** The Grantee will release, indemnify, and hold the State, its officers, agents, and employees harmless from liability of any kind or nature, including the Grantee's use of any copyrighted or un-copyrighted composition, secret process, patented, or un-patented invention, article, or appliance furnished or used in the performance of this Grant.
19. **ASSIGNMENT/SUBGRANT:** Grantee will not assign, sell, transfer, subgrant, or sublet rights, or delegate responsibilities under this Grant, in whole or in part, without the prior written approval of the State.
20. **FORCE MAJEURE:** Neither party to this Grant will be held responsible for delay or default caused by fire, riot, acts of God and/or war which is beyond that party's reasonable control. The State may terminate this Grant after determining such delay or default will reasonably prevent successful performance of this Grant.

- 21. CONFIDENTIALITY:** Grantee, and anyone for whom the Grantee may be liable, must maintain the confidentiality of any non-public personal information. Personal information includes, but is not limited to, names, social security numbers, birth dates, address, credit card numbers and financial account numbers. The State reserves the right to identify additional reasonable types or categories of information that must be kept confidential by the Grantee and anyone for whom the Grantee may be liable. This duty of confidentiality shall be ongoing and survive the term of this Grant.
- 22. CONFLICT OF TERMS:** In order for any terms and conditions of the Grantee to apply to this Grant, they must be in writing and attached to this Grant. No other terms and conditions of the Grantee will apply to this Grant, including terms listed or referenced on a Grantee's website, terms listed in a Grantee quotation/sales order, etc. In the event of any conflict in the terms and conditions in the Grant, the order of precedence shall be: (1) Attachment A: State of Utah Terms and Conditions (this document); (2) State of Utah Grant Signature Page(s); (3) Additional Terms and Conditions of the State of Utah; (4) Terms and Conditions of the Grantee, if any.
- 23. DISPUTE RESOLUTION:** In the event of any dispute under this Grant prior to any filing in any judicial proceedings, the parties agree to participate in good faith in the mediation of the dispute. The State, after consultation with the Grantee, may appoint an expert or panel of experts to assist in the resolution of the dispute. If the State appoints such an expert or panel, State, and Grantee agree to cooperate in good faith in providing information and documents to the expert or panel in an effort to resolve the dispute.
- 24. COMPLIANCE WITH HOUSE BILL 312 and SENATE BILL 132 2015 SESSION:** GRANTEE certifies that it has received and understands its requirements under Utah Code Annotated 51-2a-102, 51-2a-201, 51-2a-201.5, 51-2a-301, 63J-1-201, & 63J-1-220. The GRANTEE shall notify the state entity that is a party to this contract of this fact, in writing, and shall comply with all requirements of the above mentioned sections of the Utah Code. GRANTEE shall provide all documentation required by these sections of the Utah Code Annotated, in particular documentation evidencing the amounts of government received monies listed in 51-2a-201.5(2), and if applicable, the itemized reports listed in 63J-1-220(2)(b), before receiving any state monies and affirms that GRANTEE will adhere to all requirements of these sections of the Utah Code. GRANTEE acknowledges that the State is bound by the provisions of these sections of the Utah Code referenced above and may withhold money or demand return of any money appropriated if the GRANTEE fails to comply with any provisions of the sections referenced above, or as those sections are amended.
- 25. ENTIRE GRANT:** This Grant including all attachments and documents incorporated hereunder constitutes the entire agreement between the parties with respect to the subject matter, and supersedes any and all other prior and contemporaneous agreements and understandings between the parties, whether oral or written. The terms of this Grant shall supersede any additional or conflicting terms or provisions that may be set forth or printed on the Grantee's invoices, or any other related standard forms or documents of the Grantee that may subsequently be used to implement, record, or invoice services hereunder from time to time, even if such standard forms or documents have been signed or initialed by a representative of the State. The parties agree that the terms of this Grant shall prevail in any dispute between the terms of this Grant and the terms printed on any such standard forms or documents, and such standard forms or documents shall not be considered written amendments of this Grant.

## Attachment C

### Baseline Metrics Template

Baseline Metrics	FY18				FY19				FY20			
	Baseline	QTR 3	QTR 4	QTR 1	QTR 2	QTR 3	QTR 4	QTR 1	QTR 2	QTR 3	QTR 4	
<b>Student Enrollment and Participation</b>												
Total Student enrollment												
Underrepresented student population enrollment												
<b>Student Completion</b>												
Total number of students completing computer science activities/classes												
Number of students taking AP test												
Number of students passing AP test												
<b>Outreach and Engagement Activities</b>												
Total participants per activity												
Male participation												
Female participation												

**Participation in work-based learning opportunities**

Number of students participating in internships/apprenticeships											
Number of students participating in job shadows											

**Industry Participation**

Number of hours contributed											
Financial and/or In-kind contributions											

**Participation in Professional Learning Opportunities**

Number of teachers trained											

**Credentials**

Number of credentials earned											

## Attachment D

### Budget and Timeline Template

Computing Partnership Grant FY 2018				
Entity Name: Utah STEM Action Center				
Grant Period: Spring 2018-Summer 2018				
Program Expenses	Grant Request	Leveraged Funds(State/ Federal/Private)	Leveraged In-Kind	Total
1. Salaries				
2. Fringe Benefits				
3. Supplies				
4. Marketing & Outreach				
5. Travel				
6. Contract Services				
7. Communications				
8. Professional Development				
9. Equipment (over \$5,000)				
10. Other				
<b>Totals</b>				

Computing Partnership Grant FY 2019				
Entity Name: Utah STEM Action Center				
Grant Period: Summer 2018-Spring 2019				
Program Expenses	Grant Request	Leveraged Funds(State/ Federal/Private)	Leveraged In-Kind	Total
1. Salaries				
2. Fringe Benefits				
3. Supplies				
4. Marketing & Outreach				
5. Travel				
6. Contract Services				
7. Communications				
8. Professional Development				
9. Equipment (over \$5,000)				
10. Other				
<b>Totals</b>				

**Computing Partnership Grant FY 2020**

Entity Name: Utah STEM Action Center

Grant Period: Summer 2019-Spring 2020

<b>Program Expenses</b>	<b>Grant Request</b>	<b>Leveraged Funds(State/ Federal/Private)</b>	<b>Leveraged In-Kind</b>	<b>Total</b>
1. Salaries				
2. Fringe Benefits				
3. Supplies				
4. Marketing & Outreach				
5. Travel				
6. Contract Services				
7. Communications				
8. Professional Development				
9. Equipment (over \$5,000)				
10. Other				
<b>Totals</b>				



**Attachment E**

**Utah STEM Action Center  
Computing Partnership Grant Program Fiscal Year 2018  
Application Approval Signature Sheet**

Name of Submitting School(s) or District(s): \_\_\_\_\_

By signing below, the following individuals attest that they have reviewed and approved attached proposal for funding. Each application must have at least one Superintendent or Director signature and one CTE or Curriculum Director signature.

_____ Signature - Superintendent or Director	_____ Print Name	_____ Date
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_____ Signature - Superintendent or Director	_____ Print Name	_____ Date
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_____ Signature – CTE or Curriculum Director	_____ Print Name	_____ Date
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_____ Signature – CTE or Curriculum Director	_____ Print Name	_____ Date
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