

# Demographic Information

Ecosystem: \_\_\_\_\_

Community Lead Name: \_\_\_\_\_

Community Lead Email: \_\_\_\_\_

TA Lead Name: \_\_\_\_\_

TA Lead Email: \_\_\_\_\_

1) What sector is the lead organization/institution?

- Pre K-12
- Post-secondary
- STEM-rich institutions
- Expanded learning/OST program provider
- Business or industry
- Government agency
- Community/parent engagement organization
- Faith-based organization
- Other (please specify) \_\_\_\_\_

2) What geographic/population type best describes your community?

- Large urban (3 million+ population)
- Small/medium urban (1-3 million population)
- Rural
- Large regional mix of both urban and rural
- Statewide
- Other (please specify) \_\_\_\_\_

## Funding & Impact Data

The STEM Learning Ecosystem Initiative strives to use data that can inform the field and help us all grow and scale best practices and opportunities in STEM. To that end the following questions are intended to aggregate your stories of impact. We are asking that you estimate responses based on the best available information you have and understand that exact numbers are very difficult to provide. We are looking for total impact; so, not only programs which are directly run by or funded exclusively by the STEM Learning Ecosystem, but also those programs that benefit from being a part of your STEM Ecosystem.

1. The work of your Ecosystem directly impacts approximately how many students annually?\*

<input type="checkbox"/> Up to 99	<input type="checkbox"/> 10,000-19,999
<input type="checkbox"/> 100-499	<input type="checkbox"/> 20,000-49,999
<input type="checkbox"/> 500-999	<input type="checkbox"/> 50,000-99,999
<input type="checkbox"/> 1,000-9,999	<input type="checkbox"/> Over 100,000

2. Approximately what % of your work (programming and or funding/ focus) is dedicated to under-represented communities/populations?\*

- 0-24%
- 25-49%
- 50-74%
- 75-100%

3. Approximately what % of the under-represented/minority population of your community does your Ecosystem work reach?\*

<input type="checkbox"/> Up to 9%	<input type="checkbox"/> 50-59%
<input type="checkbox"/> 10-19%	<input type="checkbox"/> 60-69%
<input type="checkbox"/> 20-29%	<input type="checkbox"/> 70-79%
<input type="checkbox"/> 30-39%	<input type="checkbox"/> 80-89%
<input type="checkbox"/> 40-49%	<input type="checkbox"/> 90-100%

4. The work of your Ecosystem provides/delivers professional development to approximately how many educators annually (both in school and out of school educators)?\*

<input type="checkbox"/> 0	<input type="checkbox"/> 250-499
<input type="checkbox"/> 1-24	<input type="checkbox"/> 500-999
<input type="checkbox"/> 25-49	<input type="checkbox"/> Over 1,000
<input type="checkbox"/> 50-99	<input type="checkbox"/> Over 5,000
<input type="checkbox"/> 100-249	<input type="checkbox"/> Over 10,000

5. Does your Ecosystem have local funding (including in-kind) to support your organizational infrastructure and convening needs?\*. Yes/ No
- If Yes approximately how much total (in aggregate) annual funding do you receive? (This can include cash contributions as well as the estimated approximate value of in-kind donations such as “leader on loan” or use of office/meeting space/convenings).\*
  - 0-\$24,999
  - \$25,000-\$49,999
  - \$50,000-\$99,999
  - \$100,000-\$249,999
  - \$250,000-\$499,999
  - \$500,000-\$999,999
  - \$1,000,000 or more
- If yes how many funders currently support your Ecosystem work and what is the average annual amount given per funder?

Number of Funders:\*

- 1
  - 2-5
  - 5-9
  - 10-19
  - 20 or more
- Approximate of amount of annual contribution per funder?\*
- Up to \$999
  - \$1,000-\$4,999
  - \$5,000-\$9,999
  - \$10,000-\$19,999
  - \$20,000-\$49,999
  - \$50,000-\$99,999
  - \$100,000-\$249,999
  - \$250,000-\$499,999
  - Over \$500,000

If amenable, please share the name(s) of the primary funders. If appropriate, we would like to acknowledge their contributions.

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6. Has your STEM Ecosystem experienced a significant change in any key leadership roles in the last 12 months?\*. Yes/ No  
If Yes, please indicate their role (please check all that apply).\*

- Community Lead
- Champion of the work
- Host site or backbone organization Leader
- Leading funder
- Advisory Team / Core leadership member
- Other: \_\_\_\_\_

# Cross-Sector Partnerships

1. Pre-K–12 school system is engaged in the Ecosystem.				
0 = No involvement/no representatives attend meetings	1 = K-12 admin./leadership is engaged in advisory capacity, but no direct school-based personnel are engaged	2 = K-12 admin./leadership is engaged as part of the core Ecosystem team; plans exist to scale engagement of more school-based personnel	3 = Building personnel (admin. and or educators) are engaged in the work; they attend meetings and champion the concept with colleagues	4 = Deep district-wide engagement; admin. and educators are deeply engaged and driving the Ecosystem initiative

2. Business & industry is engaged in the Ecosystem.				
0 = No involvement/no representatives attend meetings	1 = Minimal admin./leadership is engaged in advisory capacity, but no direct industry personnel are engaged	2 = Admin./leadership is engaged as part of the core Ecosystem team; plans exist or are in development to scale engagement of more industry personnel	3 = Industry personnel are engaged in the work; they attend meetings and champion the concept with colleagues	4 = Management, admin., and employees representing business and industry are deeply engaged and driving the Ecosystem initiative

**3. Out-of-school/after school programs /expanded learning (OST) and youth development programs are engaged in the Ecosystem.**

0 = No involvement/no representatives attend meetings	1 = Minimal admin./leadership is engaged in advisory capacity, but no direct personnel are engaged	2 = Admin./leadership is engaged as part of the core Ecosystem team; plans exist or are in development to scale engagement of more personnel	3 = Personnel are engaged in the work; they attend meetings and champion the concept with colleagues	4 = Management, admin., and employees representing OST and youth development programs are deeply engaged and driving the Ecosystem initiative
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**4. Families including parent organizations (PTA, PTSO) are engaged in the Ecosystem.**

0 = No involvement/no representatives attend meetings	1 = Minimal admin./leadership is engaged in advisory capacity, but no direct parent engagement	2 = Admin./leadership is engaged as part of the core Ecosystem team; plans exist or are in development to scale more family engagement	3 = Parents and/or PTA/PTSO leaders are engaged in the work; they attend meetings and champion the concept with families	4 = Parents and/or PTA and PTSO are deeply engaged and driving the Ecosystem initiative
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**5. STEM-rich institutions (e.g., museums, science centers) are engaged in the Ecosystem.**

0 = No involvement/no representatives attend meetings	1 = Minimal admin./leadership is engaged in advisory capacity, but no direct personnel engagement	2 = Management/leadership is engaged as part of the core Ecosystem team; plans exist or are in development to scale engagement of more personnel	3 = STEM-rich institutions' personnel are engaged in the work; they attend meetings and champion the concept with colleagues	4 = STEM-rich institutions (management, administrators and employees) are deeply engaged and driving the Ecosystem initiative
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**6. Economic and workforce/employer development representatives, professional associations, and workforce/employer investment boards are engaged in the Ecosystem.**

0 = No involvement/no representatives attend meetings	1 = Minimal management/leadership engaged in advisory capacity, but no direct engagement	2 = Management/leadership is engaged as part of the core Ecosystem team; plans exist or are in development to scale engagement of more members	3 = Members are engaged in the work; they attend meetings and champion the concept with colleagues	4 = Management, administrators, and employees involved in economic and workforce/employer development are deeply engaged and driving the Ecosystem initiative
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**7. Institutions of postsecondary education are engaged in the Ecosystem.**

0 = No involvement/no representatives attend meetings	1 = Minimal management/leadership engaged in advisory capacity, but no direct engagement	2 = Management/leadership is engaged as part of the core Ecosystem team; plans exist or are in development to scale engagement of more faculty members	3 = Postsecondary faculty are engaged in the work; they attend meetings and champion the concept with colleagues	4 = Postsecondary institutions (management, administrators, and employees) are deeply engaged and driving the Ecosystem initiative
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**8. Other community-based organizations and professional organizations (e.g., STEM Professional nonprofits, Faith-based, Rotary, Kiwanis, Junior League, Arts and/or theater organizations, etc.) are engaged in the Ecosystem.**

0 = Not Applicable or no involvement/no representatives attend meetings	1 = Minimal management/leadership engaged in advisory capacity, but no direct engagement	2 = Management/leadership is engaged as part of the core Ecosystem team; plans exist or are in development to scale engagement of more members	3 = Members are engaged in the work; they attend meetings and champion the concept with colleagues	4 = Management, administrators and employees are deeply engaged and driving the Ecosystem initiative
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**9. Government entities are engaged in the Ecosystem (e.g., the mayor or governor's office, DOE, DOL, etc.)**

0 = No involvement/no representatives attend meetings	1 = Minimal management/leadership engaged in advisory capacity, but no direct engagement	2 = Management/leadership is engaged as part of the core Ecosystem team; plans exist or are in development to scale engagement to more stakeholders in the government sector	3 = Government personnel are engaged in the work; they attend meetings and champion the concept with colleagues	4 = Management, administrators, and employees are deeply engaged and driving the Ecosystem initiative

**10. Ecosystem has an articulated plan to provide equitable access to historically underrepresented youth in STEM learning programming.**

0 = No plan exists	1 = A plan is being developed	2 = A plan has been drafted with community input	3 = A plan is being piloted/expanded	4 = A fully implemented plan is launched and showing measurable impact



**11. Ecosystem is implementing a diverse array of family engagement efforts and events.**

0 = No events have occurred

1 = Some coordinated events have occurred

2 = A plan is being developed to systematically engage family in events and Ecosystem opportunities

3 = A plan is being piloted/expanded

4 = A plan and events are systematically implemented and well-attended with measurable results

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## Architectural and Organizational Features required for Sustainability

<b>12. The Ecosystem is anchored by a passionate leader(s)/ "a champion" who is high-profile, well-regarded, and is persuasive in generating support (both financial and programmatic).</b>				
0 = No champion identified	1 = Champion has turned over or there is instability in the role	2 = Champion is identified and is beginning to build momentum	3 = Champion is deeply engaged and successfully helping to grow the Ecosystem	4 = Champion is a veteran of the work and is actively engaged in recruitment of the next generation of leaders

<b>13. The Ecosystem has committed funding that can be a mix of funding streams such as philanthropic grants, public sector support, and in-kind resources.</b>				
0 = No consistent funding	1 = Minimal sporadic funding is available through limited local grants	2 = Some sustaining funding and opportunistic grants exist	3 = Diversified and well-developed funding supports the Ecosystem including a mix of long-term philanthropic, stable public funding, and predictable grants	4 = The Ecosystem has committed long-term funding

**14. Ecosystem has a backbone organization to support the work by identifying partners, managing communications among partners, and coordinating collective activities such as regular meetings and Ecosystem events. This organization may also be the fiscal agent for the Ecosystem.**

0 = No backbone organization present	1 = Identified but not well-developed	2 = Emerging as a stable leading organization	3 = Stable and well-regarded leading organization with resources and capacity to support the work	4 = The Ecosystem has a singularly focused organization with cultivation of the Ecosystem as its sole purpose
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**15. The Ecosystem leadership model solicits input from community members (including parents, families, students, etc.) and takes advantage of the strengths and assets of the community at large.**

0 = Leadership team does not engage community members	1 = Leadership team arbitrarily engages community members	2 = A plan exists to regularly engage community members in the Ecosystem	3 = Leadership team frequently engages community members; community members attend meetings and champion the concept with colleagues, neighbors, etc.	4 = The community is deeply engaged and driving the Ecosystem initiative
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**16. Ecosystem has a somewhat small, core representative Advisory Panel/Steering Committee/Leadership Team (across stakeholder groups).**

0 = No leadership team present	1 = Leadership team is being identified and coordinated	2 = Preliminary leadership team is assembled	3 = Leadership team has convened multiple times and is active	4 = Leadership team is mature and takes action consistently

**17. The Ecosystem has a clear governance structure or systems approach that has been agreed upon by its members and is serving its members well.**

0 = No formal governance structure or process exists	1 = Informal governance structure or process is evolving ad-hoc without stakeholder buy-in	2 = A governance structure or process is in development, with diverse stakeholder representation in the design and implementation	3 = Structure or process is being piloted/expanded	4 = A fully endorsed, communally designed, and functioning governance structure or process is in place and serving the initiative well

**18. Ecosystem has a clearly articulated Mission/Aspiration that is understood and supported by all stakeholders.**

0 = No Mission/Aspiration statement exists	1 = Mission/Aspiration has been adopted by leaders with minimal input from stakeholders	2 = Mission/Aspiration has been developed (or is in development) with input from many stakeholders	3 = A communally articulated Mission/Aspiration or aspiration statement and set of design principles has been drafted, edited, and adopted by all stakeholders	4 = All stakeholders are aligning actions to mission/aspirations of the Ecosystem; there is evidence of a collective and shared voice
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**19. Ecosystem has clear measurable goals that support the collective Mission/Aspiration. These may be short-term or long-term.**

0 = No goals have been set	1 = Goals are being developed	2 = Goals are agreed upon and an action plan to achieve them is in place	3 = Goals are being measured for success indicators against the plan	4 = Goals have been achieved (based on data collected), and new goals have been set
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**20. Ecosystem has identified the STEM strengths and needs of their community and incorporated these into goal development and action plan. This may include use of findings from an asset mapping exercise.**

0 = No identified strengths and needs	1 = Some strengths/needs have been randomly identified without supporting documentation	2 = Clearly identified strengths and needs have been identified but not prioritized	3 = Strengths and needs have been identified and prioritized and planning is focused on addressing a small set of top priorities	4 = A comprehensive list of strengths and needs has been clearly identified and prioritized and is included in the plans for the community

**21. Ecosystem has a solid, mutually agreed upon communication system.**

0 = No communication system exists	1 = A communication system is being developed	2 = A communication system is being piloted/expanded	3 = A communication system is systematized and effective	4 = The communication system is dynamic and responsive to community needs and takes in/puts out communication

**22. Ecosystem has a plan to scale the work in a meaningful and sustainable way.**

0 = No plan to scale the work exists

1 = A plan is being developed

2 = Plan is developed and in the beginning implementation phase

3 = Plan is in full implementation and is being evaluated

4 = Scaling efforts are being revised based on data

## Learning is Aligned Both In and Out of School and Evaluated to Ensure Quality and Impact

<b>23. Ecosystem has a continuum of articulated STEM experiences (both formal and informal) that connect and deepen STEM learning over time.</b>				
0 = No continuum is identified	1 = Random STEM experiences are emerging	2 = A number of STEM experiences are being piloted/expanded building toward a continuum	3 = Continuum of articulated STEM experiences for some learners exists and is being implemented throughout the Ecosystem	4 = Continuum of articulated STEM experiences is available for all learners and is implemented throughout the Ecosystem

<b>24. Ecosystems focus instruction on inquiry and allowing learners in school and in OST/Expanded Learning to discover answers to questions rather than providing the answers.</b>				
0 = No focus on inquiry-based instruction	1 = Understanding of the value of inquiry but little formal delivery of inquiry-based instruction	2 = Some random delivery of inquiry-based instruction	3 = Widespread use of inquiry-based instruction	4 = Uniform use of inquiry-based instruction for all learners



**25. Ecosystems focus instruction on real-world connections/interfaces to increase relevance.**

0 = No focus on instruction with real world connection/interface	1 = Understanding of the value of real world connections/interfaces but little formal delivery of inquiry-based instruction	2 = Some random delivery of real world connections/interfaces based on the culture of the school or program	3 = Widespread use of real world connections/interfaces in middle and high school	4 = Uniform use of real world connections/interfaces in all grade levels both in school and in OST/expanded learning
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**26. The Ecosystem connects STEM-rich learning environments between PK-12 and school-based after-school programs that are conducted in the school building. (e.g., the school-based after-school program plans programs and materials that coordinate with the in-school content to reinforce the topics being taught in alignment with the scope and sequence.)**

0 = No connections/interfaces exist	1 = Connections/interfaces are being conceptualized but have not been implemented	2 = Some pilot/connections/interfaces have been made	3 = Multiple connections/interfaces have been made and are being assessed	4 = Connections/interfaces have been assessed and feedback is implemented to improve and expand/scale connections/interfaces
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**27. The Ecosystem connects STEM-rich learning environments between PK-12 and OST/Expanded Learning after school programs that are conducted outside of the school building. (e.g., the OST/Expanded Learning after school program plans their grade level activities and programs to coordinate with the in-school content to reinforce the topics being taught in alignment with the scope and sequence in the classroom.)**

0 = No connections/interfaces exist

1 = Connections/interfaces are being conceptualized but have not been implemented

2 = Some pilot/connections/interfaces have been made

3 = Multiple connections/interfaces have been made and are being assessed

4 = Connections/interfaces have been assessed and feedback is implemented to improve and expand/scale connections/interfaces

**28. The Ecosystem connects STEM-rich learning environments between PK-12 and after school programs that are conducted by STEM-rich institutions, i.e., museums and science centers (e.g., the after school program plans their grade level activities and programs to coordinate with the in-school content to reinforce the topics being taught in alignment with the scope and sequence in the classroom.)**

0 = No connections/interfaces exist	1 = Connections/interfaces are being conceptualized but have not been implemented	2 = Some pilot/connections/interfaces have been made	3 = Multiple connections/interfaces have been made and are being assessed	4 = Connections/interfaces have been assessed and feedback is implemented to improve and expand/scale connections/interfaces
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**29. Ecosystem has adopted/utilizes common measures to validate, evaluate, and identify high quality STEM programs (e.g., PEAR Common Instrument).**

0 = No common measures identified	1 = Some common measures are used randomly across the Ecosystem without any coordination	2 = Several common tools are used and coordinated across multiple stakeholders	3 = The majority of affiliated STEM programs use common tools or otherwise seek to measure and validate programs	4 = The majority of affiliated STEM programs use common qualified tools of measurement, share results with peers, and adjust programming in response to findings
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## Equipping Educators with Tools and Training to Maximize Benefit

<b>30. The Ecosystem has identified, catalogued, and classified existing STEM professional development opportunities within the region.</b>				
0 = No STEM PD opportunities identified	1 = Identified some STEM PD opportunities but not all	2 = Identified all STEM PD opportunities but not catalogued	3 = Catalogued all PD efforts of STEM PD and working towards classification	4 = Classified all STEM PD and they are coordinated and connected to identified needs (e.g., by educator type, by STEM content/focus)

<b>31. The Ecosystem has identified and supported relevant professional development opportunities for educators from all OST/Expanded Learning and STEM-rich institution programs that match gaps in current STEM PD offerings.</b>				
0 = No educator STEM PD opportunities have been identified	1 = Educator STEM PD opportunities are being identified	2 = Educator STEM PD opportunities have been identified	3 = Educator STEM PD opportunities are being piloted/expanded incrementally	4 = Educator STEM PD opportunities are being widely implemented and formally reviewed/evaluated

**32. The Ecosystem has identified and supported relevant STEM professional development opportunities for formal (PK-12) educators that match gaps in current STEM PD offerings.**

0 = No STEM PD opportunities have been identified	1 = STEM PD opportunities are being identified	2 = STEM PD opportunities have been identified	3 = STEM PD opportunities are being piloted/expanded incrementally	4 = STEM PD opportunities are being widely implemented and formally reviewed/evaluated
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**33. The Ecosystem has aligned formal and informal STEM professional development.**

0 = No needs identified; no evidence of STEM PD alignment	1 = Identified the needs of formal and informal educators based on multiple sources (surveys, assessment tools, Ecosystem priorities, etc.)	2 = Aligned STEM PD opportunities have been identified	3 = Aligned STEM PD opportunities are being piloted/expanded incrementally	4 = Informal and formal STEM PD sessions completely aligned and formally reviewed
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**34. The Ecosystem has created an infrastructure that connects educators with STEM professionals through externships or other strategies.**

0 = No infrastructure exists

1 = Infrastructure is being developed

2 = Infrastructure is being piloted/expanded

3 = Infrastructure is systematized and placing educators in field

4 = Infrastructure is robust, placing many educators, and growing to meet demand, and is iterating in response to in-field observations.

## College and Career Readiness and Development of Articulated Career Pathways

<b>35. The Ecosystem has categorized, classified, and is implementing career pathway initiatives/efforts to reflect the workforce/employer demands and needs of the community.</b>				
0 = No career pathways have been developed	1 = Career pathways opportunities are being conceptualized	2 = Career pathways opportunities have been developed	3 = Career pathways opportunities are being piloted/expanded in small doses	4 = Career pathways opportunities are being widely implemented

<b>36. Career pathways are being evaluated, reviewed, and iterated/expanded.</b>				
0 = No evaluation plan exists	1 = An evaluation plan is being conceptualized	2 = A draft evaluation plan exists	3 = A solid evaluation plan exists and is being implemented; data is being collected according to the plan	4 = Evaluation data is analyzed and used to inform decision making/iteration/expansion/scaling

**37. Ecosystems have a communication plan to articulate the value and need for pathway initiatives to stakeholders.**

0 = No plan exists	1 = A plan is in development	2 = A plan is being piloted/expanded	3 = A plan has been rolled out with preliminary indicators of success	4 = A robust communication plan is fully implemented and is effectively communicating with stakeholders
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**38. Ecosystems have a plan to ensure equal access to career pathway initiatives for historically underrepresented populations.**

0 = No plan exists	1 = A plan is in development	2 = A plan is being piloted/expanded	3 = A plan has been rolled out with preliminary indicators of success	4 = A robust plan is fully implemented and is achieving its intended objectives
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