GRANT APPLICATION RESOURCE
Edition 2025-26 · For program leaders & grant writers

READY-TO-USE LANGUAGE FOR GRANT APPLICATIONS

Grant Verbiage Guide

Grant-ready descriptions, standards alignments, and framework-specific language for every STIIX hands-on engineering project — copy, adapt, and paste straight into your narratives.

31 PROJECTS | **7** PATHWAYS | **6** FRAMEWORKS

● 21st CCLC ● NAA ● Title I ● Title IV-A ● Perkins V ● DOE

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HOW TO USE THIS DOCUMENT

Your grant-writing toolkit, in four parts

This guide is organized into four sections, each built for a specific part of your grant application.

1 Program Overview
A drop-in program description with bracketed fields you customize for your site, grade levels, and pathway focus.

2 Project Descriptions
Grant-ready paragraphs, standards bullets, and GPRA indicators for all 31 STIIX projects, organized by career-aligned pathway.

3 Framework Language
Pre-written passages for 21st CCLC, NAA, Title I, Title IV-A, Perkins V, and general DOE grants—each with sample narratives.

4 Tips for Grant Writers
Practical advice on what evaluators look for and how to position STIIX in competitive applications.

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CONTENT NOTE

All language uses career-exploration framing (not certification), emphasizes minimal professional-development requirements, and is written for afterschool and extended-learning contexts. Adapt freely for school-day, summer, or family-engagement settings.

SECTION 1

1 Program Overview

Drop-in narrative for your Program Description

Use the following narrative as a starting point for the "Program Description" section of your grant application. Customize the bracketed fields for your site.

DROP-IN PROGRAM DESCRIPTION

[Program Name] will implement STIIX hands-on engineering kits to provide [number] students in grades [grade range] with standards-aligned STEM and career-exploration experiences during [afterschool / summer / extended learning] programming. Each STIIX project guides students through the full Engineering Design Process — Define, Brainstorm, Plan, Create, Test & Improve, Communicate — using physical materials and real-world problem scenarios set in STIIX-Ville, an interactive story world. The program will use [number] STIIX project kits organized into [pathway name] career-aligned pathways over [number] weeks, with each project lasting 2 to 3 hours. Projects require no prior training for facilitators: short, step-by-step videos teach the content, and the adult in the room coaches and facilitates. Each kit includes all materials, standards-aligned lesson plans, a Career Card connecting the project to real careers, and access to the STIIX-Ville augmented reality (AR) experience. STIIX projects align to NGSS, CCSS-Math, CCSS-ELA Speaking & Listening, and CTE career-cluster standards. The program directly supports GPRA indicators for academic enrichment (GPRA 1), student engagement (GPRA 2), and career readiness (GPRA 3) through observable, hands-on evidence of learning.

Instructional Videos Watch. Learn. Build.
Lesson Plans & Resources Ready to teach.
STIIX-Ville AR App See it. Build it.
Career Exploration Discover your path.

SECTION 2

2 Project Descriptions

31 projects across 7 career-aligned pathways

Energy & Sustainability

3 PROJECTS

Solar Energy
DESIGN · BUILD · POWER.

Students become solar engineers, building a solar panel and LED circuit powered by a flashlight standing in for sunlight. Across trials they optimize panel placement, measure output, and learn how light energy converts to electricity.

NGSS	K-PS3-1, 4-PS3-4, MS-ESS3-3, HS-PS3-3
CCSS-M	2.MD.A, 4.MD.A, 6.SP.B, S-ID
CCSS-ELA	SL.2-12.4
CTE	Energy & Natural Resources

● GPRA 1 + 3

Wind Turbine
DESIGN · BUILD · SPIN.

Students design a wind turbine that converts moving air into mechanical power, measured by the weights it lifts. Teams optimize blade size, shape, and count across trials using a hair dryer as the wind source.

NGSS	K-PS2-1, 4-PS3-4, MS-PS3-5, HS-PS3-3
CCSS-M	K.CC, 2.MD.A, 7.RP.A, S-ID
CCSS-ELA	SL.2-12.4
CTE	Energy & Natural Resources

● GPRA 2 + 3

Water System
DESIGN · BUILD · FLOW.

Students design a municipal water-delivery system with a tower feeding clear-straw pipes to model homes. Food coloring makes the flow visible as students troubleshoot leaks and optimize pipe routing.

NGSS	K-PS2-1, 3-PS2-1, MS-PS2-2, HS-PS2-1
CCSS-M	K.CC, 4.OA.A, 7.RP.A, S-ID
CCSS-ELA	SL.2-12.4
CTE	Energy/Natural Resources, Civil Eng.

● GPRA 3

Infrastructure & Public Works

4 PROJECTS

Bridge
DESIGN · BUILD · LOAD.

Students design and build a balsa-wood truss bridge, then test it with a progressively loaded bucket. They calculate structural efficiency and explore tension, compression, and load distribution.

NGSS	2-PS1-2, 3-PS2-1, MS-PS2-2, HS-PS2-1
CCSS-M	2.MD.A, 4.MD.A, 7.RP.A, S-ID
CCSS-ELA	SL.2-12.4
CTE	Architecture & Construction

● GPRA 1 + 3

Water Filtration
DESIGN · BUILD · CLEAN.

Students build layered water filters from pebbles, cotton, gauze, and coffee filters to clean dirty water. They compare clarity in side-by-side test tubes and compete in a Super Filter challenge.

NGSS	2-PS1-2, 5-PS1-3, MS-ESS3-3, HS-ESS3-4
CCSS-M	2.MD.A, 4.MD.A, 6.SP.B, S-ID
CCSS-ELA	SL.2-12.4
CTE	Agriculture/Natural Res., Health Sci.

● GPRA 2

Tower
DESIGN · BUILD · RISE.

Students build the tallest possible tower from popsicle sticks, straws, and wood cubes, then test it with a golf-ball load. The slenderness ratio measures how they balanced height against stability.

NGSS	2-PS1-2, 3-5-PS2-1, MS-PS2-2, HS-PS2-1
CCSS-M	2.MD.A, 4.MD.A, 7.RP.A, S-ID
CCSS-ELA	SL.2-12.4
CTE	Architecture & Construction

● GPRA 1

Stop Light
DESIGN · BUILD · SIGNAL.

Students wire a functioning three-LED stoplight using copper tape, clamps, wires, and a battery. They troubleshoot a real three-color circuit sequence and explore electrical systems for public safety.

NGSS	K-PS2-1, 4-PS3-2, MS-PS2-3, HS-PS3-3
CCSS-M	K.CC, 4.MD.A, 6.SP.B, S-ID
CCSS-ELA	SL.2-12.4
CTE	Construction, Information Technology

● GPRA 2

Skilled Trades

6 PROJECTS

HVAC Systems
DESIGN · BUILD · REGULATE.

Students build a ductwork system from cardboard tubes, PVC connectors, and fans to deliver climate-controlled air. They measure airflow at each vent with an anemometer and explore thermodynamics and insulation.

NGSS	K-PS2-1, 4-PS3-2, MS-PS2-2, HS-PS3-4
CCSS-M	2.MD.A, 5.MD.C, 7.G.B, S-ID
CCSS-ELA	SL.2-12.4
CTE	Construction, Skilled Trades

● GPRA 1 + 3

Pulley Systems
DESIGN · BUILD · HOIST.

Students build a harbor-lift mechanism from pulleys, string, and dowels. Testing 1, 2, and 3-pulley setups with measured loads makes mechanical advantage visible and countable.

NGSS	K-PS2-1, 3-5-PS2-1, MS-PS3-5, HS-PS3-3
CCSS-M	K.CC, 4.MD.A, 7.RP.A, S-ID
CCSS-ELA	SL.2-12.4
CTE	Construction, Manufacturing

● GPRA 1

Plumbing
DESIGN · BUILD · FLOW.

Students design a pipe system to deliver water from source to fixture without leaking. The leak-detection and repair cycle mirrors the diagnostic thinking skilled tradespeople use every day.

NGSS	K-PS2-1, 3-PS2-1, MS-PS2-2, HS-PS2-1
CCSS-M	K.CC, 4.MD.A, 7.RP.A, S-ID
CCSS-ELA	SL.2-12.4
CTE	Construction, Skilled Trades

● GPRA 3

Electrician
DESIGN · BUILD · POWER.

Students wire a room model with switches and outlets so the lights turn on. The room-scale model reveals the full path from power source through switch to outlet, making residential wiring tangible.

NGSS	K-PS2-1, 4-PS3-2, MS-PS2-3, HS-PS3-3
CCSS-M	K.CC, 4.MD.A, 6.SP.B, S-ID
CCSS-ELA	SL.2-12.4
CTE	Construction, Skilled Trades

● GPRA 3

Architecture
DESIGN · BUILD · DRAFT.

Students act as real-estate developers, designing a Dream House within a fixed budget using a pricing sheet, then pitch the finished design to classmates—practicing spatial design, budgeting, and trade-offs.

NGSS	2-PS1-2, 5-PS1-3, MS-ETS1-2, HS-ETS1-3
CCSS-M	2.MD.C, 4.OA.A, 7.RP.A, S-ID
CCSS-ELA	SL.2-12.4
CTE	Architecture & Construction

● GPRA 1 + 3

Hydraulic Lift
DESIGN · BUILD · LIFT.

Students build a hydraulic lift from syringes, tubing, and a popsicle-stick linkage, demonstrating Pascal's Principle. The connected syringes let students feel pressure transfer in their own hands.

NGSS	K-PS2-1, 3-5-PS2-1, MS-PS2-2, HS-PS3-3
CCSS-M	2.MD.A, 4.MD.A, 7.RP.A, S-ID
CCSS-ELA	SL.2-12.4
CTE	Construction, Mechanical Eng.

● GPRA 1

Health & Human-Centered

4 PROJECTS

Flashlight
DESIGN · BUILD · LIGHT.

Students build a working LED flashlight with copper tape on a wood stick and a binder-clip switch. An accessible entry to electrical engineering, the switch makes a complete circuit concrete and testable.

NGSS	K-PS2-1, 4-PS3-2, MS-PS2-3, HS-PS3-3
CCSS-M	K.CC, 4.MD.A, 6.SP.B, S-ID
CCSS-ELA	SL.2-12.4
CTE	Construction, IT

● GPRA 2

Catapult
DESIGN · BUILD · LAUNCH.

Students build a popsicle-stick-and-rubber-band catapult to launch a ping-pong ball for distance and accuracy. An optional target competition requires controlling both power and angle for repeatable results.

NGSS	K-PS2-1, 4-PS3-4, MS-PS3-5, HS-PS3-3
CCSS-M	2.MD.A, 4.MD.A, 7.RP.A, S-ID
CCSS-ELA	SL.2-12.4
CTE	Manufacturing, Applied Mechanics

● GPRA 2

Prosthetic Leg
DESIGN · BUILD · WALK.

Students design a semi-functioning below-the-knee prosthetic from PVC, cardboard, and sponges, then test it in a step-count competition. The empathy-driven context makes this one of STIIX's most discussion-rich projects.

NGSS	K-PS2-1, 4-PS2-1, MS-LS1-8, HS-PS2-1
CCSS-M	2.MD.A, 4.MD.A, 6.SP.B, S-ID
CCSS-ELA	SL.2-12.4
CTE	Health Sciences, Biomedical Eng.

● GPRA 2 + 3

Maze
DESIGN · BUILD · NAVIGATE.

Students design a marble maze on a foam base for a toy-store client, then run user tests and iterate on difficulty and fun. Classmates solving each other's mazes produces authentic UX data.

NGSS	K-PS2-1, 3-5-PS2-1, MS-PS2-2, HS-PS2-1
CCSS-M	K.CC, 4.MD.A, 6.SP.B, S-ID
CCSS-ELA	SL.2-12.4
CTE	Manufacturing, Product Design / UX

● GPRA 2

Transportation & Mobility

6 PROJECTS

Drone First Flight
DESIGN · BUILD · FLY.

Students assemble and calibrate a drone for a flood-rescue mission, exploring torque balance, motor mechanics, and propeller forces. A flight log and calibration steps introduce real UAS safety protocols.

NGSS	K-PS2-1, 3-PS2-1, MS-PS2-2, HS-ETS1-2
CCSS-M	2.MD.A, 4.MD.A, 7.G.B, S-ID
CCSS-ELA	SL.2-12.4
CTE	Transportation, Aerospace

● GPRA 2 + 3

Racecar
DESIGN · BUILD · RACE.

Students build a mousetrap-powered racecar on CD wheels and race for distance. The spring mechanism makes the stored-to-kinetic energy conversion visible, with a creative recycled-materials twist.

NGSS	K-PS2-1, 4-PS3-4, MS-PS3-5, HS-PS3-3
CCSS-M	2.MD.A, 4.MD.A, 7.RP.A, S-ID
CCSS-ELA	SL.2-12.4
CTE	Transportation, Manufacturing

● GPRA 2

Glider Plane
DESIGN · BUILD · GLIDE.

Students assemble and sand a balsa-wood glider, learning the four forces of flight and how wing dihedral affects stability. Sanding wing edges connects surface quality to aerodynamic performance.

NGSS	K-PS2-1, 3-5-PS2-1, MS-PS2-2, HS-PS2-1
CCSS-M	2.MD.A, 4.MD.A, 6.SP.B, S-ID
CCSS-ELA	SL.2-12.4
CTE	Transportation, Aerospace

● GPRA 1

Helicopter
DESIGN · BUILD · LIFT.

Students build a rubber-band-powered helicopter, exploring torque, rotational lift, and energy conversion. Counting winds and measuring flight height produces a clean cause-and-effect dataset to graph.

NGSS	K-PS2-1, 4-PS3-4, MS-PS2-2, HS-PS3-3
CCSS-M	K.CC, 4.MD.A, 6.SP.B, S-ID
CCSS-ELA	SL.2-12.4
CTE	Transportation, Aerospace

● GPRA 2

Rocket
DESIGN · BUILD · LAUNCH.

Students build a cardstock stomp rocket with fins and a nose cone, then launch it with a 2-liter bottle launcher. The whole-body stomp keeps energy high while exploring Newton's Third Law.

NGSS	K-PS2-1, 3-5-PS2-1, MS-PS2-1, HS-PS2-1
CCSS-M	2.MD.A, 4.MD.A, 6.SP.B, S-ID
CCSS-ELA	SL.2-12.4
CTE	Transportation, Aerospace

● GPRA 2

Boat
DESIGN · BUILD · FLOAT.

Students design a boat hull for maximum payload, testing buoyancy by adding weights until it sinks. Incremental weight-loading creates a natural suspense arc as students iterate on hull shape.

NGSS	K-PS2-1, 3-5-PS2-1, MS-PS2-2, HS-PS2-1
CCSS-M	K.CC, 4.MD.A, 7.RP.A, S-ID
CCSS-ELA	SL.2-12.4
CTE	Transportation, Marine Eng.

● GPRA 2

Product Design & Manufacturing

7 PROJECTS

Egg Drop
DESIGN · BUILD · LAND.

Students engineer a protective crate to survive a high fall, exploring impulse, shock absorption, and air resistance. Progressive drop heights build tension and yield multiple data points to analyze.

NGSS	K-PS2-1, 4-PS3-4, MS-PS2-1, HS-PS2-1
CCSS-M	2.MD.A, 4.MD.A, 6.SP.B, S-ID
CCSS-ELA	SL.2-12.4
CTE	Aviation, Safety Engineering

● GPRA 2

Sneaker
DESIGN · BUILD · WEAR.

Students create a wearable sneaker, exploring biomechanics, material science, sustainability, and product design. They wear-test their shoes and collect peer feedback on comfort, fit, and durability.

NGSS	2-PS1-2, 5-PS1-3, MS-PS1-3, HS-PS1-3
CCSS-M	2.MD.A, 4.MD.A, 6.SP.B, S-ID
CCSS-ELA	SL.2-12.4
CTE	Manufacturing, Fashion/Product Design

● GPRA 2

Fashion
DESIGN · BUILD · STYLE.

Students learn design methodology—research, sketch, pattern, prototype, test—to create a wearable product. The workflow mirrors professional fashion production from concept to finished garment.

NGSS	2-PS1-2, 5-PS1-3, MS-ETS1-2, HS-ETS1-3
CCSS-M	2.MD.A, 4.MD.A, 6.SP.B, S-ID
CCSS-ELA	SL.2-12.4
CTE	Manufacturing, Fashion Design

● GPRA 2

Fidget Spinner
DESIGN · BUILD · SPIN.

Students design a fidget spinner, experimenting with balance, symmetry, weight distribution, and rotational inertia. Timing spins and comparing weight placements makes rotational physics intuitive.

NGSS	K-PS2-1, 3-5-PS2-1, MS-PS2-2, HS-PS3-3
CCSS-M	2.MD.A, 4.MD.A, 6.SP.B, S-ID
CCSS-ELA	SL.2-12.4
CTE	Manufacturing, Product Engineering

● GPRA 2

Product Design & Manufacturing

CONTINUED

Guitar
DESIGN · BUILD · PLAY.

Students build a functioning guitar for a Battle of the Bands, exploring how vibrating strings create sound waves. Tightening and loosening strings ties tension directly to pitch.

NGSS	1-PS4-1, 4-PS4-1, MS-PS4-1, HS-PS4-1
CCSS-M	2.MD.A, 4.MD.A, 6.SP.B, S-ID
CCSS-ELA	SL.2-12.4
CTE	Manufacturing, Acoustic Engineering

● GPRA 2

Golf
DESIGN · BUILD · SWING.

Students build and test a functioning golf club, exploring force, loft angle, trajectory, and material properties. Testing loft angles on the same swing produces trajectory data students can graph.

NGSS	K-PS2-1, 3-5-PS2-1, MS-PS2-2, HS-PS2-1
CCSS-M	2.MD.A, 4.MD.A, 7.RP.A, S-ID
CCSS-ELA	SL.2-12.4
CTE	Manufacturing, Sports Engineering

● GPRA 2

Roller Coaster
DESIGN · BUILD · THRILL.

Students build a straw-and-foam roller coaster and test it with a marble, exploring PE-to-KE conversion and friction. Each hill must be shorter than the last—a visceral lesson in energy conservation.

NGSS	K-PS2-1, 4-PS3-4, MS-PS3-5, HS-PS3-3
CCSS-M	2.MD.A, 4.MD.A, 6.SP.B, S-ID
CCSS-ELA	SL.2-12.4
CTE	Manufacturing, Theme Park Eng.

● GPRA 2

Career Readiness

1 PROJECT

Financial Literacy

Design · Build · Budget.

Students practice real-world money decisions within a fixed budget, separating needs from wants and weighing trade-offs. Visible trade-offs spark peer discussion about priorities and the cost of impulse decisions.

CCSS-M	2.MD.C, 4.OA.A, 7.RP.A, S-ID
CCSS-ELA	SL.2-12.4
FIN-LIT	Financial Literacy standards
CTE	Business & Finance

● GPRA 3

31	7	2–3 hrs	K–12
Hands-on projects	Career pathways	Per project build	Age-banded

Every project maps to the modernized National Career Clusters Framework and carries a Career Card connecting the build to real-world careers — the backbone of the framework language that follows.

SECTION 3

Grant Framework Language

Pre-written, paste-ready passages for the six grant programs STIIX fits best. Each includes sample narratives you can customize for your site.

21st Century CCLC
STIIX's primary grant fit — mapped to every GPRA indicator.

NAA Quality Standards
Supports multiple Core Competencies without extensive PD.

Title I, Part A
Extended learning, transition support, family engagement.

Perkins V
Middle-grades career exploration and cluster alignment.

Title IV-A
Well-rounded STEM education and career counseling.

General DOE
Standards evidence, equity, outcomes, cost efficiency.

21st Century Community Learning Centers

The Nita M. Lowey 21st CCLC program (Title IV, Part B of ESEA) is **STIIX's primary grant fit.** The passages below map STIIX to each GPRA performance indicator.

GPRA 1 Academic Achievement

STIIX projects integrate mathematics and science standards into every build session. Students apply measurement, data collection, ratios, and spatial reasoning to real engineering problems — Bridge students calculate structural efficiency, Wind Turbine students compare weights lifted, and Architecture students manage a fixed budget using cost-per-feature ratios.

SAMPLE NARRATIVE · GPRA 1

STIIX projects provide academic enrichment in mathematics and science through hands-on engineering challenges aligned to [state] science standards and Common Core mathematics. Students apply measurement, data analysis, and proportional reasoning to solve real-world design problems. For example, students building a Bridge calculate the ratio of load held to bridge weight, directly practicing [7.RP.A / state math code] while engaging in a compelling, student-driven engineering challenge.

GPRA 2 Student Engagement

STIIX increases attendance through high-interest, hands-on activities with tangible outcomes. Every session produces a student-built artifact, the STIIX-Ville story world frames each project as a real mission, and the competitive testing element drives participation and repeat attendance.

SAMPLE NARRATIVE · GPRA 2

STIIX hands-on engineering projects are specifically designed to increase student attendance and engagement in afterschool programming. Each project produces a tangible, student-built artifact that students take pride in, and the build-test-improve-retest cycle sustains motivation across the 2-to-3-hour session. Programs using STIIX report high engagement because every participant is actively building, not passively observing.

21st CCLC — Career Readiness & Family

GPRA 3 Career Readiness

Every STIIX project includes a Career Card connecting the build to real careers. Projects are organized into career-aligned pathways that map to the modernized National Career Clusters Framework, and students progress from career awareness (K–2) through exploration (3–5) to research using O*NET (6–8).

SAMPLE NARRATIVE · GPRA 3

STIIX projects include embedded career exploration aligned to the National Career Clusters Framework. Each project *features a Career Card connecting the engineering challenge to real-world careers. Students progress from career awareness (K–2) through exploration (3–5) to research using O*NET (6–8), building a foundation for informed high school CTE pathway choices.*

✦ Attendance + Family Engagement

STIIX's artifact-based model encourages regular attendance because students want to finish builds and compete. Family showcase events — where students present builds and career discoveries — satisfy the family-engagement requirement with minimal additional planning.

National AfterSchool Association (NAA)

NAA's Core Knowledge, Skills, and Competencies (CKSCs) define what out-of-school-time professionals need to know and do. STIIX supports several CKSCs **without extensive professional development.**

Child & Youth Development

Projects are age-banded (K–2, 3–5, 6–8, 9–12) with developmentally appropriate expectations. K–2 uses simplified language, pre-cut parts, and no hot glue.

Learning Environments

Every project follows the Engineering Design Process, giving facilitators a consistent framework to implement without specialized training.

Observation & Assessment

STIIX provides a four-level proficiency rubric for every project and grade band with positive, concrete, observable descriptors.

Interactions

The team-based build model (1–3 students) promotes peer interaction, and the 5 Cs — Critical Thinking, Communication, Collaboration, Creativity, Citizenship — are embedded in every rubric.

Safety & Wellness

Every crosswalk includes a Safety and Responsibility row with age-appropriate practices specific to each build.

Professionalism

STIIX requires no formal PD. The video-based instruction model reduces onboarding and keeps quality consistent even with high staff turnover.

Title I — Extended Learning & Transition

Title I, Part A provides funds to high-poverty schools. STIIX fits into Title I in **three ways.**

Extended Learning Time

Title I allows funds for programs that supplement regular instruction. STIIX provides standards-aligned STEM enrichment that reinforces school-day math and science — no PD needed, implementable immediately by afterschool staff or Title I paraprofessionals.

Transition Support

Title I authorizes transition activities for students moving between school levels. STIIX career-aligned pathways provide consistent engagement during the critical grades 5-6 and 8-9 transition years.

Family Engagement

Title I requires meaningful parent involvement. STIIX produces visible, take-home artifacts that extend into family conversation, and programs host family showcase events where students present their builds.

SAMPLE NARRATIVE · TITLE I

[Program Name] will use Title I funds to provide [number] students in grades [grade range] with extended learning time through STIIX hands-on engineering projects. These projects reinforce [state] science standards and Common Core mathematics while building critical thinking, collaboration, and communication. The program also serves as transition support for students moving from [elementary to middle / middle to high school], and family showcase events satisfy Title I parent-engagement requirements.

Perkins V — Career & Technical Education

Perkins V supports career exploration beginning in middle school. STIIX aligns in **four key ways.**

Middle-Grades Career Exploration

STIIX's pathways and Career Card system provide structured career exposure at grades 6-8, matching Perkins V's emphasis on informed CTE pathway choices.

Career Cluster Alignment

STIIX maps to the modernized National Career Clusters Framework (Advance CTE, 2024). Pathway bundles align directly to state CTE programs of study.

Work-Based Learning Readiness

STIIX builds foundational skills — problem-solving, teamwork, tool use, career vocabulary — that prepare students for high school work-based learning.

CLNA Support

STIIX's pathway structure gives a defensible answer when the Comprehensive Local Needs Assessment asks how middle-grades students are prepared for CTE enrollment.

SAMPLE NARRATIVE · PERKINS V

*[Program/District] will use Perkins V funds to implement STIIX hands-on career-exploration kits for [number] students in grades 6–8. Kits are organized into career-aligned pathways mapping to [state CTE cluster framework]. Each project includes a Career Card, and students progress from awareness to structured O*NET research — directly supporting our CLNA goal of increasing informed CTE pathway enrollment.*

Title IV-A — Well-Rounded Education

Title IV-A supports STEM education, career counseling, and access to well-rounded learning. STIIX qualifies as a STEM enrichment resource that integrates engineering, science, math, and career exploration in every session.

SAMPLE NARRATIVE · TITLE IV-A

[School/District] will use Title IV-A Well-Rounded Education funds to provide STIIX hands-on engineering and career-exploration kits for [number] students. These standards-aligned STEM projects integrate science, mathematics, and ELA while exposing students to careers in [pathway names]. No professional development is required, ensuring funds go directly to student-facing resources.

General DOE Grant Positioning

Across all federal applications, emphasize these STIIX strengths.

Standards Evidence

Detailed crosswalks for every project (NGSS, CCSS-M, CCSS-ELA, CTE), with state-specific tabs for AZ, CA, FL, TX, IL, and NY. Cite specific codes.

Equity & Access

No specialized staff, no IT, and no prior STEM knowledge needed — removing barriers for under-resourced schools.

Measurable Outcomes

A built-in rubric (4 levels, 9 concepts, 4 grade bands) provides documented evidence for annual performance reports.

Cost Efficiency

All materials and instruction included. A typical site runs 10–12 kits across 30–32 weeks at $2,300–$2,900 — no PD, no maker-space build-out.

4

SECTION 4

Tips for Grant Writers

What evaluators look for — and how to position STIIX

01 Lead with the problem

Start with your students' challenge — limited STEM exposure, lack of career awareness, low attendance — then introduce STIIX as the solution. Never lead with a product description.

02 Use specific standards codes

Cite exact codes: 'The Bridge project addresses MS-PS2-2 and 7.RP.A as students calculate structural efficiency.' Section 2 gives you these ready to paste.

03 Quantify the dosage

A typical implementation runs 10–12 kits across 30-32 weeks, each lasting 2–3 hours — 20–36 hours of structured STEM and career exploration per student per year.

04 Highlight the low burden

No PD, no IT setup, no specialized staff. Videos teach; facilitators coach. Budget goes to student-facing resources and the program launches immediately.

05 Use pathway language

'Students explore careers in Energy and Natural Resources' is stronger than 'students learn to be solar installers.' Career exploration, not certification.

06 Bundle for budget narratives

Position as pathway bundles (e.g., Infrastructure: Bridge, Tower, Water System, Stop Light at $X per kit × Y duplicates). Shows a cohesive program, not disconnected supplies.

07 Include the rubric as assessment

Reference the proficiency rubric (4 levels, 9 concepts, 4 grade bands) as built-in formative assessment — no added cost, and documented evidence for APR reporting.

Build. Play. Discover.

Let's build your strongest application.

For questions, pricing, or a pathway recommendation tailored to your grant, reach out — we'll help you map STIIX to your funding source and frame the narrative.

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