Scoring Rubrics for K12 SWP Application 2020

Part 1. Scoring Rubric for Problem Statement and Project Objectives (Maximum Points: 25)

A. Problem Statement (9 points)

Provide a brief Problem Statement that is concise, clear, and evidence-based, describing the problem or need that your K12 SWP project will address (2,500 characters maximum). Be sure to include:

1. Local/regional workforce need informed by your region's Strong Workforce Program Regional Plan.

2. Targeted underserved student populations requiring increased access and engagement in CTE.

   If applicable, please provide data supporting your Problem Statement including dropout rates and data on underserved student populations, special populations, and unduplicated pupils (defined as English learners, students who qualify for free or reduced-price meals, or students who are designated as foster youth).

3. Identify the challenges or gaps in current or new CTE pathway(s) that this plan will address.

4. Data that supports the above needs.

Scoring Rubric for Problem Statement

Strong (7–9 points)	Moderate (4–6 points)	Weak (0–3 points)
Statement is clear and concise, describing problem or need.	Statement adequately describes a problem or need.	Statement lacks clarity or evidence.
Statement clearly describes and provides convincing **data-based evidence** of the following:	Statement includes, but does not provide sufficient evidence for the following:	Statement does not address:
• Local/regional workforce need.	• Local/regional workforce need.	• Local/regional workforce need.
• Targeted underserved students who need more opportunities for access and engagement.	• Targeted underserved students who need more opportunities for access and engagement.	• Targeted underserved students who need more opportunities for access and engagement.
• Challenges in current CTE programs or pathways that this plan will address.	• Challenges in current CTE programs or pathways that this plan will address.	• Challenges in current CTE programs or pathways that this plan will address.

B. Project Objectives (8 points)

Provide clear, concrete objectives, which this project aims to achieve, in order to address the issues in the Problem Statement. Include how the LEA(s) is using K12 SWP funds to help meet those objectives. Avoid statements of lofty goals. (2,500 characters maximum)

You will have the opportunity to use the CTE Pathway/Program Work Plan to describe the proposed project and the specific activities that are planned for achieving these objectives.

Please state project objectives that:

1. Are informed by your Problem Statement and the region's Strong Workforce Program Regional Plan and/or that address workforce needs in the local or regional economy.

2. Align career pathways to postsecondary pathways.

3. Facilitate transition for students.

4. Ensure all students are exposed to various career options.

5. Integrate work-based learning into all aspects of career pathways.

6. Target underserved students to improve access, engagement, and completion of pathways.

Scoring Rubric for Project Objectives

Strong (6–8 points)	Moderate (3–5 points)	Weak (0–2 points)
Project Objectives:	Project Objectives:	Project Objectives:
• Clearly and completely align with the Problem Statement and address workforce needs in the local or regional economy. • Demonstrate clear purpose to lead K–12 students to postsecondary studies. • Target access and engagement gaps of underserved students.	• Partially reference the issues in the Problem Statement and workforce needs in the local or regional economy. • Are unclear about how they will lead K–12 students toward postsecondary studies. • Somewhat reference access and engagement gaps of underserved students.	• Do not reference the issues in the Problem Statement and workforce needs in the local or regional economy. • Do not lead K–12 students toward postsecondary studies. • Do not reference access and engagement gaps of underserved students.

C. Local/Regional Economies (3 points)

1. Is the Lead LEA and/or any partner LEA located in a county considered an Area of Substantial Unemployment defined as at or above 6.451%? (Source: California Workforce Innovation and Opportunity Act 2019–20.)
NOTE: System will display (Yes/No)

1 point	0 points
Yes	No

2. Does the Lead LEA and/or any partner operate within rural school districts?
NOTE: System will display (Yes/No)

2 points	0 points
Yes	No

D. Underserved Student Populations (5 points)

3. Does the proposed CTE Program/Pathway serve pupil subgroups that have a higher than average dropout rate as identified by the Superintendent of Public Instruction?
NOTE: System will display (Yes/No)

2 points	0 points
Yes	No

4. Does the proposed CTE Program/Pathway serve the following unduplicated pupils: English learners, students who qualify for free or reduced-price meals, or foster youth?
NOTE: System will display (Yes/No)

2 points	0 points
Yes	No

5. Does the proposed CTE Program/Pathway serve K–12 students that are defined as special populations per Perkins V?
NOTE: System will display (Yes/No)

1 point	0 points
Yes	No

Part 2. Scoring Rubric for CTE Pathway/Program Work Plan (Maximum Points: 60)

K14 Pathway Quality Strategies Scoring Work Sheets

	Strong (55–60)	Moderate (50–54)	Weak (0–49)
A. Description of work to be funded by K12 SWP	The description demonstrates a **direct connection** to addressing the Problem Statement. Provides a thorough and convincing description of how activities will improve CTE programs or pathways. A coherent approach is described to engage underserved students.	The description demonstrates a **partial connection** to addressing the Problem Statement. Provides an adequate description of how activities will improve CTE programs or pathways. A partial approach is described to engage underserved students.	The description **does not demonstrate a connection** to addressing the Problem Statement. Provides no description of how activities will improve CTE programs or pathways. No approach is referenced to engage underserved students.
B. List of project activities and expected outcomes	The proposed activities are **aligned** to the objectives of the work to be funded and include clear outcomes.	The proposed activities are **partially aligned** to the objectives of the work to be funded but include vague outcomes.	The proposed activities are **not aligned** to the objectives of the work to be funded and do not include outcomes.

	Strong (55–60)	Moderate (50–54)	Weak (0–49)
C. Partner role and responsibilities	The roles of partner(s) reflect deep commitment and high levels of collaboration with LEA to support the activities of the CTE programs or pathways. OR LEA has initiated plans for multiple and ongoing outreach efforts to build a collaborative relationship with partners.	The role of partner(s) reflects some commitment and adequate collaboration with LEA to support the activities of the CTE programs or pathways. OR LEA plans for adequate outreach efforts to build a collaborative relationship with community college partner(s).	The role of partner(s) does not reflect collaboration with LEA to support the activities of the CTE programs or pathways. OR No plans for outreach efforts to build a collaborative relationship.
D. Number of students and/or teachers to be served and the way in which they will be served E. Justification for requested funds (Return on Investment)	Provides a reasonable number of students and/or teachers to be served. Provides a thorough and convincing description of the way in which students and/or teachers will be served. Given the number of students and/or teachers to be served, the justification for requested funds is **reasonable**.	Unclear how many students and/or teachers to be served. Provides an adequate description of the way in which students and/or teachers will be served. Given the number of students and/or teachers to be served, the justification for requested funds is **unclear**.	No information on the number or the way in which students and/or teachers will be served. No justification for requested funds provided.

Part 3. Scoring Rubric for K12 SWP Pathway/Program Budget

A. Budget (Maximum 15 points)

1. Are budget allocations reasonable and aligned with the Work Plan? A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances pre-vailing at the time the decision was made to incur the cost.

13–15 points	10–12 points	0–9 points
Yes, budget allocations are reasonable and aligned with the Work Plan.	Somewhat, however, there are multiple concerns about misalignment between the budget and Work Plan.	No, budget allocations are not reasonable and there is no alignment between the budget and Work Plan.

Selection Committee Final Assessment (No points)

Q1. Is there evidence in the application that it will align with programs that serve traditionally underserved and underrepresented pupils (i.e., English learners, foster youth, and free and reduced-price lunch subgroups)?

Application Sections: **Problem Statement, Project Objectives, and Work Plan**

Yes	No

Q2. Does this application serve pupils with higher than average dropout rates according to the "Target Pupil" section of the application?

Application Sections: **Problem Statement, Project Objectives, and Work Plan**

Yes	No

Q3. Is the Lead LEA and/or any partner located in a county considered an Area of Substantial Unemployment defined as at or above 6.451%? (Source: California Workforce Innovation and Opportunity Act 2019–20.)

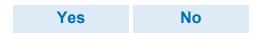Application Sections: **Problem Statement, Project Objectives, and Work Plan**

Yes	No

Q4. Does the Lead LEA and/or any partner operate within rural school districts?

Application Sections: **Problem Statement, Project Objectives, and Work Plan**

Yes	No

Q5. Does the application meet the needs of its local and regional economy as articulated in the CTE Regional Consortia regional plan?

Application Sections: **Problem Statement, Project Objectives, and Work Plan**
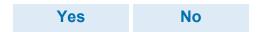
Yes	No

Q6. Does the application leverage existing structures for funding (i.e., Perkins V, or Agricultural Career Technical Education Incentive, Strong Workforce Program at the Community College level)?

Application Section: **Leveraging Partnerships**

Yes	No

Q7. Does the application include and leverage contributions from collaborative partners (i.e., industry, labor, philanthropic sources)?

Application Sections: **Work Plan and Budget**

Yes	No

Q8. Does the application make investments in CTE infrastructure, equipment, and facilities?

Application Section: **Budget**

Yes	No