California Community Colleges

Scoring Rubrics for K12 SWP Application 2022

Part 1. Scoring Rubric for Problem Statement and Project Objectives (Maximum Points: 40)

A. Problem/Need Statement (Maximum Points: 20)

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).

Problem statements should:

1. Be informed by the region's Strong Workforce Program (SWP) Regional Plan and/or region's Labor Market Information provided by the region's Centers of Excellence.
2. Identify the sector/industry challenge(s) or need(s) the proposed K12 SWP plan(s) will address.
3. Include sector/industry data that supports the identified challenges or need(s).
4. Use data to identify equity gaps of how student subgroups (e.g., race, gender, socioeconomics) access, experience opportunities, and complete high school course work that are aligned to STEM and high-potential CTE programs at disproportionate rates. Specifically, include evidence from demographic, enrollment, and completion data to substantiate the targeted student population to be served.

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Scoring Rubric for the Problem Statement

Item 1	Strong (5 points)	Moderate (2-4 points)	Weak (0-1 point)
1. References need informed by region's SWP Regional Plan and/or Labor Market Information	Statement is clearly informed by the region's SWP Regional Plan and/or Labor Market Information.	Statement is somewhat informed by the region's SWP Regional Plan and/or Labor Market Information.	Statement **does not** include reference to the region's SWP Regional Plan and/or Labor Market Information.
Item 2	**Strong (5 points)**	**Moderate (2-4 points)**	**Weak (0-1 point)**
2. Identifies the sector/industry challenge(s) or need(s) proposed CTE plan will address	Statement is clear and concise, describing challenge(s) or need(s) the proposed plan will address.	Statement adequately describes the challenge(s) or need(s) the proposed plan will address.	Statement **lacks** clarity or evidence regarding the challenge(s) or need(s).
Item 3	**Strong (5 points)**	**Moderate (2-4 points)**	**Weak (0-1 point)**
3. Includes sector/industry data that supports the stated challenge(s) or need(s)	Statement provides clear data-based evidence that supports the stated challenge(s) or need(s).	Statement includes data but unclear if the data supports the stated challenge(s) or need(s).	Statement **does not** include data that supports the stated challenge(s) or need(s).
Item 4	**Strong (5 points)**	**Moderate (2-4 points)**	**Weak (0-1 point)**
4. Uses data to identify equity gaps of how student subgroups access, experience opportunities, and complete high school course work that are aligned to STEM and high-potential CTE programs at disproportionate rates.	Statement provides clear and documented data-based evidence from demographic, enrollment, and completion data that substantiates the targeted student population to be served.	Statement somewhat provides data-based evidence but the targeted student population to be served is unclear.	Statement **does not** provide data-based evidence and the targeted student population to be served is unclear.

B. Project Objectives (Maximum Points: 20)

Provide clear, concrete objectives, which this project aims to achieve, in order to address the issues in the Problem Statement. Include how the local education agency (LEA) 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.

Project objectives should:

1. Align to the Problem Statement
2. Be informed by region's Strong Workforce Program Plan and/or region's Labor Market Information provided by the region's Centers of Excellence.
3. Identify measurable outcomes to align career pathway(s) and/or program(s) to postsecondary pathways
4. Describe efforts to close equity gaps by improving access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students. Include activities that are designed to intentionally improve outreach and increase targeted academic supports, such as tutoring, mentoring by professionals, and work-based learning.

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Scoring Rubric for the Project Objectives

Item 1	Strong (5 points)	Moderate (2-4 points)	Weak (0-1 point)
1. **Informed by and aligned to the Problem Statement**	Project objectives clearly and completely align with the Problem Statement.	Project objectives partially refence the issues in the Problem Statement.	Project objectives **do not** reference the issues in the Problem Statement.
Item 2	**Strong (5 points)**	**Moderate (2-4 points)**	**Weak (0-1 point)**
2. **Informed by region's Strong Workforce Program Plan and/or Labor Market Information**	Project objectives clearly address workforce needs in the local or regional economy.	Project objectives partially reference workforce needs in the local or regional economy.	Project objectives **do not** reference workforce needs in the local or regional economy.
Item 3	**Strong (5 points)**	**Moderate (2-4 points)**	**Weak (0-1 point)**
3. **Identifies efforts to align career pathway(s) and/or program(s) to postsecondary pathways**	Project objectives demonstrate clear purpose to lead K–12 students to postsecondary studies.	Unclear how project objectives will lead K–12 students toward postsecondary studies.	No mention of how project objectives will lead K–12 students toward postsecondary studies.
Item 4	**Strong (5 points)**	**Moderate (2-4 points)**	**Weak (0-1 point)**
4. **Describe efforts to close equity gaps by improving access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students.**	Project objectives clearly describe efforts to close equity gaps and include activities designed to improve outreach and increase targeted academic supports.	Project objectives somewhat describe efforts to close equity gaps and include activities designed to improve outreach and increase targeted academic supports.	Project objectives do not describe efforts to close equity gaps and does not include activities designed to improve outreach and increase targeted academic supports.

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Part 2. Positive Considerations (Maximum Points: 20)

    A. Positive Considerations (Maximum Points: 20)

Characteristics	Yes	No
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.)	2	0
2. Does the Lead LEA and/or any partner operate within rural school districts?	2	0
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?	2	0
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?	2	0
5. Does the proposed CTE Program/Pathway serve K–12 students that are defined as special populations per Perkins V?	2	0
6. Does the application propose one or more **new** CTE Programs/Pathways?	+5	-
7. Is the Lead LEA and/or any partner LEA a **new applicant** having never received K12 SWP funds as a Lead or K-12 Partner in any prior round of K12 SWP funding?	+5	-

Part 3. Work Plan (Maximum Points: 35)

    A. Work Plan (Maximum Points: 35)

Scoring Rubric for the Project Objectives (Strategies will be read and scored wholistically.)

Item 1: 7 points	Strong (5-7 points)	Moderate (2-4 points)	Weak (0-1 points)
1. Describes work to be funded by K12 SWP	• The description demonstrates a direct connection to addressing the **Project Objectives.** • Provides a thorough and convincing description of how activities will improve CTE programs or pathways. • A coherent approach is described to intentionally improve outreach and increase targeted academic supports.	• The description demonstrates a partial connection to addressing the **Project Objectives.** • Provides an adequate description of how activities will improve CTE programs or pathways. • A partial approach is described to improve outreach and increase targeted academic supports.	• The description does not demonstrate a connection to addressing the **Project Objectives.** • Provides no description of how activities will improve CTE programs or pathways. • No approach is referenced to improve outreach and increase targeted academic supports.

Item 2: 7 points	Strong (5-7 points)	Moderate (2-4 points)	Weak (0-1 points)
2. Provides 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.

Item 5: 5 points	Strong (5 points)	Moderate (2-4 points)	Weak (0-1 points)
3. Identifies 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.

Item 4: 7 points	Strong (5-7 points)	Moderate (2-4 points)	Weak (0-1 points)
4. Includes number of students and/or teachers to be served and the way in which they will be served and justification for requested funds and plans for sustaining the effort (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. • Provides a thorough justification for requested funds. • 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.

Item 5: 9 points	Strong (7-9 points)	Moderate (4-6 points)	Weak (0-3 points)
5. Describe activities designed to improve access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students.	• The description includes activities that are designed to intentionally improve outreach and increase targeted academic supports, such as tutoring, mentoring by professionals, and work-based learning.	• The description includes activities but unclear if and/or how outreach and academic supports will target disproportionately impacted students.	• No description of activities to support disproportionately impacted students.

Part 4. K12 SWP Pathway/Program Budget (Maximum Points: 15)

E. Budget Work Sheets (Maximum Points: 15)

Budget Sheet	Strong (5 points)	Moderate (2-4 points)	Weak (0-1 point)
A. K12 SWP Requested Budget Funds by Participating LEA by Year	Budget allocations, by expenditure type, are reasonable and aligned with the Work Plan	Budget allocations, by expenditure type are acceptable and somewhat aligned with the Work Plan	Budget allocations, by expenditure type are unacceptable and not aligned with the Work Plan
Budget Sheet	**Strong (5 points)**	**Moderate (2-4 points)**	**Weak (0-1 point)**
B. K12 SWP Total Requested Budget Funds Expenditure Descriptions	Expenditures proposed are detailed and aligned to the Work Plan	Expenditures proposed are acceptable and somewhat aligned to the Work Plan	Expenditures proposed are unacceptable and not aligned to the Work Plan
Budget Sheet	**Strong (5 points)**	**Moderate (2-4 points)**	**Weak (0-1 point)**
C. K12 SWP Total Financial Match Funds Descriptions/Source	Description of financial match funds are aligned with the budget funds expenditure descriptions	Description of financial match funds are somewhat aligned with the budget funds expenditure descriptions	Description of financial match funds are unacceptable and not aligned with the budget funds expenditure descriptions

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Selection Committee Final Assessment (No points)

Characteristics	Yes	No
1. 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*		
2. 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*		
3. 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*		
4. Does the Lead LEA and/or any partner operate within rural school districts? *Application Sections: Problem Statement, Project Objectives, and Work Plan*		
5. 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*		
6. 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*		
7. Does the application include and leverage contributions from collaborative partners (i.e., industry, labor, philanthropic sources)? *Application Sections: Work Plan and Budget*		
8. Does the application propose the development of a new CTE pathway for students at the LEA? *Application Sections: Problem Statement, Project Objectives, and Work Plan*		