



# California Community Colleges

## Scoring Rubrics for K12 SWP Round 8 Application 2025

### Part 1. Positive Considerations

#### A. Positive Considerations (Maximum Points: 16)

Proposed projects should be given Positive Consideration points for including certain characteristics as described in the table below. If the characteristic is present, points are earned.

#### Scoring Rubric for Positive Considerations:

Characteristics	Yes	No
1. Does the application include CTE programs that serve “unduplicated pupils,” as defined in Ed. Code Section 42238.02, meaning a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth?	2	0
2. Has the K-12 Selection Committee, in consultation with the consortium, determined this program most effectively meets the needs of the local and regional economies?	2	0
3. Will the proposed project serve pupil subgroups that have a dropout rate higher than the statewide average dropout rate of 8.9% as determined by the Superintendent of Public Instruction?	2	0
4. Is the program located in an area of the state with a high unemployment rate identified by the Employment Development Department’s Labor Market Information Division (FY 24 6.6%)?	2	0
5. Will the proposed project serve pupils enrolled at an LEA receiving Local Control Funding Formula Equity Multiplier funding pursuant to Education Code Section 42238.02, as identified through the stability rate data file produced by the State Department of Education in the prior fiscal year? <i>Applications should demonstrate how the project is serving these students in the Problem Statement, Project Objectives, and Work Plan.</i>	2	
6. Does the program successfully leverage one or both of the following: <ul style="list-style-type: none"> <li>Existing structures, requirements, and resources of the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (Public Law 115-224), the California Partnership Academies pursuant to Article 5 (commencing with Section 54690) of Chapter 9 of Part 29 of Division 4 of Title 2, or the Agricultural Career Technical Education Incentive</li> </ul>	1	0

<p>Program pursuant to Article 7.5 (commencing with Section 52460) of Chapter 9 of Part 28 of Division 4 of Title 2.</p> <ul style="list-style-type: none"> <li>Contributions from industry, labor, and philanthropic sources.</li> </ul>		
7. Does the program make significant investments in career technical education infrastructure, equipment, and facilities?	1	0
8. Does the program operate within rural school districts?	1	0
9. Will the proposed project create one or more new high school CTE pathways aligned with Vision 2030, in the field of STEM, Health, Education, Early Education, and/or Climate Sustainability?	1	
10. Is the Lead LEA and/or any K12 partner LEA a <b>new applicant</b> having never received K12 SWP funds or services as either a Lead or K-12 Partner LEA in any prior round of K12 SWP funding?	1	
11. Does the proposed project have a focus on early college credit, youth apprenticeship/pre-apprenticeship, and/or Artificial Intelligence (AI) Literacy? <i>Applications should demonstrate how the project is serving these students in the Problem Statement, Project Objectives, and Work Plan.</i>	1	



# California Community Colleges

## **Part 2. Problem Statement and Project Objectives (Total Maximum Points: 40)**

### **A. Problem Statement**

Applicants should provide a brief Problem Statement that is concise, clear, and evidence-based, describing the problem or need that their K12 SWP project will address.

Problem statements should:

1. Explain the regional problem this grant project is trying to solve. Illustrate the problem using the region's Strong Workforce Program Regional Plan and Centers of Excellence Labor Market Information. Utilize and include information about the wage rate and demand for skilled workers in the industries/sectors the grant project includes. Data sources for emerging fields may be included, in addition to Centers of Excellence (CEO), to further support local and regional needs. (2500 characters maximum)
2. Identify the applicant LEA's challenges the proposed project will address and how they align with the Strong Workforce Program Regional Plan and Labor Market information provided by the COE. (2500 characters maximum)
3. Identify the need or opportunity to create alignment with your Community College partner(s) that the proposed project will address. (2500 characters maximum)
4. Provide data identifying equity gaps on how targeted student subgroups (e.g., race, gender, socioeconomics, unduplicated) access, participate in, and complete high school CTE coursework. Specifically, include evidence from demographic, enrollment, and completion data to substantiate the targeted student population to be served. (2500 characters maximum)



# California Community Colleges

## Scoring Rubric for the Problem Statement (Maximum Points: 20)

Item 1 (5 Points)	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<b>1. Explains the regional problem the grant project will solve. Illustrates the problem using the region's SWP Regional Plan and regional LMI provided by the COE. Includes wage rates and demand for skilled workers in the industries/sectors the project includes.</b>	<p>Thoroughly describes the problem(s).</p> <p>Clearly informed by the region's SWP Regional Plan and LMI.</p> <p>Includes reference to wage rates and demand for skilled workers in the industries/sectors the project includes.</p>	<p>Adequately describes the problem(s).</p> <p>Somewhat informed by the region's SWP Regional Plan and/or LMI.</p> <p>Vaguely references wage and/or demand for skilled workers.</p>	<p>Vaguely describes the problem(s).</p> <p><b>Does not</b> include reference to the region's SWP Regional Plan and/or LMI.</p> <p>No reference to wage rates and/or demand for skilled workers.</p>
Item 2 (5 Points)	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<b>2. Identifies the Applicant LEA's challenges the proposed project will address and how they align with the SWP Regional Plan and LMI provided by the COE.</b>	<p>Clearly and concisely describes LEA's challenges or needs that the plan will address with supportive data from the SWP Regional Plan and LMI.</p>	<p>Adequately describes the challenges or needs the plan will address.</p> <p>Supportive data from the SWP Regional Plan and LMI does not clearly tie to the challenges described.</p>	<p><b>Does not</b> include evidence of the challenges or needs.</p>



# California Community Colleges

Item 3 (5 Points)	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<b>3. Identifies the need or opportunity to create alignment with the community college partner that the proposed project will address.</b>	Provides clear statement of need and/or opportunity between the K12 and the CC partner.	Provides a fairly clear statement of need and/or opportunity between the K12 and the CC partner.	<b>Does not</b> include a clear statement of need and/or opportunity between the K12 and the CC partner.

Item 4 (5 Points)	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<b>4. Provides data identifying gaps on how targeted student subgroups (e.g., race, gender, socioeconomics, unduplicated) access, participate in, and complete high school CTE coursework.</b> Specifically, includes evidence from demographic, enrollment, and completion data to substantiate the targeted student population to be served.	Provides clear and specific data-based evidence from demographic, enrollment, and completion data that substantiates the targeted student population to be served.	Provides some data-based evidence but the targeted student population(s) to be served is unclear.	<b>Does not</b> provide data-based evidence and the targeted student population to be served is unclear.



# California Community Colleges

## B. Project Objectives

Applicants should provide clear, concrete objectives, which this project aims to achieve, that **address the issues in the Problem Statement**. They should include how the local education agency (LEA) plans to use K12 SWP funds to help meet those objectives, avoiding statements of lofty goals.

Applicants can use the Project Work Plan to describe activities and strategies that will be implemented to address the problems identified in the Problem Statement and achieve the Project Objectives, and how those activities and strategies align to the included budget.

Project Objectives should:

1. Identify measurable outcomes for this project that align career pathways/programs to community college programs AND lead to high-wage, high-demand career opportunities. (2500 characters maximum)
2. Describe the efforts the proposed project will include that will close equity gaps by improving access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students. Applicants should include student services that are designed to intentionally improve outreach and increase targeted academic supports, such as tutoring, mentoring by professionals, and work-based learning. (2500 characters maximum)
3. Explain how objectives respond to the needs described in the Problem Statement. (2500 characters maximum)
4. Describe how the objectives are informed by and aligned with the region's Strong Workforce Program Regional Plan and the region's Labor Market Information (LMI) provided by the region's Centers of Excellence (COE). (2500 characters maximum)



# California Community Colleges

## Scoring Rubric for the Project Objectives (Maximum Points: 20)

Item 1 (5 Points)	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<b>1. Identifies measurable outcomes for this project that align career pathways/programs to community college programs AND lead to high-wage, high-demand career opportunities.</b>	Clearly identifies multiple, specific, measurable outcomes tied to leading K–12 students to postsecondary studies, which lead to high-wage, high-demand, career opportunities.	Identifies some measurable outcomes but they lack specificity or detail.  Partially demonstrates alignment to postsecondary and pathways that lead to high-wage, high-demand, career opportunities.	<b>Does not</b> identify measurable outcomes or outcomes are not connected to postsecondary or pathways that lead to high-wage, high-demand, career opportunities.
Item 2 (5 Points)	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<b>2. Describes the efforts the proposed project will include that will close equity gaps by improving access to and completion of high-skill/high-wage CTE opportunities for disproportionately impacted students.</b> Includes student services that are designed to intentionally improve outreach and increase targeted academic supports, such as tutoring, mentoring by professionals, and work-based learning.	Clearly describes efforts to close equity gaps and include activities designed to improve outreach and increase targeted academic support.	Describes some efforts to close equity gaps and includes some activities designed to improve outreach and increase targeted academic support.  Lacks details and specificity.	<b>Does not</b> describe efforts to close equity gaps and does not include activities designed to improve outreach and increase targeted academic support.
Item 3 (5 Points)	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<b>3. Explains how objectives respond to the needs described in the Problem Statement.</b>	Clearly and completely respond to the needs described in the Problem Statement.	Partially respond to the needs described in the Problem Statement.	<b>Does not</b> respond to the needs in the Problem Statement.



# California Community Colleges

Item 4 (5 points)	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<b>4. Describes how the objectives are informed by and aligned with the region's Strong Workforce Program Regional Plan and the region's Labor Market Information provided by Centers of Excellence.</b>	Clearly connects the planned outcomes to workforce needs in the local or regional economy as described in SWP Regional Plan and LMI.	Partially connects planned outcomes to workforce needs in the local or regional economy as described in SWP Regional Plan and LMI.	<b>Does not</b> connect the planned outcomes to workforce needs in the local or regional economy.





# California Community Colleges

## Part 3. Project Work Plan

### A. Work Plan

The project Work Plan should describe the activities and strategies that will be implemented to address the problems identified in the Problem Statement and achieve the Project Objectives, and how those activities and strategies align to the included budget.

Applicants will describe the work and measurable outcomes related to each of the K14 Pathway Quality Strategies identified earlier in the application as the focus of the project (i.e. Curriculum and Instruction, College and Career Exploration, Postsecondary Transition, Work-Based Learning). It is acceptable for the proposed work to focus on only one Strategy. Applicants will be scored on only the strategies selected.

For each Strategy selected, Applicants should:

1. Describe work and project activities to be funded by K12 SWP related to the strategy selected. Use a thorough and coherent approach that illustrates how the activities will align with the Problem Statement, achieve the stated Objectives, and align to the budget included.
2. Describe and provide a list of expected measurable outcomes related to the project activities for the selected strategy. What changes will occur because of the work and activities put into place with this grant? What improvements will be made? Examples may include (but are not limited to) increases in CTE enrollments, CTE completers, CTE completers' graduation rates, CTE completers with early college credit/WBL/industry certifications.

Then, for the overall project, Applicants should:

3. Identify and describe the following for the project: Partner roles and responsibilities. Include descriptions of what each K12 partner, community college, and/or employer partner, etc. will contribute to the project. *Internal LEA staff (data technicians, counselors, teachers, etc.) are not considered "partners" for the purposes of this application.*
4. Identify the total number of students (unduplicated headcount) and/or teachers to be served by this project, including how many to be served by each selected strategy. Provide justification for requested funds and address plans for sustainability.
5. Describe the student support activities designed to improve access to and completion of high-skill/high-wage CTE opportunities for **disproportionately impacted students**. Include services that are designed to intentionally improve outreach and increase targeted academic support, such as tutoring, mentoring by professionals, and work-based learning.



# California Community Colleges

## Scoring Rubric for the Work Plan (Maximum Points: 40)

For each strategy selected, Items 1 and 2 will be scored individually and the sum of each item will be averaged. Items 3, 4, and 5 will each be scored once.

Item 1: 10 points	Strong (8-10 points)	Moderate (5-7 points)	Weak (0-4 points)
<b>1. Describes the work and project activities related to the strategy selected. Uses a thorough and coherent approach that illustrates how the activities will align with the Problem Statement, achieve the stated Project Objectives, and align to the budget.</b>	Thoroughly described the planned work and project activities.  Planned activities have a direct connection to the Problem Statement, Project Objectives, and budget.	Adequately describes work and project activities.  Planned activities have a partial connection to the Problem Statement, Project Objectives, and budget.	Provides no clear description of the activities and work planned.  Does not demonstrate a connection to the Problem Statement Project Objectives, and budget.

Item 2: 10 points	Strong (8-10 points)	Moderate (5-7 points)	Weak (0-4 points)
<b>2. Describes and provides a list of expected measurable outcomes related to the project activities for the selected strategy.</b>	Includes clear, measurable outcomes directly linked to the project activities described for the selected strategy.  Describes the changes that will occur and improvements that will be made because of the project work.	Includes vague and/or difficult to measure outcomes.  Outcomes generally align and are loosely connected with project activities.  Descriptions of change and improvements are uncertain.	Provides unclear or incomplete outcomes.  Outcomes are not related to project activities.  Does not include descriptions of change and/or improvement.



# California Community Colleges

Item 3: 10 points	Strong (8-10 points)	Moderate (5-7 points)	Weak (0-4 points)
<p><b>3. Identifies and describes the following for the overall project: Partner roles and responsibilities.</b> Includes descriptions of what <b>each</b> K12 partner, community college, and/or employer partner, etc. will contribute to the project. <i>Internal LEA staff (data technicians, counselors, teachers, etc.) are not considered “partners” for the purposes of this application.</i></p>	<p>The roles and responsibilities of <b>all</b> partners are thoroughly described.</p> <p>Reflects high levels of commitment and collaboration with community college partner(s).</p> <p>If a project includes employer partners, description reflects, commitment and collaboration from employer partner(s).</p>	<p>The roles and responsibilities of partners are moderately described, OR not all partner roles are included in the description.</p> <p>Reflects some commitment and adequate collaboration with community college partner(s) and if, included, the employer partner(s).</p> <p>OR</p> <p>Reflects clear plans for outreach efforts to build collaborative relationships with partner(s).</p>	<p>The roles and responsibilities of partners are weakly described.</p> <p>Does not reflect collaboration.</p> <p>OR</p> <p>Does not include plans for outreach efforts to build collaborative relationships.</p>



# California Community Colleges

Item 4: 5 points	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<b>4. For the overall project: Identify the total number of students (unduplicated headcount) and/or teachers to be served by this project, including how many to be served by each selected strategy. Provides justification for requested funds and addresses plans for sustainability.</b>	<p>Provides a reasonable number of students and/or teachers to be served, and</p> <p>Provides a thorough and convincing description of the way in which students and/or teachers will be served, and</p> <p>Provides a thorough justification for requested funds and amount requested seems reasonable based on the number served, and</p> <p>Includes a demonstrated plan for sustainability.</p>	<p>Provides an unsound or unrealistic number of students and/or teachers to be served.</p> <p>Provides an adequate description of the way in which students and/or teachers will be served.</p> <p>Moderately justifies the requested funds.</p> <p>Plans for sustainability are vague.</p>	<p>Does not provide information on the number or way in which students and/or teachers will be served.</p> <p>Does not provide or provides weak justification for requested funds provided.</p> <p>Does not have sustainability plans or weakly describes sustainability.</p>



# California Community Colleges

Item 5: 5 points	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<b>5. For the overall project, describes the student support services designed to improve access to and completion of high-skill/ high-wage CTE opportunities for disproportionately impacted students.</b>	<p>Includes supports that are intentionally designed to improve access and completion for the students described in the Problem Statement and Objectives.</p> <p>Includes services that are designed to intentionally improve outreach and increase targeted academic support, such as tutoring, mentoring by professionals, and work-based learning.</p>	<p>Describes some academic supports that will target disproportionately impacted students, but they lack intentionality in design and may not lead to improved access and completion.</p>	<p>Lacks description of activities to support disproportionately impacted students.</p> <p>Student support doesn't seem to be connected to challenges described in the Problem Statement and Objectives.</p>



## **Part 4. Budget**

A budget must be prepared by object code for the Lead LEA and each K-12 Partner Agency (if applicable). Applicants provide narrative descriptions of what funds will be used for and provide a description and source of matching funds. The budget narratives should align with the Work Plan.

Only expenses related to the CTE courses, pathways, and programs included in the proposed project should be included in the project budget.

Financial Match MUST directly support and benefit the proposed project.

### **Scoring Rubric for Budget & Budget Narrative (Maximum Points: 10)**

<b>Item 1: 5 points</b>	<b>Strong (5 points)</b>	<b>Moderate (3-4 points)</b>	<b>Weak (0-2 points)</b>
<b>Includes a budget by Object Code for the Lead LEA and each K-12 Partner Agency (if applicable), and narrative descriptions of what the funds will be used for.</b>	Proposed expenditure amounts are reasonable, and descriptions are clear, detailed, and in alignment with the Project Objectives and Work Plan.	Proposed expenditure amounts are acceptable, and descriptions are somewhat clear and aligned to the Project Objectives and Work Plan.	Proposed expenditure amounts or items included are unacceptable and descriptions are not aligned to the Project Objectives and Work Plan.

<b>Item 2: 5 points</b>	<b>Strong (5 points)</b>	<b>Moderate (3-4 points)</b>	<b>Weak (0-2 points)</b>
<b>Includes Descriptions and Source of Matching Funds</b>	Description and source of financial match funds support the Project Objectives and Work Plan.	Description and source of financial match funds somewhat support the Project Objectives and Work Plan.	Description and source of financial match funds are unacceptable and do not support the Project Objectives and Work Plan.