

Scoring Rubrics for K12 SWP Round 9 Application 2026

Part 1. Positive Considerations

A. POSITIVE CONSIDERATIONS (MAXIMUM POINTS: 16)

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

SCORING RUBRIC FOR POSITIVE CONSIDERATIONS:

Characteristics	Yes	No
1. The application demonstrates that the proposed project will serve unduplicated pupils as defined in Ed. Code Section 42238.02, meaning English learners, students eligible for free or reduced-price meals, and/or foster youth, and includes sufficient evidence that the project is designed to improve their access, participation, and completion in CTE.	2	0
2. The application demonstrates strong alignment to identified local and regional workforce and economic needs and provides sufficient evidence that the proposed project responds to documented labor market demand and supports student access to high-wage, high-demand career opportunities.	2	0
3. The application demonstrates that the proposed project will serve pupil subgroup(s) with dropout rates higher than the statewide average (8%) and includes sufficient evidence that the project is designed to improve their participation, persistence, and completion in CTE.	2	0

Characteristics	Yes	No
4. The application demonstrates that the proposed project is located in an area with high unemployment rate (6.9%) and provides sufficient evidence that the project is designed to respond to local economic conditions and expand student access to high-quality CTE aligned with high-wage, high-demand opportunities.	2	0
5. The application demonstrates that the proposed project will serve students enrolled at an LEA receiving Local Control Funding Formula Equity Multiplier funding and includes sufficient evidence that the project is designed to improve access, participation, and success in CTE for those students.	2	0
6. The application demonstrates that the proposed project meaningfully leverages existing CTE structures, funding sources, and/or external partnerships as Perkins V, California Partnership Academies, Agricultural Career Technical Education Incentive Program, and/or contributions from industry, labor, or philanthropic partners—and provides sufficient evidence that these resources strengthen project implementation, pathway quality, student opportunity, and/or sustainability.	1	0
7. The application demonstrates significant investments in career technical education infrastructure, equipment, technology, laboratories, or facilities and provides sufficient evidence that these investments support high-quality program implementation and improve student access.	1	
8. The application demonstrates that the proposed project operates within rural school district(s) and includes sufficient evidence that the project is designed to address geographic, access, or workforce-related challenges affecting students in rural communities.	1	

Characteristics	Yes	No
9. The application demonstrates that the proposed project will create one or more new high school CTE pathway(s) aligned with Vision 2030 in STEM, Health, Education, Early Education, and/or Climate Sustainability and provides sufficient evidence that the pathway development is supported by identified need, implementation planning, and intended student outcomes.	1	
10. The application demonstrates that the Lead LEA and/or any K–12 Partner Agency is a first-time K12 SWP applicant that has not previously received K12 SWP funds or services as a Lead or K–12 Partner Agency and provides sufficient evidence that the proposed project is designed to build new capacity to create, expand, or strengthen high-quality CTE pathways.	1	
11. The application demonstrates a meaningful focus on early college credit, youth apprenticeship or pre-apprenticeship, and/or Artificial Intelligence (AI) literacy and provides sufficient evidence that this focus strengthens pathway quality and supports student transitions to postsecondary education and career.	1	

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 workforce challenge, need, or problem this grant project seeks to address using the region's Strong Workforce Program Regional Plan and Centers of Excellence Labor Market Information. Clearly describe the demand for skilled workers, wage levels, and projected job growth in the industries or sectors targeted by the project. Additional data sources may be included, particularly to support emerging fields or localized workforce needs. (2500 characters maximum)
2. Identify the key challenges faced by the applicant LEAs that the proposed project will address. (2500 characters maximum)
3. Identify the specific need or opportunity to improve or strengthen alignment with the community college partner(s) that the proposed project will address. Describe the specific need or gap in alignment. Describe how this misalignment limits pathway continuity and student engagement, including barriers related to curriculum alignment, early college credit, outreach, student supports, and transitions to postsecondary education and training. (2500 characters maximum)
4. Within the identified CTE sector/Pathway of this proposed project, provide data identifying current equity gaps on how unduplicated pupils (English learners, eligible for a free or reduced-price meal, or foster youth) access, participate, and complete high school CTE coursework. You may add additional equity gap data

related to race, gender, and/or [Special Populations](#). Include demographic, enrollment, and completion data to substantiate the need for serving the identified student population and explain how the proposed project will address these gaps. (2500 characters maximum)

SCORING RUBRIC FOR THE PROBLEM STATEMENT (MAXIMUM POINTS: 20)

Item 1 (5 Points)	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
Explains the regional workforce challenge, need, or problem the grant project will solve. Illustrates the problem using the region's SWP Regional Plan and regional LMI provided by the COE. Clearly describes the demand for skilled workers, wage levels, and projected job growth in the industries or sectors targeted by the project.	Clearly and thoroughly describes the challenge, needs, problem(s). Clearly informed by the region's SWP Regional Plan and LMI. Includes reference to wage rates and demand for skilled workers in the industries/sectors the project includes.	Adequately describes the challenge, needs, problem(s). Somewhat informed by the region's SWP Regional Plan and/or LMI. Vaguely references wage and/or demand for skilled workers.	Vaguely describes the challenge, needs, problem(s). Does not include reference to the region's SWP Regional Plan and/or LMI. No reference to wage rates and/or demand for skilled workers.

Item 2 (5 Points)	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
Identifies the key challenges faced by the Applicant LEAs that the proposed project will address.	Clearly and concisely identifies LEAs' challenges, or needs, or problems that the plan will address.	Adequately describes the challenges, needs, or problems the plan will address.	Does not identify the challenge/need/problems

Item 3 (5 Points)	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
Identifies the specific need or opportunity to improve or strengthen alignment with the community college partner that the proposed project will address. Describes the specific need or gap in alignment and describes how this misalignment limits pathway continuity and student engagement, including barriers related to curriculum alignment, early college credit, outreach, student supports, and transitions to postsecondary education and training.	Clearly identifies a specific need or opportunity for improved alignment between the K12 and the CC partner. Includes details about how the misalignment limits continuity and student engagement, and/or causes barriers related to curriculum alignment, early college credit, outreach, student supports, and transitions to postsecondary education and training.	Vaguely identifies the need or opportunity for improved alignment between the K12 and the CC partner. Includes few details about how the misalignment limits continuity and student engagement.	Does not clearly identify a clear need and/or gap between the K12 and the CC partner.

Item 3 (5 Points)	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
Item 4 (5 Points)	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
Within the identified CTE sector/Pathway of this proposed project, provides data identifying current equity gaps on how targeted student subgroups (e.g., race, gender, Special Populations, unduplicated) participate and complete high school CTE coursework. Specifically, includes evidence from demographic, enrollment, and completion data to substantiate the targeted student population and explain how the proposed project will address these gaps.	Provides clear and specific data-based evidence from demographic, enrollment, and completion data that demonstrates inequitable access, participation, or outcomes for the targeted student population to be served.	Provides some data-based evidence but the data related to targeted student populations is unclear or does not demonstrate inequitable access, participation, or outcomes.	Does not provide data-based evidence and the targeted student population to be served is unclear.

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 that align career pathways or programs with the regional labor market challenge, need, or problem that clearly connects to high-wage, high-demand career opportunities. (2500 characters maximum)
2. Identify measurable outcomes related to the applicant LEAs' needs, opportunities, challenges that the proposed project will address (2500 characters maximum)
3. Identify measurable outcomes aligned to the need or opportunity to create or strengthen alignment with the community college partner(s) such as curriculum alignment, early college credit, outreach, student supports, and transitions to postsecondary education and training (2500 characters maximum)
4. Identify measurable outcomes that close equity gaps for unduplicated pupils (English learners, eligible for a free or reduced-price meal, or foster youth) and other Special Populations or other marginalized student subgroups to help them access, participate and complete high school CTE coursework. (2500 characters maximum)

SCORING RUBRIC FOR THE PROJECT OBJECTIVES (MAXIMUM POINTS: 20)

Item 1 (5 Points)	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
Identifies measurable outcomes for this project that align to regional labor market challenges/needs/problems AND connects to high wage, high-demand career opportunities.	Clearly identifies multiple, specific, measurable outcomes that describe what will change as a result of the project and lead to high-wage, high-demand, career opportunities.	Identifies some measurable outcomes but they lack specificity or detail. Partially describes outcomes connected to high-wage, high-demand, career opportunities.	Does not describe measurable outcomes or outcomes are vague, not connected to high-wage, high-demand, career opportunities.

Item 2 (5 Points)	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
Identifies the intended measurable outcomes that will address the needs, opportunities, and challenges that the proposed project will address.	Clearly identifies specific, timebound, measurable, outcomes that support the LEA's stated needs, opportunities, challenges.	Identifies some measurable outcomes, but they lack detail or specificity and vaguely support the stated needs, opportunities, and challenges.	Does not describe measurable outcomes; outcomes are not clear or directly aligned with the needs, opportunities, and challenges.

Item 3 (5 Points)	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
Identifies intended measurable outcomes aligned to the need, opportunity, or challenge to create or strengthen alignment with the community college partner(s).	Identifies clear, measurable, timebound outcomes that support the LEA's stated need to create or strengthen alignment w/ the community college partner(s). Outcomes related to curriculum alignment, early college credit, or student transitions to postsecondary are clearly described.	Identifies adequate outcomes, somewhat measurable, that vaguely support the stated need to create or strengthen alignment w/ the community college partner(s). Outcomes related to curriculum alignment, early college credit, or student transitions to postsecondary are vaguely described.	Does not identify clear outcomes; outcomes are not measurable or do not support the stated needs to create or strengthen alignment w/ the community college partner(s). Outcomes related to curriculum alignment, early college credit, or student transitions to postsecondary are weak or not described.

Item 4 (5 points)	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
Identifies the measurable outcomes that close equity gaps for unduplicated pupils (English learners, eligible for a free or reduced-price meal, or foster youth), other Special Populations, or other marginalized student subgroups to help them access, participate and complete high school CTE coursework.	Provides clear, measurable, timebound outcomes that support the LEAs' efforts to close equity gaps related to access, participation, and completion of HS CTE coursework. Planned outcomes are clearly tied to support unduplicated pupils, Special populations, or other marginalized student subgroups.	Provides outcomes that are adequate, somewhat measurable; they vaguely support the LEAs' efforts to close equity gaps related to access, participation, and completion of HS CTE coursework Planned outcomes are vaguely tied to support unduplicated pupils, Special populations, or other marginalized student subgroups.	Does not identify clear outcomes or measurable outcomes. Outcomes are not tied to supporting unduplicated pupils, Special populations, or other marginalized student subgroups

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 to achieve the Project Objectives. It should also explain how those activities and strategies align to the proposed budget.

Applicants should 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 should:

1. Describe work and project activities that K12 SWP funds will support for the selected strategy or strategies. Explain how each activity helps achieve the project objectives. Clearly describe what the lead LEA and any K-12 Partner Agencies will do and how they will work together. The response should show a clear connection between the activities, the Problem Statement, the Project Objectives, and the proposed budget.
2. Describe the roles and responsibilities of each project partner in relation to the activities described in Question 1. Clearly explain what each community college, employer, industry partner, and other external partner will contribute to the project. Partner roles should support and align with the Lead LEA and K-12 Partner Agencies' activities already described and demonstrate how collaboration strengthens implementation of the selected strategy(ies). **All LEA activities must be described in Question 1; applicants should not include internal LEA staff (such as counselors, teachers, or data technicians) as partners in this section.**
3. Provide the total number of students (unduplicated headcount) and/or teachers to be served by this project by academic year.
4. Identify and briefly describe the specific student support services and targeted approaches that will close identified equity gaps, increase access to and completion of high-skill, high-wage CTE pathways. Include how these efforts will address the needs of unduplicated students, Special Populations, and

students from underrepresented racial and gender groups Consider services and approaches that are meant to improve access, success and completion of aligned CTE pathway(s), early college credit and transitions to postsecondary education.

5. Explain how this project will continue after the grant period ends. Include key activities, services, and resources that will be implemented/leveraged so the project is sustained over time.

SCORING RUBRIC FOR THE WORK PLAN (MAXIMUM POINTS: 45)

Item 1: 10 points	Strong (8-10 points)	Moderate (5-7 points)	Weak (0-4 points)
Describes the work and project activities to be funded. Explains how each activity helps achieve the project objectives. Clearly describes what the lead LEA and K-12 Partner Agencies will do and how they will work together. Shows a clear connection between the activities, Problem Statement, Project Objectives, and proposed budget.	Thoroughly described the planned work and project activities, AND Explains how the activities achieve the project objectives. Provides detailed descriptions of what the LEAs (Lead and K12 Partners) will do and how they will work together. Planned activities have a direct connection to the Problem Statement, Project Objectives, and budget.	Adequately describes work and project activities with some explanation of how the activities achieve the project objectives. Describes what the LEAs (Lead and K12 Partners) will do and how they will work together, but descriptions lack details. Planned activities have a partial connection to the Problem Statement, Project Objectives, and budget.	Provides no clear description of the activities and work planned. Includes minimal explanation and description. 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)
Identifies and describes the roles & responsibilities of each partner in relation to the activities described in Question 1. Clearly explains what each community college, employer, industry partner, & other external partners will contribute to the project. Partner roles support and align with Lead and K-12 Partner LEA activities already described & demonstrate how collaboration strengthens implementation of the selected strategy(ies).	Roles and responsibilities of partners are thoroughly described. Partner roles clearly <i>support and align w/</i> activities described in Item 1. There is clear distinction between the Partner roles and those of the Lead LEA & K12 Partner Agencies. Reflects high levels of commitment and collaboration with community college partners, employers, and/or others.	Partner roles and responsibilities are moderately described, OR not all partner roles are included in the description. Partner roles competently support and align w/ activities described in Item 1. There is unclear distinction between Partner roles and those of the Lead LEA and K12 Partner Agencies. Reflects some commitment and adequate collaboration with community college partners and employer partners. OR Reflects clear plans for outreach efforts to build collaborative relationships with partner(s).	Partner roles and responsibilities are weakly described. Partner roles do not align or support the activities of the Lead LEA & K12 Partner Agencies. Does not reflect collaboration. OR Does not include plans for outreach efforts to build collaborative relationships.

Item 3: 5 points	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
Provides the total number of students (unduplicated headcount) and/or teachers to be served by this project by academic year.	Provides a reasonable number of students and/or teachers to be served.	Provides an adequate number of students and/or teachers to be served.	Numbers provided seem unreasonable, are too high, or too low, and/or do not connect to the project.

Item 4: 10 points	Strong (8-10 points)	Moderate (5-7 points)	Weak (0-4 points)
Identifies and describes the specific student support services and targeted approaches that will close identified equity gaps, increase access to and completion of high-skill, high-wage CTE pathways. Include how these efforts will address the needs of unduplicated students, Special Populations, and students from underrepresented racial and gender groups	Includes supports that are intentionally designed to help more students get into and complete. Includes services/activities and approaches that are designed to intentionally help unduplicated students, Special Populations, students from underrepresented racial & gender groups.	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.	Lacks description of activities that support disproportionately impacted students. Student supports are not intentional and targeted.

Item 5: 10 points	Strong (8-10 points)	Moderate (5-7 points)	Weak (0-4 points)
Explains how this project will continue after the grant period ends. Include key activities, services, and resources that will be implemented or leveraged so the project is sustained over time.	Describes a plan for sustainability; includes what parts of the project will continue and how.	Describes minimal or vague sustainability plans.	Weakly describes sustainability plans.

Part 4. Budget

A budget must be prepared by object code for the Lead LEA and each K-12 Partner Agency (if applicable). Then, applicants provide:

1. Expenditure descriptions (budget narratives) of what funds will be used for. 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.
2. Description and source of matching funds. Financial Match MUST directly support and benefit the proposed project.

SCORING RUBRIC FOR BUDGET & BUDGET NARRATIVE (MAXIMUM POINTS: 15)

Budget & Narrative: 10 points	Strong (10 points)	Moderate (4-7 points)	Weak (0-3 points)
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.	Proposed expenditure amounts are reasonable, and descriptions with itemized dollar amounts 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.

Match: 5 points	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
Includes Descriptions AND Source of Matching Funds	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. OR Application did not provide both the description AND the source of the match funds

Leveraged Funding (related to positive consideration point #6)

Leveraged funding Source	Description (Examples: PD, facilities, equipment, curriculum development, field trips, etc.)
CTEIG	Curriculum development for fire academy, PD
Perkins V (Strengthening Career and Technical Education for the 21st Century Act)	Field trips costs
Agricultural Career Technical Education Incentive Grant (Ag-CTEIG)	N/A
California Partnership Academies (CPA)	N/A
Career Technical Education Facilities Program/Prop 51 (CTEFP)	Modernization of lab and CTE wing of HS
Local Control Funding Formula (LCFF)	Additional staff time for planning

Leveraged funding Source	Description (Examples: PD, facilities, equipment, curriculum development, field trips, etc.)
Community College SWP	Staff time for program development, curriculum alignment, dual enrollment support
Industry, Labor, and Philanthropic sources	Staff time and commitment towards program development
Other	N/A

Describe the investments this project makes in CTE infrastructure, equipment, and facilities for the LEAs involved (related to positive consideration #7):

Investment Type	Item Descriptions
Operational Infrastructure	MOU development w/ CC, curriculum development
Technical & Data Infrastructure	Network cabling, electrical wiring, router for lab
Equipment	CPR Mannequins, laptops
Facilities	N/A