



California Community Colleges

Scoring Rubric for K12 SWP Round 6 Application 2023

Part 1. 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 2. 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 (5,000 characters maximum).

Problem statements should:

1. Be informed by the region's Strong Workforce Program (SWP) Regional Plan and 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 with the local/regional sector/industry data that supports the stated challenges or needs including information about the wage rate and demand for skilled workers.
3. Identify the need or opportunity in creating alignment with your Community College partner(s) that the K12 SWP plan will address.
4. Use data to identify equity gaps the proposed K12 SWP plan will address and how student subgroups (e.g., race, gender, socioeconomics, unduplicated) access, experience opportunities, and complete high school coursework that are aligned to 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 (3-4 points)	Weak (0-2 points)
1. References need informed by region's SWP Regional Plan and regional LMI provided by the Centers of Excellence	Statement is clearly informed by the region's SWP Regional Plan and 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 (3-4 points)	Weak (0-2 points)
2. Identifies the sector/industry challenges or needs proposed K12 SWP plan will address with the local/regional sector/industry data that supports the stated challenges or needs	Statement is clear and concise, describing challenges or needs the plan will address with supportive data. It includes information about wage rates and demand for skilled workers.	Statement somewhat describes the challenges or needs the plan will address with supportive data.	Statement does not include evidence of the challenges or needs.
Item 3	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
3. Identifies the need or opportunity in creating alignment with the community college partner that the K12 SWP plan will address	Statement provides clear statement of need and/or opportunity between the K12 and the CC partner.	Statement provides a somewhat clear statement of need and/or opportunity between the K12 and the CC partner.	Statement does not include a clear statement of need and/or opportunity between the K12 and the CC partner



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Item 4	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<p>4. Uses data to identify equity gaps the proposed K12 SWP plan will address and how the specific targeted student subgroups access, experience opportunities, and complete high school coursework that are aligned to high-potential CTE programs at disproportionate rates.</p> <p>Specifically, include evidence from demographic, enrollment, and completion data to substantiate the targeted student population to be served.</p>	<p>Statement provides clear and documented data-based evidence from demographic, enrollment, and completion data that substantiates the targeted student population to be served.</p>	<p>Statement somewhat provides data-based evidence but the targeted student population to be served is unclear.</p>	<p>Statement does not provide data-based evidence and the targeted student population to be served is unclear.</p>



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A. 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. (5,000 characters maximum)

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

Project objectives should:

1. Respond to the needs described in the Problem Statement.
2. Be informed by region's Strong Workforce Regional Plan and region's Labor Market Information provided by the region's Centers of Excellence.
3. Identify measurable outcomes that align career pathways/programs to community college programs AND lead to high-wage, high-demand career opportunities.
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 student services 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 (3-4 points)	Weak (0-2 points)
1. Responds to the needs described in the Problem Statement	Project objectives clearly and completely responds to the needs described in the Problem Statement .	Project objectives partially responds to the needs described in the Problem Statement .	Project objectives do not respond to the needs in the Problem Statement .
Item 2	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
2. Informed by region's Strong Workforce Program Plan and 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 (3-4 points)	Weak (0-2 points)
3. Identifies measurable outcomes that align career pathways/programs to community college programs and lead to high-wage, high-demand career opportunities	Project objectives demonstrate clear purpose to lead K–12 students to postsecondary studies and which lead to high-wage, high-demand career opportunities.	Project objectives partially demonstrate outcomes that align to postsecondary and which lead to high-wage, high-demand career opportunities.	No mention of how project objectives align to postsecondary and lead to high-wage, high-demand career opportunities.
Item 4	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
4. Describes 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 3. Work Plan (Maximum Points: 35)

A. Work Plan (Maximum Points: 35)

Scoring Rubric for the Work Plan.

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

Item 1: 5 points	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
1. Describes the work and project activities. Uses a thorough and coherent approach that illustrates how the activities will align with the Problem Statement and achieve the stated Project Objectives	<ul style="list-style-type: none"> • Demonstrates a direct connection to the Problem Statement and Project Objectives. • Demonstrates a thorough and coherent approach to the work and activities. 	<ul style="list-style-type: none"> • Demonstrates a partial connection to the Problem Statement and Project Objectives. • Demonstrates an adequate approach to the work and activities. 	<ul style="list-style-type: none"> • Does not demonstrate a connection to the Problem Statement and Project Objectives. • Provides no clear description of the activities and work planned.
Item 2: 10 points	Strong (8-10 points)	Moderate (5-7 points)	Weak (0-4 points)
2. Describes and provides a list of expected, measurable outcomes	<ul style="list-style-type: none"> • Includes measurable outcomes tied to the work and activities described AND to the Project Objectives. 	<ul style="list-style-type: none"> • Includes vague and difficult to measure outcomes. • Outcomes are vaguely tied to the activities and work described and somewhat align to the Project Objectives. 	<ul style="list-style-type: none"> • Outcomes are not well described and do not tie to the described activities or the Project Objectives.



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Item 3: 10 points	Strong (8-10 points)	Moderate (5-7 points)	Weak (0-4 points)
<p>3. Identifies partner role and responsibilities. Includes description of what each K12, community college, and employer partner will contribute to the project.</p>	<ul style="list-style-type: none"> • The roles and responsibilities of partners are thoroughly described, and • Reflects high levels of commitment and collaboration with community college partner(s), and • If project includes employer partners, description reflects, commitment and collaboration with employer partner(s). 	<ul style="list-style-type: none"> • The roles and responsibilities of partners are moderately described, and • Reflects some commitment and adequate collaboration with community college partner(s) and if, included, the employer partner(s) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Reflects clear plans for outreach efforts to build collaborative relationships with partner(s). 	<ul style="list-style-type: none"> • The roles and responsibilities of partners are weakly described • Does not reflect collaboration <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Does not include plans for outreach efforts to build collaborative relationships.
Item 4: 5 points	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
<p>4. Identifies the total number of students (unduplicated headcount) and/or teachers to be served and the way in which they will be impacted by each strategy. Provides justification for requested funds and plans for sustainability (Return on Investment)</p>	<ul style="list-style-type: none"> • Provides a reasonable number of students and/or teachers to be served, and • Provides a thorough and convincing description of the way in which students and/or teachers will be served, and • Provides a thorough justification for requested funds and amount requested seems reasonable based on the number served, and • Has a demonstrated plan for sustainability. 	<ul style="list-style-type: none"> • Provides an unsound or unrealistic number of students and/or teachers to be served. Provides an adequate description of the way in which students and/or teachers will be served. • Moderately justifies the requested funds • Plans for sustainability are vague. 	<ul style="list-style-type: none"> • No information on the number or the way in which students and/or teachers will be served. • No justification for requested funds provided. • No sustainability plans.



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Item 5: 5 points	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 points)
5. Describes the student supports designed to improve access to and completion of high- skill/high-wage CTE opportunities for disproportionately impacted students.	<ul style="list-style-type: none">• Includes supports that are designed to intentionally improve access and completion• Includes activities that increase targeted academic supports, such as tutoring, mentoring by professionals, and work-based learning.	<ul style="list-style-type: none">• Moderately describes outreach and academic supports will target disproportionately impacted students.	<ul style="list-style-type: none">• Lacks description of activities to support disproportionately impacted students.



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Part 4. Budget (Maximum Points: 15)

A. Budget Work Sheets (Maximum Points: 15)

Budget Item 1: 3 points	Strong (3 points)	Moderate (2 points)	Weak (0-1 point)
Requested Budget Funds	Proposed expenditure amounts are reasonable and in alignment with the Work Plan	Proposed expenditure amounts are acceptable and somewhat aligned to the Work Plan	Proposed expenditure amounts do not match the Work Plan

Budget Item 2: 7 points	Strong (6-7 points)	Moderate (3-5 points)	Weak (0-2 points)
Expenditure Descriptions	Descriptions of planned expenditures are clear, detailed, and aligned to the Project Objectives and Work Plan	Descriptions of planned expenditures are somewhat clear and aligned to the Project Objectives and Work Plan	Items included are unacceptable and descriptions are not aligned to the Project Objectives and Work Plan

Budget Item 3: 5 points	Strong (5 points)	Moderate (3-4 points)	Weak (0-2 point)
Match Funds Descriptions and Source	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.



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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		