

2017 Workforce Education Grant Scoring Rubric



Applicant Name:			
Reviewer Name:			
Screening Questions	SDAR 24:10:47:02 & 24:10:47:03		
Question 1:	Does the application meet each of the three criteria listed below? Applications that do not meet the three criteria listed below will not be reviewed.	Yes	No
	The project builds, enhances, or reforms an approved secondary CTE program.		
	The project is in alignment with high-skill, high-demand, and high-wage careers and related postsecondary programs in South Dakota.		
	The applicant demonstrates the ability to complete the project as described in the application.		
Question 2:	Does the application meet at least one of the criteria listed below? Applications that do not meet at least one of the criteria listed below will not be reviewed.	Yes	No
	The project seeks to evaluate current programs for alignment to postsecondary education and work force demands.		
	The project develops career pathways or programs of study.		
	The project supports educator training related to workforce education.		
	The project supports the update of existing facilities or construction of new facilities.		
	The project supports the update of existing equipment or purchase of new equipment.		
	The project supports the update of existing instructional materials or purchase of new instructional materials.		

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Preference Areas: SD Administrative Rule 24:10:47:04				
		Points		
Preference 1	Applicant may receive up to 10 points for each preference area addressed in the application.	0-3	4-7	8-10
	<p>The project implements an innovative practice and includes work-based learning, dual or concurrent credit, and an applicable Career & Technical Student Organization.</p>	<p>Project provides students with a single opportunity to participate in work-based learning. Enrollment in dual or concurrent credit courses and participation in a Career & Technical Student Organization is available to students, but without coordination with the students' personal learning plans.</p>	<p>Project provides students with repeated opportunities to participate in work-based learning, dual or concurrent credit and Career & Technical Student Organizations, but with minimal coordination with students personal learning plans.</p>	<p>Project provides students with multiple and varied opportunities to participate in work-based learning throughout middle and high school; Students enroll in dual or concurrent credit based on their personal learning plans; Student participation in dual or concurrent credit is non-duplicative; Students have access to one or more active Career & Technical Student Organizations and participation in these organizations in conjunction with career-related coursework.</p>
	<p>The project includes meaningful collaboration among multiple secondary schools.</p>	<p>Multiple school districts have signed letters of intent indicating support for collaboration, but the letters do not provide clarity about the unique way each school will provide support to the project or ensure student participation in the project.</p>	<p>School districts have signed letters of intent indicating support for collaboration and provide clarity about how each school will ensure student participation in the project, but collaboration is limited to specific CTE programs rather than full career development programs.</p>	<p>Students from multiple school districts have expanded access to and will enroll in a collaborative CTE programs; Through collaboration, school districts take advantage of cost efficiencies and each school district's community resources and industry connections. School districts collaborate across both CTE programs and career development programs.</p>

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		Points		
Preference 1	Applicant may receive up to 10 points for each preference area addressed in the application.	0-3	4-7	8-10
	The project includes meaningful collaboration with postsecondary education and business or industry.	Postsecondary institutions or business/industry representatives have signed letters of intent indicating support for collaboration, but the letters do not provide clarity about the unique way each partner will provide support to the project. Partners who represent high-skill, high-wage, high-demand careers are not included.	Both postsecondary and business/industry representatives have signed letters of intent indicating support for collaboration and provide clarity about how each partner will uniquely support the project. Partners represent high-skill, high-wage, high-demand careers.	The project facilitates frequent meetings between postsecondary staff, business/industry representatives and district administrators and teachers. Partnership provides for shared facilities, instructional materials, or curricula. Representatives from high-skill, high-wage, high demand careers are represented.
	The project outlines specific plans for sustainability.	Sustainability for the project is not addressed within the application or outlined plan for sustainability lacks specificity. The outlined sustainability plan does not guarantee the project will be continued beyond the grant period.	The sustainability plan identifies resources that will be used to maintain the project after the grant period, but lacks specificity. The plan does not ensure the grant will be carried out at the same level of quality described in the original application. Minimal partners have been included within the sustainability plan.	Project plan includes specific funding sources and budget items that will sustain the project after the completion of the grant period and will maintain the project at the same level of quality of higher as described in the original application. Participating school districts, postsecondary partners, and business/industry representatives have all been included within the sustainability plan.

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		Points		
Preference 2	Applicant may receive up to 5 points for each preference area addressed in the application.	0-1	2-3	4-5
	The project evaluates local career and technical education systems for the purposes of redesigning approved secondary CTE programs.	Project is limited to a specific career cluster and does not address the implementation or re-design of a system-wide career development program. A limited number of stakeholders are involved in the project. Minimal data sources are used in the evaluation process.	The evaluation process reviews strategies for the implementation of a system-wide career education program. Limited data and stakeholder involvement is included in the process.	Project involves community members, local business representatives, and school district representatives in the evaluation process. Evaluation process uses both qualitative and quantitative data to guide decision making. The evaluation process reviews strategies for the implementation of system-wide career education program.
	The project includes industry-grade practices, equipment, and student certifications.	Project identifies practices, equipment or certifications without consultation with business/industry representatives.	Business/industry representatives are consulted to identify practices, equipment, or certifications in alignment with industry standards and needs.	Project facilitates continued communication with business/industry representatives to identify practices, equipment, or certifications in alignment with industry standards and needs, specifically in high-skill, high-wage, high-demand careers. Plans for frequent reviews are identified in order to ensure practices, equipment or certifications are still in alignment with business/industry needs.

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		Points		
Preference 2	Applicant may receive up to 5 points for each preference area addressed in the application.	0-1	2-3	4-5
	<p>The project integrates academic content, work-readiness skills, and entrepreneurship education.</p>	<p>Academic content, work-readiness skills and entrepreneurship education are not integrated into the project or are integrated in a singular CTE program.</p>	<p>Academic content, work-readiness skills and entrepreneurship education are integrated across all career clusters.</p>	<p>Academic content, work-readiness skills, and entrepreneurship education are integrated across both CTE courses and core content courses.</p>
	<p>The project increases access to and support for approved secondary CTE programs in rural areas.</p> <p><i>(Rural classification is based on U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey", 2013-14 v.1a.)</i></p>	<p>Project increases access to rural areas through in a singular method.</p>	<p>Project increases access to rural areas in multiple ways, but community resources and other partners are not involved in the project.</p>	<p>Project increases access to rural areas through online courses, dual credit, and collaboration with other school districts, and other innovative practices.</p> <p>Postsecondary staff and business/industry partners are involved in providing additional access, particularly in high skill, high-wage, high demand careers.</p>
	<p>The project supports the retention of highly effective teachers, career counselors, and administrators for approved secondary CTE programs.</p>	<p>Support for teachers, career counselors, and administrators is provided through a single opportunity. Collaboration with colleagues, business/industry representatives, and postsecondary staff is not prioritized.</p>	<p>Project provides repeated support of teachers, career counselors and administrators, but collaboration with colleagues, business/industry partners, and postsecondary staff is not prioritized.</p>	<p>Project provides repeated, ongoing support of teachers, career counselors and administrators and encourages leadership development among these individuals. Collaboration with colleagues, business/industry representatives and postsecondary staff is prioritized to ensure system-wide effectiveness and continuous improvement.</p>

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TOTAL POINTS: _____