

## Education and Workforce Innovation Fund

### Scoring Rubric

#### Section I: General Requirements of All Applicants

Per § 115C-64.16, "Before receiving a grant, applicants must meet all of the following conditions."

This rubric is broken up into three sections. Sections I and II are mandatory for every applicant, whereas section III is organized into three parts based on applicant type; applicants must only be scored in this section based on their applicant type.

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Each proposed program must be satisfactory in all of the following requirements:

#### Section I: Before receiving a grant, applicants must meet all of the following conditions: -- All Applicants

Criteria:	Weak Response Possible Points: 0-1	Satisfactory Response Possible Points: 2-3	Strong Response Possible Points: 4-5	Points Awarded:
<b>a.1.</b> Form a partnership with either a public or private university or a community college. <a href="#">(App. Ques. 9)</a> c.6	* Weak evidence of a partnership. * <u>No clearly outlined responsibilities</u> of each partner. * <u>No statement of commitment</u> from each partner.	* Satisfactory evidence of a partnership. * <u>Some responsibilities</u> of each partner outlined. * <u>Signed statement of commitment</u> from each partner.	* Strong evidence of a partnership. * <u>All responsibilities</u> of each partner outlined. * <u>Signed statement of commitment</u> from each partner.	
<b>a.2.</b> Form a partnership with regional businesses and business leaders. <a href="#">(AQ 8)</a> c.5. b.1.a. Ind. Sch.	* Weak evidence of a partnership * <u>No clearly outlined responsibilities</u> of each partner. * <u>No statement of commitment</u> from each partner.	*Satisfactory evidence of a partnership. * <u>Some responsibilities</u> of each partner outlined. * <u>Signed statement of commitment</u> from each partner.	* Strong evidence of a partnership. * <u>All responsibilities</u> of each partner outlined. * <u>Signed statement of commitment</u> from each partner.	
<b>a.3.</b> Demonstrate the ability to sustain innovation once grant funding ends. <a href="#">(AQ 15)</a> c.9, c. 10	* <u>Insufficient evidence</u> of the ability to sustain innovation. * <u>Plan to sustain innovation not clearly explained.</u>	* <u>Satisfactory evidence</u> of the ability to sustain innovation. * <u>Plan to sustain innovation needs further explanation.</u>	* <u>Strong evidence</u> of the ability to sustain innovation. * <u>Plan to sustain innovation very clearly explained.</u>	

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Section I Score for All Applicants: \_\_\_\_\_

## Section II: Specific Factors for Consideration in Awarding Grants --- All Applicants

All applicants must meet the following criteria:

Criteria:	Weak Response Possible Points: 0-1	satisfactory Response Possible Points: 2-3	Strong Response Possible Points: 4-5	Points Awarded:
<b>c.1.</b> Describe the aligned pathways from school to high-growth careers. (AQ 4)  b.1.b. Ind.	* No or weak description of the aligned pathways. * No or weak identification of high-growth careers.	* Clear description of a few aligned pathways. * Clear identification of high-growth careers.	*Strong description of several aligned pathways. *Clear identification of high-growth careers and probability of job acquisition.	
<b>c.2.</b> Leverage technology to drive teacher and principal development, connect students and teachers to online courses and resources, and foster virtual learning communities among faculty, higher education, and business partners. (AQ 5)	*Technology usage <u>not satisfactory</u> to meet all of the listed objectives.	*Technology usage <u>satisfactory</u> to meet <u>some</u> of the listed objectives.	*Technology usage <u>exceeds expectations</u> in meeting <u>all</u> of the listed objectives.	
<b>c.3.</b> Establish a comprehensive approach to enhance the skills and knowledge of teachers and administrators. (AQ 6)	* Approach is <u>not comprehensive</u> in scope or design. * Approach <u>does not address skills</u> of <u>both</u> teachers and administrators.	* Comprehensive approach is <u>satisfactory</u> in scope and design. * Comprehensive approach <u>addresses skills</u> of <u>both</u> teachers and administrators.	*Comprehensive approach is <u>rich</u> in scope and design, exceeding expectations in <u>addressing the skills</u> of <u>both</u> teachers and administrators.	

<p><b>c.4.</b>Link to a Professional Development services provider for evidence-based training and tools for teachers and administrators. (AQ 7)</p>	<p>*Professional Development Services provider not identified. *Evidence-based training not clearly described.</p>	<p>* Professional Services provider identified. *Evidence-based training described.</p>	<p>* Professional Services provider identified. *Evidence-based training described, including objectives, timeline, and assessment.</p>	
<p><b>c.5.</b>Form partnerships with businesses and industry (advisory councils, internships programs, apprenticeship programs, etc.). (AQ 8) a.2</p>	<p>* Business and industry partners identified. * No clear plan that includes advisory councils, internship programs, or other activities to solidify partnerships.</p>	<p>* Business and industry partners identified. * Clear plan that includes one or two of the following: advisory councils, internship programs, apprenticeship programs, etc.</p>	<p>* Business and industry partners identified. * Clear plan that includes three or more of the following: advisory councils, internship programs, apprenticeship programs, etc.</p>	
<p><b>c.6.</b>Partner with community colleges or universities to enable students to graduate with workforce credentials or college credit. (AQ 9) a.1.</p>	<p>* Weak explanation of partnership with community college or university (detailed responsibilities not clearly identified).  * Weak explanation to support students' ability to graduate with specific workforce credentials or specific college credit.</p>	<p>*Satisfactory explanation of partnership.... (some detailed responsibilities identified).  *Satisfactory explanation to support students' ability to graduate with specific workforce credentials or specific college credit (credentials or course credits identified).</p>	<p>*Strong explanation of partnership.... (detailed responsibilities clearly defined).  *Strong explanation of students' ability to graduate with specific workforce credentials or specific college credit (credentials or course credits identified).</p>	
<p><b>c.7.</b>Align K-12 and postsecondary instruction to reduce the need for college remediation courses. (AQ 10)</p>	<p>* Instructional alignment plan in satisfactory to reduce the need for remediation courses.</p>	<p>* Instructional alignment plan satisfactory to reduce ... courses but additional strategies needed.</p>	<p>*Strong alignment plan to reduce ... courses (includes specific goals and strategies, evaluation, etc.).</p>	

c.8. Secure input from parents and foster ownership for school options and understanding of the need for education beyond high school. (AQ 11)	* Method of soliciting parental input absent or unclear.	* Method of soliciting parental input explained.	* Method of soliciting parental input clearly explained.	
c.9. Provide a description of the funds to be used and a five-year budget. (AQ 13)	* Weak description of funds to be used. * Five-year budget lacking in detail.	* Satisfactory description of funds to be used. * Clear description of five-year budget.	* Detailed description of funds to be used. * Clear description of five-year budget.	
c.10. Describe the source of the matching funds. (AQ 14)	* Weak description of source of matching funds.	* Satisfactory description of source of matching funds.	* Detailed description of source of matching funds.	
c.11. Establish a strategy to achieve analysis of program outcomes. (AQ 3, 12)	* No clear description of outcomes. * No clear strategy to analyze outcomes.	* Satisfactory description of outcomes. * Satisfactory strategy to analyze outcomes.	* Strong description of specific outcomes. * Strong strategy to analyze outcomes, including goals, objectives, goal measurements, and five-year data collection plan.	

Section II Score for All Applicants: \_\_\_\_\_

### Section III: Requirements of Individual Schools, LEAs, and Regional Partnerships

- A. **Individual Schools:** If the applicant is an individual school, each of the following requirements must be met:

Criteria:	Weak Response Possible Points: 0-1	Satisfactory Response Possible Points: 2-3	Strong Response Possible Points: 4-5	Points Awarded:
b.1.a. Partnerships with business and industry to determine the	* <u>Weak explanation of the skills and competencies</u>	* <u>Satisfactory explanation of the skills and competencies</u>	* <u>Strong explanation of the specific skills and competencies</u>	

skills and competencies needed for students' transition into growth sectors of the regional economy. (AQ 8) a.2. comm coll?	necessary for transition. *Weak explanation of the <u>growth sectors</u> of the regional economy.	necessary for transition. *Satisfactory explanation of the <u>growth sectors</u> , but <u>more information would be helpful</u> .	necessary for transition. * <u>Strong data-driven explanation</u> of the <u>growth sectors</u> .	
b.1.b. Aligned pathways to employment, including students' acquisition of college credit or industry-recognized credentials. (AQ 12) c.1.	* <u>Weak</u> or unclear description of <u>pathways</u> and their <u>alignment</u> with employment * <u>Weak</u> or unclear description of <u>possible college credit</u> or industry-recognized <u>credentials</u> .	* <u>Clear description</u> of pathways and their alignment with employment. * <u>Clear description</u> of <u>some possible college credit</u> or industry-recognized <u>credentials</u> .	* Strong description of pathways and their alignment with employment. * <u>Strong description</u> of <u>specific college credit</u> or industry-recognized <u>credentials</u> .	
b.1.c. Development of systems, infrastructure, capacity, and culture to enable teachers and school leaders to focus continuously on improving individual student achievement. (AQ 4, 9)	* <u>Weak description</u> of systems, infrastructure, capacity, and culture ... achievement. * <u>No link</u> between <u>systems development</u> and focus on <u>achievement</u> .	* <u>Clear description</u> of systems, infrastructure, capacity, and culture ... achievement. * <u>Link</u> between <u>systems development</u> and focus on <u>achievement</u> needs more detail.	* <u>Strong description</u> of systems, infrastructure, capacity, and culture ... achievement. * <u>Strong link</u> between <u>systems development</u> and focus on <u>achievement</u> .	

Section III. A. Score for Individual Schools: \_\_\_\_\_

## B. Local Administrative Units

If the applicant is a Local Administrative Unit (LEA), each of the following requirements must be met:

Criteria:	Weak Response Possible Points: 0-1	Satisfactory Response Possible Points: 2-3	Strong Response Possible Points: 4-5	Points Awarded:
b.2.a. Implementation of comprehensive reform and innovation.	* <u>Weak description</u> of comprehensive	* <u>Satisfactory description</u> of comprehensive	* <u>Strong description</u> of comprehensive plan of	

(AQ 2)	reform and innovation. * <u>Weak description of plan of implementation.</u>	reform and innovation. * <u>Satisfactory description of the plan of implementation.</u>	implementation, including <u>goals, timeline, and predicted outcomes.</u>	
b.2.b.Appointment of a senior leader to manage and sustain the change process with a specific focus on providing parents with a portfolio of meaningful options among schools. (AQ 8)	* <u>No senior leader</u> appointed to manage and sustain the process. * <u>No clear explanation of the options</u> provided to parents.	* <u>Senior leader</u> identified. * <u>Satisfactory explanation of some options</u> provided to parents.	* <u>Senior leader</u> identified. * <u>Strong explanation of all options</u> provided to parents and of <u>communication</u> to parents.	

Section III. B. Scores for LEAs: \_\_\_\_\_

### C. Regional Partnerships

If the applicant represents a Regional Partnership of two or more LEAs, each one of the following requirements must be met:

Criteria:	Weak Response Possible Points: 0-1	Satisfactory Response Possible Points: 2-3	Strong Response Possible Points: 4-5	Points Awarded:
b.3.a.Implementation of resources of partnered LEAs in creating a workforce development system tailored for the regional economy and fostering innovation in each of the partnered LEAs. (AQ 4)	* <u>Weak</u> description of implementation of resources, with <u>no or few examples.</u> * Weak description of workforce development system <u>partially tailored</u> for the regional economy.	* <u>Satisfactory</u> description of implementation of resources, <u>including specific examples.</u> * Satisfactory description of workforce development system <u>partially tailored</u> for the regional economy.	* <u>Strong</u> description of implementation of resources, <u>including specific examples.</u> * Strong description of workforce development system <u>completely tailored</u> for the regional economy.	
b.3.b.Promotion of the development of knowledge and skills in career clusters of	* <u>Weak promotion</u> ... region, with <u>no actual explanation</u>	* <u>Satisfactory promotion</u> ... region, with a <u>brief</u>	* <u>Strong promotion</u> ... region with <u>detailed</u>	

critical importance to region. (AQ 4)	of the necessary process. * <u>No or partial list</u> of career clusters.	<u>explanation of the process.</u> * <u>Satisfactory list</u> of career clusters.	<u>explanation of the necessary process.</u> * <u>Comprehensive list</u> of clusters.	
<b>b.3.c.</b> Benefits of the shared strengths of local business and higher education. (AQ 8, 9) a.2.?	* <u>No or few</u> benefits of shared strengths listed. *Benefits <u>not listed</u> regarding <u>both</u> business & higher education.	* <u>Satisfactory list</u> of benefits of shared strengths of both business and higher education. * <u>Some explanation of reciprocity.</u>	* <u>Detailed list</u> of shared strengths of both business and higher education. * <u>Detailed explanation of reciprocity.</u>	
<b>b.3.d.</b> Usage of technology to deliver instruction over large geographic regions and build networks with industry. (AQ 5)	* <u>No or weak explanation of technology usage to deliver instruction.</u> * No or weak explanation of technology usage <u>to build networks with industry.</u>	* Satisfactory explanation of technology usage to deliver instruction. * Satisfactory explanation of technology usage to build networks with industry.	*Detailed explanation ... instruction, with objectives, timeline. *Detailed explanation ... industry, with objectives, timeline.	
<b>b.3.e.</b> Implementation of comprehensive reform and innovation that can be replicated in other LEAs. (AQ 2)	* <u>No or weak</u> evidence of comprehensive reform and innovation. * <u>No or weak</u> evidence of <u>replication</u> possibility.	* <u>Satisfactory evidence</u> of comprehensive reform and innovation. * <u>Satisfactory evidence</u> of replication possibility, including <u>some examples of LEAs</u> as additional sites.	* <u>Strong evidence</u> of comprehensive reform and innovation. * <u>Strong evidence</u> of replication possibility, including <u>several examples of LEAs</u> as additional sites.	

Section III. C. Scores for Regional Partnerships: \_\_\_\_\_

<b>Scoring Guidelines:</b>
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<u>Section:</u>	<u>Possible Maximum Points:</u>		
Section I: General Requirements of All Applicants	15	15	15
Section II: Specific Factors in Awarding Grants	55	55	55
Section III: Individual schools (3 questions; 2 multiplier)	30		
Section III: LEA (2 Questions; 3 multiplier)		30	
Section III: Regional Partnerships (5 Questions; 1.2 multiplier)			30
<b>Possible Total Raw Score:</b>	<b>100</b>	<b>100</b>	<b>100</b>

#### Section III. Scoring

Each question will continue to be scored on 1-5 scales as in previous section. We will use a multiplier to level the scoring.

An individual school has 3 questions to address and a possible 15 points so the multiplier used will be “2” as  $2 \times 15 = 30$ . If an individual school applicant scores a 3 in all three questions the their score for section III will be  $(3+3+3) \times 2 = 18$

A LEA has 2 questions to address and a possible 10 points so the multiplier used will be “3” as  $3 \times 10 = 30$ . If a LEA applicant scores a 3 in both questions of section then their score for section III will be  $(3+3) \times 3 = 18$

A Regional partnership has 5 questions to address and a possible 25 points so the multiplier used will be “1.2” as  $1.2 \times 25 = 30$ . If a LEA applicant scores a 3 in both questions of section then their score for section III will be  $(3+3+3+3+3) \times 1.2 = 18$