

Perkins Reserve Grant Rubric

2021-22

Application Requirements Eligibility Check

| Requirement | Criteria |
|--|--|
| Selection of Secondary and/or Regional Career Pathways Application | <p>Certification that the applicant meets the Perkins V eligibility requirements to apply</p> <p>*For Regional Career Pathways applications, identify at least one (1) LEA and one (1) partnering postsecondary institution, or local workforce or economic development entity, or employer, or community partner.</p> |
| Selection of Applicant Status | Rural; high % CTE concentrators or participants; high numbers of CTE concentrators or participants; disparities or gaps in performance among students |
| Project Coordinator or District Contact | Y/N |
| Acknowledgement of Assurances & Conditions | Y/N |

Section 1: Project Narrative

| Aligned Question | Requirement | Points Possible | Criteria for Success |
|------------------------------|-------------|-----------------|--|
| 1 | 1.1 | 1 | Includes a timeline that defines major grant activities on a 12-month or 24-month timeline. [1 point] |
| 1 | 1.2 | 1 | Includes a description of the needs of the district and how this grant will supply resources that are not currently available or accessible to the applicant and/or partners. [1 point] |
| 2 | 1.3 | 1 | Defines how the project will directly impact students using sound logic of cause/effect or if/then statements. [1 point] |
| 2 | 1.4 | 3 | Defines the scale of the impact in quantifiable terms such as number of students impacted, number of teachers served, number of opportunities created, etc. [3 points] |
| 3 | 1.5 | 1 | Includes a budget narrative that prioritizes how grant funds will be used. [1 point] |
| 4 | 1.6 | 2 | All/most of the applicant's action steps have clear connections to the intended student outcomes defined in question 2. [2 points] Some of the applicant's action steps have clear connections to the intended student outcomes defined in question 2. [1 point] None of the applicant's action steps have clear connections to the intended student outcomes defined in question 2. [0 points] |
| 4 | 1.7 | 2 | The applicant provides evidence that they have the capacity to track key metrics related to action steps/intended outcomes of the grant through existing data tools or articulating how they will conduct additional monitoring for the proposal. [2 points] |
| 4 | 1.8 | 2 | All/most expenditures are proportional and reasonable for the associated action steps. [2 points] Some expenditures are proportional and reasonable for the associated action steps. [1 point] None of the expenditures are proportional and reasonable for the associated action steps. [0 points] (*flag expenses that seem missing, too high, or too low for associated action steps) |
| Total Points Possible | | 13 | |

Section 2: Equity & Access

| Aligned Question | Requirement | Points Possible | Criteria for Success |
|------------------------------|-------------|-----------------|--|
| 1 | 2.1 | 2 | Application outlines plans to serve predominantly underserved and underrepresented students in the district (ex: a high school with higher numbers of underrepresented students and families) [2 points] |
| 1 | 2.2 | 2 | Data snapshot includes both student demographics and achievement and/or access gaps to be addressed by the proposed project [2 points] |
| 2 | 2.3 | 2 | Narrative includes a breakdown of barriers (e.g., transportation, academic entry requirements, additional costs) by underrepresented student groups identified in the data snapshot [2 points] |
| 2 | 2.4 | 3 | Application includes activities specifically meant to address barriers for underrepresented student groups identified in the data snapshot [3 points] |
| 3 | 2.5 | 2 | Narrative describes past approaches, lessons learned, and/or previous successes in efforts to address equity and access gaps [2 points] |
| 3 | 2.6 | 3 | Narrative describes how the proposed project differs from past approaches and/or builds on lessons learned/previous successes (Reviewer Note: If nothing has been tried in the past, applicant can still receive credit for addressing the gap for the first time.) [3 points] |
| 4 | 2.7 | 3 | Family engagement narrative describes efforts to reach families of underrepresented student groups described in question 1 [3 points] |
| 4 | 2.8 | 2 | Family engagement efforts offer flexible options for families (1 point) and sets targets (e.g. percent of families participating in an open house) for outreach (1 point) of underrepresented student groups described in question 1. [2 points possible] |
| Total Points Possible | | 19 | |

Section 3: Partnerships & Sustainability

| Aligned Question | Requirement | Points Possible | Criteria for Success |
|------------------------------|--------------------|------------------------|---|
| 1 | 3.1 | 2 | <p>Indicates how partners will improve student impact through outlining existing student outcomes and including plans to improve student outcomes. [2 points]</p> <p>Indicates how partners will invest and engage with the project plan to support student outcomes. [1 point]</p> <p>Application does not indicate how partners will improve student outcomes or how partners will invest and engage in the project plan. [0 points]</p> |
| 2 | 3.2 | 3 | <p>Supporting documents indicate mutual understanding among partners of the proposed project plan and expected commitments of those invested and engaged in the project outcomes and sustainability. [3 points]</p> <p>Supporting documents include expectations, tasks, and roles and responsibilities of partners. [2 points]</p> <p>Supporting documents, such as letters of support and MOUs, are included, but do not connect to the project plan. [1 point]</p> <p>Supporting documents related to partnership members are not included. [0 points]</p> |
| 3 | 3.3 | 2 | <p>The proposal integrates sustainability (financial commitments and/or continued partnerships) with the core of the project plan, carefully crafting objectives, outcomes, and partnership investment and engagement strategies to continuously grow student impact. [2 points]</p> |
| Total Points Possible | | 7 | |

Section 4: Economic Status (Bonus Points)

| Aligned Question | Requirement | Point Value | Criteria for Success |
|-------------------------|--------------------|--------------------|---|
| 4 | 1.1 | 2 | District applicant is within an “at-risk” county. |
| 4 | 1.1 | 4 | District applicant is within a “distressed” county. |

Grand Total Points Possible: 39*

*41 points for at-risk counties; 43 points for distressed counties