



# Wisconsin Department of Public Instruction Carl Perkins Non-traditional Occupations (NTO) Grant Rubric

PI-1320 Rubric

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The descriptors for each item are below. Reviewers should use the Rubric Scoring Sheet to record all scores.

### III. Abstract

- ⇒ **Accomplished (3 points):** The abstract summarized the target population, summarized the key needs, and summarized the planned implementation approach(es).
- ⇒ **Fail (0 points):** The abstract is unclear, having an incomplete summary of the target population, the key needs, and/or the planned implementation approach(es).

### VII. Plan

#### 1. Student Outcome Priority Statement

##### 1a. Student outcome priority statement

- ⇒ **Not Present (0 points):** There was no student outcome priority statement.
- ⇒ **Beginning (1 point):** There was a priority statement, but it was not directly related to students, and no substantive supporting data were used.
- ⇒ **Developing (2 points):** There was a student outcome priority statement, and some related data was provided.
- ⇒ **Accomplished (3 points):** The student outcome priority statement clearly outlines the need for a specific student population and uses related data in a meaningful way to support the need.
- ⇒ **Exemplary (4 points):** The student outcome priority statement clearly outlines the need for a specific student population by using multiple sources of related data to support the need.

#### 2. Practice Priority Statement

##### 2a. Practice priority statement

- ⇒ **Not Present (0 points):** There was no practice priority statement.
- ⇒ **Beginning (1 point):** There was a practice priority statement, but it was not directly related to adult practices or system changes.
- ⇒ **Developing (2 points):** There was a practice priority statement, and it was tangentially related to adult practices and system changes.
- ⇒ **Accomplished (3 points):** There was a practice priority statement based on their need(s), and it identified what they hope to accomplish regarding adult practices or system changes.
- ⇒ **Exemplary (4 points):** There was a well-crafted practice priority statement based on their need(s), and it clearly identifies and elaborates on what they hope to accomplish regarding adult practices or system changes.

##### 2b. Description of grant alignment with existing or available resources

- ⇒ **Not Present (0 points):** There was no description of grant alignment regarding the student outcome and practice priority statements.
  - ⇒ **Beginning (1 point):** There was a limited description of existing and available resources regarding the student outcome and practice priority statements.
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- ⇒ **Developing (2 points):** Some existing or available resources were described regarding the student outcome and practice priority statements. The description was only partially connected to the student outcome and/or practice priority statements.
  - ⇒ **Accomplished (3 points):** A description of how grant funding would fit with existing or available resources was clearly stated. The description was connected to the student outcome and practice priority statements.
  - ⇒ **Exemplary (4 points):** A description of how grant funding would fit with existing or available resources was clearly stated. The corresponding description of existing or available resources was deeply analyzed and included a direct relationship to the stated student outcome and practice priority statements.

## **VIII. Do (Action Plan)**

Note to reviewers... If there are multiple action plans, “read across” each action plan before scoring the two sections below in order to review the section as a whole.

### **1. Action Plan’s Student Outcome Priority Statement and SMART Goal**

- ⇒ **Not Present (0 points):** There was not an action plan for every student outcome priority statement and/or SMART goal.
- ⇒ **Beginning (1 point):** There was an action plan for each student outcome priority, but the goal does not meet all SMART goal requirements. Or, it is a SMART goal that does not directly address the student outcome priority statement.
- ⇒ **Developing (2 points):** There was an action plan for each student outcome priority. The goal does not meet all SMART goal requirements. The stated goal does address the student outcome priority statement.
- ⇒ **Accomplished (3 points):** There was an action plan for each student outcome priority. The action plan included a goal that met all SMART goal requirements, and the SMART goal directly addresses the student outcome priority statement.
- ⇒ **Exemplary (4 points):** There was an action plan for each student outcome priority statement. The action plan included a goal that met all SMART goal requirements., The SMART goal directly addressed the student outcome priority statement, and it connects directly to their previously stated practice priority statement.

### **2. Action Plan’s Action Step, Timeline, Evidence of Completion, and Personnel**

- ⇒ **Not Present (0 points):** There was significant information missing in the action step, timeline, evidence, and/or personnel sections.
- ⇒ **Beginning (1 point):** The Action Plan’s action step(s), timeline, evidence of completion, and personnel responsible were partially incomplete.
- ⇒ **Developing (2 points):** The Action Plan’s action step(s), timeline, evidence of completion, and personnel responsible were included but were not well-aligned to the student outcome priority statement and/or the SMART goal.
- ⇒ **Accomplished (3 points):** The Action Plan’s action step(s), timeline, evidence of completion, and personnel responsible were fully addressed and correspond to the stated goal. The action step(s) related directly to the student outcome priority statement and SMART goal.
- ⇒ **Exemplary (4 points):** The Action Plan’s action step(s), timeline, evidence of completion, and personnel responsible were thoughtfully addressed and would help achieve the stated goal. The action step(s) tightly align with the student outcome priority statement and SMART goal.

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## IX. Study/Check

### 1. Evaluation

#### 1a. Student outcome data collection and analysis

- ⇒ **Not Present (0 points):** No process is described for how student outcome data will be collected and/or analyzed.
- ⇒ **Beginning (1 point):** There was a reference to collecting data, but what data and how it would be analyzed were unclear.
- ⇒ **Developing (2 points):** There was a description of either the student outcome data collection process or the data analysis process but not both.
- ⇒ **Accomplished (3 points):** There was a description of both what and how data will be collected as well as how these data would then be analyzed. These data focus, at least partially, on students who have not traditionally benefited from this type of action.
- ⇒ **Exemplary (4 points):** There was a description of both what and how data will be collected, as well as how a protocol will be used to analyze these data. It is clear that these data will be used in order to refine, improve, and strengthen the project. The data gathered is analyzed using a protocol in relation to students who have not traditionally benefited from these types of actions.

## X. Act

### 1. Coordination and Sustainability

#### 1a. Coordination with other programs

- ⇒ **Not Present (0 points):** There was no description of any possible coordination with already existing federal, state, or local programs to more effectively use these grant funds.
- ⇒ **Beginning (1 point):** There is an incomplete description about coordination with already existing federal, state, or local programs to more effectively use these grant funds.
- ⇒ **Developing (2 points):** There was a brief description about the effective use of these grant funds in relation to existing federal, state, or local programs.
- ⇒ **Accomplished (3 points):** There was a clear description about the effective use of these grant funds in relation to existing federal, state, or local programs.
- ⇒ **Exemplary (4 points):** There was an in-depth description about the effective use of these grant funds in relation to existing federal, state, or local programs, including an analysis of how these initiatives could support one another.

#### 1b. Sustainability

- ⇒ **Not Present (0 points):** There was no description of any procedures and policies that can sustain the grant work beyond the grant period.
- ⇒ **Beginning (1 point):** There is an incomplete description of any procedures and policies that can sustain the grant work beyond the grant period.
- ⇒ **Developing (2 points):** There was a limited description of any procedures and policies that can sustain the grant work beyond the grant period.
- ⇒ **Accomplished (3 points):** There was a clear description of any procedures and policies that can sustain the grant work beyond the grant period.
- ⇒ **Exemplary (4 points):** There was an in-depth description about procedures and policies that can sustain the grant work beyond the grant period.

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## **XII. Readiness**

### **1. Stakeholders**

#### *1a/1b. Identification of Stakeholders and Stakeholder Roles*

- ⇒ **Not Present (0 points):** No planned stakeholders and/or planned stakeholder roles were identified.
- ⇒ **Beginning (1 point):** The planned stakeholders or planned stakeholder roles were not adequately described.
- ⇒ **Developing (2 points):** The planned stakeholder team and stakeholder roles were described, but there appeared to be little/no stakeholder representation from the target population.
- ⇒ **Accomplished (3 points):** The planned stakeholder team and corresponding roles were clearly described. These stakeholders represent students who have been historically and/or are currently marginalized.
- ⇒ **Exemplary (4 points):** The planned stakeholder team and corresponding roles were described in-depth. These stakeholders represent students who have been historically and/or are currently marginalized and each was chosen specifically for their expertise in working with/representing these marginalized students.

### **2. Communication Structures and Protocols**

#### *2a. Protocols for ongoing communication*

- ⇒ **Not Present (0 points):** There are no planned procedures or protocols for ongoing communication.
- ⇒ **Beginning (1 point):** There are some planned procedures or protocols for ongoing communication, but they were not adequately described.
- ⇒ **Developing (2 points):** Plan describes how communications with stakeholders will occur using formal protocols.
- ⇒ **Accomplished (3 points):** Plan describes how communications with internal/ external stakeholders (as applicable) would occur regularly, how the means of communication are clearly defined, and how formal communication protocols exist within and across the system.



# Wisconsin Department of Public Instruction Carl Perkins Non-traditional Occupations (NTO) Grant Rubric Scoring Sheet

PI-1320-Rubric

APPLICATION OVERVIEW	
Reviewer's Name <i>First &amp; Last</i>	Date of Review <i>Mo./Day/Yr.</i>

**Description**

The table below will be used to calculate the final overall score of the application. This is the score that the DPI will use to determine which projects to fund.

Section Name	Score 0 to 4
III. Abstract	
VII. Plan—1a. Student Outcome Priority Statement	
VII. Plan—1b. Root Causes of Student Priority Statement	
VII. Plan—2a. Practice Priority Statement	
VII. Plan—2b. Description of grant alignment with existing or available resources	
VIII. Do—1. Action plan's student outcome priority statement and SMART goal	
VIII. Do—2. Action plan's action steps, timeline, evidence of completion, and personnel	
IX. Study/Check—1a. Student outcome data collection and analysis	
X. Act—1a. Coordination with other programs	
X. Act—1b. Sustainability	
XI. Readiness—1a/1b. Identification of stakeholder/Stakeholder roles	
XI. Readiness—2a. Communication Structures and Protocols	
<b>Overall Score</b>	

APPLICATION OVERVIEW	
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Areas of Strength

Areas of Concern