**Perkins Application Reviewer Rubric**

**2022-2023 Year (CLNA required year)**

The purpose of this document is to share with applicants the rubric reviewers will use to evaluate Perkins grant applications. Applicants may wish to use this as a checklist, to make sure all the required information has been included prior to submitting the application. References include the [CLNA Guide](https://dpi.wi.gov/cte/carl-perkins/perkins-v/clna-resources), [CLNA Worksheets](https://dpi.wi.gov/cte/carl-perkins/perkins-v/clna-resources), and Putting the Pieces Together webcast.

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| **CLNA Section** |

**Stakeholders:**

❏ Each required stakeholder is identified at least once (e.g., parents, students, teachers).

❏ At least one stakeholder has been engaged in the assessment of each focus area.

❏ Name or title of stakeholder is provided (not required for students and parents).

❏ Affiliated agency, organization or business is provided.

❏ The process or method of engagement by each stakeholder group and the role stakeholders played is outlined in the summary.

**Student performance**

Data evaluated

❏ Information on the type of student performance data reviewed is clear and relevant to the focus area (e.g., CTE performance indicator data disaggregated by special populations and gender, ESSA Accountability report disaggregated by sex, race, disability, migrant status.)

❏ Is the data disaggregated by demographic and/or special population groups under ESSA

example: gender, race, special population groups?

Findings

❏ A summary of what was learned, particularly related to data gaps and results of root cause analysis of those gaps is provided.

❏ The need(s) related to student performance is clearly articulated within the findings.

Goal statement(s)

❏ Goal statement(s) align with closing the gaps of the data/needs identified.

❏ Each goal includes relevant and measurable (in the form of a number or percent) outcomes that will reflect progress made on the goal.

Activities

❏ This includes strategies, initiatives or programs identified through the root cause analysis, that will be implemented to achieve the goal.

❏ Indicate if a Perkins funded activity.

Educator recruitment, retention, and training

Data Evaluated

❏ Information on the type of data reviewed is clear and relevant (e.g., teacher

survey, analysis of teacher/administrator demographics, licenses or hiring policies).

Findings

❏ A summary of what was learned, particularly related to gaps and results of root cause analysis of those gaps is provided.

❏ The need(s) related to educator recruitment, retention, and training according to the root cause analysis is clearly articulated.

Goal statement(s) address the needs identified.

❏ Goal statement(s) align with closing the gaps of the data/needs identified.

❏ Each goal includes relevant and measurable (in the form of a number or percent) outcomes that will reflect progress made on the goal.

Activities

❏ This includes strategies, initiatives or programs identified through the root cause analysis, that will be implemented to achieve the goal.

❏ Indicate if a Perkins funded activity.

Equity and access

Data Evaluated

❏ Information on the type of student data evaluated is provided (e.g., course

enrollment, participants, concentrators, performance on accountability indicators).

❏ Information on how data was disaggregated by demographic and/or special population groups.

Findings

❏ Summary of what was learned, particularly related to gaps and results of root cause analysis is

provided.

❏ The need(s) related to equity and access according to the root cause analysis, is clearly articulated.

Goal statement

❏ Goal statement(s) align with closing the gaps of the data/needs identified.

❏ Each goal includes relevant and measurable (in the form of a number or percent) outcomes that will reflect progress made on the goal.

Activities

❏ This includes strategies, initiatives and/or programs identified through the root cause analysis, that will be implemented to achieve the goal.

❏ Indicate if a Perkins funded activity.

**Career Pathways Evaluation Section**

A minimum of three elements serves as evidence that the career pathway meets the requirements of

size, scope, and quality (SSQ). Reference Career Pathways SSQ document (Appendix A) for the evidence required in the application.

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| Consortia only: List the member districts for the career pathway indicated. |

Size, Scope and Quality

❏ LMI data supports need for the career pathway selected (Single districts and consortia)

❏ Three of the five elements of SSQ are met. If the pathway does not meet 3 out of the 5, it should not be included in the application.

❏ Two courses (required) from introductory to more advanced are listed by name and clearly align with the pathway.

❏ If work-based learning opportunities are currently available to students, evidence is provided.

● The name of the WBL and course description is included.

● Confirm the experience aligns with the pathway and the sequence of courses

● The type of WBL experience is indicated.

● The employers who have or will supervise students in the WBL experiences indicated.

❏ The name of one industry recognized credential that aligns with the career pathway and is currently available to students is provided.

❏ The name of 1-2 dual credit/college credit courses that aligns with the pathway that is currently available to students:

● Names of courses aligned with the pathway are provided (not general elective courses).

● The name of the postsecondary institution(s) providing the credit is provided

❏Career and Technical Student Organization available:

● Name of CTSO is provided

● Evidence that the CTSO is aligned with the sequence of courses and content area is provided.

● Additional evidence as may be required is provided (See Appendix A)

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| Evaluation of Pathway Progress (for each career pathway submitted for review) |

Data Evaluated

❏ Information on the type of data reviewed is provided (e.g., qualitative, or quantitative data reviewed for SSQ, disaggregated enrollment and concentrator demographics)

❏ The data reviewed is relevant to determining the progress toward implementing quality

career pathways.

❏ Information on how data was disaggregated by demographic and/or special population groups.

Findings

❏ Summary of what was learned, particularly related to gaps and results of root cause analysis is

provided.

❏ The need(s) related to providing access to quality career pathways, as determined by the root cause analysis, is clearly articulated.

Goal statement

❏ Goal statement(s) align with closing the gaps of the data/needs identified.

❏ Each goal includes relevant and measurable (in the form of a number or percent) outcomes that will reflect progress made on the goal.

Activities

❏ This includes strategies, initiatives and/or programs identified through the root cause analysis, that will be implemented to achieve the goal.

❏ Indicate if a Perkins funded activity.

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| **Budget Section** |

All purchases are evaluated as to whether the purchase aligns with allowable spending rules under federal, state, program requirements (example: reasonable and necessary and does not supplant), as well as correct coding and documentation.

1. **Program type/Object/Function** labels are appropriate and align to purchase.

2. **Cost per unit** and how many units being purchased *should* be included (required for non-cap

and capital equipment)

3. **Description =** Name of item(s) being purchased (e.g., registration to xyz conference for agriculture instructors; welding rods; lathe) that aligns with the object and function codes selected.

4. **Program Activity** = Pathway (The career pathway is only *required* for documentation related to Pathway focus area expenses)

5. **Activity** = each expense must tie to the activity identified in the CLNA results that will lead to the closing gaps and achieving the desired outcomes.

6. **Dollar amount** = Must be reasonable and necessary to accomplish the goals.

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| \* Clarification regarding description:* The purpose of the description is to provide clarity beyond object and function titles.
* A “rationale” for the purchase is not a description of what is being purchased.

\*\* Clarification regarding alignment:* Capital and Non-capital equipment must be itemized.
* The item being purchased aligns with the career pathway and cited objective.

\*\*\* Consortia* Consortium fiscal agents may not code all items under purchased service.
* Consortium career pathwayexpenses must be tied to individual districts.
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| The **Narrative Section**  |

While the Narrative Section is viewable, editing is not required or available for the 2022-2023 application.