

FY27 APEX GRANT PROGRAM IMPLEMENTATION APPLICATION RUBRIC

**Total: 200 points**

GRANT REQUIREMENTS		
<b>1. Written Response Length (2 points)</b> The written responses are a total of 12 pages or less (not counting required attachments and tables) with at least 11 point font and 0.5" margins.		
<b>Demonstrating - 2 points</b>	<b>Not Visible - 0 Points</b>	
The written responses are a total of 12 pages or less, not counting the required attachments and tables.	The written responses are more than 12 pages.	
<b>2. Budget Spreadsheet (2 points)</b> Programs utilized the required budget spreadsheet with details added on the tabs for each category of expenditures. If the budget spans multiple years, a detailed breakdown of expenditures are provided for each year.		
<b>Demonstrating - 2 points</b>	<b>Emerging - 1 point</b>	<b>Not Visible - 0 points</b>
The required budget spreadsheet is completed with details added to each category's tab. Budgets that span multiple years provide a breakdown of expenditures for each year.	The required budget spreadsheet is utilized but does not contain any detail. Expenditures are not broken down by year for budgets that span multiple years.	The required budget spreadsheet is not utilized.
<b>3. Attachments (1 point)</b> The following documents were clearly labeled and attached: <ul style="list-style-type: none"> <li>● I. Signed Executive Summary and Signatures Form</li> <li>● 1.1 Duplication</li> <li>● 1.3 Labor Market Data</li> <li>● 1.5 LEA Strategic Plan</li> </ul>		

- 2.1 Implementation Timeline
- 3.1 Industry Partners and Pathways
- 3.3 Letters of Collaboration
- 5.1 Budget Spreadsheet

<b>Demonstrating - 1 point</b>	<b>Not Visible - 0 Points</b>
The listed documents were clearly labeled and attached.	Some documents were not attached or were not clearly labeled.

**EXECUTIVE SUMMARY**

**Executive Summary (5 points)**  
Briefly describe the proposed project, its goals, the anticipated impact on students and the local workforce, and any partnerships or key innovative aspects aligned to or in collaboration with regional employers.

<b>Demonstrating - 1 point each</b>	<b>Not Visible - 0 points</b>
The proposed project is thoroughly planned and described in adequate detail.	The proposed project lacks comprehensive planning and sufficient detail for clarity.
The goals of the project are clearly stated.	The project's goals are undefined.
The project's anticipated impacts on students and the local workforce are clearly stated and will be positive.	The project's anticipated impacts on students and the local workforce are not clear.
The project is innovative and aligned to regional workforce needs.	The project is not innovative or aligned with regional workforce needs.
The project includes key partnerships.	The project does not include key partnerships.

**1. WORKFORCE NEEDS AND PROGRAM ALIGNMENT**  
An application must score a minimum of 19 points in this section to qualify for an implementation grant.

**1.1 Duplication (10 Points)**

List the strands that will be offered within the project. For each strand, identify any current programs offered within the CTE Planning regions that could be considered duplicative, such as Utah System of Higher Education (USHE) Technical College programs or existing profession-based learning programs. Justify why the proposed project is not an unwarranted duplication by addressing factors such as the physical location of the proposed project, the approximate distance or travel time for students, the grade levels served, the enrollment capacity and current utilization of existing programs, and whether students in your LEA have access to these programs. **(Attachment Required)**

Demonstrating - 9 to 10 points	Developing - 5 to 8 points	Emerging - 1 to 4 points	Not Visible - 0 points
Provides a comprehensive list of potentially duplicative programs associated with each strand offered within the project. Detailed justification of how the proposed project is not an unwarranted duplication that addresses multiple factors.	Provides a list of some potentially duplicative programs for most strands offered within the project. The justification of how the proposed project is not an unwarranted duplication addresses a few factors and needs additional detail.	Provides a list of a few potentially duplicative programs for some of the strands offered within the project. The justification of how the proposed project is not an unwarranted duplication is weak and only somewhat addresses one or two factors.	Does not provide a list of potentially duplicative programs for any of the strands offered within the project. A justification of how the proposed project is not an unwarranted duplication is not provided.

**1.2 Innovation (5 points)**

Explain how APEX Grant Program funding will be used to create or expand programs in innovative ways that do not duplicate existing programs. **APEX Grant Program funds should not be used to duplicate facilities, labs, or equipment already available.**

Demonstrating - 5 points	Developing - 3 to 4 points	Emerging - 1 to 2 points	Not Visible - 0 points
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Detailed explanation of how grant funds will be used for innovation without duplicating existing programs.	Explanation of innovation and non-duplication is present but needs additional detail.	Weak explanation of how innovation will avoid duplication.	Does not explain how funding will be used for innovation while avoiding duplication of existing programs.
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**1.3 Labor Market Data (5 points)**

List the strands (i.e. drones, culinary arts, etc.) that will be included in this project. Provide supporting [labor market data](#) (you could also use these [industry briefs](#)) for each strand listed and cite sources. Explain any missing data. **(Attachment Required)**

Demonstrating - 5 points	Developing - 3 to 4 points	Emerging - 1 to 2 points	Not Visible - 0 points
Provides compelling and relevant labor market data with cited sources for each strand provided in the project. If labor market data is not available, a thorough and logical explanation is provided.	Provides incomplete or less relevant labor market data with some cited sources for most strands provided in the project. Missing labor market data is not explained or the explanation is not sufficient.	Provides insufficient or missing labor market data with incomplete sources for only a few strands. Missing data is not explained at all.	Does not provide labor market data or explanations for missing data for any strands.

**1.4 Alignment with Labor Market Needs (10 points)**

Describe how the project addresses gaps in training, resources, and high-skill, high-demand career pathways and is aligned with labor market needs.

Demonstrating - 9 to 10 points	Developing - 5 to 8 points	Emerging - 1 to 4 points	Not Visible - 0 points
Thorough description of how the project directly addresses training, resource, and high-skill, high-demand career pathway gaps. Clearly describes the project's alignment with labor market	General description of how the project addresses training, resource, and high-skill, high-demand career pathway gaps. Broadly describes the project's	Limited or vague description of how the project addresses training, resource, and high-skill, high-demand career pathway gaps. Vaguely	No description of how the project addresses training, resource, and high-skill, high-demand career pathway gaps. Does not describe the project's

needs.	alignment with labor market needs.	describes the project's alignment with labor market needs.	alignment with labor market needs.
<b>1.5 Alignment with LEA Strategic Plan (5 points)</b> Explain the project's alignment with the LEA's strategic plan. Attach relevant portions of the LEA's Strategic Plan. <b>(Attachment Required)</b>			
<b>Demonstrating - 5 points</b>	<b>Developing - 3 to 4 points</b>	<b>Emerging - 1 to 2 points</b>	<b>Not Visible - 0 points</b>
Clear explanation of strong alignment with the LEA's Strategic Plan. The attachment provides relevant portions of the LEA's Strategic Plan that supports alignment.	Some explanation of alignment with the LEA's Strategic Plan, but the connection is not explicit or the attachment does not clearly support alignment.	Weak or unclear explanation of alignment with the LEA's Strategic Plan. May not contain an attachment.	No explanation of alignment with the LEA's Strategic Plan. Does not contain an attachment of the Strategic Plan.
<b>2. PROPOSED APEX CENTER MODEL</b>			
<b>2.1 Implementation Timeline (5 points)</b> Provide a detailed timeline for implementation of the project. Include any necessary planning activities and the projected date for full implementation of the project. The timeline cannot extend beyond the grant completion date of June 30, 2030. <b>(Attachment Required)</b>			
<b>Demonstrating - 5 points</b>	<b>Developing - 3 to 4 points</b>	<b>Emerging - 1 to 2 points</b>	<b>Not Visible - 0 points</b>
A detailed timeline is attached containing all significant milestones and necessary planning activities. The timeline and projected date for full implementation of the project is realistic and aligned with the scope of the project.	A timeline is attached but lacks some detail, milestones, or planning activities. The timeline and projected date for full implementation is somewhat realistic.	A timeline is attached containing just a few key milestones or details. The timeline and projected date for full implementation is unrealistic or omitted.	A timeline is not attached and the projected date for full implementation is unrealistic or omitted.

**2.2 Learning Experiences (5 points)**

Detail the learning experiences, instruction, and profession-based learning approaches that will be used. Describe the instructional shifts that teachers will make when implementing profession-based education and how the physical environment and classroom culture will distinguish the experience from a traditional classroom experience.

<b>Demonstrating - 5 points</b>	<b>Developing - 3 to 4 points</b>	<b>Emerging - 1 to 2 points</b>	<b>Not Visible - 0 points</b>
The learning experiences, instruction, and learning approaches thoroughly describe profession-based education. The instructional shifts, physical environment, and classroom culture are effectively distinguished from traditional classrooms.	The learning experiences, instruction, and learning approaches generally describe profession-based education. The instructional shifts, physical environment, and classroom culture are only somewhat differentiated from traditional classrooms.	The learning experiences, instruction, and learning approaches vaguely describe profession-based education. The instructional shifts, physical environment, and classroom culture are similar to traditional classrooms.	The learning experiences, instruction, and learning approaches describe a traditional classroom. The instructional shifts, physical environment, and classroom culture are not distinguished from traditional classrooms.

**2.3 Course Offerings (5 points)**

Describe the course offerings for students within your LEA for each strand, including any connections to current CTE courses, Technical College programs, and higher education degrees offered in the region. Be sure to include any required prerequisite courses (if applicable).

<b>Demonstrating - 5 points</b>	<b>Developing - 3 to 4 points</b>	<b>Emerging - 1 to 2 points</b>	<b>Not Visible - 0 points</b>
Thorough description of the course offerings for each strand with clear connections to existing CTE courses, Technical College programs, and higher education degrees. Prerequisites are clearly outlined (where appropriate). The course offerings clearly provide opportunities for students to	General description of the course offerings for most strands with some connections to existing CTE courses, Technical College programs, and higher education degrees. Prerequisite courses are mentioned (where	Vague description of the course offerings for some strands with loose connections to existing CTE courses, Technical College programs, and higher education degrees. Prerequisite courses may or may not be mentioned.	No description of the course offerings for any strands with no connections to existing CTE courses, Technical College programs, and higher education degrees. Prerequisite courses are not mentioned.

develop needed skills for occupations within each strand.	appropriate). The course offerings provide a foundation for needed skills for occupations within each strand.	The course offerings are not sufficient to build needed skills for occupations within each strand.	
<b>2.4 Student Application Process (3 points)</b> Describe the student application process.			
<b>Demonstrating - 3 points</b>	<b>Developing - 2 points</b>	<b>Emerging - 1 point</b>	<b>Not Visible - 0 points</b>
Thorough description of a comprehensive and fair student application process that does not limit participation for students with socioeconomic challenges.	General description of the student application process that lacks detail or excludes students with socioeconomic challenges.	Vague or incomplete description of the application process or the process excludes students with socioeconomic challenges.	No description of the application process.
<b>2.5 Industry-Standard Tools and Technologies (3 points)</b> Explain the integration of industry-standard tools and technologies.			
<b>Demonstrating - 3 points</b>	<b>Developing - 2 points</b>	<b>Emerging - 1 point</b>	<b>Not Visible - 0 points</b>
Clear explanation of how industry-standard tools and technologies will be integrated into instruction that includes specific examples.	General explanation of the integration of industry-standard tools and technologies that lacks specific examples or depth.	Vague or superficial explanation of the integration of industry-standard tools and technologies.	No explanation of the integration of industry-standard tools and technologies.
<b>2.6 Utah Durable Skills and Industry Standards (5 points)</b> Describe how Utah durable skills and industry standards will be emphasized. Make sure to specifically address leadership skills. Leadership opportunities may include the integration of Career and Technical Student Organizations (CTSOs) as applicable.			

<b>Demonstrating - 5 points</b>	<b>Developing - 3 to 4 points</b>	<b>Emerging - 1 to 2 points</b>	<b>Not Visible - 0 points</b>
Thorough description of how Utah durable skills and industry standards will be emphasized within the project. The project builds students' leadership skills. CTSOs are integrated as applicable.	General description of Utah durable skills and industry standards that lacks specific examples of how they will be emphasized in the project. The response includes mention of leadership skills. CTSOs are integrated as applicable.	Vague or superficial description of Utah durable skills and industry standards or only durable skills or industry standards are described but not both. Leadership skills and CTSOs may be vaguely mentioned.	No description of how Utah durable skills and industry standards are emphasized. Leadership skills and CTSOs are not mentioned.
<b>2.7 Industry Mentorship and Involvement (6 points)</b> Outline the plan for mentorship and industry professional involvement. Distinguish between what is currently happening and plans for the future. <b>An application must score a minimum of 3 points on this question to qualify for an implementation grant.</b>			
<b>Demonstrating - 5 to 6 points</b>	<b>Developing - 3 to 4 points</b>	<b>Emerging - 1 to 2 points</b>	<b>Not Visible - 0 points</b>
Provides a detailed and clear plan for mentorship and industry professional involvement, distinguishing between current activities and future plans.	Provides a plan for mentorship but it lacks detail or clear distinction between current activities and future plans.	Provides a vague or incomplete plan for mentorship and no distinction is made between current activities and future plans.	Does not provide a plan for mentorship or industry professional involvement.
<b>2.8 High-Quality Instruction (3 points)</b> Detail the comprehensive plan for ensuring high quality instruction is provided, including addressing how professional learning opportunities that are specific to facilitating profession-based educational experiences are provided to teachers.			
<b>Demonstrating - 3 points</b>	<b>Developing - 2 points</b>	<b>Emerging - 1 point</b>	<b>Not Visible - 0 points</b>
Thoroughly details a robust plan for ensuring high-quality	General plan for high-quality instruction and professional	Vague or insufficient plan for high-quality instruction	No plan for high-quality instruction and

instruction, including specific professional learning opportunities for teachers focused on profession-based education.	learning specific to profession-based education that could be more specific or comprehensive.	and professional learning specific to profession-based education or the plan only addresses high-quality instruction or professional learning but not both.	professional learning specific to profession-based education.
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**2.9 Industry Educators (If Applicable)**  
 Explain the LEA’s process for employing educators who have industry experience but are not licensed teachers. Include an explanation of how industry expertise is determined and verified. Describe the required training that will be provided both prior to and during the teaching assignment.

Adequate Response	Inadequate Response
Thorough explanation of the process for employing educators with industry experience who are not licensed educators. Definitive explanation of how industry expertise is determined and verified. Clear description of required training.	Unclear or missing explanation of the process for employing educators with industry experience who are not licensed educators. Unclear or missing explanation of how industry expertise is determined or verified. Unclear or missing description of required training.

**3. PARTNERSHIPS AND COLLABORATION**  
 An application must score a minimum of 19 points in this section to qualify for an implementation grant.

**3.1 Industry Partners and Pathways (10 points)**  
 Complete the table by listing the strands offered in the project with corresponding industry partners, concurrent enrollment courses, credentials, certifications, apprenticeships, or other student outcomes. **Each strand must have at least one industry partner listed to qualify for an implementation grant. (Attachment Required)**

Demonstrating - 9 to 10 points	Developing - 5 to 8 points	Emerging - 1 to 4 points	Not Visible - 0 points
At least one industry partner is listed for each strand and each strand has either a concurrent	At least one industry partner is listed for each strand and most strands have either a	Most strands have at least one industry partner and a few strands have either a	No industry partners, concurrent enrollment courses, credentials,

enrollment course, credential, certification, apprenticeship, or some other student outcome listed.	concurrent enrollment course, credential, certification, apprenticeship, or some other student outcome listed.	concurrent enrollment course, credential, certification, apprenticeship or some other student outcome listed.	certifications, apprenticeships, or other student outcomes are listed.
<b>3.2 Partnerships (10 points)</b> Describe existing partnerships with industry, postsecondary institutions (including USHE Technical Colleges, where applicable), and other community organizations. Describe any plans to expand or strengthen these partnerships in the future.			
<b>Demonstrating - 9 to 10 points</b>	<b>Developing - 5 to 8 points</b>	<b>Emerging - 1 to 4 points</b>	<b>Not Visible - 0 points</b>
Clearly describes strong existing partnerships and plans to increase partnerships in the future.	Generally describes existing partnerships and some plans to increase partnerships in the future.	Vaguely describes existing partnerships or plans to increase partnerships in the future.	Does not describe existing partnerships or plans to increase partnerships in the future.
<b>3.3 Letters of Collaboration (8 points)</b> Attach Letters of Collaboration for all existing partners. Letters of Collaboration should include contact information, a statement of commitment, description of partner roles, contribution of resources, and permission to use the partner's business logo in program promotion materials. <b>Each strand must have at least one letter of collaboration to qualify for an implementation grant. (Attachments Required)</b>			
<b>Demonstrating - 7 to 8 points</b>	<b>Developing - 4 to 6 points</b>	<b>Emerging - 1 to 3 points</b>	<b>Not Visible - 0 points</b>
Attached letters contain specific details, including a statement of commitment, description of partner roles, contribution of resources, and permission to use the partner's business logo in program promotion materials.	Attached letters contain broad statements and are missing some of the required components.	Attached letters contain vague statements and are missing several of the required components.	Letters are not attached or are completely irrelevant.

<p><b>3.4 Industry Relevance and Alignment (10 points)</b>  Describe how partnerships, including the Advisory Board, will be leveraged to maintain the industry relevance of programs, ensure alignment to workforce needs, prevent unwarranted duplication of programs, facilities, or equipment, and support smooth transitions for students into postsecondary education and employment. Include the composition of the Advisory Board (<a href="#">Advisory Committee Guidebook</a>).</p>			
<b>Demonstrating - 9 to 10 points</b>	<b>Developing - 5 to 8 points</b>	<b>Emerging - 1 to 4 points</b>	<b>Not Visible - 0 points</b>
Clearly describes how partnerships ensure industry relevance, workforce alignment, non-duplication, and support postsecondary transitions for students. The composition of the Advisory Board is clearly stated and includes representatives from various stakeholder groups.	Generally describes how partnerships ensure relevance, workforce alignment, and support postsecondary transitions for students. The composition of the Advisory Board includes some representatives from various stakeholder groups.	Vaguely describes how partnerships ensure relevance, workforce alignment, and support postsecondary transitions for students. The composition of the Advisory Board is somewhat unclear.	Does not describe how partnerships ensure relevance, workforce alignment, and support postsecondary transitions for students. Does not include the composition of the Advisory Board.
<p><b>3.5 LEA CTE Director Collaboration (2 points)</b>  Describe how the LEA CTE Director collaborated on the development and review of this grant application, and how their input was incorporated into the final submission.</p>			
<b>Demonstrating - 2 points</b>		<b>Not Visible - 0 points</b>	
Clear and specific description of collaboration throughout the application process. Input from the CTE Director is well-integrated and demonstrably influenced the final submission.		No description of collaboration or input from the CTE Director.	
<p><b>3.6 Co-location (If applicable)</b>  If the program will be co-located or jointly operated on the campus of an institution of higher education, include documentation of the agreement. Co-location does not count as duplication. <b>(Attachment Required)</b></p>			
<b>Adequate Response</b>		<b>Inadequate Response</b>	

If the program will be co-located, evidence of agreement is included.	The evidence of agreement is missing even though the program will be co-located.		
<b>4. STUDENT OUTCOMES AND CAREER READINESS</b>			
<b>4.1 Proficiency Metrics (5 points)</b> Describe and define the metrics that will be used to establish and measure student proficiency within each strand. Proficiency metrics could include academic, technical, or durable skills.			
<b>Demonstrating - 5 points</b>	<b>Developing - 3 to 4 points</b>	<b>Emerging - 1 to 2 points</b>	<b>Not Visible - 0 points</b>
Clear description and definition of the metrics used for student proficiency.	General description and definition of the metrics used for student proficiency.	Limited or vague description and definition of the metrics used for student proficiency.	No description and definition of the metrics used for student proficiency.
<b>4.2 Student Outcomes (10 points)</b> Explain how the project will improve student outcomes, including increased access to career pathways and student engagement through real-world, profession-based learning experiences. Clearly outline the specific student outcomes expected.			
<b>Demonstrating - 9 to 10 points</b>	<b>Developing - 5 to 8 points</b>	<b>Emerging - 1 to 4 points</b>	<b>Not Visible - 0 points</b>
Clear explanation of how the project improves student outcomes, including increased access to career pathways and student engagement. Clearly outlines specific measurable student outcomes expected through the project.	Some explanation of how the project improves student outcomes, including increased access to career pathways and student engagement. Some general student outcomes are mentioned.	Minimal explanation of how the project improves student outcomes, including access to career pathways and student engagements. Lacks specific student outcomes.	No explanation of how the project improves access to career pathways or student engagement. Does not outline student outcomes.

<p><b>4.3 Leadership, Postsecondary Progression, and Engagement (5 points)</b>  Describe how the program will support progression toward postsecondary education or technical training, noting alignment with regional workforce and postsecondary pathways, where applicable.</p>			
<b>Demonstrating - 5 points</b>	<b>Developing - 3 to 4 points</b>	<b>Emerging - 1 to 2 points</b>	<b>Not Visible - 0 points</b>
Thorough description of how the program supports progression toward postsecondary education or training.	General description of how the program supports progression toward postsecondary education or training.	Basic mention of how the program supports progression toward postsecondary education or training.	No mention of how the program supports progression toward postsecondary education or training.
<p><b>4.4 Students Served</b>  Estimate annual participation by indicating how many students are expected to be served each year and what percentage of the 9-12 student population this represents. Provide a brief explanation of these estimates. Note: Students may be counted more than once if they participate in multiple programs.</p>			
<p><b>This may be used as a tiebreaker, if needed.</b></p>			
<p><b>5. BUDGET AND SUSTAINABILITY</b></p>			
<p><b>5.1 Detailed Budget (10 points)</b>  Using the budget spreadsheet template provided, provide a detailed budget aligned with proposed activities. The budget should clearly illustrate how funds are being spent and expenditures should be labeled by strand where applicable. Multi-year budgets should show planned expenditures by year. Grant funds must not duplicate or replace existing funding sources and should support new or expanded activities directly related to the APEX Center Grant Program. <b>(Attachment Required)</b></p>			
<b>Demonstrating - 9 to 10 points</b>	<b>Developing - 5 to 8 points</b>	<b>Emerging - 1 to 4 points</b>	<b>Not Visible - 0 points</b>
The budget is highly detailed and meticulously aligned with the proposed activities. It provides a	The budget provides some detail and is well-aligned with the proposed activities. It	The budget lacks sufficient detail and is difficult to understand. Expenditures	The budget is missing.

clear, itemized breakdown of all expenditures for each year of a multi-year project. All costs are reasonable, justified, and easy to understand.	provides a clear, itemized breakdown of most expenditures. Costs are reasonable and justified. Multi-year budgets may lack clarity for individual years.	aren't clearly aligned with the proposed activities. Expenditures may not be broken out by years for a multi-year budget. Costs may not be reasonable or are not fully justified.	
<b>5.2 Effective Use of Funds (5 points)</b> Describe how funds will be used effectively and any strategies used to minimize carryforward.			
<b>Demonstrating - 5 points</b>	<b>Developing - 3 to 4 points</b>	<b>Emerging - 1 to 2 points</b>	<b>Not Visible - 0 points</b>
Comprehensive description of how funds will be used to maximize impact. Specific and deliberate strategies are provided to minimize carryforward, demonstrating a strong understanding of financial management.	General description for how funds will be used effectively. Some strategies to minimize carryforward are mentioned, but they may lack detail or a clear link to the budget.	Vague description of how funds will be used effectively, lacking specific details or strategies. The plan to minimize carryforward is not well-defined.	No description of how funds will be used effectively. No strategies are proposed to minimize carryforward.
<b>5.3 Sustainability (10 points)</b> Outline how the project will be sustained after the grant period, identifying guaranteed, anticipated, and aspirational funding sources and shared-use strategies that ensure long-term viability. The response should address sustainability in staffing continuity, facilities and equipment maintenance, and industry partnerships.			
<b>Demonstrating - 9 to 10 points</b>	<b>Developing - 5 to 8 points</b>	<b>Emerging - 1 to 4 points</b>	<b>Not Visible - 0 points</b>
A comprehensive and realistic strategy for sustaining the program after the grant period is outlined, listing specific funding sources. The strategy is robust	Some strategies for sustaining the program are outlined, listing a few potential funding sources.	A vague strategy for sustaining the program is outlined, but it lacks specific details or actionable steps. Few or	No strategy for sustaining the program is outlined. No additional funding sources are listed.

and intentional.		no funding sources are listed.	
<b>5.4 Breakeven Analysis (5 points)</b> Provide an analysis of the required enrollment in each strand to breakeven, using the definition of breakeven enrollment provided below. Provide details on how breakeven enrollment will be achieved and maintained.			
<b>Demonstrating - 5 points</b>	<b>Developing - 3 to 4 points</b>	<b>Emerging - 1 to 2 points</b>	<b>Not Visible - 0 points</b>
Comprehensive analysis and description of how breakeven enrollment will be achieved and maintained.	General analysis and description of how breakeven enrollment will be achieved and maintained, with some ambiguity about how breakeven enrollment is calculated or will be maintained.	Vague analysis and description of how breakeven enrollment will be achieved and maintained, without any clarity provided.	No analysis or description of how breakeven enrollment will be achieved or maintained.
<b>5.5 Additional Funding</b> List the sources of additional funding that will be used for the project.			
<b>This may be used as a tiebreaker, if needed.</b>			
<b>5.6 Lump Sum Payment</b> The funds from this grant will primarily be provided through reimbursement. Up to 20% of the project budget may be provided up front as a lump-sum payment, if justified. If requesting a lump-sum payment, specify the amount (no more than 20% of the total budget) and justify the request. <b>(If applicable)</b>			
<b>Adequate Response</b>		<b>Inadequate Response</b>	
Detailed explanation of the need for the lump sum payment that clearly demonstrates how the payment is essential for achieving the project's goals.		Basic or no explanation of the need for the lump sum payment that does not demonstrate why the payment is essential for achieving the project's goals.	

<p><b>5.7 Justification for Capital Expenditures</b>          Explain the need and intended use for any proposed capital expenditures, including how they will be coordinated with existing regional facilities and resources.. <b>(If Applicable)</b></p>			
<p><b>Adequate Response</b></p>		<p><b>Inadequate Response</b></p>	
<p>Detailed explanation of the need and intended use of capital expenditures that clearly demonstrates how the expenditures are essential for achieving the project's goals.</p>		<p>Basic or no explanation of the need for capital expenditures, that lacks a clear link to the project's goals. The intended use is not at all clear.</p>	
<p><b>6. ADDITIONAL CONSIDERATIONS (If Applicable)</b></p>			
<p><b>6.1 Rural or Socioeconomically Disadvantaged Areas (10 points)</b>          Address the unique challenges and opportunities of delivering profession-based education in rural or socioeconomically disadvantaged regions. <b>(If Applicable)</b></p>			
<p><b>Demonstrating - 9 to 10 points</b></p>	<p><b>Developing - 5 to 8 points</b></p>	<p><b>Emerging - 1 to 4 points</b></p>	<p><b>Not Visible - 0 points</b></p>
<p>Unique challenges and opportunities of delivering profession-based education in rural LEAs or regions where socioeconomic challenges exist are addressed in a comprehensive and insightful analysis, offering specific, deliberate strategies to mitigate challenges and capitalize on opportunities.</p>	<p>Some unique challenges and opportunities of delivering profession-based education in rural LEAs or regions where socioeconomic challenges exist are identified but the proposed solutions or strategies may lack detail.</p>	<p>Challenges or opportunities are generally mentioned and are not connected specifically to profession-based education in a rural context or regions where socioeconomic challenges exist. The discussion is superficial.</p>	<p>Unique challenges and opportunities of rural LEAs or regions where socioeconomic challenges exist are not mentioned or addressed.</p>
<p><b>6.2 Consortium (5 points)</b>          If applying as a consortium, detail the consortium structure and identify which LEA will serve as the fiscal agent. Explain how students will be served across the participating LEAs, how costs and resources will be shared and how economies of scale will be achieved. <b>(If Applicable)</b></p>			

Demonstrating - 5 points	Developing - 3 to 4 points	Emerging - 1 to 2 points	Not Visible - 0 points
<p>The response provides a clear, detailed, and well-organized explanation of the consortium's structure. It thoroughly describes how services will be delivered, how resources will be shared, and clearly explains the economies of scale that will be achieved.</p>	<p>The response provides a general outline of the consortium structure, service delivery, resource sharing, and economies of scale, but is not well-developed.</p>	<p>The response provides some basic information about the consortium but lacks clarity on its structure, service delivery, or resource sharing.</p>	<p>The response is missing or lacks any detail about the consortium.</p>
<p><b>6.3 Enhancement of Existing Profession-Based Learning Programs (10 points)</b>  Describe how existing profession-based learning programs will be enhanced and continuously improved using APEX Grant Program funds. Describe how these changes will improve outcomes. <b>(If Applicable)</b></p>			
Demonstrating - 9 to 10 points	Developing - 5 to 8 points	Emerging - 1 to 4 points	Not Visible - 0 points
<p>Comprehensive description of the ongoing process for enhancing and improving existing profession-based learning programs, including specific strategies such as collecting feedback, updating curriculum, or incorporating new industry standards, demonstrating a commitment to continuous quality improvement.</p>	<p>General description of the process for improving programs, offering some examples of enhancements but lacking a systematic or continuous approach.</p>	<p>Vague description of program improvement lacking specific examples or a clear process. It's unclear what strategies are used.</p>	<p>No description of how programs will be enhanced and improved.</p>
<p><b>6.4 Enhancing a Current CTE Program (5 points)</b>  Describe how the proposed project aligns with current LEA programs funded through the weighted pupil unit (WPU) add-on described in Section <a href="#">53F-2-311</a>. Describe what differentiates the proposed project from the current CTE program. <b>(If Applicable)</b></p>			

<b>Demonstrating - 5 points</b>	<b>Developing - 3 to 4 points</b>	<b>Emerging - 1 to 2 points</b>	<b>Not Visible - 0 points</b>
The project is aligned with and clearly distinguished from existing CTE programs.	The alignment with and distinction from existing CTE programs is somewhat clear.	The alignment with and distinction from existing CTE programs is vague.	No alignment with or distinction from existing CTE programs.

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