

FY27 APEX GRANT PROGRAM PLANNING GRANT APPLICATION RUBRIC

Total: 120 points

GRANT REQUIREMENTS			
<p>1. Written Response Length (2 points) The written responses are a total of 6 pages or less (not counting required attachments and tables) with at least 11 point font and 0.5" margins..</p>			
Demonstrating - 2 points		Not Visible - 0 Points	
The written responses are a total of 6 pages or less, not counting the required attachments and tables.		The written responses are more than 6 pages.	
<p>2. Budget Spreadsheet (2 points) Programs utilized the required budget spreadsheet with details added on the tabs for each category of expenditures.</p>			
Demonstrating - 2 points		Not Visible - 0 Points	
The required budget spreadsheet is completed with details added to each category's tab.		Details may be given but not in the required budget spreadsheet with appropriate use of the category tabs.	
<p>1. Attachments (1 point) The following documents were clearly labeled and attached:</p> <ul style="list-style-type: none"> ● 1. Signed Executive Summary and Signatures Form ● 1.2 LEA Strategic Plan ● 2.2 Implementation Timeline ● 5.1 Budget Spreadsheet 			
<p>K. Executive Summary (5 points) Briefly describe the proposed project and its goals.</p>			
Demonstrating - 5 points	Developing - 3 to 4 points	Emerging - 1 to 2 points	Not Visible - 0 points

<p>The summary is compelling, concise, and effectively communicates the essence of the proposed project. It clearly articulates all major goals, establishing immediate understanding and demonstrating the project's value and purpose.</p>	<p>The summary clearly and concisely describes the proposed project and its primary goals. It effectively communicates the main idea, but may lack a strong impact or be slightly too verbose.</p>	<p>The summary identifies the project and some of its goals, but the description lacks clarity, conciseness, or a compelling overview of the proposal.</p>	<p>The summary lacks comprehensive planning and sufficient detail for clarity or is missing entirely.</p>
<p>1. WORKFORCE NEEDS AND PROGRAM ALIGNMENT</p>			
<p>1.1 Addressing Gaps (5 points) Identify gaps in local workforce development activities and describe how profession-based learning could address those gaps. Applicants may consider existing technical college or regional workforce training programs when identifying gaps to ensure coordination and to avoid duplicative facilities or programs.</p>			
<p>Demonstrating - 5 points</p>	<p>Developing - 3 to 4 points</p>	<p>Emerging - 1 to 2 points</p>	<p>Not Visible - 0 points</p>
<p>The response provides a detailed, insightful analysis of multiple, specific gaps in local workforce development. It offers a clear, compelling, and specific explanation of how profession-based learning is the ideal solution to effectively bridge those identified gaps.</p>	<p>The response clearly identifies multiple specific gaps in local workforce development. It describes how profession-based learning would address these gaps, but the connection might lack detail.</p>	<p>The response identifies a few general gaps in local workforce development but provides a superficial or unclear explanation of how profession-based learning would specifically address these needs.</p>	<p>The response does not identify specific gaps in local workforce development activities nor how profession-based learning will address any existing gaps.</p>
<p>1.2 Alignment with LEA Strategic Plan (5 points) Explain the alignment with the LEA's Strategic Plan. Attach relevant portions of the LEA's Strategic Plan. (Attachment Required)</p>			
<p>Demonstrating - 5 points</p>	<p>Developing - 3 to 4 points</p>	<p>Emerging - 1 to 2 points</p>	<p>Not Visible - 0 points</p>

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 explanations 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.
2. PROPOSED APEX CENTER MODEL			
3.1 Proposed Planning Activities (20 points) Describe which of the allowable planning activities will be utilized and the expected outcomes for each activity.			
Demonstrating - 18 to 20 points	Developing - 10 to 17 points	Emerging - 1 to 9 points	Not Visible - 0 points
A comprehensive and relevant list of allowed planning activities is provided. The utilization of each activity is described with clarity and detail, demonstrating a strong, logical plan.	A selection of relevant allowed planning activities is listed, with a general description of how these activities will be utilized to achieve the project's goals.	Some planning activities are listed, with a vague description of how the activities will be utilized. The connection between the activity and the project's overall goal is weak or unclear.	Few, or none, of the allowed planning activities are listed or described. The description does not indicate how the activities will be utilized in the project.
3.2 Implementation Timeline (10 points) Provide a detailed timeline for all planning activities. Include the projected date for full implementation of the project. (Attachment Required)			
Demonstrating - 9 to 10 points	Developing - 5 to 8 points	Emerging - 1 to 4 points	Not Visible - 0 points
A detailed timeline is attached containing all significant milestones and necessary planning activities. The timeline and projected date for full	A timeline is attached but lacks some detail, milestones, or planning activities. The timeline and projected date for full implementation are	A timeline is attached containing just a few key milestones or details. The timeline and projected date for full	A timeline is not attached and the projected date for full implementation is unrealistic or omitted.

implementation of the project is realistic and aligned with the scope of the project.	somewhat realistic.	implementation are unrealistic or omitted.	
2.3 Industry Involvement (5 points) Describe how industry will be integrated into the planning process to ensure ongoing alignment with evolving workforce needs. As applicable, applicants may include postsecondary institutions, such as technical colleges and degree-granting institutions, in the planning process.			
Demonstrating - 5 points	Developing - 3 to 4 points	Emerging - 1 to 2 points	Not Visible - 0 points
Detailed and clear description of mechanisms for integrating industry partners into the planning process, articulating specific, continuous, and actionable methods that ensure ongoing alignment with evolving workforce needs.	General description of specific mechanisms for industry integration into the planning process. The link to ongoing alignment with workforce needs is mentioned but could be stronger.	Vague description of industry involvement, lacking specific detail on how or when industry is involved in the planning process.	The response is missing or does not address how industry will be involved and lacks any specific mechanism for industry input.
3. PARTNERSHIPS AND COLLABORATION			
3.1 Partnerships (12 points; 6 for each row of the rubric) List and describe existing and planned partnerships with industry and postsecondary institutions, including technical colleges and degree-granting institutions, as applicable. Explain how partnerships maintain the industry relevance of programs, ensure alignment to workforce needs, prevent unwarranted duplication of programs, facilities, or equipment, and support postsecondary transitions for students.			
Demonstrating - 5 to 6 points	Developing - 3 to 4 points	Emerging - 1 to 2 points	Not Visible - 0 points
Clearly describes multiple existing and planned partnerships, including relevant industry and postsecondary institutions.	Generally describes a few existing and planned partnerships, including some relevant industry and	Vaguely describes a few existing and planned partnerships, with limited relevancy or missing	Does not describe existing or planned partnerships or the listed partners are completely irrelevant.

	postsecondary institutions.	some key industry and postsecondary institutions.	
Clearly describes how partnerships ensure industry relevance, workforce alignment, non-duplication, and support postsecondary transitions for students.	Generally describes how partnerships ensure relevance, workforce alignment, and support postsecondary transitions for students. The program may be somewhat duplicative.	Vaguely describes how partnerships ensure relevance, workforce alignment, and support postsecondary transitions for students. The program may be somewhat duplicative.	Does not describe how partnerships ensure relevance, workforce alignment, non-duplication, and support postsecondary transitions for students, or the program is completely duplicative.
3.2 LEA CTE Director Collaboration (3 points) 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.			
Demonstrating - 3 points	Developing - 2 points	Emerging - 1 point	Not Visible - 0 points
Clear and specific description of collaboration throughout the application process. Input from the CTE Director is well-integrated and demonstrably influenced the final submission.	General description of collaboration. Some evidence of CTE Director input being considered or included in the final submission.	Minimal or vague mention of collaboration. Unclear how input was used.	No mention of collaboration or input from the CTE Director.
4. CAREER READINESS			
4.1 Career Readiness (10 points) Explain how the project will lead to increased access to career pathways and measurable improvements in career readiness, including durable and leadership skills.			
Demonstrating - 9 to 10 points	Developing - 5 to 8 points	Emerging - 1 to 4 points	Not Visible - 0 points

Detailed and compelling explanation of how the project will lead to increased access to career pathways, clearly articulating specific measurable outcomes for improvements in career readiness, with a strong focus on the acquisition of durable and leadership skills.	General explanation of how the project will lead to increased access to career pathways, with generally measurable outcomes for improvements in career readiness and durable and leadership skills.	Vague explanation of how the project will lead to increased access to career pathways, including a general mention of improvements in career readiness without any clear connection to durable and leadership skills.	No explanation of how the project will lead to increased access to career pathways or career readiness.
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5. BUDGET AND SUSTAINABILITY

5.1 Detailed Budget (15 points)

Provide a detailed budget aligned with proposed planning activities. The budget should clearly illustrate how funds are being spent and include as much detail as possible. Grant funds must not duplicate or replace existing funding sources and should support new or expanded activities directly related to the APEX Grant Program. **(Attachment Required)**

Demonstrating - 11 to 15 points	Developing - 5 to 10 points	Emerging - 1 to 4 points	Not Visible - 0 points
The budget is highly detailed and meticulously aligned with the proposed activities. It provides a clear, itemized breakdown of all expenditures. All costs are reasonable, justified and easy to understand.	The budget provides some detail and is well-aligned with the proposed activities. It provides a clear, itemized breakdown of most expenditures. Costs are reasonable and justified.	The budget lacks sufficient detail and is difficult to understand. Expenditures aren't clearly aligned with the proposed activities. Costs may not be reasonable or are not fully justified.	The budget is missing.

5.2 Effective Use of Funds and Minimal Carryforward (5 points)

Describe how funds will be used effectively and any strategies used to minimize carryforward.

Demonstrating - 5 points	Developing - 3 to 4 points	Emerging - 1 to 2 points	Not Visible - 0 points

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.	Basic statement about using funds effectively, but it lacks 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.
5.3 Sustainability Plan (10 points) Outline the plans to move forward with the project once the planning activities have been completed.			
Demonstrating - 9 to 10 points	Developing - 5 to 8 points	Emerging - 1 to 4 points	Not Visible - 0 points
A comprehensive and realistic strategy for moving the project forward after the planning activities have been completed is outlined. The strategy is robust and well-thought-out.	Some strategies for moving the project forward after the planning activities have been completed are outlined, but may lack some detail.	A general statement about moving the project forward after the planning activities have been completed is made, but it lacks specific details or actionable steps.	The sustainability plan is missing or lacks substance.
6. ADDITIONAL CONSIDERATIONS			
6.1 Unique Challenges for Rural or Underserved Areas (5 points) Address any unique challenges and opportunities of delivering profession-based learning in rural or socioeconomically disadvantaged regions. (If Applicable)			
Demonstrating - 5 points	Developing - 3 to 4 points	Emerging - 1 to 2 points	Not Visible - 0 points
Unique challenges and opportunities of delivering profession-based education in rural LEAs or regions where	Some unique challenges and opportunities of delivering profession-based education in rural LEAs or regions where	Challenges or opportunities are generally mentioned and are not connected	The response is missing or does not address unique challenges and opportunities of rural LEAs

<p>socioeconomic challenges exist are addressed in a comprehensive and insightful analysis, offering specific, deliberate strategies to mitigate challenges and capitalize on opportunities.</p>	<p>socioeconomic challenges exist are identified but the proposed solutions or strategies may lack detail.</p>	<p>specifically to profession-based education in a rural context or regions where socioeconomic challenges exist. The discussion is superficial.</p>	<p>or regions where socioeconomic challenges exist.</p>
<p>6.2 Consortium (5 points) If applying as a consortium, describe the consortium’s 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. Describe any shared instruction, lab space or faculty arrangements among consortium partners. (If Applicable)</p>			
<p>Demonstrating - 5 points</p>	<p>Developing - 3 to 4 points</p>	<p>Emerging - 1 to 2 points</p>	<p>Not Visible - 0 points</p>
<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>