

CATALYST CENTER GRANT PROGRAM APPLICATION RUBRIC

Total: 195 points

1. EXECUTIVE SUMMARY	
1.1 Project Summary (5 points) Briefly describe the proposed project, its goals, anticipated impact on students and the local workforce, and any key innovative aspects and partnerships aligned to or in collaboration with regional employers.	
Demonstrating - 1 point each	Not Visible - 0 points
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 aligned to regional workforce needs.	The project is not aligned with regional workforce needs.
The project includes key partnerships and is innovative.	The project does not include key partnerships and duplicates existing programs.
2. WORKFORCE NEEDS AND PROGRAM ALIGNMENT	
If an application's score for this section is all within the emerging category, applicants will only qualify for a Planning Grant.	

2.1 Duplication and Innovation (10 Points)

Identify and list current programs offered within the CTE Planning regions that could be considered duplicative, such as USHE Technical College programs or existing profession-based learning programs. Explain how Catalyst Center Grant funding will be used to create or expand programs in innovative ways that do not duplicate existing programs. Catalyst Center Grant Program funds should not be used to duplicate facilities, labs, or equipment already available.

Demonstrating - 9 to 10 points	Developing - 5 to 8 points	Emerging - 1 to 4 points	Not Visible - 0 points
Clearly identifies and lists current potentially duplicative programs. Detailed explanation of how grant funds will be used for innovation without duplicating existing programs.	Identifies some potentially duplicative programs. Explanation of innovation and non-duplication is present but needs additional detail.	Somewhat identifies duplicative programs. Weak explanation of how innovation will avoid duplication. May address either duplication or innovation but not both.	Does not identify or list current programs nor explain how funding will be used for innovation while avoiding duplication of existing programs.

2.2 High-Skill, High-Demand Career Pathways and Labor Market Data (10 points)

List the programs that will be included in this project. Describe how the project addresses gaps in high-skill, high-demand career pathways. Provide supporting [labor market data](#) (e.g. from the Department of Workforce Services) and cite sources. **(Attachment Required)**

Demonstrating - 9 to 10 points	Developing - 5 to 8 points	Emerging - 1 to 4 points	Not Visible - 0 points
Clearly describes the high-skill, high-demand career pathways addressed in the project. Provides compelling and relevant labor market data with cited sources.	Generally describes career pathways addressed in the project. Labor market data is present but may be incomplete, less relevant, or sources are unclear.	Vaguely describes career pathways addressed in the project or insufficient/missing labor market data.	Does not describe the high-skill, high-demand career pathways to be addressed in the project. Does not provide labor market data.

2.3 Alignment with Labor Market Needs (5 points)

Describe how the project increases and supports alignment with labor market needs or addresses training or resource gaps.

Demonstrating - 5 points	Developing - 3 to 4 points	Emerging - 1 to 2 points	Not Visible - 0 points
Thorough description of how the project increases alignment with labor market needs or directly addresses training and resource gaps.	General description of how the project increases alignment with labor market needs or directly addresses training and resource gaps, but lacks detail or has a weaker connection.	Limited or vague description of how the project increases alignment with labor market needs or directly addresses training and resource gaps.	No description of how the project increases alignment with labor market needs or addresses training and resource gaps.
2.4 Alignment with LEA Strategic Plan (5 points) Explain the project's alignment with the LEA's strategic plan. Attach relevant portions of the LEA's Strategic Plan. (Attachment Required)			
Demonstrating - 5 points	Developing - 3 to 4 points	Emerging - 1 to 2 points	Not Visible - 0 points
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.
3. PROPOSED CATALYST CENTER MODEL			
3.1 Implementation Timeline (5 points) 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, 2029. (Attachment Required)			
Demonstrating - 5 points	Developing - 3 to 4 points	Emerging - 1 to 2 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 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.
3.2 Learning Experiences (5 points) Detail the learning experiences, instruction, and profession-based learning approaches that will be used. Outline connections to existing CTE courses, and/or Technical College programs offered in the region, including required prerequisite courses (if applicable). Describe how the physical environment and classroom culture will distinguish the experience from a traditional classroom experience.			
Demonstrating - 5 points	Developing - 3 to 4 points	Emerging - 1 to 2 points	Not Visible - 0 points
Thorough description of the learning experiences, instruction, and profession-based learning approaches. Clear connections to existing CTE courses and Technical College programs. Prerequisites are clearly outlined (where appropriate) and the physical environment and classroom culture are effectively distinguished from traditional classrooms.	General description of the learning experiences, instruction, and profession-based learning approaches. Lacks depth in connections to existing CTE courses and Technical College programs. The physical environment and classroom culture are only somewhat differentiated from traditional classrooms.	Vague or superficial description of the learning experiences, instruction, and profession-based learning approaches. Loose connections are made to existing CTE courses and Technical College programs. The physical environment and classroom culture are similar to traditional classrooms.	No description of the learning experiences, instruction, and profession-based learning approaches. No connections made to existing CTE courses and Technical College programs. The physical environment and classroom culture are not distinguished from traditional classrooms.
3.3 Student Application Process (3 points) Describe the student application process.			

Demonstrating - 3 points	Developing - 2 points	Emerging - 1 point	Not Visible - 0 points
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.
3.4 Industry-Standard Tools and Technologies (3 points) Explain the integration of industry-standard tools and technologies.			
Demonstrating - 3 points	Developing - 2 points	Emerging - 1 point	Not Visible - 0 points
Clear explanation of how industry-standard tools and technologies will be integrated into instruction.	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.
3.5 Utah Durable Skills and Industry Standards (3 points) Describe how Utah durable skills and industry standards will be emphasized. Make sure to specifically address leadership skills.			
Demonstrating - 3 points	Developing - 2 points	Emerging - 1 point	Not Visible - 0 points
Thorough description of how Utah durable skills and industry standards will be emphasized within the project. The project builds students' leadership skills.	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.	Vague or superficial description of Utah durable skills and industry standards or only durable skills or industry standards are described but not both.	No description of how Utah durable skills and industry standards are emphasized.

3.6 Industry Mentorship and Involvement (4 points)

Outline the plan for mentorship and industry professional involvement. Distinguish between what is currently happening and plans for the future. **If an application's score for this section is within the emerging category, applicants will only qualify for a Planning Grant.**

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

3.7 High-Quality Instruction (4 points)

Detail the plan for ensuring high quality instruction is provided, including professional learning opportunities that will be provided to teachers specific to facilitating profession-based educational experiences.

Demonstrating - 4 points	Developing - 3 points	Emerging - 1 to 2 points	Not Visible - 0 points
Thoroughly details a robust plan for ensuring high-quality instruction, including specific professional learning opportunities for teachers focused on profession-based education.	General plan for high-quality instruction and professional learning specific to profession-based education that could be more specific or comprehensive.	Vague or insufficient plan for high-quality instruction and professional learning specific to profession-based education or the plan only addresses high-quality instruction or professional learning but not both.	No plan for high-quality instruction and professional learning specific to profession-based education.

3.8 Advisory Board (10 points)

Describe the proposed composition of the Advisory Board, including specific representation from local industries and workforce experts. Explain how the Advisory Board will actively review program direction and ensure ongoing alignment with evolving workforce needs.

Demonstrating - 9 to 10 points	Developing - 5 to 8 points	Emerging - 1 to 4 points	Not Visible - 0 points
Provides a clear description of the proposed Advisory Board composition with appropriate representation. Clearly explains how the Advisory Board will actively review program direction and ensure ongoing alignment.	Provides a general description of appropriate Advisory Board composition but lacks detail on active review or ongoing alignment.	Provides a vague or incomplete description of the Advisory Board or the proposed Advisory Board does not have appropriate representation.	Does not provide a description of the composition of the Advisory Board, program review, and ongoing alignment.
3.9 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.	
4. PARTNERSHIPS AND COLLABORATION If an application’s score for this section is all within the emerging category, applicants will only qualify for a Planning Grant.			
4.1 Partnerships and Letters of Collaboration (15 points) List and 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. 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.			

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. (Attachment Required)			
Demonstrating - 5 points	Developing - 3 to 4 points	Emerging - 1 to 2 points	Not Visible - 0 points
Multiple partnerships are listed including relevant industry and postsecondary institutions.	A few partnerships are listed, including relevant industry and postsecondary institutions.	A few partnerships are listed but are not relevant.	No partnerships are listed.
Clearly describes strong existing partnerships and any 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.
Attached letters are compelling and complete. If the program will be co-located, evidence of agreement is included.	Attached letters are incomplete or fewer in number. If the program will be co-located, evidence of agreement is included.	Attached letters are weak and some partnerships are missing letters. The evidence of agreement may be missing even though the program will be co-located.	Letters are not attached or are completely irrelevant. The evidence of agreement is missing even though the program will be co-located.
4.2 Industry Relevance and Alignment (5 points) Describe how partnerships 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.			
Demonstrating - 5 points	Developing - 3 to 4 points	Emerging - 1 to 2 points	Not Visible - 0 points
Clearly describes how partnerships ensure industry relevance, workforce alignment, non-duplication, and support postsecondary transitions for	Generally describes how partnerships ensure relevance, workforce alignment, and support postsecondary transitions for	Vaguely describes how partnerships ensure relevance, workforce alignment, and support postsecondary transitions	Does not describe how partnerships ensure relevance, workforce alignment, non-duplication, and support

students.	students. The program may be somewhat duplicative.	for students. The program may be somewhat duplicative.	postsecondary transitions for students.
4.3 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 description of collaboration. Unclear how input was used.	No description of collaboration or input from the CTE Director.
5. STUDENT OUTCOMES AND CAREER READINESS			
5.1 Proficiency Metrics (5 points) Describe and define the metrics that will be used to establish and measure student proficiency. Proficiency metrics could include academic, technical, or durable skills.			
Demonstrating - 5 points	Developing - 3 to 4 points	Emerging - 1 to 2 points	Not Visible - 0 points
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.
5.2 Career Pathways and Measurable Outcomes (15 points) Explain how the project will expand access to career pathways and lead to measurable improvements in career readiness, including durable and leadership skills. Identify the proposed credentials, certifications, or apprenticeships students will earn			

with successful completion of the program, noting alignment with regional workforce and postsecondary pathways, where applicable. Clearly outline the specific student outcomes expected.			
Demonstrating - 11 to 15 points	Developing - 5 to 10 points	Emerging - 1 to 4 points	Not Visible - 0 points
Clear explanation of how the project increases access to career pathways and career readiness. Clearly outlines measurable student outcomes; including durable and leadership skills and specific credentials, certifications, or apprenticeships.	Some explanation of how the project increases access to career pathways. Some student outcomes are mentioned, including some credentials, certifications or apprenticeships.	Minimal explanation of how the project increases access to career pathways and career readiness. Lacks specific student outcomes or only addresses access to career pathways, career readiness, or student outcomes, but not all.	No explanation of how the project increases access to career pathways or career readiness. Does not outline student outcomes or identify specific credentials, certifications, or apprenticeships.
5.3 Leadership, Postsecondary Progression, and Engagement (10 points) Describe how the program will provide students with leadership opportunities, support progression toward postsecondary education or technical training, and increase engagement through real-world, profession-based learning experiences. Leadership opportunities may include the integration of Career and Technical Student Organizations (CTSO) as appropriate.			
Demonstrating - 9 to 10 points	Developing - 5 to 8 points	Emerging - 1 to 4 points	Not Visible - 0 points
Thorough description of students' leadership opportunities, progression toward postsecondary education or training, and enhanced engagement through real-world learning. Includes integration of CTSOs, as appropriate.	General description of students' leadership opportunities, progression toward postsecondary education or training, and enhanced engagement through real-world learning. CTSOs are mentioned, as appropriate.	Basic mention of one or two areas, but not all. Lacks depth or specificity.	No mention of students' leadership opportunities, progression toward postsecondary education or training, and enhanced engagement through real-world learning.

5.4 Students Served

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.

This may be used as a tiebreaker, if needed.

BUDGET AND SUSTAINABILITY

Detailed Budget (10 points)

Provide a detailed budget aligned with proposed activities. The budget should clearly illustrate how funds are being spent and label expenditures by CTE program 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 Catalyst Center Grant Program. **(Attachment Required)**

Demonstrating - 9 to 10 points	Developing - 5 to 8 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 for each year of a multi-year project. 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. Multi-year budgets may lack clarity for individual years.	The budget lacks sufficient detail and is difficult to understand. Expenditures 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.	The budget is missing.
Effective Use of Funds (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.	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.
Additional Funding List the sources of additional funding that will be used for the project.			
Justification for Capital Expenditures Explain the need and intended use for any proposed capital expenditures, including how they will be coordinated with			
Adequate Response		Inadequate Response	
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.		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.	
Sustainability Plan (15 points) Outline how the program will be sustained after the grant period, identifying ongoing budget sources and shared-use			
Demonstrating - 11 to 15 points	Developing - 5 to 10 points	Emerging - 1 to 4 points	Not Visible - 0 points
A comprehensive and realistic strategy for sustaining the program after the grant period is outlined, listing specific additional	Some strategies for sustaining the program are outlined, listing a few potential additional funding	A vague strategy for sustaining the program is outlined, but it lacks specific details or	No strategy for sustaining the program is outlined. No additional budget sources are listed.

budget sources. The strategy is robust and intentional.	sources.	actionable steps. Few or no additional budget sources are listed.	
ADDITIONAL CONSIDERATIONS (If Applicable)			
Rural or Underserved Areas (10 points) Address the unique challenges and opportunities of delivering profession-based education in rural or socioeconomically disadvantaged regions. (If Applicable)			
Demonstrating - 9 to 10 points	Developing - 5 to 8 points	Emerging - 1 to 4 points	Not Visible - 0 points
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.	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.	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.	Unique challenges and opportunities of rural LEAs or regions where socioeconomic challenges exist are not mentioned or addressed.
Consortium (5 points) 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. (If Applicable)			
Demonstrating - 5 points	Developing - 3 to 4 points	Emerging - 1 to 2 points	Not Visible - 0 points
The response provides a clear, detailed, and well-organized explanation of the consortium's	The response provides a general outline of the consortium structure, service	The response provides some basic information about the consortium but	The response is missing or lacks any detail about the consortium.

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.	delivery, resource sharing, and economies of scale, but is not well-developed.	lacks clarity on its structure, service delivery, or resource sharing.	
Enhancement of Existing Profession-Based Learning Programs (10 points) Describe how existing profession-based learning programs will be enhanced and continuously improved using Catalyst Center Grant Program funds. Describe how these changes will improve outcomes. (If Applicable)			
Demonstrating - 9 to 10 points	Developing - 5 to 8 points	Emerging - 1 to 4 points	Not Visible - 0 points
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.	General description of the process for improving programs, offering some examples of enhancements but lacking a systematic or continuous approach.	Vague description of program improvement lacking specific examples or a clear process. It's unclear what strategies are used.	No description of how programs will be enhanced and improved.
Enhancing a Current CTE Program (5 points) Describe how the proposed project aligns with current LEA programs funded through the weighted pupil unit (WPU) add-on described in Section 53F-2-311 . Describe what differentiates the proposed project from the current CTE program. (If Applicable)			
Demonstrating - 5 points	Developing - 3 to 4 points	Emerging - 1 to 2 points	Not Visible - 0 points

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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