# Attachment 2: Specialized Secondary Programs Scoring Rubric

Application will be scored using the rubric below.

Applications will be rated on a 100-point scale, weighted according to the maximum points listed for each of the five elements. Grant selection will be made based on supplemental school information, and highest total scores. Responses will be evaluated for completeness and the quality of addressing each element, including the questions outlined in **Narrative – Instructions** of this Request for Applications.

## Scored Components:

| **Scored Components** | **Maximum Points** |
| --- | --- |
| **Element 1:** **Curriculum Development:** | 40 |
| **Element 2: Local Work-based Learning Opportunities Provided for SSP Students:** | 10 |
| **Element 3: Professional Development:** | 10 |
| **Element 4:** Sustainability***:*** | 10 |
| **Element 5: Grant Budget and Budget Narrative:** | 30 |
| **Total:** | 100 |

## Element 1: Curriculum Development (Maximum 40 points)

| **Advanced – 40** | **Adequate – 30** | **Limited – 20** | **Inadequate – 0** |
| --- | --- | --- | --- |
| The narrative includes comprehensive detail of:   * The name of the SSP courses new to the applicant school. * The Industry Sector and corresponding Career Pathway the SSP aligns with. * Who will plan and design the new course curriculum (at least 2 teachers from applicant school). * Curriculum selection from existing or open-source, and/or developing new curriculum. * How courses are new to the applicant school and how courses are aligned with careers in high technology or the performing arts. Explain how the applicant school is in close proximity to industry. * The process of choosing these courses to add to the school. * Outside expert(s) and how they will participate in the SSP. Letters of support are provided for each outside expert. | The narrative includes adequate detail of:   * The name of the SSP courses new to the applicant school. * The Industry Sector and corresponding Career Pathway the SSP aligns with. * Who will plan and design the new course curriculum (at least 2 teachers from applicant school). * Curriculum selection from existing or open-source, and/or developing new curriculum. * How courses are new to the applicant school and how courses are aligned with careers in high technology or the performing arts. Explain how the applicant school is in close proximity to industry. * The process of choosing these courses to add to the school. * Outside expert(s) and how they will participate in the SSP. Letters of support are provided for each outside expert. | The narrative includes limited detail of:   * The name of the SSP courses new to the applicant school. * The Industry Sector and corresponding Career Pathway the SSP aligns with. * Who will plan and design the new course curriculum (at least 2 teachers from applicant school). * Curriculum selection from existing or open-source, and/or developing new curriculum. * How courses are new to the applicant school and how courses are aligned with careers in high technology or the performing arts. Explain how the applicant school is in close proximity to industry. * The process of choosing these courses to add to the school. * Outside expert(s) and how they will participate in the SSP. Letters of support are provided for each outside expert. | The narrative includes inadequate or no detail of:   * The name of the SSP courses new to the applicant school. * The Industry Sector and corresponding Career Pathway the SSP aligns with. * Who will plan and design the new course curriculum (at least 2 teachers from applicant school). * Curriculum selection from existing or open-source, and/or developing new curriculum. * How courses are new to the applicant school and how courses are aligned with careers in high technology or the performing arts. Explain how the applicant school is in close proximity to industry. * The process of choosing these courses to add to the school. * Outside expert(s) and how they will participate in the SSP. Letters of support are provided for each outside expert. |

## **Element 2: Local WBL Opportunities Provided for Specialized Secondary Programs’ Students (Maximum 10 points)**

| **Advanced – 10** | **Adequate – 6** | **Limited – 3** | **Inadequate – 0** |
| --- | --- | --- | --- |
| The narrative includes comprehensive detail of:   * The four local work-based learning opportunities provided for students who participate in the SSP sequence of courses. * Letters of commitment describe each WBL opportunity that will be provided to the SSP students. | The narrative includes adequate detail of:   * The four or less local work-based learning opportunities provided for students who participate in the SSP sequence of courses. * Letters of commitment describe each WBL opportunity that will be provided to the SSP students. | The narrative includes limited detail of:   * The four or less local work-based learning opportunities provided for students who participate in the SSP sequence of courses. * Letters of commitment describe each WBL opportunity that will be provided to the SSP students. | The narrative includes inadequate or no detail of:   * The four or less local work-based learning opportunities provided for students who participate in the SSP sequence of courses. * Letters of commitment describe each WBL opportunity that will be provided to the SSP students. |

## Element 3: Professional Development (Maximum 10 points)

| **Advanced – 10** | **Adequate – 6** | **Limited – 3** | **Inadequate – 0** |
| --- | --- | --- | --- |
| The narrative includes comprehensive detail of:   * The industry sector/career pathway specific professional development needs of the SSP teacher(s) to ensure the two SSP courses are aligned with the CTE Model Curriculum Standards and current industry practices. * How the professional development will adhere to the high-quality standards that address student performance data, particularly as they relate to gaps among sub-groups of special population, labor market needs, and equity and access for special populations. | The narrative includes adequate detail of:   * The industry sector/career pathway specific professional development needs of the SSP teacher(s) to ensure the two SSP courses are aligned with the CTE Model Curriculum Standards and current industry practices. * How the professional development will adhere to the high-quality standards that address student performance data, particularly as they relate to gaps among sub-groups of special population, labor market needs, and equity and access for special populations. | The narrative includes limited detail of:   * The industry sector/career pathway specific professional development needs of the SSP teacher(s) to ensure the two SSP courses are aligned with the CTE Model Curriculum Standards and current industry practices. * How the professional development will adhere to the high-quality standards that address student performance data, particularly as they relate to gaps among sub-groups of special population, labor market needs, and equity and access for special populations. | The narrative includes inadequate or no detail of:   * The industry sector/career pathway specific professional development needs of the SSP teacher(s) to ensure the two SSP courses are aligned with the CTE Model Curriculum Standards and current industry practices. * How the professional development will adhere to the high-quality standards that address student performance data, particularly as they relate to gaps among sub-groups of special population, labor market needs, and equity and access for special populations. |

## **Section 4: Sustainability (Maximum 10 points)**

| **Advanced – 10** | **Adequate – 6** | **Limited – 3** | **Inadequate – 0** |
| --- | --- | --- | --- |
| The narrative includes comprehensive detail of:   * How the SSP will be financially sustained beyond the funding period (after the planning year and two years of implementation funding). * Cash and in-kind support provided by partners, LEA, and school site level funding. | The narrative includes adequate detail of:   * How the SSP will be financially sustained beyond the funding period (after the planning year and two years of implementation funding). * Cash and in-kind support provided by partners, LEA, and school site level funding. | The narrative includes limited detail of:   * How the SSP will be financially sustained beyond the funding period (after the planning year and two years of implementation funding). * Cash and in-kind support provided by partners, LEA, and school site level funding. | The narrative includes inadequate or no detail of:   * How the SSP will be financially sustained beyond the funding period (after the planning year and two years of implementation funding). * Cash and in-kind support provided by partners, LEA, and school site level funding. |

## **Section 5: Grant Budget and Budget Narrative (Maximum 30 points)**

| **Advanced – 30** | **Adequate – 20** | **Limited – 10** | **Inadequate – 0** |
| --- | --- | --- | --- |
| The narrative includes an itemized, detailed, and comprehensive projection of expenditures for:   * The Planning Year * Year 1 Implementation * Year 2 Implementation * Cash and In-Kind contributions | The narrative includes an adequate, but not itemized nor detailed, projection of expenditures for:   * The Planning Year * Year 1 Implementation * Year 2 Implementation * Cash and In-Kind contributions | The narrative includes a limited projection of expenditures for:   * The Planning Year * Year 1 Implementation * Year 2 Implementation * Cash and In-Kind contributions | The narrative includes an inadequate or no projection of expenditures for:   * The Planning Year * Year 1 Implementation * Year 2 Implementation * Cash and In-Kind contributions |

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