

Scoring Rubrics

<i>Criteria I: Quality</i>	0	1	2	3	4	5
Indicator a: Learning goals & objectives clear, challenging & appropriate	No learning goals and objectives	Goals unclear, not focused on NTO, process oriented rather than outcome goals.	Goals focused on NTO but process oriented	Goals clearly focused on specific NTO results, outcome oriented but not challenging or appropriate for the participants	Goals focused on NTO results and outcome oriented, challenging & appropriate for participants but not for the scope of the project	Goals clearly focused on NTO, outcome oriented, challenging and appropriate for the participants and the scope of the project
Indicator b: Program content & instructional approach aligned with learning goals & nontrad	No alignment	Content and instruction aligned with learning goals with NTO superficially addressed or as an add on.	Content and instruction aligned with learning goals and NTO supported.	Content and instruction aligned with learning goals and focused on NTO, no support services available	Content and instruction aligned with learning goals and focused on NTO, only minimal support services.	Program content and instruction clearly focused on NTO , based on current research, with exceptional support services available to ensure student success.

Programs and Practices That Work

<i>Criteria I: Quality</i>	0	1	2	3	4	5
Indicator c: Focus on addressing barriers to gender equity	Gender addressed as an obvious last priority	Program identifies student barriers to NTO but lacks innovative component to break them.	Program identifies institutional, student and community barriers to gender equity but lacks innovative approach to address them.	Program focused on addressing student barriers to gender equity.	Program utilizes innovative strategies to address institutional and student barriers to gender equity.	Integrated program utilizes innovative strategies to address institutional, community, and student barriers to gender equity.
Indicator d: Integration of equity principles & compliance with civil rights laws	No equity or civil rights compliance integrated	Program includes civil rights compliance procedures but lacks outreach to diverse students	Program includes civil rights compliance procedures and attempts to recruit diverse students	Program includes civil rights compliance procedures and is successful in recruiting diverse students. Title IX coordinator identified on application.	Program and support services are utilized by diverse students, program/institution has clear civil rights compliance procedures and staff training in place. Title IX coordinator identified on application.	Program and support services are utilized by diverse students, program/institution has clear civil rights compliance including staff and student training. Title IX coordinator identified on application.

Programs and Practices That Work

Criteria I: Quality	0	1	2	3	4	5
Indicator e: Effective collaborations with internal & external organizations	Stand alone program	Program minimally supported by the internal institution but no external organization support, reliance on grant funding for continuation	Program supported by the internal institution with minimal external organization support, reliance on grant funds	Program supported financially by the internal institution with in kind participation by external organizations , reliance on grant funds	Program integrated into the institution and supported financially by one partner in the community	Program integrated into the institution and supported financially by multiple partners in the community

Criteria II: Impact	0	1	2	3	4	5
Indicator a Data & evidence that supports the outcomes of the project	No increase or anecdotal evidence	Increase supported only by minimal anecdotal evidence	Increase supported by substantial anecdotal evidence	Data shows increase between 0-5% also includes anecdotal evidence	Data shows increase between 5.1% -10% also includes anecdotal evidence	Data shows increase more than 10% with anecdotal evidence
In scoring indicator A, if application includes student exploration and/or parental awareness of nontraditional careers, then consider:	No students or parents involved	Single event with no follow-up	Short term exploration with no follow-up	Short term exploration with some follow-up	Long term exploration with minimal follow-up	Long term systematic exploration and regular follow-up

Programs and Practices That Work

Criteria II: Impact	0	1	2	3	4	5
In scoring indicator A, if application includes business & industry involvement, then consider:	No Business/Ind. involved	Limited business/Ind. Involvement (eg. Guest speakers)	Business/Ind. Sponsor involvement of employees in program	Business/Ind. sponsor student/employee involvement at business site.	Business/Ind. Sponsor supports long term student/employee involvement at business site OR multiple partners involved.	Program completely sponsored and operated by business partner OR multiple partners significantly involved with time and financial resources
Indicator b: Contributes to educational excellence for all learners and leads to other positive results or outcomes.	Impact not measured	Positive outcomes affect only program participants	Positive outcomes affect program participants with minimal other results	Program affects student success beyond stated outcomes with minimal other results	Program affects student success beyond stated outcomes and has minimal institutional impact.	Program affects student success beyond stated program outcomes, has significant institutional impact.

Programs and Practices That Work

Criteria II: Impact	0	1	2	3	4	5
Indicator c: Contributes to local workforce development and to the economic development and growth of the community	Contribution not measured	Program lacks connection to local workforce and economic development needs, link to other workforce development activities at the information sharing level	Program reflective of local workforce needs, shares information about other workforce development programs with participants.	Program reflective of local workforce needs, referral of participants to other workforce development programs and visa versa.	Program reflective of local workforce needs, partners with other workforce and economic development programs and agencies to implement activities.	Program integrated into community workforce development and economic development planning, creates positive impact on workforce availability and business development.

Criteria III: Documentation & Replicability	0	1	2	3	4	5
Indicator a: Program or practice can be successfully implemented in other educational settings	Program not replicable	Program overly reliant on local resources and unable to be replicated elsewhere	Program can be replicated in similar situation with significant modifications	Program easily replicated in similar situation or community	Program design adaptable to some sites and communities	Simple program design easily adaptable to most sites and communities

Programs and Practices That Work

<i>Criteria III: Documentation & Replicability</i>	0	1	2	3	4	5
Indicator b: Materials Describing Program Design & Implementation	No materials available	Incomplete materials limited to marketing publications	Materials limited to description of the program	Implementation materials available but not well organized.	Implementation materials available for internal program use.	Step by step “how to” available for external use of model program replication