Expanded Wisconsin Fast Forward Program

Training Teachers to Teach in Dual Enrollment Programs Grant
Grant Evaluation Rubric and Scoresheet

Reviewer Number: _____ **Date:** _____

Correspondence ID #: _____ **Grant Request: $** _____

Applicant Name: _____

Project Name: _____

Project Need (20)	Economic Impact (15)	Training Program Design, Cost & Implementation (20)	Capacity Building (10)	Training Objectives & Outcomes (20)	Economic Opportunity Enhancements (15)	Total (100 points)
Overall Comments:						

Project Need Statement (Up to 20 points) Total Score _____

Describe the nature and scope of the critical workforce problem that the project will address, including:
- The specific needs of the educational institutions involved in the project, including data or examples.
- The extent of the problem, including if the certification issue is affects multiple educational institutions and/or employers in an industry sector or geographic region, or is common to the state or nation.
- Data, information, or examples that support the needs statement.

		no criteria	limited criteria	some criteria	most criteria	all criteria	Criteria
Project Need	Identification of skills gap	0	1 2	3 4 5	6 7 8 9	10	• Clearly outlines the nature of the workforce issue the project will address. • Clearly explains why this need is not currently being met in other ways. • Proposed Training Meets the requirements of the Higher Learning Commission. • Includes how the problem impacts the project partner. • Can be met with proposed training.
	Scope of skills gap	0	1	2 3	4 5	6	• Clearly identifies the extent of the skills gap in terms of dual enrollment certification's impact on proposed trainees and areas of certification.
	Supporting Information	0	1	2	3	4	• Uses data, information, or examples to support the explanation of the scope of the need.
	COMMENTS:						

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Economic Impact (Up to 15 points) Total Score _____

Describe the project's economic impact on the educational institutions involved, the communities where they are located, and the surrounding region:

- Number of certified dual enrollment teachers that will be trained with this project.
- Number of students impacted by this project.
- Any new and/or expanded opportunities connected with this project.

- Extent of the impact of the training for the employer(s).
- The impact related to the location, such as urban, rural, depressed, or low/high unemployment, etc.

		no criteria	limited criteria	some criteria	most criteria	all criteria	Criteria
Economic Impact	Number of teachers/ schools impacted	0	1	2	3 4	5	• The project will result in additional dual enrollment certifications upon completion. • Clearly defines impact {higher scores for more certified dual enrollment teachers at the school(s)}. • Clearly defines the new certifications targeted. • Clearly defines how the project plan generates the required outcomes.
	Location of impact	0	1	2	3 4	5	• Clearly defines how the location of the project (rural, suburban, or urban) provides greater economic impact. • Includes data or examples of this.
	Community Impact	0	1	2 3	4	5	• Clearly defines how the project impacts the local community or surrounding region. (impact on students' ability to become qualified for employment, pool of candidates qualified for skilled positions, etc.).
	COMMENTS:						

Training Program, Design, Cost & Implementation (Up to 20 points) Total Score _____

		no criteria	limited criteria	some criteria	most criteria	all criteria	Criteria
Training Program, Design, Cost & Implementation	Structure and content of the training project	0	1	2	3	4	• The structure and content of the training project meets stated needs and critical workforce issue(s) of the employer(s). • Does not replace other readily available, accessible, or existing training. • Training meets the standards of the Higher Learning Commission. • The training provider's track record/credentials and ability are sufficient to achieve the project as described.
	Project plan	0	1	1	3	4	• The project includes a concise, focused plan for achieving the stated demand-driven outcomes. • The plan includes milestones to achieve the goals within the requested time-frame. • There is a plan for monitoring the project and trainee outcomes. • The project time-frame outcomes are achievable.
	Project plan for recruitment selection and assessment	0	0	1	2	3	• Well-defined plan for recruitment and/or selection of trainees. • Project has a plan for both pre- and post-training skills and knowledge assessment.
	Cost per trainee	0	1	2	3	4	• The cost per trainee is proportional to the planned training. • The cost per trainee is a proportional investment related to project outcomes for the trainees, the educational institution(s) and the State.
	Budget Items	0	1	2	3 4	5	• All budget items are necessary to the project, proportional to the training project requirements. • Application provides sufficient supporting detail.
	COMMENTS:						

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Capacity Building (Up to 10 points) Total Score _____

Describe how the project will create capacity to continue to address the issue after the grant project is finished:
- Are there any new curricula, certifications, and/or credit programs that will result from this project?
- Are there any collaborations/partnerships resulting from the project that may improve future ability to address the training issue?
- Are there plans by the project partners to continue to use curriculum/equipment/technology gained through the project after it is complete?

<table>
<tr><th></th><th></th><th>no criteria</th><th>limited criteria</th><th>some criteria</th><th>most criteria</th><th>all criteria</th><th>Criteria</th></tr>
<tr><td rowspan="4">Capacity Building</td><td>Project will result in capacity building for the workforce</td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>The project will result in one or more of the following:
• New/or customized curriculum, or educational program area meets the certification gap and will be adopted by project partners and will be made available for adoption by other educational institutions.
• More work-ready high school graduates to fill high-demand positions.
• Clarifies pathway to teacher certification for dual enrollment course instruction.</td></tr>
<tr><td>Curriculum to be used after grant period and Partners</td><td>0</td><td>0</td><td>1</td><td>2</td><td>3</td><td>• There is strong evidence that the new curriculum/new training project will be used beyond the grant period.
• The project will result in the training partner and/or employer gaining new specific technology and/or knowledge that will be available for future training.</td></tr>
<tr><td>Collaboration/ Sustainability</td><td>0</td><td>0</td><td>1</td><td>2</td><td>3</td><td>• The project will result in partnerships that will continue to address the need after the project has ended.</td></tr>
<tr><td colspan="6">COMMENTS:</td></tr>
</table>

Training Objectives & Outcomes (Up to 20 points) Total Score _____

<table>
<tr><th></th><th></th><th>no criteria</th><th colspan="2">limited criteria</th><th colspan="2">some criteria</th><th>most criteria</th><th>all criteria</th><th>Criteria</th></tr>
<tr><td rowspan="5">Training Objectives & Outcomes</td><td>Certifications after training</td><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>5 certifications = 2 pts; 6-10 certifications = 3 pts
11-15 certifications = 4 pts; 16-19= 5 pts; 20 certifications or above = 6 pts</td></tr>
<tr><td>Impact of certification on school and business needs</td><td>0</td><td colspan="2">1</td><td colspan="2">2</td><td>3</td><td>4</td><td>• Impact of certification is well documented based upon student demand and lack of appropriate certification of teachers.
• Local business data shows demand in areas of certification.
• Program capacity to meet defined need.
• Meets Higher Learning Commission Standards</td></tr>
<tr><td>Strong evidence to support the future achievement of stated goals</td><td>0</td><td colspan="2">1</td><td colspan="2">2</td><td>3　　4</td><td>5</td><td>• There is strong evidence to support the future achievement of the stated goals.
• Trainee outcomes are detailed and supported.
• Student outcomes are detailed and supported.</td></tr>
<tr><td>Leveraged financial support</td><td>0</td><td colspan="2">1</td><td colspan="2">2</td><td>3　　4</td><td>5</td><td>• There is strong evidence of cost-sharing capability. If the project partner(s) provides resources, details must be included in the commitment letter(s) (Higher score the project partner is providing some of the cost-sharing).</td></tr>
<tr><td colspan="8">COMMENTS:</td></tr>
</table>

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Economic Opportunity Enhancements (Up to 15 points): Total Score _____

Describe the way the project will provide for enhanced economic opportunity for the teacher trainees:
- A description of what employee benefits will be provided to existing and/or placed teacher trainees.
- How prevalent are job and advancement opportunities for the successful trainee and students.
- If the project will result in a career pathway for the trainee and students.
- If the skills the trainee and students will gain are transferable.
- If there are plans to recruit socially and economically disadvantaged individuals into the project.

		no criteria	limited criteria	some criteria	most criteria		all criteria	Criteria

Economic Opportunity Enhancements	Teacher Trainee benefits	0	1	2	3	4	5	• Application clearly defines the benefits offered.
								 • Level of benefits offered (Higher score for better benefits)
								   - Basic benefits: Paid vacation, sick leave, etc.
								   - Intermediate benefits: Health care, retirement, etc.
								   - High benefits: Increased wages, paid training, etc.

	Teacher Trainee skill gain and career path	0	1	2	3	4	5	• Current job status will improve through the training project. • Preference given to full-time teachers. • Training will provide long-term improvement in job opportunities. • Occupation being certified for has high employability and need, especially locally

	Career Pathway for Teachers and Students	0	0	0	1		2	Teacher Trainees and students will receive career pathway value in the form of:
								   - Higher Learning Commission recognized certification;
								   - Continuing Education Units; and/or
								   - Transferable college credits.

	Targets special populations	0	0	1	2		3	• Clearly defines plans to work with disadvantaged populations. • Applicant shows capacity and/or successful history to work with expected population. • Applicant will work with economically disadvantaged individuals: Applicant will work with socially disadvantaged individuals, minorities, veterans, persons with disabilities, etc.
	COMMENTS:							

Expanded Wisconsin Fast Forward Program

STATE OF WISCONSIN
DWD
Department of Workforce Development

Fast Forward

Training Teachers to Teach in Dual Enrollment Programs Grant Evaluation Committee Notes

Reviewer Number: _____   **Date:** _____

Correspondence ID #: _____   **Grant Request: $** _____

Applicant Name: _____

Project Name: _____

Overall Project/Project Need/Partners/Employer:	
Questions/Concerns/Issues:	Answer/Notes:
Economic Impact:	
Questions/Concerns/Issues:	Answer/Notes:
Training- Curriculum Development, Instruction, Instructors, etc.:	
Questions/Concerns/Issues:	Answer/Notes:
Budget – Cost/Accuracy/Ineligible Expenses:	
Questions/Concerns/Issues:	Answer/Notes:

Expanded Wisconsin Fast Forward Program

Training Teachers to Teach in Dual Enrollment Programs Grant
Evaluation Committee Notes

Capacity Building:	
Questions/Concerns/Issues:	Answer/Notes:

Economic Opportunity Enhancements:	
Questions/Concerns/Issues:	Answer/Notes:

Training Objectives/Outcomes/Placements/Commitments:	
Questions/Concerns/Issues:	Answer/Notes:

Other:	
Questions/Concerns/Issues:	Answer/Notes: