FY20 Carl Perkins Application Scoring Rubric

FY20 Fiscal Agent:	Total Budget:	Approval Status:		Reviewer Name / Date:	
ADA SCHOOL SYSTEM	$0	SELECT APPROVAL STATUS:		*JOSH MILLER*	
Application Total Score:	100%	E= 100 - 85	M = 85 - 65	TA = 64.99 - 0	

Budget Worksheet Section:	Exemplary: Worksheet clearly shows school/programs for planned purchases along with detailed descriptions.	Meets Expectation: Worksheet shows school/programs for planned purchases with brief descriptions	Needs Technical Assistance: Worksheet shows school/program for planned purchases with bad or no descriptions.	Criteria Not Met (Automatic Rejection)	Score:
The Grant Budget should be judged as a single complete unit. **All planned expenditures, including professional development activities must be listed, along with the program (and school if a consortium) the purchase is being made for.** The maximum score is 20pts and the ranges are listed in the cells to the right. EX: Memphis Ag. Ed. - Plasma Cutter	17-20pts	12-16pts	6-11pts	0-5pts	20

Section 1 - FFATA Information	Submitted all required FFATA information		Did not submit all required FFATA information	Score:
Questions [1.1] - [1.7] have been completed if applicable	10pts		0pts	10

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Section 2 - Comprehensive Needs Assessment: **Not Required for FY20**	Exemplary: The application clearly describes how the proposed activities will meet the criteria of the section.	Meets Expectation: The application provides adequate evidence to support proposed activities.	Needs Technical Assistance: Little or no information to support proposed activities.	Criteria Not Met	Score:
[2.1] – Provide a brief evaluation of student performance with respect to the State and Local performance goals, be sure to include an evaluation of the performance of special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.					0
[2.2] – Describe how the Career and Technical Education programs offered by your organization fulfill the Size, Scope and Quality requirements in order to meet the needs of all students served.					0
[2.3] – Provide evidence that the CTE programs offered by your organization are aligned to State, regional, Tribal, or local in demand industry sector occupations both those identified and not identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C 3111) or local workforce development board, including career pathways where appropriate.					0
[2.4] – Describe how your organization conducts an evaluation of progress toward the implementation of career and technical education programs and programs of study.					0
[2.5] – Provide a description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students. In your response cover strategies your organization uses to help overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations. How your organization provides programs that are designed to enable special populations to meet the local levels of performance; and how activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.					0

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Section 3 - Strategies for Improvement:	Exemplary: The application clearly describes how the proposed activities will meet the criteria of the section.	Meets Expectation: The application provides adequate evidence to support proposed activities.	Needs Technical Assistance: Little or no information to support proposed activities.	Criteria Not Met	Score:
	9-10	6-8	2-5	0-1	
[3.1] - Describe the process used by your organization to complete the required comprehensive needs assessment and provide a description of the results of the assessment.	**Not Required for FY20**				0
[3.2] - Describe the career and technical education course offerings and activities that your organization will support with Perkins funding. Include how at least one Program of Study approved by the state under section 124(b)(2) is supported by your organizations Perkins grant allocation.	Exemplary response would describe in detail the key components of the applicants planned Perkins expenditures and how they are integrated into their CTE programs through utilizing Perkins funding. Response would show how the school is using Perkins funding to support their approved CTE programs/POS. Applicant provided specific examples and expected outcomes.	Meets response would describe components of the applicants planned Perkins expenditures and how they are integrated into their CTE programs. Response would show the applicant is using Perkins funding to support approved CTE programs/POS. Lacks detail and specific actions/outcomes	Technical assistance response would vaguely describe the applicants planned Perkins activities, would have a weak connection to CTE or none. Little to no specific actions or expected outcomes discussed	Response does not adequately address the question. Little to no detail or answer does not apply to question.	10

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	9-10	6-8	2-5	0-1	
[3.3] - Describe how the results of the comprehensive needs assessment informed the selection of the specific career and technical education programs and activities your organization has selected to support with Perkins funding during the award year.	**Not Required for FY20**				0
[3.4] – Provide a description of any new Programs of Study your organization plans to develop and submit to the state for approval during the FY20 funding year.	Exemplary response would describe the new Program(s) of Study detailing how the recipient determined the need for the program. (employment data, industry surveys etc.) The response would also cover how the new POS will lead students to the award of a certification, licensure or degree at a Post Secondary level. Would include discussion of working with stakeholders to develop new POS. **OR** Applicant will indicate that no new POS will be developed in the fiscal year.	Meets response would describe the new Program(s) of Study. No discussion on how need was determined. The response would also cover how the new POS will lead students to the award of a certification, licensure or degree at a Post Secondary level. May include discussion of working with stakeholders to develop new POS.	Response would lack depth and detail, on how the recipient planned develop and submit a new Program of Study. Answer would provide some details of the development of the Program of Study	Response would lack depth and detail, no detail on how the recipient plans to implement or develop the newly submitted POS.	10
[3.5] - Describe how your organization will inform students, including those who are members of special populations, about their school's career and technical education course offerings and whether each course is part of a career and technical education Program of Study.	Would describe in detail the educational elements used to inform the recipients students about CTE course offerings and their inclusion in Programs of Study. Recipient answer would include examples of how they inform their students such as website narrative, informational handouts, Information provided through a course catalog, guidance services and many others. Answer would clearly indicate how special populations will be provided this information.	Would describe some educational elements used to inform the recipients students about CTE course offerings and their inclusion in Programs of Study. Recipient answer may include examples of how they inform their students such as website narrative, informational handouts, Information provided through a course catalog, guidance services and many others. Special populations not specifically discussed.	Response would lack depth and detail, little effort to inform the students about career and technical education course offerings and their association to Programs of Study is evident in response.	Response would lack depth and detail, no effort to inform the students is evident in response.	10

	9-10	6-8	2-5	0-1	
[3.6] – Describe how the collaborative network described above will provide career exploration and career development coursework, activities, or services to CTE students. (A collaborative network consisting of local workforce development boards, other local workforce agencies and one-stop delivery systems as described in section 121(e)(2) of the Workforce Innovation and Opportunity Act)	Exemplary response would describe strategies and activities developed in coordination with the network members. Answer should provide specific network members, may include information on frequency of meetings. Response should cover how the recipient is using the network to help develop more internship, job shadowing and industry tours opportunities for their students.	Meets response would describe possible strategies and activities developed in coordination with the network members. Answer may provide member information, frequency of meetings, or other logistical information. Response could detail work to develop the network if it is non-existent or in beginning phase of development, if so it should site clear goals and timeline.	Few details are provided, a clearly defined network is not evident or has not started development. Response lacks depth and detail.	No network is discussed. Response lacks depth and detail.	10
[3.7] - Describe how the collaboration described above will be used to provided career information on employment opportunities that incorporates the most up to date information on high-skill, high-wage, or in-demand industry sectors or occupations.	Exemplary response would describe strategies and activities developed in coordination with the network members to provide career information and employment opportunity data to students. Answer should provide the types of information your network will gather on employment opportunities and how/where that information will be provided to students. Response covers how the recipient is using the network to ensure career information and employment opportunities meet high skill, high wage, in-demand criteria.	Meets response would describe strategies and activities developed in coordination with the network members to provide career information and employment opportunity data to students. Answer may provide the types of information your network will gather on employment opportunities and how/where that information will be provided to students. Response mentions high skill, high wage, in-demand criteria, but doesn't ensure compliance.	Few details are provided, some discussion of informing students of career opportunities but does not include network. Response lacks depth and detail.	No network action is discussed. Response lacks depth and detail.	10
[3.8] - Describe how the collaboration described above will provide CTE students with an organized system of career guidance AND academic counseling before enrolling and while participating in a CTE program.	Response should be very detailed describing the recipients guidance and counseling services, how they help create and implement a students **Program of Study**, identify assessments and interpret **results**, how they strengthen transitions between secondary and post secondary institutions, and how they provide students with guided career exploration through their partnership with the collaboration network.	Response should have some detail showing the career guidance and advisement program the recipient provides to its students. Program of Study needs to be mentioned and in place for each student.	Response lacks depth and detail, some information given about career guidance and advisement but no mention of Program of Study.	Response lacks depth and detail, no information given about career guidance and advisement and no mention of Program of Study.	10

	9-10	6-8	2-5	0-1	
[3.9] - Describe how your organization will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of the programs: (a) through the integration of coherent and rigorous content aligned with challenging academic standards. (b) through the use of relevant CTE programs that constitute a well rounded education as defined in section 8101 of the Elementary and Secondary Education Act of 1965.	Would describe district specific graduation requirements and procedures encouraging high expectations and strong academic course enrollment. Would identify active specific strategies to improve literacy and mathematic skills for CTE. Should list additional student data beyond EOI to benchmark, monitor and document CTE student achievement.	Would describe broad expectations encouraging strong academic course enrollment but may not have procedures specified to help students. Would list some strategies to improve literacy and math in CTE. Little to no data used to monitor student achievement.	Very broad non-description of academic expectations, little detail or depth to answer. Little use of data to monitor or benchmark students.	No description of academic expectations. No detail or depth to answer. No use of data to monitor or benchmark students.	10
[3.10] - Describe how your organization will provide programs that are designed to prepare special populations, for high skill, high wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.	Response details the use of IEP and 504 plans. Data demonstrates special population students are successful in CTE. Instructors and guidance staff develop a comprehensive plan, including accommodations, specific to each special population student enrolled in CTE education. CTE program promotes student self-advocacy for accommodations and career planning.	Response mentions IEP, 504 and/or transition plans and that staff are actively involved in their development and implementation . CTE program uses support services to ensure the success of special population students enrolled in CTE.	Response would lack depth and detail. Minimal detail is given on how recipient develops programs for special population students. Little description of how CTE staff are given the opportunity to be involved in the development and implementation of IEP's, 504 and transition plans for special population students.	Response would lack depth and detail, no detail given on how recipient develop programs for special needs students.	10
[3.11] - Describe how your organization will prepare CTE participants for non-traditional fields.	Response should be detailed as possible with specific examples including recruitment activities that share information and job market analysis for the non-traditional student. Response would discuss professional development provided to instructors covering teaching techniques and non-trad recruitment. Specific examples of policy in practice may be provided.	Response should have some detail showing the school has thought about non-traditional preparation and has encouraged students to research possibilities.	Response would lack depth and detail, little detail given on how recipient will use funding to promote non-traditional fields	Response would lack depth and detail, no detail given on how recipient will use funding to promote non-traditional fields	10

	9-10	6-8	2-5	0-1	
[3.12] - Describe how your organization will provide equal access for special populations to career and technical education courses, programs, and Programs of Study.	Response will be detailed in outlining use of IEP and 504 plans. Lists specific examples of how CTE programs provide adaptation, accommodations and support to ensure accessibility by all students. Special populations have opportunities to observe or participate in CTE prior to enrollment to increase their awareness of program offerings.	Accessibility is ensured through reasonable accommodations to instruction, materials, equipment and facilities. All students are encouraged to participate in CTE based on their interests. Program, curricula and instructional materials are delivered in a non-discriminatory manner. May list strategies but not specific examples of modifications for success.	Lack of detail and depth of information on how equal access is provided to members of special populations, how basic accommodations are made to allow participation of special population students and how program offerings are promoted to all students, including special populations, through the enrollment process.	Response would lack depth and detail, no information given on how CTE programs could adapt to special population educational goals.	10
[3.13] - Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations.	Response should include that as a public entity they must follow the civil rights act. Should include strategies the recipient uses to ensure that special needs students are identified and given any help that they may need to be successful in their education.	Response would provide that the recipient abides by the civil rights act. There would be little to no evidence showing examples of the school ensuring special needs students are given the same opportunities as everyone else.	Response would lack depth and detail, little detail given on how recipient will ensure no discrimination occurs to special needs students.	Response would lack depth and detail, no detail given on how recipient will ensure no discrimination occurs to special needs students.	10
[3.14] – Provide a description of the work-based learning opportunities that your organization will provide to students participating in career and technical education programs AND how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students.	Response should include descriptions of the work-based learning offered in your CTE programs/POS. An Exemplary response would detail how the recipient works with local and regional employers to develop work-based learning opportunities, such as industry tours, internships, industry reps mentoring students, Job Shadowing, virtual reality work simulations. A way to evaluation of effectiveness should be included.	A meets response may include descriptions of the work-based learning offered in your CTE programs/POS. The response could also detail partnerships or collaboration with local and regional employers to develop work-based learning opportunities, such as industry tours, industry reps mentoring students, Job Shadowing, virtual reality work simulations. If no work - based learning is currently offered, recipient must provide a detailed timeline to implementing work-based learning opportunities.	Response lacks depth and detail, some information given about work-based learning but it is informal with little support from recipient organization.	Response lacks depth and detail, no information given about work-based learning or recipient states no work-based learning available without providing detailed timeline for implementation of work-based learning.	10

	9-10	6-8	2-5	0-1	
[3.15] – Provide a description of how your organization will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school.	Exemplary response should be detailed describing the recipients ability to offer concurrent enrollment in post-secondary education programs that provide the opportunity for student to gain post-secondary credit. Answer should describe how your organization provides the instruction/ credit, through Advanced Placement Exams, Prior Learning exams, college course on high school property by distance learning etc. Recipient describes ways they will work to strengthen the link between secondary and post-secondary institutions.	Meets response describes the recipients ability to offer concurrent enrollment in post-secondary education programs that provide the opportunity for student to gain post-secondary credit. Answer may describe how your organization provides the instruction/ credit, through Advanced Placement Exams, Prior Learning exams, college course on high school property by distance learning etc.	Response lacks depth and detail, some information given about concurrent enrollment but no specific system mention or discussed.	Response lacks depth and detail, no information given about concurrent enrollment or dual credit.	10
[3.16] Provide a description of how your organization will coordinate with the eligible agency (ODCTE) and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development of the following groups: Teachers or Faculty (including any licensed through alternative routes to certification), Administrators, Specialized instructional Support Personnel and Paraprofessionals and Groups Underrepresented in the Teaching Profession.	Exemplary response will identify strategies for recruitment such as online job listings, college recruitment, career fairs, media services, and publications especially those targeting under represented groups. Recipient should describe approaches to retaining staff such as teacher induction programs, mentoring, professional development activities and continuing education opportunities. Recipient describes preparation and training of teachers including professional development workshops and attainment of additional certifications. Recipient includes information on cooperation with ODCTE through occupational divisions and Carl Perkins Administration on activities such as New Teacher professional development.	Meets response will identify strategies for recruitment such as online job listings, college recruitment, career fairs, media services, and publications especially those targeting under represented groups. Recipient may describe approaches to retaining staff such as teacher induction programs, mentoring, professional development activities and continuing education opportunities. Recipient does not include information on cooperation with ODCTE .	Response should have some strategies for recruitment of CTE staff. Will not go into great detail on types of recruitment or results. Will describe some retention policy in broad terms.	Response lacks depth and detail, no information given about recruitment and retention but no details are provided.	10
[3.17] – Describe how your organization will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions your organization will take to eliminate those disparities or gaps.	**Not Required for FY20**				0

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Section 4 - Stakeholder Consultation:	Exemplary: The application clearly describes how the proposed activities will meet the criteria of the section.	Meets Expectation: The application provides adequate evidence to support proposed activities.	Needs Technical Assistance: Little or no information to support proposed activities.	Criteria Not Met	Score:
Not Required for FY20					
[4.1] – Provide contact point name and association for the representative of career and technical education programs offered by your organization, this individual could be a teacher, career guidance and academic counselors, principals, and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;					0
[4.2] – Provide contact point name and association for the representative of career and technical education programs at postsecondary institutions, including faculty and administrators.					0
[4.3] – Provide contact point name and association for the representative of the local workforce development boards and a range of local or regional businesses or industries.					0
[4.4] – Provide contact point name for the representative of parents of students of your organization.					0
[4.5] – Provide contact point name for the representative of students of your organization.					0
[4.6] – Provide contact point name and association for the representative of special populations.					0
[4.7] – Provide contact point name and association for the representative of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)					0
[4.8] – Provide contact point name and association for the representative of Indian Tribes and Tribal organizations in the state, where applicable					0
[4.9] – Describe how your organization will consult with these stakeholders THOUGHOUT the funding year AND how your organization plans to sustain the consultation for the duration of the legislation.					0

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Section 5 - Program Of Study:	Exemplary: The application clearly describes how the proposed activities will meet the criteria of the section.	Meets Expectation: The application provides adequate evidence to support proposed activities.	Needs Technical Assistance: Little or no information to support proposed activities.	Criteria Not Met	Score:
Course Sequence Worksheet(s) Section	9-10	6-8	4-5	0-3	
[5.0] - Attached POS - Course Sequence Worksheets Applicant attached all required Programs of Study	All required Program of Study - course sequence worksheets are attached, complete, and end in the award of a certification licensure or degree at Post-Secondary level.	All required Program of Study - course sequence worksheets are attached, may be missing minor information, or have inadequate certification outcome	Attached Program of Study, but it is incomplete, or applicant did not attach all required POS	No Programs of Study attached to application **(Automatic Rejection)**	10
[5.0] - Attached POS - Course Sequence Worksheets Secondary - Post-secondary course outline provided	Shows an exact educational path to licensure, industry certification or AAS Degree. Lists both academic and CTE course work.	Some course work provided but not associated with Perkins approved outcome.	Little course work provided or whole sections missing. Partially completed	Incorrectly or Not provided	10
[5.0] - Attached POS - Course Sequence Worksheets Non-duplication of course sequence:	No duplication of course work is seen between secondary and post-secondary course outlines. Shows seamless path to certification, licensure or degree.	Minor duplication of course work is noticed between the secondary and post-secondary course outlines. Course outline leads to industry certification, licensure or degree.	Some duplication seen throughout course pathway	Duplication seen throughout course pathway	10
[5.0] - Attached POS - Course Sequence Worksheets Program of Study terminates in the award of certification, licensure or degree.	Program of Study has multiple termination points, all awarding either a post-secondary certification, licensure, or AAS degree. Plan shows continuing education to award of bachelors degree.	Program of Study has a termination point that awards a post-secondary certification, licensure or AAS degree.	Program of Study terminates in the award of a certification or licensure but not at the post-secondary level.	Program of Study does not terminate in an award of a certification or licensure.	10

Program Of Study:	Exemplary: The application clearly describes how the proposed activities will meet the criteria of the section.	Meets Expectation: The application provides adequate evidence to support proposed activities.	Needs Technical Assistance: Little or no information to support proposed activities.	Criteria Not Met	Score:
Narrative Section	**9-10**	**6-8**	**4-5**	**0-3**	
[5.1.A&B] Check **ALL** of the CTE program areas (Ag, FACS, BITE, Marketing, Health, STEM, T&I) offered by your school/consortium. And name at least one post-secondary target certification for each one.	Recipient has indicated all programmatic areas that their organization provides instruction in and have provided the accompanying targeted Post-Secondary certification for each .	Lists 100% of program areas offered and accompanying target certification for each one. (Target certification may not be at post-secondary level as defined by Perkins)	More than 50% but less than 100% of program areas and target certifications are listed.	More than 50% of required program areas and target certifications are not provided.	10
[5.1.C] SELECT ONLY ONE instructional area from the list below to use in answering questions [5.2-5.6] AND make sure you attach the associated completed Program of Study - Course Sequence Worksheet.	Recipient correctly indicated a single Program of Study for use in completing section 5 questions [5.2-5.6] and have attached the corresponding Program of Study - course sequence worksheet.			Program of Study was not listed, attached or complete. **Automatic Rejection**	10
[5.2] Provide evidence that the program of study selected in 5.1 is of such size, scope, and quality that it will bring about improvement in the quality of career and technical education programs.	Response should detail how the program of study meets requirements of Oklahoma Size, Scope and Quality for **FY20**. Recipient response should cover how the POS fulfills the requirements listed in the SSQ definitions. Recipient response must provide data from a reputable source such as the Oklahoma Department of Labor, the commerce department or other verified source.	Response should show some evidence that the POS meets the requirements of SSQ.	Little evidence of meeting SSQ.	No evidence of meeting SSQ.	10

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Narrative Section	9-10	6-8	4-5	0-3	
[5.3] LIST/Describe your partnership between secondary education and postsecondary education. **Name** the individual representatives from each institution. This partnership may focus on transitional and seamless curriculum, curriculum alignment, cooperative alliance, concurrent enrollment, or articulation agreements.	Must list secondary and post secondary partners. Exemplary would show strong partnership with a truly seamless pathway and possibly credit granting	Lists secondary and post secondary partners, gives some information on partnership. The partnership seems young or incomplete.	Little evidence of partnerships	No evidence of partnerships	10
[5.4] Describe how you develop the locally endorsed sequence of academic and career and technology education courses from the 8th grade through the postsecondary component included in this Program of Study?	Describes developing and implementing seamless non duplicative pathway with their secondary/post secondary partner. Looks for multiple exit points that meet the post-secondary certification, licensure or degree measure.	Describes developing and implementing seamless non-duplicative pathway with their secondary/post secondary partner.	Describes developing in isolated units with few team elements to POS development. Little to no implementation of POS discussed.	Describes developing in isolated units with no team elements to POS development. No implementation of POS discussed.	10
[5.5] Describe how you developed and implemented this Program of Study.	Recipient describes the process for developing the Program of Study submitted with the application. Meeting dates, individuals involved with the planning and outcomes should be discussed in this answer. Recipient should describe any data collection and analysis used in creating the Program of Study. In addition answer should contain information on how the POS was introduced and implemented with the organization's student population.	Should describe in broad terms how the selected Program of Study submitted with the application was developed and implemented. Names and meeting dates will probably be absent, discussion of student implementation should be present.	Little description of how the Program of Study was developed or implemented.	No description of how the Program of Study was developed or implemented.	10
[5.6] – Describe the process for reviewing and/or updating this Program of Study	Recipient describes a detailed review process that occurs at least annually. Recipient should utilize local job market data from Department of Commerce or another reputable source to ensure POS is still meeting local need. Should say that POS is chosen and continued based on this data and local student interests showing the need.	Discusses local job market without data. Some word of mouth, industry input and/or requests from students are used when developing the POS. Recipient describes a less formal process that may not occur annually.	Little evidence of utilizing any workforce or economic indicators when developing or reviewing the POS	No evidence of utilizing any workforce or economic indicators when developing or reviewing the POS	10

Section 6 - Budget Narrative:	17-20pts	12-16pts	6-11pts	0-5pts	Score:
[6.1-6.12] The Budget narrative should be judged as a single complete unit. 1. The school and program that all equipment & supplies are being purchased for has been listed (ex: Crockett Ag – Smartboard; Lincoln FACS – Chromebooks) 2. Describe how these items/activities will be used to improve your districts CTE education and how they tie to your Programs of Study. 3. A Program of Study for every program area (Ag, FACS, BITE, Health, Marketing, STEM, T&I) in which funds are budgeted has been attached. 4. Only one Program of Study (of your choice) is required to be attached if the applicant is requesting funds for guidance and counseling only if your organization meets this criteria the POS attached must match the POS attached for answering questions [5.2 - 5.6] 5. <u>Consortiums Only</u>: Providing the exact ODCTE allocation back to each member district will lead to an **<u>Automatic Rejection</u>** of your application	Exemplary: Criteria 1-4 (5) have been met completely. All purchased items are comparable to industry use and recommended by industry partners; fully developed career guidance, CTE promotion, and student support are provided. Applicant demonstrates purchases increase student performance, gain an industry licensure, certification or degree or leads to high skill/high wage/in-demand jobs.17-20pts	Meets Expectation: Criteria 1-4 (5) met completely	Needs Technical Assistance: Criteria 1-4 (5) met but descriptions in Criteria #2 need additional detail or explanation.	Criteria 1-4 (5) Not Met **(Automatic Rejection)**	20