


Collegiate School Evaluation Rubric

In addition to providing all the information outlined in the collegiate school application process, the collegiate school status initial proof of concept and business case applications will be evaluated in a number of areas to assess their potential to meet desired policy outcomes.


The evaluation rubric is based on the assumption that the initial proof of concept and business case applications are complete, reasonable and address all collegiate school essential components and foundational assumptions. The criteria are not meant to be exhaustive.

Area of Collegiate Application	Criteria	Evaluation Criteria			
		Inadequate/ minimum standard not met (0)	Fair (1)	Good (3)	Excellent (5)
Partnership Agreement Strength of partnership agreement with post-secondary institution and industry.	<ul style="list-style-type: none"> Level of shared responsibility, cooperation, planning and integration between the two parties. Post-secondary courses/credits to be offered. Use of shared lab space and/or other facilities. Access to post-secondary instructors. Access to learning resources. Development of shared curricula/resources. Assessment practices. Admission considerations. Flexibility of agreements to pivot to meet evolving labour market demands. Degree of benefits for all partnering parties. Partnerships with industry. Monetary investments by both parties. 	No evidence of formal partnership.			Robust, clearly articulated partnership across a number of criteria with significant shared ownership and decision making.
		Applications will be scored based on: <ul style="list-style-type: none"> number of areas of collaboration; strength of shared ownership and depth of partnership in these areas; degree that partnership is student centred; and degree that roles and responsibilities are clearly articulated in the partnership agreement. 			

		Evaluation Criteria			
Area of Collegiate Application	Criteria	Inadequate/ minimum standard not met (0)	Fair (1)	Good (3)	Excellent (5)
Need for specialized programming Anticipated future labour market demand and expressed industry need relative to existing available learning opportunities.	<ul style="list-style-type: none"> Anticipated future labour market demand. Quality of evidence for demand provided. Current level of enrollment demand in field. Current availability of pathway in geographic area. Duplication of existing programming options available. Indications of support from industry. Support from parents. Student demand. Flexibility in face of changing market demands. Scalable through use of online learning, distance education and alternative delivery models. 	Weak evidence of future local labour market, parent and student demand relative to existing offerings.			Robust evidence provided of high anticipated local labour market, parent and student demand relative to existing offerings.
		Applications will be scored based on: <ul style="list-style-type: none"> clear, substantive, high quality, evidence provided of anticipated local labour market, parent and student demand; and differentiation from existing local programs offered. 			

		Evaluation Criteria			
Area of Collegiate Application	Criteria	Inadequate/ minimum standard not met (0)	Fair (1)	Good (3)	Excellent (5)
Strength of pathway Includes ways for students to achieve post-secondary credits while in high school, as well as a range of supports and connections that would assist with applying and being accepted to post-secondary.	<ul style="list-style-type: none"> • Credential opportunities (dual credit, advanced placement). • Pathways to high school credentialing (diploma, high school achievement, certificate of school completion). • Bridging opportunities. • Involvement of industry. • Degree to which competencies are informed directly by industry and the post-secondary partner. • Exposure and linkages to potential employers. • Ability to enter labour market in expedited manner. • Demonstration of clear pathways to careers. 	None or limited pathways with unclear benefits for students.			Multiple, clearly articulated pathways with demonstrable benefits for students entering post-secondary and/or the labour market.
		Applications will be scored based on: <ul style="list-style-type: none"> • number of feasible and clearly articulated pathways; • strength of pathways; • degree that pathways are student centred and will accelerate development of competencies, entry into post-secondary and/or labour market; and • degree of involvement and formalization with post-secondary and industry partners. 			

		Evaluation Criteria			
Area of Collegiate Application	Criteria	Inadequate/ minimum standard not met (0)	Fair (1)	Good (3)	Excellent (5)
Experiential learning opportunities Strength of proposed experiential learning opportunities with both post-secondary and industry.	<ul style="list-style-type: none"> Formal internships, co-ops or work placements. Access to labs and learning resources/opportunities through the post-secondary partner and industry. Linkages to future admission/credential/job opportunities. Worksite experience. Considerations include frequency, duration and quality of experience. 	None or limited experiential learning opportunities with unclear benefits for students.			Multiple, clearly articulated experiential learning opportunities with demonstrable benefits for students entering post-secondary and/or the labour market.
		Applications will be scored based on: <ul style="list-style-type: none"> number of feasible and clearly articulated experiential learning opportunities; strength of experiential learning opportunities; degree that experiential learning opportunities are student centred and will accelerate development of competencies, entry into post-secondary and/or labour market; and degree of involvement and formalization with post-secondary and industry partners. 			

Area of Collegiate Application	Criteria	Evaluation Criteria			
		Inadequate/ minimum standard not met (0)	Fair (1)	Good (3)	Excellent (5)
<p>Costs effectiveness Level of start-up investment required to operationalize.</p>	<ul style="list-style-type: none"> • Amount of start-up funding required. • Use of funding through other streams (grants, private investment). • Investment relative to number of students. • Use of existing facilities and resources. • Level of investment by other partners. • Reasonableness of financial ask. • Expenses are reasonably represented. • Revenues are reasonably estimated. • Financial sustainability of model. • Feasibility of plans. • Facility control. • Operational costs versus facility costs. • Anticipated timeline for operationalization and commencement of programming. • Knowledge and experience of applicant. 	<p>Incomplete or unsustainable financial plan which may include significant additional new costs with limited value for students.</p>		<p>Reasonable and comprehensive financial plan that is sustainable and attempts to maximize existing resources to reduce costs.</p>	
		<p>Applications will be scored based on:</p> <ul style="list-style-type: none"> • reasonableness of projected costs; • sustainability of proposed model; • comprehensiveness and reasonableness of financial plan; and • degree that existing resources and facilities are maximized to reduce costs. 			

Additional Criteria and Special Considerations

Consideration will be given for applications that:

- align with provincial economic or labour market strategies;
- promote accessibility for students (fees, bursaries, etc.); and
- support underrepresented and/or diverse groups.