

The ADEA Task Force on Envisioning and Transforming the Future of Oral Health and Education (ADEA ETFOHE)

Grant Funding Review Rubrics

Student Pathways Into Dental Education and Learner Perspectives

Criteria	Does Not Meet	Partially Meets	Meets	Exceeds
Accessible Entry Pathways	No evidence of efforts to create accessible pathways into dental education	Limited consideration of alternative entry pathways	Demonstrates a thoughtful approach to expanding access, including transition pathways from dental hygiene or therapy	Clearly articulates an innovative, evidence-informed model for creating accessible and diverse entry pathways with demonstrated outcomes
Transition Pathways (Hygiene / Therapy to Dentistry)	No consideration of transition pathways from dental hygiene or dental therapy into dentistry	Acknowledges transition pathways but offers no actionable strategies	Addresses transition pathways with some proposed structures or supports	Presents a concrete, scalable model for supporting dental hygiene or therapy to dentistry transitions
Pre-acceptance Student Support	No attention to student support prior to acceptance.	Minimal pre-acceptance support components	Incorporates meaningful pre-acceptance support strategies	Demonstrates a comprehensive, sustained approach to student support beginning prior to acceptance
Continuum of Support Through Graduation and Practice Entry	No evidence of sustained support across the student journey	Limited support components beyond admissions	Addresses student support across multiple stages of the educational continuum	Demonstrates an integrated, student-centered support model from pre-acceptance through graduation and entry into practice
Equity and Learner Perspectives	No attention to equity or diverse learner perspectives	Limited consideration of underrepresented or diverse student populations	Addresses equity and incorporates varied learner perspectives meaningfully	Demonstrates a clear, measurable commitment to equity across all aspects of the student pathway

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Reimagining the Oral Health Care Curriculum

Criteria	Does Not Meet	Partially Meets	Meets	Exceeds
Centralized Core Curriculum	No demonstrated plan for the development and adoption of a centralized core curriculum that is maintained and regularly updated with evolving knowledge and is accessible to educators across all oral health education programs/schools	Limited demonstration of a plan for the development and adoption of a centralized core curriculum that is maintained and regularly updated with evolving knowledge and is accessible to educators across all oral health education programs/schools	Demonstrates a clear plan for the development and adoption of a centralized core curriculum that is maintained and regularly updated with evolving knowledge and is accessible to educators across all oral health education programs/schools	Demonstrates a well-defined and comprehensive plan for the development and adoption of a centralized core curriculum that is maintained and regularly updated with evolving knowledge and is accessible to educators across all oral health education programs/schools
Training Opportunity for Educators	No clear evidence of a plan to create training opportunities that support educators in the implementation of new teaching, assessment and practice models that incorporate technology (e.g., artificial intelligence, augmented reality, virtual reality, etc.)	Limited evidence of a plan to create training opportunities that support educators in the implementation of new teaching, assessment and practice models that incorporate technology (e.g., AI, AR, VR, etc.)	Demonstrates a clear plan for creating training opportunities that support educators in the implementation of new teaching, assessment and practice models that incorporate technology (e.g., AI, AR, VR, etc.)	Demonstrates a well-defined and comprehensive plan for creating training opportunities that support educators in the implementation of new teaching, assessment and practice models that incorporate technology (e.g., AI, AR, VR, etc.)
Oral Health Education Pathways	No demonstration of an approach to develop oral health education pathways for all oral	Demonstrates a limited approach to developing oral health education pathways for all oral health students to	Demonstrates a clear approach to the developing oral health education pathways for all oral health	Demonstrates a comprehensive, well delineated approach to developing oral health

	health students to initially enroll into the same shared curriculum and transition to their specific coursework (e.g., dental, dental hygiene, dental therapy, etc.)	initially enroll into the same shared curriculum and transition to their specific coursework (e.g., dental, dental hygiene, dental therapy, etc.)	students to initially enroll into the same shared curriculum and transition to their specific coursework (e.g., dental, dental hygiene, dental therapy, etc.)	education pathways for all oral health students to initially enroll into the same shared curriculum and transition to their specific coursework (e.g., dental, dental hygiene, dental therapy, etc.)
Big Data to Inform Evidence-based, Person-centered Care	No demonstration of a process to use big data, evidence, clinical outcomes or other information resources to strengthen person-centered care, critical thinking, decision-making and learner preparation	Limited demonstration of a process to use big data, evidence, clinical outcomes or other information resources to strengthen person-centered care, critical thinking, decision-making, and learner preparation	Demonstration of a clear process to use big data, evidence, clinical outcomes, or other information resources to strengthen person-centered care, critical thinking, decision-making, and learner preparation	Demonstration of a well-delineated and comprehensive process to use big data, evidence, clinical outcomes or other information resources to strengthen person-centered care, critical thinking, decision-making and learner preparation
Clinical, Public Health, Practice-based and/or Translational Research Models	No demonstration of a process to incorporate clinical, public health, practice-based and/or translational research models in the curriculum	Limited demonstration of a process to incorporate clinical, public health, practice-based and/or translational research models in the curriculum	Demonstration of a clear process to incorporate clinical, public health, practice-based and/or translational research models in the curriculum	Demonstrates incorporation of a substantive process to incorporate clinical, public health, practice-based and/or translational research models in the curriculum
Experiential Interprofessional Education and Interprofessional Collaborative Practice Models	No clear process for incorporation of experiential interprofessional education and interprofessional collaborative practice models in the practice setting	Limited demonstration of a process for incorporation of experiential interprofessional education and interprofessional collaborative practice models in the practice setting	Demonstration of a clear process for incorporation of experiential interprofessional education and interprofessional collaborative practice in the practice setting	Demonstration of a process for incorporation of significant, reproducible experiential interprofessional education and interprofessional collaborative practice models in the practice setting

Asynchronous or Hybrid Curricular Model	No demonstrated plan that supports an operational and financial plan for incorporation of an asynchronous or hybrid curricular model for oral health care learners to allow for self-paced, learner-centric education	Demonstrates a limited plan that supports an operational and financial plan for incorporation of an asynchronous or hybrid curricular model for oral health care learners to allow for self-paced, learner-centric education	Demonstrates a clear plan that supports an operational and financial plan for incorporation of an asynchronous or hybrid curricular model for oral health care learners to allow for self-paced, learner-centric education	Demonstrates a comprehensive and well-defined plan that supports an operational and financial plan for incorporation of an asynchronous or hybrid curricular model for oral health care learners to allow for self-paced, learner-centric education
Joint University Appointments and Shared Faculty Models	No demonstration of a process to implement joint university appointments and shared university and faculty resources that create a budget-neutral impact on parent institutions/schools	Limited demonstration of a process to implement joint university appointments and shared university and faculty resources that create a budget-neutral impact on parent institutions/schools	Demonstration of a clear process to implement joint university appointments and shared university and faculty resources that create a budget-neutral impact on parent institutions/schools	Demonstration of a well-defined and comprehensive process to implement joint university appointments and shared university and faculty resources that create a budget-neutral impact on parent institutions/schools
Educator Readiness Assessment and Training	No demonstration of a process to assess educator readiness to implement new teaching, assessment and practice models that incorporate technology (e.g., AI, AR, VR, etc.)	Limited demonstration of a process to assess educator readiness to implement new teaching, assessment and practice models that incorporate technology (e.g., AI, AR, VR, etc.)	Demonstration of a clear process to assess educator readiness to implement new teaching, assessment and practice models that incorporate technology (e.g., AI, AR, VR, etc.)	Demonstration of a strong, well-delineated process to assess educator readiness to implement new teaching, assessment and practice models that incorporate technology (e.g., AI, AR, VR, etc.)
AI/AR/VR Digital Technology and Other Emerging Technologies in Clinical Education	No demonstration of a process for incorporation of AI/AR/VR digital technology and other emerging technologies to offer exposure to infrequent clinical conditions important for all students to experience in a standardized core curriculum	Demonstrates a limited process for incorporation of AI/AR/VR digital technology as well as other emerging technologies to offer exposure to infrequent clinical conditions important for all students to experience in a standardized core curriculum	Demonstrates a clear process for incorporation of AI/AR/VR digital technology as well as other emerging technologies to offer exposure to infrequent clinical conditions important for all students to experience in a standardized core curriculum	Demonstrates a well-defined, substantive process for incorporation of AI/AR/VR digital technology as well as other emerging technologies to offer exposure to infrequent clinical conditions important for all students to experience in a standardized core curriculum

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Transforming Oral Health Care Delivery Models and Aligning Clinical Education

Criteria	Does Not Meet	Partially Meets	Meets	Exceeds
Clinical Education Aligned to Future Practice	No evidence that the proposed clinical education reflects future oral health practice that includes realistic patient care schedules/volumes or evolving workforce roles	Limited or superficial connection between the proposed education and future practice; narrow implementation of typical patient care volumes across clinical schedules or consideration of various training levels/abilities of members of the oral health care team	Demonstrates a thoughtful approach to aligning clinical education with future practice, including realistic and reasonably efficient patient care volumes/schedules, alongside evolving roles and training levels of oral health care team members	Clearly articulates an innovative, evidence-informed model that aligns clinical education with future oral health practice and prepares learners to succeed in patient-care settings that include reasonable volumes of care that maximizes the oral health care team's education and training levels
Value-based Care and Meaningful Outcomes	No consideration of value-based care; success is described only in terms of procedure volume or activity counts	Acknowledges value-based care but offers no benchmarks or measures beyond activity or throughput	Addresses value-based care with proposed benchmarks that prioritize improved health, access, safety or patient outcomes	Presents a concrete, scalable value-based care model with explicit benchmarks and outcome measures that credibly move beyond volume toward meaningful health and value
Accessible, Standardized Digital Infrastructure and EHR Interoperability	No attention to accessible, standardized digital infrastructure or electronic health record (EHR) interoperability where relevant to the project	Minimal attention to digital infrastructure; EHR interoperability, standardization or data sharing is mentioned but is not developed	Incorporates meaningful digital infrastructure and, where relevant, addresses EHR uniformity, interoperability or shared information to support safety and efficiency	Demonstrates a comprehensive approach to accessible, standardized and interoperable digital infrastructure that meaningfully advances shared information, efficiency and patient safety

Alternative and Community-based Delivery Models	No evidence of alternative or diversified delivery models; care is assumed to occur only in traditional dental school clinic settings	Limited consideration of community-based or alternative delivery settings beyond the primary clinic	Addresses alternative or community-based delivery approaches across one or more settings that expand access to care	Demonstrates an integrated, community-embedded delivery model that diversifies care settings, expands access and is credibly transferable to other institutions or communities
Interprofessional Integration and Transformed Delivery	No attention to health partners, other professions or transformed delivery models; the project sits in isolation from the wider care ecosystem	Limited consideration of interprofessional partners or care-ecosystem integration; roles and contributions are unclear	Addresses interprofessional integration and aligns clinical education with elements of transformed oral health care delivery in a meaningful way	Demonstrates a clear, measurable commitment to interprofessional integration and to aligning clinical education with transformed models of oral health care delivery across the ecosystem