

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