



Application Scoring Rubric

Music Education Partnership Grants

	HIGHLY COMPELLING 5 points	VERY COMPELLING 4 points	COMPELLING APPLICATIONS 3 points	SOMEWHAT COMPELLING 2 points	MINIMALLY COMPELLING 1 point	NON- COMPELLING 0 points
Project Alignment & Design - 50%						
Description & Need (20 points total)						
1. Describe the work that will be done using the Chorus America grant and who will implement it. Are there accessible opportunities for group singing in your community and if not, how are you positioned to address these needs?						
Proposed Partnership & Ability to Increase Access	Clear detailed description of the partnership and how it increases access to music education.		Applicant provides a description of the partnership programming, though there may be a lack of clarity regarding the need this fulfills within the community.		The programming is not clearly described, defined, or explained, nor clear how this work is central to the applicant's mission.	
Score						
Proposed Program Implementation	Applicant describes how often students will meet and the types of sequential learning opportunities available to provide meaningful engagement.		Applicant provides some elements about the learning process, but more information regarding program implementation is needed.		Information about the program implementation is severely lacking or not present at all.	
Score						
Concept Alignment with Core Values	Concept strongly aligns with Chorus America's core values.		Concept is related to Chorus America's core values.		A significant amount of the work proposed either does not align with Chorus America's core values or is not addressed in the application.	
Score						
Skill Sets Matched to School Needs	Skill sets of individuals involved are intentionally matched to the needs of the school(s) to be served.		Individuals involved have the skill sets to carry out program activities.		It is either unclear which individuals will carry out this work or the skill sets of individuals involved are disconnected from the needs of the project or school(s) to be served.	
Score						
Total Score for Description & Need						

	HIGHLY COMPELLING 5 points	VERY COMPELLING 4 points	COMPELLING APPLICATIONS 3 points	SOMEWHAT COMPELLING 2 points	MINIMALLY COMPELLING 1 point	NON- COMPELLING 0 points
Community Informed Program Design (20 points total)						
2. How was this programming designed and what role did the community/school/parents play in influencing your proposed project? How is this project responsive to your community's diverse cultures, musical traditions, and changing needs?						
Program Catalyst & Co-Creation	There is a clear description of the catalyst for the programming and how it was co-created with the community to be served.		It is unclear why the program was created and whether it is responding to a community need.		Applicant does not either not address how this program began or the catalyst for the program was driven solely by program leadership and not in consultation with the community.	
Score						
Community Voice	Program design has been informed by community voice and aligns with Chorus America's value on co-creation.		Program design has been informed by experts or staff but has not taken into consideration community voice.		Applicant either does not address how the program was designed or the program design lacks external input, makes assumptions about, or is indifferent to needs of different cultural communities and schools.	
Score						
Community Influence on Artistic Product	Students, parents, and/or school educators strongly influence the artistic product.		Diverse musical traditions or repertoire may be planned, but programming choices are made by staff or musical directors.		Applicant either does not address the community's influence on the artistic product, or the artistic product only reflects the cultural and musical traditions of program leadership.	
Score						
Adapting to Changing School Needs	There is a process for gathering outside input and adapting to changing school needs.		The project has some ability to adapt to changing school needs.		The applicant does not address how they will adapt to changing needs or the project is at risk of not succeeding if school needs to change.	
Score						
Total Score for Com-Informed Prog. Design						
Goals & Understanding of Success (10 points total)						
3. What are your specific goals for this project and how do you define success?						
Understanding & Measuring Success	Meaningful change for students is defined and can be observed or measured.		Some change is projected but may be either not achievable or lacks relevance.		Applicant does not define success or demonstrate an understanding of what they are attempting to achieve.	
Score						
Defined Goals Increase Access	Clear goals have been identified and will increase access to music education for students lacking opportunities to sing together.		Goals have been identified and the project has the potential to expand and enrich opportunities for students currently enrolled in a music class.		No clear goals identified. It is unclear whether access to music education will increase.	
Score						
Total Score for Goals/Success						

	HIGHLY COMPELLING 5 points	VERY COMPELLING 4 points	COMPELLING APPLICATIONS 3 points	SOMEWHAT COMPELLING 2 points	MINIMALLY COMPELLING 1 point	NON- COMPELLING 0 points
Project Impact - 50%						
History with Students & Commitment to Equity (25 total points)						
4. Describe the students to be served by your project and your history with engaging with this community. How is your programming tailored to the needs of the students you are serving? What actions are you taking to support equity?						
Relationships	Demonstrates existing relationships with the identified community that indicate roots in the community.		Demonstrates that relationship-building is occurring in the identified community.		Does not demonstrate history working with students or schools identified in the application.	
Score						
Cultural Competency	Articulates how programming will be provided in a culturally competent manner.		Unclear how programming will be provided in a culturally competent manner.		No evidence that programming will be provided in a culturally competent manner.	
Score						
Tailoring Programming to Students' Needs	Can clearly articulate and demonstrate how they are creating conditions that allow for all students to participate fully and equally.		Programming only weakly addresses how conditions have been created to allow students to participate fully and equally.		Programming is not tailored to students' needs.	
Score						
Communication	The staff and/or teaching artists speak (and materials are available in) the home language of the students.		Applicant in the process of hiring staff who speak the home language (and creating materials).		Communication is either not addressed in the application or communication barriers between staff and/or teaching artists are present but have not been addressed.	
Score						
Program Logistics Account for Student/Parent Needs	Transportation needs have been considered, and hours of programming are convenient for students and parents.		There is an awareness of student and parent needs regarding program logistics, but no solution yet identified.		Program logistics (such as timing and transportation) are either not addressed in the application or do not account for students and parents' needs.	
Score						
Total Score for Student Hist. & Commit to Equity						
Cultural Exchange & Cross-Cultural Learning (25 points total)						
5. Describe the opportunities for cross-cultural exchange and learning in your project. What are the musical traditions, repertoire, and techniques that will be explored and who will teach them?						
Musical Learning Objectives	Applicant has identified diverse musical traditions, repertoire, and/or techniques to be taught.		Applicant is exploring different musical traditions, repertoire, and/or techniques to be taught.		Applicant has not addressed or identified musical traditions, repertoire, and/or techniques to be taught.	
Score						
Partners	Applicant is partnering with authentic cultural bearers to understand and honor musical traditions outside of their own.		Partners may have been identified, but relationships have not yet been built to support this project.		Artistic product only reflects the cultural and musical traditions of program leadership.	
Score						

	HIGHLY COMPELLING 5 points	VERY COMPELLING 4 points	COMPELLING APPLICATIONS 3 points	SOMEWHAT COMPELLING 2 points	MINIMALLY COMPELLING 1 point	NON- COMPELLING 0 points
Sharing Cultures	Applicant also shares their own musical traditions with others in a way that demonstrates respect and appreciation for different musical styles and repertoire.		Sharing of cultures may flow in only one direction.		Applicant either does not address cross-cultural learning or project reflects a lack of sensitivity or attempt to understand musical traditions outside their own.	
Score						
Cultural Context	Students will gain an understanding of the cultural context, including the music's history and authentic performance techniques.		Limited opportunities for students to learn about music's cultural context.		Applicant either does not address or there are no opportunities identified for students to learn about music's cultural context.	
Score						
Authentic & Mutually Beneficial Cultural Exchange	The project provides opportunities for authentic and mutually beneficial cultural exchange.		The project reflects a lack of mutual exchange.		There are no opportunities for cultural exchange present.	
Score						
Total Score for Cultural Exchange & Learning						
TOTAL SCORE Out of 100						

Equity Data

This grant program is committed to serving partnerships in specific communities where music education opportunities may be limited by socioeconomics, systemic racism, and/or geography. Additional points will be awarded based on the following to support increased access to music education.

	10 points	8 points	6 points	4 points	2 points	0 points
Student Population (10 points total)						
What percentage of the children or youth served by your project represent <u>historically marginalized communities?</u>						
	90-100%	70-89%	50-69%	30-49%	10-29%	0-9%
Score						
Leadership (10 points total)						
What percentage of the artistic, executive, and teaching leadership have a deeply rooted cultural understanding and lived experience within the communities being engaged in this project?						
	90-100%	70-89%	50-69%	30-49%	10-29%	0-9%
Score						
Board (10 points total)						
What percentage of the applicant's board of directors have a deeply rooted cultural understanding and lived experience within the communities being engaged in this project?						
	90-100%	70-89%	50-69%	30-49%	10-29%	0-9%
Score						
Total Score for Equity Data						