

Music Education Partnership Grants

Application Scoring Rubric



QUESTIONS & BUDGET 55 points	HIGHLY to VERY COMPELLING 4-5 points	COMPELLING APPLICATIONS 2-3 points	LESS COMPELLING 0-1 points
Need & Access 5 points total	Need & Access The applicant describes mission critical work that is a natural extension of the organization's stated purpose and vision. The need for this project originated from the communities that will be engaged and/or served. This project has strong potential to create access to choral music education opportunities that would not otherwise be available.	Need & Access The applicant describes work that is related, but perhaps secondary, to the organization's primary mission and stated purpose. The need for this project was identified by the applicant, in consultation and collaboration with communities to be engaged and/or served. This project has the potential to create access to choral music education opportunities that would not otherwise be available.	Need & Access The applicant describes work that reflects mission drift or a departure from the organization's stated purpose and vision. The need for this project has been identified solely by the applicant and without collaboration of those to be served by this work. It is unclear how this project would create access to choral music education opportunities.
Programmatic Information 5 points total	Programmatic Information The applicant describes a project design that addresses community needs by providing robust cross-cultural learning opportunities. The project's schedule and meeting locations support accessibility and inclusion. The applicant clearly articulates how they are creating conditions for all children and youth to participate fully and equally.	Programmatic Information The applicant describes a project design that addresses community needs by providing limited cross-cultural learning opportunities. The project's schedule and meeting locations support access and inclusion for most, but not all, and/or there may be questions regarding accessibility.	Programmatic Information The applicant describes a program design that does not address the needs of the community, or there is concern that the musical offerings do not provide cross-cultural learning opportunities. The project's schedule and meeting locations are accessible to a limited number of individuals, or only for those that already have choral music opportunities.

	HIGHLY to VERY COMPELLING 4-5 points	COMPELLING APPLICATIONS 2-3 points	LESS COMPELLING 0-1 points
Cross Cultural Learning Practices 10 points total	Project Practices The project reflects learning opportunities, rehearsal practices, and programming activities that demonstrate cultural appreciation and/or celebration.	Project Practices The project reflects learning opportunities, rehearsal practices, and programming activities that would benefit from more guidance or learning to demonstrate cultural appreciation and/or celebration.	Project Practices The project raises concerns regarding objectionable cultural appropriation.
	Cultural Understanding The applicant shares specific details or examples of how artists that have a deeply rooted cultural understanding and lived experience with the project's musical traditions are leading, or have meaningfully informed, the project.	Cultural Understanding There is evidence of limited collaboration or less meaningful involvement with artists that have a deeply rooted cultural understanding and lived experience with the project's musical traditions.	Cultural Understanding Individuals with a deeply rooted cultural understanding or lived experience are not meaningfully a part of, or informing, this project.
Addressing Historic Inequities 5 points total	Addressing Historic Inequities The applicant references specific policies, examples, frameworks, and/or philosophies in action that demonstrate a commitment to addressing and repairing historic inequities in choral music education.	Addressing Historic Inequities The applicant may cite a commitment to addressing historic inequities or provide a general equity statement but lacks details or specific examples of how they are addressing this commitment through actionable examples.	Addressing Historic Inequities The applicant's response demonstrates a lack of awareness or knowledge of the historic inequities present in their community and how they impact choral music education.
Partnership 10 points total	Project Partners & History The applicant has clearly identified project partners and demonstrates existing relationships that indicate roots in the community.	Project Partners & History The applicant has identified project partners, though perhaps might be in the beginning stages of developing relationships and collaborating.	Project Partners & History Project partners are either not yet confirmed or identified, and there is no partnership or relationship history.
	Roles The project reflects mutual partnership and centers the community in the project's design and implementation from the project's inception.	Roles The project reflects promising partnership practices, and the applicant is thoughtfully considering ways to engage the community in later planning and implementation stages.	Roles Partners play a limited or non-existent role in the project's design and implementation. There is concern that the project may be solely led by the applicant.

	HIGHLY to VERY COMPELLING 4-5 points	COMPELLING APPLICATIONS 2-3 points	LESS COMPELLING 0-1 points
People 15 points total	Students Student population describes those who historically and currently have the least access to choral music opportunities. The applicant has a deep history of engaging students from this community.	Students Student population describes those who currently lack access to choral music opportunities. The applicant has recently begun engaging students from this community.	Students Student population describes those who already have access to choral music opportunities. And/or there is no history of engaging students from this community.
	Teaching Artists Teachers or teaching artists have a deeply rooted cultural understanding of the musical traditions being taught.	Teaching Artists Teachers or teaching artists are collaborating with, and learning from, those that have a deeply rooted cultural understanding of the musical traditions being taught.	Teaching Artists Teachers or teaching artists do not have a deeply rooted cultural understanding of the musical traditions being taught.
	Leadership Artistic and executive leadership have deep relationships and/or lived experience with the communities being engaged in this project.	Leadership Artistic and executive leadership are developing relationships with the communities being engaged in this project.	Leadership Artistic and executive leadership lack lived experience or relationships with the communities being engaged in this project.
Project Budget 5 points total	Project Budget The budget reflects a commitment to fair compensation practices and takes into account the scope of work. Additionally, budget reflects all of the programming aspects reflected in the narrative. Realistic expenses and sources of income are allocated for all activities included in the application.	Project Budget The budget reflects a commitment to fair compensation practices but may not take into account other needs given the scope of work. Additionally, budget reflects most of the programming aspects reflected in the narrative. Realistic expenses and sources of income are allocated for all activities included in the application.	Project Budget The budget does not reflect fair compensation practices, and may rely on below market fees, unpaid internships, or extensive use of volunteers. Or the budget does not include income or expenses for programming referenced in the application, and/or raise concerns about the project's feasibility.