

FY27 Term Arts Education Grant Application Evaluation Rubric

Expanding Access to Arts Education – 65% of Total Score

Community Need	0-2 points: There is little to no demonstrated community need for the project or program. The program is not supported with relevant evidence or data.	3-5 points: There is some demonstrated community need for the project or program. The program is supported with little evidence or data.	6-8 points: There is appropriate demonstrated community need for the project or program supported with evidence and data.	9-10 points: There is strong, clear demonstrated community need for the project or program supported with relevant evidence and data.
Educational Goals	0-3 points: The educational goals of the project are unclear and do not include what students will learn academically, artistically, or otherwise.	4-6 points: The educational goals of the project are vague but include some learning academically artistically, and otherwise.	7-9 points: The educational goals of the project are stated and include quality learning academically, artistically, and otherwise.	10-12 points: The educational goals of the project are clearly stated and include high-quality learning academically, artistically, and otherwise.
Activity Details	0-1 points: Project activities are vague, unfeasible, or poorly aligned with the project goals. activities lack coherence or sufficient detail to reasonably achieve intended outcomes.	2-3 points: Project activities are weak, with limited feasibility and unclear alignment with the project goals. Activities have little connection to achieving intended outcomes.	4-5 points: Project activities are clear, feasible, and connected to the project goals. Activities are logical and support intended outcomes.	6-7 points: Project activities are clearly defined and feasible with strong connection to the project goals. Activities intentionally work together to support the intended outcomes.
Timeline and Milestones	0-1 points: Timeline is unclear or missing major phases of project (planning, execution, or evaluation) and/or does not identify milestones. Dates conflict significantly or do not align with "Project Dates."	2-3 points: Timeline partially outlines the project (planning, execution, and/or evaluation), identifies some milestones, and is mostly aligned with "Project Dates."	4-5 points: Timeline outlines all phases of the project (planning, execution, and evaluation), identifies key milestones, and is aligned with "Project Dates."	6 points: Timeline clearly and thoroughly outlines all phases of the project (planning, execution, and evaluation) and identifies key milestones. All dates are specific and fully aligned with "Project Dates."

<p>Student Engagement</p>	<p>0-2 points: The activities do not engage students in the production of artworks or use arts-based learning strategies. Students are passive participants, observing only.</p>	<p>3-5 points: The activities inconsistently or partially engage students in the production of artworks or use of arts-based learning strategies. Student participation is limited to exposure with little opportunity for hands-on creation connected to educational goals.</p>	<p>6-8 points: The activities regularly engage students in the production of artworks or use arts-based learning strategies. Student participation is hands-on and embedded in educational goals.</p>	<p>9-10 points: The activities actively and meaningfully engage students in the production of artworks or use arts-based learning strategies. Student participation is fully embedded in educational goals.</p>
<p>Educational Standards</p>	<p>0 points: Activities do not address South Carolina’s 2026 College and Career Ready Standards for Visual and Performing Arts Proficiency or the S.C. Profile of the Ready Kindergartener.</p>	<p>1-2 points: Few activities address South Carolina’s 2026 College and Career Ready Standards for Visual and Performing Arts Proficiency and/or the S.C. Profile of the Ready Kindergartener in a reasonable way.</p>	<p>3-4 points: Most activities address South Carolina’s 2026 College and Career Ready Standards for Visual and Performing Arts Proficiency and/or the S.C. Profile of the Ready Kindergartener in a meaningful and reasonable way.</p>	<p>5 points: All activities address South Carolina’s 2026 College and Career Ready Standards for Visual and Performing Arts Proficiency and/or the S.C. Profile of the Ready Kindergartener in a clear, meaningful, and reasonable way.</p>
<p>Student Outcomes</p>	<p>0-2 points: Evaluation plan does not include methods of measuring achievement of goals or student outcomes. Measurement strategies are absent or not connected to educational goals or student outcomes. No clear method for collecting or analyzing data is described.</p>	<p>3-5 points: Evaluation plan includes some methods of measuring achievement of goals and/or student outcomes. Measurement strategies are vague or loosely connected to educational goals or student outcomes. Methods for collecting or analyzing data are minimally developed.</p>	<p>6-8 points: Evaluation plan includes defined methods of measuring achievement of goals and student outcomes. Measurement strategies are relevant and aligned with educational goals and/or student outcomes. Methods for collecting and analyzing data are appropriate.</p>	<p>9-10 points: Evaluation plan includes clear and intentional methods of measuring achievement of goals and student outcomes. Measurement strategies are specific and directly aligned with educational goals and student outcomes. Methods for collecting and analyzing data are highly developed and utilize both quantitative and qualitative data.</p>

Project Growth	0 points: The organization has not demonstrated growth or change within its grant-funded project or program from previous years.	1-2 points: The organization has demonstrated little growth and/or change to its grant-funded project or program from previous years.	3-4 points: The organization has demonstrated growth and/or change in its grant-funded project or program from previous years.	5 points: The organization has demonstrated significant growth and/or change in its grant-funded project or program from previous years.
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Organizational Capacity – 30% of Total Score

Organization and Mission	0 points: The project or program shows little to no alignment with the organization's stated mission.	1-2 points: The project or program has some connection to the organization's mission, but the alignment is weak, unclear, or indirect.	3-4 points: The project or program aligns with the organization's mission in clear and logical ways, even if it is not the central focus of the mission.	5 points: The project or program is clearly and directly aligned with the organization's mission.
Commitment to Artistic Quality	0 points: The project does not provide a high-quality artistic experience. There is insufficient training, artistic experience, or program design to ensure quality instruction or meaningful artistic outcomes.	1-2 points: The project provides a basic or inconsistent artistic experience. There is limited training, artistic experience, and/or program design to ensure quality instruction or meaningful artistic outcomes.	3-4 points: The project provides a solid, quality artistic experience. There is appropriate training, artistic experience, and program design with the capacity to ensure quality instruction and/or meaningful artistic outcomes.	5 points: The project will provide a consistently high-quality artistic experience. There is strong training, demonstrated artistic excellence, and intentional program design with the capacity to ensure rigorous, high-quality instruction and meaningful artistic growth.
Qualifications of Key Personnel	0 points: The applicant does not provide the names or qualifications of the key personnel involved in this project.	1-2 points: The applicant has provided the names and minimal biographical summaries for key personnel involved in this project, but the list may be incomplete. Each individual's qualifications show little experience related to the project goals.	3-4 points: The applicant has provided the names and biographical summaries for all key personnel involved in this project. Each individual's qualifications generally demonstrate experience related to project goals.	5 points: The applicant has provided the names and thorough biographical summaries for all key personnel involved in this project. Each individual's qualifications clearly demonstrate substantial experience directly related to project goals.

Budget	0 points: The program budget is not balanced and/or an unrealistic estimate of project expenses and sources of income to support the project.	1-2 points: The program budget vaguely demonstrates a balanced estimate of project expenses and sources of income to support the project.	3-4 points: The program budget demonstrates a balanced and realistic estimate of project expenses and sources of income to support the project.	5 points: The program budget clearly demonstrates a balanced and realistic estimate of project expenses and reliable sources of income to support the project.
Partnerships	0 points: The project represents no community partnerships between organizations, schools, and/or other entities to meet 3K-4K or K- 12 educational goals through the arts.	1-2 point: The project represents unclear community partnerships between organizations, schools, and/or other entities to meet 3K-4K and/or K-12 educational goals through the arts.	3-4 points: The project represents defined community partnerships between organizations, schools, and/or other entities to meet 3K-4K and/or K-12 educational goals through the arts.	5 points: The project represents strong, defined community partnerships between organizations, schools, and/or other entities to meet 3K-4K and/or K-12 educational goals through the arts.
Partnership Letter of Support	0 points: No letters of support from community partners are present.	1-2 point: Few Letters of support from community partners are present and represent a vague understanding of the role and scope of some partners involved.	3-4 points: Letters of support from most community partners are present and represent understanding of the role and scope of the partners involved.	5 points: Letters of support from all community partners are present and represent a clear understanding of the role and scope of all partners involved.

Populations Served – 5% of Total Score

Populations Served	0 points: Applicant does not demonstrate a clear and thorough understanding of the student population that will be served through this project. There is missing information, including which and how many students will benefit and any special characteristics or needs.	1-2 points: Applicant demonstrates little understanding of the student population that will be served through this project. Includes incomplete information about which and how many students will benefit and any special characteristics or needs.	3-4 points: Applicant demonstrates a general understanding of the student population that will be served through this project, including which and how many students will benefit and any special characteristics or needs.	5 points: Applicant demonstrates a clear and thorough understanding of the student population that will be served through this project, including which and how many students will benefit and any special characteristics or needs.
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