

# FY25/26 Summer Arts Education Projects Grant Evaluation Rubric

## Expanding Access to Arts Education: 50% of total score

<b>Community Need</b>	<b>0-1 points:</b> There is little to no demonstrated community need for the project or program. The program is not supported with relevant evidence or data.	<b>2-3 points:</b> There is some demonstrated community need for the project or program. The program is supported with little evidence or data.	<b>4-5 points:</b> There is appropriate demonstrated community need for the project or program supported with evidence and data.	<b>6-7 points:</b> There is strong, clear demonstrated community need for the project or program supported with relevant evidence and data.
<b>Educational Goals</b>	<b>0-2 points:</b> The educational goals of the project are unclear and do not include what students will learn: academically, artistically, or otherwise.	<b>3-5 points:</b> The educational goals of the project are vague but include some learning: academically artistically, and otherwise.	<b>6-8 points:</b> The educational goals of the project are stated and include quality learning: academically, artistically, and otherwise.	<b>9-10 points:</b> The educational goals of the project are clearly stated and include high quality learning: academically, artistically, and otherwise.
<b>Activities Details</b>	<b>0-1 points:</b> The activities are not feasible within the stated timeline.	<b>2-3 points:</b> The activities are somewhat feasible within the stated timeline.	<b>4-5 points:</b> The activities are most likely feasible within the stated timeline.	<b>6-7 points:</b> The activities are clear and fully feasible within the stated timeline.
<b>Activities Support Educational Goals</b>	<b>0-1 points:</b> The activities do not support the stated educational goals of the project.	<b>2-3 points:</b> The activities somewhat support the stated educational goals of the project.	<b>4-5 points:</b> The activities appropriately support the stated educational goals of the project.	<b>6-7 points:</b> The activities directly support the stated educational goals of the project.
<b>Student Engagement</b>	<b>0-1 points:</b> The activities do not engage students in the production of artworks or use of arts-based learning strategies.	<b>2-3 points:</b> The activities somewhat engage students in the production of artworks or use of arts-based learning strategies.	<b>4-5 points:</b> The activities appropriately engage students in the production of artworks or use of arts-based learning strategies.	<b>6-7 points:</b> The activities directly engage students in the production of artworks or use of arts-based learning strategies.
<b>Educational Standards</b>	<b>0 points:</b> Activities do not address South Carolina's 2017 College and Career Ready Standards for Visual and Performing Arts Proficiency or the SC Profile of the Ready Kindergartener.	<b>1-2 points:</b> Some activities address South Carolina's 2017 College and Career Ready Standards for Visual and Performing Arts Proficiency and/or the SC Profile of the Ready Kindergartener in a reasonable way.	<b>3-4 points:</b> Most activities address South Carolina's 2017 College and Career Ready Standards for Visual and Performing Arts Proficiency and/or the SC Profile of the Ready Kindergartener in a meaningful, and reasonable way.	<b>5 points:</b> All activities address South Carolina's 2017 College and Career Ready Standards for Visual and Performing Arts Proficiency and/or the SC Profile of the Ready Kindergartener in a clear, meaningful, and reasonable way.

<b>Student Outcomes</b>	<b>0-1 points:</b> Evaluation plan does not include methods of measuring achievement of goals or student outcomes.	<b>2-3 points:</b> Evaluation plan includes some methods of measuring achievement of goals and/or student outcomes.	<b>4-5 points:</b> Evaluation plan includes defined methods of measuring achievement of goals and student outcomes.	<b>6-7 points:</b> Evaluation plan includes clear and defined methods of measuring achievement of goals and student outcomes.
<b>Organizational Capacity: 40% of total score</b>				
<b>Organization and Mission</b>	<b>0 points:</b> The project or program is not within the scope of the organization's mission.	<b>1-2 points:</b> The project or program is somewhat within the scope of the organization's mission.	<b>3-4 points:</b> The project or program is within the scope of the organization's mission.	<b>5 points:</b> The project or program is clearly within the scope of the organization's mission.
<b>Commitment to Artistic Quality</b>	<b>0-1 points:</b> The organization does not demonstrate a commitment to artistic quality.	<b>2-4 points:</b> The organization somewhat demonstrates a commitment to artistic quality and identifies measures to ensure that commitment is met.	<b>5-7 points:</b> The organization demonstrates a commitment to artistic quality and identifies effective measures to ensure that commitment is met.	<b>8-10 points:</b> The organization directly demonstrates a clear commitment to artistic quality and identifies effective measures to ensure that commitment is met.
<b>Project Timeline &amp; Milestones</b>	<b>0 points:</b> Project timeline is incomplete or not feasible.	<b>1-2 points:</b> Project timeline is present and feasible.	<b>3-4 points:</b> Project timeline is present, reasonably sequenced, and feasible.	<b>5 points:</b> Project timeline is clear, sequenced with intention, and feasible.
<b>Qualifications of Key Personnel</b>	<b>0-1 points:</b> Leadership and Key personnel are not qualified to deliver effective programming.	<b>2-4 points:</b> Some leadership and key personnel are qualified to deliver effective programming.	<b>5-7 points:</b> Most leadership and key personnel are qualified to deliver effective programming.	<b>8-10 points:</b> All leadership and key personnel are highly qualified to deliver effective programming.
<b>Budget</b>	<b>0 points:</b> The program budget is not balanced and/or is an unrealistic estimate of project expenses and sources of income to support the project.	<b>1-2 points:</b> The program budget somewhat demonstrates a balanced and realistic estimate of project expenses and sources of income to support the project.	<b>3-4 points:</b> The program budget demonstrates a balanced and realistic estimate of project expenses and sources of income to support the project.	<b>5 points:</b> The program budget clearly demonstrates a balanced and realistic estimate of project expenses and reliable sources of income to support the project.

<b>Partnerships</b>	<b>0 points:</b> 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.	<b>1 point:</b> 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.	<b>2 points:</b> 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.	<b>3 points:</b> 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.
<b>Partnership Letter of Support</b>	<b>0 points:</b> No letters of support from community partners are present.	<b>1 point:</b> Letters of support from some community partners are present and represent an understanding of the role and scope of some partners involved.	<b>2 points:</b> Letters of support from all community partners are present and represent a clear understanding of the role and scope of all partners involved.	
<b>Populations Served: 10% of total score</b>				
<b>Populations Served</b>	<b>0 points:</b> Applicant does not demonstrate a clear and thorough understanding of the student population that will be served through this project. Missing information including which and how many students will benefit and any special characteristics or needs.	<b>1-2 points:</b> 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.	<b>3-4 points:</b> 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.	<b>5 points:</b> 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.
<b>Distinct Group Populations</b>	<b>0 points:</b> There is no connection between the selected group populations served and the details and reasoning behind how and why these groups were selected.	<b>1-2 points:</b> There is little connection between the selected group populations served and the details and reasoning behind how and why these groups were selected.	<b>3-4 points:</b> There is reasonable connection between the selected group populations served and the details and reasoning behind how and why these groups were selected.	<b>5 points:</b> There is clear and reasonable connection between the selected group populations served and the details and reasoning behind how and why these groups were selected.