



Application Scoring Rubric

Music Education Partnership Grants

	HIGHLY COMPETITIVE 5 points	VERY COMPETITIVE 4 points	COMPETITIVE APPLICATIONS 3 points	SOMEWHAT COMPETITIVE 2 points	MINIMALLY COMPETITIVE 1 point	NON- COMPETITIVE 0 points
Project Alignment & Design - 50%						
Description & Need (20 points total)						
1. Describe the work that will be done using the Chorus America grant. 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	<ul style="list-style-type: none"> Clear detailed description of the partnership and how it increases access to music education. 	<ul style="list-style-type: none"> Applicant provides a description of the partnership programming, though there may be a lack of clarity regarding the need this fulfills within the community. 	<ul style="list-style-type: none"> The programming is not clearly described, defined, or explained. 			
Score						
Proposed Program Implementation	<ul style="list-style-type: none"> Applicant describes how often students will meet and the types of sequential learning opportunities available to provide meaningful engagement. 	<ul style="list-style-type: none"> Applicant provides some elements about the learning process, but more information regarding program implementation is needed. 	<ul style="list-style-type: none"> Information about the program implementation is severely lacking or not present at all. 			
Score						
Concept Alignment with Core Values	<ul style="list-style-type: none"> Concept strongly aligns with Chorus America's core values. 	<ul style="list-style-type: none"> Concept is related to Chorus America's core values. 	<ul style="list-style-type: none"> A significant amount of the work proposed does not align with the priorities of this grant opportunity and Chorus America's core values. 			
Score						
Skill Sets Matched to School Needs	<ul style="list-style-type: none"> Skill sets of individuals involved are intentionally matched to the needs of the school(s) to be served. 	<ul style="list-style-type: none"> Individuals involved have the skill sets to carry out program activities. 	<ul style="list-style-type: none"> 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 COMPETITIVE 5 points	VERY COMPETITIVE 4 points	COMPETITIVE APPLICATIONS 3 points	SOMEWHAT COMPETITIVE 2 points	MINIMALLY COMPETITIVE 1 point	NON- COMPETITIVE 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 and musical traditions?						
Program Catalyst & Co-Creation	<ul style="list-style-type: none"> Clear description of the catalyst for the programming and how it was co-created with the community to be served. 	<ul style="list-style-type: none"> Unclear why the program was created and whether it was responding to a community need. 	<ul style="list-style-type: none"> Catalyst for the program was driven solely by program leadership and not in consultation with the community to be served. 			
Score						
Community Voice	<ul style="list-style-type: none"> Program design has been informed by community voice and aligns with Chorus America's value on co-creation. 	<ul style="list-style-type: none"> Program design has been informed by experts or staff but has not taken into consideration community voice. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Students, parents, and/or educators strongly influence the artistic product. 	<ul style="list-style-type: none"> Diverse musical traditions or repertoire may be planned, but programming choices are made by staff or musical directors. 	<ul style="list-style-type: none"> Artistic product only reflects the cultural and musical traditions of program leadership. 			
Score						
Adapting to Changing School Needs	<ul style="list-style-type: none"> There is a process for gathering outside input and adapting to changing school needs. 	<ul style="list-style-type: none"> The project has some ability to adapt to changing school needs. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Meaningful change for students is defined and can be observed or measured. 	<ul style="list-style-type: none"> Some change is projected but may be either not achievable or lacks relevance. 	<ul style="list-style-type: none"> Applicant does not define success or demonstrate an understanding of what they are attempting to achieve. 			
Score						
Defined Goals Increase Access	<ul style="list-style-type: none"> Clear goals have been identified and will increase access to music education. 	<ul style="list-style-type: none"> Goals have been identified but unclear whether access to music education will increase. 	<ul style="list-style-type: none"> No clear goals identified. Unclear access to music education will increase. 			
Score						
Total Score for Goals/Success						

	HIGHLY COMPETITIVE 5 points	VERY COMPETITIVE 4 points	COMPETITIVE APPLICATIONS 3 points	SOMEWHAT COMPETITIVE 2 points	MINIMALLY COMPETITIVE 1 point	NON- COMPETITIVE 0 points
Project Impact - 50%						
History with Students & Commitment to Equity (25 total points)						
4. Describe your history with the students to be served by your project. How is your programming tailored to the needs of the students you are serving? What actions are you taking to support equity?						
Relationships	<ul style="list-style-type: none"> Demonstrates existing relationships with the identified community that indicate roots in the community. 	<ul style="list-style-type: none"> Demonstrates that relationship-building is occurring in the identified community. 	<ul style="list-style-type: none"> Does not demonstrate history working with students or schools identified in the application. 			
Score						
Cultural Competency	<ul style="list-style-type: none"> Articulates how programming will be provided in a culturally competent manner. 	<ul style="list-style-type: none"> Unclear how programming will be provided in a culturally competent manner. 	<ul style="list-style-type: none"> No evidence that programming will be provided in a culturally competent manner. 			
Score						
Tailoring Programming to Students' Needs	<ul style="list-style-type: none"> Can clearly articulate and demonstrate how they are creating conditions that allow for all students to participate fully and equally. 	<ul style="list-style-type: none"> Programming only weakly addresses how they conditions have been created to allow students to participate fully and equally. 	<ul style="list-style-type: none"> Programming is not tailored to students' needs. 			
Score						
Communication	<ul style="list-style-type: none"> The staff and/or teaching artists speak (and materials are available in) the home language the students. 	<ul style="list-style-type: none"> Applicant in the process of hiring staff who speak the home language (and creating materials). 	<ul style="list-style-type: none"> Communication barriers between staff and/or teaching artists are present but have not been addressed. 			
Score						
Program Logistics Account for Student/Parent Needs	<ul style="list-style-type: none"> Transportation needs have been considered, and hours of programming are convenient for students and parents. 	<ul style="list-style-type: none"> There is an awareness of student and parent needs regarding program logistics, but no solution yet identified. 	<ul style="list-style-type: none"> Program logistics (such as timing and transportation) 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	<ul style="list-style-type: none"> Applicant has identified musical traditions, repertoire, and/or techniques to be taught. 	<ul style="list-style-type: none"> Applicant is exploring different musical traditions, repertoire, and/or techniques to be taught. 	<ul style="list-style-type: none"> Applicant has not identified musical traditions, repertoire, and/or techniques to be taught. 			
Score						
Partners	<ul style="list-style-type: none"> Applicant is partnering with others to understand and honor musical traditions outside of their own. 	<ul style="list-style-type: none"> Partners may have been identified, but relationships have not yet been built to support this project. 	<ul style="list-style-type: none"> Artistic product only reflects the cultural and musical traditions of program leadership. 			
Score						

	HIGHLY COMPETITIVE 5 points	VERY COMPETITIVE 4 points	COMPETITIVE APPLICATIONS 3 points	SOMEWHAT COMPETITIVE 2 points	MINIMALLY COMPETITIVE 1 point	NON- COMPETITIVE 0 points
Sharing Cultures	<ul style="list-style-type: none"> Applicant also shares their own musical traditions with others in a way that demonstrates respect and appreciation for different musical styles and repertoire. 		<ul style="list-style-type: none"> Sharing of cultures may flow in only one direction. 		<ul style="list-style-type: none"> Project reflects a lack of sensitivity or attempt to understand musical traditions outside their own. 	
Score						
Cultural Context	<ul style="list-style-type: none"> Students will gain an understanding of the cultural context, including the music's history and authentic performance techniques. 		<ul style="list-style-type: none"> Limited opportunities for students to learn about music's cultural context. 		<ul style="list-style-type: none"> No opportunities identified for students to learn about music's cultural context. 	
Score						
Authentic & Mutually Beneficial Cultural Exchange	<ul style="list-style-type: none"> The project provides opportunities for authentic and mutually beneficial cultural exchange. 		<ul style="list-style-type: none"> The project reflects a lack of mutual exchange. 		<ul style="list-style-type: none"> There are no opportunities for cultural exchange present. 	
Score						
Total Score for Cultural Exchange & Learning						
TOTAL SCORE Out of 100						

Equity Data						
<i>This grant program is committed to serving partnerships in specific communities where music education opportunities may be limited by socioeconomic, systemic racism, and/or geography. Additional points will be awarded based on the following to support increased access to music education.</i>						
	10 points	8 points	6 points	4 points	2 points	0 points
Student Population (10 points total)						
What percentage of the youth served by your project represent historically marginalized communities ?						
	90-100%	70-89%	50-69%	30-49%	10-29%	0-9%
Score						
Leadership (10 points total)						
What percentage of artistic and teaching leadership identify as BIPOC/People of the Global Majority ?						
	90-100%	70-89%	50-69%	30-49%	10-29%	0-9%
Score						
US-Based Projects Distressed Communities (10 points total)						
For US based projects, please enter the zip codes of the communities you intend to serve. Per the Distressed Community Index , these zip codes have been classified as:						
	All classified as distressed (red) or at-risk (orange)	Most of the project, but not all, will take serve distressed (red) or at-risk (orange) zip codes	Zip codes classified across all ranges from prosperous to distressed	Most of the project, but not all, will serve mid-tier (green) or comfortable (light blue) zip codes	Primarily, but not exclusively, serve mid-tier (green) or comfortable (light blue) zip codes	Exclusively serves zip codes classified as prosperous (dark blue)
Score						
Canada-Based Projects Distressed Communities (10 points total)						
For Canada-based projects, please review the Census Mapper regional low-income (LICO-AT) map . Per this map, your programming will serve:						
	All programming will be serving regions that exceed 25% of people designated low-income (as defined by LICO-AT, families/persons expected to spend 20% more of their after-tax income on food, clothing, and shelter.)	Most of the project, but not all, will serve regions that exceed 25% of people meeting the LICO-AT designation.	Project will serve regions that vary from low (0-15%) to high (25%+) people meeting the LICO-AT designation.	Most of the project, but not all, will serve regions that report 10-25% LICO-AT rates.	Primarily, but not exclusively, taking serve regions reporting less than 10% of people meeting the LICO-AT designation.	Exclusively serves regions with a LICO-AT rate of less than 10%.
Score						
Total Score for Equity Data						