

EVIDENCE OF EXCELLENCE

Curriculum-Based Project Grants

Applicants should provide evidence to support the following criteria, where it is requested in the sections indicated below:

Note: evidence may be found in other locations as well. Please use your best judgment. **Do not exceed 10 pages of support materials.** Support materials are to be mailed with your certification page after submitting your egrant. **DO NOT STAPLE.** Digital documents may be emailed as attachments to diana.green@arts.alabama.gov

No video or sound files please. You may send links to YouTube.

Criteria	Grant Section
Planning	
Logic Model	Section K: Arts in Education Supplemental Information
Collaboration and Partnerships	Section F: #3, #4 & #9
Administrative personnel	Section F: #11
Budget	Sections G & H (attachments)
Education Benefits	
Artistic Excellence	Section F: #1, #4, & #5, resume and support materials
Instructional Content	Section F: #2, Section K, and support materials
Schedule	Activity List (attachment and Support Materials)
Inclusion: Diversity, Equity and Access	
Diversity	Section F: #6 & 7 and support materials
Equity	Narrative, Section K (last question)
Access	Section F: #8

ON-LINE REVIEW PANEL SCORING RUBRIC
For AIE Curriculum-Based Project Grants

Planning

Logic Model	Strong Evidence 8-10 pts	The Planning Logic Model shows consistency with <i>Artistic Literacy Consortium</i> goals, and includes clear and realistic strategies aligned with specific objectives. Opportunities to measure success are clearly defined and careful pre-assessment seems to be indicated.
	Some Evidence 4-7 pts	The Planning Logic Model may be consistent with Artistic Literacy Consortium goals, strategies and objectives are vague and not aligned. Indicators of success and pre-assessment are discussed, but may not offer the details needed to gather important information.
	Little or No Evidence 0-3 pts	The Planning Logic Model is difficult to interpret and does not clarify how the project might address the Consortium goal chosen or any objectives listed. Strategies are vague and indicators are not measureable. Pre-assessment is questionable or not indicated.
Collaboration/ Partnerships	Strong Evidence 8-10 pts	The application clearly articulates a planning process that includes collaborations between appropriate personnel within participating school(s), artists, communities and organizations. Responsibilities for planning and implementation are well defined, and opportunities to develop new partnerships for sustainability are in place.
	Some Evidence 4-7 pts	The application implies a collaborative process, but is not specific concerning personnel and responsibilities for planning and implementation. Opportunities for new partnerships are mentioned but not specifically named or confirmed.
	Little or No Evidence 0-3 pts	The application lacks a description, or is very unclear about a collaborative process during planning and implementation, and does not mention any opportunities to sustain and grow through new partnerships.
Administrative Personnel	Strong Evidence 8-10 pts	There is a strong presence of qualified personnel to design the project, indicating the likelihood of successful implementation, as evidenced through staff qualifications and experience relevant to the project.
	Some Evidence 4-7 pts	It is implied that there will be at least one strong administrator to see the project through to completion, but qualifications and experience are not clearly defined in the proposal.
	Little or No Evidence 0-3 pts	There is little or no indication that planning personnel are qualified or even in place to administer the project; or the qualifications of the planning personnel do not match the needs for the design of the project.
Budget	Strong Evidence 8-10 pts	Income and expenses balance. Items in budget are clear and relevant to project description as explained either in the narrative or a more detailed budget attachment. Expenses are appropriate to the project and are eligible for funding. Cash match is strong as determined by the demographics of the school/organization and/or any circumstantial evidence provided.
	Some Evidence 4-7 pts	Income and expenses balance. Items in budget seem relevant to project but are not broken down enough to include specifics. Expenses are appropriate to the project and are eligible for funding. Cash match is adequate as determined by the demographics of the school/organization and/or any circumstantial evidence provided.
	Little or No Evidence 0-3 pts	Income and expenses may not balance. Items in budget are not relevant to project as described in narrative. Some budget items are not eligible and/or cash match is weak.

Educational Benefits

Artistic Excellence	Strong Evidence 8-10 pts	The merit or value of the artistic activities is clearly evident and well articulated and the qualifications of the arts organization, primary artists and or arts educators are well documented through narrative, resumes, and/or work samples.
	Some Evidence 4-7 pts	The merit or value of the artistic activities is implied without specifics. Qualifications of arts organization, primary artists and or arts educators are generally stated without specific documentation.
	Little or No Evidence 0-3 pts	The merit or value of the artistic activities is not evident or hard to determine. Qualifications of arts organization, primary artists and or arts educators are not addressed or hard to determine from the narrative and/or support materials.
Instructional Content	Strong Evidence 8-10 pts	There is a clear demonstration of instructional content presented in narrative and model lessons that indicates excellence in the ability to address specific arts standards within this project.
	Some Evidence 4-7 pts	There is a basic explanation of instructional content with a mention of standards implying arts learning, but instructional content is not detailed enough in model lesson to demonstrate excellence.
	Little or No Evidence 0-3 pts	Instructional content is impossible to determine and/or lacks any discussion of arts standards. No model lessons are included.
Schedule	Strong Evidence 8-10 pts	The description of the schedule in the application includes specific information to indicate how and when each phase of the project will take place, and that the amount of time allotted is aligned with program objectives.
	Some Evidence 4-7 pts	The schedule is referred to in general terms, indicating a sequence of events, but without details specifically indicating how and when each phase of the project will take place. Or the amount of time may be specific but not aligned with stated objectives.
	Little or No Evidence 0-3 pts	The schedule for the project is confusing or non-existent, making it impossible to determine feasibility of the proposal. .

Inclusion: Diversity, Equity and Access

Diversity	Strong Evidence 8-10 pts	The proposal clearly indicates activities as appropriate that will provide opportunities for students to explore the arts as relevant to their own culture as well as indigenous cultures of Alabama and/or diverse cultures within the global community.
	Some Evidence 4-7 pts	The application implies activities that may provide opportunities for students to explore the arts as relevant to their own culture as well as to the indigenous cultures of Alabama and/or diverse cultures within the global community, but lacks specific details.
	Little or No Evidence 0-3 pts	Opportunities for students to explore the arts as relevant to their own culture, as well as to the indigenous cultures of Alabama and/or diverse cultures within the global community are not indicated or are hard to determine in this proposal.
Equity	Strong Evidence 8-10 pts	The proposal clearly indicates an equitable process for reaching out to diverse members of the school population, including a description of activities designed to minimize barriers to participation.
	Some Evidence 4-7 pts	The proposal implies that a process exists to reach out to diverse members of the school population, but does not clearly describe activities designed to minimize boundaries to participation.
	Little or No Evidence 0-3 pts	A process to reach diverse members of the school community and to engage in activities to minimize boundaries to participation is not included in this proposal.
Access	Strong Evidence 8-10 pts	The application leaves no question as to how activities will be adapted and personnel will be provided when appropriate to create an inclusive environment for all populations, particularly those with specific disabilities and limitations.
	Some Evidence 4-7 pts	The application implies intent to provide an inclusive environment for all populations, but does not clearly articulate the specifics about adaptations and/or personnel to be employed.
	Little or No Evidence 0-3 pts	The application includes few or no plans to adapt activities or provide personnel to create an inclusive environment.