Evaluation Criteria and Scoring Guide: Arts Learning: In Schools and In Community

Criteria 1: Artistic Quality and Creativity

(35 points total)

In determining artistic quality and creativity, application reviewers are guided by:

Subcriteria	Area of the application	Evaluation Details
Artistic samples	Printed Materials, Digital Images, Audio Samples, Video Samples	Artistic samples clearly show evidence of high-quality arts learning or arts learning experiences; samples directly support the applicant's proposed project.
Contribution to arts education or professional development	Addressed in narrative	Application clearly connects the program to the education of the students (and/or teachers for in schools) it serves; project has the demonstrated means and is of a duration that significantly increases a participant's knowledge and skills in the arts (and/or as an arts educator for in schools); planned activities are clearly defined; project provides opportunities for experience, study, and performance. Contribution evaluation methods are clear.
Professional quality	Addressed in narrative	Highly qualified artistic and/or arts education personnel deliver services; high quality works of art are used; organization is an experienced arts education provider.
Fulfillment of standards and benchmarks (in schools) or education standards in the field (in community)	Addressed in narrative	Program is clearly aligned with New Mexico Standards and Benchmarks (in school) or education standards in the field (in community); standards addressed by the project are clearly stated and appropriate for the age group and artistic discipline; for arts integration projects standards are also clearly stated for the core content area.
Evaluation and assessment	Addressed in narrative	Evaluation plan clearly and thoroughly addresses achievement, progress, and impact; program outcomes are clearly aligned with stated goals; evaluation tools are varied and appropriate to the project; specific plan for use of evaluation findings is stated.

It is recommended that applicants use subcriteria as headings in the narrative section. They may be shortened due to space. For example: *Contribution to the Arts, Professional Quality, Fulfillment of Standards, Evaluation and Assessment.*

Criteria 2: Community Support, Representation and Benefit

(40 points total)

Application reviewers consider the applicant's responsiveness to community needs as determined by:

Subcriteria	Area of the application	Evaluation Details
Contribution to arts education plan or goals of school/district or contribution to the learning needs of the community	Addressed in narrative	Knowledge of the school or district's arts education plan or goals (in schools) or the learning needs of the program's identified community (in community) is evidenced in the application; the program's contribution to the plan or goals is clearly articulated; program fills an unmet arts education need of the school or district (in schools) or community (in community). Contribution evaluation methods are clear.
New Mexico artists	Addressed in narrative	Staff and contractors are New Mexico residents; New Mexico works are the basis for the project or program.
Ease of access	Addressed in narrative	Program is highly accessible due to location, low cost, and/or ability to serve those with disabilities; facilities are ADA-accessible.
Geographic location and reach	Addressed in narrative	Program reaches significant numbers the population in the surrounding area; or program reaches a population outside of its primary programming area or New Mexicans across the state.
Community support	Budget, Financial Narrative	Community support is clearly evidenced through a high level of donated or in-kind services and volunteers; project or organization is financially supported by the community or local government.
Reaching populations historically underserved by the arts	Addressed in narrative	Clearly defined plan and evidence of reaching populations historically underserved by the arts due to ethnicity, economics, geography or disability.

It is recommended that applicants use subcriteria as headings in the narrative section. They may be shortened due to space. For example: *Contribution to the Arts Education Plan, New Mexico Artists, Ease of Access, and Geographic Location and Reach.*

Reaching populations historically underserved by the arts has a separate narrative text box. No heading is needed.

Criteria 3: Administrative Ability

(25 points total)

Application reviewers consider the quality of the organization's project and budget management as informed by:

Subcriteria	Area of the application	Evaluation Details
Financial information	Budget, Financial Narrative, Attached Income & Expense Statement	Proposed project budget is feasible and shows a diversity of non-New Mexico Arts funding; required cash match is met; organization is financially stable or has articulated plans for stability; income and expense statement is detailed adequately for the size of the organization; major swings in income or expenses are explained.
Accuracy	All areas	Application is accurate throughout (without typos, misspellings, or mathematical errors); applicant has followed all directions per the guidelines.
Key personnel	Key Artistic, Administrative, and Technical Personnel	Key personnel are highly qualified and/or experienced; qualifications or experience is directly related to the project; number of personnel is clearly adequate to carry out the project.
Board or advisory committee	Attached Board List	Number of board members and composition of board (professions, skills, experience) is appropriate for size and mission of organization; board is ethnically diverse and/or representative of the community.

Scoring Guide	Overall Score
Excellent	90-100
Good	80-89
Average	70-79
Poor	65-69
Not recommended for funding	64 and below