<table>
<thead>
<tr>
<th>Excellent to Outstanding</th>
<th>Good to Very Good</th>
<th>Satisfactory</th>
<th>Marginal to Fair</th>
<th>Unsatisfactory/No Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the program you are requesting funds for and how it will support your selected population/community’s needs.</td>
<td>Request for funding: - Clearly and specifically describes the community of learners being served and their needs and desires. - Provides a thoughtful overview of the learning experience, including how it is designed to serve and adapt to the stated needs and/or desires of the intended learners.</td>
<td>Request for funding: - Clearly identifies and describes the community of learners being served and their needs and desires. - Provides an overview of the learning experience, including how it is designed to serve and adapt to the stated needs and/or desires of the intended learners.</td>
<td>Request for funding: - Identifies the community of learners being served and their needs and desires. - Shares some information about the learning experience, including how it is designed to serve and adapt to the stated needs and/or desires of the intended learners.</td>
<td>Request for funding: - Does not identify the community of learners being served and their needs and desires. - Does not share an overview of the learning experience, including how it is designed to serve and adapt to the stated needs and/or desires of the intended learners.</td>
</tr>
</tbody>
</table>

16-20 points | 11-15 points | 6-10 points | 1-5 points | 0 |

What is the timeline of activities? How does your planning and delivery account for learner safety and access in alignment with school/site, local, and state reopening guidelines?

Clear, specific, and realistic timeline demonstrates:
- Individual and collaborative planning with key stakeholders (such as a teacher, administrator, Principal, Executive Director, etc.)
- Final implementation

Realistic timeline demonstrates:
- Individual and collaborative planning with key stakeholders (such as a teacher, administrator, Principal, Executive Director, etc.)
- Final implementation

A timeline mostly demonstrates:
- Individual and collaborative planning with key stakeholders (such as a teacher, administrator, Principal, Executive Director, etc.)
- Final implementation

Unclear and/or unrealistic timeline.

No evidence of a timeline

10-12 points | 7-9 points | 4-6 points | 1-3 points | 0 |

Attach supplemental documents that demonstrate school/site wide support for the engagement.

Supplemental documents highly demonstrate:
- Full school/site wide support (and if applicable, fiscal agent) for the implementation of the experience and the teaching artist's needs.

Supplemental documents considerably demonstrate:
- Full school/site wide support (and if applicable, fiscal agent) for the implementation of the experience and the teaching artist's needs.

Supplemental documents moderately demonstrate:
- School/site wide support (and if applicable, fiscal agent) for the implementation of the experience and the teaching artist's needs.

Supplemental documents nominally or unclearly demonstrate:
- Some evidence that the school/site (and if applicable, fiscal agent) will be involved in supporting the experience.

Supplemental documents do not demonstrate:
- School/site support (and if applicable, fiscal agent) for the experience.

13-16 points | 9-12 points | 5-8 points | 1-4 points | 0 |

Outline and provide context for all of your expenses and income by category and amount.

Financial information is:
- Clearly tied to the request for funding.
- Indicates realistic expenses for its implementation and anticipated/pending income.

Financial information indicates expenses for its implementation and anticipated/pending income.

Financial information indicates some expenses for its implementation and anticipated/pending income.

Financial information does not indicate expenses or anticipated/pending income.

10-12 points | 7-9 points | 4-6 points | 1-3 points | 0 |