Scoring System

> How does the panel come to a decision?

After reading through your application, the panel will provide scores in two sections:

First, the panel members provide scores on the information you provide in the "Panel Questions" section. Panel members provide a score of 1 to 8 for each panel question.

Second, the panel members are asked to provide additional points on three focus areas: 1) for Boulder-based organizations, 2) on issues of cultural equity, and 3) for organizations that have not received funding in the grant cycle. A maximum of 4 additional points is available to the panel members for each question. For more information on cultural equity please reference our Statement of Cultural Equity.

The scores for each panel member are added together to establish a preliminary score for the application. All questions are weighted equally. Those preliminary scores are averaged across all the panel members to establish a preliminary score. This score is used to rank your application for consideration. For each grant category, the Arts Commission will establish a threshold score (equal to a whole number that is approximately 75% of the maximum possible score) over which an application is considered eligible for an award. Please note that meeting the threshold score does not automatically approve an application for funding.

In addition to providing a score, the commissioners will include questions or comments for each applicant. We will provide these comments to you before the review meeting. During the meeting, you will have the opportunity to offer a three-minute statement answering the questions raised, or further informing the panel about your application.

Later in that same meeting, the panel will discuss each application. Individual panel members may decide to change specific scores based on new information you provide during your presentation. Once this rescore is complete, the applications are re-ranked. The members of the Boulder Arts Commission then deliberate on a decision of final approval of the applications which will receive a grant. The Arts Commission may a) accept the top scores in the ranking, b) choose to adjust the ranking, or c) ask the panel to reconsider specific scores.

The complete scoring system and rubric can be found below.

> How do the panel members use the scoring system?

Panel members use the following rating scale descriptions to help align their decisions about each score.

Score	Descriptor	Strengths/Weaknesses
8	Exceptional	Exceptionally strong (a model for field or discipline with essentially no weaknesses).
7	Outstanding	Very strong with some minor weaknesses.
6	Very Good	Strong with numerous minor weaknesses.
5	Good	Strong but with at least one moderate weakness.
4	Satisfactory	Some strengths but with some moderate weaknesses.
3	Fair	Some strengths but with at least one major weakness.
2	Marginal	A few strengths and a few major weaknesses.
1	Poor	Very few strengths and numerous major weaknesses.

Minor weakness: An easily addressable weakness that does not substantially lessen impact.
Moderate weakness: A weakness that lessens impact.
Major weakness: A weakness that severely limits impact.

Rubrics

> How do the members of the panel interpret the scoring system for each application?

It is important to keep in mind that the decision on scores is a subjective one; a rubric of interpretations should be a guide by which the members of the panel can support their opinions. Each definition and associated score in the scoring system will have a specific interpretation when applied to each panel question and across the different grant categories. The matrix of these interpretations as compared to scores is captured in a set of rubrics. It will be the responsibility of the commission to agree on an articulation of each interpretation, and all the members of the panel will need to be trained on these interpretations.

Below are the rubrics for each applicable grant category.

Community Project Grant, page one

Community Priorities

The City of Boulder's Community Cultural Plan is a visioning and strategic document that describes how the people of Boulder will align efforts, with the support of the municipal government, to achieve our collective vision: *Together, we will craft Boulder's social, physical, and cultural environment to include creativity as an essential ingredient for the wellbeing, prosperity, and joy of everyone in the community*. The Community Priorities are six points that summarize the community's most common responses in answer to the question, "What is your vision for Boulder's culture and creative economy?". Reference: Cultural Plan and Community Priorities.

In what way will this project contribute to one or several of the Community Priorities described in the Community Cultural Plan? Does the project contribute to one priority thoroughly? Or, does it address many? What specific benefits to the community are planned? How will success be measured?

1-2: Poor to Marginal	3-4: Fair to Satisfactory	5-6: Good to Very Good	7-8: Outstanding to Exceptional
Does not or minimally addresses how the project will contribute to one or several of the Community Priorities.	Few or some aspects of the project will address one or several of the Community Priorities.	Several aspects of the project will significantly address one or several of the Community Priorities.	The project will address one or several of the Community Priorities in very strong or exceptional ways.

Cultural offerings

In what way does your project fill a gap in the variety of cultural offerings in Boulder? What is exciting or new about your project?

1-2: Poor to Marginal	3-4: Fair to Satisfactory	5-6: Good to Very Good	7-8: Outstanding to Exceptional
Minimally fills a gap in the cultural offerings of Boulder with major weaknesses.	A few aspects of the project may fill gaps in cultural offerings with a few major or moderate weaknesses; only modest innovations are proposed.	Some or many aspects of the project fill gaps in cultural offerings with moderate or minor weaknesses; some new or innovative programming.	The project fills gaps in cultural offering in very good or exceptional ways with a few or no minor weaknesses; the project is new and innovative.

Full access

How will your project address affordability, availability, accessibility, accommodation, and acceptability to diverse groups? Please review the Boulder Arts Commission and Americans for the Arts Statements on Cultural Equity (when responding to this question.

References:
Boulder Arts Commission Statement on Cultural Equity
Americans for the Arts Statement on Cultural Equity

1-2: Poor to Marginal	3-4: Fair to Satisfactory	5-6: Good to Very Good	7-8: Outstanding to Exceptional
The project does not or minimally addresses issues of access with many major weaknesses.	The project addresses issues of access in a minor way with several major or moderate weaknesses.	The project addresses issues of access in a moderate way with many or a few minor weaknesses.	The project addresses issues of access in very good or exceptional ways with one or no minor weaknesses.

Community Project Grant, page two

Proposed outcomes and evaluation strategy
Describe your evaluation strategy and how you will collect data. Please include your goals for this project and how you will measure the benefit to the community.

1-2: Poor to Marginal	3-4: Fair to Satisfactory	5-6: Good to Very Good	7-8: Outstanding to Exceptional
Evaluation strategy for understanding program / project success is lacking; goals, measures and plans for data collection are not in place.	Provides only limited descriptions of evaluation strategies and goals with moderate weaknesses.	Provides clear and thoughtful evaluation strategies and goals with a few moderate or minor weaknesses.	Evaluation strategy is comprehensive. Contains detailed information on goals, benchmarks and data collection and how to measure success.

Artistic excellence
The terms "artistic excellence" and "high standards" may be defined as having an advanced level of craftsmanship, experience, and expertise for the creation of works of art in contemporary practice of a specific discipline. In addition to evaluating excellence in terms of the work of skilled and experienced artists, artistic excellence may also be defined by the degree and sophistication to which a project or organization provides a) the freedom for artistic experimentation, b) access for new audiences, or c) the ability for individuals and groups across skill levels to advance their creative practice and cultural competency.

Describe how your project commits to high standards for your field. Include information on how: a) artists are involved in leadership and the potential impact on artists and the artistic field (including direct payment); b) your curatorial approach or cultural mission is realized in the project; c) your audiences, peers, or critics respond to your programming; and/or d) other ways by which you measure the quality of your art and the results of those measures. Examples of how you might demonstrate artistic excellence are through professional resumes, news clippings, photos, videos, and survey responses.

BRC Chapter 14-1, the city code that governs the grants program, gives guidance on the areas of discipline and artistic practice that are considered by the grants program. These include:

1.   Visual arts and crafts;
2.   Music;
3.   Theater;
4.   Literary arts;
5.   Dance;
6.   Time-based media, film/video, digital art, and web-based art;
7.   Educational activities including lectures, classes and field trips;
8.   Festivals, exhibitions, and art in public places;
9.   History and heritage;
10.   Design, architecture, and landscape; and
11.   The contemplative arts.

The panel will evaluate artistic excellence scores based on how the application addresses excellence in these disciplines or practices. It is further acknowledged that contemporary artistic practice may bridge across these disciplines or connect with other forms of creative enterprise.

Community Project Grant, page three

1-2: Poor to Marginal Artistic excellence is not or is inadequately addressed; there are pervasive gaps in justifying artistic excellence.	3-4: Fair to Satisfactory Artistic excellence is addressed in only a few ways with only minor justifications and measures.	5-6: Good to Very Good Artist excellence is addressed in some or many ways; several significant justifications and measures are included.	7-8: Outstanding to Exceptional The project demonstrates very good or exceptional artistic excellence with strong measures.

Boulder focus
Are you a Boulder organization serving Boulder or are you an organization outside of Boulder, and to what degree do you focus on Boulder programming?

1 Not based in Boulder; programs only occasionally offered in Boulder.	2 Not based in Boulder; programs regularly offered in Boulder. Or, based in Boulder with very few programs offered in Boulder.	3 Not based in Boulder; programs primarily in Boulder; strong community ties. Or, based in Boulder with several programs in Boulder.	4 Based in Boulder; programs primarily offered in Boulder; strong ties to the community.

Encouragement points
Among the goals of the Boulder Arts Commission is to encourage the equitable, fair, and just distribution of funds in support of the community. This includes providing support to applicants who have not yet received a grant in this cycle. Confirm if your organization has been funded in the current cycle, including if you'll be receiving General Operating Support funding.

1 Received a grant this year.	2 Received a grant this year.	3 Did not receive a grant this year.	4 Did not receive a grant this year.

Cultural equity
Among the goals of the Boulder Arts Commission is to encourage the equitable, fair, and just distribution of funds in support of the community. This includes providing support to applicants whose organizational leadership or audience represent groups who are typically underrepresented in arts programming and funding models (i.e. culturally diverse groups, organizations focused on age diversity, etc.) Describe how your project does or does not fulfill one or several of these categories. When responding to this question it is pertinent to review the Boulder Arts Commission and Americans for the Arts Statements on Cultural Equity.

References:
Boulder Arts Commission Statement on Cultural Equity
Americans for the Arts Statement on Cultural Equity

1 Offers no or few advancements for equity and diversity	2 Offers some advancement for equity and diversity.	3 Offers significant advancement for equity.	4 Offers exemplary advancement for equity and diversity.

Arts Education Projects Grant, page one

Benefit to students
In what ways will this project directly benefit the students and their growth as cultural participants or in the creative industries? What new skills or experiences will be offered?

1-2: Poor to Marginal	3-4: Fair to Satisfactory	5-6: Good to Very Good	7-8: Outstanding to Exceptional
Benefits to students in cultural participation or skill development are not or inadequately addressed with many major weaknesses.	The project will benefit students' cultural participation or skill development in only a few minor ways.	Many significant benefits to cultural participation or skill development are proposed with a few minor weaknesses.	Benefits to cultural participation or skill development are very good or exceptional with only a few or no minor weaknesses.

Complementing curriculum and offerings
How does this project enhance, or fill a gap in, the generally available curriculum and offerings?

1-2: Poor to Marginal	3-4: Fair to Satisfactory	5-6: Good to Very Good	7-8: Outstanding to Exceptional
The project does not demonstrate any enhancements to curriculum.	Enhancements to curriculum or offerings are modest with many major or moderate weaknesses.	There are clear enhancements to curriculum and offerings with only a few minor weaknesses.	The project has very good or exceptional enhancements to curriculum and offerings with only a few or no minor weaknesses.

Proposed outcomes and evaluation strategy
How will the benefits to the students be measured?

1-2: Poor to Marginal	3-4: Fair to Satisfactory	5-6: Good to Very Good	7-8: Outstanding to Exceptional
The outcomes and evaluation strategy are not or inadequately addressed with many major weaknesses.	The outcomes and evaluation strategy are addressed in a few minor ways.	The outcomes and evaluation strategy are addressed in a significant and positive way, with a few minor weaknesses.	The project addresses outcomes and evaluation in a very good or excellent way with only a few or no minor weaknesses.

Artistic excellence
The terms "artistic excellence" and "high standards" may be defined as having an advanced level of craftsmanship, experience, and expertise for the creation of works of art in contemporary practice of a specific discipline. In addition to evaluating excellence in terms of the work of skilled and experienced artists, artistic excellence may also be defined by the degree and sophistication to which a project or organization provides a) the freedom for artistic experimentation, b) access for new audiences, or c) the ability for individuals and groups across skill levels to advance their creative practice and cultural competency.

Describe how your project commits to high standards for your field. Include information on how: a) artists are involved in leadership and the potential impact on artists and the artistic field (including direct payment); b) your curatorial approach or cultural mission is realized in the project; c) your audiences, peers, or critics respond to your programming; and/or d) other ways by which you measure the quality of your art and the results of those measures. Examples of how you might demonstrate artistic excellence are through professional resumes, news clippings, photos, videos, and survey responses.

Arts Education Projects Grant, page two

BRC Chapter 14-1, the city code that governs the grants program, gives guidance on the areas of discipline and artistic practice that are considered by the grants program. These include:

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2.   Music;
3.   Theater;
4.   Literary arts;
5.   Dance;
6.   Time-based media, film/video, digital art, and web-based art;
7.   Educational activities including lectures, classes and field trips;
8.   Festivals, exhibitions, and art in public places;
9.   History and heritage;
10.   Design, architecture, and landscape; and
11.   The contemplative arts.

The panel will evaluate artistic excellence scores based on how the application addresses excellence in these disciplines or practices. It is further acknowledged that contemporary artistic practice may bridge across these disciplines or connect with other forms of creative enterprise.

1-2:	3-4:	5-6:	7-8:
Poor to Marginal	Fair to Satisfactory	Good to Very Good	Outstanding to Exceptional
Artistic excellence is not or is inadequately addressed; there are pervasive gaps in justifying artistic excellence.	Artistic excellence is addressed in only a few ways with only minor justifications and measures.	Artist excellence is addressed in some or many ways; several significant justifications and measures are included.	The project demonstrates very good or exceptional artistic excellence with strong measures.

Boulder focus
Are you a Boulder organization serving Boulder or are you an organization outside of Boulder and to what degree do you focus on Boulder programming?

1	2	3	4
Not based in Boulder; programs only occasionally offered in Boulder.	Not based in Boulder; programs regularly offered in Boulder. Or, based in Boulder with very few programs offered in Boulder.	Not based in Boulder; programs primarily in Boulder; strong community ties. Or, based in Boulder with several programs in Boulder.	Based in Boulder; programs primarily offered in Boulder; strong ties to the community.

Encouragement points
Among the goals of the Boulder Arts Commission is to encourage the equitable, fair, and just distribution of funds in support of the community. This includes providing support to applicants who have not yet received a grant in this cycle. Confirm if your organization has been funded in the current cycle, including if you'll be receiving General Operating Support funding.

1	2	3	4
Received a grant this year.	Received a grant this year.	Did not receive a grant this year.	Did not receive a grant this year.

Arts Education Projects Grant, page three

Cultural equity
Among the goals of the Boulder Arts Commission is to encourage the equitable, fair, and just distribution of funds in support of the community. This includes providing support to applicants whose organizational leadership or audience represent groups who are typically underrepresented by arts programming and funding models (i.e. culturally diverse groups, organizations focused on age diversity, etc.) Describe how your project does or does not fulfill one or several of these categories. When responding to this question it is pertinent to review the Boulder Arts Commission and Americans for the Arts Statements on Cultural Equity.

References:
Boulder Arts Commission Statement on Cultural Equity
Americans for the Arts Statement on Cultural Equity

1	2	3	4
Offers no or few advancements for equity and diversity.	Offers some advancement for equity and diversity.	Offers significant advancement for equity.	Offers exemplary advancement for equity and diversity.

Professional Development Scholarship, page one

The Commission will respond *yes*, *no*, or *needs more information* to the question, "Does this application clearly demonstrate that the applicant will benefit professionally from this opportunity and, in turn, support the creative field in Boulder?" The Commission will review the applications and decide the recipients of these funds based on funding available.