



Video Application Outline and Rubric for CEF Student Led Grants

Please respond to the following questions in the order listed in a 3-5 minute video presentation. The video may include graphics, visuals of items that will be purchased with the funding for reference, or any other creative ways to convey your idea to the reviewers. This is your moment to sell your idea!

If this is a group project, all students must participate in the creation of material for the presentation, but individuals can respond to questions for the entire group (like a group project in class).

| Question # | Question | Requirement- these need to be included at the beginning of the video. | | |
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| 1 | What are the names, grades, and school(s) of all students applying for the grant? | The first and last names of all students that are applying for the grant should be clearly identified in the video, as well as the grade level for each student and the CCS school which they attend. | | |
| 2 | Who is the staff mentor for this project? | Clearly identify the name, department, and school for the staff mentor. | | |
| 3 | What is the title of the project? | The title is clearly indicated. | | |
| Question # | Question | Two Points | One Point | Zero Points |
| 1 | What community need does the project meet? | The need is clearly identified. | The need is somewhat identified. | The need is not identified. |
| 2 | Describe the project and how it will meet the community need. | The description includes important details about what the project is and how it will meet the community need. | The description somewhat includes details about the project and how it meets the community need. | The description is vague and hard to understand. |
| 3 | Who came up with the idea and how did it develop? | What sparked the idea and the steps that were taken to turn this into a grant request is clearly outlined in an easy to understand way. | The response is somewhat clear about what sparked the idea and how it turned into a grant request. | The response does not outline who came up with the idea or how it was developed into a grant request. |

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| 4 | Why are you excited about this project? | Student(s) clearly share their enthusiasm about the project and why it is meaningful to them. | Students somewhat share what excites them about the project. | It is not clear why they are excited about this project. |
| 5 | What do you think will be the biggest impact of this project? | The impact is clearly shared in terms of who will benefit from the project, what difference the project will make, or how it will create a positive change in the community, | The impact is somewhat shared in terms of who will benefit from the project, what difference the project will make, or how it will create a positive change in the community, | The impact is not clearly shared in terms of who will benefit from the project, what difference the project will make, or how it will create a positive change in the community, |
| 6 | Presentation | Video presents the project in a clear and easy to follow format with visual components such as slides, photos, setting, etc. | Video somewhat conveys the project idea. | Video is difficult to understand. |
| 7 | Time requirement | Completed video is between three and five minutes in length. | Video is within ten seconds of the three to five minutes guideline. | Video is significantly shorter than three minutes or longer than five minutes in length. |
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