

Stark-Fox Family Fund Scholarships: **PMEA Music for Lifelong Learning Award**

In memory of Donald Edward Stark and Paul Francis Fox, engineers and supporters of music education

1. Amount (**range of \$3500 to \$5000**) and number of scholarships may vary from year-to-year
2. Nonrenewable (selection of a different candidate each year)
3. Paid directly to candidate as reimbursement for college tuition, dorm/apartment rent, meals on campus, textbook expenses, and/or the purchase of a new instrument (must provide receipts for the candidate's proof of payment)
4. Criteria for selection
 - A. Submission college transcript that reflects:
 - i. Full-time enrollment as an undergraduate or graduate student in a science, technology, engineering, or mathematics major at a PA college or university
 - ii. Completion of four semesters or 48 credits
 - iii. Cumulative 3.5 GPA or higher
 - iv. Submission of transcript verifying a grade of "A" or equivalent for enrollment of at least three semesters in a music performance (e.g., band, chamber music, choir, jazz, or orchestra) ensemble
 - B. Letter of recommendation from a music performance ensemble director who leads an ensemble in which you have participated that cites both musical and non-musical contributions to the ensemble. Letter should include name/position/phone/email of the ensemble director.
 - C. Demonstration of performance skills (recorded video) or submission of composition(s)
 - D. Portfolio of "music for lifelong learning" artifacts that includes:
 - i. Evidence of participation in high school and college music ensembles (programs, print or social media postings, letters from ensemble directors, etc.) that verify participation
 - ii. Evidence of involvement with music-related STEM or STEAM activities/projects/coursework at the high school and/or college level
 - iii. Essay: Music and Lifelong Learning
 - a. Provide a short belief statement about the value of music study/performance as a skill relevant to lifelong learning.
 - b. Support this statement by citing personal experiences of ways in which past and current participation in music study/performance is connected to your pursuit of a career in science, technology, engineering, or mathematics.
 - c. Project ways in which you plan to continue music study/performance as part of career, community, or personal development pursuits.

Pre-Qualification Documentation (PMEA Staff Review)

Pre-qualified by PMEA Staff Evaluators.		
Failure to include or meet any of the criteria (NO) eliminates the application.		
YES	NO	
		1. Applicant has not previously received this award
College Transcript		
		2. Applicant is admitted as a full-time undergraduate or graduate student in a science, technology, engineering, or mathematics major at a PA college or university.
		3. Applicant has completed four semesters or 48 credits.
		4. Transcript shows a cumulative GPA of 3.5 or higher.
		5. Transcript verifies a grade of "A" or equivalent for enrollment of at least three semesters in a music performance (e.g., band, chamber music, choir, jazz, or orchestra) ensemble.
Letter(s) of Recommendation		
		6. Letter of recommendation from a music performance ensemble director who leads an ensemble in which you have participated that cites both musical and non-musical contributions to the ensemble. Letter should include name/position/phone/email of the ensemble director.
Performance Skills/Composition		
		7. Recorded video of performance skills or submission of composition(s) has been provided.
Portfolio of "Music for Lifelong Learning" Artifacts		
		8. Evidence of participation in high school and college music ensembles (programs, print or social media postings, letters from ensemble directors, etc.) that verify participation
		9. Evidence of involvement with music-related STEM or STEAM activities/projects/coursework at the high school or college level.
		10. Essay (Music and Lifelong Learning) has been provided.

Review by PMEA Committee

C. Demonstration of performance skills (recorded video) or submission of composition(s)

	6	4	2	0
Demonstration of Performance Skills	Performance demonstrates EXCEPTIONAL technical/ musical attributes	Performance demonstrates APPROPRIATE technical/music attributes	Performance demonstrates INCONSISTENT technical or musical attributes	Performance demonstrates INSUFFICIENT technical or musical attributes

OR

	6	4	2	0
Original composition	Composition exhibits understanding of structural technique/ interpretive detail and use of music composition technologies	Composition exhibits understanding of structural technique/ interpretive detail	Composition exhibits understanding of structural technique OR interpretive detail	Composition does not exhibit understanding of structural technique OR interpretive details

D. Portfolio of “music for lifelong learning” artifacts

i. Evidence of participation in high school and college music ensembles

	3	2	1	0
Provides programs, print or social media postings, letters from ensemble directors, etc. that verify participation.	Evidence is: a. verifiable (name is included as part of the artifact) from both high school and college participation b. shows participation in more than one ensemble at both high school and collegiate levels	Evidence is: a. verifiable (name is included as part of the artifact) from both high school and college participation b. shows participation in only one ensemble at both high school and collegiate levels	Evidence is: a. verifiable (name is included as part of the artifact) from either high school or college but not both	Evidence is: a. not verifiable (name not included as part of the artifacts)

i. Evidence of involvement with music-related STEM or STEAM activities/projects/coursework at the high school or college level

	3	2	1	0
Evidence of involvement with music-related STEM or STEAM activities/projects/coursework at the high school or college level.	<p>Evidence:</p> <p>a. Is verifiable (name is included as part of the artifact)</p> <p>b. includes advanced coursework at the high school level (AP, IB, etc.) and appropriate coursework at the college level</p> <p>c. includes an activity (club, mentor program, employment, etc.) or project that is STEM/ STEAM related</p> <p>d. reflects connection to music</p>	<p>Evidence:</p> <p>a. Is verifiable (name is included as part of the artifact)</p> <p>b. includes advanced coursework at the high school level (AP, IB, etc.) and appropriate coursework at the college level</p> <p>--OR--</p> <p>includes an activity (club, mentor program, employment, etc.) or project that is STEM STEAM related</p> <p>c. reflects connection to music</p>	<p>Evidence:</p> <p>a. Is citation only (name is not included as part of the artifact)</p> <p>b. includes advanced coursework at the high school level (AP, IB, etc.) and appropriate coursework at the college level</p> <p>--OR--</p> <p>includes an activity (club, mentor program, employment, etc.) or project that is STEM/ STEAM related</p> <p>c. reflects connection to music</p>	<p>Evidence:</p> <p>a. Is citation only (name is not included as part of the artifact)</p> <p>b. includes advanced coursework at the high school level (AP, IB, etc.) and appropriate coursework at the college level</p> <p>--OR--</p> <p>includes an activity (club, mentor program, employment, etc.) or project that is STEM/ STEAM related</p>

ii. Essay: Music and Lifelong Learning

	3	2	1	0
Provide a short belief statement about the value of music study/ performance as a skill relevant to lifelong learning.	Statement: a. Shares an enthusiasm for learning. b. cites the value of lifelong learning. c. connects music study/skills to the ability to be a lifelong learner.	Statement a. cites the value of lifelong learning b. connects music study/skills to the ability to be a lifelong learner.	Statement a. cites the value of lifelong learning. b. cites the value music study/skills but only in past and/or present-day learning.	Statement a. does not address the value of lifelong learning. b. does not connect music study/ skills to learning outside of music.
Support of statement by citing personal experiences of ways in which past and current participation in music study/ performance is connected to your pursuit of a career in science, technology, engineering, or mathematics.	Personal experiences with music study/ performance a. support the belief statement b. provide a direct foundation for a specific STEM career (statement relates to a career path)	Personal experiences with music study/ performance a. support the belief statement b. provide an indirect foundation for a STEM career (statement relates to general employability skills)	Personal experiences with music study/ performance a. relate to the belief statement b. provide a foundation for future participation in music for the purpose of social connection (statement relates to music as a hobby)	Personal experiences with music study a. relate to the belief statement b. do not provide a foundation for a STEM career or future participation in music as a hobby.

Total possible points:

6	Demonstration of performance skills (recorded video) or submission of composition(s)
3	Evidence of participation in high school and college music ensembles
3	Evidence of involvement with music-related STEM or STEAM activities/projects/coursework at the high school or college level
9	Essay: Music and Lifelong Learning
21	Total

