

Picasso Project Application Evaluation Form 2014

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| School Name: | | Reviewer's Name: |
| Arts Discipline/s: | | Geographic Area: |
| School Type: <input type="checkbox"/> K-5 <input type="checkbox"/> K-8 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12 <input type="checkbox"/> Other: | | Charter School? <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Specific Grade Levels Served: | | Total Points: |

| Category | Criteria | Max Points | Points Given | Comments |
|---|---|------------|--------------|----------|
| 0 = No Response 1 = Weak 2 = Adequate 3 = Good 4 = Very Good 5 = Excellent | | | | |
| Identifying Needs [10] | Describes the school's current arts program(s), including: <ul style="list-style-type: none"> • Successes and strong programs • Challenges in keeping arts in the school (i.e. loss of staff or resources) • Any other arts program support (grants, volunteers, etc) | 5 | | |
| | Describes the need(s) at the school that will be addressed through an innovative arts project. The need may include: <ul style="list-style-type: none"> • Need to use the arts as an innovative approach to improve school climate (i.e. integrating new students, reducing conflicts between students) • Need to improve the quality of arts instruction (providing instruction or experiences beyond what school district / school can provide). • Need to create an engaging and advanced academic experience by integrating arts into academic instruction | 5 | | |

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| Project Description [20] | <p>Describes in detail:</p> <ul style="list-style-type: none"> • Vision/dreams for the project • What the school hopes to accomplish • Goals for the project-what the school and students will gain/learn • The outcomes of the project <p><i>Description includes how project will address:</i></p> <ul style="list-style-type: none"> • <i>Need to use the arts as an innovative approach to improve school climate (i.e. integrating new students, reducing conflicts between students)</i> • <i>Need to improve the quality of arts instruction (providing instruction or experiences beyond what school district / school can provide).</i> • <i>Need to create an engaging and advanced academic experience by integrating arts into academic instruction</i> | 5 | | |
| | <p>School Team: Provides names and profiles of at least 3 school staff members, who will be involved in the project, in addition to:</p> <ul style="list-style-type: none"> • Their role in the project • How and when collaboration will occur on program planning, implementation and trouble shooting challenges <p><i>Please note: "Excellent" scores indicate a high level of detail and innovation in approach. Assess the described capacity of school team to address the need(s) identified above (i.e., for innovative projects to improve school climate, improve the quality of arts instruction, and/or integrate arts and academics)</i></p> | 5 | | |

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| Project Description cont. [20] | <p>Community Partners: Describes which specific community partners are closely involved in the project, including:</p> <ul style="list-style-type: none"> • Why proposed partner organization or artist was chosen • How collaboration will occur on program planning, implementation and trouble shooting challenges <p><i>Assess the described capacity of the partners to address the need(s) identified above (e.g. to use arts as innovative approach to improve school climate, improve quality of arts instruction, and/or create an engaging and advanced academic experience by integrating arts into academic instruction)</i></p> | 5 | | |
| | <p>Documentation: Details how school will document progress and outcomes (written accounts, digital media, etc) in a way that can be shared with school and with others</p> | 5 | | |
| Spreading Awareness about Arts Education (Arts Advocacy) [5] | <p>Describes plan for how project will garner public support and build awareness for arts education, including</p> <ul style="list-style-type: none"> • How school will spread the word about the value of the project to those in decision-making positions • Who will take the lead in advocacy • Strategies used and when in the timeline it will be carried out | 5 | | |
| Timeline [5] | <p>Timeline is specific and includes planning, implementation, documentation, and advocacy phases with days and weeks included, if possible.</p> | 5 | | |

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| Executive Summary [2] | 0= None 1=Some 2= All | 2 | | |
| | <p>A concise summary including:</p> <ul style="list-style-type: none"> • The schools main vision/goals for the project • The main need school will address with the project (<i>e.g. to use arts as innovative approach to improve school climate, improve quality of arts instruction, and/or create an engaging and advanced academic experience by integrating arts into academic instruction</i>) • A synopsis of the project description • Community partners involved • The schools advocacy plan | | | |
| Supporting Documents [4] | 0= None 1=Some 2= All | 2 | | |
| | <p>Letter of Intent: Has letter(s) of intent from each involved artist or organization</p> | | | |
| | 0= Not at all 1=Somewhat 2= Excellent | 2 | | |
| | <p>Additional Documents: Up to two additional documents included to provide an alternative perspective to help demonstrate the innovative nature of the proposed project. <i>Examples include photos, brochures and/or resumes of artists related to proposed project</i></p> | | | |

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| Budget [15] | Outlines a detailed budget for program description and goals. Budget items are researched and documented in detail and correlate correctly to sections: • EXPENSES: Equipment & Documentation; Transportation; Supplies & Materials; Miscellaneous; Partners; Financial Management and Liability • REVENUES • IN-KIND CONTRIBUTIONS | 5 | | |
| | Budget item prices seem reasonable and connected to project description. Budget adds up correctly. | 5 | | |
| | Proposal demonstrates a well-rounded approach to creating a budget (including school, community and in-kind contributions). | 5 | | |
| TOTAL | | 61 | 0 | |