

## **Application Ranking Guide – Artists in Schools: Extension**

This document is intended to act as a guide to assist applicants in composing successful applications to the **Artists in Schools: Extension** grant program.

A peer panel reviews all applications and work samples in a multi-step process that involves assigning numerical ranks to each application. The 6-point ranking system below is utilized and panelists' ranks are averaged to obtain the final score.

For each of the following rankings, the description refers to the contents of the application submitted, including work samples and attachments.

<b>6</b>	<b>Exemplary</b>	Meets all of the review criteria to the highest degree possible
<b>5</b>	<b>Strong</b>	Meets all of the review criteria in a significant manner
<b>4</b>	<b>Good</b>	Meets the majority of the review criteria; however, areas of the application need improvement, development or clarification
<b>3</b>	<b>Marginal</b>	Does not meet the majority of the review criteria in a significant manner
<b>2</b>	<b>Weak</b>	Significant inadequacies in addressing review criteria
<b>1</b>	<b>Ineligible</b>	Inappropriate for CAC support: incomplete applications, applications with significant ineligible expenses, and proposals that do not meet program requirements

Below, the qualities of exemplary applications (Ranked 6) in the **Artists in Schools: Extension** program are outlined, and the areas of the application in which those criteria will be assessed are identified.

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**Review Criteria #1: Project Design and Implementation:** Project design indicates realistic timeline, appropriate budget, clear artistic and community-based objectives and achievable outcomes. Design articulates methods to evaluate and measure success, collect and analyze data, and document activities. Design demonstrates depth of participant involvement and clear plans for community outreach and marketing.

### **Qualities of Exemplary Applications:**

- Project activities, budget and timeline are clearly articulated and support the realization of specific student achievement outcomes.
- The outcomes meaningfully engage state and/or national arts education standards, as well as California Expanded Learning Standards.
- Resources, including time and funds, are effectively allocated.

- The program design includes specific tactics to ensure that both non-native English speakers and students with disabilities have equitable access and will be included.
- Applicant maps robust plan for community engagement, including the dissemination of program impact.

**Areas of Assessment:**

- Project narrative
  - Project budget
  - List of standards addressed
  - Student assessment narrative
  - Documentation narrative
  - Access and inclusion narrative
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**Review Criteria #2: Artistic Merit:** Artists involved in the project demonstrate skills, expertise, and experiences that are central to the outcomes of the project design. California artists are engaged at every stage of project design and execution.

**Qualities of Exemplary Applications:**

- Teaching artists are highly skilled and experienced both as artists and instructors.
- Teaching Artists use innovative and culturally responsive approaches to support student learning in the arts.

**Areas of Assessment:**

- Teaching Artist(s) biographies
  - Work samples
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**Review Criteria #3: *Community Impact:*** Project demonstrates reach and/or depth of engagement in an identified community. Project responds to a need or set of priorities identified with the community to be served. Project execution and evaluation involve significant community participation in accordance with the identified project outcomes.

**Qualities of Exemplary Applications:**

- The needs and contexts of the particular student population(s) being served guide the development of outcomes and activities. Curriculum is responsive to the cultures represented by the student communities.
- Application outlines a thoughtful and plausible plan for ensuring equitable access to all students, including specific tactics to mitigate the potential hurdles of transportation and tuition.
- Applicant demonstrates history of achieving measurable student learning outcomes.
- Organization uses ongoing evaluation to assess programmatic strengths and areas for growth.

- Program design uses evaluation data to improve the program continuously.

**Areas of Assessment:**

- Evaluation narrative
  - Support documents (e.g. examples of evaluation tools, data sets)
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**Review Criteria #4: *Management and Leadership*:** Ability of applicant organization to implement proposed project is clearly demonstrated by qualifications of project's team, viability of project budget, and overall fiscal and managerial health of applicant and partnering organizations.

**Qualities of Exemplary Applications:**

- Organizational leadership has significant experience in arts education.
- Organizational mission aligns with arts education program goals.
- Staff and board membership are diverse and representative of the program constituents.
- Organization demonstrates strong fiscal health overall.
- Project budget is thoroughly and realistically developed, and is fully aligned with activities stated in narrative.
- Application, including project narrative and budget, are complete and free from error.

**Areas of Assessment:**

- Staff and board biographies
- Organizational history and mission
- DataArts funder report
- Project Budget
- Completeness and accuracy of application overall