



William Patrick Gorman Award

2020/21 Request for Proposal

William Patrick Gorman was a student in the Visual Arts program at the HCPS Center for the Arts from 2008-2010. Patrick was 17 years old when he died suddenly of a congenital heart defect. His family described his journey as follows:

Patrick was an honors student preparing applications to art colleges. Patrick's triumphs over life-threatening illness throughout his life were numerous and astounding to the few who knew and understood. Most people were unaware of Patrick's many physical limitations, because he had an uncomplaining attitude and a beautiful smile. Patrick was a pioneer for the Aural Program for the Deaf in Henrico County Public Schools. He was the first totally deaf child to successfully be mainstreamed with few accommodations. Several deaf students have followed who have benefitted from Patrick's trail blazing. His gift as an artist was a wonder to those who beheld his paintings and his talent for producing accurate beauty was stunning. His friends at the Center for the Arts helped Patrick develop as a great artist through their competitiveness and encouragement.

The William Patrick Gorman Award was established in 2012 by Cabell Gorman and Friends of Center for the Arts (FCFA) to honor the memory of Patrick Gorman (1993-2010). It provides for an award of up to \$1000, to be used for arts-related educational enrichment. This award is nonrenewable.

Award eligibility criteria:

- Current Sophomore or Junior enrolled in the Visual Arts program at CFA
- Complete application submitted to the CFA office by 4:30 p.m., on Friday, April 23, 2021
- Award must be used within 12 months of the application deadline. The address and contact information to which the financial award will be sent, proof of prior payment, or receipts for art supplies must be received by the CFA Director before Friday, April 22, 2022.



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- Recipient must be willing to give a brief presentation about his or her experience at the annual CFA Picnic immediately following completion of the 12 month award period. Presentation may be in any format of the recipient's choosing (e.g., speech, video, PowerPoint, display of work product), pending approval by the CFA Director.

Application components:

- Student identification form (see attached)
- 2 recommendations (see attached)
 - 1 *must* be a CFA teacher
 - 1 *must* be a non-CFA mentor, and may include teachers, coaches or other adult leaders outside of Henrico High School
- Personal statement
 - Maximum of 250 words, typed, double-spaced, 12-point font
 - Address the following points:
 - Statement of intent and description of the anticipated project (that is, how does the recipient plan to use this award?). *Please note that the award MAY be used to purchase art supplies to be used for a specific project.*
 - Description regarding how this award will benefit the recipient's arts education and career development as an artist.

The application will be judged on content, including quality of writing and completeness of response to each prompt. The recipient will be responsible for providing proof of acceptance to the enrichment program in which he or she plans to participate. If the recipient has been accepted to a program prior to receiving the award, but has not submitted tuition, payment of the award will be made directly to the program. It is the responsibility of the recipient to provide the program's contact information to the CFA Director. If the recipient has already submitted tuition for the enrichment program, the award will be paid directly to the recipient, upon submission of proof of prior tuition payment to the CFA Director. If the award will be used for art supplies, the recipient must submit purchase receipts to the CFA Director and will be reimbursed directly.



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Student Identification Form

Complete all information. *Areas left blank will disqualify the application.*

Name _____ Email _____

Address _____ City _____

Zip _____ Phone _____

Discipline at CFA _____ Number of years in CFA _____

GPA _____

Honors and accomplishments while enrolled in CFA (e.g., regional selection, lead role, Honor societies, published work). *These may be extracurricular, as well as those occurring at school, including but not limited to academic and arts-related accomplishments.* List in the order of importance to you. Attach an additional sheet if necessary.

Honor/Accomplishment

Year



**William Patrick Gorman Award
Gorman Award Application Rubric**

Student: _____ Reviewer: _____

1. Cumulative GPA _____/5

- 4.0 + 5 points
- 3.25 – 3.99 3 points
- 2.5 – 3.24 1 point

2. Honors and Accomplishments _____/5

- > 5 honors and/or awards 5 points
- 3–5 honors and/or awards 3 points
- < 3 honors and/or awards 1 point

3. Personal Statement _____/5

- Well written, clearly addressed all points 5 points
- Well written, addressed some points 4 points
- Some errors, addressed most points 3 points
- Some errors, made few clear points 2 points
- Many errors, made few clear points 1 point

4. Teacher Recommendations (Combined) _____/5

- 65 – 80 5 points
- 50 – 64 4 points
- 35 – 49 3 points
- 20 – 34 2 points
- 1 – 19 1 point

Total: _____/20

Date _____



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CFA Teacher Recommendation

Student: _____ Teacher: _____

Please rate the student according to the scale below:

- 4 = Demonstrates consistently high degree
- 3 = Demonstrates most of the time
- 2 = Demonstrates occasionally
- 1 = Demonstrates rarely

	4	3	2	1
Desire and curiosity for learning				
Establishing and reaching goals				
Working with peers, especially in group				
Working well with teachers and other adults				
Study skills and work habits				
Original and independent thought				
Oral communication skills				
Written communication skills				
Retention of knowledge and skills				
Initiative and motivation				
Completing assignments on time				
Dealing with abstractions and generalizations				
Response to challenge, frustration & adversity				
Self-control and self-discipline				
Dependability and trustworthiness				

Teacher's Signature

Date



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Non-CFA Mentor Recommendation

Student: _____ Reviewer: _____

Please rate the student according to the scale below:

- 4 = Demonstrates consistently high degree
- 3 = Demonstrates most of the time
- 2 = Demonstrates occasionally
- 1 = Demonstrates rarely

	4	3	2	1
Desire and curiosity for learning				
Establishing and reaching goals				
Working with peers, especially in group				
Working well with teachers and other adults				
Study skills and work habits				
Original and independent thought				
Oral communication skills				
Written communication skills				
Retention of knowledge and skills				
Initiative and motivation				
Completing assignments on time				
Dealing with abstractions and generalizations				
Response to challenge, frustration & adversity				
Self-control and self-discipline				
Dependability and trustworthiness				

Signature

Date