

Budget

Arts (143610) - Franklin County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (464)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	33,165.00	25,390.00	0.00	58,555.00
Support Services		0.00	0.00	11,700.00	0.00	0.00	0.00	11,700.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	521,625.00	0.00	521,625.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	11,700.00	33,165.00	547,015.00	0.00	591,880.00
Adjusted Allocation								0.00
Remaining								-591,880.00

Application

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Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Performing Our Future

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Arts & College Preparatory Academy (APCA), the highest performing charter high school in the state, five-time ODE School of Promise, rated 10 out of 10 in GreatSchools, yet the only arts-focused high school in Ohio without a performance space, requests Straight A funds to build much needed performance and gallery space so our students can increase academic achievement, actively demonstrate their skills to the community, and have the educational experiences needed to be better positioned for college and career opportunities. Grant funds will enable ACPA to make substantial spending reductions in the five-year fiscal forecast by reducing the amount of state foundation dollars spent on renting space, transporting students and equipment, replacing damaged equipment, and on facility renovations. These cost savings will not only allow us to maintain the facility without additional need for revenue following the grant, but will also allow us to utilize a greater share of resources in the classroom, doubling the amount spent on classroom materials annually.

20000 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant: Anthony Gatto

Organizational name of lead applicant: Arts & College Preparatory Academy (ACPA)

Unique Identifier (IRN/Fed Tax ID): 143610

Address of lead applicant: 4401 Hilton Corporate Drive, Columbus, Ohio 43232

Phone Number of lead applicant: 614-986-9974

Email Address of lead applicant: gatto@artcollegeprep.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: n/a

Organizational name of secondary applicant: n/a

Unique Identifier (IRN/Fed Tax ID): n/a

Address of secondary applicant: n/a

Phone number of secondary applicant: n/a

Email address of secondary applicant: n/a

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

n/a

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

The administrative team, Richard Albeit, Anthony Gatto and GG Howard, have over sixty collective years of experience continually expanding innovative educational opportunities for students. GG Howard, founder, has been an educator for 45 years, including thirty years as a teacher and administrator in the Columbus City schools. Anthony Gatto, ACPA Principal, has been on staff for all twelve years of ACPA's existence, and has successfully obtained and managed a large number of grants, including a USDOE Charter/District Collaboration Grant for the Equality Project (\$103K), the recently awarded (and the only school in the nation awarded) USDOE Best Practices Dissemination Grant (\$250K), and ACPA's 21st Century (\$500K) and Race to the Top grants. Mr. Gatto has also created and managed several innovative student programs at ACPA, including the ACPA Mentions, The Trailblazer Project, and Wednesday Workshops. ACPA Vice Principal, Richard Albeit, created ACPA's Service Learning Program, Wednesday Volunteer Experience for upperclassmen, the implementation of OTEs and the formalizing of data driven instruction practices. Two years ago, this team oversaw the successful transition from renting expensive and ineffective learning space to the purchase of their own building. ACPA is one of the very few non-profit, independently operated (no management company) charter schools in Ohio that have been able to accomplish this. This was possible only through careful budgeting and responsible spending throughout the years. ACPA receives only state foundation dollars and federal dollars for Title I and Special Education, averaging \$8,392 in total revenue per pupil (compared to \$15,268 per pupil for Columbus City students and \$11,119 as the average for all students throughout the state, as reported by ODE). Although an adjusted student valuation would put ACPA high on the equity list for facility assistance via the Ohio School Facilities Commission, no assistance for capital improvements is available through this state mechanism that was designed to assure equitable learning environments for Ohio's students. Also, there is no ability under current law for the school to secure capital improvement funds through local levies. Despite these challenges, ACPA management and leadership have created and sustained a thriving, financially viable school. In twelve years of operation, the school has never been cited for a finding in its annual Auditor of State audits and has consistently received awards from the Auditor for excellence in financial management. This past summer, the administrative team collaboratively oversaw the 10,000 square foot expansion of the school as well as the successful expansion of the student population from 260 to 320, and an increase of teaching staff from XX to XX. Please note that during each of these expansions, the academic performance of school continued to improve. Despite a higher than average rate of economically disadvantaged students and students of color (55% and 55%, respectively), the performance index has increased from 101.4 to 107.6 to 108.3 in the past three years, evidencing that the well-being of students and staff and the strength of the academic program have always been at the center of all the school's activities. The descriptions and experiences of partnering entities include: ACPA Parent Teacher Association: organizes over a dozen school/family events annually, including regular family dinners, parent/teacher nights, college nights, and multiple other supports and enrichments for teachers, staff and students. The Office of Columbus Mayor Michael Coleman and the Columbus Education Commission: a public/private partnership to improve high quality education for all Columbus students. Expanding Visions, The You Will Rise Project, Equality Project Partners

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Student achievement

Spending reductions in the five-year fiscal forecast

Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one:)

New - never before implemented

Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

Mixed Concept - incorporates new and existing elements

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

ACPA is one of Ohio's finest examples of how children challenged by poverty, achievement gaps and socioemotional trauma can achieve extraordinary academic outcomes if given a vibrant, innovative, safe

and respectful learning environment (in addition to the demographic challenges, over half of all ACPA students report that they were bullied in their previous school). Yet, every year ACPA must turn students away due to lack of space while at the same time 47% or 30,000 Columbus area students attend a school rated "D" or "F." Currently, the 320 students and 30 staff at ACPA have access to only 24,000 square feet of finished space in the entire building. There is NO library, chemistry lab, kitchen or gymnasium, or space large enough to accommodate a full-school assembly. ACPA classrooms are approximately 650 square feet for 25 students, for 26 square feet per student. The Ohio School Facilities Commission sets a standard of 36-46 square feet per student. Additionally, the OSFC recommends 81,000 gross square feet developed for 450 students, or 180 square feet per student. This compares to the 75 square feet per student at ACPA - less than half that determined to be the minimum standard. And, although students are thriving at ACPA and the reputation of the school is becoming known throughout the state and nation (last year, both State Impact Ohio and MSNBC profiled the school in "How One School Makes Social Progress its Mission"), there are limited opportunities for students to showcase their work, give voice to their experiences and aspirations, and have the experiences that will make them be more competitive for college and careers. The Logic Model of this innovative project is that the creation of Performance and Gallery space will enable existing space to be re-purposed into additional classrooms, allowing ACPA to both serve more students (a 25% increase to 400 students) and provide students with increased opportunities to demonstrate their learning, including mastery of higher order art standards. This innovative project builds upon what has proven to work - the innovative, safe and inclusive learning environment that results in the high academic performance and high levels of student, parent and staff satisfaction, and addresses what isn't working - not enough opportunities for students to showcase their hard work, present ideas, perform, communicate, produce knowledge for an ever widening community - including critical connections that could be made to facilitate successful transitions to college and career. The innovative project enables the school to be even more responsive to student educational needs. Current student-led activities, such as Junior Toastmasters, Social Justice Theater, Rock Band, more family and community engagement, expand networks expand student technical skills - lightening, sound, production, marketing, arts administration, curate a gallery The total number of students impacted will include not only current students, but all future students, totaling approximately 2500 unique students over the next twenty years. Additionally, there is opportunity for this space to be accessible to other local charter and district schools in Columbus. Students in schools participating with ACPA in the USDOE Charter/District collaboration grant (The Equality Project/The Heart of it All) and the USDOE Best Practices Dissemination grant will also be impacted by the existence of this Performance and Gallery space. The total number of students impacted could potentially exceed 1,000 each year.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Goal #1: Advancing Student Achievement. The creation of the Performance and Gallery Space will increase access to high quality education to a greater number of students, a shared goal among the business and civic leaders in Columbus, as well as for parents. Secondly, ACPA students will be able to gain mastery in Thirdly, the Performance and Gallery Space will enable ACPA students to showcase their talents to the community, resulting in increased experience, skill and exposure, and, most importantly, create opportunities that can lead to successful career and college transitions. Goal #2: Spending Reductions in the Five-Year Forecast. Over \$50,000 each year is currently spent on costs associated with providing ACPA students with performance opportunities. ACPA currently rents the Lincoln Theater and other local theaters to use for seven annual theater, dance and music performances, as well as for graduation. Technical equipment, musical instruments and other supplies used for performances frequently need to be replaced due to wear and tear caused by frequent transport. Transporting students for both rehearsals and performances not only decreases instructional time, but adds additional costs to the performance opportunities that are vital to our school program and a well rounded arts education. The permanency of this space will eliminate all of these costs. Goal #3: Utilization of a greater share of resources in the classroom. 75% of ACPA's annual \$2.5 M budget is dedicated to salaries and benefits. The just over \$500K that remains must cover all other costs, including mortgage payments, sponsor and school treasurer fees, liability and other insurance, utilities and maintenance, and other costs, as well as funds set aside for the expansion. Because of this, ACPA currently spends just \$25,000 a year on classroom resources, averaging just \$75 for each student. The costs that are reduced as a result of no longer having to pay to rent facilities or transport students an equipment, and no longer having the necessity to set aside funds for facility renovation will result in a greater share of resources spent directly in the classroom. With Straight A funding for this project, ACPA will be able to double the amount of resources currently available in the classroom. Straight A grant funding for the Performance and Gallery space will allow ACPA to use the state foundation dollars that are intended for instruction, for instruction.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

n/a

14. What is the total cost for implementing the innovative project?

1.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The overall budget includes the costs needed to transform the currently unfinished space at the far east side of the building into a modern student learning, performance and gallery space. The building costs are \$ 75 sq/ft for 5,000 square feet for \$375,000 (includes all materials, electrical, lighting, paint). The design fee is 7%, or \$26,250. Equipment Costs for Movable Lighting, Chairs, Marquee, . The Ohio School Facilities Commission 2013 School Design Manual provides proof that these costs are both credible and verifiable. The Design Manual provides minimum standards Other funds to support this concept include state foundation support (money that had been carefully budgeted throughout the years to enable the purchase of the building), Race to the Top Funds (RttT fund have been used for the IIS system that allows teachers to track student mastery of standards), Additional leveraging of funds through the Columbus Foundation Big Give, Ingram , 21st Century, True Colors Foundation (application pending)

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

2,500.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

The new/recurring costs of the Performance and Gallery space include additional utilities, cleaning and maintenance. Currently, ACPA spends \$ a year for utilities, cleaning and maintenance for the existing 25,000 square feet, for a cost of \$ per square feet. The addition of 10,000 square feet will add an additional \$ each year.

16. Are there expected savings that may result from the implementation of the innovative project?

100,000.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

ACPA will no longer need to rent performance space for at least five annual productions. ACPA will no longer need to transport students or equipment to rehearsals. ACPA will no longer need to put money aside for facility renovation and purchase of classroom and theatre equipment.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The cost reductions of \$ a year in and \$ a year that could not be spent in order to save for .

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): notification of grant award through 01/31/2014

* Narrative explanation

Activity: Since initial construction plans are already completed, the month of January 2014 will be spent on finalizing specifications and the design phase. Potential Barriers: Mitigation of Barriers: Milestone: Sign off on workplan. Stakeholders engaged: Communication with Stakeholders:

Implement (MM/DD/YYYY): 02/28/2014 through 6/30/2014

* Narrative explanation

Activity: Since initial construction plans are already completed, the month of January 2014 will be spent on finalizing specifications and the design phase. Potential Barriers: Mitigation of Barriers: Milestone: Sign off on workplan. Stakeholders engaged: Communication with Stakeholders:

Summative evaluation (MM/DD/YYYY): n/a

* Narrative explanation

Activity: Process and Outcome evaluation. Potential Barriers: Mitigation of Barriers: Milestone: Sign off on workplan. Stakeholders engaged: Communication with Stakeholders:

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

n/a

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The National Endowment of the Arts (NEA) recently provided evidence from four separate longitudinal studies that students with high levels of arts exposure had better academic outcomes, higher career goals, better workforce opportunities, and higher levels of civic engagement. In particular, students from low-socioeconomic backgrounds that had rich arts experiences in high school were found to have earned better grades and have higher rates of college enrollment and attainment, and earned a bachelor's degree at three times the rate of their peers that had not had this opportunity (see <http://arts.gov/news/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth#sthash.ZViSKYA8.dpuf>). "Critical Links: Learning in the Arts and Student Achievement and Social Development," provides a compendium of the most rigorous research on this topic. The authors explain the evidence that connects arts-infused instruction with academic, social and emotional development. Dance is connected to self-confidence and persistence; music to self-efficacy and self-concept; drama to concentration, comprehension, conflict resolution, and self-concept; multi-arts to achievement motivation, cognitive engagement, self-confidence, risk-taking, perseverance, and leadership. Years of research show that an arts-infused education is closely linked to almost everything that we as a nation say we want for our children and demand from our schools: academic achievement, social and emotional development, civic engagement, and equitable opportunity. Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skills. Arts learning can also improve motivation, concentration, confidence, and teamwork. A 2005 report by the Rand Corporation about the visual arts argues that the intrinsic pleasures and stimulation of the art experience do more than sweeten an individual's life -- according to the report, they "can connect people more deeply to the world and open them to new ways of seeing," creating the foundation to forge social bonds and community cohesion. And strong arts programming in schools helps close a gap that has left many a child behind: From Mozart for babies to tutus for toddlers to family trips to the museum, the children of affluent, aspiring parents generally get exposed to the arts whether or not public schools provide them. Low-income children, often, do not. "Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences," says Eric Cooper, president and founder of the National Urban Alliance for Effective Education. Spending reduction Utilization of greater share of resources in the classroom

21. Is this project able to be replicated in other districts in Ohio?

Yes

No

22. If so, how?

ACPA welcomes visitors nearly every day to the school. The visitors are prospective families, educators, community members and community partners. USDOE Best Practices Collaboration Grant - website

23. Describe the substantial value and lasting impact that the project hopes to achieve.

Lasting impact is that all current and future ACPA students will have access to the space, family and community engagement increase visitors to the school document practices

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Goal #1: Advancing Student Achievement. Specific Benchmarks: Increase student population to 400 while maintaining A rating in Performance Index (measured at the end of School Year 2014-2015 and beyond). Goal #2: Spending Reductions in the Five-Year Forecast. savings of \$50,000 in rental, transportation and equipment replacement each year, more money in the classroom, increase the number of performances, increase the number of community visitors, increase parent attendance at events, fundraising events Goal #3: Utilization of a greater share of resources in the classroom will be evidenced by budget.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

Short Term objectives: How measured: Long Term objectives: How measured: Stakeholder engagement

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I Accept. Anthony Gatto, Principal Arts & College Preparatory Academy October 24, 2013