

Budget

Toledo School For The Arts (133942) - Lucas County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (487)

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	113,161.25	111,875.00	0.00	225,036.25
Support Services		126,400.00	25,528.80	233,396.00	425.00	131,900.00	0.00	517,649.80
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		10,000.00	1,545.00	9,400.00	0.00	0.00	0.00	20,945.00
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	204,693.00	0.00	0.00	23,000.00	227,693.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		136,400.00	27,073.80	447,489.00	113,586.25	243,775.00	23,000.00	991,324.05
Adjusted Allocation								0.00
Remaining								-991,324.05

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: Toledo School for the Arts (TSA) Technology Arts and Industry Initiative

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.

Toledo School for the Arts (TSA) is implementing an innovative Technology, Arts, and Industry initiative with three primary facets all focused on the goal of preparing students to live and work as productive citizens in a 21st century global community. The three primary facets include a single source media program that revolutionizes our curriculum content delivery system, and an enhanced college readiness program that not only prepares our students for college, but also supports them throughout their college experience and increases the likelihood that they will matriculate. Finally, we expanded our already recognized career technical education by opening our Center for Arts and Industry which houses additional programs such as (but not limited to) fashion and costume design, film and animation production as well as sound recording technology; all are applied courses that continue our mission of integrating arts and academics in a high-quality educational environment centered on student success.

675 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Jennifer Fong
Organizational name of lead applicant: Toledo School for the Arts
Unique Identifier (IRN/Fed Tax ID): 133942 [REDACTED]
Address of lead applicant: 333 - 14th Street Toledo, OH 43604
Phone Number of lead applicant: 419-246-8732 x228
Email Address of lead applicant: jfong@ts4arts.org

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

First Name, last Name of contact for secondary applicant: Marianne Lombardo, Vice President, Research & Accountability
Organizational name of secondary applicant: Ohio Alliance for Public Charter Schools
Unique Identifier (IRN/Fed Tax ID): [REDACTED]
Address of secondary applicant: 33 North High Street, 6th Floor Columbus, Ohio 43215
Phone number of secondary applicant: (614) 744-2266 ext. 201
Email address of secondary applicant: mlombardo@oapcs.org

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 primary individuals responsible for the implementation of the Toledo School for the Arts (TSA) Technology, Arts and Industry program include Martin Porter, TSA Director, Kelley Allred, TSA Treasurer, David Saygers, TSA Artistic Director, Dave Gierke, TSA Development Director, and Jennifer Fong, TSA Grants Coordinator. All of these individuals bring a wealth of knowledge and expertise related to their job responsibilities. Martin Porter is the founding director of TSA and thus has held this role for 15 years. He holds a Bachelor of Music degree from Wittenberg University and a Master of Music in Trumpet Performance from Bowling Green State University (BGSU). Prior to his graduate education he has served as a music educator at Southeastern Local Schools. He was also Director of Public Events for the College of Musical Arts at BGSU and Executive Director of the Lima Arts Council. David Saygers has served as Artistic Director at TSA since its inception 15 years ago. An active musician and educator he was a former professor of Tuba/Euphonium for the University of Toledo, BGSU, Heidelberg College and the Tennessee Technological University. Saygers also served as Coordinator of Music Education and Public Programs for the Toledo Museum of Art, has directed instrumental and general music programs, and was a teaching artist for BGSU Arts Unlimited. Dave Gierke joined TSA as a percussion instructor in 1999 and became Development Director in 2002. Dave also designs programs for disadvantaged youth, preschools, educator in service training programs and corporate team building seminars. Educators and music therapists throughout the United States have used his "Rhythm Circles" program. He has presented at the Ohio Music Educators Conference and the National Association of Music Therapists. He has a degree in Public Services and Education from The University of Toledo and holds a certificate in Fund-Raising Management from Indian University. Serving as TSA's licensed School Treasurer since 2004, Kelley Allred holds a Masters of Organizational Leadership Degree from Lourdes College. In her time at TSA, the budget has more than doubled from two to five million dollars, serving a staff of over 80 employees. Prior to joining TSA, Kelley worked in banking operations and payroll and finance with other non-profit organizations. Jennifer Fong joined TSA as Grants Coordinator in 2011. Prior to coming to TSA Jennifer was the Director of the Center for Professional Studies at Lourdes University. She has also worked at the Toledo Zoo as Assistant Curator of Education and taught school for several years in Perrysburg. Jennifer received a bachelor's degree in Elementary Education from the University of Toledo and her M.Ed in Curriculum and Instruction from Lourdes University. She is currently working on her doctoral degree in Leadership Studies at Bowling Green State University. In addition to these primary individuals, all of the TSA Faculty (artistic and academic) will play a role in program implementation by teaching the courses described in the program description below. While space does not permit a bio of each faculty member, all of our teachers meet highly qualified teacher status by the Ohio Department of Education and/or hold their CTE licensure. Finally, Marianne Lombardo will act as consultant on this project. Marianne, Vice President for Research and Accountability, Ohio Alliance for Public Charter Schools, recently was selected for and completed the Strategic Data Project at Harvard Graduate School of Education. Thus, she is well qualified to act as a data consultant on this project.

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.

Our diverse student population sees learning in a different way. Our arts-based curriculum and differentiated learning processes connect interest and abilities in the arts with traditional academics. To further this mission, we are implementing our Technology Arts and Industry (TAI) initiative with its three cohesive facets all focused on the goal of preparing students to live and work in a 21st century global world. The facets are: a single source media program, an enhanced college readiness program, and expansion of our career technical education (CTE) in our Center for Arts & Industry. Our single source

media program has transitioned our students from textbooks to iPads; providing the needed technology to revolutionize our curriculum content delivery system and while students and teachers already use them in their classes, our vision is more comprehensive. For example, this technology boosts student readiness for state-mandated tests, which will soon be administered only digitally. Additionally, this technology is needed to support the CTE courses that we are beginning to offer in our new Center for Arts & Industry and our college readiness program. Our faculty will also develop a digital, cloud-based integrated arts/academic curriculum using the iPads and then use it in their classrooms and the Center to enhance learning and be replicated in other schools. The opening of our Center for Arts & Industry expands our CTE by enhancing student experiences and connecting them with cutting edge technology and arts industry professionals. These CTE courses develop employment skills necessary to pursue jobs in arts technologies right after graduation but also provide a knowledge base students can take to college to further their training for arts technology and non-arts related jobs. This curriculum expansion in the Center is tightly interwoven with the programs we already offer, and they will develop and grow together. The Center will provide courses in: music technology and recording, film making, animation, business practices and entrepreneurship, screen printing and kiln formed glass, theatrical set and lighting design and construction, as well as costume and fashion design. These industries have undergone massive changes as technology and the Internet have made design, production and distribution easier than ever. For example, film and animation require a great deal of technical skill but they also require storytelling capability; so writing is as much a part of the film world as are cameras. Thus strong academics that interact with our arts technologies programs are essential in forming both technical and creative thinking skills. The proposed college readiness program will prepare our students for college, but also support them throughout college and increase the likelihood that they will matriculate. While this is important for all students, it is crucial for underserved, first-generation college students (35% of our population). We will use a comprehensive approach grounded in research and technology. Our new college readiness counselor will help students and parents navigate the path to college that best fits their needs. In addition to standard college readiness programs such as college fairs, and financial aid workshops, this counselor will implement innovative practices such as ACT/SAT prep and follow-up that use individual test results to develop (with students & teachers) an academic improvement or enhancement plan. Also, using a database to track individual and collective student information on college readiness and matriculation progress. Finally, our counselor will visit our graduates throughout college to alleviate challenges and enhance the likelihood they will matriculate. Preparing our students for the global world, while providing them opportunities to pursue their interests and passion is where technology, arts, and industry intersect and this is the innovative crossroads provided by our TAI initiative.

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.

The three cohesive facets of our TAI initiative focus on the overall goal of preparing students to live and work in a 21st century global world. However, several specific goals related to each of the three previously discussed facets will help us achieve and define our overall goal. One of the goals of our single source media program has already been accomplished; the transition from textbooks to iPads. An additional goal of this facet is to increase our students' readiness for state-mandated achievement tests which will soon be administered only in digital formats. To achieve this goal, our teachers have been and will continue to administer tests that are similarly formatted to the state-mandated tests on the iPads. Our final goal includes creating a digital, cloud-based curriculum that will support and integrates our regular slate of academic and arts classes with our new CTE program offerings in the Center for Arts & Industry. To achieve this goal, we plan to have a small group (4) of teachers develop and create this comprehensive digital, cloud-based curriculum during the sixth month grant period with implementation in the fall of 2014. The selected teachers represent all academic subject areas. These teachers will discuss the ideas and needs of the digital curriculum with the remaining faculty. Also ensuring successful achievement of this goal is our faculty's prior work in creating a comprehensive curriculum map for all subject and grade areas that incorporate common core standards. This prior work ensures that the digital curriculum is comprehensive, exceeds state requirements and meets the needs of our students and faculty. The primary goals of our new CTE course offerings in the Center for Arts & Industry are to enhance student experiences and connect them with cutting edge technology and professionals to develop employment skills necessary to pursue jobs in arts technologies right after graduation and/or provide a knowledge base students can take to college to further their training. Currently 81% of our students participate in some type of CTE course and additional programming allows us to increase this percentage and better meet our students learning needs. Again, the transition to iPads and the creation of the digital cloud-based curriculum also help us achieve these goals. In addition, the purchase of the equipment and software detailed in our program budget will properly equip the new classes and provide students with the tools necessary to develop their employment skills and knowledge base. During the six-month grant period we will renovate the classrooms, purchase and install equipment and train teachers. The primary goals of our college readiness program are to increase our students' college enrollment, retention and matriculation. Enhancing our current college readiness program will be achieved through the hiring of a college readiness counselor who can implement the program enhancements discussed in question 11. The more difficult goal to achieve is the data collection that will provide a clear, accurate picture of our students' college enrollment, retention and matriculation. To achieve this goal, our college readiness counselor will track data using the Naviance database. Also helping to achieve this goal is our partnership with Marianne Lombardo. She will help accomplish this goal by: 1) providing TSA with the ongoing network of Summer Melt researchers (Listserv) and findings, 2) help TSA design and implement data collection and analysis, 3) help document project activities so that knowledge and processes can be replicated to other schools, particularly Ohio's urban charter high schools (particularly helpful as schools transition to the new Prepared for Success indicator on the redesigned Local Report Card), and 4) promote TSA's grant activities throughout the OAPCS network. This work will be done during the six-month grant period. TSA does not receive school improvement funds.

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?

991,324.05 * 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 for our Technology, Arts and Industry Initiative depicts the equipment, technologies, professional development and support services needed to successfully implement this innovative initiative. For example, the additional network server space and Toon Boom animation software combined with the creation of our digital cloud-based curriculum allows our students the opportunity to design, create, and distribute a unique animated film. Given the space limitations in the application, a detailed list of necessary items and services is found in the attached program budget. Given the current economic climate and funding for charter schools like TSA, we engage in a multifaceted approach to fund initiatives like our Technology, Arts and Industry Initiative. This approach includes nontraditional fundraising events, support from private donors, foundations, local corporations and annual campaigns. Currently, we have received additional support for this 2.7 million dollar initiative from The Maxine and Stuart Frankel Foundation (\$50,000), and The Lowes Toolbox for Education (\$5,000.00) as well as numerous private individuals totaling \$100,000.00. Our parent's org is also in the process of raising \$90,000 for the creation of a safe student commons area in the Center for Arts & Industry. An additional source of funding for this initiative will come from increased CTE weighted funds because as we add increased CTE course offerings student participation increases. Thus, resulting in the additional CTE weight funds. As previously stated, we currently have 81% of our students participating in some type of CTE course. In addition, TSA raises small amounts of additional funds through our outreach programming in which student artistic (visual, musical, theatrical, and dance) groups perform at various community, private and organizational events. Other small amounts of funds are raised through our student store (part of the TAI initiative) that offers art and other products produced in our new CTE courses in the Center for Arts & Industry. Allowing our students to perform and create, market and sell products affords them opportunities to enhance and apply their technical, artistic and entrepreneurial skills.

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.

286,001.00 * 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.

Our Technology, Arts and Industry Initiative (TAI) encompass minimal new and recurring costs that are necessary to sustain the project and ensure successful achievement of project goals. These include: 1) an annual subscription/license fee (\$425.00) for the Internet-based Naviance database that we will use to maintain our students' college enrollment, retention and matriculation data as part of the college readiness facet of our TAI Initiative; 2) annual salary and benefit costs (\$52,180.00) for our college readiness counselor (a newly created position), a necessary part of the college readiness facet of our project; and 3) annual leasing fees for the iPads (\$233,396.00), a critical component to the overall success and implementation of all the facets of our initiative.

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

705,323.05 * 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.)

TSA will experience significant long-term savings if our Technology, Arts, and Industry (TAI) Initiative is awarded funding through the Straight A Funds. The total amount of savings is reflected in the equipment, technology, professional development and support services that are one-time only costs. For example, the \$85,000.00 cost of the virtual desktop system that supports the application and virtualization for the iPads and digital, cloud-based curriculum facets of our TAI Initiative is a one-time only cost. Additionally, the \$21,000.00 needed for additional network server storage to support all three facets of our initiative is a one-time only cost. Given that the majority of the costs of our TAI Initiative are one-time only costs and the limited space available in the application, details and costs for each item are found in the attached project budget. Items that are recurring costs are marked with an asterisk to delineate between one-time only and recurring costs

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 TSA Technology, Arts and Industry Initiative is self-sustaining for multiple reasons including the significant cost savings to our annual budget if our project is supported through the Straight A Funds as most of the project budget represents one-time only costs. The cost savings is substantially more than the recurring costs (\$286,001.00) outlined and explained in question 15. Thus, the recurring costs would be covered by our annual budget. In addition, as described above, TSA also engages in a diverse array of funding strategies that includes support from nontraditional fundraising events, support from private donors, foundations, local corporations and annual campaigns. Other monies that assist in making this project self-sustaining include funds raised through our outreach programming in which student artistic (visual, musical, theatrical, and dance) groups perform at various community, private and organizational events. Funds are also raised through our student store (part of the TAI initiative) that offers art and other products produced in our new CTE courses in the Center for Arts & Industry. Allowing our students to perform and create, market and sell products affords them opportunities to enhance and apply their technical, artistic and entrepreneurial skills. While the amounts raised through outreach and student store sales are smaller, they are significant in that they assist us in achieving the goals

of our TAI Initiative and in reaching our schools' mission; Toledo School for the Arts fulfills every student's intellectual, ethical, social, emotional and physical potential by integrating an unsurpassed arts curriculum with superior college preparatory academic programs to prepare life-long learners with a passion for the arts, respect for others, and an active commitment to diversity and the community. Finally, the expertise, dedication and creativity of our faculty and the expertise of our project partner will not only help us realize the goals of our TAI Initiative, but will make the project self-sustaining and replicable.

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): September-October 2013 & November-December 2013

* Narrative explanation

September - October 2013: Grants Coordinator read grant materials, listened to webinars and then met with school administrative personnel (Director, Treasurer, Principal, Asst. Principal, Artistic Director, Development Director and Guidance Staff) to brief them on the grant proposal and determine our goals/project for Straight A Funds grant. Once the goals/project were determined (Technology, Arts, and Industry Initiative), our grants coordinator met with our principal and the four teachers who will write the digital, cloud-based curriculum to determine the specifics of this facet such as cost, timeline and of course description of project. In addition to these four teachers, our grants coordinator met with the guidance staff to determine the particulars of the college readiness facet of our project such as cost, timeline, description of this facet of the project and staff responsibilities for our new college readiness counselor. Additionally, our grants coordinator met with the faculty in the Center for Arts and Industry as well as our Artistic Director regarding our new career technical education (CTE) course offerings to determine needed equipment, specific details and costs about each piece of equipment and how this equipment would coordinate with the other facets of our TAI initiative. It is important to note, that since the Center was open at the beginning of this academic year, much of the planning for this facet of the project was done over the last two years including purchasing the additional space in the building, some equipment installation and curriculum development (both traditional and digital using the iPads). Also important to note is that the beginning stages, including planning of the first facet of our program (single source media) were also conducted in the previous two years with the iPads beginning to be utilized in the current academic year. Our grants counselor also met with our IT director to determine what infrastructure, hardware and software would be necessary to successfully implement and sustain our initiative. Finally, our grants coordinator met (via electronic media) with Marianne Lombardo, our data consultant/partner on this project to determine her role in helping us implement the college readiness facet of our project. Our grants coordinator and treasurer met repeatedly to finalize and prepare the budget. The greatest potential challenge during the planning period was making sure all stakeholders provided information in a timely fashion to our grants coordinator. The grants coordinator managed this through email, face-to-face, and telephone communication as well as brief progress meetings. November-December 2013: Planning with stakeholders will continue but will shift from determining needs, costs, timelines, etc. to confirming timelines and our communication plan for the implementation time period. The stakeholders during the planning period will remain the same during this phase. No great challenges are expected during this period as our administration team has regular, weekly meetings and thus much of this phase can occur during these meetings. Additional meetings will be scheduled as necessary. In addition, our grants coordinator will meet with our communications manager to discuss the best plan to announce and communicate the project to remaining stakeholders (parents, community leaders etc.) if we are awarded Straight A Funding support.

Implement (MM/DD/YYYY): January 1, 2014-June 30, 2014

* Narrative explanation

Our grants coordinator will manage the implementation phase of our TAI project and work with the previously mentioned stakeholders to ensure successful through and completion of this phase. To help manage this phase, bi-weekly meetings will be conducted with groups of stakeholders (groups are set by the facet of the grant they represent) to check progress and determine any challenges that might have to be mitigated. In addition, progress reports will be given and discussed at the weekly administrative group meeting. The major work of this phase will be the purchase and installation of the equipment and technologies needed for the career technical education (CTE) courses in our new Center for Arts and Industry as well as the minor renovations that need to occur in the CTE classrooms (renovation costs are detailed in the project budget). The technology equipment will support all three facets of our TAI Initiative; the CTE phase as well as the single source media program (creation of digital, cloud-based curriculum) and our college readiness facet (Naviance, Internet-based database). Also, part of this phase is any necessary faculty professional development that needs to occur with the installation of new equipment and technologies. For example, our film and animation production teacher will attend a week-long summer training certification course on the Toon Boom animation software that will be used by the students. This implementation phase will also bring in our data Consultant, Marianne Lombardo who will help accomplish some of the goals of our college readiness program by: 1) providing TSA with the ongoing network of Summer Melt researchers (Listserv) and findings, 2) help TSA design and implement data collection and analysis, 3) help document project activities so that knowledge and processes can be replicated to other schools, particularly Ohio's urban charter high schools (particularly helpful as schools transition to the new Prepared for Success indicator on the redesigned Local Report Card), and 4) promote TSA's Straight A grant activities throughout the OAPCS network. During this phase of the project, our new college readiness counselor will be hired and will develop our comprehensive college readiness plan. Of course, he/she will be part of the group of stakeholders working with Ms. Lombardo on the aforementioned data collection and analysis portion of this facet of our project. Finally, our communications director, working with our grants coordinator will develop a communication plan to announce our grant award and TAI project, as well as deliver progress reports to all of our stakeholder (students, parents, board members, faculty, community leaders, etc.). Obviously, the implementation phase of any project holds the greatest potential for obstacles. Several are readily apparent with our project including not receiving equipment and/or technologies in a timely manner from vendors, obstacles encountered during the creation of the digital curriculum by the teachers as well as obstacles encountered with purchased software and databases that could delay professional development or utilization of these technologies. One of the strategies to mitigate these potential obstacles is the regularly planned progress meetings with stakeholders that will occur throughout the implementation phase. In addition, all stakeholders involved have expertise in their respective areas/facets of the project such as our IT director who can alleviate technology challenges, while our data consultant can relieve any challenges that occur during the college readiness data training, collection and analysis.

Summative evaluation (MM/DD/YYYY): July 1, 2014-Sept.30, 2014

* Narrative explanation

During this phase, data collection and analysis will begin and will continue not only through the end of the active grant period, but for five years after the grant period ends. As this grant period is extremely short (six months), no real long-term data on student achievement or college readiness (key facets of our initiative) can be measured. In fact, these types of data collection and analysis cannot even begin until the grant period ends as the new academic year does not begin until late August, 2014. Thus short-term goals/outcomes such as successful development of our digital cloud-based curriculum, equipment installation and professional development are some of the only short-term goals that can be measured during the grant period. A thorough discussion of additional short-term and long term goals as well as the evaluative methods used to measure those goals is found in question 25. An additional task that will be accomplished during this phase is the writing and submission of the final grant report to the ODE. Obstacles that might occur during this phase include technical issues with our data collection system but our IT director as well as vendor IT services can alleviate these issues. Another obstacle might be in faculty understanding our digital, cloud based curriculum. However, additional professional development conducted by the four teachers who created the curriculum can help alleviate this challenge. Stakeholders during this phase include our previously mentioned administrators, teachers, faculty and grants coordinator who will continue to manage this phase of the grant period.

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

There are numerous expected changes to our instructional and organizational practices resulting from the implementation of our TAI Initiative. As we have already begun to implement the preliminary phases of our initiative, we have started to see some significant changes; the most impactful being the transition from textbooks to single source media. For example, we have been able to engage, enable and empower our students (and faculty) through this transition. Students and faculty are enabled to reach their fullest potential, both academically and artistically through increased access to educational resources and extended learning beyond the capacities or limitations of a static book, or school facility. WWW does not only mean the worldwide web to students and faculty; it means whatever, wherever, and whenever they need access to information; information for school assignments, lesson-planning and/or accessing and inputting grades and other evaluative measures. With this access, students regularly monitor their progress in courses and can readjust their learning plan as needed. Students are engaged in school as they find themselves in rich, compelling learning experiences that develop deeper knowledge and skill development especially problem solving, creative, and critical thinking skills so highly desired in today's global world. For instance, students can take a virtual field trip to Italy to study renaissance art instead of getting on a plane. Students are empowered to take ownership for their educational journey and to explore knowledge with unfettered curiosity, thus creating a new generation of life-long learners. We have also leveled the educational playing field by providing access to technologies that some of our students did not have access to before. In addition, our special education students no longer feel singled out due to their challenges as teachers can easily create and distribute differentiated tests, assignments and projects via the iPad. The iPads have also increased communication between teachers, students and our administrators. Our principal has created a principal's blog that students can post discussion threads on and he receives over 100 student emails a day from students who may not have felt comfortable bringing up an issue in a face-to-face context. Thus, students who previously did not have a voice have been given one. Additionally, our project opens more doors to students through all of its facets. For instance, increased CTE courses help students explore creative outlets and career possibilities that we have not yet been able to support. For example, while a stage production calls attention to the actors, there are many more people behind the scenes, and the ability to construct, and design stage sets provides employment opportunities in Toledo and across the country as TSA alumni, Meg Sciarini can attest to in her role as production technologist with the Cirque de Soleil. Our college readiness program will change the way we collect and analyze data regarding our graduates' college enrollment, retention and matriculation. Thereby allowing us to revise our college readiness program and other academic and artistic courses as indicated by the data so that we may best meet the learning needs (in real time) of our students. Currently, most schools, including TSA possess limited useful data on alumni. The creation of a digital curriculum will also allow us to more easily disseminate information to new teachers who may have limited understanding of what an arts-integrated curriculum looks like. In addition, this curriculum allows for ease of replication in other schools. These are just some of the potential changes that will occur, space limits a complete discussion. Overall though, our project creates not only an exciting, creative, effective learning climate, but one in which everyone feels they have an equal voice and opportunity; a difficult task in today's educational system.

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.

TSA is nationally known and recognized for our innovative, arts-based curriculum. For the past 7 years, we have received an Excellent rating by the Ohio Department of Education on our school report card. This year, we met 17 out of 17 indicators receiving an A in this category under the new state report card system. In addition we received 104.4 points of a possible 120 points in the performance indicator category with proficient levels for all grades, in all testing areas being significantly higher than the state mandated percentage of 75% and comparable schools in our district. Also, our graduation rate is consistently in the 90th percentile range. In 2012 we were awarded the Ohio Governor's Award for Arts Education and were awarded exemplary status by the Arts Schools Network. For the first time this year we sent one of graduates to Juilliard and had a national merit scholar. Currently, one of our seniors is studying with the Joffre ballet and another student attended film school over the summer at NYU. We have also been a statewide leader in Arts CTE and were asked to help rewrite the state standards for arts in CTE. These accomplishments are made possible through the dedication and expertise of our faculty and administration. All of our teachers meet highly qualified teacher status by the Ohio Department of Education and meet CTE licensure standards. Our administrators also possess the leadership and expertise to successfully implement this initiative as evidenced by their bios discussed in question 8. The primary partner on this project, Marianne Lombardo is also an expert in data collection and analysis as she is Vice President for Research and Accountability, Ohio Alliance for Public Charter Schools, and recently was selected for and completed the Strategic Data Project at Harvard Graduate School of Education. Marianne's area of focus was the College Going Toolkit, with emphasis on the Summer Melt. The growing sophistication of our students is due to the excellent programs we have built, but that sophistication now demands further outlets and more specific opportunities such as those we can provide through our TAI Initiative. Additionally, the TAI Initiative with its overall goal of preparing students to live and work in a 21st century global community is supported by researchers. For instance, a President's Committee on the Arts and Humanities report states that strong connections exist between arts education and long-term educational outcomes. The report also asserts that for underserved students, access to the arts is "disproportionately absent." State representative Marcy Kaptur has written that "...TSA students undertake professional engagements...this kind of ambition, and the thinking and learning that support it is exactly what 21st century employers are seeking from young people.. In a post-industrial city such as Toledo it is particularly important to support and nurture creativity, hard work, ambition, and vision. Our future demands it, and TSA provides it..." Also in support of our CTE enhancements, Bowling Green State University conducted an economic impact study that found that creative industries generate 2.4 billion dollars annually to the NW Ohio economy. This study also involved a human scale that indicated the creative industries in NW Ohio equal the amount of workers employed by 10 North Toledo Jeep assembly plants. In a 2010 study, The Arts Commission of Toledo found 424 arts related businesses employing 3,035 people in the creative economy. Finally, given the expertise of our faculty and staff as well as our project partner and scholarly research base, TSA has the capacity to successfully implement and sustain our TAI Initiative and its overall goal of preparing students to live and work as productive citizens in a 21st century global community. This overall goal and the data that will be collected to support it exemplifies the student achievement success we will accomplish through this project.

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

Yes

No

22. If so, how?

Our Technology, Arts and Industry Initiative is replicable in other schools/districts in Ohio. Certainly, the easiest facet of the initiative to replicate is the single source media program, or transition from textbooks to iPads. In fact several school/districts in Ohio have already accomplished this. Some of the aspects of their single source media programs are the same as ours; extending learning experiences beyond the classroom through videos, virtual field trips, and electronic print media (text books, sheet music, etc.). However, what is unique and innovative about TSA's single source media program is our primary philosophy and practice of an authentic, arts-integrated curriculum. In many schools, arts programming is limited due to funding among other reasons, and the faculty and administration often lack the expertise in creating an effective, innovative, arts-integrated curriculum. In the past we have been able to consult schools on how to develop an arts-integrated curriculum. This has been accomplished through with significant expense for travel, and planning/creating workshops to develop this type of curriculum, and to visit TSA to actually see what an arts-integrated curriculum means/looks like in practice. By creating a digital, cloud-based curriculum using a dynamic, flexible cloud-based learning platform, an authentic arts-integrated curriculum is easier to replicate and disseminate. While professional development workshops and seeing our curriculum in action will still be beneficial, it will require fewer visits as much of the work can be done via the cloud based learning platform that will "house" the digital curriculum. Not only our regular arts and academic programs can be replicated and disseminated this way, but our new CTE course offerings as well. Finally, the college readiness aspect of our initiative can also be replicated and disseminated through our digital, cloud-based learning platform, as any type of "course" can be set up through this platform. Thus, our new college readiness counselor and guidance staff can securely share the program plans and activities they developed to accomplish this facet of our initiative. In addition, since our data consultant has trained our college readiness counselor on the type of data collection and analysis needed to achieve our goal of purposeful, accurate data regarding our graduates' college enrollment, retention and matriculation status, they are prepared to conduct workshops (digitally or in person) with schools/districts wishing to develop the same type of data collection and analysis system. In addition, careful documentation (digitally of course!) of this granting process (both the planning, implementation, and evaluate phases) will assist in replicating/disseminating an initiative like ours.

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

There are numerous ways in which our TAI initiative hopes to create substantial value and lasting impact. However, it is important to first define the terms "substantial value" and "lasting impact." Certainly substantial value and lasting impact can be defined fiscally and we have done this by creating an initiative that is already begun and thus some funds have been expended and significant impact has already been experienced. However these terms can be defined in non-fiscal ways as well and thus this discussion tries to encompass both definitions. For example, in question 19 we discussed how our organization (students and faculty in particular) have been enabled, engaged and empowered through the implementation of our single source media program. In addition careful planning of this initiative results in significant cost savings as much of the initiative involves one-time only expenditures such as renovations, equipment purchase, and professional development rather than recurring and administrative costs. These expenditures also create substantial value and lasting impact by diverting more resources to the classroom instead of administration of an initiative. We have also created substantial value and lasting impact through our multifaceted initiative as our single source media facet has assisted us in preparing for the upcoming state mandated tests that will be administered in digital format(s) only. In addition, our enhanced college readiness facet of the initiative helps us prepare for new categories regarding graduate/alumni data tracking/analysis on the new state report cards. Certainly, our overall goal of preparing students to live and work as productive citizens in a 21st century global community will create substantial impact and lasting value in both fiscal and non-fiscal, or affective ways. For instance, as previously discussed, our new CTE course offerings can prepare students to work in the creative economy regionally, nationally or internationally. As the research cited in question 20 indicates, the creative economy is robust and vital to communities. In addition, and as previously discussed these courses develop the type of creative, problem solving and critical thinking that employers desire in a 21st century global world. Also important to note here is that as discussed earlier, a learning environment that is engaging, enabling and empowering creates lifelong learners, which certainly illustrates a substantial value and lasting impact. Finally, an initiative that is easily replicated and disseminated creates substantial impact and value, not only for TSA, but also for the schools/districts we work with.

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.

We identified all three fund goals in question 9; student achievement, cost savings and a greater share of resources to the classroom. As previously indicated our overall goal for the TAI Initiative is to prepare students to live and work as productive citizens in a 21st century global community. However, as evidenced by many other, overall goals, ours encompasses multiple and specific benchmarks related to the three identified facets of our initiative. These include: 1) a single source media program that revolutionizes our curriculum content delivery system; 2) an enhanced college readiness program that not only prepares our students for college, but also supports them throughout their college experience and increases the likelihood that they will matriculate; and 3) an expansion of our career technical education (CTE) offerings by opening our Center for Arts and Industry which houses additional programs that are applied courses that continue our mission of integrating arts and academics in a high-quality educational environment centered on student success. Some of these goals have already been implemented but will be enhanced through the TAI initiative. For example, our single source media program was implemented this year, however, the specific benchmark we will achieve through this initiative is the creation of a digital, cloud-based arts-integrated curriculum that is replicable and able to be disseminated to other schools/districts. Additional outcomes of this benchmark have been discussed previously but include the ability for new teachers to have an arts-based curriculum they can use as well help them understand and learn how to create their own arts-integrated, digital curriculum. The iPads also help support our enhanced CTE programming, another facet of our initiative. Another outcome is the ability to enable, engage and empower students through a curriculum that is information rich and deep. Our single source media program also helps prepare us for several changes at the state level including digitally administered mandated achievement tests and the data collection, tracking and reporting of our graduates/alumni for the new state report card system. All of these specific outcomes are both immediate and five year achievements. These outcomes also increase student achievement that can be measured through state mandated achievement tests as well as our own evaluation measure such as tests and class assignments. Transitioning to iPads also creates long-term as well as short-term spending reductions in that it eliminates further textbook purchases. The transition also evidences utilization of a greater share of resources in the classroom as students have a device that affords them almost endless information to help them achieve their academic goals. Our enhanced college readiness program also has multiple benchmarks that have been discussed previously such as increased awareness and understanding of the successful path to higher education, as well as our ability to better collect and analyze data that will assist us in enhancing and revising our academic and arts courses. Again these outcomes increase student achievement through ACT/SAT test results and increased college enrollment, retention and matriculation. A greater share of resources in the classroom is evidenced by the ability to offer excellent college readiness programs and material for our students. Finally, our enhanced CTE course offerings in the Center for Arts & Industry encompass outcomes such as increased participation in CTE courses, and increasing students' employment skills. Again cost savings are realized as much of the equipment needed are one-time only purchases. All of these equipment and technologies direct a greater share of resources to the classroom and again student achievement will be measured through state mandated achievement tests as well as our own evaluative measures such as tests and class assignments.

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.

TSA will engage in a variety of both formative and summative as well as long-term and short-term evaluation strategies. For example, state mandated achievement tests would assist us in measuring student achievement resulting from our initiative. In addition, our faculty will design and implement a diverse array of both formative and summative evaluative measures such as class assignment/projects, tests, quizzes, digital discussion threads and perhaps unique to TSA, performances in theater or music as well. All of these measures can be used in the short and long-term to quantitatively and qualitatively evaluate student achievement. For example, the dance faculty/students may collaborate with the science faculty/students and film production faculty/students to choreograph and film a dance that illustrates particular aspects of anatomy (leg muscles, muscle movement, etc.) This exemplifies a summative assessment while something as simple as a skills checklist that is used in a music class exemplifies a formative assessment. All of our assignments and subsequent grades are managed through our Schoology and Power School databases, thus allowing us access to both short and long-term data that assist us in enhancing and revising our courses and assignments. Additional methods of evaluation that measure more affective outcomes of our initiative include focus groups and satisfaction surveys. Though these methods measure affective qualities, they are still used to enhance and revise programs, courses and performances. Our college readiness program will incorporate the use of the database Naviance to collect and analyze college enrollment, retention and matriculation data on our graduates. Again, both long-term and short-term data can be collected and managed in this system that allows us to revise and enhance our college readiness program as well as other academic/arts courses in real time. The new state report card system regarding alumni/graduate tracking and data collection will also assist us in measuring student progress and achievement as it relates to higher education (i.e., our college readiness program). Our enhanced CTE course offerings can also be measured through the methods described above in the student achievement section of this discussion. Additional measures in this area include short and long-term data collection and analysis regarding our students' employment in the arts industries after graduation, or their pursuit of higher education degrees in the arts or arts technologies such as film and animation or music technologies, or dance. A simple measure related to one of the previously discussed outcomes of this initiative is increased participation in our new CTE course offerings. This will be tracked using our Powerschool database that maintains our enrollment records (among other data). The Naviance database used in the college readiness program will also be used to track and analyze these data. Modifications will vary with initiative outcomes. For example, if in the example above regarding increased participation in our CTE course offerings, we actually see a decrease in a

certain course we can modify the course after engaging students, faculty and parents in a focus group to determine what changes need to be made to the course to make it more interesting and thus increase enrollment. If after seeing a decrease in the long-term, we can again reconvene stakeholders to see if an entirely different course might generate increased participation. This can save time and resources as well as enhance student achievement. While each instance of a program modification cannot be thoroughly discussed in the space allotted, this example illustrates how a carefully designed initiative that includes effective data collection and analysis that are paired with effective modification strategies can increase student achievement, innovation, cost savings, and replicability.

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 Martin Porter, Director Toledo School for the Arts October 25, 2013