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Adjusted Allocation 0.00
Remaining -991,324.05
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 (RNF/Fed Tax ID): 133942
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 (RNF/Fed Tax ID): N/A
Address of secondary applicant: 33 North High Street, 6th Floor Columbus, Ohio 43215
Phone number of secondary applicant: (614) 744-2206 ext. 201
Email address of secondary applicant: mlombardo@oapcs.org

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

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 .

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 Allen, 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 form Wittenberg University and a Master of Music in Trumpet performance from Bowling Green State University. 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 Andrea 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 Perysburg. 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. 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 teachers and students already use them in class, our vision is more comprehensive. For example, film and animation require a great deal of technical skills 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 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 graduate. While this is important for all students, it is crucial for our underserved generation college students (35% of our population). We will use a comprehensive approach grounded in research and technology. Our 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 loans, 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 and financial plan. Also, using a database to track individual and collective student information on college readiness and matriculation progress. Finally, our counselor will visit all students throughout grade levels 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 for 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 text books to iPads. An additional goal of this facet is to increase our students' achievement for state mandated tests which will soon be administered only in digital formats. To achieve this goal, our teachers have and will continue to administer tests that are similarly formatted to the state-mandated tests on the iPads. Our final goal includes creating a cloud-based curriculum that will support and integrates our regular state of academic and art 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 six month grant period. During the fourth of this initiative, 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 include a core curriculum. This 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 professional development opportunities related to arts professions. Our new CTE courses are specifically designed to be a part of preparing 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 text books to iPads. An additional goal of this facet is to increase our students' achievement for state mandated tests which will soon be administered only in digital formats. To achieve this goal, our teachers have and will continue to administer tests that are similarly formatted to the state-mandated tests on the iPads. Our final goal includes creating a cloud-based curriculum that will support and integrates our regular state of academic and art 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 six month grant period. During the fourth of this initiative, the selected teachers represent all academic subject areas. These teachers will discuss the ideas and needs of the digital curriculum with the remaining faculty. 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 Abstract 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.

14. What is the total cost for implementing the innovative project? 991,324.05  
* 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, RTF money, local funding, foundation support, etc.)

The overall budget for our Technology, Arts and Industry Initiative depicts the equipment, technologies, professional development and services supported 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 share animated films that will be a part of their limited time in the classroom and services. Using the iPads and advanced cloud-based technologies, our students will be able to work on the new requirements of 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 MacArthur Foundation ($500,000), and numerous local private individuals totaling $9,000.00. 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 weight funds because as we add increased CTE course offerings student participation increases. Thus, resulting in additional CTE weight funds. As previously stated, we currently have 81% of our student participation online. In addition, we can expect an average of $2,000,000 in student-based programming in which student student-based programming in which student 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. While the amounts raised through outreach and student store sales are smaller, they are significant in that they assist us in achieving the goal.

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

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

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

* Specific amount of expected savings (annual)

Our Technology, Arts and Industry Initiative (TAI) encompasses minimal new and recurring costs that are necessary to sustain the project and ensure successful achievement of project goals. These include: 1) technology costs to maintain our student-based programming including for the iPad 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.

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 Technology, Arts and Industry Initiative (TAI) 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 cost of the project budget represents one-time only costs. The cost savings is substantially more than the recurring costs ($286,991.00) 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 include 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 student-based programming in which student 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.
D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation for the timeline of the project 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. Develop a 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 educational project is implemented. This includes: include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entites."

* Narrative Timeline Dates

Plan (MM/DD/YYYY): September-October 2013 - December 2013

* Narrative explanation


* Narrative explanation

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

There are numerous changes to our instructional and organizational practices due to 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 curricula. For example, we have a newly developed Java based curriculum with the capacities or limitations of a static book, or school faculty. 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 during the course and can readily adjust their learning plan as needed. Students are engaged in school as they find themselves in rich, compelling learning experiences that develop deep understanding and critical thinking in all disciplines.

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 leveraged the educational playing field by providing access to technologies that of our students did not have access to before. In addition, our special education teachers have emphasized the development of improved assessment tests, an area that is commonly underutilized in today’s global learning environment. A student is assessed in today’s global learning environment. A student is assessed in today’s global learning environment. A student is assessed in today’s global learning environment.

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 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 unsupervised arts curriculum with superior college preparatory academic programs to prepare life-long learners with a passion for the arts, for respect, for others, and an active commitment to diversity and the community. Finally, we believe, 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.
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; 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 effective, innovative, arts-integrated curriculum. Many schools, arts programming is limited due to funding among other reasons, and the faculty and administration often lack the expertise to create such a curriculum. In many of the schools we have been able to consult on how to develop an arts-integrated curriculum. This has been accomplished through careful planning and professional development workshops and seeing our curriculum in action will still be beneficial. It will require fewer expenses 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 offerings as well. Finally, the creative pedagogy 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, retention and graduation rates can be measured and analyzed for our students. Since our college graduates’ college counseling and retention rates are critical, our goal is to maintain current college counseling and retention rates. We have been able to prepare or 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 evaluative phases) will assist in replicating/disseminating an initiative like ours.

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

Here are numerable 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 financially 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 also be considered 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 (the College) has a faculty member who is involved in our program. This, in addition to our enrollment records can be used as evidence of our initiative. In addition, we have been able to track a significant increase in student achievement resulting from our initiative. Specifically, our course grades have been 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 assist with our TAI initiative. This database also allows us to track and maintain our enrollment records. In addition, 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 must have at least a bachelor degree, and most have significant work experience in their field. Our staffs on this goal-setting initiative have an extensive background in data collection and analysis and 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. Mariana’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 through our arts-integrated curriculum and focused student engagement. In addition, our students have also been involved in the arts and have realized many benefits. The arts also complement our 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 education and social-economic and long-term educational outcomes. The report also notes that for under-served students, access to the arts is “disproportionately absent.” State Representative Marcy Kaptur has written that “The arts have not only the power to transform, but in the professional, social, and educational context, they contribute to the vitality of a family and a strong community.” Not only is it important for students to learn about the arts, but they also need to learn how to use technology. As 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 identified a human capital demand for professionals capable of documenting and analyzing their skills and experiences. Although the study was conducted in North Toledo in 2010, the predictions were very similar. The study reported 399,700 dollars earned by 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 be able to accomplish through this project.

24. What are the specific benchmarks related to the funded 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, our encompasses multiple and specific benchmarks. In addition to these goals, our initiative includes: 1) a single source media program that revolutionizes our curriculum content delivery system; 2) an enhanced college readiness program that at not only purchasing, but reducing the likelihood of students leaving the high school, 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 curriculum that is information rich and deep. Our single source media program also helps prepare us for several changes at the state level and in digital format(s) only. In addition, our enhanced college readiness fact 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 short and long-term ways. For instance, as previously discussed, our new CTE course offerings can prepare students to work in the creative economy regionally 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 and lasting 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.
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