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Adjusted Allocation: 0.00

Remaining: -1,427,278.06
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Completing the Core: Measuring Student Progress and Achievement in the Arts

2. Executive summary: Please limit your responses to no more than three sentences.
   Responding to the urgent need for arts assessments and the lack of high-quality vendor assessments available, an arts assessment consortium consisting of three school districts (rural - West Muskingum, suburban - Hamilton Local, urban - Cincinnati Public), three non-profit organizations (Battelle for Kids, Dublin Arts Council, and Ohio Alliance for Arts Education) and one university (The Ohio State University), will create a suite of assessments to measure student growth and achievement for K-12 dance, drama/theatre, music, and visual arts courses. Training sessions, including all materials, will be developed and delivered to prepare teachers in arts assessment literacy and to provide guided work-time to create standards-aligned assessments that will be field-tested for validity, reliability, and ease of implementation. The resulting assessments and training will be shared via the web to other Ohio districts and will fill a void in the availability of high quality arts assessments that are essential to monitor student growth and measure student achievement for instructional and teacher evaluation purposes.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

3. Total Students Impacted:
   36950

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:
   - Pre-K Special Education
   - Kindergarten
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6
   - 7
   - 8
   - 9
   - 10
   - 11
   - 12

5. Lead applicant primary contact: - Provide the following information:
   First Name, last Name of contact for lead applicant
   Susan Witten

   Organizational name of lead applicant
   Hamilton Local School District

   Address of lead applicant
   775 Rathmell Road, Columbus OH 43207

   Phone Number of lead applicant
   614-491-8044 x 1209

   Email Address of lead applicant
   switten@hamilton-local.k12.oh.us

6. Are you submitting your application as a consortium? - Select one checkbox below
   - Yes
   - No

   If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.
   Add Consortium Members
7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

☐ Yes
☐ No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Currently, an assessment system that can be used to measure student growth in the arts is not available to Ohio's educators. The need for arts assessments to be approved for use as part of Student Learning Objectives (SLOs), as required by the Ohio Teacher Evaluation System (OTES), has created a sense of urgency for the development of assessments designed to measure student growth. It is critical that assessments used as part of the SLO process are high-quality, and the Ohio Department of Education (ODE), suggests that assessments to measure growth be created collaboratively, and that whenever possible, individual teachers should not create assessments in isolation.

Unfortunately, many arts educators are forced to work in isolation as many Local Education Agencies (LEAs) may only have one arts educator for a particular arts discipline, such as theatre or instrumental music. Therefore, the need to provide collaboration across LEAs is essential.

Additionally, many arts educators do not feel they have the necessary assessment literacy skills to develop high-quality assessments. The Status of Art Education in Ohio's Schools, released in 2013, included a survey of all Ohio districts about the status of arts education. Data from this study indicated that 88% of assessments being used were created by teachers who reported feelings of inadequacy in the development of arts assessments due to a lack of college course work in assessment development, a lack of knowledge of the assessment process, or a lack of time to create and revise assessments. Furthermore, the unique nature of arts education requires that growth measures go beyond traditional pencil and paper assessments, and necessitates the development of performance-based measures as well as scoring rubrics. In summary, a bold and innovative approach is required to address the need for high-quality, collaboratively developed growth measures that challenge the status-quo that could compromise arts education in Ohio.

The proposed innovation and how it relates to solving the problem or improving on the current state.

The Ohio Arts Assessment Collaborative (OAAC) proposes to 1) build the capacity of arts educators to develop high-quality arts assessments through professional learning in assessment literacy 2) develop 44 arts assessments, including scoring rubrics and samples of student work, for grades K-12 across the four arts disciplines: visual art, drama/theatre, music, and dance, 3) ensure the developed assessments are valid and reliable growth measures and encompass the unique need for performance-based arts assessments to capture the focus of creating, producing, and responding as defined in Ohio's new fine arts learning standards, and 4) share access for all Ohio's educators to developed assessments, rubrics, student work samples, and resources for professional learning via a website that will be maintained for at least five years. Specifically, assessments will be developed by grade bands as established in Ohio's new fine arts learning standards: K-3; 4-5; 6-8; and 9-12. Multiple assessments will be developed with a total of 13 assessments for visual arts, 13 assessments for music, 9 assessments for drama/theatre, and 9 assessments for dance. As part of the field testing process, educators will be provided tablet computers to assist in gathering samples of student work, including videos and photographs, to be used as examples to accompany scoring protocols. The development of the assessments will enable arts educators to measure student growth, will strengthen the systemic cohesion of arts education at the LEA and state levels, and will provide assessment literacy training to a cadre of Ohio arts educators within the collaborative that could be replicated across Ohio. The OAAC recognizes the importance of connecting the arts community, K-arts teachers, and higher education faculty to develop shared learning networks that will assist arts educators in improving teaching and learning through the development of formalized arts assessments and through providing increased assessment literacy for arts educators. The arts assessment writers will include 36 arts teachers, selected for their content knowledge and assessment design skills, as well as higher education faculty, members of the arts community, and arts professionals, who will participate in professional learning focused on assessment literacy and development. The arts assessment writers will develop a range of assessment tools necessary for a high-quality arts assessment implementation, including: assessment blueprints, assessments, administration protocols, rubrics, and the collection of student performance samples at various performance levels. The assessments and their supporting resources will be field tested for the purpose of psychometric analysis of validity, reliability, and ease of implementation. Once developed, all 44 arts assessments and supporting resources will be shared via a dedicated website accessible to all Ohio teachers for the purpose of measuring student growth as part of Ohio's SLO process and the teacher evaluation system. Arts teachers throughout the state will have access to this first of its kind arts assessment system for a period of at least five years, thereby providing an innovative solution to fulfill the need for high-quality growth measures in the arts.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

☐ Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels,
The developed arts assessments will be designed to measure growth through measuring student achievement from one point in time to another. It is imperative that these assessments are developed collaboratively to ensure high-quality measures. Currently, arts education is most often defined by individual teachers and/or small groups of teachers at the school level. As a result, there is often little consistency across the state among expectations, learning priorities, and assessments used to measure students’ growth or achievement from classroom to classroom. High-quality assessments are not limited to measuring student growth and achievement but also have a significant impact on teaching and learning. Etymologically, the word “assess” is from a Latin word meaning “to sit beside.” From this meaning, assessment becomes a tool for facilitating learning. Assessment sits beside curriculum and instruction, thus providing essential feedback about student learning that continually informs teaching. Beyond the impact that arts assessment can have on students’ growth and achievement in the arts, several studies link arts instruction to the development of skills essential for learning in other disciplines, such as the spatial-temporal reasoning used in mathematics and the phonological awareness needed for learning to read (Weinberger, 1998; Hetland 2000). The Dana Foundation (Asbury & Rich, 2008) research has shown that learning in the arts strengthens neural networks used for other types of learning. Large-scale studies have shown that at-risk students with high levels of arts engagement achieved better outcomes in academics, college enrollment, civic engagement, and participation in professional careers than did their peers with low levels of engagement (Catterall, Dumais & Hampden-Thompson, 2012).

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization’s executive board or its equivalent.)

The consortium anticipates a total reduction in spending over a 5-year period of $221,003.00 in the areas of salaries, benefits, purchased services, and supplies. These dollars would have been spent to hire substitutes to release teachers from the classroom to attend professional learning, to hire a facilitator for professional learning sessions, to hire an evaluator for the assessments, and for supplies for the sessions. Following is a cost savings breakdown by category: 1) a cost savings of $128,936.00 in salaries 2) a cost savings of $50,929.00 in fringe benefits 3) a cost savings of $35,200.00 in purchased services, and 4) a cost savings of $938.00 in supplies.

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

The Ohio Arts Assessment Collaborative will provide greater resources to the classroom by allowing arts educators to develop a wide range of arts assessment, saving countless hours of professional time. Currently, arts assessments are the result of hours of individual time spent developing assessments in isolation, which is neither efficient nor effective. Through collaboration, professional learning, and external evaluation, Ohio's arts educators can be assured that they are implementing high-quality, valid, and reliable measures of student growth. And administrators can more confidently assess student growth as a component of the Ohio teacher assessment system.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

The Ohio Arts Assessment Collaborative will utilize resources from across the state, including arts educators from three districts, researchers and analysts from a university, and expertise from service providers and community partners. This collaboration will allow 44 assessments to be developed on an accelerated time table and shared across all districts in the state of Ohio via a web portal. Assessment training materials will also be made available so that any and all arts educators across Ohio can access the resources.

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.
12. What is the total cost for implementing the innovative project?

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

1,427,278.06 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The majority of the costs of the project will be incurred as a result of seven days of professional learning, assessment development, and field-testing of the 44 arts assessments that are developed. Additionally, to meet the aggressive timeline of the grant, cost for project management and coordination among the three LEAs will be needed. The success of the project requires high levels of expertise in both arts education and assessment design and development as well as knowledge and relevant experience managing large scale initiatives. The consortium will purchase services from multiple Ohio partners necessary for the successful planning and implementation of the project. These partners will collaborate to develop and deliver professional learning, oversee the development and revision of assessments, provide content experts to work with the educators from the consortium districts, contract with teachers for supplemental time to complete the assessments, provide and organize training facilities, materials, and technology, purchase and maintain tablet computers for a period of 5 years, provide overall project management and coordination, provide strategic communication both during the project and after the project's completion, and will develop, host, and support a website used to share the assessments and developed resources with Ohio's teachers for a period of at-least five years. The consortium will also rely on the services of an external evaluator to evaluate the project's implementation and impact as well as to provide a psychometric evaluation of all 44 arts assessments to ensure high-quality, valid, and reliable assessments are developed. Funding will support consortium LEAs to provide time for teachers participating in the assessment writing (4 days) and in the field-testing of the assessments (3 days) to attend learning sessions and will supply reimbursement for relevant and reasonable travel expenses and governance.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

The project does not have sustainability costs as all 44 assessments and professional learning materials will be developed by June 30 of the grant year. Maintenance costs for the website and tablet computers will be provided for at least 5 years via contractual agreements with service providers.

14. Will there be any expected savings as a result of implementing the project?

Yes

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

0.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain.
services, and supplies. These dollars would have been spent to hire substitutes to release teachers from the classroom to attend professional learning, to hire a facilitator for professional learning sessions, to hire an evaluator for the assessments, and for supplies for the sessions. Following is a cost savings breakdown by category: 1) a cost savings of $128,936.00 in salaries 2) a cost savings of $50,929.00 in fringe benefits 3) a cost savings of $35,200.00 in purchased services, and 4) a cost savings of $938.00 in supplies.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

Once the arts assessments have been developed, field tested, and revised, the assessments will be shared via a website hosted for at least five years. Participating teachers will be trained and can serve as trainers within their districts using the professional learning materials. All Ohio arts teachers, curriculum directors, and other educators, will have access to these professional learning materials and assessments during this five year cycle. Additionally, tablet computers that will be purchased to assist in the assessment implementation and collection of student work samples will be provided with a 5-year maintenance contract and will be retained by the school districts at the end of the field-testing.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range July 2013 - July 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

As a result of the Ohio's legislative requirement to measure student growth in all content areas as a part of Ohio's Teacher Evaluation System (OTES), discussions regarding the critical need to develop arts assessments aligned to Ohio's new arts learning standards began in the summer of 2013. Since vendor assessments to measure arts education are not available at the state or national level, several members of the consortium began to discuss structures that were needed to develop arts assessments. The consortium relied heavily on the 1998 arts assessment work completed by the Ohio Alliance for Art Education as well as the Status of Arts Education in Ohio Schools report released in 2013. Although the 1998 arts assessment work is high quality, these assessments were not intended nor designed to measure growth in the arts. Furthermore, Ohio adopted new learning standards for arts education in 2012, and the consortium felt the work needed to be updated and broadened to reflect the current expectations of arts education in Ohio. This initial group began to explore funding opportunities in early 2014, and came together more formally in March 2014 to work on a Straight A Grant application. To facilitate the immediate implementation of this work once the grant is awarded, the consortium will continue its work to secure 36 assessment writers (6 dance, 12 visual arts, 12 music, and 6 dance) and 75 educators to field test the assessments, many of which have already been identified.

* Anticipated barriers to successful completion of the planning phase

A possible barrier to the completion of the planning phase is changing in staffing in each of the consortium LEAs that would impact the availability of assessment writers and/or educators selected to field test the assessments. To address this barrier, additional assessment writers and educators who will serve as field testers have been identified to replace those that may need to leave the project. Since most of the planning work will take place in the summer, navigating summer schedules may pose an additional barrier, and this will be addressed through project management and schedule coordination.
### 18. Implementation - Process to achieve project goals

* **Date Range**: August 2014 - June 2015

**List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).**

During the grant period, monthly meetings will be held for consortium leads to evaluate progress and eliminate potential barriers. Implementation timeline: Aug–Sept: Assessment writers attend 2 days of professional learning and create first drafts of assessments. Learning sessions and assessment writing will focus on the development of measures appropriate to the arts, including performance assessments. To measure the impact of professional learning related to assessment literacy, surveys to define additional needs will be given at the end of each session to inform content for future sessions. Sept–Oct: Writers will engage in 4 days of assessment writing, using technology for distance collaboration. Assessment drafts will be reviewed and feedback will be generated. Assessment writers will convene in Oct to complete revisions. Website development will also begin. Nov–Dec: Writers will attend a 2 day session to establish performance levels to enable teachers to measure student growth and to create rubrics and assessment protocols. Dec–Jan: All 44 assessments will be finalized. A 2 day session for teachers conducting the field test will be held regarding administration and evaluation protocols. Educators will complete a survey to determine their readiness for implementation before and after the session, and additional support to ensure a successful implementation will be provided as needed. Jan–May: Assessments will be field-tested and student work for various performance levels will be gathered using technology. A feedback session will be held at the end of the assessment implementation. Beta testing of website will also begin. June: Final adjustments to assessments and packaging of assessments, assessment protocols, rubrics, and student exemplars will be completed. Communication tools will be finalized, and assessments will be posted on the website for educators by July 2015. Outreach and promotion will take place through community partnerships.

**Anticipated barriers to successful completion of the implementation phase.**

Anticipated barriers include collaboratively developing a cohesive philosophy of arts assessments and a structure that accurately measures the arts standards, including a balance of measuring knowledge, skill, and appreciation. This concern will be addressed through initial professional learning sessions. Another potential barrier to the completion of the project is the time required to develop high-quality arts assessments while retaining arts educators in their classrooms as much as possible. This concern will be addressed through compensation for educators for time outside of the school calendar and through using technology for distance-collaboration. Additionally, the collection of student samples of work, a necessary component to ensure consistent scoring protocols, may pose a potential barrier, which will be addressed through the purchase of tablet computers to facilitate the capture of evidence via images and videos of performances.

### 19. Summative Evaluation - Plans to analyze the results of the project

* **Date Range**: October 2014 - June 2015

**List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).**

A mixed methods evaluation approach will be used to assist the consortium in conducting a summative evaluation. Quantitative data collected will include the number of assessments developed, the number of teachers completing assessment literacy professional learning, and the number of student and teacher participants in the field test. To provide a quantitative analysis of the impact of the assessment literacy training, an evaluation of assessment writers’ skills and knowledge of assessment literacy will be done before and after learning sessions. Additionally qualitative perception data of training will be completed at the conclusion of each session using a Likert-type survey and adjustments will be made to future trainings based on the analysis. Evaluating teacher perceptions of the assessments will be done at the conclusion of the field testing period and will also use a Likert-type survey along with open-ended response items. The Ohio State University will assist the consortium in designing project evaluation instruments, including conducting a psychometric evaluation of the 44 arts assessments to determine the validity and reliability of student assessments and accompanying resources. This information will be synthesized in a report to be completed by June 2015 which will analyze the change in the availability and use of high-quality arts assessments appropriate to measure student growth of arts educators’ skills and knowledge from the beginning of the grant period to the end.

**Anticipated barriers to successful completion of the summative evaluation phase.**

Anticipated barriers include implementing consistent assessment protocols, time restraints for field-testing, and sufficient time to conduct a thorough psychometric evaluation of the assessments within the grant implementation period. To address these concerns, assessment protocols will be developed early in the implementation (October 2014) and teachers field-testing the assessments will be trained on proper assessment administration (Jan 2015). To address time constraints for field-testing, semester-based courses/classes which are available at all field testing sites will be chosen for field-testing. To address the concern regarding the availability of a sufficient amount of data to conduct the psychometric evaluation, 75 educators have been selected to participate in the field testing which will result in each assessment being field tested with a sufficient number of students.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

Incorporating an assessment system within the consortium’s LEAs instructional program will serve to strengthen numerous aspects of arts education from professional learning to student achievement to reporting growth in the arts. According to the National Endowment for the Arts, the following conditions support high quality K-12 arts education: 1) A course of study in the arts that aligns with arts learning standards, specific learning and performance objectives and established scope and sequence; 2) Effective assessment of student achievement; 3) Teachers who engage in ongoing professional learning; 4) Leadership and working conditions that support collaboration, reflection, and continuous improvement; and 5) Supporting classroom environments and community partnerships. The Ohio Arts Assessment Collaborative’s work in creating art assessments aligns to these principles and ensures a high quality arts education for all Ohio students.
The development of high-quality arts assessments will improve the capacity of arts educators to fulfill the requirement of measuring student growth as a component of the Ohio Teacher Evaluation System, will strengthen the systemic cohesion of arts education within and across LEAs, and will develop networks to assist art educators in effective planning, professional learning, and sharing of resources. The assessments will: assist in building the capacity for directing Ohio’s rich array of arts and cultural resources toward helping schools improve access to arts instruction; meet new arts learning standards; and, demonstrate how statewide arts education agencies and organizations can share resources and engage in collaborative learning using regional and multi-district approaches to assist schools in improving arts education and supervision. Expected changes in educator practice will include the development of assessment literacy skills among teachers, who will leverage this skill set into all classroom assessment areas. Innovation on this scale has not been done before. Moving forward in Ohio without this innovation solution for arts assessment could jeopardized arts education in response to legislative mandates.

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

The responses in this section are focused on the ability to design a method for evaluating the project’s capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

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

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

State legislation requires measures of student growth in all content areas grades K-12. Currently, high-quality measures do not exist in arts education, and without appropriate assessments available, arts educators are left to develop potentially poorly designed assessments that could have a negative impact on student achievement and growth. Through pooling resources and relying on the expertise of the consortium and its partners, the goals of increasing student achievement, reducing spending, directing a greater share of resources to the classroom, and implementing a shared services delivery model that is sustainable beyond the grant period can be met. A growing body of studies and reports focused on arts education show the impact of a high-quality arts education on overall student achievement. In-depth learning experiences in the arts are opportunities to practice dealing with ambiguity, making novel connections, thinking across disciplines and cultures, working in teams, and managing time and resources - skills and habits of mind needed for all types of careers (Greene, 1995; Ruppert, 2006; Winner Hetland, Veenema & Sheridan, 2007). Accessibility to high-quality arts assessments and defining expectations of student growth provides clarity for responsive, differentiated instruction, thereby strengthening arts education. However, Rulon (2002) reported that finding adequate and appropriate assessments is a constant challenge for teachers. Furthermore, research in the development of arts assessments nationwide reveals that teachers do not believe they have the skills needed to develop their own high-quality art assessments or to evaluate pre-made assessments for their own classroom use (Brookhart, 2001; Mertler & Campbell, 2005). Research also indicates that the majority of teachers are not required to take assessment development courses at the undergraduate level, with assessment concepts being integrated throughout coursework or briefly discussed during multiple teacher training courses (Campbell, Murphy, & Holt, 2002). Therefore, it is imperative that deep professional learning be provided to increase educators’ assessment literacy skills, thereby enabling them to develop the high-quality arts assessments required to fill the void for arts assessment in Ohio. Coordinating the collaborative learning and development of 44 arts assessments on an accelerated timeline requires an innovative approach that would not be feasible for any one district alone. Additionally, because the assessments and the training materials will be maintained on a website for a period of at least five years, districts across Ohio will have access to these high-quality products which can be used to build capacity across the state.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

The evaluation will be conducted by external evaluators from The Ohio State University departments of arts administration and statistics with support from The OSU statistical consulting service, coordinated by: Dr. Deborah Smith-Shank, ChairDepartment of Arts Administration, Education, and Policy The Ohio State University 614-292-9852 smith-shank.1@osu.edu Sullivant Hall, 231E 1813 N. High Street, Columbus, OH, 43210

* 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 project’s progress).

The evaluation plan includes an aggressive timeline to evaluate and monitor the progress and the impact of the project from professional learning of arts educators, to validity and reliability of developed resources, to demonstration of student growth via the measures developed. Key components for the evaluation team include determining the impact of professional learning on educator practice, analyzing psychometric data of developed assessments and resources, and establishing expected growth metrics. The evaluation will require the development of evaluation tools to be used in the analysis. To determine the impact of professional learning, the evaluation team will measure the amount of professional learning that occurred based on data from developed pre-and post-assessments designed to measure the knowledge and skills of the assessment writers. The evaluation team will also evaluate the impact of the professional learning by interviewing principals to determine an observed change in classroom practice as a result of teacher participation in learning sessions. The
23. Describe the substantial value and lasting impact which the project hopes to achieve.

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

The work of the Ohio Arts Assessment Collaborative will provide a substantial value and lasting impact for arts education in Ohio. The development of 44 arts assessments will fill the void of high-quality, valid, and reliable measures of student growth in the arts. These assessments will provide a means by which student growth in arts education can be measured and monitored with deep fidelity to authentic arts education as part of the Ohio Teacher Evaluation System. Additionally, the professional learning that participating arts educators will receive in assessment literacy will provide a capacity building model that will be leveraged across the districts they represent. The professional learning materials and high-quality assessments that are developed will be accessible to all Ohio educators via a dedicated website, allowing for skills and knowledge in developing high-quality arts assessments to be developed across the state. Additionally, the professional learning materials can also be utilized by teachers in other content areas, such as physical education, career-tech education, and other disciplines in classrooms across Ohio which also have a need for performance-based assessments, to build the capacity to develop assessments for their content areas.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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.

The applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

This project holds the promise of measuring student growth and achievement in the state of Ohio. Benchmarks will include the measurement of student growth and achievement as measured by the 44 arts assessments created, including: two for dance in each grade-band K-3, 4-5, 6-8 and three for dance in grade-band 9-12 for a total of nine; three for visual arts in grade-bands K-3, 4-5, 6-8, and four in grade-band 9-12 for a total of thirteen; three in music for each grade-band K-3, 4-5, 6-8, and four in grade-band 9-12 for a total of thirteen, and two in theatre in each grade-band K-3, 4-5, 6-8, and three for grade-band 9-12 for a total of nine.

* Spending Reduction in the five-year fiscal forecast

Through collaboration, consortium districts will see savings in the five year fiscal forecast. Benchmarks will include the spending reduction by consortium districts of $76,106.80 in the five year fiscal forecast. The potential impact of savings to districts across Ohio is unknown at this time.

* Utilization of a greater share of resources in the classroom

This innovation statewide solution will also result in a greater share of resources directed to classroom through the accessibility of 44 high-quality, valid, and reliable arts assessments that are not currently available. This solution will allow arts educators across the state to comply with and embrace the legislative mandate to measure student growth in the arts. Additionally, classroom teachers will benefit from the acquisition of knowledge and skills related to assessment literacy as a result of professional learning sessions, and students will benefit from better informed teachers.

* Implementation of a shared services delivery model

Benchmarks will include the collaborative development of 44 arts assessments to be utilized by the consortium districts. Additionally, the assessments, supporting resources, and materials for professional learning will be made available throughout the state via a website.

* Other Anticipated Outcomes

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

- Yes
- No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to
implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

This project can be replicated in other districts in Ohio. First, the training materials that will be created for assessment literacy and development will be shared with all other teachers throughout the state who would benefit from these resources. Next, the 44 assessments created through this project will be posted online and made available to all Ohio art educators to be utilized for arts assessment purposes. In addition, the assessment professional learning that will be provided to the participating assessment writers will result in a cadre of teachers across Ohio with a skill set of authentic performance-based assessment development.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree. Susan Witten, Ph.D. Assistant Superintendent Hamilton Local School District 775 Rathmell Rd. Columbus, OH 43207 614-491-8044 x 1209 switten@hamilton-local.k12.oh.us
## Consortium Contacts

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
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<tbody>
<tr>
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<td>Harbron</td>
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<td>Dublin Arts Council</td>
<td></td>
<td>7125 Riverside Drive, Dublin, OH, 43015</td>
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### Implementation Team

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<tr>
<th>First Name</th>
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<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
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<tr>
<td>Susan</td>
<td>Witten</td>
<td>Assistant Superintendent, Hamilton Local School District</td>
<td>Lead applicant who will manage the fiscal components and collaborate with consortium members and partners on the project implementation. Witten will also coordinate the Hamilton Local writing and field-testing team.</td>
<td>Witten has served as a district administrator for 14 years. She has taught at The Ohio State University and worked as an education consultant and assistant director at the Ohio Department of Education. At ODE Witten guided the development of academic standards and implementation of Entry Year and LPDCs, including the management of pilot programs and related grants. At Hamilton Local, she is part of a leadership team that has moved her district from Academic Watch to Excellent/A on the local report card. Witten oversees accountability, curriculum, instruction, assessment, and human resources for licensed staff, and grants. Witten serves as an adjunct professor at Ashland University offering graduate course work to administrators and staff to enhance district improvement work.</td>
<td>At Hamilton Local, Witten has responsibilities for the CCIP and grant development and writing. In addition to yearly federal and state grants, the district has received competitive 21st Century, Early Childhood Education, Learn &amp; Serve, High Schools That Work, Literacy, and Math Consultant grants, as well as foundation grants from Martha Holden Jennings Foundation, Columbus Foundation, and VH1. Under her leadership the district has partnered with the Ohio State University in grant-funded research, and with Ohio Dominican University and Otterbein College in providing grant-funded professional development to district teachers. She has served as a grant panelist and panel chairman for the Ohio Arts Council and the National Endowment for the Arts and as an evaluator for a statewide Javits grant.</td>
</tr>
<tr>
<td>William</td>
<td>Habron</td>
<td>Superintendent, West Muskingum Local School District</td>
<td>In collaboration with Hamilton Local Schools, Cincinnati Public Schools, and consortium members the West Muskingum School District will provide assessment writers and field test participants to fully engage with this most important project focused on the assessment of student learning. Dr. Habron will coordinate the West Muskingum participation as well as serving on the implementation team to assist with the implementation of the grant. Dr. Habron anticipates that the district will benefit greatly from the assessment literacy training and we anticipate the trained, to become local</td>
<td>Dr. Habron has a doctorate in education in educational leadership from the University of Wisconsin. He is a highly dynamic, team-spirited and passionate professional, with more than 30 years school administration and 4 years teaching experience. Equipped with proven ability to create and monitor policies and practices that promote safe learning environment and to ensure a school culture that encourages continuous improvements for teachers and students. Accustomed to working in diverse educational settings and working with students from all learning levels and socioeconomic backgrounds. Exceptional leadership skills and management skills with proven track record in collaborating with school community, increasing student academics, and maintaining excellence in education. Demonstrated exceptional leadership, organizational and</td>
<td>During the past four years, the West Muskingum Local School District has successfully implemented and managed the four-year Race to the Top Grant for $354,568 and four-year Ohio Teacher Incentive Fund for $287,497. The district manages approximately $2 million dollars in federal grants annually which include Title I, IDEA Part B, Title VIB, Title IIA, Race to the Top, Teacher Incentive Funds, Ohio Appalachian Collaborative and Race to the Top Funds and Federal Lunchroom Funds.</td>
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**Donna Collins**  
Executive Director, Ohio Alliance for Arts Education

The Ohio Alliance for Arts Education (OAAE) will coordinate communications among the project partners, convene planning sessions, contract with out-of-school time writers and experts for the development of 44 assessments in all four arts forms. OAAE will support the work of Battelle for Kids, Dublin Arts Council, Ohio State University, University of Cincinnati, and the three school districts to successfully carry out all aspects of the project.

Donna Collins has served as Executive Director for Ohio Alliance for Arts Education (OAAE) since 1998. As a leader in the field of arts education she has the opportunity to work nationally with the Kennedy Center Alliance for Arts Education Network (KCAAEN) - most recently as a member of the Network Leadership Committee. Collins has co-authored numerous national toolkits and resources. Collins serves Americans for the Arts as a State Captain and State Arts Advocacy Network member, she authored Keeping Arts Education in Focus for the Fall 2006 ArtsLink, and most recently co-authored The Arts Education Field Guide: The Ecosystem of Partners, Players, and Policymakers in the Field of Arts Education, 2012. OAAE brings project management and experience to the team which lends itself to many efficiencies, relationships with arts educators, school/district administrators, arts education directors in cultural institutions, and Ohio's professional organizations: Ohio Music Education Association, Ohio Art Education Association, OhioDance, and Ohio Educational Theatre Association.

Under Collins direction OAAE has secured more than $2,000,000 in state, federal, and foundation resources to support arts education in the areas of assessment, gifted identification, professional development, and mentoring. The OAAE offers more than 15 years' of experience in arts assessment which was initiated in 1998 through two National Endowment for the Arts Grants ($200,000) and state funding from the Ohio Department of Education and Ohio Arts Council, as well as The George Gund Foundation and Martha Holden Jennings Foundation ($300,000+) to develop a teacher resource book titled: The Power of Teaching and Learning: A Teachers Guide to Assessment, and companion DVD to train educators in the development of knowledge and skills for authentic student assessment. More than 12,000 copies of the book and DVD are in circulation in schools in Ohio, and across the nation.

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**David Guion**  
Executive Director, Dublin Arts Council

Partner with school districts, BFK, and the Ohio Alliance to develop professional development leading to the creation of assessments to be used for measuring student progress and achievement. Dr. Guion's will bring his knowledge of communities, artists, and teaching to the planning and implementation of the project.

A recipient of the Lawrence and Isabel Barnett Fellowship, the Manual Barkan Dissertation Fellowship Award and the Marantz Distinguished Alumni Award, Guion earned his Ph.D. in Arts Administration, Education and Policy from The Ohio State University in 2008 and an M.A. in Art Education from OSU in 1988.

Dr. Guion has served as executive director of Dublin Arts Council in Dublin, Ohio since 2005. For more than 25 years, he has worked with nonprofit arts organizations and educational institutions in New York City, the Bay Area of California and Columbus, Ohio. While raising funds for arts organizations in New York City, Guion had the privilege of working with such artists as Jasper Johns, Robert Rauschenberg and Merce Cunningham, among others. Guion teaches graduate and undergraduate level courses at...
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<tr>
<th>Name</th>
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<tr>
<td>Deborah Smith-Shank</td>
<td>Chair, Department of Arts Administration, Education and Policy, The Ohio State University</td>
<td>Dr. Smith-Shank will work with experts in statistical analysis with The Ohio State University Department of Statistics, which encompasses areas ranging from the development of methodology for data acquisition and analysis to the science of decision making under uncertainty. The emphasis in the department is to maintain innovative excellence in research that is targeted to the development of statistical methodology motivated by providing solutions to real-world problems. Through The Ohio State University's Statistical Consulting Service a team of faculty, staff, and graduate students will provide professional statistical consulting support for the project.</td>
<td>Dr. Smith-Shank has a long history working in arts education at Northern Illinois University, through 2010, and now at The Ohio State University. Her education degrees include: Ph.D. Art Education/Curriculum &amp; Instruction, Cognate: Semiotic Studies Indiana University, Bloomington, Indiana, USA (1992); Doctoral Dissertation (1992): Art Attitudes, Beliefs, and Stories of Pre-service Elementary Teachers; Dissertation Abstracts International, 52/06A, AAC9133092; Life Teaching License granted by the State of Indiana (1976); M.S. Art Education, Indiana University, Bloomington, IN (1976); and B.S. Art Education, Indiana University, Bloomington, IN (1972). Prior Relevant Experiences: In Dr. Smith-Shank's current position as Chair of the Department of Arts Administration, Education and Policy, she leads the preparation of educators, researchers, administrators and policy makers for research and practice in the interdisciplinary field of art education through its integrated, multifaceted programs and collaborations within and outside the University. The Department maintains its position of excellence at the local, state, national, and international levels in the areas of research, teaching, and service.</td>
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<tr>
<td>Jacqueline Burke</td>
<td>Director of Strategic Measures, Battelle for Kids</td>
<td>In collaboration with the Ohio Alliance for Arts Education, Battelle for Kids will provide a team to develop and deliver professional development in assessment literacy, oversee the assessment development and revision process, provide training facilities and materials, provide strategic communication during and after implementation, provide overall project management and coordination, and develop a web portal to host the assessments, related resources, and professional learning materials. Battelle for Kids (BFK), a national, not-for-profit organization that provides innovative solutions for today’s complex educational-improvement challenges, has an extensive background in the education system in Ohio and has relevant statewide experience in Ohio working on similar projects such as the development and implementation of Formative Instructional Practices (FIP), Value-Added, Roster Verification, and Assessment Literacy. BFK is committed to projects, both large and small, with people whose skills and experiences align with project goals and requirements, ensuring that deliverables are high quality and timelines are met.</td>
<td>As project lead, Jacqueline Burke brings nearly 25 years of experience in Ohio schools both as a teacher and a district-level administrator and has been deeply involved in assessment literacy in Ohio’s schools, including many years of experience working side by side with Ohio’s teachers to design and select appropriate, purposeful assessments. Since joining BFK in 2012, she has had a primary responsibility for the design and delivery of state-wide professional learning. Additionally, she is the primary developer of the materials for the Assessment Literacy Trainings currently being held regionally throughout Ohio.</td>
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<tr>
<td>Kara Shibiya</td>
<td>Grants, Cincinnati Public Schools</td>
<td>Shibiya, along with Cincinnati Public Schools CPS is no stranger to</td>
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<tr>
<td>Administrator, Cincinnati Public Schools</td>
<td>Cincinnati Public Schools’ Lead Teachers, Katie Hofmann and Mary Glynn Auer, will oversee the project as facilitators with the 35 identified writers and field test participants in CPS. (CPS) provides high-quality public education to over 33,000 students (PreK-12), driven by a history of innovative programs and strong leadership. CPS is now the third-largest public school district in the state, and is ranked among the top 2% of Ohio’s public school districts for student academic achievement. The district values access to quality arts education for all its students, and provides a complement of arts specialists in every public school. Cincinnati is fortunate to have a strong local arts community that provides both teachers and students access to a multitude of educational opportunities throughout the year, including teacher workshops, in-classroom arts enrichment, master classes, study guide development and more. CPS supports additional teacher professional training in a multitude of areas, including Instructional Coaching, Differentiated Instruction, Culturally Responsive Practices, and Co-teaching.</td>
<td>successfully managing grant awards and programs of this size, demonstrating a high level of transparency and due diligence in all of its processes, practices and investments. The district employs a nine person Grants Administration team to provide detailed oversight of all financial requirements and expenditures associated with a wide variety of grant awards, including large-scale federal and state grants, national and local private foundations and corporate grants. For example, the Grants Administration Office oversees the financial administration of multiple federal grant programs including Title I-Part A, Title II-Part A, Title II-Part D, Title III, Title IV and Title X-Part C initiatives, as well as a multi-million, multi-year grant award through the GE Foundation, and a recent multi-million grant through the Ohio Department of Education Straight A Fund.</td>
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