

Budget

Toledo School For The Arts (133942) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (171)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	113,162.20	345,271.00	0.00	458,433.20
Support Services		126,400.00	25,528.80	0.00	425.00	131,900.00	0.00	284,253.80
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		10,000.00	1,545.00	9,400.00	0.00	0.00	0.00	20,945.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	204,693.00	0.00	21,000.00	0.00	225,693.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		136,400.00	27,073.80	214,093.00	113,587.20	498,171.00	0.00	989,325.00
Adjusted Allocation								0.00
Remaining								-989,325.00

Application

Toledo School For The Arts (133942) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (171)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

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

2. Executive summary: 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.

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.

700 3. Total Students Impacted:

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:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

5. 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

Address of lead applicant
333 Fourteenth St Toledo, OH 43604

Phone Number of lead applicant
(419) 246-8732 ext. 228

Email Address of lead applicant
jfong@ts4arts.org

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

Given recent employment statistics and student educational achievement outcomes, as well as graduation rates, college readiness and matriculation rates reported for most states, colleges, and school districts (both across the nation and locally), preparing students to live and work in a 21st century global world is a daunting task for educators and schools. This is especially true for our diverse student population, which sees learning in a fundamentally different way. In the 15 years since Toledo School for the Arts opened, our philosophy of integrating arts into the academic curriculum has served our students well and helped us to further our mission of fulfilling every student's intellectual, ethical, social, emotional and physical potential by integrating an unsurpassed arts curriculum with superior college preparatory academic programs to prepare life-long learners with a passion for the arts, respect for others, and an active commitment to diversity and the community. Our arts-based curriculum and differentiated learning processes connect interest and abilities in the arts with traditional academics. Our students' academic and artistic success and fulfillment of our mission is evidenced by our local and national reputation for providing an excellent educational environment. These accomplishments are discussed in further detail in question 21. While the growing sophistication of our students is due to the excellent programs we have built, that sophistication now demands further outlets and more specific opportunities. Thus, we propose our Technology, Arts and Industry Initiative (TAI) with its three cohesive facets all focused on the goal of preparing students to live and work in 21st century, global world. These facets include: 1) a single source media (iPad) program, 2) an enhanced college readiness program, and 3) an expansion of our career technical education program (CTE) in our new Center for Arts and Industry.

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

The proposed innovative Technology, Arts and Industry (TAI) Initiative and its three facets will solve the aforementioned problem educational institutions face in preparing their students to live and work in a 21st century global world. The first facet, our single source media program has transitioned our students from textbooks to iPads; providing the needed technology to revolutionize our curriculum content delivery system and while students and teachers already use them in their classes, our vision is more comprehensive. For example, this technology boosts student readiness for state-mandated tests, which will soon be administered only digitally. Additionally, this technology is needed to support the CTE courses that we are beginning to offer in our new Center for Arts & Industry and our college readiness program. Our faculty will also develop a digital, cloud-based integrated arts/academic curriculum using the iPads and then use it in their classrooms and the Center to enhance learning and be replicated in other schools. The opening of our Center for Arts & Industry expands our CTE program by enhancing student experiences and connecting them with cutting edge technology and arts industry professionals. These CTE courses develop employment skills necessary to pursue jobs in arts technologies right after graduation but also provide a knowledge base students can take to college to further their training for arts technology and non-arts related jobs. This curriculum expansion in the Center is tightly interwoven with the programs we already offer, and they will develop and grow together. The Center will provide courses in: music technology and recording, film making, animation, business practices and entrepreneurship, screen printing and kiln formed glass, theatrical set and lighting design and construction, as well as costume and fashion design. These industries have undergone massive changes as technology and the Internet have made design, production and distribution easier than ever. For example, film and animation require a great deal of technical skill but they also require storytelling capability; so writing is as much a part of the film world as are cameras. Thus strong academics that interact with our arts technologies programs are essential in forming both technical and creative thinking skills. The proposed college readiness program will prepare our students for college, but also support them throughout college and increase the likelihood that they will matriculate. While this is important for all students, it is crucial for underserved, first-generation college students (34% of our population). We will use a comprehensive approach grounded in research and technology. Our new college readiness counselor will help students and parents navigate the path to college that best fits their needs. In addition to standard college readiness programs such as college fairs, and financial aid workshops, this counselor will implement innovative practices such as ACT/SAT prep and follow-up that use individual test results to develop (with students & teachers) an academic improvement or enhancement plan. Also, we will use a database (Naviance) to track individual and collective student information on college readiness and matriculation progress. Finally, our counselor will visit our graduates throughout college to alleviate challenges and enhance the likelihood they will matriculate. Preparing our students for the global world, while providing them opportunities to pursue their interests and passion is where technology, arts, and industry intersect and this is the innovative crossroads provided by our TAI initiative.

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,

content areas as appropriate) in the box below.)

One of the Straight A Fund goals our TAI initiative aims to achieve is increased student achievement. This will be accomplished through all three facets of our TAI initiative discussed in question 8. The first facet, which has already begun, involves our transition from textbooks to iPads for all of our 6-12 grade students and faculty. While it is not yet possible to provide quantifiable data (i.e., increased test scores) due to the implementation of our iPad facet of our initiative, it is possible to list probable/expected achievement for our students. For example, one of our goals related to this facet is to increase our students' readiness for state-mandated achievement tests which will soon be administered only in digital formats. To achieve this goal, our teachers will continue to administer tests that are similarly formatted to the state-mandated tests on the iPads. Another goal related to increased students achievement is the second facet; creating a digital, cloud-based curriculum that will support and integrate our regular slate of academic and arts classes with our new CTE program offerings in the Center for Arts & Industry. This curriculum also assists us in enhancing and increasing the growing sophistication of our programs as needed by our students. 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 grant period with implementation in the fall of 2015. The selected teachers represent all academic subject areas. These teachers will discuss the ideas and needs of the digital curriculum with the remaining faculty. Also ensuring successful achievement of this goal is our faculty's prior work in creating a comprehensive curriculum map for all subject and grade areas that incorporate common core standards. This prior work ensures that the digital curriculum is comprehensive, exceeds state requirements and meets the needs of our students and faculty. The transition to iPads and the creation of a digital, cloud-based curriculum also increases student achievement as it relates to our primary goal of enhancing our program sophistication by creating new CTE course offerings in the Center for Arts & Industry, that enhance student experiences and connect them with cutting edge technology and professionals to develop employment skills necessary to pursue jobs in arts technologies right after graduation and/or provide a knowledge base students can take to college to further their training. Currently 81% of our students participate in some type of CTE course and the proposed additional programming allows us to increase this percentage and better meet our students needs. The third facet of our initiative; the creation of an enhanced college readiness program also relates to student achievement as we expect it to increase our students' college enrollment and matriculation rates. Enhancing our college readiness program will be achieved through the hiring of a college readiness counselor who can implement the program enhancements discussed in questions 23 and 24. The more difficult goal to achieve is the data collection that will provide a clear, accurate picture of our students' college enrollment, retention and matriculation. To achieve this goal, our college readiness counselor will track data using the Naviance database. Also helping to achieve this goal is our partnership with Marianne Lombardo. She will help accomplish this goal by: 1) providing TSA with the ongoing network of Summer Melt researchers (Listserv) and findings, 2) help TSA design and implement data collection and analysis, 3) help document project activities so that knowledge and processes can be replicated to other schools, particularly Ohio's urban high schools (particularly helpful as schools transition to the new Prepared for Success indicator on the redesigned Local Report Card), and 4) promote TSA's grant activities throughout her professional networks.

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.)

Given that the majority of the costs of our TAI Initiative are one time only costs, details and costs for each item are found in the attached project budget. Items that are recurring costs are marked with an asterisk to delineate between one-time only and recurring costs. The recurring costs are offset by savings reductions on our budget as a result of our transition from textbooks to iPads. For instance, we have been able to see an annual cost saving reduction of \$75,000.00 from not purchasing traditional textbooks. In previous years, we had to replace textbooks for one subject each year. In addition, we have been able to eliminate one computer lab and its related costs of \$35,000 from our annual budget. The transition to iPads has also reduced our annual field trip transportation costs by \$7,500.00 as teachers are taking virtual field trips. We have also been able to eliminate the position of general education teacher's aide, which resulted in a total cost savings of \$38,326.00. Other cost savings resulting from our transition to iPads include a reduction in copy/printing, classroom supply and postage costs of \$6,800.00 annually as well as an annual savings of \$8,000.00 resulting from the elimination of OAA review materials at the junior high level. The total of these annual costs savings equal \$170,626.00, which is over the total recurring costs for this project of \$169,303.00

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.)

Through our innovative TAI initiative, we are able to utilize a greater share of resources in the classroom. For example, the transition from textbooks to iPads and the creation of a digital, cloud-based curriculum allow students a more sophisticated, enhanced and larger number of resources such as virtual field trips, and leveling the educational playing field by providing access to technologies that our students did not previously have. As stated in question 20, we have been able to engage, enable and empower our students (and faculty) through this transition. Students and faculty are enabled to reach their fullest potential, both academically and artistically through increased access to educational resources and extended learning beyond the capacities or limitations of a static book, or school facility. WWW does not only mean the worldwide web to students and faculty; it means whatever, wherever, and whenever they need access to information; information for school assignments, lesson-planning and/or accessing and inputting grades and other evaluative measures. Through the increased CTE courses of our TAI initiative, we will help students explore creative outlets and career possibilities that we have not yet been able to support. For example, while a stage production calls attention to the actors, there are many more people behind the scenes, and the ability to construct, and design stage sets provides employment opportunities in Toledo and across the country as one TSA alumni can attest to in her role as production technologist with the Cirque de Soliel. Finally, as our college readiness program will change the way we collect and analyze data regarding our graduates' college enrollment, retention and matriculation, we will be able to revise our college readiness program and other academic and artistic courses as indicated by the data so that we may best meet the learning needs (in real time) of our students; an indirect, but in our opinion, an increase in the resources not only in individual classrooms, but the school as a whole.

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.)

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.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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.

989,325.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total cost for implementing the three facets of the Technology, Arts and Industry Initiative is \$989,325.00. This includes salary costs of \$136,400 to employ a College Readiness Counselor (\$40,000) and stipends for lead teachers to prepare the digital cloud-based curriculum (\$86,400) and provide professional development to the remaining teachers on this curriculum (\$10,000). Retirement and Fringe Benefits on these salaries and stipends total \$27,073.80. Purchased Services total \$214,093. Of this, \$900 is for software training and \$8,500 for a data consultant to work with staff in analyzing college-readiness data and making changes to curriculum as needed. \$204,693 would be spent with contractors to renovate the existing floor plan in order to accommodate the additional learning labs. Supplies total \$113,587.20. This amount would be spent on basic supplies to equip the learning labs to enhance the teaching environment. \$425 would be spent on an annual subscription to the Naviance software for assisting the College Readiness Counselor. The \$498,171 balance of the request would be spent on capital expenditures. This would consist of large equipment for the learning labs (\$111,875), new flooring for the dance lab (\$21,000), the purchase of iPads and upgrade of technology networks and infrastructure (\$365,296). Given the space limitations in the application, a detailed list of necessary items and services is found in the attached program budget.

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.

Our Technology, Arts and Industry Initiative (TAI) encompass several new and recurring costs that are necessary to sustain the project and ensure successful achievement of project goals. These include: 1) an annual subscription/license fee (\$425.00) for the Internet-based

Navigate database that we will use to maintain our students' college enrollment, retention and matriculation data as part of the college readiness facet of our TAI Initiative; 2) annual salary and benefit costs (\$52,180.00) for our college readiness counselor, a necessary part of the college readiness facet of our project; and 3) annual purchase plan for the iPads (\$116,698.00), a critical component to the overall success and implementation of all the facets of our initiative. The total of the recurring annual costs is \$169,303.

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

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

Yes

No

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.

170,626.00 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

The recurring costs are offset by savings reductions on our budget as a result of our transition from textbooks to iPads. For instance, we have been able to see an annual cost saving reduction of \$75,000.00 from not purchasing textbooks. In previous years, we had to replace textbooks for one subject each year. In addition, we have been able to eliminate one computer lab and its related costs of \$35,000 from our annual budget. The transition to iPads has also reduced our annual field trip transportation costs by \$7,500.00 as teachers are taking virtual field trips. We have also been able to eliminate the position of general education teacher's aide, which resulted in a total cost savings of \$38,326.00. Other cost savings resulting from our transition to iPads include a reduction in copy/printing, classroom supplies and postage costs of \$6,800.00 annually as well as an annual savings of \$8,000.00 resulting from the elimination of OAA review materials at the junior high level. The total of these annual costs savings equal \$170,626.00, which is over the total recurring costs for this project of \$169,303.00. Given that the majority of the costs of our TAI Initiative are one-time only costs and the limited space available in the application, details and costs for each item are found in the attached project budget. Items that are recurring costs are marked with an asterisk to delineate between one-time only and recurring costs. TSA will experience significant savings if our Technology, Arts, and Industry (TAI) Initiative is awarded funding through the Straight A Funds. The total amount of savings is reflected in the equipment, technology, professional development and support services that are one-time only costs. For example, the \$85,000.00 cost of the virtual desktop system that supports the application and virtualization for the iPads and digital, cloud-based curriculum facets of our TAI Initiative is a one-time only cost. Additionally, the \$21,000.00 needed for additional network server storage to support all three facets of our initiative is a one-time only cost.

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.

The TSA Technology, Arts and Industry Initiative is self-sustaining for multiple reasons including the significant cost savings to our annual budget if our project is supported through the Straight A Funds as most of the project budget represents one-time only costs. The cost savings is substantially more than the recurring costs (\$169,303.00) outlined and explained in question 14. Additionally, the expertise, dedication and creativity of our faculty and the expertise of our project partner will not only help us realize the goals of our TAI Initiative, but will assist in making the project self-sustaining and replicable.

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: January 1, 2014-June, 2014

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

Grants coordinator read grant materials, listened to webinars and met with school administration to brief them on the grant proposal and determine our goals for Straight A Funds grant. Once the goals were determined, grants coordinator met with our principal and the teachers who will write the digital curriculum to determine the specifics of this facet. In addition to these four teachers, our grants coordinator met with Guidance staff to determine the particulars of the college readiness facet of our project and staff responsibilities for our new college readiness counselor. Additionally, our grants coordinator met with the faculty in the Center for Arts and Industry as well as our Artistic Director regarding our new CTE offerings to determine needed equipment, specific details and costs about each piece of equipment and how this equipment would coordinate with the other facets of our TAI initiative. It is important to note, that since the Center was partially open at the beginning of this academic year, much of the planning for this facet of the project was done over the last two years including purchasing the additional space in the building, some previously owned equipment installation and curriculum development. Also important to note is that the beginning stages, including planning of the first facet of our program (iPads) were also conducted in the previous two years with the iPads beginning to be utilized in the current academic year. Our grants coordinator also met with our IT director to determine what infrastructure, hardware and software would be necessary to successfully implement and sustain our initiative. Finally, our grants coordinator met (via electronic media) with Mariane Lombardo, our data consultant/partner on this project to determine her role in helping us implement the college readiness facet of our project. Our grants coordinator and treasurer met repeatedly to prepare and finalize the budget.

* Anticipated barriers to successful completion of the planning phase

The greatest potential challenge during the planning period was making sure all stakeholders provided information in a timely fashion to our grants coordinator. The grants coordinator managed this through email, face-to-face, and telephone communication as well as brief progress meetings. Planning with stakeholders will continue but will shift from determining, needs, costs, timelines, etc. to confirming timelines and communication plan for the implementation time period. The stakeholders during this planning period will remain the same during this phase. No great challenges are expected during this period as our administration team has regular, weekly meetings and thus much of this phase can occur during these meetings. Additional meetings will be scheduled as necessary. In addition, our grants coordinator will meet with our communications manager to discuss the best plan to announce and communicate the project to remaining stakeholders (parents, community leaders etc.) if we are awarded Straight A funding support.

18. Implementation - Process to achieve project goals

* Date Range: July 1, 2014-June, 30, 2015:

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

To help manage this phase, bi-weekly meetings will be conducted with groups of stakeholders, based on the facet of the grant they represent, to check progress and determine any challenges that might have to be mitigated. In addition, progress reports will be given and discussed at the weekly administration mtg. The major work of this phase will be the purchase and installation of the equipment and technologies needed for the CTE courses as well as the minor renovations needed in classrooms. The technology equipment will support all three facets of our TAI initiative. Also, part of this phase is any necessary faculty professional development that needs to occur with the installation of new equipment and technologies. For example, our film and animation production teacher will attend a week-long summer training certification course on the animation software. The implementation phase will also bring in our data consultant, who will help accomplish some of the goals of our college readiness program: 1) providing TSA with the ongoing network of Summer Melt researchers (Listserv) and findings, 2) help TSA design and implement data collection and analysis, 3) help document project activities so that knowledge and processes can be replicated to other schools, particularly Ohio's urban charter high schools (particularly helpful as schools transition to the new Prepared for Success indicator on the redesigned local report card), and 4) promote TSA's grant activities through her professional networks. During this phase of the project, our new college readiness counselor will be hired and will develop our comprehensive college readiness plan. Of course, he/she will be part of the group of stakeholders working with Ms. Lombardo on the aforementioned data collection and analysis. Finally, our communications director, working with our grants coordinator, will implement the communication plan to announce our award as well as deliver progress reports to all stakeholders.

* Anticipated barriers to successful completion of the implementation phase.

Obviously, the implementation phase of any project holds the greatest potential for obstacles. Several are readily apparent with our project, including not receiving equipment and/or technologies in a timely manner from vendors, obstacles encountered during the creation of the digital curriculum by the teachers as well as obstacles encountered with purchased software and databases that could delay professional development or utilization of these technologies. One of the strategies to mitigate these potential obstacles is the regularly planned progress meetings with stakeholders that will occur throughout the implementation phase. In addition, all stakeholders involved have expertise in their respective areas/facets of the project such as our IT director who can alleviate technology challenges, while our data consultant can relieve any challenges that occur during the college readiness data training, collection and analysis.

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

* Date Range July 1, 2015-September 30, 2015

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

During this phase, data collection and analysis will begin and will continue not only through the end of the active grant period, but for five years after the grant period ends. As this grant period is short in relation to collecting long-term student achievement data and college readiness, only preliminary, short-term data on student achievement or college readiness (key facets of our initiative) can be measured. In fact, these types of data collection and analysis cannot even begin until the grant period ends as the new academic year does not begin until late August, 2015. However, we will continue to collect this type of data beyond the official grant period as it will continue to help us improve and fine-tune our curriculum and goals; both formative and summative. Thus short-term goals/outcomes such as successful development of our digital cloud-based curriculum, equipment installation and professional development are the short-term goals that can and will be adequately measured during this grant period. A thorough discussion of the additional short-term and long-term goals as well as the evaluative methods used to measure those goals is found in question 24. An additional task that will be accomplished during this phase is the writing and submission of the final grant report to the ODE, Straight A Fund committee.

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

Obstacles that might occur during this phase include technical issues with our data collection system but our IT director as well as vendor IT services can alleviate these issues. Another obstacle might be in faculty understanding our cloud-based curriculum. However, additional professional development conducted by the four teachers who created the curriculum can help eliminate this obstacle. Stakeholders during this phase include our previously mentioned administrators, teachers, faculty and grants coordinator who will continue to manage this phase of the grant period.

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:

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

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

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.

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

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

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* 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.

TSA will engage in a variety of both formative and summative as well as long-term and short-term evaluation strategies that are discussed in further detail in section 2 of this question. Additional information regarding timelines related to the evaluation of this project are discussed in questions 17-19. The primary individuals responsible for the evaluative strategies employed in the proposed project include TSA faculty, both artistic and academic. They will play a role in program evaluation through class assignments, projects, tests, quizzes, digital discussion threads, and performances. While space does not permit a bio or contact information of each faculty member, all of our teachers meet highly qualified teacher status by the Ohio Department of Education and/or hold their CTE licensure. Grants Coordinator, Jennifer Fong (jfong@ts4arts.org) will manage the evaluation deliverables related to the project by ensuring collection, analysis and accurate reporting of these data. In addition, Marianne Lombardo, our project contractor/consultant will help TSA design and implement data collection and analysis, which will be used to evaluate our enhanced college readiness program, as well as train our guidance staff on these evaluation methods. Ms. Lombardo can be reached via email at mlombardo4@gmail.com.

* 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).

State mandated achievement tests would assist us in measuring student achievement results. In addition, our faculty will design and implement a diverse array of both formative and summative evaluative measures such as class assignment/projects, tests, quizzes, digital discussion threads and performances in dance, theater, music, and the visual arts as well. All of these measures can be used in the short and long-term to quantitatively and qualitatively evaluate student achievement. For example, the dance faculty/students may collaborate with the science faculty/students and film production faculty/students to choreograph and film a dance that illustrates particular aspects of anatomy. This exemplifies a summative assessment while something as simple as a skills checklist that is used in a music class exemplifies a formative assessment. Additional methods of evaluation that measure more affective outcomes of our initiative include focus groups and satisfaction surveys. Though these methods measure affective qualities, they are still used to enhance and revise programs, courses and performances. Our college readiness program will incorporate the use of the database Naviance to collect and analyze college enrollment, retention and matriculation data on our graduates. The new state report card system regarding alumni/graduate tracking and data collection will also assist us in measuring student progress and achievement as it relates to our college readiness program. Measures in the CTE area include short and long-term data collection and analysis regarding our students' employment in the arts industries after graduation, or their pursuit of higher education degrees in the arts or arts technologies such as film and animation or music technologies, or dance. A simple measure related to one of the outcomes of this initiative is increased participation in our new course offerings. This will be tracked using our Powerschool database that maintains our enrollment records.

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

meet project objectives.

Modifications will vary with initiative outcomes and evaluation strategies. For example, if in the example above regarding increased participation in our CTE course offerings, we actually see a decrease in a certain course we can modify the course after engaging students, faculty and parents in a focus group to determine what changes need to be made to the course to make it more interesting and thus increase enrollment. If after seeing a decrease in the long-term, we can again reconvene stakeholders to see if an entirely different course might generate increased participation. This can save time and resources as well as enhance student achievement. In addition, all of our assignments and subsequent grades are managed through our Schoology and Power School databases, thus allowing us access to data that assist us in enhancing and revising our courses and assignments. Again, both long-term and short-term data can be collected and managed in this system that allows us to revise and enhance our college readiness program as well as other academic/arts courses in real time. 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.

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.

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

24. 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

We identified all three fund goals in question 9. As previously indicated our overall goal for the TAI Initiative is to prepare students to live and work as productive citizens in a 21st century global community. However, as evidenced by many other, overall goals, ours encompasses multiple and specific benchmarks related to the three identified facets of our initiative. These include: 1) a single source media program ; 2) an enhanced college readiness program and 3) an expansion of our career technical education (CTE) offerings by opening our Center for Arts and Industry which houses additional programs that are applied courses that continue our mission of integrating arts and academics in a high-quality educational environment centered on student success. Some of these goals have already been implemented but will be enhanced through the TAI initiative. Another outcome is the ability to enable, engage and empower students through a curriculum that is information rich and deep. Our single source media program also helps prepare us for several changes at the state level including digitally administered mandated achievement tests and the data collection, tracking and reporting of our graduates/alumni for the new state report card system. All of these specific outcomes are both immediate and five year achievements. These outcomes also increase student achievement that can be measured through state mandated achievement tests as well as our own evaluation measure such as tests and class assignments. Our enhanced college readiness program also has multiple benchmarks that have been discussed previously such as increased awareness and understanding of the successful path to higher education, as well as our ability to better collect and analyze data that will assist us in enhancing and revising our academic and arts courses. Again these outcomes increase student achievement through ACT/SAT test results and increased college enrollment, retention and matriculation.

* Spending Reduction in the five-year fiscal forecast

Transitioning to iPads also creates long-term as well as short-term spending reductions as follows: we have been able to see an annual cost saving reduction of \$75,000.00 from not purchasing textbooks. In previous years, we had to replace textbooks for one subject each year. In addition, we have been able to eliminate one computer lab and its related costs of \$35,000 from our annual budget. The transition to iPads has also reduced our annual field trip transportation costs by \$7,500.00 as teachers are taking virtual field trips. We have also been able to eliminate the position of general education teacher's aide, which resulted in a total cost savings of \$38,326.00. Other cost savings resulting from our transition to iPads include a reduction in copy/printing, classroom supplies and postage costs of \$6,800.00 annually as well as an annual savings of \$8,000.00 resulting from the elimination of OAA review materials at the junior high level. The total of these annual costs

savings equal \$170,626.00, which is over the total recurring costs for this project of \$169,303.00.

*** Utilization of a greater share of resources in the classroom**

The transition also evidences utilization of a greater share of resources in the classroom as students have a device that affords them almost endless information to help them achieve their academic goals. For example, the transition from textbooks to iPads and the creation of a digital, cloud-based curriculum allow students a more sophisticated, enhanced and larger number of resources such as virtual field trips, and leveling the educational playing field by providing access to technologies that our students did not previously have. As stated in question 20, we have been able to engage, enable and empower our students (and faculty) through this transition. Students and faculty are enabled to reach their fullest potential, both academically and artistically through increased access to educational resources and extended learning beyond the capacities or limitations of a static book, or school facility. Through the increased CTE courses of our TAI initiative, we will help students explore creative outlets and career possibilities that we have not yet been able to support. For example, while a stage production calls attention to the actors, there are many more people behind the scenes, and the ability to construct, and design stage sets provides employment opportunities in Toledo and across the country as one TSA alumni can attest to in her role as production technologist with the Cirque de Soliel. Finally, as our college readiness program will change the way we collect and analyze data regarding our graduates' college enrollment, retention and matriculation, we will be able to revise our college readiness program and other academic and artistic courses as indicated by the data so that we may best meet the learning needs (in real time) of our students; an indirect, but in our opinion, an increase in the resources not only in individual classrooms, but the school as a whole.

*** Implementation of a shared services delivery model**

*** 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.

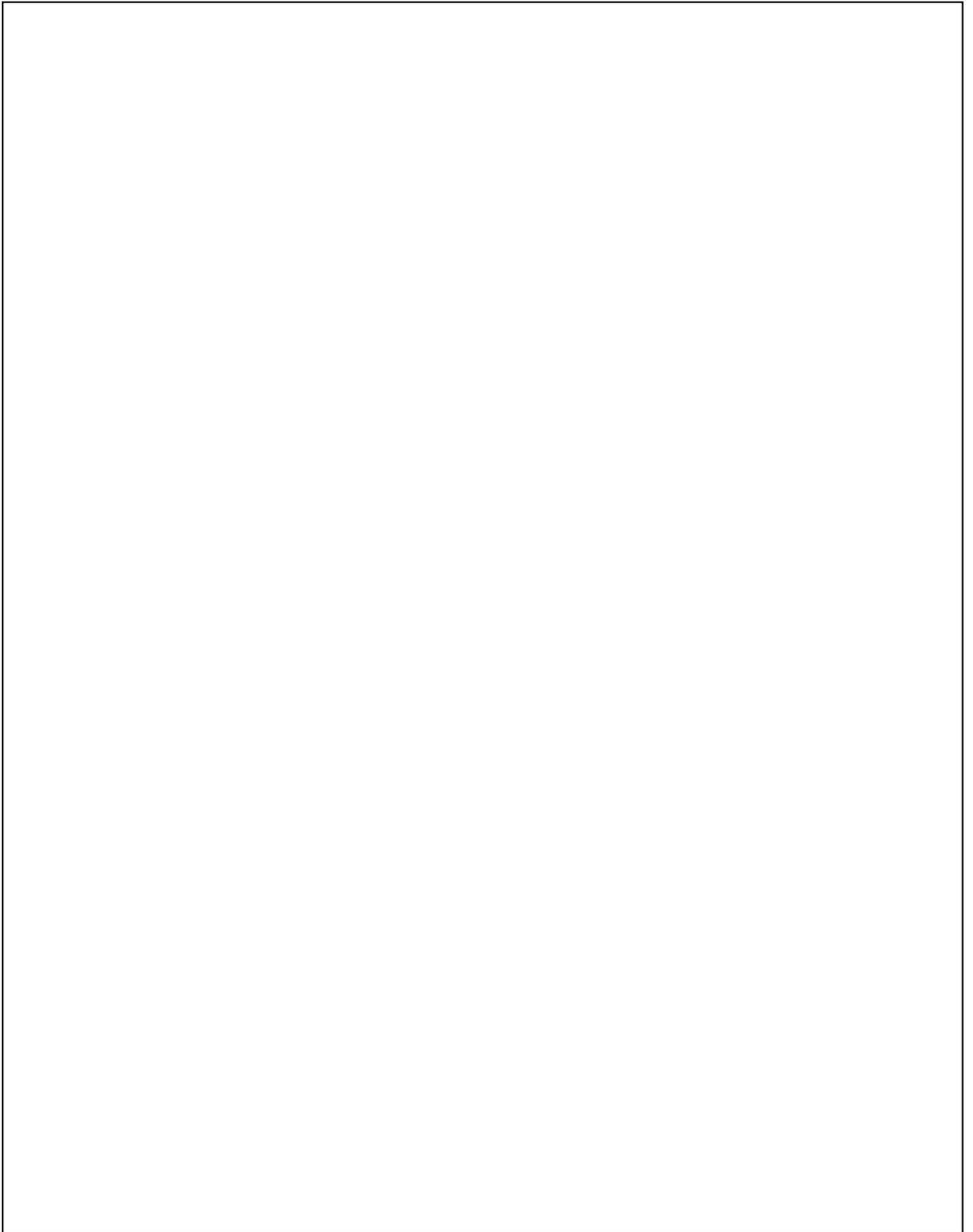
*** Explain your response**

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

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).

yes



Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Toledo School For The Arts (133942) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Marianne	Lombardo	(614) 561-0239	mlombardo4@gmail.com	Independent Contractor		1087 Sunny Hill Dr., , Columbus, OH, 43221	

Implementation Team

Toledo School For The Arts (133942) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Jennifer	Fong	Grants Administrator	Jennifer Fong, as TSA Grants Administrator, will manage all planning, implementation, reporting, logistics and activities of this project. This includes frequent meetings with all stakeholders as well as ensuring adherence to grant deliverables, evaluation strategies, and reporting deadlines and materials.	Jennifer Fong joined TSA as Grants Coordinator in 2011. Prior to coming to TSA Jennifer was the Director of the Center for Professional Studies at Lourdes University. She has also worked at the Toledo Zoo as Assistant Curator of Education and taught school for several years in Perrysburg. Jennifer received a bachelor's degree in Elementary Education from the University of Toledo and her M.Ed in Curriculum and Instruction from Lourdes University. She is currently working on her doctoral degree in Leadership Studies at Bowling Green State University.	Jennifer Fong joined TSA as Grants Coordinator in 2011. Prior to coming to TSA Jennifer was the Director of the Center for Professional Studies at Lourdes University. She has also worked at the Toledo Zoo as Assistant Curator of Education and taught school for several years in Perrysburg. Jennifer received a bachelor's degree in Elementary Education from the University of Toledo and her M.Ed in Curriculum and Instruction from Lourdes University. She is currently working on her doctoral degree in Leadership Studies at Bowling Green State University.	
Marianne	Lombardo	Independent Contractor	Marianne Lombardo will help accomplish some of the goals of our college readiness program: 1) providing TSA with the ongoing network of Summer Melt researchers (Listserv) and findings, 2) help TSA design and implement data collection and analysis as well as train TSA Guidance staff on these procedures; 3) help document project activities so that knowledge and processes can be replicated to other schools, particularly Ohio's urban charter high schools (particularly helpful as schools transition to the new Prepared for Success indicator on the redesigned local report card), and 4) promote TSA's Straight A grant activities through her professional networks.	Marianne Lombardo will act as consultant on this project. Marianne was the former Vice President for Research and Accountability at the Ohio Alliance for Public Charter Schools organization, and recently was selected for and completed the Strategic Data Project at Harvard Graduate School of Education. Thus, she is well qualified to act as a data consultant on this project.	Marianne Lombardo will act as consultant on this project. Marianne was the former Vice President for Research and Accountability at the Ohio Alliance for Public Charter Schools organization, and recently was selected for and completed the Strategic Data Project at Harvard Graduate School of Education. Thus, she is well qualified to act as a data consultant on this project.	
Martin	Porter	TSA Director	Martin Porter, as director of TSA, has provided the vision for our Technology, Arts, and Industry Initiative. He will act as overall project manager during the granting period, ensuring that all facets of our proposed project will be implemented and sustained. Given his extensive community presence and contacts, he will also be the primary person to market and promote our Technology, Arts,	Martin Porter is the founding director of TSA and thus has held this role for 15 years. He holds a Bachelor of Music degree from Wittenberg University and a Master of Music in Trumpet Performance from Bowling Green State University (BGSU). Prior to his graduate education he has served as a music educator at Southeastern Local	Martin Porter is the founding director of TSA and thus has held this role for 15 years. He holds a Bachelor of Music degree from Wittenberg University and a Master of Music in Trumpet Performance from Bowling Green State University (BGSU). Prior to his graduate education he has served as a music educator at Southeastern Local	

			and Industry Initiative to our stakeholders including Board members, parents, faculty, staff and the community at large, which encompasses business leaders, our artistic partners such as the Toledo Museum of Art, The Toledo Symphony, and The Toledo Ballet, as well as legislators.	Schools. He was also Director of Public Events for the College of Musical Arts at BGSU and Executive Director of the Lima Arts Council.	Schools. He was also Director of Public Events for the College of Musical Arts at BGSU and Executive Director of the Lima Arts Council.	
Kelley	Allred	TSA Treasurer	Kelley Allred, as Treasurer of TSA, has assisted in planning for the financial aspects of the Technology, Arts, and Industry Initiative. Her primary responsibility will be ensuring the accountability and reporting of the financial information for the project. In this role, all orders and contracts will be completed with a high degree of integrity and accuracy, which conform to current audit standards.	Serving as TSA's licensed School Treasurer since 2004, Kelley Allred holds a Masters of Organizational Leadership Degree from Lourdes College. In her time at TSA, the budget has more than doubled from two to five million dollars, serving a staff of over 80 employees. Prior to joining TSA, Kelley worked in banking operations and payroll and finance with other non-profit organizations.	Serving as TSA's licensed School Treasurer since 2004, Kelley Allred holds a Masters of Organizational Leadership Degree from Lourdes College. In her time at TSA, the budget has more than doubled from two to five million dollars, serving a staff of over 80 employees. Prior to joining TSA, Kelley worked in banking operations and payroll and finance with other non-profit organizations.	
David	Saygers	TSA Artistic Director	David Saygers, as Artistic Director of TSA, has assisted in providing the vision for the Technology, Arts, and Industry Initiative. For example, he helped to create the new learning lab programs (i.e., fashion costume design, and recording technology) by working with faculty and other administrators to develop curriculum framework and necessary equipment for these labs. His primary responsibility for this grant will be to ensure that the labs are properly equipped and that the curriculum framework matches current career technical education standards and is integrated with the academic curriculum. In addition he will assist the four teachers designing the digital cloud based curriculum with appropriate artistic content that aligns with the new learning labs and CTE standards.	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.	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.	