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Adjusted Allocation: 0.00

Remaining: -403,040.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

**A) APPLICANT INFORMATION - General Information**

1. **Project Title:** Einstein's Vision

2. **Project Summary:** Please limit your responses to no more than three sentences. Implementation of 1:1 digital integration plan and digital arts programming across the curriculum.

   *This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.*

3. **Estimate of total students at each grade level to be directly impacted each year.**

   *This is the number of students that will receive services or other benefits as a direct result of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Pre-K Special Education</th>
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<tbody>
<tr>
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<tr>
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<tr>
<td>Year 5</td>
<td>24 4 29 5 29 6 41 7 29 8</td>
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</tbody>
</table>
4. Explanation of any additional students to be impacted throughout the life of the project. This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

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

First and last name of contact for lead applicant
Danielle Kimble

Organizational name of lead applicant
Albert Einstein Academy of Westlake

Address of lead applicant
3600 Crocker Rd. Westlake, OH 44145

Phone Number of lead applicant
440-471-4982

Email Address of lead applicant
danielle.kimble@ealas.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

The Digital Age has inspired schools worldwide to integrate technology across the curriculum; to motivate learning by meeting learners on the playing field. Our students are equipped with the skills to navigate the latest technologic innovations; our teachers are falling behind. Albert Einstein Academy of Westlake identifies a need to redirect our education system into a digital integration model. The one-size-fits-all pedagogical practices that define our traditional classrooms have given way to new approaches in curriculum and instruction. Our classrooms currently lack the technological infrastructure to support a borderless classroom that matches the 21st century workforce; dynamic, interactive, collaborative, and tech-based. Ray Kelly, CEO of Certiport, a certification testing company, says "...as technology has become pervasive in the classroom and the workplace, solid technology skills are essential for every student. Teaching digital literacy skills ultimately falls upon educators. Schools need to go beyond the 'three R's' to improve college and career readiness with technical skills. One in five students at Albert Einstein Academy have an individual education plan or 504 plan. Through a three-year pilot program of AEA's Exploratory Arts Program, AEA identifies that the arts help level the playing field for students with and without disabilities. The arts lay a strong foundation for socially-inclusive learning environments. After reviewing data, AEA identifies a need for additional arts programming and interdisciplinary, arts-integrated projects to provide all students with creative and alternative ways to access the core curriculum.

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

Through support from the Straight A Fund, Albert Einstein Academy of Westlake will partner with Google to implement a one-to-one (1:1)
demonstrate your innovative project.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

Einstein's Vision seeks to increase student academic achievement through a technology-driven curriculum. According to a Meta-Synthesis of Research on 1:1 Technology Initiatives in K-12 Education, 1:1 projects that have been studied show increased student achievement and development of twenty-first century skills. Participants will demonstrate improved grades, consistent completion of assignments, and increased proficiency rates in core classes. Einstein's Vision sets forth the following desired outcomes: Outcome 1: Improve homework completion rates; Outcome 2: Increase grade point average; Outcome 3: Increase proficiency rates in core classes; Outcome 4: Enhance Individualized learning;Outcome 5: Build students' twenty-first century college and career readiness skills.

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

Assumption for Outcome 1: Students receive approximately five homework assignments per core course per academic week. Currently, students complete 60% of homework assignments. The assumption is, with 1:1 implementation, students will achieve an 80% homework completion rate. Assumption for Outcome 2: The "average" grade point average (GPA) is lessened because of low homework completion rates. There is a direct correlation to GPA based on the amount of homework assignments completed per academic week. Homework alone reflects 15% of core-course grade. The assumption is, increased homework completion rates leads to a better understanding of class content, which leads to a stronger student grade point average. Assumption for Outcome 3: The current proficiency rate in core academic courses (English, Math, Science, and Social Studies) is 76%. The assumption is, with 1:1 implementation, students will have equitable, increased access to up-to-date class content and materials. In turn, this will increase proficiency rates by 10% in core academic courses. Assumption for Outcome 4: AEA supports an inclusive learning environment with diverse learning needs for each student. The assumption is, with 1:1 implementation, students will have efficient/constant access to alternative education options and the flexibility to direct their individual progress with teacher guidance. Assumption for Outcome 5: AEA seeks to prepare students for collegiate or other post secondary endeavors. Technology equips students with skills essential for work and life in a twenty-first century, global society. The assumption is, integrating a technology-driven curriculum will enhance student competencies such as problem solving, creativity, collaboration, data management and communication. Research supports that literacy in digital media is essential for succeeding in a global society. (NME Foundation, Partnership for 21st Century Skills, US Department of Education).

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

English Classroom implementation: Currently, by implementing the 1:1 model into the English/Integrated Language Arts classroom as a pilot program leading to whole-school 1:1 integration, the benefits have surpassed expectation. The use of Google Classroom has been an asset to the Einstein Curriculum. Implementing the 1:1 model helps students remain engaged in an ever-evolving digital generation by individually nurturing students through personalized learning experiences. This model allows Einstein teachers to create a virtual, interactive bank of perpetual knowledge, resources and classroom information incessantly accessible to students. Utilization of 1:1 model not only assists the teachers in organization, accessibility and unrelenting communication; but has also resulted in improved homework rates, more frequent documents and school resource revision, increased keyboard and communication application and better use of professional communication through electronic submission.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

Indicators for Outcome 1 and 2: AEA teachers will utilize Google Classroom as their primary digital platform to post digital homework assignments and accept digital homework submissions. All students will utilize their "@ealas.org" email accounts to access their Google Apps for Education (Google Classroom and Google Drive which includes Docs, Sheets, Slides and Forms). AEA students will submit
assignments digitally through Google Classroom. All teachers will grade and return materials with feedback (using comments/suggestions tools in Google Drive). Indicator for Outcome 3: AEA teachers will create a Google Site to post all class content and materials, and hyperlink all resources to supplement and support content. AEA teachers will link Google Sites to Google Classroom as needed for assignments and projects. AEA students will utilize their @eelas.org email accounts to access Google Site for class content and materials. Indicator for Outcome 4: AEA teachers will post alternative resources for students of diverse learning needs. AEA teachers will communicate with students via @eelas.org email account regarding the content, assignments and resources available for students that need different learning materials. AEA students will access learning materials that meet their alternative educational needs. Indicator for Outcome 5: AEA Social Studies teachers will each implement at least two group projects that requires students to collaborate across a digital platform utilizing Google Apps for Education; AEA Science and Math teachers will implement at least one project that requires students to collect, analyze and graph data utilizing Google Sheets; AEA English/Language Arts teachers will implement at least one project that requires students to create a Google Slides presentation; AEA students will communicate and collaborate with peers across a digital platform; AEA students will research, collect, analyze and graph data using Google Sheets; AEA students will co

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

AEA will use students’ homework completion rates, average grade point average, proficiency rates and state assessments to measure academic progress. In addition, AEA will administer the College Work Readiness Assessment (CWRA) from the Council for Aid to Education (CAE) to assess students’ development in twenty-first century college and career readiness skills. The CWRA tests students on analysis and problem solving, writing effectiveness, writing mechanics, scientific and quantitative reasoning, critical reading and evaluation as well as critique of an argument. The current homework completion rate is 60%. The “average” grade point average is 3.04. The current proficiency rate in core academic areas is 76%. AEA currently does not have baseline data to measure students’ twenty-first century skills. AEA will administer a pre-assessment prior to implementation of Einstein’s Vision, and will administer CWRA annually to measure student progress in twenty-first century college and career readiness skills.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

If granted the funds, Albert Einstein Academy of Westlake will employ a Director of Institutional Advancement to design and implement evaluation processes. The Director of Institutional Advancement will meet regularly with Einstein’s Vision program committee (Superintendent, Director of Student Services, Director of Performing Arts) along with school board of overseers and representatives of the community to discuss data analysis and identify any areas that require modification to Einstein’s Vision proposed plan. The Director of Institutional Advancement will work collaboratively with the program committee to review and assess data analysis for overall program quality and effectiveness and make adjustments to program design as necessary. They will also work closely with Albert Einstein Academy of Westlake teachers and administration to assist in the design of assessment tools and standardized evaluation instruments that can be used over a five-year period and beyond to determine Einstein’s Vision’s impact on student achievement and cost savings. Evaluation results will identify the strengths and weaknesses of the program. Program modifications will be made at the culmination of each semester.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

Einstein’s Vision is designed to reduce spending in the five-year fiscal forecast for the following items: 1:1 implementation plan, contractual agreement with the Center for Arts-Inspired Learning. Outcome 1: Lower per-student cost as a result of transition to paperless classroom; Outcome 2: Cost savings on teacher salaries due to contractual agreement with professional teaching artists from the Center for Arts-Inspired Learning

ii. What assumptions must be true for this outcome to be realized?

Example: transition to “green energy” solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

Assumptions for Outcome 1: The estimate cost for copy machine printing, paperwork, and miscellaneous text/print materials is $450 per student. At $450 per student per year multiplied by 228 students, the total per student per year cost is $95,400. The assumption is, the 1:1 implementation will result in a cost savings of $95,400 in FY17 with a 5% increase in savings for supplies and materials for subsequent years. All copy machine printing, paperwork, and text/print materials will be fed through Google Apps for Education. Assumption for Outcome 2: To develop AEA’s Exploratory Arts program in a way that meets the diverse needs of our inclusive learning environments, AEA needs one additional staff member. An entry-level teacher salary is $36,500 with a retirement and fringe benefits package of approximately $17,000 equating to $55,500. Through a partnership with the Center for Arts-Inspired Learning, AEA will secure one teaching artist per quarter for four quarters at $24,960 per year. The assumption is, contracting with the Center for Arts-Inspired Learning will result in a cost savings of $30,540 per year with a total five-year cost savings of $152,700.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

It has been proven by several organizations that paperless institutions result in cost savings. There are many costs associated with a paper-based school culture: printing services, copy paper, text materials, etc. Copying and printing supplies amount to a major expenditure. Yale University recently implemented a “paperless” campaign that resulted in cost savings of roughly $252,000 per year. The Student Employment office realized annual savings of $100,000 by adopting an electronic process to replace paper timesheets. The School of Medicine saved $92,000 by replacing paper course packets with iPads. The Finance and Business Operations saved roughly $60,000 by publishing annual reports online in exchange for printing and mailing hard copies. (Yale.edu) AEA has piloted 1:1 learning in the English/Language Arts classroom. Currently, each AEA teacher is allocated 1,000 copies per month. Through the 1:1 implementation, the English/Language Arts teacher has cut her copy needs by 70%. She creates and posts all assignments, reading and discussion on her Google Classroom. Students access Google classroom to type into their assignments and submit their work electronically. 1:1 implementation proves beneficial through the current allotment costs. These 1,000 copies (per teacher) per month, limits the provisions available to the students. The cost to provide 1,000 copies to each teacher per month equating to roughly $8,000 per month in costs to the school. This amount of printing often does not meet the need per classroom. Piloting 1:1 learning has substantially aided in the printing
paucity and fund preservation. “Arts education is an integral part of a child’s development and ability to become college and career ready... Artists bring a different lens to each student's perception of the arts. The diverse backgrounds artists bring are a testimony to students about the endless possibilities the arts offer. Artists help students see a place for themselves in the world regardless of the students’ other strengths.” - Jacqueline White, Arts Curriculum Facilitator for Twin Rivers Unified School District in northern Sacramento, CA. AEA seeks to expand its Exploratory Arts program by replicating a model similar to Twin Rivers Unified School District in Sacramento, California. Twin Rivers Unified School District is committed to arts education. The district contracts teaching artists to increase appreciation for the significance of arts education. Leveraging collaboration with local arts agencies has helped develop district-wide arts education programming. “The district partners with the Sacramento Metropolitan Arts Commission and others to host regular professional development opportunities that bring classroom teachers, administrators and teaching artists together to share perspectives, nurture teachers’ arts-specific skills, develop and strengthen collaborations, and build a culture that values arts education district-wide.” (americansforthearts.org) AEA sets forth the goal to have professional teaching artists, in co-teaching practice with AEA faculty, help pave the way for more arts positions. After a five-year implementation of arts-integrated programming, AEA anticipates demonstrating the impact strong arts teaching has on student engagement, differentiated learning, critical thinking, creativity and innovation.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

In Year 1, AEA will save $95,400 in print services; In Year 2, AEA will save $100,170 in print services; In Year 3, AEA will save $104,940 in print services; In Year 4, AEA will save $109,710 in print services; In Year 5, AEA will save $114,480 in print services. In Year 1, AEA will save $30,540 in teacher salaries; In Year 2, AEA will save $30,540 in teacher salaries; In Year 3, AEA will save $30,540 in teacher salaries; In Year 4, AEA will save $30,540 in teacher salaries; In Year 5, AEA will save $30,540 in teacher salaries.

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

AEA anticipates a cost savings of $40 per child in copy machine printing from computer lab, $80 per child in paperwork, $330 per child in print/text materials for all courses. This equates to a total cost savings of $450 per child multiplied by 228 children. With an anticipated 5% increase in student enrollment per year, cost savings in print/text materials will increase by 5% per year. AEA anticipates a cost savings of $30,540 per year with a total five-year cost savings of $152,700. In exchange for a teacher salary with a retirement and fringe benefits package that comes to $55,500 per year, AEA can secure teaching artists to supplement the Exploratory Arts program at the rate of $24,960 per year.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

If granted the funds, Albert Einstein Academy of Westlake will employ a Director of Institutional Advancement to design and implement evaluation processes. 50% of the salary will be supported by the Straight A Fund. The Director of Institutional Advancement will meet regularly with Einstein's Vision program committee (Superintendent, Director of Student Services, Director of Performing Arts) along with school board of overseers and representatives of the community to discuss data analysis and identify any areas that require modification to Einstein's Vision proposed plan. The Director of Institutional Advancement will work collaboratively with the program committee to review and assess data analysis for overall program quality and effectiveness and make adjustments to program design as necessary. They will also work closely with Albert Einstein Academy of Westlake teachers and administration to assist in the design of assessment tools and standardized evaluation instruments that can be used over a five-year period and beyond to determine Einstein's Vision's impact on student achievement and cost savings. Evaluation results will identify the strengths and weaknesses of the program. Program modifications will be made at the culmination of each semester.

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

Desired Outcome 1: Because each student will possess an individual Chromebook through the 1:1 implementation, AEA anticipates a positive increase in classroom behavior as well as an increase in the student leadership role within the classroom. Because each student will possess the power to pace themselves, take notes, be productive and utilize remaining class time; it is anticipated that the ratio of student leadership/example (time spent working/settling an example for other students) will increase exponentially to that of unproductive and disciplinary issues that result from excess/unproductive class time. Desired outcome 2: Through 1:1 implementation, AEA will not only use technology as an electronic component; but also as a cognitive tool fostering higher level reasoning and critical analysis skills school wide. Student-teacher collaboration, communication, assessment and instructional tasks will also be much more efficient. At Einstein, core teachers practice cross curricular education, this 1:1 implementation will be a tool utilized by all teachers rendering educators apt to assist all students with academic success through 1:1 education/implementation. Desired Outcome 3: Necessary student accommodation efficiency will be increased exponentially. Through 1:1 learning model, those who require necessary accommodation will be granted continuous access for communication with teachers as well as intervention specialists regarding assignments, homework and assessments. Intervention specialists can also easily access, collaborate and create assignments with the classroom teacher through Google Docs and/or Google Classroom to best accommodate the student.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

1: Implementation of 1:1 learning will bring improvements to Albert Einstein Academy through classroom climate and student behavior. With continual access to classroom materials, references and educational resources students have the ability to utilize any remaining class time, be more engaged, use the internet for appurtenant, educational resources and exercise the skills necessary to be successful in college, the workplace or other post-secondary opportunities. This productivity will benefit the student and demonstrate leadership. Cultivating this classroom climate will positively increase student behavior and set a precedent for AEA. 2: 1:1 learning will provide teachers and staff a transformation in their classrooms. Students will be more engaged in their learning through cross collaboration between classrooms (through cross curriculum planning) and the incorporation of modern technologies and an endless amount of resources. Students nearing graduation can work more autonomously, while teachers can still monitor the amount of work being completed through
d. Implementing a shared services delivery model

i. List the desired outcomes.

*Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.*

ii. What assumptions must be true for this outcome to be realized?

*Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.*

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

*These should be measurable changes, not the accomplishment of tasks.*

*Example: consolidation of transportation services between two districts.*

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

*Example: change in the number of school buses or miles travelled.*

c. This independent allows students to work more efficiently and have constant communications with teachers. This access will provide availability for teachers to help students and exercise new, creative and collaborative teaching methods to keep students engaged and excited to learn. 3: Intervention specialists will incorporate Google Classroom into accommodations and preparation for students who require extended standards and specialized accommodation plans. Utilizing Google Docs and Classroom will allow information sharing, assessments and communication to be seamless. Collaboration and collective accommodations will be more efficient and timely due to the unrestricted communication and sharing ability.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Currently this year at AEA, the high school Integrated Language Arts teacher is collaborating with the high school math teacher to utilize 1:1 instruction, through a cross-curriculum, post-secondary preparatory project incorporating 1:1 instruction through research, utilization of Google Classroom for class communication and assignment, and Google Docs for submission of materials and Google Sheets for the spreadsheet component of the project. The high school math portion of the project will be application of research and knowledge regarding projected budgetary consciousness, conveyance and strategic planning. The English component, also futuristically focused, encompasses employability skills, writing comprehension and deliverance, resume and cover letter completion through 1:1 learning and online submission. It has been proven that through team teaching, educators can promote deep learning through the encouragement of multiple teachers working together in helping students to understand differing contexts of core curriculums, through coordinating timelines and demonstration. When professional educators combine their energies and reinforce the same deep learning, information becomes clearer for the student, the learning activities are more fluid and the student benefits from the synergy. (http://www.edutopia.org/blog/cross-curricular-teaching-deeper-learning-ben-johnson)

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

*Note: this is the preferred indicator for this goal.*

The most recent instructional spending percentage impacting the 1:1 learning plan is the incurrence of printing costs (see above Spending Reduction): Anticipated cost savings: $40 per child in copy machine printing from computer lab $80 per child in paperwork $330 per child in print/text materials for all courses. Anticipated annual cost savings: $30,540 per year Anticipated total five-year cost savings: $152,700 The anticipated impact result will include the addition of a teacher salary with a retirement and fringe benefits package ($55,500 per year), as well as securing teaching artists to supplement the Exploratory Arts program ($24,960 per year).

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

*These should be specific outcomes, not just the accomplishment of tasks.*

Student Assignment completion rates (draft edits to final copy) Utilization/tracking of educational/research/resource web pages Utilization and completion of work percentages during in-class work allotments Cross-curriculum planning requirements, meeting expectation Accounted for amount of lessons, submissions through Google (Classroom, Docs, Sheets etc.)

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

In the event that AEA’s assumption proves false, society is still technologically advancing and students continually need to learn, adapt, apply and remain competent with the ever-evolving technological advancements. If the current 1:1 learning plan cannot be implemented as projected, modifications will be made for supplemental instructional instructions utilizing 1:1 instruction. For example: harvesting effective communication via constant accessibility, monitoring virtual submission of student work and utilize web based research with the purchased Chromebooks. AEA would continue the application of 1:1 learning with identified students that need credit-recovery remediation, or acceleration in any assigned course. These students are currently assigned a digital curriculum license through FuelEd/PEAK and would utilize 1:1 for persistent, efficient communication and submission of assignments. Implementing a 1:1 learning plan will be a continued process that will take time and patience to allow for all student transition; but AEA truly believes that using 1:1 learning prepares students for success in an ever-evolving future, lessens the divide of digital understanding, promotes student engagement and harvests strong ownership and investment in individualistic student learning. 1:1 learning has been proven to be key in the equity of modern education, a vital tool in providing students resources and a staple in differentiated and personalized learning; to maintain amelioration, AEA has adopted and will continue to apply 1:1 learning for the betterment of its students.

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

- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)
   Upload Documents

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

403,040.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget. Responses should provide a 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.

100: Salaries Einstein’s Vision will employ a full-time Director of Institutional Advancement. 50% of their responsibility will be designated to Straight A Fund project. These responsibilities include project planning, coordination and implementation, data analysis, annual/financial reports, community engagement activities, and fulfilling all duties/responsibilities required through the Straight A Fund. The Director of Institutional Advancement will be offered $48,500 per year with 50% of their salary supported by the Straight A Fund. The total requested is $121,250.

200: Purchased services - Non-Personnel: Einstein's Vision will partner with the Center for Arts-Inspired Learning to contract four professional teaching artists to provide digital visual and music programming to our fourth through seventh grade students. One teaching artist at $6,240 x 4 teaching artists = $24,960 per year. The total requested for a five-year period is $99,960.

300: Retirement and Fringe Benefits - Personnel: Retirement and Fringe Benefits Fringe benefits include Retirement, Medical Insurance, Medicare, Workers Compensation, and associated employee fees. The Director of Institutional Advancement will receive $16,780 per year in Fringe Benefits. The total requested for a five-year period is $83,900.

400: Supplies & Materials - Google Chromebooks: Einstein's Vision will implement a 1:1 education plan for all students in grades 4th-12th, providing each student and faculty member with a personal laptop (Google Chromebook) equipped with Google Apps for Education and sharing/collaboration capabilities. 310 chromebooks at $375 per chromebook = $116,250. Price per chromebook includes an additional $30 per device which provides Google the ability to remotely manage users, apps, and policies across devices via central web-based management console. The additional fee includes 24/7 support directly from Google and a three-year warranty. 310 chromebooks anticipates a 5% increase in enrollment each year for a five-year period, in addition to an adjusted increase in staff. Storage and Charging Carts: Einstein’s Vision will purchase 11 storage and charging carts at $1,900 per card. The total requested for eleven storage and charging carts is $20,900.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

<table>
<thead>
<tr>
<th>Year</th>
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<tr>
<td>5</td>
<td>32,640.00</td>
</tr>
</tbody>
</table>
For Questions 21

D) IMPLEMENTATION

20. Provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

Add Implementation - Key Personnel

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.
A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning
   a. Date Range February 2016 - July 2016
   b. Scope of activities - include all specific completion benchmarks

   Beginning February 1, 2016, Einstein's Vision planning phase will go into effect. Superintendent of Schools, Dr. Bruce Thomas, Director of Student Services, Mrs. Kristen Elliott-Thomas, and Director of Performing Arts, Mrs. Danielle Kimble will host planning meetings to discuss the implementation of Einstein's Vision. Planning components will include the following: order all Google Chromebooks; host a meeting with faculty/staff to create a detailed policy handbook introducing the mission and goals of Einstein's Vision and outlining the policies, procedures and general plans for the digital learning model; Host planning meetings with the Center for Arts-Inspired Learning to coordinate arts programming with professional teaching artists; meet with professional teaching artists and teachers to design curriculum that meet state standards and encourage interdisciplinary learning across subjects; post the job description for the Director of Institutional Advancement; conduct interviews throughout the month and hire Director of Institutional Advancement prior to August 15th; create assessment tools to measure student achievement (student surveys, interviews, improved participation, attendance, etc.) for teacher and Director of Institutional Advancement review; refine initiative goals and strategies.

22. Implementation (grant funded start-up activities)
   a. Date Range August 2016 - June 2017
   b. Scope of activities - include all specific completion benchmarks

   In August 2016, Albert Einstein Academy of Westlake will begin implementation by employing a full-time Director of Institutional Advancement and contracting with the Center for Arts-Inspired Learning to support Einstein's Vision. AEA faculty/staff will attend the following: curriculum and development meetings regarding Einstein's Vision, regular staff meetings to discuss and receive training on proper technology integration and curriculum development. Albert Einstein Academy of Westlake will host two mandatory orientation meetings for parents/guardians and students regarding Einstein's Vision to introduce the teacher-led digital learning model and 1:1 education plan. Upon reading the policy and procedural manual and signing code of conduct, Google Chromebooks will be assigned to each enrolled student and distributed accordingly. September 2016-May 2017, each month teachers will be required to attend two Einstein's Vision staff meetings. Meetings will provide teachers the opportunity to report out the successes and challenges of the program, and discuss ways to strengthen/improve the program. Meetings will also encourage collaborative efforts among teachers; providing planning time for teachers to create cross-disciplinary lessons and classroom activities. Upon completion of each quarter, the Director of Institutional Advancement will distribute various assessment tools to measure program effectiveness, and also conduct student, parent, and faculty surveys and interviews for documentation and evaluation. Results will be analyzed and discussed at the following faculty/staff meeting with the Director of Institutional Advancement. Director of Performing Arts will also meet regularly with administrative staff of Center for Arts-Inspired Learning to discuss the successes and challenges with the teaching artists, and design modes of assessment to evaluate the effectiveness of the program.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)
   a. Date Range June 2017 - June 2022
   b. Scope of activities - include all specific completion benchmarks

   June 2017- Albert Einstein Academy of Westlake has identified measurable outcomes to determine students' engagement with technology improves their academic achievement. Summative data will be collected to analyze student grades, state test scores, attendance records, and other school assessments including teacher reports. Other sources of evaluation will include interviews and surveys with students, teachers, and parents/guardians. Questions will be designed to measure Einstein's Vision's overall effectiveness in the quality of implementation, communication, and outcomes. Consistent evaluation efforts will assist in supporting best practices. Upon data compilation, the Director of Institutional Advancement will create a final report with notes regarding strengths and weaknesses of the program, and suggestions as to how Albert Einstein Academy of Westlake can improve student achievement and program development with the resources provided through Einstein's Vision. For subsequent years, Einstein's Vision will continue to be evaluated, reviewed and refined by the Einstein's Vision team to meet the programming goals set forth.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

Einstein's Vision is designed for students of the digital age to thrive in education by providing relevancy and consistency in their everyday common practices and modes of learning. Albert Einstein Academy of Westlake has identified technology as the mode to which students
Einstein’s Vision is centered on the premise that a digital learning model will improve student achievement and provide students with twenty-first-century skills needed for their college and/or career endeavors. This instructional shift will require teachers to drop the “expert” role, flip their classrooms, and become facilitators of knowledge; provide students with deep learning experiences and tools and techniques needed to discover knowledge in meaningful and practical ways. By its very nature, the integration of technology naturally builds student-centered, project-based learning; a systemic teaching method engaging students in developing knowledge and skills through an extended inquiry process. The role of teacher changes, yet is just as, if not more, critical to student success. The effectiveness of technology integration is based on the quality of the instructional practices. Through monthly meetings, teachers will learn to understand ways in which they can apply meaningful integration of technology; matching technology-based instructional tools with curricular goals, student learning objectives, desired outcomes, and instructional practice. These instructional processes can alter in their approach to “educating the whole child”. Instruction moves from rote learning to critical thinking and problem solving as the teacher becomes the facilitator and collaborator by setting the framework for safe and supportive learning environments and designed curriculum activities that reinforce key concepts and promote inquiry.

### Albert Einstein Academy of Westlake

**Mrs. Danielle Kimble**

3600 Crocker Rd.

Westlake, OH 44145
danielle.kimble@ealas.org

440-471-4982

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25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

**Albert Einstein Academy of Westlake**

Mrs. Danielle Kimble

3600 Crocker Rd.

Westlake, OH 44145
danielle.kimble@ealas.org

440-471-4982

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26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

Albert Einstein Academy of Westlake is committed to ongoing evaluation and documentation. Einstein’s Vision sets forth the goals to bolster student achievement, reduce spending and utilize a greater share of resources in the classroom. Impact will be measured both qualitatively and quantitatively with data gathered regularly through classroom observations, pre- and post- assessments, teacher and parent/guardian surveys and coded interviews, student surveys and interviews, and documentation of student engagement through digital integration. Summative data will be gathered to analyze state test scores, student report cards, discipline and attendance records, participation, and other school reports. Albert Einstein Academy of Westlake will enter a contractual agreement with the Director of Institutional Advancement to design and implement evaluation tools specifically for the Straight A Fund. The Director of Institutional Advancement will meet regularly with the Einstein’s Vision program committee, along with the school board of overseers and representatives of the community to discuss data analysis and identify any areas that require modification to Einstein’s Vision’s proposed plan. The program committee is instrumental in designing attainable program goals and priorities for the continuation of Einstein’s Vision for subsequent years. The Director of Institutional Advancement will work collaboratively with the program committee to review and assess data analysis for overall program quality and effectiveness and make adjustments to program design as necessary. The Director of Institutional Advancement will work closely with Albert Einstein Academy of Westlake’s faculty and staff to design assessment tools and standardized evaluation instruments that can be used over a five-year period to determine Einstein’s Vision’s impact on student achievement, cost savings, and utilization of a greater share of resources. Evaluation results will identify the strengths and weaknesses of the program. Program modifications will be made based on the results from the 2016-2017 academic year. Evaluation will be made available on the Albert Einstein Academy of Westlake website, and announced at board meetings and community events.

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27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

Einstein’s Vision is centered on the premise that a digital learning model will improve student achievement and provide students with twenty-first-century skills. This premise stems from research supported by the International Society for Technology in Education (ISTE), which reports that education technology has a positive effect on student achievement. Past successes include Missouri’s Instructional Networked Teaching Strategies (eMINTS). eMINTS supports elementary teachers to develop student-centered, inquiry-based instructional practices through technology. When comparing students in eMINTS classrooms with those in non-eMINTS classrooms, students who participated in eMINTS classrooms consistently outperformed their peers in statewide math assessments administered through the Missouri Assessment Program. Regarding the 1:1 education plan, Mooresville School District issued laptops three years ago to 4,400 students in grades 4-12 in five schools. The district’s graduation rate was 91 percent in 2011, up from 80 percent in 2008. An average of 88 percent of students across
grades and subjects met proficiency standards on state tests in reading, math, and science. In the state of North Carolina, Mooresville now ranks third in test scores and second in graduation rates. The digital integration component of Einstein's Vision is designed to replicate and expand upon similar models as listed above. It may also be replicated in other community schools or districts in Ohio. As schools and districts move towards adopting a digital learning platform, they may consider the integration of a 1:1 education plan with the Google Chromebooks. Also, as arts-funding continues to dwindle, schools and districts may consider contracting professional teaching artists supervised by licensed teachers to lead various arts-integrated programs and reduce spending on teacher salaries. The 1:1 education plan has been adopted by many schools in the past, and deemed successful when implemented with clear goals, guidelines, policies and procedures are in place. "Chromebooks open the whole world to students. The collective knowledge of the entire human race is on their desks, and that is the best gift any teacher can give to a student." (Peter Iles, Wisconsin) More than 3,000 schools worldwide have chosen Google Chromebooks for the affordability, manageability, and scalability. Many schools have also adopted Google Apps for Education. Google Apps includes Gmail (webmail service), Google Calendar (shared calendar settings), Google Docs, Slides, Sheets, and Forms, Google Sites, and more. According to Edmonton Public Schools Technology Integration Planning Coordinator, since the district moved to Google Apps, collaboration has flourished across the district. Students and teachers can blog about novels, use Google Spreadsheets to work out math problems, use Google Docs to share documents such as research projects, surveys, lab reports, and use Google Tools to create websites with Google Sites that include links, pictures, videos, and more. "Students are collaborating on projects, commenting on each other's writing, blogging about literature, and practicing twenty-first century skills all the time. They are accountable to each other and to me, and their homework writing/work is never left at home or lost in lockers... Engagement and homework completion rates have increased significantly and students like the ability to garner immediate feedback, edit, and then share them back with me for final assessment." (Teacher, Edmonton Public Schools) (Google Apps for Education) Contracting with professional teaching artists through the Center for Arts-Inspired Learning will help reduce teacher salaries. The option to bring in up to four professional teaching artists provides our students with diverse arts experiences. Professional teaching artists in the fields of visual art and music will lead courses in industrial design, architecture, digital game design and more.

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, 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.
No consortium contacts added yet. Please add a new consortium contact using the form below.
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<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>
<th>Address</th>
<th>Delete Contact</th>
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</thead>
<tbody>
<tr>
<td>David</td>
<td>Schiopota</td>
<td>216-561-5005</td>
<td><a href="mailto:david@arts-inspiredlearning.org">david@arts-inspiredlearning.org</a></td>
<td>Center for Arts-Inspired Learning</td>
<td></td>
<td>13110 Shaker Square, Suite C203, Cleveland, OH, 44120</td>
<td></td>
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## Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Education</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Kristen</td>
<td>Elliott-Thomas</td>
<td>Director of Student Services</td>
<td>Oversee teaching and curriculum design with integration of 1:1. Design course schedule that accommodates teaching artists for Exploratory Arts program. Mrs. Thomas will also be responsible for coordinating with the Director of Institutional Advancement to design evaluation tools that assess student achievement / desired outcomes.</td>
<td>Mrs. Thomas has been an educator for over nineteen years. She has served as a teacher and school counselor in various Ohio public schools during this time. Some of her professional goals have been to establish appropriate and accessible mental health and special education services for all students, initiate school-wide programs to foster individualized learning, and to create an environment of diversity, acceptance and community within the school. She has also worked as a private therapist assisting adolescent students and their families who are struggling with the numerous issues that many families are facing today. She is a proud mother of a blended family of six children and two grandchildren. She also enjoys her work on a non-profit, Board of Trustees for a pre-professional ballet company in Stark County.</td>
<td>Mrs. Thomas has experience managing federal funds. She also has experience utilizing a variety of assessment tools and collecting, compiling and analyzing data.</td>
<td>BS in Education MS in Education School Counseling Licensure</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Bruce</td>
<td>Thomas</td>
<td>Superintendent of Schools</td>
<td>Oversee grant project and manage spending on behalf of Einstein’s Vision.</td>
<td>Dr. Bruce Thomas, Superintendent of Schools at Albert Einstein Academy of Westlake will be responsible for overseeing Einstein’s Vision. Dr. Thomas has over thirty years of experience in education through teaching, administration and professorship. His former experience as superintendent of Warren City Schools and Cleveland Metropolitan School District have prepared him to oversee the funds of the Straight A grant.</td>
<td>Has experience overseeing and managing large-scale federal funds. Oversees operating budget for Albert Einstein Academy.</td>
<td>B.S. in Education; M.A. in School Counseling; Ed.D. in Education, Post-Doctoral Study at Kent State, Cleveland State, and Harvard University</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Danielle</td>
<td>Kimble</td>
<td>Director of Performing Arts</td>
<td>Mrs. Kimble will be responsible for overseeing the Teaching Artists. She will handle all correspondence with David Schiopota of Center for Arts-Inspired Learning to contract professional teaching artists. Mrs. Kimble will serve as</td>
<td>Mrs. Kimble has over seven years of experience working in academia. She oversees the Title I / Title II-A funds and manages the Title I program. She also leads the arts program at Albert Einstein Academy and teaches arts electives.</td>
<td>Mrs. Kimble has experiencing managing grant projects and submitting reports. She also has experience evaluating student progress,</td>
<td>BA in Dance EdM in Dance Education</td>
<td>100</td>
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the liaison between the Center for Arts-Inspired Learning and Albert Einstein Academy.

compiling and analyzing data.