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Adjusted Allocation: 0.00

Remaining: -882,630.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title: Arts Assessment Literacy for Teacher and Student Growth

2. Project Summary: Please limit your responses to no more than three sentences.
Develop assessment literate arts teachers statewide, utilizing an innovative trainer of trainers model and collaborative online platform.

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.

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<td>Pre-K Special Education</td>
<td>9615 4</td>
<td>9615 5</td>
<td>9615 6</td>
</tr>
</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.

Figures given for Year 2 onward refer to additional students impacted each year, i.e., the figures show the number of new students impacted each year due to additional teachers trained. Each year's impacted students will continue to be impacted in ensuing years. After five years, 5,000 teachers of fine and performing arts will have received assessment training, representing approximately 50% of all arts teachers in Ohio's traditional public and community schools. It is likely that teachers of other subjects (i.e., Physical Education, English/Language Arts, Career Tech) who have interest in performance-based assessment, will be impacted by contact with their trained arts teacher peers and the high quality assessment methodology this this project will promote. Students of such teachers will ultimately be impacted.

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

First and last name of contact for lead applicant
Mike Morbitzer
Organizational name of lead applicant
Hamilton Local School District
Address of lead applicant
775 Rathmell Road, Columbus OH 43207
Phone Number of lead applicant
614-491-8044 x 1209
Email Address of lead applicant
mmorbitzer@hamilton-local.k12.oh.us

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

Research reveals a critical mass of arts teachers do not believe they have the skills needed to develop their own high quality art assessments or to evaluate premade assessments for their own classroom use (Brookhart, 2001, Mertler & Campbell, 2005). Research also indicates that the majority of arts teachers are still not adequately prepared at the undergraduate level to accurately assess student growth and progress. Data from The Status of Art Education in Ohio's Schools, (2013) indicated that 88% of assessments being used were created by teachers who reported feelings of inadequacy in the development of arts assessments due to a lack of college course work in assessment development, a lack of knowledge of the assessment process, or a lack of time to create and revise assessments. The development of arts assessments often resulted in hours of individual time spent developing assessments in isolation, which was neither efficient nor effective. Furthermore, the unique nature of arts education requires that growth measures go beyond traditional pencil and paper assessments, and necessitates the development of performance based measures as well as scoring rubrics. Therefore, it is imperative that deep professional learning opportunities be provided to increase arts educators' assessment literacy skills, thereby enabling them to
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.

The initiative will focus on the following student outcomes: * Increased student growth in standards-based arts proficiency * Increased student motivation and in class engagement * Increased student ability to self-assess their work and that of others. The initiative will focus on the following teacher outcomes: - Increased teacher confidence in their level of assessment literacy - Increased ability of teachers to effectively assess student growth - Increased teacher ability to effectively review and select quality assessments - Increased teacher ability to work collaboratively with others to create quality student assessments

#### 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.

Arts Assessment Literacy for Teacher and Student Growth links arts instruction to development of skills essential for learning in other disciplines, such as spatial-temporal reasoning used in mathematics and phonological awareness needed for learning to read (Weinberger, 1998; Hetland, 2000). The Dana Foundation (Asbury & Rich, 2008) has shown that learning in the arts strengthens neural networks used for other types of learning. Large scale studies have shown that at risk students with high levels of arts engagement achieved better outcomes in academics, college enrollment, civic engagement, and participation in professional careers than did their peers with low levels of engagement (Catterall, Dumais & Hampden-Thompson, 2012). Jensen (2001) claims that the arts, as they nourish our integrated sensory, attentional, cognitive, emotional and motor capacities are in fact the driving force behind all other learning. High quality assessments, in addition to measuring students' growth and achievement, play a significant role in the teaching - learning process. Assessment aligns with curriculum and instruction to provide essential feedback about student learning that continually informs instruction. Those teachers who use formative assessment practices and model them for students are helping them to form important observational and critical thinking skills that will prove to be important in other disciplines and in the world of work. This is one of the major benefits to be realized from this proposal. The work accomplished here can play a major role in altering the popular conception of assessment from merely that of measuring to one of informing instruction as it is in process and creating self-directed learners who are able to critically assess their own work. As James Nehring recently observed "human judgement is...the basic ingredient for assessment of learning." (Education Week, August 26, 2015).

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

Educators have always assessed student growth in subjects like math, science, and reading. After all, high-quality assessments are an integral part of monitoring student growth. Until recently, high-quality assessments for the arts have not been available, leaving arts...
educators to develop measures on their own, often without adequate assessment literacy. To fill that need, The Ohio Arts Assessment Collaborative, a consortium of arts educators created an innovative suite of authentic assessments to measure student growth for K-12 dance, drama/theatre, music, and visual arts during the 2014-15 school year. These new arts assessments: Are aligned with Ohio's arts learning standards Were field-tested and revised to ensure validity, reliability, and ease of implementation Are available on the Ohio Arts Assessment Collaborative (OAAC) website (www.bfk.org/ohioarts) along with scoring rubrics, administration guides, and examples of student work, as well as assessment literacy learning materials, all developed to build the assessment literacy of arts educators Are designed to assist student growth in dance, theatre/drama, music, and visual arts These efforts involved the active participation of over 90 teachers and other arts educators representing over 30 school districts throughout the state of Ohio. Teachers served as assessment writers and worked collaboratively to produce 45 standards-based arts assessments which were then field tested by teachers with their students. The following testimony comes from one arts supervisor whose teachers participated in this initiative. “The timing of this...effort coincides perfectly with the expressed needs of Arts teachers who have been struggling to find, create or adapt valid reliable arts assessments for use in their students learning objectives or other student growth measures. “ A growing body of studies and reports focused on arts education show the impact of a high quality arts education on overall student achievement. In-depth learning experiences in the arts are opportunities to practice dealing with ambiguity, making novel connections, thinking across disciplines and cultures, working in teams, and managing time and resources skills and habits of mind needed for all types of careers (Greene, 1995; Ruppert, 2006; Winner Hetland, Veenema & Sheridan, 2007). State legislation in Ohio requires measures of student growth in all content areas grades K12. Currently, high quality measures in arts education are now available to teachers through the efforts of the Ohio Arts Assessment Collaborative. The next steps involve the initiatives outlined in this proposal. The Ohio Arts Assessment Collaborative (OAAC) is prepared to implement a large scale (state-wide effort) to market and disseminate the assessments created during 2014-2015 in order to create awareness of the resources that are available to arts teachers on the Website. Now that resources are developed and accessible to all Ohio educators, the OAAC partners intend to create professional development opportunities for all who are interested in increasing their level of assessment literacy and deriving the maximum benefit from utilizing the resources on the website. The 2016-17 school year will be the beginning of an ongoing effort to train a critical mass of arts teachers over the long term, and for this initiative to bring about a significant and positive change for arts teachers and students throughout the state.

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 of progress will include: Trainers will show progress toward mastery of a range of essential assessment literacy skills needed to train other teachers. Teachers will report an increase in knowledge of and ability to use assessment tools in their teaching as a result of training received. Teachers will more clearly assess student growth over time in relation to the learning standards that form the basis for their instruction. Teachers will demonstrate the ability to make more informed choices regarding the quality of student assessments they choose to use. Students will demonstrate growth in knowledge and skills related to the learning standards chosen for instruction. Students will demonstrate increased engagement in class.

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

The following data points will be utilized: For Students: Pre and post assessment results For Teachers/Trainers: Teacher/Trainer pre and post assessment results - knowledge and confidence from training Teacher/Trainer self-report results from training experience

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

Because progress monitoring will occur throughout the project, there will be multiple opportunities to adjust and revise the work. Project personnel will meet monthly with the project coordinator to review successes, challenges, and next steps. Quarterly reports will be compiled for a broader look at the project's progress. A final report reflecting outcomes, impact, challenges, and implementation will be completed and disseminated so that other Ohio education providers can learn from the experience. A possible challenge may be found in attracting and retaining a sufficient number of qualified candidates to serve as trainers. To address this, the Collaborative has established contacts throughout the state who have the experience and skill set needed to serve as trainers and/or replace those that may need to leave the project. To ensure that trainers are well qualified and prepared, a careful vetting process will be utilized to select them. Trainer's schedules are designed to allow them to increase the number of teacher training sessions they can provide if needed. The training schedule will provide sufficient time for trainers to master the knowledge and skills needed. Following a collaborative training model, the trainers will work in pairs providing each other with regular feedback and support. Additional ongoing support will be provided to each trainer by the Project Coordinator and the project Trainer Coach, who will oversee and monitor their overall training and performance. Everyone will be able to interact through a collaborative online platform and the project website will provide access to a common set of resources. The training of teachers can occur outside of the school year calendar, will be offered at multiple training locations throughout the state for easy access, and will include the use of technology for ongoing distance collaboration, including the website and to which all participating trainers and teachers will have access.

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.

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.

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

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

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

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.*

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.*

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

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.*

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. Example: fewer instances of playground fighting.*

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

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.*

    - Establish a cadre of 40 highly skilled trainers to provide effective teacher professional development in assessment literacy statewide.
    - Utilize a customized interactive online platform that provides trainers with ongoing opportunities for collaboration and support from the project team.
    - Provide assessment literacy training for 1,000 K-12 fine and performing arts teachers annually for a period of 5 years (5,000 fine & performing arts teachers total will equal approximately 50% of all Ohio K-12 fine arts teachers, i.e., visual arts, music, theatre, and dance teachers)
    - Support and encourage districts and ESCs to establish their own customized interactive online platform (using product such as Basecamp) that provides teachers with ongoing opportunities for collaboration with each other and their trainers.
    - Increase the number of educators and others who are aware of and regularly access the Ohio Arts Assessment Collaborative (OAAC) website, including its 45 high-quality arts assessments and assessment literacy learning materials.

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.*

The demand by teachers and others for quality assessment of student growth in the arts has been well documented. As noted earlier, 88% of assessments being used were created by teachers who reported feelings of inadequacy in the development of arts assessments due to a lack of college course work in assessment development, a lack of knowledge of the assessment process, or a lack of time to create and revise assessments. The development of arts assessments often resulted in hours of individual time spent developing assessments in isolation, which was neither efficient nor effective. Rulon (2002) reported that finding adequate and appropriate assessments was a constant challenge for teachers. The challenges presented by these factors are such that very few districts have the resources to undertake the proposed initiative by themselves. However, through the recent work of the Ohio Arts Assessment Collaborative (OAAC), the development of 45 valid and reliable arts assessments that would not be feasible for any one district to create on its own are now available for all teachers to access. Additionally, because the assessments and training materials will be maintained on a website, freely accessible to teachers statewide for a period of 5 years, this is the perfect time to provide Ohio's fine and performing arts teachers professional development opportunities in assessment literacy.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported
The experiences of the Ohio Arts Assessment Collaborative (OAAC) during its initial year (2014-2015) brought it into contact with nearly 100 K-12 teachers and other educators representing 30 school districts (urban, rural, and suburban) statewide. The direct feedback and demonstrated skills of these teachers confirmed the research that has been cited elsewhere regarding teacher’s assessment literacy levels statewide. * Establish a cadre of 40 highly skilled trainers to provide effectively teacher professional development in assessment literacy statewide. During the 2014-15 school year, the OAAC increased assessment literacy of those selected as writers and field testers. The work to date has resulted in a statewide network of skilled art educators, some of whom may serve as effective teacher trainers for this proposed initiative. * Establish an interactive electronic platform that provides trainers with ongoing opportunities for collaboration and support from the project coordinator. The teachers involved in the 2014-15 effort represented districts located in 18 counties spread throughout the state. An interactive online platform (Basecamp) provided opportunities for all project participants to interact and share information on a regular basis. Teachers found the platform to be accessible, easy to use, and an effective forum for collaboration. As a result, the production of the assessment units by 36 teachers/artists and the subsequent field testing by 72 K-12 teachers could proceed with the ability to carefully monitor progress, provide frequent feedback and to respond to any problems. These experiences and results indicate that the use of an interactive electronic platform for communication, collaboration, and peer-to-peer feedback will enhance the effectiveness of trainer learning. * Provide assessment literacy training for 1,000 teachers annually for a period of 5 years (5,000 total) The face-to-face professional development training provided to the writers and field testers in 2014-2015 took place in a centralized setting. The process involved whole- and small-group instruction and provided time for individualized reflection. The proposed initiative would follow a similar process by recognizing that maximizing learning involves ongoing follow up and opportunities for coaching. Teacher PD will be organized to allow for a minimum of out-of-class-time but, at the same time, will provide teachers the opportunity for additional contact and follow up by utilizing the assessment resources on the OAAC website. * Establish an interactive electronic platform that provides teachers with ongoing opportunities for collaboration with each other, trainers, and coach. The same principals and organization guidelines that applied to trainers can be applied to teachers to enhance their professional development experiences. The Ohio Arts Assessment Collaborative website will provide resources for teachers to access in following up the training. Districts will be encouraged to work together to establish their own shared online platforms, providing a myriad of opportunities for teachers to collaborate within and across districts, disciplines and grade levels. * Increase the number of educators and others who are aware of and actively access the Ohio Arts Assessment Collaborative website, including the arts assessments and learning resources. This process has been initiated by collaborative members, i.e., the Ohio Alliance for Arts Education and Battelle For Kids. Informational sessions are currently being provided that describe the 2014-2015 initiative and familiarize participants with the OAAC website. These presentations have taken place at statewide conferences, Educational Service Centers and other locations around Ohio. The collaborative partners anticipate responding to an increased number of requests for these sessions in the upcoming year.

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.

Indicators of progress include: Increase arts educators’ other educators’, and school administrators’ knowledge of and interest in the assessments and assessment literacy learning resources on the Ohio Arts Assessment Collaborative (OAAC) website. Increase in access to use of OAAC arts assessment website and assessment learning materials. Increased collaboration of teachers around the assessments and the training they have received. Increased classroom use of performance-based assessments and the monitoring of student progress.

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.

Numbers of educators using the OAAC website Self-reports from teachers documenting ongoing collaboration Self-reports from teachers documenting classroom use of assessments.

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

As noted previously, progress monitoring will occur throughout the project, providing multiple opportunities to adjust and revise the work. Project personnel representing each partner will form the project steering committee that will communicate regularly and meet monthly with the project coordinator to review successes, challenges, and next steps. The online platform will provide opportunities for trainers across the state to have ongoing contact with each other and with key project personnel to discuss concerns and make adjustments. A major challenge in attempting to disseminate any program statewide is to have an established communications network in place. The Ohio Arts Assessment Collaborative (OAAC), in its initial year, established a solid network of communications statewide with its participating districts and other partners. It will build on this momentum by expanding this network to all participating Ohio school districts as well as major educational, arts and community organizations. Additionally, a special effort has already begun to establish a strong network with Educational Services Centers (ESC’s) statewide as major points for dissemination of information as well as professional development training. The OAAC’s dissemination effort will target existing professional communications that teachers use as resources for informational and professional development opportunities in their region. The OAAC website, easily accessible accessible to all teachers statewide, will be a major source of information as well.

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.

903,760.00 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.

The major costs of the project fall in the category of Purchased Services and consist of the following: 1. Resources for project management and coordination among the partners. The applicant will purchase services from multiple Ohio partners necessary for the successful planning and implementation of the project. These partners, particularly the Ohio Alliance for Arts Education and Battelle For Kids (major partners with Hamilton Local Schools in the Ohio Arts Assessment Collaborative), will collaborate to develop and deliver professional learning, provide content experts to work with educators from numerous Ohio school districts, provide and organize training facilities, materials and technology, recruit school districts and teachers statewide to participate in arts assessment literacy PD for teachers, provide overall project management and coordination, and provide strategic communication both during the project and after the project's completion. 2. Four days of professional learning experiences for two groups of twenty trainers each (a total of forty trainers). The success of the project requires high levels of expertise in both arts education and assessment design and development, as well as knowledge and relevant experience managing large scale initiatives. Additional training time will occur via webinar. In later years of the project trainers will receive a total of two additional days of professional learning in order to update information and techniques for statewide teacher training, and to respond to any challenges faced by trainers in the field while they conduct that teacher training. Trainers' training costs include preparation of training curriculum, production of online tools and hard-copy materials, and training facility costs, in addition to actual live training facilitation. Trainers will have mileage, lodging and meals covered for training sessions to be held in Columbus. Trainers will also be paid stipends to participate in training, and for conducting teacher training for 1,000 arts teachers during the Grant Year. The cost of hard-copy PD materials for later statewide teacher training (to be conducted by the trainers) is significant due to the large number of teachers targeted to participate. The total cost of these teacher PD materials (to be produced by Battelle For Kids) for the training of 5,000 Ohio teachers is included in the project budget. 3. Another major expense is will be that of reimbursing districts during the Grant Year for the cost of substitutes for teacher PD days and for field tester PD. In following years, the cost to Ohio districts for substitutes will be negligible, as later years' arts assessment literacy PD will take place during normally scheduled teacher PD days. 4. The OAAC partners will also rely on the services of an external evaluator, Measurement Resources Company, to evaluate the project's implementation and impact. This cost is projected to be approximately 9% of the total Purchased Services. 5. The partners will continue to develop, host, and support a website to share the Ohio Arts Assessment Collaborative arts assessments and relevant learning materials with Ohio's teachers for a period of at least five years at no cost.

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>
<th>Sustainability Costs</th>
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<tbody>
<tr>
<td>0.00 a.</td>
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<tr>
<td>0.00 b.</td>
<td>Sustainability Year 2</td>
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<td>0.00 c.</td>
<td>Sustainability Year 3</td>
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<tr>
<td>0.00 d.</td>
<td>Sustainability Year 4</td>
</tr>
<tr>
<td>0.00 e.</td>
<td>Sustainability Year 5</td>
</tr>
</tbody>
</table>

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

In 2014-2015 the Ohio Arts Assessment Collaborative (OAAC) created 45 arts assessments that were field tested, revised, and are now shared on a website hosted for at least five years. All Ohio arts teachers, curriculum directors, and other educators, have access to these arts assessments (which include all major arts disciplines and grade bands) as well as professional learning materials in assessment literacy during this five-year cycle. Most costs in this proposal are focused on the training of arts assessment literacy trainers and the following professional development of 1,000 K-12 fine and performing arts teachers in Ohio. PD for additional arts teachers will continue in the years following, conducted by the assessment trainers developed through this grant investment, and supported within the normal annual PD framework of school districts across the state. It is important to note that the lead applicant (Hamilton Local School District) is one of dozens of Ohio school districts that will participate in and benefit from the assessment literacy training this project will conduct. This PD work will occur via
ESC statewide and in collaboration directly with school districts. The major costs of this project occur during the grant year in support of training and organizing 20 two-person teams (40 total trainers) of assessment literacy trainers. Therefore, costs of PD for additional teachers in FY2018-FY2022 will be minimal, and proportional among all the Ohio districts involved, and will be covered by existing district budgets for annual teacher PD. Statewide partner organizations, particularly the Ohio Alliance for Arts Education (for whom support of PD for arts educators is a major, mission-driven priority), along with ESCs throughout the state, will ensure the PD work is continued throughout the five-year life of the project and beyond. During this project participating Ohio school districts will have the opportunity to leverage their own PD resources in the direction of arts teachers to support their ongoing training and growth. In addition, this training model strongly encourages the development of peer-to-peer communication and shared learning experiences via the use of a common set of arts assessment website materials and online sharing/communications platforms such as Basecamp. Experience has shown that ongoing teacher collaboration is one of the most cost effective methods of professional development, as it is driven by teacher motivation and is not entirely dependent on outside expertise.

16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table

Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

The only ongoing sustainability cost to Hamilton Local will be the CCIP management, which is an ongoing part of the work of the Coordinator of Grants and Federal programs. Partner organizations will collect data on teachers trained and impact of training, as that is part of their ongoing mission, and provide information to the school district through ongoing communications. It is important to note that the lead applicant (Hamilton Local School District) is one of dozens of Ohio school districts that will participate in and benefit from the assessment literacy training this project will conduct. This PD work will occur via ESCs statewide and in collaboration directly with school districts. The major costs of this project occur during the grant year in support of training and organizing 20 two-person teams (40 total trainers) of assessment literacy trainers. Therefore, costs of PD for additional teachers in FY2018-FY2022 will be minimal, and proportional among all the Ohio districts involved, and will be covered by existing district budgets for annual teacher PD. Statewide partner organizations, particularly the Ohio Alliance for Arts Education (for whom support of PD for arts educators is a major, mission-driven priority), along with ESCs throughout the state, will ensure the PD work is continued throughout the five-year life of the project and beyond. During this project participating Ohio school districts will have the opportunity to leverage their own PD resources in the direction of arts teachers to support their ongoing training and growth. In addition, this training model strongly encourages the development of peer-to-peer communication and shared learning experiences via the use of a common set of arts assessment website materials and online sharing/communications platforms such as Basecamp. Experience has shown that ongoing teacher collaboration is one of the most cost effective methods of professional development, as it is driven by teacher motivation and is not entirely dependent on outside expertise.

**D) IMPLEMENTATION**

20. Please 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 March 2016 - June 2016
An Ohio Arts Assessment Collaborative (OAAC) project steering committee was established in the spring of 2014 to plan and direct the work of year one of the project. The work focused on the creation of valid and reliable assessments to measure student growth in the arts. The partners created a project charter aligned with the goals of the initiative to guide the implementation process. The project charter provided each member with the overall plan of implementation and their role and responsibility within it. It defined the scope, objectives, and overall approach for the work to be completed. A new Project Charter for 2016-17 will serve as a critical element for initiating, planning, executing, supporting, and assessing this new initiative and ensuring success. It will accurately represent the project goals and objectives, scope, organization, and high-level work plan and include completion benchmarks focusing on the following: Project Oversight, Professional Development Training, Marketing & Dissemination, and Ongoing Statewide Collaboration. In addition, it will serve as an understanding and commitment among the Project Team members and the partners in the collaborative, stating what will be delivered according to the budget, time constraints, risks, resources, and standards agreed upon for the project. All OAAC partners want to ensure project completion on time, on budget, and according to OAAC needs and requirements. To that end, the project charter will include a timeline, description of work stream tasks associated with each project deliverable, a listing of roles and responsibilities, conditions including risks and mitigation strategies, project assumptions, and the project budget by fiscal year. By documenting and acknowledging these relevant project details prior to the kickoff of the new initiative, the partners will ensure a productive working relationship to achieve project success.

### b. Scope of activities - include all specific completion benchmarks

<table>
<thead>
<tr>
<th>Date Range</th>
<th>March 2016 - June 2017</th>
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<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Increase Assessment Literacy 1. March-June 2016 - Recruit outstanding arts assessment writers, field testers, and other arts education professionals to be trained as trainers for teacher professional development. Provide comprehensive training for 40 trainers to work in teams of two. Utilize a &quot;train the trainers&quot; approach that provides up to 33 hours of contact and training activities. Offer this training as course for credit. Align content of training with updated Battelle For Kids arts assessment learning resources on the Ohio Arts Assessment Collaborative website. Establish online communications and support platform for trainers. 2. June 2016-June2017 - Trainers will train up to 1,000 Ohio fine and performing arts teachers, in groups of 25, in effective use of high-quality arts assessments (40 1-day training sessions;) Utilize ESCs, school districts, arts organizations, universities, libraries as PD venue locations. Make available to all participating teachers online arts assessment literacy learning materials to reinforce PD content. 3. Districts whose teachers receive the one-day training will be encouraged to establish an online communications and support platform to foster ongoing collaboration and growth. 4. Recruit 20 K-12 teachers to field test selected arts assessments over full school year (2016-2017) to compile student performance data from assessments as growth measures. 5. Align all the above with website learning materials, tutorials and modules.</td>
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</tbody>
</table>

### 23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

<table>
<thead>
<tr>
<th>Date Range</th>
<th>2018 - 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Increase Awareness &amp; Collaboration 1. March 2016-June 2017 - Build educators' awareness of arts assessments and resources available on Ohio Arts Assessment Collaborative (OAAC) website. 2. Help educators access and utilize assessments and supporting materials. 3. Support OAAC partners in sharing and using the assessments. 4. Help parents and community members understand the benefits of arts assessments by using parent resources, such as PTA and PTOs.</td>
</tr>
</tbody>
</table>

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:

Assessing Student Growth and Achievement in the Arts will provide substantial value and lasting impact for arts educators and students in Ohio in a number of ways. The recent completion and posting of 45 high quality arts assessments by the Ohio Arts Assessment Collaborative (OAAC) has added significantly to the availability of high quality, valid, and reliable measures of student growth in the arts for teachers throughout the state. These assessments will provide a means by which student growth in arts education can be assessed and monitored with deep fidelity to authentic arts education as part of the Ohio Teacher Evaluation System. The professional learning that participating arts
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:
Sheri Chaney Jones President/ Measurement Resources Company scjones@measurementresources.com 614-947-8899

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.

The evaluation plan will monitor and assess the progress and the impact of the project on four major areas: a. Assessment Literacy Growth of Trainers. Key components for the evaluation team within this area include determining the impact of the training of trainers and their resulting confidence and competence in delivering PD in the identification and effective use of arts assessments for K-12 fine and performing arts teachers. MRC will measure the amount of professional learning that occurred based on data from pre- and post-assessments designed to measure the knowledge and skills of the trainers. b. Assessment Literacy Growth of Teachers. MRC will assist with determining the impact of professional learning on educator practice and feelings of confidence related to identifying assessments, and using assessments to measure student progress. To determine the impact of professional learning, the evaluation team will measure the amount of professional learning that occurred based on data from pre- and post-assessments designed to measure the knowledge and skills of the teachers. The evaluation team will also evaluate the impact of the professional learning by interviewing a small sample of randomly selected teachers (approximately 30) and their principals to determine self-reported and observed change in classroom practice as a result of participation in professional development. c. Measures of Student Growth. MRC will determine the degree to which the assessments and supporting resources measure growth in student learning in and through arts education experiences/pedagogy and, based on analysis of student performance data, establish appropriate growth expectation metrics for the assessments tested. d. Increased Awareness of the impact and role of the arts in K-12 education. The key factors here will be the compilation of marketing messages, meetings and surveys of awareness on the part of teachers and other education community members. A mixed methods evaluation approach will be used to assist the consortium in conducting a summative evaluation. Quantitative output data collected will include the number trainers and teachers completing assessment literacy professional development training, the number of students whose teachers received training and the number of student and teacher participants in the field tests. Qualitative perception data of training will be completed at the conclusion of each training session using a Likert type survey and adjustments will be made to future trainings based on the analysis of the findings. 4. Data Entry and Cleaning: If surveys and evaluation tools are collected via paper and pencil means, MRC will enter all data and prepare it for analysis. If surveys are to be collected electronically, we will download and clean and prepare all data for analysis. 5. Synthesis and Analysis of Data: Using the research questions and desired outcomes a framework, MRC will analyze and synthesize the findings. Analysis will include basic demographic statistics (frequencies, means, standard deviations, etc.) as well as means difference testing, correlations, and regression analysis when appropriate. Interview data be coded in relationship to the research questions and will be systematically analyzed based on themes and trends. MRC holds licenses with SPSS, which allows us to powerfully analyze, merge and combine multiple data sets and run complex statistical analyses relatively quickly. 6. Comprehensive Reporting: The last step in the process is to develop a Comprehensive Report and related material. When the evaluation protocols have been completed, MRC will produce a project report reflecting the outcomes, impact, and challenges of implementation. The report will be completed by June 2017. 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.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential...
Arts Assessment Literacy for Teacher and Student Growth is designed to be replicated in districts throughout Ohio. In Envisioning Arts Assessment (A process guide for assessing arts education in school districts and states) (2002, pp. 13-14), the Ohio Department of Education outlined four features of effective large-scale assessment design. These features are still applicable today and are reflected in the structure and operations of the Ohio Arts Assessment Collaborative (OAAC) proposal. Take time - the large scale assessment programs that were studied took three to five years from inception to planning. Experience has shown that the reason many large scale projects run into difficulties is that not enough time was provided to build up support among teachers and community members. The OAAC is prepared to disseminate the resources to create awareness as well as provide the professional development training needed to ensure long term change is able take root among arts teachers throughout the state. Understand distinct phases of activity along with the assistance and funding required for each - As successful projects have shown...each (phase of activity) requires adequate funding. The Ohio Arts Assessment Collaborative designed this proposal for the long term. While the efforts of the 2014-2015 initiative were being carried out, the partners were laying the foundation for the current proposal so that gains made in the initial year would result in replication and sustainability within the constraints of existing funding in subsequent years. The teachers trained in last year's work, the creation of the assessments and the website, and the online communications platform utilized, are all investments that will result in many substantial returns in the future. The trainer of trainers approach in this proposal will lead to the development of a critical mass of arts teachers with substantially higher levels of assessment literacy, and result in much more cost effective professional development in assessment literacy for school districts in the future. Apply collaborative strategies from the outset. - repeatedly, effective programs point out the value of including arts practitioners in each phase. Arts Assessment Literacy for Teacher and Student Growth is, from its inception, a project built on a foundation of collaboration - with school districts, their teachers and administrators and parents, and with other organizations - arts, community, higher education, business as well as state and local governments. As has been demonstrated by past work, the OAAC steering committee and partners have been able to identify a true need felt by arts teachers and practitioners to increase their personal level of assessment literacy in order to better assess and support student growth. A cadre of arts assessment trainers partnering with ESCs and school districts to deliver professional development will provide for collaborative achievement of the project's goals. Link assessments to the same standards across district and state schools. Strong assessment programs maintain internal control over the development of their performance tests. Each of the arts assessments posted on the OAAC website was carefully aligned with Ohio's arts learning standards. A careful review of any assessment will show that the standards with which it is aligned appear clearly in its administrative guideline to assist teachers in seeing the specific alignment. The OAAC website provides a strong link to curriculum resources and professional development. With this standards-aligned work as a foundation, trainers and teachers will have the assurance that professional development provided through this new initiative will support their standards-based instruction.

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
No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kara</td>
<td>Shibiya</td>
<td>513-363-0338</td>
<td><a href="mailto:Shibiyk@cpsboe.k12.oh.us">Shibiyk@cpsboe.k12.oh.us</a></td>
<td>Cincinnati City</td>
<td>043752</td>
<td>PO Box 531, Cincinnati, OH, 45201-5381</td>
</tr>
<tr>
<td>Tim</td>
<td>Katz</td>
<td>614 221-4680</td>
<td><a href="mailto:tkatz@oaee.net">tkatz@oaee.net</a></td>
<td>Ohio Alliance for Arts Education</td>
<td>134858</td>
<td>77 S High St 2nd Fl, Vern Riff, Columbus, OH, 43215</td>
</tr>
<tr>
<td>Jacueline</td>
<td>Burke</td>
<td>614-481-3141</td>
<td><a href="mailto:jburke@battelleforkids.org">jburke@battelleforkids.org</a></td>
<td>Battelle for Kids</td>
<td>008228</td>
<td>1160 Dublin Rd, Columbus, OH, 43215-1052</td>
</tr>
<tr>
<td>Michelle</td>
<td>Muro</td>
<td>330-345-6771</td>
<td><a href="mailto:tesc_mmuro@tccsa.net">tesc_mmuro@tccsa.net</a></td>
<td>Tri-County ESC</td>
<td>050526</td>
<td>741 Winkler Dr, Wooster, OH, 44691-1652</td>
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<tr>
<td>William</td>
<td>Young</td>
<td>330-505-2899</td>
<td><a href="mailto:William.young@neomin.org">William.young@neomin.org</a></td>
<td>Trumbull County ESC</td>
<td>050088</td>
<td>6000 Youngstown Warren Rd, Niles, OH, 44446-4603</td>
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<tr>
<td>Donna</td>
<td>Collins</td>
<td>614-728-4459</td>
<td><a href="mailto:donna.collins@oac.state.oh.us">donna.collins@oac.state.oh.us</a></td>
<td>Ohio Arts Council</td>
<td>144279</td>
<td>727 E Main St, Columbus, OH, 43205-1760</td>
</tr>
<tr>
<td>Sheri</td>
<td>Chancy Jones</td>
<td>614-947-8899</td>
<td><a href="mailto:scjones@measurementresources.com">scjones@measurementresources.com</a></td>
<td>Measurement Resources</td>
<td></td>
<td>7716 Rivers Edge Drive, Suite B, Columbus, OH, 43215</td>
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<tr>
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<td>Education</td>
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<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mike</td>
<td>Morbitzer</td>
<td>Coordinator of Grants and Federal Programs</td>
<td>CCIP coordinator and district-level grant management. In this position, Mike works with administrators across the district and community leaders and partners to assess needs and progress, identify goals, and develop strategies. He works closely with the Treasurer’s office.</td>
<td>Mike is an Ohio Licensed 7-12 English language arts teacher and licensed principal.</td>
<td>Mike is a former English Department teacher, department chair, and mentor of new teachers. As Department chair he had responsibility for curriculum and course development, development and purchasing instructional materials, and scheduling teachers and classes. While teaching, Mike served as district Standards leader where he worked with P-12 teams on standards alignment. While serving as Assistant Principal at the High School, Mike served as curriculum leader, managed discipline, and had responsibility for high school accreditation, post-secondary options, and community collaboration for which he sought and received competitive funding.</td>
<td>BA English Language Arts Education, The Ohio State University MEducation, Ohio Dominican</td>
</tr>
<tr>
<td>Tim</td>
<td>Katz</td>
<td>Executive Director, Ohio Alliance for Arts Education</td>
<td>Mr. Katz will manage contracts with Hamilton Local Schools, Battelle For Kids, Measurement Resources Company, ESCs, and other partners statewide to see to the execution of this project work plan. He will serve as Project Team member, participate directly in all project management decisions, and will supervise the work of the Project Coordinator.</td>
<td>Mr. Katz has worked in arts education for more than eighteen years. Mr. Katz has served as Executive Director for Ohio Alliance for Arts Education (OAAE) since 2014, and has been on the OAAE staff since 2012. He served on the Board of Directors of the OAAE from 2007 - 2012. Mr. Katz is responsible for all operations and project work, including statewide partnerships, professional services, advocacy for arts education in K-12 schools and community settings across the state, and</td>
<td>From July 2014 to the present Mr. Katz has served on the project team of the Ohio Arts Assessment Collaborative and has managed all contracts for the successful completion of the initial sixteen months of the work of that initiative. As the Education Director for the Greater Columbus Arts Council (GCAC) from 1997 - 2012, Mr. Katz served as the coordinator of professional development programs for K-12 arts and classroom teachers, funded by the US Department of Education. He coordinated the</td>
<td>BS University of Dayton MA Auburn University</td>
</tr>
</tbody>
</table>
local community programs. Mr. Katz also developed and managed nationally recognized Children of the Future afterschool arts and public safety program from 1997-2007 at multiple sites in low-income neighborhoods throughout the city. In 2003 the program received the Government Leadership in the Arts Award in the category "Excellence in Arts Programs for Youth," given by Americans for the Arts and the United States Conference of Mayors. In 2007 Mr. Katz initiated Art in the House afterschool program for children in grades K-6, in partnership with TRANSIT ARTS program for teens and the Columbus Federation of Settlements, to form a comprehensive network of educational arts-based opportunities for youth ages 5-21, and their families, during out-of-school-time hours. Programs include paid apprentice and intern positions as well as entrepreneurial opportunities for youth. Mr. Katz has served as grant reviewer for the US Department of Education Office of Innovation and Improvement; for the Special Projects Grants for Montgomery County Arts and Cultural District (MCACD) funds in Dayton, Ohio; for Ohio Arts Council's Arts Learning - Arts Partnership Grant Program; and for the Columbus Foundation's Community Arts Fund. He has served on local advisory committees for Clear Channel Columbus and successful multi-year collaboration among numerous local partners including Columbus City Schools, Jazz Arts Group, Opera Columbus, BalletMet Columbus, Columbus Museum of Art, Columbus College of Art & Design, Columbus Cultural Arts Center, and other arts organizations in central Ohio. The Ohio Alliance for Arts Education (OAAE) brings project management and experience to the team which lends itself to many efficiencies, relationships with arts educators, school/district administrators, arts education directors in cultural institutions, and Ohio's professional organizations: Ohio Music Education Association, Ohio Art Education Association, OhioDance, and Ohio Educational Theatre Association. The OAAE offers more than 15 years' of experience in arts assessment which was initiated in 1998 through two National Endowment for the Arts Grants ($200,000) and state funding from the Ohio Department of Education and Ohio Arts Council, as well as The George Gund Foundation and Martha Holden Jennings Foundation ($300,000+) to develop a teacher resource book titled: The Power of Teaching and Learning: A Teachers Guide to Assessment, and companion DVD to train educators in the development of knowledge and skills for authentic student assessment. More than 12,000 copies of the book and DVD are in circulation in schools in Ohio, and across the nation. OAAE's most
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Role</th>
<th>Description</th>
<th>Background</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Farley</td>
<td>Project Coordinator, Ohio Alliance for Arts Education</td>
<td>Dr. Farley has worked for more than 40 years in the field of education, serving as a teacher, counselor, building and district administrator, mostly in a large urban district (Columbus City Schools). He has served school districts as staff developer, school resource teacher, grant writer, assistant to the superintendent, and director of curriculum. Dr. Farley has also taught as an adjunct professor at Columbus State Community College and the Ohio State University. Dr. Farley also worked from 2012-2014 as the executive director of the Educational Council (Franklin County, OH) where he oversaw educational opportunities for students and professional development for teachers in the 16 public school districts in Franklin County.</td>
<td>Since August 2014 to the present Dr. Farley has served as OAAE's Project Coordinator for the Ohio Arts Assessment Collaborative, and has managed all field work throughout the state for the successful completion of the initial sixteen months of the work of that initiative.</td>
<td>BS Education, Miami University MA Guidance &amp; Counseling, The Ohio State University PhD Education, The Ohio State University</td>
</tr>
<tr>
<td>Sheri Chaney Jones</td>
<td>President, Measurement Resources Company</td>
<td>Sheri holds a Master's degree in industrial and organizational psychology from Central Michigan University and a Bachelor of Science degree from The Ohio State University. Sheri is a member of the American Evaluation Association and the Ohio Program Evaluator's Group. Ms. Chaney Jones is a national thought leader on public sector outcomes management and Sheri brings over 15 years of experience designing and developing powerful organizational assessments, program evaluations, and strategic plans. Prior to founding Measurement Resources Company (MRC), Sheri served as the Performance Center Manager for the Ohio Department of Aging, Deputy Director of Performance Evaluation with the Franklin County Juvenile Court and as an Organizational Consultant.</td>
<td>Sheri brings over 15 years of experience designing and developing powerful organizational assessments, program evaluations, and strategic plans. Prior to founding Measurement Resources Company (MRC), Sheri served as the Performance Center Manager for the Ohio Department of Aging, Deputy Director of Performance Evaluation with the Franklin County Juvenile Court and as an Organizational Consultant.</td>
<td>BS The Ohio State University MA Industrial &amp; Organizational Psychology, Central Michigan University</td>
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Researcher for a Columbus-based consulting firm, Decision Support Services, Inc. Measurement Resources Company (MRC) transforms mission-driven initiatives and organizations from good to great. It is an evaluation and research firm helping organizations successfully collect, organize, and use impactful data so they can fully achieve their visions. MRC’s work has transformed the culture of local and state initiatives, resulting in saved public dollars, improved outcomes, demonstrated effectiveness, and increased grant funding. Over the past five years, MRC has partnered with more than 50 government and nonprofit organizations to help them assess community needs, evaluate their current outcomes, and develop robust plans for future impact. MRC utilizes mixed-method approaches in all of its projects. This includes analysis of secondary data; primary research through the use of surveys, focus groups, and interviews; as well as, literature (document) review and meta-analysis. MRC clients include local providers, local government and administrative bodies, and State of Ohio agencies.

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<th>Mary Glynn Auer</th>
<th>Lead Teacher, Cincinnati Public Schools</th>
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<td>Ms. Auer will serve on Project Team; she will identify trainers and/or serve as a trainer; she will convene district and metropolitan area arts teachers for arts assessment</td>
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<td>BS Art Education, University of Dayton MA Supervision, Ohio Antheneaum</td>
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CPS supports additional teacher professional training in a multitude of areas, including Instructional Coaching, Differentiated Instruction, Culturally Responsive Practices, and Co-teaching. Successfully managing grant awards and programs of this size, demonstrating a high level of transparency and due diligence in all of its processes, practices and investments. The district employs a nine person Grants Administration team to provide detailed oversight of all financial requirements and expenditures associated with a wide variety of grant awards, including large scale federal and state grants, national and local private foundations and corporate grants. For example, the Grants Administration Office oversees the financial administration of multiple federal grant programs including Title I Part A, Title II Part A, Title II Part D, Title III, Title IV and Title X Part C initiatives, as well as a multimillion, multiyear grant award through the GE Foundation, and a recent multimillion grant through the Ohio Department of Education Straight A Fund.

Katie Hofmann
Lead Teacher, Cincinnati Public Schools
Ms. Hofman will serve on Project Team; she will identify trainers and/or serve as a trainer; she will convene district and metropolitan area arts teachers for arts assessment literacy training.

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| Jacqueline Burke | Senior Director, Learning & Leading, Battelle for Kids | Project Team member; Lead Trainer for project. Jacqueline will train the 40 trainers for this project, and will act as consultant for those trainers as they provide PD to 1,000 Ohio arts teachers per year. She will also oversee the production of all web-based and hard-copy training & PD materials. | As project lead, Jacqueline Burke brings nearly 25 years of experience in Ohio schools both as a teacher and a district level administrator and has been deeply involved in assessment literacy in Ohio's schools, including many years of experience working side by side with Ohio's teachers to design and select appropriate, purposeful assessments. Mrs. Burke also served on the Ohio Department of Education School Support Team. | Since joining BFK in 2012, Jacqueline has had a primary responsibility for the design and delivery of statewide professional learning. Additionally, she was the primary developer of the materials for the general Assessment Literacy Trainings held regionally throughout Ohio. Representing Battelle For Kids, Jacqueline has served since July 2014 as a Project Team member, the Lead Trainer, and the director of PD for the Ohio Arts Assessment Collaborative (OAAC). In collaboration with the Ohio Alliance for Arts Education, Battelle For Kids will provide a team to develop and deliver professional development for those selected to be Trainers in arts assessment literary, oversee the assessment development and will provide training facilities and materials, contribute to overall project management and coordination, and will maintain the web portal hosting the arts | BS Education, The Ohio State University MEd Administration, Ashland University | 10 |
assessments created by the OAAC, and all related resources, including professional learning materials in arts assessment literacy. Battelle for Kids (BFK), a national, not-for-profit organization that provides innovative solutions for today's complex educational improvement challenges, has an extensive background in the education system in Ohio and has relevant statewide experience in Ohio working on similar projects such as the Ohio Arts Assessment Collaborative, the development and implementation of Formative Instructional Practices (FIP), Value Added, Roster Verification, and Assessment Literacy. BFK is committed to projects, both large and small, with people whose skills and experiences align with project goals and requirements, ensuring that deliverables are high quality and timelines are met.