

Budget

Cincinnati City (043752) - Hamilton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (51)

U.S.A.S. Fund #: 466

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	373,765.00	0.00	0.00	0.00	373,765.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							6,840.00	6,840.00
Total		0.00	0.00	373,765.00	0.00	0.00	6,840.00	380,605.00
							Adjusted Allocation	0.00
							Remaining	-380,605.00

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 Tweet: Please limit your responses to 140 characters.
Develop assessment literate arts teachers, utilizing a collaborative blended learning model and a teacher created arts assessment website.
This is an ultra-concise introduction to the project.

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.*

Grant Year						
Education	Pre-K Special	3898 K	3898 1	3898 2	3898 3	
		3898 4	3898 5	3898 6	3898 7	3898 8
		3898 9	3898 10	3898 11	3898 12	

Year 1						
Education	Pre-K Special	7812 K	7812 1	7812 2	7812 3	
		7812 4	7812 5	7812 6	7812 7	7812 8
		7812 9	7812 10	7812 11	7812 12	

Year 2						
Education	Pre-K Special	7812 K	7812 1	7812 2	7812 3	
		7812 4	7812 5	7812 6	7812 7	7812 8
		7812 9	7812 10	7812 11	7812 12	

Year 3						
Education	Pre-K Special	7812 K	7812 1	7812 2	7812 3	
		7812 4	7812 5	7812 6	7812 7	7812 8
		7812 9	7812 10	7812 11	7812 12	

Year 4						
Education	Pre-K Special	7812 K	7812 1	7812 2	7812 3	
		7812 4	7812 5	7812 6	7812 7	7812 8
		7812 9	7812 10	7812 11	7812 12	

Year 5						
Education	Pre-K Special	7812 K	7812 1	7812 2	7812 3	
		7812 4	7812 5	7812 6	7812 7	7812 8

4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

It is important to note that the assessment literacy knowledge and skills that form the basis of the proposed professional learning content for arts teachers are applicable to teachers from all content areas. It is very possible that teachers in other subject areas (i.e., Physical Education, English/Language Arts, Career Tech and other fields) who have interest in performance-based assessment or just feel the need to strengthen their own levels of assessment literacy will be interested in this professional development opportunity through contact with their art teacher colleagues. Students of such teachers could ultimately be impacted as well.

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

First and last name of contact for lead applicant
Isi Rudnick

Organizational name of lead applicant
Cincinnati Public Schools

Address of lead applicant
2651 Burnet Ave.

Phone Number of lead applicant
513-363-0340

Email Address of lead applicant
rudnici@cps-k12.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

Although Ohio law requires arts instruction for all students, research indicates that the majority of Ohio arts teachers are 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 knowledge concerning the assessment process. The development of arts assessment often required hours of individual time spent in isolation, which was neither efficient nor effective. Therefore, it is imperative that deep professional learning opportunities be provided to increase arts educators' assessment literacy skills to both develop and identify high quality arts assessments in order to fill the void for arts assessment in Ohio. This work will be based on the innovative set of arts assessments created and tested in 2014-2015.

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

The Ohio Arts Assessment Collaborative (OAAC) was formed in 2014 to address the need of K-12 arts teachers to increase their knowledge

and skills to better assess student growth. This proposal outlines possibly the first attempt to accomplish this through direct professional development on a statewide scale. Goal: Increase Assessment Literacy (goal metrics outlined in 9a and 9d). Conduct professional development in arts assessment literacy utilizing a collaborative blended learning model and a teacher- created website. 1. Recruit from among the 2014-2015 Ohio Arts Assessment Collaborative project participants, and other highly qualified professionals 15 educators through a competitive application process as assessment instructors for teacher professional development. The background and quality of those selected is of primary importance. Provide comprehensive training for each and encourage them to work in pairs. 2. Utilize a blended learning approach that provides up to 33 hours of initial contact and training activities, and 12 additional hours of follow up contact. Insure that each instructor is provided with sufficient hours of contact with the material to be mastered. Session One - Live Professional Development (PD). Two days (6 hours per day) of live PD at a centralized location. This is to be followed by 3 hours of virtual follow up activities (online modules). Utilize online platform, Basecamp, and Battelle For Kids website learning materials. (total = 15 hours per participant) Session Two - Live webinar/conference call. (1 hour). To include follow up assignment for participants to work in pairs to review and reinforce learning.(2 hours) (total = 3 hours per participant) Session Three - Repeat specifics outlined in Session One. (total = 15 hours per participant) Total training time up to 33 hours per participant. Conduct professional development during September-October 2016. Offer course credit. Align content of training with updated Battelle For Kids resources on the Ohio Arts Assessment Collaborative (OAAC) website. 3. Instructors will conduct professional development sessions in assessment literacy for 350 Ohio fine arts teachers between November 2016 - June 2017. They will utilize ESCs, Arts organizations, Universities, Libraries and others as partners, conveners and PD venues. Participating teachers will have learning materials (online) to reinforce lessons learned and strengthen knowledge and skills. Subsequent PD will target over 4000 teachers over the 5 years following the grant year. (See details in question # 3). 4. Align all the above with OAAC website learning materials, tutorials and modules. 5. Provide one-day follow up trainings for the instructors in Years 1 and 3 (total 12 hours) following initial Grant Year to ensure quality of training they conduct and their own professional development needs are met. Goal: Increase Awareness & Collaboration (goal metrics outlined in 9a and 9d). Build awareness of the assessments and resources available on the OAAC portal. Help educators understand how to access and best use assessments and supporting materials. Support OAAC partners in encouraging their arts educators to use the assessments. Help parents and community members understand the benefits of high quality arts assessments and how increased assessment literacy can benefit all teachers, not just those in the arts. Partners and Target Audiences: Ohio school district and building-level administrators; Ohio K-12 arts educators (visual arts, music, theatre, dance); Educational Service Centers throughout Ohio; Ohio Department of Education (ODE); Ohio Arts Assessment Collaborative (OAAC) & partners; Secondary Audiences; Parents; Community members; Ohio arts organizations. Strategies and Tactics- 1) Create marketing materials and launch campaign; 2) Leverage partners to support communication efforts; 3) Monitor marketing efforts; refine approach as needed.

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 process. - (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: 1) Increased student growth in standards-based arts proficiency; 2) Increased student motivation and in class engagement; and 3) Increased student ability to self-assess their work and that of others. The initiative will focus on the following teacher outcomes: 1) Increased teacher confidence in their level of assessment literacy; 2) Increased ability of teachers to effectively assess student growth; 3) Increased teacher ability to effectively review and select quality assessments; and 4) 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 (mathematics) and phonological awareness (reading) (Weinberger, 1998? Hetland, 2000). 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, et.al.2012). High quality assessments 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. The increased ability of teachers to use and model assessment practices help students to form important observational and critical thinking skills important in other disciplines and in the world of work.

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

The Ohio Arts Assessment Collaborative, a project of arts educators and assessment experts created an innovative suite of performance-based 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: 1.) Were aligned with Ohio's arts learning standards and 2.) Were field-tested and revised to ensure validity, reliability, and ease of implementation. 3.) Are currently available for all teachers at no cost on the Ohio Arts Assessment Collaborative (OAAC) website (www.bfk.org/ohioarts) for a period of five years. 4.) Were developed to help increase the assessment literacy levels of arts educators 5.) Were designed to assess student growth in dance, theatre/drama, music, and visual arts. These efforts involved the active participation of more than 90 Ohio K-12 teachers and other arts educators representing 32 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 focusing 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 Every Student Succeeds Act (ESSA), although in its formative stages, promises to provide greater flexibility for state and local school boards to assume control over many key educational variables including accountability and assessment. ESSA requirements include a "well rounded" education that includes arts education as part of the definition. Ohio Governor John Kasich's 2016-17 budget included a 27% increase in funding for the Ohio Arts Council and he has called for adding the Arts to STEM programs around the state to create STEAM. The governor explained, "Any student who's going to succeed later in life, including someone choosing a technical career, is going to need creative skills and how to apply critical thinking. Those skills are best developed by exposure to the arts." The next steps involve the initiatives outlined in this proposal. The Ohio Arts Assessment Collaborative (OAAC) is currently implementing a state-wide effort to market and disseminate the assessments created in 2014-2015 in order to create awareness of the resources that are available to arts teachers on the OAAC Website. Now that resources are developed and accessible to all Ohio educators, the OAAC partners intend to create professional development opportunities for teachers to increase their level of assessment literacy and deriving the maximum benefit from the resources on the website. The 2016-17 school year will be the beginning of an ongoing effort to provide quality PD for a critical mass of arts teachers over the next 5 years, and 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: 1) Instructors will demonstrate mastery of a range of essential assessment literacy skills needed to effectively teach other teachers. 2) Teachers will report an increase in knowledge of and ability to use assessment tools in their teaching as a result of PD received. 3) Teachers over time will more clearly assess student growth in relation to the learning standards that form the basis for their instruction. 4) Teachers will demonstrate the ability to make more informed choices regarding the quality of student assessments they choose to use. 5) Teachers will be better able to articulate evidence of student learning to parents. 6) Students will demonstrate growth in knowledge and skills related to the learning standards chosen for instruction. 7) Students will demonstrate increased engagement in class. 8) Students will increase understanding of and take responsibility for their own learning targets.

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- 1) Student pre and post assessment results; 2) Student self-reports regarding classroom engagement; and 3) Teacher observation/rating of student work (performance based). For Teachers/Instructors- 1) Teacher/Instructor pre and post assessment results - knowledge and confidence from professional learning experiences; and 2) Teacher/Instructor self-report results over time from professional learning experiences.

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 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 instructors. To address this, the Collaborative has established contacts throughout the state who have the experience and skill set needed to serve as instructors and/or replace those that may need to leave the project. To insure that potential instructors are well qualified and prepared, a careful vetting process will be utilized to select them. The PD schedule will provide sufficient time for trainers to master the knowledge and skills needed. Instructor's schedules will be flexible, allowing them to fill in for others if needed. Following a collaborative training model, the trainers will work in pairs providing each other with regular feedback and support. Additional support will be provided by the Project Coordinator from OAAE, the project PD provider from Battelle For Kids, and the project Evaluator 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 all with a common set of resources. PD for teachers can occur outside of the school day/year calendar if necessary and will be offered at multiple training locations throughout the state for easy access. It will include the use of technology for ongoing distance collaboration, including the arts assessments website to which all participating instructors 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 literature.

iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

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.

1) Establish a cadre of 15 highly skilled instructors to provide effective teacher professional development in assessment literacy statewide. 2) Utilize an interactive online platform that provides instructors and teachers with ongoing opportunities for collaboration and support from the project team. 3) Provide assessment literacy training for K-12 fine and performing arts teachers annually for a period of 5 years (4,125 fine & performing arts teachers total will equal approximately 40% of all Ohio K-12 fine arts teachers, i.e., visual arts, music, theatre, and dance teachers). 4) Support school districts and ESCs in establishing their own interactive online platform that provides teachers with ongoing opportunities for collaboration. 5) Increase educators' awareness and active use of Ohio Arts Assessment Collaborative's arts assessment 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.

As noted earlier, 88% of arts teachers reported feelings of inadequacy in the development of arts assessments due to a lack of knowledge of the assessment process. The challenges presented by this are such that very few districts have the resources to undertake the proposed initiative by themselves. However, through the recent work of the 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 Ohio 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 visual and performing arts teachers quality professional development opportunities in assessment literacy. Based on the response to date from the field, we believe this project will stimulate considerable interest and active involvement statewide.

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.

The relationship of the goals of the current proposal to efforts in 2014-15 is demonstrated in the following: 1) Establish a cadre of 15 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. Via intensive PD and cooperative professional learning activities, the work to date has already resulted in a small but statewide network of skilled art educators, some of whom will serve as effective teacher instructors for this proposed initiative. 2) Establish an interactive electronic platform that provides INSTRUCTORS ongoing opportunities for collaboration and support from the project coordinator. Nearly 90 teachers were involved in the 2014-15 effort representing districts located in 18 counties spread throughout the state. An interactive online platform provided opportunities for all project participants to interact and share information on a regular basis. Teachers found the platform accessible, easy to use, and an effective forum for collaboration. As a result, the production of the assessments 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 instructor learning. 3) Provide assessment literacy training for 750 teachers annually for a period of 5 years (375 in grant year + 750/year X 5 years = 4,125 total) The face-to-face professional learning 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. This proposed blended- learning PD will allow teachers both face- to- face and online opportunities and allow for additional contact and follow up by utilizing the assessment resources, including learning labs and tutorials, on the OAAC website. 4) Establish an interactive electronic platform that provides

TEACHERS with ongoing opportunities for collaboration with each other and with instructors. Teachers will be connected to their instructor by an electronic platform that will allow for ongoing contact as they work their way through the on-line resource modules on the project website. They will be encouraged to communicate with each other and work together on the platform during the training period. The design of this training will facilitate opportunities for teachers to collaborate within and across districts, disciplines and grade levels now and beyond the initial training. 5) 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. The Ohio Alliance for Arts Education and Battelle For Kids have already begun this process. This year, 15 informational sessions have been provided to over 500 teachers and administrators throughout the state to raise awareness of the 2014-2015 initiative and familiarize participants with the assessments and resources on the OAAC website. These presentations have been held at statewide conferences, Educational Service Centers, schools, and other locations around Ohio. The 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: 1) 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. 2) Increase in access to/use of OAAC arts assessment website and assessment literacy learning materials. 3) Increased collaboration of Ohio teachers around the assessments and the PD they have received. 4) Increase in 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.

1) Numbers of educators using the OAAC arts assessment website. 2) Observation of and self-reports from teachers documenting ongoing peer-to-peer collaboration. 3) Observation of and self-reports from teachers documenting art room/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?

Any attempt to disseminate a program statewide must have an established communications network in place that provides regular monitoring of progress and can quickly respond to problems that present themselves. The 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 who are involved in the assessment literacy training for teachers. A special effort has already begun to establish and maintain a strong network with Educational Services Centers (ESC's) statewide as major points for dissemination of information and professional development training. The OAAC's dissemination efforts will target existing professional communications that teachers use as resources for informational and professional development opportunities in their region. The OAAC website, easily accessible at no cost to all teachers statewide, will be a major source of information as well. Ongoing progress monitoring will occur throughout the project, providing multiple opportunities to adjust and revise the work plan at several different levels. 1.) Project personnel representing each partner will form the project steering committee, which will meet and communicate regularly with the project coordinator, evaluator and others as needed to review successes, challenges, and next steps. 2.) Online platforms will provide opportunities for instructors across the state to have ongoing contact with each other and with key project personnel to discuss concerns and make adjustments with teachers involved in professional development sessions.

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.

380,605.00 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.

In 2014-2015 the Ohio Arts Assessment Collaborative (OAAC) created 45 arts assessments that were field tested, revised, and are currently being shared on a website hosted for at least five years. All Ohio arts teachers, curriculum directors, and other educators currently have free access to these arts assessments and assessment resources and materials. The partners will continue to develop, host, and support a website to share the arts assessments and relevant learning materials with Ohio's teachers for a period of at least five years at no cost. The major costs of the current proposal will be in the following areas: 1.) Four days of professional learning experiences for 15 arts assessment instructors, 2.) Resources to support professional development of 750 arts teachers in assessment literacy during the grant year, 3.) Project management costs for coordination among the partners, 4.) The services of a qualified external project evaluator, 5.) The strengthening of an established communications network and existing collaborative partnerships to set in motion the subsequent professional development of approximately 3,500 arts teachers throughout the state in the five years following the grant year. The success of the project requires high levels of expertise in arts education and assessment design and development, as well as knowledge and relevant experience managing large scale initiatives. The OAAC will develop and deliver professional learning, provide content experts to work with educators from numerous Ohio school districts, provide and organize professional development facilities, materials and technology, provide overall project management and coordination, provide strategic communication during the grant year and over the next several years of project work. Indirect costs of \$6,840.

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.

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 e. Sustainability Year 5

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.

Sustainability Costs over time will be negligible as Grant Year activities will utilize local educators, intensively trained during the initial grant year, to provide professional development for teachers. This investment will, by design, lead to a multiplication of efforts in ensuing Years 1-5 that will not fall within the financial responsibility of the applicant. Additional years' work will be covered within the normal annual PD budgets of Ohio school districts. The partners do not anticipate any sustainability costs beyond the grant year for the following reasons; 1.) All professional educators in Ohio have free access to the arts assessments created in 2014-15 which are online (www.bfk.org/ohioarts) for five-years. 2.) The marketing/informational presentations to school and community groups statewide by the Ohio Alliance for Arts Education will continue at no cost. 3.) The initial investment in preparing highly skilled arts assessment instructors during the grant year will pay off in subsequent years due to the continued professional development for teachers they will provide statewide. Professional learning sessions will occur in school districts (including the applicant, Cincinnati Public Schools) and ESCs statewide. Costs of PD for additional teachers will be low and proportional among all participating Ohio districts, and will be covered by existing annual district PD budgets for teachers. Districts will leverage their own PD resources in the direction of arts teachers to support their ongoing training and growth with an unusually high quality and targeted PD. 4.) Partner organizations, particularly the Ohio Alliance for Arts Education, driven by its mission and deep connections with statewide arts teacher professional associations, will ensure that arts assessment literacy training is continued throughout the five-year life of the project. 5.) This PD model strongly encourages the development of peer-to-peer communication and shared learning.

100 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.

In the grant year 100% of the professional learning/PD costs (instructor fees, travel, substitutes, PD materials, etc.) will be borne by project funds. In following years costs will be covered by existing annual district PD budgets for teachers. Evidence suggests districts will be motivated by the focus on assessment literacy, high quality PD, and specific targeting of arts teacher needs that this project offers.

0 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.

Not applicable for this project.

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 Team Key Personnel information by clicking the link below:

[Add Implementation Team](#)

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 April 2016- June 2017

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

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 which focused on the creation of valid and reliable assessments for teachers 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 completions 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 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.

22. Implementation (grant funded start-up activities)

a. Date Range March 2016 - June 2017

b. Scope of activities - include all specific completion benchmarks

Goal: Increase Assessment Literacy- 1. August-October 2016. Recruit outstanding arts assessment writers, field testers, and other arts education professionals to serve as instructors for teacher professional development. October-November 2016. Provide comprehensive PD for 15 instructors. Utilize a blended learning approach that provides up to 33 hours of contact and training activities. Offer for college credit. Align content of PD with updated Battelle For Kids arts assessment learning resources on the Ohio Arts Assessment Collaborative (OAAC) website. Establish online communications and support platform for instructors. 2. January-May 2017 - Instructors will provide PD to 750 Ohio fine and performing arts teachers, in groups of 25, in effective use of high-quality arts assessments (1-day training sessions); Utilize ESCs, school districts, arts organizations, universities, libraries as PD partner venues. Make available to all participating teachers online arts assessment literacy learning materials to reinforce professional learning content. 3. Districts whose teachers receive the one-day training will be encouraged to establish an online communications and support platform to reinforce follow up and foster ongoing collaboration and growth within their district and with teachers in other districts. 4. Align all the above with website learning materials, tutorials and modules. Goal: Increase Awareness & Collaboration- 1. Present - June 2017 Build educators' awareness of arts assessments and assessment literacy learning resources available on Ohio Arts Assessment Collaborative (OAAC) website, hosted by Battelle For Kids (www.bfk.org/ohioarts) 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 utilizing parent resources, such as PTA and PTO's.

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

a. Date Range 2018- 2022

b. Scope of activities - include all specific completion benchmarks

In its initial year (2014-2015), the OAAC began with the "end in mind" and created 45 high quality, valid, and reliable assessments aligned to

Ohio's Fine Arts* learning standards (revised by ODE in 2012). These assessments are currently on the Ohio Arts Assessment Collaborative (OAAC) website (www.bfk.org/ohioarts) where they are accessible to all Ohio teachers free of charge for the next five years. This current proposal is focused on maximizing the investment already made by developing 15 arts assessment literacy instructors who will provide assessment literacy training for 750 teachers during the grant year in order to increase teachers' knowledge and skill level to better monitor and support student growth in the arts. For five years following the grant year, the OAAC will continue to provide high quality professional learning opportunities in assessment literacy by utilizing the instructors and professional development partners to provide PD to 3,500 additional Fine Arts teachers statewide in order to impact a critical mass of Ohio's arts teachers, and to better align their assessment of student growth with their curriculum and instruction. Additionally, OAAC marketing and outreach efforts will continue to raise awareness of the need for additional quality assessments and ongoing teacher training. Included in these efforts will be the targeting of parents, community members and potential supporters of an increased role for arts learning to play in preparing students for the challenges of the future. *In Ohio, "Fine Arts" refers to the teaching disciplines of visual art, music, dance and theatre.

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:

The 45 high quality arts assessments created and field tested by teachers and posted on the OAAC website has added significantly to the availability of high quality, valid, and reliable measures of student growth in the arts. These assessments will provide a means by which student growth can be assessed and monitored with deep fidelity to authentic arts education. The first area of impact and value is personal. The professional learning that participating arts educators will receive will add to their capacity by increasing their level of assessment literacy knowledge and skills. The second is school and district-wide. As noted previously, many arts teachers have worked in isolation within their schools or districts. The increased assessment literacy of some teachers who receive the proposed PD can be leveraged to others across the districts they represent through collaboration and the availability of the arts assessment instructors to conduct PD over an extended period of time. The third is statewide. These materials and assessments on the OAAC website will be accessible to all Ohio educators for a period of five years along with opportunities for teachers to receive assessment literacy PD. As noted before, experience has shown that ongoing teacher collaboration is one of the most effective methods of professional development as it is driven by teacher motivation and not entirely dependent on outside expertise. This proposal offers the promise of fundamental and long lasting benefits to participating districts. Now Ohio's arts educators can be assured that they are implementing high quality, valid, and reliable measures of student growth. Over time, as the level of assessment literacy improves within a critical mass of teachers, these assessments will make a substantial difference in the effectiveness, efficiency and quality of both classroom instruction and teacher assessment which, in turn, will support continued student growth.

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 in four major areas: 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. 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. 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. 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, informational meetings held, surveys of teacher and community awareness and visits to the OAAC website. 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. 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. 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. 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 most importantly, recommendations for how the partners can make needed adjustments to the implementation plan based on the findings. The OAAC will complete all required reports and evaluations.

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.

In Envisioning Arts Assessment (2002) the Ohio Department of Education described research findings that outlined four features of effective large-scale assessment design. Take time - most large-scale assessment programs took three to five years from inception to implementation. Experience demonstrated that many large scale projects did not build up support among teachers and community members. The OAAC has been very deliberate in expanding this initiative through creating awareness, disseminating resources and providing the PD needed to ensure that long term change will take root among Ohio arts teachers. Understand the assistance and funding required. The OAAC designed the current proposal to build on the foundation established in 2014-15. The core team of assessment literacy instructors developed during the grant year will, over time, be expanded at low cost to ensure sustainability in subsequent years. Apply collaborative strategies from the outset. - Assessment Literacy for Teacher and Student Growth is built on a foundation of collaboration - with school districts, arts, community, higher education, business organizations and state and local governments. Just as the arts assessments on the OAAC website were created with teachers working together, the large scale PD in this proposal will occur in the same manner. The implementers of the proposal will be the beneficiaries, as will their students, whose improved learning and growth are the ultimate goals of this work. 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 Fine Arts learning standards. With this as a foundation, assessment instructors and teachers will have the assurance that professional development provided through this new initiative will support 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

Consortium

Cincinnati City (043752) - Hamilton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts

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

Partnerships

Cincinnati City (043752) - Hamilton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Michelle	Muro, Ed.D.	330-345-6771 ext. 253	tesc_mmuro@tccsa.net	Tri-County ESC	050526	741 Winkler Dr, Wooster, OH, 44691-1652	
Dr. William	Young	330-505-2800 ext. 151	William.young@neomin.org	Trumbull County ESC	050088	6000 Youngstown Warren Rd, Niles, OH, 44446-4603	
Tim	Katz	614-221-4680	tkatz@oaee.net	Ohio Alliance for Arts Education	134858	77 S High St 2nd Fl Vern Riff, Columbus, OH, 43215	
Donna	Collins	614-728-4459	Donna.Collins@oac.state.oh.us	Ohio Arts Council	144279	727 E Main St, Columbus, OH, 43205-1760	
Jacqueline	Burke	614-481-3141	jburke@battelleforkids.org	Battelle For Kids	008129	1160 Dublin Rd, Columbus, OH, 43215-1052	
Sheri	Chaney Jones	614-947-8899	scjones@measurementresourcesco.com	Measurement Resources Company		7716 Rivers Edge Drive, Suite B, , Columbus, OH, 43235	

Implementation Team

Cincinnati City (043752) - Hamilton County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Sheri	Chaney Jones	President	Evaluation and statistical consultant for project; all final project evaluation plans, tools, and reports produced by MRC will be reviewed and approved by Ms. Chaney Jones.	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 data-driven planning. Ms. Chaney Jones is the author of <i>Impact & Excellence: Data-Driven Strategies to Align Mission, Culture, and Performance in Nonprofit and Government Organizations</i> (Jossey Bass, 2014). This book provides government and nonprofit leaders a proven path to increase the evaluation and assessment capacity of their organizations.	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 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	B.S. degree, The Ohio State University; Master's degree (Industrial & Organizational Psychology), Central Michigan University.	10	

					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.			
Katie	Hofmann	Lead Teacher / District Liaison	Ms. Hofman will serve on the Project Team; She will identify and/or serve as trainers; will convene district and metropolitan area arts teachers for arts assessment literacy training.	a. The district values access to quality arts education for all its students, and provides a complement of arts specialists in every public school. Cincinnati is fortunate to have a strong local arts community that provides both teachers and students access to a multitude of educational opportunities throughout the year, including teacher workshops, in classroom arts enrichment, master classes, study guide development and more.	CPS supports additional teacher professional training in a multitude of areas, including Instructional Coaching, Differentiated Instruction, Culturally Responsive Practices, and Co-teaching. 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.	BS Music Education, Mount Saint Joseph, Masters In Music Education, Ball State University, Orff-Schulwerk Certification, Mozartium, Salzburg	5	
Tim	Katz	Executive Director	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	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	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	Mr. Katz has both Bachelors (University of Dayton) and Masters (Auburn University) degrees, and has worked in arts education for mor	20	

			<p>supervise the work of the Project Coordinator.</p>	<p>schools and community settings across the state, and 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</p>	<p>development programs for K-12 arts and classroom teachers, funded by the US Department of Education. He coordinated the 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</p>			
--	--	--	---	--	---	--	--	--

				<p>Program; and for the Columbus Foundation's Community Arts Fund. He has served on local advisory committees for Clear Channel Columbus and Duxberry Park Arts Impact Elementary School, and on the boards of Ohio Dance and the Ohio Alliance for Arts Education.</p>	<p>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 recent work in arts assessment has been as a major project partner with the Ohio Arts Assessment Collaborative since July of 2014.</p>			
Jacqueline	Burke	Senior Director, Learning & Leading	<p>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.</p>	<p>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.</p>	<p>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 literacy, 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</p>	BS Education from The Ohio State University M. Ed Administration from Ashland University	5	

					<p>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.</p>			
John	Farley, Ph.D.	OAAE Project Coordinator for the Ohio Arts Assessment Collaborative.	Dr. Farley will coordinate communications among the project partners, convene planning sessions, and manage partner contracts. He will lead the recruitment of highly qualified trainers for the project, will help organize teacher PD throughout the state, and will supervise the work of the assessment training coach. OAAE will support the work of Battelle for Kids,	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	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.	Dr. Farley holds a B.S. (Education) from Miami University, and M.A. (Guidance & Counseling) and Ph.D. (Education) degrees from the O	75	

			<p>Cincinnati Public Schools, Tri-County ESC, Trumbull County ESC, and Measurement Resources Company, and will liaise with school districts across Ohio to successfully carry out all aspects of the project.</p>	<p>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.</p>				
Mary	Glynn Auer	Lead Teacher / District Liaison	<p>Ms. Glynn Auer will serve on the Project Team; She will identify and/or serve as trainers; will convene district and metropolitan area arts teachers for arts assessment literacy training.</p>	<p>The district values access to quality arts education for all its students, and provides a complement of arts specialists in every public school. Cincinnati is fortunate to have a strong local arts community that provides both teachers and students access to a multitude of educational opportunities throughout the year, including teacher workshops, in classroom arts enrichment, master classes, study guide development and more.</p>	<p>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.</p>	<p>University of Dayton Bachelor of Science in Arts Education Ohio Athenaeum --- Masters in Supervision</p>	5	

