Sixty Years of Empowering Ohio’s Schools

2019 CELEBRATED THE 60TH ANNIVERSARY of the Martha Holden Jennings Foundation. Martha Holden Jennings and her nephew Arthur S. Holden Jr. established the Foundation in 1959. Their intent was to recognize and support Ohio’s public school teachers and students, a population they believed had been overlooked in philanthropic circles in favor of higher education. This profound act of generosity has positively impacted thousands of lives in classrooms throughout Ohio since then.

The Foundation started with $11 million and, through careful stewardship of the assets, has made grants of more than $164,000,000 to date. Today, it continues to provide more than $3 million annually to support PK-12 education throughout Ohio.

The 2019 Annual Report showcases just a portion of the innovative and important work made possible by the support of the Jennings Foundation. While the world has changed since our inception 60 years ago, the importance of deep learning has stood the test of time. We have tremendous appreciation for the excellent teachers and educational leaders across Ohio who have worked in partnership to ensure students achieve more than they thought possible, making the world a better place.

We are forever grateful to the Jennings family members for their foresight 60 years ago, which ensured students achieve more than they thought possible, making the world a better place. We are forever grateful for the Jennings family members for their foresight 60 years ago, which ensured students achieve more than they thought possible, making the world a better place.

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Building on Our Strategies Throughout the State

The Martha Holden Jennings Foundation is a state-wide leader in advocating for Excellent Teaching and Deep Learning in Ohio public school classrooms. We sponsor a variety of programs through three distinct strategies, all designed to support that work.

LEADING AS A THOUGHT PARTNER

As a “thought partner,” we offer programs to improve teachers’ skills, connect and engage educators, and convene chief decision makers and education leaders to think deeply about challenges facing schools today. These include the Jennings Institutes, Educators Retreat, and a Leadership Series.

1. **During the summer Jennings Mathematics Institute**, instructor Dr. Jeffrey Wanko leads teachers (grades 4-5) through hands-on activities designed to boost their confidence in using problem solving to teach mathematics. These ideas can be put to work immediately upon returning to their classrooms.

FOCUSBING ON DEEP LEARNING AND EXCELLENT TEACHING

Grantmaking with the purpose of advancing Excellent Teaching and Deep Learning is one way we make a difference for Ohio’s public schools. Excellent teaching projects allow educators to further develop the art and craft of their work. Deep learning engages students in meaningful work that requires higher order thinking skills, ensures a thorough understanding of objectives, and creates powerful connections between students and their learning.

2. **Spencer Reames** has been teaching science for some 50 years and knows getting students out of the classroom can be the best way for them to learn. Through a variety of activities, students in the **Benjamin Logan Local Schools** investigated how the Mad River aquatic system operates and how it can be impacted by invasive species, human activity, and natural events. The main goal is for students to study environmental education in a real world context.

3. **At Upper Arlington’s Barrington Elementary School**, educators are implementing protocols learned at Harvard’s Project Zero Classroom. Teachers are learning and assimilating new information into their practices in order to make students’ thinking and learning visible. The building’s leadership team has also worked to develop school-wide values and educators are beginning to shift culture and practices to align with those values.

4. First graders at **Pleasant Valley Elementary School in Parma** are engaged in a yearlong study of their “Community Food Systems” in partnership with Spice Acres Field Kitchen. The work began in the fall with a tour of the farm where restaurant staff source fresh fruits and vegetables. Learning continues in the classroom as Spice Kitchen’s chefs cook simple dishes that introduce students to foods grown locally.

5. **Steubenville City Schools** designed a STEM-focused elementary school that focuses on project-based learning activities in all areas of the curriculum. The entire school day revolves around the engineering and design process from start to finish and students and staff are embracing the hands-on, student-led curriculum.

RECOGNIZING EDUCATORS FOR EXCELLENT WORK

Each year the Foundation recognizes outstanding educators who serve as models of excellence. Awards are given to an Outstanding Superintendent; Master Teacher; an exceptional Team of Teachers; and Excellent Science and Mathematics educators. (see pages 13-15)
PORTRAIT OF A GRADUATE IN AKRON
Akron Public schools is in the midst of a middle school transformation. After completing years of work to establish a “Portrait of a Graduate” program within the high schools and “Portrait of an Elementary Scholar” for the youngest learners, the district is steering its focus to middle school. All efforts are designed to prepare Akron students, K through grade 12, with a Future Ready mindset.

Traditional methods of instruction are no longer adequate to prepare students for the 21st century workforce, explains Mark Black, Executive Director, Secondary Education, Akron Public Schools. This assumption led to a conversion of all Akron public high schools into College & Career Academies and the adoption of competencies needed to be successful as stated in a “Portrait of a Graduate.” The academies are designed for learning advanced skills for college, career, or life. Each academy focuses on specific career interests or “pathways,” and every Akron student selects one to follow beginning in ninth grade.

“Portrait of a Graduate” builds our school district, community, parents, and students to an expectation that every graduate will walk across the stage with credentials, college bound, or ready for the military, employ, enlist or enroll,” Mr. Black remarks.

While working with the city’s business and civic leaders, Akron educators also learned of a need to develop positive social-emotional competencies—Future Ready competencies—in students at a young age. This led the district to create a “Portrait of an Elementary Scholar,” which identifies the social skills, strong habits of mind, real world skills, and ways young children can contribute to society.

“With a foundation at the elementary level and an end goal in mind with a “Portrait of a Graduate,” we asked, “How do we bridge the elementary experience to that high school experience?” Mr. Black explains.

In 2018, a grant from the Jennings Foundation initiated a five-year tiered plan to study, train, coach, and support educators as they implement strategies that will develop strong social, emotional, and inquiry-based learners in the middle school. Beginning in 2020-21, educators will connect with business and civic partners to develop experiential learning opportunities for these students. In doing so, students will more readily engage in the deep learning required to access the high school academies. They will build the foundation needed to develop the aspirered competencies detailed in the “Portrait of a Graduate.”

With steering committees, tactical teams, and an advisory committee set in place during the 2019-20 school year, Mr. Black says the district’s approach is a community-wide partnership that requires “all hands on deck” to make sure they are creating the best framework for Akron’s middle school students.

“We are transforming what middle school has to offer our students,” he remarks. “It will be a student-centered focus that will transform students’ experiences within the classroom to be relevant, engaging, and provide them with an opportunity to design, innovate, and impact what their future will be.”

MARTHA HOLDEN JENNINGS FOUNDATION

“ Akron Public Schools is really living the model of Future Ready. We have structured our building’s model to Future Ready. We have structured our students’ mindsets to adapt to a Future Ready society, and we are now creating programs and processes to allow our students to understand how to access Future Ready opportunities.”

MARK BLACK, EXECUTIVE DIRECTOR
SECONDARY EDUCATION, AKRON PUBLIC SCHOOLS

EXPLORING HOW CREATIVITY CONTRIBUTES TO CIVIC ENGAGEMENT

What is an educator’s role in helping students identify their values?
How do you create self-awareness within students in order for them to be aware of their personal perspectives and biases?
How can creativity challenges help students develop empathy for others?

These are some of the inquiry questions teachers in central Ohio are investigating through their participation in Cultivating Creative and Civic Capacities (CC & CC). The project supports teachers as they create and implement a framework to foster dispositions young people need to be successful, responsible agents in a changing world. It is a collaboration between Project Zero (P2) at Harvard’s Graduate School of Education, educators at the Columbus Museum of Art (CMA), and central Ohio teachers.

Through the project, teachers are using their classrooms as laboratories—developing, testing, documenting, and refining a set of practices that promote essential capacities of creative, critical, and empathetic thinking in themselves and their students. Their research will build understanding around how educators can help students think deeply about people different from themselves and what educators need in order to nurture this type of deep learning.

“We are not sure what ‘Creative and Civic Capacities’ look like in learning,” remarks Jennifer Lehe, Manager of Strategic Partnerships, CMA, who is coordinating the project, which is funded by a five-year Jennings grant. “We want to figure that out with [teachers]. So, we are creating this big possibility-phase—and it’s been amazing to see how the teachers have navigated that.”

CC & CC is an outgrowth of questions raised by teachers who have participated in the museum’s Teaching Creativity Institute, which has been held at CMA for several years, explains Ms. Lehe.

“Teachers were seeing that activities associated with fostering creativity are actually rooted in fostering empathy,” Ms. Lehe says. “It was organically bubbling up with our teachers as they were applying some of our creativity challenges and reflection protocols in their classrooms. They saw impact on such things as empathy, collaboration, and thinking about the world outside of themselves.”

Work on CC & CC initiative began in the fall of 2019 with 10 teams of teachers, representing K-12 from eight central Ohio districts. The groups meet regularly in different configurations for training, coaching, and ongoing check-ins. Each team is guided by a teacher “mentor,” who serves as coach, helping teachers develop and document learning experiences that foster creative and civic thinking. The teams also gather monthly at CMA with P2 researchers and CMA’s education staff who provide further guidance and support.

Teachers involved will continue their journey during the next two years with ongoing support from CMA and P2. Ms. Lehe believes it will be a gradual process, but through their commitment and collaboration, teachers will design frameworks that will build positive habits and beliefs critical to their students’ success in school, work, and life.

“One of the most powerful shifts is slowing down and becoming more aware of how creativity and civic mindedness can harness no matter what your situation,” says Ms. Lehe. “This is not an activity you try. An activity can build culture, but what we are really talking about is a culture shift. And that requires us to slow down, pay attention to what’s there, really learn to listen to the learners, and be self-reflective about creativity and civic mindedness.”

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Funding Teachers Who Provide Deep Learning Experiences

**GRANTS-TO-EDUCATORS** support the Foundation’s basic objective of recognizing and encouraging outstanding classroom teachers in Ohio’s secular schools. Grants are available to teachers and administrators for classroom, school-wide, or district-wide projects. The Foundation reviews grants ten times a year (not in July or December). Applications are evaluated on the depth of learning the experience will have on students. The Foundation has established six focus areas within the Grants-to-Educators program, which reflect the deep learning theme:

- Develop students’ skills in critical reading, writing, research and/or mathematics
- Develop students’ problem-solving skills
- Foster students’ self-directed learning
- Engage students to think as scientists, social scientists, and/or artists
- Engage students in interdisciplinary learning
- Engage students in meaningful problem- or project-based learning

For a grant application see [www.mhjf.org](http://www.mhjf.org)

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**2019 GRANTS-TO-EDUCATORS**

Grants-to-Educators issued through December 31, 2019

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**left:** Steubenville HS’s unique Aviation/Aerospace program prepares students to test for a 107 Drone Pilot License and/or a Private Pilot License. Students practice on flight simulators that replicate exactly what they will find in a real cockpit.

**right:** Hillsdale MS students use problem-solving skills to complete challenges designed to stimulate their own “Brainbox” in a new self-directed learning space.

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**left:** Engineering students at Akron’s STEM HS connected with a corporate partner to research, design, and build models of an energy efficient solar powered house.

**right:** Jenna Bates’ students at Bio-Med Science Academy in Rootstown are integrating theater in the study of works by ancient to modern playwrights. They have designed character masks, built sets, and researched how the writers’ themes live out in contemporary life.

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**left:** Engaging students in meaningful problem- or project-based learning

**right:** Engaging students in interdisciplinary learning

**left:** Engaging students to think as scientists, social scientists, and/or artists

**right:** Engaging students in self-directed learning

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**left:** Developing students’ skills in critical reading, writing, research and/or mathematics

**right:** Developing students’ problem-solving skills

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**left:** Developing students’ problem-solving skills

**right:** Developing students’ problem-solving skills
In 1959, Mrs. Andrew R. Jennings established the Martha Holden Jennings Foundation to provide a means for greater accomplishment on the part of Ohio’s teachers. She hoped to encourage creativity in teaching and bring greater recognition to the teaching profession. Thousands of Ohio public school teachers and students have enjoyed and benefited from a wide range of educational opportunities made possible by her concern and vision.

“Did we do a little good today?”
Arthur S. Holden
Founder and Chairman Emeritus

“An important part of our mission is to serve and honor teachers. I use those terms interchangeably. Honoring teachers is woven into everything we do.”
William T. Hiller
Retired Executive Director

“If the Foundation is to be judged, I would like it to be judged based on our Grants-to-Educators.”
George B. Chapman, Jr.
Past President/Chairman

“Since 1959, Jennings has not sought to be noticed, but rather to notice and support the greatness in Ohio’s educators and their students; resultanty, they have excelled well beyond imagined for 60 years.”
Daniel Keenan
Executive Director

Six Decades of A Whole Lot of Good
The JENNINGS EDUCATORS INSTITUTE aims to energize educators, promote working opportunities, and enhance classroom instruction through a series of Saturday workshops held each fall. The program is open to administrators and teachers in selected areas of Ohio each year. Participants may choose to take an extra step to put their learning into practice by becoming a Jennings Action Research Fellow. These educators design projects incorporating ideas presented during the different sessions.

In 2019, 70 teachers from central Ohio attended the Institute, which was held at Otterbein University in Westerville. The sessions featured topics discussed during the recent Jennings Educator retreats: trauma-informed practice; creating cultures of thinking in classrooms and schools; and teaching for creativity and civic consciousness.

As Amanda Schroyer sat in on the first session listening to the presenters discuss how to “create cultures of thinking in the classroom,” her mind was already conjuring up ways to apply what she was hearing to her classroom at Glacier Ridge Elementary in Dublin. Several months later, her third graders are accustomed to creative projects inspired by these ideas.

“I now approach projects backwards. Instead of starting with me and the content standards and then giving students a task to complete, I ask them to create something of their own, and then I apply the content standards to it,” explains Mrs. Schroyer, who has implemented project-based learning in her classroom before but never to this extent. “We created this giant city and put many real-life experiences into it, tying in so many math and writing standards. We didn’t plan on doing as much with it as we have, but the kids don’t want to let it go. They come up with ideas as to where to take the project next; it is completely student driven.”

A town planning assignment resulted in a construction project that includes a house for every student and additional buildings that contain support services necessary to keep their “citizens” happy. The project is totally student-driven and allows for many possibilities to tie in standards.

“I am in favor of blended learning because it’s really making a difference. It has energized my staff. It’s a new model of teaching—one they have taken great ownership of because they are seeing great results on the other end.”

In the Jennings Educators Institute, Mrs. Powers has been able to use award funds to hire a former elementary teacher Lauren Pfenning as a dedicated blended learning coach. Her role is to design professional development and support teachers as they slowly adopt blended learning practices.

“If anything is going to take root it has to be a true partnership between administration and the teaching staff; there has to be a desire on everyone’s part,” remarks Mrs. Powers, as she envisions how the district will move forward with the initiative. “We are asking teachers to change, shift paradigm, look at teaching in a different way, step away from being the teacher on the stage and allowing children some independence to take hold of their own learning. Thanks to the generosity of the Jennings Foundation we are able to have Lauren here and offer professional development to our staff.

“The enthusiasm of my staff is at such a high level,” she continues. “Veteran teachers as well as those new to the field are energized by what blended learning is doing in their classrooms. That’s so important because when you talk about what makes a successful classroom, first and foremost it’s the teacher and what he or she is doing to help students reach their own personal levels of success.

“If I had a magic wand, I’d like to see blended learning here in all my classrooms in the future, but we do have to give it time to grow.”

The presenters talked a lot about student creativity, deep thinking, and critical thinking skills. Sometimes educators get so afraid and caught up in the content standards that we forget how to allow kids to be creative and to make things that are all their own.”
Recognizing Outstanding Educators

MASTER TEACHER AWARD

JENNIFER DAVIS
Benjamin Logan Middle School
Visual Arts Teacher

Award funds helped to transition an underutilized media center within the middle school into a STREAM (science, technology, reading, engineering, art, and math) Innovation Center & Makerspace available to all students and teachers in the building. The space is designed to encourage academic discovery as students work on real life, project-based learning activities. Together they set goals, generate ideas, discover possibilities, problem solve and experiment, all while developing 21st century skills.

TEAM TEACHING AWARD

SAMANTHA MILLER
ERIN JORDAN
BRITTANY CORNELIUS
KAYLEIGH GABRIEL
Champion Central Elementary School, Kindergarten Teachers

During the past five years, this kindergarten teaching team has worked in concert to create rich learning opportunities for their students. With award funds they designed a yearlong initiative that centers around “Space.” They purchased books, toys, costumes, and models for each classroom to engage students in a variety of play-related activities. Technologically, the children are also learning how to code at a developmentally-appropriate level. Through teamwork and problem solving, the students will build social skills needed to work together to construct and program a “kindergarten age” space rover that can navigate an obstacle course in space.

“we all have strengths in different areas so when we come together it’s like a puzzle being built. We just fit together, our strengths and our weaknesses balance each other out. We have our individual classrooms, but are all watching out for and working to help each other’s students. It really is one big kindergarten family.”

GEORGE B. CHAPMAN, JR. TEACHER AWARD

FOR EXCELLENCE IN MATHEMATICS EDUCATION

JOHN VAS
Olmsted Falls High School
AP Calculus Teacher

Several years ago John Vas began to experiment with the idea of a flipped classroom by creating mathematics video tutorials that he posts on YouTube. His students responded very favorably because they can pause, re- wind, or re-watch a lesson as often as they like to review what they don’t understand. With his award funds he is taking this concept one step further—asking students themselves to do the teaching. His goal is to have teams of students research a mathematics topic, design engaging mini-lessons to teach the topic, develop a strategy to deliver the content in video format, and collaborate with students in a digital marketing class to record, produce, edit, and publish the lessons for peer review.

“One of the best ways to learn math is to teach math. Whenever I ask students to show peers how they did something, they respond, ‘Wow, I really have to learn it to explain it to somebody else.’ And that is what I hope to achieve by asking students to create videos for each other.”

ARTHUR S. HOLDEN TEACHER AWARD

FOR EXCELLENCE IN SCIENCE EDUCATION

JEFFREY BRACKEN
Westerville North High School
Chemistry Teacher

Three years ago, Jeffrey Bracken partnered with a business teacher along with his students to create the Chem Gems Soap Company. Their objective has been to produce soaps, bath bombs, sugar scrubs, and lip balm in the school chemistry lab and sell their products locally and online. It has taken a lot of experimenting and some failed attempts, and over time each group of students has learned lessons from those who came before. In the process, they have discovered the interwoven relationships among science, business, art, engineering, and computer science as work in all areas is required to produce, label, package, and bring their products to market. Award funds have allowed Mr. Bracken to expand this operation and involve more students, and products, in the interdisciplinary enterprise.

“Sometimes, we as teachers like to stay in our comfort zones and teach the same thing over and over. What I like to do is get into a scientific mindset where I can learn what I need to try something new. It may not work perfectly for 3, 4, or even 5 attempts, but the next time it will be better than the first. Hopefully, that’s a mindset I share with my students as I teach.”
Encouraging Ohio’s Excellent Teachers

The annual JENNINGS FUND FOR TEACHERS program supports outstanding educators who think about their personal and professional improvement in big ways and are willing to take risks to pursue greatness. In 2019, the program selected a second cohort of 19 Ohio teachers. They designed eight distinctive fellowships that took place during the summer across the globe. These experiences inspired creative classroom projects, challenged personal comfort zones, and in many instances fulfilled lifelong dreams.

1. Elida High School computer science teacher Mark Suter travelled to the AR/VR World summit in London (Augmented Reality/Virtual Reality) and met with six startup companies in Paris to learn how they are using 360 video and VR to either train employees or entertain audiences.

2. A visit to Senegal and Morocco allowed Maple Heights High School French teacher Megan Murphy to learn about the culture and language of Francophone countries beyond France. She was curious to see what daily life was like in each country and to learn about the art, music, food, and customs in each.

3. The task to write a student-led curriculum on the Protestant Reformation led two middle school teachers, Matthew Ferguson and Amanda Bentz, to Germany to learn about the movement where it began.

4. A passion for conservation drew Laura Balliet to southeast Asia where she would learn how residents of Bali and Borneo practice environmentalism and educate future generations around the concept of sustainability.

“The Fund For Teachers experience will add to your teaching in more ways than you realize; it will seep into other areas of your teaching when you least expect it. I have a greater sense of world history because of it.”

MATT FERGUSON, SOCIAL STUDIES TEACHER
PERRYSBURG JUNIOR HIGH SCHOOL

“Green school in Bali was such an AMAZING, magical place. The work they are doing to help the planet far exceeds that of any school I have seen, and their students are taking an active role in the learning process. I felt so inspired, and I have been working to inspire my students here at home.”

LAURA BALIET, HARDING MIDDLE SCHOOL
LAKESIDE CITY SCHOOLS

2019 FELLOWS RECIPIENTS
REBECCA BUCHENIC
Grand City Schools
SUSAN LANDIS
MONICA MEYER
KATHLEEN MURPHY-MORALES
TERESA TROYER
Dayton Public Schools
DERIK AVARADO
Greene County ESC
AMANDA BENTZ
Maysville City Schools
MATTHEW FERGUSON
Perrysburg Exempted Village Schools
HELEN LINDSAY
PAULA KIOWSKI
Garfield Heights City Schools
JENNIFER HOPPER
SONNET SURBER
DANICA SCHROEDER
SARA HERMANSSEN
RITA STANLEY
Deer Park Community City Schools
LAURA BALIET
Lakewood City Schools
MEGAN MURPHY
Maple Heights City Schools
MARK SUTER
Elida Local Schools

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Support for Schools

OPEN GRANTS are available to any public school district, non-religious private school working with public schools, or tax-exempt organization that assists elementary and secondary schools in Ohio. The Board of Directors reviews Open Grant requests eight times a year. Grant proposals are evaluated on the impact that the quality of teaching and/or the depth of learning the experience has for teachers and students. Excellent Teaching involves motivating students, leading them in academic discovery, managing the classroom, and connecting concepts with personal experience. Deep Learning refers to higher-level thinking, complex processing, critical thinking, and problem-solving.

2019 GRANTS & ALLOCATIONS

An alphabetical listing of all grants for the period ending 2019

Cleveland Pops Orchestra
Actual Music Program Expansion
Cleveland Public Theatre Inc.
Student Enrichment Program
Cleveland State University Foundation
Viking CHAMPS
First Ring Leadership Academy
Teach Action Research
Cliffside Artists Collaborative
Back to Basics in Arts Education
Coach Sam’s Inner Circle Foundation
Aiming Higher Youth Literacy Program
College Now Greater Cleveland Inc.
Early Action for Motivated Middle Higher Education Compact
College of Wooster
B-WISE Science Camp for Girls
Columbus Council on World Affairs
Great Lakes Museum of Science, Environment
IB Primary Years Program continuation
Global Ambassadors Language Academy
Breakthrough Schools Mentoring Pilot
STEMing Science into Conservation
Friends of Aullwood Inc., Dayton
Integrated Arts & Literacy
Fine Arts Association Willoughby
B-WISER Science camp for Girls
College of Wooster
B-WISE Science Camp for Girls
Columbus Council on World Affairs
Global Competency for Our Future Leaders
Global Fluency Training
Columbus Museum of Art
Cultivating Creative & Civic Capacities-Year 1
Columbus Symphony Orchestra
2019 Columbus All City Orchestra
Conservancy for Cuyahoga Valley National Park, Peninsula
Summer Environmental Education Academy
Cuyahoga Community College Foundation
Office Program and Strings Attached
DANCE/VERT
Transformations 2020
Educational Service Center of Central Ohio
Project Zero Cohort 2
Educational Service Center of Northeast Ohio
Spark Learning: Extension II
Cleveland Clinic Foundation
Cleveland Clinic Expressions-2019-2020 Science Internship Program
Cleveland Foundation
Say Yes Cleveland Scholarship Year 1
Cleveland Institute of Art
Pathways to Careers in Art and Design
Cleveland Institute of Music
2019-20 Teaching Artists Program
Cleveland International Film Festival Inc.
FilmFest 2020 Media Literacy Program
Cleveland Metropolitan School
All-City Arts 2019-20
Arts Integrated STEM Residencies
Boosting Student Engagement
Invention Connection
Cleveland Museum of Natural History
Inspir: Reach Every Child
Cleveland Play House
CARE Residency for CMSD
Cleveland State University Foundation
Viking CHAMPS
First Ring Leadership Academy
Teach Action Research
Cliffside Artists Collaborative
Back to Basics in Arts Education
Coach Sam’s Inner Circle Foundation
Aiming Higher Youth Literacy Program
College Now Greater Cleveland Inc.
Early Action for Motivated Middle Higher Education Compact
College of Wooster
B-WISE Science Camp for Girls
Columbus Council on World Affairs
Global Competency for Our Future Leaders
Global Fluency Training
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Cultivating Creative & Civic Capacities-Year 1
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FilmFest 2020 Media Literacy Program
Cleveland Metropolitan School
All-City Arts 2019-20
Arts Integrated STEM Residencies
Boosting Student Engagement
Invention Connection
Cleveland Museum of Natural History
Inspir: Reach Every Child
Cleveland Play House
CARE Residency for CMSD

Kristi Leonard, a “Building Bridges to Careers” teacher liaison, works to connect students at Frontier High School in Washington County to local job opportunities in Marietta and surrounding communities.
### 2019 GRANTS & ALLOCATIONS

<table>
<thead>
<tr>
<th>Grant Recipient</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennings Summer Mathematics Institutes</td>
<td>$54,000</td>
</tr>
<tr>
<td>Institute designed to improve the skills of Ohio's mathematics teachers</td>
<td></td>
</tr>
<tr>
<td>Jennings Team Teaching Award</td>
<td>$9,000</td>
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<tr>
<td>Award for an exceptional team of teachers</td>
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<tr>
<td>Junior Achievement of Greater Cleveland K-12 Financial Literacy Programs</td>
<td>$20,000</td>
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<tr>
<td>Kent State University Foundation Designing Identities</td>
<td>$20,000</td>
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<tr>
<td>ELLAS</td>
<td>$21,790</td>
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<tr>
<td>Kent PreSchool Early Literacy</td>
<td>$13,069</td>
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<tr>
<td>May 4, 1970 &amp; Now: Voices for Change</td>
<td>$26,290</td>
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<tr>
<td>Kulture Kids</td>
<td>$11,500</td>
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<tr>
<td>Family, Farm and Table</td>
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<tr>
<td>Leadership Lake County Inc., Mentor 2020 Youth Programs</td>
<td>$15,000</td>
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<td>Learning About Business Inc., Painesville LADB 2019</td>
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<td>Lima City Schools Project PUSH</td>
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<td>Literacy Cooperative of Greater Cleveland Professional Excellence</td>
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<td>Lorain County Boys and Girls Club SPARK Early Literacy Program</td>
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<td>Madison Local Schools Early Literacy Project - Year 2</td>
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<td>Malta Museum of Jewish Heritage Stop the Hate: Youth Sing Out</td>
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<td>Marietta City Schools Career Connected Deep Learning System</td>
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<td>Marietta College STREAM Camp</td>
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<td>Mayerson Academy for Human Resource Development, Cincinnati</td>
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<tr>
<td>Growing Thriving Learning Communities</td>
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<td>Midwest Regional Educational Service Center, Belfontaine</td>
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<td>CAREER NETWORK II</td>
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<td>Milford Exempted Village Schools Quantum Learning Training, Phase 2</td>
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<td>Summer and Academic Programs</td>
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<td>Montessori Development Partnerships Training for Excellence</td>
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<td>Mount Vernon City Schools STEM Robotics</td>
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<td>Musical Arts Association Cleveland Orchestra Youth Orchestra Crosmando 2019-20</td>
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<td>Musical Theater Project Deep Learning through Kids Love Musicals</td>
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<td>Muckingum Valley Educational Service Center, Zanesville</td>
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<td>Kindness Crew</td>
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<td>Success through Mastery Learning</td>
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<td>North Canton City Schools Reading Success For All</td>
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<td>North Point Educational Service Center, Sandusky Expanding Growth Minisat</td>
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<tr>
<td>OhioEnergy Project, Worthington Engaged in Energy</td>
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<tr>
<td>Ohio Northern University, Ada 2019 Summer &amp; Academic Honors Institute</td>
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<td>Ohio Soybean Council Foundation, Worthington CheckQuest: A Life Cycle Journey</td>
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<td>Ohio State University Foundation, Columbus</td>
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<td>Olivet Housing Corporation Freedom Summer 2019</td>
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<td>OpenDoorsInc. Design Your Own Country</td>
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<td>Otterbein University, Westerville Essex School at Otterbein 2019</td>
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<td>Parma City Schools PBL Immunation</td>
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<td>The Joy of Math is Contagious</td>
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<td>Partnerships Make A Difference Inc., Columbus Vision &amp; Leadership in St. Phase 2</td>
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<td>PAST Foundation, Columbus PS Applied Professional Development</td>
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<td>Philanthropy Ohio, Columbus 2019 Education Initiative</td>
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<td>Princeton City Schools, Cincinnati Improvement through Instructional Rounds</td>
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<td>Rural Action Inc., The Plains Appalachian Green Teachers Project</td>
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<td>Shaker Lakes Regional Nature Center Applied Science for Cleveland Students</td>
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<td>Spice Acres Field Kitchen Inc. Understanding Our Community Food System</td>
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<td>Stark County Educational Service Center, North Canton Artful Living and Learning</td>
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<td>Steubenville City Schools STEM Connect &amp; Innovation</td>
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<td>Summit Education Initiative, Akron CLASS Act Scholars</td>
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<td>The First 4 Days</td>
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<td>Summit Educational Service Center, Cuyahoga Falls Social-Emotional Learning</td>
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<td>Preschool Strategies for Deeper Learning</td>
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<td>Tallmadge City Schools Service Learning &amp; School Transformation</td>
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<td>Teach For America Inc. Teacher Support and Development</td>
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<td>The World: Ohio Center for History, Art and Technology: Newark</td>
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<td>TomTod Ideas Inc., Canton What It T101: Embedded Pilot</td>
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<td>Union Local Schools, Belmont Full STEAM Ahead</td>
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<td>University Circle Incorporated Early Learning Initiative 2020</td>
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<td>Future Connections</td>
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<td>LEAD: Linking Education and Discovery</td>
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<td>University Hospitals Health System Inc. Ann Rainey Fund for Excellence</td>
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<td>University of Akron Foundation Engineering for Educators Third Grade Reading</td>
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<td>Action Team</td>
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<td>University of Cincinnati Foundation Early IT Teacher PLC</td>
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<td>STEM/STEAM Teachers PLC</td>
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<td>University School Entrepreneurship Programs</td>
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<td>YES! Entrepreneurship Educator Cohort</td>
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<td>Upper Arlington City Schools The Start of a New Culture</td>
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<td>VHHT Save The Music Foundation, New York Dayton Schools Music Education Rebuild</td>
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<td>Wadsworth City Schools Deep Learning about SEL</td>
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<td>Westlake City Schools Utilizing STEMM Problem-Based Framework</td>
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<td>Waxner Center Foundation, Columbus Pages</td>
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<td>Wooster City Schools Home Grown Reading Institute</td>
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<td>Young Men Christian Association Lake County, Painesville</td>
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<td>Arthur Holden Leadership Institute</td>
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<td>Youth Yoga Project, Columbus Becoming a Mindful School</td>
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<td>ZEalows Yamaha Yoga and Mindfulness Programming Schools</td>
<td>$14,134</td>
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<tr>
<td>Total Grantees are in Cuyahoga County unless otherwise noted in their title</td>
<td>$3,307,029</td>
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</table>

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### 2019 STATEMENT OF RECEIPTS & DISBURSEMENTS

For the year ended December 31, 2019

**RECEIPTS**

- Income from investments $1,504,621
- Capital Gain $1,177,985
- **Total RECEIPTS** $2,682,606

**DISBURSEMENTS**

- Grants and programs $3,265,536
- Grant-related/Operating expenses $1,091,895
- **Total DISBURSEMENTS** ($1,674,825)

**EXCESS OF DISBURSEMENTS OVER RECEIPTS** $4,357,431

Note: The above figures are from the Foundation records prior to audit by RSM US LLP. Further information is available upon request to the Business Office.
2019 BOARD OF DIRECTORS

The Directors of the Foundation meet eight times a year to review the recommendations of the Distribution Committee to approve grants. They also conduct other Foundation business, including establishing policy and providing direction and accountability for the Foundation’s funds. The Directors have a substantial background of business and educational experience and during their careers have been involved in educational activities at various levels. They volunteer their time as a further sign of their commitment to enhance public school education in Ohio.

2019 DISTRIBUTION COMMITTEE

The Distribution Committee meets ten times a year to review Grants-to-Educators applications and make Open Grant recommendations to the Board of Directors. The committee members represent a balance of professional educators and experienced business persons who are dedicated to their responsibilities. Together, they brought keen insight and wisdom to their role as they individually read and weighed the value of 270 requests during 2019.

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