<table>
<thead>
<tr>
<th>Purpose</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>0.00</td>
<td>0.00</td>
<td>150,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>150,000.00</td>
</tr>
<tr>
<td>Support Services</td>
<td>0.00</td>
<td>0.00</td>
<td>51,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>51,000.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td>0.00</td>
<td>0.00</td>
<td>35,000.00</td>
<td>2,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>37,000.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>0.00</td>
<td>0.00</td>
<td>5,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Total</td>
<td>0.00</td>
<td>0.00</td>
<td>241,000.00</td>
<td>2,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>243,000.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00
Remaining: -243,000.00
Marcia Spaeth is recognized and trusted in the Millvale Published Author. Established Dreamers and Visionaries, a mentor program for males. LaMarque Ward assisting each student with their “vision” and the “builders” have considerable experience working with staff to encourage and inspire students so the teachers aren’t just “talking heads.”

The population it serves is predominantly African American, single parent homes. Ethel M. Taylor Academy, a K-8 elementary Cincinnati Public School is located in one of Ohio’s highest poverty stricken neighborhoods. Millvale: This program, if implemented, attempts to not only significantly improve student academic achievement but seeks to break a cycle of poverty that exists in the neighborhood, through education. The idea is to inspire students through knowledge and experiences that show the students a world outside of what they know.

300 Total Students Impacted:

4. Lead applicant primary contact: Provide the following information:
First Name, Last Name of contact for lead applicant: Molly Lukan
Organizational name of lead applicant: Ethel M. Taylor Academy
Unique Identifier (RIN/Fed Tax ID): 
Address of lead applicant: 1930 Frische Cincinnati, Ohio 45225
Phone Number of lead applicant: 513-363-3644
Email Address of lead applicant: lukeno@cps-k12.org

5. Secondary applicant contact: Provide the following information, if applicable:
First Name, Last Name of contact for secondary applicant: LaMarque Ward
Organizational name of secondary applicant: Dream Builders University
Unique Identifier (RIN/Fed Tax ID): 
Address of secondary applicant: 1538 Reid Ave. Cinti., Oh 45224
Phone number of secondary applicant: 513-335-8014
Email address of secondary applicant: lward@dreambuildersuniversity.com

7. Partnership and consortia agreements and letters of support: Click on the link below to upload necessary documents.
* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.
* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.
UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Molly Lukan, Resource Coordinator at Ethel Taylor Academy. Responsibilities would include; managing partnerships, planning off site exploration, scheduling on site speakers, tracking data, documenting progress, keeping necessary records to sustain program. LaMarque Ward: Founder of Cincinnati Dream Academy and Dream Builders Academy. Taught and Managed at Cincinnati Job Corps. Published author of works including the book, Competing as a Lifestyle You vs. You, A Students Guide to Greatness Currently, working on Ph.D. in adult learning and training. Is recognized and trusted in the Millvale community. Has experience in reaching this demographic as well as success in implementing programs that shape the life of youths. James (Pat) Pugh: A respected and revered household name in Millvale and South Cuminsville. Pastor and Leader of Cincinnati Urban Ministry Outreach. Established Dreamers and Visionaries, a mentor program for males. A “Builder” with Dream Builders Academy. Pastor Pat (as we call him in Millvale) has a B.S. in Psychology and an MA in Missiology with an emphasis in Urban Ministry. Published Author. Some of Pastor Pat’s honors include, Who’s Who Among American College Students, Young alumnus of the year Ohio Valley University, Alumnus of the year mentored in bible and religion Ohio Valley University, and Mr. Ohio Valley University. Role: Will lead Dream Building functions on site by providing direct student engagement in the class to support the Dream Building process on site with students and staff. Monica Pledge Community Support and Dream Builder. Role: Serve as support with Pat and work with young ladies on Dream Building. Building healthy confidence and self-esteem. Kebie Wilkenson Trainer and Dream Builder. Role: Dream Building coach and trainer with students and staff.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom

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

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Ethel Taylor is a Title 1, 100% free and reduced lunch elementary school located directly in the middle of a Cincinnati Metropolitan Housing Project. The population it serves is predominantly African American, single parent homes. Many of the students have a challenging home life and school is their safe haven. Last year, the staff interviewed the middle school students about their future. Ninety Eight percent of the students interviewed said they could not envision a future without violence. Less than 5% said they believed they would go to college. Success seems almost unattainable through the eyes of our students. We want to change that with the help of professionals in the community, advanced resources and in particular through a partnership with the people at Dream Builders University. We want to implement a program that inspires students to dream, dream big and not just believe they can achieve but know they can.

In 2011 we took our third grade class on a B&B Riverboat Cruise, many of the students had never seen the Ohio River before. Millvale is less than 8 minutes from the Ohio River and still many of our students just, “talking heads.” They also have experience with team building and staff morale which is key to Common Core success. With the Common Core, teachers can’t be their own island anymore, they need to collaborate and understand the full curriculum of the students they teach. In addition to the Dream Builders partnership, we want to offer resources and experiences that enrich our students’ awareness.
12. Describe how it will meet the goal(s) selected above. If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable: a. Enter a project budget b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school partner.

14. What is the total cost for implementing the innovative project? * 243,000.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e., staff counts and salary/benefits, equipment to be purchased and cost, etc).

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

5,000.00 * Specific amount of new/recurring cost (annual cost after project is completed)

* Narrative/explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.) If there are no new/recurring costs, please explain why.

16. Are there expected savings that may result from the implementation of the innovative project?

0.00 * Specific amount of expected savings (annual)

* Narrative/explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

We are submitting a Financial Impact Table even though it does not show much of an impact on the 5 year financial plan. That is because we have created a plan to sustain this project with minimal funding. We have committed partners pledged to provide the funds for the program's continuance in the years subsequent to the grant. The funds needed to sustain the program after the grant has run its course, will come from an outside source. This is not included in the school's budget. The Soaring Hawks Foundation will house grant money and any additional funds raised for the purpose of sustaining the project. Some of the funds required to support this program have been committed to the funding for the reviving a revolving fund. Recently, Ethel Taylor established a foundation, The Soaring Hawks Foundation, which raises money directly for the use of the school. Each time a student goes on a professional outing they will be asked to pay $5 (if the payment is a problem, obviously we will get the money elsewhere). That money will go in to the revolving fund, which is then used as per the needs of the students. The $5 fee is merely a way to support the program and insure the same opportunity to their successors. The Soaring Hawks Foundation secures the program's ability to sustain. The Board Members of The Soaring Hawks Foundation are always actively fundraising and committed to supporting this project. The Soaring Hawks Foundation is also committed to raising the funds needed to renew the necessary resources to guarantee the program's future success, excluding salaries. Assuming the membership and purchase of Hobson.com software and services proves beneficial, The Soaring Hawks would be prepared to renew Taylor's contracts. The Board of Trustees would perform an in-depth analysis of purchased resources specific to the program and make a well informed decision on its renewal. If software or programming is not proving to be as successful as anticipated, The Soaring Hawks Board will research and purchase alternative, more effective programming. Obviously, a chief component in this program is the teachings from the Dream Builders which is a cost we cannot secure for the future. It is also a cost we do not anticipate needing after the grant because we have drafted a plan that not only sustains the program but strengthens it. Our idea is simple, those who learn it will now teach it. This would include a student to student mentor program. Sixth graders would partner with fourth graders, fifth graders could partner with third graders and so on. The belief is that by passing on the knowledge the students who participate will be closely followed. If given this opportunity, the program will be tracked and the data will be there.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your strategy to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)
No and involvement. could provide college and career readiness programming in the classroom. Classrooms are operated pretty traditionally. The students hold on to what they learn, the program resources they connect with and the efforts they make to achieve their goals which would not necessarily be easily benchmarked.

The effects of this initiative could be measured by the students' academic progress. Instead of focusing on the short term 5 year financial impact, Ohio should consider the long term effect of driving students to become constructive members of society instead of following the cycle they were created to be in. The Dream Builders University not only works with students but also works with teachers. The "Dream Builders" have proven success by inciting staff and changing perspective. With this coaching we expect the staff at Taylor to be rejuvenated and alter their prospective. This is not to say that Taylor does not have good teachers, Taylor has excellent teachers. Taylor has an amazing staff committed to the students. They work hard every day and they do it without the accolades and recognition of teaching in a more affluent neighborhood with a renowned education system. The staff is one reason we believe Taylor is ideal for this project. Taylor has the perfect staff to execute the objectives.

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

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

21. Is this project able to be replicated in other districts in Ohio?

Yes
No

22. If so, how?

Schools in Ohio would have an advantage of replicating this program because Ethel Taylor can work through it to see what works and what doesn't. Ethel Taylor can draft this program in detail after the first year to share with other schools. Many of the ideas in this project are low cost, such as, the speakers, the student mentoring etc. Additionally, it is wide open for other schools to be creative and tailor this program to their population.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

Instead of focusing on the short term 5 year financial impact, Ohio should consider the long term effect of driving students to become constructive members of society instead of following the cycle they were born in to. It's a win for both the students who better their lives and a win for the state who now has a tax paying citizen boosting the state economy.

24. What are the specific benchmarks related to the funded goals that project aims to achieve in five years? Include any anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The effects of the initiative are measured by the students' academic progress. We expect significant growth in our 3rd-6th grades. Not only in test scores but in grades and teachers' comments. Also by measuring the dropout rate, which is astonishingly high when Taylor students move to high school. In 5 years, we could benchmark each grade to the schools standard, the district standard and the state standard. Ideally, Ethel Taylor's academic performance will jump considerably. We anticipate outcomes that cannot be benchmarked because they completely transform a child's path in life. Tracking how the students have transformed the program and the services they have access to, the efforts they make to achieve their goals which would not necessarily be easily benchmarked. Currently, Taylor's classrooms are operated pretty traditionally. Our teachers and staff utilize the resources available to them but due to budget cuts, the number of resources is extremely limited. Without the Straight A Funds we could provide college and career readiness programming in the classroom. The whole idea of this project is increasing the resources available to our students. Not only through technology but experience and involvement.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.
PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I Accept, Molly Luken, Resource Coordinator Ethel Taylor Academy, Cincinnati Public Schools 10/23/2013