



DESCRIPTION OF NATURE OF PARTNERSHIP

A partnership is an association between a grant applicant and educational stakeholder(s) in which the stakeholder agrees to provide human and material assets or access to academic and administrative resources to the grant applicant to develop or execute a Straight A Fund grant application. However, in a partnership, only the grant applicant is responsible for ensuring the grant is developed and executed according to the terms of the grant agreement with the Straight A Program Governing Board. Grant applicant partners are responsible only to the extent provided in their Partnership Agreement with the grant applicant.

In order to ensure the effective implementation of the Straight A Fund throughout the state, applicants are encouraged to partner with education stakeholders. Each applicant must identify its partners and attach a description of each respective partner's roles and responsibilities.

Each member of the partnership is responsible for the following assurances:

1. Be knowledgeable about the applicant's Straight A Fund grant proposal and application, including advocacy of the Straight A Fund program.
2. Maintain familiarity with the partner's services to enhance the proposal, including specific goals and practices.
3. Demonstrate a commitment to clear roles and responsibilities of each partner as it relates to the grant proposal and application.
4. Sustain consistent communication among partners and stakeholders with a shared vision of the goals of the grant proposal. This includes participating in regularly scheduled meetings for project management and identifying areas for improvement.
5. Ensure partners have appropriate access to data for purposes of grant program improvement and evaluation in accordance with state and federal law.
6. Develop a clear project management plan to sustain the project over time.

Partnership Signatures

Applicant

Name: Molly Luken - Ethel Taylor
 Title: Reserve Coordinator
 IRN: 093752
 Phone: 513-363-3644
 Email: lukenm@cps-rl.org
 Address: 1930 Price
 City: Cincinnati
 State: OHIO
 Zip: 45225

Sign: [Signature]
 Date: 10-21-2013

Primary Partner

Name: LaMarque Ward
 Title: Chief Dream Builders
 Tax ID/IRN: [Redacted]
 Phone: 513-335-8014
 Email: lward@dreambuildersuniversity.com
 Address: 1538 Reid Ave
 City: Cincinnati
 State: Ohio
 Zip: 45226

Sign: [Signature]
 Date: 10/23/13



STRAIGHT FUND

Secondary Applicant (if applicable)

Name: Marcia Spaeth - The Soaring Hawks Foundation
Title: Board Member
IRN: [REDACTED]
Phone: 513-646-1118
Email: mspaeth@usavingsbank.com
Address: 3236 Columbia Pike
City: Cincinnati
State: OHIO
Zip: 45226

Sign: Marcia Spaeth
Date: 10-22-2013

Secondary Partner (if applicable)

Name: _____
Title: _____
Tax ID/IRN: _____
Phone: _____
Email: _____
Address: _____
City: _____
State: _____
Zip: _____

Sign: _____
Date: _____



Dream Builders University

Competing As A lifestyle You vs You is a life-transforming tool that leads students to take ownership of their actions and embrace the accountability for their post secondary plan. In a combination of techniques such as assemblies, workshops, and the skills of our Dream Builders, we help students discover and respond to the realization of their potential. The value added to students and schools is the needed conversation centered on choices, the results of those choices, and the ability to recognize the value added or taken away from their personal lives when poor choices are made. Through each chapter of this book, it hammers home the need for each quality and what happens when you don't take ownership of applying these disciplines daily. When this book is used with careful guidance, strong conviction, and a caring touch, it will build a strong foundation for students as they enter the three most critical stages of their youth: the transition into high school, into college, and into their career. **Our trainings empower, equip, and give educators/youth workers a fresh perspective on connecting with students from this generation. Using timeless principles, experiences and research we build a strong case of why we can reimagine the world by helping to build the dreams of our youth today. Our Dream Builders love for youth and their wealth of experience in the field of pedagogy and andragogy is a sight to see.**

The Skill of Dream Building

Learning Dream Building as a skill gives the teacher or youth worker the ability to tap into the students' potential, and use the inspiration from their personal vision. This provides justification for the need for discipline and academic follow through. Without an intentional effort to support student's personal dream building process the post secondary hopes fall by the way side.

Cultural Competency

The ability to understand and appreciate the differences in a person's culture as an educator is priceless. The feeling others can get when they know you've taken the time to empathize with them is immeasurable. As a teacher or youth worker, it's important to learn, understand, and apply these concepts. Looking at students with unbiased body language and "equal eyes" can earn a teacher or youth worker confidence and influence with students.

Relationship Building

Connecting with people in your organization is a must. Taking the time to connect with your students and staff is interpreted as interest, which is a powerful tool to help you to connect. In this training, we introduce relevant student needs that you can use to build better relationships to help your teachers or youth workers to make and improve the connection with students.

Inspiring Purpose While Educating

Instilling purpose in your students builds the *why* into the learning, and provides a justification system that answers the most asked question by students: "Why do I need to learn this?" In this training, teachers and youth workers will learn successful questioning techniques such as open-ended questions, purpose application questions, Jigsaw method, and futuristic impact questions. Students will also be required to keep a journal to use during class discussions. These methods are research proven to inspire students to problem solve, see their potential, and imagine their future possibilities.

Emotional Intelligence (EI)

How would you like your staff to be coached to control their emotions and harness its power in a positive way? Having awareness of your emotions and your ability to maintain emotional balance is a powerful tool. Emotional Intelligence is a beneficial skill because you can learn to perceive, understand, and manage your emotions and actions as well as the emotions and actions of others. By improving your EI, you can also improve your relationships by understanding how your behavior and feelings can influence those around you.

Social Intelligence (SI)

Enhancing your staff's skills in the area of building relationships and collaborating with others is an investment in the stability of your culture. As a result, you will see strong connections made between staff and students that go beyond the classroom. The personal awareness this training brings to your staff gives them confidence, strength, and the ability to recognize boundaries that will help them to build a positive culture.

The Soaring Hawks Foundation was established in 2012 to lend support the needs of the students, families and staff of Ethel M. Taylor Academy.

Taylor Academy is a pre-kindergarten through sixth grade Cincinnati Public School located in Millvale. The neighborhood is predominantly a Cincinnati Metropolitan Housing Authority Housing Project with the school sitting right in middle. Taylor is 100% free and reduced lunch, receives Title 1 funding and about 15-20% of the students being homeless. The need at Taylor is great.

Ethel M. Taylor has been a persistently low performing school. There has been much success over the past 10 years and the school is definitely headed in the right direction. While they have come leaps and bounds, they are still not where they want to be. To assist the school with their goal of academic excellence, The Soaring Hawks Foundation was established. The Foundation's objective is to provide resources for students and families not only the support they need but access to additional educational enrichment they would otherwise not have.

The Soaring Hawks Foundation has a Board of Trustees committed to the "Where Will I Go...When I Grow" initiative. Since their establishment in October 2012, they raised around \$15,000. The goal is to double each year what they raised the year before. There are fundraising initiatives in place and planned for the future to reach their goals.

The Soaring Hawks Foundation is committed to auditing and sustaining the software/classroom resource piece of this project. In Taylor's grant proposal, we have requested to purchase software and programming through Hobsons.com with grant funding. In the year following the grant, 2015, The Soaring Hawks Board will do a thorough review of these programs and decide if they have been effective. If Hobson's has proved successful and a valuable resource, The Soaring Hawks is prepared to cover the costs of its renewal. If the program did not prove effective, the Board of Trustees will research alternative programs specific to the needs of the students. The Soaring Hawks Foundation is prepared to absorb those costs after the grant as well.