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Adjusted Allocation | 0.00
Remaining            | -360,000.00
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: "Secor Garden Academy Reading Rockets"

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

- Secor Garden Academy Reading Rockets program is designed to ensure our program students, who are economically disadvantaged and "at risk" for reading at and beyond grade level by third grade, through utilization of the research proven curriculum "Success For All". This curriculum aligns in a seamless manner with the State of Ohio’s 3rd grade reading guarantee and is Technology driven.

3. Total Students Impacted:

100
3. Total Students Impacted:

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

- First Name, last Name of contact for lead applicant: Dr. Samuel Hancock
- Organizational name of lead applicant: Secor Gardens Academy
- Unique Identifier (RN/Fed Tax ID): 014005
- Address of lead applicant: 3319 Nebraska Avenue Toledo, Ohio 43607
- Phone Number of lead applicant: 419-534-1997
- Email Address of lead applicant: hha101@aol.com

5. Secondary applicant contact: - Provide the following information, if applicable:

- First Name, last Name of contact for secondary applicant: n/a
- Organizational name of secondary applicant:
- Unique Identifier (RN/Fed Tax ID):
- Address of secondary applicant:
- Phone number of secondary applicant:
- Email address of secondary applicant:

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

- Sheila Shuler Armory Child Care Center 3319 Nebraska Avenue Toledo, Ohio 43607

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.

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.

- Secor Gardens Academy Reading Rockets Grant Program will be administered by Dr. Samuel Hancock. The founder, and owner/Superintendent of Secor Gardens Academy Dr. Hancock is also the Founder and President of Hancock, Hancock and Associates LLC a Management and Consultant firm he formed over 20 years ago. Rather than hiring an additional staff person to administer this grant, Dr. Hancock will be responsible for the day to day management of Secor Gardens Academy Reading Rockets Grant Program. He is also the former Chief Administrative Officer, of a K-8 school that was in academic emergency when he arrived and jumped two levels to continuous improvement within one year. Dr. Hancock a Licensed Professional Counselor (L.P.C.) has spent the majority of his 40 year career as an educator having worked at the University of Toledo for 16 years and is a Former Assistant Professor of Medicine. He was the Assistant to the President for Institutional Diversity while at the University and served as the Chairperson of a Community School (K-8) Board for 1 year prior to assuming the position of Chief Administrative Officer of the School with an enrollment of over 190 students. He also was the Principal of a K-3 school before retiring and developing Secor Gardens Academy. While at Star Academy Dr. Hancock administered over $500,000 in grants including ARRA. "Race To The Top" and Title I funding. Dr. Hancock was also a Senior Probation Officer, with Lucas County Adult Probation Department. There Dr. Hancock, helped to design and implement a Job Club for Ex-Offenders. The program was an intensive program designed to provide Ex-Offenders with Life Skills to curb unemployment. This program was one of the first programs of this kind in Toledo, Ohio. The uniqueness of the program was that the program was actually being administered by the Probation Unit rather than an employment agency. The program served over 30 participants during a six (6) month period and saw 93% of the participants employed. Assisting Dr. Hancock with administration of this grant will be Linda Culp. Linda Culp was a former principal in the Washington Local School District. She is also a lifelong educator spending over 25 years with the Washington Local School District. Secor Gardens Academy Reading Rockets Grant Program will bring the Success for All (SFA) Curriculum to the Armory Child Care center located in the same facility of the school. The Administrator at the Armory Child Care Development Center is Sheila Shuler. Ms. Shuler has over 20 years experience in Child Care Development. The Armory Child Care Center will participate in the Secor Gardens Academy Reading Rockets Grant Program as a pilot project whereby pre-k students will be exposed to the SFA curriculum early on. The Program will follow these students into elementary measuring the effects of the curriculum on students who have not been exposed to this curriculum and the Secor Gardens Academy Reading Rockets Program.

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.

- Secor Gardens Academy (SGA) Reading Rockets Grant Program is a reading program that is designed to address the reading deficiencies of students in grades Kindergarten through fifth in a variety of ways. The Program’s goal is to create a high achieving elementary and middle school that will lead it’s students on the path to High School Graduation and beyond. The Project directly targets achievement in reading. Parent and family engagement, strong community input and involvement, and working with the onsite daycare program to expose aspects of the SFA curriculum to the pre-school staff. The four major goals of this project are as follows: 1. To help 85% of Secor Garden Academy students to perform above State of Ohio Proficiency Standards in Reading through the use of state of the art technology (iPads, smart phones, and laptops). 2. To create an after school program that will enhance our ability to create (Global classrooms and promote interaction with other cultures. This technology will help students learn other languages and assist youth that have English as a second language 2. To help 85% of Secor Garden Academy students by the end of each school year to accelerate their reading proficiency two years beyond their current grade level. Goal 3 of the Secor Gardens Academy Reading Rockets Grant Program is to institute Positive Youth Development activities that will reduce the number of referrals by the end of the 2013-2014 school year by 25%. Goal 4 of the Secor Gardens Academy Reading Rockets Grant Program will be to build strong Parent and Family engagement by the end of grant year and beyond measured by the following: Yearly 80% of Parents attendance at Family/Parent events, 90% of Parent participation in volunteer work, 90% of Parent
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.

Reading Room Programs (The Program) goal is Student Achievement. Objectives: By the end of the 2013-14 School year 85% of students participating in the Program required to take the Ohio Academic Assessment (OAA) test will score proficient or above in Reading and 80% of the participants of the Program will accelerate proficient in Reading two years beyond their current grade level. The Program will institute Positive Youth Development Activities by reducing the number of referrals at the end of the 2013-14 school year by 25%; The Program will build strong Parent and Family engagement by the end of grant year and beyond measured by 80% of Parents at Family/Parent events, 90% of Parent volunteers in work, 90% of Parent complete Parent-pre and post program Survey, and 20% improvement in family/school relationship per the post program Parent Survey yearly. The Program Description: Research proves “Success for All (SFA)” Curriculum will be the best program for helping at-risk students to achieve proficiency. Current research of schools all over the U.S. tout SFA for reading performance. SFA schools in OH had a 7.1% increase in proficiency vs non SFA students in grades 3 to 5. SFA’s premise is that all children can and should be reading at grade level by the end of 3rd grade. The Program will go beyond and will accelerate participants reading proficiency two years beyond their current grade level. SFA focuses on phonics in Kindergarten and the practice of sounds in reading at the 3rd grade level and intervention grade 4. Reading instruction will be delivered in 90 min. daily blocks, and intervention grade. Reading daily to students having difficulty reading on a level with their peers by RIS’ Classroom Family Support Teams will be designed to oversee student assessments, and assist with decisions on group placement and tutoring. Students with IEP’s will be inclusive and special education staff will provide a resource to classroom teachers, and RIS, providing appropriate instructional and socialization strategies, in the general education setting, one-on-one and small group remediation. The Program will add funding for Reading Rocket Intervention Specialist and a Reading Rocket Intervention Specialist to the Child Care Center through introduction to SFA’s Kinder Corner and Reading Roots (Kand1st). Their progress will monitored in the same manner as the k-5 students and the students will be followed to elementary school and will be compared to students not exposed to the Program. The Program will offer extended and accelerated learning beyond the SFA curriculum with tutoring by Reading Intervention Specialist, after school learning with a focus on the standards of learning, summer learning and enrichment. SFA’s Financials include costs of all costs for the program, and a result of assessments performed during regular school hours and implemented during school and after school hours. Technology/Distance Learning assisted Differentiated tutoring tools is offered, home-work help used as an assessment tool to monitor student’s comprehension of subject matter, accelerated learning activities are after school, summer enrichment and distance learning. Student progress will be measured by SFA data monitoring tool/Member Center and other tools. Parent and Youth Development Activities will be provided to treat the whole child.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

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

14. What is the total cost for implementing the innovative project?

360,000.00 * Total project cost

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.

160,680.00 * Specific amount of new/recurring costs (annual cost after project is implemented)

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

* Specific amount of expected savings (annual)

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.

The Program new/recurring costs will be sustained through Marketing and recruitment of new students. The Program will target after the first year of the grant 30 additional students. These additional students will generate additional foundation funds of $171,960 based upon the following (5) students * 30 students) Each year thereafter the program will target increases in student enrollment by 15% each year. Additional costs to support this program include the use of this grant to purchase new and exciting learning materials that present Student Achievement and the success of the program. The Program will establish an annual major fund raising event that will target a minimum of 17% of the new/recurring costs per year. The event will display the Program successes and will present a Keynote Speaker from the Educational Community locally and on the National Level.

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 plan 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...
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.