

Budget

Secor Gardens Academy (014005) - Lucas County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

U.S.A.S. Fund #:

[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		170,000.00	54,400.00	30,000.00	5,000.00	30,000.00	0.00	289,400.00
Support Services		0.00	0.00	10,000.00	0.00	0.00	0.00	10,000.00
Governance/Admin		0.00	0.00	0.00	5,600.00	0.00	0.00	5,600.00
Prof Development		0.00	0.00	5,000.00	0.00	0.00	0.00	5,000.00
Family/Community		0.00	0.00	15,000.00	5,000.00	0.00	0.00	20,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	5,000.00	0.00	5,000.00
Transportation		0.00	0.00	25,000.00	0.00	0.00	0.00	25,000.00
Total		170,000.00	54,400.00	85,000.00	15,600.00	35,000.00	0.00	360,000.00
Adjusted Allocation								0.00
Remaining								-360,000.00

Application

Secor Gardens Academy (014005) - Lucas County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

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 Gardent Academy's Reading Rockets program is designed to ensure our program students, who are economically disadvantaged and "at risk" are 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.

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 (IRN/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 (IRN/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 (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Shiela 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.

[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.

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 1 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 33% 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 Shiela Shuler. Ms. Shuler has over 30 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 against students who have not been exposed to this curriculum and the Secor Gardens Academy Reading Rockets Program.

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.

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 Project '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 Gardens Academy students to perform above State of Ohio Proficiency Standards in Reading through the use of state of the art technology (iPads, smart boards and the internet), placing reading Intervention Specialists within each grade level which 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

or Guardians complete Parent pre- program and post program Survey, and 20% positive improvement in family/school relationship revealed in post program Parent Survey yearly. The SGA Reading Rockets grant program offers clear directions, positive reinforcement and redirection, teaching self-control strategies, and is designed to address the unique academic needs of this population of students as outlined in the following description of the demographics of residents (adults and children) living within the Toledo Metropolitan area. The Problem Over 75% of the census tracts in the City of Toledo contain individuals and families at or below 80% median area income. (A family of 4 is 47,600 Per HUD 2013Income Date). Secor Gardens Academy Reading Rockets program will be students who formerly attended Toledo Public School District (TPS), currently in Academic Watch, and where 77% of students are economically disadvantaged. (Per the ILRC) Over 95% of SGA's student population will qualify for free and reduced lunch. (Per current SGA enrollment data.) The TPS student population for 2010-2011 was 76.6% economically disadvantaged, 15.8% learning disabilities, 1.5% LEP, 44.6% black, 0.1% American Indian or Alaska Native, 0.6% Asian or Pacific Islander, 8.8% Hispanic, 5.9% Multi-Racial, 40% White. (Per ILRC) The "2011-2012" State Report Card for TPS, indicates scores below the state avg. of 75% proficiency. The 3rd Grade Achievement in reading for the 2011-2012 school year showed 51.3% of students below proficient in reading. The 4th Grade Achievement during the 2011-2012 school year indicated 34% below proficient in reading, and the 5th Grade Achievement during the 2011-2012 school year indicated that 43% were below proficient in reading and TPS has only met 4 of the 26 required State Indicators. (Per ILRC). The Success For All Curriculum that we have selected for this program is research proven to positively impact the student population described above who are "At Risk"

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 Rockets Program (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 at or above proficient in Reading and 85% of the participants of the Program will accelerate their reading proficiency 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 yearly 80% of Parents attendance at Family/Parent events, 90% of Parent participation in volunteer 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 proven "Success for All" (SFA) Curriculum will be administered. The Program will hire six (6) Reading Intervention Specialist (RIS) and an SFA Facilitator to help existing staff. The children will learn through interaction with each other, Technology and more personal attention from the Reading Rocket Intervention Specialist. The Program will offer technology using iPads, smart boards, and the internet. The Program will align the Common Core State Standard (CCSS) around "Success For All"(SFA). Research has described SFA to 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% pt. 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 kindergarten through the 1st marking period of 2nd grade. Reading instruction, will be delivered in 90 min. daily blocks, and intervention will be given daily to students having difficulty reading on a level with their peers by RIS's. 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 a pilot program with Armory Child Care Center. This pilot program will demonstrate the effects of SFA on pre-k students at 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 programming, Summer Enrichment and distance learning. Tutoring will be deployed as intervention for students not meeting standards in reading. RIS will work with students as a result of assessments performed during regular school hours and implemented during school and after normal 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

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 member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

The Secor Gardens Academy Reading Rockets Program, budget items that will change from the original 5 year forecast are salaries and benefits, However, the Post Grant Salaries and Benefits are lower than the Pre-Grant salaries as a result of the original over projection of student enrollment. However, we will sustain the additional positions of Reading Intervention Specialist (three) and the Success For All Facilitator, and a Distance Learning Coordinator through the success of the program which will attract additional students, which will in turn increase our Foundation Funding. Additional positive residual effects of the Grant, will the ability of The Program to attract private donations. By the end of year three Post Grant the School will have Fund Balance.

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

360,000.00 * 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, RttT 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.)

Instruction /Salaries 100 - \$170,000 Retirement/Fringe Benefits - \$54,400/Purchased Services- \$30,000 We will hire 6 full time intervention teachers to work with the students during the day and during our after school program, SFA Facilitator to facilitate the Success for All Curriculum and a Distance Learning Coordinator to oversee Distance Learning Support Services-400 IT Support for Distance Learning - \$10,000 The Program will contract with a Distance Learning provider. This contractor will set up the necessary IT for Distance Learning Governance/Administrative- 500 \$5,600 This line item is for supplies to support instruction and the administrative functions of the program Professional Development/400 \$5,000 Staff will be provided with basic professional development such as CIP Crisis Intervention Strategies), first aide/CPR, Blood Borne Pathogen and Other trainings as need dictate. Family/Community/400 \$15,000 Efforts to market the program and to engage the community in the program will be launched through the families of students and the community at large. Family/Community/500 \$5,000 A Computer lab entitled Cyber Saturday will also become actualized to help parents become more computer literate and to bridge the digital divide. Other Youth and Parent/Family events will be supported with this line item. Facilities/600 \$5,000 Additional Equipment and furniture over and above existing equipment and furniture to support the program. Transportation/400 \$25,000 Two bus drivers will be needed to provide the students with transportation to the school, back home and the bus will need to be fueled and maintenance conducted on a regular basis.

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 cost (annual cost after project is implemented)

* 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.

Costs that will continue beyond the grant are as follows: 1 Salaries and Benefits - \$91,080 - Reading Intervention Specialists SFA Facilitator - \$39,600 A. The Program will keep two of the Reading Intervention Specialists and the Success for All Facilitator. Reading Rockets will grow enrollment with grant funds and then develop a marketing plan using the results and outcome data to showcase the success of our program to attract private funding. Reading Rockets will advertise in brochures, newsletters, and websites to get our message out and to access as many people as possible. Growth in enrollment in itself will help to sustain program beyond grant years. The SFA Facilitator and the Reading Intervention Specialists will be needed beyond the grant to maintain the achievement of the existing students and to improve achievement of the new students that will be enrolling. 2. Transportation - \$25,000 A. Due to the Economically Disadvantaged condition of the student population it will be important to provide transportation for our students after - school primarily. Again this line item will be sustained through private donations and the increased foundations funds that will be earned due to increase student enrollment. Increase student enrollment will be a direct result of the popularity and demonstrated achievement of the program. B. The SFA Facilitator will

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

* 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.)

In the short term there will be no expected savings from the implementation of this innovative project. However in the long-term it is demonstrated through the increase in enrollment due to the success of the program and private donations that the School by year 3 will begin to enjoy a Fund balance.

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 Project 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 (5732per student * 30 students) Each year thereafter the program will target increases in student enrollment by 15% each year. Additionally the program expects to solicit private donations utilizing marketing 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 post grant. 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

personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/31/2014

* Narrative explanation

In anticipation of the grant being awarded the plan will be completed by January 31, 2013

Implement (MM/DD/YYYY): 02/01/2014

* Narrative explanation

In anticipation of the grant being awarded in January 2014 the program will be implements on: ? February 1, 2014 An official announcement of the launching of the program will occur in the context of press releases to the media and local news outlets (print, audio, visual). One stakeholder, Ms. Shelia Shuler the administrator of the Armory Day Care Center has agreed to join us at any Press conferences held and to assist in the promotion of the program. Support staff will be in place to help launch the program no later than: ? February 15, 2014 Recruitment of staff in general will have begun in January of 2014 and the support staff person for the school will assist in this endeavor. Professional staff will be in place by: ? March 1, 2014 Locating highly qualified staff is a challenge within this market. However, in that strong networks have already been established as a result of the school having been opened within the previous year we are convinced that this barrier will not be difficult to overcome. Transportation will be secured by: ? March 15, 2013 Locating qualified individuals to provide transportation for the students will probably involve using our current bus drivers who are already providing transportation to our existing student population students. However, locating bus drivers with a school bus endorsement can be very difficult at times. The first official evaluation of the program will occur by: ? June 1, 2014 The program will have data to evaluate by June which will enable us to develop strategies for addressing any academic deficiencies uncovered during summer camp so they can begin combating "summer loss" and to minimize students falling further behind academically. Making sure that evaluation is ongoing can be difficult if staff is not accustomed to such a process

Summative evaluation (MM/DD/YYYY): 06/01/2014

* Narrative explanation

The program will have data to evaluate by June which will enable us to develop strategies for addressing any academic deficiencies uncovered during summer camp so they can begin combating "summer loss" and to minimize students falling further behind academically. Making sure that evaluation is ongoing can be difficult if staff is not accustomed to such a process.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

As a result of this grant, the Educators during the day will form partnerships with the new Reading Intervention Specialists. The Instruction/Organizational practices will have more team teaching as a result of this Program. This grant will expand and the use of Cooperative Learning within the School building. Teaching staff will work in a more cooperative manner to insure Student Achievement. Technology and Data will become essential in instructional practices, particularly due to Distance Learning being implemented as a part of The Program

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.

To address accelerated learning and to address Student Achievement, The Program will deploy the "Success For All" curriculum and program which offers differentiated instruction, a data driven continuous improvement process, that will be carried forward as a whole-school model and is research proven to improve State Test Scores of at risk students. SFA is well-supported by research in two ways: its instructional features are founded on instructional practices in phonemic awareness, phonics, vocabulary, fluency, and comprehension that are strongly rooted in scientific research, and there is an abundance of research that demonstrates the effectiveness of SFA at the first through third grade levels when there is reasonable fidelity in its implementation. The results of evaluation of hundreds of SFA schools in districts in all parts of the United States clearly show that the program increases student reading performance. More than 50 experimental -control comparison studies done by researchers from many institutions, including a national randomized evaluation have shown positive effects on a wide variety of reading measures. SFA is arguably the most extensively evaluated school reform model ever to exist. SFA was originally conceived, developed and evaluated at Johns Hopkins University and eighteen other universities and research institution other than Johns Hopkins, both within the US and four other countries (Canada, England, Australia, and Israel). Independent reviews on comprehensive school reform and reading programs have all concluded that SFA is among the most successfully evaluated of programs. From 2006- 2010 SFA Elementary schools in Ohio had a 7.1 % point increase in students in grades 3-5 who scored at proficient or above. (See www.successforall.org) Other schools in Ohio that made outstanding gains for this period include: East Garfield Elementary in Steubenville City- 19.9% gain, West Pugliese Elementary in Steubenville City- 18.3% gain, Sabina Elementary in East Clinton-9.7% gain, Putnam Elementary in Blanchester Local - 9.4% gain. Outside of Ohio other school systems saw increases in reading proficiency as follows: Texas elementary schools implementing Success for All had a 4.5 percentage-point increase in the number of students in grades 3-5, from 2009 to 2010, SFA middle schools in Massachusetts had a 5.6 percentage-point increase in the number of students in grades 6-8 who scored proficient or advanced in Language Arts, from 2010 to 2011, SFA elementary schools in Colorado had a 3.4 percentage-point increase in the number of students in grades 3-5 who scored proficient or advanced in reading. (see www.successforall.org for other state examples) Independent reviews also conclude that SFA is among the most successfully evaluated program. The National Randomized Evaluation of SFA was a U.S. Dept. of Education-funded evaluation (Borman et al., 2005 a, b; Slavin, Madden, Cheung, Borman, Chamberlain, & Chamber, 2006) involving 41 Title I schools throughout the U.S. Schools were randomly assigned to use SFA or to continue with their existing reading programs in grades K-2. At the end of the three-year study, children in the SFA school were achieving at significantly higher levels than control students on all three measure, using conservative hierarchical linear modeling analyses with school as the unit of analysis. In conjunction with the Success for All Curriculum the Program will utilize an afterschool program, tutoring summer enrichment and distance learning to assist with accelerating learning and to create long term and lasting effects of the projects strategies. The requested grant funds will go towards the support for the Success For All Curriculum(distance learning, after school learning, tutoring, summer enrichment ,staffing ,technology,transportation and marketing) needed to implement this Program with fidelity.

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

Yes

No

22. If so, how?

Yes this project can be replicated in other districts throughout the state. Toledo is part of the Urban Eight, eight school districts throughout the state that are in academic emergency as a result of poor performance on the state of Ohio Academic Assessments (OAA). Consequently, with the level of resources that this grant can provide the Secor Gardens Academy Reading Rockets grant program would not be difficult to implement as long as the leadership within a school district recognizes the value of such a program and secures "by in" from the teaching staff and other stakeholders.

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

Implementing the level of intervention that this program will provide will ensure that our students will be reading on grade level by the time they reach third grade and the research is clear that if a student is reading on grade level by the time they reach third grade they will read on grade level for the remainder of their academic career. This level of intervention will not only have a significant impact on substantially increasing the reading levels of our students but will also for the most part insure that these students will perform better on standardized tests which will increase their chances of continuing their education beyond high school. This program will ensure that over 85 to 90 percent of our children will perform above the State of Ohio Proficiency Standards and that 85 percent have the potential to accelerate their reading proficiency by two years. This Secor Gardens Academy Reading Rockets Grant Program coupled with the Success For All curriculum will institute Positive Youth Development Activities that will reduce the number of referrals by the end of the 2013-2014 school year by 25%. Our Program will 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 or Guardians complete Parent pre- program and post program Survey, and 20% positive improvement in family/school relationship revealed in post program Parent Survey yearly.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

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).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

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.

