

## Village of Success

“We have learned that to raise a happy, healthy and hopeful child, it takes a family, it takes teachers, it takes clergy, it takes business people, it takes community leaders, it takes those who protect our health and safety, it takes all of us. ---Yes, it takes a village.”

*First Lady Hillary Rodham Clinton  
Democratic National Convention in Chicago, Aug. 27, 1996*

There are numerous mentoring programs for youth in the United States. Most recruit mentors for one-on-one time with youth and provide for structured activities in the hope of encouraging educational achievement. During the past two decades, research has shown that mentoring programs work well in fostering improved mentee *attitudes* toward school, behavior, and social relationships with peers and others.<sup>1</sup> However research has also revealed that mentoring programs have a “generally positive, though perhaps weak-to-moderate effect” on academic achievement.<sup>2</sup> Perhaps the reason for these findings is that although mentoring programs take into account the family, they do not really *integrate* the family. In fact research on mentoring programs rarely focuses on benefiting parents, the family, and the community at large.<sup>3</sup>

Since the 1940s there has been a fragmentation of community life in the United States due to social, economic and technological changes. The result has produced breaks in natural linkages between individuals, families, schools and communities that traditionally provided social supports necessary for healthy human development.<sup>4</sup> The Village of Success program will re-build these linkages by serving as the first program in Ohio to bring together families, caring adult volunteers and community partners in an alliance focused on increasing academic achievement through at-risk youth mentoring. Based loosely on the “4-H Youth and Families with Promise” mentoring program, the Village of Success will foster natural social bonds between families and the Maple Heights community under a system of reciprocity and sharing needed for positively affecting the lives of youth. With the support of the Canaan Missionary Baptist Church, Ministry of Reconciliation, Cirlunar System, LLC, McWhorter Construction Company and the Maple Heights City School District, parents will be encouraged to collaborate with adult Mentors and instill in them a strong level of confidence and trust needed for the formation of positive relationships with their children. The effort will produce obvious improvements in youth relations with parents, educational outcomes, self-esteem, attitudes toward school, attendance, and the likelihood of attending college—which in turn will create for Maple Heights youth a more hopeful view of their future. As stated by Hillary Rodham Clinton in her bestselling book “It Takes A Village”, it is all about going back to the basics and re-establishing a “network of values and relationships that support and affect our lives.”<sup>5</sup>

### Application Section I: Community Connectors Program Description

#### 1. Identify the grade level or levels at each school that your program will be targeting.

The Village of Success is a youth mentoring program that will target Low/Moderate to Intense At-Risk students in Milkovich Middle School (grades 6-8), located within the Maple Heights City School District. Its address is 19800 Stafford Avenue, Maple Heights, OH 44137. According to its 2013-14 state report card, all students in grades 4-8 have achieved an overall “A” grade in math and reading (including the lowest 20% in achievement), meaning they have achieved more than one

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<sup>1</sup> Matz, Adam K. Commentary: Do Youth Mentoring Programs Work? A Review of the Empirical Literature. *Journal of Juvenile Justice*. Vol. 3 Issue 2, Spring 2014.

<sup>2</sup> Ibid.

<sup>3</sup> Taylor, Andrea S., Porcellini, Lorraine. 2013 Handbook of Youth Mentoring, 2<sup>nd</sup> ed. Sage Publ. Ch 31: Family Involvement.

<sup>4</sup> (Comer, 1984; Coleman, 1987)

<sup>5</sup> Clinton, Hillary, Rodham. (1996) *It Takes A Village And Other Lessons Children Teach Us*. New York, Simon & Schuster.

year's worth of academic growth in these subject areas. However, a deficit exists with regards to student performance on the Partnership for Assessment of Readiness for College and Careers ("PARCC"). The pass rates are 49% (6<sup>th</sup> grade math), 48% (7<sup>th</sup> grade math), 44% (8<sup>th</sup> grade science). Pass rates for the 10<sup>th</sup> grade class at Maple Heights High School's on the 2013-14 Ohio Graduation Test ("OGT") are 64% (math), 74% (reading), 47% (science), 55% (social studies) and 78% (writing). Overall the number of students who graduate in 4 years is 73%. Based on the Ohio Graduation test ("OGT") achievement scores and graduation rate, there is a need for mentoring at Milkovich Middle School to ensure the graduation of its academically at-risk students.

## **2. Provide # of youth in each grade level and school your program proposes to serve.**

The 2013-14 population at Milkovich Middle School was 859 students [95% (black, non-Hispanic), 3% (multi-racial), and 2% (white)]. Approximately 95% of the students are from economically disadvantaged families. The Village of Success program will target 60 students in grades 6-8 (10 females and 10 males per grade) for participation in its youth mentoring activities.

## **3. Which of the following best describes the proposed project?**

The Village of Success program is a "totally new" youth mentoring model to be managed by Canaan Missionary Baptist Church (see **Attachment A** – tax exempt status letter.)

## **4. Describe your project.**

**Outcomes:** The Village of Success program is designed to provide "Low/Moderate to Intense At-Risk" middle school youth assistance and social support so as to positively impact academic achievement, self-esteem building, and problem solving. It promotes three "Development Goals" that staff, volunteers, families and community partners will follow for cultivating protective factors in youth. For instance, **Goal 1** requires improvement in the academic performance of youth. This is to occur through: (1.a) Achievement Motivation (youth are motivated to do well in school as shown in increased achievement), (1.b) School Engagement (youth are actively engaged in learning as shown by positive attendance), and (1.c) Homework (youth read for pleasure and foster good study habits). **Goal 2** requires an increase in social competency within youth. This is to occur by: (2.a) Planning and Decision Making (youth are empowered to learn team-work, critical thinking skills, decision-making skills, and leadership skills while answering the questions, "Why do I need to know this?" and "How can I apply my education to a career?"), (2.b) Interpersonal Competence (youth develop positive attitude toward school/learning, others and their future), and (2.c) Problem-Solving Skills (youth "bounce back" from adversity and overcome the negative influences or risk factors that often stop them from becoming successful). **Goal 3** requires the strengthening of family and community bonds. This is to occur through (3.a) Group Activities (designed to foster family bonds through experiential learning activities supported by community partners). These goals and outcomes are aligned to the following Community Connectors hope-building principles:

### **(1) Principle: Setting Goals to be Prepared for the 21st Century Careers.**

Mentoring requires trusting relationships between young people and caring individuals who support the need for confidence and character development in youth. Therefore the Village of Success program will require its Mentors to become trustworthy with their Mentees through a bonding process during their first few sessions together. Mentors will be required to show genuine interest in Mentees by remembering what they say in past meetings, maintaining strict confidentiality, keeping their promises, and revealing personal information about themselves. Once trust is built, the Mentors will instill in Mentees hopefulness through goal-directed thinking.<sup>6</sup> Mentors will assist Mentees in developing personal dreams for their lives and future careers using the SMART goal-setting approach and focusing on questions such as: "What am I good at?" "What do I love to do?" "What do I want to be?" Mentees will not be discouraged about their ideas and positive feedback and reinforcement will be given by the Mentors. Once dreams are created, Mentees will form three

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<sup>6</sup> Marques, Susana C., Lopez, Shane J., Pais-Ribeiro, J. L. (2009). Building Hope for the Future. *Journal of Happiness Studies*. DOI 10.1007/s10902-009-9180-3.

“success” goals for a positive future addressing academics (related to school-to-career pathways and/or college), attendance and family connections. With regards to attendance, Mentees will understand how it relates to academic “success” and will be provided incentives when they maintain “successful” attendance and engagement in school.

## **(2) Principle: Building Character**

The Village of Success program will build character in Mentees, families, and the community by creating a shared culture of moral values, beliefs and behaviors. It will do so by offering a required weekly character workshop for all Mentees, taught by the Ministry of Reconciliation staff (under its Adopt-A-School Network) and Village of Success staff. Classes will have a three-pronged focus. **First**, each class will require Mentees to participate in **Character Counts!**, a nationally-recognized ethics and character-building curriculum that allows instructors to teach the following core character values, called the “Six Pillars of Character”: trustworthiness, respect, responsibility, fairness, caring, and citizenship.<sup>7</sup> Designed for students in middle school, **Character Counts!** develops a consensus approach to fostering ethical values that transcend race, creed, politics, gender, and wealth by employing a model called “TEAM”—which stands for Teach, Enforce, Advocate, and Model. Each of the pillars will be taught to Mentees through lessons, activities, and role-playing scenarios.<sup>8</sup> **Second**, the character class will require Mentees to study “successful” role models and reflect upon their own internal character by discussing what they admire in others, what they see as their character strengths or improvement areas, and how to recognize when a particular character marker is met. **Third**, the character class will require Mentees to develop a “Successful Cultural Competence” that allows them to recognize the value of a cultural differences and similarities while understanding that cultures are neither inferior nor superior to one another.

## **(3) Principle: Developing Pathways to Achievement**

Under the Village of Success program, Mentors will be required to faithfully show up and connect with, listen to, and laugh with their Mentees. They will also foster hope in their Mentees with a “where there’s a will, there’s a way” attitude—an essential character trait that “*Hope Theory*” scholars Dr. C. R. Snyder and Dr. Shane J. Lopez determined as critical for turning optimistic thoughts into workable actions so as to achieve concrete life goals.<sup>9</sup> Mentees will be motivated to maintain the will (agency thinking) and the ways (pathways thinking) to pursue their academic goals, dreams and career aspirations. They will break down their goals into workable steps or “Success Pathways” through use of Personal Futures Planning<sup>10</sup> and PATH (Planning Alternative Tomorrows with Hope)<sup>11</sup> tools. Mentees will identify how to get around barriers, who to contact for help, and understand when a goal is reached. They will also use technology to learn about careers and employment and ask the questions, “Why do I need to know this?” and “How can I apply my education to a career?” Mentees will record their thoughts into a “Success Journal” and present it to their Mentors and parents at a special fun night session. To support the academic pathways journey, Mentees will meet with Mentors to discuss homework completion and assist with reading or math skill development. Mentors will weekly check on a Mentee’s academic progress so as to encourage academic success. Student behavior, character development, motivation and academic progress will also be monitored on a monthly basis to determine whether the Village of Success program is impacting academic and character development. Hopeful talk will be encouraged and small steps in reaching goals will be rewarded and recorded in the Mentee’s “Success Journal”.<sup>12</sup>

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<sup>7</sup> Josephson Institute. (2014). Research on Character Counts! - <https://charactercounts.org/research/summary.html>

<sup>8</sup> See the Character Counts! website at: <https://charactercounts.org>.

<sup>9</sup> Snyder, C. R. (2002). Hope theory: Rainbows in the mind. *Psychological Inquiry*, 13, 249-275. See also, Marquess, Susana C.; Lopez, Shane J.; Pais-Ribeiro, J.L. (2009). “Building Hope for the Future”: A Program to Foster Strengths in Middle-School Students. *J Happiness Stud.* 12:139-152.

<sup>10</sup> Mount, Beth (1992). *Person-Centered Planning: Finding Directions for Change Using Personal Futures Planning*. NY, NY: Graphic Futures, Inc.

<sup>11</sup> Pearpoint, Jack; O'Brien, John; Forest, Marsha (2001). *Planning alternative tomorrows with hope for schools organizations, businesses and families*. Toronto: Inclusion Press.

<sup>12</sup> Lopez, S. J., Floyd, R. K., Ulven, J. C., & Snyder, C. R. (2000). Hope therapy: Helping clients build a house of hope. In C. R. Snyder (Ed.), *Handbook of hope: Theory, measures, and applications* (pp. 123– 150). San Diego, CA.

#### **(4) Principle: *Building a Sense of Resiliency***

The Village of Success program will allow Mentees to build resiliency, which includes social competencies (like caring and responsiveness), problem-solving skills, autonomy, and a sense of hope for the future. This will occur through establishment of “Success Teams” comprised of Mentors, families and community organizations that are supportive of, and have high expectations for Mentees. Teams will be supportive for three reasons. *First*, the program will match Mentees with caring Mentors who have experienced resiliency and bounced back in life through hopeful thinking. Such Mentors will be required to show Mentees that although we cannot necessarily control the cards we are dealt, we do have a choice in how we respond to life’s challenges. *Second*, the program will require Mentees to participate in community service projects with the support of community partners that cultivate their positive character traits while enhancing their sense of community. Under the supervision of program staff, Mentees will select, plan and reflect upon their entire service experience—which will allow them to practice being resilient and develop valuable practical skills and character traits needed for being successful in today’s world (e.g. organization, collaboration, problem solving, showing respect, taking responsibility, showing empathy, cooperation, citizenship and persistence). *Third*, families with Mentees in the Village of Success program will be required to participate in four Family Night Out events throughout the school year addressing the topics: Goal Setting With Family Support, Kindness, Positive Family Communication, Working Together/Problem Solving, and Family Traditions/Rituals/Playing Together. Bringing families together helps Mentees to develop in a positive manner.

#### **(5) Principle: *Believing in a Positive Future***

Studies show that youth who are mentored develop more positive attitudes, achieve higher grades, improve relationships with adults and peers, are better able to express feelings, are more likely to trust their teachers, and develop higher levels of self-confidence. The Village of Success program recognizes these facts and will inspire in Mentees to believe that they can and will achieve their academic, career and life goals. It will do so by offering Mentees the opportunity to attend college fairs and meet guest speakers with interesting careers so as to show them a bright future.

#### **5. Describe the specific activities your program will conduct.**

The Village of Success program is a community-based mentoring initiative operating out of Milkovich Middle School. The school is an ideal setting because of its amenities (technology infrastructure/software investment, classrooms and gym facilities), safe environment, dedicated principals/school staff, and supportive family organizations that will ensure the success of this effort.

**Operation.** The Village of Success program will operate from Monday-Friday during the school year (September-June). It will foster a non-exclusive “club atmosphere” open before, during, and immediately after school, and on selected weekends or evenings. This anytime or anywhere “no excuses” approach to participating in the program will allow each and every Mentee the opportunity to “check-in” with the program and know “*someone is always there for me*”. Morning sessions, which start ½ hour before school on a daily basis, will focus on reinforcing character lessons and activities missed by Mentees due to other commitments. Lunch time sessions will be available for Mentors needing additional with their Mentees. After school sessions, which will occur daily from 3:00 PM to 5:00 PM, will incorporate weekly mentoring sessions, character development sessions and family activities.

**Atmosphere.** Once in the program, Mentees will be provided positive mentoring reinforcement focused on buffering them against negative outcomes while increasing their cognitive emotional, psychological and social skills. Staff and Mentors will promote relationship-building with Mentees, their families and the community through a can-do mutual belief that “we are going to get things done” in school. Its success will be based on addressing Mentee behaviors that become excuses for poor motivation and underlie a lack of achievement. Staff and Mentors will require Mentees to display self-discipline, which in turn will produce increased self-esteem and changed attitudes on how Mentees view themselves. The goal is to reduce behaviors which result in school

suspensions through the support of a collaborative atmosphere dedicated to serving and supporting at-risk youth.

**Character Workshops (Group Mentoring).** Once a week Mentees will meet in a group setting to participate in a one-hour **Character Counts!** workshops facilitated by the Ministry of Reconciliation's Adopt-A-School Initiative and Village of Success staff. The workshops will be divided into three stages. **Stage 1:** Mentors offer a **Character Counts!**, workshop for Mentees focusing on fun and hands-on character development activities and role-playing. **Stage 2:** Mentors assist Mentees in developing skills in developing and maintaining short-term SMART goals related to and cultural competence, attendance, academic success, future careers, and family relationships. **Stage 3:** Mentees will engage in activities that build the skills needed to support a better future. Mentees will seek out ways to experience the work world by listening to professional guest speakers, while program staff will work with Mentees to create job shadowing and in-service experiences. By the end of the school year, Mentees will be focused in middle school, and know their goals for high school.

**"Success" Days (One-on-One Mentoring).** Once a week Mentees will participate in a two-hour session as a member of either the Young Men of Maple Club or Young Women of Maple Club. During the first hour Mentors will meet one-on-one with Mentees to go over math homework (or utilize the schools math software for reinforcement and enrichment time in the computer lab) and read pre-selected motivational books from the Village of Success library because "guys do read" or "girls do read". During this time Mentors will take the opportunity to talk to their Mentees and determine why a Mentee is off track academically. Mentors will also work with Mentees to recognize the behaviors that put them in suspension and proactively address it by developing re-examining their short and long-term SMART goals. During the second hour Mentors and Mentees will be brought together in a larger group format to either play a game of basketball or other sport in the gym, practice cooking together in a cooking sessions, or participate in another fun and engaging activity. Mentors and Mentees will then eat a pizza together before they go home. Twice a year field trips will be offered for the Mentors and Mentees to as rewards for meeting their goals.

**Family Fun Nights.** The Village of Success program will serve as a bridge between the families, community, and school by supporting the academic and social success of Mentees. Teams of families and Mentors will be formed that accomplish common goals and share the benefits of student success with mutual investments. In order to foster this partnership, the teams will come together during Family Fun Nights to talk and enjoy each other's company at select community locations, such as a potluck at the local church, bowling at the nearby bowling alley or attendance at local sports games. The school's parent organizations, called Principal's Advisory Committee and Watch D.O.G.S will provide synergy and support for in structured bonding-type activities. (See **Attachment B** - Letter of Support from a representative of both of these organizations.) The Mentor/Mentee pairs will also meet once a quarter in the school cafeteria to talk and eat together, and will require the male Mentor/Mentee to wear a tie and the female Mentor/Mentee to wear a specific hair accessory in recognition of the day. The Village of Success program will also create an intramural sports initiative where families, Mentors and Mentees and employees of the business partners can play against each other under competitions such as "Basketball for Books", etc. The intent is to strengthen community connections through activities that empower parents to be more active partners in their child's education.

**Parent "Success" Center.** The Village of Success program will create a community-based Parent Center at Milkovich Middle School open daily for families from 3:00 PM to 5:00 PM that supports the academic success of Mentees and social success of families. The center will include: (a) The Village of Success website that will support families and the community, (b) Monthly Village of Success newsletters to families and the community, (c) Parent tip sheets and videos, (d) Computer, gaming, and social media classes taught by Mentees for/to parents utilizing the school computer labs, (e) Development of wrap-around initiatives with social service agencies so as to meet families' basic needs and help empower them to become self-sufficient, (f) Training for parents on supportive learning (e.g. workshops, strategies for parents to support reading, math, etc.). The center will also facilitate a **Community Leadership Council** that brings together people and organizations from many sectors of the community to assess the need of students (including Mentees) so as to

initiate strategic projects and develop a Parent Advocacy Council that will serve as liaison to train and empower parents in ways to advocate for their children.

**6. Discuss how the program will utilize best practices to ensure program success.**

The Village of Success program is loosely based on the Utah State University's **4-H Mentoring: Youth and Families with Promise** program, which is intended to increase the developmental assets of youth and their families. The program utilizes culturally appropriate, early-intervention strategies such as on-on-one mentoring, involvement in clubs and family activities to increase the interpersonal competence and academic performance in youth while strengthening family relationships. (See **Attachment C** for a copy of Utah State Cooperative Extension's research-cited article about the program.) The Village of Success program embodies the findings of DuBois and colleagues in their 2002 meta-analysis that identifies the best practices of 55 mentoring programs in America (e.g. an appropriate setting, recruiting Mentors with a desire to help, providing an expected frequency of Mentor/Mentee contact, offering ongoing training and activities for Mentors and youth, and encouraging parental involvement).<sup>13</sup> The Village of Success program also takes youth mentoring to the next level by requiring parents and Mentors to work closely and cooperatively *together* to benefit the growth of Mentees. This best practice is supported by Renee Spencer and colleagues in their 2011 research paper titled "*Working to Make It Work: The Role of Parents in the Youth Mentoring Process*" which concludes that "...parents may play a significant but, to date, largely unnoted role in youth mentoring relationships", and "Understanding parents' motivations for their child to have a Mentor could provide mentoring program staff with important information to guide their efforts to make effective matches and provide meaningful ongoing support." (See **Attachment D** for a copy of this research article.)

**7. Describe your organization's previous experience with this type of program.**

Mr. Henry Pettiegrew, Sr. (who will serve as the voluntary manager of the Village of Success program) was retained in 2009 by Margaret Ireland Middle School in Cleveland, Ohio to oversee its Village of Achievement Mentoring Program. This alternative school-based program required 90% of the school staff (e.g. security officers, custodians, teachers, office personnel and others) to provide group mentoring support for students under a 1:5 or 1:6 adult/student ratio. Hence the program involved 44 adults Mentors and 230 student Mentees. The program was focused on Mentee achievement through personal growth. Its objective was to improve Mentee self-esteem, behavior, attendance and academic performance with supportive Mentors who served as positive role models and non-judgmental friends. Mentees were required fill out forms about their goals, dreams, likes, dislikes etc. Mentors were required to fill out forms to track student progress. Mentor training addressed mentoring guidelines, collection of student information, confidentiality issues, and evaluation instruments that required tracking of mentee motivation and the completion of a Mentor Activity Report. Unfortunately the program only lasted one year because the school closed. Therefore evaluation records are not available. However, evidence of the program is under **Attachment E**, which includes evaluative instruments. What Mr. Pettiegrew learned from the program is that in order to be effective, youth mentoring should be at a ratio of one-to-one or no larger than a small group at a 1:2 Mentor/Mentee ratio.

**8. What will make this collaboration successful? State indicators of success the collaboration.**

The Village of Success program is based on a simple collaborative model focused on families and the community. Its success is based on the vested interest of partners that passionately believe in the future of the Maple Heights community and its youth. The partnership includes two highly credentialed educators with over 60 years of combined experience in education, one faith-based community partner that relentlessly works to recruit parents, grandparents, college students, school alumni, community neighbors and business organizations to meet the needs of schools and two

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<sup>13</sup> DuBois, D. L., Holloway, B. E., Valentine, J. C., and Cooper, H. (2002). Effectiveness of Mentoring Programs for Youth: A Meta-Analytic Review. *American Journal of Community Psychology*, 30(2): 157–197.

dedicated businesses that will contribute their time and funds to the program. As shown in **Table 1**, the following goals, outcomes and indicators will show the success of this partnership.

<b>TABLE 1: Village of Success Timeline Incorporating Goals, Outcomes and Indicators</b>													
<b>Goal 1: Improvement in the academic performance of youth in grades 6-8.</b>													
<b>Outcome 1a:</b> Students are motivated to do well in school as shown by increased achievement.													
<b>Outcome 1b:</b> Students are actively engaged in school learning as shown by positive attendance.													
<b>Outcome 1c:</b> Students read for pleasure and foster good homework study habits.													
Activities		Project Month (January = 1)											
		1	2	3	4	5	6	7	8	9	10	11	12
<b>Indicator 1a:</b> Provide a one-on-one mentoring relationship for 60 high and moderate risk youth in grades 6-8 by end school year. Services begin by 9/7/15.	Recruit 60 Adult Voluntary Mentors.				X	X	X	X					
	Identify 60 “moderate and high risk” Mentees								X	X			
	Interview/Screen/Match 60 Mentors with Mentees.								X	X			
	Train Mentors by 9/7/15.									X			
	Establish baseline data for Mentees.									X	X	X	
	Implement computerized database to track & monitor Mentor/Mentee relationships.	X	X	X	X	X	X			X	X	X	X
	Provide one-to-one tutoring and/or homework help in math/reading, followed by recreational activities.	X	X	X	X	X	X			X	X	X	X
	Provide participant incentives for improved academic progress.	X	X	X	X	X	X				X	X	X
Involve participants in school-to-careers activities.		X	X	X	X								
<b>Goal 2: Development of an increase in social competency within youth.</b>													
<b>Outcome 2a:</b> Students are empowered to learn team-work, critical thinking skills, planning skills, decision-making skills, and leadership skills while answering the questions, "Why do I need to know this?" & "How can I apply my education to a career?"													
<b>Outcome 2b:</b> Students develop interpersonal competence by showing a positive attitude toward school/learning, others and their future.													
<b>Outcome 2c:</b> Student develop problem solving skills such that they are able to “bounce back” from adversity and overcome the negative influences or risk factors that often stop them from becoming successful.													
Activities		Project Month (January = 1)											
		1	2	3	4	5	6	7	8	9	10	11	12
<b>Indicator 2a:</b> Involve Mentees in weekly character building activities.	Involve Mentees in weekly character building workshops through hands-on activities.	X	X	X	X	X	X				X	X	X
	Mentees study successful role models and reflect upon own character goals.	X	X	X	X	X	X				X	X	X
	Provide opportunities for role play to demonstrate appropriate skills such as cultural competence.	X	X	X	X	X	X				X	X	X
	Provide incentives for consistent school attendance.	X	X	X	X	X	X				X	X	X
<b>Indicator 2b:</b> Provide opportunities to increase critical thinking skills through Service Learning & Job Shadowing for 60 Mentees.		X	X	X	X						X	X	X
<b>Goal 3: Demonstrate the strengthening of family and community bonds.</b>													
<b>Outcome 3a:</b> Students, Mentors and families participate in group activities designed to foster family bonds through experiential learning activities with the support of community partners.													
Activities		Project Month (January = 1)											
		1	2	3	4	5	6	7	8	9	10	11	12
<b>Indicator 3a:</b> Provide parent orientation explaining program.	Orientation focuses on program, parent, Mentor and Mentee expectations, program expectations, solving problems that may arise, and informed consent.									X			
<b>Indicator 3b:</b> Provide 4 Family Night events for parent/Mentee/Mentor bonding.	Provide fun and engaging topics, activities and family-friendly competitions with the support of school-based parent organizations.			X		X					X		X

## Application Section II: Program Management

### 9. Leadership Team

The Village of Success Leadership Team is comprised of individuals and organizations that have expressed interest and passion about youth mentoring. Its members, which are identified below, will assist with the operation of the program and ensure community ownership and buy-in so it can be successful and sustainable. The team members understand that in order to secure and retain highly effective Mentors, they must provide them with the support, ongoing supervision, effective training, and resources needed to build transformational relationships with youth from the Maple Heights community.

**(1) Henry Pettiegrew, Sr., Chairperson, Trustee Board, Canaan Missionary Baptist Church.** Mr Pettiegrew has many years of professional experience in urban education. He has been a successful teacher and principal in middle and high school and holds a Master's Degree in Education. He is recognized as a strong educational leader who has improved students and teacher's performance. His combination of successful work experience and solid commitment to today's youth has prepared him for making an immediate contribution to the Village of Success program. Mr. Pettiegrew understands that working with young people is challenging but can also be very rewarding. From the beginning of his educational career, he has understood the difficulties young people face and recognizes a gap in support services for them. This includes feelings of isolation and a lack of identity. In order to initiate a change in student attitudes, Mr. Pettiegrew feels it is very important to empower and support young people in many aspects of their lives and most importantly, treat them with respect. **RESPONSIBILITIES:** Mr. Pettiegrew will serve as the Program Director for the Village of Success program. He will be responsible for: (a) program operation, (b) coordinating and planning Mentor/Mentee Success Days, (c) recruiting and screening Mentors and Mentees for the program, (d) case management of the program, and (e) serving as liaison between the school district, the Ministry of Reconciliation's Adopt-A-School Network, the business partners and the local Chamber of Commerce. He will be responsible for tracking Mentee progress and school performance by working with Ms. Susan Jaroscak (see below) and the Maple Heights City School (fiscal agent) regarding allocation of funds related to programs operations.

**(2) Susan Jaroscak, Director of Instruction and Gifted Education, Maple Heights City Schools.** Ms. Jaroscak's entire professional career (thirty-one years) has been dedicated to the children of the Maple Heights City Schools. She grew up in Maple Heights and is a proud product of the Maple Heights School System. Her passion and goal has always been to provide opportunities and experiences for students that support their growth intellectually, socially, and emotionally. Although many of these opportunities can be provided during the school day through educational programming, Ms. Jaroscak believes that mentoring can provide a unique system of support that students need. Students must know that there are caring adults willing and able to provide encouragement, accountability, and hope. **RESPONSIBILITIES:** Ms. Jaroscak will serve as the School Liaison for the Village of Success program. She will: (a) generally monitor the program and report its progress to the Superintendent and/or the School Board on a monthly basis, (b) provide liaison services between the program and the school principal and teachers, and (c) participate in monthly Village of Success Leadership Team meetings.

**(3) Gail Reese, Founder and Executive Director, Ministry of Reconciliation.** Gail R. Reese is the Executive Director of the Ministry of Reconciliation, Inc. a non-profit outreach missions ministry that directs the NE Ohio Adopt-A-School Network—an organization that works with 35 Church-School Adoptions (e.g. has recruited Churches to come alongside schools to raise up volunteers that become mentors, tutors, chaperones, leaders of leadership clubs, etc. and provide various resources such as schools supplies, and uniforms, etc.) Ms. Reese has served youth in various capacities since the mid-1990's including Student-Led Ministries Director for the Greater Cleveland Youth For Christ, staff support for the YMCA Teen Court, Coordinator of the Leaders Club Program in several High Schools. She facilitated weekly leadership clubs teaching students with interactive activities in the following areas: Decision Makings Skills, Goal Setting Skills, Character Education, College and Career Exploration and Preparation. Ms. Reese believes that many students

can excel academically, do well socially and emotionally and have hope for their success with the support of caring adults in a mentoring role to help them stay focused on their future and believe that they can achieve. She also believes in the difference good Mentors can make because of my own experience, from having caring adults that mentored me in her teen years. **RESPONSIBILITIES:** The Adopt-A-School will: (a) move the recruitment piece of a mentoring program forward by convincing adult volunteers to get involved with its services, including retired teachers, and individuals/businesses who love to help kids, (b) open up its doors for Family Fun Nights, (c) Providing teaching support to implement the **Character Counts!** workshops, and (d) participate in monthly Village of Success Leadership Team meetings.

(4) **Owen Duke, President and CEO, Cirlunar System, LLC.** **RESPONSIBILITIES:** Will serve as the Business Liaison for the Village of Success Program. He will: (a) help to get the word out to the local business community about the need to recruit adult Mentors, and (b) participate in monthly Village of Success Leadership Team meetings.

The following will assist with implementation of the Village of Success program: (1) **Three Part-Time Coordinators** will coordinate implementation activities, recruit, screen and interview Mentors and Mentees, be responsible for ongoing data collection support, provide ongoing project support to the program director and provide one-on-one mentoring for 14 Mentees. **Coordinator #1** will work during the program's afternoon sessions and provide small group (1:2 Mentor/Mentee) mentoring support for 6 Mentees. **Coordinator #2** will work during the morning session and provide small group (generally 1:2 Mentor/Mentee) mentoring support for 4 Mentees. The coordinator will also assist with program recruitment, interviewing and screening efforts. **Coordinator #3** will serve as a floater during the morning, afternoon or lunch sessions and provide small group (1:2 Mentor/Mentee) mentoring support for 6 Mentees. (2) **School District Teacher & Data Collection Liaison** who will provide regular updates to the Village of Success staff about the academic and behavioral progress of Mentees by serving as a liaison between the program and teachers. (3) **School District Parent Volunteer Organizations**, such as Watch DOGS (dad mentors) and the Parent Advisory Committee Volunteer (parents and teachers) will be recruited to assist with the program's family nights efforts, sports competitions and getting the word out about the program to parents and the community.

#### **10. A timeline of all major activities must be provided.**

See Section 8 above which links program goals and outcomes to a timeline of major activities starting in July of each year. The following timeline applies to start-up activities upon an award of program funds (April to June 2015): (1) Recruit, train and hire part-time mentoring staff, (2) Recruit voluntary adult Mentors, (3) Develop Parent "Success" Center including website and start-up materials, (4) Develop computerized database to track & monitor Mentor/Mentee relationships, (5) Meet with fiscal agent staff representative from the school district, (6) Meet with the evaluator and establish process for data collection, (7) Meet with teaching staff during summer in-service day to introduce them to the program.

#### **11. Describe the implementation process for reaching the following milestones:**

##### **a. Screening, orientation, supporting, and monitoring process etc.:**

**(a.1) Recruitment & Screening:** The Village of Success program and the Adopt-A-School Network will promote the mentoring program to local organizations and prospective Mentors from local colleges and universities, the faith-based community and local businesses through the following methods: (a) personal invitation, (b) oral presentations to targeted audiences, (c) press releases and church bulletins, and (d) flyers, posters and brochures. Recruitment efforts will focus on finding Mentors who have a special commitment to youth. Once an individual has been identified as a potential Mentor, the Village of Success program will immediately begin a screening process so the Mentor does not lose interest. The screening process, to be conducted by the Program Director and Coordinators, will identify individuals who can make a long-term commitment to mentoring. A file for each Mentor will be created so as to document the process, which will contain: (1) An application stating applicant's educational status, employment, hobbies, special interest and skills, along with a

waiver to conduct a criminal background check that includes fingerprinting and TB test, (2) Automobile driver's authorization and representation with a copy of driver's license and automobile insurance card, (3) Two References/reference check, and (4) Interview. During the interview, the Program Director and/or Coordinators will evaluate the Mentor's commitment and ability to mentor successfully. Expectations, the confidentiality policy and time requirements for mentoring will be explained, while a Mentor profile form used for matching to a Mentee will be gathered. With the approval of the Maple Heights School District, the Village of Success program will develop criteria for rejecting potential Mentor volunteers.

**(a.2) Mentor Pre-Match Orientation.** Each volunteer Mentor will receive a thorough orientation prior to meeting with their Mentee that includes a Village of Success Mentor Manual in question and answer format. The orientation will be conducted by the Program Director and member of the school district. The manual will provide additional helpful tips on how to become a successful Mentor. The orientation will discuss topics such as: (1) Mentor's responsibilities to youth and to the Village of Success program. This includes clarifying the purpose of the mentoring program (friendship, trust, improving classroom behavior, building self-confidence, improving academic performance, developing interpersonal skills); legal and liability considerations and their practical implications; confidentiality issues; other ground rules; and information about how relationships will be supervised and supported. (2) Information about Mentees. This includes information about development characteristics of Mentees; the kinds of issues in general, Mentees have to deal with (such as family violence, peer pressure, drugs and violence in the community); the ways problems can manifest themselves in Mentees' behavior and attitudes; and the kinds of strengths Mentees have. (3) Mentors' roles and expectations. Mentors spend time thinking about and articulating their roles and expectations for the Mentor/Mentee. New Mentors will be introduced to the Community Connectors Core Principles and will learn how to build student's strengths rather than "fix" their problems. (4) Building relationships. This includes practical advice on how to start the relationship; exploring the kinds of approaches that will help build trust with Mentees. (5) Communication skills. Mentors learn that "Listening" is the single most important skill they can possess, along with being non-judgmental.

**(a.3) Mentor Support and Retention.** Mentors will be supervised and supported by the Program Director and Coordinators. They will provide regular feedback through at least two personal contacts with Mentors each month. Mentors will be required to provide a mentor reports to the program at the end of each month which contains observations about contact time with Mentees addressing rapport, goals and expectations. Reports can be completed via email or hard copy.

**(a.4) Staff Monitoring.** The Program Director will provide on-site supervision of mentoring activities by the program's Coordinators and require weekly meetings that ensure potential problems are addressed in a timely fashion and critical information is shared among all Coordinators. Similar to the volunteer Mentors, the Coordinators will be required to provide mentor reports to the program at the end of each month which contains observations about contact time with Mentees addressing rapport, goals and expectations. The Coordinators will be required to address and record on-site problems with families and community partners, and share positive accomplishments of Mentors and Mentees.

**b. Identification and intake process for mentees.** Underachieving students will be referred by parents, teachers, counselors, and/or the school principal to participate in the Village of Success program. The final decision about matching students will be a shared responsibility between the Program Director, teachers, and counselors based on the interest and needs of the particular youth. The program believes matching Mentors to Mentees is the most critical component of its efforts. It will strive to make healthy matches because in order to achieve its program goals, relationships must be positive. The program will therefore match adult Mentors with Mentees based on shared interest (to the extent possible). It will accomplish this by developing a profile of the Mentor's interest, skills, and strengths during the application process. A similar profile will indicate the Mentee's interest, needs and strengths. The matching information will be stored on a computerized data bank and can be updated throughout the match. The actual mechanism to be used to obtain information for matching is an adult profile form and youth profile form to be completed during application process. Information will be entered in the computerized data bank for tracking and evaluation purposes.

Mentees and Mentors will be interviewed so as to be *receptive to the relationship*. To ensure communication between the program and the school, a teacher liaison will be retained to proactively coordinate Mentee information placed by teachers on SWIS Suite (which tracks student behavior issues) with the Village of Success program.

**c. The means by which you will involve families; ongoing mentor training.**

**(c.1) Youth and Parent/Guardian Orientation.** A Mentee orientation will be held at the beginning of the school year to help parents understand the Village of Success program, get excited, and take responsibility for their participation. Orientation topics will include: program and mentor contact information, parent, Mentor and Mentee expectations, program expectations, establishing ground rules, solving problems that may arise, informed consent and staff contact information. Consent forms will allow for collection of Mentee data and conversations regarding the program including family participation in interviews and completion of evaluation questionnaires. All data, information and interviews will be maintained as confidential. Parents will be required to take an active role engaging in the mentoring relationship, working together with the Mentor to help facilitate the development and promote the efficacy of the relationship. In some cases, these collaborations were focused on helping to structure the relationship, such as providing suggestions for activities that would engage the child or actively coordinate schedules in a complimentary fashion. Coordinators and Mentors will work with parents to develop an Independent Learning Plan for Mentees.

**(c.2) Ongoing Mentor Training.** To ensure that both the Mentors and Mentees get the maximum benefits from the nurturing relationships, two follow-up training workshops will be provided by the Village of Success staff for all voluntary Mentors. The training will support, encourage, and motivate Mentors to improve their mentoring skills and better serve their Mentees. Topics will include building relationships of trust, how to work with youth needing academic support, handling difficult situations, and motivation techniques. The workshop will foster “support groups” where Mentors share their successes and help one another with problems they may be facing. While the topics of these training will vary they will include: (a) diversity and cultural sensitivity, (b) skills for setting limits with their Mentee, (c) problem-solving skills, (d) conflict resolution, (e) strategies for dealing with issues that might arise with their Mentee’s family, (f) child abuse, including neglect, (g) teen sexual activity, (h) alcohol and other drug issues, and (i) domestic violence. In addition, as the school year approaches its end, Mentors who will not be continuing with their mentees during the following year will receive training in closing their Mentor/Mentee relationship. Mentors will be constantly and consistently reminded of their important contribution to the Village of Success program by receiving incentives such as: Mentor T-shirts, appreciation breakfast, lunches, and dinners, articles in local press, Mentor testimonies in brochures and newsletter, notes of appreciation, recognition on jobs by placing Mentor pictures on bulletin boards, and year-end recognition event with the Maple Heights School District Superintendent and Mayor of Maple Heights.

**d. Assessing fiscal accountability and faithful implementation of project plans.** The Village of Success Program Director, Mr. Henry Pettiegrew, will ensure that the Coordinators complete weekly summaries of activities, census, skills learned, obstacles observed and needs, and objectives for the following week. Monthly reports will be created utilizing the weekly summaries, and submitted by the Program Director to the fiscal agent, the Cuyahoga County Educational Service Center (“ESC”). As the Fiscal Agent, the ESC will provide monthly budget status reports to the Program Director to ensure the program remains fiscally on track.

**e. Other critical information you would want the Community Connectors team to know.**

It is the goal of the Village of Success program to not only to foster academic and social achievement of Mentees, but to encourage them to consider continuing their education beyond the secondary level through academic support, enrichment activities, and social interaction between school, community and partners.

## **The Village of Success Program Roles and Responsibilities Worksheet**

12. Describe how each applicant partner plans to contribute to the overall program plan including, but not limited to, time contribution, personnel contribution, monetary contribution, shared responsibilities, use of facilities, etc.

## Roles and Responsibilities Worksheet (Required)

Describe how each applicant partner plans to contribute to the overall program plan including, but not limited to, time contribution, personnel contribution, monetary contribution, shared responsibilities, use of facilities, etc.

### 1. Faith-based organization:

- Time contribution  
The Ministry of Reconciliation will provide 4 hours per month of services to recruit adult mentors for the Village of Success Program, and participate in monthly Village of Success Leadership Team meetings, at a value of \$2,400. (Percent of time: 2%)
- Personnel contribution
- Henry Pettiegrew, Sr., Chairperson, Trustee Board, Canaan Missionary Baptist Church, will donate 15 hours of his time each week to the Village of Success Program as its Program Director at a value of \$10,000. (Percent of time: 38%)
- Monetary contribution
- Shared responsibilities
- Additional roles and responsibilities

### 2. School district partner:

- Time contribution
- Personnel contribution
- Susan Jaroscak, Director of Instruction and Gifted Education at Maple Heights City Schools will:  
(a) provide general oversight of the Village of Success Program for Maple Heights City Schools,  
(b) provide liaison services between the Village of Success Program and the school district, and  
(c) participate in monthly Village of Success Leadership Team meetings, for approximately 4 hours per month over a 10 month period at a cost of \$2,000. (Percent of time: 3%)
- Monetary contribution
- The Maple Heights City Schools will pay for costs associated with 25 adult mentor background checks estimated at \$80 for a total cost of \$2,000.
- Shared responsibilities
- Additional roles and responsibilities

The Maple Heights City Schools will: (a) provide fiscal services to the Village of Success Program at an annual costs of \$8,000, (b) allow the Village of Success Program to use Milkovich Middle School as the primary location for its services, and (c) will provide a local bus for off-site events, if needed.

### 3. Business partner:

- Time contribution
- The business partner Cirlunar System, LLC will: (a) assist the Village of Success Program with getting the word out to the local business community about the need to recruit adult mentors, and (b) participate in monthly Village of Success Leadership Team meetings. (Percent of time: 1-2%)
- The business partner McWhorter Construction Co. will (a) assist with getting the word out to the local business community regarding the Village of Success' need to recruit adult mentors, and (b) participate in monthly Village of Success Leadership Team meetings. (Percent of time: 1-2%)
- Personnel contribution

- Monetary contribution

The business partner McWhorter Construction Co. will: (a) donate \$2,500 toward the Village of Success Program efforts.

- Shared responsibilities
- Additional roles and responsibilities

### 4. Community nonprofit (if applicable):

- Time contribution
- Personnel contribution
- Monetary contribution
- Shared responsibilities
- Additional roles and responsibilities



**Description of Nature of Partnership**

In order to ensure the effective implementation of the Community Connectors program throughout the state, applicants are required to partner with education stakeholders from the faith, business, and nonprofit communities. Each applicant must identify its partners and include description of each respective partner's roles and responsibilities in question 12 of the grant application.

A partner agrees to provide human and material assets or access to academic and administrative resources to the grant applicant to develop or execute a Community Connectors grant application. However, in partnership, only the grant applicant is responsible for ensuring the grant is developed and executed according to the terms of the grant agreement.

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

- 1) Be knowledgeable about the applicant's Community Connectors grant proposal and application, including advocacy of the Community Connectors program.
- 2) Maintain a 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.

Lead Applicant

Name: HENRY PETTIEGREW

Title: TRUSTEE

Organization: CANAAN MISSIONARY

Sign: [Signature]

Partner

Name: Gail R. Reese

Title: Executive Director

Organization: Ministry of Reconciliation  
Adopt-A-School Network

Sign: Gail R. Reese

Partner

Name: Owen M Duke

Title: President & CEO

Organization: Cingular Systems

Sign: Owen M Duke

Partner

Name: STEPHEN McWHORTER

Title: PRESIDENT

Organization: McWHORTER CONSTRUCTION

Sign: Stephen McWhorter



**COMMUNITY  
CONNECTORS**  
CommunityConnectors.Ohio.gov

Additional Partner (Optional)

Name: Charles T Keenan

Title: Superintendent MHCSD

Organization: Maple Heights City Schools

Sign: 

Additional Partner (Optional)

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Organization: \_\_\_\_\_

Sign: \_\_\_\_\_

### **Application Section III: Evaluation**

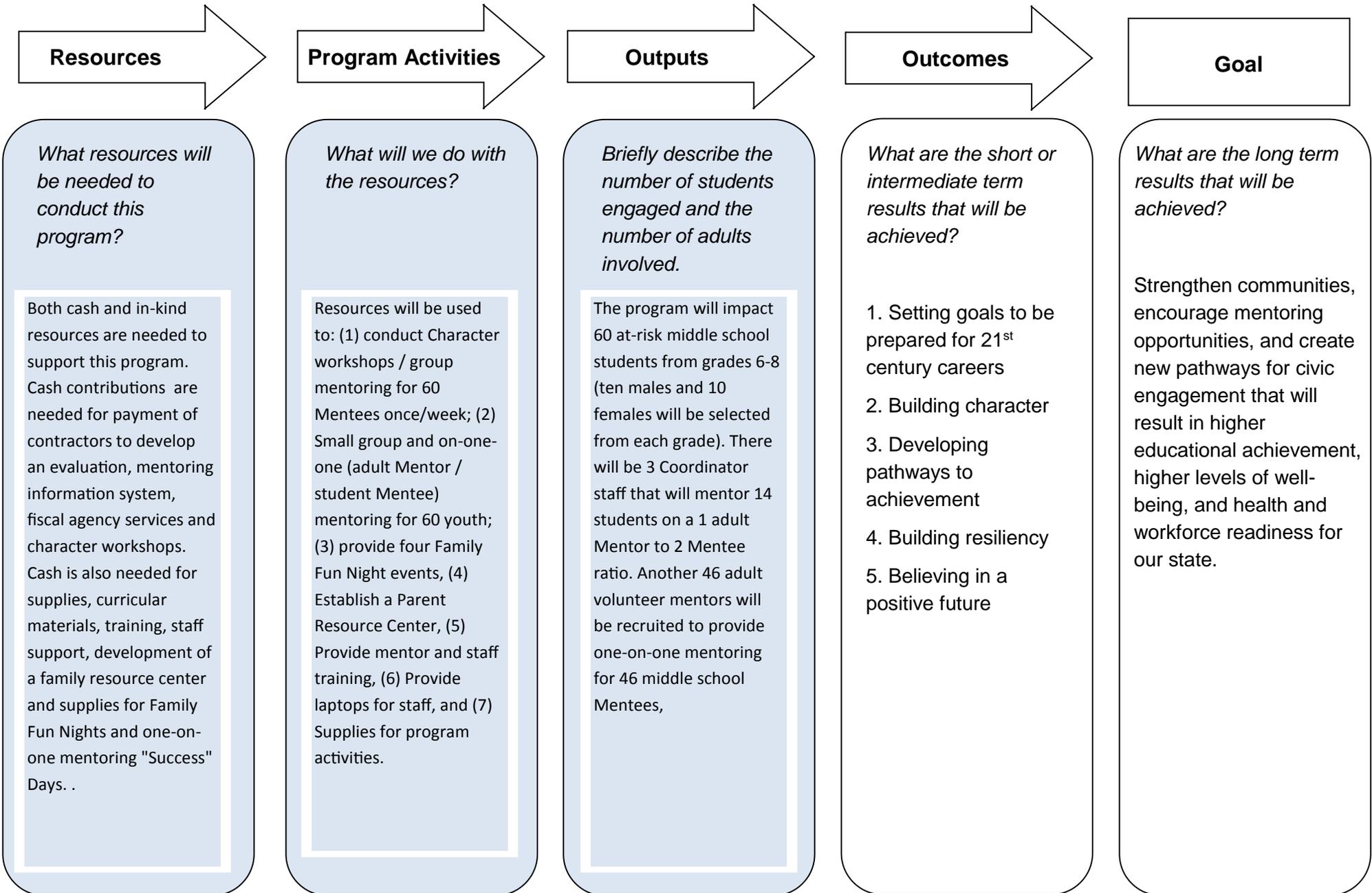
**13a. Plans for keeping records and ongoing reporting.** In preparation for its growth, the Cuyahoga County Educational Service Center (“ESC”) will develop for the Village of Success program a secure Microsoft Access based database called Mentoring Information System (“MIS”) that will collect, analyze and interpret information to determine the extent to which the program is effective in meeting the needs of students, their families, the school district and the community. Specifically it will keep track of: Mentors/Mentees, Mentors’/Mentees’ Development, Mentor/Mentee Match, Mentor/Mentee contact hours, type of support services provided, survey results, etc. A unique auto-generated identifier will be created for each new Mentor and Mentee in order to avoid duplication of census. Pre and Post surveys will be developed, and administered for each activity (catered towards each theme) at the beginning and the end of the year. Observation forms will be developed and deployed for ‘other’ vested parties, such as teachers, guidance counselors, parents, principals, etc. Surveys and observation results will be recorded in MIS. Key Performance Indicators from **paragraph 13c** below, as well as others deemed important as the program evolves will be recorded in MIS. The feasibility of integrating existing district data, such as grades, attendance, suspension/expulsion, state assessment results, etc. will be assessed in order to provide future robust studies. MIS, at a minimum, will provide weekly, monthly, quarterly and annual summaries for review by the Village of Success program. Because it is MS Access based, it will be modular and can incorporate enhancements at minimal cost. Furthermore, MS Access is readily integrated with MS Offices Suite (Excel, Word, etc.) which points to unlimited potential for automation. The centralized data in MIS will allow for a complete analysis of the information collected.

**13b. Gathering of data.** The Village of Success program will incorporate both quantitative and qualitative examinations of performance, services and behavior resulting in a judgment concerning the desirability of the outcomes. In fact, capturing information for evaluation and program monitoring will be highly influenced by the design of MIS. Therefore the ESC will interview all stakeholders to: (a) determine system requirements, (b) examine the application and selection process of Mentors and Mentees, (c) determine the completeness of the actual applications, and (d) develop the governance of who, when and how the information will the information be entered and maintained in MIS. The program calendar will provide a guide as to whether MIS is religiously maintained. The weekly and monthly summary reports will be scrutinized for accuracy and completeness before it is distributed and will provide an audit trail for the program. Quality of program observation results will based on engagement of the observer. The design of observation forms/survey need to be precise in order to provide proof of the effectiveness of the program, what needs improvement, etc.

**13c. Projected indicators of success.** The objectives of the Village of Success program (establish/improve mentoring, capacity/efficacy/cost effectiveness, and improve outcomes for at-risk local youths) will be achieved and demonstrated through weekly/monthly/quarterly/annually reporting. Key performance indicators (KPI) will include: (1) Recruiting and Developing quality Mentors; (2) Number of students served by the program; (3) Increasing quality-time between Mentees and Mentors, frequency and total time; (4) Other quality involvement between Mentors, Mentees, and other influencing adults; (5) Maintain/Increase attendance rates; (6) Increase Academic achievement, (7) Improve Retention and Graduation Rates; (8) Improve employability of Mentees – measured by job interviews and jobs held (will collect baseline during the first year); (9) Mentees creating personal charters: Setting Goals and Objectives; Identify individuals who will influence outcome; steps and milestones; timeline; identifying risks and solutions to address risks; % of Quality; (10) How many milestones/goals/objectives met in the year; % achieved; (11) Program retention (will collect baseline during the first year). Surety of the successful project indicators will showcase the measureable outcomes that reflect the five Community Connector Core principles.

**13d. Anticipated barriers.** Survey questions will capture and showcase the growth of each Mentor and Mentee by the end of the year. Therefore the Village of Success program expects 100% participation in administered surveys, but will accept 95% as a target for success. In order to encourage participation, participants who complete surveys will be entered into a drawing for a chance to receive gift cards.

## The Village of Success Program Logic Model Template



## **Application Section IV: Sustainability**

Planning for the continuation of the Village of Success program will begin immediately through the support of the Leadership Team and the Superintendent of the Maple Heights City Schools. Since the Village of Success will serve as a model for other non-profit organizations in Ohio to follow, the Leadership Team will launch a sustainability planning process during the program's first year. The planning process will consider means by which the program can be made increasingly cost effective and explore a variety of methods to secure necessary funding. A review of the program's evaluation reports will help the Leadership Team to determine what initiatives are most effective, and which ones are directly fostering improvements in youth relations with parents, educational outcomes, self-esteem, attitudes toward school, attendance, and the likelihood of attending college—which in turn will create for Maple Heights youth a more hopeful view of their future. The Leadership Team and Program Director will also use this information to determine which partner services or program efforts are most worthy of continued financial support. Results of program progress will be shared with the school district, parent organizations, community partners, chamber of commerce and Mayor of Mayfield Heights so as to influence further support to the program through use of other funding sources. The evaluation plan will also be shared with the school district's School Board for comment. Other grant proposals will be generated to appropriate funding sources on an ongoing basis. For instance, consideration will be given to those organization that can mobilize funding within and outside the immediate Maple Heights community. Such key organizations will include private foundations and local businesses.

## **Application Section V: Program Budget**

16. Complete the attached budget form.

**Application Section VI: Conditions and Assurances for Use of Funds**

Community Connectors Grant Assurances



## Community Connectors GRANT ASSURANCES

The parties referred to in this document are the Ohio Department of Education, herein referred to as “THE DEPARTMENT,” and the applicant, herein referred to as the “GRANTEE,” and any partnering entity who is not the lead applicant, herein referred to as the “CO-APPLICANT.” THE DEPARTMENT may make funds available to the GRANTEE for programs operated by the GRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with state laws and regulations, the GRANTEE assures, if awarded a grant:

1. That the GRANTEE will accept funds in accordance with applicable state and federal statutes, regulations, program plans, and applications, and administer the programs in compliance with the United States and Ohio Constitutions, all provisions of such statutes, regulations, applications, policies and amendments thereto.
2. That the control of funds provided to the GRANTEE under the Community Connectors and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property.
3. That the GRANTEE has the necessary legal authority to apply for and receive the proposed grant and enter into the contract.
4. That the GRANTEE will keep and maintain the required financial and compliance records in accordance with the Ohio Revised Code Section 117.11, utilizing generally accepted accounting principles (GAAP) unless the GRANTEE has requested and received a waiver from the DEPARTMENT as to the method of accounting practices.
5. That the GRANTEE will make reports to THE DEPARTMENT as required or requested, and that may reasonably be necessary to enable THE DEPARTMENT to perform its duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by THE DEPARTMENT and shall be supported by appropriate documentation.
6. That the GRANTEE will maintain records, and provide access to those records as THE DEPARTMENT and authorized representatives in the conduct of audits authorized by state statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information.
7. That the GRANTEE will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of the program, as may be necessary according to state law.
8. That any application, evaluation, periodic program plan or report relating to the Community Connectors will be made readily available to parents and to other members of the general public.

9. That no person shall, on the ground of race, color, religious affiliation, national origin, handicap or sex be excluded from participation, be denied the benefits or be otherwise subjected to discrimination under any program or activity for which the GRANTEE receives state financial assistance.
10. That the GRANTEE may not use its state funding to pay for any of the following:
  - A. Religious worship, instruction or proselytization.
  - B. The salary or compensation of any employee of the GRANTEE or any CO-APPLICANT, whose duties or responsibilities include the activities specified in paragraph 10A, herein. Salary or compensation of an employee paid directly by a faith-based entity or house of worship is permitted to be utilized as an applicant's in-kind contribution to draw down state matching funds, and is not otherwise prohibited by this section.
  - B. Equipment or supplies to be used for any of the activities specified in paragraph 10A, herein.
  - C. Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified in paragraph 10A, herein.
11. That the GRANTEE shall continue its coordination with THE DEPARTMENT during the length of the grant period.
12. The GRANTEE shall cooperate in any evaluation by THE DEPARTMENT.
13. That the GRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).
14. That the GRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.
15. That it shall maintain records for five years following completion of the activities for which the GRANTEE uses the state funding and which show:
  - A. The amount of funds under the grant.
  - B. How the GRANTEE uses the funds.
  - C. The total cost of the project.
  - D. The share of that total cost provided from other sources.
16. That in the event of a sustained audit exception, and upon demand of THE DEPARTMENT, the GRANTEE shall immediately reimburse THE DEPARTMENT for that portion of the audit exception attributable under the audit to the GRANTEE. The GRANTEE agrees to hold THE DEPARTMENT harmless for any audit exception arising from the GRANTEE's failure to comply with applicable regulations.
17. That the GRANTEE is aware all state funds granted to it are conditioned upon the availability and appropriation of such funds by the Ohio General Assembly. These funds are subject to reduction or elimination by the Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the GRANTEE shall hold THE DEPARTMENT harmless for any reduction or elimination of state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the GRANTEE shall immediately cease further expenditures under the Community Connectors.
18. The GRANTEE will adopt and use the proper methods of administering the grant and any sub grants, including, but not limited to:

- A. The enforcement of any obligations imposed by law.
  - B. The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation.
  - C. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
19. The GRANTEE, by submission of a grant proposal, agrees that THE DEPARTMENT has the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or, termination of project operations, as necessary to ensure compliance with applicable laws, regulations and assurances for any project. The GRANTEE acknowledges this authority under Ohio Revised Code Section 3301.07 (C), as applicable.
  20. In the purchase of equipment and supplies, the GRANTEE will comply with state ethics laws and Ohio Revised Code Section 2921.42.
  21. That the GRANTEE will have effective financial management systems, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
  22. That the GRANTEE will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for the grant.

This assurance is given in consideration of and for the purpose of obtaining any and all grants, loans, contracts, property, discounts or other financial assistance extended after the date hereof to the GRANTEE by THE DEPARTMENT, including installment payments, after such date on account of applications for financial assistance which were approved before such date. The GRANTEE recognizes and agrees that such financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the State of Ohio shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the GRANTEE, its successors, transferees and assigns. The person or persons whose signatures appear below are authorized to sign this assurance on behalf of the GRANTEE.

GRANTEE

Henry Pettigrew 3-9-15  
 Authorized Representative      Date

Robert J. Applebaum 3/9/15  
 Fiscal Representative      Date

HENRY PETTIEGREW  
 Printed

Robert J. Applebaum  
 Printed

By clicking this box , I **Henry Pettiegrew, Chairperson, Trustee Board, Canaan Missionary Baptist Church**, agree, on behalf of this applicant, and any or all identified partners, that this application and all supporting documents contain information approved by a relevant executive board or its equivalent.