

Christian Life Center



March 5, 2015

Our Mission:

*To know God,
be His people,
value others and
change our world.*

Our Vision:

*To become an accurate
representation of what
Christianity is meant
to be when it is lived
out among a community
of believers.*

To Whom It May Concern:

RE: Community Connections Grant

Thank you for what you are doing for kids in Ohio. The required documents are included with an appendix with additional information attached.

We, at Christian Life Center, would like to continue playing an ever growing part in the lives of "at risk" children in the Metro Dayton area. We hope that we will be selected to participate. Should you have any questions, please do not hesitate to contact us immediately.

Best Wishes,

A handwritten signature in black ink that reads 'Jerald L. Duff'.

Jerald L. Duff, Ph.D.
Hope Network Coordinator



Application Template

Application Section I: Community Connectors Program Description

1. The target population is students grades 5-12. Identify the grade level or levels at each school that your program will be targeting. Programs may serve students in one or more grade levels.

Year 1	5-6	Year 2	5-6-7	Year 3	5-6-7-8
---------------	------------	---------------	--------------	---------------	----------------

2. Provide the number of youth in each grade level and at each school your program proposes to serve.

	5	6	7	8
Northridge	300	300	300	300
Piqua City Schools	275	254	275	251
Dayton City Schools	991	949	991	107

3. Select one: Which of the following best describes the proposed project? Select one.

- A. Totally new program developed by this organization
- B. Replication of an existing model in use by others
- Please provide the name of this model.
- C. Expansion of an existing program within the applicant organization
- D. Extension of an existing program to a new setting

B KidsHopeUSA is currently used in nearly 50 church-school partnership across Ohio (*see Appendix*) and over 1000 church-school partnerships in 36 states across America. From the roots as a research project (circa) 1996, KidsHopeUSA caring now exceeds 15,000 mentored children and an equal number of mentors and prayer partners (45,000). KidsHopeUSA is based in Xeland, MI. and KidsHopeAustralia is now active as well. In the appendix section, I have included letters (voluntarily) sent to KidsHopeUSA offices from participating schools. (www.kidshopeusa.org)

4. Please describe your project. How will it address each of the five Community Connectors core principles and what outcomes will you use to measure success.

Working with three school systems (Dayton Public Schools, Northridge and Piqua Public Schools), our largest target is schools with the lowest ratings. Dayton Supt. Lori Ward has identified schools in the NW quadrant of Metro Dayton. Dayton Mayor Nan Waley in her State of the City speech recently noted these as well. Over the years Christian Life Center, www.clcdayton.org (CLC), has developed partnerships with thirteen inner city churches in this NW quadrant (See Appendix). Internally referred to as the Hope Network, the goal is to expand this to twenty-five over the next three years. Our main campus is located near the Northridge School District (Supt. David Jackson), a campus in Piqua (Supt. Rick Hanes), a third campus near Beavercreek, and a fourth in Miamisburg.

partners will have a Local Mentor Leader assigned by the local pastor. KidsHope will certify each in a two-day training session. Following certification and school orientation, the assigned at risk child is mentored one hour weekly at the school site by the same mentor. All mentors undergo a 4-6 hour training by the local certified mentor leader. Mentors are carefully vetted in a rigid five-step process (including background checks and finger printing) that is reviewed by the Coordinator of the Hope Network. The Coordinator reports to the CLC Senior Pastor, Stan Tharp, Ph.D.

5 Core Principles

KidsHopeUSA began as a research project and continues to be researched based. The equivalent academic behaviors are supplied by Non-Cognitive Factor Areas That Affect Academic Success (Chicago Consortium Literature Review). KidsHope has been annually reviewed by outside researchers (See Appendix).

Principle: Building Character

Academic Behaviors: Interpersonal skills, empathy, cooperation, assertion, responsibility

Measure: School Staff Reports

Supporting Data: Frost Research*, Qualitative Principal Survey

Developing Pathways to Achievement

Academic Behaviors: Attending class, doing homework, organizing materials, participating, studying

Measure: Increased School Connection such as attendance, participation et al

Supporting Data: Frost Research*, Principal Surveys, Qualitative Program Survey Data

Building Resiliency

Academic Behaviors: Grit, tenacity, delayed gratification, self discipline, self-control

Measure: Decreased Discipline Referrals

Supporting Data: Frost Research*, Principal Surveys, Qualitative Program Survey Data

Believing in a Positive Future

Academic Mindsets: I belong to this academic community; My ability and competence grow with my effort; I can succeed at this; This work has value for me.

Measure: Student Promotion Rate

Supporting Data: Program Director Survey

Setting Goals for 21st Century Careers

S.M.A.R.T. GOALS

The SMART acronym is commonly attributed to Peter Drucker's management by objectives concept. The first-known use of the term occurs in the November 1981 issue of *Management Review* by George T. Doran. goal setting is widely accepted not only a precursor to future success, but to self-esteem as well (Duff, unpublished research, 1989). Goal setting is at the heart of *building resilience and self worth*

Currently KidsHopeUSA is conducting additional research with their newest offering, *Kids Hope Next* for Middle Schools.

Approach. CLC will develop short video segments to teach the SMART concept to mentees in an age appropriate manner.

Measure: The mentee will be asked to set a weekly goal at the end of each session. Completion and coaching will be reviewed, checked off, and/or coached in each subsequent session.

References:

1. Frost Research: *Giving Youth Hope: An Evaluation of the Kids Hope Mentoring Program* (See Appendix). There are 8 recommendations at the end of the 2008 report. We will explore and implement these recommendations as well. (See Appendix)
2. Applied Research Consulting (ARC), Project Up-Unlocking Potential *or for a complete report:*

https://shopping.yahoo.com/1189687866-teaching-adolescents-to-become-learners-the-role-of-noncognitive-factors-in-shaping-school-performance-a-critical-literature-review/?_ylt=AwrBJR4aluRUF0sA2ZlgmolQ?bfr=0.0

5. Please describe the specific activities your program will conduct.

The hour is divided into 6 parts:

* **Planning time (5 minutes):** Allows the child and mentor to review the teacher provided materials for each session. This brief period reassures the mentor and invites the child to “own the lesson” for the day. Ownership promotes both self worth and teaches goal setting.

• **Know What: (10 minutes)** Gives the child an opportunity to share with the mentor a few of the many things that have happened in his/her life since the last session. This relationship building is crucial to the success of the mentor-mentee trust. Trust is carefully and (sometimes) slowly nurtured by consistency in active listening and positive reinforcement. Ruby Payne, Ph.D. (*Bridges Out of Poverty*) has done much research. Payne’s et al have concluded that many “at risk” children fall far below the required 4 positive to 1 negative response ratio necessary to build self worth. *Mattering matters!* (Nancy Schlossberg, 1989 et al) “To be of importance to others is to be alive.” (T.S. Elliott) The extend to which young children will go to matter to someone/anyone is well known by gang leaders throughout the world.

* **Academic Work: (15 minutes)** Focuses on the lesson or material the teacher has provided (reading, vocabulary, spelling, or math). The actual length of the session depends on the attention span of the child. Adjustments are sometimes made on the spot depending on the emotional readiness of the child. In the daily report provided at each session’s end, the teacher would be informed and consulted as necessary or requested.

* **Creative Play: (10 minutes)** Supplements the academic work through the use of learning games and other strategies that may be more accessible and engaging for the child. The mentors are trained to use creative materials provided by the Coordinator of the Hope Network. Each school will have a box and dedicated place to store these games between sessions. The KidsHopeUSA website is continually improved with new games and activities suggested periodically.

Each child is unique and the approach is tailored individually to the child. The mentor works to first establish a trusting and caring relationship. If there is apparent stress, the mentor may choose to extend the *Know What or Creative Play* to relax the child and activate the higher brain functions for the teacher. Research shows that many at risk children arrive at school with 4-6 stressors. Children in a stable relationship and environment arrive with 0-2. Stress drives the "fight, flight, or freeze" response activating the limbic brain, which shuts off higher brain functions. Learning is minimized.

The teacher is provided a written report at the end of each session. There is also an incident report should the mentor sense significant difficulty in the environment. These will be followed up immediately with designated school personnel (social worker, teacher, principal). All mentors are instructed and will follow (strictly) the guidelines provided by each school. (See Appendix)

6. Discuss how the program will utilize best practices to ensure program success. Are there successful mentor programs after which you will model your program? Please name the program and describe what makes it successful.

KidsHopeUSA www.kidshopeUSA.org

Executive Summary

Beginning in 2003, Kids Hope USA (KHUSA) has contracted annually with the Carl Frost Center for Social Science Research to conduct an evaluation of its mentoring program. The mentoring program partners church volunteers with at-risk elementary school children for weekly one-on-one-hour sessions that include both relationship building and academic work. The objectives of the program are to improve positive behaviors and academic achievement through the vehicle of a positive relationship with a caring adult.

To conduct the evaluation, teachers at schools with 20 or more mentors and whose programs were in place by November 2006 were asked to complete an online survey assessing student performance on program outcomes such as positive behavior, self-regulation and control; attendance; academic skills; and motivation for schoolwork. Specific content areas were also evaluated: reading level; mathematics achievement; writing achievement; and science reasoning and achievement. Teachers were also asked to report on the overall academic progress of these students during the year, to report biggest areas of improvement for each child, areas of greatest need, and how, if at all, the child had benefited from the Kids Hope USA program.

Three hundred fifty-seven teachers from 39 different schools across nine states completed surveys on 708 students, yielding a response rate of 88.6%. Evaluations were completed for children in kindergarten through sixth grade, though grades first to fourth had the greatest representation. The following summary presents the key findings from this research.

Regarding student performance on general academic and social areas, teachers indicated that...

Reports of unsatisfactory behavior, self-regulation, and control dropped from 36.7% at the beginning of the school year to just 7.5% at the end of the year;

42.2% of students were considered to have unsatisfactory academic skills at the beginning of the year, while only 14.1% were still considered unsatisfactory at the end of the year. Over the course of the year, the percentage of students with excellent or good academic skills ratings doubled from 22.1% to 44.3%. The proportion of students with excellent or good motivation more than doubled, from 23.4% at the beginning of the school year, to 51.7%. At its close;

1. Students whose motivation was considered unsatisfactory declined from 39.3% to 11.0% and

content areas: reading level, mathematics achievement, writing achievement, and science reasoning and achievement. In each content area the percentage of children who performed below grade level decreased while the percentage of children who performed at or above grade level increased between the beginning and end of the school year. Specifically...

- The percentage of students below grade level in Reading fell from 69.6% at the start of the year to 42.2% at the end of the year;
- Students below grade level in Math declined from 57.2% to 34.1%;
- At the end of the year, 50.2% were below grade level in Writing, compared to 73.7% at the beginning of the school year. The proportion of students below grade level in Science dropped from 47.4% to 27.2%. Additionally, many teachers indicated that progress was occurring in academic skills achievement even if a student was still learning below grade level; students were making improvements in behavior, attitude, motivation, and social skills. A strong link exists between academic gains and changes in motivation and behavior; and
- **The mentors played an important role in making the students feel special and cared for.** Teachers reported these students still very much need to improve upon their behavior, motivation, and academics, especially reading and writing, but many stressed this greatest need in terms of *keeping or continuing* progress and improvements, or *still* needing more improvement in areas that have shown progress. Several said students needed the consistency and one-on-one attention Kids Hope USA provides, as many students lack stability or support from home. Teachers commented on the role the mentor plays in a child's life in describing... the importance of the one-on-one time and attention the students get from their mentors;
- How children looked forward to the time with their mentors;
- How Kids Hope USA mentors are positive role models,
- Mentors as "inspired," "committed," "dependable and interested," and "kind, patient and a great support;"
- **The importance for children to have someone who is there just for them, that "belongs" to them and who make them feel special.** A few of the teachers' comments (nine of 454 comments – 2.0%) said their mentors needed to be more reliable, so that a child is not disappointed by a missed visit; some said that some children would benefit more from mentors the same gender and/or race/ethnicity as the child, and that some mentors needed more support in interacting with a child.
- Overall, this data shows that Kids Hope USA is meeting its goals of fostering positive behaviors and academic achievement through the vehicle of a positive relationship with a caring adult. Regarding children's behavior, attendance, academic achievement, and motivation for doing schoolwork, there was a decrease in the percentage of children who were rated unsatisfactory for achievement and an increase in the percentage of children whose achievement was rated as good or excellent. A strong majority of teachers indicated students had made some progress or good progress in these areas during the year, and **nearly all students (99.3%) were perceived to have benefited from the Kids Hope USA program.**
- While the success of this mentoring program is very apparent, improvements in mentoring in the few cases where problems have occurred could greatly improve student satisfaction and therefore achievement of program goals. Additionally, the evaluation design could be improved upon, in order to create a more rigorous scientific picture of this program's achievements for its participants.
- **Reference: The Carl Frost Center for Social Science Research (See Appendix)**

7. Describe your organization's previous experience with this type of program OR a program of a similar scale, including previous evaluations, size and duration of previously implemented programs, goals, and outcomes.

Christian Life Center (CLC), the lead partner (weekly attendance 2300) is located strategically between Dayton and Vandalia. There are four campuses: Vandalia, Piqua, Beavercreek, and Miamisburg and seven weekend services. In

volunteers serving our children and youth. For over 30 years, CLC operated a pre-school that averaged over 125 kids annually. All state reports were completed and filed by then administrator, Pat Hamilton. All of our graduates entered kindergarten ready.

CLC also provides a *Jobs for Life™* program for at risk teens. This 8 session-30 hour program teaches 8 life skills, job search (first impressions, the elevator speech, interview practice, resumes, application prep, mock interviews), and life lessons from literature and current media. Each graduate is then encouraged to go to our partner temp employment agency for job placement. To date, there are nine graduates and 42 learners (13 still active). The program is expanding and continuously improving. All our graduates have been successful in getting jobs or returning to school. The Dayton Jobs Corp (278 homeless teens) has chosen CLC to be their partner. We expect to meet our first year start-up goal of 50 students. Our goal is 100 students per year annually with 100% employment or entering college.

6.

7. What will make this collaboration successful? What will the indicator(s) of success be for this collaboration?

Collaborations are successful when all parties have the same vision and mutual respect for each other's unique skills and contributions. The Director will meet at least monthly with the School Principle or Superintendent to discuss NRA (Next Right Answer) and continuously improve. We work very hard to match children with mentors with like interests. The weekly report provides guidance to and from mentor and teacher. If a teacher or mentor suggests a match is not working, we will provide additional coaching. In rare cases we will assign a different mentor. We will be completely responsive to the recommendations of the school. Parents must sign off on a permission slip before any mentor is assigned (See Appendix). Mentors are specifically trained in separation of church and state. When at the school we will model faith; when at church we share faith. No child will be asked to attend any function (party, etc.) outside of school unless the parent signs a second permission slip and returns it to the school (See Appendix).

In addition to monthly mentor meetings, we intend to conduct quarterly dinner celebrations and training sessions with speakers that inspire and engage. We will bring in regionally and nationally known experts to speak to invited school administrators, teachers, and mentors.

We will develop, with our Research Partner(s), both qualitative and quantitative data for evaluation. Pre and Post year-end assessments will be administered and statistically validated. We will hire an independent outside researcher as well.

However, we believe there is no better judge of success than that of the teacher. We will know we are being successful when our partner schools continually asked for more mentors and nearby schools are asking us to begin a mentoring program with their teachers.

Application Section II: Program Management

9. Leadership Team: The leadership team should be comprised of no less than one member of each partnering organization. Please provide a brief bio of each leadership team member, including a brief description of the team member's passion for the program and interest in working with young people. Bios should also include:

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

- a. Screening, orientation, supporting, and monitoring process for mentors and other personnel working directly with youth;
- b. Identification and intake process for mentees;
- c. The means by which you will involve families of youth in your program; ongoing training of mentors throughout the life of the program, including topics and frequency;
- d. Assessing fiscal accountability and faithful implementation of project plans; and
- e. Any other critical information you would want the Community Connectors team to know.

Screening:

1. Local Churches pastors/leaders are contacted for a Presentation
- b. ED Hope Network Director makes presentation to Network Church
- c. Volunteers fill out application (*See Appendix*)
- d. References are contacted (2 minimum)
- e. Complete Background Check (plus any additional local school requirements)
- f. Applicant is thoroughly Interviewed by ED
- g. Applicant reviewed with Local Pastor
- h. Applicants approved by Executive Director of Hope Network and Project Board of Directors.

Orientation:

1. Mentors are trained in 4-6 hour training curricula specified and supplied by Kids Hope USA. Mentor Leaders are present to provide "real time" experiences and preparation to each local school.
2. New Mentors are taken to the school for orientation.
3. New Mentors shadow current mentors for 1 or more sessions.
4. New Mentor(s) are officially ready to report for duty.

Supporting:

1. Each mentor has a mentor leader that follows up within 3 days after the weekly sheet has been completed and filed. Any issues will be reviewed and resolved by the Leader or referred to the Director. The Director may review these with the local Principal on a case-by-case basis where deemed necessary. (Note: Suspected abuse will be reported to school official immediately.)
2. Monthly mentors' meetings will be held and conducted by the Network Director.
3. Dinner celebrations with a special speaker will be held quarterly with Parents, Teachers, Principals, Superintendents, Mentor Leaders, Mentors and Prayer Partners
4. New ideas will be shared, discussed and NRAs (Next Right Answers) implemented.
5. All mentors and mentor leaders have real time access to the Kids Hope USA website for additional ideas, games, and creative play that will fit their unique situation.
6. Additionally, real time access to a trained child psychologist at Kids Hope USA is available when situation arise beyond the skill level of any mentor.

Intake and Matching

1. Potential Mentees will be reviewed between the teacher and the Mentor Leader.
2. Each child will be matched with a mentor on the basis of time slot available, child's skills, age, interests, and gender. (Note: nationally female mentors outnumber male mentor by 7 to 3 but boys outnumber girls by the same ratio)
3. The Mentors and Leaders will be chosen both from CFC and our thirteen Hope

Family Support:

CLC currently provides support and resources to thirteen inner city Hope Network church partners. This number will rise to twenty-five in the next three years. In addition to mentors, the area churches nearest the local school may offer additional classes such as Kindergarten Readiness, Single Parenting, Financial Planning, and the National Fatherhood League (NFL), et al. The parents of our mentored children will be contacted and offered these free classes from our Hope Network churches with support from Christian Life Center. This contributes to trust and relationship building. Additionally our Compassion First ministry provides quality second hand clothing, household goods, and furniture on a monthly basis.

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. Complete the Roles and Responsibilities worksheet attachment.

Lead Church: Christian Life Center

A full time Coordinator for the CC Grant

A part time accountant/administrative assistant

Contracted services with a researcher or research organization (as required)

Mentor Training for all mentors

Payment for Kids Hope Fees, material, web site access, games for all classes

Monthly and quarterly training and celebration meetings

All local financial contribution will be supplied by CLC

Business Partner: Blake Michaels

Mr. Michaels will serve on our executive board. He will monitor progress against mentoring goals, financial expenditures, and all reporting required by the state.

School Superintendents: Lori Ward (Dayton PS), David Jackson (Northridge PS), Richard Hanes (Piqua PS)

Schools will provide space for one on one mentoring during the school day or after school care. Schools will provide space for the Kids Hope box of activities and learning games. The schools will recommend "at risk" students for mentoring only after a permission slip is signed and returned to the school office. A copy will be given to the mentor leader and filed at CLC. Superintendents will provide feedback and recommendation for continuous improvement.

Application Section III: Evaluation Plan

13. The evaluation plan is intended to provide lead organizations with a framework that will ensure the program is on track to positively impact the lives of students and identify needs for additional support when challenges arise. Each evaluation plan must list the scope of work and describe the following:

- a. Plans for keeping records of mentor contact hours, unduplicated count of students served each month, mentor training hours, etc. for ongoing reporting;
- b. Gathering of data to measure progress of program towards meeting the selected goals;
- c. Projected indicators of success; and
- d. Anticipated barriers to successful evaluation including data collection and measurement of

- a. **Records To be recorded and compiled:** By school and school district: weekly mentor hours, monthly mentor hours, quarterly mentor training hours, weekly mentor leaders hour for same, monthly superintendent contact hours, quarterly meeting attendance
- b. **Data:** All of the above records will be compiled into weekly, monthly and quarterly reports. All reports will be sent out to the CC Grant Board of Directors. Monthly phone reviews and quarterly meetings will be held and recommendations noted and implemented.
- c. **Academic improvements, attendance improvement, school connections and incidents of disruptive behaviors** as reported by the teacher of each mentee. While hard data is vital, the best indicator of success will be when other schools begin asking for our help and superintendents request additional mentors.
- d. **Barriers:** Balancing the need for quantitative and qualitative data collection; balancing of ease of reporting and quality of data for measurement. We will be responsive to the teacher's time availability and quality of data.

14. Applicants are to complete the program model. (Attached)

Application Section IV: Sustainability

15. Describe how you plan to maintain the program after the grant funding period. Include a discussion about financial sustainability and sustainability of the partnership commitment. Applicants are not required to include cash as part of their local contributions; however, funding sustainability is critical to the Community Connectors program. Applicants that show the potential for funding sustainability will be given preference in application scoring.

Christian Life Center is a large church with an average of approximately 2300 in weekly attendance. Our annual budget is mid seven figures. CLC has been doing work in the inner city for over twenty-five years beginning in the DeSota Bass region in the early 90's. More recently *Love Dayton* (2013) completed over 100 painting, landscape, and clean up projects in one day. There were over 800 volunteers. CLC will complete over 100 projects for schools/Network churches in Dayton and Piqua in May 2015 with anticipated volunteers reaching nearly 2000. Full time staff includes Greg Bueno (Love Dayton Projects), Andy Kavcsak (Outreach Coordinator) and Deb Littman (Administrative Assistant). These are not included in the grant request.

CLC's new worship center will seat nearly 2000 and be completed in July 2015. This new facility will afford us the privilege of expanding our inner city ministries to children and their families.

Our budget for our inner city is over \$120,000 annually. While no one can see the future indefinitely, our vision for the next seven years (*GSV 2.0*) is heavily committed to inner city school systems and Hope Network churches that choose to partner with us. As we progress through the third year, we will move to 100% volunteer mentors. The Coordinator position will continue to be funded by CLC.

Though Vandalia Butler Schools are not grant eligible, CLC is committed to this program and to our own neighborhood. We have offered and have been accepted as partners with Vandalia Butler elementary and middle schools. No support will come out of the Community Connections grant, but (I hope) it indicates long-term sustainability is our plan. There is simply no question that our commitment will be sustainable after this grant ends.

Application Section V: Program Budget

16. Complete the budget form attachment and justify each of the budget items by creating a budget justification.

By clicking this box, I, Stan Tharp, Executive Pastor CLC 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.



The General Council of the Assemblies of God

DIVISION OF THE TREASURY

1445 NORTH BOONVILLE AVENUE, SPRINGFIELD, MISSOURI 65802-1894

JAMES K. BRIDGES, Treasurer

CLYDE L. HAWKINS, CPA, Administrator

Telephone (417) 862-2781
Fax (417) 863-8614

July 10, 1997

To Whom It May Concern:

The General Council of the Assemblies of God holds Group Exemption number 1678 from the Internal Revenue Service.

Christian Life Center, 3489 Little York Road, Dayton, OH. 45414 is a member of The General Council of the Assemblies of God and is listed on page 254 of our directory.

Sincerely,

Clyde L. Hawkins, Administrator
Division of the Treasury

CLH: kb
Enclosures

OHIO DISTRICT

- COSHOCTON—First Assembly of God—Church—Eighth & Vine St.—Larry G. Stitt (Mail: P. O. Box 456—Coshocton, OH 43812)—614-622-7525
- CUYAHOGA FALLS—First Assembly of God—333 Graham Rd.—Mark Ford (Mail: 315 Grah Rd.—Cuyahoga Falls, OH 44223)—216-928-9044
- *DAYTON—Agape Assembly of God—Deaf Church—419 Fountain Ave.—Michael D. Weldon (Mail: 3704 E. Fourth St.—Dayton, OH 45403)—513-279-0333
- DAYTON—Bethel Temple Assembly of God—327 S. Smithville Rd.—Dayton, OH 45403—Danny W. Brown—513-253-4161
- DAYTON—Christian Life Center—3489 Little York Rd.—Dayton, OH 45414—Stanley J. Tharp—513-898-8811; Fax 513-898-8294
- DAYTON—Gospel Temple—999 Spinning Rd.—Dayton, OH 45431—Timothy A. Humé—513-252-2611
- DAYTON—Northridge Assembly of God—4777 Payne Ave.—Dayton, OH 45414—David F. Davis—513-277-5221
- DEFIANCE—First Assembly of God—500 Washington Ave.—Roger L. Culbertson (Mail: 506 Washington Ave.—Defiance, OH 43512)—419-782-2391
- *DELAWARE—Church of The King Assembly of God—74 Wootring St.—Delaware, OH 43015—Scot G. Miller—614-369-4404
- DELPHOS—First Assembly of God—808 Metbliss Ave.—Delphos, OH 45833—Kevin R. Bishop—419-692-6741
- DELTA—Delta Assembly of God—405 W. Main St.—Delta, OH 43515—Randy L. Trowbridge—419-822-4975
- DUBLIN—Northwest Assembly of God—7055 Avery Rd.—Dublin, OH 43017—David L. Gross—614-889-8364; Fax 614-889-8827
- *DUNKIRK—Assembly of God—445 W. Patterson St.—James W. Gatchell (Mail: 457 W. Patterson—Dunkirk, OH 45836)—419-759-2223
- EAST LIVERPOOL—First Assembly of God—49345 Calcutta—Smith Ferry Rd.—Ron M. Davis (Mail: P. O. Box 2579—East Liverpool, OH 43920)—216-386-5156
- *EATON—Evangel Assembly of God—216 S. Cherry St.—Eaton, OH 45320—Wayne Gardner—513-456-7206
- ELYRIA—First Assembly of God—525 N. Abbe Rd.—Elyria, OH 44035—Cole D. Brown Jr.—2366-8871
- *ENGLEWOOD—Christian Assembly of God—415 N. Main—Englewood, OH 45322—James R. Arnold III—513-836-0439
- *FAIRBORN—Spirit Song Church Assembly of God—65 N. Grand—Kenneth M. Becker (Mail: P. O. Box 662—Fairborn, OH 45324)—513-878-3584
- FAIRFIELD—Tri County Assembly of God—7350 Dixie Hwy.—Fairfield, OH 45014—Hugh H. Rosenberg—513-874-8575; Fax 513-874-4521
- FINDLAY—First Assembly of God—124 Ash Ave.—Findlay, OH 45840—Darrell E. Ramsey—419-422-3019
- FINDLAY—New Life Assembly of God—535 Bright Rd.—Findlay, OH 45840—Ralph E. Vander Vlucht Jr.—419-423-8465
- FOSTORIA—Assembly of God—728 N. Countyline St.—Fostoria, OH 44830—Charles M. Jarvis—419-435-8649
- FRANKLIN—First Assembly of God—5303 Dixie Hwy.—Franklin, OH 45005—Steven E. Hayden—513-424-8555
- FREMONT—Calvary Assembly of God—120 S. Clover St.—Fremont, OH 43420—Gilbert D. Dock—419-332-5150
- GAHANNA—Evangel Temple Assembly of God—817 N. Hamilton Rd.—Gahanna, OH 43230—Eugene D. Speech—614-471-6221; Fax 614-471-9201
- GALION—First Assembly of God—301 Second St.—Galion, OH 44833—Louis C. Boston—419-468-9701
- *GALLIPOLIS—Lighthouse Assembly of God—State Rt. 160 N.—Kanith L. Stone (Mail: P. O. Box 629—Gallipolis, OH 45631)—614-446-9281
- GENEVA—New Life Assembly of God—205 W. Liberty—Geneva, OH 44041—Harry J. Pishcra Jr.—216-466-6093
- *GEORGETOWN—Faith Assembly of God—402 N. Main Street—Georgetown, OH 45121—Joseph L. Thorne—513-378-2027
- GIRARD—First Assembly of God—6779 Belmont Ave.—Girard, OH 44420—John D. Musgrave—216-539-0003



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:

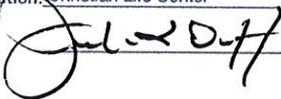
- 1) Be knowledgeable about the applicant's Community Connectors grant proposal and application, including advocacy of the Community Connectors program.
- 2) Maintain a familiarity with the partner's services to enhance the proposal, including specific goals and practices.
- 3) Demonstrate a commitment 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: Jerald L. Duff, Ph.D.

Title: ED Hope Network

Organization: Christian Life Center

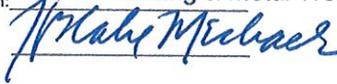
Sign: 

Partner

Name: H. Blake Michaels

Title: President & CEO

Organization: Franklin Brazing & Metal Treating

Sign: 



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 1.2 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: Jerald L. Duff, Ph.D.
 Title: ED Hope Network

Organization: Christian Life Center
 Sign: [Signature]

Partner
 Name: David A. Jackson
 Title: Superintendent

Organization: Northridge Local Schools
 Sign: [Signature]



COMMUNITY CONNECTORS

CommunityConnectors.Ohio.gov

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.

Name: Jerald L. Duff, Ph.D. Name: Lori L. Ward
Title: Hope Network Coordinator Title: Superintendent of Schools
Organization: Christian Life Center Organization: Dayton City Schools
Sign: _____ Sign: 



COMMUNITY CONNECTORS

CommunityConnectors.Ohio.gov

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: _____

Title: _____

Organization: _____

Sign: _____

Partner

Name: Richard A. Hanes

Title: Superintendent

Organization: Piqua City School District

Sign: [Signature]

Partner

Name: _____

Title: _____

Organization: _____

Sign: _____

Partner

Name: _____

Title: _____

Organization: _____

Sign: _____

DAYTON

PUBLIC SCHOOLS

115 S. Ludlow Street · Dayton OH 45402-1812
Tel. (937) 542-3164 · Fax (937) 542-3188
E-Mail: lward@dps.k12.oh.us

Lori L. Ward
Superintendent

February 26, 2015

To Whom It May Concern:

Christian Life Center has been heavily involved in the inner city for over two decades. Providing both time and financial resources, they continue to help our schools and community churches with their servant leadership and volunteer base.

We are pleased to partner with them on the Community Connections grant.

Sincerely,



Lori L. Ward
SUPERINTENDENT
DAYTON PUBLIC SCHOOLS

LLW/csw

Mission Statement

Dayton Public Schools provides a high-quality education in a safe environment that prepares our students for success in school, work and life by providing a highly effective trained staff working each day with community resources.

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
- **Frank McQuarry Christian Life Center, Dayton OH**
- **Executive Director Christian Life Center, Former Director of Finance CLC (10 years)**

- Personnel contribution
- **1 full time coordinator, 1 part time administrator, 1 Board Member, 50 mentor volunteers, 10 Hope Network Churches with 5 volunteers each,**

- Monetary contribution
- **Monetary Contribution: \$245,000**
-
- Shared responsibilities

- Additional roles and responsibilities
Love Dayton Projects for Schools Annually (Painting, Cleaning, landscaping, et al)

Record keeping, budget audits

2. School district partner:

- Time contribution
Three Schools (Dayton City Schools, Piqua City Schools, Northridge Public Schools)
- Personnel contribution

Teachers/Administrators invited to Quarterly meeting to review progress/inspiration

- Monetary contribution
0
- Shared responsibilities
- **Responsibilities: Provide teacher partners for each mentee to assign class work and review weekly progress reports, provide space for one on one mentors, serve on the Board of Directors, recommendations for continuous improvement. Attend quarterly meetings if available**

- Additional roles and responsibilities

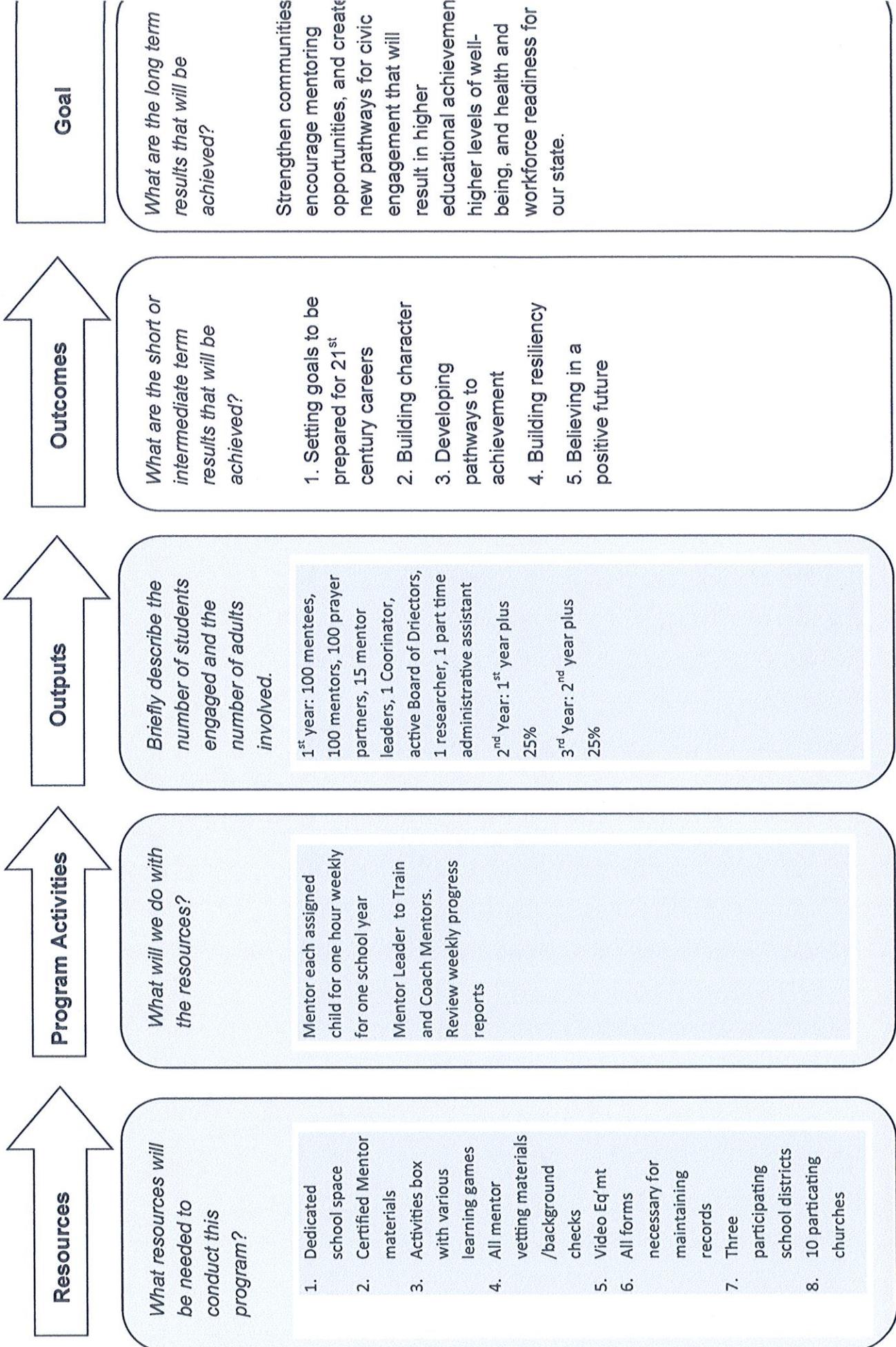
3. Business partner:

- Time contribution
Blake Michaels
Monthly Review/Quarterly meetings
- Personnel contribution
- Monetary contribution
0
- Shared responsibilities
Board Meetings
- Additional roles and responsibilities
- **Serve on the Executive Committee, Audit financial reports and state required reports, monitor progress toward goals, recommend improvement as new learning is acquired.**

4. Community nonprofit (if applicable):

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

Program Name: _____



Resources

What resources will be needed to conduct this program?

1. Dedicated school space
2. Certified Mentor materials
3. Activities box with various learning games
4. All mentor vetting materials /background checks
5. Video Eq'mt
6. All forms necessary for maintaining records
7. Three participating school districts
8. 10 participating churches

Program Activities

What will we do with the resources?

Mentor each assigned child for one hour weekly for one school year
Mentor Leader to Train and Coach Mentors.
Review weekly progress reports

Outputs

Briefly describe the number of students engaged and the number of adults involved.

1st year: 100 mentees, 100 mentors, 100 prayer partners, 15 mentor leaders, 1 Coordinator, active Board of Directors, 1 researcher, 1 part time administrative assistant
2nd Year: 1st year plus 25%
3rd Year: 2nd year plus 25%

Outcomes

What are the short or intermediate term results that will be achieved?

1. Setting goals to be prepared for 21st century careers
2. Building character
3. Developing pathways to achievement
4. Building resiliency
5. Believing in a positive future

Goal

What are the long term results that will be achieved?

Strengthen communities encourage mentoring opportunities, and create new pathways for civic engagement that will result in higher educational achievements higher levels of well-being, and health and workforce readiness for our state.

Budget Summary



Budget summary automatically fills after completing individual annual budgets (Year 1, Year 2, and Year 3)

0

Categories	Year 1 Budget	Year 2 Budget	Year 3 Budget	Total Budget
A. Payroll Expenses	60,000.00	60,000.00	60,000.00	180,000.00
B. Payroll Fringe Benefits	-	-	-	-
C. Travel	4,500.00	3,000.00	200.00	7,700.00
D. Supplies	5,000.00	-	-	5,000.00
E. Equipment	1,400.00	-	-	1,400.00
F. Contracted Services	163,000.00	152,000.00	72,000.00	387,000.00
G. Training	-	-	-	-
H. Evaluation	30,000.00	7,000.00	-	37,000.00
I. Other Program Cost	56,600.00	18,000.00	12,300.00	86,900.00
J. Additional Mentor Support Cost	19,500.00	15,000.00	5,500.00	40,000.00
TOTAL PROJECT COST	340,000.00	255,000.00	150,000.00	745,000.00
LOCAL CONTRIBUTION	85,000.00	85,000.00	75,000.00	245,000.00
STATE MATCH	255,000.00	170,000.00	75,000.00	500,000.00
LOCAL %	25%	33%	50%	33%

100 Mentors	\$15.00	7800	117,000.00
15 Mentor Leaders	\$30.00	1200	36,000.00
Administrative Assistant	\$20.00	500	10,000.00
		Total	163,000.00

G.1. Staff Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
			-
			-
			-
		Total	-

G.2. Mentor Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
			-
			-
			-
		Total	-

H. Evaluation

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Researcher	\$200.00	150	30,000.00
			-
			-
		Total	30,000.00

I. Other Program Cost

Description	Total Amount
KidsHopeUSA Training and Franchise Fee	30,000.00
aHa Certification (2)	2,600.00
Love Dayton Schools	24,000.00
Total	56,600.00

J. Additional Mentor Support Cost

Description	Total Amount
Background Checks	7,500.00
Quarterly Meetings (250 people X 4)	12,000.00
	-
Total	19,500.00

The Local Contribution consists of identified in-kind contributions and available funding designated for this program.

The Local Contribution may not be less than 25% of the total project budget in any year.

PROJECT YEAR 1	BUDGET
Total Budget	340,000.00
Local Contribution	85,000.00
State Match	255,000.00
Local %	25%

50 Mentors	\$15.00	4000	60,000.00
5 Mentor Leaders	\$30.00	400	12,000.00
			-
		Total	72,000.00

G.1. Staff Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
			-
			-
			-
		Total	-

G.2. Mentor Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
			-
			-
			-
		Total	-

H. Evaluation

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
			-
			-
			-
		Total	-

I. Other Program Cost

Description	Total Amount
Love Dayton Schools	12,300.00
	-
	-
Total	12,300.00

J. Additional Mentor Support Cost

Description	Total Amount
Background Checks	1,500.00
Quarterly Meetings	4,000.00
	-
Total	5,500.00

The Local Contribution consists of identified in-kind contributions and available funding designated for this program.

The Local Contribution may not be less than 25% of the total project budget in any year.

PROJECT YEAR 1	BUDGET
Total Budget	150,000.00
Local Contribution	75,000.00
State Match	75,000.00
Local %	50%



**COMMUNITY
CONNECTORS**
CommunityConnectors.Ohio.gov

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:

