

David E. Hickman

Dayton, Ohio 45406

Phone: (937) 866-4147 Cell: (937) 580-9196

E-mail: dehickman7@yahoo.com

Experiences

April 2010 to
Current

Helping Hands Community Development Center, Dayton, Ohio

Certified HUD Consultant – Report directly to the Deputy Director. Promoted to manager of the Wilmington office. Responsible for the day to day operations of the office and the Wilmington office employees. Responsible for the managing of intake documents and the screening of applications from clients needing assistance with the payment of their home mortgage. Counsel new and current homeowners on the financial responsibilities surrounding home ownership. Assist homeowners who are losing their homes through foreclosure, to get government assistance.

Feb. 2008 to
April 2010

Synergy Investments, Dayton, Ohio

Property Manager /Worked part-time due to financial struggles of company.

Mar. 2007 to
Feb. 2008

Windsor Capital Mortgage Corporation, Dayton, Ohio

Branch Manager / Loan Officer / Resigned and took salary position.

Aug. 2005 to
Mar.. 2007

Premier Mortgage of Ohio, West Carrollton, Ohio

Branch Manager / Loan Originator / Branch was closed.

Jul. 2004 to
Jun. 2005

American Standard Mortgage Co, Centerville, Ohio

Senior Loan Consultant

Branch office was closed and relocated to Cincinnati, Ohio

Apr. 2000 to
Jul. 2004

1st Metropolitan Mortgage Co, Centerville, Ohio

Branch Manager / Loan Originator

Company was sold to Empire Mortgage of New York. Could not do loans out of state.

May 1994 to
Sept. 1999

DayMed Health Maintenance Plan, Miamisburg, Ohio

Executive Vice President - Reported directly to the President / CEO. Analyzed and recommended solutions to problems to the President and to the Board of Directors. Monitored the goals and objectives of the Plan through direct communication with all department Vice Presidents, Directors and Managers. Responsible for the recruitment and in-house training of all top management personnel. Assured the proper delegation of responsibilities by top management and follow-through on resolving corporate issues. Assisted the finance department in the development of annual budgets.

Responsible for a staff of 432.

Recognized for being successful in coordinating the marketing area expansion and member growth of the company.

- Introduced products to expansion markets to include, traditional HMO, Point-of-service, ASO/TPA, EPO, PPO, Medicaid and /Workers Compensation.
- Expanded marketing area from an eleven (11) to a twenty (20) county area in Southwest and Northeast Ohio.

- Assisted in the restructuring of the claims payment system.
- Instrumental in increasing membership by 62%.
- Implemented value added services to Plan members.
- Re-structured Hospital and Physician reimbursement strategies.
- Chaired and participated on several committees; Board of Directors/Finance Committee / Marketing Committee / Utilization Review Board / Quality Assurance Committee / MIS Steering Committee / Member Grievance Committee / Peer Review Committee / Provider Credentialing Committee.

Dec. 1989 to
May 1994

DayMed Health Maintenance Plan, Miamisburg, Ohio

Vice President, Marketing / Provider Contracting - Reported to the President / CEO.

Responsible for the planning and coordination of all marketing as well as all healthcare provider enrollment and servicing activities. Consulted with the President in establishing sales and physician enrollment goals and objectives. Assisted the field staff in the development of professional relations skills and product knowledge.

Promoted to this position for successfully planning and orchestrating the contracting and enrollment of healthcare providers and the overall increase of corporate sales in excess of projection.

- Expanded the plan service area from three (3) to eleven (11) counties.
- Developed the DayMed TPA/ASO line of business.
- Instrumental in securing the contract to provide benefits for Federal Employees in Ohio.
- Negotiated a contract with the areas largest utility company.
- Increased total membership more than 38,000.
- Increased annual revenue by \$19.1 million dollars.
- Instrumental in the increased enrollment of healthcare providers to more than 6,800.

Nov. 1985 to
Dec. 1989

DayMed Health Maintenance Plan, Miamisburg, Ohio

Director, Marketing / Provider Contracting - Reported to the Senior Vice President of Operations. Responsible for the development and management of the sales department, healthcare provider enrollment and service departments for a start-up HMO. Responsible for the recruitment of all healthcare providers.

Recognized for strong organizational, developmental and management capabilities as well as knowledge of the managed healthcare industry.

- Performed all marketing research activities for the commercial and Medicaid lines of business.
- Planned marketing strategies and developed benefit package designs.
- Created all promotional materials.
- Developed the new and renewal rating strategies for commercial business.
- Assisted in the development of the rating module for employer groups.
- Developed the underwriting guidelines for member and group enrollment.
- Hired, trained and managed commercial and medicaid sales and service representatives.
- Developed Broker network for commercial group sales.
- Exceeded 145% of the projected growth levels of membership.

- Hired, trained and managed Hospital and Physician field representatives.
- Established new provider enrollment and credentialing procedures.
- Met with Hospital Administrators and key physician groups to negotiate reimbursement.
- Instrumental in the development of a network of 4,000+ providers of healthcare.

Education

Kentucky University, Frankfort, Kentucky
Bachelor of Science Degree
Major: Business Administration / Accounting
Second Major: Economics
Graduated Upper One-Third of Class

University of Cincinnati, Cincinnati, Ohio
Masters Degree
Major: Business Administration

Sinclair College, Dayton, Ohio
Associate Degree
Major: Marketing Management

- *Certified HUD Counselor [CHC]*
- *State of Ohio, Mortgage Banker License.*
- *State of Ohio HMO, Health, Life and Casualty License.*
- *Certified Health Consultant [C. H. C.]*
- *IBM Sales Trainer Certification.*
- *Xerox Professional Selling and Management Skills Instructor Certification.*
- *Lee DuBois Selling Techniques Certification.*
- *Brian Tracy Advanced Selling Techniques.*
- *Garofalo Sales Management Training.*

Professional

Member of various organizations: Ohio Association of Mortgage Brokers / National Association of Mortgage Brokers / National Association of Life Underwriters / Dayton Association of Life Underwriters / National Association of Urban Based HMO's / National Association of Health Care Professionals / American Association of Health Plans / Ohio Association of Health Plans / American Management Association.

United States Army Veteran

Specialist Fourth Class – Honorable discharge.

References

Available upon request.

State of Ohio

Counselor and Social Worker Board

THIS IS TO CERTIFY THAT

Songa Marie Moore MSW

HAS MET THE REQUIREMENTS OF THIS BOARD AND REGULATIONS SET FORTH IN THE OHIO REVISED CODE AND IS HEREBY LICENSED TO PRACTICE AS A

LICENSED SOCIAL WORKER

SUBJECT TO PROVISIONS OF RENEWAL AND REVOCATION

IN WITNESS THEREOF, WE AFFIX OUR HAND AND SEAL TO

THIS LICENSE # S18774 ON THIS 20TH DAY OF NOVEMBER 19 93

SOCIAL WORKER'S PROFESSIONAL STANDARDS COMMITTEE:

Christie Parton MSW

Christie Parton

Colleen M. Gallagher, M.A.



Marie Jackson, Ph. D.

Christy L. Rowell MSW

CHAIR

LICENSED SOCIAL WORKER
PROFESSIONAL DISCLOSURE STATEMENT

Name: SONYA M. WARE

Professional Title: Licensed Social Worker (LSW)

License Number: S0018774

Education: BS, Ohio State University, 1992
M.Ed, University of Dayton, 1995
MA, Ohio State University, 2000
Ph.D., Ohio State University, 2005

Employment: The Ware Consulting Group, LLC
P.O. Box 13122
Dayton, Ohio 45414
(937) 474-9211

Areas of Competence And Services Provided: Diagnosis and Treatment of Behavioral and Emotional Disorders
Child and Adolescent Counseling
Personal and Social Counseling
Family Counseling
Mental Health Counseling
Relational Aggression (“Mean Girls”)

This information is required by the State of Ohio Counselor, Social Worker & Marriage And Family Therapist Board, which regulates all licensed and registered Counselors, Social Workers and Marriage And Family Therapists.

State of Ohio Counselor, Social Worker & Marriage And Family Therapist Board
LeVeque Tower
50 West Broad Street, Suite 1425
Columbus, OH 43215-5919
614-466-0912 (F) 614-728-7790

SONYA M. WARE, Ph.D., CRC, SW

5590 Wendsbury Drive

Trotwood, Ohio 45426

Home (937) 854-9326

Cell (937) 474-9211

Internet: Sonyamware@yahoo.com

EDUCATION

Doctor of Philosophy, The Ohio State University, Columbus. Major: Rehabilitation Services; Specialization Area: Multicultural Education. Minor: Research Methods in Human Resource Development, December 2005

Master of Arts, The Ohio State University, Columbus. Major: Rehabilitation Counseling, August 2000.

Master of Science, University of Dayton, Ohio. Major: Clinical Counseling, August 1995

Bachelor of Science, The Ohio State University, Columbus. Major: Psychology, 1992

APPOINTMENTS AND POSITIONS

School-Based Therapist, September 2003-Present

Samaritan Behavioral Health & St. Joseph Children's Treatment Center, Dayton, OH

Provide leadership in the development, implementation, and evaluation of counseling programs and prevention/intervention services for students with special needs including emotional, behavioral, mental, and cognitive disabilities within regular education. Develop behavioral management techniques for at-risk students in conjunction with teachers, staff, parent/guardians, individualized education program (IEP) team, and the community. Address the clinical needs and concerns of parents/guardians, students and school personnel in an expeditious manner.

Adjunct Professor, January 2006-June 2007

Wilberforce University, Ohio

Certified Rehabilitation Counselor and Professor in the Rehabilitation Department for Master level students. As the professor of such courses as Career Development and The World of Work, Medical Aspects, and Group Counseling, I developed CORE accredited curricula and syllabi, weekly PowerPoint presentations, graduate level exams, as well as facilitated assessments tools to assist students in receiving a thorough understanding of the vocational issues faced by those with disabilities.

Executive Director/Outreach Coordinator, May 2002-August 2003

KIDS200 & Colin Powell Leadership Academy, Dayton, Ohio

Developed flexible organization structures, policies, and procedures. Recruited, selected, assigned and organized staff to assure the greatest potential for accomplishment of the agency's' missions, goals, and objectives. Designed and facilitated educational enrichment programs for Colin Powell Leadership Academy and the surrounding communities. Facilitated the development of appropriate partnerships with businesses, social service agencies and other organizations whose purposes were consistent with the agency's mission and participated in related activities when appropriate. Planned, prepared, justified and managed budget in accordance with agency budgeting procedures. Successfully generated revenue through outside funding sources.

Contract Trainer, September 1999-December 2004

Institute of Human Services, Columbus, Ohio

Developed and facilitated specialized training curriculum for human service professionals. Promoted and distributed contractual agreements with various county agencies in the State of

Ohio. Training topics included: Family Therapy, Working with Adolescents, Team Building, Self-Esteem, Anger Management, Relationships for Teens, and Leadership Development.

Graduate Teaching Associate, September 1997-August 2001

The Ohio State University, Ohio

Co-taught the introduction of counseling theories and foundations of disabilities to graduate students in counselor education and rehabilitation counseling. Provided clinical supervision to Master level students in Rehabilitation Counseling. Researched and collected rehabilitation materials for presentation and research articles. Designed and prepared PowerPoint presentations for faculty conferences. Revised and customized program literature distributed to thousands of prospective students. Facilitated and recruited minority students interested in the Master and Ph.D. programs. Coordinated and facilitated department conference and annual events.

Academic Advisor, September 2000-June 2001

The Ohio State University, Columbus

Provided counseling and advisement to incoming minority freshmen as they transition into a predominately white university. Coordinated support services and facilitated campus-wide linkages for minority students. Demonstrated an above 90% retention rate of minority students in competitive majors. Instructor for University Survey 100, a course designed for first year students. Advisor and mentor for undergraduate students pursuing degrees in Nursing, Pharmacy, Dental Hygiene, and Allied Medical Professions.

DIRECT CLIENT SERVICE EXPERIENCE

Contract Therapist, 1998

Childrens Hospital Guidance Center, Columbus, Ohio

Provided psychotherapy/counseling (individual), development and implementation of treatment plans, and crisis intervention. Services provided for children and adolescents in an outpatient setting. Coordinated community outreach and mental health education activities at therapist's discretion.

Family Therapist, September 1995-September 1997

SearchLight C.A.R.E., Inc., Columbus, Ohio

Successfully provided individual/family therapy for abuse, neglect and delinquency issues that led to reunification. Supervised and trained foster parents on appropriate foster parenting and family systems model. Provided crisis intervention to maintain clients in care. Educated clients and advocated for clients rights.

Child Welfare Worker II, September 1992-September 1995

Franklin County Children Services, Columbus, Ohio

Managed a caseload of 35 to 40 families with the primary client being unruly/delinquent youth. Developed clinical treatment plans for various populations within the social services arena. Counseled clients, monitored family situation, composed case plans and record of activity reports. Facilitated crisis intervention services.

PROFESSIONAL CERTIFICATIONS

Licensed Social Worker (LSW), 1993-Present

Certified Rehabilitation Counselor (CRC), 2002-Present

Licensed Professional Counselor (LPC), eligible

Christie Claytor

4020 Delphos Avenue

Dayton, OH 45402

Home phone (937) 263-2347/Email: blessed5565@yahoo.com

Objective

To find a position which offers an assortment of duties within the business field. A position with an established firm or organization where my skills can be enhanced and my knowledge of the business industry can grow.

Work History:

- 2004 – 2005** **Helping Hands Community outreach Center – Americorps VISTA**
5565 West Third Street **Dayton, OH 45427**
Neldra Glasper – Supervisor Monthly allowance \$816
(937) 268-6066
Duties included: Clerical services, write small grants, solicit families for The WDSN Network (Case management), organize workshops, manage United Way funds (balance checkbook), plan annual dinner, and attend meetings.
- 1997 -** **True Care Early Learning Center – Emergency Relief Teacher (Sub)**
1823 North Main Street **Dayton, OH 45405**
Rhonda Thomas – Supervisor Rate of Pay \$7/hr.
(937) 279-9358
Duties include: Assist with the learning development of the children, basic preschool skills, feed and clean infants, teach proper cleaning etiquette. Various learning activities with all ages.
- 1999 – 1999** **Manpower Temporary Services – Customer Service Representative**
840 South main Street **Dayton, OH 45402**
G. E. Card Services /Erica – Supervisor Rate or Pay \$9.00/hr.
(937) 224-7663
Duties included: Assisting customers over the phone with their business account information.
- 1999 – 1999** **Manpower Temporary Services – Receptionist/ Data Entry Specialist**
840 South Main Street **Dayton, OH 45402**
Flow-serve(Durion) / Connie – Supervisor Rate of Pay \$10/hr.
Duties included: Inputting data into the system and filing during the morning hours, and answering the phone (multiple lines), assisting visitors, clerical duties (i.e. typing, faxing, etc.) in the afternoon.

Work History (continued)...

- 1998 – 1999 Noble Staffing Services – Telemarketing**
333 West First Street **Dayton, OH 45402**
John – Supervisor Rate of Pay \$8.00/hr.
(937) 228-0060
Duties included: contacting possible customers to take out a loan or to sign up for a central air system for their home or business.
- 1998 – 1998 The Riverside Nursing and Rehabilitation Services - Housekeeping**
1390 King Tree Drive **Dayton, OH 45405**
Dave – Supervisor Rate of Pay \$7.50/hr.
(937) 278-0723
Duties included: Keeping facility clean (i.e. residents rooms, lobbies, dining areas, etc.)
- 1993 – 1996 Economy Linen & Towel Service – Garment Production**
80 Mead Street **Dayton, OH 45404**
Sheila Owens – Supervisor Rate of Pay \$5.25/hr.
(937) 222-4625
Duties included: Sorting and pressing garments and linen, inspecting cleanliness and expediting to customers.
- 1992 – 1993 Taco Bell – Crew Member**
1504 North Keowee Street **Dayton, OH 45404**
Donna Witherspoon – Supervisor Rate of Pay \$4.63/hr.
(937) 224-1306
Duties included: Cashier, cook, expedite food keeping facilities clean
- 1992 – 1992 Wright Patterson Air Force Base – Clerk**
Area B – Logistics Command Building **Dayton OH**
Betty – Supervisor Rate of Pay \$4.50/hr.
Duties included: Light typing, bookkeeping, proofreading documents, filing, answering phones (multiple lines), and taking inventory on furniture.

Education

Received GED in April of 2002
Sinclair Community College since June 2002 studying Business Management

Trainings and classes:

- ✓ Grant writing trainings;
- ✓ Computer –Intro to Word, Powerpoint, & Excel
- ✓ CPR class;
- ✓ Child Abuse and Neglect;
- ✓ First Aid;
- ✓ Communicable Diseases

D' Juanna L. Holt
624 Kammer Ave.
Dayton, OH 45417
937-718-1750 E-mail dlholt05@yahoo.com

Education

June 2010 National College Kettering, OH
Associates; Accounting/Computer Applications

JUNE 2008 National college Kettering, OH
Diploma; Applied Business

MAY 1996 Patterson High School
H.S. Diploma, Marketing Dayton, OH

Work Experience

- Helping Hands Community Outreach Dayton, OH
Housing Counselor- Foreclosure prevention
- National College 3/2007-6/2010 Kettering OH
Student
- Barry Staffing 10/2006-02/2007 Dayton, OH
Acted as a team leader of a packaging and receiving company
- Jiffy Lube International 03/2005-10/2006 Dayton, OH
Assistant Manager
Tested and implemented sales promotions and reported back to my
General Managers
- BP Oil 12/2000-04/2003 Dayton, OH
Customer Service Representative
Maintained daily official procedures while staying involved with
customers directly

References

Jim Holmes
Pastor
Gods Way Triune Ministries
4454 old Troy Pike
Dayton Oh 45414
937-604-4207

Neldra Glasper
Executive director
Helping Hands
4999 Northcutt Pl
Dayton Oh 45414
937-268-6066

Alexis Hughes
Personal Reference
21 Arnold Place
Dayton, OH 45405
937-818-8948

Juanita Rollins Ecton

Domestic Violence Advocate

937-580-5503

BIO

Sexual Assault Prevention and Response

USAF Domestic Abuse Victim Advocacy Training

National Center for Adoption Law and Policy at Capital University Law School and Safe and
Togetherness Enhanced

Registered Advocate with the State of Ohio

Bachelor of Science in Business Management

Louevinar McQuay

Skills	Proficient in: FACETS, Microsoft Word, PowerPoint, Excel, and Access. 74 college credit hours in effective communications, social psychology, English, and demography research. Rental property management, data entry clerk, X-ray files processor, PBX multi-line switchboard operator. Emergency Unit Clerk, receptionist/scheduler. Performed customer service duties via telephone or in person. Updated CPR, First Aide, and Communicable Disease training. Motivated, dependable, organized self-starter, with good communication skills and the willingness to be a team player.	
Work experience	2000 – 10, 2006 Management	Wright Patt Defense Institute of Security Assistant Dayton, OH
		<ul style="list-style-type: none">Performed research and data entry of documentations as required by the United States Government. Used Microsoft Office XP to create itinerary for foreign exchange students. Scheduled hotel, flight reservations and appointments for upper management.
	2003 – 8, 2005	Logan's Innovative Rental Properties Dayton, OH
		<ul style="list-style-type: none">Utilized Microsoft Office XP Word and Excel to organize accurate payable/receivable accounts. Scheduled and conducted property showing. Reviewed leasing contracts with potential clients. Conducted annually in home assessment with each tenant.
	1998- 2003	Angel Hearts Home Healthcare Service Dayton, OH
		<ul style="list-style-type: none">Assisted elderly. Mentally retarded, and physically challenged clients with bathing, mobility, and housekeeping. Provided daily written feedback of clients' general health.
		Montgomery County License Home Daycare
		Volunteer Child Advocate State Appointee (CASA)
		United Way Volunteer
Education	Lakeside High School Graduate High School Diploma	
	Sinclair Community College Social Work Associates (current)	
	Demography Certificate	
References	Upon Request	

Latosha Scott

229 Wroe ave Dayton, OH 45406
(937) 304-1140 toshascott12@gmail.com



Objective

To obtain a position that will enable me to use my strong organizational skills, educational background, and ability to work well with people. The experience and skills I gain will help the development of my career goals and my family obligations.

Experience

Helping Hands Community Outreach

July 2012-Current

Supervisor

- Housing Counselor
- Foreclosure Prevention Counselor
- Pre- Purchase Counseling
- Homebuyer Education
- NCHCEC certification in Homeownership Counseling

King Enterprises

October 2007 – January 2011

Office Manager

- Janitorial services
- Training, Orientation
- Payroll
- Policies, Procedures

My reason for leaving was the company closed.

Rey- Lee Building Maintenance

June 2005- October 2007

Office Manager

- Ran operations of office and different field activities
- Set working appointments
- Monitored field workers
- Responsible for scheduling site visits, site inspections and customer relations
- Responsible for ensuring proper licensing and ongoing compliance all legal requirements for janitorial services

My reason for leaving was that the company was closing.



Education

ECOT 2007

High school diploma

American Intercontinental College

2014 - Currently attending

Business Management

References

Bruce R King
King Enterprises
[\(937\)572-2268](tel:(937)572-2268)

Daisy Nease
St. Vincent DePaul Center
[\(937\)222-3661](tel:(937)222-3661)

Marcus Aaron

1545 Sleepy Hollow Rd #11
Fort Wright, Ky 41011

Phone: 859-581-5458

E-mail: godson1979@yahoo.com

Objective

To obtain a position within a company where I can capitalize on my military trainings, leadership skills, and related work experience

Education

Paterson High School: Dayton, OH 1995-1998

Sinclair Community College High School Diploma in Engineering Technology-Prep Program
KAREL Programming and Machine Trades

Work Experience

Mazak

Mazak

Erlanger, KY 2005-2009

Assembles stators and rotors for CNC machines

- Guarantee the availability of parts support for the life of the CNC machine
- Material handling
- Coolant & hydraulics

U.S. Army Reserves



U.S. ARMY

Sharonville, OH 2000-2006

- Chemical Operation Specialist
- Ensure safety standards



U.S. Army

413th Chemical Corp 2003-2004

Operation Enduring Freedom

- Served as force protection in Baghdad, Iraq



Johnson Control-General Motors

West Carrollton, OH 2002-2003

- **Responsible for the performance of electrical testing and associated activities. Ensures that all testing is performed to required procedures/specifications and data is accurate.**
- **Make seats and seat covers**

Computer Skills– **AutoCAD 12, Microsoft Word, Excel, and PowerPoint**

Robotics– **KAREL Programming and Machine Trades**

Machine Skills– **Basic Lathe, Drill Press, Mills, Band Saw and Grinder**

Measurement Skills– **Micrometer, Dial Caliper, and Scales**

Chemical Training Skills– **CAM, ACADA, Dosimeters, and Apparatus**

Awards

Global War on terrorists Expeditionary and Service Medal

Civil Defense Medal Award

PLDC Leadership Award

References are available upon request

OBJECTIVE – A position in Project Management or Community Development with opportunities to use my background and experience in a well established company.

Michael D. Manuel 105 Horace St. Dayton Ohio 45402, 937-223-4475, doit@sbcglobal.net

EDUCATION:

- 1992** CITY UNIVERSITY, Los Angeles, CA
Bachelor of Science Degree in Mechanical Engineering
- 2006 – present** ANTIOCH UNIVERSITY McGREGOR - Project Management
1995 – 1997 EL CAMINO COLLEGE - Machine Tool Technology
1978 - 1979 CLARK STATE - Drafting Design Technology
- University of Southern California Recognition of Entrepreneurial Accomplishment 1994
 - University of California San Diego State Certification Lead Abatement training for Supervisors and Contractors 1994
 - Ohio State Certificates Contractor Supervisor Lead Base Paint Abatement Sinclair College 1998
 - Certified Builder Reward ICF Wall Systems 2000
 - Community Development Certificate Wright State University 2001
 - Certification NUDURA ICF Wall Systems 2006

EXPERIENCE:

- 1995 – Present D.O.I.T. INC., Dayton, OH
- Licensed General Contractor.
 - Developed construction training program B.E.E. (Building Economic Empowerment) process in non profit facilities.
 - Rural land and community development, Historical Restoration Wright Dunbar Village, certified builder/distributor Reward ICF Wall Systems.
 - Provide training and employment for inner city residents.
 - Collaborate with community neighborhood associations by providing turnkey empowerment programs.
 - Develop the West 3rd Street Incubator and Training Center to meet the needs of the community in entrepreneurship and construction training.
 - Develop the West 3rd Contractors Association, Project Manager Highview Hills Renovation Project. Ten homes completed.
 - Certification Nudura ICF Walls Systems.
- 2004 – 2005 WRIGHT-DUNBAR TECHNOLOGY ACADEMY, Dayton, OH
Founder/CEO
- Created school and financed start-up costs.
 - Prepared and developed business plan.
 - Submitted preliminary and final proposal.
 - Secured contract for Charter School thru sponsor & State of Ohio.
 - Set-up facility, computer systems, classroom, hired staff.
 - School now operates as a 501(c) 3 nonprofit corporation.

1999 – 2000

DAIMLERCHRYSLER, Dayton, OH

Program Manager

- Led diverse team of engineers in development of prototype through PSO (Product Sign Off).
- Worked with Launch Coordinator on refining process for new product development.
- Interfaced with customer to ensure timely deliveries of prototype evaporators per schedule.

Resident Engineer-NSF Product

- Troubleshoot problems and developed new initiatives for scrap reduction in all processes of evaporator manufacturing.
- Developed proactive approach toward decisions that affected end product FTC (first time through capability). NSF Product ran consistently over tip level of 90%, highest FTC for one week in company history, 97% max one day.
- Developed and trained Product Engineers in use of new product tracking procedure.
- Trained Product Engineer to assume responsibilities for NSF Evaporator
- Developed new inspection process for plate inspection using Excel

1997 – 1999

GREEN TOKAI COMPANY, LTD, Brookville, OH

Design Engineer

- Project Management; Design Project Leader Subaru 66L, Project Management of design, and tooling development.
- Designed Honda parts using Catia.
- Researched and developed a rapid prototype part development.

1995 - 1997

HOPE CENTER INC., Dayton, OH

Executive Director

- Project Manager Church Non-Profit Corporation
- Implemented turkey training program at facility
- Rehabilitation of church and surrounding properties

1989 – 1995

HONDA RESEARCH AND DEVELOPMENT, Torrance, CA

Senior Engineer, Design LRI- Surface Development Group

- Surface development of Acura/Honda interior and exterior automobile prototypes, motorcycle parts, and forming dies using CAST and Catia software.
- Full-scale, 1/2 scale and 1/4 scale clay, ren board, and epoxy resin models.
- Evaluated CAD CAM, CAE and Laser Scanning technology.
- Additional fabrication engineering experience (hands on) included NC set-up, operation, programming of 8 axis Shoda Mill.
- Finished and assembled mock-up model automobiles.
- Managed and trained personnel, NH Circle (Quality Circle) Group Leader 1st place Americas Conference 1993, and Committee Chairman HRA Los Angeles.

- Training included Fanuc 12M Control Maintenance Course - Mt. Fuji Japan, three months Honda prototype training HGW Wako Japan. Basic Japanese Language.

1983 – 1989

ARTISTIC WELDING PRECISION SHEET METAL, Carson, CA
CNC Engineer

- Responsible for CNC programming 2 axis NC punch presses, and Fabricam CAD CAM Systems, flat layout, planning, cost estimating, elector mechanical packaging, inventory control, and computer furniture design.

1982 – 1983

ASSIGNED TO SONO CORPORATION, Chula Vista, CA
Job Shop NC Programming Consultant

- Sheet metal part manufacturing.
- Flat layout and CNC programming.

1981 – 1982

BGW SYSTEMS, Hawthorne, CA
NC Programmer/Designer

- Responsible for NC programming, 2 axis punch press and 3 axis mill, sheet metal design chassis, power amplifier, electro mechanical packaging, and flat layout.
- Supervised production and drafting departments.

1979 – 1981

MIDLAND ROSS CORPORATION, Urbana, OH
Mechanical Drafter, Grimes Division

- Responsible for detail drafting and isometric layout of aerospace parts.
- Additional experience included Lathe and Screw Machine Operator, Inventory Control in a Computerized Stockroom.

REFERENCES ARE AVAILABLE AND WILL BE PROVIDED UPON REQUEST

Rocale R. Bumpus
1935 Rugby Road
Dayton, OH 45406
(937) 274-1594
bumpusrr@yahoo.com

OPERATIONS MANAGER

- Qualifications**
- More than 15 years experience in customer service support with recognized strengths in problem-solving, trouble-shooting, sales staff support, project team support, planning, implementing, delegating and proactive procedures for quality improvement
 - Possess solid computer skills using Microsoft Excel, WordPerfect, Microsoft Word, Microsoft Projects, Power Point Presentation, Timberline, MAS90 and Great Plains
 - Excellent typing and data entry skills
 - Strong Communication skills
 - Solid Customer Support skills

Professional Experience

SPL INTEGRATED SOLUTIONS Miamisburg, OH

2003 – Present

Operations Manager for AV

- Drive and manage product life cycle process for the office
- Track program against budget and schedule
- Develop and implement master program files
- Influence and escalate vendor relation issues
- Own product cost and total operating cost for projects
- Define business process and procedures for continuous improvement

Warehouse Distribution

- Manage receiving, picking, packing, and shipping of orders daily
- Schedule couriers, negotiate rates and routes with truck lines

Schedule and Manage Technicians

- Manage technicians with diverse experience levels in the Videoconference and Audio Visual industry by coordinating, executing, and supporting a magnitude of clients in the government, executive, educational and customer service corporate environments
- Outsource skilled subcontractors nationally based on project needs and requirements and level of expertise

Help Desk – customer care support

- Receive trouble calls, dispatch technicians, order replacement parts/equipment, if needed, in order to bring the case to a resolution
- Real-time ticket tracking and reporting

WIRE ONE, TECHNOLOGIES

1996 - 2003

Miamisburg, OH

Senior Project Manager for AV Installation

- Lead a team of 8 Project Managers
- Created and implemented project tools for Project Managers to provide timelines, coordinate schedules, provide support to the team members, and clients
- Managed project costs and budgets
- Set goals along with certifications for each Project Manager

Education

Dunbar High School Dayton, OH

Professional

Completed courses/seminars in leadership and management programs

Interest

Reading, Boy Scouts Committee, Event Planning and Coordination, Volunteer for Helping Hands

**YOUTHWORKS!
TRAINING SITE AGREEMENT**

AGREEMENT#

MONTGOMERY COUNTY DEPARTMENT
OF JOB AND FAMILY SERVICES
1111 S. Edwin C. Moses Blvd.
Dayton, OH 45422
(937) 225-4077

TRAINING SITE:
Name: Helping Hands Community
Address: 4999 Northcutt Place
Dayton, OH 45414
Contact: Dave Hickman
Phone: 937-268-6066

This Non-Financial Agreement is made between Montgomery County Youth Works, hereinafter referred to as MCYW, and the Training Site, hereinafter referred to as the Trainer, to provide a work site and training services to Trainees participating in the work experience program authorized by the Montgomery County Department of Job & Family Services – Prevention Retention and Contingency Program (PRC).

1. PURPOSE

The MCYW established the work experience program to enhance the employability of individuals through the development of good work habits and basic work skills.

Work experience positions are part-time subsidized positions located at public or non-profit organizations. These positions should provide meaningful work with quality supervision and guidance from the Trainer. To the extent possible, the work should also be related to the Trainees career objective.

2. PERIOD OF AGREEMENT

This Non-Financial Agreement shall be in effect from the date signed by the authorized representative of MCYW through August 31, 2015 or until terminated under the provisions defined below.

3. CONDITIONS

It is understood that the following conditions shall apply to this agreement:

- A. Trainees will be referred who reflect the significant segments of the population needing employment and training services and that no portion of the MCYW Program will in any way discriminate against, deny services to, or exclude from participation any persons on the grounds of race, color, national origin, religion, age, sex, disability, or political affiliation or belief; and will target employment and training services to those most in need.

- B. The Training Site will provide the work location for the referred MCYW Trainees who have been given permission to provide services at the Trainer Training Site on a temporary basis for the defined timeframe, as a training experience benefitting the Trainees. Trainee applications, pay source, workers compensation insurance, job readiness training, and oversight will all be processed and provided by and through the MCYW, as set forth in detail below. This agreement is not intended in any way to create an employer-employee relationship between the Training Site and the MCYW Trainees. The Trainees shall be supervised by the MCYW YouthWorks Business Coordinator who will oversee the Trainees' progress and be informed and consulted on any issues that arise with regard to a particular trainee's work at the Trainer Training Site.
- C. The MCYW (or its authorized representative), the Secretary of Labor (or his authorized representative), and the Governor of the State of Ohio (or his authorized representative) may at all times have the right to access, and inspect when necessary and without prior notice the place of training under this Agreement, to assure the progress and quality of training or to determine compliance with the Agreement terms; adherence to all elements contained in the Agreement; and the maintenance of accurate records.
- D. This agreement may be modified in writing by either MCYW or TRAINER with a five calendar day written notice to the other party. After the five days, the receiving party will be required to adhere to the modified portions of the Agreement or may choose to terminate the Agreement under provisions set forth within the Agreement.

This agreement shall serve to outline the duties and responsibilities of each party for training provided during the aforementioned period.

1. RESPONSIBILITIES

In consideration of the mutual promises and benefits set forth, the parties agree as follows:

A. MCYW

- A.1. To provide assessment, intake, eligibility determination, referral, counseling, guidance and career information, job readiness training, payroll source preparation and distribution, worksite visitation/evaluation, workers compensation insurance, technical assistance to the Trainer and Trainee, and other PRC services for Trainees as deemed appropriate.
- A.2. To ensure discretion in filling or refilling requests for Trainees.
- A.3. To provide orientation to all TRAINER Training Site employees and managers who will be working directly with, and providing guidance to, the Trainees while working at the TRAINER Training Site as to the MCYW program and guidelines for coordinating with the MCYW Business Liaison who will provide oversight and supervision of the Trainees.

- A.4. To provide technical assistance to the Training Site concerning the completion of work site evaluation reports, timesheets and attendance records which are to be provided by the work site to the MCYW Trainer, and guidelines for requesting that MCYW take disciplinary action against a particular Trainee.
- A.5. To provide overall coordination and oversight of the work experience program.
- A.6. MCYW, its officers, agents, employees and Trainees shall hold and save the Trainer, its officers, agents and employees harmless from liability of any nature or kind arising from participation in any or all of these programs, resulting from injuries or damages sustained by any persons or property resulting in whole or in part from the negligent performance or omission of any employee, agent, Trainee, or representative of MCYW.

B. TRAINER

- 1. To conscientiously supervise and guide all Trainees placed in their training site, acknowledging that this is a training program to prepare Trainees for future employment.
- 2. To counsel and encourage all Trainees to develop vocational skills and positive work habits (include dependability in performing duties and enjoyment in accomplishments).
- A.1. To consult with the MCYW Business Coordinator or other designated representative of MCYW on issues concerning a trainee.
- A.2. To cooperate in excusing Trainees from the Training Site for related activities sponsored by MCYW or its authorized representative during normal work hours.
- A.3. To cooperate in maintaining all Trainee time and attendance records during the agreed upon training period for submission to MCYW. The timesheets shall be signed by both the Trainee and the designated Training Site representative and shall be submitted to MCYW or its authorized representative on a bi-weekly basis.
- A.4. To provide a copy of this Agreement to all employees and managers who will be working directly with, and providing guidance to, the Trainees while working at the Training Site. If a change is required, the Training Site must contact MCYW with notice of the modification sought, as provided in paragraph 3(D), above.
- A.5. To develop a written weekly list of tasks to be performed by the Trainee at the Trainer Training Site for each work experience trainee.
- A.6. The Training Site agrees that the services of MCYW Trainees will not replace or displace those provided by Trainer employees, but will be used

only to augment the services provided by Trainer employees. Any desired participation by Trainees in special programs designed for Trainees shall be coordinated by the Trainer Training Site for prior approval by MCYW.

- A.7. The Trainer agrees that Trainees will not be involved in activities which are in violation of Federal, State, or local laws or regulations, as amended, governing work, religion/sectarian, or political activities.
- A.8. The Training Site agrees and understands that its participation in the work experience program with MCYW requires no compensation of any kind by either party to this agreement to the other, and there will be no compensation of any kind made to or by the Trainer Training Site.
- A.9. The Training Site agrees to provide alternate work experience in the event of inclement weather. If no alternate work or job shadowing experience is available, the Trainer Training Site will cooperate with MCYW by excusing the Trainees to attend additional classroom training with MCYW.
- A.10. The Trainer shall hold and save the MCYW, its officers, agents, and employees harmless from liability of any nature or kind arising from participation in any or all of these programs resulting in whole or in part from the negligent performance or omission of any employee, agent, or representative of the Trainer.
- A.11. The Trainer agrees to provide trainee evaluations in a format and frequency determined by the MCYW or its authorized representative.

1. **TERMINATION PROVISIONS**

This agreement may be terminated upon notice to the other party under any of the following conditions:

CONVENIENCE: Either party may request a termination for convenience.

B. CAUSE: Either party may terminate this Agreement for the breach of any or all terms of this Agreement.

C. REDUCTION IN FUNDING: Either party may terminate the agreement due to a reduction in funding which might interfere, in any way, with its fulfillment of the agreement. At least 10 calendar days' notice will be provided unless shorter notice is unavoidable due to special circumstances.

D. NON-ACCEPTED MODIFICATION BY THE OTHER PARTY: As set forth above, in paragraph 3(D), either party may choose to terminate this Agreement due to a noticed modification by the other party which the receiving party deems unacceptable.

2. **TRAINEE ADDENDUM**

Each Trainee referred to and accepted by the Trainer shall have a completed Trainee

Addendum executed and attached to the Agreement. A copy of the Trainee Addendum is attached for the Trainers review.

3. CERTIFICATION

The undersigned individuals have read and fully comprehend all statements in the Agreement and signify by their signature a voluntary intent to be fully bound by the provisions of this Agreement, as well as any and all addenda approved by all parties that result from the referral of Trainees to the Trainer for work experience. In addition, the organized labor representative reviewing this Agreement expressly stipulates by his/her below affixed signature that he/she has read, understands and voluntarily concurs with the Agreement. A copy of the completed Agreement will be returned to the Trainer after being reviewed and signed by the MCYW representative. The Trainer is to post its copy of this Agreement in a visible location for the duration of the training period.

8. INSURANCE

Unless otherwise agreed to in writing, MCYW and Trainer shall each maintain liability insurance policies insuring against liability arising from any and all liability for acts and omissions of their respective employees, agents, volunteers, Trainees and representatives and shall furnish the other with proof of certificates of insurance, upon request.

David Hickman

PRINT NAME of Trainer Representative

Date 03/05/2015

Executive Director

Title

David Hickman

Authorized Signature

PRINT NAME of Labor Representative

Date _____

Title

Authorized Signature

Silvia Signars Anderson

MCYW Representative

Date _____

Workforce Talent Supply Manager

Title

Authorized Signature

February 26, 2015

Dear MAB Grant Fund Board Members,

I am happy to be able to support the application for MAB Grant Funds for the RESPECT Project of the Helping Hands Community Outreach Center. I have known Neldra Glasper and the mission and goals of Helping Hands Outreach Center for a number of years now and have watched its growth and expansion of programs. Its mission and emphasis over the past few years has been placed on providing youth/teens with a healthy environment and growth opportunities. The RESPECT Program is another approach to this ministry to youth as well as supporting the whole family and surrounding communities as well. It speaks directly to the purpose of the Maria Anna Brunner Grant Fund to improve the socioeconomic condition of those suffering from poverty and to empower them to take their rightful place in Church and society.

Helping Hands is very aggressive in seeking funds for its projects from many sources. The State initiative to provide funds through matching grants encourages project directors to seek the involvement of local businesses and other entities. Any monies granted by the MAB Fund would reap benefits three times over. I strongly recommend this Project for your consideration.

Thank you for all you do for the MAB Grant Fund helping the Sisters to continue its mission of being a life giving presence in today's world.

Gratefully,

Sister Florence Seifert, CPPS

Sister Florence Seifert, CPPS

Objectives	Activities	Staff/Agencies Responsible	Evaluation	Outcome
Younger youth (12-14)				
<ol style="list-style-type: none"> 1. Establish linkages with local charter school, City of Dayton School Board and Juvenile Court System 2. Have process to collect and evaluate client satisfaction with all aspect of the program. 3. Provide each applicant an objective assessment. 4. Provide individual services plan ISP for each enrollee 5. “Building a better me” 6. Provide services that supplement each other. 	<p>Establish working relationship with the school board their parents member(s), family community Liaison and or public relations personnel</p> <p>Use quarterly evaluation tool to gain feedback from youth, family members and service providers.</p> <p>Conduct objectives assessments of all applicant, participants</p> <p>Conduct regular meeting(s) with each participants, makes notes to ISP that includes an initial and quarterly assessments of all applicants/participants</p> <p>Using the Search Institute 40 developmental asset we</p>	<p>Executive Director and /or designated staff member of the grant proposing agency.</p> <p>Communities Liaison-administrator tool, office support their parents & volunteers compile results, grant and program administration asses’ results.</p> <p>Case Manager in collaboration with teacher, Juvenile system, their parents, counselor and MHS group.</p> <p>Case Manager</p> <p>Youth leaders</p>	<p>Based on the frequency of interaction, quality of the relationship bond and the achievement of outcomes.</p> <p>Determine if activities effectively address objectives and consider alternatives means based on feedback.</p> <p>Maintain records of participants assessments, eligibility and performance measures</p> <p>Maintain ISP with documentation justifying training, training services provided and outcomes</p> <p>compiled the questionnaires from caregivers, parent and youth</p>	<p>Stay appraised of the policies that influence academic achievement, interpersonal skills and market demand skills sets.</p> <p>Ensure that needs are being met and progress aimed to attain/maintain academic progress, enhance interpersonal and employment skills and foster job retention</p> <p>Ensure compliance with local, state, and federal requirements.</p> <p>Ensure compliance with COMMUNITY CONNECTOR requirement.</p> <p>The information gathered will be used to work with the</p>

<p>7. Do need assessment for each youth, regarding:</p> <ul style="list-style-type: none"> ◆ Tutoring & Study skills training. ◆ Alternative secondary school. ◆ Summer employment and full time employment (10-14 year old) <p>Paid and unpaid work experience</p> <p>Using labor market information doing resumes, completing application, punctuality, attendance, interviewing techniques, etc</p> <ul style="list-style-type: none"> • Occupational skills training • Leadership development • Supportive services • Adult Mentoring 	<p>will provide survey questionnaire will be given to parent, caregiver and youth.</p> <p>Implement program activities/functions as outlined in the ISP</p> <p>Assess during initial ISP screen & prior to *Module II training.</p> <p>Assess during initial ISP screen and during Quarterly assessments</p> <p>Build skills sets from Module I to XI promote & emphasize following 3rd Quarter assessment.</p> <p>Assess during initial ISP screen and during Quarterly assessments</p> <p>Build skill set from Module I to XI. Promote & emphasize doing and following 3rd Quarter</p>	<p>Case Manager</p> <p>Community Partner</p> <p>Case manager, school personnel, school guidance counselor.</p> <p>Program coordinator, community liaison, volunteer and business partners.</p> <p>Program coordinator</p> <p>Case manager, counselors, and module instructors/facilitate and mentors.</p>	<p>Support supplemental and correlation of services by links to common objectives/outcomes.</p> <p>Observe and note study habits, attention span and learning style.</p> <p>Compare school performance with ISP desired outcome.</p> <p>Establish ties with availability, accessibility, academics and occupational learning-skills sets.</p> <p>initial ISP screening and during Quarterly assessments</p> <p>Monitor youth, parent, and</p>	<p>family, youth. Addressed the issues that they identified has negative and provide feedback.</p> <p>Maximize synergies and enhance the cooperative efforts of the components.</p> <p>Match resources with need ASAP.</p> <p>Link youth and family with means and support ASAP if needed.</p> <p>Foster self-sufficiency, work ethics, soft skills, hard skills, job retention.</p> <p>Foster/enhance work experience-particularly self-responsibility.</p> <p>Build /enhance job securing and retention skills.</p>
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<p>• Comprehensive guidance counseling</p> <p>Follow-up Services</p> <p>8. Base wages on standardized pay scales</p> <p>9. Update ISP to reflect summer and in/out-of school activities.</p> <p>10. Assess all objectively for basic skills, pre-employment/work maturity skills and supportive services</p> <p>11. Orientate all participate prior to the first day of attending the RESPECT program.</p>	<p>assessment Assess during initial ISP Screen enlist and mentor accordingly.</p> <p>Join in community, peer centered action or other team activity.</p> <p>Assess during initial ISP Screen refer/provide services as needed</p> <p>Assess need, personality, and accessibility; match accordingly.</p> <p>Initiative proactive measures ask & observe if reactive means needed.</p> <p>Assess during Initial ISP Screen & at least 12 months thereafter.</p> <p>Base pay on attendance, attitude and work performance</p> <p>Perform year-round assessments encompassing all</p>	<p>Training instructors/facilitators, case manager</p> <p>Case manager, youth leaders, school counselor</p> <p>Case manager, youth leaders, school counselor.</p> <p>Mentors, counselor, case manager</p> <p>Case manager, counselor</p> <p>Case manager, counselor</p> <p>Program coordinator</p> <p>Case Manager</p>	<p>caregiver's competencies in the various areas.</p> <p>Rank required skills sets to skills sets needed & performance level</p> <p>Note decision making skills, sense of self and responsibility.</p> <p>Use consumer satisfaction tool as noted for program evaluation</p> <p>Sense of maturity, readiness to learn and train</p> <p>Assess during initial ISP screen & during Quarterly assessments</p> <p>Notes changes after referral/provisions of service(s)</p> <p>Note merits, virtues, progresses, challenges and/or weakness.</p> <p>Document how activities enhance/support youth's</p>	<p>Build/develop technical skills competencies, secure licensure.</p> <p>Build self-responsibility and other social behaviors.</p> <p>Support successful enrollment, completion of training/school.</p> <p>Give journey guide to destination and provide individualized support.</p> <p>Detract barriers to good health, education & employment goals.</p> <p>Support successful enrollment completion of training/school.</p> <p>Reward and motivate positive behavior and point out benefits</p>
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	<p>programs & development aspects</p> <p>Conduct regular meeting(s) with each participants, makes notes to ISP that includes aspects noted in the objectives column for all applicants/participants</p> <p>Conduct orientation for all enrollees, parents and guardians</p>	<p>Instructors/Facilitators, Mentors, Case Manager</p> <p>program coordinators, case manager, Project Manager, counselors</p>	<p>education employment goals.</p> <p>Document developments in all education and /or Employment impacting areas including at least basic, pre-employment, maturity skills and need support services.</p> <p>Orientation check sheet, 40 assets survey for youth and parents/guardians</p>	<p>Show support spectrum needed to support attainment/retention of education/employment goals</p> <p>Ensure compliance with local, state, and federal guidelines</p> <p>Enrollee, parents, guardians have understanding of expectations.</p>
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3.2 Goal: To provide Allowable Activities

Objectives	Activities	Agencies Responsible	Evaluation	Outcome
Younger (10-14)				
1. Provide Occupation Skill Training	Enlist enrollee for alternative schooling services, occupational technical training with related 2 year college or institute.	Case manger, program coordinator, youth leaders and training Their parents.	Document in ISP justification for training, details of training services provided, outline training and outcomes.	Ensure compliance with COMMUNITY CONNECTOR requirement to provide educational/technical skills and knowledge required to improve academic performance.
2. Provide Academic Enrichment	Enlist enrollee to attend in school and /or after-school enrichment and participate in training	Case manager, tutors, youth leaders and mentors	Document in ISP justification for training, details of training services provided timeline for training, outline training	Ensure compliance with COMMUNITY CONNECTOR requirement to provide academic enhancement required

<p>3. Provide Work experience</p>	<p>designed to upgrade basic math, reading, science, language, citizenship, or life coping skills.</p> <p>Encourage and enlist enrollee in part-time work activity with public or private non-profit entity.</p>	<p>Case manager, training their parents, tutors, youth leaders and mentors</p>	<p>received and outcomes.</p> <p>Document in ISP for justification ability to participate with a work experience training opportunity, details of the experiences provided of training services provided timeline for training, outline training received and outcomes.</p>	<p>to prepare enrollee to successfully pass the Ohio High School Proficiency Test.</p> <p>Foster/enhance work experience particularly self-responsibility.</p>
<p>4. Provide Pre-employment, academic readiness, work maturity skills/career counseling.</p>	<p>Teach, facilitate, and implement life skills addressed in training modules I-XI. * refer to Training Modules.</p>	<p>All agency and outside training tutors/mentors</p>	<p>Document in ISP basic skills needed, needing improvement and those mastered.</p>	<p>Ensure compliance with COMMUNITY CONNECTOR requirement to increase participants to knowledge of labor markets, career planning, decision making, and job search techniques.</p>

3.3 Goal: To meet General Program Requirement

Objectives	Activities	Staff/Agency Responsible	Evaluation	Outcome
Older Youth (ages 18-21)				
<p>Establish links with local secondary school, vocational school and Job Bank, and the Benefit Bank. (2-5 same as on page 10) (6-10 same as on page 12)</p>	<p>Establish working relationship with enrollment/recruitment instructing and other personnel</p>	<p>Executive Director and/or other designated staff member of grant proposing agency</p>	<p>Based on the frequency of interaction, quality of the relationship bond and the achievement of outcomes</p>	<p>Stay appraised of training and placement opportunities for participant. Serve as a reference and support source for prospective placements.</p>
<p>Provide Occupation Skills training</p>	<p>Enlist enrollee to attend enrichment programs</p>	<p>Case manager, training their parents, tutors, and mentors</p>	<p>Case manager, training staff, tutors, and mentors</p>	<p>Ensure compliance with COMMUNITY CONNECTOR</p>

(2-4 same as on page 10) (6-10 same as on page 12)	through any of our collaborating partners as fits their schedule			requirement to provide academic enrichment necessary to prepare enrollee for successful job placement and retention.
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DETAIL DESCRIPTION OF CURRICULUM

MODULE 1

Character Building

- Take care of your own affairs
- Follow through on commitments
- Be trustworthy
- Don't procrastinate
- Think before you act

Making Mature Decisions

Take responsibility for your choices

Be responsible choose to do the right thing

Making decisions based on principles- what is right

Respect yourself

I make best choices when I respect myself

Avoiding conflict

Conflict is a normal art of life

How conflicts escalate

How attitudes and behavior escalate situations

Ways of dealing with anger

MODULE II

Improving Self Esteem

How your level of self-esteem affects your life

Self-esteem affects how people treat you

Self-esteem affects the choices we make

Thinking positively about yourself

Key terms: love, respect, acceptance, encouragement, help praise, trust, time

Reward yourself for your success

Building a Better Me

Family support, positive family communication, adult relationship, caring neighborhood

Caring school climate, parent involvement in school, community value youth, youth as

resources, safety, family, school, neighborhood boundaries, adult role, religious

community, time at home, achievement motivation, school engagement models, positive

peer influence, high expectations, creative activities, youth program homework, bonding

to school, reading for pleasure, caring, equality and social justice, integrity, honesty,

responsibility, restraint, planning and decision-making,

Conflict Resolution Techniques

Controlling emotions and tone of voice

Avoiding name-calling

Avoid violence, violence is a choice

Studying Skills

Understand and paraphrase
Review, analyze, synthesize
Group-compare and contrast
Know correct terminology

MODULE III

Computer literacy

Parts of the computer
Basic keyboarding and mouse skills
Introduction word processing

Brainstorming for your resume

Your resume is your marketing tool not a personnel document
Creating a resume
Initial preparation
Helpful hints to consider while creating your resume

Completing applications

Gather and check all necessary information: education, honors, skills, activities, experience
Make sure personal information is correct: reference, address, phone number...

Job Readiness

Internet search
Using email
On-line application

MODULE IV

Computer Skills

Developing personal computer skills
Formatting and producing memos, letters, reports
Working with tables

Labor Market information

Dictionary of occupational Titles-DOT Codes
Occupational Employment Statistics –OES Codes
Market Trends
Career Pathing
Recognizing Credentials

Job Readiness II

Internet search
Using email

On-line application

MODULE V

Communication

Penmanship Sentence Structure

Pronunciation Body language

Networking

List of all people to whom you talk

Personal contracts- friends, neighbors, relatives, church members

Professional Contracts-employers, supervisors, clients

Make the best of your networking by giving people an easy way to help you

MODULE VI

Peer pressure

Self-identity

Team Player

Leader and Followers

Leadership Development

Developing your talents

Goal setting and achievement

Be True to your value system

Mentoring/Role Modeling

Self Sufficiency

Self-reliance

Financial independence

Establishing and maintaining balance

Civic responsibility

The family as a founding building block

Community pride

The role of the law, government, and law enforcement

Voting

MODULE VII

Study Skills

(Revisit Module II) supplement with training exercises hands-on

Sequencing/patterning

Test taking

Purpose-prove to yourself mastering of certain skills/competencies

Relax-just do your thing

Follow instruction!

MODULE VIII

Diet and Nutrition

Your body as a machine
Nutrition as fuel
Growth and maintenance

Abuse and Addiction

Saying and Meaning No! To alcohol, drugs, whatever! No!
The road to recovery and habitual freedom

MODULE IX

Preparing for the Interview

Preparing for Success
Preparing your appearance
Presenting your positively
Attending the Interview

Retention

Remember why you wanted to be there
Master being there
Don't burn your bridges
Moving "right along or getting to the next step up

MODULE X

S.T.A.G.E. {Strategic Program Components}

Academic Learning Sessions

Academic learning sessions are typically 75 minutes long. Curriculum areas include language, reading and writing, math, science, and citizenship. Academic learning sessions will take many forms, traditional instruction, lecture processes, facilitator-group dialogue, large community gatherings, individual guidance and encouragement, field (trips) learning experiences, personal and group exploration. The goal is to stimulate interest and relate elements of the topic to the learner's reality.

Individual Guidance and Encouragement

Students may be assigned self-directed learning experiences designed to build concepts and principles through their own disciplined process. These are intended to encourage a disciplined, goal and outcome directed approach to study and learning. Lead learners will encourage inquiry and provide guidance in the investigation of ideas and problem solving strategies, and encourage to stretch beyond their comfortable limits and experiment with new ideas, and perspectives.

This strategy is designed to develop an increased capacity to solve problems and learn to use critical and creative thinking processes. As the student becomes more comfortable

with independent work, he/she becomes a more purposeful learner achieving higher degrees of resourcefulness and goal directedness.

Training

We seek to change attitudes and behavior of students and their parents to become more community and success oriented, and achieve a more positive environment as measured by higher levels of success, decreases in incidents of violence, truancy, and withdrawals that spawn from the frustration of failure.

Acclimate

Wisdom Workshops

Students will participate in dialogue sessions we call “Wisdom Workshops.” These are inter-generational dialogues with the elders of our community who have volunteered to adopt and support the students of this program as advisors, mentors, and tutors.

Goal Setting

Personal goal setting is a critical factor for academic success, especially in high school where there are so many activities competing for interest and time. Students must make priorities and choices from a wide range of competing demands for their time and attention. When a student loses focus and lack direction, he is likely to become disinterested and may quickly fall behind.

The RESPECT Program requires weekly goal setting and self-evaluation, measured against these goals. Goals will be set each Monday using a standardized form and reviewed by a “lead learner” for appropriateness and support. Students will conduct a self-evaluation, measured against goals, on Friday of each week. This continuing review process will enable students to learn from choices and self-correct, making necessary adjustments in behavior, before it is too late.

Education

Field (Trips) Learning and Exploration

Field learning and exploration can be viewed as a type of laboratory experience. The goal is to provide an opportunity to develop observation skills, data gathering and assimilation of knowledge from a variety of sources. Each field learning experience involves a writing assignment to capture observations and important data. Proposed field trips include:

- Great Lakes Science Museum
- The Underground Railroad
- Downtown Public Library – Main Branch
- Cleveland Zoo and Rainforest
- The Arts Museum
- Central State University
- University of Dayton
- Lexis Nexus
- Miller Valentine

MODULE XI

Habakkuk 2:2 And the Lord answered me and said, Write the **vision** and engrave it so plainly upon tablets, that everyone who passes may be able to read it easily and quickly as he hastens by.

The B.E.E. (Building Economic Empowerment) Process is a non-traditional training program that teaches students how to build a house from the ground up in 8 weeks. Students are taught how to apply building principles relative to building houses, businesses, relationships and rebuilding yourself starting with self esteem.

The following is what makes the B.E.E. Process unique

- Simple and thorough classroom studies of the core subject matter
- Shop classes designed to give students actual hands application in current and the newest Construction materials and techniques.
- Study of Building and Safety Codes
- Design, floor plans, General Construction principles, bidding
- Student learn to relate construction principles in development of life skills

The B.E.E. Process is pre-apprentice program that provides a student with general knowledge of construction, while working with the student on character and moral issues related to life skills, from a construction methodology. The student will be better prepared for specific trades such as carpentry by having an understanding of the entire building process first. A model is constructed by the students to give required hands on experience. Classes have participated in building new ICF Homes and renovation projects.

The World of Work

Apprenticeship
Internship Summer Employment
Paid or Unpaid Work
Community Services
Volunteering

Building from the TOP Down

Orientation
Zoning ordinance
Construction Classifications
Design from the inside out
Becoming an architect
Floor plan
Business Ethics
Bidding

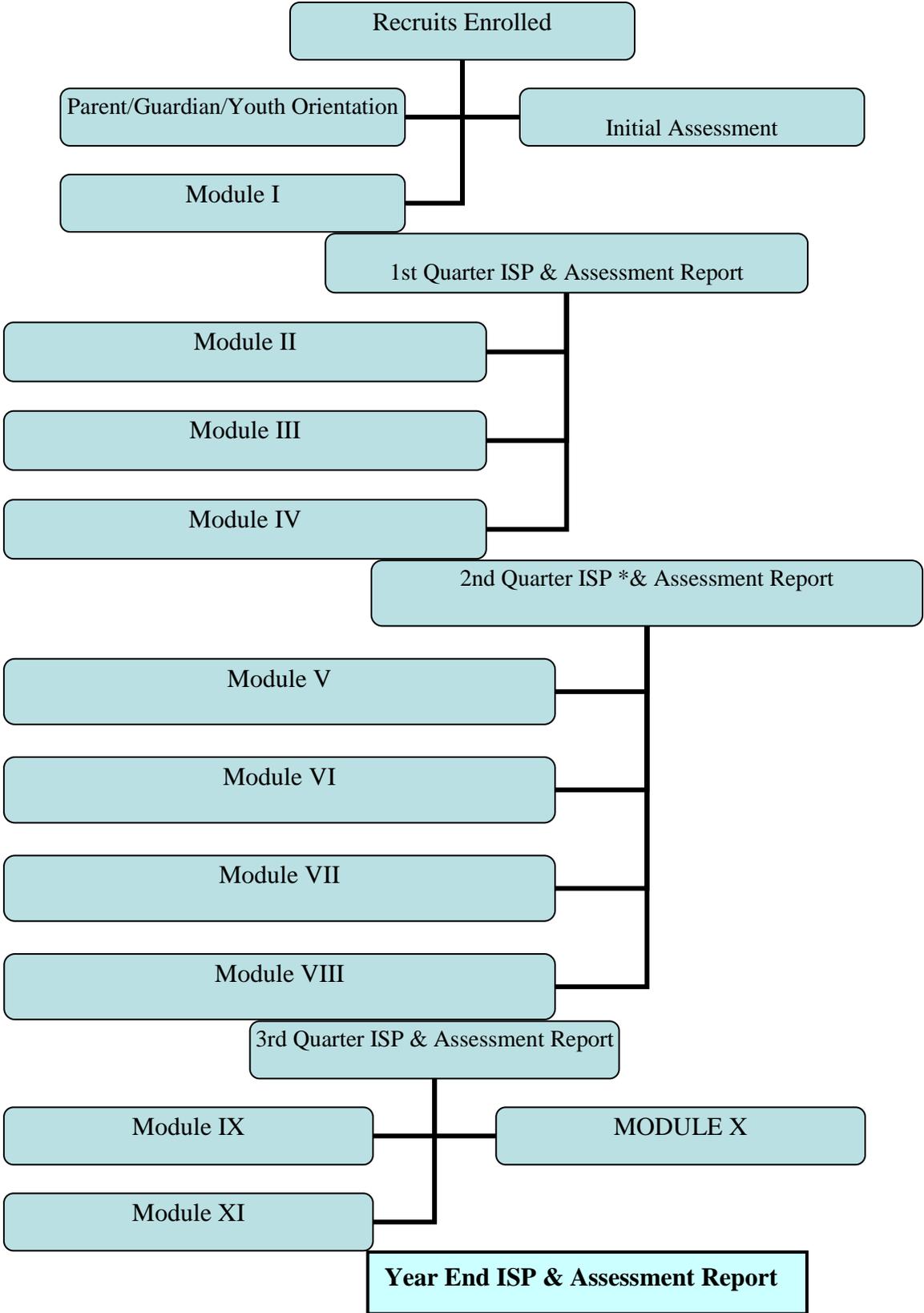
3.4 CURRICULUM OBJECTIVES

Objectives	Activities	Min/Max Instruction hours	Participants Instructor Ratio	Outcome
Use individualized needs assessed ISP for providing Support Services and Comprehensive Guidance and Counseling	Do Individualized service Plan ISP Assessment -provide applicable support services -ensue with follow-up services -bolsterer with comprehensive Guidance and counseling -timely document all measures in ISP	1.5. 2 hours for initial assessment 1 hour for quarterly assessments	1:1 per session 75 participants cases Case manager	Services delivered to participate based on need and for optimum results
Provide life skills for basic self-responsibility, self-control and independence	Teach/Facilitate Module I Lay foundations for: -character building -decision making -avoiding conflict	6-8 hrs/wk for 1 month	50-75 participants instructor	Improve academic studies and citizenship skills
Strength self-accountability by promoting academic and employment enhancement skills	Teach/Facilitate Module II -improve self-esteem -provide conflict resolution techniques -provides/promote study skills: Concepts and themes tailored for in-school, after-school and school drop out sessions -provide tutoring services and opportunities: On-going as needed	2-4 hrs/wk as needed As needed –community sources 15-50 hrs/wk 12 months	50-75 participates Instructor	Improve academic performance, school retention and completion Improve computer skills, employability skills and academic skills
Enhance character development by building and diversifying skills and building basic placement skills	Teach/facilitate Module III -provide basic computers literacy skills	6-8 hrs/wk for 4-6 wks Am sessions & 4 weeks Pm sessions	3-4 instructors/volunteers Per session	Encourages school completion or enrollment in alternative school

Provide alternative secondary school services	-build completing application skills -build resume preparation skills	As needed (primarily older youth)	Varies	Improve computer skills, employability skills and academic skills
Promote advancing skills levels and refining techniques	Community and support related services Vocational/career path training Curriculum Modules I-X Facilitate Module IV - XI -provide enhanced computer training -promote using labor market information -provide./promote interviewing techniques	6-8 hrs/wk for 4-6 wks Am sessions & 4 weeks Pm sessions 6-8 weeks for 1 month	3-4 instructors/volunteers Per session	Improve basic education skills, academic performance
Build communication and networking skills	Teach/facilitate/module V-XI concepts -examine various communication means.	6-8 hrs/wk for 52 wks Am sessions & 4 weeks Pm sessions	50-75 participant Instructors	Improve basic education skills, academic performance
BUILDING ECONOMIC EMPOWERMENT PROCESS	Increase current job success rates Module X-XI	6-8 hrs/wk for 52wks Am sessions & Pm sessions	50-75 participant Instructors	Improve basic education skills, academic performance
Promote advancing skills levels and refining techniques	Process Overview Orientation Are you skilled? Design from the inside out (Sat)	6-8 hrs/wk for 8 wks x 3 x a year	50-75 participant Instructors	Increase the expected employment rate from the current rate of 64% to 85% Increase current success
PHASE I : UNIVERSAL LAW - BUILDING FROM THE TOP DOWN	Becoming an Architect Floor Plan	6-8 weeks for 1 month	50-75 participant Instructors	100 youth will gain hands on experiences in building a house, renovation, and will gain strong work experience.
PHASE II : THE BUILDING PROCESS STRUCTURAL ERECTION	Planning Process Site Work Plumb Plane Demo Structure (Encap Video)	6-8 hrs/wk for 8 wks x 3 x a year	50 -100 participant	
PHASE III: ECONOMIC EMPOWERMENT APPLICATION	Business Ethics, Contracts Bidding			25 will gain permanent employment

<p>Community Building and Citizenship (CBC)</p>	<p>Community is an important feature of the program, which is incorporated to create a sense of “unified purpose” and shared responsibility for academic outcomes. Module II – Module XI.</p> <p>A special feature of the community gathering will be an inspirational presentation (30 minutes) by professionals from the community</p>	<p>Quarterly</p>	<p>75-150 participant Community, parents, family, caregivers, Professional, community leaders, and businesses</p> <p>75-150 participant Community, parents, family, caregivers, Professional, community leaders, and businesses</p>	<p>Community members will wear a uniform dress code (T-shirt) on the first day of each week at the first event for each week, which is a “Community Gathering.”</p> <p>Exposure to this population will offer great opportunity to students. Speakers will share personal insights about life experiences, personal career path information and perspectives about trends for the future</p>
<p>YACHT (youth advisory council humble training)</p>	<p>They provide feedback on programs as well as those conducted by the RESPECT program and conduct research on youth employment retention.</p> <p>Create and implement youth dressing for success.</p>	<p>monthly</p>	<p>3 youth, ranging in age from 14 – 18 and two professional at large</p> <p>Appropriate clothing attire for job interview and how to dress for a career.</p>	<p>The YAC also will help plan and implement various programs such as Teen-Parent Dialogue Night, youth Career Fair and how to dress for success.</p>

PROGRAM DESIGN FLOW CHART



INTERNAL EVALUATION & ACCOUNTABILITY

Evaluation of the project:

The Program Coordinator will be responsible for coordinating the RESPECT program for Helping Hands. Hold monthly meetings with all volunteers and their parents to discuss what is working and what is not working to better serve the community and the family. The Coordinator will report to the Helping Hands Director. The Center director will report to the Job Family Services about the programs and the progress of the program.

- Proficiency outcomes and objectives of the program will be measured in July, at the conclusion of the program, and at the time of the Fall administration of proficiency tests at the different school.
- We will survey program participants after each administration of the proficiency examination in the academic years 2015-2016 to determine levels of successful completion.
- Other variables such as improved capacity for learning and academic success will be difficult to measure, however we will conduct an assessment of grades, after each grading period, during the Fall semester.
- The graduation rate will be calculated in May 2018. The RESPECT program, we will design and administer additional evaluation instruments as the process reveals appropriate.
- Elements of improved school attendance can be measured in terms of decrease in incidents of fighting, suspensions, withdrawals and office referrals for students who participate in the program.
- Evaluation of instructional staff will be conducted as a “peer assessment” where volunteers and staff participants will determine the scope of the learning, quality and level of transfer to the classroom.
- A report of these evaluations and key learning will be prepared at the conclusion of the summer session and again after the Fall semester and a final report in December 2008.
- Reports of how many youth gain employment, type of employment, rate of employment, internship, apprentice’s opportunities, and how many went to become entrepreneurs.

Success Factors

From the literature, several features of effective and successful educational programs were identified. In general, those programs that articulate an aura of high expectations with emphasis on meeting intellectual challenges rather than receiving remediation to achieve minimum standards are very successful. Additionally, programs that encourage students to work in groups to help each other, and provide mutual support with appropriate levels of guidance and counseling are also effective.

Parental involvement is another key element of successful academic programs as parents provide psychological support for the challenges of learning processes. Measured against these factors, the proposed RESPECT Program has great potential to make some dreams come true and to yield positive outcomes for their parents and students as it emphasizes the development of skills to achieve personal mastery.

Sinclair Community College has a long history of pre-college program administration offering enrichment classes and on-site exposure to college environment and new career options for the college hopefuls. Through these exposures, students interact with professors, professional educators and researchers in ways that ignite new interest in learning and builds capacity to excel in a complex matrix of intellectual, social, cultural and emotional dynamics

Successful completion of the program has the potential to empower and enable students, and their parents to achieve greater personal mastery and improve academic outcomes. Students and their parents who successfully complete the program experience will form the core or “critical mass” of leaders in the change process to improve the youth learning.

Three important components distinguish this proposed initiative from other programs and projects.

1. Systemic. The RESPECT Program is designed to affect systemic and individual change through comprehensive learning strategies for students as competent and confident change agents moving the youth toward their goal of a more positive future.
2. Inclusive. The program is inclusive. Students, parents and community stakeholders who have contributed to the design of the program will participate as learners and agents of change. Parents and other community stakeholders have been included in the process and will be invited and encouraged to participate in all program activities.
3. Sustainability. Participants of the program will be invited to consider “next steps” in the goals of scholarship and mastery and will be asked to develop a list of “continuing activities,” informed by the following:

Communication with grantor:

Helping Hands will report the success of the program quarterly (every 3 months) for the life of the program by:

- (A) The coordinator will send or e-mail a written report quarterly after the program begins.
- (B) A progress report on families and youth that are enrolled in the program.
- (D) A letter from one or more participants.

It is our goal to pursue relationships and additional support for this program. The intensive RESPECT Program learning experience is a process of learning that will generate positive change. It has potential to yield significant improvements in academic outcomes for students and success rates for proficiency testing, increase the graduation rate, strengthen the practice of learning for youth and their parents and ultimately change the youth attitude toward school and employment.