COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

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.

   The Identity and Destiny Youth Program (After School and Summer Camp Programs) serves youth in grades 7th through 12th grade.

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

   Identity will serve 60 to 80 students from Mt. Healthy High School each year (a total of 110 students over the 3 year grant period). The students will be divided into three groups 7th-8th, 9th-10th, and 11th-12th graders. The groups will have a minimum of 20 students (approximately 13 from each grade level each year).

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

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.

   Identity and Destiny is a community collaborative youth development program based out of the facilities of Overflow Ministries Covenant Church at 10870 Hamilton Avenue, Cincinnati, OH. The Mt. Healthy City School System is our educational partner with whom we already have an ongoing working relationship on other community endeavors. Mt. Healthy has a shortage of non-athletic and non-skill based after school programming for its students. Mt. Healthy School System recognizes the need and welcomes the continuous support of Jacob's Son Joseph Development Corporation and Overflow Ministries Covenant Church. Through Identity and Destiny, these students will have access to services which will prepare them to meet life's challenges, navigate through this socio-cultural world demonstrating responsible social behavior. In addition to the sociological challenges of students (especially those who are considered "at risk), today's students are also bombarded daily with print, visual, and digital media. Whether it is on a billboard, listening to an iPod on the way to school, or text messaging friend during class, youth culture is hardwired into these multiple forms of socialization. Nonetheless, the daily life and respective experiences of students are often challenged in the educational arena when social and emotional learning is not included. Our program promotes alternative thinking strategies that will help the students traverse through a myriad of life's challenges that are not educationally specific, but affects the educational process. Identity and Destiny Youth Program with it's personal and social development curriculum will target "at risk" youth. This program will attempt to disrupt the social degradation of our communities by integrating emergent concepts and differentiated instructional strategies primarily around social skills. Social skills can be corralled into communication, problem-solving, decision-making, and relationship skills and abilities that will

effectively assist students in initiating and maintaining positive social relationships with others. Any deficit in responsible social behavior interferes with the teacher's teaching, the student's learning and the interpersonal relationships within a classroom or instruction environment. Our goal is to increase social competence as it has been linked to self-acceptance, peer acceptance, teacher acceptance and overall inclusion and individual confidence. Unfortunately, many of our targeted students have learned inappropriate social behavior in a system devoid of values and acceptable behaviors which adversely affects every environment that they find themselves in when they erroneously misinterpret miscues in the context of socialization; disarming them from a successful present which prepares them for a successful future.

The Identity and Destiny Youth Program is year round which provides 60 to 80 youth in seventh through twelfth grade social, emotional, and academic support and the tools and skills needed for a successful future. Through Identity and Destiny, these students will have access to services which will prepare them to meet life's challenges, navigate through their high school years, and succeed beyond. The Identity-Destiny Program will promote positive social development along with some other basic life skills during both the after-school and summer terms. As such, we will address the following: (1) Character Development, (2) Social Awareness, (3) Self-Awareness, (4) Self-Management, (5) Relationship Skills, (6) Responsible Decision Making, (7) Financial Literacy and (8) Employment Readiness and (9) Drug and Alcohol Education and Prevention, and (10) Personal Development through Mentorship.

Identity Destiny has two sessions, a school year session and a summer session. The school year session operates throughout the school year (September to May), Monday through Friday, for three hours each day. Through its partnership with Mt. Healthy City Schools and Sudden Change, students are transported in the Sudden Change van and/or via school bus from Mt. Healthy High School to the Overflow Ministries Campus each day. The three hour sessions begin with a time of reflection and decompression. Students will have 30 minutes to unplug, reflect, regenerate, rest, and refocus their day. During these 30 minutes, students may read from a selected story list, journal, just rest, sign up for academic assistance, or speak to a mentor (if they had a challenging or triumphant day they need to share). This quiet time is given as a way for students to let go of their day and prepare their minds for the next couple of hours. Following their time of reflection, the groups are brought together to discuss the activities of the day. Although each group will focus generally on the same topics, the approach will be based on age appropriateness. Each day focuses on a theme or topic of discussion and an activity. The various program themes, topics, and activities are Social and Emotional Learning (SEL) Activities, Financial Literacy, Drug Prevention, Arts/Crafts & Culinary, DISC Survey, VIA Strengths Survey, Career Exploration, Mentorship Circle, Academic Assistance/Review, Field Trips and Job Readiness/Summer Employment. Before leaving each day, the students receive a snack and meal. The Summer Camp Session is an extended version of the After School Session. Both sessions incorporate opportunities for students to earn prizes and incentives. Students earn these prizes and gain incentives by accomplishing goals, team challenges, completing projects, and demonstrating the core values. The major differences between the School and Summer Sessions are the extended day, inclusion of Summer Employment for teens 14 and up, and additional field trips.

The Summer Camp Session will contain all the various components of the After School Sessions. The Summer Session operates from 8:45am to 2:00pm. From 8:45a.m. to 9:15a.m. students will receive a continental breakfast. The morning ceremony begins at 9:15a.m. to 9:30a.m., where the daily schedule is shared and students recite their affirmation statement for the day. Classes begin at 9:30 a.m. and continue until 11:00 a.m. Students take a short break at 11:00 a.m. before their final morning class session. Lunch is served at noon. Following lunch, students receive recreation time. Students participate in their final class of the day at 1:30 pm. Students are dismissed at 2:00 p.m. The students involved with the summer employment component are dismissed from the program early to report to their work sites.

Goal Setting to be prepared for 21st century careers- One tenant of SEL learning is Self-management. Through SEL training, students will gain the ability to self regulate in various situations. Self management will be reflected in their emotional and mental and reactions. According to CASEL (Collaborative for Academic Social and Emotional Learning- a leader in Social and Emotional Learning), 'students will gain skills in managing stress, controlling impulses, motivating one's self, and setting and working toward achieving personal and academic goals'. Each student develops a short-term, mid-term, and long-term goal. The long term goals are our guide to establish the short and mid-term goals. The goals contain an academic, personal, and social challenge. For example: *I will improve my grade in science from a D to a B; I will stop being so negative about myself and say things that are good until I believe them; and I will work on trying to think of others feelings and watch what I say about them even though it may be true.* The mid-term goals are focused on 1 to 3 years from the present time. Examples of these goals are: *I will graduate from high school with a gpa of 3.2; I will look for more ways to be supportive of my mother and younger siblings; I will complete 40 hours of community service at the animal shelter because they need more support and people who care.* The long-term goals are shaped through their dreams or desires for their lives 5 to 10 years into their future. These goals may be*: I will be attending the University of Cincinnati studying Early Childhood Education because I want to teach children; I will surround myself with other students who will help motivate and support me so that I will not get off target; I will mentor a student and help them to be prepared for college.* All goals are created and articulated by the students. The students receive guiding support from their mentors and instructors, but are encouraged to envision and create their own destiny. The short and mid-term goals are shaped in who they are in their essence and core. The long term goal is leading them into their destiny or purposes in life.

Building Character- Before one can begin to build, one must first know their foundation or core. The VIA and DISC Surveys give rise to self-reflection, understanding, and personal value. Through self discovery, students are able to better understand their personal operating systems: strengths, needs, pitfalls, motivations (what makes them tick). Armed with this knowledge, students are able to build greater character. This is displayed in decision making. One aspect of responsible social behavior is the principle of responsible decision making. This is a primary component of the character building element in the program. This is the ability to make constructive and respectful choices about personal behavior and social interactions based upon consideration of ethical standards, safety concerns, acceptable social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. We will also instruct in the basics of morality which in turn will preserve self-worth, self-love, and internal guides based on some standard consistent with one's developed character.

Developing Pathways to Achieve- Career Exploration, Financial Literacy, Job Readiness/Summer Employment, and Field Trips all fill students with the knowledge needed to develop pathways to achievement. The Career Exploration component provides students with real life career examples and options. Interacting with young professionals in various professions and fields of study will provide students with a realistic understanding of what work is required to accomplish goals and be successful. Students will participate in Job Readiness classes. Youth will then have the opportunity to place these skills into action. Following the school year session, students 14 and up have the opportunity to take part in a summer employment that reinforces the tenants of the Community Connectors Grant. The financial literacy training the students received will be put into action as the students who receive summer employment will also receive bank accounts. The Field Trip Component will give students opportunities to connect, experience, and explore career option.

Building a Sense of Resilience- The SEL trainings in Social Awareness and Relationship Skills will assist students in building a sense of resilience. Social awareness teaches students how to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. Relationship

skills help students to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed. The Mentorship Circles will be utilized to reinforce resiliency in the students.

Believing in a Positive Future- Self-awareness is the final tenant of SEL and vital to believing in a positive future. Self-awareness is the ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism (CASEL.org). We will utilize the DISC and VIA Strengths Survey for each student in the program. The results will assist the mentors in their guidance and understanding of the students. The career passport will provide students with a clearer vision and plan to work towards a positive future.

5. Please describe the specific activities your program will conduct.
   Identity-Destiny will provide an After School Program and Summer Day Camp to student from Mt. Healthy High School and surrounding areas. In addition to the following activities, meals and recreation are included each day. For three hours during the school year and 5 hours during the summer, the students will participate in a series of activities rotated throughout the week.

   Rest and Reflection- Students are given time to unwind before beginning activities daily. For many students, resting would be their first choice. The students can choose to read a story provided by their instructor. These stories are connected with the SEL themes and self empowerment.
   Social and Emotional Learning (SEL) Activities- These include journaling activities, role playing, and are incorporated throughout the program. SEL Activities are incorporated each day. The five key components of SEL are (CASEL 2003):
   - Self-awareness—Identification and recognition of one's own emotions, recognition of strengths in self and others, sense of self-efficacy, and self-confidence.
   - Social awareness—Empathy, respect for others, and perspective taking.
   - Responsible decision making—Evaluation and reflection, and personal and ethical responsibility.
   - Self-management—Impulse control, stress management, persistence, goal setting, and motivation.
   - Relationship skills—Cooperation, help seeking and providing, and communication.

   Financial Literacy- The financial literacy training teaches students about banking and various accounts and services provided by banks. They will educate students of the pitfalls of check cashing places, credit scores and how they are used, and budgeting. Students who participate in the Summer Employment session will receive bank accounts. We will be collaborating with one of our local banks for this training.
   Drug Prevention- Partners from the Springfield Police Department will assist us in instructing the drug prevention component of the Program. Students will learn the true effects of drug abuse on the body, on a family, on their future, and on their community. Students will be asked to sign pledge sheets and receive a certificate that mark their commitment to live drug free lives. Quarterly series will be presented.
   Arts, Crafts, and Culinary- Opportunities for artistic expression are important for students. A host of studies have shown the importance of the arts and how it aids in holistic development. Students will be given various 'art' projects throughout the year to convey their creativity, feelings, dreams, thoughts and ideas. Some projects can be completed in one session, while other projects may last a month. No matter how long the duration of the project, students will participate in weekly sessions.
   Mentorship Circle- The Mentorship Circle alleviates the pressure and concerns of mentors and mentees by providing direction, structure, and support within guided activities. Mentorship Circle is held daily. The Mentoring Circle provides the students with the personal and academic support needed throughout their high school journey. Mentors are present to spend quality time with their mentees a minimum of once a week. Different from typical mentorship programs, Identity and Destiny Youth Program provide

mentor/mentee engagement gatherings during the After School and Summer Camp sessions and during field trips. Mentors participate in the various sections of the program. Through their consistency and participation in activities, bonds are formed with the students. Only after the designated time period and screening process, will mentors gain the ability to engage with their mentee outside of these orchestrated and supervised sessions.

Academic Assistance/Review- Through our partnership Mt. Healthy School System, our staff will have direct access to each student's academic information. Instructors will receive monthly reports on academic performance, attendance, and behavior. Instructors and mentors are able to stay abreast on the progression of their students and make interventions when necessary. Instructors may assign students to Academic review if their academic performance is not meeting the required standards. The Academic Assistance and Review affords students the ability to have academic questions answered by mentors and instructors. Students can receive assistance on homework assignments, on concepts they did not understand, and tutoring in an academic area that they are not experiencing success.

Career Exploration- Students will have guest speakers who share their experiences and knowledge in various career fields. They will learn the requirements (academic, training, discipline, sacrifice, work ethic, experience, etc.) for each profession. Mentors and instructors will help students discover their areas of passion and purpose and create career passports. The career passports are written guides that spell out the requirements for their career choice(s).

Field Trips- During the school, students have the opportunity to take monthly field trips. These field trips vary from special exhibits at the Cincinnati Museum Center and Union Terminal to hearing a guest lecturer at the University of Cincinnati, followed by a tour. The Summer field trips include the Cincinnati Art Museum, the Cincinnati Reds game, Showcase Cinema, the Contemporary Art Museum, Xavier University, and Sports Plus. Students will have an array of outings throughout the summer. These trips will be utilized to reward students and bridge their academic learning experiences. Field trips are key to visual and tactile learners.

VIA Strengths Evaluation and Application- Each student will be required to take the VIA Strengths Survey. These strengths will be used during career exploration, job placements, and throughout the Program. Through this survey, students will gain a better understanding of their strengths and identity.

DISC- Our high school students will receive the DISC Survey. DISC analyzes behaviors based on four personality traits: dominance, inducement, submission, and compliance. Based on this analysis students will gain a better understanding on how they personally function and how they can better interact with others with similar and varying personalities.

Job Readiness/Summer Employment- During the school year, student will take part in job readiness training. This includes public speaking, mock interviewing, resume' preparation, and tools for success sessions. Our partners from Chick-Fil-A, Sudden Change, and Huntington Bank will assist with these sessions. In the Summer, students age 14 and up will have the ability to work within their community in various areas of service. Some of the employment opportunities include receptionist, maintenance, child care, restaurant, construction, and other areas of customer service. Students who participate are required to set financial goals and save a percentage of their income to work towards this financial goal.

"Everything that we do in afterschool, we try to make it connected to the real world....One of our many goals is to make it relevant...make a connection for students to stay in school, go to college, a reason to be on a particular career path...to teach the whole child.

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.

Although Identity and Destiny Youth Program has never been in operation, we have incorporated best practice models for the various components of the program (financial literacy, Social and Emotional Learning (SEL), DISC Survey, VIA Strengths Survey) to improve our chances of success. Many of these guided activities will be reinforced by the mentors.

Financial Literacy Best Practice: Our Financial Literacy component will utilize US Banks' Individual Development Account Program (IDA) model. Individual Development Accounts (IDAs) incorporates a savings program, goal setting with time parameters, financial literacy education, money management, accumulation versus consumption, and breaking out of poverty. Research shows that participants have twice the chance to attend college, are 84% more likely to own a business, increase their chances of escaping poverty, and improve their chances of maintaining the ability to save money.

Social and Emotional Learning Best Practices: Social and Emotional Learning has been applied in programming throughout the country. We will continue to use Collaborative for Academic, Social, and Emotional Learning's models and best practice examples to guide our SEL programs and services. Through CASEL, we are able to identify best practice models that fit our program and tools that measure success. The following are three studies that demonstrate successful application of SEL:

- Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective by Joseph A. Durlak and Roger P. Weissberg
- Committee on Defining Deeper Learning and 21st Century Skills; Center for Education; Board on Testing and Assessment; Division of Behavior and Social Sciences and Education: National Research Council
- The Impact of After-School Programs That Promote Personal and Social Skills

DISC and VIA Surveys: According to VIA Character, 'individuals who use their strengths lead happier, more satisfying lives'. From Risk to Resiliency: What Schools Can Do (Bonnie Benard) emphasizes a school based model, one of her key points is focusing on the strengths and abilities rather than the deficits and deficiencies of a child. This also sites 'the need for youth to be good at something'. Both the DISC and VIA focus on the strengths and natural inclination of the student.

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.

   As the lead partner of Identity and Destiny Youth Program, Jacob's Son Joseph Development Corporation (JSJDC) has never provided a youth development program, but its partners, Overflow Ministries, M&M Consulting, have had over 40 years of combined experience serving youth. Overflow Ministries Youth program has served thousands of youth and will continue to mentor and support youth through the Identity Destiny Youth Program. M&M Consulting has 10 years of professional experience and leadership in training and implementing social and emotional learning.

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

   Mt. Healthy City Schools has been in partnership with JJDC and Overflow Ministries Covenant Church for many years now and have built a rapport of trust with one another. Trust and dependence upon people to do what they say they will do makes any collaboration successful. We are eager to expand our working relationship in this endeavor creating more energy for our synergistic efforts. With community involvement, passion, and love for the youth of our community as the foundation stones for our project, we are assured that this effort will prove to be equally as successful as all of other endeavors.

All of the partners have and will continue to contribute to the project and to the process in order to see this project to fruition. We are currently seeking other opportunities to join efforts and to see the positive affect of collaboration on and within our community.

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:
    - Name and title
    - Responsibilities forthis grant project.(Percent of time should be included in the budget document.)
    - Qualifications
    - Prior relevant experience

    See Attachment

10. A timeline of all major activities must be provided. Assessment, planning and initial training must be completed by September 7, 2015. Services must begin by September 7, 2015.
    - The program instructors will be hired and trained by the first week of July 2015.
    - The initial recruitment of mentors will begin in June 2015 and the training and of mentors will be completed by the end of July 2015.
    - Recruitment of students will begin in August 2015.
    - IAPs will be completed by the end of August 2015.
    - Surveys and Pre-test will be issued the first week of September 2015.
    - 2nd Recruitment of students will be held if necessary September 2015.
    - 1st Parent Session September 2015
    - Mentor/Instructor Training October 2015
    - 1st Program Evaluation December 2015
    - IAP meeting January 2016
    - Mentor/Instructor Training January 2016
    - Surveys and Post-test will be issued the first week of March 2016.
    - 2nd Program Evaluation March 2016
    - Mentor/Instructor Training April 2016
    - 3rd Program Evaluation June 2016
    - Summer Session Begins June 2016
    - Surveys and Pre-test will be issued the first week of June 2016.
    - Surveys and Post-test will be issued the first week of August 2016.
    - Yearly Program Evaluation/Planning August 2016

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;
    Mentors: Mentors complete applications and background checks. Mentors are interviewed by the director, assistant, and or instructor. Mentors selected from the

prescreening attend trainings held by the program consultant and director or assistant director. The training/orientation is an introduction to mentorship: roles and responsibilities of a mentor, what to expect as a mentor, does and don'ts, Identity-Destiny program overview, program goals, and how to read the IAP. Mentors are shadowed by the consultant and assistant director during their first month of service. Following their first month, mentors meet with the consultant, director and/or assistant director to determine if the mentor is right for the program. If the mentor is found to be eligible, mentors then sign the mentor agreement and receive a program schedule and student match. Mentors are required to participate in 6 months of supervised activities before they can qualify for one on one outings and unsupervised activities.

b. Identification and intake process for mentees;

Identity-Destiny will host a recruitment days at Mt. Healthy School. We will distribute program brochures and applications. Incentives will be offered to the first 50 students who return their completed application. We will hold these recruitment days in conjunction with other major school events (back to school fair, conference day, open house, and other school events).

Students: Each student must submit an application to be enrolled into Identity and Destiny Youth Program. The application provides general demographics, family income level, emergency contact information, insurance details, a release of information (to be provided to the school), permission to participate in all sessions, and other pertinent information.

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;

Parent support and involvement are vital to the success of a student and to this program. Parents will be involved from the beginning of the program. Parents are invited to attend the individualized achievement planning meeting for their child. This allows the parent to gain a more in depth understanding of their child's academic performance level and individualized needs. Each month, parents are invited to a session that is designed to inform, engage, and educate them on the various lessons their child is receiving. These sessions give parents a brief synopsis on financial literacy, social emotional learning competencies, drug prevention, and all the other sessions their child participates in. The parents are then invited to the end of the year celebration, where each student receives awards for their growth and accomplishments.

Mentors and Instructors will receive quarterly refreshers. These meetings are held to gauge the program, informally evaluate the mentors, receive feedback, introduce a fresh concept, and distribute new information. Each meeting includes an element of training. These trainings include refreshers, new programming concepts, state standards and requirements, and other areas of training the director determines needed.

d. Assessing fiscal accountability and faithful implementation of project plans; and

JJDC will be responsible for the fiscal operation of the grant. Program staff will complete requisitions when requiring program materials. The program director will provide their signature to approve the request. The office administrator will write the check and all checks will be signed by the executive director.

e. Any other critical information you would want the Community Connectors team to know.

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.

See Attachment

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 thescopeof 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;

Students and mentors will check in each day through a sign in sheet. Instructors will keep an activity log on each student in their group that is to be completed weekly. Each sheet contains daily activities and level of participation. These sheets contain the personalized goals developed by the student along with a synopsis of the students IAP. Consultants and mentors have the ability to add feedback to these forms.

Each mentor is assigned one to three students. The mentor has a log for each student that includes hours of service and activities performed (tutoring, mentor circle, field trip, etc.) These are kept in a file for mentors to complete each day of attendance. The program director and assistant are responsible for the supervision and monitoring of mentors and their hours. The director and assistant have the ability to approve hours logged on the mentor's time/activity sheet. These documents are reviewed weekly. The director and assistant director assist with setting the schedules of the mentors and communicate any needed information to the mentors throughout their involvement with the program.

b. Gathering of data to measure progress of program towards meeting the selected goals;

In collaboration with the Mt. Healthy School, the school liaison, program director, program assistant, instructor, and parent (when possible) will meet twice a year to develop and review individualized achievement plans (IAP). This plan includes previous test scores, grades and grade point average, teacher recommendations, family concerns or challenges, learning capacity (any diagnosis), school attendance, and a behavioral assessment. Instructors will receive monthly progress reports from the teachers via the school liaison. This information is shared with mentors. Instructors/mentors will meet with the teachers quarterly (or more frequently when needed) to check the progression of each student.

He Instructors provide weekly progress reports on each student. Instructors alert the program assistant if any serious issues arise that needs to be addressed immediately. The

program assistants and program director are responsible for the overall collection of data and reports (weekly reports, IAP updates, pre and post tests, and surveys). The director meets monthly with the executive director to share and assess the overall program and its needs. The executive director maintains the relationship and communication with all program partners.

The Program Evaluator Consultant will both develop and analyze the results of the achievement plan and program progression. This will be completed quarterly by the consultant (with the assistance of the director and assistant director) and presented to the executive director.
The leadership team meets quarterly once the program has begun to stay abreast of changes, needs, progression, and any other detail that requires changes of the overall program.

c. Projected indicators of success; and
Individualized Achievement Plan (IAP)- the IAP will demonstrate levels of improvement in both academic performance, level of engagement, and behavior. Although the team works to develop the IAP, the academic partner will complete the final assessment that measures the academic performance, level of engagement, and behaviors.
Level of Engagement/Program Completion- Both the attendance rate and progression in Identity and Destiny Youth Program will be charted by the program staff.
Surveys- Students will complete the DISC, VIA Strengths, and Healthy Kids Survey (CA Healthy Kids Survey). The surveys will be issued at the start of the program and at the closing of the yearly session. The Healthy Kids survey will assist in assessing the level of risk at the start of the program and level of resiliency at the completion of the program.
Pre and Post-tests- Tests will be used to measured the knowledge gained in the financial literacy, drug prevention, and career exploration components of the program.
d. Anticipated barriers to successful evaluation including data collection and measurement of progress toward outcomes.
The three major foreseen barriers include:

- Timeliness of reports received from the school for all student participants.
- Parent buy-in and participation levels.
- Transparency and honesty levels of the students

14. Applicants are to complete the program model.

See Attachment

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.

Application Section V: Program Budget

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

See Attachment

By clicking this box,X I (Insert Name)Bennie Fluellen 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.

COMMUNITY CONNECTORS
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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: Bennie Fluellen
Title: CEO
Organization: Joseph'San Joseph Dev. Corp
Sign:

Partner
Name:
Title:
Organization:
Sign:

Partner
Name: Michael Rucker
Title: Pastor – Sec'y
Organization: Overflow Ministries
Sign:

Partner
Name:
Title:
Organization:
Sign:

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: OCT 17 2014

JACOB SON JOSEPH DEVELOPMENT
CORPORATION
C/O BENNIE FLUELLEN
10870 HAMILTON AVE
CINCINNATI, OH 45231

Employer Identification Number:
20-2634204
DLN:
17053091400004
Contact Person:
MRS. KREBS ID# 31072
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
May 15, 2010
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Director, Exempt Organizations

Letter 947

JACOB SON JOSEPH DEVELOPMENT

ADDENDUM

Based on the information submitted with your application, we approved your request for reinstatement under Revenue Procedure 2014-11. Your effective date of exemption, as shown in the heading of this letter, is retroactive to the date of revocation.

BENNIE FLUELLEN

1883 Crest Road Cincinnati, OH 45240 apostlebennie@hotmail.com

PROFESSIONAL PROFILE:

Highly Motivated Visionary, with more than twenty-five (25) years of experience developing, leading and managing non-profit organizations and business development; Multi-faceted experience with executive management and organizational leadership.

SUMMARY OF RESPONSIBILITIES IN ORGANIZATIONAL LEADERSHIP:

- ✓ Oversight of the day-to-day operations of organization including administration, hiring and retention of competent, qualified staff; signing all agreements, notes, and other instruments made and entered into and on behalf of the organization.

- ✓ Develop and implement innovative programs and products and services and assign task facilitation.

- ✓ Work with constituent groups including boards, committees, volunteers, communities and other external audiences. Responsible for the enhancement of organization's public relations and image by being active and visible in the community and by working closely with other professional, civic, and private organizations.

- ✓ Lead organization in a manner that supports and guides the organization's mission as defined by the Board of Directors. Communicate effectively with the Board and providing in a timely and accurate manner, all information necessary for the Board to function properly and to make informed decisions.

- ✓ Building and retaining exceptional staffs and creating excellent work environments. Ability to convey a vision of organization's strategic future and motivate and include staff to become engaged in organization's goals

and efforts. Constantly cast vision to engage and re-engage volunteers to rally around vision with their volunteerism and finances.

- ✓ Overseeing and coordinating all aspects of budgeting and financial management including preparation, analysis, and decision-making and reporting. Responsible for the fiscal integrity to include submission to the Board of a proposed annual budget and monthly financial statements, which accurately reflects the financial condition of the organization. Responsible for the fiscal management of the organization that generally anticipates operating within the approved budget ensuring maximum resource utilization and maintenance of the organization in a positive financial position.

- ✓ Leading organizations and departments through periods of substantial growth and transition both negatively and positively.

- ✓ Oversee the origination and implementation of marketing campaigns to further communicate the purpose, efforts, and events of the organization internally and externally.

RELATED PROFESSIONAL EXPERIENCE:

Overflow Ministries Covenant Church
CEO and Founding Pastor
August, 1996 - Present

Jacob'Son-Joseph Development Corporation
CEO
January, 2005 – Present

Christ Emmanuel Christian Fellowship
Vice-President and Executive Pastor
January, 1982 – August, 1996

Jireh Development Corporation
President and Executive Director
January, 1991 – August, 1996

Agape, Inc.
President and Executive Director

January, 1991 – August, 1996

Dr. Gregory L. Roberson is currently the Executive Director of Student Services for Mt. Healthy City Schools. In this capacity, he oversees the Special Education Department, School Clinics, embedded Social Service Agencies, and Homeless programs. He also serves as the districts Expulsion Hearing Officer in disciplinary matters. Prior to joining the Mt. Healthy City School District Staff, Dr. Roberson served 22 years on active duty with the United States Air Force, retiring in 2002. He received his Doctorate in Educational Leadership from Northern Kentucky University. In addition, he holds a Master's Degree in Human Relations from The University of Oklahoma, and a Bachelors of Arts in Criminology from Saint Leo University. He attended Xavier University where he earned his Special Education teaching credentials and Ashland University for his Principal and Superintendent credentials.

Participating in this Community Connectors grant program would benefit the students of Mt. Healthy City Schools in many ways. The positive nature of the proposed programs will provide youth in the community an opportunity to use their creative skills in a positive manner and help them discover talents they may not know exists within themselves. In addition, the character building aspect of these programs will not only enhance our student's ability to build self-confidence, but will also encourage them to seek out paths and opportunities that will help them achieve success in life. There are not many opportunities in the community other than after school activities to keep students positively engaged once school lets out for the day and during the summer; these proposed programs will be certainly help fill that void.

//Signed//
Gregory L. Roberson, Ed.D.
Executive Director of Student Services
Mt. Healthy City Schools

Community Connectors GRANT ASSURANCES

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

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

9. That no person shall, on the ground of race, color, religious affiliation, national origin, handicap or sex be excluded from participation, be denied the benefits or be otherwise subjected to discrimination under any program or activity for which the GRANTEE receives state financial assistance.
10. That the GRANTEE may not use its state funding to pay for any of the following:
    A. Religious worship, instruction or proselytization.
    B. The salary or compensation of any employee of the GRANTEE or any CO-APPLICANT, whose duties or responsibilities include the activities specified in paragraph 10A, herein. Salary or compensation of an employee paid directly by a faith-based entity or house of worship is permitted to be utilized as an applicant's in-kind contribution to draw down state matching funds, and is not otherwise prohibited by this section.

    B. Equipment or supplies to be used for any of the activities specified in paragraph 10A, herein.

    C. Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified in paragraph 10A, herein.
11. That the GRANTEE shall continue its coordination with THE DEPARTMENT during the length of the grant period.
12. The GRANTEE shall cooperate in any evaluation by THE DEPARTMENT.
13. That the GRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).
14. That the GRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.
15. That it shall maintain records for five years following completion of the activities for which the GRANTEE uses the state funding and which show:
    A. The amount of funds under the grant.
    B. How the GRANTEE uses the funds.
    C. The total cost of the project.
    D. The share of that total cost provided from other sources.
16. That in the event of a sustained audit exception, and upon demand of THE DEPARTMENT, the GRANTEE shall immediately reimburse THE DEPARTMENT for that portion of the audit exception attributable under the audit to the GRANTEE. The GRANTEE agrees to hold THE DEPARTMENT harmless for any audit exception arising from the GRANTEE's failure to comply with applicable regulations.
17. That the GRANTEE is aware all state funds granted to it are conditioned upon the availability and appropriation of such funds by the Ohio General Assembly. These funds are subject to reduction or elimination by the Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the GRANTEE shall hold THE DEPARTMENT harmless for any reduction or elimination of state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the GRANTEE shall immediately cease further expenditures under the Community Connectors.
18. The GRANTEE will adopt and use the proper methods of administering the grant and any sub grants, including, but not limited to:

A. The enforcement of any obligations imposed by law.
B. The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation.
C. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.

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

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

GRANTEE

[signature] 3/10/15		Albert Hawkins 3/10/15	
Authorized Representative	Date	Fiscal Representative	Date
Bennie Fluellen		Albert Hawkins	
Printed		Printed	

Budget Narrative

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

Grant Applicant:

Summary

The purpose of this Budget Narrative is to provide a detailed explanation of how expenditures were calculated and j
justification for the expended funds for the devoted program. Insert explanation of how each of the following exper
was calculated and the justification for the expended funds for the devoted project.

Direct Costs

A. Payroll Expenses

100% of direct staff and 25% of ED- 452,570

B. Payroll Fringe Benefits

Approximately 16&

C. Travel

Staff and Mentors receive mileage at .50 mile 6,500

D. Supplies

Program supplies 42,000

E. Equipment

First year only 10,450

F. Contracted Services

For training, instruction and evaluation 36,000

G. Training

Materials 9,000

H. Evaluation

Evaluator 8,000

I. Other Program Cost

Facility and Misc. 42,000

J. Additional Mentor Support Cost

Incentives 45,000

YEAR 1 - PROJECT BUDGET

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

Grant Applicant:

Summary

The first year of the program will require the most financial support. Payroll Expenses: All staff, except the Executive Director will receive full compensation through the Identity and Destiny Youth Program. The payroll expense and fringe benefits are estimated at 16%. Staff will travel to observe best practice models of SEL programming during the first year and will receive training locally the following years of the program. Staff/Mentors will receive compensation for travel when transporting students and picking up supplies for the program. The supplies will serve 60 to 80 students the first year and will be utilized the following years. The budget in supplies decreases the following two years, because supplies and materials will be carried over. Only new materials will be purchased for new students that join the program. The equipment will only be purchased in the first year of the program and will be maintained throughout the life of the grant. The tablets, projector, and laptops will be used for instruction and research. Stipends and incentives will be issued to both students and mentors throughout the program. The facility usage of Overflow Ministries Campus. Consultant will be used for evaluations, trainings, and services.

A. Payroll Expenses

Position/Title/Description	Qty	Annual Salary	% Time	Total Amount
Executive Director	1	60,000.00	25%	15,000.00
Program Director	1	35,000.00	100%	35,000.00
Program Assistant	1	24,000.00	100%	24,000.00
Instructors	6	13,365.00	100%	80,190.00
			Total	154,190.00

B. Payroll Fringe Benefits

Description	Total Salary	Rate %	Total Amount
Unemployment, BWC, FICA, etc.	154,190.00	16%	23,899.45
		Total	23,899.45

C.1. Staff Travel

Description	Calculation	Total Amount
Local Mileage	0.50 per mile	500.00
Travel for Training		2,500.00
	Total	3,000.00

C.2. Mentor Travel

Description	Calculation	Total Amount
Local Mileage	0.50 per mile	500.00

	Total	500.00

D. Supplies

Description	Calculation	Total Amount
SEL Materials (Workbooks, Binders, Instructional Packets)	60-80 Students x $150	12,000.00
Incentives (movie passes, gift cards, games,	60-80 Students x $50	4,000.00
Clothing Items (Polo w/logo, sweats, emergency needs)	60-80 Students x $100	8,000.00
Athletic Equipment (balls, jump ropes, etc)	60-80 Students	2,000.00
	Total	26,000.00

E. Equipment

Description	Unit Cost	Units	Total Amount
Laptops-	$650.00	12	7,800.00
IPAD Tablets-	$300.00	6	1,800.00
Projector	$850.00	1	850.00
		Total	10,450.00

F. Contracted Services

Description	Hourly Rate	Hours	Total Amount
Consultant Fees	$50.00	300	15,000.00
		Total	15,000.00

G.1. Staff Training

Description	Hourly Rate	Hours	Total Amount
SEL Training Materials	$20.00	50	1,000.00
Additional Trainings	$20.00	50	1,000.00
		Total	2,000.00

G.2. Mentor Training

Description	Hourly Rate	Hours	Total Amount
SEL Training Materials	$20.00	50	1,000.00
Mentorship Training	$20.00	50	1,000.00
		Total	2,000.00

H. Evaluation

Description	Hourly Rate	Hours	Total Amount
Evaluation Company	$50.00	50	2,500.00
		Total	2,500.00

I. Other Program Cost

Description	Calculation	Total Amount
Miscellaneous		2,000.00
Facility Usage		12,000.00
	Total	14,000.00

J. Additional Mentor Support Cost

Description	Calculation	Total Amount
Mentor Stipends	Hours of Service	10,000.00
Mentor Incentives (movie tickets, gift cards, certificates, etc)	Milestone Commitments	5,000.00
	Total	15,000.00

PROJECT YEAR 1	BUDGET
Total Budget	268,539.45
Local Contribution	67,134.86
State Match	201,404.59

YEAR 2 - PROJECT BUDGET

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

Grant Applicant:

Summary

The first year of the program will require the most financial support. Payroll Expenses: All staff, except the Executive Director will receive full compensation through the Identity and Destiny Youth Program. The payroll expense and fringe benefits are estimated at 16%. Staff will travel to observe best practice models of SEL programming during the first year and will receive training locally the following years of the program. Staff/Mentors will receive compensation for travel when transporting students and picking up supplies for the program. The supplies will serve 60 to 80 students the first year and will be utilized the following years. The budget in supplies decreases the following two years, because supplies and materials will be carried over. Only new materials will be purchased for new students that join the program. The equipment will only be purchased in the first year of the program and will be maintained throughout the life of the grant. The tablets, projector, and laptops will be used for instruction and research. Stipends and Incentives will be issued to both students and mentors throughout the program. The facility usage of Overflow Ministries Campus. Consultant will be used for evaluations, trainings, and services.

A. Payroll Expenses

Position/Title/Description	Qty	Annual Salary	% Time	Total Amount
Executive Director	1	60,000.00	25%	15,000.00
Program Director	1	30,000.00	100%	30,000.00
Program Assistant	1	24,000.00	100%	24,000.00
Instructors	6	13,365.00	100%	80,190.00
			Total	149,190.00

B. Payroll Fringe Benefits

Description	Total Salary	Rate %	Total Amount
Unemployment, BWC, FICA, etc.	149,190.00	17%	25,362.30
		Total	25,362.30

C.1. Staff Travel

Description	Calculation	Total Amount
Local Mileage	0.50 per mile	500.00
Travel for Training		500.00
	Total	1,000.00

C.2. Mentor Travel

Description	Calculation	Total Amount
Local Mileage	0.50 per mile	500.00

	Total	500.00

D. Supplies

Description	Calculation	Total Amount
SEL Materials (Workbooks, Binders, Instructional Packets)	New Students x $150	2,000.00
Incentives (movie passes, gift cards, games, etc.)	60-80 Students x $50	4,000.00
Clothing Items (Polo w/logo, sweats, emergency needs)	New Students x $100	1,000.00
Athletic Equipment (balls, jump ropes, etc)	60-80 Students	1,000.00
	Total	8,000.00

E. Equipment

Description	Unit Cost	Units	Total Amount
		Total	-

F. Contracted Services

Description	Hourly Rate	Hours	Total Amount
Consultant Fees	$50.00	300	15,000.00
		Total	15,000.00

G.1. Staff Training

Description	Hourly Rate	Hours	Total Amount
SEL Training Materials	$20.00	50	1,000.00
		Total	1,000.00

G.2. Mentor Training

Description	Hourly Rate	Hours	Total Amount
SEL Training Materials	$20.00	50	1,000.00
Mentorship Training	$20.00	50	1,000.00
		Total	2,000.00

H. Evaluation

Description	Hourly Rate	Hours	Total Amount
Evaluation Company	$50.00	50	2,500.00
		Total	2,500.00

I. Other Program Cost

Description	Calculation	Total Amount
Miscellaneous		2,000.00
Facility Usage		12,000.00
	Total	14,000.00

J. Additional Mentor Support Cost

Description	Calculation	Total Amount
Mentor Stipends	Hours of Service	10,000.00
Mentor Incentives (movie tickets, gift cards, certificates, etc)	Milestone Commitments	5,000.00
	Total	**15,000.00**

PROJECT YEAR 2	BUDGET
Total Budget	**233,552.30**
Local Contribution	**58,388.08**
State Match	**175,164.23**

YEAR 3 - PROJECT BUDGET

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

Grant Applicant:

Summary

The first year of the program will require the most financial support. Payroll Expenses: All staff, except the Executive Director will receive full compensation through the Identity and Destiny Youth Program. The payroll expense and fringe benefits are estimated at 16%. Staff will travel to observe best practice models of SEL programming during the first year and will receive training locally the following years of the program. Staff/Mentors will receive compensation for travel when transporting students and picking up supplies for the program. The supplies will serve 60 to 80 students the first year and will be utilized the following years. The budget in supplies decreases the following two years, because supplies and materials will be carried over. Only new materials will be purchased for new students that join the program. The equipment will only be purchased in the first year of the program and will be maintained throughout the life of the grant. The tablets, projector, and laptops will be used for instruction and research. Stipends and Incentives will be issued to both students and mentors throughout the program. The facility usage of Overflow Ministries Campus. Consultant will be used for evaluations, trainings, and services.

A. Payroll Expenses

Position/Title/Description	Qty	Annual Salary	% Time	Total Amount
Executive Director	1	60,000.00	25%	15,000.00
Program Director	1	30,000.00	100%	30,000.00
Program Assistant	1	24,000.00	100%	24,000.00
Instructors	6	13,365.00	100%	80,190.00
			Total	149,190.00

B. Payroll Fringe Benefits

Description	Total Salary	Rate %	Total Amount
Unemployment, BWC, FICA, etc.	149,190.00	17%	25,362.30
		Total	25,362.30

C.1. Staff Travel

Description	Calculation	Total Amount
Local Mileage	0.50 per mile	500.00
Travel for Training		500.00
	Total	1,000.00

C.2. Mentor Travel

Description	Calculation	Total Amount
Local Mileage	0.50 per mile	500.00

	Total	500.00

D. Supplies

Description	Calculation	Total Amount
SEL Materials (Workbooks, Binders, Instructional Packets)	New Students x $150	2,000.00
Incentives (movie passes, gift cards, games, etc.)	60-80 Students x $50	4,000.00
Clothing Items (Polo w/logo, sweats, emergency needs)	New Students x $100	1,000.00
Athletic Equipment (balls, jump ropes, etc)	60-80 Students	1,000.00
	Total	8,000.00

E. Equipment

Description	Unit Cost	Units	Total Amount
		Total	

F. Contracted Services

Description	Hourly Rate	Hours	Total Amount
Consultant Fees	$20.00	300	6,000.00
		Total	6,000.00

G.1. Staff Training

Description	Hourly Rate	Hours	Total Amount
SEL Training Materials	$20.00	50	1,000.00
		Total	1,000.00

G.2. Mentor Training

Description	Hourly Rate	Hours	Total Amount
SEL Training Materials	$20.00	50	1,000.00
		Total	1,000.00

H. Evaluation

Description	Hourly Rate	Hours	Total Amount
Evaluation Company	$50.00	60	3,000.00
		Total	3,000.00

I. Other Program Cost

Description	Calculation	Total Amount
Miscellaneous		2,000.00
Facility		12,000.00
	Total	14,000.00

J. Additional Mentor Support Cost

Description	Calculation	Total Amount
Mentor Stipends	Hours of Service	10,000.00
Mentor Incentives (movie tickets, gift cards, certificates, etc)	Milestone Commitments	5,000.00
	Total	15,000.00

PROJECT YEAR 3	BUDGET
Total Budget	224,052.30
Local Contribution	56,013.08
State Match	168,039.23

Budget Summary

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

Grant Applicant:

Categories	Year 1 Budget	Year 2 Budget	Year 3 Budget	Total Budget
A. Payroll Expenses	154,190.00	149,190.00	149,190.00	452,570.00
B. Payroll Fringe Benefits	23,899.45	25,362.30	25,362.30	74,624.05
C. Travel	3,500.00	1,500.00	1,500.00	6,500.00
D. Supplies	26,000.00	8,000.00	8,000.00	42,000.00
E. Equipment	10,450.00	-	-	10,450.00
F. Contracted Services	15,000.00	15,000.00	6,000.00	36,000.00
G. Training	4,000.00	3,000.00	2,000.00	9,000.00
H. Evaluation	2,500.00	2,500.00	3,000.00	8,000.00
I. Other Program Cost	14,000.00	14,000.00	14,000.00	42,000.00
J. Additional Mentor Support Cost	15,000.00	15,000.00	15,000.00	45,000.00
TOTAL PROJECT COST	**268,539.45**	**233,552.30**	**224,052.30**	**726,144.05**
LOCAL CONTRIBUTION	67,134.86	77,072.26	112,026.15	256,233.27
STATE MATCH	201,404.59	156,480.04	112,026.15	469,910.78

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

ProgramName: Identity Destiny Youth Program

Resources	Program Activities	Outputs	Outcomes	Goal
What resources will be needed to conduct this program?	*What will we do with the resources?*	*Briefly describe the number of students engaged and the number of adults involved.*	*What are the short or intermediate term results that will be achieved?*	*What are the long term results that will be achieved?*
Facility Instructional Materials Laptops/Tablets Transportation Financial Incentives and Gifts	Workshops/Classes Teaching/Instructing Recordkeeping/ Measuring Success- Evaluation Transporting Students/Mentors Field trips To assist with retention and recognition of participants and mentors	60-80 7th-12th Graders will be served by the Identity Destiny Youth Program each year The ratio of service to students will be a maximum of 10 to 1. Mentorship circles will have a maximum of 3 to 1 ratio.	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	Strengthen communities, encourage mentoring opportunities, and create new pathways for civic engagement that will result in higher educational achievement, higher levels of well-being, and health and workforce readiness for our state.