

Application Section I: Community Connectors Program Description

1. The target population is student's 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. 8th Grade, (45 students) each year @ 3 years 9th Grade (30 students) each year @ 3years, 10th grade (30 students) each year @ 3years
2. Provide the number of youth in each grade level and at each school your program proposes to serve. Brooklyn City Schools, Harvest Time Ministries and Campbell Schools will have: 8th Grade (45 students) each year @ 3 years: Total grant period 135 8th graders 9th Grade (30 students) each year @ 3years: Total grant period 90 9th graders: 10th grade (30 students) each year @ 3years:Total grant period 90 10th graders: Overall Total over the course of three years of Direct STUDENTS SERVED is 315 students.
3. Select one: Which of the following best describes the proposed project? Select one.
 - A. 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.

Students today, more than ever, need to be able to think critically and solve complex problems. Content is now accessible anywhere and at any time, but knowing how to use this content is the training today's learner needs. That factual information may make a student a better test taker but the real test of the 21st century is knowing how to access information, determine the validity of its source, and apply that information to unique and complex situations (Wagner, 2008). Educators have a responsibility to produce citizens capable of thinking critically and solving complex problems, which includes understanding how to sift through and effectively use the information that is available in today's marketplace. 21st century learning needs to broaden the framework from which it operates and reward learning that occurs in multiple contexts and applies these lessons. George Wood noted in his seminal work that we must rethink the entire culture of our educational system and make it a place where young people can develop the habits of heart and mind that are required of citizens in a democracy (Wood, 1998). Education as we know it is at a critical juncture. The 21st century provides us with a tremendous opportunity to build on the new assets of today (e.g., easy access to information) and to redirect our supply and natural talent to an ever-changing landscape. Each of the core values of this grant exist now as components of the Health Professions Affinity Community (HPAC) program. In this section of the proposal, we will examine these core values within the context of the 360 zones.

Setting goals to be prepared for 21st century careers is a key aspect of the HPAC program. In this program, students work with the community to identify a particular health issue within their community and then identify ways in which they can partner with the community to address these health concerns. This process depends on learning how to analyze situations and operationalize them, being flexible and creative and constantly reflecting and revising. These are all critical 21st century skills. The second opportunity to address goal setting comes from the students' interaction and experience with the Effective Leadership Academy (ELA). Students will work on setting goals for their academic and nonacademic achievement during the school year. Students will work with medical students and college students to briefly assess how they're doing to obtain these goals while working through their HPAC projects. Both in ELA and HPAC, students learn how to set SMART goals. In HPAC they do this in relationship to their project and the community. In ELA they do it related to themselves and how they will personally develop. Lastly, because of the design of the HPAC program, students will set their own goals based on intrinsic motivation. The goals emanate from their desire to make a difference within the community and to enact a program that will facilitate this change. There are extrinsic factors involved as well; for example, if they do well they can earn grant money (for supplies) to facilitate their projects or they can participate in an academic conference and present their findings. However, the mainstay of the program is focused on students finding something to which they can connect internally and applying it in a way that makes a difference for the broader community.

Building character, Tough indicates that character development comes from building a set of abilities or skills that can be practiced and revised in a real setting. In the 360 program students naturally assess their own skills when they design their own programs to make them a success. In this process, students learn that they must partner with others who have strong skills which they lack. This collaboration builds a sense of community and healthy dependency on human connectivity. Students often fail in their first or second attempts of their HPAC project (which in many ways is an

unintentional but healthy aspect of the program). This failure is examined by student, HPAC leader and all others (each zone) whom the students engage in the process. Having a hands-on program, where students can see their ideas articulated into actual steps, helps them to truly assess self and community.

Developing pathways to achievement It has long been known that factors other than ability influence whether students seek or avoid challenges, whether they persist or withdraw in the face of difficulty, and whether or not they use and develop their skills effectively (Dweck, 1986, p. 1040). According to Eccles (1991), motivation means “to move” toward values and goals. The motivational processes influence students’ ability to learn and apply knowledge (Dweck 1986, Ames 1992). Motivation is a critical component of this construct. At the heart of the association between motivation and achievement is the assertion that people who believe they can achieve a goal are motivated to engage in behaviors leading to that goal, are more likely to exhibit goal-oriented effort and persistence, and are ultimately more effective in achieving the goal. Research suggests that each of the three motivational elements must be considered when employing motivation to predict achievement. By having students begin their journey with a project and use this as the focal point, it is likely to increase their intrinsic motivation and build their desire and endurance to complete their educational process. It also allows for the community to play a role in their lives both as champions and as recipients of giving.

Building a sense of resiliency Resiliency helps students cope with the highs and lows that inevitably occur in their lives. Stress is at an all time high and access to outlets that are unhealthy is easier than ever. The framework of the 360 program is designed to enhance student likelihood of success by providing the basic ingredients necessary for them to develop resilience and a growth mindset. Works by Yeager, Dweck and colleagues (Yeager & Dweck, 2012) describe the underpinnings of resilience as a student’s interpretation of adversities, fueled by their implicit theories of personal characteristics. Students may see intelligence as either a fixed or malleable personal characteristic. A growth mindset, where intelligence is seen as malleable, is key to resiliency. This mindset is fostered when the process of learning is more important than grades, when effort/hard work is the key, and when challenges and mistakes are opportunities for learning rather than indications of failure. In addition, the link between student mindset for resilience and success is dependent upon skills development, resource utilization, and environment (Yeager & Dweck, 2012). The 360 program supports development of student resilience by focusing on: 1) learning and engagement rather than a pass/fail assessment, 2) on skills development through hands-on project development and implementation, 3) on identification of available resources in students’ schools and larger communities, and 4) on fostering connection with and improvement of their broader environment. All zones of the mentoring are designed to help with this process and to greatly influence the youth in learning for success, with meaningfulness, self- appreciation and community appreciation.

Believing in a positive future, the 360 program offers students an opportunity to understand their capabilities. Participating in ELA provides them with the skills that they need to go on to the next level. Interacting with the medical and college students helps them recognize that kids just like them can make it and have a positive future. Participation in the Ohio Police Athletic League (PAL) programs helps the students appreciate the alignment of career and academic success. Mentoring is done throughout this process. Sharing personal experiences and giving positive reinforcement for small things through all the zones will help advance students and build confidence in their efforts to change themselves and build their communities. All zones of the mentorship will focus on making sure students get the opportunity to get to know one another, interact in a positive way, and feel needed. The most important part of the faith based community service learning project will be the opportunity for students to give back to the community. Giving back to the community through service based projects that are led by others will help them see challenges through the lens of their adult, and have a greater appreciation for why and how this must be important. Giving back always creates a sense of meaningfulness and personal success. The faith communities will help students to find service learning projects amenable to examining this pathway.

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

The Health Professions Affinity Community (HPAC) Platform is the Center Piece of the 360 program. MENTEES will come from for the 360 PROGRAM. Our 360 models utilizes HPAC as the center piece for engaging students at each site. And, an AmeriCorps member (funded through a different source) who currently operates each HPAC at the schools will serve as their main MENTOR. The following section informs the reader of the following: What is the HPAC program a main activity of the grant (where MENTEES will come from at the schools); What the role of the AmeriCorps member is in working with the Mentee as their main mentor; and The structure of the 360 program and the other programs that will be a part of the 360 program effort.

What is the HPAC program (where MENTEES will come from at the schools) The Health Professions Affinity Community (HPAC) at NEOMED is a pipeline program to engage disadvantaged students and advance their academic and career progress toward health professions. The program relies on existing community assets and bundling them in a manner that further supports student-in-community success. Deep learning occurs when basic and social science disciplines merge. That pairing of the two disciplines when applied to a health concern provides the foundation to not only address the concern but also create solutions that seek to improve the community by narrowing the gap between disparities. Students benefit from deep learning as they experience opportunities to apply to academic learning in real-world circumstances that employ existing hidden personal and community resources.

The HPAC curriculum is based on the practice of engaging students in Problem-Based Learning (PBL) and community engagement to promote learning of a wide range of STEM topics and health career awareness. It is based on the belief that adolescents have the capacity to improve their community and often simply need to be encouraged and empowered to do so and it will focus more on making the community a partner so as to change the current milieu as noted above. . The goals, strategies, and methods reflected in the HPAC program are consistent with finding ways to better meet the vast needs of the region, of finding and supporting qualified Ohio grown students from diverse backgrounds desiring to enter health professions. HPAC Project Challenges are based on building workforce knowledge and skills in terms of problems to be solved, teamwork required, and technology, equipment and terminology to be used. This approach has proven to be more effective than traditional textbook, worksheet, and classroom-centric teaching methods in stimulating student interest, promoting positive student attitudes, and instilling life-long learning and problem solving skills essential for STEM career success.

The HPAC program is geared to 8th-12th grade students and college students who have an interest in extending their connection to health professions and learning more about the pathway and collective experiences that can help them end up in a health related vocation or professional school. Affinity communities provide an opportunity for students with common academic and career interests to establish and pursue academic pathways leading to occupations within an interest domain. These interests include a configuration of personal attributes (e.g., analytical, independent, rational, and curious) and competencies centering on science, technology, engineering, math, and medicine (STEM+M). The HPAC program promotes student engagement and hands-on deep learning through the **IDEAS** model, which involves (a) Identifying important health concerns, (b) Developing efforts to solve those challenges with the resources and barriers within a community, (c) Enacting the program and engaging partners (d) Assessing the impact of their program, and (e) Sharing their successes with their community and at HPAC events. The **HPAC IDEAS** model promotes the expression of student voice and urges students to take charge of their development, connecting important life tasks to the students' health concerns. Students find meaning in these activities, which enhances the non-academic aspects of academic success

What the role of the AmeriCorps member is in working with the Mentee as their main mentor:

Northeast Ohio Medical University (NEOMED) received funding from AmeriCorps to support 30 full-time and part time members to create a volunteer health corps devoted to advancing the health and success of rural Ohio communities. This corps utilizes a Health Professions Affinity Community (HPAC) service learning curriculum that helps youth identify pressing health concerns in their community through self-directed learning, seek and obtain resources from within their community, and combine resources and learning to formulate health improvement programs while advancing themselves toward health care careers. The AmeriCorps members establish and deliver the HPAC program in Ohio school districts with a particular focus on communities with demonstrated academic achievement, employment, and health care access challenges.

In the 360 program, our AmeriCorps members will connect students and their communities to enhance the non-cognitive factors necessary for academic success, accessing community resources, wisdom and support to increase academic achievement, persistence and completion among the most disadvantaged students. The HPAC model helps AmeriCorps members promote the expression of student voice and urges students to take charge of their academic and career development, connecting important life tasks to the students' health concerns. Students find meaning in these activities, which enhances the non-academic aspects (building increased motivation, self-management and social connectedness) of academic success. AmeriCorps members through HPAC offers students the method and means to develop *Habits of Mind* that will bolster their own academic success, future workforce plans, and a road to become health care professionals in rural and urban communities.

The HPAC model also employs an asset-oriented perspective on community. This perspective asserts that all communities, rich or poor, have existing resources. AmeriCorps members via HPAC teaches students in a hands-on

manner that discovering, cultivating, and combining modest resources in novel ways can fuel meaningful community improvement. This perspective is powerful, particularly for students from distressed communities who have accepted the mantra that their communities are hopeless and helpless. Assisting students to identify their own resources (e.g., abilities, skills, knowledge, and motivation) and combine them with resources in the community (e.g., human, social, cultural, and financial capital) not only adds depth to their understanding of where they live, but also teaches them problem solving skills that are needed in an increasingly more complex world.

The structure of the 360 program and the other programs that will be a part of the 360 program effort

Our work uses the 360 approach by providing students with mentoring through a specific hands on program (Health Professions Affinity Community (HPAC)) and program mentor (an AmeriCorps member), and then connecting them to multiple opportunities through this program and network. Once in the HPAC program, the AmeriCorps mentor and student work together, learning to utilize other existing resources in their community (e.g. relationships, services, academic support, etc.) with the aim of accessing multiple local services to support the mentee. It also casts the mentee not only as a service customer, but as a mentor to others and as a service provider. In the 360 program, students will complete HPAC projects with their AmeriCorps mentors and like-minded peers while interacting with multiple people (our partners and other guided community resources). The focus throughout is on building and supporting key skills and services of our 360 program for that mentee, such as setting goals to be prepared for 21st century careers, building character, developing pathways to achievement, building a sense of resiliency, and believing in a positive future. The 360 Program is mentoring through what we call Zones of Mentorship with HPAC in the center. In each zone, the student will work with a different community resource and be engaged in different kinds of skill building. The zones will afford students opportunities to be engaged year round.

AmeriCorps Zone: AmeriCorps members will serve as the HPAC facilitator and core mentor of the youth. They will work with HPAC students (mentee pool) year round to ensure their connectivity to HPAC and to foster growing mentoring relationships within the other six zones. All members receive training as Community Health Workers (CHW) and HPAC experts. They spend a month in “boot camp” training and have on-going training throughout the year. Each school partnering with us in this project will receive 2 AmeriCorps mentors per grade to support the program. They will act as a direct mentor and a manager of mentoring opportunities.

Academic Zone: A teacher will participate in the HPAC program to support the project that their students invent. This teacher will also serve as a mentor within the context of the school. This teacher will be expected to do some summer training with their HPAC. Students will also be asked to connect with each other as PEER MENTORS. These peer mentor relationships will last for the entire year. Each site will have a teacher from 8th, 9th and 10th grade serve as the academic HPAC mentor. He or she will work with HPAC students to make sure they are taking the courses they need that align with their career/academic goals. Teachers will receive a full handbook and training prior to the program year starting. Teachers will also have the opportunity to connect with NEOMED and Partner University faculty to support their ability to align curricula with student academic career.

College/Graduate Education Zone: A college or graduate student (from our partnering schools) will be engaged with the HPAC program monthly and will serve to mentor HPAC students by sharing their personal pathway to higher education. The college or graduate student will provide information about the pathway, the courses and the role of their family and community in the process. This mentoring will occur in a hybrid fashion, using both online correspondence (monitored by our AmeriCorps member) and some in-person visits. This is currently a part of the medical school curriculum at NEOMED. All first year Medical and Pharmacy students have to do a community experience program in their first year. Many will choose to do this work. We will also provide the option to our college student in the NEOMED pathway at CSU, YSU, KSU and University of Akron. Students receive on-going training and feedback in class and at NEOMED as they work in the community.

Leadership Zone: HPAC students will participate in programming provided by Effective Leadership Academy (ELA). ELA specializes in mentoring students to become effective everyday leaders within their communities. ELA will equip our students with an essential 21st century toolkit that assists them on a self-led journey toward success in college, in the workplace and in everyday life. Aligned to Ohio’s Common Core Standards, our module-based programming engages students in interactive social and emotional group educational experiences which promote divergent learning and meta-cognition skills. Every learning session is followed with a group verbal debrief and analysis. These conversations facilitate individual student growth and application of the soft skills they learned. The skills we highlight include moral and ethical leadership and self-leadership; self-regulation and individual accountability; higher-level and creative thinking; self-empowerment; goal-setting and attainment; healthy behaviors and life balance; interpersonal and communication skills;

work ethic, grit and perseverance; team dynamics and team roles; and competitive and collaborative behaviors. ELA will provide training in three forums to these students throughout the year: Seminars, Conferences and week camps in the summer. ELA will service all students in all of these programs at all sites.

Non-Profit Zone: Non-profit organizations such as Police Athletic League (PAL) and Area Health Education Centers (AHEC) will mentor the youth and provide summer opportunities for HPAC student and the AmeriCorps leader will support the mentee to ensure they access those that interest them. The Ohio PAL will provide a summer leadership conference and outdoor programs (e.g. Fishing Derby). AHEC personnel will mentor and connect the HPAC students through providing internships and shadow opportunities within the health care field and will also offer a summer experience called MEDCAMP. Both Health Professionals and Police Officers will provide mentorship to each of the students in the program through the activities on site. Each AHEC and PAL will operate in all schools and have monthly programs for mentees during lunch, afterschool and on the weekends.

Faith Zone: The faith-based partners will mentor the students to do activities at their church and synagogues (that are open to all religions) with a focus of giving back to the community and service learning. Congregants will involve students in existing community-based service learning projects and will interact with them through these hands on experiences. We have faith-based communities we will be working with near each of the school districts (2 that have facilities directly next door to the schools). The Faith-based community service opportunities will be offered monthly. Currently, Pastor William Johnson and Harvest Time Evangelistic Ministries (HTEM) have been engaged in supporting HPAC in the community, and have their own HPAC at the church. One of the church's missions is to do outreach within communities and address the health and life success of the congregation and the broader community.

Work Zone: Our industry (Veterans Administration) and business (Rotary Club) partners will provide mentoring opportunities and special programs for students to learn about how industry operates within the greater community, what kind of jobs may be available, and a governance camp experience (Rotatory Youth Leadership Academy) and an opportunity for on-going consultation with rotary members after the camp and what steps they need to take in order to attain those jobs. These partners will also provide opportunities for parents and families to learn about entree into the job market via health professions and provide connections to multi-layer training and work opportunities for students and impoverished families in 360. All services received by students will be overseen by the AmeriCorps member (mentor) and will be tracked. There will be monthly opportunities for students to engage in activities with these partners.

In the 360 program there are three types of mentoring that will occur:

- **Navigation Mentoring:** This is where the AmeriCorps member will help the mentee (HPAC student) understand the zones of opportunity and guide them through each one connecting them with a potential mentor in each area (e.g. faith based community, PAL, college Student etc.)
- **Peer-to-Peer Mentoring or Near-Peer Mentoring:** In each zone students will be expected to connect with other students and help them learn one new thing from their peers at each encounter. Ensuring a positive peer connection.
- **Central Mentor from a Zone:** Each student will be asked when working through the zones to connect with at least one "Central Mentor". The AmeriCorps members will track the "Central Mentor" and will ensure that the student has 3-4 informal contacts outside of the zone with this mentor to complete a more personal relationship.

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.

We will address this through ongoing process evaluation. We plan on using a three-tier approach to this process. First leadership team meetings (monthly) will ask this question each meeting and examine if we are meeting our mark in terms of progress on what we have defined as successful outcomes. Second, AmeriCorps Members will address this question in their weekly reflections and the AmeriCorps Director and manager for this program will study this and make corrections as needed and proliferate successful practices. Lastly, the 360 project coordinator will track the following items at each site and make modifications as needed to meet the standard goal of best practices:

Program Design and Planning, Management and Evaluation

Critical dimensions of the 360 program operations: 1) recruitment; 2) screening; 3) training; 4) matching in zones; 5) monitoring and support via zones; and 6) closure. For each standard, there are specific design element research-based justifications. We plan on using the latest best practices in the field to help us regularly monitor each of these operations

practices as well as the expected outcomes. Together, the standards and outcomes will provide practical guidance on how best to approach the provision of high-quality mentoring in day-to-day operations in which mentoring is one element. In addition, enhancements, based principally on the wisdom of outstanding practitioners will be used through our University network of professionals. The second element of this best practice plan will depend on regular assessment and reflection on the program design and planning; program management; and program evaluation. The program design and planning will be discussed at the leadership level regularly and will be altered based on feedback of the AmeriCorps team. Program management focuses on what needs to be done to ensure that a mentoring program operates within a strong organizational context, no matter what the precise setting this will vary widely depending on the context of the school, but will be framed by the ZONES of the 360 program. The section on program evaluation imparts a framework on how to prepare for and support this important function.

We believe a successful program will operate seamlessly with the zones we have outlined and the key will be helping mentees realize what they are doing and how to track their own development and growth within the process. In the literature, mentees frequently report not knowing what to expect from a mentoring program and/or in a mentoring relationship. Therefore, when mentees are recruited for participation in our 360 program, we will provide them with information about what mentoring is and how it can be helpful to them and ensure that they track what they are doing through an on-line secured portal Facebook page connected to the 360 program (an electronic portfolio). Program staff will also inquire about prospective mentees' expectations about being mentored and about how the mentee understand the structure of the 360-mentoring program. In this way, program staff can help prospective mentees develop both positive and realistic expectations.

Program and Model that we see as successful

The post-graduate year at MC Squared, completed after high school graduation, was designed to better prepare students for academic success in college by focusing on critical non-academic arenas (self-management, social connectedness and motivation) and understanding of community assets. The program was developed in two capacities for university-bound students from MC Squared. First, students could spend an intensive year building a repertoire of life skills. The second segment of the program was designed to offer a support system for students as a way to safeguard their experience. Both segments strive for greater persistence and completion rates in post secondary education. This program's vision is to improve the educational process at MC Squared during the high school years so as to best prepare students going to university. This program was operationalized with the same model as the 360 Mentoring program. Students were mentored through their post high school experience through a series of preparations courses, mini college experiences, internships, HPAC and community service. The research and outcome of this program found that 1) creating social relationships, (2) clarifying aspirations and enhancing commitment, (3) developing college know-how, and (4) making college life feasible happened through the mentoring of the zones offered to these students. Our program will model after the work done here and will work closely with the creators of this program for on-going advice and direction.

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.

ELA has provided leadership and self-development training for 5-12th grade students since 2008. During that time, we also expanded our program to serve recent graduates and college students who were in need of additional support as they navigated the transition from high school to adult life. ELA has served over 7,000 students in the past 9 years and has seen impressive results. For example, during our Club LEAD programs last year, 93% indicated growth in their ability to set goals effectively, 91% saw growth in their understanding of how to function effectively in teams; 90% reported growth in their time management skills; and 91% demonstrated growth in their understanding of how to communicate effectively. These statistics, among many others, are a testament to the strength of the ELA model in providing young people with the 21st century skills that they need to excel.

In the past seven years the Police Athletic League has offered its mentoring and youth leadership program to the children in the Northeastern Ohio community. Off duty police officers mentored one, two, or three young adults. The officers monitored their mentee's school participation, gave them the opportunity to engage in positive recreational activities, and to serve others during community service projects. During that time over (350) children have successfully completed the PAL leadership program. Ninety-nine percent of the youngsters participating and completing in the program showed above average school attendance, academic achievement, and went on after exiting the program to jobs and/or higher education opportunities. Additionally, none of the program participants were found to be delinquent or adjudicated for involvement in criminal activities.

NEOMED and Cleveland State University, with funding from the Mt. Sinai Foundation, are partnering to establish a longitudinal mentoring program for students progressing through our Baccalaureate and Post-Baccalaureate to Medical degree pathways. Students in these pathways are connected to three kinds of mentors reflecting the mission of the NEOMED-CSU Partnership for Urban Health (<http://www.neomed.edu/about/EFS/greater-cleveland/neomed-csu-partnership-for-urban-health>). Students are paired with: **an academic mentor** to support students as they navigate the academically challenging road leading to the Medical Degree; **a clinical mentor** to establish strong and meaningful bonds between students and the clinical medicine community in Cleveland so that students can improve their clinical skills while they enhance their commitment to serving within the physicians community serving Cleveland and **a community champion** who is from and for the Cleveland community to roots the students' academic and clinical training within the real lives of medically underserved people and communities. This mentoring program was established three years ago and it continues to undergo development. The program has served approximately 50 students (2 cohorts) to date, and at full capacity, it will serve 35 new students each year while continuing to serve previous cohorts moving through the 6-year training pathway from the Bacc and Post-Bacc to MD phases. On an annual basis, the program will eventually serve nearly 200 students.

Within the HPAC and AmeriCorps programs we define mentoring in ways that are attuned to the rhythms, tempo, and pitch of our youth. The youth in HPAC tend to be highly connected and engaged in a variety of athletic, community, and academic pursuits. We have fostered mentoring relationships that are informal and flexible to suit the changing rhythms of a busy and highly energetic adolescent population in HPAC. The mentoring needs of our students range from immediate and frequent contact during periods when the work of students' community health improvement programs are intense and relaxed but present during less intense periods of HPAC work. AmeriCorps members are attuned to these changes in tempo and adjust the intensity of their mentoring relationship to support students at the right time and at the right pace. Each student in HPAC is different and our Corps members are trained to recognize, embrace and celebrate that diversity in an inclusive manner. They meet students where they are, and where they want to go, and adjust the pitch of their mentoring to harmonize with the lives and dreams of HPAC students. AmeriCorps members also endeavor to find others in the community to serve in informal mentoring relationships with students, those who have an affinity for distressed communities and the time and talent to serve students effectively. The net of this musical metaphor is an informal mentoring program that resonates with students who have limited to no access to "formal mentoring programs" and for whom such programs often miss the mark. The mentoring aspect of our work not only resonates with the youth and their communities, but it also empowers youth from the vantage of their health concerns to formulate community health programs with local community resources. In this sense, the goal of the mentoring relationship is defined more by the mentee than the mentor or the program guiding them. This last piece is essential because the mentee must find meaning in the relationship for it to be sustained and ultimately effective in advancing the mentee's broader life goals.

OHIO PAL has had its mentoring and youth leadership program in place for over seven years. There is a large pool of qualified mentors available for the program immediately. The majority of mentors are active law enforcement officers who have demonstrated a strong advocacy for youth during their normal duties. The officers go through a rigorous selection process and are handpicked by the PAL executive board based on their personal merits, training, and experience. Recruitment of participants in the program is an ongoing process. We will encourage all of our community partners to nominate youngsters to participate in the leadership activities conducted throughout the year. Family members are also encouraged to participate in all activities sponsored by PAL.

The Area Health Education Centers program, funded through the Health Resources and Services Administration of the US Department of Health and Human Services, was created by Congress in the 1970s to improve access to health care. Today AHEC centers across the country help to recruit, train, and retain a diverse health care workforce. One of the ways AHECs do this is by developing and supporting pipeline programs to encourage students from medically underserved communities to consider careers in health care, and to help them develop the skills they will need to succeed in post-secondary education. AHEC centers support pipeline programs is by linking students with existing opportunities in their community, such as job shadowing, internships, and summer camps.

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

Research in the last few years shows that collaborating, and more specifically, partnering with more than one organization to create a network for change, can allow for collaborative team of multiple partners to have a much greater impact than they could ever have on their own. As Jane Wei-Skillern and Sonia Marciano wrote in spring of 2008 in their Stanford Social Innovation Review (SSIR) article, "The Networked Nonprofit," "By mobilizing resources outside

their immediate control, networked nonprofits achieve their mission far more efficiently, effectively, and sustainably than they could have by working alone. Many traditional nonprofits form short-term partnerships with superficially similar organizations to execute a single program, exchange a few resources, or attract funding. In contrast, networked nonprofits forge long-term partnerships with trusted peers to tackle their missions on multiple fronts.”

In our effort, we believe that there is a unique role of each partner, as a member of the collaborative effort. Each zone and partner will redefine mentoring and community growth as a shared responsibility. The diversification of each program within the various zones provides tools and learning experiences to students and organizations that not one institution could do alone. Aligning curriculum with work experience/internships and the university system roots a structure for transformation with the collaborative and at each institution. Each partner has a stronger understanding of what the environment needs are from the 21st student learner; the community understands the student as an important resource that must be shaped by the environment; and the school is supported in thinking outside its traditional natural boundaries and utilizing normally latent resources for overall school and student growth. Each institution brings a unique set of assets to the table. Understanding how to access these assets, how to reorganize the existing structures (institutions, schools, etc.) to support the usage of these assets and how to build new capacity that frames communication in a manner that invites opportunity and incentivizes shared growth were all lessons learned from this joint collaboration. These lessons have helped reshape the ideas of each organization engaged.

The HPAC culture provides an environment in which students are able to experience a multitude of impactful events and internalize these within the framework of a healthy peer and adult value system. The school provided a normative structure and atmosphere of expectation, socially architecting a new way of life for many of the students. The 360 program will offer a menu of opportunities (via the zones): 1) planned stretch experiences where students pushed themselves beyond typical expectations, 2) advanced intellectual criterions of learning success within the school, 3) a broad and diversified base of caring adults (both within the school and via external stakeholders), 4) experiences with professionals and the communities that were embedded with real problem-based learning, and 5) daily routines that supported the assimilation of a new self.

Lastly, the collaboration is diversified in its base locations and organizations, but shares some key larger institutional connections and supports. The collaboration is designed so that in three different communities, like minded programs can be operationalized, and the local context, effectively and efficiently using local and broader resources to support these areas. The table below shows the resources and the connectivity. Having a model that is operationalized with many similar components and sharing a governance board allows for best practices to be carried across the network quickly, challenges and their solutions to be learned from in multiple locations and resources to be stretched further and become rooted in a long-term system for sustainability.

Application Section II: Program Management: Leadership Team **ELA:** Flo Brett, Executive Director of ELA, a graduate of Derby University in England, specializes in helping teams and individuals achieve improved personal and organizational results through action-based team-building strategies, goal achievement, and *positive attitude* development. In her position, Flo has blended her two passions, working with children – which started in a pediatric nurse specialist role – and the love of personal development of people. Her twenty-year career includes accomplishments in direct management, merger and acquisitions, managing complex cultural change, and driving quality initiatives across large organizations. She has developed and implemented leadership and development programs for boards of directors and operational staff, as well as students in Pre-K-12 and university level establishments. **PAL:** Robert M. Kumazec, Executive Director, a graduate of Cleveland State University in Cleveland Ohio, has been a law enforcement officer for over thirty-three years, and has served as the director of the Police Athletic League for over 17 years. Mr. Kumazec has dedicated many years of his life to helping children improve themselves as individuals mentally, physically, and spiritually. He has focused the majority of his attention on children coming from low income, single parent, inner-city families. As the director of the Police Athletic League Mr. Kumazec has strived to reduce the amount of distrust of police officers by urban youngsters, provide children with a safe environment during recreational activities, and afford them with as many positive experiences as possible. **NEOMED:** *Gina Weisblat, Ph.D.* is a faculty member in the Department of Family and Community Medicine and the Director of Education for Service (Dean’s Office) at Northeast Ohio Medical University. She is a National Kresge Scholar, winning this distinction with her Asset-Based Paradigm model. Her research interests and passion include rural and urban health education, evaluation of STEM education, non-profit organizational development, and advancing the talents and skills of underrepresented and underprivileged populations. *Erik Porfeli, Ph.D.* is the Assistant Dean for Community Engagement and Admissions and Associate Professor of Family and Community Medicine in the College of Medicine at NEOMED. His team directs a portfolio of programs to advance the health and economic

vitality of Ohio through health professions educational pathways and grassroots community health initiatives. This portfolio engages over 1,500 youth in Ohio and is being disseminated to other universities across the country. He leads the development of a longitudinal evaluation system for the Medical College to discover if and how the student body develops from admissions to graduation relative to its mission. **Rotatory Representative:** Terence R. Kline attended the Ohio State University College of Veterinary Medicine and graduated with his D.V.M. in 1985. He later received a Master's of Public Health degree from the University of Akron through the Consortium of Eastern Ohio Universities Master of Public Health Program. He is currently the Program Administrator for the Community Health Worker Program at the Northeast Ohio Medical University. His passion is for rural communities and helping disadvantaged youth. **Veterans Administration:** Danielle Krakora, MS- VA ABC PACT Program Manager has experience as a military combat medic and a military medical officer for the U.S. Army. She has planned, coordinated and successfully completed several multi-force and multi-national humanitarian projects. She has experience in a wide variety of research techniques and has participated in several research projects in the areas of health disparities, biostatistics, chemistry, and psychology. She currently works at the Cleveland VA Medical Center is as a Program Manager for ABC PACT. **Youngstown State University:** Tammy A. King, Ph.D. – Associate Dean, College of Health and Human Services just recently spent 13 years in the Department of Criminal Justice and Forensic Sciences. Ten of those years she served as the Chair Person. During her tenure, the Department grew in size and expanded its programming. The Peace Officer Training Academy, Interactive Distance Learning completion programs with three Ohio colleges, and the baccalaureate degree in Forensic Science were added under her leadership. Her passion is for underserved youth and the faith-based community. **ARI-AHEC:** *Greta Lax* - As Center Director of the new ARI-AHEC, over the last four years has established the center structure, processes, and personnel; developed programming aligned with AHEC mission and goals. Her passion is helping disadvantaged neighborhoods reach their potential. **Neighborhood Ministries:** *Mark Samuel* - Executive Director - He has been on staff with Neighborhood Ministries since 1987. Mark Samuel has a personal commitment to this work. For 10 of his years with Neighborhood Ministries, Samuel served as the Youth Enrichment Services Director. His passion is working in the community and supporting the work of others. **Harvest Time Evangelistic Ministries:** Pastor William Johnson started Harvest Time Evangelistic Ministries on December 4, 1994 where God began to do miraculous works through him. Even prior to beginning the church, Pastor Johnson ministered at juvenile detention homes throughout the city of Cleveland, and surrounding suburban areas. He has such a heart for the people in the community, and God uses him through the ministry to deal with the homeless, and host feedings. His passion is to do whatever the Lord calls him to do. **Brooklyn City Schools:** Annie Hostetler -Social Studies teacher and Department Chairperson at Brooklyn High School since 1997 2009 became the Assistant Principal and Athletic Director: Her passion is college readiness program aimed to assist underrepresented students in the supports necessary to take rigorous courses. My vision: Ensure students graduate with the college and/or career readiness skills needed in today's competitive world. **Campbell City Schools:** Matthew L. Bowen. He was the principal at Damascus Elementary School from 2008 until 2011. He was also an adjunct course facilitator at Walsh University since 2011. He has been the superintendent since 2011 for Campbell Memorial High School. His passion is for the community of Youngstown.

11. Describe the implementation process for reaching the following milestones: Screening, orientation, supporting, and monitoring process for mentors and other personnel working directly with youth; All AmeriCorps members go through extensive screening and background checks before working with the community. Each ZONE will also follow the protocol of background checks, completing the below applications and staying connected with the program coordinator. The program coordinator along with the AmeriCorps members will monitor all relationships as noted throughout this grant. We have had extensive experience with this in the past few years using mentoring relationships with the Medical students as a model. All documents are organized, overseen in Google documents. This same process will be followed in the 360 Program. Each zone (all partners) who are participating will be required to undergo background checks, complete mentor in-take sheet and meet with the 360 Project coordinator to best be placed at one of the sites and work with the AmeriCorps member and students. The program coordinator with the hub AmeriCorps mentors will monitor all progress and ensure adherence to the evaluation protocol and provide regular reports to the leadership team.

Mentoring Details AmeriCorps members will all be trained and expected to fulfill the following duties. In addition each zone will all be provided with training and this information and expectation. The project manager, will oversee all the connections. NEOMED has a full handbook from the prior grant described that will provide Mentor description and expectation and Mentor and Mentee Application (available upon request). **Identification and intake process for mentees;** All Mentees will be identified by the school partners and will be overseen as part of the HPAC program as described in the grant. All mentees will be hand packed by teachers in the grades at the schools. The mentees will

complete mentee application, pre-test evaluation form and oral interview with the AmeriCorps member. 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; HPAC as well as all the other programs have a family component. HPAC involve families via their HAPC projects. AmeriCorps members will have contact with families and ensure all students share their work and invite parents and other members to HPAC events and Scholar's Day. Each year our medical and Pharmacy students offer a free clinic day to screen, educate and engage families with their HPAC students and help families address a plan to sort out health concerns. PAL, the Ministries, AHEC, Rotary and the VA will all have parent programs with the mentee and will engage them in exploring how they can advocate for their child to become the best citizen possible. Assessing fiscal accountability and faithful implementation of project plans; We have a rigorous evaluation plan in place. The 360 coordinator will oversee the entire program and work with the leadership board to ensure all components of this project are addressed. When challenges arise, we have a process in place for support for staff, students, volunteers and mentees. NEOMED has been leading a like-minded effort (HPAC and AmeriCorps for the past 3 years with over 100 schools). Lastly, NEOMED will have fiscal oversight of the entire project through our grants management office. The office has been recognized for its gold standards practices and has administered millions of dollars in grant in the past years. Any other critical information you would want the Community Connectors team to know. This project is an expansion of HPAC and the AmeriCorps effort. We believe if we learn from the process at these three different sites, we will be able to use this model and expand it to over 100 sites in throughout Ohio. The key to our success has been recognizing existing resources, realigning these to build greater community capacity in context and create sustainable healthy programs that can be owned and operated by communities. Our end game, is to bring a more diverse population forward to have ACCESS to a pathway for health professions and healthier communities.

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. School Districts and Harvest Time Ministries (Brooklyn, Campbell, and Harvest Time Ministries): Each district and HTEM has agreed to provide support for the HPAC program at their school. They will provide space, promote the program and engage an interested teacher in each grade. All Schools have agreed to promote the 360 programs in their community by letting parents and community members know about the program. They will also provide time from the principal to oversee that the 360 program is able to meet its needs and address barriers with the team if they should arise. **NEOMED** will provide faculty, staff and students for the 360 program. NEOMED is also committed to providing space for meetings, oversight for the entire project, oversight of the leadership team, electronic promotion of the program on the web-site, graduate students, faculty, evaluation services AmeriCorps members and HPAC programming and content. **Youngstown State University** will provide faculty, staff and students for the 360 program. YSU is also committed to providing space for meetings, oversight for the entire project, oversight of the leadership team, electronic promotion of the program on the web site, students to support the work and college opportunities for youth in the mentoring program. **Area Health Education Center** support pipeline programs is by linking students with existing opportunities in their community, such as job shadowing, internships, and summer camps. AHEC centers can also provide program support dollars, assisting with educational and instructional materials and potentially providing mini-grants for community health projects developed and implemented by HPAC students. For example, the Akron-Region Interprofessional AHEC has worked with the NEOMED HPAC program to provide education sessions on health professions, program supplies such as portfolios for HPAC students, cover transportation costs for students to attend events, and provide funding for teacher stipends and mini-grants for HPAC schools in the center's service area. **Rotary Club** is an international service organization whose stated purpose is to bring together business and professional leaders in order to provide humanitarian services, encourage high ethical standards in all vocations, and help build goodwill and peace in the world. Rotary will work with each hub to set up mentoring events with local business and 3-4 panel discussions a year about how to become an economic viable future citizen through education and community giving. Rotary will also provide opportunities to attend Rotatory meetings and lunches as well as recruit HPAC youth for the Rotary Leadership Summer Experience. **Faith Based Community** The ministries will contribute it's time by providing service learning project on a monthly basis for all HPAC participants and members. The student members that come from various schools will connect with congregants through service learning projects to serve as mentors to the students to do activities at the church and within the community. The mentors will focus on giving back to the community and service learning to expose them to the importance and impact an individual can have on their community. Both churches currently host toy drives, food drives, and clothes drives, in which they strive to meet the needs of the community in that capacity. Ministers will work with NEOMED in bringing in various health care

professionals to assist with the existing HPAC at the church. One of our missions is to address the health and life success of the congregation, and NEOMED has been helpful by providing materials as we strive to carry out that mission. ELA will provide the staffing necessary to plan and facilitate our leadership development program pieces throughout the year. Our curriculum development staff will create a curriculum offering that is particularly relevant to the students we will serve. ELA is also provide instructors for each session and coordinate a panel of experts for a pathway-to-career conference session during the year. PAL will provide the planning, management, implementation, and supervision of all aspects of its mentoring and youth leadership program components. This includes all staff members, instructors, coordinators, and chaperones. All community partners are encouraged and welcome to participate in the program. *Louis Stokes Cleveland VA Medical Center* will provide mentorship opportunities for the 360 program at the main campus as well as applicable Community Based Outpatient Clinics. We will provide engaged and interested employees from various medical disciplines to interact and inspire students at various mentorship events. We will provide on-going technical assistance to any applicable HPAC projects that align with current VA resources or programs.

Application Section III: Evaluation Plan: 13. evaluation plan This evaluation will employ data collected as a part of an evaluation of the 360 program and a mixed method (qualitative and quantitative research) research design for exploring students' perceptions about what factors influenced their success and challenges during the 360 program. To best achieve these research objectives, we will employ a mixed methods approach as a way of triangulating empirical findings (Brannen, 1992; Brewer & Hunter, 1989). In our evaluation by measuring outcomes in more than one way, we are more likely to see all aspects of student growth and development. We plan on triangulating the data by collecting surveys; self reported grades, interviews and observations. Students will be surveyed twice: at the beginning of the program and at the end of the school year. The surveys will be web-based. The data collected with the following measures and methods will be employed for evaluative purposes. Other Measures to collect at Site and will be tracked in a Google document overseen by the AmeriCorps members include: Number of Students that participated, Contact Hours in Program, Central Mentor Relationships Tracked per hours, Unduplicated count of students served each month, Mentee training hours, Program Completion per Zone and measures per zone expected outcomes .

Our team has extensive experience collecting data such as this and already and have a web-based tool ready to manage this data. Dr. Porfeli is a trained psychometrician, who will analyze the data and help the leadership team and the program coordinator understand how it can improve the work of the 360 program. Dr. Weisblat does extensive qualitative analysis and will work to assess projected indicators of success based on site visits and interviews of the program. Success indicators measured through qualitative and quantitative data will include increased Academic achievement meaning to the extent to which a student, teacher or institution has achieved their educational goals. Improved Academic Social Engagement The research defines social engagement as social connectedness, team work and social activity (Robbins, 2004). The measures that HPAC will use include teacher–student relations, student–student relations, school/community connectedness, which are all aspects advanced by Bear et al. (2012). Academic Motivation and Skills “Academic motivation” is defined as 1) academic drive 2) attitudes toward school and learning, and 3) enthusiasm for academic achievement (Le et al., 1995). The measures that HPAC will use to examine these include: Academic Achievement Motivation (25 items), Derived from Lepper et al. (2005) and Elliot and McGregor (2001); Academic Self-Management Academic self-management is control over internal and external factors influencing academic performance, including perspectives, characteristics or behaviors (Dembo, 2000). The measures that HPAC will use to examine these include: The Core Self-Evaluations Scale (12 items) from Judge et al (2003). Sleep, Diet, and Exercise Central too many definitions of healthy behaviors are the amount of sleep, the nature of one’s diet, and the extent of the aerobic activity a person engages in on a weekly basis (Taras & Potts-Datema, 2005). The diet items source from Vereecken et al. (2009), Centers for Disease Control (2003), and Murphy et al. (2001). The exercise item was developed by the National Center for Health Statistics. Career Aspirations and Expectations Career Aspirations are defined as long-term individual work related goals (VandenBos, 2007). Gottfredson’s (1981) definition of an occupational aspiration has been used to define career aspirations, she notes that an occupational aspiration is the single occupation named as one’s best alternative based on compatibility and accessibility at any one given time. Students are asked to report their career aspiration both in terms of the actual job and occupational category. The leadership team will meet 3x a year. We will discuss progress in each Hub and have AmeriCorps members report on their progress at these leadership meetings. AmeriCorps members will also report to the coordinator of the 360 project on their weekly progress, updated stats and providing reflections on their experiences (we currently do this in the AmeriCorps/HPAC program) and the model has been very successful.

Application Section IV: Sustainability Describe how you plan to maintain the program after the grant funding period.

Our program is kick started by the fact it already has in place the HPAC program at three out of four of the identified hubs. Each HPAC will serve as the base and foundation for the overall program. There are a number of key steps we will follow in terms of ensuring the sustainability and effectiveness of our program. At this point we have identified key leadership, identified and allocated resources to support the planning effort, recruited and established a general plan to provide a foundation for the program, and knit all of the existing non-connected resources together to build a strong platform. Our background work has let us understand the strengths and limitations of traditional programs that are tailored for mentoring. It has helped us identify community organizations which could be developed to provide additional relationships and resources to increase our program sustainability. We have also worked to understand the broader needs of the community and how these contacts are currently used to serve their existing needs. This process involved an internal assessment that examined each of the partners' strengths, weaknesses, opportunities and threats. Then we conducted an external assessment of each program area and assessed our partnership plan. We wanted to ensure that we maximize resources by sharing space, staff, services and other items. We also included in the planning process a shared vision for the social media plan, marketing and other public information. We examined opportunities to develop collaborative projects that could be duplicated and enhance our current programming for the test.

In our model, sustainability will focus on a community centered approach utilizing existing embedded community services in a new organized way. The goal with this systems approach is that it does not make the mentee indefinitely dependent on the mentor for guidance. Instead it casts the mentor in the role of teacher and supporter with the opportunity for the mentee to surpass or sustain his or her own connectivity to the community and grow his/her personal capacity. In the process, the community will need to be reorganized through the eyes of the mentee via the mentor zones. Our work will include building technology resources, engaging volunteers, building partnerships, and developing the skills and knowledge for effective utilization of agencies, people and institutions within the community, so as to benefit both the students and the community at large.

Our plan focuses on resource development in relation to direct support from corporations and businesses, institutes of higher education, schools, government resources, and individual and local organizations, seeking the right mix that will integrate a diversified resource base for resilience and sustainability. We will involve all of the organizations on leadership team, using existing planning tools and worksheets from like-minded mentoring programs as additional blueprints and resources to include in our work, facilitating evaluation in a process and outcome manner so as to make changes as necessary to the program. There is no substitute for passion when it comes to resource development, and understanding what resources are available within a community, and how to reorganize them and access them, provides a powerful message of self-empowerment to students and their community. Utilizing each of the organization's missions, visions and goals provides a diversified and healthy opportunity for development, and engages communities in multiple ways. Lastly, in building a strong presence within the community it is critical to have a clear understanding of the strengths, opportunities and challenges within the community. Our efforts will ensure that people from each organization engage related committees and boards, participate in youth forums, engage in social media, inform local government officials about our work, and network with other agencies in order to build a broad network of partners and supporters that may offer additional opportunities and develop new resources on a continuing basis for our use.

Lastly, we have multiple sources of funding for the HPAC program (including several multi-year grants). We also have an opportunity, if all continues to operate well, to receive on-going funding for our AmeriCorps. Student engagement is part of the NEOMED curricula. Involving the industry partners has already begun to provide us with additional funding opportunities. Lastly, engaging out faith-based community also serves as a sustainability component. Our faith-based partners fund themselves and rejoice in the opportunity to have stronger ties to building their communities.

Application Section V: Program Budget- See attached work sheets (Attached)

IRS Determination Letter

Address any reply to: P.O. Box 99182, Cleveland, Ohio 44199

Department of the Treasury

Mr. Koker 253-1141 Ext 4886
(Toll free)

District Director

Internal Revenue Service

Date: **JUN 18 1975**

In reply refer to:
EP/EO:EO:1512:MK



Parme, Purnell and Williams
Suite 1908
1 Cascade Plaza
Akron, Ohio 44308

Re: Northeastern Ohio Universities
College of Medicine

Gentlemen:

This is in reply to your letter dated November 15, 1974 stating that your organization is not filing Form 990 for 1973 because you are exempt from filing under section 115(a) of the Internal Revenue Code.

Based upon a review of information you have recently submitted we are in agreement with your position that you are a state institution, whose income is excluded from gross income under section 115(a). Therefore, you are not required to file Federal income tax returns for years in which this relationship is in effect.

In addition, no application for exemption is necessary and Form 990 is not required to be filed as long as the above relationship is maintained.

Very truly yours,

A handwritten signature in cursive script, reading "Robert J. Dath".

Robert J. Dath
District Director

Nature of Partnership Agreements



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:

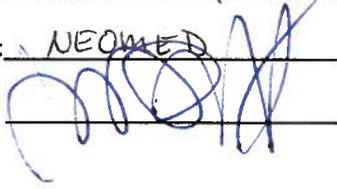
- 1) Be knowledgeable about the applicant's Community Connectors grant proposal and application, including advocacy of the Community Connectors program.
- 2) Maintain a familiarity with the partner's services to enhance the proposal, including specific goals and practices.
- 3) Demonstrate a commitment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

Title: Exec. Director, COM Operations

Organization: NEOMED

Sign: 

Partner

Name: Mark Samuel

Title: Executive Director

Organization: Neighborhood Ministries

Sign: Mark Samuel Digitally signed by Mark Samuel
DN: cn=Mark Samuel, o=Neighborhood Ministries, ou=neom-med, email=msamuel@neom.edu, c=US
Date: 2015.08.14 14:53:10 -0400

Partner

Name: _____

Title: _____

Organization: _____

Sign: _____

Partner

Name: _____

Title: _____

Organization: _____

Sign: _____



COMMUNITY CONNECTORS

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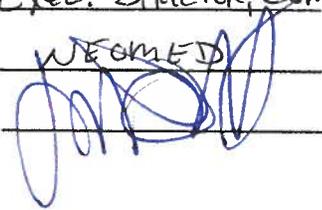
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Lead Applicant

Name: Jennifer Platt

Title: Exec. Director, Com Operations

Organization: WECMED

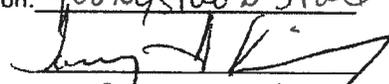
Sign: 

Partner

Name: Tammy A King

Title: Associate Dean

Organization: Youngstown State University

Sign: 
Sign for my direct service not entire YSU community

Partner

Name: _____

Title: _____

Organization: _____

Sign: _____

Partner

Name: _____

Title: _____

Organization: _____

Sign: _____



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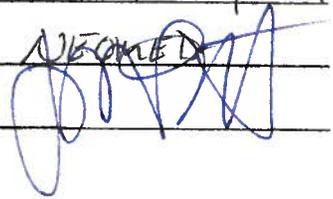
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Lead Applicant

Name: JENNIFER PATT

Title: Exec. Director, COM Operations

Organization: UNIVERSITY

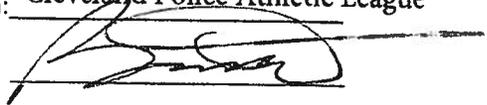
Sign: 

Partner

Name: Robert M. Kumazec

Title: Executive Director

Organization: Cleveland Police Athletic League

Sign: 

Partner

Name: _____

Title: _____

Organization: _____

Sign: _____

Partner

Name: _____

Title: _____

Organization: _____

Sign: _____



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Name: Jennifer Piatt

Title: Exec. Director, COU Operations

Organization: MEOMED

Sign: [Signature]

Partner

Name: _____

Title: _____

Organization: _____

Sign: _____

Partner

Name: William Johnson

Title: PASTOR

Organization: Harvest Time Evangelistic Ministries

Sign: [Signature]

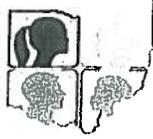
Partner

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Lead Applicant

Name: Jennifer Piatt

Title: Exec. Director, COM Operations

Organization: NEOMEAD

Sign: [Signature]

Partner

Name: Cynthia J. Walker

Title: Superintendent

Organization: Brooklyn City Schools

Sign: [Signature]

Partner

Name: _____

Title: _____

Organization: _____

Sign: _____

Partner

Name: _____

Title: _____

Organization: _____

Sign: _____



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Description of Nature of Partnership

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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: Jennifer Platt

Title: Exec Dir, CCMO operations

Organization: NEOMED

Sign: [Signature]

Partner

Name: Greta Lax

Title: Center Director

Organization: ARI-AHEC

Sign: [Signature]

Partner

Name: _____

Title: _____

Organization: _____

Sign: _____

Partner

Name: _____

Title: _____

Organization: _____

Sign: _____



Description of Nature of Partnership

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- 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: Jennifer Platt
 Title: Exec. Director, COM operations
 Organization: NEOMED
 Sign: [Signature]

Partner
 Name: Fiara Bretz
 Title: Executive Director
 Organization: Effective Leadership Academy
 Sign: [Signature]

Partner
 Name: _____
 Title: _____
 Organization: _____
 Sign: _____

Partner
 Name: _____
 Title: _____
 Organization: _____
 Sign: _____



COMMUNITY



CommunityConnectors.Ohio.gov

Description of Nature of Partnership

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- 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: Jennifer Pratt

Title: Exec Director, Com Operations

Organization: NEOWED

Sign: [Signature]

Partner

Name: Wesley Hinkemeyer

Title: President

Organization: Recovery of CRRville

Sign: [Signature]

Partner

Name: _____

Title: _____

Organization: _____

Sign: _____

Partner

Name: _____

Title: _____

Organization: _____

Sign: _____



Description of Nature of Partnership

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

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- 2) Maintain a familiarity with the partner's services to enhance the proposal, including specific goals and practices.
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- 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: Jennifer Platt

Title: Exec Director, COM Operations

Organization: WECOMED

Sign: [Signature]

Partner

Name: Danielle Krakora

Title: Program Manager

Organization: Louis Stokes Cleveland VA

Sign: [Signature]

Partner

Name: _____

Title: _____

Organization: _____

Sign: _____

Partner

Name: _____

Title: _____

Organization: _____

Sign: _____



Memorandum of Understanding

Between

Northeast Ohio Medical University (NEOMED)

Youngstown State University (YSU)

and

City of Campbell, Ohio, Schools

This Memorandum of Understanding (MOU) sets for the terms and understanding between NEOMED, YSU, and Campbell Schools to partner in a Community Connector Grant from the state of Ohio.

Background

In 2014, Governor John R. Kasich and the Ohio Legislatures designed the Community Connectors program to bring together students, their families, schools, communities, faith-based, and businesses in mentoring programs. The Community Connectors program seeks to 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. Most specifically, this approach to social connectedness will impact school performance and economic productivity while also creating new ways for schools to promote a positive, goal-oriented, an hopeful atmosphere for success.

Purpose

This MOU establishes a partnership between NEOMED, YSU, and the Campbell Schools in order to accomplish the following goals:

- Increase diversity in healthcare professions in Northeast Ohio.
- Increase students interested in careers in healthcare.
- Help students build character: self-control, willpower, motivation, conscientiousness, self-discipline, grit, perseverance, determination, and optimism.
- Help students develop pathways to achievement (decision making and critical thinking skills).
- Help students build a sense of resiliency, ability to bounce back and to not be defined by negative circumstances.
- Help students to believe that there is a positive future awaiting them. Students need to feel valued and that they have something of importance to offer.

The above goals will be accomplished by undertaking the following activities:

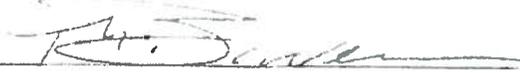
- Campbell Schools will permit 35 students from the high school, Campbell Memorial High School, to participate in two (2) - three (3) activities a month organized by NEOMED and YSU. The students will be selected by school administrators. The focus should be on students who are under-resourced.
- NEOMED and YSU will enlist community leaders from the following: local colleges/universities, area businesses, faith-based organizations, and community “celebrities” to provide programming to the students at Campbell Memorial High School. The sessions will be offered before classes, after classes, during lunch periods and on weekends to avoid interfering with academic classes.
- NEOMED and YSU will provide weekend projects for students to engage in to increase their knowledge of healthcare career opportunities, good citizenship, and their sense of resiliency and hope for a positive future.
- NEOMED and YSU will provide funding for teacher supervision, transportation, and other cost related to the activities that the students partake.

Funding

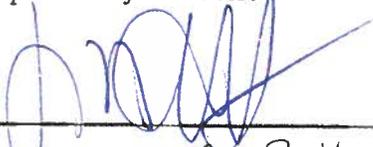
This MOU does not commit Campbell Memorial High School or the City of Campbell, Ohio, to any funds. All funds will be provided by the granting agency.

Duration

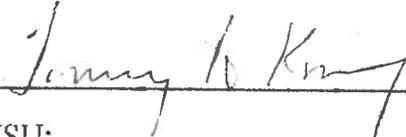
The MOU is at-will and may be modified by mutual consent fo authorized officials, from NEOMED, YSU, and the City of Campbell, Ohio, Schools. The MOU shall become effective upon signature and if the Community Connectors grant request if funded. It will remain in effect until modified or terminated by any one of the partners.


_____ 2/24/15

Campbell City Schools:


_____ 03/10/2015

NEOMED: Jennifer Piatt, Exec Director, COM Operations


_____ 3/2/15

YSU:

Roles and Responsibilities Worksheets

Roles and Responsibilities Worksheet (Required)

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

1. Faith-based organization:

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

2. School district partner:

- Time contribution
Windham Schools, in Windham, Ohio, commits the support of their faculty to assist with the program.
- Personnel contribution

The Windham principal will provide efforts to oversee the program is able to meet its needs and address barriers with the team if they should arise. Windham faculty will offer their support at school, and engage teachers interested in each grade.

- Monetary contribution

None

- Shared responsibilities

Faculty and staff at Windham will provide space, program promotion, and teacher engagement

- Additional roles and responsibilities

Windham will promote the program by letting parents and community members know about the opportunities presented by the program.

3. Business partner:

- Time contribution

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

4. Community nonprofit (if applicable):

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

Roles and Responsibilities Worksheet (Required)

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

1. Faith-based organization:

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

2. School district partner:

- Time contribution
Brooklyn City School District, in Brooklyn, Ohio, commits the support of their faculty to assist with the program.
- Personnel contribution

The Brooklyn principal will provide efforts to oversee the program is able to meet its needs and address barriers with the team if they should arise. Brooklyn faculty will offer their support at school, and engage teachers interested in each grade.

- Monetary contribution

None

- Shared responsibilities

Faculty and staff at Brooklyn will provide space, program promotion, and teacher engagement

- Additional roles and responsibilities

Brooklyn will promote the program by letting parents and community members know about the opportunities presented by the program.

3. Business partner:

- Time contribution

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

4. Community nonprofit (if applicable):

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

Roles and Responsibilities

Police Athletic League (PAL)

PAL will provide the planning, management, implementation, and supervision of all aspects of its mentoring and youth leadership program components. This includes all staff members, instructors, coordinators, and chaperones. All community partners are encouraged and welcome to participate in the program.

PAL will offer the following services to the HPAC students (35 at each site) at all the sites in the 360 grant. PAL will provide over 12,480 service hours (260 staff members X 48 volunteer hours) for the above events. PAL will also be contributing approximately \$40,000.00 in monetary funding.

Youth Leadership and Mentoring Program

PAL police officers spend one on one time with individual youngsters and also provide group activities to help foster leadership skills and other important life lessons. Youngsters participate in workshops, recreational activities, and community service projects. The year culminates with an annual statewide Youth Leadership Conference held at an amusement park. Young adults from all over Ohio come together for two to three days. Top motivational speakers, instructors, and experts from all over the country provide the program content. Past topics have included: The dangers of drinking or texting while driving, yoga, self-defense, communicating with others, discovering your own skills and talents, helping others, etc. Youngsters in the program are expected to maintain good school attendance, be academically responsible, and participate in all aspects of the program. Parents are also encouraged to participate.

Annual Fishing Derby

Our goal for each youngster is to: expose them to wholesome educational, recreational, and athletic activities they otherwise would not have the opportunity to experience. Especially, in this technological age we believe that children today need to be much more active and have a chance to interact with nature and the physical world around them. Youngsters of all ages are given lessons on fishing and nature conservation, then taken out on charter boats to fish on Lake Erie, upon returning a fish fry picnic is held to conclude the day long event.

Law Enforcement Explorer Program

Cleveland PAL sponsors the Cleveland Police Law Enforcement Explorer's Program which is designed to initiate young adults, ages 13-21, to developing the skills and knowledge necessary to pursue a possible career in the police profession. Police-related training, community service projects, and competitions throughout the year all play an integral part in the program.

Cleveland Police Children's Holiday Party

PAL officers host an annual holiday party for the community's disadvantaged youngsters 5-12 years old. Children play games, engage in physical activities, are provided food, and a toy that they can choose for themselves. The event usually draws over 3,000 children from the Greater Cleveland area and is held in the City of Cleveland's Public Hall. Participants in the Youth Leadership Program and the Law Enforcement Explorers Program help provide much of the volunteer hours to help make this event successful.

Roles and Responsibilities Worksheet (Required)

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

1. Faith-based organization:

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

2. School district partner:

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

3. Business partner:

- Time contribution
- Personnel contribution

- Monetary contribution
- Shared responsibilities
- Additional roles and responsibilities

4. Community nonprofit (if applicable):

Northeast Ohio Medical University (NEOMED) and AmeriCorps Members

- Time contribution
Dr. Gina Weisblat will contribute 5% of her time toward the efforts of the grant. Dr. Erik Porfeli will contribute 2% of his time toward the effort of the grant. Other NEOMED staff will provide additional support through HPAC efforts.

- Personnel contribution

NEOMED will provide 2 AmeriCorps members per grade to each site to facilitate HPAC programming and content, oversee mentoring throughout the zones, and provide additional mentoring to students.

NEOMED staff will support the program by providing faculty, medical and pharmacy student mentors, and staff mentors. NEOMED staff will also provide the evaluation of the project.

- Monetary contribution

The match for this grant will be in the form of the Health Professions Affinity Community (HPAC) program. The program is currently operationalized by existing AmeriCorps members and NEOMED staff.

The complete HPAC staff can be viewed at www.hpac.me

- Shared responsibilities

Data collection and process, providing access to faculty and staff mentors, support of student efforts

- Additional roles and responsibilities

NEOMED staff will provide support to school faculty to support their ability to align curricula with the student's academic career. NEOMED students and partner university students will engage monthly with the students to serve as mentors by sharing their personal pathways to higher education and the role of their family and community in the process. NEOMED is also committed to providing space for meetings, oversight of the entire project including the leadership team, electronic promotion of the program on the website, the AmeriCorps members, HPAC programming and content, and program evaluation.

Roles and Responsibilities Worksheet (Required)

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

1. Faith-based organization:

- Time contribution

Neighborhood Ministries will contribute two (2) hours a week when needed. Additional time in the summer months (up to 20 a week) if the student would like to be involved in the summer feeding program will be contributed. The summer feeding program is designed to continue to provide meals for students who receive free meals at school during the school year.

- Personnel contribution

Neighborhood Ministries - Board of Directors will have two officers work with school officials, Northeast Ohio Medical University, and Youngstown State University to organize activities. These individuals will then attend the events to help chaperone and assist with the program. In the summer, if youth from Campbell Memorial are assisting with the feeding program, then Board Members will be on site again to chaperone and assist with the program.

- Monetary contribution

None

- Shared responsibilities

Neighborhood Ministries will help organize programming, provide mentors for the youth, and find programs that engage youth in their community. They will also work with Northeast Ohio Medical University and Youngstown State University to help them achieve their various objectives.

- Additional roles and responsibilities

Neighborhood Ministries is willing to take on additional responsibilities if it falls within their mission and abilities. They are committed to making this a successful partnership for the students.

2. School district partner:

- Time contribution

Campbell Memorial High School, in Campbell, Ohio, commits the time of their faculty to assist with chaperoning the youth and contributing to the programming when time permits. The time commitment will vary based on the programming offered each week.

- Personnel contribution

Faculty members will serve as chaperons at events occurring on their campus. When funding is available to transport students to events off campus, then the faculty members will accompany the students and assist with the programming.

- Monetary contribution

None

- Shared responsibilities

Administrators at Campbell Memorial High School will assist with programming, assist Northeast Ohio Medical University and Youngstown State University meet their goals and objectives.

- Additional roles and responsibilities

Campbell Memorial administrators are willing to take on additional responsibilities if funding and time are available.

3. Business partner:

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

4. Community nonprofit (if applicable):

Youngstown State University

- Time contribution

The Associate Dean of the College of Health and Human Services will contribute a minimum of two hours a week to help organize events for the students at Campbell Memorial High School. When the youth attend day long events, if her schedule permits, she will chaperone and assist with programming.

- Personnel contribution

The Associate Dean of the College of Health and Human Services at Youngstown State University will serve as the local coordinator for the grant. She will help obtain speakers and organizations/businesses to provide programming for the students at Campbell Memorial High School. She will work closely with her colleagues at Northeast Ohio Medical University to assure the goals of the grant are obtained.

- Monetary contribution

None

- Shared responsibilities

The following responsibilities will be shared with the other agencies: obtain speakers, obtain mentors, develop programming, organize field trips, having students engage in community services, and teaching them about opportunities in the health care professions.

- **Additional roles and responsibilities**

Additional responsibilities will be accepted in an effort to assure that the goals of the grant are met. Youngstown State University is committed to diversifying the workforce in the health professions and attracting students who come from under-resourced populations.

Roles and Responsibilities Worksheet (Required)

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

1. Faith-based organization:

- **Time contribution**

We will provide donated 0.1 FTE of operational oversight and leadership to the overall program partnership. Additionally, we will facilitate no less than one VA mentorship event monthly, throughout the duration of the grant.

- **Personnel contribution**

We will provide donated 0.1 FTE of operational oversight and leadership to the overall program partnership.

- **Monetary contribution**

No monetary contribution at this time.

- **Shared responsibilities**

- **Additional roles and responsibilities**

2. School district partner:

- **Time contribution**

- **Personnel contribution**

- **Monetary contribution**

- **Shared responsibilities**

- **Additional roles and responsibilities**

3. Business partner:

- **Time contribution**

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

4. Community nonprofit (if applicable):

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

Roles and Responsibilities Worksheet (Required)

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

1. Faith-based organization:

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

2. School district partner:

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

3. Business partner:

- Time contribution
- Personnel contribution

- Monetary contribution
- Shared responsibilities
- Additional roles and responsibilities

4. Community nonprofit (if applicable):

Effective Leadership Academy

- Time contribution

We will contribute approximately 575 hours to the program each year. This includes time spent developing a tailored program from our standard curriculum, preparing program materials, marketing each large conference to potential expert panel members for pathways-to-career exploration workshops, and delivering our program to students at each site.

- Personnel contribution

ELA will provide the program development, marketing, and delivery staffing for the leadership development portion of the Community Connectors grant program.

- Monetary contribution

Will we be contributing a portion of our match, or will the HPAC funding cover the entire match? Just let us know!!

- Shared responsibilities
- Additional roles and responsibilities

Roles and Responsibilities Worksheet (Required)

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

1. Faith-based organization:

- Time contribution
- Personnel contribution

- Monetary contribution
- Shared responsibilities

- Additional roles and responsibilities

2. School district partner:

- Time contribution

- Personnel contribution

- Monetary contribution

- Shared responsibilities

- Additional roles and responsibilities

3. Business partner:

- Time contribution

- Personnel contribution

- Monetary contribution

- Shared responsibilities
- Additional roles and responsibilities

4. Community nonprofit (if applicable):

- Time contribution
As part of ARI-AHEC Health Careers Promotion and Preparation goals, staff spends approximately 10 hours per week supporting HPAC programs, including connecting HPAC programs with speakers and community organizations related to HPAC projects, speaking to HPACs about health careers, job shadowing and internship opportunities, and developing relationships with other agencies that can provide additional support to HPACs.
- Personnel contribution
- Monetary contribution
\$1,000 will be contributed to HPAC projects, allowing students from Portage County sites to apply for mini-grants to implement their projects
- Shared responsibilities
- Additional roles and responsibilities

- **Zone Five:** Non-profits organizations such as Police Athletic League (PAL) and Area Health Education Centers (AHEC) will provide summer opportunities that the HPAC student will participate in and will be connected to via their AmeriCorps leader. The Ohio PAL will provide a summer leadership conference and outdoor programs (e.g. fishing derby). AHEC will connect the HPAC students with internships and shadow opportunities within the health care field and will also provide a summer experience called MEDCAMP.

The Area Health Education Centers program, funded through the Health Resources and Services Administration of the US Department of Health and Human Services, was created by Congress in the 1970s to improve access to health care. Today AHEC centers across the country help to recruit, train, and retain a diverse health care workforce. One of the ways AHECs do this is by developing and supporting pipeline programs to encourage students from medically underserved communities to consider careers in health care, and to help them develop the skills they will need to succeed in post-secondary education. Another important role for AHECs is serving as a connector between academia and the community. The Ohio Region III AHEC, with the Program Office at NEOMED that subcontracts to three Centers housed in Akron, Canton, and Youngstown, serves 14 counties in Northeast Ohio and is expanding to include a new AHEC being developed in the Cleveland area. The Region III AHEC is well positioned to serve as community connector, link to related programs and initiatives, and program supporter for the 360 mentoring model.

One way AHEC centers support pipeline programs is by linking students with existing opportunities in their community, such as job shadowing, internships, and summer camps. AHEC centers can also provide program support dollars, assisting with educational and instructional materials and potentially providing mini-grants for community health projects developed and implemented by HPAC students. For example, the Akron-Region Interprofessional AHEC has worked with the NEOMED HPAC program to provide education sessions on health professions, program supplies such as portfolios for HPAC students, cover transportation costs for students to attend events, and provide funding for teacher stipends and mini-grants for HPAC schools in the center's service area.

Roles and Responsibilities Worksheet (Required)

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

1. Faith-based organization:

- **Time contribution**

Harvest Time Evangelistic Ministries (HTEM) will contribute its time by providing service learning project on a monthly basis for all HPAC participants and members. We have been engaged with HPAC and fully support implementing the program within the community of our church. We have student members that come from various schools throughout the city of Cleveland that are a part of the HPAC at HTEM.

- **Personnel contribution**

Harvest Time will contribute its congregants to serve as mentors to the students to do activities at the church. The mentors will focus on giving back to the community and service learning to expose them to the importance and impact an individual can have on their community. There is a high school near the church where there will be a large emphasis on the members connecting with these students.

- **Monetary contribution**

HTEM will help with providing transportation for the students working on HPAC projects, as well as getting them back and forth for service learning projects. HTEM currently hosts toy drives, food drives, and clothes drives, in which we strive to meet the needs of the community in that capacity. HTEM agrees for NEOMED to serve as the recipient of the grant funds and will work collaboratively with them in obtaining the resources needed to fulfill the various HPAC and service learning projects within the community.

- **Shared responsibilities**

HTEM will work with NEOMED in bringing in various health care professionals to assist with the existing HPAC at our church. One of our missions is to address the health and life success of the congregation, and NEOMED has been helpful by providing materials as we strive to carry out that mission.

- **Additional roles and responsibilities**

2. School district partner:

- **Time contribution**

- **Personnel contribution**

- Monetary contribution
- Shared responsibilities
- Additional roles and responsibilities

3. Business partner:

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

4. Community nonprofit (if applicable):

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

Roles and Responsibilities Worksheet (Required)

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

1. Faith-based organization:

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

2. School district partner:

- Time contribution
- Personnel contribution
- Monetary contribution

None

- Shared responsibilities
- Additional roles and responsibilities

3. Business partner:

- Time contribution
Rotary members will provide mentorship and programming opportunities for 360 youth a minimum of 10 collective hours per month
- Personnel contribution

Rotary Club is an international service organization whose stated purpose is to bring together business and professional leaders in order to provide humanitarian services, encourage high ethical standards in all vocations, and help build goodwill and peace in the world. It is a secular organization open to all persons regardless of race, color, creed, religion, gender, or political preference. There are 34,282 clubs and over 1.2 million members worldwide. Members usually meet weekly for breakfast, lunch, or dinner, which is a social event as well as an opportunity to organize work on their service goals. The object of

Rotary is to encourage & foster the ideal of service as a basis of worthy enterprise and, in particular, to encourage and foster via: the development of acquaintance as an opportunity for service; high ethical standards in business and professions, the recognition of the worthiness of all useful occupations, and the dignifying of each Rotarian's occupation as an opportunity to serve society; the application of the ideal of service in each Rotarian's personal, business, and community life; and the advancement of international understanding, goodwill, and peace through a world fellowship of business and professional persons united in the ideal of service. Rotary will work with each hub to set up mentoring events with local business and 3-4 panel discussions a year about how to become an economic viable future citizen through education and community giving. Rotary will also provide opportunities to attend Rotatory meetings and lunches as well as recruit HPAC youth for the Rotary Leadership Summer Experience.

- Monetary contribution
- Shared responsibilities

Rotary will take part in the leadership team and provide mentoring as well as the leadership camp for HPAC mentees.

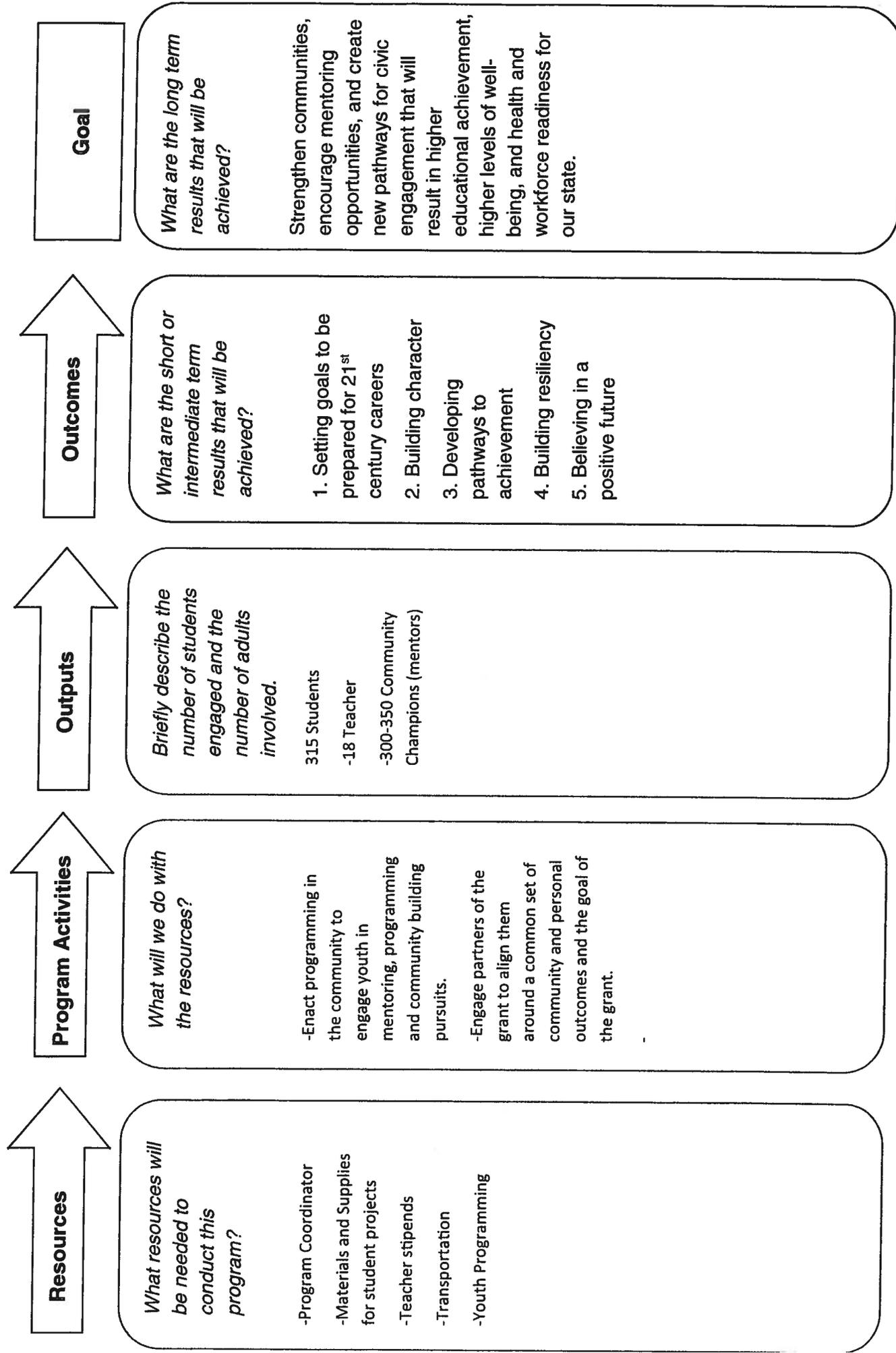
- Additional roles and responsibilities

4. Community nonprofit (if applicable):

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

Program Model Template

Program Name: _____



Grant Assurances



COMMUNITY

www.communityconnectors.ohio.gov

Community Connectors GRANT ASSURANCES

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

Consistent with state laws and regulations, the GRANTEE assures, if awarded a grant:

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

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

- 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.
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GRANTEE



 Authorized Representative Date

 Fiscal Representative Date

Robert M. Kumazec, Executive Director

 Printed

 Printed

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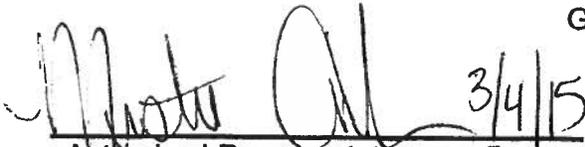
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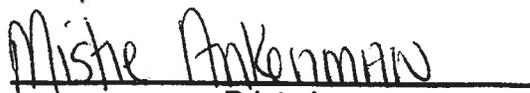
GRANTEE

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<p style="margin: 0;">WILLIAM JOHNSON</p> <hr style="border: 0; border-top: 1px solid black; margin: 0;"/> <p style="margin: 0; text-align: center;">Printed</p>	<hr style="border: 0; border-top: 1px solid black; margin: 0;"/> <p style="margin: 0; text-align: center;">Printed</p>

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GRANTEE

Danielle Kraker 3/4/15
 Authorized Representative Date

 Fiscal Representative Date

Danielle Kraker
 Printed

 Printed

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GRANTEE

Cynthia J. Walker 2/25/15
 Authorized Representative Date

 Fiscal Representative Date

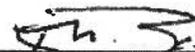
Cynthia J. Walker
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GRANTEE

 3/5/15
 Authorized Representative Date

 Fiscal Representative Date

Matthew L. Bowen
 Printed

 Printed

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GRANTEE

Digitally signed by Mark Samuel
 DN: cn=Mark Samuel, o=Neighborhood Ministries, ou, email=mark_samu@ohioinn.org, c=US
 Date: 2015.03.05 13:58:19 -05'00'
Mark Samuel _____ **03/05/15**
 Authorized Representative Date

_____ Fiscal Representative Date

 Mark Samuel
 Printed

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GRANTEE

<p><u><i>Tammy King</i></u> <u>3/5/15</u> Authorized Representative Date <i>Sign for my direct services</i> <i>not entire YSU Community</i></p> <p><u>Tammy A King</u> Printed</p>	<p>_____ Fiscal Representative Date</p> <p>_____ Printed</p>
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