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**Application Section I: Community Connectors Program Description**

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

The Salvation Army's Teen Mentoring Program targets students between grades 6 and 12 who currently attend Painesville Heritage Middle School and Painesville Harvey High School.

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

The Salvation Army typically serves approximately 20 students between grades 6 and 8 who attend Painesville Heritage Middle School. Additionally, another 20 students who regularly attend the Teen Mentoring Program are enrolled in Painesville Harvey High School between the 9th and 12th grade. Attendance varies throughout the year, depending largely upon extraneous factors such as extracurricular and sports involvement, work schedules for employed students, family obligations and transportation to and from the program.

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

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

Expansion of an existing program within the applicant organization

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.

The Salvation Army in Painesville, Ohio has been in existence for nearly 150 years, successfully providing support and much needed resources to struggling members of the community. As one of the core operating programs, The Salvation Army has prioritized youth education, support and development in an attempt to break the cycle of poverty in this community, creating brighter futures for the younger members of the community. One such program, the Teen Mentoring Program, meets the needs of Painesville's teens, providing them with positive role models and preparing them for the future, beyond high school.

The Salvation Army has made it a priority to equip at-risk students in Painesville and surrounding areas of Lake County with the necessary tools to perform well in school and graduate with a purpose and plan for the future. Painesville has approximately 20,000 residents, with nearly 26% of its residents living at or below the poverty level, placing it well above the state average of 15%, according to the US Census Bureau. This disparity is demonstrated by the number of students in the Painesville City School District classified as economically disadvantaged, reaching a staggering 98.3%. These disparities adversely affect a child's ability to efficiently learn in school environments. The Painesville City School District continues to struggle with overcoming the barriers enrolled students face when developing academically in the

face of adversity. As a district, Painesville City Schools scored very low on the Ohio Department of Education 2013-2014 Report Card. Currently, high school students who attend Painesville City Schools are graduating at a staggeringly low rate of 63.2% in four years, according to the Ohio Department of Education. Coupled with a disproportionately high poverty rate, at 26.3% (US Census Bureau), and limited resources available for young adults, students are exiting Painesville Harvey High School without the tools and knowledge to become successful adults.

One evening per week, students between the sixth and twelfth grade, are welcome to join program director Jon Bullis and volunteer mentors from the community for the Teen Mentoring Program. Participation offers students a supervised, supportive environment to discuss problems with their peers and mentors, utilize the gym facility for health and well-ness, complete outstanding homework and receive positive reinforcement. The program is driven by the individual needs of each young person, to ensure they are receiving the type of support that is necessary to foster their own success.

The Teen Mentoring Program addresses each of the five Community Connectors Core Principles in the follow ways:

### 1) Setting Goals to be Prepared for 21st Century Careers

Participating teens work with program staff and volunteer mentors to determine personal goals at the beginning of the program year. Using pre and post program surveys for mentees as designed by the National Mentoring Partnership, students evaluate their status at the onset of the program and work with their mentors to set goals and milestones that are personal to their situation. Goals, for example, can include passing classes, improving test scores, high school graduation, joining a team and making personal improvements in relationships with peers or in the home.

### 2) Building Character

Positive adult mentoring and encourages healthy decision making and peer interaction to instill positive life skills and attitudes. Students treat the Teen Mentoring Program as a safe haven where they can discuss problems in their homes or at school with trusted adults. Students learn to depend on their mentors for positivity and encouragement. The Teen Mentoring Program also provides an arena for peer bonding and support. The program fosters student relationships and gives the youth opportunities to develop empathy toward each other and cooperation.

By utilizing resources, such as GoodCharacter.com and an existing partnership with the local YMCA, participating teens are introduced to various activities and exercises that foster responsibility, positive decision making, self-respect and team building. Students are evaluated by their mentors and program staff using a series of discussion questions provided by GoodCharacter.com.

### 3) Developing Pathways to Achievement

In alignment with the Painesville City School District, The Salvation Army Teen Mentoring Program works with enrolled students to increase graduation rates among four year and five year seniors, furthering their potential for future achievement. Through the established teen support network within the Painesville schools, with collaboration and contribution from Painesville City Schools, students are often referred to the Teen Mentoring Program by school guidance counselors or teachers after they exhibit behavioral qualities or academic performance that can be addressed by mentoring and extra tutoring. Mentors provide academic support and tutoring to students experiencing difficulties in school, completing homework assignments and completing projects required for graduation. This is evaluated by student improvement on test scores and quarterly grades, as reported back to the Teen Mentoring Program by school guidance counselors and teachers, as well as students accomplishing the necessary requirements to graduate.

Additionally, the Teen Mentoring Program provides students who have been removed from their schools or have chosen to drop out of school a means to achieve their diplomas. They are provided with help in the form of guidance in achieving a GED, encourage enrollment in online school or home school and are available to lend their support through each program. Students are allowed access to the computer lab essential for GED training and will also have access to GED training in both Spanish and English, meeting the needs of the many students are English Language Learners in the City of Painesville.

In partnership with Catholic Charities, students will be assisted in employment searches, employment applications, job skills training and military enlistment. The Salvation Army works with Catholic Charities to connect Painesville youth to employment opportunities, military enlistment and opportunities for the future.

#### 4) Building Resiliency

Another primary goal of the Mentoring Program is building resiliency among participating students in the face of the adversity they encounter. For example, the Mentoring Program provides support for Hispanic students to apply for Deferred Action. In partnership with Catholic Charities, Hispanic students will be guided through the process of acquiring the legal citizenship status required to acquire gainful employment post high school graduation or go on to college.

Services are also provided that are specifically designed for teen parents. Teen parents have access to the computer lab, academic support and resources to complete high school online in the computer lab or receive their GED. They are introduced to the options available to them beyond graduation, such as financial assistance for continuing education, vocational training, employment and military enlistment and are connected to other community resources and benefits.

#### 5) Believing in a Positive Future

Teens can come to the Teen Mentoring Program and utilize the computer lab for research and homework support and, if need be, receive extra tutoring to ensure academic success. The Teen Mentoring Program also provides help with ACT registration and encourages students to take and pass their college entrance exams.

The Teen Mentoring Program provides students with extra help on college applications and financial aid forms as well. Oftentimes, college applications and financial aid applications can seem overwhelming. In many cases, parents are not equipped with the experience to offer the right support for their child when filling out that extensive paperwork. Through adult reinforcement, students are encouraged to take and complete that next step toward broadening their futures, receive assistance with FAFSA applications and researching other sources of financial aid and scholarship opportunities to make taking the next step after high school more attainable and less intimidating. Additionally, the Mentoring Program provides students support with researching and visiting colleges or vocational schools, ensuring they feel comfortable and confident in their upcoming decisions.

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

Through the Teen Mentoring Program, the teens are introduced to their options for the future and are encouraged to continue their education beyond high school. Much of their time is spent preparing for GED exams for students who are not graduating in a conventional manner, completing required school projects for timely graduation, preparing for ACT and SAT exams and exploring college and vocational options to continue their education and solidify a secure future. New this year is the goal to take interested students on college visits to expose them to what their future might hold.

Each case presented by a student is highly unique and often demands personal interaction and guidance whether it be support with ACT, SAT or GED preparation, homework and tutoring aid, peer to peer interaction, college application

completion, FAFSA preparation or job application preparation. During the 2013-2014 school year we were able to assist two students with college applications, assist one student with enrollment into the Auburn Career Center Automotive program, guide two students through the application and scholarship process at Lakeland Community College, provide support for several students preparing for SAT, ACT and GED testing and have cultivated an open door policy with Painesville Harvey High School regarding regularly meeting with students within the school and setting up a teen support network. Beginning in January, students will be able to receive help with FAFSA applications. One goal of the Teen Mentoring Program and staff is to schedule college visits for participating teens, introducing them to higher education options and motivating them to pursue future steps after high school.

In addition to academic help, mentors provide teens with support regarding peer to peer interaction, problems with home life and healthy decision making. Oftentimes, sensitive issues such as these are better discussed on a one-on-one basis to avoid embarrassment by the teen. Students are also introduced to community service and service learning situations. Poverty workshops and volunteer opportunities encourage students to become involved and active members of their community.

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.

The Teen Mentoring Program utilizes a combination of different resources as models with long standing success in other programs. Character building curriculum is based upon resources GoodCharacter.com, which provides activities, assignments, discussion topics and assessment material based upon improving character and guided by mentors. Other topics of discussion and valuable mentoring lessons are based upon resources such as Foundations of Successful Mentoring and the Faculty Mentoring Model for Effective Practices.

Assessment materials are based upon resources and programs that have been proven to be effective through research, practice and program history such as Big Brothers Big Sisters of America, MENTOR/National Mentoring Partnership, The Connecticut Mentoring Partnership and Mass Mentoring Partnership.

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.

The Salvation Army has a long standing history of effective program implementation worldwide. Mentoring Programs have successfully existed in many communities across the foot print of our organization, working with community stakeholders and other agencies to provide troubled teens that face different challenges with the necessary resources they require becoming successful and contributing adults.

The Teen Mentoring Program in Painesville is an on-going program that was established for the 2006-2007 school year. Since that time, the program has grown to mentor approximately 50 students on a weekly basis at different grade levels between the sixth and twelfth grades throughout the school year and over the summer months. Feedback and program evaluation has been provided by volunteer mentors, mentees and community partners to continuously evolve and improve upon the program, meeting the needs of the community.

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

The collaboration between The Salvation Army, Painesville City School and Asa Cox Homes is already established as a successful working relationship.

Youth programming has occurred at The Salvation Army in Painesville since 1996 and officially developed a collaborative relationship with the Painesville City School District since 2006. Since then, local Painesville schools have been confidently referring academically disadvantaged and troubled youth to the academic afterschool program and evening adolescent program, working with the program director and staff to effectively improve upon students' academic performance, attitude and decision making skills. Ultimately, students leave the program having fostered a better attitude towards teachers, peers and family, improved self-esteem, integrated healthy decision making skills and developed a more positive outlook on the future as well as improved academic achievement. The Teen Mentoring Program works closely with the Painesville City School District to align program goals with the academically based goals of the district, such as math and literacy improvement and improving graduation rates, as well as instilling the necessary skills for successful adulthood, resulting in a greater potential for success after graduation for many students.

The Salvation Army has worked with Advisory Board member, Asa Cox, President of Asa Cox Homes local realty firm, for approximately four years. Throughout that time, Ms. Cox has proven to be dedicated to the youth development and mentoring program that currently exists at The Salvation Army. Ms. Cox has a personal vested interest in the success of Painesville students. Having grown up in Painesville in an economically disadvantaged family, Ms. Cox struggled through her many years of school. She graduated from Painesville Harvey High School at the bottom of her class with a grim outlook on the future. Since then, she has been able to turn her life into a local success story, owning and operating a local business that has made her an influential member of society who is heavily involved in the improvement of the lives of her fellow community members. Her willingness to mentor troubled teens and share her personal story is truly an inspiration to the participants of the Teen Mentoring Program.

## **Application Section II: Program Management**

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

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

See attached leadership bios.

10. A timeline of all major activities must be provided. Assessment, planning and initial training must be completed by September 7, 2015. Services must begin by September 7, 2015.

The Teen Mentoring Program is an on-going program that has been in existence since 2006-2007 school year. Many of the program staff and participating volunteer mentors have already received training on teen mentoring techniques and have extensive experience mentoring within the guidelines of the program. The program follows the curriculum already developed over years of implementation. Students, mentors and teachers are provided with pre and post surveys and the program progresses over the school year to assess their personal development, as well as program effectiveness and possible program improvement.

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

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

a. Mentors are screened by using a background check to ensure their safety and ability to work with minors. They are trained during the summer months based on other successful programs, such as Big Brothers Big Sisters of America, so that they are better able to deal with difficult situations that arise when working with troubled teens. The program and mentors are overseen by experienced program personnel in a controlled environment during program hours that occur on a weekly basis.

b. Mentees are referred to the program through various different community partnerships. Many students are referred directly from the school after exhibiting troubling behavior or academic challenges. Other referral sources include parents, Crossroads Lake County Adolescents Counseling Services, NAMI, YMCA, Lake County General Health District and the local juvenile court system.

c. Families are contacted regularly by program directors and mentors to ensure parents are kept aware of their child's development and improvement while in the program. Additionally, the Teen Mentoring Program hosts quarterly family nights with family focused events to keep parents engaged and aware.

d. As fiscal sponsor, The Salvation Army holds the fiscal responsibility for the program and is the accountable agent for program implementation and compliance.

e. \*Ron started in the teen program at The Salvation Army 5 years ago. When he started the program he was very difficult for the staff to handle. He would start fights with other teens. He was rude, disrespectful and argumentative with the staff and volunteers. In the beginning, he was even escorted out of the building and off the property by a staff member who had to make the threat of calling the police in order to get him to leave. The Salvation Army staff always let Ron know that when he was ready to follow the rules he would be welcomed back. Ron continued to come weekly to the Tuesday night program and he even apologized for his behavior. The staff and volunteers continued to work with him and let him know that they cared about him. The local police officers had mentioned to the staff that they were surprised Ron was in our program since he had been kicked out of every program around and had many encounters with the police. Ron's behavior started to change as the months and years went by. He was no longer argumentative or disrespectful. There was a level of respect for the staff and slowly he gained a level of respect for the other teens around him. Ron even started helping the staff cleaned up after the program when all the other teens would just leave. The staff drove Ron home every night after the program and had many one on one conversation with him about his life and his future. Occasionally, Ron would drop in for a visit during the week after school to just talk to the staff. Ron was an incredible artist and the Salvation Army staff and volunteers encouraged him to use his talent in many ways during our program. Ron's art work was recently featured in the Painesville Community calendar. Ron graduated from high school in 2014, and is now working a job. He has a dream of opening up his own tattoo shop so he can use his talent in a positive way.

\*Name has been changed for confidentiality.

**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.**

As lead applicant, The Salvation Army will be responsible for program administration, full time program staff, recruiting and training mentors, mentor background checks, data collection, record keeping and program compliance. The Salvation Army provides one full time and one part time program staff members who are responsible for the administration of the program, as well as volunteer recruitment, training and management, program and student assessment, as well as curriculum design and regular communication with family and school faculty. As lead applicant, The Salvation Army financially supports the program by staffing the program, providing all necessary program supplies and facility usage for regularly scheduled weekly meetings, student trips to local museums and colleges and program resources, such as the computer lab. The Salvation Army works closely with the community partners to evaluate the program and student progress. As program leader, The Salvation Army coordinates pre and post surveys given to mentees, mentors and teachers to assess each student and make program improvements. Program staff members communicate regularly with volunteers and school faculty to evaluate students and ensure each student is setting and maintaining progress towards their individual goals.

The Painesville City School District will be responsible for the time spent on assessing and referring students to the Teen Mentoring Program, meeting and following up with students regarding their progression through the program throughout the school year, assessing students utilizing pre and post questionnaires to assist in the collection program and student evaluation data and the participation in meetings with Teen Mentoring Program staff to regularly discuss student's individual growth. The Director of Student Services at the Painesville City School District will act as grant liaison, referring students, recruiting any faculty volunteers to act as mentors, remaining in open communication with Salvation Army program staff and advocating for the program within the school system. The Painesville City School District will contribute the use of their facilities, in-kind, when necessary, allowing program members and staff to meet during school day hours and after school, off site from The Salvation Army location, for one on one counseling sessions. The Painesville City Schools will participate in program and student assessment throughout the year by participating in the collection of data via pre and post questionnaires, meetings with students and communication with program staff. The schools will also share information regarding students' academic progress and participate in student goal setting by contributing valuable input from teachers and school counselors.

Asa Cox, owner and operator of Asa Cox Homes has been a volunteer mentor for four years, contributing her time, in-kind, to regularly scheduled program hours and one on one mentoring for individual teens. She will also act and community liaison, promoting the program to Painesville community members, potential stakeholders and business owners, building support and recruiting potential professional mentors and resources. She will take the lead on the necessary public relations and marketing necessary to build community support. Asa Cox will continue to contribute her personal time as a valuable mentor in the program. Asa Cox will act and community liaison, promoting the program to Painesville community members, potential stakeholders and business owners, building support and recruiting potential professional mentors and resources. She will take the lead on the necessary public relations and marketing necessary to build community support. These efforts will be in-kind contributions. Asa Cox will continue to work closely with program staff to mentor students in need. She will assist in program and student evaluation and data collection.

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

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

- a. Plans for keeping records of mentor contact hours, unduplicated count of students served each month, mentor training hours, etc. for ongoing reporting;

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

c. Projected indicators of success; and

d. Anticipated barriers to successful evaluation including data collection and measurement of progress toward outcomes.

a. Currently, program records are kept onsite in confidential storage. Students are required to fill out an enrollment form and the onset of the program year and regular attendance sheets are used to document attendance throughout the year.

b. Participating youth are given pre and post surveys to measure and document self-evaluated experiences and personal changes while participating in the program courtesy of resources provided by MENTOR/National Mentoring Partnership and The Connecticut Mentoring Program. Surveys examine students changing attitudes towards adults, peers and family throughout the year as well as progress academically, problem solving skills, stress management and positive decision making.

Additionally, mentors and teachers are provided the opportunity to evaluate students' individual development while participating in the mentoring program. Based upon assessment material provided by Big Brothers Big Sisters of America, mentors and teachers are able to provide feedback on individual student growth, decision making, peer interaction, adult interaction and academic dedication.

c. The program itself is evaluated by mentor and mentee feedback through assessment resources provided by Mass Mentoring Partnership. Students and mentors evaluate the effectiveness of the program, the relationship developed between mentoring partners, if they were satisfied with the program and have the opportunity to isolate changes they believe would make the program more successful.

d. Regular student attendance can affect the ability of the program to collect and report accurate data. Inconsistent and unstable residency is common among students who attend the Teen Mentoring Program. Oftentimes, families move within the surrounding area or out of the area, disrupting the teen's schedule and removing them from the proximity of The Salvation Army, making it difficult for them to regularly attend mentoring sessions. Additionally, students are at risk of dropping out of school making it difficult to follow up with them regarding mentoring program assessment as they become disengaged with academics and begin to lose touch with mentors.

Lack of parental involvement and support in the home also effects student engagement and attendance in the teen program. Although a great deal of support and partnership is provided by the schools and volunteer mentors, at risk students still face the challenges of lack of parental support severely undermining the efforts of the program, mentors and teachers involved to gather consistent and accurate data.

Retention of volunteer mentors can also negatively impact the program's ability to gather data. Although there is a core group of mentors who have remained dedicated and consistently involved in the program over the past few years, many other mentors have reported feelings of sadness and the inability to cope with the circumstances that participating students present, leading them to discontinue their mentorship. Many of the students are living well below the poverty rate with very grim outlooks on their lives and the future. They have trouble with the juvenile justice system, lose interest in school, have encounter obstacles that prevent them from graduating and exhibit trouble with relating to adults and peers. If mentors are unable to cope with the many difficult cases that are present in the Teen Mentoring Program, it potentially hinders their ability to bond with students and produce accurate program outcomes.

14. Applicants are to complete the program model.

See attached logic model.

**Richard D. Allen**

By clicking this box,  I (Insert Name) ~~Assistant Secretary - Legal~~ agree, on behalf of this applicant, and any or all identified partners, that this application and all supporting documents contain information approved by a relevant executive board or its equivalent.



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## NORTHEAST OHIO DIVISION LEADERSHIP

MAJOR EVAN P. HICKMAN  
DIVISIONAL COMMANDER

MAJOR SUZANNE R. HICKMAN  
DIRECTOR OF WOMEN'S MINISTRIES

Major Robert D. Bender

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420 MARKET AVENUE, CANTON, OHIO 44702

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### CLEVELAND HOUGH

6000 HOUGH AVE. CLEVELAND, OHIO 44103

### CLEVELAND MILES PARK

4139 E. 93RD STREET CLEVELAND, OHIO 44105

### CLEVELAND OHIO CITY

4402 CLARK AVE. CLEVELAND, OHIO 44109

### CLEVELAND SUPERIOR

9000 SUPERIOR AVE. CLEVELAND, OHIO 44106

### CLEVELAND TEMPLE

17625 GROVEWOOD AVE. CLEVELAND, OHIO 44119

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12645 LORAIN AVE. CLEVELAND, OHIO 44111

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219 N. 4TH STREET COSHOCTON, OHIO 43812

### DOVER (NEW PHILADELPHIA)

809 EMMET AVE. NEW PHILADELPHIA, OHIO 44663

### EAST LIVERPOOL

413 E. 4TH STREET EAST LIVERPOOL, OHIO 43920

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716 BROAD STREET ELYRIA, OHIO 44035

### LORAIN

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### MANSFIELD

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### MOUNT VERNON

206 E. OHIO AVE. MOUNT VERNON, OHIO 43050

### NEWARK

250 E. MAIN STREET NEWARK, OHIO 43055

### NORTH BALTIMORE

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### YOUNGSTOWN TEMPLE

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### ZANESVILLE

513 PUTNAM AVE. ZANESVILLE, OHIO 43701

I have been a Salvation Army Officer for 26 years. I am married with five children. Our present appointment is serving in Painesville Ohio. We have had three previous appointments; Meadville Pa., McKeesport Pa., and Mount Vernon Ohio.

I am the son of Salvation Army Officers who served for 45 and 47 years in The Salvation Army.

I serve presently as the Commanding Officer along with my wife Karen in the Painesville Corps of The Salvation Army. My responsibilities are to oversee all operations for The Salvation Army in Painesville and the surrounding area. The following are some of those responsibilities; Fundraising, oversee various programming such as; management of the front office, oversee the homeless program, oversee the various youth programs, our emergency services to the needy, the older adult ministry, assist when necessary the teen and younger programs. I also help and assist when necessary our Learning Zone.

We also have an Advisory Board that has organizational meetings once a month that I prepare for. Along with those responsibilities are those that come with the responsibilities of being a minister along with my wife. I also have the responsibility of drafting an accurate yearly budget that encompasses the entire operation.

My responsibilities as far as the Mentoring program is concerned will be one of a management position as well as a participant should the need arise. Part of that will be to make available space in our building and transportation if needed for this program. Also, to help make sure all documentation that is required is done and of sufficient quality.

I am a fully ordained minister and have 12 years of higher education experience.

Respectfully Submitted,

Major Robert D. Bender

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**Program Director, Mentor Bio**

**Jon Bullis- The Salvation Army, Program Director**

Jon Bullis is a lifelong member of Lake County, and has spent the last 18 years working with the youth in the community. Jon is the Program Director at The Salvation Army in Painesville. He oversees a youth program that works with teens in 6-12<sup>th</sup> grades. He works to keep teens in school, which includes tutoring in an afterschool tutoring program. He has a passion to see the youth grow and succeed in life. Jon is also a Senior Chaplain with the International Alliance of Chaplaincy Corps. He has been instrumental in local youth groups at various churches for the past 12 years. He volunteered as a soccer coach for the YMCA. He has participated in workshops on Understanding Poverty, and collaborated with Perry High Schools Service Learning, Leadership Lake County, and several other high school groups. He has taught special programs at Willoughby South High School and the YMCA. Jon has been invited to speak at the National Honor Society Graduation for Mentor High School, as well as Kirtland Middle School on behalf of United Way. Jon resides in Painesville Township with Donna, his wife of 27 years.

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MAJOR SUZANNE R. HICKMAN  
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**Agency Partner Bio**

**Christine Young- Painesville City Schools**

Christine Young is the Director of Student Services with Painesville City School District. Chris oversees all the special services for the children in Painesville City Schools. She has been instrumental in collaborating with community organizations that support children and youth. She has helped organize the Lake County Back to School Bash which served over 2,500 needy children in Aug. 2014. She helped organize a pilot program for Painesville City Schools to place a Family Advocate in one of the elementary schools with the hope of extending it to all Painesville City Schools. She helped organize a public preschool program for Painesville City Schools. Chris has worked in collaboration with The Salvation Army after school program sharing student information and making referrals. Chris wants all the Painesville City youth to have a successful future and she does what she can to make that happen.

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**Volunteer Mentor Bio**

**Asa Cox - Asa Cox Homes, Owner**

Asa Cox grew up in Painesville City and is a graduate of Harvey High School. She overcame many obstacles in her life and became a successful Real Estate Agent. She started her own real estate company, Asa Cox Homes, in 2009. Asa has always found ways to give back to the community. As a result she started her own nonprofit charity, Asa's Angels, in 2012. Her desire is to teach families skills to overcome poverty. She is the only Real Estate Company in Lake County who helps low income families buy a house of their own, through the USDA assistance program. Through her charity she does a food distribution at Thanksgiving. In Dec. 2014, she gave out over 5,000 toys to needy children for Christmas. She also partners with many organizations to do a school supply distribution in Aug. serving over 2,500 needy children. Asa has employed at risk youth to work for her so she can teach them job skills. Asa has done public speaking for groups of youth, sharing her story of overcoming adverse circumstances and becoming a successful business owner. Asa sits on the Advisory Board for The Salvation Army. She is also a member of the Painesville Area Chambers of Commerce.

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**Volunteer Mentor Bio**

**Josh Bogner- Volunteer/Mentor, Research Scientist at Avery Dennison**

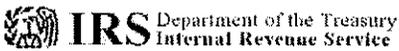
My name is Josh Bogner and I grew up in Thompson Ohio. Thompson is a small rural town in Ohio and the school I went to had rural quirks such as manure spreading in the school parking lot and staging road kill in the classroom. Because I went to a small school, I had a hard time finding classes and programs that fit my "extra" energetic demeanor so I didn't exactly excel. I had issues with authority which lead to suspensions and very poor grades. I did however find acceptance in a local youth group that planted the seeds of my faith.

When I was teenager, I found God in the backseat of my car in the form of a small bible my brother gave me. This changed my life and I started to realize that submission to the highest authority was something God demanded of all of us. Because I learned to submit, I started to excel in college because I learned to submit and actually do the recommended work. Along the way through prayer, I felt God calling me to engineering where I met my beautiful wife and we both pursued and completed our Engineering degrees while getting married in the process. We have both since completed our graduate degrees and I am employed as a Research Scientist at Avery Dennison.

I volunteer at Salvation Army, along with leading a Youth Group at my local church, because I love God and I want to show that love to the teens that went through the same problems I did. I want to show them that they can rise above the problems of home life/school life and flourish. I want to show them they can always find love and acceptance through our Father and pray that through my actions they can see that at least a little bit.

**Josh Bogner| Sr. Research and Development Engineer| Performance Tapes.WW**

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Department of the Treasury  
Internal Revenue Service

P.O. Box 2508  
Cincinnati OH 45201

In reply refer to: 0248167147  
Feb. 21, 2014 LTR 4168C 0  
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BODC: TE

THE SALVATION ARMY  
TERRITORIAL HEADQUARTERS  
440 WEST NYACK ROAD  
WEST NYACK NY 10994



005695

Employer Identification Number: 13-5562351  
Person to Contact: Ms Wittwer  
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Feb. 11, 2014, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in June 1933.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(i).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website [www.irs.gov/eo](http://www.irs.gov/eo) for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

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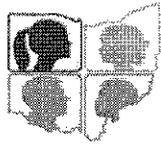
THE SALVATION ARMY  
TERRITORIAL HEADQUARTERS  
440 WEST NYACK ROAD  
WEST NYACK NY 10994

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

*Susan M. O'Neill*

Susan M. O'Neill, Department Mgr.  
Accounts Management Operations



**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: Richard D. Allen  
Title: Assistant Secretary - Legal  
Organization: THE SALVATION ARMY  
Sign: 

Partner  
Name: Christine Young  
Title: Director of Student Services  
Organization: Painesville City Local Schools  
Sign: 

Partner  
Name: Asa Cox  
Title: Owner  
Organization: Asa Cox Homes  
Sign: 

Partner  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Organization: \_\_\_\_\_  
Sign: \_\_\_\_\_

## **Roles and Responsibilities Worksheet (Required)**

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

### **1. Faith-based organization:**

- **Time contribution**

The Salvation Army will be the lead recipient of the grant, responsible for program administration, full time program staff, recruiting and training mentors, mentor background checks, data collection, record keeping and program compliance.

- **Personnel contribution**

The Salvation Army provides one full time and one part time program staff members who are responsible for the administration of the program, as well as volunteer recruitment, training and management, program and student assessment, as well as curriculum design and regular communication with family and school faculty.

- **Monetary contribution**

The Salvation Army financially supports the program by staffing the program, providing all necessary program supplies and facility usage for regularly scheduled weekly meetings, student trips to local museums and colleges and program resources, such as the computer lab.

- **Shared responsibilities**

The Salvation Army works closely with the community partners to evaluate the program and student progress. As program leader, The Salvation Army coordinates pre and post surveys given to mentees, mentors and teachers to assess each student and make program improvements. Program staff members communicate regularly with volunteers and school faculty to evaluate students and ensure each student is setting and maintaining progress towards their individual goals.

- **Additional roles and responsibilities**

## 2. School district partner:

- Time contribution

The Painesville City School District will be responsible for the time spent on assessing and referring students to the Teen Mentoring Program, meeting and following up with students regarding their progression through the program throughout the school year, assessing students utilizing pre and post questionnaires to assist in the collection program and student evaluation data and the participation in meetings with Teen Mentoring Program staff to regularly discuss student's individual growth.

- Personnel contribution

The Director of Student Services at the Painesville City School District will act as grant liaison, referring students, recruiting any faculty volunteers to act as mentors, remaining in open communication with Salvation Army program staff and advocating for the program within the school system.

- Monetary contribution

The Painesville City School District will contribute the use of their facilities, in-kind, when necessary, allowing program members and staff to meet during school day hours and after school, off site from The Salvation Army location, for one on one counseling sessions.

- Shared responsibilities

The Painesville City Schools will participate in program and student assessment throughout the year by participating in the collection of data via pre and post questionnaires, meetings with students and communication with program staff. The schools will also share information regarding students' academic progress and participate in student goal setting by contributing valuable input from teachers and school counselors.

- Additional roles and responsibilities

## 3. Business partner:

- Time contribution

Asa Cox, owner and operator of Asa Cox Homes has been a volunteer mentor for four years, contributing her time, in-kind, to regularly scheduled program hours and one on one mentoring for individual teens. She will also act and community liaison, promoting the program to Painesville community members, potential stakeholders and business owners, building support and recruiting

potential professional mentors and resources. She will take the lead on the necessary public relations and marketing necessary to build community support.

- Personnel contribution

Asa Cox will continue to contribute her personal time as a valuable mentor in the program.

- Monetary contribution

Asa Cox will act and community liaison, promoting the program to Painesville community members, potential stakeholders and business owners, building support and recruiting potential professional mentors and resources. She will take the lead on the necessary public relations and marketing necessary to build community support. These efforts will be in-kind contributions.

- Shared responsibilities

Asa Cox will continue to work closely with program staff to mentor students in need. She will assist in program and student evaluation and data collection.

- Additional roles and responsibilities

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

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



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

**Resources**

*What resources will be needed to conduct this program?*

- Program staff and volunteer mentors
- Staff/volunteer mentor background checks
- Curriculum
- STEM supplies and resources
- Team building equipment
- Community partnerships
- Adequate facility
- Financial support
- Meals and snacks for activity nights

**Program Activities**

*What will we do with the resources?*

- Staff/volunteer mentor training
- Staff/volunteer mentor/student workshops
- Field trips
- College visits
- Regularly scheduled meetings
- Family engagement nights
- One on one counseling
- Students and program evaluations
- Regular collaborative partner communication

**Outputs**

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

- Approximately 40 students enrolled in the program participate in weekly meetings, field trips, special events and one on one counseling sessions with mentors as needed
- 1 full time staff member
- 1 part time staff member
- 2 full time volunteer mentors
- 2 part time meal service personnel
- 1 part time adult volunteer

**Outcomes**

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

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

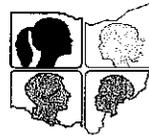
**Goal**

*What are the long term results that will be achieved?*

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

# Budget Narrative

Grant Applicant:



**COMMUNITY  
CONNECTORS**  
CommunityConnectors.Ohio.gov

## Summary

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

## Direct Costs

### A. Payroll Expenses

Total salary for each employee was calculated by percent of time spent in program. Calculated with a 3% yearly increase.

### B. Payroll Fringe Benefits

Staff Medical Plan and Retirement

### C. Travel

Travel cost for continuing education and seminars.

### D. Supplies

Character building curriculum. Printing expense, postage, paper, pencils, misc. office. Materials to do object lessons and teaching instruction. Tutoring supplies and workbooks for educational use.

### E. Equipment

Team building equipment to teach team work and cooperation. Computers and software to be used for school work, tutoring, GED prep, job applications. Sports Equipment for physical activity and events.

### F. Contracted Services

### G. Training

Continuing Education for Staff. Staff training sessions. First Aid/CPR, Mentor Training.

### H. Evaluation

Implement and evaluate outcomes and measurements. Website upkeep and management

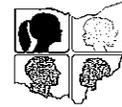
### I. Other Program Cost

Cost involved in college visits, STEM field trips, other outings. Family nights.

### J. Additional Mentor Support Cost

Home visits and one on one mentoring visits.

# Budget Summary



**COMMUNITY CONNECTORS**  
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Grant Applicant:

Categories	Year 1 Budget	Year 2 Budget	Year 3 Budget	Total Budget
A. Payroll Expenses	16,109.40	16,592.55	17,090.45	49,792.40
B. Payroll Fringe Benefits	805.47	829.63	854.52	2,489.62
C. Travel	1,000.00	1,000.00	1,000.00	3,000.00
D. Supplies	4,000.00	4,000.00	4,000.00	12,000.00
E. Equipment	10,000.00	2,000.00	2,000.00	14,000.00
F. Contracted Services	-	-	-	-
G. Training	2,000.00	2,000.00	2,000.00	6,000.00
H. Evaluation	1,500.00	1,500.00	1,500.00	4,500.00
I. Other Program Cost	9,000.00	8,000.00	8,000.00	25,000.00
J. Additional Mentor Support Cost	1,500.00	1,500.00	1,500.00	4,500.00
<b>TOTAL PROJECT COST</b>	<b>45,914.87</b>	<b>37,422.18</b>	<b>37,944.97</b>	<b>121,282.02</b>
LOCAL CONTRIBUTION	11,478.72	12,349.32	18,972.49	42,800.52
STATE MATCH	34,436.15	25,072.86	18,972.49	78,481.50





**YEAR 3 - PROJECT BUDGET**



Grant Applicant:

Summary

**A. Payroll Expenses**

Position/Title/Description	Qty	Annual Salary	% Time	Total Amount
Program Director/Youth Leader	1	31,025.00	25%	7,756.25
Child Development Director/Support Staff	1	34,093.00	20%	6,818.60
Commanding Officer/ Oversees all operations	1	25,158.00	10%	2,515.60
<b>Total</b>				<b>17,090.45</b>

**B. Payroll Fringe Benefits**

Description	Total Salary	Rate %	Total Amount
Medical/Pension	17,090.45	5%	854.52
<b>Total</b>			<b>854.52</b>

**C.1. Staff Travel**

Description	Calculation	Total Amount
Conference/Training		\$1,000
<b>Total</b>		<b>1,000.00</b>

**C.2. Mentor Travel**

Description	Calculation	Total Amount
<b>Total</b>		<b>-</b>

**D. Supplies**

Description	Calculation	Total Amount
Curriculum		\$1,500
Office Supplies		\$1,000
Object lesson/Character building Supplies		\$500
Tutoring Supplies and workbooks		\$1,000
<b>Total</b>		<b>4,000.00</b>

**E. Equipment**

Description	Unit Cost	Units	Total Amount
Team Building Equipment	\$500.00	2	1,000.00
Enrichment Equipment	\$1,000.00	1	1,000.00
<b>Total</b>			<b>2,000.00</b>

**F. Contracted Services**

Description	Hourly Rate	Hours	Total Amount
<b>Total</b>			<b>-</b>

**G.1. Staff Training**

Description	Hourly Rate	Hours	Total Amount
Continuing Education	\$50.00	20	1,000.00
Training Meetings	\$25.00	10	250.00
<b>Total</b>			<b>1,250.00</b>

**G.2. Mentor Training**

Description	Hourly Rate	Hours	Total Amount
Training Meetings	\$50.00	15	750.00
<b>Total</b>			<b>750.00</b>

**H. Evaluation**

Description	Hourly Rate	Hours	Total Amount
Pre and Post Surveys, Parent Surveys, School Surveys	\$50.00	20	1,000.00
Web Site Management	\$25.00	20	500.00
<b>Total</b>			<b>1,500.00</b>

**I. Other Program Cost**

Description	Calculation	Total Amount
Field Trips		\$4,000
Special Events		\$2,000
Family Nights		\$2,000
<b>Total</b>		<b>8,000.00</b>

**J. Additional Mentor Support Cost**

Description	Calculation	Total Amount
Visits and meals with youth/mentors		\$1,500
<b>Total</b>		<b>1,500.00</b>

PROJECT YEAR 3	BUDGET
Total Budget	37,944.97
Local Contribution	9,486.24
State Match	28,458.73



**COMMUNITY  
CONNECTORS**

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## Community Connectors GRANT ASSURANCES

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

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

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

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

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

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

GRANTEE

  
 FEB 19 2015  
 \_\_\_\_\_  
 Authorized Representative      Date

Richard D. Allen  
 Assistant Secretary - Legal

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 Printed

\_\_\_\_\_  
 Fiscal Representative      Date

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