

Eligibility

Completed by ceo@friendship.house on 5/3/2023 2:55 PM

Case Id: 35431

Name: Peacekeepers Network - 2023

Address: 800 NE Madison Ave.

Eligibility

Please provide the following information.



City of Peoria Violence Prevention

City of Peoria
419 Fulton Street
Peoria, IL 61602
309-494-8600

Applications are available to not-for-profits, 501(c)3 organizations, and government agencies to provide violence prevention programs for City of Peoria residents.

Programs must meet the criteria of one of five priority areas: Thriving Neighborhoods, Empowered Youth & Young Adult, Restorative & Resilience, Intervention, or Violence Reduction. For these categories the minimum funding request is \$50,000 and the maximum funding request is \$400,000. All programs must be evidence-based and have measurable results. A total of \$1,200,000 is available for violence prevention with \$700,000 in federal funding from the American Rescue Plan and \$500,000 in state funding from the Illinois Department of Commerce and Economic Opportunity (DCEO).

There is also funding available specifically for Workforce Training. In addition to measuring the number of people served, these programs must also measure how many clients are connected to permanent employment. The minimum request for Workforce Training is \$150,000 and the maximum is \$300,000. A total of \$300,000 is available for Workforce Training in state funding from the Illinois Department of Commerce and Economic Opportunity (DCEO).

Eligible applications will be reviewed by the Community Development Block Grant (CDBG) Public Services Advisory Commission and agencies will be notified of funding decisions following City Council approval.

Questions? Contact grants@peoriagov.org

1. Does your program serve low-income residents of the City of Peoria?

Yes

2 Is your organization (or the lead agency) a not-for-profit, 501(c)3, or government agency?

NOTE: If your organization does not meet this requirement, you may partner with a qualifying "lead agency" that will serve as your fiscal agent.

Yes

3 Does your organization (or the lead agency) have a completed audit for its most recent fiscal year? (This must be a full audit. 990 forms do not meet this requirement.)

NOTE: If your organization does not meet this requirement, you may partner with a qualifying "lead agency" that will serve as your fiscal agent.

Yes



IF YOU ANSWERED 'NO' TO ANY OF THE ABOVE QUESTIONS, YOUR ORGANIZATION DOES NOT QUALIFY FOR VIOLENCE PREVENTION FUNDING.

A. Applicant Agency Information

Completed by ceo@friendship.house on 5/12/2023 8:20 AM

Case Id: 35431

Name: Peacekeepers Network - 2023

Address: 800 NE Madison Ave.

A. Applicant Agency Information

Please provide the following information.

A.1 Violence Prevention Program Title

Pathway to Your Future

A.2 Organization Name

Peoria Friendship House of Christian Service

A.5 Address

800 NE Madison Ave Peoria, IL 61603

A.3 Contact Person

Marcellus Sommerville

A.4 Title

CEO/President

A.6. Contact Phone Number

(309) 989-7114

A.7. Contact Email Address

ceo@peoriafriendshiphouse.org

A.8 Program operating location if different than listed above.

800 NE Madison Ave. Peoria, IL 61603

A.9. If partnering with a lead agency, lead agency name:
NOTE: If your organization is not a not-for-profit, 501(c)3, or government agency, AND/OR does not have a completed audit for its most recent fiscal year, you may partner with a qualifying "lead agency" that will serve as your fiscal agent. If partnering with a lead agency please complete this Lead Agency Agreement below.

Peoria Friendship House

Please complete and upload the Fiscal Sponsor Agreement



[Fiscal Sponsor Agreement](#)

****No files uploaded**

A.10 Lead Agency contact name, email and phone number

Marcellus Sommerville, ceo@peoriafriendshiphouse.org, 309-989-7114

A.11 Date of Incorporation

08/01/1951

A.10 Federal Employer Identification Number

37-0799752

A.11 City of Peoria EEO

An EEO number shows that an organization has registered with the City of Peoria as an Equal Employment Opportunity organization. Please follow the instructions on [this form](#) to register. For more information on completing the form, please see this [instruction guide](#).
03698-240331

A.12. Agency Unique Entity Identifier (UEI):

All agencies receiving federal money must register for a UEI. In April 2022, The federal government phased out

the use of the DUNS replacing it with the UEI. For more information please [click here](#)

ET27SNMXKKR5

A.13. SAM Cage Code # and Expiration

All agencies receiving federal money must register for a SAM Cage Code. Please visit www.sam.gov to register for free. Please also provide the expiration date of the SAM Cage Code. Agencies must have a DUNS number to register for a SAM Cage Code

5JPH0 2/14/2024

A.14 Agency Annual Operating Budget

\$2,083,032.00

A.15 Number of Paid Staff

15

A.16 Number of Volunteers

15

B. Funding Requested

Completed by ceo@friendship.house on 5/12/2023 8:34 AM

Case Id: 35431

Name: Peacekeepers Network - 2023

Address: 800 NE Madison Ave.

B. Funding Requested

Please provide the following information.

B.1 Requested Amount: Min \$50,000 and Max \$400,000

NOTE: The Minimum request for Workforce Training is \$150,000 and the Maximum is \$300,000.

\$287,500.00

B.2. Total Project Budget

\$375,500.00

B.2 Number of Unique Clients to be served

50

B.4 Priority Area

Workforce Training

B.5 Please provide a Detailed Project Budget for administrative costs

Item	Amount	Short Description
Personal and Fringe	\$20,000.00	Part-time Director of Pathway Program
Other	\$0.00	
	\$20,000.00	

B.6 Please provide a Detailed Project Budget for direct program costs

Item	Amount	Short Description
Personnel and fringe Direct expenses	\$250,000.00	50 High School Students working 10 hours per week at \$13 per hour. One the job training. Remaining budget amount of \$88,000 is covered by a state grant with IDHS.
Travel	\$2,500.00	Travel to college visits, job shadowing sites within the community, and community celebrations for networking
Equipment	\$5,000.00	VR Goggles (3) for Job training and special interest modules for our youth for career exploration, labtops for high school students to use for career building, financial literacy, job assessments, etc.
Materials and Supplies	\$9,000.00	Resource materials, Resume and computer/printer supplies
Contractual	\$0.00	

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Program Expenses	\$0.00	
Other	\$1,000.00	Application fees for college applications
Other	\$0.00	
Other	\$0.00	
	\$267,500.00	

C. Program Information

Completed by *ceo@friendship.house* on 5/12/2023 11:30 AM

Case Id: 35431

Name: Peacekeepers Network - 2023

Address: 800 NE Madison Ave.

C. Program Information

Please provide the following information.

C.1. Provide a brief description of your proposed program and goals. Describe the work to be performed, including the activities to be undertaken or the services to be provided, frequency and duration of services to be received by the average client or participant, and who will be carrying out the activities.

Pathway to YOUR Future program aligns strategically with our mission to allow us the opportunity to bridge the gaps between the school district and support services needed for our students. We continue to reach our low-income residents and Latino population in the Tri-County area. Our bi-lingual teachers and mentors work collectively with students to create an achievement plan that becomes their map to navigate through their education and beyond. Our plan utilizes internal support services and referrals to our educational support within the school districts to provide weekly recommendations for families. We will measure the impact of these strategies by using pre and post testing for digital literacy programs, and track the progress of all certification classes, job shadowing opportunities and virtual reality learning modules. Our graduation rates and post high school education/job placement will also be tracked within a five-year period after completion.

Enhanced learning and performance Studies have shown that people mostly learn 70% through experience, 20% from other sources, and 10% through formal education.

Our Pathway to your Future offers a unique new innovative form of teaching our youth. Virtual Reality Goggles (VR) transforms the training environment from a more passive approach of traditional safety training to a dynamic hands-on learning experience. With nearly 70% of Americans feeling less than satisfied with their career choices, indecisiveness can prevent high school and university students from deciding on the career path that's right for them. Students who don't understand what's

C.7. Describe the number of people to be served and the outcomes that will be measured. (Please see program guidelines for example measurable results. Multiple outcome measures must be included.) What is the basis for selecting the outcomes and how do they demonstrate achievement of the overall goals of the project? Describe the evaluation tools that will be used to track/monitor the progress of the activity, how progress will be measured, why these measures were chosen, and how these methods are evaluated. If you are expanding a current program or reinstating a previous program, please discuss the impact the program has had in our community, specifically highlighting quantitative and qualitative outcomes.

The CEO and COO work directly with program managers on a daily basis to ensure the programs are working efficiently and successfully. Both executives meet daily to evaluate the daily activities and are hands-on in the classrooms to make sure we are promoting growth and trust amongst our students. The COO evaluates the program staff weekly to look for new ways of improvement. Every Friday morning, the Program staff meet with the Executive Leadership to highlight student achievement, update supply needs, input data for clients and update calendar events. Our team communicates frequently to ensure smooth transitions at all times. Also, our grant writer is working diligently on securing additional funding and we hold 4 fundraisers each year to support the remaining balance needed to support the budget. The foundation of the program is already in progress. As the additional funds are awarded, more students will be able to join our program and receive a stipend for on-the-job training.

Our current tracking system is set up in an excel database. Once assessments or modules are conducted, we update our database to collect and analyze our system. Our Board of Directors meets monthly to assess progress and record

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involved in choosing a career path may find themselves lost and unproductive. In the past, students explored potential careers by picking several pathways and researching the answers to questions like what education is required, how long it takes to complete the degree, and what kind of money they can expect to make.

Our Objectives:

1. Mapping pathways to student end goals. Clear maps are created by mentors and success coaches for every program a college or apprenticeship offers, and it makes these maps easily accessible to students.

a) What courses are necessary to complete a program or qualify for transfer

b) How long it will take them to complete a program or transfer track

c) What opportunities are there for employment or further education after program completion.

2. Helping students choose and enter a program pathway. New students are helped to explore different academic/career programs and complete an educational plan for their chosen program.

3. Keeping students on a path. Along with our mentors, students keep track of the progress they are making toward completing their educational plan.

4. Ensuring that students are learning. Pathways are designed around specific learning outcomes that align with student competencies needed for educational or vocational success upon program completion (e.g., successful transfer to and performance at a four-year campus, or successful entry to and performance in a particular career field)

C.2. Explain specifically how this program addresses the Priority Area selected on the previous page. How does the program address the goal of violence prevention in the City of Peoria?

This program provides job training and a safe space for High School Students to learn and grow as valuable citizens in our community. The youth in our program are individuals who reside in either a disproportionately impacted area or a qualified census tract. The program allows us to continue and expand our services to the youth and Latino population in our community. We are one of the only organizations in the Peoria Area to offer services to Hispanic/Latino community. Our organization has been the hub for this population for over 70 years.

for future resources.

We will measure student retention (Goal: 85% or higher), Job Shadowing requirements fulfilled (Goal: 85% or higher), and graduation/degree obtained (Goal: 85% or higher). We will also collect certifications from each student based on their career path.

C.8. For Workforce Training programs only, how many clients will you connect to permanent employment? 50

C.9. How will your organization track and record client demographics for the proposed program? How will you track outcome measures listed above?

All our clients are assessed on our first scheduled meeting through an intake application. Once the client is assessed, we conduct a needs assessment, require paperwork depending on their current situation, they complete a personality assessment to help us identify their interests and we ask for grade reports and attendance reports. Our transportation department schedules a pickup at their high school and we enter all the information in an internal software system. We also use a software called Jackrabbit to add them to our class roster. Improvements have been made to include utilizing measurement tools that automatically record data. Creating a server-based data entry evaluating system allows staff members to share information efficiently and immediately. We use online tools for students to interact with our teachers and parent mentors.

C.10. How will outreach about program availability be conducted? What experience does your organization have with the target population of your program? What is your organization's capacity to carry out the program and provide direct services and/or case management for participants?

Our organization's history is a testament of who we are today. We continue to evolve to support the needs of our community.

Incorporated in April 1951, Friendship House began as a cooperative effort by the American Baptist Church and the local Council of Churches. Our first facility, a Quonset hut

The concern is growing for students to stay on track and to graduate high school and in turn diverting from violence. Additionally, students who are graduating high school are not continuing a path towards education, employment or military. Students are facing more challenges with food insecurities, homelessness, and single-family households. Which in turn increases violence in our community. This program addresses the specific need that a student who has experienced housing insecurity, lack of resources, and single parent homes, can succeed with program support. Students facing these barriers are linked to chronic health problems, mental illness, and substance abuse problems in adolescence and adulthood. These barriers can also negatively impact education, job opportunities, and earning potential living wages for a family. The Pathway to Your Future program interrupts this trajectory. The way to combat the impact of these barriers is to strengthen economic supports for families, teach skills, connect youth to caring adults and activities and to intervene to lessen immediate and long-term harms. We empower families with hope to a path of prosperity.

C.3. How long has this program been in operation or is it a new program?

1 year

C.4. What specific geographic area does the program serve? (List Census Tracts or City-Wide.)

Our services are offered to low-income, single-parent households, illiterate persons, elderly, minority, Latino/Hispanic. We currently have high school students from 9 different high schools, 4 different colleges, and 6 students graduating the program with continued placement in college, jobs or apprentice programs.

Our client population includes high school students, 9th through 12th grade students enrolled in Peoria Public Schools. Families from single-parent, low-income households, and Latino outreach. Our program service area is the Peoria metropolitan area mainly in the 61603 and 61605 zip code. Even though escaping deep poverty is challenging, it is possible with perseverance and connected levels of service that address the entire household situation. Our program provides a wage for high school students to start supporting themselves with hands on training while completing a successful education.

donated by Bradley University and dubbed "Operation Friendship House," generated community excitement and served as both missionary residence and recreation center.

The Friendship House Board took a leap of faith in 1957, securing the former Grace Presbyterian Church building at 800 NE Madison Avenue, acquiring ten times the amount of program space. By 1963, Friendship House of Christian Service had grown to serve nearly 150 families and provide over 23,000 contacts.

Then, with the growth of services and need, in the mid-1970's, Friendship House needed to create a new space that would allow for that growth for the years to come and the former church building was taken down and a new building was erected in its place, complete with a commercial kitchen, offices, meeting space, classrooms and a full-size gymnasium. Today, that building is the home of all the amazing services that Friendship House provides with our complete wrap-around services. Our partnerships continued to expand. We are now excited to offer more programs and services that match the needs of the community such as the Pathway to Your Future Program.

C.11. How does the program collaborate with other agencies? Describe your agency's working relationship with other organizations and describe services and programs by other agencies that will provide additional or similar services to your clients. Please detail the formal agreements and history of partnerships within the community. Do these agreements lead to cost savings for your agency?

Our Pathway to your Future and STEAMS Academy work with the U of I Extension and 4H partners teaching arts in education, Peoria Grown teaches healthy eating, and Youth for Christ mentoring program. In addition, we partner with CAT, Connect Church for Multi-Media Production, Next Generation Academy Basketball Program and Peoria Public Schools for our Parent Mentor Program. PMP program places parents in the classroom in supportive roles at the schools in their respective neighborhoods. We recently partnered with DIGIM College Program and NAACP to expand our programming to reach more high school age students.

Additional program support is provided through the Federal Work Study Program at Illinois Central College,

C.5. Specifically, what is the need for the program, what does the program do, and what is the target population for the program? Describe how the activity addresses community needs to reduce violence in the community. Be precise in the project design and how it is linked to goals. Use data and facts for the need and provide sources for the data.

The district had an absenteeism rate of 43% pre-pandemic. The concern is growing for students to stay on track and to graduate high school. Additionally, students who are graduating high school are not continuing a path towards education, employment or military. Students are facing more challenges with food insecurities, homelessness, and single-family households. Which in turn increases violence in our community. This program addresses the specific need that a student who has experienced housing insecurity, lack of resources, and single parent homes, can succeed with program support. Students facing these barriers are linked to chronic health problems, mental illness, and substance abuse problems in adolescence and adulthood. These barriers can also negatively impact education, job opportunities, and earning potential living wages for a family. The Pathway to Your Future program interrupts this trajectory. The way to combat the impact of these barriers is to strengthen economic supports for families, teach skills, connect youth to caring adults and activities and to intervene to lessen immediate and long-term harms.

The program allows teens an early opportunity to explore talents and gain experience. This year we launched the addition of Virtual Reality Goggles and software modules to help train and spark interest in community job opportunities that are lacking in employees. This new addition provides on-site learning components to allow students the option to become certified in areas of learning prior to starting apprenticeship programs or health service fields. We provide a variety of resources to challenge them to be both academically and socially successful in our changing community.

We provide hands-on learning to develop the character of hope and respect. While technical skills are typical for VR training, soft skills are often overlooked when it comes to career training. VR allows us to test the student's soft-skills in high-pressure scenarios in a safe environment.

CareerLink and Urban League by placing students pursuing careers in a STEAM field at our site to aid in our STEAMS educational instruction.

Our newest program partners with the Peoria Police Department to help with violence prevention. The program is called PeaceKeepers Network.

C.12. How does your agency practice and promote diversity, equity and inclusion?

Our students and families are either Latino and/or low-income, single family homes. Many do not speak English. The majority of our client population is in the 61603 and 61605 zip code, representing the largest poverty level in the area. Previous fiscal year participants diversity includes: Race Indicators: 70% African American, 25% Hispanic, 5% Caucasian, 72% Women and 28% Men.

C.13. Please provide a breakdown of your current staff demographics by race/ethnicity and gender identity.

CEO-African American-Male
COO-Caucasian-Female
Facilities Maint. Director-African American-Male
Youth Program Director-African American-Female
STEAMS Academy Program Manager-Caucasian-Female
Director of Latino Outreach-Latino-Female
Administrative Assistant-Latino-Female
Program Assistant-African American-Female
Program Assistant-Latino-Female
Program Assistant-African American-Female
PMP Mentor Program Director-Caucasian-Male
STEAMS Academy Instructor-Latino-Female

C.14. Please provide a breakdown of your Board of Directors or governing body by race/ethnicity and gender identity

Board of Directors
African Americans-2 males
African American female-2
Caucasian Females-7
Caucasian Males-7
Latino Male-1

Staff can observe employee interactions in real-time and provide instant feedback. This is critical since progress depends on high-quality feedback delivered in a timely manner. Even practicing a presentation becomes easier, as employees can record themselves practicing and then watch the video after, observing themselves from their audience's point of view and adjusting their presentation accordingly.

In addition, we recently added a mentoring program that incorporates boxing. We added space to provide a boxing ring, workout equipment, and gym workouts. While boxing is great at diverting young people during periods when they might otherwise get involved in criminal activity, the messages passed down in the gym can sometimes reinforce the view that violence is not a practical solution to a problem.

With our collaborative efforts and community partnerships, we strengthen our pool of resources available for successful learning styles. We currently update our stakeholders regularly through reporting and meetings. OSF Jump Simulation, River City Construction, Peoria Public Schools, ICC Culinary, Hy-Vee, Busey Bank, CAT Foundation KOK Boxing and PNC Bank are all involved with the project proposals and implementation. We give them access to resources that are equal to higher income students. Their success is one of the building blocks to a viable workforce, but also producing outstanding citizens.

C.6. Provide information on how the program is evidenced-based. Provide clear, detailed information to support that project design. Please refer to research, third-party program evaluations or other objective data that indicates program design and note all sources of data. NOTE: Programs must be evidenced-based to be eligible for funding.

Over the past year, our new teaching model and school calendar from school districts, brought many challenges to our students. With the constant fluctuations in learning styles, our teens are struggling on setting goals for their future. Grades are dropping and our students are missing more and more school. With our Pathway to your Future assistance program, students are on-site learning at Peoria Friendship House by our trained staff and mentors. Homework assistance is provided to every student. We work with the school districts to ensure students

demonstrate proficiency with their daily homework assignments and projects. Our scheduled curriculum motivates students to achieve academic success. This process allows for instructors to identify learning and skills gaps where adjustments can be made to each student's tutoring schedule.

Research shows, Peoria Public Schools scored lower than the state average on nearly every metric. Low income and minority students show an alarming average 25% achievement gap when compared to non-low income and non-minority students. Our Pathway Program seeks to provide all students with equal access to academic success and future career opportunities. In 2021, we expanded our services to high school students and created a step beyond the grade school level. Pathway to YOUR Future was established to provide an opportunity for our teens to gain knowledge of options to future success.

We are reaching out to the underserved community to offer additional resources for growth and success. Pathway to Your Future uses advanced technology that is not currently being utilized in our community for educational advancement. VR creates an entire digital environment, a 360-degree, immersive user experience that feels real. In a VR setting, students can interact with what they see as if they were really there. In addition to providing students with immersive learning experiences, other benefits of virtual reality in education include the ability to inspire students' creativity and spark their imaginations. And this can motivate them to explore new academic interests. VR in education also helps students struggling to understand difficult academic concepts. The benefits of virtual reality in education go beyond academics as well to include cultural competence, the ability to understand another person's culture and values—an important skill in today's interconnected, global society.

This advanced technology offers a huge advantage for our high school students and allows teens an early opportunity to explore talents and gain experience. This year we would like to launch the addition of Virtual Reality Goggles and software modules to help train and spark interest in community job opportunities that are lacking in employees. This new addition provides on-site learning components to allow students the option to become certified in areas of learning prior to starting

apprenticeship programs or health service fields. We provide a variety of resources to challenge them to be both academically and socially successful in our changing community. We provide hands-on learning to develop the character of hope and respect. While technical skills are typical for VR training, soft skills are often overlooked when it comes to career training. VR allows us to test the student's soft-skills in high-pressure scenarios in a safe environment. Staff can observe employee interactions in real-time and provide instant feedback. This is critical since progress depends on high-quality feedback delivered in a timely manner. Even practicing a presentation becomes easier, as employees can record themselves practicing and then watch the video after, observing themselves from their audience's point of view and adjusting their presentation accordingly.

Research:

*"An evaluation of "Becoming a Man", an intervention for disadvantaged male youth grades 7-10 from high-crime Chicago neighborhoods, found that program participation reduced violent-crime arrests by 44 percent."

*"Mentoring and support serves as a critical violence prevention strategy by offering flexible, broad support to young people on a wide variety of their needs, being one of the few prevention and intervention strategies that can effectively address multiple risk and protective factors simultaneously."

Going back to its origins over 100 years ago, programmatic mentoring relationships for youth have often been used to combat juvenile delinquency and violence in communities through both prevention that keeps youth engaged and direct interventions that seek to re-engage young people who have faced barriers in their journey.

Our Pathway to your Future program will continue to reach our low-income residents and Latino population in the Tri-County area. Our bi-lingual teachers and mentors work collectively with students to create an achievement plan that becomes their map to navigate through their education and beyond. Our plan utilizes internal support services and referrals to our educational support within the school districts to provide weekly recommendations for families. With our collaborative efforts and community

partnerships, we strengthen our pool of resources available for successful learning styles serving over 95% of our low-income families working with Peoria Friendship House.

C. Program Information Cont'd

Completed by ceo@friendship.house on 5/12/2023 10:09 AM

Case Id: 35431

Name: Peacekeepers Network - 2023

Address: 800 NE Madison Ave.

C. Program Information Cont'd

Please provide the following information.

C.15. Staff Qualifications: Please identify key program staff, titles and include background and qualifications (education, experience, training, etc.). Include ALL staff to be funded with Violence Prevention funds and staff that will compile reports. If the position has not been hired, please include requirements in job description in the background section.

Staff Member	Name	Title	FTE on This Program	Grants Funds Used
Yes	Marcellus Sommerville	CEO/President	Oversee Management of Program	No
Yes	Cortney Foster	COO	Oversee Grant Management	Yes
Yes	Jasmine Lamon	Director of Pathway to your Future	Director of the Program	Yes

C.16. Are there or will there be any program membership or fees charged to the participant in the proposed program?

No

C.17. What is your organization's experience in managing publicly funded projects? Describe any specific experience your organization has in the administration of federal, state, and local government funds. If you are using a fiscal agency, you may list the information for that agency.

We work with other community agencies for funding sources to provide services to our clients. We have many success stories we share annually with donors and agency supporters. We have received State and local government grants over the past couple of years with no findings during our annual reporting and audits.

C.18. List funders for the last two years (including the City of Peoria, if applicable) and describe type and frequency of monitoring. Also describe any findings, the resolution of those findings, and any monetary penalties incurred.

CBDG-Measured the total amount of students served in our STEAMS Program. No findings or monetary penalties.

CAT Foundation-Measured clients served for Educational programming. No findings or monetary penalties.

PMP State Grant-They Measured the number of parent engagements with students. No findings or monetary penalties.

HOIUW-Measured grade level outcomes, client and parent engagement. No findings and increased our funding sources to accommodate the large increase in students added to our program.

FEMA-Measured food distribution for our clients-no findings and no penalties.

Community Foundation-Measured total number of students served. No findings or penalties

IDHS State Grant-Pathway Program-Measured number of students impacted and served-no findings or penalties.

IDHS State Grant-Food Pantry Program-Measured food distribution to clients-no findings or penalties.

City of Peoria-Peacekeepers Network-Measured number of youth re-offending, completing the program-No findings or penalties

C.19. Describe your organization's financial reporting system/accounting procedures and time keeping system regarding the proposed activity. How will your organization separate Violence Prevention funds from other funds for identification, tracking, and reporting? Describe your organization's internal controls that minimize opportunities for fraud, waste, and mismanagement.

The CEO and COO work directly with youth program managers on a daily basis to ensure the programs are working efficiently and successfully. Both executives meet daily to evaluate the daily activities and are hands-on in the classrooms to make sure we are promoting growth and trust amongst our students. The COO evaluates the program staff weekly to look for new ways of improvement. Every Friday morning, the Program staff meet with the Executive Leadership to highlight student achievement, update supply needs, input data for clients and update calendar events. Our team communicates frequently to ensure smooth transitions at all times. We also have a daily staff energy board. Upon arrival, our staff writes our Energy Level (10/10), Focus Level (10/10) and something we are grateful for. This allows us all to support each other at all levels while appreciating each day that we are serving our purpose.

The Board of Directors also has a formalized succession plan to follow in the event that the CEO leaves the organization. We also have an emergency communications plan to follow and internal staff assignments to represent the organization if any key program director leaves the organization. We have a weekly staff meeting to update everyone on the progress of the program.

C.20. As a part of the application process, your agency or sponsored fiscal agency must have conducted and must submit a copy of its most recent audit.

In the most recent audit, were any findings issued?

No

C.21. Is your agency required to complete a Single Audit?

No

C.22. Explain in narrative form how Violence Prevention funds will be used as shown in the proposed budget (e.g. describe specific direct service and administrative positions for the program). Describe the specific need for all items outlined in the budget and how you will ensure that all costs are reasonable per 2 CFR Part 200. Describe your program funding source diversity if applicable. Provide details on program expenses and explain how the cost per unit of service and the cost per unduplicated client are reasonable for this program.

We currently have 50 students in our program who would like to continue in the Pathway to your Future initiative. Each student works 10 hours a week after school, and receive a wage of \$13 per hour. The student must maintain our set expectations in order to stay in the program. Grades are reviewed weekly, no suspensions or expulsions. No behavioral detentions. Must attend school regularly. All our expectations set our students up for a successful future. The budget costs will pay each student their weekly stipend for attending work, job training and professional development. We also included a budget for our book resources for the financial literacy classes, resume building, etc. and supplies and technology needed for each student to research and develop their selected pathways. The budget includes transportation costs for attending college visits, community events for networking and job shadowing within our community. We have a staff member who works part-time in the program to direct and maintain all youth files and progress reports. She meets with parents monthly to ensure a clear direction for each child.

C.23. Is there any additional information you want to mention? Use bullet style for each item in the space provided.

PATHWAY to YOUR Future

Purpose and Practice

1. Mapping pathways to student end goals. Clear maps are created by mentors and success coaches for every program a college or apprenticeship offers, and it makes these maps easily accessible to students.

a) What courses are necessary to complete a program or qualify for transfer

b) How long it will take them to complete a program or transfer track

c) What opportunities are there for employment or further education after program completion.

2. Helping students choose and enter a program pathway. New students are helped to explore different academic/career programs and complete an educational plan for their chosen program.

3. Keeping students on a path. Along with our mentors, students keep track of the progress they are making toward completing their educational plan.

4. Ensuring that students are learning. Pathways are designed around specific learning outcomes that align with student competencies needed for educational or vocational success upon program completion (e.g., successful transfer to and performance at a four-year campus, or successful entry to and performance in a particular career field)

D. Conflict of Interest

Completed by ceo@friendship.house on 5/12/2023 9:32 AM

Case Id: 35431

Name: Peacekeepers Network - 2023

Address: 800 NE Madison Ave.

D. Conflict of Interest

Please provide the following information.

As an applicant requesting funding, will any of your employees, agents, consultants, officers, or elected officials experience the following conflicts of interest:

D.1. Participate in the decision-making process for the approval of this application? (i.e., a City of Peoria City Council Member or a Member of the [CDBG Public Services Advisory Commission](#))?

No

D.2. Have a personal financial interest or reap a financial benefit from this program/activity?

No

D.3. Have an interest in any contract, subcontract, or agreement with respect to this application either for themselves or those with whom they have family or business ties during the program year and for one year thereafter?

No

If you selected yes to any of the above, clearly describe the conflict below.

E. Required Documents

Completed by ceo@friendship.house on 5/12/2023 9:52 AM

Case Id: 35431

Name: Peacekeepers Network - 2023

Address: 800 NE Madison Ave.

E. Required Documents

Please provide the following information.

Documentation



Financial Audit ***Required**

Peoria Friendship House of Christian Service Audited FS 6-30-2022.pdf



IRS Tax Exempt Letter ***Required**

Tax Exempt June - IRS 501c3.pdf



Audit Findings

****No files uploaded**



Please upload a copy of the Single Audit

****No files uploaded**



Program Fees Supporting Documents

****No files uploaded**

Submit

Completed by ceo@friendship.house on 5/12/2023 11:31 AM

Case Id: 35431

Name: Peacekeepers Network - 2023

Address: 800 NE Madison Ave.

Submit

Please provide the following information.

☒ I certify that the information contained in this application is true and correct; that it contains no misrepresentations, falsifications, intentional omissions, or concealment of material facts; and that the information given is true and complete to the best of my knowledge and belief. I agree to comply with all federal and City of Peoria requirements if funded.

Agency CEO Name

Marcellus Sommerville

Agency CEO Signature

Marcellus Sommerville

Electronically signed by ceo@friendship.house on 5/12/2023 11:31 AM