

Wilberforce University

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Community School Sponsor Application

The sponsor application process is designed to determine an applicant's eligibility and capacity to develop high quality community schools. Applicants will be evaluated based on their perceived ability to meet statutory obligations as defined by Ohio Administrative Code 3301-102-04 (A)(7) and 3301-102-02 (T), as well as their capacity to meet NACSA's *Principles and Standards for Quality Authorizing*.

The sponsor certification process includes four components.

- I. **Statement of Interest and Philosophy**
- II. **Organizational History and Capacity**
- III. **School Development and Evaluation**
- IV. **Sponsor Interview**

Statement of Interest and Philosophy

Describe your organization's interest in becoming a sponsor of community schools. Please include:

- A clear and concise statement of the goals of your organization as a sponsor
- Your understanding of the proper role of a sponsor in working with schools
- Your understanding of the proper role of a sponsor in working with the Ohio Department of Education.

Organizational History and Capacity

Describe your organization's qualifications to sponsor of community schools. Please include:

- A summary of your organization work over **the past five years**
- Evidence of effective educational practices and outcomes
- Names, titles, and resumes of all persons within the organization who are expected to be involved with sponsored schools
- Five-year financial plan

School Development and Evaluation

Describe the process that your organization will use to develop new schools. Include a discussion of:

- The types of schools you plan to sponsor
- The area(s) of the state in which you are requesting sponsorship approval
- How you will provide oversight of schools in each requested area
- How you will evaluate the potential for success of a proposed school
- The process that will be implement to evaluate school performance
- Criteria that will be used in renewal decisions
- The circumstances under which you would close a school

Sponsor Interview

Representatives of the sponsor applicant will meet with ODE staff to discuss questions that arise from a review of the application. The interview will be conducted at the Department.

Application Submission

Applications should be submitted **electronically** to the Office of Community Schools at community.schools@ode.state.oh.us. To be considered for review, an application must provide all requested information and documentation. Please ensure that all documents are clearly labeled and paginated. An applicant denied an approval will have 10 business days to provide additional documentation to satisfy any deficiencies identified by ODE.

Application Rating Scale

Item Numeric Rating	Item Qualitative Rating	Standard
8-10	Well Developed	Content exceeds statutory requirements and NACSA's principles for quality authorizing
4-7	Satisfactory	Content meets statutory requirements and NACSA's principles for quality authorizing
1-3	Unsatisfactory	Content fails to meet statutory requirements and NACSA's principles for quality authorizing

Cumulative Application Rating	Result
90 points or more	Sponsor's score meets approval threshold
89 points or less	Sponsor's score fails to meet approval threshold

**Attachment A
Application Cover Sheet**

Name of Organization

Wilberforce University

Contact Information

Address: 1055 N. Bickett Road
Wilberforce, Ohio 45384

Phone: (800) 367-8568 / (216) 970-8001
(937) 708-5721

Fax: (937) 376-4242 / (216) 916-4304

Email: THague-Palmer@wilberforce.edu / Joefouche@icm5.com

Primary Contact

Name: Dr. Toycee Hague-Palmer / Joe Fouche

Number: Office: (937) 708-5777 / (440) 786-7600

Organization Type (check appropriate box)

University

School District, JVSD

ESC

501(C)3

Attachment B Statement of Interest and Philosophy

Boxes will expand as you type

Statement of Goals

Wilberforce University's goal as a Sponsor of charter schools in Ohio is to continue in our rich tradition of academic excellence and sponsor primary and secondary schools of academic excellence, and to create an educational continuum from primary to post secondary education for the students serviced by the schools we sponsor. Given our demonstrated capacity statewide, nationally, and globally, we desire to sponsor schools in the eligible districts statewide and to be authorized at least 50 charters.

Additionally we see our role as a Sponsor as an opportunity to stimulate and support new and innovative educational opportunities in order to provide both parents and communities with an increased number of quality school choices that fit individualized student learning needs and provide a secure future for our children.

Wilberforce University's mission is to help our students identify and prepare for their respective purposes in life as global citizens by imparting knowledge, instilling discipline and inspiring lifelong learning through critical inquiry, personal development and practical application. We believe that access to quality primary and secondary educational opportunities provides students with a sound academic foundation that enables them to succeed at post-secondary education institutions and to become lifelong learners and productive global citizens.

We will demonstrate our commitment to the success of quality community schools by establishing and continually improving our policies and procedures in order to maintain high standards for community schools, uphold school autonomy, and protect student and public interests. In further consideration of the NACSA Standards, we will adhere to a non-discriminatory, non-selective access policy for all students. At Wilberforce University's Academic Center for Student Success (the ACCESS Program) we currently demonstrate our commitment in providing the appropriate services for all students; including students with disabilities, English learners, homeless students, and gifted students in accordance with applicable law.

Role of the Sponsor in Working with Schools

Sponsoring organizations were initiated by State Legislation to sponsor the creation of and monitor the activities of community schools. The contract between the Sponsor and the Governing Authority of the community school establishes the foundation for oversight and the success of the school and the students. The Sponsor has a public obligation to ensure the community school complies with State and Federal education laws, meets its academic goals and exercises fiduciary responsibility for the public funds it receives. A representative of the Sponsor will conduct bi-monthly site visits to schools, monitor academic delivery and provide guidance and technical assistance. A Sponsor representative experienced in school finance will review school financial records to ensure each school is fiscally sound.

Sponsors provide oversight to community schools; ensures the schools maintain high educational and operational standards; preserves the autonomy of school developers/operators to develop innovative educational programs, and protects student and public interests. The Sponsor accepts and approves community school applications engage in responsible oversight of community schools by ensuring schools have both autonomy and public accountability. As a Sponsor we will be committed to adhere to principles and standards identified by the National Association of Charter School Authorizers and adopted by the Ohio Department of Education. The three core principles of community school authorizers are to “maintain high standards for schools, uphold school autonomy and protect student and public interest.” (as referenced at www.qualitycharters.org/)

According to the Ohio Department of Education and the Ohio Revised Code, a Sponsor provides ongoing support and services to the community schools it authorizes in accordance with a written contract between the Sponsor and the community school. In providing ongoing support the specific duties and responsibilities of a Sponsor approved by the Ohio Department of Education is outlined in rule, law, the sponsorship agreement with the ODE and the community school contract of each sponsored school. (as referenced at education.ohio.gov)

Chapter 3301.102 Community Schools provides specific information relating to duties and responsibilities of a Sponsor.

A Sponsor is responsible for:

- Accepting, analyzing and evaluating proposals from prospective charter school developers;
- Negotiating and executing charter school contracts, i.e. defining the charter;
- Monitoring the compliance and performance of the school it charters (At least twice annually while classes are in session;
- Evaluating compliance and performance;
- Conducting bi-monthly fiscal meetings;
- Reporting the results of evaluations;
- Intervening as necessary;
- Renewing or non-renewing contracts, i.e. the charter of the community school;
- Providing technical assistance;
- Providing services if requested under a separate service agreement agreed to by the community school and Sponsor (as referenced at education.ohio.gov).

Additionally, the Sponsor follows the essential principles of educational reform with the staff and school accepting multiple obligations and demonstrating their commitment to the school as a whole.

Role of the Sponsor in Working with ODE

Sponsors are Qualified legal entities (OAC 3301-102-02) that are granted contractual authority (ORC 3314.03) to create and provide oversight of public community schools (ORC 3314.015). The Department of Education oversees community school Sponsors and evaluates Sponsor performance annually in accordance with a comprehensive evaluation rubric.

The Department of Education shall be the oversight of Sponsors of the community schools established under chapter 3314.015 of the Ohio Revised Code and shall provide technical assistance to and Sponsors in their compliance with applicable laws and the terms of the contracts entered into under section 3314.03 of the Revised Code and in the development and start-up activities of those schools [3314.015(A)].

In carrying out its duties under sections 3314.015 of the ORC, the department shall do the following:

- (1) In providing technical assistance to proposing parties, governing authorities, and Sponsors, conduct training and distribute informational materials;*
- (2) Approve entities to be Sponsors of community schools and monitor the effectiveness of those Sponsors in their oversight of the schools with which they have contracted;*
- (3) By December thirty-first of each year, issue a report to the governor, the speaker of the house of representatives, the president of the senate, and the chairpersons of the house and senate committees principally responsible for education matters regarding the effectiveness of academic programs, operations, and legal compliance and of the financial condition of all community schools established under this chapter; and,*
- (4) From time to time, make legislative recommendations to the general assembly designed to enhance the operation and performance of community schools [ORC Chapter 3314.015]*

Quality Ohio Sponsors adhere to practices identified by the State of Ohio (education.ohio.gov “Quality of Community School Sponsor Practices”)

- Clear Mission
 - An Intentional strategic vision and plan
- Self Evaluation
 - Regularly assesses its performance, through descriptive methods of assessment as a Sponsor, to ensure it is meeting its obligations.
- Staff Expertise
 - Employs staff with diverse expertise in the areas of curriculum, instruction, management, personnel policies, staff member credentials, facilities, finance, financial accountability, law, and seeks external expertise to fill the range of expertise needs.

- Staff Professional Development
 - Establishes a robust professional development plan that is consistent and content-based and meets Department of Education requirements and its own Sponsor improvement efforts.
- Allocation of Resources
 - Uses data to identify resources it needs to exceed statutory requirements and national Sponsor standards.

Attachment C Organizational History and Capacity

Boxes will expand as you type

Summary of organization's work over the past five years

Founded in 1856 by members of the Methodist Episcopal Church, Wilberforce is the first predominantly African-American private university in the nation. Students of all faiths, races, and national and ethnic origins are welcome. Accreditations and affiliations: Wilberforce University is regionally accredited by the North Central Association of Colleges and Schools and is affiliated with many collegiate organizations and associations, including the United Negro College Fund. Wilberforce enrolls approximately 600 students annually. The student membership is comprised of approximately 80 percent traditional students and 20 percent non-traditional. 55 full-time and 20-part-time faculty deliver education services. The student teacher ratio is 12 to one. All students must complete two paid cooperative education experiences. Wilberforce is one of only a few universities in the country that demonstrates their strong commitment to experiential learning in this way.

The university believes that quality primary and secondary education creates the foundation for future student success. Wilberforce demonstrates this belief by participating in outreach efforts with primary, middle and/or high school children.

Wilberforce University Outreach Efforts, 2008 – present

Over the past five years, WU provided high school outreach to an average of 5,000 students per year.

WU receives an estimated average of 2,000 admissions applications per year; accepting an average of 800 students.

Wilberforce University Student Demographics

- Over 60% of WU students are from Ohio with majority coming from the central, northeast & southern parts of Ohio. Over 21% are from the mid-western, eastern & southern parts of the U.S. (Michigan, Indiana, Nebraska, Maryland, New York, Pennsylvania, Georgia, Florida, Tennessee, Kentucky,) while all others are from states as far as California, Nevada, and Texas, and Florida.
- Nearly 6% of students are from Africa (Cameroon, Ethiopia, Ghana, & Nigeria,) Portugal, and Jamaica.

Wilberforce University Retention and Graduation

- Graduation rates remained steady between 85% - 90% from 2008 to present.
- Retention rates have increase since 2008 – 12 from 55% - 67% compared to benchmark institutions.
- WU Office of Admissions conducts aggressive recruitment/outreach
 - Activities targeting rural and urban high school aged students across the state of Ohio. Activities include, but are not limited to:
 - High School visits (i.e. class presentations, commencement scholarship awards)
 - WU Campus tours
 - Open houses
 - College/career fairs
 - Summer youth camp
 - Church youth organizations
 - WU National Minority Male Health Project outreach projects with area high school & middle aged male students to promote healthy living, fitness and nutrition.
 - Dayton Business Technology High School
 - Dayton Leadership Academy (Grades K-8)
 - Camp Healthy Wayz – Dayton Area Middle & High Schools
 - Brother2Brother/Sister2Sister –Dayton Area High Schools
 - WU National Optimist Club outreach/community service projects targeted to local community, high school & middle school aged students to raise global, nutrition, fitness & educational awareness.
 - Mentoring/Real Talk session - Belmont High School

- Kids Fitness Boot Camp (ages 5 -7), Dayton/Cincinnati Schools
 - The Girl on Fire Writing Competition (Grades 6 – 12), Dayton Area High Schools
 - Global Youth Service Day – Tree Planting & Neighborhood/Campus Clean-up
 - Boy Scouts of Dayton Neighborhood Clean-up – Dayton Area Schools
 - Mentoring - Dayton Regional Stem School (Grades 9-12)
 - Dayton Children's Hospital
 - March for Babies Campaign
- WU Student Campus Organization – Beauty Up sponsored prom dress clothing drive for Cincinnati area high schools.

Greater Dayton Conference on Youth – WU Office of Student Enrollment & Student Development partnership with West Carrollton School District.

Wilberforce University Scholarship Programs Awards, 2008 – present

*WU annually provides over 45 scholarships totaling over \$200,000 to 150 current WU students.

- Incoming Freshman Alumni Endowed Scholarships
- National WU Alumni Endowed Scholarships for Continuing Students
- Wilberforce University Sponsored Scholarships

WU Academic Center for Student Success (ACCESS)

- Academic Advising -- Utilizing a clear understanding of the needs of students coming from academically disadvantaged situations work with new and freshmen students to provide academic guidance and assistance in selecting academic courses for designated majors.
- College Transition/Engagement – ACCESS is a critical bridge to connecting the student experience throughout campus and facilitates the transition from high school to college. The office provides the tools to help students make smart choices to ensure their academic success.
- College Success Strategies Course -- ACCESS academic advisors are also instructors at Wilberforce University. The College Success Strategies Course is mandatory for freshmen and new students. Course objectives/outcomes: Personal development, academic enhancement, and improved critical thinking.
- Probation Advising – Lack of academic preparation during high school

and/or issues on campus may cause some students in academically precarious situations. The ACCESS office provides probation advising to assist students in identifying the issues surrounding academic performance. Working with a holistic approach and assisting students in navigating the various concerns which have negatively affected their in class experience.

Tutoring - ACCESS provides academic assistance in nearly every course offered at Wilberforce University. The goal is to ensure students have every opportunity to expand their understanding of the material. Additional assistance provided: Writing, English, Study-skill enhancement and Test-taking Strategies.

WU First Year Enrichment (FYE)

- Instruction in developmental courses taught by FYE staff.
 - Reading
 - Math
 - Writing
- First-year students required to attend ten hours of lab time to work on specific skills that the student needs practice on.

Collaborate with ACCESS to provide tutoring support for academically challenged students. FYE staff meets with tutors to discuss student needs.

Wilberforce is one of only a few universities in the country that demonstrate their strong commitment to experiential learning by requiring all students to complete two paid cooperative education experiences.

- Cooperative Education - Since 1964, WU has offered career advantages & a jump start in working in the “real world”.
 - All WU students are required to have two internships to graduate
 - Participating organizations/companies provide internships and limited-term employment to WU students – in varied environments ranging from corporate factories and offices to government laboratories.
 - Fifty-two corporate and non-profit employer organizations took part in the 2012 Fall Career Fair.
 - WU honored Enterprise Holdings and Flour/B&W Portsmouth.
 - State/Corporate/Non-profit partners: Nissan Technical Center, Kraft Foods, Emergency Management Department, Chrysler Group, The Boeing Company, Sherwin Williams Company, Speedway, Kroger, NASA, John Deere, General Motors, Macy, Department of State, just to name a few.

- Study Abroad – WU students spend a semester studying abroad.
- CLIMB - Designed specifically for adults who want to complete their college degree in classes coordinated with their schedules while continuing to work.

- ACCESS Majors Fair - Many new students have not made a firm decision as it relates to a major or career. Faculty members from various departments share the opportunities the various fields of study & careers. Great opportunity for students to interact with faculty and get a stronger sense of all majors offered at the university.

Wilberforce University offers student services that provide high quality academic support to help students meet or exceed academic performance standards.

- Peer Mentoring - Connecting with a fellow student who understands the 'ins and outs' of Wilberforce University can be a critical piece to being a successful student.
 - The ACCESS program facilitates the mentor training and development of various activities throughout the semester.
 - Tutoring - ACCESS provides academic assistance in nearly every course offered at Wilberforce University. The goal is to ensure students have every opportunity to expand their understanding of the material. Additional assistance provided: Writing, English, Study-skill enhancement and Test- taking Strategies.
 - College Success Strategies Course -- ACCESS academic advisors are also instructors at Wilberforce University. The College Success Strategies Course is mandatory for freshmen and new students. Course objectives/outcomes: Personal development, academic enhancement, and improved critical thinking.
 - Academic Advising -- Utilizing a clear understanding of the needs of students coming from academically disadvantaged situations work with new and freshmen students to provide academic guidance and assistance in selecting academic courses for designated majors.
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Prominent Wilberforce University Faculty/Staff

- Bishop Daniel Alexander Payne – First African American president of an American University (1863).
- Hallie Q. Brown – Educator, writer and activist WU graduate & famous elocutionist in 19th century. Traveled to England and raised funds to build Emery Hall, men's residence hall on the old campus.
- Colonel Charles Young – 3rd African American to graduate from West Point and 1st African American Brigadier General.
- W.E.B. Dubois – 1st African American to receive PhD from Harvard. Held 1st teaching post at WU.
- W.S. Scarborough – Greek scholar and author of a widely acclaimed Greek text book
- Martin Delaney – A Major in the Union Army.
- General B.O. Davis, Sr. – Professor Military Science and Tactics
- Geraldine Jackson, F. Isabel Askew – WU graduates and teachers par excellence for over a ½ century for which two buildings on the new campus are named.
- Bishop Rembert E. Stokes – as 14th President, founded 1st mandatory cooperative education program at an HBCU (1964).
- Milton S. J. Wright – Teacher par excellence for over a ½ century for which a building on the new campus is named.
- Sara Jane Woodson – 1st African American woman to serve on college faculty (1859)

Prominent Wilberforce University Graduates

- J.T. Jennifer, T.H. Jackson, & I. H. Welch (1870) – First graduates of WU
- Victoria Gray Adams – pioneering civil rights activist
- Regina M. Anderson – playwright, librarian, and member of Harlem Renaissance
- Helen Elsie Austin – U.S. Foreign Service Officer
- Myron (Tiny) Bradshaw – American jazz and rhythm n blues bandleader, singer, pianist, and drummer
- Charity Adams Earley – 1st African American woman to be an officer in the Women's Army Auxiliary Corps and was the commanding officer of the first battalion of African American women to serve overseas during WWII.
- Floyd H. Flake – U.S. Congressman, Past Wilberforce – President
- Dave Albritton – Track star
- Dr. Leonidas Berry – Internationally recognized pioneer in the field of gastro-intestinal endoscopy
- Mark Wilson – Economist
- William Julius Wilson – American sociologist and Harvard University
- James H. McGee – City commissioner and first African American mayor of Dayton, Ohio
- Nelson B. Rivers, III – CEO of NAACP

Names and titles of all persons within the organization who are expected to be involved with sponsored schools

Wilberforce University

- Dr. Patricia L. Hardaway, President – Wilberforce University
- Ms. Mary Morale, Vice President Administration & Finance – Wilberforce University
- Dr. Toycee Hague-Palmer, Director of Institutional Effectiveness, Planning & Research – Wilberforce University
- Mr. Joseph F. Fouche – Sponsor Program Consultant
- Dr. Corttrell Kinney – Sponsor Program Consultant
- Mr. Richard Andrews – Sponsor Program Consultant
- Ms. Caroline M. Gioitta – Sponsor Program Consultant
- Dr. Vivian Lee – Sponsor Program Consultant
- Ms. Renee Richard - Legal
- Mr. Jesse Hemphill – Treasurer Functions

Resumes, five-year financial plan and audited financial statements:

PATRICIA L. HARDAWAY, M.P.W., J.D.



Dr. Patricia Lofton Hardaway leads Wilberforce University as its 19th President and only the second woman to do so in the University's 156 year history. A respected attorney and long-time University administrator, Dr. Hardaway earned her B.A. in Sociology from Wilberforce. She returned to the University in Fall 2007 as University Provost; and immediately thereafter, also was named Vice President of Academic Affairs. Prior to joining the University administration, Dr. Hardaway served as a University Trustee, becoming the first woman elected to Chair the Wilberforce University Board of Trustees.

Dr. Hardaway's academic career assuring college access and success for students spans twenty years at well respected research universities and liberal arts colleges including: the University Of Pittsburgh, Graduate School of Public And International Affairs; Rutgers University, the New Brunswick Provost's Office; Fairleigh Dickinson University and Chatham College. Dr. Hardaway also served on the Board of Trustees of the New York Theological Seminary.

Patricia L. Hardaway is a developer of strategies and ideas; she coaches people to achieve increased capabilities and acquire new skill sets in her professional and community volunteer roles.

Dr. Hardaway frequently is an invited speaker on legal, business, governance and ethics topics for continuing legal education classes, professional association conferences and business and industry organizations and also conducts training for corporate executives, managers and supervisors on a wide range of management, and higher education topics.

Prior to returning to academia, Dr. Hardaway built a vibrant private legal practice representing corporate clients in traditional labor matters and complex employment discrimination litigation before the federal and state courts of New York, Connecticut and New Jersey. Attorney Hardaway also guided and conducted regulatory related internal investigations for a major pharmaceutical corporation and advised senior leaders in multiple business divisions in the US, Puerto Rico and Mexico.

In addition to her B.A. degree, Dr. Hardaway holds a Masters of Public Works Degree from the University of Pittsburgh, Graduate School of Public And International Affairs and a J.D. Degree from the Benjamin N. Cardozo School of Law.

Dr. Hardaway is a past President of the Camp NEJEDA Foundation, Inc. Board which sponsors a residential camp for children with diabetes. In 2012, she was elected Chair of The Interlink Alliance and Secretary of the Executive Board of the Association of Independent Colleges and Universities of Ohio (AICUO). President Hardaway is also is a Trustee of the Greater Dayton Area Chamber of Commerce and a member of the Dayton Rotary Club.

MARY M. MORALE

SUMMARY OF EXPERIENCE

More than 30 years of progressive supervisory and management experience in governmental accounting and financial management. Highly skilled in budget planning and control, cash management, cost analysis, strategic planning, and contract development and administration. Computer skills include: Administrative Software Systems – Banner, PeopleSoft, Integrated Statewide Information Systems (ISIS), and People Oriented Information Systems for Education (POISE); Other - Lotus, Corel WordPerfect, Corel Quattro Pro, Microsoft Excel, and Microsoft Word.

- * A record of increasing responsibilities and demonstrated professional success in leadership and management of a wide range of complex business and financial activities;
- * Demonstrated leadership and administrative skills in financial and business services, human resources, budgeting and strategic planning, information technology, grants and contracts, property management, auxiliary services, and facility management;
- * Excellent organizational, administrative and project management skills, competent in creative problem-solving skills, team building and diagnosing critical areas;
- * Broad understanding of issues facing governmental agencies, and the ability to work effectively with diverse constituent groups;
- * Broad knowledge of integrated administrative systems and utilizing technology to improve organizational efficiency - served as institutional team leader for PeopleSoft Project and updated Banner's business processes;
- * Developed, implemented and maintained administrative policies and procedures for budgeting, human resources, and fiscal operations.
- * Improved financial reporting systems which enhanced communication, planning and decision making; developed easy budget access system that enabled faculty and staff to view detailed budget information including encumbrances and expenditures;
- * Developed, implemented, and monitored comprehensive five-year strategic plans for business and financial services;
- * Provided leadership and management in the implementation of the institutional effectiveness process for business and financial services;
- * Developed and implemented financial plan to eliminate multi-million dollar institutional deficit. Plan included strategies for enhancing fiscal operations, enrollment management, and fund raising;

- * Developed and implemented action plans to resolve federal and state audit findings from prior years with minimal liability incurred; and
- * Instrumental in obtaining institutional candidacy from Southern Association of Colleges and Schools and restoring eligibility to participate in federal student aid programs for Department of Education.

PROFESSIONAL EXPERIENCE

2011 – Present **WILBERFORCE UNIVERSITY**

Wilberforce, Ohio

Vice President Administration & Finance – Wilberforce University

Provides fiscal and administrative oversight for the University.

2007 – 2011 **CENTRAL STATE UNIVERSITY**

Wilberforce, Ohio

Director of Academic Financial Planning and Management

Manages the financial operations of the Division of Academic Affairs, including, but not limited to the development, design, forecast and submission of operating budgets. Provides financial data and advice to support development and implementation of academic strategic planning. Monitors and coordinates human resource activity within Academic Affairs, and serves as academic fiscal liaison with the Division of Administration and Finance.

2005 – 2007 *Financial Consultant*

Investigate, evaluate and provide interpretation of financial analyses; prepare and analyze financial reports; analyze business processes and create process change by integrating new processes with existing ones; analyze potential cost savings and reductions; advise management on fiscal controls; evaluate and develop fiscal policies, procedures, and internal controls; identify operational challenges and constraints; and present findings and recommendations

2000 – 2004 **SOUTH LOUISIANA COMMUNITY COLLEGE**

Lafayette, Louisiana

Vice Chancellor for Administration and Finance

Responsible for the administration of financial and administrative services of the college. Major areas of responsibility include accounting system, financial reporting, budget development and control, procurement, human resources, student financials, facility management, information technology services, and auxiliary operations.

1994-2000 **TEXAS COLLEGE**

Tyler, Texas

Vice President for Fiscal Affairs

Responsible for the planning and management of the College's fiscal and business affairs, including financial services, budget development and administration;

internal auditing; business and auxiliary services; human resources; financial aid; and computing services. The Vice President also represented the institution's fiscal interests to its investment foundations, the Board of Trustees, general administration of Texas College, and various state, federal and private agencies.

1993-1994 **BENNETT COLLEGE**

Greensboro, North Carolina

Associate Vice President for Fiscal Affairs/Controller

Responsible for the business and financial operations of the College, including cash management, disbursements, accounts receivable, payroll, general ledger, grants and contracts accounting, and financial reporting. The Associate Vice President for Fiscal Affairs was also responsible for the planning, development and operations of the accounting computing systems and for the professional development of the accounting staff.

1983-1993 **GRAMBLING STATE UNIVERSITY**

Grambling, Louisiana

Assistant Vice President for Finance

Responsible for the management of financial affairs, development and implementation of fiscal policies and procedures, and advising the Vice President for Finance on fiscal and other related matters. The Assistant Vice President was directly responsible for the following areas: accounting, budget and auxiliary enterprises.

Budget and Contract Officer

Responsible for budget planning, preparation and control, cash management, contract development and administration, and financial forecasting (1978-81)

1981-1983 **LOUISIANA BOARD OF REGENTS**

Baton Rouge, Louisiana

Higher Education Research Associate

Responsible for designing and conducting research projects as requested by the legislature. Study, analyze, and interpret national and local economic trends and developments which affected higher education.

1979-1981 **GRAMBLING STATE UNIVERSITY**

Grambling, Louisiana

Budget and Contract Officer

Responsible for budget planning, preparation and control, cash management, contract development and administration, and financial forecasting.

1974-1978 **DEPARTMENT OF HEALTH AND HUMAN RESOURCES**

Baton Rouge, Louisiana

Budget Analyst

Responsible for all budgetary functions for the Office of Mental Health, the

Office of Human Service, and the Office of Youth Services.

Accountant

Responsible for all accounting functions for the Bureau of Human Relations, Exceptional Children's Act, and Comprehensive Health Planning (1974-76)

1972-1974 **LOUISIANA STATE UNIVERSITY**

Accountant

Responsible for receiving, recording, and maintaining receipts for deposits; balancing and reconciling receipts and bank deposits; maintaining financial reports and data using a computerized information system; and reconciling data entered into the system to the general ledger.

EDUCATION

GRAMBLING STATE UNIVERSITY

Grambling, Louisiana

Master of Business Administration, 1990

UNIVERSITY OF LOUISIANA AT LAFAYETTE

Lafayette, Louisiana

Bachelors of Science in Business Administration, 1972

PROFESSIONAL AND CIVIC AFFILIATIONS

Member of National Association of College and University Business Officers

Member of Community College Business Officers (CCBO)

Board Member of Bayou Girls Scout (2003-04)

Life Member of Girls Scout

Life Member of Delta Sigma Theta Sorority

Toycee A. Hague-Palmer, ABD

thague-palmer@wilberforce.edu

Office: (937) 708-5777

EDUCATION

- ❑ Doctor of Education, Leadership & Policy Studies, Bowling Green State University, May 2013
- ❑ Master of Education, Theory & Social Foundations, University of Toledo, June 1996
- ❑ Bachelor of Science, Human Ecology, The Ohio State University, June 1993

QUALIFICATIONS

- ❑ Over 18 years' administrative and customer service experience.
- ❑ 13 years' supervisory and management experience.
- ❑ 13 years' student advising and counseling experience.
- ❑ 13 years' experience evaluating employees and students.
- ❑ Over 12 years' experience of outreach & engagement
- ❑ Over 12 years' experience in residence life/policies & procedures development.
- ❑ Over 10 years' fiscal and budget management, \$1.5 million grant.
- ❑ 9 ½ years' experience working with minority/economically disadvantaged youth.
- ❑ 9 ½ years' experience working in compliance setting.
- ❑ 8 years' experience in grant writing
- ❑ Organizational and strategic planning
- ❑ 8 years' experience working with university FRS and SIS systems.
- ❑ 8 years' experience instructing survey/exploration course for minority/economically disadvantaged youth.
- ❑ 8 years program recruitment experience.
- ❑ Over 8 years' experience implementing and developing program, conference, seminar and events – Program Management/Event Planning.
- ❑ Over 5 years' experience in contract negotiations.
- ❑ Over 5 years' experience in publication development.
- ❑ Workshop presentation/facilitation
- ❑ Experience with Blackboard and PeopleSoft.
- ❑ Program Evaluation/Assessment
- ❑ Assessment and data collection.
- ❑ Teaching/tutoring experience.

PROFESSIONAL EXPERIENCE

Wilberforce University Office of Institutional Effectiveness, Planning & Research, Office of the President, Wilberforce, OH

Director, (9/12 - Present)

- ❑ Provide leadership in preparing strategic information for the University.
- ❑ Plan, organize and manage activities involving the analysis, interpretation and reporting of relevant data and information used in assessing institutional effectiveness.
- ❑ Conduct and synthesize research using a variety of qualitative and/or quantitative methods.
- ❑ Develop and analyze university strategic indicators and performance measures.
- ❑ Assist with monitoring Title III programs
- ❑ Manage academic assessment processes, administrative program review, and assessment process improvement.
- ❑ Provide reliable, relevant, and quality data and information to facilitate decision-making, planning, budgeting, accountability, program evaluation, and development of policy decisions.
- ❑ Enhance effective data and information flow among and between university, academic and co-curricular components.
- ❑ Perform other administrative duties and services as requested.

**The Ohio State University Office of Continuing Education,
Division of Outreach & Engagement, Columbus, OH**

Assistant Director, (1/10 – 5/2012)

- ❑ Provided leadership, oversight and management of administrative, operational, fiscal and personnel functions of revenue generating unit, Extended Education:
 - Conference Management Services (CMS)
 - Program 60
 - Youth Programs
 - Distance Learning
 - Professional Development
- ❑ Administered, directed, and coordinated a cadre of activities associated with the management of programs and initiatives.
- ❑ Developed and enhanced partnerships with faculty and constituents external to the university.
- ❑ Formulated and administered assessments.
- ❑ Fiscal and budget management.
- ❑ Devised CMS internship program in collaboration with the College of Education and Human Ecology Hospitality Management Program.
- ❑ Developed strategies to grow and expand program initiatives.
- ❑ Provided leadership of outreach and engagement efforts.
- ❑ Served as liaison with university offices, between colleges and university departments.
- ❑ Represented Director for Continuing Education at events, conferences, and meetings as needed.
- ❑ Assisted in organizational and strategic planning.
- ❑ Managed and approved print, electronic & virtual materials, curriculum and other unit information.
- ❑ Oversight of operations, hiring, training, supervision and staff performance evaluation.

**The Ohio State University Office of Institutional Research & Planning, Division of
Academic Affairs, Columbus, OH**

Program Manager, (12/03 – 12/09)

- ❑ Provided leadership, oversight and management of support unit program review process.
- ❑ Fiscal and budget management.
- ❑ Maintained program review calendar.
- ❑ Assisted in and/or led program review orientation.
- ❑ Implemented program review guidelines.
- ❑ Notified units slated for review.
- ❑ Planned & organized external reviewer travel/site visit to campus.
- ❑ Assessment & data collection.
- ❑ Organized & coordinated academic and support unit reviews.
- ❑ Monitored program review process.
- ❑ Advised University Senate Fiscal Committee on matters that impacted program review process.
- ❑ Website management.
- ❑ Focus group facilitation.
- ❑ Assisted in selection of external reviewers in consultation with University Senate Fiscal Committee.
- ❑ Ensured that the support units established priorities, goals, and objectives in alignment with program review process.
- ❑ Reviewed self-studies for completeness.
- ❑ Managed the procurement process & processed payments and travel.
- ❑ Monitored expenditures/budget, reconcile monthly financial reports & managed other fiscal operations.
- ❑ Assisted in coordination of annual budget request process.
- ❑ Served as liaison between University Senate Fiscal Committee, colleges, university departments, Vice Presidents for units under review, and external reviewers.

University of Toledo Upward Bound Program, Division of Student Affairs, Toledo, OH

Associate Director, (2/95 – 11/03)

- ❑ Provided leadership, oversight and management of administrative, operational, and personnel functions that impacted recruitment, retention and enrollment of students.
- ❑ Fiscal and budget management, \$1.5 million.
- ❑ Recruitment, selection & evaluation of current & prospective students.
- ❑ Planned & implemented trips/visitations.
- ❑ Developed & implemented program policies & procedures.
- ❑ Assisted in the development of academic & summer components.
- ❑ Ensured student support services assistance attained – registration, financial aid, etc.
- ❑ Assessment & data collection.
- ❑ Organized & coordinated senior/freshman/new student orientation workshops.
- ❑ Served as liaison between university, Toledo community, & public/parochial school systems.
- ❑ Prepared & produced marketing materials.
- ❑ Conducted staff meetings/orientation.
- ❑ Evaluated student/staff performance.
- ❑ Management & follow-up of student data.
- ❑ Organizational & strategic planning.
- ❑ Assisted in developing annual performance reports & grant writing.
- ❑ Assisted in development of program goals & marketing.
- ❑ Recruited, trained and supervised student employees, tutors, & summer residential/teaching staff.
- ❑ Coordinated summer housing assignments/operations – Worked closely with Residence Life/Summer Conference Housing.
- ❑ Developed and implemented residence halls policy & procedures.
- ❑ Outreach and engagement.
- ❑ Co-chaired annual student empowerment conference & OAEOPP Conference.
- ❑ Organized & accompanied student travel.
- ❑ Implemented academic and summer residential program.
- ❑ Created safe & healthy residential living environment.

Guidance Coordinator, (3/94 – 2/95)

- ❑ Provided individual, career and/or academic advising & assistance to program participants.
- ❑ Provided needs assessment & conducted standardized testing.
- ❑ Monitored and analyzed academic performance.
- ❑ Monitored student behavior & attendance and facilitated appropriate intervention.
- ❑ Collaborated with parents and educators to assist students with college and/or career planning.
- ❑ Assisted students in high school graduation completion and college preparation.
- ❑ Prepared and produced marketing materials.
- ❑ Maintained student records & files.
- ❑ Provided student support services assistance – registration, financial aid, etc.
- ❑ Outreach and engagement.
- ❑ Provided individual career, educational and personal counseling.
- ❑ Assisted in monitoring weekly tutorial sessions & monitored students' academic progress.
- ❑ Coordinated & implemented career, academic, & social/personal workshops.
- ❑ Devised and conducted employer outreach to connect students with job shadowing opportunities.
- ❑ Organized & accompanied students during travel during conferences & college visitations.
- ❑ Worked closely with Residence Life/Summer Conference Housing.
- ❑ Workshop presentation/facilitation.
- ❑ Coordinated summer housing/operations.
- ❑ Enforced university and residence halls policies & procedures.
- ❑ Responded to emergencies, crisis situations & student issues.
- ❑ Served as liaison between university, Toledo community, & Toledo public/parochial school system.

University of Toledo Office of Student Affairs, Toledo, OH

Program Assistant, Student Orientation Advisory Registration (SOAR) Program, (12/93-2/94)

- ❑ Interacted with UT student advisors & staff.
- ❑ Maintained records of incoming university students.
- ❑ Provided administrative support and involvement in the implementation of New Student Orientation and Parent & Family Weekend.
- ❑ Assisted in the day-to-day operations of student orientation office.
- ❑ Collaborated with advisors, Testing Office, Registration, etc. in preparation for orientation.
- ❑ Prepared data for university orientation.
- ❑ Responded to inquiries about the university from potential and new students and their families.
- ❑ Assisted in the management of new student orientation reservations.
- ❑ Supported all administrative functions, program registration, preparation and logistics.
- ❑ Served as liaison between university departments & prospective university students & their families.

The Ohio State University, University Housing, Division of Student Affairs, Columbus, OH

Resident Advisor, (9/89-6/93)

- ❑ Managed & supervised floor of 56 residents.
- ❑ Served as role model and student advocate.
- ❑ Implemented and coordinated activities & workshops that met educational & cultural needs of students.
- ❑ Integrated diversity education throughout community programming.
- ❑ Created an environment that promoted inclusion, diversity and raised cultural awareness at OSU.
- ❑ Outreach and engagement.
- ❑ Participated in on-call duty year round & handled situations as appropriate.
- ❑ Provided peer counseling & advising to residents living in residence hall.
- ❑ Resolved disciplinary issues in residence hall.
- ❑ Enforced university policies & procedures.
- ❑ Responded to emergencies, crisis situations & student issues.
- ❑ Workshop presentation/facilitation.
- ❑ Encouraged interpersonal and group interaction among residents.
- ❑ Performed administrative tasks and duties as assigned in support of residence hall office.
- ❑ Maintained & managed residence hall office files.

The Ohio State University Office Minority Affairs University Young Scholars Program, Columbus, OH

Residential Counselor, (6/93-8/93)

- ❑ Monitored & supervised floor of 46 students ranging from grades 7-12.
- ❑ Supervised students during recreational & academic study sessions.
- ❑ Role model and student advocate.
- ❑ Resolved disciplinary issues in residence hall.
- ❑ Responded to emergencies, crisis situations & student issues.
- ❑ Created an environment that promoted inclusion, diversity and cultural awareness.
- ❑ Provided personal, academic advising & career counseling.
- ❑ Served university advocate & enforced university & program policies & procedures.
- ❑ Participated in on-call during weekends and assigned weekdays.

The Ohio State University Office of Residence Life, Division of Student Affairs, Columbus, OH

Summer Conference Housing (Summers 1990-1992)

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Assisted in the administration of summer orientation & conference housing <input type="checkbox"/> Front desk operations/Guest relations. <input type="checkbox"/> Responded and resolved housing issues. <input type="checkbox"/> Enforced program policies & procedures. <input type="checkbox"/> Room assignments/tracking. <input type="checkbox"/> Opened and closed residence hall/facilities. <input type="checkbox"/> Maintained & managed summer conference office files. | <ul style="list-style-type: none"> <input type="checkbox"/> Coordinated room & key assignments. <input type="checkbox"/> Performed administrative tasks and duties as assigned in support of summer housing. <input type="checkbox"/> Financial accounting/cash handling. <input type="checkbox"/> Served as role model & university advocate. <input type="checkbox"/> Submitted/follow-up housing requests & repairs. <input type="checkbox"/> Served on-call during weekends and assigned weekdays. |
|---|--|

TEACHING EXPERIENCE

University of Toledo Upward Bound Program, (Summers 2000-03)

- Taught survey course in college planning & success – Course Level: Pre-college

Warren Elementary School (Academic Year 1999-2001)

- Tutored and provided reading/math instruction/skills – Level: 4th and 5th graders

AWARDS/HONORS/DISTINCTIONS

AWARDS

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> The Ohio State University Mentoring Award <input type="checkbox"/> University of Toledo Upward Bound TRIO Achiever <input type="checkbox"/> The Ohio State University College of Human Ecology Professionalism Award | <ul style="list-style-type: none"> <input type="checkbox"/> University of Toledo Mentoring Award <input type="checkbox"/> University of Toledo Upward Bound Staff Appreciation <input type="checkbox"/> University of Toledo 5 Years of Service Award |
|---|--|

HONORS

- The Ohio State University Bell Doctoral Fellow for the Todd Bell Center on the African American Male (2011-2012)
- Phi Kappa Phi Honorary Society

DISTINCTIONS

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Highlight, 2011 Who's Who in Black Columbus, 9th edition <input type="checkbox"/> American Business Women's Association Recognition | <ul style="list-style-type: none"> <input type="checkbox"/> Biography, 2010 Who's Who in Black Columbus, 8th edition <input type="checkbox"/> 1998-99 Mid-American Educational Opportunity Program Personnel Emerging Leader |
|--|---|

SERVICE

THE OHIO STATE UNIVERSITY (OSU)

- Program Director, Office of Outreach & Engagement Summer Youth Work Readiness Program, The Ohio State University, June – July 2011
- Staff Advisor, African American Heritage Festival, The Ohio State University, 2009-2012
- University Professional & Continuing Educational Association (UPCEA) Planning Committee, 2009-2012
- Ohio Association for Institutional Research & Planning, Planning Committee, 2006-2010
- The Ohio State University Mentoring Program

UNIVERSITY OF TOLEDO (UT)

- Ohio Educational Opportunity Program Personnel (OAEOPP) Planning Committee, 2007-2010
- University of Toledo Diversity Campus of Difference

LOCAL COMMUNITY/OTHER

- Westside Boys & Girls Club Collaboration Board, Parent Liaison, Columbus, OH, 2008-2010
- Walk to Cure Diabetes, 2000 – 2002
- Big Brothers Big Sisters, 1995-2001
- United Way Campaign, 1996-1998

PRESENTATIONS/WORKSHOPS

- ❑ Hague-Palmer, T. (June 2011). *Effective Resume Preparation Workshop*. The Office of Outreach & Engagement Summer Youth Work Readiness Program, The Ohio State University.
- ❑ Hague-Palmer, T. (July 2011). *Effective Communication: Using Microsoft Word & PowerPoint Workshop*. The Office of Outreach & Engagement Summer Youth Work Readiness Program, The Ohio State University.
- ❑ Craft, S. & Hague-Palmer, T. (June 2010). *Engaging the Disengaged: Examining African American Male Student Engagement at Predominately White Public Research Universities*, Association for Institutional Research, 50th Annual Forum, Chicago, IL.
- ❑ Hague-Palmer, T. (May 2005). *Evaluating Efficiency: The Support Unit Program Review Process in Higher Education* – Poster Board Session, Association for Institutional Research, 45th Annual Forum, San Diego, CA.
- ❑ Hague-Palmer, T. (October 2005). *Evaluating Efficiency: The Support Unit Program Review Process in Higher Education*. Ohio Association of Institutional Research & Planning Conference, The Ohio State University, Columbus, OH.
- ❑ Hague-Palmer, T. (February 2005). *TRiO Trivia: The History & Facts of TRiO Programs*. University of Toledo Upward Bound Program Student Empowerment Conference, Toledo, OH.
- ❑ Hague-Palmer, T. (February 2004). *TRiO Trivia: The History & Facts of TRiO Programs*. University of Toledo Upward Bound Program Student Empowerment Conference, Toledo, OH.

PROFESSIONAL/SOCIAL/CIVIC AFFILIATIONS

- | | |
|---|--|
| ❑ University Professional & Continuing Education Association (UPCEA), 2009-2012 | ❑ Alpha Kappa Alpha Sorority, Inc. |
| ❑ Association of Institutional Research (AIR), 2003-Present | ❑ American Business Women's Association, 1994 – 2002 |
| ❑ The Ohio State University Mentoring Program | ❑ Ohio Educational Opportunity Program Personnel (OAEOPP), 1994-2010 |
| ❑ Ohio Association for Institutional Research & Planning, 2003-2010 | ❑ University of Toledo Faculty & Staff Association, 1994-2003 |
| ❑ Mid-America Educational Opportunity Program Personnel (MAEOPP), 1994-2010 | ❑ Westside Boys & Girls Club Collaboration Board, Parent Liaison, Columbus, OH |

SPECIAL TRAINING

- | | |
|--|---|
| ❑ The Procurement & Payment Process, OSU | ❑ Financial Training Series: Debits & Credits, OSU |
| ❑ Procurement Inquiry & Approval, OSU | ❑ The Reconciliation Process, OSU |
| ❑ Earnings Operations at OSU | ❑ OSU World Café on Diversity |
| ❑ Financial Training Series, OSU | ❑ University Business Expenditure Policies, OSU |
| ❑ Introduction to Your Business Responsibilities, OSU | ❑ Surplus Property Management Systems, OSU |
| ❑ PeopleSoft & SIS: Student Records Managing, OSU | ❑ Grantsmanship Training Program |
| ❑ Accounting at OSU | ❑ Asset Management & Capitalized Equipment, OSU |
| ❑ Budget and Fund Transfer, OSU | ❑ UT Division of Continuing Education Service is Our Business Seminar |
| ❑ Accounts Receivable & Collection Services, OSU | ❑ UT Campus of Difference |
| ❑ UT Division of Continuing Education Customer Service Seminar | ❑ UT Division of Continuing Education Managing in Today's Changing Environment Seminar |
| ❑ Western Kentucky University Federal TRiO Training: Legislative & Regulatory Requirements and Grant Proposal Workshop | ❑ Southeastern Association of Educational Opportunity Program Personnel Professional Staff Workshop |
| ❑ UT Division of Continuing Education Implementing a Service Excellent Program | ❑ Council for Opportunity in Education/NASFAA Student Financial Assistance Seminar |

JOSEPH F. FOCHE JR.

SUMMARY OF QUALIFICATIONS

I am an experienced executive with 20+ years in compliance auditing, 9 years extensive experience in public housing management and housing inspections, 14+ years experience in investigations and law enforcement, 10+ years experience in direct staff supervision, 9+ years extensive experience in public housing management and housing inspections, 8+ years experience in union contract negotiations and economic development planning and negotiations, 7+ years in educational services and school board management, and 4 years serving as an elected official as the Council-at-Large for Oakwood Village. I am a detail-oriented team player with shared expertise in economic development, law enforcement, contract negotiations, employee training, new procedure implementation, systems analysis and problem identification, prevention and resolution. I have supervised and trained a large staff, developed training manuals, developed policy and procedure manuals, and negotiated a multitude of contracts for unions and businesses. I have a diverse professional background which provides an expertise in many areas. I have a B.S. in Criminal Justice Administration with a strong concentration in business, economics and accounting.

EXPERIENCE

Integrated Consulting & Management, LLC, Solon, Ohio – January 2005 to Present

Consultant

Responsible for the oversight and coordination of all services (management, safety, marketing, education, and economic development). Provide management services including supplemental educational services, school board management, security services, and economic development planning. Contracted to provide educational, security, and consulting services statewide for over 8000 students and 25 school districts. Managed and developed policy and procedure for security staff consisting of over 90 Police Officers, representing Cleveland, East Cleveland, CMHA, Cleveland Metro Parks, Put-in-Bay, GCRTA, Oakwood Village, and other area Police Departments.

Malinta Police Department, Malinta, Ohio – July 2012 to Present

Police Chief

Provides administrative oversight to the police department. Conducts general police duties. Supervises a staff of eight police officers.

East Cleveland Police Department, East Cleveland, Ohio - June 2008 to September 2012

Police Officer

Responsible for conducting general police duties, such as general patrol and traffic enforcement. Assist with the correctional facility and police dispatch.

Cuyahoga Metropolitan Housing Authority, Cleveland, Ohio - September 1997 to December 2006

Field Supervisor – Housing Choice Voucher (HCV) Program Inspection Department (June 2004 to Dec. 2006)

- Supervised staff of 25 inspectors.

Supervisor – Landlord Tenant Compliance and Recovery (September 1998 to June 2004)

- Responsible for daily operations, reporting and investigation of issues involving fraud in the HCV Program.
- Provided monitoring for departmental compliance for 100 employees and participant compliance for 12,500 families to the HCV Administrative Plan and the Code of Federal Regulations. Contributed to the creation of the HVC Administrative Plan.
- Conducted and coordinated investigations, prosecution and restitution for the Section 8 Program, participating in interagency investigations involving the F.B.I., Secret Service, Office of Inspector General, U.S. Postal Inspector and area police departments. Received security clearance from the F.B.I. in order to participate in mutual investigations and share information.

- Initiated over \$1 million in repayment agreements and prosecution restitution, increasing the actual recovery by over 550% in a three-year period. Prevented over \$1 million in fraudulently expended funds, and collected over \$650,000 over a 6-year period. Investigated 2,000+ cases.
- Developed and implemented new policies and procedures and reporting methods. Developed departmental database for case tracking, analysis and reporting. Developed reports that identify characteristics of clients potentially committing fraud.
- Developed and implemented a screening procedure to minimize fraud during the recertification process.
- Participated in the re-organization team for the Section 8 Department, which included systems analysis, policy and procedure review and revision, and implementation of a new work plan.

Geauga County Sheriff's Office, Chardon, Ohio - August 1998 to October 2004

Commissioned Deputy Sheriff (Aux.)

Responsible for conducting general police duties, such as general patrol, security, and traffic maintenance. Assisted with the correctional facility.

Bedford Hts. Chamber of Commerce, Bedford Hts., Ohio – January 2008 to December 2009

Board Member

Responsible for oversight for the board of a non-profit organization, encourage economic expansion, help to promote, protect and serve the civic, social, commercial, industrial and general business interest, and to encourage a unified public spirit among the citizens and groups of the area.

The Village of Oakwood, Ohio, Oakwood Village, Ohio - January 1, 2004 to January 31, 2007

Council Member

Council member at-large (four-year term) responsible for the initiation and revision of Village legislation, contributed to various economic development projects and negotiations, helped to negotiate current Police Union contract ending in 2009, and provided regulatory supervision of a \$15 million budget. Chairman of the Safety and Service Committee, which provided planning, oversight and participation in special projects to the Village's Police, Fire and Service Departments. Member of the National League of Cities, Ohio Municipal League, and the National Black Caucus of Local Elected Officials (NBC-LEO). Committee member on the Public Lands, Employee Relations, and Finance and Economic Development Committee.

Education and Certifications

Bachelor of Science in Criminal Justice Administration

David N. Myers University, Cleveland, Ohio

John Carroll University

University Heights, Ohio

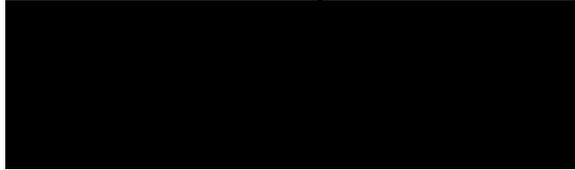
Certificate of Police Officer Training, Certified Peace Officer Standing

Cleveland Heights Police Academy, Cleveland Heights, Ohio

Trinity High School

Garfield Hts., Ohio

Cortrell Kinney, Ph.D.



EDUCATION

Ph.D. Department of Physiology and Biophysics, 2009

Case Western Reserve University Cleveland, OH

B.S. in Biology (Magna Cum Laude), 2001

Morehouse College Atlanta, GA

Diploma, 1997

John Hay High School Cleveland, OH

AWARDS

- Richard Recknagel Award – Best Graduate Student Presentation (2001)
- Bill and Melinda Gates Millennium Scholar (2001 – 2005)
- National Institute of Health Training Grant Scholar (2005 – 2008)
- The Lenore A. Kola Community Service Award (2008)
- Emerging Leader Award, Congresswoman Marcia Fudge's Office (2009)

EXPERIENCE

06/02-Present **Cleveland Clinic Foundation** Cleveland, OH
Biomedical Researcher

- Performed biomedical research experiments
- Prepared and published peer-reviewed articles and grants

04/09-Present **Goldstein, Caldwell and Associates** Cleveland, OH
Partner

- Mentor and support starting businesses
- Assisted in developing the structure of the business model

PUBLICATIONS

Kinney CM, Chandrasekharan UM, Yang L, Shen J, Kinter M, McDermott MS, Dicorleto PE. Histone H3 as a novel substrate for MAP kinase phosphatase-1. Am J Physiol Cell Physiol. 2009 Feb;296(2):C242-9.

Lewis C, Zhu W, Pavkov ML, Kinney CM, Dicorleto PE, Kashyap VS. Arginase blockade lessens endothelial dysfunction after thrombosis. J Vasc Surg. 2008 Aug;48(2):441-6.

Kinney CM, Chandrasekharan UM, Mavrakis L, DiCorleto PE. VEGF and thrombin induce MKP-1 through distinct signaling pathways: role for MKP-1 in endothelial cell migration. Am J Physiol Cell Physiol. 2008 Jan;294(1):C241-50.

Yang L, Lewis CM, Chandrasekharan UM, Kinney CM, Dicorleto PE, Kashyap VS. Arginase activity is increased by thrombin: a mechanism for endothelial dysfunction in arterial thrombosis. J Am Coll Surg. 2006 Dec;203(6):817-26.

POSTER PRESENTATIONS

- Case Western Reserve University – Department of Physiology and Biophysics (2001)
- Gordon Conference (2002)
- Case Western Reserve University – Department of Physiology and Biophysics (2003)
- Gordon Conference (2003)
- Cleveland Clinic – Research Day (2004)
- Case Western Reserve University – Department of Physiology and Biophysics (2005)
- Case Western Reserve University – Department of Physiology and Biophysics (2007)
- Congressional Black Caucus – invited by Congresswoman Marcia Fudge

INVITED SPEAKER

- Cleveland Technical Society – Delos Cosgrove, M.D.
- Cavaliers / First Merit Bank Scholarship Banquet (2008 and 2009)
- Gates Millennium Scholarship 5th Anniversary Celebration
- Gates Millennium Scholarship 10th Anniversary Celebration
- Cleveland Clinic – Department of Cell Biology

VOLUNTEER

- Bill and Melinda Gates Ambassador (6 yrs.)
- Biomedical Graduate Student Symposium Organizing Committee (3 yrs.)
- Cleveland Scholarship Programs – The Corttrell Kinney Scholarship Fund (2 yrs.)
- Cleveland School of Science and Medicine – John Hay (Board member) (2 yrs.)
- Closing the Achievement Gap – Gov. Ted Strickland (mentor/ tutor) (2 yrs.)
- Concerned Partners in Education (Vice President) (2 yrs.)
- Dr. Martin L. King Holiday Scholarship Committee (3 yrs.)
- Greater Cleveland Morehouse Alumni Association (4 yrs.)
- Horizon Science Academy (Advisory board) (7 yrs.)
- Minority Graduate Student Organization - CWRU (Past President)
- Minority Men's Health Fair – Cleveland Clinic (5 yrs.)
- My Com – Cleveland Foundation (mentor) (2 yrs.)
- Saturday Tutoring Program (Church of the Covenant)
- The B.R.I.C.K. Program (Mentor) (3 yrs.)
- The Basheer Jones Foundation (1 yr.)
- Young A.D.U.L.T.S (Vice President) (2 yrs.)

REFERENCES (available upon request)

- Albert Ratner, Co-Chair of the Board, Forest City Enterprises
- Caprice Bragg, Vice President for Gift Planning and Donor Relations, The Cleveland Foundation
- Hilton Smith, Vice President, Turner Construction Company
- Jimmy Malone, Radio Show Host (Lanigan and Malone), WMJI Magic 105.7 FM
- KC Yasmer, Project Manager, Forest City Enterprises
- Linda Wilson, Retired-English Department Chair, Cleveland Metropolitan School District and Director of the Saturday Tutoring Program
- Patience Humphrey, Entrepreneur and Philanthropist
- Paul DiCorleto, Ph.D., Chairman and Thesis Advisor, Lerner Research Institute – Cleveland Clinic
- Randell McShephard, Vice President - Public Affairs, RPM International and Founder, Policy Bridge
- Tina Milano, CEO, Cleveland Scholarship Programs

Richard T. Andrews



Key Skills

- Excellent communicator: skilled listener able to build and grow rapport with diverse individuals.
- Relationship Building and Management with members at all levels of an organization and all stakeholder groups of the community at large.
- Project Management balancing efficiency and effectiveness requirements
- Evolving and implementing creative solutions to crisis and normal situations

Education

B.A. in Political Science, Swarthmore College, Swarthmore, PA

Juris Doctor, University of Pennsylvania Law School, Philadelphia, PA

MANAGERIAL AND ORGANIZATIONAL WORK EXPERIENCE

AGS MEDIA LLC

Principal, 2010-present

Consultant re public affairs, business development, marketing.

AMES STREET LTD.

Vice President 2007-2010

Consulted on all senior management issues. Directed company's marketing and human resource initiatives.

Managed customer relations with owners and government officials.

Developed new division focused on seniors and the physically challenged to create additional revenue stream for company.

PROGRESSIVE INSURANCE

Arbitration Specialist 2005-2006; Customer Service 2003-2005

Provided outstanding customer service to range of clientele.

- Developed concise, complete templates to prepare contentions for repeated factual situations.
- Consistently provided winning, high quality mini-briefs in arbitration matters.
- Established rapport with customers calling to report automobile accidents; collected essential data necessary to initiate claim; assisted with immediate issues; addressed customer concerns; and conveyed accurate expectations for follow up.

PHILLIS WHEATLEY ASSOCIATION

Executive Director, 1999-2001

Transformed this social service agency into an entity whose programs were admired across the city.

- Managed organizational restructuring and hired a substantially new staff to expand programs and services.
- Created a Visiting Artist program designed to raise the agency's profile, attract new program dollars, build program capacity, present world-class talent, and solidify the agency's endowment.
- Oversaw the installation of new office systems with modern communications technology.

THE CLEVELAND MONITOR

Editor/Publisher, 1998-1999

- Produced the community's most sophisticated and professional weekly publication targeting the middle class African American reader.
- Managed a staff of fifteen reporters, editors, and administrators, as well as the artistic, design, and sales staff.
- Developed editorial focus; researched and wrote editorial copy.

CHOICE CONSTRUCTION COMPANY

Project Manager, 1998-1999

- Managed a variety of construction projects across several counties worth more than \$1.5 million.
- Served as the company's public representative on projects funded by the City of Cleveland, State of Ohio, U.S. Veterans Administration, and Greater Cleveland Science Museum.

CLEVELAND BUSINESS LEAGUE

Executive Director, 1991-1996

- Grew the organization from 5 to 150 members.
- Negotiated a package of membership benefits for small business owners.
- Secured speakers and developed presentations for monthly meetings.
- Conceived, produced and coordinated successful trade show for members.

THE REAL DEAL

Editor/Publisher, 1991-1993

- Edited periodic publication targeting the Greater Cleveland African American community.
- Handled all essential functions, including sales, distribution, reporting, writing, proofreading, etc.
- Oversight of all aspects from conception through design and implementation

PRE-MANAGERIAL LEGAL EXPERIENCE

PRIVATE LAW PRACTICE 1972-1992

- Handled over 2000 cases for a variety of clients.
- Lead Counsel in 12+ jury trials in variety of civil and criminal matters in federal, county, and municipal courts.
- Wrote the pivotal brief as appellate counsel to the Cleveland School Board in the school desegregation case.
- Acting Referee, Cleveland Civil Service Commission, 1977-79. Conducted hearings and prepared findings of fact, rulings of law, and recommendations for decision for adoption by the Commission.
- General Counsel, Hough Area Development Corp., 1973-75.
- Adjunct Clinical Law Professor, Case Western Reserve University Law School, 1972-73.

ADDITIONAL EXPERIENCE

THE CHESNUTT GROUP 2009-Present

- Consult with variety of small companies and individuals, principally in areas of media strategy, messaging, marketing, etc. Services include editing, ghost writing.

AWARDS/PUBLIC SERVICE/PROFESSIONAL DEVELOPMENT

Wrote the key chapter of the Jackson State Task Force report as a staff member of the President's Commission on Campus Unrest. Washington, D.C., 1970.

Completed Community Newspaper Seminar sponsored by the American Press Institute, Reston, VA.

Second Place Winner, Community Press Association, 2002.

Panelist the Civic Commons radio program, 2011 - .

Caroline M. Gioitta



Education

- B.A., Political Science and History, 12/95 Cleveland State University
- M.A. History, 01/97 Cleveland State University a concentration on political diplomacy.
- M.S.U.S. Levin College of Urban Affairs, 5/02 Cleveland State University, concentration in Public Administration/ Public Affairs

Work History

E-Commerce Customer Specialist, Sherwin Williams Stores Group Division February 1, 2004– September 1, 2011

- Day-to-day delivery of e-Commerce customer implementations; utilizing resources across IT as well as all third party vendors.
- Coordination of specific project activities across Executives, IT, staff, and vendors in the property management and aftercare industries. I managed all phases of the full project life cycle; project plans, scheduled updates, the resource allocation process, and other requirements per departmental request.
- Advised management team on project risks involving policy and procedural issues within the division.
- Supervised and participated with the development and enforcement of policies, industry standards with the e-Commerce customer team.
- Assured that the third party vendor's electronic process between Sherwin-Williams and its various stakeholders ran smoothly.
- Proficient with Power Point, Access, Word, Excel, Business Objects. Gave direction and supervised projects for the e-Commerce department working with the Sherwin Williams Information Technology department.

A-Plus Program Membership Specialist, Sherwin-Williams Automotive Finishes Corporation, Automotive Marketing Division January 2000 – January 20, 2004

My initial position with Automotive was assisting in the Product Development of Fleet operations working for Gregg Hauk my former manager. I worked in that area two years before I was promoted to the position below.

- Implementation and administration of the value added points program within the Automotive Division for a program called “A-Plus Program.”

- Created and maintained a database/filing system for A-Plus membership.
- Redesigned A-Plus website and database projects for the A-Plus Program on the Sherwin Williams' intranet.
- Designed brochure and program information for publications.
- Held training programs for sales staff and customers at Sherwin Williams training center.

*Portfolio of examples upon request.

- Commercial photographic portfolio of marketing programs.
- Program developer and trainer; established industry relationships with distributors, branch managers, automotive body shops, manufacturers, and third party vendors.

Current Community Activities

- Charter School Board Member –
The Pearl Academy, Broadway Academy and Woodland Academy 2013-2014 school years.

Dr. Vivian L. Lee

Career Objective: Seeking an administrative position CEO, Superintendent, Director of Transformation Projects or Principal.

Education: **Cambridge College** - Ed. D. in Educational Leadership and Supervision August 2008
- Certificate of Advanced Studies in School Administration August 2003
- Master's Degree Program in Integrated Studies January 2000
10000 Massachusetts Ave., Cambridge, MA 02138 (800) 877-4723
Ohio Department of Education (online) "New Directions in Science Standards" June 2012
KnowledgeWorks - Identity Design, Communications Planning, and Professional Development May 2004
Ohio State University - Certification in Career and Technical Education "Tech Prep" Curriculum June 2003
Center on Education and Career Training 1900 Kenny Road Columbus, OH 43210 (800) 818-4815
Kent State University - Ameritech Classroom Training -Mark Van't Hooft (330) 672-9722 June 2002
-Liquid Crystal Institute Remote Experiment on the Internet Project. Dr.Peter Paliffly, Ass. Dir.
Ashland College - Cisco Certified Networking Academy and Web Design Training August 2001
ETO Ohio School Net Technology Trainer Certification Program. September - January 2000
Ohio School Net WVIZ TV ETO in Cleveland. Ohio 44104. (216) 432-0247
Cleveland State University - Discovery Physics & Discovery Life Science Coach (K-12 Teachers) July 1998-1999
USI Office-Cleveland Municipal Schools Ms. Carolyn Ray, USI Director (216) 574-8180
Howard University School of Business in Health Services Administration. September 1974 -1976
- Master's Degree Program in Public Administration Washington, D.C
Central State University -School of Science: Wilberforce, Ohio September 1970 -1973
- Bachelors of Science Degree Program in Biology and Secondary Education

Employment: **President & CEO** of "*Decisive Elements in Education*" Consulting Firm", LLC - 216-334-8888 Cleveland, OH -present
CEO of "*Aquatics by Royce*", Retail aquatic specialist. 16133 Broadway Ave Maple Hgts., OH 44137 216-395-4744
Cleveland State University, College of Education -Dept. of Teacher Education - John Clay, Instructor 216-970-3887
Consultant - ECE 417-517 Science Instruction in Preschool and Primary Grades (summer & fall session) June 2012
Cleveland Municipal School District 1380 East Sixth Street Cleveland. OH 44114 September 1973 - July 2011
Professional Development Coordinator- East Technical High School-KnowledgeWorks Small Schools Initiative
Cisco Networking Academy Coordinator - John Hay & East Technical High School 2434 East 55th Street 44105
Created a "School to Work" transition program and curriculum in collaboration with the City of Cleveland.
The Cleveland Clinic Foundation, the Cleveland Municipal School District and Cisco Systems.
Assistant to the Director of the US Urban Systemic Initiative - National Science Foundation Grant April 1999
Assisted with the collaborative planning of the 1999 "BEST" Exposition; Supervised staff, recruited participants and used *Microsoft Office 2000 Suite* to compiled a database, design a floor plan, schedule and coordinate activities. Negotiated with vendors; and delegated tasks.
Lead Teacher- Martin L King Jr., School for Law and Municipal Careers High School September, 1999-2001
Assist in the administration and supervision of 75 Faculty! Staff members and 870 students in grades 6-12
Serve as instructional leader and administrator within a sub-school designed for 11th and 12th graders. ..Supervise 15 sub-school staff, coordinate all sub-school operations and programs and developed initiatives, modeled and promoted "best practices" which encourages cohesiveness, school pride and student success. Created and developed a "school to work experience" program involving techniques for uniting parents, corporate partners, universities and community agencies to plan and coordinate collaborative projects and the provision of professional development for faculty and staff. Enhance public relations through varied media and grant writing.
Resource Teacher - Served as a corporate and university partnership liaison for the Cleveland Municipal School District Science Department. Collaborated with ALCOMED engineers, Kent State University-Liquid Crystal Institute professors and science teachers in the design, development and implementation of student-centered programs for 14 CMSD High Schools
Science Department Chairperson and High School Biology Teacher. June 1973 - July 2011
1999 Teacher Excellence Award & Inspirational Teacher BP Award for inspiring students to use their minds for critical thinking through participation in science fair projects and Invent American projects. Modeled "best practices" and provide instructional leadership to 12 science teachers. Served on school planning and curricular development committees. Assisted science teachers with ordering materials, supplies, and development of standards-based integrated lesson plans. Scheduled monthly meetings; disseminated current information on educational practices, science educational conferences, and other initiatives. Promoted parent/community participation and collaboration. Engaged students in multiple intelligence learning, through the application of didactic, Socratic, discovery, cooperative and self-initiated learning methods and effectively delivered inquiry-based science instruction that prepared students to pass the Ohio Proficiency Test in Science at a success rate of 87-93%.

Certifications: Superintendent, Principal (K-12), Administrative Specialist in Curriculum & Instruction, Professional Development, Vocational Education Administration, and School Community Relations.
Biological Sciences, Career & Tech Education Admin., Tech. Prep. / Cisco Networking.

Consultant: Project Manager for the Ameritech Classroom Grant - CMSD / Kent State University June, 2002
Coordinator of Student Safety-Net Program - The Precious Stones / Precious Gems, a district-wide student
Mentoring and service learning organization for female students in grades 6 - 12. March 1995
Discovery Life Science Inquiry Coach April 1999- June 2000
Cleveland State University & Miami University Collaborative Terry McCullum, State Director
of (OSI) Ohio Systemic Initiative DiscoveryK-12 Programs (513) 529-1686
AT&T Teacher Technology Consultant for the Cleveland Education Fund: August 1999 - June 2000
Sandra Keene, Program Dir. (216) 566-1136 1422 Euclid Avenue, Suite 1550 Cleveland, Ohio 44115
Program Facilitator - Must Improve Math and Science Program sponsored by the\CMSD Urban Systemic Initiative
Discovery Physics Trainer - Cooperative learning, discovery and inquiry -based learning methodologies 1998-99
Mentor Teacher for the Cleveland State Univ., College of Ed. Urban Schools Teacher Ed. June 1996 -2000
Staff Development Coordinator / Facilitator for 13 years with the Staff Lead Team (SL T) Program 1983- 1996

Special Skills: Ohio Department of Education College and Career Technology Standards June 2012
KnowledgeWorks Small Schools Leadership Training. October 2003
Cisco Systems LAN and WAN Networking and Web Design- Ashland College June 2003
Career and Tech Education Certification - Ohio State University June 2003
Career on Education and Training for Employment Karen Jesko, Coordinator (800) 848- 4815
Ameritech Electronic Classroom Training -Kent Sate University June 11-15, 2001
NASA Lego Robotics Training - Aerospace Education Service Program-Marge Lehky (216) 433-5572
Certified ETO/School Net Computer Trainer - Microsoft 2000 Office Suite Excel, Access, Word, Power Point & Publish
Brightside Team Building training
INCREL Professional Development Facilitators Training June 2000
OSI Discovery Physics Training- Miami University and NSF/USI Urban Systemic Initiative June. 1998
(PASS) Proficiency Activities for Student Success 19th Grade Ohio Proficiency Test Training January, 2000
MIMS Must Improve Math and Science Workshop Facilitator September, 1999
Implementing Small Learning Communities - Cleveland State University GCEDC 1860 E. 22 St
Block Scheduling Training - Cleveland State University GCEDC 1860 E. 22 St October, 1999
Curriculum Development Training - Alignment, mapping and integrated curriculum design. 1998-1999
ON TASC Training ITEAMS Facilitator, Peer Group Facilitator, STAR Facilitator 1996- 1999
Conflict Resolution and Mediation and Human Relations / Race Equity & Diversity Training 1984 -1999 Grant
Proposal Writing Workshop - Cleveland Ed. Found., Women Community Found. & the Cleveland Teacher's Union

Grants Awarded

Venture Capitol Grant,
Women's Community Foundation Grant,
Woodruff Foundation Grant,
Future Teachers Service Learning Grant - Cleveland State University

Awards and Recognition

National Technical Association Nsoroma Award-Women of Color in Science and Technology March 2004
Letters of Commendation from the Ohio Lieutenant Governor Jennette Bradley, Cuyahoga County
Commissioner Peter Jones and the Mayor of Cleveland, OH. Michael White. March 2004
Teacher Excellence Award - Cleveland Municipal School District Barbara Byrd Bennett Award May 2000
Inspirational Teacher BP Award - British Petroleum of America Corporation May 2000
Young Innovators Award "Precious Stones / Precious Gems" - Nat. Sorority of Phi Delta Kappa May 1997
Award of Distinction for Outstanding Volunteer Service - GRADSNET 1000 Found. May 1996
Outstanding Young Women of America - Central State University Mothers May 1082
Presented at the National Science Teachers Association (NST A) Conference in Boston, MA March 1999
Presented at the Four Cities Conference- Chicago, II collaborative of urban schools & universities January 1999
Presented at the Holmes Professional Development School (PDS) Conference in Orlando, FA January 1998

References furnished upon request.

Robert Townsend, Board Member - Life Skills 216-288-8104
Donald Jolly, Principal - Cleveland Municipal School District 216-574-8000
Raymond Prince, Assoc. Pastor - Lee Road Baptist Church 216-751-1588
John Clay, Instructor, Cleveland State University 216-970-3887



RENEE TRAMBLE RICHARD, Esq.



Ms. Richard has been providing legal counsel to public and non-profit entities for over 20 years. Most recently Ms. Richard was a Partner with Roetzel & Andress, LPA, in their Public Finance Department. While with Roetzel she focused her practice on public law and public finance. She has experience serving as bond counsel, underwriter's counsel, bank counsel and placement agent's counsel. Ms. Richard managed both tax-exempt and taxable bond financings from the initial structuring session to the bond funding and closing. Her financings included various revenue and general obligation financings, including industrial development revenue bonds, housing revenue bonds, special assessments, water revenue bonds, airport revenue bonds, conduit financings and 501(c)(3) bonds. She worked extensively with municipal and state governments, nonprofit organizations, housing finance agencies, housing authorities, institutions of higher education and community development corporations. Ms. Richard served for two years as general counsel to the Cleveland Citywide Development Corporation and has served for four years as general counsel to the Cuyahoga County Housing Consortium. She also served on numerous boards and audit committees, including the Economic Development Loan Review Committee for the Cuyahoga County Community Improvement Corporation.

Ms. Richard worked in a similar capacity with the following law firms: Squire Sanders (2000-2007), Calfee Halter (1992-2000) and Benesch Friedlander (1989-1992).

Prior to beginning her legal career, Ms. Richard was a Principal in the Cleveland Accounting firm Watson, Rice & Co.

ACCOMPLISHMENTS AND PROFESSIONAL AFFILIATIONS

- Who's Who in Black Cleveland (2004)
- Served on the Honorable Mayor Frank Jackson's 2006 Finance Transition Team for the City of Cleveland
- Certified Public Accountant
- American Bar Association
- Cleveland Metropolitan Bar Association
- District of Columbia Bar Association

COMMUNITY AFFILIATIONS

- Lee Road Baptist Church, Board Member (1985-present)
- Jack and Jill of America, Cleveland Chapter
- Links, Inc. Cleveland Chapter

BAR ADMISSIONS

- District of Columbia
- Ohio

EDUCATION

- J.D., Cleveland State University
- M.B.A., Cleveland State University
- B.B.A., Kent State University

HEMPHILL & ASSOCIATES, INC.

S T A T E M E N T
O F
C A P A B I L I T Y

**HEMPHILL & ASSOCIATES, INC.
CERTIFIED PUBLIC ACCOUNTANTS
COLUMBUS, OHIO**

**S T A T E M E N T
O F
C A P A B I L I T Y**

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EXHIBIT I

HEMPHILL & ASSOCIATES, INC. CERTIFIED PUBLIC ACCOUNTANTS FIRM PROFILE

Hemphill & Associates is a minority owned and controlled certified public accounting firm located in Columbus, Ohio. The Firm has a staff of seven (7) trained professionals with many years of audit experience with particular emphasis in the governmental and not-for-profit sectors.

Hemphill & Associates professionals have provided audit and consulting services to numerous public and private sector clients since its Columbus, Ohio office was opened in 1987 with the goal of establishing a presence easily accessible to markets located in all areas of central Ohio. Our office is operated from a modern downtown facility equipped with state of the art computer and technology equipment.

Hemphill and Associates is a Certified Public Accounting Firm located in Columbus, Ohio. The Firm has considerable experience in the performance of audit engagements involving not-for-profit agencies funded by federal, state and local sources. Engagements of this nature include the performance of financial and compliance audits of several Charter Schools located in central Ohio.

Our performance of these audits over the years has provided us with the insight and knowledge of the fiscal functions and responsibilities of School Treasurers. As a result this exposure, the Firm made the strategic decision in 2006 to expand its consulting practice to include Treasury services to the Charter School market. The Firm now serves as Treasurer for seven Charter Schools in Ohio. A listing of our engagements falling into this category is presented in Exhibit III.

To ensure the highest level of quality and efficiency, we have instituted a Firm-Wide quality control program to set minimum standards for our firm's internal procedures and operations. These standards address the technical aspects of the work we perform in conjunction with standards handed down by the American Institute of Certified Public Accountants. They also address areas such as employee hiring and promotions, continuing professional education, staff training, and staff supervision. The quality control program objective is to build quality and efficiency into every level and function of our Firm's operations.

EXHIBIT II

PRIOR NOT-FOR-PROFIT EXPERIENCE

Hemphill & Associates has considerable experience in the performance of audit engagements involving not-for-profit agencies as well as federal, state and locally funded programs. These engagements include the performance of financial and compliance audits and specialized consulting services for several not-for-profit agencies throughout Ohio. The firm has also been selected to serve on the panel of approved auditors by the ADAMH Franklin County Alcohol, Drug Addiction and Mental Health Services Board. Included in our current not-for-profit client base are many agencies that receive a combination of federal, state and local funding.

Our relevant prior experience includes the performance of the financial and compliance audits of a number of agencies the fall under the Mental Health, Alcohol and Drug Abuse Service Boards throughout the State of Ohio.

In addition to these audit engagements, Hemphill & Associates' professional personnel have also designed and delivered several fiscal management seminars on the implementation of *OMB Circular A-133, Audits of Institutions of Higher Learning and Other Non-Profit Institutions (June 1996)*. These seminars were conducted for the benefit of parent organizations which contract to not-for-profit social services agencies for the delivery of services funded by federal pass-through funds. These engagements have enabled us to become familiar with the rules and regulations governing programs funded by these sources as well as individuals at the federal and state levels responsible for the administration of these programs.

EXHIBIT III

HEMPHILL & ASSOCIATES CLIENT LIST

CLIENT	YEARS
A-133	
Central Community Health Board of Hamilton County	6/30/2002 to Present
Central Ohio Mental Health Center	6/30/2006 to Present
Clinton County Community Action Program	6/30/1991 to Present
Columbus AIDS Task Force	6/30/2003 to 6/30/2007
Community Refugee and Immigration Services	9/30/2001 to Present
Crossroads Center	6/30/2001 to Present
Enterprise Works	9/30/2001 to Present
Erie-Huron Community Action Commission	12/31/2008 to Present
Homes on the Hill	9/30/1999 to Present
IMPACT Community Action	12/31/2007 to Present
Maryhaven, Inc.	6/30/1999 to Present
Mid-Ohio FoodBank	6/30/1995 to Present
Ohio Alliance of Boys & Girls Clubs	12/31/2002 to Present
Ohio Association of Second Harvest Foodbanks	6/30/1999 to Present
Pickaway County Community Action Organization	12/31/2002 to Present
SOURCES Community Network Services	3/31/2005 to Present
Sunrise Dwellings I	6/30/2006 to Present
Recovery & Prevention Resources of Delaware & Morrow Counties	6/30/2006 to Present
Tri-County Community Action Commission	12/31/2000 to Present
Audit - Financial	
Batten Disease Support and Research Association	4/30/2002 to Present
Christian Church in Ohio	12/31/2005 to Present
Citizens for Humane Action	12/31/2004 to Present
Columbus Landmarks Foundation	6/30/2005 to Present
Columbus Marathon	02/28/2009 to Present
Community Commons	12/31/1999 to Present
Jefferson Center for Learning & the Arts	12/31/2003 to Present
Mansfield UMADAOP	6/30/2004 to Present
MLK (Community Arts Project, Inc.)	6/30/1999 to Present
Mt. Olivet Baptist Church	12/31/2004 to Present
Native American Indian Center	6/30/2002 to Present
Ohio Academy of Science	6/30/2004 to Present
Ohio Civil Service Employees' Association	12/31/1998 to Present
Ohio Council of Churches	12/31/2004 to Present
Ohio Council of Churches Foundation	12/31/2004 to Present
Prince Hall Grand Lodge	6/30/2004 to Present
Prince Hall Scholarship Foundation	6/30/2004 to Present
ProMusica Chamber Orchestra	6/30/2007 to Present

EXHIBIT III

HEMPHILL & ASSOCIATES CLIENT LIST

CLIENT	YEARS
Audit - Financial (continued)	
South Side Settlement Foundation	6/30/2004 to 6/30/2007
South Side Settlement House	6/30/2004 to Present
The Thurber House	12/31/2007 to Present
Union Benefits Trust	6/30/1995 to Present
WCBE-FM (Columbus City School District)	6/30/1995 to Present
Wilmington Apartments	12/31/1999 to Present
YWCA Great Lakes Alliance	12/31/2004 to Present
Consulting	
Central Ohio Community Improvement Corporation	6/30/2006 to Present
Columbus Urban Growth Corporation	6/30/2002 to 6/30/2010
Mt. Vernon Avenue AME Church	12/31/2004 to Present
Serenity Street Foundation	12/31/2004 to Present
VOICEcorps	6/30/2005 to Present
GAS	
Council for Retarded Citizens	12/31/1995 to Present
Del-Mor Dwellings Corporation	6/30/2006 to Present
Greater Linden Development Corporation	12/31/1995 to Present
HelpLine of Delaware & Morrow Counties	6/30/2006 to Present
The House of Hope for Alcoholics, Inc.	6/30/2007 to Present
Madison County Senior Center	12/31/1999 to Present
Mid-Ohio Board for an Independent Living Environment	9/30/1999 to 9/30/2007
MiraCit Development Corporation	6/30/1998 to Present
Pickaway County Commission on Aging, Inc.	12/31/2001 to 12/31/2004
Select Mortgage Group	12/31/2004 to Present
Sunrise Dwellings II	6/30/2006 to Present
Strategies Against Violence Everywhere (SAVE)	12/31/1999 to Present
Syntaxis Youth Homes	6/30/2006 to Present
UMADAOP Cincinnati	6/30/1999 to Present
Charter Schools Audits	
Arts & College Preparatory Academy	6/30/2006 to Present
Focus Academy of Northern, Southeastern, and Southwestern Columbus	6/30/2006 to 6/30/2009
YouthBuild Columbus Community School	6/30/2006 to 6/30/2009
Charter Schools Treasury Function	
Cesar Chavez Academy	6/30/2009 to Present
City Day Community School	6/30/2004 to Present
Educational Academy at Linden	6/30/2009 to Present
Educational Academy for Boys and Girls	6/30/2009 to Present
Midnimo Cross-Cultural Community School	6/30/2009 to Present
Springfield Academy of Excellence	6/30/2007 to Present
W.C. Cupe Community School	6/30/2009 to Present

EXHIBIT IV

PRIOR GOVERNMENTAL EXPERIENCE

In addition to the not-for-profit related experience indicated above, the Firm also has extensive experience in the performance of engagements in the public governmental sector. These engagements involve the performance of financial and compliance audits as well as specialized consulting services to colleges, universities and units of state and local governments in meeting the reporting requirements of Chapters 117 and 118 of the Ohio Revised Code. These engagements have been performed as joint arrangements with majority CPA Firms as well as direct awards to Hemphill & Associates.

EXHIBIT V

HEMPHILL & ASSOCIATES, INC. FIRM DATA SHEET

Jesse M. Hemphill, CPA – President

471 East Broad Street, Suite 1800 Columbus, Ohio 43215

Phone: (614) 461-6110 Fax: (614) 461-4552

Firm Identification Number: 31-1345005

Professional Staff	Audit	Management Services	Tax	Total
Partners	1			1
Managers/Supervisors	2			2
In Charge Seniors	2			2
Staff Assistants	2			2
Total Professionals	7			7
Administrative and Clerical Staff	2			2
Total Staff	9			9
Staff Composition - Minorities				
Black	6			6
Hispanic				
Asian				
American Indian				
Other				
Total Minorities	6			6
% of Total Staff	66%			66%

EXHIBIT VI

R E S U M E

JESSE M. HEMPHILL - MBA/CPA

Mr. Hemphill is the President and Chief Operating Officer of Hemphill & Associates. He has acquired thirty years of public accounting experience, most of which has been concentrated in the governmental sector. In addition to his accounting and auditing background, Mr. Hemphill holds a MBA degree from Baldwin Wallace College with a concentration in systems and system design. He is also the Executive in charge of the firm's consulting services.

His diverse background has enabled him to effectively serve as this Firm's lead Executive on many of its major governmental engagements involving specialized auditing and consulting skills.

During his 30 years of auditing experience, Mr. Hemphill has performed in a supervisory capacity on all of this Firm's engagements involving specialized auditing and consulting skills.

The more significant religious, governmental and not-for-profit related engagements of this nature are identified below.

Governmental Audit Engagements:

- Cuyahoga County Engineers Department, Operational Review (1995)
- Franklin County Solid Waste Authority, User Fee Study (1994)
- Montgomery County Sanitary Engineers Department, User Fee Study (1993)
- State of Ohio - Ohio Department of Commerce, Division of Unclaimed Funds, Review of Compliance Requirements of Involuntary Unclaimed Funds Examinations of Holders (2005 - 2008)
- Ohio Exposition Commission, Operational Review (1996)
- Ohio Environmental Protection Agency, Revenue Recognition Operational Review (1994 - 1999)
- Ohio Environmental Protection Agency, Agreed-Upon Procedures Title-V Program (1999 - 2006)
- Office of Budget and Management - Audit of Auditor of State's Office (1997 - 1999)
- Village of Coalton, Ohio - Financial Supervisor (1994 - 2000)
- Village of Manchester, Ohio - Financial Supervisor (1996 - 2003)

RESUME
JESSE M. HEMPHILL
PAGE 2

- Workforce Development Fund, Financial Audit Internal Control Review and GAAP Implementation (2003 - 2004)

Not-For-Profit And A-133 Audit Engagements:

- Central Community Health Board of Hamilton County, A-133 financial and compliance audit (2000 - present)
- Clinton County Community Action Agency - Financial and Compliance Audit (1991 - present)
- Crossroads Center, A-133 financial and compliance audit (2000 - present)
- IMPACT Community Action (2007 - present)
- Maryhaven Inc. - [A-133] Agency-wide financial and compliance audit (1993 and present)
- Mid-Ohio Food Bank - [A-133] Agency-wide financial and compliance audit (1994 - present)
- Pickaway County Community Action Organization, financial and compliance audit (2002 - present)
- Tri-County Community Action Commission (2000 - 2008) and (2010 - present)
- Union Benefits Trust (1995 - present)
- Columbus Urban Growth Corporation, internal audit function (2002 - present)
- Arts & College Preparatory Academy (2006 - present)
- Focus Academy of Northern, Southeastern, and Southwestern Columbus (2006 - 2009)
- YouthBuild Columbus Community School (2006 - 2009)

School Treasury Function Engagements:

- Cesar Chavez Academy (2009 - present)
- City Day Community School (2004 - present)
- Educational Academy at Linden (2009 - present)
- Educational Academy for Boys and Girls (2009 - present)

RESUME
JESSE M. HEMPHILL
PAGE 3

- Midnimo Cross-Cultural Community School (2009 - present)
- Springfield Academy of Excellence (2007 - present)
- W.C. Cupe Community School (2009 - present)

Achievements Summary:

30 Years Public Accounting Experience
CPA - State of Ohio
MBA - Baldwin Wallace College
BBA - Cleveland State University
Member of the Ohio Society of CPAs
Member of AICPA

EXHIBIT VI

R E S U M E

BARBARA HENRY

Ms. Henry is a licensed School treasurer in the State of Ohio with over 30 years of experience. She has served in this capacity for traditional schools for 25 years and presently serves as the Treasurer for three charter school located in Columbus, Ohio. Her experience has allowed her to become proficient in the application and maintenance of fiscal management systems required for the recording and reporting of financial transactions associated with the operations of the schools that she has managed.

Her role as Treasurer for the schools has also included insuring compliance with applicable laws and regulations of the State of Ohio Department of Education. Her experience also included the coordination of the efforts of outside auditors in performance of annual audits as required by State of Ohio statutes.

Her management skills also include the supervision of fiscal personnel and the presentation of internal financial reports to the governing boards of the Schools for which she has served as Treasurer. Ms. Henry is also a member of the Association of School Business Officials International.

Current Experience:

- Crittenton Community School - Columbus, Ohio
- International Academy of Columbus - Columbus, Ohio
- Westside Academy - Columbus, Ohio

Prior Experience:

- Keys to Improving Dayton Schools, Inc. (KIDS) - Dayton Ohio
- East Cleveland Public Schools - Cleveland, Ohio

Wilberforce University Sponsor Program
Forecast of Revenue and Expenses
for the Fiscal Years Ending June 30, 2014 through 2018, Forecasted

	Forecasted				
	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018
<u>Operating Revenue</u>					
State Foundation Payments	\$292,995	\$469,800	\$643,800	\$817,800	\$991,800
Other	\$0	\$0	\$0	\$0	\$0
Total Operating Revenue	\$292,995	\$469,800	\$643,800	\$817,800	\$991,800
<u>Operating Expenses</u>					
Salaries and Wages	\$111,720	\$132,747	\$161,154	\$213,445	\$277,222
Benefits and Payroll taxes	\$31,282	\$37,169	\$45,123	\$59,765	\$77,622
Compliance Consultant	\$20,000	\$35,500	\$75,500	\$77,010	\$78,550
Special Education Consultant	\$10,000	\$15,000	\$49,000	\$49,980	\$50,980
Curriculum Consultant	\$20,000	\$35,500	\$36,210	\$36,934	\$37,673
Finance Consultant	\$7,500	\$12,500	\$20,500	\$20,910	\$21,328
Capital Expenses	\$6,500	\$6,630	\$12,500	\$12,750	\$13,005
Office supplies	\$3,500	\$7,000	\$10,500	\$14,000	\$17,500
Rent	\$12,000	\$12,240	\$12,485	\$12,734	\$12,989
Research and Development	\$15,000	\$50,000	\$70,000	\$90,000	\$95,000
Software	\$15,000	\$30,000	\$40,000	\$50,000	\$60,000
Travel	\$19,000	\$25,000	\$35,000	\$45,000	\$50,000
Utilities	\$7,500	\$7,650	\$7,803	\$7,959	\$8,118
Web hosting and domains	\$9,500	\$5,000	\$5,100	\$5,202	\$5,306
Other	\$7,000	\$7,140	\$7,283	\$7,428	\$7,577
Legal	\$15,000	\$20,000	\$25,000	\$30,000	\$35,000
Marketing	\$10,000	\$15,000	\$20,000	\$25,000	\$30,000
Total Operating Expenses	\$320,502	\$454,076	\$633,158	\$758,118	\$877,871
Excess Revenues Over (Under) Expenses*	-\$27,507	\$15,724	\$10,642	\$59,682	\$113,929

Assumptions:

Revenue:

The revenue projection for the first year is based on ten schools with an FTE of anywhere between 100 - 200 per school. Each additional year has five new schools, each with an FTE count of 200. The base per pupil amount is projected to be \$5,745 for FY2014, and \$5,800 for FY2015 and the remaining years in the forecast. The sponsor fee is calculated at three percent of each of the school's state funding.

Expenditures:

Salaries and benefits are projected to be \$111,720 in Year 1 to cover the salaries and wages of the full time staff.

Benefits are projected to be 28% of salaries and wages.

The consultants are initially considered part-time.

Year 2-5 show substantial investment in R&D which will be a focus for WU.

Year 3 shows a substantial increase Salaries, Consultant Fees, R&D, and Software due to projected growth.

* - Year 1 shows deficit of \$27,507. WU realizes the investment needed for the start of the Sponsor Program and is prepared for additional expenditures.



Wilberforce University

Audited Financial Statements
Years Ended June 30, 2012 and 2011

Wilberforce University

Audited Financial Statements
Years Ended June 30, 2012 and 2011

Wilberforce University

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Tel: 919-754-9370
Fax: 919-754-9369
www.bdo.com

5430 Wade Park Boulevard
Suite 208
Raleigh, NC 27607

Independent Auditors' Report

The Board of Trustees
Wilberforce University
Wilberforce, Ohio

We have audited the accompanying statement of financial position of Wilberforce University (the "University") as of June 30, 2012, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the University's management. Our responsibility is to express an opinion on these financial statements based on our audit. The financial statements of the University as of June 30, 2011 were audited by other auditors whose report dated April 27, 2012, expressed an unqualified opinion.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the University as of June 30, 2012, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

BDO USA, LLP

March 31, 2013

Financial Statements

Wilberforce University
Statements of Financial Position

<i>June 30,</i>	2012	2011
Assets		
Cash and cash equivalents	\$ 308,418	\$ 793,769
Inventories	9,889	9,889
Student accounts receivable, less allowance for doubtful accounts of \$112,681 and \$113,125 in 2012 and 2011, respectively	353,223	158,639
Notes receivable, less allowance for doubtful accounts of \$872,017 and \$759,749 in 2012 and 2011, respectively	1,396,176	1,720,502
Contributions receivable, net	3,047	13,197
Receivable from government sources	442,606	401,266
Other receivables	112,827	-
Prepaid expenses and other assets	636,047	786,189
Investments	11,506,437	13,383,060
Land, buildings, and equipment, net	17,445,851	17,732,312
Total Assets	\$ 32,214,521	\$ 34,998,823
Liabilities and Net Assets		
Liabilities		
Accounts payable	\$ 2,197,997	\$ 2,534,186
Accrued expenses	610,271	578,225
Deposits held on behalf of others	57,725	78,750
Deferred revenue	336,450	221,167
Bonds payable	23,931,367	24,552,200
Advances from government for student loans	1,515,129	1,515,129
Total Liabilities	28,648,939	29,479,657
Net Assets		
Unrestricted	(8,706,077)	(7,219,396)
Temporarily restricted	4,147,380	4,653,989
Permanently restricted	8,124,279	8,084,573
Total Net Assets	3,565,582	5,519,166
Total Liabilities and Net Assets	\$ 32,214,521	\$ 34,998,823

See accompanying notes to financial statements.

Wilberforce University

Statements of Activities

Year ended June 30,	2012				2011
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total	Total
Revenues, gains and other support:					
Student tuition and fees	\$ 6,950,185	\$ -	\$ -	\$ 6,950,185	\$ 7,713,898
Less: scholarship discounts and allowances	(1,684,768)	-	-	(1,684,768)	(1,761,128)
Net student tuition and fees	5,265,417	-	-	5,265,417	5,952,770
Grants	3,129,027	-	-	3,129,027	3,663,954
Gifts	869,467	278,801	39,706	1,187,974	1,129,991
Investment income	826	340,860	-	341,686	343,097
Net realized and unrealized losses on investments	-	(471,560)	-	(471,560)	(77,971)
Auxiliary enterprises	2,444,758	-	-	2,444,758	2,783,354
Other sources	367,963	38,478	-	406,441	256,758
	12,077,458	186,579	39,706	12,303,743	14,051,953
Net assets released from restrictions	713,896	(713,896)	-	-	-
Total revenues, gains and other support	12,791,354	(527,317)	39,706	12,303,743	14,051,953
Operating Expenses:					
Educational and general expenditures					
Instructional and departmental research	4,382,647	-	-	4,382,647	4,781,616
Academic support	569,772	-	-	569,772	838,749
Student services	2,040,945	-	-	2,040,945	2,033,363
Institutional support	5,284,111	-	-	5,284,111	4,540,365
Total educational and general expenditures	12,277,475	-	-	12,277,475	12,194,093
Auxiliary enterprises	1,979,852	-	-	1,979,852	2,381,723
Total operating expenses	14,257,327	-	-	14,257,327	14,575,816
Total revenues, gains and other support less operating expenses	(1,465,973)	(527,317)	39,706	(1,953,584)	(523,863)
Transfer for underwater endowment recovery	(20,708)	20,708	-	-	-
Change in net assets	(1,486,681)	(506,609)	39,706	(1,953,584)	(523,863)
Net assets, beginning of year	(7,219,396)	4,653,989	8,084,573	5,519,166	6,043,029
Net assets, end of Year	\$ (8,706,077)	\$ 4,147,380	\$ 8,124,279	\$ 3,565,582	\$ 5,519,166

See accompanying notes to financial statements.

Wilberforce University

Statements of Activities

Year ended June 30,

2011

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Revenues, gains, and other support:				
Student tuition and fees	\$ 7,713,898	\$ -	\$ -	\$ 7,713,898
Less: scholarship discounts and allowances	(1,761,128)	-	-	(1,761,128)
Net student tuition and fees	5,952,770	-	-	5,952,770
Grants	3,663,954	-	-	3,663,954
Gifts	698,922	231,581	199,488	1,129,991
Investment income	20,484	322,613	-	343,097
Net realized and unrealized losses on investments	(43,222)	(34,749)	-	(77,971)
Auxiliary enterprises	2,783,354	-	-	2,783,354
Other sources	204,803	51,955	-	256,758
	13,281,065	571,400	199,488	14,051,953
Net assets released from restrictions	631,035	(631,035)	-	-
Total revenues, gains, and other support	13,912,100	(59,635)	199,488	14,051,953
Operating Expenses:				
Educational and general expenditures				
Instructional and departmental research	4,781,616	-	-	4,781,616
Academic support	838,749	-	-	838,749
Student services	2,033,363	-	-	2,033,363
Institutional support	4,540,365	-	-	4,540,365
Total educational and general expenditures	12,194,093	-	-	12,194,093
Auxiliary enterprises	2,381,723	-	-	2,381,723
Total operating expenses	14,575,816	-	-	14,575,816
Total revenues, gains and other support less operating expenses	(663,716)	(59,635)	199,488	(523,863)
Transfer for underwater endowment recovery	(111,285)	111,285	-	-
Change in net assets	(775,001)	51,650	199,488	(523,863)
Net assets, beginning of the year	(6,444,395)	4,602,339	7,885,085	6,043,029
net assets, end of the year	\$ (7,219,396)	\$ 4,653,989	\$ 8,084,573	\$ 5,519,166

Wilberforce University

Statements of Cash Flows

<i>Year ended June 30,</i>	2012	2011
Operating Activities		
Change in net assets	\$ (1,953,584)	\$ (523,863)
Adjustments to reconcile change in net assets to net cash from operating activities:		
Depreciation and amortization	1,007,054	990,925
Net realized and unrealized losses on investments	471,560	77,971
Gifts received for restricted purposes	(39,706)	(199,488)
Changes in assets and liabilities:		
Inventories	-	(465)
Student accounts receivable	(194,584)	(77,204)
Notes receivable	324,326	(10,435)
Contributions receivable	10,150	5,584
Receivables from government sources	(41,340)	30,256
Other receivables	(112,827)	-
Prepaid expenses and other assets	150,142	(120,113)
Accounts payable	(336,189)	(146,275)
Accrued expenses	32,045	(81,089)
Deposits held on behalf of others	(21,025)	7,675
Deferred revenue	115,283	(101,930)
Net Cash Used in Operating Activities	(588,695)	(148,451)
Investing Activities		
Purchases of property and equipment	(720,593)	(56,251)
Proceeds from sales of investments	20,334,215	44,132,797
Purchases of investments	(18,929,151)	(43,022,198)
Net Cash From Investing Activities	684,471	1,054,348
Financing Activities		
Proceeds from new borrowings	-	24,552,200
Payments on line of credit	-	(2,095,000)
Debt issuance cost	-	(636,729)
Principal payments on debt	(620,833)	(22,581,109)
Gifts received for restricted purposes	39,706	199,488
Net Cash Used in Financing Activities	(581,127)	(561,150)
Net (Decrease) Increase in Cash	(485,351)	344,747
Cash and Cash Equivalents, beginning of year	793,769	449,022
Cash and Cash Equivalents, end of year	\$ 308,418	\$ 793,769
Supplemental Disclosure of Cash Flow Information:		
Cash paid for interest	\$ 818,761	\$ 1,064,013

See accompanying notes to financial statements.

Wilberforce University

Notes to Financial Statements

1. Summary of Significant Accounting Policies

Description of the University

Wilberforce University (“the University”), a privately endowed African-American educational institution of arts and sciences, derives its income from student tuition and fees, investments, gifts and grants, and various related activities. The University was founded in 1856.

Basis of Accounting

The financial statements of the University have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America (“U.S. GAAP”).

Basis of Presentation

The financial statements of the University have been prepared to focus on the University as a whole and to present balances and transactions in accordance with the existence or absence of donor-imposed restrictions.

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Unrestricted net assets - Net assets that are not subject to donor-imposed stipulations and are fully available at the discretion of management and the Board of Trustees.

Temporarily restricted net assets - Net assets subject to donor-imposed stipulations that may or will be met either by actions of the University and/or the passage of time.

Permanently restricted net assets - Net assets subject to donor-imposed stipulations that they be maintained permanently by the University. Generally, the donors of these assets permit the University to use all, or part of, the return on related investments for general or specific purposes.

The expiration of a donor-imposed restriction on a contribution or on endowment income is recognized in the period in which the restriction expires, and at that time, the related resources are reclassified to unrestricted net assets. A restriction expires when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Contributions

Contributions, including unconditional promises to give, are recognized as revenues in the period received. Conditional promises to give are not recognized until the conditions on which they depend are substantially met. Contributions of assets other than cash are recorded at their estimated fair value at the date of gift. Contributions to be received after one year are discounted at a rate commensurate with the risk involved at the date of the gift. Amortization of the discount is recorded as additional contribution revenue and used in accordance with donor-imposed restrictions, if any, on the contributions. Allowance is made for uncollectible

Wilberforce University

Notes to Financial Statements

contributions based upon management's judgment and analysis of the creditworthiness of the donors, past collection experience, and other relevant factors.

Cash and Cash Equivalents

Cash and cash equivalents include highly liquid instruments with original maturities of three months or less from the date of purchase. The University maintains cash balances with various financial institutions, which at times may exceed the Federal Deposit Insurance Corporation limits. The University's non-interest bearing cash balances were fully insured at June 30, 2012 due to a temporary federal program in effect from December 31, 2011 through December 31, 2012. Under the program, there is no limit to the amount of insurance for eligible accounts. Beginning in 2013, insurance coverage will revert to \$250,000 per depositor at each financial institution, and the University's non-interest bearing cash balances may again exceed federally insured limits.

Student Accounts Receivable and Other Receivables

Accounts receivable primarily consists of tuition and fee charges to students, on which interest is periodically charged. Notes receivable includes amounts due under the Perkins Loan Program. For such balances as well as unconditional promises to give, the University determines any necessary allowances for such receivables based on prior experience and management's analysis of specific receivables and promises to give.

Investments

Investments are carried at fair value, determined primarily from quoted market prices where available. Unrealized gains and losses are included in the statements of activities.

Land, Buildings, and Equipment

Land, buildings, and equipment are recorded at cost at the date of acquisition or fair value at date of donation in the case of gifts. The University capitalizes acquisitions that exceed \$5,000 and have an useful life expected to exceed one year. Depreciation on property, plant and equipment is calculated on the straight-line method over estimated useful lives of 30 years for buildings; 10 years for furniture; and 15 years for equipment. Leasehold improvements are depreciated over the lesser of the useful life or the minimum lease term.

Financial Instruments and Fair Values

The University's carrying amount for its financial instruments, which include cash and cash equivalents, accounts receivable, accounts payable and long-term debt approximate fair value based on the short-term nature of such balances, or in the case of long-term debt, based on the approximate borrowing rate as that would be available to the University at June 30, 2012.

Wilberforce University

Notes to Financial Statements

Impairment of Long-Lived Assets

On an ongoing basis, the University reviews long-lived assets for impairment whenever events or circumstances indicate that the carrying amounts may be overstated. The impairment loss would adjust the assets to fair value. As of June 30, 2012 and 2011, management believes no impairment existed.

Debt Issuance Costs

Debt issuance costs and fees on long-term debt are recorded as deferred charges (included in other assets in the statements of financial position) in the year paid and amortized over the life of the debt issuance on the effective interest method. Costs incurred through June 30, 2012 and 2011 totaled \$636,727 and accumulated amortization was \$53,484 and \$27,037 at June 30, 2012 and 2011, respectively. Debt issuance costs are recorded with prepaid expenses and other assets on the statements of financial position.

Deferred Revenue

Tuition and fees are recognized on a pro rata basis over the term of the program. Deferred revenue represents tuition and fees that have been billed but not yet earned and relate to traditional students who registered for the Fall 2012 semester as well as the Credentials for Leadership in Management and Business (CLIMB) adult degree program. Funds from federal grants are treated as deferred revenue until the funds are expended for the grant purpose.

Advances From Government for Student Loans

Funds provided by the United States government under the Federal Perkins Loan program are loaned to qualified students and re-loaned after collections. These funds are ultimately refundable to the government and, therefore, are recorded as a liability in the accompanying statements of financial position.

Use of Estimates

Preparation of the financial statements, in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the amounts reported in the audited financial statements and accompanying notes. Actual results could differ from these assumptions, and those differences could be material.

Federal Income Tax

The University is recognized as an organization exempt from federal income tax under Section 501(a) of the Internal Revenue Code (the "Code") as an organization described in Section 501(c)(3) whereby only unrelated business income, as defined by Section 512(a)(1) of the Code, is subject to federal income tax. With respect to any unrelated business income generated by the University, it records income taxes using the liability method under which deferred tax assets and liabilities are determined based on the differences between the financial accounting and tax basis of assets and liabilities. Deferred tax assets or liabilities at the end of each period are determined using the currently enacted tax rate expected to apply to taxable income in the period that the deferred tax asset or liability is expected to be realized or settled. As of June 30, 2012, the University had no deferred tax assets or liabilities.

Wilberforce University

Notes to Financial Statements

The University analyzed its tax positions for the year ended June 30, 2012 and determined that there were no uncertain tax positions that would have a material impact on the University's financial statements.

Reclassifications

In certain instances, amounts previously reported in the 2011 financial statements have been reclassified to conform to the 2012 financial statement presentation. Such reclassifications had no effect on net assets.

New Accounting Pronouncements

On May 12, 2011, the Financial Accounting Standards Board ("FASB") issued Accounting Standards Update ("ASU") No. 2011-04, *Amendments to Achieve Common Fair Value Measurement and Disclosure Requirements in U.S. GAAP and International Financial Reporting Standards* ("IFRS") ("ASU 2011-04"). ASU 2011-04 amends ASC 820 and clarifies the application of existing fair value measurement and disclosure requirements related to the application of the highest and best use and valuation premise concepts for financial and nonfinancial instruments, and disclosures about fair value measurements. ASU 2011-04 requires additional disclosures about fair value measurements categorized within Level 3 of the fair value hierarchy including the valuation processes used by the reporting entity, qualitative information about the unobservable inputs in the fair value measurement, the sensitivity of the fair value to changes in unobservable inputs, and the interrelationships between those unobservable inputs, if any. All the amendments to ASC 820 made by ASU 2011-04 are effective for annual periods beginning after December 15, 2011 for nonpublic companies. The disclosure requirements relating to the sensitivity of fair value to changes in unobservable inputs are not required for non-public entities, such as the University. Management is currently evaluating the impact the adoption of ASU 2011-04 will have on the University's financial statements, including the enhanced disclosure requirements for Level 3 investments.

Subsequent Events

Management has performed an analysis of the activities and transactions subsequent to June 30, 2012 to determine the need for any adjustments to and/or disclosures within the audited financial statements for the year ended June 30, 2012. Management has performed their analysis of subsequent events through March 31, 2013, the date the financial statements were available to be issued. Management has determined no subsequent events have occurred requiring disclosure in these financial statements.

2. Fair Value Measurements of Assets

Accounting Standards Codification, Fair Value Measurements ("ASC 820") defines fair value as the price that would be received for an asset or paid to transfer a liability (an exit price) in the University's principal or most advantageous market for the asset or liability in an orderly transaction between market participants on the measurement date.

Wilberforce University

Notes to Financial Statements

These principles establish a fair value hierarchy which requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value. The standard describes three levels of inputs that may be used to measure fair value:

- Level 1: Quoted prices for identical assets or liabilities in active markets that the University has the ability to access as of the measurement date.
- Level 2: Significant other observable inputs other than Level 1 prices such as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data.
- Level 3: Significant unobservable inputs that reflect the University's own assumptions about the assumptions that market participants would use in pricing an asset or liability.

Observable inputs reflect the assumptions market participants would use in pricing the asset or liability developed from sources independent of the University; and unobservable inputs reflect the University's own assumptions about the assumptions market participants would use in pricing the asset or liability developed based on the best information available in the circumstances.

The following tables summarize the levels in the ASC 820 fair value hierarchy for the University:

June 30, 2012	Level 1	Level 2	Level 3
Investments			
Cash and cash equivalents	\$ 3,456,622	\$ -	\$ -
Certificate of deposits	-	1,102,858	-
Alternative securities	-	-	898,678
Corporate bonds	1,368,882	-	-
Mutual funds - Domestic equities	2,514,317	-	-
Mutual funds - International equities	929,851	-	-
Mutual funds - Domestic bonds	1,235,229	-	-
Total Investments on a Recurring Basis	\$ 9,504,901	\$ 1,102,858	\$ 898,678

June 30, 2011	Level 1	Level 2	Level 3
Investments			
Cash and cash equivalents	\$ 11,019,012	\$ -	\$ -
Certificate of deposits	-	1,054,274	-
Corporate bonds	587,232	-	-
Mutual funds - Domestic equities	504,185	-	-
Mutual funds - International equities	139,301	-	-
Mutual funds - Domestic bonds	60,441	-	-
Mutual funds - International bonds	18,615	-	-
Total Investments on a Recurring Basis	\$ 12,328,786	\$ 1,054,274	\$ -

Wilberforce University

Notes to Financial Statements

Investments which are not publicly traded consist of investments in a limited partnership and are reflected at fair value. Depending on the underlying asset, the fair value is determined through national exchange prices for securities with a readily determinable value or valuations and estimates typically determined by the underlying asset manager. Certain investment values may differ from the values that would have been used had a ready market for these investments existed and the differences could be material. The financial statements of this investment is audited (annually at December 31) by independent auditors.

<i>Year Ended June 30, 2012</i>	Alternative Securities
Balance, July 1, 2011	\$ -
Purchases, sales, and operating	1,000,000
Transfers into/out of Level 3	-
Realized and unrealized losses	(101,322)
Balance, June 30, 2012	\$ 898,678

3. Contributions Receivable

Contributions receivable are promises to give from donors that are unconditional and are recorded at the present value of future cash flows. Contributions receivable as of June 30, 2012 and 2011 are \$3,047 and \$13,197, respectively, are due within one year, and are net of allowances for doubtful contributions of \$8,508 as of June 30, 2012 and 2011.

4. Investments

Investments (at fair value) of the University are composed of the following at:

<i>June 30,</i>	2012	2011
Cash and cash equivalents	\$ 3,456,622	\$ 11,019,012
Certificates of deposit	1,102,858	1,054,274
Alternative securities	898,678	-
Corporate bonds	1,368,882	587,232
Mutual funds:		
Domestic equities	2,514,317	504,185
International equities	929,851	139,301
Domestic bonds	1,235,229	60,441
International bonds	-	18,615
Total	\$ 11,506,437	\$ 13,383,060

Wilberforce University

Notes to Financial Statements

The University's various investments are exposed to a variety of uncertainties, including interest rate, market and credit risks. Due to the level of risk associated with certain investments, it is possible that changes in the values of these investments could occur in the near term. Such changes could materially affect the amounts reported in the financial statements of the University.

At June 30, 2012, \$2,233,550 of cash and cash equivalents were in escrow accounts related to the HBCU Capital Financing Program debt (see Note 6). The certificates of deposit collateralize a letter of credit (see Note 13).

5. Land, Buildings, and Equipment

Land, buildings, and equipment, net is comprised of the following at:

<i>June 30,</i>	2012	2011
Land	\$ 141,149	\$ 141,149
Buildings and improvements	35,437,023	35,053,583
Equipment	10,046,889	9,709,737
	45,625,061	44,904,469
Less: accumulated depreciation	(28,179,210)	(27,172,157)
Land, buildings, and equipment, net	\$ 17,445,851	\$ 17,732,312

Depreciation expense for the years then ended June 30, 2012 and 2011 was \$1,007,053 and 990,925, respectively.

6. Bonds Payable

Bonds payable consist of the following at:

<i>June 30,</i>	2012	2011
Indentured Facility 2010 Series W.U. Project 2010 payments due semi-annually through 2037, fixed rate (3.14% at June 30, 2012)	\$ 23,931,367	\$ 24,552,200
Total bonds payable	\$ 23,931,367	\$ 24,552,200

Total interest expense for the years then ended June 30, 2012 and 2011 amounted to approximately \$787,794 and \$1,027,000, respectively.

Wilberforce University

Notes to Financial Statements

On July 1, 2007, the University entered into an agreement with Global Leverage Capital Management, LLC (“Global”) to refinance a Merrill Lynch loan and the 1969, 1970, and 2000 bond series and to finance the construction of a new 190 bed learning/living dormitory. The University issued \$22,570,000 in “2007 Series Bonds”. The bond issuance was segregated into three categories of bonds as follows: \$5,295,000 “Wilberforce University Secured Taxable Notes, Series 2007” due December 1, 2017; \$6,855,000 “Wilberforce University Housing LLC Project” due June 1, 2037 and \$10,420,000 “Wilberforce University Facilities Revenue Refunding Bond, Series 2007” due June 1, 2037. The University’s endowment served as security on the “Taxable Notes”, a pledge and lien on all Net Housing Revenues derived from the newly built housing facility served as security on the “Housing” bonds, and the first trust deed on the University’s campus served as security for the “Recurring” bonds.

Certain of the debt instruments and related letters of credit contain restrictive loan covenants regarding financial position, operating results, and compliance matters. On May 29, 2009, the University entered into a Forbearance Agreement with Global and U.S. Bank Trust National Association (“Custodian”) relative to the “2007 Series Bonds”. The University was not in compliance with applicable sections of the note and loan agreements associated with the “2007 Series Bonds” at June 30, 2009. Without waiving their rights associated with an existing default, Global and the Custodian were willing to temporarily forbear from exercising certain rights and remedies available to them. They agreed to allow the University time to remedy the existing defaults. This Forbearance Agreement was effective through December 31, 2009 provided all other conditions specified in the Agreement are met.

The University subsequently remedied the existing defaults and satisfied all other conditions specified in the agreement. Effective February of 2010, the Forbearance Agreement was no longer in effect.

The University had a line of credit of \$1,000,000 which expired on June 5, 2009. The line had been extended through May 31, 2012. The University line of credit was paid off and closed as part of the debt restructuring discussed below.

In September 2010, Wilberforce University was accepted into the Historically Black College and University (“HBCU”) Capital Finance Program. The purpose of this program is to provide low-cost capital to finance improvements to the infrastructure of the nation’s HBCU’s. Specifically, the program provides HBCU’s with access to capital financing or refinancing and provides a guarantee against default of the entire balance. Wilberforce University used the capital funds to retire all of the remaining balance of the “2007 Series Bonds,” totaling \$22,570,000 and all of its additional outstanding debt, which included a line of credit and capital leases. The University’s net housing revenues along with the housing facilities will serve as security for the “2010 Series” bonds as will the University’s endowment through a control agreement. The new debt structure has certain loan covenants primarily associated with the submission of reports by certain time periods.

In addition, the program agreement contains provisions for the maintenance of certain escrow reserve accounts by the University. As discussed in Note 4, these accounts totaled \$2,233,550 at June 30, 2012.

Wilberforce University
Notes to Financial Statements

Total future minimum payments at June 30, 2012 are:

<i>Year Ending June 30,</i>	Amount
2013	\$ 638,389
2014	664,818
2015	685,806
2016	703,680
2017	727,814
Thereafter	20,510,860
<hr/>	
Total bonds payable	\$ 23,931,367

At June 30, 2012, the University was not in compliance with certain covenants associated with its bonds payable agreement. The University did not provide the lender with audited financial statements within 120 days of its year end as specified in the debt covenant. The University also failed to meet other financial reporting requirements. Subsequent to June 30, 2012, the University obtained an appropriate written letter waiving the covenants related to which they were not in compliance.

7. Retirement Plans

Retirement benefits are provided for the administrative and academic staff through Teachers Insurance and Annuity Association (“TIAA”), a national organization used to fund pension benefits for educational institutions. Under this arrangement, the University and plan participants make annual contributions to TIAA to purchase individual annuities equivalent to retirement benefits earned. No contributions were made by the University in 2012 and 2011. In addition, selected University personnel may participate in a supplemental retirement plan on a voluntary basis. The University incurs no expense with the supplemental plan.

8. Temporarily and Permanent Restricted Net Assets

The University’s temporarily restricted net assets of \$4,147,380 and \$4,653,989 at June 30, 2012 and 2011, respectively, are restricted primarily to scholarships.

The University’s permanently restricted net assets of \$8,124,279 and \$8,084,573 at June 30, 2012 and 2011, respectively, are restricted primarily to endowed scholarships.

During the years ended June 30, 2012 and 2011, \$713,896 and \$631,035, respectively, was released from restrictions and primarily utilized for grants and scholarships.

9. Leases

The University leases certain vehicles and equipment under operating leases which expire at various dates through August 2012.

Wilberforce University

Notes to Financial Statements

Future minimum lease payments under the operating leases at June 30, 2012, are as follows:

<i>Year Ending June 30,</i>	<i>Amount</i>
2013	\$ 10,797
Total minimum lease payments	\$ 10,797

Rent expense for the years ended June 30, 2012 and 2011 was \$50,957 and \$43,032, respectively.

10. Endowments and Net Asset Classification of Funds Subject to UPMIFA

The University's endowment consists of approximately 100 individual funds established for a variety of purposes (primarily scholarships) based on donor-imposed restrictions in the relative gift instrument. Net assets associated with endowment funds, including funds designated by the Board of Trustees to function as endowments, are classified and reported based on the donor-imposed restrictions.

The Board of Trustees of the University has interpreted the Uniform Prudent Management of Institutional Funds Act of 2007 (the "Act") as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulation to the contrary. As a result of this interpretation, the University classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund.

The remaining portion of the donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the University in a manner consistent with the standard of prudence prescribed by the Act. In accordance with the Act, the University considers the following factors in making a determination to appropriate or accumulate donor-restricted endowments funds:

1. The duration and preservation of the fund
2. The purposes of the University and the donor-restricted endowment fund;
3. General economic conditions;
4. The possible effect of inflation and deflation;
5. The expected total return from income and the appreciation of investments;
6. Other resources of the University; and
7. The investment policies of the University

Management and investment decisions about individual assets are made not in isolation but rather in the context of the University's portfolio of investments as a whole and as part of an investment strategy that has risk and return objectives reasonably suited to the fund and to the institution. The University will diversify investments unless it reasonably determines that, because of special circumstances, the purposes of the fund are better served without diversification.

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Notes to Financial Statements

The appropriation for expenditure in any year is based upon specific University needs and is intended to be for an amount not greater than five percent of the fair market value of an endowment fund, calculated on the basis of market values averaged over a period of not less than three years immediately preceding the year in which the appropriation for expenditure is being made.

From time to time, the fair value of assets associated with individual donor restricted endowment funds many fall below the level that the donor of UPMIFA requires the University to retain as a fund of perpetual duration. Deficiencies of this nature that are in excess of related temporarily restricted amounts are reported in unrestricted new assets. Such amounts totaled \$168,107 and \$147,399 for the years ended June 30, 2012 and 2011, respectively. These deficiencies resulted from unfavorable market fluctuations.

Endowment net assets consist of the following at June 30, 2012 and 2011:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Totals
June 30, 2012				
Donor-Restricted Endowment Funds	\$ (168,107)	\$ 2,494,734	\$ 8,124,279	\$ 10,450,906
June 30, 2011				
Donor-Restricted Endowment Funds	\$ (147,399)	\$ 2,819,564	\$ 8,084,573	\$ 10,756,738

Changes in endowment net assets for the year ended June 30, 2012 are as follows:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Totals
Endowment net assets, July 1, 2011	\$ (147,399)	\$ 2,819,564	\$ 8,084,573	\$ 10,756,738
Net depreciation	-	(146,750)	-	(146,750)
Contributions	-	-	39,706	39,706
Additional underwater fund balances	(20,708)	20,708	-	-
Appropriation of endowment assets- for expenditure	-	(198,788)	-	(198,788)
Endowment net assets, June 30, 2012	\$ (168,107)	\$ 2,494,734	\$ 8,124,279	\$ 10,450,906

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Changes in endowment net assets for the year ended June 30, 2011 are as follows:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Totals
Endowment net assets, July 1, 2010	\$ (36,114)	\$ 2,934,752	\$ 7,885,085	\$10,783,723
Net depreciation	-	135,066	-	135,066
Contributions	-	-	199,488	199,488
Additional underwater fund balances	(111,285)	111,285	-	-
Appropriation of endowment assets- for expenditure	-	(361,539)	-	(361,539)
Endowment net assets, June 30, 2011	\$ (147,399)	\$ 2,819,564	\$ 8,084,573	\$10,756,738

11. Commitments and Contingencies

The University receives significant financial assistance from governmental agencies in the form of grants. The disbursement of funds received under such programs generally requires compliance with terms and conditions specified in grant agreements and are subject to audit by grantor agencies. The grant agreements provide for possible auditing of expenditures by grantor agencies and possible disallowance of certain expenditures. See Note 13 for additional discussion of the results of a Department of Education audit.

The University is periodically involved in various legal proceedings, administrative actions and claims arising in the normal course of business. In the opinion of management, the ultimate disposition of these matters will not have a material adverse effect on the University's financial position.

12. Notes Receivable

The University makes uncollateralized loans to students based on financial need. Student loans are generally funded through Federal government loan programs. At June 30, 2012 and 2011, student loans represented 4.4% and 4.9% of total assets, respectively.

Notes receivable consisted of the following:

June 30,	2012	2011
Federal government programs	\$ 2,268,193	\$ 2,480,251
Less: Allowance for doubtful accounts:		
Beginning of year	(759,749)	(582,011)
Write-offs	(112,268)	(177,738)
End of year	(872,017)	(759,749)
Notes receivable, net	\$ 1,396,176	\$ 1,720,502

Wilberforce University

Notes to Financial Statements

Based on the University's policy, the past due balances as of June 30, 2012 and 2011 were \$1,156,318 and \$1,058,533, respectively. Allowances for doubtful accounts over these past due balances are established based on prior collection experience and current economic factors which, in management's judgment, could influence the ability of loan recipients to repay the amounts per loan terms.

The University participates in the Federal Perkins Loan Program which is a revolving loan program. The availability of funds for loans under the program is dependent on reimbursements to the pool from repayments on outstanding loans. Funds advanced by the Federal government of \$1,515,129 at June 30, 2012 and 2011, are ultimately refundable to the government and are classified as liabilities in the statements of financial position. Outstanding loans cancelled under the program result in a reduction of the funds available for loans and a decrease in the liability to the government.

13. U.S. Department of Education

Office of Inspector General Audit

Wilberforce University was audited by the Office of Inspector General, U.S. Department of Education ("DOE"), for the fiscal years ended June 30, 2005 and 2006. The objectives of the audit were to determine whether the University complied with selected provisions of the Higher Education Act of 1965, as amended ("HEA"), and regulations governing (1) the return of Title IV, HEA program funds, (2) student eligibility, (3) disbursements, and (4) award calculations.

On March 21, 2008, an audit report was issued by the Office of Inspector General, Department of Education. The Office of Inspector General determined that the audit revealed significant instances of noncompliance by the University primarily involving the Federal Work Study program.

The Department of Education's final determination resulted in a total liability of \$554,463. The liability balance is \$178,210 and \$454,484 at June 30, 2012 and 2011, respectively. These amounts are included in accounts payable within the accompanying statements of financial position.

Letter of Credit

In August 2009, the University was notified by the DOE of its failure to meet the standards of financial responsibility because it had not maintained a minimum composite ratio score of 1.5 as required. The Department of Education required the University to post a \$1,046,264 letter of credit. A \$500,000 letter of credit was submitted to the DOE in April 2010 and is collateralized by a certificate of deposit. The remaining \$546,264 letter of credit was submitted to the DOE in August 2010. The required letter of credit increased to \$1,102,858 during 2012 and was in place at June 30, 2012. It expires May 31, 2013.

Attachment D School Development and Evaluation

Boxes will expand as you type

Types of schools you plan to sponsor

Wilberforce University plans to sponsor schools of academic excellence. Wilberforce will look to sponsor schools that raise the academic bar, exceed curriculum requirements, focus on the academic growth of the individual student, demonstrate extensive planning relating to yearly lesson plans by subject matter and grade level, and have a Governing Authority with clear by-laws, operating policy and procedures, and autonomy.

Wilberforce University wants to develop an expandable body of traditions and is looking for approaches to make learning and community life productive for all. We believe that education programs are not one-size-fits all and are open to developers who create innovative as well as traditional program schools serving all grades or a specific combination of grades ranging from Kindergarten to 12, and we will look to have a unique portfolio of 9-12 schools.

Area(s) of the state in which you are requesting sponsorship approval

Wilberforce University seeks to receive and review community school applications from qualified applicants with the intent of sponsoring community schools in eligible districts Statewide. Specifically Wilberforce would request to sponsor schools in the following areas: Cleveland, Akron, Canton, Columbus, Cincinnati, Youngstown, Dayton, Springfield, Middletown, and Toledo.

Wilberforce currently has a recruitment presence throughout Ohio, nationwide and globally with students attending from Cameroon, Ethiopia, Ghana, Nigeria, Portugal, and Jamaica. We have the demonstrated capacity and have developed strategic partnerships to facilitate sponsoring schools in the cities requested.

How you will provide oversight of schools in each requested area

Wilberforce will have a designated representative within a 50-mile radius of the city in which a school is sponsored. Wilberforce will utilize current staff and staff through our strategic relationship with Integrated Consulting and Management (ICM). Our representative will conduct, at a minimum, bi-monthly site visits to schools, monitor academic delivery, provide guidance and technical assistance, and will be present at all school board meetings. In addition to the designated representative, Wilberforce will assign current staff/consultants to handle more specific issues relating to legal, finance, special education, curriculum, compliance, and governing authority related issues.

How you will evaluate the potential for success of a proposed school

Wilberforce will follow a documented systematic application process. Wilberforce will ensure that the application guidance is clear, documented, detailed, and will incorporate a comprehensive rubric to evaluate the potential success of the school.

The Wilberforce application review team members will have diverse expertise in school finance, curriculum, instruction, management, facilities, and school law in the context of community schools. The application evaluation will include a detailed review of the written application, an in depth interview with the applicant, and a thorough background review of the applicant's experience and capacity.

Comprehensive application questions will provide extensive data for rigorous evaluation of the applicant's plans and capacities. Applicant's will be required to identify the following;

- a. Vision, mission and purpose
- b. Student population to be served
- c. Academic Plan
- d. Academic and financial measures used to assess the academic and operational success
- e. How the school and the governing authority ensures the school is academically successful and fiscally sound
- f. Solid business plan
- g. Governance and Management
- h. Educational Program
- i. Demographic and Market Assessment
- j. Compliance
- k. Operational Budget
- l. Facilities

A Wilberforce sponsored school of excellence will also be evaluated on the following:

1. Exceeding curriculum requirements
 - Schools that exceed the minimum curriculum requirements
 - Incorporate additional learning opportunities, such as, accelerated/honors classes, foreign language, and music/art
 - Accommodate individualized student acceleration or remediation
2. Employing evaluative measures
 - Conducting initial student evaluations to establish a baseline
 - Establishing ongoing evaluations
 - Reduction of response time from instruction to identification of the need for remediation to implementing remediation measures
3. Developing detailed lesson plans
 - Identification of all academic content standards and respective performance objectives by subject and grade level

- Development of a comprehensive lesson plan aligned to the standards and planned for the entire school year
- Measures in place to address progress and deficiencies of the lesson plan
- Correlation of content delivery, testing and remediation

4. Establishing sound Governing Authority practices

- Existence of clear By-laws and operating policies and procedures and compliance thereof
- Proper financial practices
- Management contract that is clear, specific, and does not contradict the Sponsor agreement or Ohio Revised Code, and gives clear autonomy to the Governing Authority.

Wilberforce is currently developing a computer-based program that will assist in the alignment of the academic content standards and performance objectives with comprehensive lesson plans, testing, evaluation and remediation.

Upon review of the application for a potential new school, reach team member will rate the school according to our rubric and there will be a team consensus for every rated attribute. Only applicants meeting our rubric requirements will be approved.

Any perceived minor deficiencies would be addressed in the contract process. All contracts will clearly establish and recognize school autonomy including authority over educational programming, staffing, budgeting, and scheduling. All contracts will include:

- a. specific and measureable indicators of student performance
- b. Specific, measureable and realistic student performance criteria which include proficiency rates, student academic growth, graduation rates, attendance rates, post-secondary enrollment, and student performance data obtained from other valid and reliable assessments as identified in the contract;
- c. Sound financial and operational performance goals;
- d. School specific Performance framework that meets or exceed state requirements;
- e. Clearly defined objective and verifiable student achievement measures;
- f. Governance board performance goals;
- g. Identification of data that will be collected by the school and the reporting frequency required by the Sponsor;
- h. Clearly define multiple sources of data that will comprise the evidence basis for ongoing evaluation and renewal; and,
- i. Clearly defined criteria and conditions warranting Sponsor intervention including probation and suspension.

Wilberforce University is committed to continually identifying the factors for educational success and in selecting the most excellent schools to sponsor.

Process that will be implemented to evaluate school performance

Wilberforce University will employ transparent and comprehensive performance accountability and compliance monitoring system to collect data it will utilize to make renewal, revocation and intervention decisions.

Our staff will monitor, evaluate and report the community school's compliance with all laws and rules applicable to the community school and with the terms of the community school contract, state and federal laws, an evaluation of leadership and governance, and progress toward achieving academic performance, enrollment and attendance goals established in the community school agreement.

Wilberforce will conduct comprehensive site visit(s) to the community school as necessary, but at least bi-monthly while classes are in session and make written reports of all information obtained during site visit(s) to the Department upon request. Wilberforce will employ a licensed school treasurer to conduct school financial reviews. Each school will receive monthly or bi-monthly feedback on enrollment and financial records in which all revenue sources will be considered. We will publish a compliance calendar to establish regular reporting and compliance review periods and deadlines. WU will develop transparent reporting formats and evaluation rubrics for use during site visits.

Criteria used in renewal decisions

As determined by the Sponsor, the community school contract renewal is based on the school's compliance with the terms and responsibilities under the contract, applicable laws and regulations, and academic goals stated in the contract. Wilberforce will evaluate the effectiveness of the school as to the academic program success, financial management, and leadership and governance.

Wilberforce may choose to not renew a community school for the following reasons:

- a. Failure to meet student performance requirements stated in the contract;
- b. Failure to meet generally accepted standards;
- c. Violation of any provision of the contract or applicable state and federal law;
- d. Other good cause.

At least ninety (90) days prior to the non-renewal of the contract, the Sponsor shall notify the school of the proposed action in writing. The notice shall include the reasons for the proposed action in detail, the effective date of the renewal, and a statement that the School may, within fourteen (14) days of receiving the notice, request, in writing, an informal hearing before the Sponsor. The informal hearing shall be held within seventy (70) days of the receipt of a request for the hearing. Promptly following the informal hearing, the Sponsor shall issue a written decision either affirming or rescinding the decision to not renew the contract. ORC 3314.07

Circumstances under which you would close a school

A Sponsor takes steps to intervene in a school's operation to correct problems in the school's overall performance, declare the school to be on probationary status pursuant to R.C. 3314.073, suspend operations of the school pursuant to R.C. 3314.072, or terminate or nonrenewal of a contract pursuant to R.C. 3314.07, as determined by the Sponsor.

A sponsor may close a school that has failed to meet standards and objectives set forth in law and by contract pursuant to R.C. 3314.07. In that instant, a sponsor may choose not to renew a contract at its expiration or may choose to terminate a contract prior to its expiration for any of the following reasons:

- (a) Failure to meet student performance requirements stated in the contract;
- (b) Failure to meet generally accepted standards of fiscal management;
- (c) Violation of any provision of the contract or applicable state or federal law;
- (d) Other good cause.

Additionally, if the sponsor has suspended the operation of a contract under R.C. 3314.072, the sponsor may choose to terminate a contract prior to its expiration.

Entity has not yet received a sponsorship agreement, and therefore has not been evaluated.

From: [Tate, Steve](#)
To: [Hoffman, Joni](#); [Hansen, David](#)
Subject: Wilberforce Sponsor Application
Attachments: [Wilberforce University Sponsor Application.pdf](#)

The purpose of this meeting is to discuss the processing of the sponsor application submitted by Wilberforce University. New rules became effective in FY14 that require approval by the State Board of new sponsors, however the WU application was submitted on August 13 using the application and guidelines in effect prior to the rule change.

Note: The sponsor application was taken down from our website with the advent of the new rule to allow for updates, but WU began the application process prior to the change and thus had access to the old application.

Application Status: Withdrawn

Application Rationale: Original application submission was obsolete; entity decided not to apply.