



Generations

2014 • Annual Report



MATHILE FAMILY FOUNDATION

LETTER FROM THE FOUNDERS

The Work of Generations

Dear Friends,

We are pleased this year to present our Annual Report with the theme “Generations.” For us, this theme is multi-faceted. We are celebrating the vision of the Foundation, “sharing God’s blessings by perpetuating a multi-generational Foundation committed to philanthropic excellence,” with the growing participation of multiple generations of our family. Additionally, we often witness the multi-generational impact of the important work of our grantee partners and the families they serve.

We have the opportunity to see, first-hand, the lasting effect of the essential work being done by nonprofit organizations in our community. And while so much is being accomplished, there is still much to be done. Guided by our faith, we continue to be committed to investing in this vital work to strengthen families, provide opportunities to children, and build a better world.

May God continue to bless each and every one of you.

MaryAnn Mathile

Clayton L. Mathile

LETTER FROM THE CO-CHAIR

Building Together

Dear Friends,

Philanthropy has always been an essential part of our family. As children, my siblings and I learned the importance of sharing our blessings with others by observing our parents’ model service to others at church, school, and in the community.

Since becoming involved with the Foundation more than 20 years ago, I have had the opportunity to develop a strong understanding and appreciation for the comprehensive support our community’s nonprofits offer to children and families. Their work is truly transformational and essential for a community to thrive.

We have come a long way, and this is only the beginning. As we embark on the next 25 years, our family’s goal is to ensure the stability and strength of the Foundation going forward by continuing to respond to the community’s needs. Using the values and passion instilled in us by our faith and by our parents, we are prepared to help steward the Foundation’s support to those who are transforming the lives of children for many generations to come.

God’s blessings on all your work,

Timothy L. Mathile

“THE GREATEST
SOCIAL AND
ECONOMIC
EQUALIZER IS
EDUCATION.”

THE MATHILE FAMILY

Agents of Change

CITY CONNECTS / BOSTON COLLEGE

A program of Boston College, City Connects provides an organized way for schools to address out-of-school factors that can significantly impact students' readiness to learn and thrive in school. Foundation funding has supported the implementation of City Connects in seven schools in the Greater Miami Valley.

bc.edu/schools/lsoe/cityconnects/

DAYBREAK

Daybreak operates the Miami Valley's only 24-hour crisis hotline and emergency youth shelter, offering outreach, prevention, transitional housing, life-skills education, and follow-up services for runaway and homeless youth. Foundation funding has supported operating and capital needs, as well as youth programs.

daybreakdayton.org

DAYTON PERFORMING ARTS ALLIANCE: SPARK

SPARK (School Partners with Artists Reaching Kids) is an innovative arts partnership that integrates music into each class (K-5) of partner schools to help students learn core subjects like math and language arts. Foundation funding has supported the SPARK program.

daytonperformingarts.org/spark

GOOD NEIGHBOR HOUSE

Good Neighbor House offers a full range of human and health services to the community, including food, clothing, and household items for underserved individuals and families, as well as medical, dental, and vision services for the working uninsured. Foundation funding has supported operating and capital needs, the food and nutrition services program, and the dental program.

goodneighborhouse.org

GOODWILL EASTER SEALS

Goodwill Easter Seals Miami Valley offers behavioral health, employment, children and youth, senior, and developmental disability services to those in need throughout 23 counties in west central and southwest Ohio. Foundation funding has supported operating and capital needs, Miami Valley Works, and youth programs.

gesmv.org

K12 GALLERY

K12's programs inspire young people to imagine, create, and grow by building self-esteem and creativity while providing a practical sense of art appreciation and community value. Programs are delivered at K12's downtown studio and in partner schools. Foundation funding has supported operating and capital needs, and school-based arts programs.

k12gallery.org

OUR LADY OF THE ROSARY SCHOOL

Our Lady of the Rosary is an urban Catholic School serving grades K-8 in the Old North Dayton neighborhood. Since 1888 it has provided a strong education and a solid grounding in the principles of faith and community for thousands of students. Foundation funding has supported operating and capital needs, and implementation of the City Connects program.

olrdayton.com

VISION

SHARING GOD'S
BLESSINGS BY
PERPETUATING A
MULTI-GENERATIONAL
FOUNDATION
COMMITTED TO
PHILANTHROPIC
EXCELLENCE.

MISSION

TRANSFORMING THE
LIVES OF CHILDREN.



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“WE’RE JUST
NEIGHBORS
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WHATEVER
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NEEDS HELP,
WE’RE HERE.”

TIFFANY COLLIE, GOOD NEIGHBOR HOUSE



FEATURED STORY

The Need is Still Great

CREATING THE FUTURE

Transformation. Dream. Possibilities. Opportunities. Success. Independence.

The words rise from Main Street toward the heavens, emblazoned on the bright yellow helix of a prominent staircase, visible to all who pass by the new Goodwill Easter Seals Miami Valley Human Services Campus in downtown Dayton. To Michelle Feltz, these words also ring with a special sense of promise and purpose as she prepares for the launch of the new Miami Valley Works program.

As supervisor of the program, Feltz said it’s tempting to call Miami Valley Works a job placement initiative, but that only scratches the surface. The program’s goals are much more ambitious, she said, and include digging deeper into the causes of poverty and helping families find effective ways to overcome them permanently. To accomplish that requires much more than a job; participants need to build the skills and experience to create a lasting career.

A PATHWAY OUT OF POVERTY

Miami Valley Works couldn’t be more timely, according to Rick Wegmann, executive director of the new program. Dayton’s economy has improved in recent years, and the announcement of new jobs frequently generates headlines, but the economic recovery hasn’t reached everyone in need. Far from it, Wegmann said, with 40 percent of adults and nearly half of all children in the city still living in poverty.

A 2013 study by the University of Washington showed that to be self-sufficient in Montgomery County—covering the costs of rent, food, utilities and other essential expenses without government assistance—an individual needs to earn \$8.78 an hour. This is already higher than the Ohio minimum wage of \$8.10. With a preschooler and a school-age child, the wage required to cover basic expenses rises to \$23.27 per hour. For far too many Ohioans, a minimum wage job simply isn’t enough to get by.

Feltz said Miami Valley Works hopes to give residents who are eager to work better opportunities to do so. Goodwill Easter Seals has a long history of helping the unemployed find jobs through their career center. The new program will go much further in an effort to have a more lasting impact.



Our history has shown folks can get a job,” Feltz said, “but how do they maintain it?”

The new program will pair clients with an employment coach and a host of other resources, from childcare and financial counseling to clothing and transportation assistance. Clients will also learn the “soft skills” important to keep a job and become a valued team member, including time management, conflict resolution, and goal setting.

Following a two-week period of job readiness training, participants become “members” of the program and begin their job search. Once hired, members work with an employment coach to set concrete goals for career advancement and proactively plan to address potential challenges, such as transportation or daycare problems. Coaches can help members pursue a GED, enroll in relevant college courses, or find a training program that fits with their goals.

After one year of employment, clients become “members for life.” Life members will enjoy a permanent connection to the program and ongoing access to its resources, much the way colleges support alumni with a range of career services.

To improve the odds of long-term success, employers hiring through Miami Valley Works agree not to fire members without communicating with Feltz and her team first. This creates an opportunity to address issues that could be simple to resolve, and to learn from mistakes if termination is required. For their part, members make the same promise—they agree not to quit before discussing the situation with their employment coach.

Progress may be gradual, and occasional setbacks are likely, but Feltz and her team have a long-term view. A primary goal of the program is to help members earn enough so they no longer need public assistance. As their income grows and they lose this support, they will need to adapt to the challenges of full self-sufficiency.

“There is going to be a period of time where it’s really difficult,” Feltz said, but the benefits of success can be life-changing.

“We can help them see the light at the end of the tunnel,” she said. “That’s so important.”

A COMPLEX OF CHALLENGES

Poverty is a simple word that encompasses a wide range of thorny issues. The needs of the poor often go far beyond employment and income. Those

living in poverty in Dayton suffer disproportionately from chronic illnesses like diabetes and hypertension. They may struggle to arrange transportation and childcare. When they do have a job, life’s complications can make it difficult to stay employed and perform well.

Serving the poor effectively, and helping them build a more stable life, means acknowledging these issues and addressing them head-on. This approach is a guiding principle of Good Neighbor House, an organization that helps underserved families in the region by providing food, clothing, and household items; low-cost medical, dental, and vision care; wellness, nutrition, and life skills classes; and connections to other needed resources.

“Most of the time, [clients] come through the door with so many more issues than we can handle,” said Tiffany Collie, director of operations and development at Good Neighbor House. “They come with more than just physical and material needs.”

Acknowledging the immensity of clients’ needs and the limits of their programs is far from admitting defeat, however. Instead, Collie said, “We recognize that we don’t have to do it all... we can’t do everything and be everything to everyone, and so we use our community partnerships.”



Offering a wide range of services from a single location can make a big difference when clients have to spend hours on buses to get around town, or they

YOU WANT THEM TO KNOW THAT YOU CARE. WE’RE HERE TO LISTEN. WE’RE HERE TO HELP.

are juggling multiple jobs and tenuous childcare arrangements on a given day. With Good Neighbor House’s “one stop shopping” model, those in need

are more likely to access needed services, and less likely to go without vital support.

Good Neighbor House also recognizes the importance of their clients’ spiritual and emotional needs.

“It’s not uncommon to walk past one of our intake rooms, and there’s a volunteer praying with a client,” Collie said.

On a more basic level, simply being heard and treated with respect can mean a great deal.

“You want them to know that you care,” Collie explained. “We’re here to listen. We’re here to help.

“We’re just neighbors helping neighbors. Whatever neighbor needs help, we’re here, and we’re here to stand in the gap for you as long as you need us.”

A BRIGHTER TOMORROW

While poverty does not discriminate, afflicting people of all ages and backgrounds throughout the community, its impact may be most severe in the case of homeless children. When children become homeless—often when fleeing abuse or neglect, kicked out by caregivers, or aging out of the foster care system—even answering basic questions required for survival can be a struggle. Where am I going to sleep tonight? When will I be able to eat again? How am I going to make it another day?

For 40 years, Daybreak has stepped in to provide an answer. Founded as a 24-hour emergency shelter for minor-age youth, Daybreak has evolved to offer far more.

“We have a housing program, a street-outreach program, an employment program,” said Linda

Kramer, Daybreak CEO. “We provide mental health services, and right now we go from ages 12 to 24, working to eliminate youth homelessness in our community.”

“We want to do more than a Band-Aid,” Kramer added. “Especially with our older kids, we’re looking to try to move them on to self-sufficiency, more independence, life skills. With our younger kids, if we can, we’re trying to work with the family for a successful—a safe—reunification. And if we can’t, then we work with the other community services, child welfare or whatever is needed, in order to protect the child.”

As Daybreak has expanded its services, the need in the community has grown significantly. In 2014, Daybreak reported record usage of its shelter services, representing a 33 percent increase in just three years. As recently as February, the organization cited a 46 percent surge in the number of youth seeking shelter.

Kramer said the needs of many of the teens they work with have also changed.

“We noticed a couple of years ago that we were seeing more children and young adults in our shelter who were severely mentally ill,” she said.

That gap led them to start Alma’s Place, a residential care facility that provides dedicated support and resources while working to enable residents to live independently.

Preparing clients for independence and success in life is also why Daybreak maintains a strong emphasis on education and employment. In addition to helping school-age children enroll in and complete high school, the organization operates a retail business (Lindy & Company Gourmet Pet Treats) where young people can work to earn income, develop crucial job skills, and gain confidence and work experience.

“It’s amazing what it does for their self-esteem,” Kramer said. “When they’re engaged in positive activities and they’re getting paid for it.”

Jasmine Ricks, a recent Daybreak client, agrees.

“I feel like if people come here,” Ricks said, “they will leave here with experience knowing how to budget, how to get a job and keep a job, and just how to live their day-to-day life.”

When Ricks came to Daybreak, she lacked all of these vital skills. After her mother asked her to leave home at 18, Ricks ended up at St. Vincent de Paul shelter. She tried to find a job, but with a high school education and minimal experience,



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Jasmine Ricks

she wasn’t having any luck. Fortunately, she found Daybreak, enrolled in their housing program, and started working at Lindy’s, where she did so well she quickly progressed to training new employees. By early 2015, Ricks had left Lindy’s for a non-Daybreak position and was making enough to support herself.

This kind of outcome is what Daybreak hopes all of its working-age clients can achieve, Kramer said. To that end, Daybreak partners with local employers and organizations (including Goodwill) to place clients in longer-term positions.

“The goal is...to match them up with an outside job that they really like and can turn into a career,” Kramer said. “We really want these kids to be independent and self-sufficient. We want them to be able to not just end their homelessness, but end the cycle of poverty, as well as create a whole new future for themselves.” ▲▲

SNAPSHOT: EDITH JORDAN



EDITH JORDAN
DAYTON, OHIO

WHAT SETS GOOD NEIGHBOR HOUSE APART IS THE GENUINE KINDNESS EVERYONE SHOWS

RISING ABOVE

After working for decades and raising her children, Edith Jordan left the workforce expecting her modest retirement income to cover expenses for herself and her husband. When she had to assume custody of her two grandchildren, that plan fell apart.

“I’ve got these children,” she said. It was like “starting over. And I don’t know what I’m going to do, how I’m going to do it.”

Having never needed to turn to community organizations for support, Edith now needed to frequent food pantries to put meals on the table. At one pantry, a staff member recommended that Edith reach out to Good Neighbor House.

“I don’t need for myself,” Edith told the Good Neighbor House staff, “just what little bit you can do for the children.

“Immediately, they made sure that I had Christmas for them,” she said. “Thanksgiving, food anytime I needed it, clothing.”

What sets Good Neighbor House apart, she said, is the genuine kindness everyone shows.

“You can feel the willingness to help. When you come in they treat you like you’re not just a person. You’re somebody.

“They’re named right: Good Neighbor,” she said. More than that, she added, “I feel like they’re family. I come and talk to them like they’re family, and they treat me the same way.”

For her part, Edith is playing a similar role in her own neighborhood, where children in need regularly turn to her for help.

“They all call me grandma,” she said. “They come to my house when they’re hungry. I pick them up at two o’clock in the morning if they’re stuck out.

“The children need it. They need the guidance and the help. And if you need guidance you can come here (to Good Neighbor House).

“I tell the kids, ‘Come here. They’ll help you. They’re not just a food pantry or a dental or healthcare place; they’re also caring and compassionate people, and that means a whole lot.’” ▲▲

FEEDING THE HUNGRY: A COMMUNITY UNITED

Food is among the most basic and urgent of all human needs. In many ways, it is also one of the simplest to address. Providing a meal for a hungry child, or groceries to help a family make it through the week, is a straightforward task that can have an immediate impact. Doing this for an entire community, and making a lasting difference, requires the coordination of dozens of organizations and hundreds of individuals to deliver thousands of meals every single day.

In the Dayton Region, The Foodbank leads this effort, ensuring that food and funding provided by those able to give can quickly reach those in need.

FOOD SOURCES



DISTRIBUTION POINTS/PROGRAMS

12
KIDS' CAFES

19
SCHOOLS

21
HOT MEAL
SITES

72
FOOD
PANTRIES

4
SHELTERS

TOTAL
IMPACT
2014

8.6
MILLION
POUNDS
OF FOOD

6.9
MILLION
MEALS

SNAPSHOT: STELLA KAGABO

STELLA KAGABO TRAVELED A LONG AND DIFFICULT PATH ON HER JOURNEY

to the University of Findlay. Born in Rwanda, Stella lived there with her parents until both were killed in 1994, victims of a genocidal campaign that claimed up to a million lives in just 100 days, and eliminated 70 percent of the country's Tutsi population. Stella was just nine years old when violence destroyed her family, and her country.

In addition to both parents, she said, "I lost my four siblings in that genocide, as well as grandparents and aunties and uncles."

Fortunately, she found refuge with an aunt, who raised Stella in Rwanda until 2002, when she was able to join her sister in the United States. After finishing high school in Michigan, Stella earned a bachelor degree in biology from The Ohio State University. She then applied to graduate school, taking the next step toward realizing her lifelong dream of becoming a pharmacist.

In Rwanda, Stella saw pharmacies run by high school graduates, and medicine dispensed without prescriptions or professional consultation. She saw the opportunity to make a difference by helping patients choose the right medications and manage their diseases more effectively.

Knowing how few applicants are accepted into competitive pharmacy programs, Stella was thrilled to be admitted to the University of Findlay.

"I was so excited," she said. "I was like, finally my dream is going to come true, I'm going to be a pharmacist."

With few resources and no family members able to provide support, Stella expected to depend heavily on financial aid. During her first semester, she was distraught to find that securing this kind of funding was all but impossible.

"I just remember going to bed crying every night," she said. "I had been waiting for that opportunity to come along. How can it be that I just can't do it just because I can't pay for it? I just prayed to God:

'I know You are the Father of orphans. You say that. You have to do something.'"

Forced to take a leave of absence from the program, Stella stayed true to her dream and pursued every possibility for financial aid.

"I just couldn't let it go," she said. "I just couldn't give up."

Finally, she received the good news she had never stopped believing would come: she had received a substantial scholarship from the Mathile Family Foundation and could return to school.

"I've just been so blessed," she said, "so blessed to have this scholarship. I don't think people understand how much it means to me."

"Having gone through so much and having this opportunity here, it makes me appreciate life," she said. "To think that there are people who don't have that opportunity, it makes me even work harder...I have to work hard and hopefully, somehow be able to help somebody else."

"Sometimes it's bittersweet," she said. "You know you're doing so well, and you wish your parents were there to see that, but I'm sure they would be proud." ▲▲



MAY 2015

After five years of study, Stella is on schedule to graduate with a Doctor of Pharmacy degree in May 2015. She hopes to practice in an ambulatory care setting, helping patients manage their chronic diseases to avoid hospitalization and enjoy better quality of life.

IT TAKES A CITY

After 120 years, Our Lady of the Rosary School decided to try something different. The school, established when the first Catholic Church was founded in Old North Dayton in 1888, had provided a strong education—and a solid grounding in the principles of faith and community—for thousands of students over the course of a dozen decades.

By the mid 2000s, though, it became clear that the school's traditional methods weren't enough to overcome the significant challenges Rosary students faced. One of the most diverse Catholic schools in the Dayton region, Rosary serves a population composed of nearly equal parts Appalachian, African American, and Latino backgrounds. In addition to navigating the nuances of various languages and cultures, staff members confronted a more severe challenge that afflicts nearly all Rosary families: poverty.

"Over 75 percent of our students live below the poverty level," said principal Jacki Loffer. "All of our students receive free lunch and free breakfast... We know that sometimes the meals they have here are the only meals they have."

"Our parents are in that cycle of poverty," she added, "and some have been for generations." Given the struggles of daily life, she said, "making education a priority is a challenge with some of our families."

Rosary teachers and administrators are dedicated and passionate, but far too often, they found that their efforts in the classroom simply weren't enough. Today's challenges demanded different solutions, so it was time to find a new approach.

BREAKING DOWN BARRIERS

In 2008, Rosary leadership implemented an innovative educational model called City Connects, developed by faculty at Boston College. As the first school outside of Boston to adopt the model, Rosary was a pioneer, but breaking new ground seemed less risky than tolerating the stagnation and steady

declines of the status quo. And the purpose and promise of City Connects were an ideal fit.

"The model asks us to find ways to remove the non-academic barriers that students—especially students living in poverty—have to deal with," Loffer said.

In some cases, this means ensuring that students have adequate clothing and nutritious food. Others might need medical care or mental health services—an area of increasing need for the Rosary population. For some students, simply having a safe, welcoming place to go outside of school hours can make a tremendous difference.

Rosary was able to create many solutions simply and directly, such as establishing before-

and after-school programs. In other areas, the City Connects model requires collaboration with partners from the community. Tutors, counselors, mentors, and service providers are often invited into the school to work with students. Rosary can also help connect students and families with needed resources outside of school.

A TEAM EFFORT

A lot has changed in the classroom as well, where a community approach is also now the focus. On a regular basis, teachers and administrators meet as a group to discuss the needs and progress of each child and brainstorm the best ways to help him or her succeed. In Loffer's view, this is the key to the program's success.



“The core of City Connects is really coming together as a team and talking about each individual child,” she said. This ensures “we know that child, and we know what that child needs. And we keep coming to the table because there’s not a permanent fix for every situation.”

“What we find is having so many voices at the table, talking about these students, somebody comes up with something that’s going to work,” she added. “It’s not just one person trying the same thing over and over again.”

The group meetings result in an individualized plan for every student, with specific support strategies and goals to help the student improve and achieve.

Depending on a student’s particular needs and strengths, Loffer said, the plan might include “enrichment goals, behavior goals, academic goals, or just helping them be better socially and emotionally. All those things impact their success in learning.”

Another important benefit of working together to support each student is the creation of a remarkably strong, close-knit community.

“I know every student’s name,” Loffer said. “I can walk up to their parents and talk to them about what their child is doing.”

When every teacher and staff member is invested in every student, it’s much more difficult to slip through the cracks.

“You know if someone’s having a rough day,” Loffer said. When trouble arises, “there’s two or three adults who can sit and talk to a child, because (they) know what’s going on with that child. It’s not just one person.”

In addition to addressing their many challenges, City Connects also allows teachers to reinforce students’ strengths and nurture their interests. If a student is excellent in math but struggles with reading, for instance, arranging math enrichment—or giving them an opportunity to tutor other students—can be just as important as providing additional help with reading.

“It’s a lot about looking at every student’s individual strengths and weaknesses,” Loffer said. “We try to connect them with opportunities to improve those weaknesses, but also to strengthen and highlight those strengths.”

A LIFETIME OF SUCCESS

After seven years with the City Connects model in place, Loffer said the results have been remarkable.

“By addressing those non-academic barriers, we’ve seen our students succeed academically,” she said.

Following eighth grade, Rosary students go on to a number of area high schools. For recent graduates leaving Rosary after years in the City Connects program, the transition to high school has been markedly smoother, and more students are experiencing greater success. For those still with the school, Loffer says high school placement scores have risen significantly, and reading proficiency scores have climbed 11 percentage points in the past three years.

“We’re very proud,” Loffer said, but “we have a long way to go. Our students have a long way to go.”

However, she points out, the Rosary mission—and her hopes for her students—go far beyond academics.

“A lot of the successes we see,” she said, “are in how our students mature and start to believe in themselves, and take responsibility for their actions and their education.”

The skills, experiences, and values students forge at Rosary are intended to serve them well throughout their life—and the sense of connection and community created through the school is just as enduring.

Loffer expresses this idea simply and emphatically to her students and their parents: “You’re family,” she says, “and once you’re a part of Rosary, you’re always a part of Rosary.” ▲▲



HELPING EVERY CHILD SUCCEED

Under the City Connects model, Jacki Loffer and her team create an individual plan for every Rosary student based on his or her unique needs, challenges, strengths, and goals. Creating and implementing these plans as a team means that everyone knows—and actively supports—each of the school’s nearly 200 students.

Inspired to Learn



With one pull of her bow, Kristin Greenlaw's violin lets out a joyful, vibrant chord. Every first grader in the room knows she is giving them an exclamation point. The story they're writing together needs one, and Greenlaw is there with her instrument to give voice to the story's plot twists and emotions.

Greenlaw, a Dayton Philharmonic Orchestra violinist, has worked with a first-grade class at St. Christopher Catholic School in Vandalia, Ohio, for six months, but she's not there to teach music. Greenlaw is part of SPARK (School Partners with Artists Reaching Kids), an educational outreach program by the Dayton Performing Arts Alliance that uses music to help children learn core subjects like math and language arts.

"We're presenting it in a different way," she explains, "engaging them on a different level."

Budget constraints and testing pressure have forced many schools to reduce or eliminate arts education. The drive to expand traditional classroom instruction is understandable, but students lose far more than the chance to learn an instrument or paint a picture when the arts disappear. They risk losing vital experiences and skills that can have a significant impact on success in the classroom—and throughout life.

OPENING THE MIND

When Jerri Stanard began teaching art in Dayton schools 20 years ago, she was immediately struck by the depth of her students' needs. The inner-city children she worked with hungered for an opportunity for self-expression, a safe place to let their guard down, and better ways to grapple with important or challenging ideas.



ARTISTIC INSPIRATION

K12 Gallery has transformed a former industrial building into a one-of-a-kind facility dedicated to the arts, inside and out. Artists have covered the exterior of the gallery—located on a prominent downtown corner—with vibrant, highly varied art that's impossible to miss and guaranteed to inspire creativity.

“These kids were so creative,” she said. “They had a strong need to express themselves. The more they made, the more they believed they could make.”

Today, as executive director of K12 Gallery, Stanard is working to meet that need for students across the Dayton region. In addition to offering classes and hosting exhibitions of student work in a dedicated downtown gallery and learning center, K12 places professional artists into area classrooms.

The group’s Artist-in-Residence program enables schools without an art program to engage a professional artist to work with students. Stanard and her education staff help the artists prepare lesson plans and choose the best methods to teach artistic concepts.

This support, along with the extensive art materials K12 supplies, allows the artists to provide unique, diverse experiences that go far beyond simple



paint-and-paper projects. Students can make mosaics, craft pottery, and create mixed media sculptures. No matter what art form they choose, Stanard said, the positive impact is obvious and immediate.

“When we go into a school that hasn’t had art, and we bring in an artist to work with the kids, you can see their brains opening up,” she said. “These artists are exactly what the schools need.”

Art class provides a safe place where children can let their creativity take over and explore new ways to express themselves, she said, but it also does far

more. Art encourages students to work through challenges, collaborate with others, and embrace and overcome mistakes. For some, art class is a place of refuge in the middle of a busy, stressful day of classes and problems at home.

And the benefits carry beyond the art classroom, Stanard said. Learning how to make a new art project involves many of the same skills and steps used to master traditional subjects.

“It’s the process that counts in teaching,” Stanard said. “The right brain is no different. It might put the pieces together differently, but the process is the same.”

In March, K12’s gallery was filled with work from local Catholic schools. Looking around, Stanard said the creativity students show now will only grow with them. Their ability to think creatively, she said, will carry them into careers we can’t even imagine.

IGNITING THE SPARK

Like K12 Gallery, SPARK attempts to fill a void created by shrinking school budgets, by placing professional musicians in local classrooms. Gloria Pugh, director of education for the Dayton Performing Arts Alliance, said her team works with the musicians and the classroom teachers to develop lessons.

The musicians also observe one another and collaborate throughout the year, identifying what works and sharing strategies. They teach six lessons to each class, and the students attend a winter philharmonic concert especially for children, either at the Schuster Performing Arts Center or the Masonic Center Auditorium.

“For most of our musicians, this is way out of their box,” Pugh said. “They’re used to practice rooms and performing on stage to great applause.”

The first year is usually the hardest, Pugh said, but once they make it through, musicians tend to stay with the program long-term.



Greenlaw acknowledges that elementary schoolers, like her students at St. Christopher’s, can be a tough audience, but she finds their curiosity and enthusiasm infectious.

“I love seeing the reactions of the kids,” she said. The first time she pulls out her violin, students either talk non-stop—telling her about everyone they know who plays an instrument—or go silent, staring in awe at something they’ve never seen before.

The St. Christopher students asked all kinds of questions on her first day, she recalled. Why does the violin have holes? Who made it? Did the bow really come from a horse’s tail? Could she play it without the funny shoulder rest? They watched in fascination as she tightened the bow, coated it with rosin, and tuned the violin’s strings.

That initial excitement doesn’t tend to fade, Greenlaw said. In fact, it often grows with exposure and understanding, as she returns to the classroom week after week. On the day of the storytelling lesson, one shy little boy actually bursts into song,

eager to correct the mixed up version of “Twinkle Twinkle Little Star” Greenlaw plays to demonstrate the importance of order in writing.

Other students respond to different parts of the lesson, as Greenlaw chooses rich, complex music to complement the students’ story. Aaron Copland’s “Appalachian Spring” expresses contentment, and his Rodeo Suite conveys joyfulness. Richard Wagner’s Bridal Chorus, which the students know as “Here Comes the Bride,” is a perfect choice for love.

As the narrative progresses, the students may not recognize that they’re also changing the course of their own stories. For some, the arts may become a lifelong passion. Others may find a cause for renewed interest in school, better ways to approach challenges, a respite from the stresses of life, or a sense of community and connection.

All they know is that right now, art means anything is possible, and music is bringing their ideas to life, filling the classroom with the sounds of love, fear, excitement, and pride. ▲▲



MATHILE FAMILY FOUNDATION BOARD MEMBERS

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MATHILE FAMILY FOUNDATION STAFF

Donna Beeson	Executive Assistant to the Chair & CEO
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Allison Craig	Program Officer
Brooke L. Katinsky	Program Director
Kippy Ungerleider King	Program Director
Emily Lewis	Operations Coordinator
Mary Lynn Naughton	Program Director
Nina DiGuardi Vasiliu	Senior Program Officer
Emily Wolf	Senior Program Officer

APPLICATION GUIDELINES

SUBMISSION METHOD

Out of respect for the environment, proposals must be submitted online at: mathilefamilyfoundation.org.

MISSION

Transforming the lives of children.

GEOGRAPHIC PRIORITY

The Mathile Family Foundation gives highest priority to eligible organizations who serve children in the Greater Dayton area. Organizations who fall outside this geographic scope are considered only under special circumstances.

GRANT AWARDS

The Foundation considers proposals for grant amounts of \$1,000 and higher. Multi-year funding requests may be considered for up to three years. The size of the request should be no more than 10 percent of the project's budget.

ELIGIBILITY

Organizations who request funds must be tax-exempt under the IRS Code Section 501(c)(3). The Foundation supports projects that align with its mission.

GRANT LIMITATIONS

Fund requests are not considered for:

- Endowment funds
- Mass funding appeals
- Sponsorships (special circumstances)
- Advertising for fundraising events tickets
- Grants or loans to individuals
- Political campaigns or activities

PROPOSAL DEADLINES

Prospective grantees are notified of funding decisions within 100 days of proposal deadlines.

Proposal submission deadlines:

- February 1
- May 1
- August 1
- November 1

LETTERS OF INQUIRY

Prior to submitting a full grant application, the Mathile Family Foundation recommends that organizations who have never received funding, or past grantees who are requesting funds for a new project, should submit a brief letter of inquiry that provides organizational background and pertinent program information, including the amount you wish to request and the total budget for the program. Although the Foundation does not prevent any organization from submitting a full proposal, a letter of inquiry may save your organization time and resources. Letters of inquiry will be reviewed quarterly and our staff will indicate whether your program is within the mission and funding priorities of the Mathile Family Foundation.

Submit letters of inquiry by e-mail to: grants@mathilefamilyfoundation.org.

GRANT PROPOSAL FORMAT

In an effort to conserve resources, the Mathile Family Foundation requires:

1. Applicants to submit proposals online.

2. Proposal content includes:

- Organizational Information
 - Vision and mission statements
 - History and purpose
 - Brief description of services provided and service area
 - Tax filing information in compliance with IRS regulations
- Project Description, including a statement of the project's need and the problems it will help to address in the community; please provide relevant statistical data, preferably local, that supports your needs statement.
 - Project description for requested funding
 - Profile of population served
 - Project goals with specific measurable outcomes and indicators of success (priority placed on projects presenting clear and measurable outcomes)
 - Timeline of activities to meet project objectives
 - Total dollar amount requested, along with a line-item project budget
 - List of collaborating partners in the project and their roles
 - List of amounts pending and committed by other funders to the project
 - Project sustainability beyond the period of requested funding
 - Projected number of children and/or families the project will serve

C. Project Evaluation, with greater priority on projects that present clear and measurable outcomes, including:

- A plan to measure whether the project met its goals and outcomes, specifying tools and/or methods for measuring progress and success
- How the organization defines the success of the project
- Use of project evaluation results

3. Please include with your proposal the following supporting documentation:

- One-page cover letter, signed by the chief executive officer, that summarizes the project and states the requested amount
- Board of Trustees list
- Copy of IRS determination letter verifying tax-exempt status
- List of major financial contributors
- Organizational budget for current year
- Organizational budget vs. actual for preceding year
- Current financial statements, including balance sheet and income statement
- Most recent audited financial statements
- Most recent annual report
- Strategic plan
- Form 1023
- Self-change IRS acceptance/ acknowledgement letter (if necessary)
- Most recently filed Form 990



MATHILE FAMILY FOUNDATION

To learn more about the efforts of the Mathile Family Foundation,
please visit us at: mathilefamilyfoundation.org.

Mathile Family Foundation
P. O. Box 13615
Dayton, Ohio 45413-0615
P: 937-264-4600 | F: 937-264-4805

