

NEBRASKA AUDITOR OF PUBLIC ACCOUNTS

Charlie Janssen
State Auditor

Charlie.Janssen@nebraska.gov
PO Box 98917
State Capitol, Suite 2303
Lincoln, Nebraska 68509
402-471-2111, FAX 402-471-3301
www.auditors.nebraska.gov

June 22, 2016

Fr. Thomas Dunavan, President
Project Response
1820 Fulton Street
Falls City, NE 68355-2234

Dear Fr. Dunavan:

As you know, the Nebraska Auditor of Public Accounts (APA) was contacted with certain concerns regarding Project Response, Inc. (Project Response) financial operations. In response thereto, the APA began limited preliminary planning work to determine if a full financial audit or attestation of Project Response would be warranted. As part of that work, the APA requested specific information pertaining to Project Response's financial transactions or compliance matters dating back to January 2014.

Based upon the outcome of this preliminary planning work, the APA has determined that a separate financial audit or attestation of Project Response is unnecessary at this time. However, during the course of our preliminary planning work, we noted certain internal control or compliance matters, or other operational matters within Project Response, that are presented below. The following information is intended to improve internal controls or result in other operational efficiencies.

The concerns addressed herein are similar to issues raised by this office in an August 2012 letter to your attention.

Background

Project Response is organized as a 501(c)(3) non-profit organization. The following Board members are listed on its website, at <http://projectresponseinc.org/>, as of June 8, 2016:

- Father Thomas Dunavan
- Darolyn Seay
- Dr. Anthony Citrin
- Brent Lottman

The Executive Director (Director) is Dawn Parriott.

Also according to its website, "Project Response, Inc. is a crisis center that provides support and advocacy to victims of domestic violence, sexual assault, and other related issues. We also provide services to the families, friends, and loved ones of abuse victims."

Project Response received over half of its total revenues from government grants based on the APA's review of its 2014 Internal Revenue Service (IRS) Form 990, covering the fiscal year ended June 30, 2015.

The following table provides a summary of the State funds paid to Project Response for fiscal years 2014 and 2015.

Grant Name	Granting Agency	Amount Received		Totals
		FY2014	FY2015	
Domestic Abuse Aid	Nebraska Department of Health and Human Services (DHHS)	\$18,328.00	\$68,031.00	\$86,359.00
Family Violence Prevention and Services	DHHS	\$57,300.00	\$5,920.00	\$63,220.00
Victims of Crime Act (VOCA) Victim Assistance	Nebraska Commission on Law Enforcement and Criminal Justice (Crime Commission)	\$49,464.50	\$51,561.75	\$101,026.25
Totals		\$125,092.50	\$125,512.75	\$250,605.25

Project Response receives additional government grants through an agreement with the Crisis Center for Domestic Abuse/Sexual Assault (Crisis Center), which agreed to provide \$217,694 over a three-year period (2014-2016). The U.S. Department of Justice (DOJ) made a \$1 million grant to the Crisis Center, which allocated the funds between itself, Project Response, Hope Crisis Center, and Voices of Hope. Because the grant did not flow through the State, the APA was unable to determine the exact amount received by Project Response in each fiscal year. According to the agreement with the Crisis Center, however, Project Response's share was \$70,885.67 and \$72,548.67, in fiscal years 2014 and 2015, respectively.

In its 2012 letter to Project Response, the APA addressed the following issues:

- The Director's mileage reimbursement was higher than the IRS standard mileage rate;
- The Director's mileage and expense logs were not approved by another individual or the Board;
- The Director's travel logs did not always include sufficient detail to show where the employee traveled. Among the missing specifics were destinations, travel start and stop times, the nature of the meetings attended, or supporting documentation, such as meeting agendas;
- The Director appears to have made personal purchases using the Project Response debit card, later paying back those personal charges; and
- The Director approved her own expense reimbursement vouchers, signed her own payroll checks, and signed blank checks in advance for use when she was out of town on travel.

As explained below, some of these previously addressed issues remain ongoing concerns.

Summary of Issues

Most of the concerns addressed herein relate to the Director's travel reimbursements; therefore, the APA has summarized all of the Director's travel reimbursements from January 2015 through March 2016.

The following table provides a summary of the areas of concern with that travel. The dates highlighted in yellow represent dates for which no documentation was available to support the travel. The dates highlighted in red represent dates for which the documentation seems suspicious or may even have been falsified.

2015						
January						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
February						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
March						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
April						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
May						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
June						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
July						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
August						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
September						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
October						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
November						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
December						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
2016						
January						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
February						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					
March						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

The DHHS Family Violence Prevention and Services grant and the DOJ's Office on Violence Against Women Rural grant each pay 50 percent of the Director's salary. Her travel expenses are paid with Project Response general fund resources, which include donations, contributions, and other fund sources.

The following table summarizes the Director's salary and travel costs on days for which Project Response had either no or possibly falsified documentation:

Issue	Days	Mileage Paid	Salaries Paid	Total Paid
Potentially Falsified Travel Information (Red)	23	\$4,830.02	\$4,041.33	\$8,871.35
Lack of Supporting Travel Documentation (Yellow)	82	\$9,465.32	\$14,015.76	\$23,481.08
Totals	120	\$14,295.34	\$18,057.09	\$32,352.43

See **Exhibit A** for details for each month.

The APA also determined that over \$15,000 of the expense reimbursements were actually paid in advance of or during the travel and certain mileage payments were overpaid by approximately \$400.

The following comments and recommendations address these issues in greater detail.

1. Possibly Falsified Information

The APA identified 23 days for which the documentation provided to support the Director's travel may have been falsified. Most of these trips were supported only by unofficial agendas that appear to have been copied or printed directly from workshop or training websites, as opposed to having been obtained at the event itself. Conversely, for those far fewer occasions when the agenda provided could have been legitimate, no additional documentation, such as registration information, was included.

The following table details the lack of documentation for the 23 days identified:

	Date	Day	Mileage Paid	Salary Paid	Total	Workshop Description	Location (Presenter)
<i>Documentation Similar to That Found on Internet</i>							
1	4/21/2015	T	\$230.58	\$175.71	\$406.29	Making a Strong Case in Sustainability	Kearney Library (Matt)
2	4/22/2015	W	\$195.50	\$175.71	\$371.21	Teen Dating Violence Training Workshop - Part 2	Wayne
3	4/23/2015	Th	\$284.05	\$175.71	\$459.76	Leadership Training Institute	Broken Bow (Dave)
4	5/18/2015	M	\$124.20	\$175.71	\$299.91	Domestic Violence & Sexual Assault Training	Fremont (Julie)
5	5/20/2015	W	\$284.05	\$175.71	\$459.76	Core Competencies for Leadership (Workshop for Effective Leaders)	Broken Bow
6	5/21/2015	Th	\$124.20	\$175.71	\$299.91	Creating Your Sustainability Plan	Fremont
7	6/3/2015	W	\$187.45	\$175.71	\$363.16	When It's Time to Show Them Who's Boss	Grand Island (Alex)
8	6/5/2015	F	\$284.05	\$175.71	\$459.76	5 Elements of Creative Fundraising	Broken Bow (Mike)

	Date	Day	Mileage Paid	Salary Paid	Total	Workshop Description	Location (Presenter)
9	6/17/2015	W	\$195.50	\$175.71	\$371.21	Managing Diversity in the Workplace	Wayne (Sherrie Scott)
10	6/18/2015	Th	\$157.55	\$175.71	\$333.26	Community Involvement	Geneva (Mitzi Werther)
11	7/13/2015	M	\$157.55	\$175.71	\$333.26	Self-Care	Geneva (Susan Grimes)
12	7/14/2015	T	\$224.25	\$175.71	\$399.96	Dealing with Bullies at Work	Norfolk (Don Williams)
13	7/15/2015	W	\$195.50	\$175.71	\$371.21	Team Building	Wayne (Ruth Bass)
14	9/11/2015	F	\$230.58	\$175.71	\$406.29	Transgender & Violence	Kearney (John Jacobs)
15	9/15/2015	T	\$224.25	\$175.71	\$399.96	Sustainability for Non-Profits	Norfolk (Angela Simpson)
16	9/18/2015	F	\$195.50	\$175.71	\$371.21	Stalking & Domestic Violence	Wayne (Meagan)
<i>An Agenda was Provided Without Any Other Support to Verify the Conference or Workshop</i>							
17	5/22/2015	F	\$230.58	\$175.71	\$406.29	Domestic Violence	Kearney
18	6/2/2015	T	\$86.25	\$175.71	\$261.96	Effective Employee Evaluations	Lincoln (April)
19	6/4/2015	Th	\$195.50	\$175.71	\$371.21	Dating Violence Workshop	Wayne (Heather)
20	6/16/2015	T	\$230.58	\$175.71	\$406.29	Developing Response to Staff	Kearney (Marsha Nixon)
21	6/19/2015	F	\$284.05	\$175.71	\$459.76	Effective Employee Performance Reviews	Broken Bow
22	9/10/2015	Th	\$224.25	\$175.71	\$399.96	Sustainability	Norfolk (Julie Hill)
23	9/17/2015	Th	\$284.05	\$175.71	\$459.76	The Batterer's Impact on Children & Strengthening the Mother-Child Relationship	Broken Bow
Totals			\$4,830.02	\$4,041.33	\$8,871.35		

Whether legitimate or otherwise, none of the agendas provided for these trips contained sufficient details to substantiate whether the conference or workshop actually occurred. For example, start and stop times were not identified, nor were the host organization and the exact location of the conference. Project Response was also unable to provide registration information for any of these events, even in cases where lunch was being served, and it would have been important to identify the number of attendees.

When questioned by the APA the Director was unable to identify or provide the specific names of the entities providing the conferences or workshops nor was she able to provide the names of any individuals who could confirm her attendance. Additionally, the Board was unable to confirm her attendance because the Director had not reported to them what she had learned at the conferences or workshops.

As noted already, much of the support provided by Project Response for the Director's workshop attendance appears to have been copied or downloaded directly from the Internet. The agendas provided included titles and topics that were easily found using a simple Google search of the language included on the workshop agendas themselves.

For example, the Director submitted the following agenda to support travel to a June 3, 2015, workshop.

When It's Time
To Show Them Who's Boss

6/3/15
Grand Island, Neb

Morning Session:

Transitioning From Buddy To Boss

You've worked hard. You've stayed late. You've been a team leader. And, finally, you've gotten that promotion. Now what? Build that team, train those new hires, push all the papers, and create great results. It's significantly different than the job you used to do.

Ahhh Lunch!! Please return promptly at 1:00

Afternoon session:

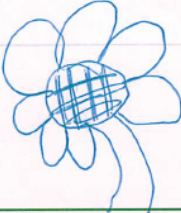
I. Clarify Your Role and Theirs


II. Set Clear Expectations

III. Align Expectations with Employees

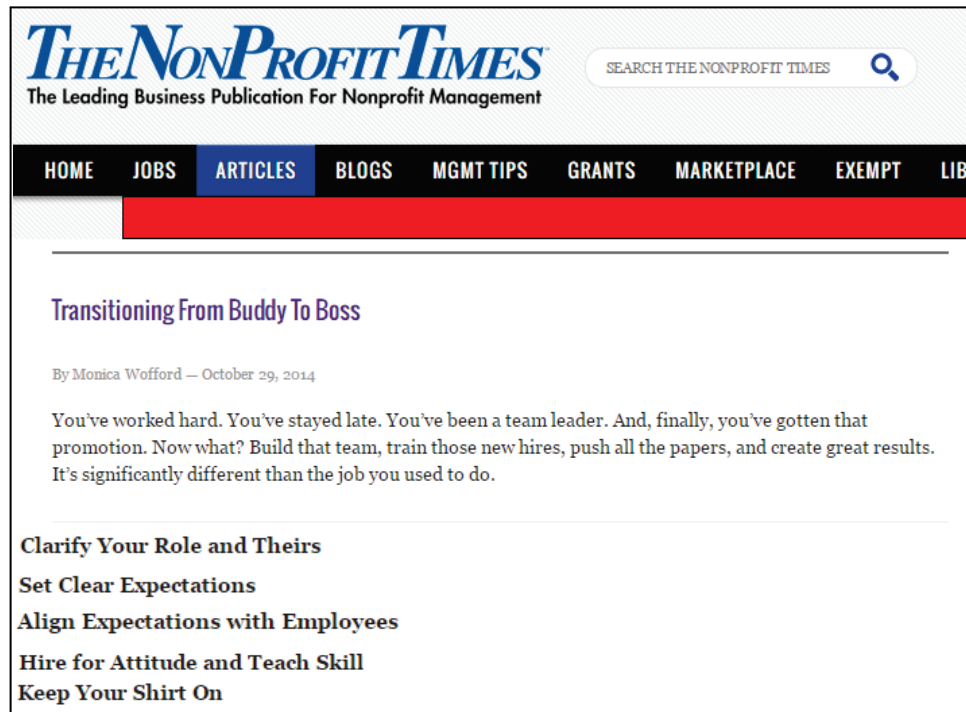
IV. Hire for Attitude and Teach Skill

V. Keep Your Shirt On





The APA found the following information on the NonProfit Times website at <http://www.thenonprofittimes.com/npt-jobs-blog/page/5/> (June 3, 2016):



In another instance, the APA contacted the Kearney Public Library in Kearney, Nebraska to confirm that a “Making a Strong Case in Sustainability” workshop supposedly attended by the Director had been held on April 21, 2015. The Library responded that only the following meetings were scheduled on that date:

- Sewing Guild
- ESU 15
- Gardening Club
- Girl Scouts
- Condominium
- Nebraska Children Home Society Meeting

Because the Library was unable to confirm that the workshop in question took place, the information provided by the Director appears to have been inaccurate.

The Director had offered the following agenda as support for her attendance at that workshop:

The image shows a hand-drawn agenda for a workshop titled "Making A Strong Case in Sustainability". The title is written in a bold, underlined font. Below the title, the word "AGENDA" is written in a box, followed by the location "Kearney, NE" and the date "April 21, 2015". The word "Library" is also written in a box. The agenda is divided into several sections: "The goals of today's workshop:", "Cultivating Individual Donors", "Major Gifts—Moving Toward Sustainability", "Advanced Sustainability", and "See that sustainable funding is within your reach." Each section contains a list of bullet points. The agenda is decorated with various hand-drawn elements, including a large black circle with lines radiating from it, a spiral line, and the phrase "Know your pitch" written in a cursive font. The word "Identity" is also written in a cursive font. The agenda is enclosed in a blue border.

**Making A Strong Case
in Sustainability**

AGENDA Kearney, NE
April 21, 2015
Library

The goals of today's workshop:

Cultivating Individual Donors

Your organization will likely be eager to move on to a more complete implementation of cultivating donor relationships

- Asking one-on-one
- Engaging your board

Major Gifts—Moving Toward Sustainability

Your group will be ready to:

- Systematically cultivate your major donors, often for a formal capital or major gifts campaign
- Develop a reserve fund or an endowment fund over the next five years

Advanced Sustainability

See that sustainable funding is within your reach.

Your organization may be ready to focus your individual funding needs in any of these areas:

- Unrestricted operational funds
- Major gifts
- Capital
- Endowment

Know your pitch



Identity

Finally, the Director claimed that she rarely spent the night at any of these out-of-town conference locations. This appears problematic given some of the travel distances involved.


For instance, the agenda offered in support of her attendance at an event held in Broken Bow, Nebraska, lists the start time as 7:30 a.m. To drive from her home in Peru, Nebraska, to the conference site would have taken approximately four hours, requiring the Director to leave home at 3:30 a.m. Moreover, had she attended the entire conference, which was slated to conclude at 4:00 p.m., she would have returned home at approximately 8:00 p.m., resulting in an almost 17-hour day.

The Broken Bow trip occurred one day after she claimed to have attended a conference in Wayne, Nebraska. To drive to that event, she would have had to have leave her home at 5 a.m., returning at 7 p.m., for a 14-hour day.

The agendas for the Broken Bow and Wayne events are below:



5 elements of creative fundraising



Broken Bow, Nebraska

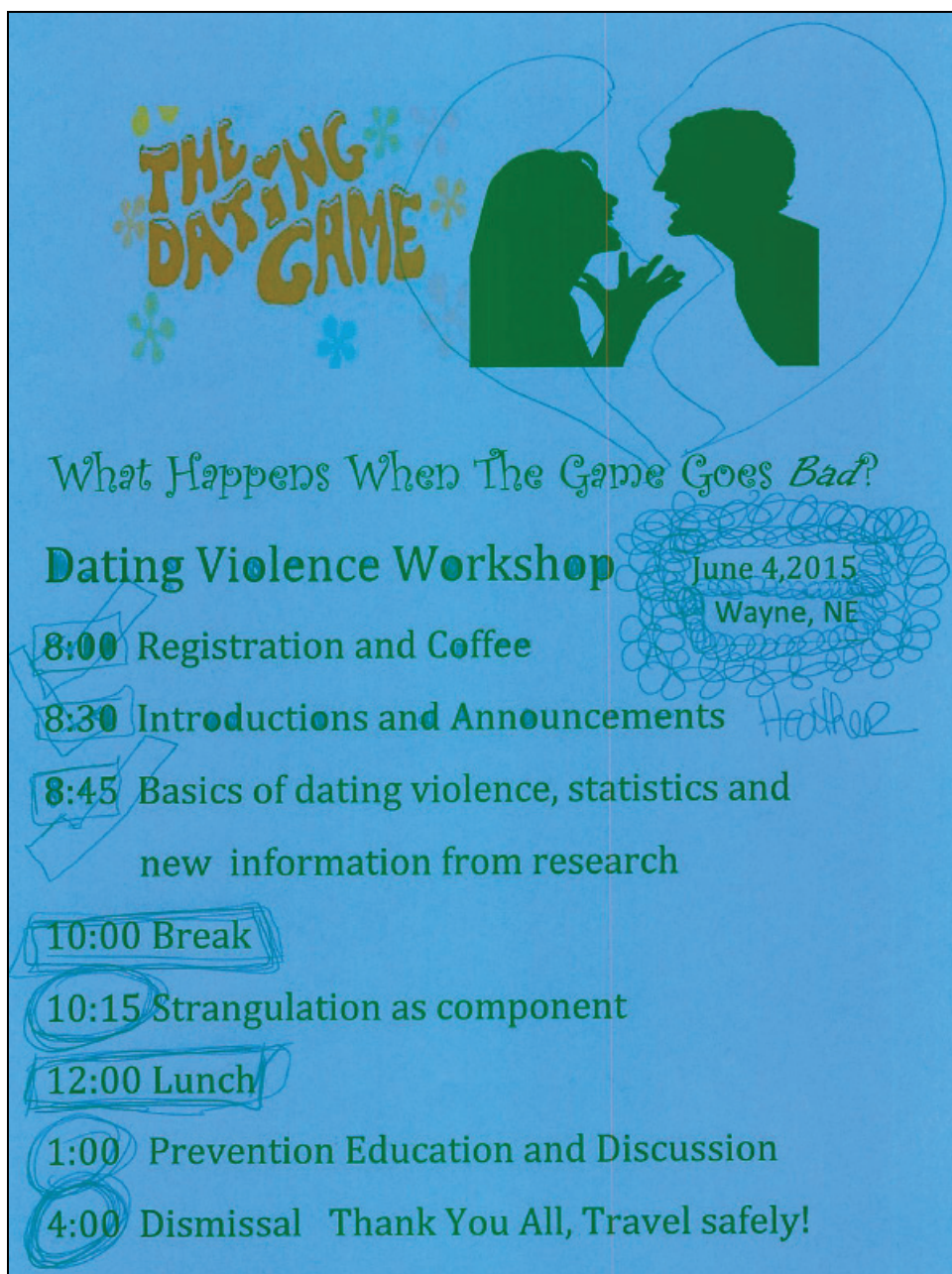
Friday, June 5

2015

7:30 coffee, 12:00 Lunch, 4:00 ending
Mike

Welcome It takes a lot of creativity to stay creative, but, creatively speaking, creativity can create a lot of opportunities. Confused yet? You are in the right place. Today we will investigate:

1. Investing in excellence. (Remember what Dolly Parton said, "It costs a lot to look this cheap.")
2. Juxtaposition is powerful. Compelling copy can aid in getting support for a worthy cause.
3. Good selling is mandatory and cannot be replaced with clever creativity. *Need to be able to sell your organization*
4. Saying thanks and engaging. Branding across channels. *Think outside the box*
5. Not confusing technology with message. New media is a tool. Message is king. *Get in touch by social media*



These are but a few examples of the suspect documentation provided in support of the Director's travel. For complete details of the 23 days for which the documentation was either uncorroborated or appears to have come from on-line sources, see **Exhibit B**.

Good internal control requires procedures to ensure that payments made for travel are supported by adequate documentation specifying important event details – not the least of which is the identity of the organization that hosted the workshop or conference – and other records, such as original registration forms or receipts. Without such procedures, there is an increased risk for misuse of Project Response funds.

We recommend the Board implement procedures to ensure appropriate monitoring of all Project Response financial activities, including a documented review of all mileage reimbursements to ensure the trips are supported by adequate documentation. Finally, due to the possibility that fraudulent activity may have occurred, we are forwarding this matter to the Nemaha County Attorney.

2. Lack of Supporting Documentation

The APA also identified 82 days for which the Director failed to provide any documentation whatsoever to support the meeting, conference, or workshop attended. The following table illustrates each of those days, providing a description of the event.

	Date	Day	Mileage Paid	Salary Paid	Total	Other Travel Description	Location
1	1/8/2015	Th	\$224.25	\$170.58	\$377.58	CSI	Norfolk
2	1/9/2015	F	\$187.45	\$170.58	\$358.03	Sustainability Meeting	Grand Island
3	1/15/2015	Th	\$86.25	\$170.58	\$256.83	CSI Meeting	Lincoln
4	1/16/2015	F	\$230.58	\$170.58	\$401.16	Sustainability Meeting	Kearney
5	1/20/2015	T	\$157.55	\$170.58	\$328.13	PREA Meeting	Geneva
6	1/21/2015	W	\$41.98	\$170.58	\$212.56	SA Meeting	Falls City
7	1/22/2015	Th	\$335.80	\$170.58	\$506.38	Sustainability Meeting	North Platte
8	1/23/2015	F	\$288.08	\$170.58	\$458.66	Meeting	O'Neill
9	1/28/2015	W	\$284.05	\$175.71	\$459.76	Peer Meeting	Broken Bow
10	1/29/2015	T	\$195.50	\$175.71	\$371.21	Sustainability Meeting	Wayne
11	1/30/2015	F	\$157.55	\$175.71	\$333.26	PREA	Geneva
12	2/5/2015	Th	\$86.25	\$175.71	\$261.96	Sustainability Meeting	Lincoln
13	2/6/2015	F	\$195.50	\$175.71	\$371.21	CSI Meeting	Wayne
14	2/9/2015	M	\$92.00	\$175.71	\$267.71	CSI Meeting	Omaha
15	2/10/2015	T	\$187.45	\$175.71	\$363.16	Peer Meeting	Grand Island
16	2/11/2015	W	\$86.25	\$175.71	\$261.96	Sustainability Meeting	Lincoln
17	2/12/2015	Th	\$230.58	\$175.71	\$406.29	CA Meeting	Kearney
18	2/13/2015	F	\$86.25	\$175.71	\$261.96	Sustainability Meeting	Lincoln
19	2/19/2015	Th	\$230.58	\$175.71	\$406.29	Sustainability Meeting	Kearney
20	2/20/2015	F	\$195.50	\$175.71	\$371.21	CSI Meeting	Wayne
21	2/23/2015	M	\$86.25	\$175.71	\$261.96	Supplies for Store	Lincoln
22	2/24/2015	T	\$187.45	\$175.71	\$363.16	Sustainability	Grand Island
23	2/25/2015	W	\$157.55	\$175.71	\$333.26	PREA	Geneva
24	2/26/2015	Th	\$86.25	\$175.71	\$261.96	Sign MOU	Lincoln
25	2/27/2015	F	\$230.58	\$175.71	\$406.29	CAC	Kearney
26	3/3/2015	T	\$40.25	\$175.71	\$215.96	Hospital	Falls City
27	3/4/2015	W	\$230.58	\$175.71	\$406.29	Sustainability Meeting	Kearney
28	3/5/2015	Th	\$157.55	\$175.71	\$333.26	PREA	Geneva
29	3/11/2015	W	\$284.05	\$175.71	\$459.76	Sustainability Meeting	Broken Bow
30	3/12/2015	Th	\$157.55	\$175.71	\$333.26	CSA Meeting	Geneva
31	3/13/2015	F	\$230.58	\$175.71	\$406.29	Peer Meeting	Kearney
32	3/19/2015	Th	\$284.05	\$175.71	\$459.76	CSA	Broken Bow
33	3/20/2015	F	\$178.25	\$175.71	\$353.96	Sustainability Meeting	Columbus
34	3/21/2015	Su	\$92.00	\$0.00	\$92.00	Supplies & Equipment	Omaha
35	3/25/2015	W	\$230.58	\$175.71	\$406.29	Peer Meeting	Kearney

	Date	Day	Mileage Paid	Salary Paid	Total	Other Travel Description	Location
36	3/26/2015	Th	\$86.25	\$175.71	\$261.96	PREA Meeting	Lincoln
37	3/27/2015	F	\$230.58	\$175.71	\$406.29	Sustainability Meeting	Kearney
38	3/31/2015	T	\$141.45	\$175.71	\$317.16	CAC Meeting	York
39	4/1/2015	W	\$284.05	\$175.71	\$459.76	Peer Meeting	Broken Bow
40	4/2/2015	Th	\$178.25	\$175.71	\$353.96	CSI Meeting	Columbus
41	4/3/2015	F	\$230.58	\$175.71	\$406.29	Sustainability Meeting	Kearney
42	9/1/2015	T	\$195.50	\$175.71	\$371.21	Sustainability Meeting	Wayne
43	9/2/2015	W	\$284.05	\$175.71	\$459.76	Peer Meeting	Broken Bow
44	9/3/2015	Th	\$335.80	\$175.71	\$511.51	CAC Meeting	Norfolk
45	9/16/2015	W	\$86.25	\$175.71	\$261.96	Peer Meeting	Lincoln
46	11/17/2015	T	\$23.52	\$175.71	\$199.23	Networking	Nebraska City
47	11/18/2015	W	\$23.52	\$175.71	\$199.23	Networking	Nebraska City
48	12/1/2015	T	\$23.52	\$175.71	\$199.23	Networking	Nebraska City
49	12/3/2015	Th	\$84.00	\$175.71	\$259.71	Sentroc	Lincoln
50	12/10/2015	Th	\$23.52	\$175.71	\$199.23	Networking	Nebraska City
51	12/11/2015	F	\$23.52	\$175.71	\$199.23	Meet with Chief	Nebraska City
	12/11/2015	F	\$23.52	\$0.00	\$23.52	Meet with Susan	Tecumseh
52	12/15/2015	T	\$75.60	\$175.71	\$251.31	Unknown	Falls City/ Pawnee City/Peru
53	12/16/2015	W	\$13.44	\$175.71	\$189.15	Board Signatures & Networking	Peru
54	12/19/2015	S	\$25.20	\$0.00	\$25.20	Store Storage Unit Lock Change	Nebraska City
55	12/21/2015	M	\$23.52	\$175.71	\$199.23	Store	Nebraska City
56	12/23/2015	W	\$23.52	\$175.71	\$199.23	Networking	Nebraska City
57	1/8/2016	F	\$22.68	\$175.71	\$198.39	Networking	Nebraska City
58	1/11/2016	M	\$12.96	\$175.71	\$188.67	Board Member	Peru
59	1/12/2016	T	\$27.00	\$175.71	\$202.71	Networking	Nebraska City
60	1/13/2016	W	\$33.48	\$175.71	\$209.19	Networking	Nebraska City
61	1/14/2016	Th	\$28.62	\$175.71	\$204.33	Networking	Nebraska City
62	1/20/2016	W	\$22.68	\$175.71	\$198.39	Networking	Nebraska City
63	1/21/2016	Th	\$30.24	\$175.71	\$205.95	Networking	Nebraska City
64	2/3/2016	W	\$30.24	\$175.71	\$205.95	Networking	Nebraska City
65	2/4/2016	Th	\$108.00	\$175.71	\$283.71	Contacts	Nebraska City/Palmyra/Syracuse
66	2/5/2016	F	\$22.68	\$175.71	\$198.39	Unknown	Nebraska City
67	2/9/2016	T	\$22.68	\$175.71	\$198.39	Networking	Nebraska City
68	2/11/2016	Th	\$26.46	\$175.71	\$202.17	Networking	Nebraska City
69	2/12/2016	F	\$30.24	\$175.71	\$205.95	Networking	Nebraska City
70	2/16/2016	T	\$30.24	\$175.71	\$205.95	Unknown	Nebraska City
71	2/17/2016	W	\$22.68	\$175.71	\$198.39	Rotary Meeting	Nebraska City
72	2/23/2016	T	\$30.24	\$175.71	\$205.95	Unknown	Nebraska City
73	2/25/2016	Th	\$27.00	\$175.71	\$202.71	Unknown	Nebraska City
74	3/1/2016	T	\$24.84	\$175.71	\$200.55	Networking	Nebraska City
75	3/3/2016	Th	\$34.56	\$175.71	\$210.27	Unknown	Nebraska City
76	3/8/2016	T	\$27.54	\$175.71	\$203.25	Store	Nebraska City
77	3/11/2016	F	\$26.46	\$175.71	\$202.17	Store	Nebraska City
78	3/15/2016	T	\$22.68	\$175.71	\$198.39	Store	Nebraska City
79	3/16/2016	W	\$22.68	\$175.71	\$198.39	Store	Nebraska City

	Date	Day	Mileage Paid	Salary Paid	Total	Other Travel Description	Location
80	3/17/2016	Th	\$22.68	\$175.71	\$198.39	Networking	Nebraska City
81	3/18/2016	F	\$22.68	\$175.71	\$198.39	Networking	Nebraska City
82	3/21/2016	M	\$81.00	\$175.71	\$256.71	Truckloads	Lincoln
Totals			\$9,465.32	\$14,015.76	\$23,481.08		

Project Response failed to provide any information to support the Director's attendance at these meetings, including the organization that hosted the workshop, registration information, information about the speaker, or others in attendance.

In an effort to validate the travel dates, the APA compared the description from the Director's travel reimbursement requests to her weekly time logs and identified 17 instances in which the time log indicated that the Director was not at a meeting.

The following table summarizes these 17 instances in which the Director's travel reimbursement requests disagreed with her time logs:

Date	Location	Reimbursement Description	Time Log Description	Mileage Paid
1/15/2015	Lincoln	CSI Meeting	Staff/ Client	\$86.25
1/16/2015	Kearney	Sustainability Meeting	Client	\$230.58
1/20/2015	Geneva	PREA Meeting	Client Data	\$157.55
3/31/2015	York	CAC Meeting	Client Work/ Training Employee	\$141.45
4/1/2015	Broken Bow	Peer Meeting	Client Work/ Employee Training	\$284.05
4/2/2015	Columbus	CSI Meeting	Client Work	\$178.25
4/3/2015	Kearney	Sustainability Meeting	Client Work	\$230.58
9/1/2015	Wayne	Sustainability Meeting	Staff/ Client SA/ Client Phone	\$195.50
9/2/2015	Broken Bow	Peer Meeting	Client PO	\$284.05
9/3/2015	Norfolk	CAC Meeting	Client/ Paperwork	\$335.80
11/17/2015	Nebraska City	Networking	Staff Meeting/ Update Clients/ Office Space Looking	\$23.52
11/18/2015	Nebraska City	Networking	Client Work/ Paperwork/ Office Space Looking	\$23.52
12/10/2015	Nebraska City	Networking	Client Work/ Paperwork	\$23.52
12/11/2015	Nebraska City	Meet with Chief	Client Work	\$23.52
12/11/2015	Tecumseh	Meet with Susan	Client Work	\$23.52
12/19/2015	Nebraska City	Store Storage Unit Lock Change	No time log provided for this day	\$25.20
1/11/2016	Peru	Board Member	Staff Meeting/ Client Work	\$12.96
Total				\$2,279.82

The following is a copy of the time log for January 15 and 16, 2015:

TIME LOG

Name: Dawn Week of: 1-12 / 1-16

(Please account for the whole days activities. After you describe the activity, indicate the time spent doing the activity.)

Activities

Monday: Client

Tuesday: Peer Review

Wednesday: Peer Review

Thursday: Staff
Client

Friday: Client

Please turn in the Time Log every Friday or your last workday of the week. Place it in the box on Sherrie's desk.

Good internal controls require procedures to ensure reimbursements for meetings are adequately documented so that attendance can be verified. Without such procedures, there is an increased risk for misuse of Project Response funds.

We recommend the Board implement procedures to ensure adequate documentation is on file to support travel expenditures.

3. Mileage Reimbursements

During our review of the Director's travel records, the APA found these additional issues.

Reimbursements Made Prior to or During Trips

The Director received 41 expense reimbursements from January 2014 to March 2016. The APA determined that 36 of those reimbursements were paid either prior to or during the dates of travel.

The following table summarizes the 36 questionable expense reimbursements to the Director:

Check #	Check Date	Travel Dates		Total Travel Reimbursed	Amount Paid Prior to or During Trip	Amount Paid After Trip
Checks Written Prior to Travel:						
10148	1/12/2015	1/13/2015	1/16/2015	\$506.58	\$506.58	\$0.00
10161	1/26/2015	1/28/2015	1/30/2015	\$637.10	\$637.10	\$0.00
10164	2/3/2015	2/5/2015	2/6/2015	\$281.75	\$281.75	\$0.00
10170	2/17/2015	2/19/2015	2/20/2015	\$426.08	\$426.08	\$0.00
10188	3/9/2015	3/11/2015	3/13/2015	\$672.18	\$672.18	\$0.00
10192	3/16/2015	3/19/2015	3/20/2015	\$462.30	\$462.30	\$0.00
10205	3/30/2015	3/31/2015	4/3/2015	\$834.33	\$834.33	\$0.00
10223	4/20/2015	4/21/2015	4/23/2015	\$710.13	\$710.13	\$0.00
10261	5/18/2015	5/27/2015	5/27/2015	\$43.13	\$43.13	\$0.00
10268	6/1/2015	6/2/2015	6/5/2015	\$753.25	\$753.25	\$0.00
10280	6/15/2015	6/16/2015	6/19/2015	\$867.68	\$867.68	\$0.00
10326	8/31/2015	9/1/2015	9/3/2015	\$815.35	\$815.35	\$0.00
10327	9/8/2015	9/9/2015	9/11/2015	\$658.95	\$658.95	\$0.00
10329	9/14/2015	9/15/2015	9/18/2015	\$790.05	\$790.05	\$0.00
10360	11/3/2015	11/5/2015	11/5/2015	\$84.00	\$84.00	\$0.00
10374	12/7/2015	12/8/2015	12/8/2015	\$182.56	\$182.56	\$0.00
10433	3/7/2016	3/8/2016	3/11/2016	\$54.00	\$54.00	\$0.00
Subtotal				\$8,779.42	\$8,779.42	\$0.00
Checks Written During Travel						
10144	1/8/2015	1/7/2015	1/9/2015	\$497.95	\$411.70	\$86.25
10154	1/20/2015	1/20/2015	1/23/2015	\$823.40	\$823.40	\$0.00
10165	2/9/2015	2/9/2015	2/13/2015	\$682.53	\$682.53	\$0.00
10173	2/23/2015	2/23/2015	2/27/2015	\$661.83	\$661.83	\$0.00
10185	3/3/2015	2/26/2015	3/5/2015	\$692.88	\$428.38	\$264.50
10197	3/23/2015	3/21/2015	3/27/2015	\$639.40	\$547.40	\$92.00
10251	5/18/2015	5/18/2015	5/22/2015	\$763.03	\$763.03	\$0.00
10293	7/13/2015	7/13/2015	7/16/2015	\$1,009.70	\$1,009.70	\$0.00
10334	9/21/2015	9/21/2015	9/25/2015	\$675.63	\$675.63	\$0.00
10337	9/29/2015	9/29/2015	9/29/2015	\$2.63	\$2.63	\$0.00
10369	11/30/2015	11/17/2015	12/3/2015	\$154.56	\$107.52	\$47.04
10380	12/11/2015	12/10/2015	12/11/2015	\$70.56	\$47.04	\$23.52
10382	12/15/2015	12/15/2015	12/16/2015	\$89.04	\$89.04	\$0.00
10386	12/21/2015	12/19/2015	12/23/2015	\$72.24	\$47.04	\$25.20
10393	1/14/2015	1/8/2016	1/14/2016	\$124.74	\$28.62	\$96.12

Check #	Check Date	Travel Dates		Total Travel Reimbursed	Amount Paid Prior to or During Trip	Amount Paid After Trip
10406	2/5/2016	2/3/2016	2/5/2016	\$160.92	\$22.68	\$138.24
10409	2/12/2016	2/9/2016	2/12/2016	\$79.38	\$30.24	\$49.14
10426	3/3/2016	3/1/2016	3/3/2016	\$59.40	\$34.56	\$24.84
10436	3/18/2016	3/15/2016	3/18/2016	\$90.72	\$22.68	\$68.04
Subtotal				\$7,350.54	\$6,435.65	\$914.89
Totals				\$16,129.96	\$15,215.07	\$914.89

Project Response requires two individuals to sign checks – one signature is the Director’s, and the other is that of a Board member, Dr. Anthony Citrin. According to Dr. Citrin, the Director generally provided him with the checks that needed to be signed, which makes it seem impossible that the Director was travelling on those dates if she presented the checks for payment at the same time.

Unreasonable Mileage Reimbursements

The APA also reviewed the expense reimbursements to determine whether the mileage paid to the Director was reasonable based upon the claimed destinations. The APA used Google Maps to determine the actual mileage for each trip and adjusted that result by 10 percent to allow for in-town driving or other minor variances.

The following table details any variances exceeding \$10 per trip in the Director’s mileage reimbursement payments during the period reviewed.

Date	Travel Destination	Mileage Reimbursed	APA-Calculated Mileage	Mileage Difference	Mileage Rate	Over-payment
1/13/2015	Round Trip: Auburn - Omaha	165	142	23	\$0.575	\$13.23
1/14/2015	Round Trip: Auburn - Omaha	165	142	23	\$0.575	\$13.23
1/20/2015	Round Trip: Auburn - Geneva	274	224	50	\$0.575	\$28.75
1/30/2015	Round Trip: Auburn - Geneva	274	224	50	\$0.575	\$28.75
2/9/2015	Round Trip: Auburn - Omaha	160	142	18	\$0.575	\$10.35
2/25/2015	Round Trip: Auburn - Geneva	274	224	50	\$0.575	\$28.75
3/5/2015	Round Trip: Auburn - Geneva	274	224	50	\$0.575	\$28.75
3/12/2015	Round Trip: Auburn - Geneva	274	224	50	\$0.575	\$28.75
3/21/2015	Round Trip: Auburn - Omaha	160	142	18	\$0.575	\$10.35
6/18/2015	Round Trip: Auburn - Geneva	274	224	50	\$0.575	\$28.75
7/13/2015	Round Trip: Auburn - Geneva	274	224	50	\$0.575	\$28.75
9/3/2015	Round Trip: Auburn - Norfolk	584	387	197	\$0.575	\$113.28
9/21/2015	Round Trip: Auburn - Geneva	274	224	50	\$0.575	\$28.75
3/28/2016	Round Trip: Auburn – Neb. City	68	45	23	\$0.540	\$12.42
Totals		3,494	2,792	702		\$402.85

As revealed by the above table, Project Response paid in excess of \$400 more than the actual mileage for the Director’s trips without any documentation to support the additional miles claimed.

Without such procedures, there is an increased risk of loss or misuse of Project Response funds.

We recommend the Board implement procedures to ensure all expense reimbursement payments are supported by adequate documentation, are paid only after the travel has occurred, and are reviewed to ensure all expenses are reasonable.

* * * * *

Project Response's Response: Our board of directors met with the executive director on Thursday, June 16th, 2016. In our discussion it was noted that the deficiencies found were a concern, especially regarding documentation of travel and conference attendance. Also to be addressed was how the communication of details of what was gained at these training sessions was shared with employees, clients, stakeholders and board members.

We, as a board and organization, will work to insure that this process takes place in order to help Project Response become more the organization which can truly respond for the protection of and needs of the family in our society. We look forward to any further communication with your office and will seek to implement your recommendations in a timely fashion.

The preliminary planning work that resulted in this letter was designed primarily on a test basis and, therefore, may not bring to light all existing weaknesses in Project Response's policies or procedures. Nevertheless, our objective is to use the knowledge gained during the performance of that preliminary planning work to make comments and suggestions that we hope will prove useful to Project Response.

Draft copies of this letter were furnished to Project Response to provide its management with an opportunity to review and to respond to the comments and recommendations contained herein. All formal responses received have been incorporated into this letter. Responses have been objectively evaluated and recognized, as appropriate, in the letter. Responses that indicated corrective action has been taken were not verified at this time.

Additionally, a copy of this letter is being forwarded to the Nemaha County Attorney for review and any action deemed appropriate by that office.

This communication is intended solely for the information and use of Project Response and its management. It is not intended to be, and should not be, used by anyone other than those specified parties. However, this letter is a matter of public record, and its distribution is not limited.

If you have any questions regarding the above information, please contact our office.

Sincerely,



Mary Avery
Special Audits and Finance Manager
Phone: 402-471-3686
mary.avery@nebraska.gov

Copy to: Louie Ligouri, Nemaha County Attorney
Merry Wills, Crime Commission Federal Aid Administrator
Jeanette Greer, Crime Commission Federal Grants Monitor
Garet Buller, DHHS Internal Audit Administrator

Project Response
Monthly Calendar of Director's Travel

Exhibit A

JANUARY 2015

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
			1	2	3	4
5	6	7 Bus Station Client HK Lincoln, NE	8 CSI Norfolk, NE	9 Sustainability Meeting Grand Island, NE	10	11
12	13 Peer Review Omaha, NE Note 1	14 Peer Review Omaha, NE Note 1	15 CSI Meeting Lincoln, NE Note 2	16 Sustainability Meeting Kearney, NE Note 2	17	18
19	20 PREA Meeting Geneva, NE Note 1 Note 2	21 SA Meeting Falls City, NE	22 Sustainability Meeting North Platte, NE	23 Meeting O'Neill, NE	24	25
26	27	28 Peer Meeting Broken Bow, NE	29 Sustainability Meeting Wayne, NE	30 PREA Geneva, NE Note 1	31	
		COLOR KEY:	No documentation was available to support the reimbursement	AMOUNTS PAID: <i>No Documentation (Yellow):</i> Salaries: \$1,891.77 Mileage: \$2,171.78		

The Director recorded and was paid for 8 hours of work every day, whether she travelled or not.

Note 1:
Reimbursement for these dates contained unreasonable mileage, resulting in excess payments of \$84.

Note 2: The Director's time log indicated she was with clients on these dates.

Project Response
Monthly Calendar of Director's Travel

Exhibit A

FEBRUARY 2015

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
						1
2	3	4	5 Sustainability Meeting Lincoln, NE	6 CSI Meeting Wayne, NE	7	8
9 CSI Meeting Omaha, NE Note 1	10 Peer Meeting Grand Island, NE	11 Sustainability Meeting Lincoln, NE	12 CA Meeting Kearney, NE	13 Sustainability Meeting Lincoln, NE	14	15
16	17	18	19 Sustainability Meeting Kearney, NE	20 CSI Meeting Wayne, NE	21	22
23 Supplies for Store Lincoln, NE	24 Sustainability Grand Island, NE	25 PREA Geneva, NE Note 1	26 Sign MOU Lincoln, NE	27 CAC Kearney, NE	28	
		COLOR KEY:	No documentation was available to support the reimbursement	AMOUNTS PAID: <i>No Documentation (Yellow):</i> Salaries: \$2,459.94 Mileage: \$2,138.43		

The Director recorded and was paid for 8 hours of work every day, whether she travelled or not.

Note 1:
Reimbursement for these dates contained unreasonable mileage, resulting in excess payments of \$39.10.

Project Response
Monthly Calendar of Director's Travel

Exhibit A

MARCH 2015

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
						1
2 Peer Columbus, NE	3 Hospital Falls City, NE	4 Sustainability Meeting Kearney, NE	5 PREA Geneva, NE Note 1	6	7	8
9	10	11 Sustainability Meeting Broken Bow, NE	12 CSA Meeting Geneva, NE Note 1	13 Peer Meeting Kearney, NE	14	15
16	17	18	19 CSA Broken Bow, NE	20 Sustainability Meeting Columbus, NE	21 Supplies & Equipment Omaha, NE Note 1	22
23	24	25 Peer Meeting Kearney, NE	26 PREA Meeting Lincoln, NE	27 Sustainability Meeting Kearney, NE	28	29
30	31 CAC Meeting York, NE Note 2	COLOR KEY:	No documentation was available to support the reimbursement	AMOUNTS PAID: No Documentation (Yellow): Salaries: \$2,284.23 Mileage: \$2,343.70		

The Director recorded and was paid for 8 hours of work every day, whether she travelled or not.

Note 1:
Reimbursement for these dates contained unreasonable mileage, resulting in excess payments of \$67.85.

Note 2: The Director's time log indicated she was with clients on this date.

Project Response
Monthly Calendar of Director's Travel

Exhibit A

APRIL 2015

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
		1 Peer Meeting Broken Bow, NE Note 1	2 CSI Meeting Columbus, NE Note 1	3 Sustainability Meeting Kearney Note 1	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 Making a Strong Case in Sustainability Kearney, NE	22 Teen Dating Violence Training Workshop Wayne, NE	23 Leadership Training Institute Broken Bow, NE	24	25	26
27	28	29	30			
		COLOR KEY:	No documentation was available to support the reimbursement	Documentation appears suspicious; could be falsified.	AMOUNTS PAID: <i>No Documentation (Yellow):</i> Salaries: \$527.13 Mileage: \$692.88 <i>Suspicious Conferences (Red):</i> Salaries: \$527.13 Mileage \$710.13	

The Director recorded and was paid for 8 hours of work every day, whether she travelled or not.

Note 1: The Director's time log indicated she was with clients on these dates.

Project Response
Monthly Calendar of Director's Travel

Exhibit A

MAY 2015

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18 Domestic Violence & Sexual Assault Fremont, NE	19	20 Core Competencies for Leadership Broken Bow, NE	21 Creating Your Sustainability Plan Fremont, NE	22 Domestic Violence Kearney, NE	23	24
25	26	27 Client Protection Order Pawnee City, NE	28	29	30	31
			COLOR KEY:	Documentation appears suspicious; could be falsified.	AMOUNTS PAID: <i>Suspicious Conferences (Red):</i> Salaries: \$702.84 Mileage: \$763.03	

The Director recorded and was paid for 8 hours of work every day, whether she travelled or not.

Project Response
Monthly Calendar of Director's Travel

Exhibit A

JUNE 2015

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1	2 Effective Employee Evaluations Lincoln, NE	3 When It's Time to Show Them Who's Boss Grand Island, NE	4 Dating Violence Workshop Wayne, NE	5 5 Elements of Creative Fundraising Broken Bow, NE	6	7
8	9	10	11	12	13	14
15	16 Developing Response to Staff Kearney, NE	17 Managing Diversity in the Workplace Wayne, NE	18 Community Involvement Geneva, NE Note 1	19 Effective Employee Performance Reviews Broken Bow, NE	20	21
22	23	24	25	26	27	28
29	30					
			COLOR KEY:	Documentation appears suspicious; could be falsified.	AMOUNTS PAID: <i>Suspicious Conferences (Red):</i> Salaries: \$1,405.68 Mileage: \$1,620.93	

The Director recorded and was paid for 8 hours of work every day, whether she travelled or not.

Note 1:
Reimbursement for these dates contained unreasonable mileage, resulting in excess payments of \$28.75.

Project Response
Monthly Calendar of Director's Travel

Exhibit A

JULY 2015

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
Self-Care Geneva, NE Note 1	Dealing with Bullies at Work Norfolk, NE	Team Building Wayne, NE	Director's Day Ogallala, NE			
20	21	22	23	24	25	26
27	28	29	30	31		
			COLOR KEY:	Documentation appears suspicious; could be falsified.	AMOUNTS PAID: <i>Suspicious Conferences (Red):</i> Salaries: \$527.13 Mileage: \$577.30	

The Director recorded and was paid for 8 hours of work every day, whether she travelled or not.

Note 1:
Reimbursement for these dates contained unreasonable mileage, resulting in excess payments of \$28.75.

Project Response
Monthly Calendar of Director's Travel

Exhibit A

AUGUST 2015

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Project Response
Monthly Calendar of Director's Travel

Exhibit A

SEPTEMBER 2015

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	1 Sustainability Meeting Wayne, NE Note 2	2 Peer Meeting Broken Bow, NE Note 2	3 CAC Meeting Norfolk, NE Note 1 Note 2	4	5	6
7	8	9 Director's Day Fairbury, NE	10 Sustainability Norfolk, NE	11 Transgender & Violence Kearney, NE	12	13
14	15 Sustainability for Non-Profits Norfolk, NE	16 Peer Meeting Lincoln, NE	17 The Batter's Impact on Children Broken Bow, NE	18 Stalking & Domestic Violence Wayne, NE	19	20
21 Client Relocation Geneva, NE Note 1	22 Client Family MA O'Neill, NE	23	24	25 Relocate Kearney, NE	26	27
28	29 Meeting with Dr. Citrin Peru, NE	30				
		COLOR KEY:	No documentation was available to support the reimbursement	Documentation appears suspicious; could be falsified.	AMOUNTS PAID: <i>No Documentation (Yellow):</i> Salaries: \$702.84 Mileage: \$901.60 <i>Suspicious Conferences (Red):</i> Salaries: \$878.55 Mileage: \$1,158.63	

The Director recorded and was paid for 8 hours of work every day, whether she travelled or not.

Note 1:
Reimbursement for these dates contained unreasonable mileage, resulting in excess payments of \$142.03.

Note 2: The Director's time log indicated she was with clients on these dates.

Project Response
Monthly Calendar of Director's Travel

Exhibit A

OCTOBER 2015

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Project Response
Monthly Calendar of Director's Travel

Exhibit A

NOVEMBER 2015

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
						1
2	3	4	5 No More State Conference Lincoln, NE	6	7	8
9	10	11	12	13	14	15
16	17 Networking Nebraska City	18 Networking Nebraska City	19	20	21	22
23	24	25	26	27	28	29
30		COLOR KEY:	No documentation was available to support the reimbursement	AMOUNTS PAID: <i>No Documentation (Yellow):</i> Salaries: \$351.42 Mileage: \$47.04		

The Director recorded and was paid for 8 hours of work every day, whether she travelled or not.

Project Response
Monthly Calendar of Director's Travel

Exhibit A

DECEMBER 2015

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	1 Networking Nebraska City, NE	2	3 SENTROC Lincoln, NE	4	5	6
7	8 Grant Management Information Training Grand Island, NE	9	10 Networking Nebraska City, NE	11 Meet with Chief and Susan Nebraska City, NE Note 1	12	13
14	15 Unknown Falls City, NE Pawnee City, NE Peru, NE	16 Board Signatures & Networking Peru, NE	17	18	19 Store Storage Unit Lock Change Nebraska City, NE	20
21 Store Nebraska City, NE	22	23 Networking Nebraska City, NE	24	25	26	27
28	29	30	31			
		COLOR KEY:	No documentation was available to support the reimbursement	AMOUNTS PAID: No Documentation (Yellow): Salaries: \$1,581.39 Mileage: \$339.36		

The Director recorded and was paid for 8 hours of work every day, whether she travelled or not.

Note 1: The Director's time log indicated she was with clients on these dates.

Project Response
Monthly Calendar of Director's Travel

Exhibit A

JANUARY 2016

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
				1	2	3
4	5	6	7	8 Networking Nebraska City, NE Note 1	9	10
11 Board Member Peru, NE	12 Networking Nebraska City, NE Note 1	13 Networking Nebraska City, NE Note 1	14 Networking Nebraska City, NE Note 1	15	16	17
18	19	20 Networking Nebraska City, NE	21 Networking Nebraska City, NE	22	23	24
25	26	27	28	29	30	31
		COLOR KEY:	No documentation was available to support the reimbursement	AMOUNTS PAID: <i>No Documentation (Yellow):</i> Salaries: \$1,229.97 Mileage: \$177.66		

The Director recorded and was paid for 8 hours of work every day, whether she travelled or not.

Note 1: The Director's time log indicated she was with clients on these dates.

Project Response
Monthly Calendar of Director's Travel

Exhibit A

February 2016

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1	2	3 Networking Nebraska City, NE	4 Networking Nebraska City, NE	5 Networking Nebraska City, NE	6	7
8	9 Networking Nebraska City, NE	10	11 Networking Nebraska City, NE Note 1	12 Networking Nebraska City, NE Note 1	13	14
15	16 Unknown Nebraska City, NE Note 1	17 Rotary Meeting Nebraska City, NE	18	19	20	21
22	23 Unknown Nebraska City, NE	24	25 Unknown Nebraska City, NE Note 1	26	27	28
29						
		COLOR KEY:	No documentation was available to support the reimbursement	AMOUNTS PAID: <i>No Documentation (Yellow):</i> Salaries: \$1,757.10 Mileage: \$350.46		

The Director recorded and was paid for 8 hours of work every day, whether she travelled or not.

Note 1: The Director's time log indicated she was with clients on these dates.

Project Response
Monthly Calendar of Director's Travel

Exhibit A

March 2016

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	1 Networking Nebraska City, NE	2	3 Networking Nebraska City, NE Note 2	4	5	6
7	8 Store Nebraska City, NE	9	10	11 Store Nebraska City, NE Note 2	12	13
14	15 Store Nebraska City, NE	16 Store Nebraska City, NE	17 Networking Nebraska City, NE Note 2	18 Networking Nebraska City, NE Note 2	19	20
21 Truckloads Lincoln, NE	22	23	24	25	26	27
28 PD Child Custody Shelter Client Neb. City, NE Note 1	29	30	31			
		COLOR KEY:	No documentation was available to support the reimbursement	AMOUNTS PAID: <i>No Documentation (Yellow):</i> Salaries: \$1,581.39 Mileage: \$285.12		

The Director recorded and was paid for 8 hours of work every day, whether she travelled or not.

Note 1:
Reimbursement for these dates contained unreasonable mileage, resulting in excess payments of \$12.42.

Note 2: The Director's time log indicated she was with clients on these dates.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#1 – April 21, 2015 – Making a Strong Case in Sustainability – Kearney

The APA was provided with the following documentation for this conference:

Making A Strong Case
in Sustainability

AGENDA Kearney, NE
April 21, 2015
Library

The goals of today's workshop:

Cultivating Individual Donors

Your organization will likely be eager to move on to a more complete implementation of cultivating donor relationships

- Asking one-on-one
- Engaging your board

Major Gifts—Moving Toward Sustainability

Your group will be ready to:

- Systematically cultivate your major donors, often for a formal capital or major gifts campaign
- Develop a reserve fund or an endowment fund over the next five years

Advanced Sustainability

See that sustainable funding is within your reach. Identify

Your organization may be ready to focus your individual funding needs in any of these areas:

- Unrestricted operational funds
- Major gifts
- Capital
- Endowment

Know your pitch

The location on this agenda is listed as the Kearney Library. The APA contacted the Library and no event of this nature took place at the Library on April 21, 2015.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

The following two pages of information were also included as documentation for this conference. Although they seem to be incomplete documents, the information contained in them is similar to information the APA found on a website.

How do we see ourselves, our role, and our relationship to the community we serve?

A good understanding of where your organization stands and its relationship to the communities you serve can assist you in activities such as engaging volunteers and can improve your general interactions with the community. The more you can paint a clear picture of how you see your organization serving the local communities, the better able you will be to attract the interest of volunteers and donors alike. Create a value statement that clearly aligns your mission and vision with the interests and needs of nearby communities.

Assess staffing needs to ensure adequate support.

How many and what kinds of people, with what skills, do we need to run our programs and services?

Assessing your staffing needs is crucial to ensure that you have adequate support without stretching your available resources too far. In doing so, you not only need to consider how many people you will need to run the program, but also the criteria in which you will select those individuals. Consider the key characteristics and skills that would be considered best fit within the organization. Are you looking for someone with a history of service in your field? Or are you looking for someone with direct experience in the cause you support? Will you want these individuals to be collaborative or autonomous? Outgoing or reserved? By considering questions such as these, you will be able to paint a clearer picture of your staffing needs.

Work with partners to enhance outreach efforts.

How should we make our best contribution to the social service provider network? What organizations should we collaborate or partner with directly in order to maximize the impact we have on the community?

Although you may provide several services to your community, it's almost impossible to meet all of your clients' needs or to identify every individual who could benefit from your services. Working with partners who offer complementary services enables you to better provide for your existing clientele while also enhancing your outreach efforts through the referral process. When considering who would make a good partner, simply think about your clientele and from what other services they might benefit.

CHAPTER 2: Build Your Case for Support

Once you have answered the sustainability planning questions, you will have a solid understanding of your organization's purpose and contributions to the community. You can use this understanding to determine which people are most likely to support your organization and to create messages that will be effective in gaining their support. A donor will only support an organization if he or she believes in its cause. No matter how effective your organization is in fulfilling its mission, you will fail to find adequate donor support unless

who will help who will benefit
from your work
* you have to sell all the time

Project Response
Suspicious Documentation to Support Travel

Exhibit B

Step 1: Identify and define the problem(s) addressed by your organization.

The ultimate goal of Step 1 is to answer the "Why should I care?" question for your prospective donors. In order to best address this question, it may be helpful to refer back to the question from the previous section, "What are we trying to accomplish by maintaining our programs or services?" To answer this, identify the services that you provide and consider what problems those services are meant to combat. For example, let's suppose that your community has a high dropout rate as well as a large number of youth involved in gangs. Your organization runs various after-school programs in your community, offering tutoring and various recreational activities. The problems that these particular programs address could be both dropping out of school and gang involvement, assuming that you can establish a correlation between the two.

When communicating this message of "Why you should care" to your audiences, appeal to them both emotionally and logically. Target the message as much as possible by always keeping the audience in mind! Since catering the message to specific individuals is likely cost prohibitive, the next best thing is to break down the donors into groups by some common factor that characterizes them as a population, ethnic group, geographical community, or other group, and consider instances of each distinct problem addressed through the services you provide.

Step 2: Explain your purpose and your solution to the problem.

No matter how convincingly you portray the seriousness of the problem, donors will not support your organization unless they believe that funding you will make a difference. The goal of Step 2 is twofold:

1. To establish your organization as a "brand" for your donors
2. To convince them that you provide the best available solution to the problem.

You need to communicate your purpose in a compact form that donors can identify with and believe in. Point out your successes through statistics, such as numbers served, as well as testimonials from clients (particularly members of your target audience) to demonstrate the impact you've had on the community.

Step 3: Share your vision for the future.

Before a donor will want to make a long-term commitment to supporting your organization, they must believe in not only what you've done to address the problem in the past, but also on your plans for the future. This involves communicating your vision to your target audiences and describing how you plan to improve upon currently offered services. In addition, use this opportunity to explain how your plans will help address the problem in the future.

The following information was found on <http://strengtheningnonprofits.org/resources/e-learning/online/sustainability/Print.aspx> (06/02/2016) and contains information that matches exactly to the documentation obtained by the APA shown above.

Creating Your Sustainability Plan

Overview

Welcome to the e-learning lesson on Creating Your Sustainability Plan. Sustainability planning includes the actions an organization takes to maximize its chances to survive, and perhaps even to thrive, despite the uncertainty of what the future may bring. Sustainability planning is a concrete process that an organization takes on over the course of several months; it is also an ongoing process that should become part of an organization's very fabric. This training will provide you with the resources you need to assist you in launching a plan to achieve organizational stability.

This training includes several steps that an organization can implement when engaging in a sustainability planning process.

The first, Getting Started, includes questions that organizational leadership should answer in order to position the organization for sustainability.

The second, Build your Case for Support, will walk your organization through a process to determine who is most likely to support you and how you can tailor your message to that audience.

This same documentation was used to support another workshop on May 21, 2015. See page 55.



Project Response

Suspicious Documentation to Support Travel

Exhibit B

How do we see ourselves, our role, and our relationship to the community we serve?

A good understanding of where your organization stands and its relationship to the communities you serve can assist you in activities such as engaging volunteers and can improve your general interactions with the community. The more you can paint a clear picture of how you see your organization serving the local communities, the better able you will be to attract the interest of volunteers and donors alike. Create a value statement that clearly aligns your mission and vision with the interests and needs of nearby communities.

Assess staffing needs to ensure adequate support.

How many and what kinds of people, with what skills, do we need to run our programs and services?

Assessing your staffing needs is crucial to ensure that you have adequate support without stretching your available resources too far. In doing so, you not only need to consider how many people you will need to run the program, but also the criteria in which you will select those individuals. Consider the key characteristics and skills that would be considered best fit within the organization. Are you looking for someone with a history of service in your field? Or are you looking for someone with direct experience in the cause you support? Will you want these individuals to be collaborative or autonomous? Outgoing or reserved? By considering questions such as these, you will be able to paint a clearer picture of your staffing needs.

Work with partners to enhance outreach efforts.

How should we make our best contribution to the social service provider network? What organizations should we collaborate or partner with directly in order to maximize the impact we have on the community?

Although you may provide several services to your community, it's almost impossible to meet all of your clients' needs or to identify every individual who could benefit from your services. Working with partners who offer complementary services enables you to better provide for your existing clientele while also enhancing your outreach efforts through the referral process. When considering who would make a good partner, simply think about your clientele and from what other services they might benefit.

CHAPTER 2: Build Your Case for Support

Once you have answered the sustainability planning questions, you will have a solid understanding of your organization's purpose and contributions to the community. You can use this understanding to determine which people are most likely to support your organization and to create messages that will be effective in gaining their support. A donor will only support an organization if he or she believes in its cause. No matter how effective your organization is in fulfilling its mission, you will fail to find adequate donor support unless you both compose and deliver an effective message. Building a case for support is like advertising. You must narrow your target audience and communicate in a way that attracts their interest. Your "case" is the message that you use to "sell" your organization and its mission to prospective donors.

Step 1: Identify and define the problem(s) addressed by your organization.

The ultimate goal of Step 1 is to answer the "Why should I care?" question for your prospective donors. In order to best address this question, it may be helpful to refer back to the question from the previous section, "What are we trying to accomplish by maintaining our programs or services?" To answer this, identify the services that you provide and consider what problems those services are meant to combat. For example, let's suppose that your community has a high dropout rate as well as a large number of youth involved in gangs. Your organization runs various after-school programs in your community, offering tutoring and various recreational activities. The problems that these particular programs address could be both dropping out of school and gang involvement, assuming that you can establish a correlation between the two.

When communicating this message of "Why you should care" to your audiences, appeal to them both emotionally and logically. Target the message as much as possible by always keeping the audience in mind! Since catering the message to specific individuals is likely cost prohibitive, the next best thing is to break down the donors into groups by some common factor that characterizes them as a population, ethnic group, geographical community, or other group, and consider instances of each distinct problem addressed through the services you provide.

Step 2: Explain your purpose and your solution to the problem.

No matter how convincingly you portray the seriousness of the problem, donors will not support your organization unless they believe that funding you will make a difference. The goal of Step 2 is twofold:

1. To establish your organization as a "brand" for your donors
2. To convince them that you provide the best available solution to the problem.

You need to communicate your purpose in a compact form that donors can identify with and believe in. Point out your successes through statistics, such as numbers served, as well as testimonials from clients (particularly members of your target audience) to demonstrate the impact you've had on the community.

Step 3: Share your vision for the future.

Before a donor will want to make a long-term commitment to supporting your organization, they must believe in not only what you've done to address the problem in the past, but also on your plans for the future. This involves communicating your vision to your target audiences and describing how you plan to improve upon currently offered services. In addition, use this opportunity to explain how your plans will help address the problem in the future.

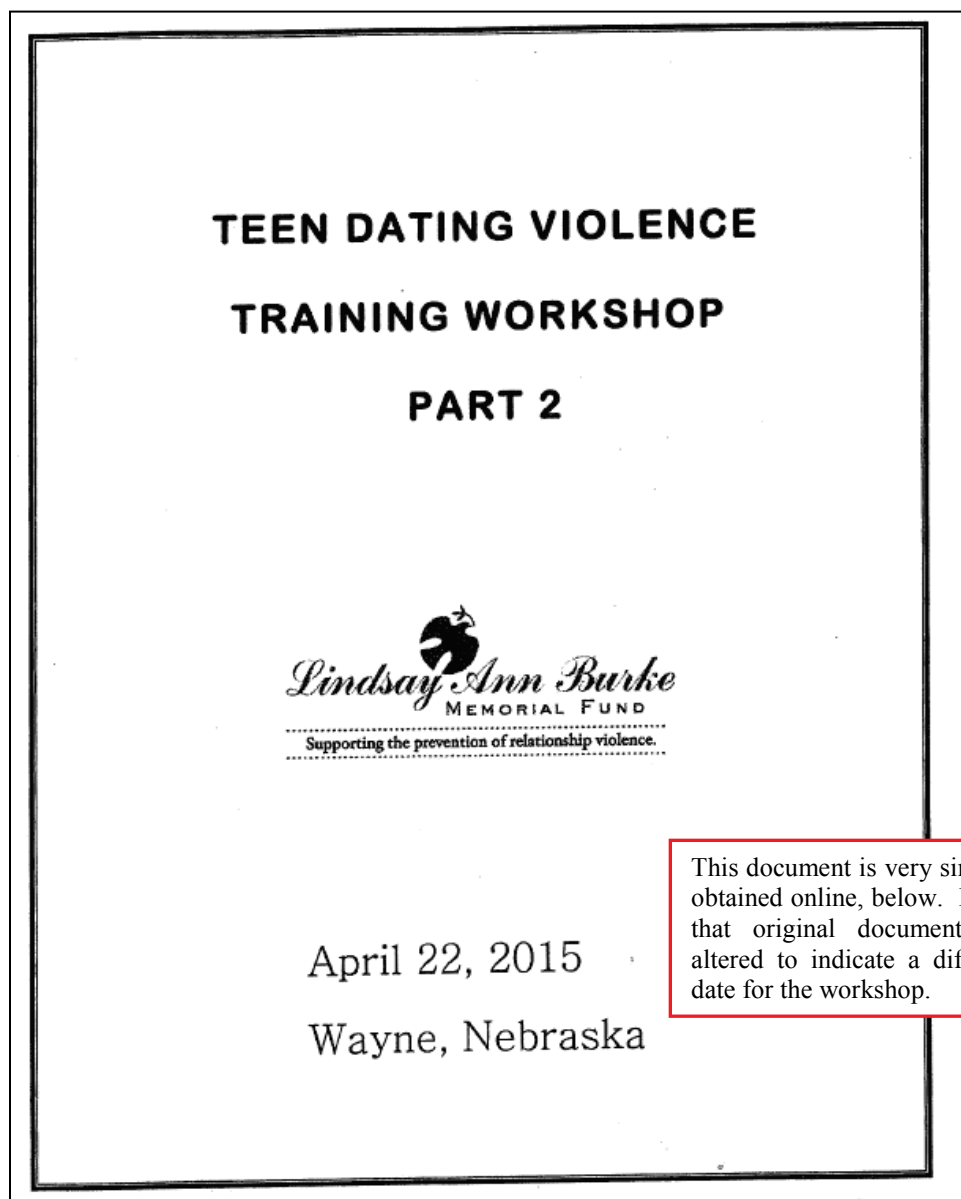
The information highlighted in red, above, is taken from the website. It agrees, almost exactly, to the information provided to support the Director's trip, on the previous pages.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#2 – April 22, 2015 – Teen Dating Violence Training Workshop – Wayne

The APA was provided with the following documentation for this workshop:



This document is very similar to a document obtained online, below. However, it appears that original document may have been altered to indicate a different location and date for the workshop.

TEEN DATING VIOLENCE

After completing this workshop you will be able to confidently

TEACH ABOUT DATING VIOLENCE

- Gender Stereotypes & Roles, Role of the Media
- Types of Violence
- Define healthy relationships and unhealthy relationships (dating abuse)
- Statistics
- Warning Signs
- Date Rape and Date Rape Drugs
- Review Types of Violence and healthy vs. unhealthy relationships
- Relationship Wheels: Power & Control, Equality
- Dating Rights & Responsibilities
- Cycle of Abuse
- How to Get Help
- How to Help a Friend
- Keeping Safe

Guiding Principles for Helpful Responses to Teen Relationship Violence

Relationship violence among teens presents complex dilemmas. The principles which guide response to adult domestic violence are relevant; however, they require some adaptation when using them to respond to teens.

Guiding Principles

Survivor autonomy, confidentiality, and abuser accountability are core principles which guide response to intimate partner violence. In addition, safety planning (detailed in the next section), developing culturally relevant responses, empowering peers and support systems, and advancing systems change are key strategies to build survivor safety. Each of these strategies has value when applied to situations of teen relationship violence.

Supporting Survivor Autonomy and Confidentiality

The autonomy of survivors is key because survivors are the experts in their own lives, and they have the most to gain or lose from decisions that are made about the violence they are experiencing. Usually, survivors know their abusers better than anyone, they know what they have tried in the past and the results, and they know their support system. For all these reasons, survivor autonomy is a core principle upon which all responses should be built.

Confidentiality is inextricably linked to autonomy. For safety reasons, all information provided by survivors should be held as confidential as possible. Survivors need to be able to control who knows about their situation and what information they have. Confidentiality affects safety because if abusers know where survivors are seeking help, they can use this information to track or further abuse. And breaches in confidentiality can impact employment, cause problems with parents or peers, and can result in other unintended or dangerous consequences.

Unique challenges with teens: In the case of teen survivors, adults may have difficulty supporting a teen's autonomy because they may believe they know what's best, or they may feel that the teen's age limits their ability to make sound decisions. In addition, teens often do not have the autonomy to make many decisions about their daily lives (such as their class schedule, how they get to and from school, etc.) In addition, Ohio law mandates certain responders to report violence against teens. Both because of our views about the age-specific capacity of teens and the requirements to report in some instances, protecting survivor autonomy and confidentiality is significantly more difficult with teen survivors.

Healthy Relationships

Relationships have five key parts:

1) Self-esteem.

Self-esteem is how I feel about myself. When I have positive self-esteem, I can accept feedback and positive statements from others. When I respect my own thoughts, feelings, and needs, I can balance them with the feelings and needs of my friends and partners.

2) Communication.

Communication is how I express myself with others. In relationships, good communication involves the ability to share feelings and ideas. It also involves being a good listener. It is important to be aware of our words, thoughts, and gestures - even when we disagree with others.

3) Agreements.

All relationships have rules that help us connect with each other. Agreeing to be respectful, honest, and accountable as friends or as partners helps build and maintain trust in relationships.

4) Connections.

We each have many relationships or links with others. Examples include links in our community, our school, and with our family. No single relationship should isolate us from other relationships.

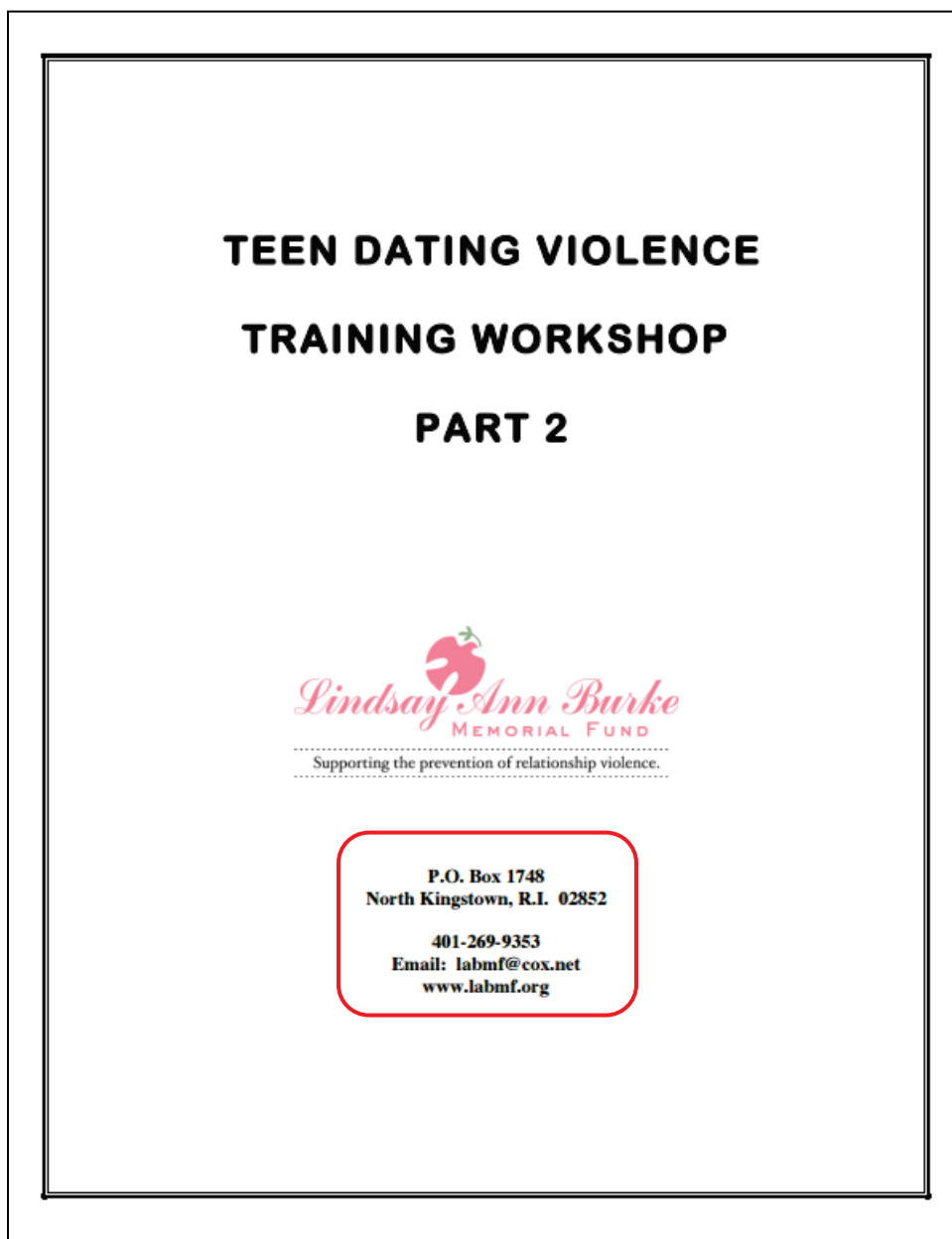
5) Balance.

Relationships involve "give and take" on both sides. When one person is always giving and the other is always receiving, it is likely that one person will develop more power or control in the relationship. Healthy relationships work towards a balance.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

The following information was found on http://labmf.org/content/documents/0000/0088/Part_2_pdfs.pdf (06/02/2016) and contains information that is similar to the documentation provided to the APA.



Project Response
Suspicious Documentation to Support Travel

Exhibit B

TEACHING ABOUT DATING VIOLENCE

****The following is offered only as a starting point for teaching this topic, and is by no means definitive. It should be adapted to each individual school district and community.**

Teen dating violence should be taught as part of a comprehensive health education curriculum. In addition, communication skills, conflict resolution, anger management, decision making, assertiveness skills, and sexual harassment should be taught at the middle and high school levels. And because teen dating violence leads to an increase in teen pregnancy, STD's, drug abuse, eating disorders, and depression/suicide it should be tied into these topics as well.

Lastly, it is not enough to teach only about unhealthy relationships, but we also need to teach about healthy relationships so students can distinguish the difference between the two.

SCOPE AND SEQUENCE OF TOPICS:

The following scope and sequence of topics to be taught is very general and should be adapted to each community and school district.

Grade 7: Gender Stereotypes & Roles; role of the Media

Types of Violence

Lesson Plans: Male/Female Box activity

See www.media-awareness.ca/english/teachers/index.cfm Click Teachers,

Secondary, Stereotypes or Gender Portrayal for many lessons;

Use "Exposing Gender Stereotypes" box activity & any others including those referring to media portrayal

Brainstorm types of violence & examples of each

Grade 8: Gender Stereotypes & Roles, Role of the Media

Types of Violence

Define healthy relationships and unhealthy relationships (dating abuse)

Statistics

Warning Signs

Introduction to Relationship Wheels

(Date Rape and Date Rape Drugs)

Lesson Plans: SafeDates: Lessons 1-3

-Caring Relationships

-Defining Dating Abuse

-Why Do People Abuse?

Explain Relationship Wheels and Cycle of Abuse

Grade 9: Review Types of Violence and healthy vs. unhealthy relationships

Relationship Wheels: Power & Control, Equality

Dating Rights & Responsibilities

Warning Signs – in greater detail

Cycle of Abuse

How to Get Help

How to Help a Friend

Keeping Safe

Project Response
Suspicious Documentation to Support Travel

Exhibit B

The following information was found on http://www.odvn.org/Uploads/Documents/Teen_Relationship_Resource_Guide_2012.pdf (06/02/2016) and contains information that matches exactly to the documentation provided to the APA shown above.

Guiding Principles for Helpful Responses to Teen Relationship Violence

Relationship violence among teens presents complex dilemmas. The principles which guide response to adult domestic violence are relevant; however, they require some adaptation when using them to respond to teens.

Guiding Principles

Survivor autonomy, confidentiality, and abuser accountability are core principles which guide response to intimate partner violence. In addition, safety planning (detailed in the next section), developing culturally relevant responses, empowering peers and support systems, and advancing systems change are key strategies to build survivor safety. Each of these strategies has value when applied to situations of teen relationship violence.

Supporting Survivor Autonomy and Confidentiality

The autonomy of survivors is key because survivors are the experts in their own lives, and they have the most to gain or lose from decisions that are made about the violence they are experiencing. Usually, survivors know their abusers better than anyone, they know what they have tried in the past and the results, and they know their support system. For all these reasons, survivor autonomy is a core principle upon which all responses should be built.

Confidentiality is inextricably linked to autonomy. For safety reasons, all information provided by survivors should be held as confidential as possible. Survivors need to be able to control who knows about their situation and what information they have. Confidentiality affects safety because if abusers know where survivors are seeking help, they can use this information to track or further abuse. And breeches in confidentiality can impact employment, cause problems with parents or peers, and can result in other unintended or dangerous consequences.

Unique challenges with teens: In the case of teen survivors, adults may have difficulty supporting a teen's autonomy because they may believe they know what's best, or they may feel that the teen's age limits their ability to make sound decisions. In addition, teens often do not have the autonomy to make many decisions about their daily lives (such as their class schedule, how they get to and from school, etc.) In addition, Ohio law mandates certain responders to report violence against teens. Both because of our views about the age-specific capacity of teens and the requirements to report in some instances, protecting survivor autonomy and confidentiality is significantly more difficult with teen survivors.

Teen Relationship Violence Resource GuidePage 9

Project Response
Suspicious Documentation to Support Travel

Exhibit B

The following information was found on https://www.jdcc.edu/campussafety/Healthy_Relationships.pdf (06/02/2016) and contains information that matches exactly to the documentation provided to the APA.

Healthy Relationships

Relationships have five key parts:

- 1) Self-esteem.**

Self-esteem is how I feel about myself. When I have positive self-esteem, I can accept feedback and positive statements from others. When I respect my own thoughts, feelings, and needs, I can balance them with the feelings and needs of my friends and partners.
- 2) Communication.**

Communication is how I express myself with others. In relationships, good communication involves the ability to share feelings and ideas. It also involves being a good listener. It is important to be aware of our words, thoughts, and gestures - even when we disagree with others.
- 3) Agreements.**

All relationships have rules that help us connect with each other. Agreeing to be respectful, honest, and accountable as friends or as partners helps build and maintain trust in relationships.
- 4) Connections.**

We each have many relationships or links with others. Examples include links in our community, our school, and with our family. No single relationship should isolate us from other relationships.
- 5) Balance.**

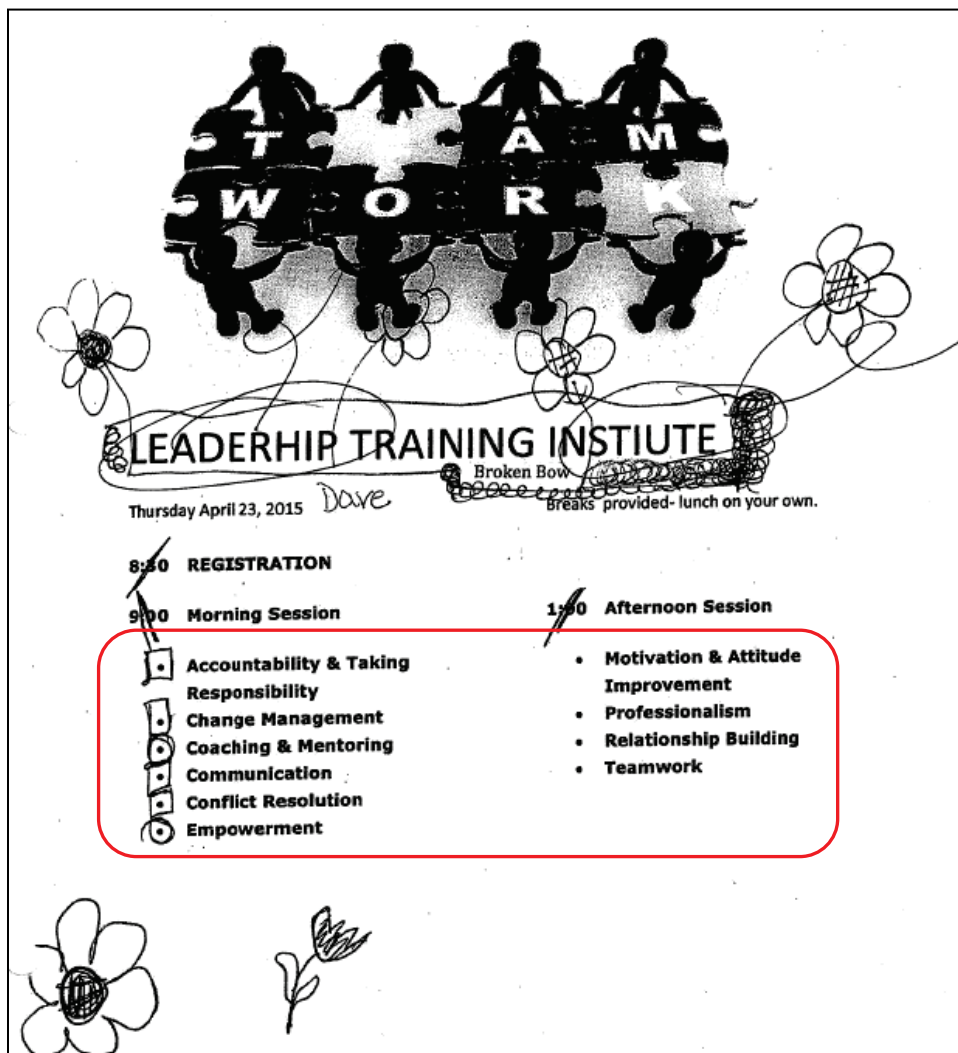
Relationships involve “give and take” on both sides. When one person is always giving and the other is always receiving, it is likely that one person will develop more

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#3 – April 23, 2015 – Leadership Training Institute – Broken Bow

The APA was provided with the following documentation to support this event:



Project Response
Suspicious Documentation to Support Travel

Exhibit B

The following information was found on <http://businesstrainingexperts.com/challenge/communication-challenges/> (06/02/2016) and contains information that is similar to the documentation provided to APA.

BUSINESS TRAINING EXPERTS™
Practical Skills. Concrete Results.™

[Home](#) | [Find Training](#) | [Why BTE?](#) | [About](#) | [Contact Us](#)

[Home](#) » [What is the challenge?](#) » [Communication Challenges](#)

Overcome Communication Challenges

Communication Skills Training

To drive organizational and team performance, your supervisors and managers must know how to communicate effectively. These leaders have the most direct contact with the employees who produce products and serve clients. Without effective communication skills, your leaders will never reach their full potential, nor will their teams.

We Improve Communication Skills

We offer a leadership and communication training program developed around our patent-pending learning model. It is based on 10 core leadership skills with the foundation of each skillset being effective communication. Your supervisors and managers will learn proven, practical techniques to communicate effectively.

10 Core Leadership Skills Focused on Improving Communication

1. Accountability & Taking Ownership
2. Change Management
3. Coaching & Mentoring
4. Communication
5. Conflict Resolution
6. Empowerment
7. Motivation & Attitude Improvement
8. Professionalism
9. Relationship Building
10. Teamwork

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#4 – May 18, 2015 – Domestic Violence & Sexual Assault Training – Fremont

The APA was provided with the following documentation to support this training:

STOP DOMESTIC VIOLENCE

Domestic Violence and Sexual Assault Training Fremont, NE

Monday, May 18

8:30 Registration

9:00 Domestic Violence is a Community Problem

9:30 Adult and Child Sexual Abuse

10:00 Drug Facilitated Rape

10:30 Recognizing Strangulation as a Crime

11:00 Understanding Victim and Abuser Behaviors

12:00 Lunch on your own

1:00 What is this Doing to the Kids?

Effective Intervention is the Key

3:00 Discussion & Wrap Up

Julie

Interacting w/ parents Infants within

Young

The following information was found on http://www.nicp.net/?page_id=49 (06/02/2016) and contains information that is similar to the documentation provided to the APA shown above.

National Institute of Crime Prevention
A Global Training Company

Home Military Training Training Instructors Clients Links Contact

Domestic Abuse and Sexual Assault Training Topics

This appears to be a 2-3 day course offered by the National Institute of Crime Prevention. No courses offered in Nebraska.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

Child Sexual Abuse 120 minutes

This training starts with a video case history of family sexual abuse. A now 35 year old woman was sexually abused by her father when she was a child. Her 10 year old son is now performing sex acts on other children and it is feared that her father (the child's grandfather) has been sexually abusing him. At its conclusion there will be a discussion of the video. The power point presentation looks at the different types of child sexual abuse and possible interventions. We will discuss typologies of abusers, and statutory criminal violations. Several cases that the presenter personally investigated will be reviewed.

Domestic Violence is a Community Problem 60 minutes

A four year old boy is shot to death by his mother's boyfriend. Before the investigation is over three law enforcement officers will be dead. A pregnant woman is taken hostage before the suspect commits suicide. This is a story of how domestic violence can touch the lives of so many in the community.

Understanding Victim and Abuser Behavior 90 minutes

This presentation starts with an analysis of the dynamics of domestic violence within the context of power and control. Attendees will learn the different methods that abusers use to control their victims. We will discuss the effects of control and violence on victims. The attendees will learn reasons why victims don't leave.

Effective Intervention is the Key 60 minutes

This segment looks at various proven intervention techniques to provide victims with safety and hold batterers accountable. We will consider the criminal justice approach, victim advocate approach and the victim services approach. We will look at how bureaucracies present obstacles to protecting victims and how to overcome them. We will discuss prevention strategies, safety plans and threat assessments.

Recognizing Strangulation as a Crime 60 minutes

This segment explains the statutory definition of strangulation. Attendees will learn the various forms of strangulation. We will explain the serious consequences that can occur from being strangled.

What is This Doing to The Kids? 60 minutes

This segment investigates the effect of domestic violence on children. Attendees will learn how to do effective intervention and why it is important. They will hear a 911 tape of a six year old girl and see how family violence affects kids even if they are not victims of child abuse.

Drug Facilitated Rape 60 minutes.

This segment deals with the effects of rape drugs and how to detect if someone has been given the drug. It focuses on proper treatment of victims as well as enforcement practices. We will discuss the prevalence of the problem and some intervention techniques.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

This course also appears to have a registration fee of \$475, as illustrated below. However, Project Response did not pay the registration for this course.


<p>Registration Fee \$475.00 <i>You may scan and email or fax to pre-register.</i></p> <p>Make check payable to NICP Send this page and the check to: PO Box 271767, Tampa, FL 33688</p> <p>Name: _____</p> <p>Agency: _____</p> <p>City: _____</p> <p>State: _____</p> <p>Phone#: _____</p> <p style="text-align: center;">We will confirm registration by email.</p> <p>Email: _____</p> <p>Contact information (813) 294-9757 Rod Reder E-mail Rod@NICP.net Web Site http://www.nicp.net/</p>	<p style="text-align: center;">Credit Card <i>Circle one</i></p> <div style="text-align: center;"></div> <p>_____</p> <p style="text-align: center;">Name on Card</p> <p>_____</p> <p style="text-align: center;">Card Holders Signature</p> <p>_____</p> <p style="text-align: center;">Credit Card #</p> <p>_____</p> <p>Expiration Date ____/____/____</p> <p>Amount \$ _____</p> <p>CCV # last 3 numbers on back _____</p>
--	---

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#5 – May 20, 2015 – Core Competencies for Leadership (Workshop for Effective Leaders) – Broken Bow

The APA was provided with the following documentation to support this workshop:



**CORE
COMPETENCIES
FOR LEADERSHIP:**

Great Leaders= Great Teams= Great Results A Hands-On
Workshop for Effective Leaders 5-20-2015

7:30-8:00 Registration and Introductions

8:00- 12:30

Foundational Principles

1: Inspire

- Learn what the 4 Imperatives of Great Leaders are
- Relate to others as "whole people"
- Model honesty and integrity
- Demonstrate character and competence
- Inspire trust
- Build trust
- Demonstrate values and ethics
- Earn respect of others

2: Clarify

- Think strategically
- Know the business
- Serve the customer
- Focus on the customer
- Communicate vision and strategy
- Communicate change
- Create consensus
- Motivate others
- Generate Resources

3: Align Purpose

- Deliver results
- Take responsibility for results
- Execute with excellence
- Measure performance
- Setting team goals
- Establish plans for the team
- Create high-performance culture

*Know who you are
work with*

*make it stop
oriented*

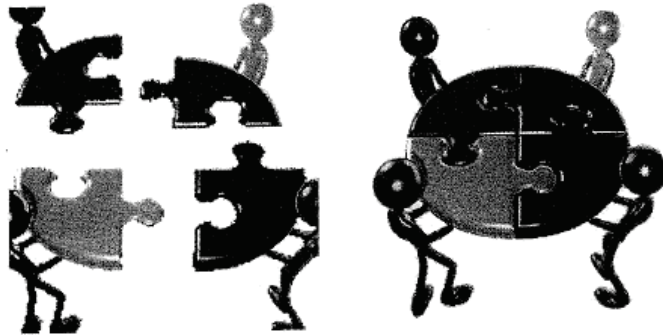
Project Response
Suspicious Documentation to Support Travel

Exhibit B

12:30-1:30 LUNCH on your own

1:30-4:30
LEADERSHIP.cont.

The afternoon session will be dedicated to practicing the learned principles through TEAM-BUILDING ACTIVITIES



Please don't forget your evaluations. Thank you.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

The following information was found on <http://www.franklincovey.com/tc/solutions/leadership-solutions/leadership-great-leaders-great-teams-great-results/objectives> (06/02/2016) and contains information that is similar to the documentation provided to the APA shown above.

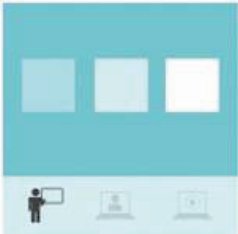
Core competencies for Leadership: Great Leaders, Great Teams, Great Results include:		
Program Timeline	Core Competencies	Participants will be able to:
Day 1: Morning	Foundation	<ul style="list-style-type: none"> Learn what the 4 Imperatives of great leadership are Relate to others as "whole people"
Day 1: Afternoon	Imperative 1: Inspire Trust	<ul style="list-style-type: none"> Model honesty and integrity Demonstrate character and competence Inspire trust Build trust Demonstrate values and ethics Earn respect of others
Day 2: Morning	Imperative 2: Clarify Purpose	<ul style="list-style-type: none"> Think strategically Know the business Serve the customer Focus on the customer Communicate vision and strategy Communicate change Create consensus Motivate others Business sense Business acumen
Day 2: Afternoon	Imperative 3: Align Systems	<ul style="list-style-type: none"> Establish plans for the team Create high-performance culture Attract and retain talent Reward and motivate people Accountability Improving work processes Align organizational systems Systems thinking Continuous improvement Serve the customer Focus on the customer

Franklin Covey's training program schedules are available online. This is a three-day course that does not appear to be offered in Nebraska.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

These online courses are available as live or online training, as illustrated below. Again, Project Response did not pay registration fees for these courses.




Leadership: Great Leaders, Great Teams, Great Results [Live In-Person]
Starting at: \$1,995.00

This is FranklinCovey's flagship leadership development program. It is designed to create and inspire leaders who can tap the full potential of each individual on their teams and inspire trust. **Only available in Canada.**

Duration: 3-days | CEU: 2.2

[MORE INFO](#)



Leadership: Great Leaders, Great Teams, Great Results [Live Online]
Starting at: \$799.00

This is FranklinCovey's flagship leadership development program. It is designed to create and inspire leaders who can tap the full potential of each individual on their teams and inspire trust.

Duration: 2-days | CEU: 1.2



[MORE INFO](#)

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#6 – May 21, 2015 – Creating Your Sustainability Plan – Fremont

The APA was provided with the following documentation for this event:



CREATING YOUR SUSTAINABILITY PLAN

MAY 21, 2015
Fremont, NE

This training includes several steps that an organization can implement when engaging in a sustainability planning process.

9:00 a.m. Getting Started

- A consistent message and direction is essential. *Improve*
- Define your purpose to maximize effectiveness.
- Assess supply and demand to identify gaps in services
- Understand your organization's relationship to nearby communities in order to engage volunteers.
- Assess staffing needs to ensure adequate support. *Vision - what you see*
- Work with partners to enhance outreach efforts.

12:00 p.m. LUNCH *When - Hungry*

1:00 p.m. Build Your Case for Support

- Identify and define the problem(s) addressed by your organization.
- Explain your purpose and your solution to the problem.
- Share your vision for the future.
- Define the support needed to accomplish the vision. Ask for and encourage that support. *Community support*

4:00 p.m. Dismiss


Project Response
Suspicious Documentation to Support Travel

Exhibit B

The following information was found on <http://strengtheningnonprofits.org/resources/e-learning/online/sustainability/Print.aspx> (06/02/2016) and contains information that is similar to the documentation provided to the APA shown above.

Creating Your Sustainability Plan

This documentation was also found for the workshop on April 21, 2015.



Overview

Welcome to the e-learning lesson on Creating Your Sustainability Plan. Sustainability planning includes the actions an organization takes to maximize its chances to survive, and perhaps even to thrive, despite the uncertainty of what the future may bring. Sustainability planning is a concrete process that an organization takes on over the course of several months; it is also an ongoing process that should become part of an organization's very fabric. This training will provide you with the resources you need to assist you in launching a plan to achieve organizational stability.

This training includes several steps that an organization can implement when engaging in a sustainability planning process.

The first, Getting Started, includes questions that organizational leadership should answer in order to position the organization for sustainability.

The second, Build your Case for Support, will walk your organization through a process to determine who is most likely to support you and how you can tailor your message to that audience.

The third and fourth, Develop Strategies for Establishing Partnerships and Develop Strategies for Maintaining Partnerships, will assist you in achieving one common goal for forming a sustainable project: creating partnerships that both support your organization's mission and make you more attractive to potential donors.

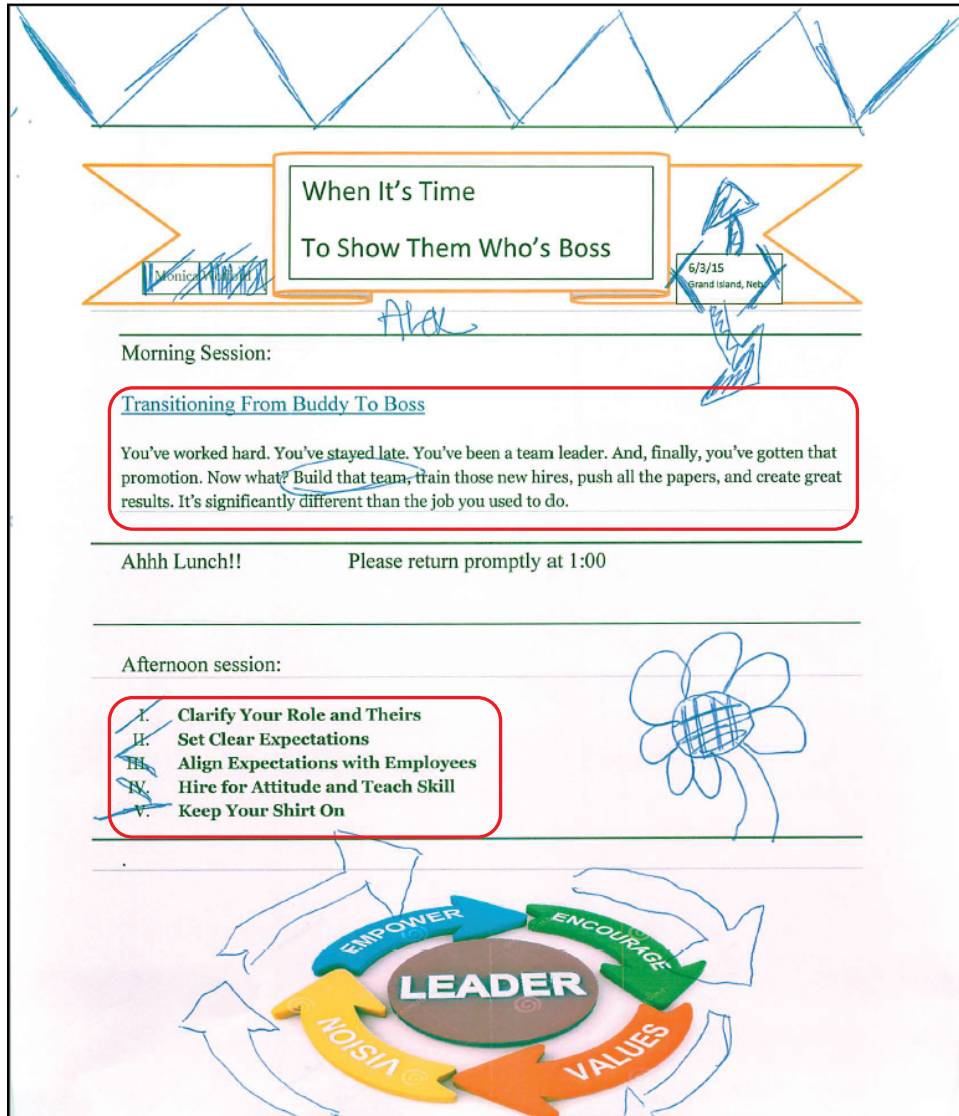
The fifth, Develop Strategies for Resource Development, provides a thorough list of resource development options for you to consider.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#7 – June 3, 2015 – When It's Time to Show Them Who's Boss – Grand Island

The APA was provided with the following documentation for this event:



Project Response

Suspicious Documentation to Support Travel

Exhibit B

The following information was found on <http://www.thenonproffitimes.com/news-articles/transitioning-buddy-boss/> (06/03/2016) and contains information that matches exactly to the documentation provided to the APA shown above.

THE NonPROFIT TIMES
The Leading Business Publication For Nonprofit Management

SEARCH THE NONPROFIT TIMES

HOME JOBS **ARTICLES** BLOGS MGMT TIPS GRANTS MARKETPLACE EXEMPT LIBRARY

Transitioning From Buddy To Boss

By Monica Wofford - October 29, 2014

You've worked hard. You've stayed late. You've been a team leader. And, finally, you've gotten that promotion. Now what? Build that team, train those new hires, push all the papers, and create great results. It's significantly different than the job you used to do.


- Clarify Your Role and Theirs
- Set Clear Expectations
- Align Expectations with Employees
- Hire for Attitude and Teach Skill
- Keep Your Shirt On

Project Response
Suspicious Documentation to Support Travel


Exhibit B

#8 – June 5, 2015 – 5 Elements of Creative Fundraising – Broken Bow

The APA was provided with the following documentation for this event:



5 elements of creative fundraising



Broken Bow, Nebraska
Friday, June 5
2015
7:30 coffee, 12:00 Lunch, 4:00 ending
Mike

Welcome It takes a lot of creativity to stay creative, but, creatively speaking, creativity can create a lot of opportunities. Confused yet? You are in the right place. Today we will investigate:

1. Investing in excellence. (Remember what Dolly Parton said, "It costs a lot to look this cheap.")
2. Juxtaposition is powerful. Compelling copy can aid in getting support for a worthy cause.
3. Good selling is mandatory and cannot be replaced with clever creativity. *Need to be able to sell the organization*
4. Saying thanks and engaging. Branding across channels. *Think outside the box*
5. Not confusing technology with message. New media is a tool. Message is king. *Get in touch by Social Media*

Project Response
Suspicious Documentation to Support Travel

Exhibit B

The following information was found on <http://www.thenonproffitimes.com/management-tips/5-elements-of-fundraising-creative/> (06/03/2016) and contains information that is similar to the documentation provided to the APA shown above.

THE NONPROFIT TIMES
The Leading Business Publication For Nonprofit Management

SEARCH THE NONPROFIT TIMES

HOME JOBS ARTICLES BLOGS **MGMT TIPS** GRANTS MARKETPLACE EXEMPT L

Announcing The Brand New 2015 Nonprofit Organizations Salary and Benefits

5 elements of fundraising creative

by The NonProfit Times - September 15, 2015


It takes a lot of creativity to stay creative, but, creatively speaking, creativity can create a lot of opportunities.

It is up to creative to create opportunities that produce fundraising results. As always, however, the mission is what it's all about, and being creative includes keeping that in mind.

During the 2015 Bridge to Integrated Marketing and Fundraising Conference, Pru Bovee of the Harrington Agency, independent copywriter Fred Vallejo, Steven Fleshman of DR2 and John Thompson of Russ Reid offered more than 120 years of creative experience in design and copywriting. They offered several takeaways about creative fundraising that will help put creativity to work in fundraising to create a first impression that makes prospective donors look more closely and then follow up with support.

Their tips include:

- Invest in excellence. (Remember what Dolly Parton said, "It costs a lot to look this cheap.")
- Juxtaposition is powerful. Compelling copy can aid in getting support for a worthy cause.
- Good selling is mandatory and cannot be lost to clever creative.
- Say thanks and engage. **Brand across channels.**
- Do not conflate technology with message. New media is a tool. Message is king.




Project Response
Suspicious Documentation to Support Travel

Exhibit B

#9 – June 17, 2015 – Managing Diversity in the Workplace – Wayne

The APA was provided with the following documentation for this event:



**MANAGING
DIVERSITY IN
THE WORKPLACE**

Presented by Sherrie Scott Wednesday June 17, 2015 Wayne, Nebraska

8:00 Registration and Introductions *Dawn Barnett*

8:30-12:00

- * **Why Is Respect Important in a Diverse Workplace?**
- * **Importance of Workplace Diversity**
- * **Examples of Diversity Problems in the Workplace**

12:00- 1:00 Lunch

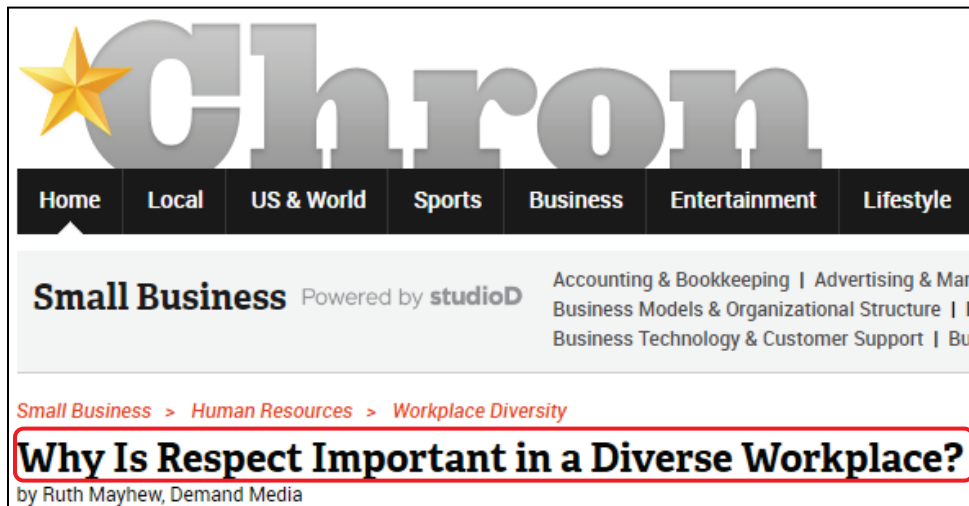
1:00-4:00

- * **5 Questions About Diversity in the Workplace**
- * **Cultural Diversity Training & Education in the Workplace- Who Needs It?**

Project Response
Suspicious Documentation to Support Travel

Exhibit B

The following information was found on <http://smallbusiness.chron.com/respect-important-diverse-workplace-11475.html> (06/03/2016) and contains information that matches exactly to the documentation provided to the APA shown above.



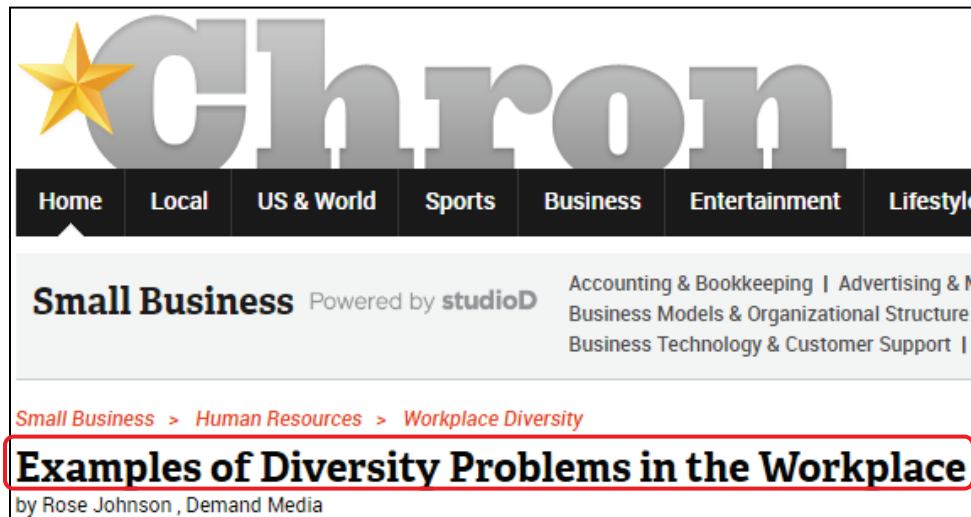
The following information was found on <http://smallbusiness.chron.com/importance-workplace-diversity-43235.html> (06/03/2016) and contains information that matches exactly to the documentation provided to the APA shown above.



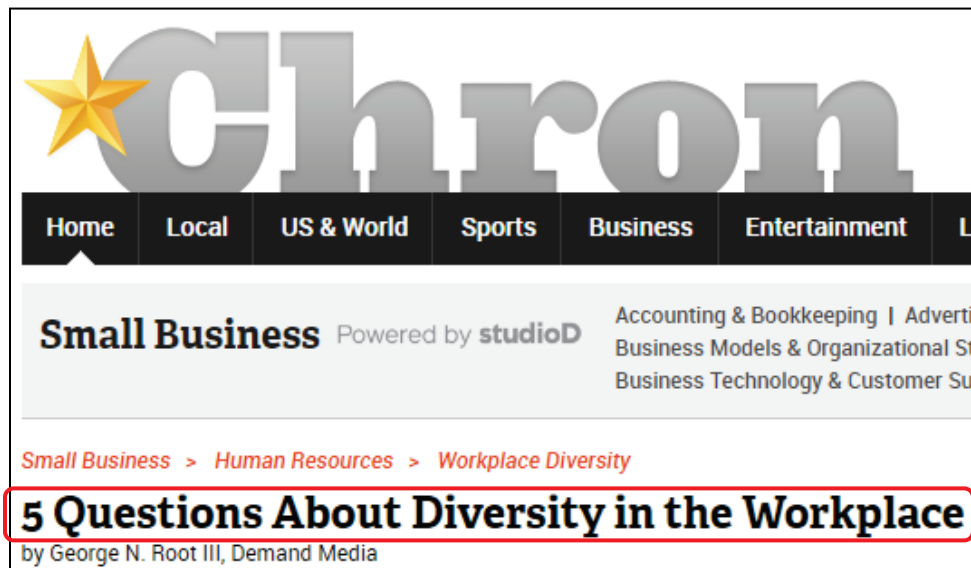
Project Response
Suspicious Documentation to Support Travel

Exhibit B

The following information was found on <http://smallbusiness.chron.com/examples-diversity-problems-workplace-19389.html> (06/03/2016) and contains information that matches exactly to the documentation provided to the APA shown above.



The following information was found on <http://smallbusiness.chron.com/5-questions-diversity-workplace-1809.html> (06/03/2016) and contains information that matches exactly to the documentation provided to the APA shown above.



Project Response
Suspicious Documentation to Support Travel

Exhibit B

The following information was found on <http://smallbusiness.chron.com/cultural-diversity-training-education-workplace-1853.html> (06/03/2016) and contains information that matches exactly to the documentation provided to the APA shown above.

The screenshot shows the Chron.com website interface. At the top is the Chron logo with a yellow star. Below it is a navigation bar with links: Home, Local, US & World, Sports, Business, Entertainment, and Life. A 'Small Business' section is highlighted, powered by studioD, with sub-links for Accounting & Bookkeeping, Advertising, Business Models & Organizational Structure, and Business Technology & Customer Support. The article title 'Cultural Diversity Training & Education in the Workplace' is prominently displayed in a red-bordered box, with the author 'by Sherrie Scott, Demand Media' listed below it. A breadcrumb trail reads 'Small Business > Managing Employees > Diversity Training'. Below the article title is an 'About the Author' section, also in a red-bordered box, which states that Sherrie Scott is a freelance writer in Las Vegas who studied political science at Arizona State University.

Chron

Home Local US & World Sports Business Entertainment Life

Small Business Powered by **studioD** Accounting & Bookkeeping | Advertising
Business Models & Organizational Structure
Business Technology & Customer Support

Small Business > Managing Employees > Diversity Training

Cultural Diversity Training & Education in the Workplace
by Sherrie Scott, Demand Media

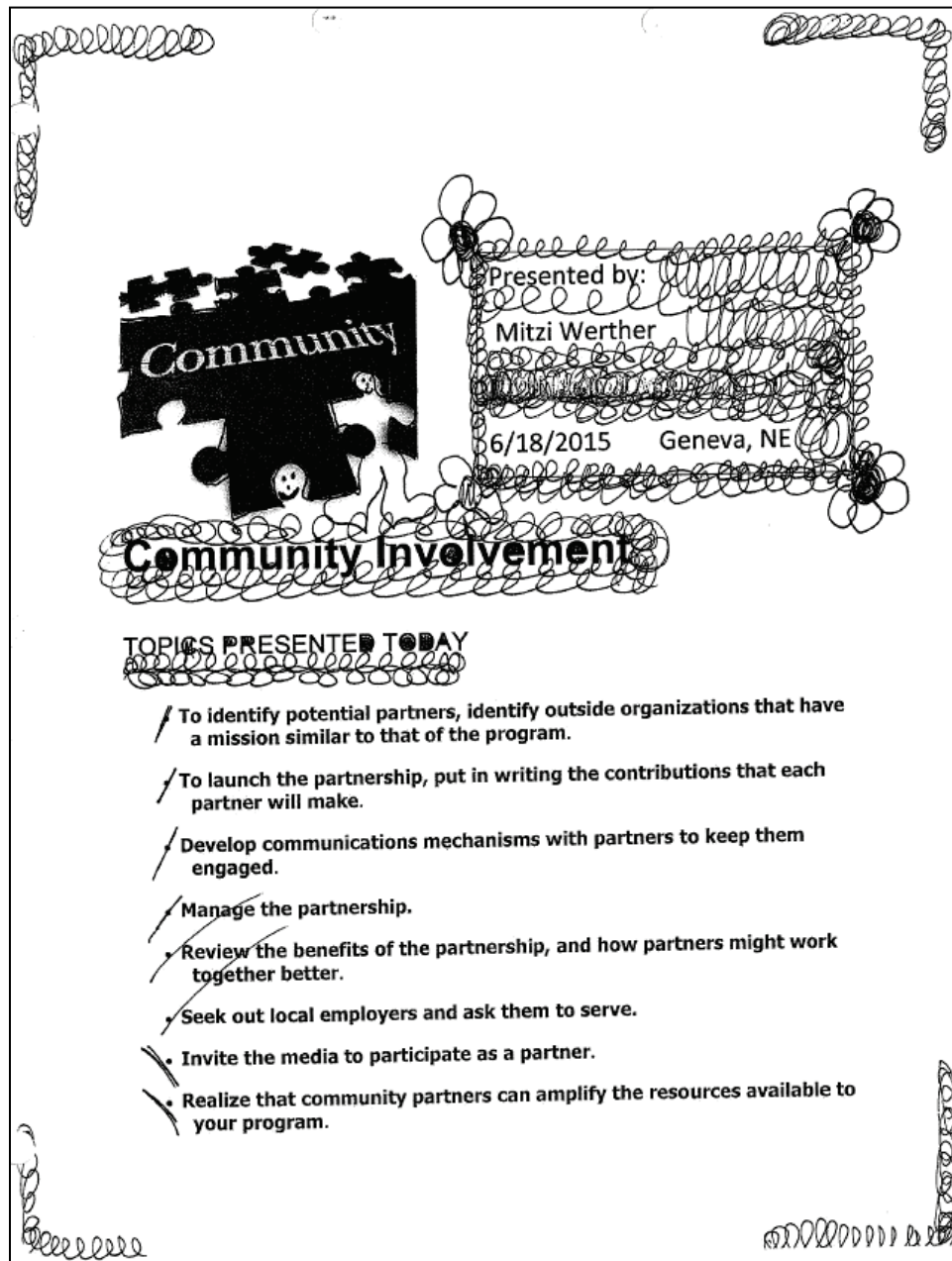
About the Author
Sherrie Scott is a freelance writer in Las Vegas with articles appearing on various websites. She studied political science at Arizona State University and her education has inspired her to write with integrity and seek precision in all that she does.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#10 – June 18, 2015 – Community Involvement – Geneva

The APA was provided with the following documentation for this event:



Project Response
Suspicious Documentation to Support Travel

Exhibit B

The following information was found on http://plus50.aacc.nche.edu/colleges/tips_college/soetips/Pages/community_partnerships.aspx (06/03/2016) and contains information that is similar to the documentation provided to the APA shown above.

Develop Community Partnerships

Major Resources:

- Toolkit - [Plus 50 Business Community Outreach Toolkit](#)

Tips:

- **To identify potential partners, identify outside organizations that have a mission similar to that of the Plus 50 program.** Reach out to a wide range of organizations in your community to find others with common goals, and keep an eye out for community events that are designed to support plus 50 individuals. Working with these organizations, develop and agree on common goals and objectives for a partnership. Idea source: Luzerne County Community College.
- **To launch the partnership, put in writing the contributions that each partner will make.** Spell out the roles and responsibilities of each partner. Create a joint budget that shows the financial or in-kind contribution that each partner will make. You may also want to create a formal contract or MOU. Finally, put in writing any legal obligations to funders. Additional idea source: Luzerne County Community College.
Links:
 - College of Central Florida [presentation](#) on partnerships.
- **Develop communications mechanisms with partners to keep them engaged.** Ongoing communications mechanisms can include in-person meetings, webinars, email, listserves, a dedicated website, and blogs. All of these tools can serve to keep partners up to date, and to monitor one another's progress toward goals. Idea source: Luzerne County Community College.
- **Manage the partnership just as you manage the project.** The partnership should have clear timelines, procedures, and deliverables. A project manager should be assigned to manage the partnership so that all partners have ownership of, and are held accountable to pushing forward their specific tasks and deliverables. Idea source: Luzerne County Community College.
- **Review the benefits of the partnership, and how partners might work together better.** At specific time-points (e.g. annually, twice a year), meet to evaluate how well you are able to work together to support the Plus 50 program. These reviews offer good times to review partner roles and responsibilities.
- **Seek out employers that need credentialed workers that the college can provide.** By partnering with an employer seeking to hire qualified employees, you can create a valuable job pipeline for your students. Additional idea source: Shoreline Community College. Links:
 - Spoon River Community College article - [College Offers Skills Directory to Help Employers Find Workers](#).
 - Joliet Junior College [Career Connects](#).


This link leads to a document (shown on the following page) with a paragraph describing Mitzi Werther's involvement in the Plus 50 program. She is listed as the speaker on the agenda shown above.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

- **Invite the media to participate as a partner with the Plus 50 program.** Invite a local media personality to speak at a plus 50 event. The media might cover the event, and the speaker can encourage students to continue completing their education. Hearing this support from an outside source gives your program more credibility and community support. Links:
 - Century College [news release](#).
- **Realize that community partners can amplify the resources available to your program.** The collaborations and partnerships can provide access to mailing lists, speakers, and event support that is critical for leveraging and growing your plus 50 program. Idea source: Clover Park Technical College.

The following information was found on http://plus50.aacc.nche.edu/documents/AACC_outreach_toolkit.pdf (06/03/2016) and contains information that was included on the documentation provided to the APA shown above.



Case Study: Richland College's Outreach Efforts

Reaching out to the business community to promote Plus 50 programs is a top priority for **Mitzi Werther**, Director of Emeritus and Boomer Programs at Richland College. She offers several tips to help other colleges seeking to connect. Learning whom to contact when scheduling a visit to an organization can be extremely time-consuming, especially if you've never worked with that particular organization before. Werther suggests recruiting volunteers to help make phone calls, research the best contacts, and determine the best time to call someone.

Often your students are some of the Plus 50 program's most enthusiastic supporters and are happy to help in this way. Just one volunteer per week working from home can make tremendous headway at identifying contacts for marketing your program. Reaching out to organizations and businesses in the community often means leaving the office and joining them at their functions and activities. It may take some effort, but Werther says the return is well worth it. She's recruited many students, built support for the Plus 50 program, and distributed information throughout the community. She has reached out to local Kiwanis clubs, the Optimist Club, Rotarians, the YMCA, organizations for retired employees, and many others.

American Association of Community Colleges <http://plus50.aacc.nche.edu>

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#11 – July 13, 2015 – Self-Care – Geneva

The APA was provided with the following documentation for this event:

Self-Care
Is NOT selfish

Geneva Nebraska
July 13, 2015

AGENDA

7:30 Welcome Coffee & Registration

8:00 Introductions Presenter: Susan Grimes

- ♥ Physical Self-Care
- ♥ Psychological Self-Care
- ♥ Spiritual Self-Care

12:00 Lunch on your own

1:15

- ♥ Emotional Self-Care
- ♥ Workplace or Professional Self-Care
- ♥ Balance

Important: talk to workers what are they feeling - Body language

* Gene employees & moving states

Stress work getting to sleep watch you work decompress Food-hungry

Project Response
Suspicious Documentation to Support Travel

Exhibit B

The following information was found on https://www.ecu.edu/cs-dhs/rehb/upload/Wellness_Assessment.pdf (06/03/2016) and contains information that matches exactly to the documentation provided to the APA shown above.

<i>Self-Care Assessment Worksheet</i>
<p>This assessment tool provides an overview of effective strategies to maintain self-care. After completing the full assessment, choose one item from each area that you will actively work to improve.</p> <p>Using the scale below, rate the following areas in terms of frequency:</p> <p style="margin-left: 40px;">5 = Frequently 4 = Occasionally 3 = Rarely 2 = Never 1 = It never occurred to me</p>
<div style="border: 1px solid red; padding: 2px; margin-bottom: 10px;">Physical Self-Care</div> <ul style="list-style-type: none"><input type="checkbox"/> Eat regularly (e.g. breakfast, lunch and dinner)<input type="checkbox"/> Eat healthy<input type="checkbox"/> Exercise<input type="checkbox"/> Get regular medical care for prevention<input type="checkbox"/> Get medical care when needed<input type="checkbox"/> Take time off when needed<input type="checkbox"/> Get massages<input type="checkbox"/> Dance, swim, walk, run, play sports, sing, or do some other physical activity that is fun<input type="checkbox"/> Take time to be sexual—with yourself, with a partner<input type="checkbox"/> Get enough sleep<input type="checkbox"/> Wear clothes you like<input type="checkbox"/> Take vacations<input type="checkbox"/> Take day trips or mini-vacations<input type="checkbox"/> Make time away from telephones<input type="checkbox"/> Other:
<div style="border: 1px solid red; padding: 2px; margin-bottom: 10px;">Psychological Self-Care</div> <ul style="list-style-type: none"><input type="checkbox"/> Make time for self-reflection<input type="checkbox"/> Have your own personal psychotherapy<input type="checkbox"/> Write in a journal<input type="checkbox"/> Read literature that is unrelated to work<input type="checkbox"/> Do something at which you are not expert or in charge<input type="checkbox"/> Decrease stress in your life

Project Response
Suspicious Documentation to Support Travel

Exhibit B

- ___ Let others know different aspects of you
- ___ Notice your inner experience—listen to your thoughts, judgments, beliefs, attitudes, and feelings
- ___ Engage your intelligence in a new area, e.g. go to an art museum, history exhibit, sports event, auction, theater performance
- ___ Practice receiving from others
- ___ Be curious
- ___ Say “no” to extra responsibilities sometimes
- ___ Other:

Emotional Self-Care

- ___ Spend time with others whose company you enjoy
- ___ Stay in contact with important people in your life
- ___ Give yourself affirmations, praise yourself
- ___ Love yourself
- ___ Re-read favorite books, re-view favorite movies
- ___ Identify comforting activities, objects, people, relationships, places and seek them out
- ___ Allow yourself to cry
- ___ Find things that make you laugh
- ___ Express your outrage in social action, letters and donations, marches, protests
- ___ Play with children
- ___ Other:

Spiritual Self-Care

- ___ Make time for reflection
- ___ Spend time with nature
- ___ Find a spiritual connection or community
- ___ Be open to inspiration
- ___ Cherish your optimism and hope
- ___ Be aware of nonmaterial aspects of life
- ___ Try at times not to be in charge or the expert
- ___ Be open to not knowing

Project Response
Suspicious Documentation to Support Travel

Exhibit B

- ___ Identify what is meaningful to you and notice its place in your life
- ___ Meditate
- ___ Pray
- ___ Sing
- ___ Spend time with children
- ___ Have experiences of awe
- ___ Contribute to causes in which you believe
- ___ Read inspirational literature (talks, music, etc.)
- ___ Other:

Workplace or Professional Self-Care

- ___ Take a break during the workday (e.g. lunch)
- ___ Take time to chat with co-workers
- ___ Make quiet time to complete tasks
- ___ Identify projects or tasks that are exciting and rewarding
- ___ Set limits with your clients and colleagues
- ___ Balance your caseload so that no one day or part of a day is “too much”
- ___ Arrange your work space so it is comfortable and comforting
- ___ Get regular supervision or consultation
- ___ Negotiate for your needs (benefits, pay raise)
- ___ Have a peer support group
- ___ Develop a non-trauma area of professional interest
- ___ Other:

Balance

- ___ Strive for balance within your work-life and workday
- ___ Strive for balance among work, family, relationships, play and rest


Source: Transforming the Pain: A Workbook on Vicarious Traumatization. Saakvitne, Pearlman & Staff of TSI/CAAP (Norton, 1996)

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#12 – July 14, 2015 – Dealing with Bullies at Work – Norfolk

The APA was provided with the following documentation for this event:



Dealing with Bullies at Work

A workshop for employers by Don Williams 7/14/15 Norfolk, NE

Being a target of a bully not only affects one's work life, but can also affect health, possibly causing headaches, loss of appetite, high blood pressure, insomnia, clinical depression, panic attacks and even PTSD. This can result in loss of productivity in the workplace.

~~8:00 – 12:00 Morning Session~~

- ~~How do you know when it is bullying?~~
- ~~Who is the bully? Why do some women do it?~~
- ~~What is the purpose of bullying?~~
- ~~Are you a boss who bullies?~~
- ~~Help for your employees.~~

Staff needs to know
Lines, Boundaries


12:00 Break for LUNCH

1:00 – 4:00 Afternoon Session

Tips For Dealing With Being Bullied At Work

- ~~1. Don't get emotional.~~
- ~~2. Don't blame yourself.~~
- ~~3. Do your best work.~~
- ~~4. Build a support network.~~
- ~~5. Document everything.~~
- ~~6. Seek help.~~
- ~~7. Get counseling..~~
- ~~8. Stay healthy.~~
- ~~9. Educate yourself.~~
- ~~10. Don't expect to change the bully.~~

Uninformative
talk to staff
healthily to talk and get it out



Project Response
Suspicious Documentation to Support Travel

Exhibit B

The following information was found on http://www.huffingtonpost.com/dr-michelle-callahan/work-bullies_b_833977.html (06/03/2016) and contains information that matches exactly to the documentation provided to the APA shown above.

10 Tips for Dealing with Bullies at Work

🕒 03/13/2011 11:54 am ET | Updated Nov 17, 2011

610      2.5K

 **Dr. Michelle Callahan** 
Psychologist, TV Personality, Author

There's a new breed of female bullies cropping up in workplaces across the country. According to a nationwide poll by the Employment Law Alliance:

- 45 percent of American workers say they've experienced workplace abuse.
- 40 percent of workplace bullies are women, and women bullies pick on other women more than 70 percent of the time.
- Female bullies want to undermine, berate and intimidate the weaker women in their midst.
- Being a target of a bully not only affects your work life, but can also affect your health, possibly causing headaches, loss of appetite, high blood pressure, insomnia, clinical depression, panic attacks and even PTSD.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

Ten Tips For Dealing With Being Bullied At Work

1. **Don't get emotional.** Bullies take pleasure in emotionally manipulating people. Stay calm and rational to diffuse the situation.
2. **Don't blame yourself.** Acknowledge that this is not about you; it's about the bully. Don't lose your confidence, or think you are incapable or incompetent. They are usually beating you at a mind game, not based on your actual work performance.
3. **Do your best work.** The bully's behavior will seem more justified if you aren't doing your best work, or if you do things like come to work late, take long lunches, turn in work late, etc.
4. **Build a support network.** Instead of allowing the bully to make you retreat into your office, work on building your relationships with your coworkers so that you have support and the bully doesn't turn them against you as well (although she will try and may even be successful).
5. **Document everything.** Keep a journal (on your personal computer or in writing, but never leave it in the office) of what happened when (and who witnessed it) so that if you need to escalate this problem to Human Resources, you have the information you need to make your case. Keep emails and notes.
6. **Seek help.** If you think you're being bullied, it's time to start talking to others who can help you manage this situation. Try a mentor, advocate, seasoned/experienced friend, even a legal advocate who specializes in bullying and inappropriate or discriminatory behavior in the workplace. Tread lightly when approaching your human resources department. They work for the company, not you, so you have to be careful about what you share depending on how well liked and supported your bully is within the organization. HR doesn't have the luxury of keeping everything you say confidential so don't treat a meeting with them like a counseling session where you should share everything you think/feel or assume that they can or will fix the problem for you.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

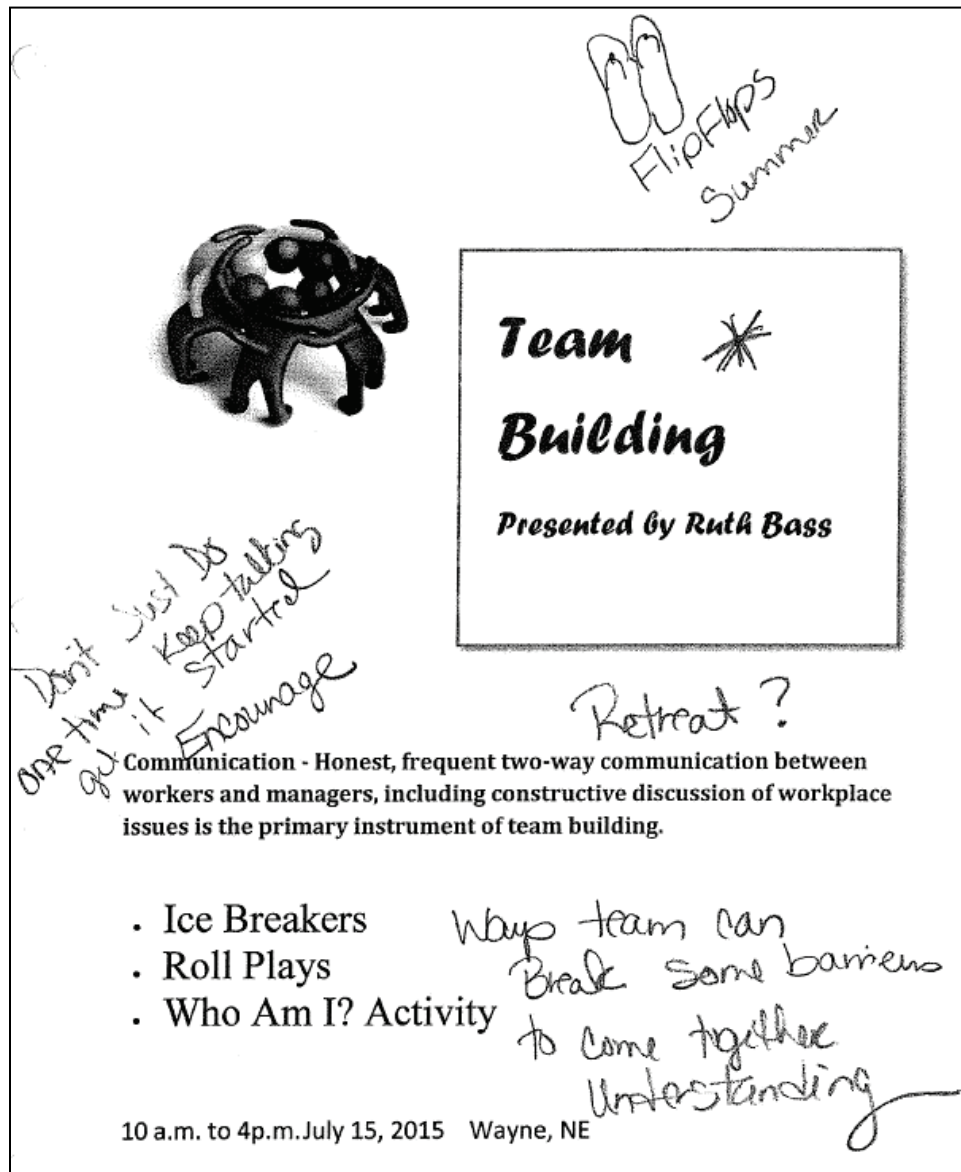
7. **Get counseling.** It will help you deal with the stress, especially if the bullying is already affecting your physical and mental health. You have to take care of yourself.
8. **Stay healthy.** Maintain a healthy and balanced lifestyle outside of work to help you cope with the madness at work. Work out, get a good night's sleep and eat a healthy diet.
9. **Educate yourself.** Learn everything you can about bullying, your company's policies on inappropriate behavior and occupational law regarding this kind of experience. The more you know, the better your chances of successfully dealing with this situation.
10. **Don't expect to change the bully.** Real behavior change is difficult and it takes time. You have no control over a bully's willingness to accept that they have a problem and to work on it. You can do your best to manage the situation, but it's really the company's responsibility to be observant and responsive to the needs of their workers and the general work environment. In the worst-case scenario you may need to leave your job or be prepared for a long hard fight with your bully and your employer.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#13 – July 15, 2015 – Team Building – Wayne

The APA was provided with the following documentation for this event:



The poster is a hand-drawn document titled "Team Building" presented by Ruth Bass. It features a central box with the title and presenter's name, surrounded by various handwritten notes and a small illustration of a dog. The notes include "Don't just do one time get it", "Just do keep talking started Encourage", "Retreat?", "Way team can break some barriers to come together Understanding", and "Communication - Honest, frequent two-way communication between workers and managers, including constructive discussion of workplace issues is the primary instrument of team building." The event is scheduled for 10 a.m. to 4 p.m. on July 15, 2015, in Wayne, NE.

Don't just do one time get it

Just do keep talking started Encourage

Retreat?

Way team can break some barriers to come together Understanding

Team Building
Presented by Ruth Bass

Communication - Honest, frequent two-way communication between workers and managers, including constructive discussion of workplace issues is the primary instrument of team building.

- Ice Breakers
- Roll Plays
- Who Am I? Activity

10 a.m. to 4 p.m. July 15, 2015 Wayne, NE

Project Response

Suspicious Documentation to Support Travel

Exhibit B

The following information was found on <http://www.barnesandnoble.com/w/the-bass-handbook-of-leadership-bernard-m-bass/1112118082> (06/03/2016) and contains information that was included on the documentation provided to the APA shown above.



The Bass Handbook of Leadership: Theory, Research, and Managerial Applications / Edition 4

by [Bernard M. Bass, Ruth Bass](#)

☆☆☆☆☆ [Be the first to write a review](#) | [f](#) [t](#) [p](#) [g](#)

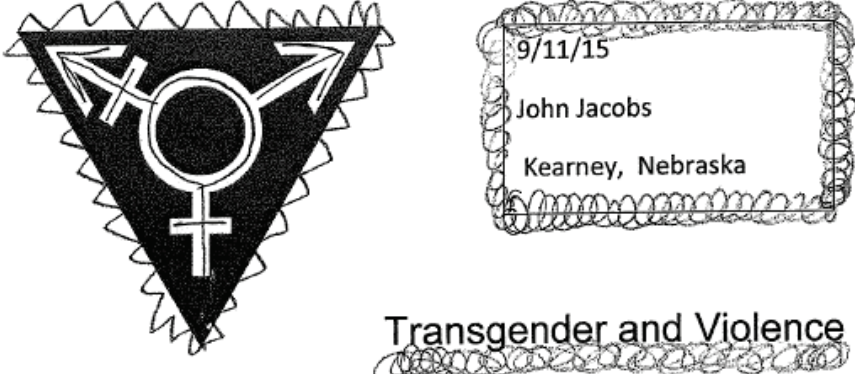
The speaker listed on the agenda above is Ruth Bass which is also the name of the co-author of a book about leadership.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#14 – September 11, 2015 – Transgender & Violence – Kearney

The APA was provided with the following documentation for this event:



9/11/15
John Jacobs
Kearney, Nebraska

Transgender and Violence

Statistics tell us that every nine seconds, a woman is assaulted or beaten in the US. And around the world, at least one-in-four women has been coerced into sex, beaten, or harassed. 1-4

A recent showed that one-in-five trans* people experienced domestic violence at home for their non-conforming gender identities. 1-5

Domestic violence is happening in trans* communities. We need to talk about it and what you can do to help.

Training Objectives

- o Better understanding of Transgender persons and the barriers to accessing DV services they face
- o Ways to better provide safe and welcoming environment for Transgender clients
- o Better understand anti-harassment policies to protect Transgender clients

trauma
Empowerment
make sure
your agency welcoming
for all. Not heavy on one
Reassure of Confidence
person
Have honest
communication

Project Response
Suspicious Documentation to Support Travel

Exhibit B


The following information was found on <http://everydayfeminism.com/2014/03/domestic-violence-trans-community/> (06/03/2016) and contains information that is similar to the documentation provided to the APA shown above.

Let's Talk About Domestic Violence in the Trans* Community

March 25, 2014 by Amy Sun

f t Total Shares 1.1K

Statistics tell us that every nine seconds, a woman is assaulted or beaten in the US. And around the world, at least one-in-four women has been coerced into sex, beaten, or harassed.



Source: Huffington Post

Helpful as these figures can be in discussing the ubiquity of violence against women, they conjure up very certain images of women and abusers. And as such, they give us limited views on domestic violence and almost never include the trans* community.

While there are no national statistics available for the relatively hidden trans* community, The National Center for Transgender Equality (NCTE) and the National Gay and Lesbian Task Force (NGLTF) 2011 survey showed that one-in-five trans* people experienced domestic violence at home for their non-conforming gender identities.

An alarming 78 percent reported being harassed by teachers and staff, and about half of the 6,500 respondents had been harassed at work.

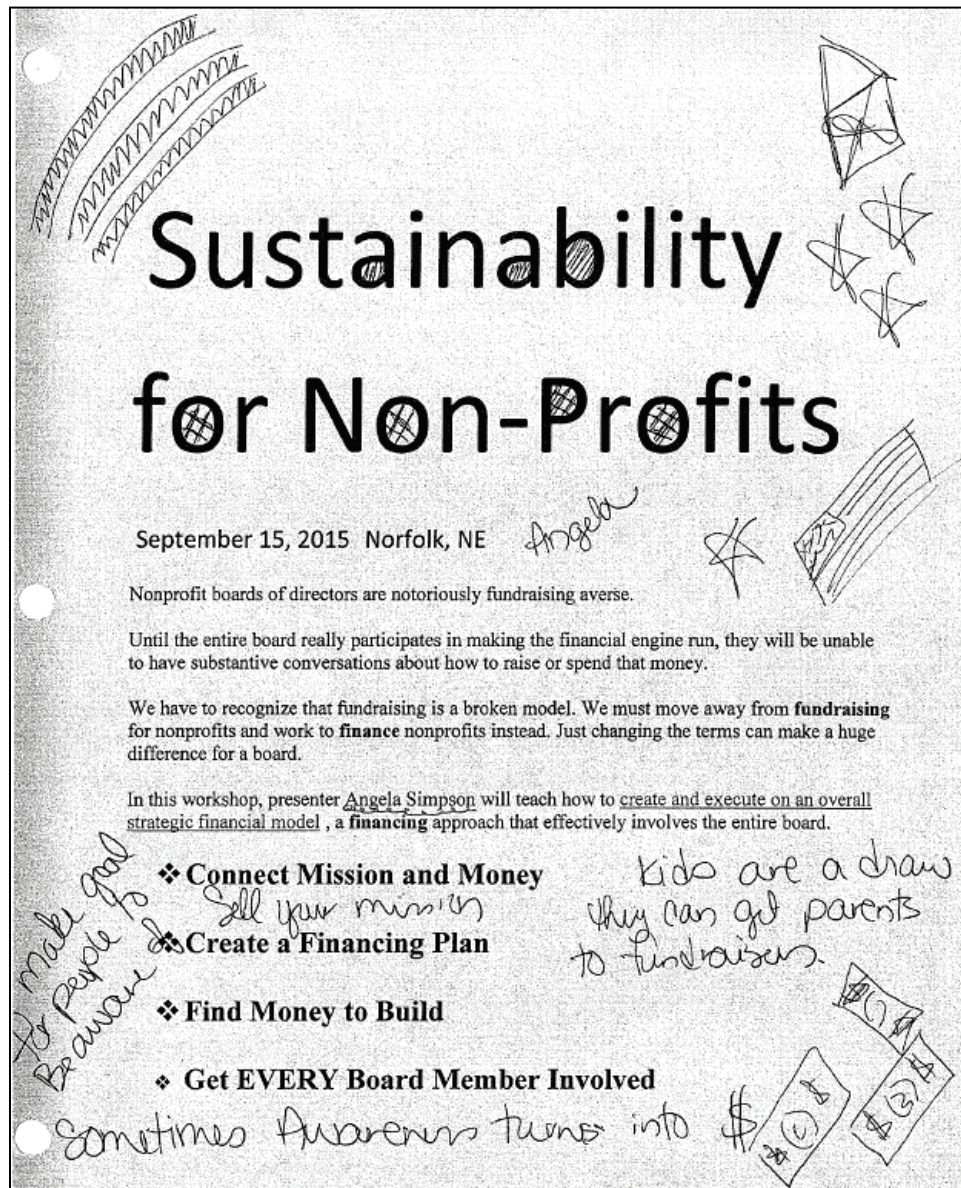
Domestic violence *is* happening in trans* communities. We need to talk about it and what you can do to help.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#15 – September 15, 2015 – Sustainability for Non-Profits – Norfolk

The APA was provided with the following documentation:



The following information was found on <http://nonprofit.about.com/od/fundraising/fl/How-to-Move-Your-Nonprofit-Board-from-Fundraising-to-Financing.htm> (06/03/2016) and contains information that is similar to the documentation provided to the APA shown above.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

How to Move Your Nonprofit Board from Fundraising to Financing

Change Fear to Confidence

By [Nell Edgington, Social Velocity](#)

Updated December 16, 2014.

Nonprofit boards of directors are notoriously fundraising averse.

Until the entire board really participates in making the financial engine run, they will be unable to have substantive conversations about how to raise or spend that money.

I know that this is a fairly controversial view, but perhaps it would be less controversial if we moved away from **fundraising** for nonprofits and worked to **finance** nonprofits instead. Just changing the terms can make a huge difference for a board.

We have to recognize that fundraising is a broken model. Most nonprofits chase low-return fundraising efforts that keep them from achieving financial sustainability. Instead nonprofits and their boards must together [create and execute on an overall strategic financial model](#) for the impact they want to achieve.

A **financing** approach that effectively involves the entire board looks like this:

Connect Mission and Money

The financial woes of a nonprofit often stem from a misalignment of mission and money. A nonprofit board that creates [a financial engine that is fully connected to and supportive of the mission](#) (instead of detracting or isolated from it) will enjoy financial sustainability. Nonprofits must make money one of the goals of their [strategic plan](#) and make sure that all elements of a nonprofit's operations and its board are fully integrated and moving forward together.

Create a Financing Plan

Once money and mission are connected, a nonprofit's board and staff must create a comprehensive strategy for bringing enough, and the right kind of money in the door to achieve their strategic goals. Money must be understood and used as a **tool**, instead of feared or ignored.

A [financing plan](#) integrates all activities that bring money in the door (individual donors, [foundation grants](#), earned income, [government contracts](#)) and funds both the short and long term goals, as well as the programs and infrastructure of the organization.

Find Money to Build

In such a stark economic environment those nonprofits that don't have adequate infrastructure simply will not survive, let alone be able to address the social problem they were organized to solve.

Nonprofit boards and staffs must become savvy about [capacity capital](#) and start raising the money they need to build the organization their mission requires. [Capacity capital](#) is a one-time infusion of significant money to strengthen or grow the organization so that it can create more impact. A nonprofit will only get better at delivering impact if it has an effective organization behind its work.

Get EVERY Board Member Involved

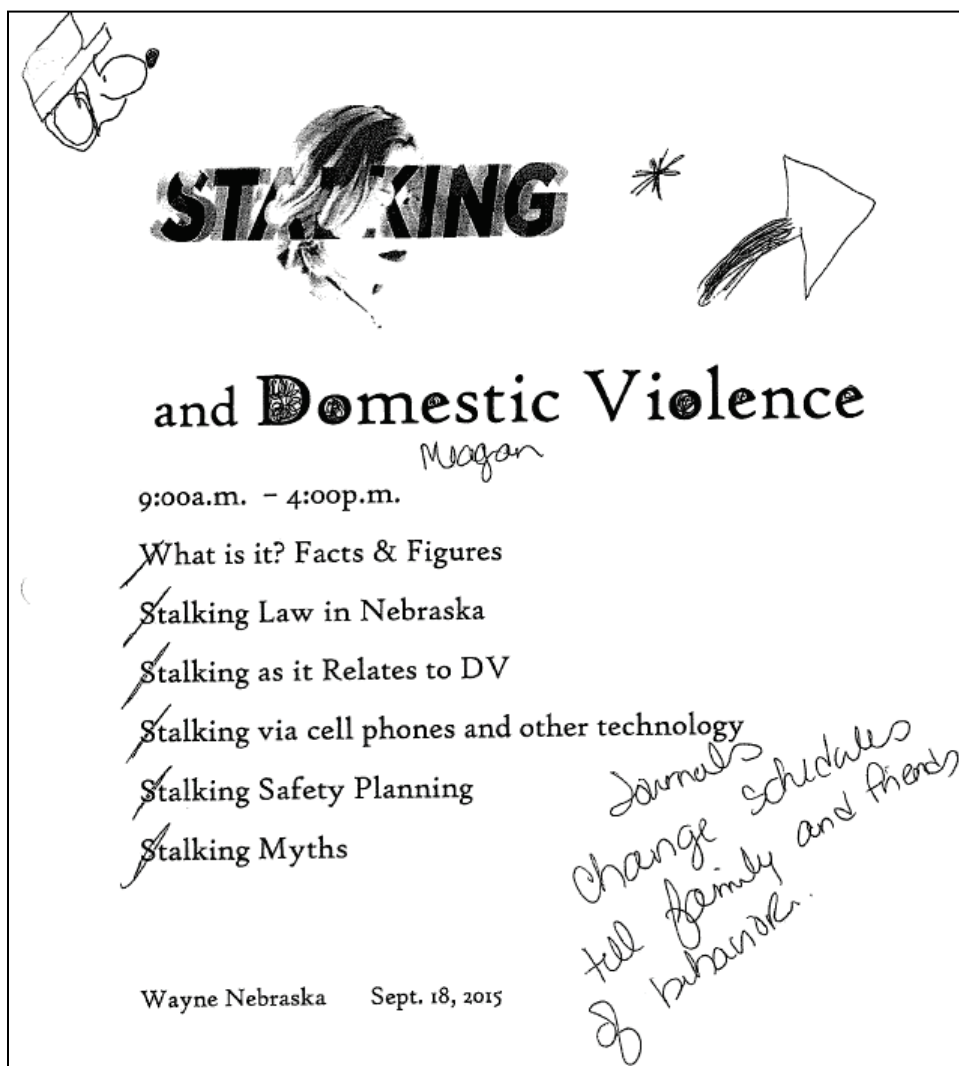
I am not suggesting that we force every board member to ask individuals for money. Far from it. Rather, I'm arguing that nonprofits start getting really strategic about tapping into each individual board member's strengths in order to make a sustainable financial engine a reality for their nonprofit.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#16 – September 18, 2015 – Stalking & Domestic Violence – Wayne

The APA was provided with the following documentation for this event:



The flyer is hand-drawn and features the word "STALKING" in large, bold, block letters. A sketch of a woman's face is partially obscured by the letters. To the right of the word is a small starburst and a large, hand-drawn arrow pointing to the right. Below "STALKING" is the text "and Domestic Violence" in a serif font. The name "Megan" is written in cursive below "Domestic Violence". The time "9:00a.m. - 4:00p.m." is written below the name. A list of topics is written in cursive, each preceded by a checkmark: "What is it? Facts & Figures", "Stalking Law in Nebraska", "Stalking as it Relates to DV", "Stalking via cell phones and other technology", "Stalking Safety Planning", and "Stalking Myths". To the right of the list, there is a large, handwritten note in cursive: "Journals Change schedules tell family and friends of behavior." At the bottom left, the text "Wayne Nebraska Sept. 18, 2015" is written.

STALKING

and Domestic Violence

Megan

9:00a.m. - 4:00p.m.

- ✓ What is it? Facts & Figures
- ✓ Stalking Law in Nebraska
- ✓ Stalking as it Relates to DV
- ✓ Stalking via cell phones and other technology
- ✓ Stalking Safety Planning
- ✓ Stalking Myths

Journals
Change schedules
tell family and friends
of behavior.

Wayne Nebraska Sept. 18, 2015

Project Response
Suspicious Documentation to Support Travel

Exhibit B

**Protect victims of dating violence and stalking
from gun violence**

Current federal law fails to protect many victims of intimate partner violence from gun-enabled abuse and homicide. Although a person convicted of domestic violence against a **current or former spouse, cohabitant or victim with whom the perpetrator shares a biological child** is prohibited by federal law from owning a firearm, dating abusers and stalkers are subject to no such prohibition.

S.1520 and bi-partisan **H.R.3130**, bills introduced by Senator Klobuchar and Representatives Dingell and Dold respectively, would close this gap. Urge your Senators and Representatives to support these life-saving bills. Congress will be back home throughout the month of August. Call your Senators' and Representative's DC and district offices and let them know it should not matter whether or not a victim or survivor is married to an offender-federal law should protect **ALL** victims, including victims of dating violence and stalking.

Background: In 1996, Congress passed the Lautenberg Amendment, prohibiting people convicted of misdemeanor crimes of domestic violence from owning firearms.[i] Legislators understood that many **violent felony-level crimes** involving domestic violence are ultimately pled down to misdemeanors. The law already prohibited gun ownership by felons, and Congress expanded that ban to ensure abusers could not use plea bargains to evade the consequences of their actions.

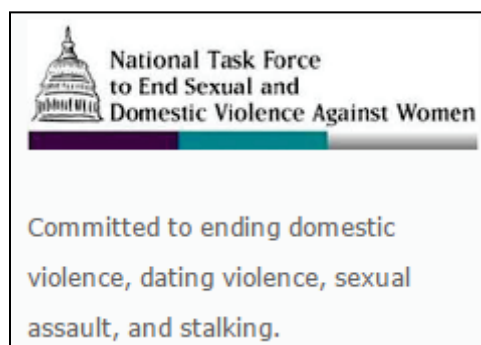
Dating Violence: The federal domestic violence firearms ban **does not apply to offenders who harm their dating partners**. [ii] Under current federal law, the abuser who punches, strangles or beats a dating partner is still **legally able to purchase firearms** even if convicted of the misdemeanor crime of domestic violence. This is a **serious gap** in federal law - we **demand** Congress fix this!

- A victim is **500%** more likely to be killed by an intimate partner if a firearm is present. [iii]
- A **majority** of intimate partner homicide victims are killed with firearms. [iv]
- **Half** of all women killed by intimate partners are **killed by dating partners**. [v]

We must tell our legislators the current definition of 'intimate partner' is woefully out of date and insist they expand the definition to include former and current dating partners.

Stalking: Federal law also fails to keep guns out of the hands of persons convicted of **misdemeanor crimes of stalking**. Stalking is a very serious crime and an indicator of lethality, but even a stalker who explicitly threatens his victim's life is **legally allowed to possess a firearm**.

The following information was found on <http://4vawa.org/4vawa/2015/7/28/protect-victims-of-dating-violence-and-stalking-from-gun-violence> (06/03/2016) and contains information that matches exactly to the documentation provided to the APA shown above.



Project Response
Suspicious Documentation to Support Travel

Exhibit B

Protect Victims Of Dating Violence And Stalking From Gun Violence

Current federal law fails to protect many victims of intimate partner violence from gun-enabled abuse and homicide. Although a person convicted of domestic violence against a **current or former spouse, cohabitant or victim with whom the perpetrator shares a biological child** is prohibited by federal law from owning a firearm, dating abusers and stalkers are subject to no such prohibition.

S.1520 and bi-partisan **H.R.3130**, bills introduced by Senator Klobuchar and Representatives Dingell and Dold respectively, would close this gap. Urge your Senators and Representatives to support these life-saving bills. Congress will be back home throughout the month of August. Call your Senators' and Representative's DC and district offices and let them know it should not matter whether or not a victim or survivor is married to an offender—federal law should protect **ALL** victims, including victims of dating violence and stalking.

Background: In 1996, Congress passed the Lautenberg Amendment, prohibiting people convicted of misdemeanor crimes of domestic violence from owning firearms.^[i] Legislators understood that many **violent felony-level crimes** involving domestic violence are ultimately pled down to misdemeanors. The law already prohibited gun ownership by felons, and Congress expanded that ban to ensure abusers could not use plea bargains to evade the consequences of their actions.

Dating Violence: The federal domestic violence firearms ban **does not apply to offenders who harm their dating partners.**^[ii] Under current federal law, the abuser who punches, strangles or beats a dating partner is still **legally able to purchase firearms** even if convicted of the misdemeanor crime of domestic violence. This is a serious gap in federal law – we *demand* Congress fix this!

- A victim is **500%** more likely to be killed by an intimate partner if a firearm is present.^[iii]
- A **majority** of intimate partner homicide victims are killed with firearms.^[iv]
- **Half** of all women killed by intimate partners are **killed by dating partners.**^[v]

We must tell our legislators the current definition of 'intimate partner' is woefully out of date and insist they expand the definition to include former and current dating partners.

Stalking: **Federal law also fails to keep guns out of the hands of persons convicted of misdemeanor crimes of stalking.** Stalking is a very serious crime and an indicator of lethality, but even a stalker who explicitly threatens his victim's life is **legally allowed to possess a firearm.**

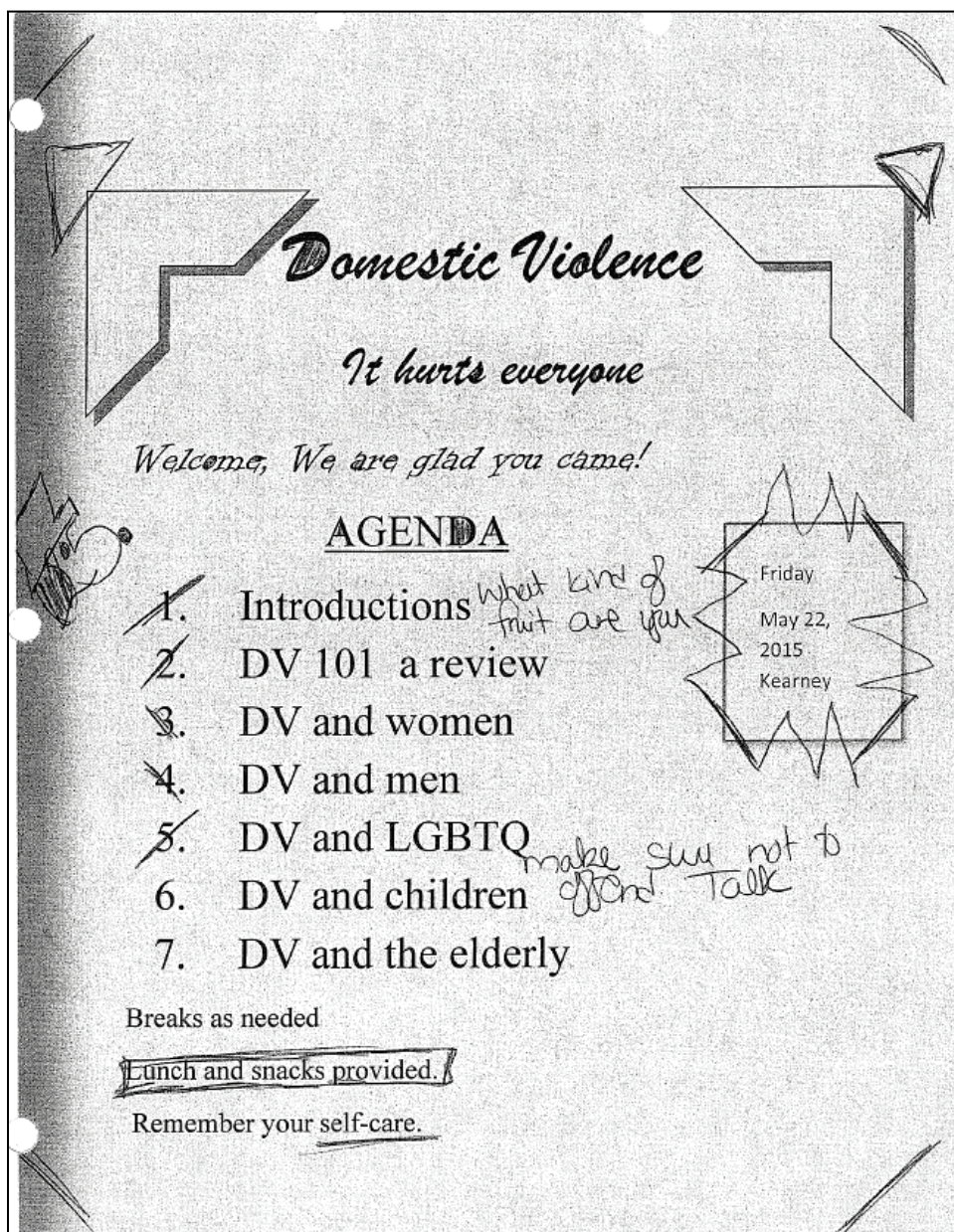
This online document is the same as the one provided by the Director on the previous page.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#17 – May 22, 2015 – Domestic Violence – Kearney

The APA was provided with the following documentation for this event:



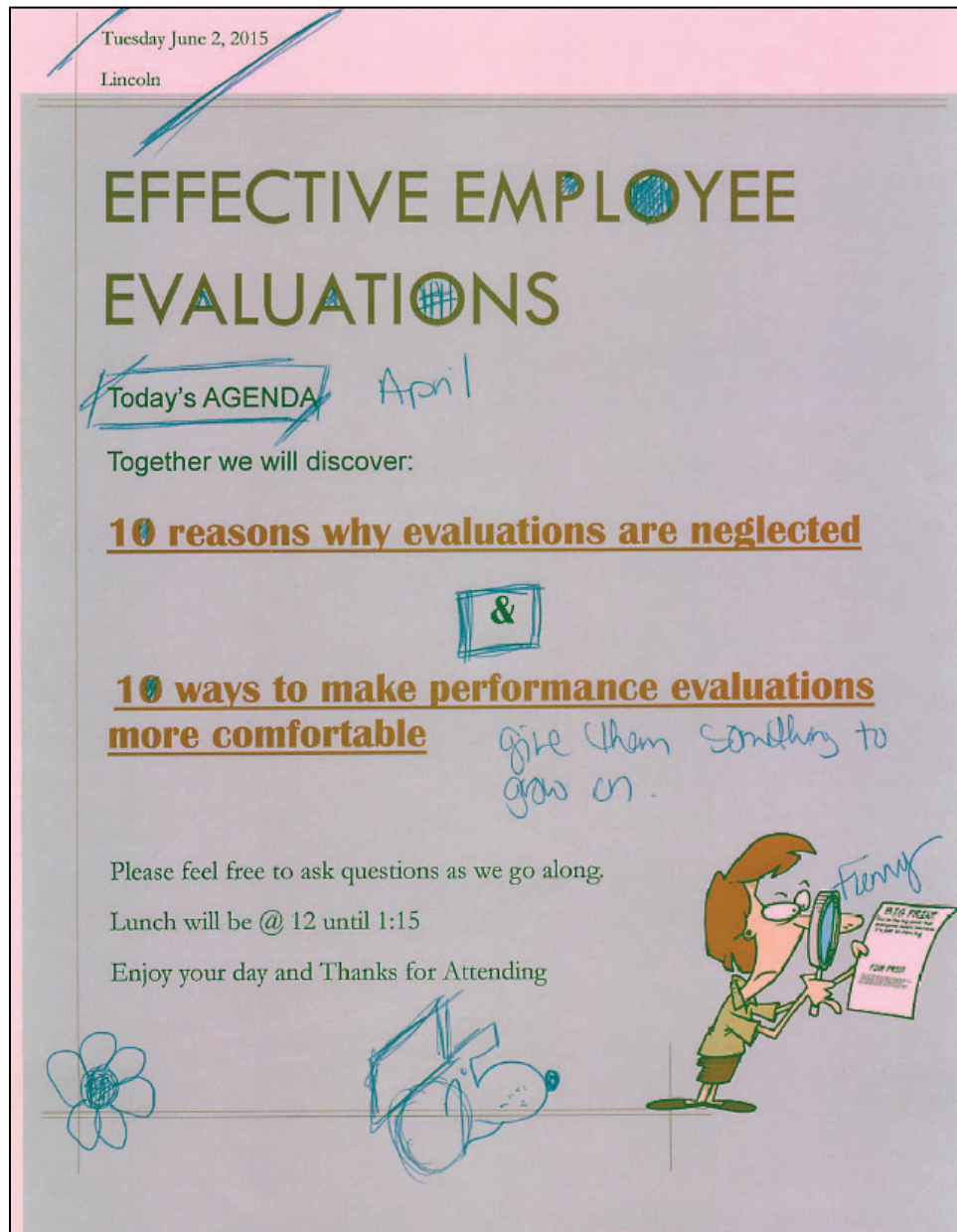
The APA could not trace the agenda to any record of an event.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#18 – June 2, 2015 – Effective Employee Evaluations – Lincoln

The APA was provided with the following documentation for this event:



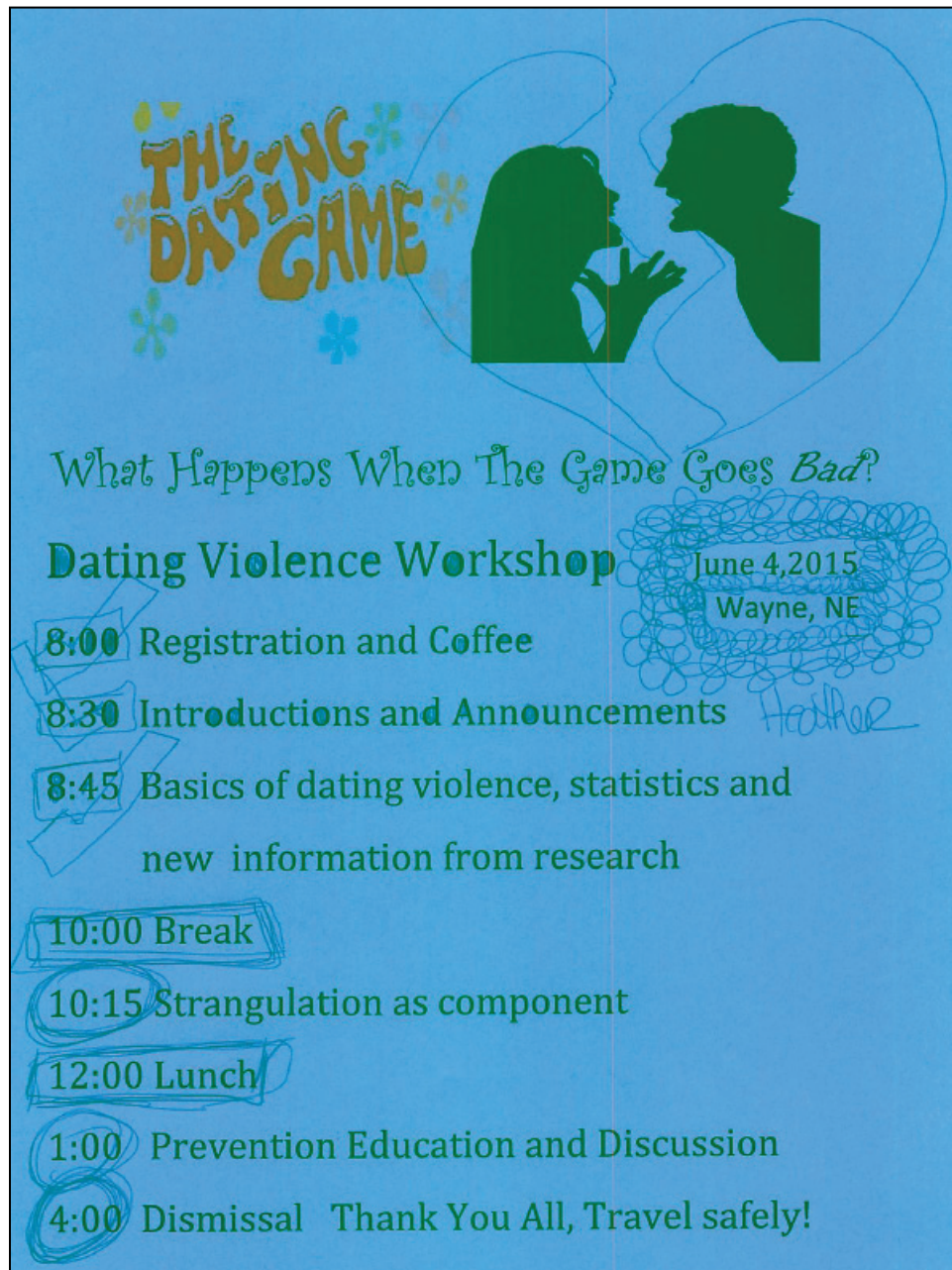
The APA could not trace the agenda to any record of an event.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#19 – June 4, 2015 – Dating Violence Workshop – Wayne

The APA was provided with the following documentation for this workshop:



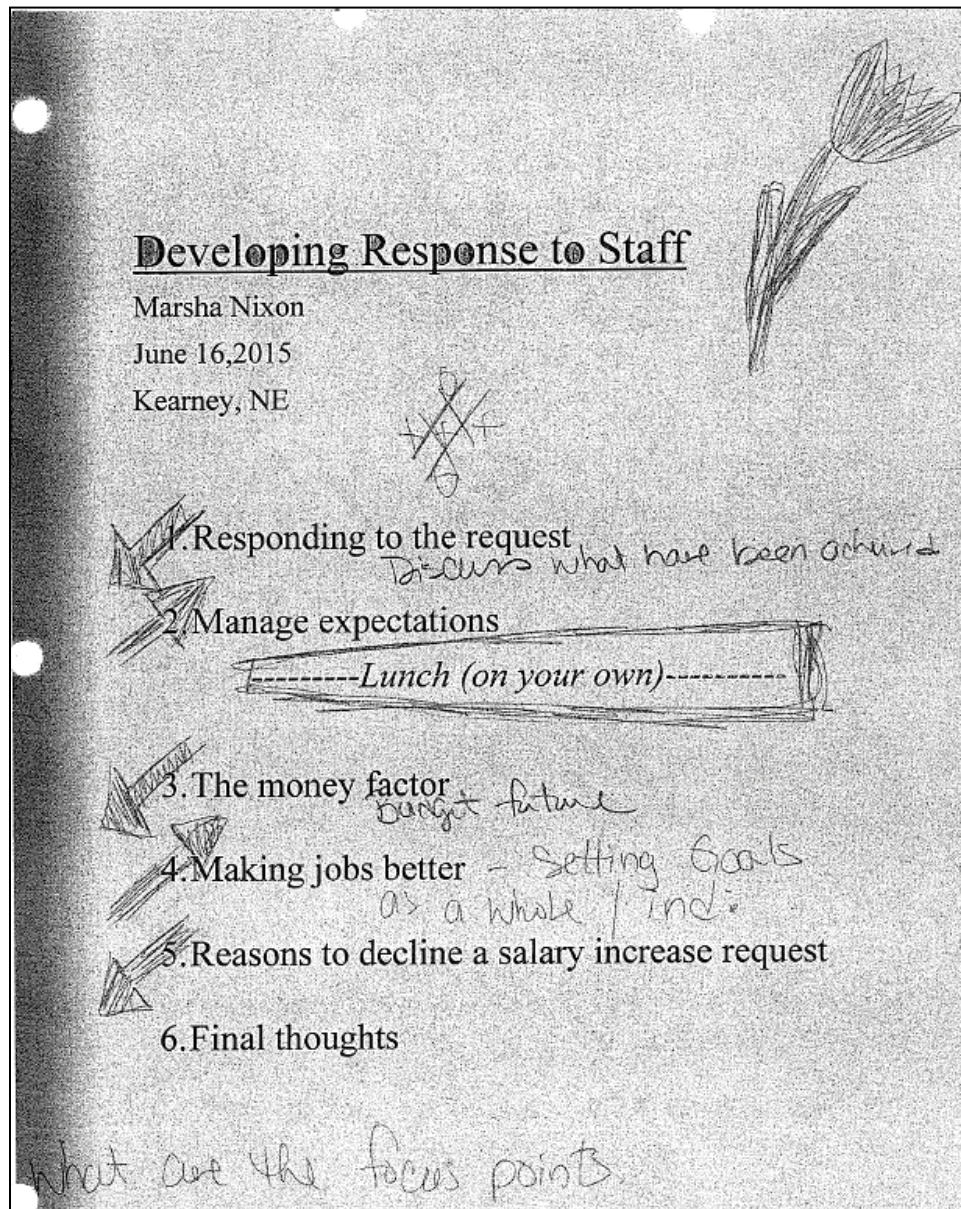
The APA could not trace the agenda to any record of an event.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#20 – June 16, 2015 – Developing Response to Staff – Kearney

The APA was provided with the following documentation for this event:



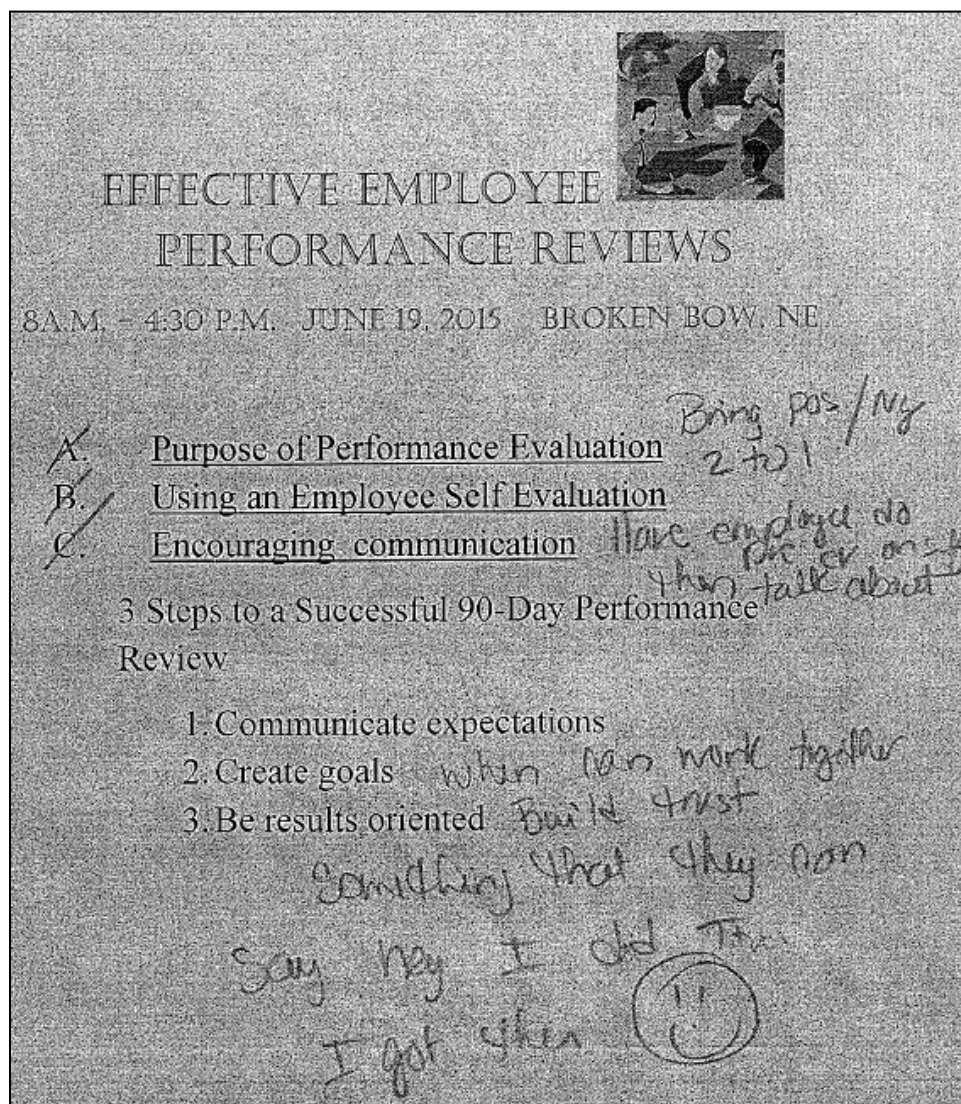
The APA could not trace the agenda to any record of an event.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#21 – June 19, 2015 – Effective Employee Performance Reviews – Broken Bow

The APA was provided with the following documentation for this event:



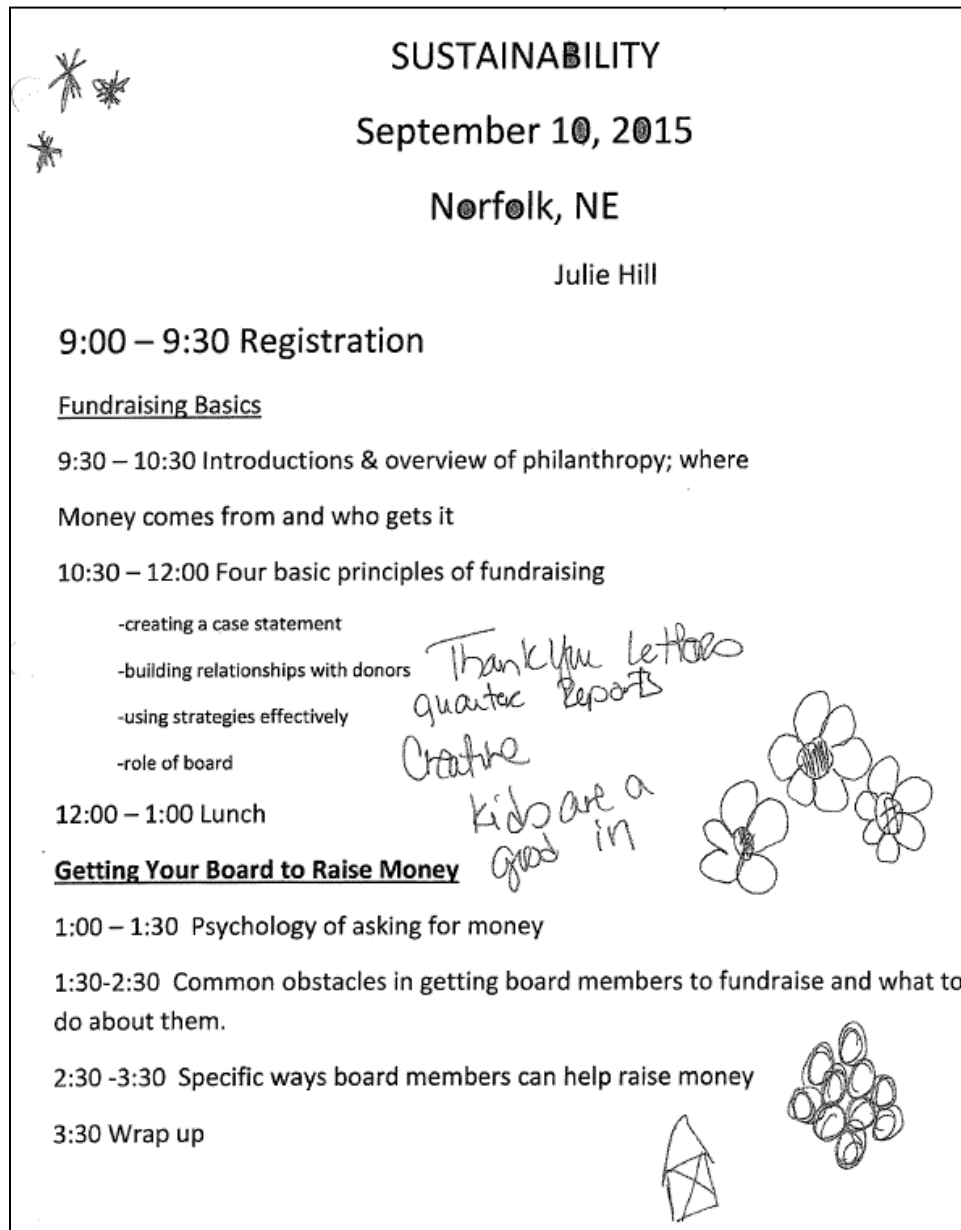
The APA could not trace the agenda to any record of an event.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#22 – September 10, 2015 – Sustainability – Norfolk

The APA was provided with the following documentation for this event:



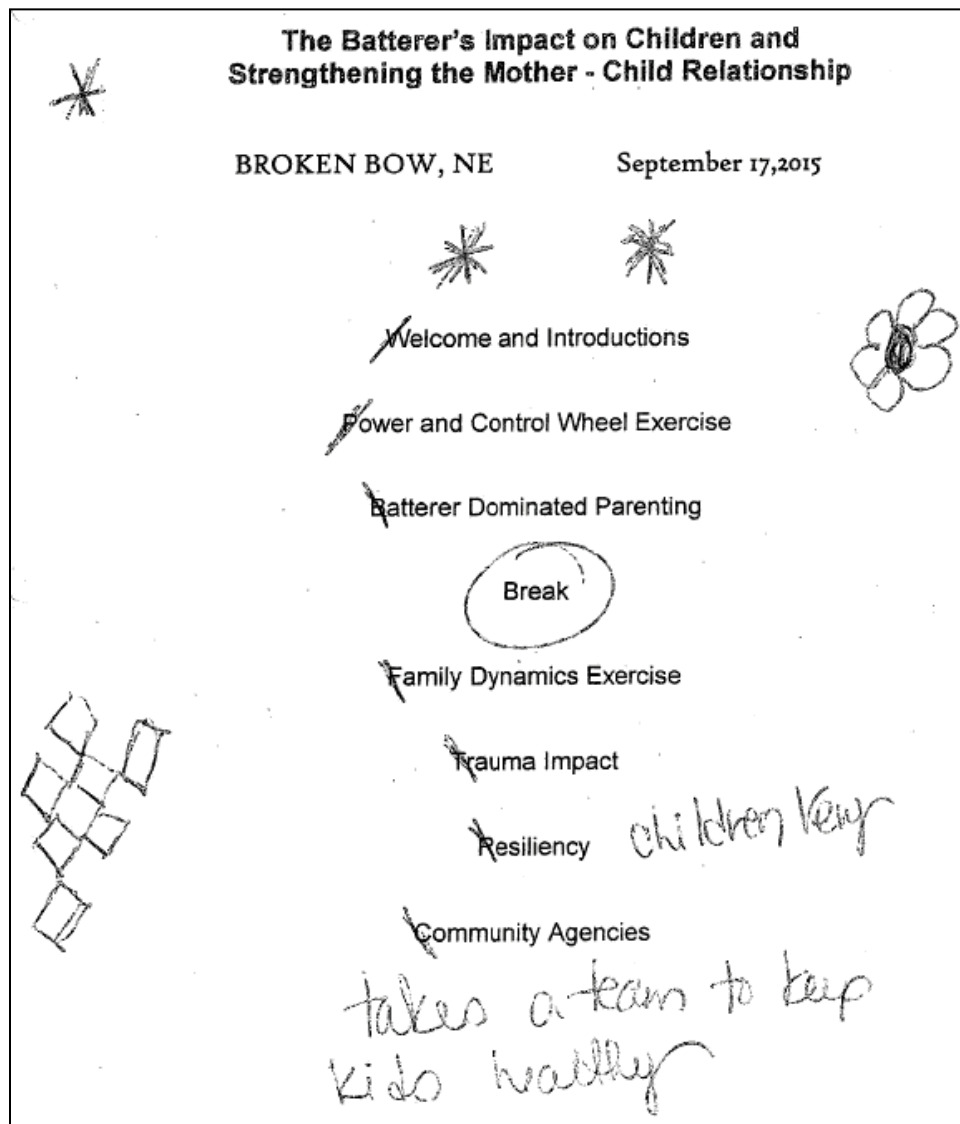
The APA could not trace the agenda to any record of an event.

Project Response
Suspicious Documentation to Support Travel

Exhibit B

#23 – September 17, 2015 – The Batterer's Impact on Children & Strengthening the Mother-Child Relationship – Broken Bow

The APA was provided with the following documentation for this event:



The APA could not trace the agenda to any record of an event.