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Urban League**

*Empowering Communities.
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**COMMUNITY
CONNECTORS**

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Columbus Urban League / Ohio 4-H Mentoring Initiative

Community Connectors Grant Application
Submitted March 6, 2015

Think about the “turning points” in lives of middle school students: a dramatically-changing transition between life stages, different schools, and new social expectations. In Columbus’ urban core, nearly four of every five Columbus City Schools students are also challenged by poverty. Many of these at-risk students are at a “turning point” where they don’t feel they have a safe place to ask questions, pursue new interests, and consider different perspectives with a trusted adult friend. And, unfortunately, the statistics tell us that these urban youth - especially minority urban youth - are more likely to head toward a poor outcome than a positive one.

We can beat those odds and help more youth succeed in this “turning point”... and it starts with a mentor, a positive peer group, and exposure to lessons and experiences that foster more effective life skills.

As part of Governor Kasich’s Community Connectors initiative, The Columbus Urban League proposes a first-of-its-kind collaboration between an urban league affiliate and the Ohio 4-H youth development program to offer a unique mentoring initiative aimed at Columbus’ young African-American and other urban pre-teens and teenagers.

This innovative partnership with The Ohio State University’s Franklin County Extension Office will build from the well-documented success of the “learn by doing” 4-H youth development curriculum adopted to reflect a thoughtful urban focus aimed at helping youth strengthen their self-confidence and personal life skills. Local African-American churches and urban faith-based groups will provide meaningful adult mentors. Local business Coalescence will recruit private sector backing for equipment and technical support, powering a custom-designed assessment tool for this initiative. And Columbus City Schools will identify and track at-risk student who can most benefit from this true “turning point” experience.

Application Section I: Community Connectors Program Description

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

Mounting research points to the significance of “turning points” (Gilligan, 2010) in shaping the lives of young people. These transition points between different life stages and between different institutions of education are a challenge for individuals, since social expectations, environments, and reference points are changing dramatically (Schröer et al., 2013). Middle school represents one of those significant adolescent “turning points” -- even more so for at-risk students who don’t feel they have a safe place to ask questions, pursue new interests, and consider different perspectives with a trusted adult friend. Backed by numerous sociological studies on turning points and resiliency, (Elder, Reimer, Gabriel among others), the Columbus Urban League and its partners believe the middle school transition can be a pivotal moment to shaping a young person’s future. Thus, CUL will focus its initial mentoring initiative at the 6th, 7th and 8th grade levels.

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

The Columbus Urban League ambitiously seeks to reach and engage up to 75 middle school students in Columbus City Schools who are considered “at-risk” due to family income and other factors. Students will be spread out across at least 4 different after-school sites. The specific number of 6th, 7th, and 8th graders at each site will be determined by enrollment, availability of mentors, facilities availability, access to wi-fi, transportation and related logistics. Our goal would be to sustain this effort for three or more years, seeing our first students transition into high school.

3. Select one: Which of the following best describes the proposed project? Select one.
 - A. Totally new program developed by this organization
 - B. Replication of an existing model in use by others
 - Please provide the name of this model.
 - C. Expansion of an existing program within the applicant organization
 - D. Extension of an existing program to a new setting
4. Please describe your project. How will it address each of the five Community Connectors core principles and what outcomes will you use to measure success.

The Columbus Urban League (CUL) proposes a first-of-its-kind collaboration between an urban league affiliate, Ohio 4-H and The Ohio State University’s Franklin County Extension Office to offer a unique mentoring experience to young urban teenagers in Columbus City Schools. Aimed at at-risk middle school students, this innovative partnership adapts the well-documented success of the “learn by doing” 4-H curriculum to reflect a thoughtful urban focus and relevancy to diverse populations. It also includes basic and advanced training for mentors.

Just as unique, this partnership will use mobile handheld technology (tablet computers or iPads provided by our business partners) to afford mentors and students access to research and information to accompany lesson books and to complete real-time pre and post- assessments to test the skills and knowledge gained by individual and group lessons.

Rounding out this successful partnership, local churches (predominately African-American in leadership and membership) will bring together caring volunteer mentors, and Columbus City Schools will recruit students most

likely to gain from this effort, offer safe, “wired” after-school facilities, and, as possible, share overall student performance data to help with on-going evaluation.

CUL chose this first-of-its-kind partnership with 4-H after reviewing the findings of a decade-long research project revealing that the structured learning, encouragement and adult mentoring that young people receive through their participation in 4-H plays a vital role in helping them achieve success in life. According to the impressive study (www.4-h.org/About-4-H/Research/PYD-Wave-9-2013.dwn), 4-H'ers are:

- Four times more likely to contribute to their communities
- Two times more likely to be civically active
- Two times more likely to make healthier choices
- Two times more likely to participate in Science, Engineering and Computer Technology programs during out-of-school time
- 4-H girls are two times more likely and nearly three times more likely to take part in science programs compared to girls in other out-of-school time activities.

Important to add, the ongoing Tufts University study shows that regardless of background, socio-economic status, and race, these 4-H participants thrive through the healthy/safety education and experiences they receive. In fact, young people are 3.4 times more likely to delay sexual intercourse by Grade 12, have had significantly lower drug, alcohol and cigarette use than their peers, and are 2.3 times more likely to exercise and be physically active.

Through the CUL/4-H initiative, participants will be given an opportunity to explore a long list of topics, with 4-H offering curriculum on nearly 300 different projects across a wide-range of subject matters from computers, technology, and public speaking to art, natural sciences, community leadership, and much more. The standard for measuring youth success in each topic is established prior to the start of any project, including presenting a project demonstration and participating in community service. Additionally, participants who achieve their goals in leadership, citizenship, and service activities receive certificates of achievement. Additional opportunities for recognition are available through county, state, and national award programs.

Under the 4-H formula for success (shown), high-quality Positive Youth Development (PYD) is built on 5 C's -- Competence, Confidence, Connection, Character, Caring/Contribution -- which perfectly match the five Community Connectors core principles and allow for measurable outcomes.



- **Setting Goals to be Prepared for the 21st Century Careers (Competence):** Positive views of one’s actions in specific areas, including social, academic, cognitive, health, and vocational. Social competence refers to interpersonal skills (e.g., conflict resolution). Cognitive competence refers to cognitive abilities (e.g., decision making). Academic competence refers to school performance as shown, in part, by school grades, attendance, and test scores. Health competence involves using nutrition, exercise, and rest to keep oneself fit. Vocational competence involves work habits and explorations of career choices. Effective entrepreneurial skills may be one instance of vocational competence.
- **Build Character (Character):** Respect for societal and cultural norms, possession of standards for correct behaviors, a sense of right and wrong (morality), and integrity
- **Develop Pathways to Achievement (Connection):** Positive bonds with people and institutions that are reflected in exchanges between the individual and his or her peers, family, school, and community and in which both parties contribute to the relationship.
- **Build a Sense of Resiliency (Confidence):** An internal sense of positive self-worth and self-efficacy.
- **Believe in a Positive Future (Caring/Contribution):** A sense of sympathy and empathy for others. Youth positively impacting self, family, community, and institutions of civil society.

Based on the research of the 4-H curriculum, youth who reported greater numbers of relationships with important non-parental adults (notably, mentors) reported higher Confidence, Character, Caring, and Connection. And teenagers with higher levels of individual strengths, such as hope for the future, benefitted most from the highly-engaged mentor relationships.

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

Through activities, individual projects, working in teams, and new levels of responsibility, youth in the CUL/4-H initiative will learn the skills necessary to be successful in the “turning points” of their ever-changing world. The curriculum focuses on 4-H’s three primary mission mandates: science, healthy living, and citizenship. The activity guides for each topic are filled with engaging experiences that cultivate the skills that youth need for everyday living as they gain knowledge about subjects that interest them.

An important and innovative component of our initiative, the national 4-H curriculum will be adapted and delivered in a culturally relevant manner, with projects based on more of an urban setting and activities aimed at the African American youth who will represent the bulk of the students recruited by CUL and CCS. Some specific topics that might be of interest to our 8th and 9th graders include:

- Climate change
- Robotics: NeXT Technology
- Writing and Reporting for Teenagers
- The Truth about Tobacco
- Clothing for Your Career
- Teens on the Road to Financial Success
- Science Fun with Kitchen Chemistry
- Food and Fitness for Fun
- Focus on Photography
- Diversity: The Source of Our Strength
- Finding your Voice: Public Speaking
- Living History Project
- Rockets Away
- My Hands to Larger Service: Teen Leaders

Every effort will be made to transfer current 4-H programming delivered through printed project books to electronic formats accessible by the tablet computers. Regardless of format, students will be exposed to a wealth of information and activities for planning and conducting a project. The projects can be completed by participating in activities through organized project groups or by carrying out the activities individually under the guidance of the mentor.

Each project is made up of three types of activities: hands-on activities that include making, producing, practicing, observing, testing, and interviewing; organized activities that include demonstrations, speeches, workshops, and exhibits; and leadership/citizenship activities that include conducting, planning, assisting, and organizing.

Mentors would interact with students at least two days a week in a safe, secure afterschool setting. Outside of the program’s structured two days, students will be encouraged to work in groups or individually on projects the remainder of the week. The projects would be, in large part, student led and mentor supported, fostering the leadership skills that 4-H prides itself on. Students and mentors will also benefit from additional instruction provided by expert staff from the OSU Franklin County Extension Office, topic-expert presentations by local business partners, and the ability to visit nearby locations with transportation provided either by the schools, CUL or the faith-based organizations. Every effort will be made to ensure students also receive a healthy afterschool snack during their time at the program site (an important component given that the majority of “at-risk” CCS students come from homes that are food-insecure).

The tablet computers will advance project work by offering Internet access to search and download different information and, most importantly, will be used for pre-test and post assessments that demonstrate what students have learned and how this information is impacting their self-image and decision-making skills.

6. Discuss how the program will utilize best practices to ensure program success. Are there successful mentor programs after which you will model your program? Please name the program and describe what makes it successful.

While the CUL/4-H mentoring initiative will be the first of its kind because of its collaboration in an urban setting, the overall effort is modeled after the national 4-H and Ohio 4H programs which provide youth development and youth mentoring programs to kids ages 8-18 in urban, suburban, and rural communities.

The 4-H program nationally has adopted a list of eight essential elements that are often summarized into 4 key concepts: belonging, mastery, independence and generosity. These are considered necessary attributes of youth programs striving to create environments conducive to optimizing positive youth development. The four concepts were introduced by Brendtro, Brokenleg and Van Bockern (2002) as part of the Native American philosophy of rearing children. The findings from the 4-H Study of Positive Youth Development (Lerner, R. et. al., 2011) tell us that participation in quality youth development programs such as 4-H leads to positive outcomes for youth called the 5 "C's"-competence, confidence, connection, character and caring. A 6th C, contribution, is the culmination of the first five.

As noted previously, "The Positive Development of Youth: Comprehensive Findings from the 4-H Study of Positive Youth Development" was a longitudinal study that began in 2002 and was repeated annually for eight years, surveying more than 7,000 adolescents from diverse backgrounds across 42 U.S. states. Highly regarded as the first-ever research project of its kind, the study defined and measured positive youth development. Compared to their peers, the report shows that youth involved in 4-H programs excel in several areas - most notably, contributing to their communities nearly 4 times more than other students.

Likewise, mentoring and positive peer group experiences are proven effective methods at reaching at-risk youth. For example, a recent report from the Mentoring Group demonstrated that young people with mentors were more likely to set higher goals for their postsecondary education, more likely to be part of sports or extracurricular activities, take on a leadership role or volunteer in the community. Similarly, Advocates for Youth has published a literature review finding that peer-led or peer-assisted programs (4-H is a bit of both) have statistically significant positive impacts on "attitudes, norms, knowledge, behaviors and health and achievement outcomes."

7. Describe your organization's previous experience with this type of program OR a program of a similar scale, including previous evaluations, size and duration of previously implemented programs, goals, and outcomes.

The CUL/4-H mentoring initiative will draw from the previous success of both CUL and Ohio 4-H in mentoring and advocating for teenagers and youth, including specific efforts within in our urban core. In 2014, Ohio 4-H served more than 216,000 individual Ohio youth. Of that group, more than 15% lived within Ohio's major urban areas, 13% were African American or of mixed race, and more than 15% were in 6th, 7th, or 8th grades (our target audience). Just as important, the Ohio 4-H program was supported by more than 17,000 trained adult volunteers (including approximately 190 adult volunteers here in Franklin County)

CUL is in the second year of a successful After School Education Initiative for middle schools students attending Columbus Collegiate Academy (part of the United Schools Network charter system) and Hannah Ashton Middle School (part of Reynoldsburg City School). The 35 students in this program saw an overall combined increase of 14% in math and 12% in reading proficiency.

Also, CUL's Summer Youth Empowerment Program (SYEP) successfully employs hundreds of youth -- a total of 330 during the summer of 2014 alone. The jobs and internships provided nearly \$600,000 in total wages to the youth last year -- an incentive that empowered the student with valuable workplace training and helped support their families at home. Looking ahead, teens who participate in the CUL/4-H mentoring initiative will receive first priority in the summer 2016 SYEP and in on-going years, further demonstrating CUL's commitment to this collaboration.

Through CUL's on-going Urban Warriors youth initiative, teenage African American males are coached on life-changing strategies designed to help them make more positive decisions, reduce their involvement in criminal

activity, and lead them to be more self-sufficient and meet their family responsibilities. In 2014, the overall outreach by Urban Warriors coaches touched more than 250 at-risk youth.

CUL also operates Franklin County's only five-star rated Head Start program, recognized for setting and meeting goals that all of its Head Start graduates enter kindergarten reading or reading-ready.

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

The true strength of the CUL/4-H mentoring initiative -- and the reason it will be successful in helping these teenagers persevere through the perils of transitioning from middle to high school -- is twofold: first, the opportunity to connect an at-risk student with a caring adult through innovative, targeted programming relevant to his/her life; and second (and maybe more impactful), the ability to help the student's whole family overcome some of the challenges of generational poverty.

Through the combined efforts of CUL, the OSU Extension Office, and our partners in the faith-based community (four local African-American churches providing mentors), this collaboration will be able to deliver the proven 4-H curriculum in a way that is both culturally relevant and exciting for our targeted African American and urban youth. Teenagers want to be entertained and feel connected to the project they undertake. So, the activities offered through our CUL/4-H initiative will be based on life in an urban setting. And as a result, our highly-engaged mentors will form better relationships which will further benefit our teenagers by empowering them with the individual strength to see past a life limited by poverty.

But we know these teens and their families don't face poverty issues in isolation. Lack of transportation, food insecurity, inability to get and keep a job, child care costs -- It's a seeming never-ending litany of what can be overwhelming issues, and a poor outcome from any one of the issues can send a family reeling.

Each year, the CUL teams with more than 7,000 urban residents. Whether domestic violence victims, young people living in unstable family situations, ex-offenders, chronically unemployed parents, or single parents without the means to earn a sustainable income, approximately 90% of those we serve struggle with daily disaster that can profoundly diminish their ability to secure and maintain self-sufficiency.

We combine and connect various initiatives specifically to fit individual challenges and strengths. For instance, we will advocate and counsel a single mother on how to keep her home. And, as we learn that she has a preschooler but no child care assistance, we also may enroll her in our Head Start program, fine tune her core job skills or connect her to reliable, affordable transportation.

The churches in our collaboration offer the same kind of holistic and empowering approach, helping income-qualified families by providing access to health, nutritional, mental health, disability, and social services.

Through is collaboration, our impactful work will go over and above in creating a comprehensive set of strategies to achieve both student success and family stability... which will be the true measure of success in the long run.

Application Section II: Program Management

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

- **Stephanie Hightower (Columbus Urban League, President and CEO)** - A nationally renowned executive in the sports, civic and educational industries, Ms. Hightower oversees the country's fourth-largest CUL affiliate with initiatives that focus on early childhood, primary, secondary and adult education, housing support services, workforce development/career services and community outreach to populations impacted by poverty. Throughout her career and her life -- as a world-class hurdler, the leader of the Columbus City School Board or a groundbreaker at the Columbus College of Art and Design -- Ms. Hightower has always been a

champion. And for our young people, she has championed early learning initiatives and effective schools -- two of our community's most certain paths to success and to lead children out of generational poverty. She was also a leading voice on Mayor Coleman's Columbus Education Commission. Her work has solidified CUL's position as a key advisor with the Columbus Partnership on education matters and as chair of the Community Engagement Council and Early Childhood Education Council for Future Ready Columbus.

- **Toni Cunningham (CUL, Vice President and Chief of Program Performance & Innovation)** - With more than 18 years of experience, Ms. Cunningham directly oversees initiatives around Housing, Workforce Development, Re-Entry support and Education & Youth Services. In 2011, she was awarded the Community Leadership Award from Franklin County Children's Services for her work with Dress for Success Columbus in transitioning young women into employment through work readiness training.
- **Laquore J. Meadows (OSU Extension Franklin County, Director)** - As the County Extension Director for Franklin County, Dr. Meadows is responsible for serving as the administrative lead and securing community, legislative, and fiscal support. She has devoted much of her career and community work toward the enhancement of college access and academic attainment for underserved populations. During her tenure as the Assistant Director of Community College Alliance Partner Development at Franklin University, more than 500 inner-city youth have participated in college preparatory boot camps in recreation centers and non-profit community organizations across Central Ohio. She has served on over a dozen nonprofit, state, regional and international boards, many of which were designed to promote educational achievement.
- **Cheryl Ward (Columbus City Schools, Supervisor of Student & Family Engagement)** - Nearly four of every five Columbus City Schools students come from families challenged by poverty. With more than 53,000 students districtwide, Ms. Ward oversees the work of 25 school social workers and 128 school counselors. She also monitors the district's many mental health and community partnerships, building from her more than 16 years of experience in the field of mental health services with school-aged children and families. She has developed District-wide initiatives aimed at reducing and removing social and emotional barriers to student success. Ms. Ward is also a coordinator for the District's Positive Behavior Intervention Support (PBIS), which standardized responses to student behavioral choices, with positive reinforcement eliciting more appropriate behaviors. PBIS has helped reduce reported disruptive behaviors by 70% (from 2012-13 to 2013-14) and decrease middle and high school suspensions due to disruptive behaviors by 17%.
- **Dr. Victor Davis (Trinity Baptist Church, Senior Pastor)** - Under the leadership of Pastor Davis, the centrally-located church is community focused, evident through a partnership with LifeCare Alliance that has a Wellness Clinic housed in the church that provides basic healthcare and education daily, the church owned Rejoice Christian Bookstore, the Revival Development Community Corporation (RDC), and the Stratton Missions House. Through the church-sponsored development corporation and in partnership with three other churches and the Alpha Rho Lambda Chapter of Alpha Phi Alpha Fraternity, Pastor Davis led completion of The Whitney townhomes in the neighborhood where the church is located.
- **Elder Dale Snyder (Bethel A.M.E. Church, Senior Pastor)** - Active throughout the Central Ohio community, Pastor Snyder is both the Senior Pastor at Bethel African Methodist Episcopal Church in Northeast Columbus and President of the Interdenominational Ministerial Alliance of Columbus and Vicinity. The African Methodist Episcopal Church started as a social movement in 1787 and has always been about social issues and social justice. Pastor Snyder and his congregation offer many ministries and outreach efforts, ranging from youth to adult, that focus on serving the community.
- **Pastor John Boston (Central Seventh-Day Adventist Church)** - The Central Seventh-Day Adventist Church serves Columbus' Near East side and surrounding areas via Health Fairs and ongoing initiatives to combat chronic degenerative diseases, a long standing partnership with the American Red Cross for successful blood drives, and the Community Service Department of Central has operated the largest food pantry in the Mid-Ohio Foodbank family to meet community needs for over 20 years. Currently, the church serves children stricken with poverty through mentorship, positive and uplifting programming and hot meals for breakfast every Saturday. As leader of the Central Church family, Pastor Boston is also leading the expansion of a restoration program for families affected by incarceration and addiction.

- **Pastor Jason Ridley (Hilltop Community Worship Center)** - Located on the Westside of Columbus, the Hilltop Community Worship Center, a Seventh-Day Adventist Church, offers a wide range of family, health, and community ministries to meet people's immediate needs through social services such as tutoring and mentoring programs, Youth Volunteer Corps, health screening education and assistance, inner city missions, and disaster response. Pastor Ridley began preaching the gospel at the age of 13 and today leads the congregation of this church which offers youth (and adult mentors) the opportunity to join the Pathfinder Club, part of a worldwide co-ed scouting-type organization sponsored by the Seventh-day Adventist Church for juniors and teens in grades 5-12 of any religion.
- **Angela Cauley (Coalescence, LLC, CEO & Co-Founder)** - A story of local success, minority-owned Coalescence, LLC, manufactures spice blends and ingredients for clients ranging from Wendy's, PepsiCo, Tyson, and Procter & Gamble. In 2013, the company launched the nonprofit George Washington Carver Food Research Institute, which teaches children about food, nutrition and food-based careers -- with a foundation in STEM learning.

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

March 2015: Grant Awarded

March - August 2015

- Finalize plan for school and mentor recruitment
- Pull together researchers, 4-H and Franklin County Extension to drive and develop assessments
- Purchase and outfit tablet computers/iPads
- Schedule and conduct mentor training
- Select site coordinators for each location
- Secure locations and ensure wi-fi access and afterschool snack arrangements
- Develop recruitment materials for use by schools and churches
- Finalize transportation arrangements and family outreach

August 2015: Program Kick-Off - start of school for Columbus City Schools

September 2015 - January 2016

- Sites select initial projects, with curricula purchased and secured through 4-H
- Additional plans set for site visits and transportation around these visits
- Initial evaluation occurs by 1/10/2016, along with any public presentations of the first projects
- Master Assessment and Group information sharing by 1/31/16

February - May 2016

- Sites select projects for round two by 2/15/16
- Curricula purchased and secured
- Additional plans set for site visits and transportation around these visits
- Evaluation occurs by 4/15/16 along with any public presentations
- Final Assessment and Group Evaluation by 5/31/16

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

- a. Screening, orientation, supporting, and monitoring process for mentors and other personnel working directly with youth;
- b. Identification and intake process for mentees;
- c. The means by which you will involve families of youth in your program; ongoing training of mentors throughout the life of the program, including topics and frequency;

- d. Assessing fiscal accountability and faithful implementation of project plans; and
- e. Any other critical information you would want the Community Connectors team to know.

a. Churches will take responsibility for securing at least 50 committed mentors and 10-15 “substitutes” to ensure full staffing at every site. The churches will work with CUL’s assigned staffer to review the individuals selected, ensure background checks are completed and schedule appropriate training. In addition, each site will have a designated site director who will be responsible for ongoing site management, working closely with CUL on issues as they arise.

b. CUL and the Leadership Team will coordinate with principals at selected CCS schools to develop a list of potential students who are considered at-risk and would engage with and benefit most from the mentee opportunity. Potential mentees will be given information packets to take home to parents describing the mentorship initiative, detailing the expected commitments from the students and from parents, and outlining additional benefits coming from involvement in the program, including priority status in CUL’s Summer Youth Empowerment Program (summer employment).

c. CUL uniquely reaches and serves families of at-risk youth with a holistic array of initiatives around Head Start, workforce training, job placement, housing remediation. Whether ex-offenders, single parents or chronically unemployed, our team has the success coaches, access to resources and real world experience to help families stabilize and achieve greater self-sufficiency, benefitting the young people in our program directly and indirectly.

Further, our church partners are excited at the chance to reach out to parents and family members and will each host at least one or more dinners, likely hosted around the presentation of projects by the students. This affords young people the chance for recognition and includes their family in a positive experience.

All mentors will undergo at least initial training as defined and recommended by Ohio 4-H (half-day). Each can also receive specialized training on specific curricula, should their group of young people select a specific lesson plan. Each will receive some “refresher” training mid-way through each semester and we are exploring making some training available on-line, making it easier for mentors to access information when it is convenient for their schedule.

d. CUL’s assigned staffer will be responsible for securing any additional resources requested by the individual sites and he/she will independently verify the expenditures. CUL will manage all financial resources through GAP accepted accounting methods, and these expenditures, like all CUL fiscal operations, will be reviewed through their annual audit conducted by independent examiners.

e. A true distinguisher of the CUL/4-H initiative from other Community Connector proposals is the target audience: Columbus middle schools, which have been noted for having fewer active community partnerships to benefit students (unlike the district’s elementary and high schools, which have a greater number of community partnership efforts). CUL has worked closely with Columbus City Schools to identify potential school partners with the highest need and few-to-no other after-school options. This Community Connectors investment would truly bring potential to young people who currently have nowhere else to turn.

- 12.** Describe how each applicant partner plans to contribute to the overall program plan including, but not limited to, time contribution, personnel contribution, monetary contribution, shared responsibilities, use of facilities, etc. Complete the Roles and Responsibilities worksheet attachment.

Working together, CUL and the OSU Extension Office will deliver the national 4-H curriculum in a culturally relevant manner, with projects based on more of an urban setting and messaging aimed at the African American youth who will represent the bulk of the students recruited by CUL.

Grant dollars from the state would fund the administration of the initiative and purchase the 4-H curriculum to be used by the mentors. To better leverage the grant, the OSU Extension Office will provide a “train the trainer”

model, teaching individuals identified by CUL on how to train other mentors.

CUL will create materials and interact with the network of local African American churches and mentoring organizations to help recruit mentors. CUL also would help manage the volunteer mentor network. CUL's faith-based partners are committed to recruit a minimum of 50 volunteer mentors, ensure that all volunteers undergo background checks and receive appropriate training, and host a once yearly parental engagement event for the students, mentors and their families, supplying space, food or other needed materials for the event.

Another key partner, Columbus City Schools would be asked to provide access to a safe afterschool environment that supports mentoring and project-related activities. CUL also will look to Columbus City Schools to assist in recruiting students likely to benefit from the work and share participant information and important outcomes such as grades, attendance, and disciplinary issues. Finally, the schools would assist with access to wi-fi.

Working together, experts from Ohio State, Ohio 4-H, Franklin County Extension, and The Strategy Team (a local social behavioral research firm led by Drs. Orié Kristal and Amanda Scott able to meet IRB standards) will assist CUL in the assessment process, based on nationally recognized best practices and protocols and consistent with longitudinal studies which prove the efficacy of 4-H's overall model.

CUL will work with business partner Coalescence to recruit additional private-sector partners and financial support in the first year of the grant (including funds to purchase the tablet computers/iPads). All of our business partners will also be asked to offer in-kind workplace experiences, career exploration opportunities, and topic-expert instructors/mentors, especially as it relates to some of the specific projects that students have undertaken. As the grant administrator, CUL would be responsible for purchasing and maintaining the tablets.

Application Section III: Evaluation Plan

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

- a. Plans for keeping records of mentor contact hours, unduplicated count of students served each month, mentor training hours, etc. for ongoing reporting;
- b. Gathering of data to measure progress of program towards meeting the selected goals;
- c. Projected indicators of success; and
- d. Anticipated barriers to successful evaluation including data collection and measurement of progress toward outcomes.

a. CUL's administrator will create a tracking function for each site director to use that will track mentors, students, attendance, contact hours, mentor training and other key data. The administrator will verify the data through periodic on-site check-ins and by on-going monitoring. As noted, the assessment process will be completed by each student with results immediately up-loaded to CUL and its team for analysis. In addition to measuring attitudinal and reported behavioral changes through the self-assessment, CUL hopes to monitor school attendance, grades, extracurricular activities and eventually graduation rates, provided the Columbus City Schools can supply the data in batch rather than individually. We seek these "hard outcomes" as a means of complementing the "softer" skills measured through testing.

b. As specified in this application, aspects of the 4-H curriculum that reflect Community Connectors principles will be adapted and translated to fit well into a more urban environment. After CUL works with the OSU Extension Office to tailor and amend the national 4-H curriculum for a more urban setting, CUL and the OSU Extension Office will work with our evaluation team (headed by Drs. Orié Kristel and Amanda Scott from Illuminology) to create pre-test and post-test assessments that will allow us to measure participants' progress, learning, and growth through the program. The pre-test assessment will occur at program entry and constitute a "baseline" measure of how youth think, feel, and act regarding the Community Connectors principles. The post-test assessment will occur at program exit; the difference in each youth's scores (i.e. from pre- to post-) will indicate the extent to which they youth have been affected by the program.

Program evaluation data will be gathered via electronic means (tablet computers/iPads), which will allow for a more private research experience. We believe this approach will lead to less biased responses (due to youth responding in a private setting, as opposed to reporting their responses to a human interviewer) as well as minimize the potential for data recording errors that sometimes occur in data collection.

c. Projected indicators of success are improvements in awareness and knowledge of positive skills important to youth success, seeming ability to apply these principles to decision-making, student and group performance of projects, and, as noted any aggregate data we can collect from the Columbus City Schools.

d. At this time, there are no anticipated barriers to successful evaluation. Our evaluation team has years of experience conducting program evaluations that incorporate pre- and post-test measurements and/or analyzing changes in program participants over time, and are well acquainted with the challenge of designing program evaluations that reference a specified curriculum/rubric. It is our belief that our current evaluation plan adequately addresses common errors and challenges that arise in program assessments:

- Language/Literacy issues: For those youth who are not fluent in English or have severe literacy issues, program staff and/or mentors will orally administer the curriculum and assessments (using the tablet computers/iPads).
- Cultural sensitivity issues: Nearly the entire focus of this effort is an attempt to adapt the national 4-H curriculum to be more culturally sensitive and appropriate for urban environments. Without a culturally sensitive approach, this effort will not be successful - which is why it is so important we work with our partners to ensure this curriculum is adapted and translated in ways that make sense and are engaging to urban youth. By extension, then, our pre- and post-assessments will also reflect this cultural sensitivity.
- Errors in program delivery / data recording: The use of tablet computers/iPads to both deliver curriculum and record data (i.e. youth's responses to the pre- and post-tests) means we'll reduce the likelihood of errors in delivering and recording information.
- Attrition: Program staff and/or mentors will administer post-test surveys to each youth that completes or otherwise leaves this program. Overall, however, attrition from this program is expected to be low.

14. Applicants are to complete the program model.
(CUL/4-H Logic Model attached separately)

Application Section IV: Sustainability

15. Describe how you plan to maintain the program after the grant funding period. Include a discussion about financial sustainability and sustainability of the partnership commitment. Applicants are not required to include cash as part of their local contributions; however, funding sustainability is critical to the Community Connectors program. Applicants that show the potential for funding sustainability will be given preference in application scoring.

Much of the ongoing cost of this effort lies in the technology and our intention is to purchase and equip most of this expense as in-kind contributions during the first three years of our work. We believe that as we begin to prove our efficacy during the first three years, more philanthropic partners will step up to cover expenses for administrative personnel in later years.

In recent years, CUL has proven its ability to attract a mix of public and private investment. Over the past year alone, investments by community partners have significantly increased CUL's ability to attract and retain the best talent, develop more sustainable revenue streams and build a strong, foundational business infrastructure that allows the city's oldest and most successful urban family advocate to truly be relevant, efficient and effective. With dynamic partner Huntington Bank, CUL led a comprehensive community campaign, achieving and exceeding its goal of raising \$3 million goal. In 2014, more than 90% of local grants/contracts were renewed or expanded from

the previous year, and new grants/contracts totaling more than \$1.9 million were earned for workforce, youth employment and community education initiatives. And in late 2014, CUL secured a first of its kind grant from the National Football League (NFL) to plan, develop and execute a character building program for young men looking to a future in professional football.

Application Section V: Program Budget

16. Complete the budget form attachment and justify each of the budget items by creating a budget justification.

(CUL/4-H Budget Request Worksheet attached separately)

By clicking this box, I, Stephanie Hightower, President & CEO, Columbus Urban League, agree, on behalf of this applicant, and any or all identified partners, that this application and all supporting documents contain information approved by a relevant executive board or its equivalent.

Internal Revenue Service

Date: October 14, 2005

**COLUMBUS URBAN LEAGUE
788 MOUNT VERNON AVE
COLUMBUS OH 43203-1408**

**Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201**

Person to Contact:
Richard E. Owens 31-07974
Customer Service Representative
Toll Free Telephone Number:
877-829-5500
Fax Number:
513-263-3756
Federal Identification Number:
31-4379453

Dear Sir or Madam:

This is in response to your request of October 14, 2005, regarding your organization's tax-exempt status.

In December 1941 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a public charity under sections 509(a)(1) and 170(b)(1)(A)(vi) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

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

Sincerely,



Janna K. Skufca, Director, TE/GE
Customer Account Services



Description of Nature of Partnership

In order to ensure the effective implementation of the Community Connectors program throughout the state, applicants are required to partner with education stakeholders from the faith, business, and nonprofit communities. Each applicant must identify its partners and include description of each respective partner’s roles and responsibilities in question 12 of the grant application.

A partner agrees to provide human and material assets or access to academic and administrative resources to the grant applicant to develop or execute a Community Connectors grant application. However, in partnership, only the grant applicant is responsible for ensuring the grant is developed and executed according to the terms of the grant agreement.

Each member of the partnership is responsible for the following assurances:

- 1) Be knowledgeable about the applicant’s Community Connectors grant proposal and application, including advocacy of the Community Connectors program.
- 2) Maintain a familiarity with the partner’s services to enhance the proposal, including specific goals and practices.
- 3) Demonstrate a commitment to clear roles and responsibilities of each partner as it relates to the grant proposal and application.
- 4) Sustain consistent communication among partners and stakeholders with a shared vision of the goals of the grant proposal. This includes participating in regularly scheduled meetings for project management and identifying areas for improvement.
- 5) Ensure partners have appropriate access to data for purposes of grant program improvement and evaluation in accordance with state and federal law.

Lead Applicant

Name: Stephanie Hightower

Title: President and CEO

Organization: Columbus Urban League

Sign: 

Partner

Name: Laquore Meadows

Title: Program Director

Organization: OSU Extension - 4-H

Sign: 

Partner

Name: Dan Good

Title: Superintendent

Organization: Columbus City Schools

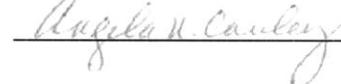
Sign: 

Partner

Name: Angela Cauley

Title: CEO & Co-Founder

Organization: Coalescence

Sign: 



**COMMUNITY
CONNECTORS**
CommunityConnectors.Ohio.gov

Additional Partner (Optional)

Name: Victor Davis

Title: Senior Pastor

Organization: Trinity Baptist Church

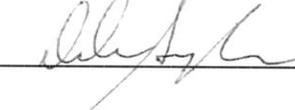
Sign: 

Additional Partner (Optional)

Name: Dale Snyder

Title: Senior Pastor

Organization: Bethel AME Church

Sign: 

Roles and Responsibilities Worksheet (Required)

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

1. Faith-based organizations:

Trinity Baptist Church, Bethel AME Church, Central Seventh-day Adventist Church, Hilltop Community Worship Center

- **Time contribution**
Mentors provided by the churches will interact with students afterschool at least two days a week. Also, a designated site director will be responsible for ongoing site management. And a representative of each church will attend quarterly leadership team meetings.
- **Personnel contribution**
Member of Leadership team. In total, four (4) on-site directors (one for each location), fifty (50) committed mentors, and twenty (20) substitutes.
- **Monetary contribution**
No direct monetary contribution during the mentoring (modest funding provided during the grant application and initial set-up). In-kind donations of staff time, transportation, afterschool snack, and other materials may be contributed.
- **Shared responsibilities**
Churches will work with CUL's assigned staffer to review the mentors selected, ensure background checks are completed and schedule appropriate training; help safeguard iPads, curricular materials or other items used by students; offer free transportation to families and students and assure appropriate oversight and insurance is in place to offer this service (when appropriate); and, regularly communicate with CUL on any and all issues related to students, volunteers and the overall initiative.
- **Additional roles and responsibilities**
Host a once yearly parental engagement event for the students, mentors and their families, supplying space, food or other needed materials for the event.

2. School district partner:

Columbus City Schools

- **Time contribution**
A representative (principal or designated administrator) of each participating middle school will attend quarterly leadership meetings. As determined by each principal, additional staff time may be needed to assist with initial recruitment, participant information, or afterschool activities.

- **Personnel contribution**
Member of Leadership team. At the launch of the initiative, school principals will assist in recruiting eighth- and ninth-grade students and securing permission from parents. School staff will also provide transportation and related logistics if needed; and, ensure proper coverages and oversight of facilities, any stored equipment or technology and transportation, as needed.
- **Monetary contribution**
No direct monetary contribution. In kind contributions may include the use of school facilities, ensure access to wi-fi, and provide afterschool snack arrangements.
- **Shared responsibilities**
As part of the ongoing assessment of the program, CCS staff will share participant information and important outcomes such as grades, attendance, and disciplinary issues.
- **Additional roles and responsibilities**
As the program evolves into future years, building administrators and CCS staff will assist in evaluating and determining whether additional support, locations, and/or student involvement are warranted.

3. Business partner:

Coalescence

- **Time contribution**
A representative of the company will attend quarterly leadership team meetings. Additional assistance will be needed to recruit additional mentors, topic-expert instructors, and financial supporters from the local business community.
- **Personnel contribution**
Member of Leadership team. A representatives of the business might also be asked to serve as a topic-expert instructor if a student selects a project related to their industry.
- **Monetary contribution**
Assist in identifying other local business partners to secure \$40,000 in the first year of the grant. Assist with identifying additional resources (especially technology) and business partners to support the activities of the program – both in-kind and financial if possible.
- **Shared responsibilities**
Serve in an advisory capacity as it relates to suggestions for program improvement and other activities related to the implementation of the mentoring initiative.
- **Additional roles and responsibilities**
All recruited business partners will be asked to offer workplace experiences and career exploration opportunities to participants, especially as it relates to specific projects that students have undertaken.

4. Community nonprofit #1 (Program Lead):

Columbus Urban League

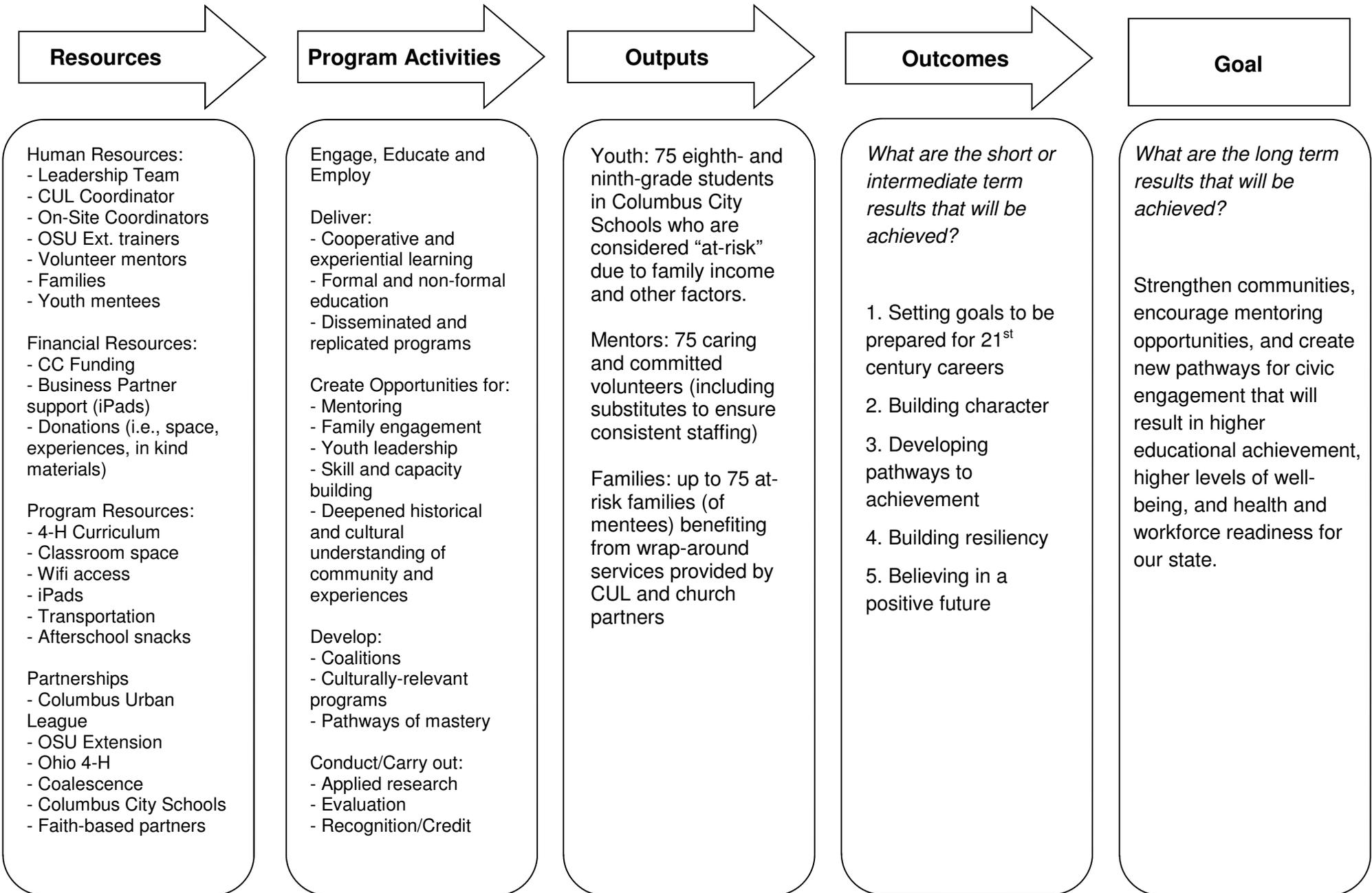
- Time contribution
Full-time administrator (40 hours/week). Administrative and fiscal oversight will also be required.
- Personnel contribution
Member of Leadership team. One (1) full-time CUL program administrator will oversee mentoring initiative and grant (including manage all financial resources), manage the volunteer mentor network, coordinate with leadership team and with evaluation team, and verify data through periodic on-site check-ins and by on-going monitoring. Additional staff time at the management level will be needed for administrative and fiscal support an oversight.
- Monetary contribution
No direct monetary contribution. In kind contributions may include staff time, outreach, maintenance of materials, and other project needs as they arise.
- Shared responsibilities
Together, CUL and the OSU Extension Office will identify ways to deliver national 4-H curriculum in a culturally-relevant manner and purchase needed 4-H curriculum to be used by the mentees. CUL and the OSU Extension Office will work with our evaluation team (headed by Drs. Orié Kristel and Amanda Scott from Illuminology) to create pre-test and post-test assessments that will allow us to measure participants' progress, learning, and growth through the program. CUL will also work with Coalescence and other business partners to purchase iPads.
- Additional roles and responsibilities
In support of the families of mentees, CUL's offers an array of internal resources: the life-changing strategies, mentors and tools offered through workforce training, youth employment, housing advocacy, foreclosure prevention, ex-offender reentry, fatherhood and parenting advocacy, access to quality Head Start or after-school programs for their children, as well as external resources around addiction, mental health, housing placement or other services.

5. Community nonprofit #2 (Program Partner):

Ohio State University Franklin County Extension/Ohio 4-H

- Time contribution
A representative of OSU Extension will attend quarterly leadership team meetings. Additional assistance will be needed in initial training and on-going support of 4-H curricula and project completion.
- Personnel contribution
Member of Leadership team. OSU Extension staff will provide a "train the trainer" model, teaching individuals on how to train other mentors. When appropriate, topic-expert staff will also be available to assist with projects selected by mentees.

- **Monetary contribution**
No direct monetary contribution. In kind contributions may include staff time, training (train the trainer), maintenance of materials, and other project needs as they arise.
- **Shared responsibilities**
Together, the OSU Extension Office and CUL will identify ways to deliver national 4-H curriculum in a culturally-relevant manner and purchase needed 4-H curriculum to be used by the mentees. OSU Extension Office will work with CUL's contracted evaluation team to create pre-test and post-test assessments that will allow us to measure participants' progress, learning, and growth through the program.
- **Additional roles and responsibilities**
OSU Extension will develop regular summer camp opportunities for students at as low a cost as possible. As with all partners, OSU Extension is committed to regularly communicate with CUL on any and all issues related to students, volunteers and the overall initiative.



Human Resources:

- Leadership Team
- CUL Coordinator
- On-Site Coordinators
- OSU Ext. trainers
- Volunteer mentors
- Families
- Youth mentees

Financial Resources:

- CC Funding
- Business Partner support (iPads)
- Donations (i.e., space, experiences, in kind materials)

Program Resources:

- 4-H Curriculum
- Classroom space
- Wifi access
- iPads
- Transportation
- Afterschool snacks

Partnerships

- Columbus Urban League
- OSU Extension
- Ohio 4-H
- Coalescence
- Columbus City Schools
- Faith-based partners

Engage, Educate and Employ

Deliver:

- Cooperative and experiential learning
- Formal and non-formal education
- Disseminated and replicated programs

Create Opportunities for:

- Mentoring
- Family engagement
- Youth leadership
- Skill and capacity building
- Deepened historical and cultural understanding of community and experiences

Develop:

- Coalitions
- Culturally-relevant programs
- Pathways of mastery

Conduct/Carry out:

- Applied research
- Evaluation
- Recognition/Credit

Youth: 75 eighth- and ninth-grade students in Columbus City Schools who are considered “at-risk” due to family income and other factors.

Mentors: 75 caring and committed volunteers (including substitutes to ensure consistent staffing)

Families: up to 75 at-risk families (of mentees) benefiting from wrap-around services provided by CUL and church partners

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

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

What are the long term results that will be achieved?

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

Budget Narrative



Grant Applicant:

Columbus Urban League/Ohio 4-H Mentoring Initiative

Summary

This first of its kind mentoring initiative pairs the proven curricula of Ohio 4-H and The Ohio State University's Franklin County Extension office with the Columbus Urban League, Columbus City Schools, and a four of our local faith partners to help more urban youth succeed in school and life. With additional financial and in-kind support from local business Coalescence, other local businesses, and our leadership partners, the mentoring initiative will target up to 75 middle school students in Columbus City Schools to engage in positive after-school experiences.

Direct Costs

A. Payroll Expenses

Under this grant, the Columbus Urban League will employ one full time program coordinator. This CUL employee will be extensively trained by Ohio 4-H to be able to provide 4-H approved training to mentors and on-site managers.

B. Payroll Fringe Benefits

The CUL program coordinator is the only employee who will receive benefits which are paid for as part of this grant request. Stipends or other program costs associated with salary do not include fringe benefits

C. Travel

There are no specific travel expenses identified in the grant budget. However, mentors and on-site managers can request reimbursement for travel expenses related to the mentee projects (as identified in our other mentor costs).

D. Supplies

Mentees will be able to explore a long list of topics, with 4-H offering curriculum on nearly 300 different projects. Grant dollars will be used to purchase the specific project books from 4-H. Additional grant dollars may be used to purchase project material, as needed.

E. Equipment

Unique to this partnership, mobile handheld technology (tablet computers or iPads) will afford mentors and students access to research and information to accompany project books and to complete real-time pre and post- assessments to test the skills and knowledge gained by individual and group lessons. Funds for these iPads will be provided by our business partners.

F. Contracted Services

CUL will contract with a longtime community engagement vendor (The Collective Genius) to produce recruitment materials at the start of the program, update report throughout the grant, and a final accountability report at the end of the first school year. A portion of these services will be a in-kind donation from the vendor. To maintain the greatest flexibility for these funds, a total sum for the Recruitment and Accountability has been included under "Other Program Costs."

G. Training

OSU Extension Office will provide a "train the trainer" model, teaching the CUL program coordinator on how to deliver required training to other mentors. In order to maintain the greatest flexibility and hold the line on cost, a total sum for additional training has been included in "Additional Mentor Support." If students want to tackle specialized topics or additional needs are identified, we will have the flexibility to invest in that added training as needed.

H. Evaluation

CUL will contract with a local social behavioral research firm (led by Drs. Orié Kristal and Amanda Scott) to assist in the assessment process, based on nationally recognized best practices and protocols and consistent with longitudinal studies which prove the efficacy of 4-H's overall model. A portion of these services will be a in-kind donation from the vendor. A total sum for the Research and Assessment has been included under the "Other Program Costs."

I. Other Program Cost

As the lead on the grant, CUL will incur additional administrative and overhead costs for delivering the mentoring program. This might include expenses for technology assistance (IT), accounting , and additional wrap-around services provided to mentees and their families.

J. Additional Mentor Support Cost

To help support the mentor and the grant coordinator, on-site managers at each of the afterschool locations will be provided with a small stipend (paid only for time devoted to mentoring initiative) and will be responsible for ongoing site management; Reimbursements will be offered to assist in paying for mentor expenses (including background checks, project materials, travel reimbursement); Flexible training resources will be available, should mentees selected projects requiring a greater level of knowledge on behalf of the mentor or on-site manager; Volunteer mentors and OSU Extension/Ohio 4-H staff will be asked to track the amount of time they are offering their services in lieu of their normal workday (as an in-kind contribution of their time and talents).

Budget Summary



Budget summary automatically fills after completing individual annual budgets (Year 1, Year 2, and Year 3)

Columbus Urban League/Ohio 4-H Mentoring Initiative

Categories	Year 1 Budget	Year 2 Budget	Year 3 Budget	Total Budget
A. Payroll Expenses	40,000.00	42,500.00	45,000.00	127,500.00
B. Payroll Fringe Benefits	14,000.00	14,875.00	15,750.00	44,625.00
C. Travel	-	-	-	-
D. Supplies	17,500.00	18,000.00	19,000.00	54,500.00
E. Equipment	40,000.00	4,800.00	4,800.00	49,600.00
F. Contracted Services	-	-	-	-
G. Training	-	-	-	-
H. Evaluation	-	-	-	-
I. Other Program Cost	49,000.00	40,500.00	42,500.00	132,000.00
J. Additional Mentor Support Cost	57,500.00	53,500.00	56,500.00	167,500.00
TOTAL PROJECT COST	218,000.00	174,175.00	183,550.00	575,725.00
LOCAL CONTRIBUTION	53,500.00	43,000.00	45,000.00	141,500.00
STATE MATCH	164,500.00	131,175.00	138,550.00	434,225.00
LOCAL %	25%	25%	25%	25%

Total	-
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G.1. Staff Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
n/a			-
			-
			-
Total			-

G.2. Mentor Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
n/a			-
			-
			-
Total			-

H. Evaluation

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
n/a			-
			-
			-
Total			-

I. Other Program Cost

Description	Total Amount
CUL grant administration/overhead expenses	19,000.00
Recruitment and Accountability	12,500.00
Research and Assessment	17,500.00
Total	49,000.00

J. Additional Mentor Support Cost

Description	Total Amount
Stipend for On-Site Managers (compensated only for time on mentoring)	35,000.00
Reimbursement for volunteer expenses (background checks, materials, travel reimbursement)	10,500.00
Flexible additional training	12,000.00
Total	57,500.00

The Local Contribution consists of identified in-kind contributions and available funding designated for this program.

The Local Contribution may not be less than 25% of the total project budget in any year.

PROJECT YEAR 1	BUDGET
Total Budget	218,000.00
Local Contribution	53,500.00
State Match	164,500.00
Local %	25%

Total	-
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G.1. Staff Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
n/a			-
			-
			-
Total			-

G.2. Mentor Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
n/a			-
			-
			-
Total			-

H. Evaluation

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
n/a			-
			-
			-
Total			-

I. Other Program Cost

Description	Total Amount
CUL grant administration/overhead expenses	20,500.00
Recruitment and Accountability	10,000.00
Research and Assessment	10,000.00
Total	40,500.00

J. Additional Mentor Support Cost

Description	Total Amount
Stipend for On-Site Managers (compensated only for time on mentoring)	37,500.00
Reimbursement for volunteer expenses (background checks, materials, travel reimbursement)	11,000.00
Flexible additional training	5,000.00
Total	53,500.00

The Local Contribution consists of identified in-kind contributions and available funding designated for this program. The Local Contribution may not be less than 25% of the total project budget in any year.

PROJECT YEAR 1	BUDGET
Total Budget	174,175.00
Local Contribution	43,000.00
State Match	131,175.00
Local %	25%

Total	-
--------------	---

G.1. Staff Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
n/a			-
			-
			-
Total			-

G.2. Mentor Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
n/a			-
			-
			-
Total			-

H. Evaluation

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
n/a			-
			-
			-
Total			-

I. Other Program Cost

Description	Total Amount
CUL grant administration/overhead expenses	22,500.00
Recruitment and Accountability	10,000.00
Research and Assessment	10,000.00
Total	42,500.00

J. Additional Mentor Support Cost

Description	Total Amount
Stipend for On-Site Managers (compensated only for time on mentoring)	40,000.00
Reimbursement for volunteer expenses (background checks, materials, travel reimbursement)	11,500.00
Flexible additional training	5,000.00
Total	56,500.00

The Local Contribution consists of identified in-kind contributions and available funding designated for this program. The Local Contribution may not be less than 25% of the total project budget in any year.

PROJECT YEAR 1	BUDGET
Total Budget	183,550.00
Local Contribution	45,000.00
State Match	138,550.00
Local %	25%



Community Connectors GRANT ASSURANCES

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

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

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

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

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

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

GRANTEE


 Authorized Representative Date 3/3/15

Stephanie Hightower
 Printed


 Fiscal Representative Date 3/3/15

Mary Love
 Printed

**Memorandum of Understanding
Between the
Columbus Urban League
And
The Ohio State University's Franklin County Extension Office**

This Memorandum of Understanding is an agreement entered into by and between the Columbus Urban League (CUL) and the Franklin County Extension program as part of The Ohio State University (hereinafter referred to as Franklin County Extension).

The Columbus Urban League will work in partnership with Franklin County Extension and other organizations to provide life transforming experiences and mentors to Columbus City Schools students identified as "at risk."

Scope of Understanding

This initiative pairs the proven curricula of Ohio4H and The Ohio State University's Franklin County Extension office with the Columbus Urban League, Columbus City Schools and a number of faith partners to help more urban youth succeed in school and life.

Together, the partners will target up to 75 Columbus City School students, starting with eighth graders and then continuing on throughout their high school years to engage in positive after-school experiences. These experiences will particularly be designed to help young people set goals and prepare for 21st century careers, build character, develop pathways to achievement, strengthen their resiliency and create and/or affirm their belief in a positive future for themselves, as is intended by Governor John Kasich and the Ohio Department of Education who created the Community Connectors grant that will serve as the primary funding source for this work.

Results will be monitored through a series of attitudinal and behavioral assessments as well as through checking specific outcomes such as school attendance, disciplinary issues, grades, participation in other activities and graduation rates.

Franklin County Extension will provide the following services:

1. Expert guidance in selecting and adapting curricula materials to engage urban youth and develop at least the five key life skills identified by the State Of Ohio's Community Connectors Grant.
2. Sell workbooks or other needed materials to CUL at at least fair-market values as established by Ohio4H.
3. Provide free training to select groups of mentors and/or paid training for "special" project oversight.
4. Offer regular summer camp opportunities for students at as low a cost as possible.
5. Regularly communicate with CUL on any and all issues related to students, volunteers and the overall initiative.

CUL responsibilities will include:

1. Work with Columbus City Schools to help recruit up to 75 students and partner with faith-based and other organizations to recruit up to 50 mentors;
2. Pay for and secure, in conjunction with other sponsors, all curricula, workbooks, iPads, assessments, volunteer training and other needed tools;
3. Offer holistic services to the families of all participants and any volunteers who might qualify;
4. Manage all payroll and administrative activities related to the grant and its fiscal integrity;
5. Regularly interact with Franklin County Extension and all participants on issues related to students, volunteers and the overall initiative.
6. Share the results of this initiative with students, parents, volunteers, partners, funders and the larger community.

The CUL and Franklin County Extension will mutually provide information regarding services provided within the guidelines of confidentiality as specified by state and federal laws and regulations.

APPROVED AND ACCEPTED:

Columbus Urban League

Name: Stephanie Hightower

Signature: [Handwritten Signature]

Title: President and CEO

Date: 3-5-15

APPROVED AND ACCEPTED:

Franklin County Extension

Name: Lynette Meadows

Signature: [Handwritten Signature]

Title: County Extension Director

Date: March 4, 2015

**Memorandum of Understanding
Between the
Columbus Urban League
And
Hilltop Community Worship Center**

This Memorandum of Understanding is an agreement entered into by and between the Columbus Urban League (CUL) and Hilltop Community Worship Center.

The Columbus Urban League will work in partnership with Hilltop Community Worship Center and other organizations to provide life transforming experiences and mentors to at-risk youth in Columbus Ohio.

Scope of Understanding

This initiative pairs the proven curricula of Ohio4H and The Ohio State University's Franklin County Extension office with the Columbus Urban League, Columbus City Schools and a number of faith partners, including Hilltop Community Worship Center, to help more "at-risk" urban youth succeed in school and life.

Together, the partners will target up to 75 Columbus City School students, starting with eighth graders and then continuing on throughout their high school years to engage in positive after-school experiences. These experiences will particularly be designed to help young people set goals and prepare for 21st century careers, build character, develop pathways to achievement, strengthen their resiliency and create and/or affirm their belief in a positive future for themselves, as is intended by Governor John Kasich and the Ohio Department of Education who created the Community Connectors grant that will serve as the primary funding source for this work.

Results will be monitored through a series of attitudinal and behavioral assessments as well as through checking specific outcomes such as school attendance, disciplinary issues, grades, participation in other activities and graduation rates.

Hilltop Community Worship Center will provide the following services:

1. Recruit at least ten volunteers who will work with youth twice weekly after-school and be willing to assist in recruiting additional or replacement volunteers as needed;
2. Ensure that all volunteers undergo background checks as required by State law;
3. Ensure that all volunteers receive appropriate training as offered by Franklin County Extension, Ohio 4H and/or CUL;
4. Host a once yearly parental engagement event for the students, mentors and their families, supplying space, food or other needed materials for the event;
5. If choosing to host after-school programming at their own site, offer free transportation to families and students and assure appropriate oversight and insurance is in place to offer this service;
6. Help safeguard iPads, curricular materials or other items used by students;
7. Regularly communicate with CUL on any and all issues related to students, volunteers and the overall initiative.

CUL responsibilities will include:

1. Work with Columbus City Schools to recruit up to 75 students and partner with faith-based and other organizations to recruit up to 50 mentors;
2. Provide, in conjunction with other sponsors, all curricula, workbooks, iPads, assessments, volunteer training and other needed tools;
3. Offer holistic services to the families of all participants, and to any volunteers who might qualify;
4. Manage all payroll and administrative activities related to the grant and its fiscal integrity;
5. Regularly interact with Hilltop Community Worship Center and all participants on issues related to students, volunteers and the overall initiative.
6. Communicate the results of this work to students, parents, volunteers, partners, funders and the larger community.

The CUL and Hilltop Community Worship Center will mutually provide information regarding services provided within the guidelines of confidentiality as specified by state and federal laws and regulations.

APPROVED AND ACCEPTED:

Columbus Urban League

Name: Stephanie Hightower

Signature: [Handwritten Signature]

Title: President and CEO

Date: 3-5-15

APPROVED AND ACCEPTED:

Hilltop Community Worship Center

Name: Jean Ridley

Signature: [Handwritten Signature]

Title: Pastor

Date: 03/04/15

**Memorandum of Understanding
Between the
Columbus Urban League
And
Central Seventh Day Adventist Church**

This Memorandum of Understanding is an agreement entered into by and between the Columbus Urban League (CUL) and Central Seventh Day Adventist Church

The Columbus Urban League will work in partnership with Central Seventh Day Adventist Church and other organizations to provide life transforming experiences and mentors to at-risk youth in Columbus Ohio.

Scope of Understanding

This initiative pairs the proven curricula of Ohio4H and The Ohio State University's Franklin County Extension office with the Columbus Urban League, Columbus City Schools and a number of faith partners, including Central Seventh Day Adventist Church, to help more "at-risk" urban youth succeed in school and life.

Together, the partners will target up to 75 Columbus City School students, starting with eighth graders and then continuing on throughout their high school years to engage in positive after-school experiences. These experiences will particularly be designed to help young people set goals and prepare for 21st century careers, build character, develop pathways to achievement, strengthen their resiliency and create and/or affirm their belief in a positive future for themselves, as is intended by Governor John Kasich and the Ohio Department of Education who created the Community Connectors grant that will serve as the primary funding source for this work.

Results will be monitored through a series of attitudinal and behavioral assessments as well as through checking specific outcomes such as school attendance, disciplinary issues, grades, participation in other activities and graduation rates.

Central Seventh Day Adventist Church will provide the following services:

1. Recruit at least ten volunteers who will work with youth twice weekly after-school and be willing to assist in recruiting additional or replacement volunteers as needed;
2. Ensure that all volunteers undergo background checks as required by State law;
3. Ensure that all volunteers receive appropriate training as offered by Franklin County Extension, Ohio 4H and/or CUL;
4. Host a once yearly parental engagement event for the students, mentors and their families, supplying space, food or other needed materials for the event;
5. If choosing to host after-school programming at their own site, offer free transportation to families and students and assure appropriate oversight and insurance is in place to offer this service;
6. Help safeguard iPads, curricular materials or other items used by students;
7. Regularly communicate with CUL on any and all issues related to students, volunteers and the overall initiative.

CUL responsibilities will include:

1. Work with Columbus City Schools to recruit up to 75 students and partner with faith-based and other organizations to recruit up to 50 mentors;
2. Provide, in conjunction with other sponsors, all curricula, workbooks, iPads, assessments, volunteer training and other needed tools;
3. Offer holistic services to the families of all participants, and to any volunteers who might qualify;
4. Manage all payroll and administrative activities related to the grant and its fiscal integrity;
5. Regularly interact with Central Seventh Day Adventist Church and all participants on issues related to students, volunteers and the overall initiative.
6. Communicate the results of this work to students, parents, volunteers, partners, funders and the larger community.

The CUL and Central Seventh Day Adventist Church will mutually provide information regarding services provided within the guidelines of confidentiality as specified by state and federal laws and regulations.

<p>APPROVED AND ACCEPTED: Columbus Urban League Name: <u>Stephanie Hightower</u> Signature: <u>[Signature]</u> Title: <u>President and CEO</u> Date: <u>3-5-15</u></p>	<p>APPROVED AND ACCEPTED: Central Seventh Day Adventist Church Name: <u>John T Boston, II</u> Signature: <u>[Signature]</u> Title: <u>Pastor</u> Date: <u>3-4-15</u></p>
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**Memorandum of Understanding
Between the
Columbus Urban League
And
Columbus City Schools**

This Memorandum of Understanding is an agreement entered into by and between the Columbus Urban League (CUL) and Columbus City Schools.

The Columbus Urban League will work in partnership with Columbus City Schools and other organizations to provide life transforming experiences and mentors to Columbus City Schools students identified as "at risk."

Scope of Understanding

This initiative pairs the proven curricula of Ohio4H and The Ohio State University's Franklin County Extension office with the Columbus Urban League, Columbus City Schools and a number of faith partners to help more urban youth succeed in school and life.

Together, the partners will target up to 75 Columbus City School students, starting with eighth graders and then continuing on throughout their high school years to engage in positive after-school experiences. These experiences will particularly be designed to help young people set goals and prepare for 21st century careers, build character, develop pathways to achievement, strengthen their resiliency and create and/or affirm their belief in a positive future for themselves, as is intended by Governor John Kasich and the Ohio Department of Education who created the Community Connectors grant that will serve as the primary funding source for this work.

Results will be monitored through a series of attitudinal and behavioral assessments as well as through checking specific outcomes such as school attendance, disciplinary issues, grades, participation in other activities and graduation rates.

Columbus City Schools will provide the following services:

1. Recruit up to 75 eighth-grade students attending Columbus City Schools (up to 15 students to attend five different sites) in fall 2015 who are considered "at-risk" due to family income and other factors;
2. Assist CUL in securing permission from parents so that the students can join the mentoring initiative and share information regarding outcomes and progress;
3. Make space available for mentors and students at least two days per week after school or as needed;
4. Provide transportation and related logistics if needed;
5. Ensure proper coverages and oversight of facilities, any stored equipment or technology and transportation;
6. Regularly communicate with CUL on any and all issues related to students, volunteers and the overall initiative.

CUL responsibilities will include:

1. Work with Columbus City Schools to help recruit up to 75 students and partner with faith-based and other organizations to recruit up to 50 mentors;
2. Provide, in conjunction with other sponsors, all curricula, workbooks, iPads, assessments, volunteer training and other needed tools;
3. Offer holistic services to the families of all participants and any volunteers who might qualify;
4. Manage all payroll and administrative activities related to the grant and its fiscal integrity;
5. Regularly interact with CCS and all participants on issues related to students, volunteers and the overall initiative.
6. Share the results of this initiative with students, parents, volunteers, partners, funders and the larger community.

The CUL and Columbus City Schools will mutually provide information regarding services provided within the guidelines of confidentiality as specified by state and federal laws and regulations.

APPROVED AND ACCEPTED:

Columbus Urban League

Name: Stephanie Hightower

Signature: [Handwritten Signature]

Title: President and CEO

Date: 3-5-15

APPROVED AND ACCEPTED:

Columbus City Schools

Name: Dan Good

Signature: [Handwritten Signature]

Title: Superintendent

Date: 3-5-15

Memorandum of Understanding Between the Columbus Urban League And Trinity Baptist Church

This Memorandum of Understanding is an agreement entered into by and between the Columbus Urban League (CUL) and Trinity Baptist Church.

The Columbus Urban League will work in partnership with Trinity Baptist Church and other organizations to provide life transforming experiences and mentors to at-risk youth in Columbus Ohio.

Scope of Understanding

This initiative pairs the proven curricula of Ohio4H and The Ohio State University's Franklin County Extension office with the Columbus Urban League, Columbus City Schools and a number of faith partners, including Trinity Baptist Church, to help more "at-risk" urban youth succeed in school and life.

Together, the partners will target up to 75 Columbus City School students, starting with eighth graders and then continuing on throughout their high school years to engage in positive after-school experiences. These experiences will particularly be designed to help young people set goals and prepare for 21st century careers, build character, develop pathways to achievement, strengthen their resiliency and create and/or affirm their belief in a positive future for themselves, as is intended by Governor John Kasich and the Ohio Department of Education who created the Community Connectors grant that will serve as the primary funding source for this work.

Results will be monitored through a series of attitudinal and behavioral assessments as well as through checking specific outcomes such as school attendance, disciplinary issues, grades, participation in other activities and graduation rates.

Trinity Baptist will provide the following services:

1. Recruit at least ten volunteers who will work with youth twice weekly after-school and be willing to assist in recruiting additional or replacement volunteers as needed;
2. Ensure that all volunteers undergo background checks as required by State law;
3. Ensure that all volunteers receive appropriate training as offered by Franklin County Extension, Ohio 4H and/or CUL;
4. Host a once yearly parental engagement event for the students, mentors and their families, supplying space, food or other needed materials for the event;
5. If choosing to host after-school programming at their own site, offer free transportation to families and students and assure appropriate oversight and insurance is in place to offer this service;
6. Help safeguard iPads, curricular materials or other items used by students;
7. Regularly communicate with CUL on any and all issues related to students, volunteers and the overall initiative.

CUL responsibilities will include:

1. Work with Columbus City Schools to recruit up to 75 students and partner with faith-based and other organizations to recruit up to 50 mentors;
2. Provide, in conjunction with other sponsors, all curricula, workbooks, iPads, assessments, volunteer training and other needed tools;
3. Offer holistic services to the families of all participants, and to any volunteers who might qualify;
4. Manage all payroll and administrative activities related to the grant and its fiscal integrity;
5. Regularly interact with Trinity Baptist and all participants on issues related to students, volunteers and the overall initiative.
6. Communicate the results of this work to students, parents, volunteers, partners, funders and the larger community.

The CUL and Trinity Baptist will mutually provide information regarding services provided within the guidelines of confidentiality as specified by state and federal laws and regulations.

APPROVED AND ACCEPTED:

Columbus Urban League

Name: Stephanie Hightower

Signature: 

Title: President and CEO

Date: 3-5-15

APPROVED AND ACCEPTED:

Trinity Baptist Church

Name: Victor Davis

Signature: 

Title: Senior Pastor

Date: 3-4-15



THE OHIO STATE UNIVERSITY

College of Food, Agriculture and Environmental Sciences
Ohio State University Extension

Franklin County

2905 S. Hamilton Road

Suite 100

Columbus, OH 43212-4945

614 896-6900 Phone

614 898-5260 Fax

614.688.osu.edu

Community Connectors
Ohio Dept. of Education
25 South Front Street
Columbus, Ohio 43215

Dear Selection Committee:

The Community Connectors initiative provides a tremendous opportunity to empower Ohio's youth to reach their full potential by connecting them with caring, engaged adult mentors. That's the mission of Ohio 4-H and it's why the Ohio State University Franklin County Extension is excited to partner with the Columbus Urban League (CUL) on a first-of-its-kind collaboration to offer a unique mentoring initiative aimed at young African-American and urban teenagers.

As you may know, 4-H stresses the importance of being able to relate and genuinely care for people, to make a difference, and to give back to their community. 4-H is strong in our rural communities, but it's also in the urban communities where 4-H can really make a difference. We are focused and committed to serving youth of all backgrounds, including those in our urban core.

As we know it can work: findings from a first-of-its kind research project revealed how young people benefit from the programs and life-changing experiences offered by 4-H. In fact, according to the study, 4-H'ers are nearly 4 times more likely to contribute to their communities. The research uncovered similar findings across other important areas including healthy living, civic engagement and academic achievement.

Ohio State University Extension – Franklin County looks forward to collaborating with the Columbus Urban League and its business and faith-based partners to make a real impact on the lives of middle school students in Columbus Public Schools. We know the caring support of adult volunteers and mentors will inspire these young people to work collaboratively, take the lead on their own projects and set and achieve goals with confidence.

We hope you will consider full funding of the CUL/4-H Mentoring initiative.

Sincerely,

Laquore J. Meadows, Ph.D.
County Extension Director
Franklin County