Godman Guild

Application to:

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

Applying Partners:
Columbus City Schools
Mentoring Center of Central Ohio
The Ohio State University
7th Avenue Baptist Church
US Bank

Columbus City Schools

The Mentoring Center of Central Ohio

THE OHIO STATE UNIVERSITY

usbank

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

**Application Template**

**Application Section I: Community Connectors Program Description**

1. ***The target population is students in 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.***

The **T.E.E.N. (Teen Education & Employment Network)** Mentoring Program will serve Columbus City Schools students in **grades 6-12** who are successfully enrolled in the R.I.S.E (Resiliency, Integrity, Strength, Excellence) Program in the Weinland Park (WP) neighborhood of Columbus. R.I.S.E is a collaborative effort of the Godman Guild (**the Guild**) and the Boys and Girls Clubs of Columbus. R.I.S.E.'s **comprehensive youth development program is designed to empower young people to reach their full potential as productive, responsible citizens** that engages pre-teens and teens in WP through "drop-in" activities, while providing them with opportunities to build practical knowledge, develop positive character strengths and gain skills necessary for higher education and a 21st Century Career.

R.I.S.E. draws students primarily from the Weinland Park neighborhood where poverty, high crime rates (the highest in the entire City of Columbus), vacant housing and barriers to educational and career attainment are high. Only 18% of employable adults in WP hold full time jobs. A 2011 survey of youth here by IPSC, The Ohio State University and United Way of Central Ohio detailed the challenges faced by the middle to high school students in the neighborhood including: few positive role models, lack of employment opportunities and few positive opportunities to demonstrate a sense of belonging, usefulness and competence.

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

With this grant, we plan to begin with 30 youth and propose to increase participation by 66% from year 1 to year 2 and by 50% from year 2 to year 3 for a total increase of 150% in program enrollment over three years as shown below.

| | Year 1 | | | | | | | Year 2 | | | | | | | Year 3 | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Fort Hayes | | | | 1 | 1 | | | | | | 1 | 1 | 1 | | | | | 1 | 2 | 2 | 1 |
| Whetstone | | | | 2 | 2 | 1 | 1 | | | | 1 | 3 | 3 | 2 | | | | 2 | 4 | 4 | 3 |
| Indianola | 1 | 1 | 1 | | | | | 1 | 2 | 2 | | | | | 2 | 3 | 3 | | | | |
| AIMS | | 1 | 1 | | | | | | 2 | 1 | | | | | 1 | 1 | 2 | | | | |
| Champion | 1 | 1 | 1 | | | | | 1 | 2 | 2 | | | | | 1 | 3 | 3 | | | | |
| Dominion | 2 | 3 | 2 | | | | | 2 | 5 | 4 | | | | | 3 | 4 | 7 | | | | |
| Woodward Park | 1 | 1 | 1 | | | | | 1 | 2 | 2 | | | | | 1 | 3 | 3 | | | | |
| Africentric | | | | 1 | 1 | | | | | | 1 | 2 | 1 | | | | | 1 | 3 | 2 | 1 |
| Linden McKinley | | | | 1 | 1 | | | | | | 1 | 2 | 2 | | | | | 1 | 3 | 3 | 2 |

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.***

Description: Our proposed T.E.E.N. Program **builds on and expands our existing R.I.S.E. program** for middle and high school students by working with the Mentoring Center of Central Ohio (Mentoring Center) to provide each student with one-on-one or group mentoring while increasing their knowledge of 21st Century careers. The result of these enhancements will be increased hopefulness, positive character building and resiliency in preparation for success academically and in the world of work.

Community Connector Core Principals and Outcomes:

**I. Setting Goals to be prepared for 21st Century Careers**

Youth in our R.I.S.E. Program work with staff to create individualized educational, college and career S.M.A.R.T. (Specific, Measureable, Achievable, Relevant, Time bound) goals. T.E.E.N., the new mentoring component of R.I.S.E., will continue to use the S.M.A.R.T. goal system and include mentors in the students' work to achieve his or her personal goals.

Godman Guild participates in the Partnership for Success program through the Learn4Life (LFL) program. Through LFL the R.I.S.E. Academic Coach will access the Learning Circles' Learning Together dashboard for each student enrolled in R.I.S.E. Learning Circles offers a real time, comprehensive overview of student progress designed to transform educational information into a roadmap for student achievement. Staff pull daily reports on attendance and behavior and quarterly reports specific to academics. The dashboard also allows us to create watch lists and academic or behavior alerts through a color coded system.

Staff will use Learning Circles data to update each student's S.M.A.R.T. goal progress and also gives us information to address non-academic behavioral issues. Parents, mentors and school personnel will be informed of each student's goals and will be periodically updated on successes and areas to improve. Parents, mentors and school personnel will become additional resources for students to access during their time with T.E.E.N. The S.M.A.R.T. goal worksheets will be used to determine each student's short term goal achievement including goals to increase self-esteem, recognizing and utilizing people in their support system, increasing awareness of future plans for post-secondary education and career development and for being more prepared for school on a day to day basis.

***Outcomes:***

A) Increased mastery in core academic content areas; B) Increased attendance rate in school; C) Reduced incidents of negative behaviors in school

***Long Term Outcome***: Increased high school graduation with post-secondary education plan

**II. Building Character**

T.E.E.N. is centered on a comprehensive curriculum and the building of relationships that prepare middle and high school students for success and empower them to build character, and become responsible, caring and trustworthy citizens. As youth build character, they will also focus on positive values and identity. T.E.E.N. through the R.I.S.E. program, will encourage youth to develop meaningful relationships with peers and adults. Working in collaboration with the Mentoring Center, T.E.E.N. mentors will focus on helping mentees build character developmental assets, particularly in the middle school years. Trained staff will work with mentors to help them actively cultivate the kinds of relationships to ensure every young person feels connected to one or more adults and to his or her peers. Youth participating in T.E.E.N. will continue to access R.I.S.E. programming components including its character development activities and will earn integrity points that can be redeemed for recreational field trips and other incentives for going above and beyond.

***Outcomes:***

A. Academic Achievement:
   I. Increased rate of on-time graduation from high school
   II. Completed plans for the future that includes college, job-specific training, a 21st Century Career track job, entrepreneurship or military service
B. Good Character & Citizenship
   Citizenship (involvement in the community and model strong character)
   III. Understand the civic process and be registered to vote when they turn 18.
   IV. Develop the character traits or "soft skills" (integrity, grit, etc.) necessary to be successful in life.
C. Healthy Lifestyles:
   i. Adopt a healthy diet
   ii. Practicing healthy lifestyle choices
   iii. Commitment to fitness.

**III. Developing Pathways to Achievement**

Youth participating in T.E.E.N. will access R.I.S.E. program activities that support students in developing critical thinking, problem solving and decision making skills. R.I.S.E. offers daily programming to build these skills such as money management, healthy life-styles, STEM academic enrichment and leadership development. In collaboration with the Mentoring Center, mentors gain valuable skills to make them effective mentors as they learn why they play an instrumental role in the lives of youth. David DuBois, PhD, in his analysis of 73 studies on mentoring, published 1999-2010 concludes: "Overall, findings support the effectiveness of mentoring for improving outcomes across behavioral, social, emotional and academic domains of young people's development and to

improve selected outcomes of policy interest (e.g. academic achievement test scores.. . . ("How Effective Are Mentoring Program for Youth? Institute for Health Research & Policy (M/C275).

As an example of our approach and methodology, with this grant we will engage the Wilderness Bond program (a R.I.S.E. cohort program). Wilderness Bond (WB) provides therapeutic adventure education that strengthen essential life skills for at-risk populations. (Godman Guild currently offers WB at Camp Mary Orton, just north of the city.) WB is designed for students in grades 6-12 experiencing risk factors such as mental health, behavioral, substance abuse, lack of socialization, and/or coping skill issues. WB uses a therapeutic adventure curriculum to provide group adventure activities that develop protective factors (such as emotional regulation and high self-esteem), social competence and life skills. In 2014 Camp Mary Orton was named the Member Organization of the Year by the international Association for Experiential Education. The Association for Experiential Education (AEE) exists to connect a global community of educators and practitioners and expand their capacity to enrich lives through Experiential Education.

***Outcomes:***

A) Improved problem solving skills; B) Improved communication skills; C) Improved coping/resiliency, emotional management, and conflict resolution skills

*Long term Outcome*: Increased self-efficacy and increased self-esteem

**IV. Building Resiliency**

Guided in large part by Paul Tough's book, *How Children Succeed; Grit, Curiosity, and the Hidden Power of Character*, youth participating in T.E.E.N. will experience challenges in a safe environment that gives them the confidence to use the skills they have acquired to overcome those challenges and build resiliency. Through this process, youth will also experience what it means to bond with their peers and with adults.

T.E.E.N. utilizes the 40 Developmental Assets as a foundation for developing curriculum and for staff training. In 1990, Search Institute released "A Framework of 40 Developmental Assets", which identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults. Today, the Developmental Assets framework and approach to youth development has become the most frequently-cited and widely-utilized in the world, creating what Stanford University's William Damon described as a "sea change" in adolescent development. Data collected from Search Institute surveys of more than 4 million children and youth from all backgrounds and situations has consistently demonstrated that the more Developmental Assets young people acquire, the better their chances of succeeding in school and becoming happy, healthy, and contributing members of their communities and society.

T.E.E.N. will partner with Learn4Life to implement the DESSA Mini Social Emotional Learning Assessment (DESSA) developed by the Devereux Center for Resilient Children. The DESSA Comprehensive System is a two-part system. First, the DESSA-mini is used as a universal screener to evaluate all children. For those students who are identified as at-risk for social-emotional difficulties, the DESSA is administered. Being a thorough assessment of social-emotional competencies, the DESSA provides a variety of tools to chart and communicate results, monitor progress, and evaluate outcomes specifically for 6th – 8th grade students.

***Outcomes:***

A) Increased positive risk taking; B) Increases in one or more of following areas: Self-Awareness, Social-Awareness, Self-Management, Goal-Directed Behavior, Relationship Skills, Personal Responsibility, Decision-Making, and Optimistic Thinking

**V. Believing in a Positive Future**

A review of literature on the role of vision of the future indicates that a positive vision of the future is perceived as a strong motivational factor for behavior change and empowerment (Laszlo 1989) and for the development of intrinsic self-esteem and motivation (Deci and Ryan 1995).

With this grant, T.E.E.N. will work with the Mentoring Center to ensure middle school students' developmental assets include internal building blocks, such as positive values and positive identity coupled with a personal commitment to learning. When these students reach 9th and 10th grade, they will be matched with a single mentor from local companies in High Growth/High Demand fields cited by the recent JP Morgan Chase Skills in Demand report. In 11th and 12th grades, mentors and staff will work with students to research and consider a range of post-secondary possibilities and future career choices, opening up options geared to provide T.E.E.N. students with confidence in their future.

***Outcomes:***

A) Youth develop positive vision for their own future; B) Completed SMART goals

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

**Organize Leadership Team:**

The members of the Leadership Team will meet on a regular basis to continue to develop and plan for the implementation of the T.E.E.N. (Teen Education & Employment Network) Program.

**Recruitment and Marketing Strategies:**

Finding adults that are suitable for the role of mentor, whether one-to-one or in groups, is critical to the success of T.E.E.N. The recruitment process will be structured and maintained with consistently high standards and constant quality control.

**Eligibility Criteria:**

Eligibility criteria will be developed, written and communicated to all youth, mentors and other volunteers in T.E.E.N. Parents/caregivers must also understand what is required for child to not only participate, but also be successful in T.E.E.N.

**Screening Process:**

Important to the success of T.E.E.N. and the safety of each youth is the thorough screening of each mentor/volunteer participating. The screening process goes beyond just background checks. Mentors must have qualities that allow them to balance between creating clear boundaries and developing the bonds that help mentees learn to trust and engage with adults in a positive and productive way. The screening process will be standardized for both mentors and mentees and include: a) written applications, b) reference checks (such as employment, character references, child abuse registry check, driving record check, and criminal record checks), c) face-to-face interviews; and d) a mandatory orientation and training program. Guild T.E.E.N. Mentoring Center staff will develop and conduct this portion of the program.

**Orientation and Training:**

One of the most important first impressions that you set for potential program participants occurs during your initial orientation sessions. It is very important to create well-organized, goal-driven, and accessible orientations and training for all potential mentors and mentees. This orientation may take place during an initial recruitment presentation or act as a follow-up for interested individuals, but will always take place before the volunteer application and screening process begins. Following the screening process a **structured training program for mentors and for mentees and parents/caregivers will be presented by The Mentoring Center** that include: a) an overview of the program; b) clarification of roles, responsibilities and expectations; c) discussions on how to handle a variety of situations; and d) concepts and strategies to help build the relationship between the mentors and youth. As a part of orientation and training, very special "Match Building" event will be held at Camp Mary Orton's Leadership and Challenge Center that will help begin the process of mentor/mentee bonding and trust building.

**Matching Process:**

Matching youth with an appropriate mentor is crucial for the success of the match, whether one-to-one or in groups. As with our recruitment, screening, and training efforts the procedure we develop to make matches will reflect the goals and objectives of T.E.E.N. The first step in creating a matching procedure is the development of matching criteria. We will identify what qualities we are looking for in mentors and mentees that will allow us to make a good, long-lasting match.

**Monitoring and Supervision:**

The T.E.E.N. supervision and monitoring process will ensure a) the safety of meeting locations and circumstances; b) that matches have resources and materials for activities; c) continuing training opportunities and peer-support; d) assistance to mentors and mentees in negotiating and achieving goals; e) management of grievances and offering positive feedback; and f) ensure that appropriate documentation is done on a regular basis.

**Goal Setting:**

Mentees will set individual goals and will set goals for the relationship with his or her mentor. Goals and goal achievement will be guided, encouraged, supported and monitored by program staff.

**Social and Emotional Skill Development:**

*Wilderness Bond* (WB), an eight week intensive therapeutic adventure program is designed to incorporate hands-on learning techniques and a strengths-based approach that keeps our often hard-to-engage participants motivated and involved. Each youth will receive a minimum of **8 hours of WB group activities facilitated by a licensed social work therapist.**

**Career Exploration and Job Readiness Activities:**

In partnership with two of our named business partners, US Bank and The Ohio State University and those recruited during the planning phase, T.E.E.N. will create a comprehensive menu of **job readiness training activities**

designed to prepare participants for paid and unpaid internships during the school year, summer internships and to build knowledge, skills and abilities for future career success. The Guild's portfolio development curriculum, which was delivered to over 1200 youth in the 2009 summer youth employment program, will be used as **a way to guide students to explicitly link academic learning with future planning and goal setting.** Through the portfolio process, students develop the self-awareness, goal-setting, and decision-making skills essential for lifelong self-determination.

**Paid and Unpaid Internships:**

T.E.E.N. Participants will engage in paid and unpaid internships that give them real world work experience and exposure to various High Growth/High Demand and other career options.

**Recognition of Mentors and Mentees:**

Volunteer mentors are vital to the success of mentoring programs. It is imperative T.E.E.N. develop and implement a support system for mentors. T.E.E.N. will develop strategies to recognize and retain mentors that include recognition events as well as increasing the community's awareness of the contributions made by mentors, mentees, supporters and funders.

Recognizing the achievements of mentees helps to build an upward cycle of successes. Goal achievement and other accomplishments, small and significant will be acknowledged on a regular basis, including formal events with mentors and community partners.

**Structured Match Closure:**

The ideal situation would be that a mentor/mentee match lasts throughout the mentee's secondary education. As mentors are recruited they will understand that a one year commitment is the minimum amount of time required to participate. However, the end of the mentor/mentee relationship, for whatever reason, can be difficult for both. T.E.E.N. will provide support services for both groups to help them make the transition out of the relationship and, when applicable, prepare them for a possible new mentoring relationship. A structured process will helps mentors and mentees reach closure. Closure activities will include, but not be limited to, confidential interviews with mentors and mentees that ensures mentors, mentees and parents/caregivers understand the T.E.E.N.'s policy regarding future contact outside the program.

**Program Evaluation:**

In order to effectively demonstrate the success of T.E.E.N. we will develop and implement a structured evaluation plan. Conducting ongoing program evaluation will provide information that determines if mentoring is making a difference in the lives of the youth enrolled in R.I.S.E. Evaluation will help us refine and improve services while also providing key information and data that can be used in marketing and securing future funding for the program. A third party evaluator may be engaged to assist with the creation of our evaluation process.

The Leadership Team, led by Guild staff, will determine the tools necessary to collect the data relative to the activities outlined in order to achieve the stated outcomes. Protocols will be in place to ensure that data is collected on a consistent basis and then entered into our database. We use a version of CTK, which has been used by staff to collect data and reports required specifically for United Way. This data base will be sufficient for collecting and reporting for T.E.E.N.

T.E.E.N. staff will use monthly reports to monitor individual and match progress relative to their goals and to determine the overall effectiveness of our program model.

6. ***Discuss how the program will utilize <u>best practices</u> 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.***

**Program/Process Best Practices**—T.E.E.N. will adopt and use the following key success factors, which are used by the most successful mentoring programs in the country.

**Recruitment and Screening**

Potential mentors should be carefully recruited and screened using established standards and procedures. Mentors may be more effective when their personal or occupational background fits with the goals of the program and the mentee (DuBois et al., 2011). Regardless of their background, a mentor must be dependable, committed to the relationship, and willing to contact their mentee frequently (Jekielek et al., 2002b).

Youth facing more serious environmental or individual problems may need to be referred to other, more intensive therapeutic or educational services (CPRD, 2009; DuBois et al., 2011). Best practices programs should describe realistic goals for a mentoring relationship to potential mentors and mentees during the recruitment and screening process, as unrealistic or unmet expectations for the outcomes of a mentoring relationship can negatively affect or even dissolve a match (Spencer, 2007).

Mentors and youth should be matched based on at least one criterion and have input into the matching process (CPRD, 2009; Miller, 2011). Matching mentors and mentees on the basis of shared interests is a primary factor in fostering high-quality, long-term relationships (DuBois et al., 2011; Jekielek et al., 2002b). Matching based on shared interests is better supported by research as leading to significant outcomes than race-based matching (DuBois et al., 2011; Jekielek et al., 2002b). Research has not shown same-gender matches to be any more effective than cross-gender matches at enhancing relationship closeness and supportiveness or the effect size of youth outcomes (DuBois et al., 2011; Jekielek et al., 2002b; Miller, 2011), **however T.E.E.N. will have a same-gender match policy**.

**A.** Approach

Research points to the benefits of both developmental and instrumental approaches to youth mentoring (DuBois et al., 2002). Regardless of approach, participation in structured activities has been found to be closely related to program effectiveness (DuBois et al., 2002). According to Thornton, Craft, Dahlberg, Lynch, and Baer (2000), some principles for structuring activities include: Make activities fun as well as educational, focus on activities that promote mutual exchange rather than on instruction for the mentee, plan activities that offer challenges, provide support and encouragement, but do not solve problems for the mentee. **The Guild's Leadership and Challenge Center at Camp Mary Orton accomplishes these goals by engaging mentors and mentees in Adventure Education Technologies, such as high ropes courses, climbing walls, zip lines, back packing and on the ground group challenges.**

**B.** Mentor Training, Monitoring, Feedback, and Support

A mentoring program should provide training to mentors both pre- and post-match (Jekielek et al., 2002b). Research suggests that pre-training should involve a formal orientation session which explains the program, roles and responsibilities, instruction for building relationships with youth, information regarding working with special populations of youth, and recommendations for dealing with difficult situations (CPRD, 2009; Hansen, 2007). Quality programs should conduct systematic monitoring and supervision of the match in addition to providing ongoing training and support for mentors (CPRD, 2009; DuBois et al., 2011; Jekielek et al., 2002b). Ongoing support for mentors can take the form of check-in phone calls between staff and mentors, mentor support groups, and other means.

Consistent and frequent interaction between a mentor and youth is very important to positive youth development, and early match termination can have harmful effects on youth (Jekielek et al., 2002b). One review states that "mentor pairs should spend at least 1-2 hours together per week for at least 1 school year," with at least 10 hours of contact per month. Other reviews find the greatest benefits for youth in relationships that last for at least one calendar year (Grossman & Rhodes, 2002).

**C.** Closure

A program should establish a method or process for ending relationships in a way that does not harm the mentor or mentee's perception of the relationship (MENTOR, 2009). Closure activities can take the form of graduation
nights, final meetings, and linking the mentee to other external support services (Miller, 2011).

**Best Practice Model:**

The 4-H mentoring program, Youth and Families With Promise (YFP), is a national best practice program from which we have adapted key areas of T.E.E.N. The mission of YFP is:

***"The mission of 4-H Mentoring: Youth and Families with Promise is to increase the developmental assets of youth, ages 10-14, and their families."***

YFS accomplishes by implementing the following three culturally appropriate, youth development strategies:

**One-To-One and Group Mentoring**

We plan to implement both types of mentoring as well. Younger teens and teens not used to being in a mentoring relationship tend to respond better to group mentoring and then transition to one-to-one mentoring. Both types of mentoring help youth build developmental assets, which is also a focus of our program.

**4-H Activities**

Youth in YFP participate in 4-h clubs and activities, which serve to enhance social competencies through leadership, community service, and group projects. The activities planned for youth participating in T.E.E.N. will provide them with opportunity to be an active part of their community and receive a sense of belonging and

acceptance among their peers. Involvement in T.E.E.N. will provide youth with in leadership, citizenship, and life skills as well as career development and job readiness skills.

**Family Night Out**

Once a month, families, mentors, and youth participating in the 4-H Mentoring YFP program come together for an enjoyable "Family Night out" activity. We are also planning events for the entire family of T.E.E.N. participants. For instance, the Guild is hosting a "Springtime Family Cookout" at Camp Mary Orton for families living in Weinland Park. This would be the type of activity we would include T.E.E.N. families in as well as ones planned just for them.

The short-term goals for YFS are (1) improved academic performance, (2) enhance social competencies and (3) strengthen family bonds. Long-term goals are (1) increase developmental assets and (2) decrease juvenile delinquency.

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.***

Ellen Moss Williams, the Godman Guild's CEO, operated a very successful career-based mentoring program in Orange County, Florida – the Orlando/Orange County Compact. Compact was a joint venture of Orange County Public Schools, The Greater Orlando Chamber of Commerce and Compact, a nonprofit organization. Each middle and high school operated a program.

Ms. Moss Williams managed her program out of the largest, highest poverty high school in Orlando. Students enrolled in Compact attended a career and social skill development class each day for credit. Program enrollment ranged between 75 to 100 students and each student was paired one-to-one with a mentor.

Mentors came from some of the largest companies in Orlando including AT&T, Martin Marietta, local government, the Orlando Magic and a host of banks.

The goals of the Compact Program in 2010-2011 included: (1) matching every student with a mentor, (2) 60% will increase GPA, (3) 50% will improve attendance, and (4) an 80% will decrease in suspensions and expulsions. In 2010 and 2011 respectively there was a 65% and a 75% increase in GPA scores, a 64% and 53% improved attendance and 85% and 88% reduced the number of suspensions and expulsions.

Godman Guild's after school program for teens began in 2004. Teen Advocates managed a group of teens, which operated very much like a group mentoring situation. Advocates met bi-weekly with individual teens to work on goals and manage challenges. For the last three years of programming over 90% of participating seniors graduated from high school with a post-secondary plan. Our Summer Youth Employment Program has extensive experience connecting with and engaging local employers to mentor youth during the summer through internships paid for by grants.

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

Expanding the Godman Guild's already successful R.I.S.E. program to include T.E.E.N. and adding as partners the Mentoring Center, Columbus City Schools, The Ohio State University, US Bank and 7th Avenue Baptist Church, we are bringing the resources necessary to make this a successful collaboration. The Guild has decades of experiences working with youth and families, the Mentoring Center is the go-to organization in central Ohio for successful, best practice mentoring programs. Columbus City Schools brings state of the art, effective academic based programming and The Ohio State University, a northern neighbor of Godman Guild brings the wealth of the University to the project. US Bank brings the connections to the business community that give us a great start to career exploration in many areas and 7th Avenue Baptist Church has very strong connections to the youth and families of Weinland Park.

Godman Guild has many years of experience forming and/or participating in effective collaborations. The Guild is a member of the Weinland Park Collaborative (WPC), a group of funders, nonprofits, business and community members all working together to redevelop Weinland Park. The Guild's CEO, Ellen Moss Williams, co-chairs the WPC along with Lisa Courtice of The Columbus Foundation. The Guild partners with Boys and Girls Clubs of Columbus to operate the R.I.S.E. Program, of which T.E.E.N. will become a key component. The Guild is one of the anchor organizations working together to implement the Family Centered Community Change effort in Weinland Park, funded in large part by the Annie E Casey Foundation.

The Guild also has many years of experience in social service and corporate team building, which includes group problem solving and group celebrations. Forming and maintaining effective collaborations is vital to building effective programs and operating profitable enterprises.

Indicators of success include: (1) Memorandum of Understanding; (2) Mutual trust; (3) Shared Vision and Mission; (4) Effective and open communication; (5) Accountability structures. With the right foundation and the commitment of the individuals in the group, the ultimate indicator of success will be mentors and mentees in effective and meaningful matches that allow each participant to achieve his or her goals.

**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.***

| | |
|---|---|
| Name and Title | Ellen Moss Williams, President and CEO, Godman Guild Association **(LEAD)** |
| Responsibilities for grant project | Responsibilities include: Represent the lead organization; manage the budget; hire staff; organize the group; delegate lead organization responsibilities as necessary. Financial and program oversight. |
| Qualifications & Prior Experience | 25 years of experience operating youth programs, including mentoring programs. Experienced leading successful collaborations; Program Manager Orlando/Orange County Compact mentoring program; 7 years directing comprehensive after school and summer program for teens; 15 years operating successful workforce development programs including job developing, job training and job placement; manages $4.2 million budget. |
| Passion for working with youth | Ms. Moss Williams knows that mentoring programs can change the lives of the youth being served as well as the lives of mentors. The focus of her volunteer efforts have been working directly with urban youth. |
| | |
| Name and Title | Cheryl L Ward, Supervisor of the Student and Family Engagement, Columbus City Schools |
| Responsibilities for grant project | Planning, coordination of students' academic and career goals. Development and implementation of the T.E.E.N. program, encourage and support mentoring as a means to increase the chances that youth succeed in school and at work. Connect the program and participating youth with the resources of Columbus City Schools. Financial and program oversight. |
| Qualifications & Prior Experience | Supervises 128 school counselors, 24 school social workers, and the Positive Behavior Intervention Supports (PBIS) coordinator. Cheryl also oversees Parent Consultants as well as mental health and community partnerships. |
| Passion for working with youth | Cheryl has an invested interest in the academic, emotional and social development of all students in the district. She is committed to ensure that as a district we increase the number of students attending post- secondary college and or technical/trade school. Cheryl is invested in assisting students to increase their awareness of college and career options. |
| | |
| Name and Title | Kimeta Dover, Executive Director, Mentoring Center of Central Ohio |
| Responsibilities for grant project | Guide and direct all aspects of mentor and mentee screening, orientation, training, matching, ongoing support and closure. Financial and program oversight. |
| Qualifications & Prior Experience | Previously worked in the areas of diversity and inclusion, advertising and marketing at Ross Products, now Abbott Nutrition. There she led development of Ross's internal career mentoring program from four to 600 associates. |
| Passion for working with youth | Knowing that mentoring is a key factor in the success of young people, Ms. Dover is dedicated to seeing that youth have an enriching mentoring experience that results in their career success and academic achievement. |
| | |
| Name and Title | Colleen O'Brien, Assistant Vice President, Office of Health Sciences<br>The Ohio State University |
| Responsibilities for grant project | Connect the program, youth and mentors to the resources of OSU, including, but not limited to that of the Wexner Medical Center. Financial and program oversight. |

| | |
|---|---|
| Qualifications & Prior Experience | Since December 2012, Colleen O'Brien has been engaging with residents and leaders of various communities, both urban and rural, to ascertain the health and wellness needs and aspirations of their neighborhoods and connecting them with the resources and expertise of The Ohio State University Wexner Medical Center and its Health System, the University, and Central Ohio individuals and organizations. Co-director of Ohio State's Medicaid Technical Assistance and Policy Program (MEDTAPP) Healthcare Access Initiative grant whose purpose is to increase the number of healthcare practitioners serving Ohio's Medicaid population through the use of both emerging and evidence-based models of inter-professional and integrated care. |
| Passion for working with youth | Throughout her life, Colleen has served as an informal mentor to many by encouraging them to "find your passion; find what energizes you", connecting them to resources, assisting them in outlining a path to achieve their goals, and helping them to understand the personal qualities and discipline it requires to be able to do what they love. |
| | |
| Name and Title | Roscoe Robey, Pastor, 7th Avenue Baptist Church, Weinland Park |
| Responsibilities for grant project | Serve as a link to the youth and families of Weinland Park. Connect youth with eligible adults living in the neighborhood or attending the church. Financial and program oversight. |
| Qualifications & Prior Experience | Pastor Robey has served as the leader of the neighborhood sports league for three years. He has been a mentor to young men living in Weinland Park and a source of support to both youth and families. |
| Passion for working with youth | Pastor is seen as a leader in the Weinland Park neighborhood and advocates on behalf of youth of all ages. He spends a considerable amount of time mentoring young men who would otherwise go without the influence of a positive male role model in their lives. |
| | |
| Name and Title | Jack Frencho, Sr. Vice President Wealth Management Advisor, The Private Client Reserve of US Bank. |
| Responsibilities for grant project | Connect the program and involved youth with the resources of US Bank, including bank employees as mentors, sponsoring and organizing field trips to the bank, coordinating internships as well as opportunities for summer employment. Financial and program oversight. |
| Qualifications & Prior Experience | Since 2012, Mr. Frencho has volunteered his time as a 2nd grade teacher for the Junior Achievement Program of Central Ohio. In November of 2014, he was awarded "Volunteer of the Year" for the Central Ohio Chapter of Junior Achievement. Recently he began to volunteer with LifeTown, a non-profit organization involved with helping students with disabilities navigate through the challenges of everyday life. |
| Passion for working with youth | Becoming a part of the "Community Connectors" program becomes a natural fit and extension for me and even better usage of my talents. Working with children and "emerging adults" to help them gain the skills and confidence to become ready for what lies ahead, especially in the workforce is of particular importance, since these individuals are much closer to that "triggering event" of finding gainful and rewarding employment. |

***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.***

| | |
|---|---|
| April 2015 | • Organize Leadership Team and begin the process of program planning and development. Establish meeting schedule and meeting protocols.<br>• Develop marketing process for mentors and mentees |
| May 2015 | • Begin hiring process for all necessary staff, including T.E.E.N. Program Coordinator and Community and Business Connections Coordinator. |

| | |
|---|---|
| | • Initiate marketing plan to engage youth for the 2015-2016 school year. Pre-enroll youth if possible. |
| June – August 2015 | • Create process for mentor and mentee recruitment, application, screening, orientation and training, matching, ongoing support, mentor recognition, match closure and program evaluation.<br>• Hire, orient and train staff.<br>• Begin enrolling youth through the summer employment program.<br>• Begin assessment, orientation, training and goal setting process for mentees.<br>• Begin application, screening, orientation and training process for mentors |
| September 1 – 6, 2015 | • Conclude youth enrollment<br>• Conclude mentor enrollment |
| September 7 – 30, 2015 | • Begin Mentor/Mentee matching process for one-to-one and group mentoring matches. |
| Beginning October 2015 | • Finalize matches |
| October 2015 – May 2016 | • Leadership Team continues to meet, evaluate, monitor program and devise and make adjustments.<br>• Ongoing T.E.E.N. Program activities including planning year-end celebration events.<br>• Pre-enroll for the 2016-2017 school year |
| May 2016 | • T.E.E.N. year-end celebration events.<br>• Begin enrolling eligible youth in the Guild's summer employment program. |
| June 2016 | • Detailed program evaluation<br>• Plan for school year 2016-2017 |

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

All of the following milestones will require written policies. The Leadership Team will create these policies early on in the planning process.

**1. Screening, orientation, supporting, and monitoring process for mentors and other personnel working directly with youth;**

**Quality** over quantity is the Guild's value when selecting adults (employees or volunteers) to work with youth. Each adult position will have a written job description and screening protocols will be developed and used consistently. The application process for mentors will include criminal, sex offender, child abuse and DMV checks, employment and personal references, and mandatory face-to-face interviews. Any adult that does not fit with our program's goals, structure and general culture will be respectfully notified that their skills to do not match our needs at this time.

The Leadership Team will finalize the orientation and training processes for mentors and other personnel working directly with youth and staff will approve or decline applications. Select members of the Leadership Team will participate in the hiring process for T.E.E.N. Program staff.

Mentors will meet regularly and personally (face-to-face or by phone) with staff to monitor the progress of the match. All staff will meet on a regular basis with the Program Director to monitor the progress of all components of the program.

**2. Identification and intake process for mentees;**

Youth currently enrolled in the Guild's R.I.S.E. Program will have priority to enroll in the T.E.E.N. Mentoring Program. To complete enrollment for T.E.E.N. specific schools and grade levels will be targeted and discussions with school personnel as to potentially appropriate youth for the program. Once identified, an orientation interview will be held with the youth and his or her parent(s)/caregiver(s) to determine appropriateness to move forward in the process.

Ideally a balance of youth in terms of grade level and school is the goal. This allows youth to further practice meeting new people, learn team building techniques, practice conflict resolution and gain problem solving and leadership skills.

All youth will be required to get letters of reference from school personnel and a parent(s)/caregiver(s). Youth will also write a short essay stating why they want to participate in

T.E.E.N. The Leadership Team will determine the assessments to be used during the intake process for mentees.

3. **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;**

Prospective families of youth will be fully oriented to the goals, objectives and requirements of the T.E.E.N. Program. If parents/caregivers are interested in having their child participate, a letter of referral will be required. (Help will be given to those parents/caregivers who are not comfortable creating the letter themselves.) Parents will be required complete all paperwork needed by the program. Parents will receive a copy of their child's goals with ways to support the achievement of those goals. Youth will be encouraged to share goal updates with their parent(s)/caregiver(s). Parents will meet with their child's mentor early on and will be invited to all recognition and celebration events and encouraged to participate in Family Night events that strengthen family bonds.

Mentors will be aware of mandatory and "elective" trainings offered by T.E.E.N. All mentors will be required to participate in the initial training session **before** being matched with a mentee. **Initial training will include but not be limited to**: (1) Building a Foundation for the Relationship, (2) How to Support Youth in Key Areas, (3) How to Assist Staff, (4) How to Work with Parents/Caregivers. **Ongoing monthly trainings will include:** (1) Developing Youth and Cultural Competence, (2) Value Clarification, (3) Identifying and Dealing with Risky Behaviors, (4) How to Deal with Emotional Problems, (5) Appropriate Counseling Techniques, (6) Helping Youth Develop Problem Solving Skills, and more as determined by program staff and the Mentoring Center.

4. **Assessing fiscal accountability and faithful implementation of project plans; and**

Initially, the Leadership Team will create an operational plan for year one of the grant. This plan will be used to manage the implementation and ongoing management of the program.

At each meeting, the Leadership Team will review financial reports, including budget to actuals and others provided by the Guild's Finance Office. The Chief Program Officer of the Guild will personally review and sign-off on all expenditures. In the absence of the CPO the CEO will sign-off on all expenditures. Financial processes and procedures will be overseen by the Guild's CFO. The Guild's finances are audited each year by an independent auditing firm.

5. **Any other critical information you would want the Community Connectors team to know.**

Godman Guild is committed to implementing a mentoring program to expand its current R.I.S.E. Youth Program. We've already begun structuring the program and will have a place for the Leadership Team to lay the foundation and construct the plan for a successful T.E.E.N. Mentoring Program. Thank you.

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.***

**(Please see attached Roles and Responsibilities worksheet and Section II.9)**

**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.

One of the important tasks of the Leadership Team will be to determine the specific instruments T.E.E.N. will use to measure the effectiveness of the program and data collecting, data entry, data sharing, data security and report generation. The Guild will provided up to date program reports as needed and/or requested by the Leadership Team and the funder.

**13a. Recordkeeping**

The T.E.E.N. Program Coordinator will be responsible for file protocols and for collecting R.I.S.E. enrollment data for mentors and mentees, mentor/mentee activities including contact hours and students served through mentoring and other program related activities. Attendance for all group activities will be recorded (date, time & place) and each participant will sign in, either by hand or electronically. All data will be submitted to the Guild's Finance Office for data entry. The Guild's Director of Finance and Compliance manages all data entry and report generation. Godman Guild has extensive experience collecting, entering, reporting (including audits) storing and using data for management purposes, while following all requirements for maintaining record confidentiality and security.

**13b. Data Gathering**

A mentoring program should conduct ongoing program evaluation to measure program processes and outcomes (MENTOR, 2009). This information can be used to refine program practices and demonstrate results to funders. A number of organizations (e.g. MENTOR, Public/Private Ventures) have developed self-evaluation tools, provide technical assistance for conducting evaluations, and/or conduct outside evaluations. Separate files will be kept for each mentor. Each T.E.E.N. participant will have a file that includes all documents required to participate in T.E.E.N., assessments, goals, mentor information and school information. The Leadership Team will determine the kinds and types of information to be gathered and kept both in hard copy and/or electronically.

**13c. Projected Indicators of Success**

Indicators of success include (1) effective program management/collaboration, (2) mentor effectiveness, (3) successful matches, (4) improved mentee academic achievement, behavior, school attendance and overall attitude, (5) improved mentee social and emotional functioning.

**13d. Barriers to Evaluation**

There are two key barriers to evaluation for T.E.E.N. The first is making sure that all mentors and mentees are aware of and follow protocols for capturing data. Initial training and constant follow-up and reinforcement of positive behavior is critical.

The second barrier is losing track of youth participants or mentors. Weinland Park is a highly transient neighborhood. Families move and do not always notify program staff. Because T.E.E.N. is a community-based and not a school based mentoring program, it's critical that staff and mentors develop positive relationships and strong bonds with youth.

The recruitment and thorough screening of mentors is extremely important. We must know that mentors will abide by all policies and procedures and that they will be able to work through seasons of challenge with mentees.

***14. Applicants are to complete the program model. (See attached Logic Model)***

**Application Section IV: Sustainability**

***15. Describe how you plan to maintain the program after the grant funding period.***

Additional funding support for T.E.E.N. in year one (1) will come from The Columbus Foundation and United Way. We anticipate increased funding support from United Way in years 2 and 3 that will meet the required 2:1 and 1:1 matches. The relationships created in year one with participating companies will provide opportunities to develop grant partnerships for subsequent years.

Our Development office, which surpassed its $727,000 fund raising goal in 2014, will begin researching and submitting proposals to fund our T.E.E.N. program. Our CEO is meeting with AT&T's Aspire Program this week. They have indicated that our T.E.E.N. program model aligns with their grant making objectives and their interest in providing mentors from AT&T.

T.E.E.N. Program partners are committed to implementing and sustaining a successful program. A key role for the Leadership team is to create a strategic plan that includes sustainability during and beyond the Community Connectors grant.

**Application Section V: Program Budget**

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

*By clicking this box ☒ I (Insert Name) Ellen Moss Williams 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.*

# Budget Narrative

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## Grant Applicant:

**Godman Guild Association**

## Summary

The purpose of the Budget Narrative is to provide a detailed explanation of how planned expenditures were calculated for each budget category as well as the justification of those expenditures for the devoted program.

## Direct Costs

### A. Payroll Expenses

The two new positions, TEEN Mentoring Program Coordinator and Business Partnership Coordinator, will report to the RISE Supervisor. The Mentoring Program Coordinator will be responsible for all mentor/mentee proceesses and procedures . The Business Partnership Coordinator will be responsible for employer connections and all job readiness, internship and work activities. The Academic Coach will focus on mentee academic goals and school connections. The Director of Youth and Family Education will manage all aspects of the program and supervise staff. The Chief Program Officer will serve on the Leadership Team, monitor/manage the budget and maintain positive relationships with partners. The Finance & Compliance Director/Department will input data collected, prepare required invoices and billings, prepare and provide reporting for the program. Wilderness Bond Clinician will provide weekly programming to the mentees for 40 weeks per year. LCC facilitators will provide team building experiences for the mentors and mentees at the beginning of the program, and a minimum of two additional events each year for mentees only. All salaries align with Godman Guild's current compensation policy and payroll costs are customary and in line with other non-profit organizations our size and type.

### B. Payroll Fringe Benefits

Our current rate of cost of payrollis 28%. We are anticipating a 1% increase each year to account for increases in healthcare costs. Please note, the Guild does not currently contribute to staff 401K plans. Contributions may begin again sometime during the grant period.

### C. Travel

Personal staff mileage reimbursement at the current rate of $.575 per mile

### D. Supplies

Program supplies i.e. workbooks, journals @$65.00 per youth per year. Office supplies as needed by the Mentoring Coordinator, Business Partnership Coordinator or the Academic Coach.

### E. Equipment

We are requesting funds to purchase two computers for our new staff. To provide Wilderness Bond services youth will be transported offsite to Camp Mary Orton 50% of the time. We will use the Guild's 15 passenger van. This van will also be used for other small group (mentee or mentor/mentee) field trips. The $3000 budgeted amount includes gas and maintenance required to operate the van.

### F. Contracted Services

The Payroll/Technolo/Audit fees represent the cost per staff to process payroll through Paylocity our processessing service. The technology and audit fees are calculated based on applicable program salaries as a percent of total salaries times annual budgeted costs for technology services and annual audit. In this case proposed T.E.E.N. Program salaries are 6.5% of total salaries.

The Guild contracts with VAT bus services for all large group transportation needs. The charge for one 50 passenger bus is $180 per trip.

Agreement with Mentoring Center of Ohio to provide the following services:

| | |
|---|---|
| Ongoing Consultation/Planning | $ 1000 |
| Strategic Planning | $ 500 |
| Background Checks | $ 1020 year one (1700 year two, 2550 year three) |
| Interviewing of possible mentors | $ 1020 |
| Mentor training | $1250 |
| Mentee training | $1050 |
| Character training | $1250 (includes purchase of videos) |
| Lifeskills trainings | $3,825 |
| Monitoring & Ongoing Support | $2550 |
| Mileage | $ 115 |
| Travel/Set-up Charge ($25/trip) | $ 800 Estimated 32 x $25= $800 |

## G. Training

Staff Development $500 per staff per year

## H. Evaluation

The cost of purchasing a tool or tools related to program evaluation. Cost indicated is an estimate including the price of software, administering the tool and evaluating the data.

## I. Other Program Cost

Key to successful youth programs is a structured incentive program. We project serving 30 youth in the first year, 40-50 youth the second year, and 60-75 youth the third year. Incentive costs are for the maximum number of students per year at $100 dollars per student. Summer employment is also an incentive and any wages will be paid for through other grants. The Guild's cell phone policy requires that any staff who must travel in the line of duty must have a cell phone. The Guild reimburses those staff at a rate of $10 per month for 12 months. These funds cover reimbursement for 3 full time staff. Marketing, printing and postage cost cover any markeing materials for T.E.E.N. and postage.

## J. Additional Mentor Support Cost

This will be an important component to recognize and support mentors and get feedback as to how to improve this program. Costs increase per year as the number of mentors increases.

IRS Department of the Treasury
Internal Revenue Service
P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248164798
Jan. 22, 2014 LTR 4168C 0
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00014636
BODC: TE

GODMAN GUILD ASSOCIATION
303 E 6TH AVE
COLUMBUS OH 43201

030042

Employer Identification Number: 31-4379478
Person to Contact: Mr Bayer
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Jan. 10, 2014, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in April 1938.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

0248164798
Jan. 22, 2014 LTR 4168C 0
31-4379478 000000 00
00014637

GODMAN GUILD ASSOCIATION
303 E 6TH AVE
COLUMBUS OH 43201

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

Sincerely yours,

Susan M. O'Neill

Susan M. O'Neill, Department Mgr.
Accounts Management Operations

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**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: ELLEN MOSS WILLIAMS
Title: PRESIDENT & CEO
Organization: GOODMAN GUILD ASSN
Sign:

Partner
Name: Colleen O'Brien
Title: Ass't Vice President
Organization: The Ohio State University
Sign: Colleen O'Brien

Partner
Name: J. Daniel Good
Title: Superintendent/CEO
Organization: Columbus City Schools
Sign: D Good

Partner
Name: ROSCOE ROBEY
Title: PASTOR
Organization: 7TH AVE BAPTIST CHURC
Sign: Roscoe Robey

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Additional Partner (Optional)

**Name:** Kimeta A. Dover

**Title:** Executive Director

**Organization:** The Mentoring Ctr of Central Ohio

**Sign:** Kimeta A. Dover

Additional Partner (Optional)

Name: JOHN J. FRENCHO

Title: SENIOR VICE PRESIDENT [redacted]

Organization: U.S. BANK

Sign: [signature]

## 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 organization:

- Time contribution
  Up to 8 hours per month for planning. Up to 8 hours per quarter for program management and evaluation. Minimum one year commitment up to three years commitment for the duration of the grant.

- Personnel contribution

Individual to serve on the Leadership Team; recruitment and screening of mentors from among the membership of the faith-based organization, chaperone activities, events travel opportunities.

- Monetary contribution

N/A

- Shared responsibilities

Planning, development and implementation of the T.E.E.N. program, encourage and support mentoring as a means to increase the chances that youth succeed in school and at work. Mentor recruitment.

- Additional roles and responsibilities

Periodic use of church space for meetings and special events. Other roles and responsibilities co-developed and agreed upon during the planning phase.

### 2. School district partner:

- Time contribution
  Up to 8 hours per month for planning. Up to 10 hours per quarter for program management and evaluation. Minimum one year commitment up to three years commitment for the duration of the grant.
- Personnel contribution

Liaison between CCS and T.E.E.N. (Teen Education and Employment Network) who is also the consistent member of the Leadership Team, curriculum development, Internship requirement coordination, coordination of Learning Circles resource, other contributions as determined by results of planning phase.

- Monetary contribution

N/A

- Shared responsibilities

Planning, coordination of students' academic and career goals. Development and implementation of the T.E.E.N. program, encourage and support mentoring as a means to increase the chances that youth succeed in school and at work

- Additional roles and responsibilities

Periodic use of district space for meetings and special events. Other roles and responsibilities co-developed and agreed upon during the planning phase.

## 3. Business partner:

- Time contribution

  Up to 4 hours per month for planning purposes until the program is implemented and up to 4 hours per quarter after implementation for updates, accountability and evaluation. This would be a one year commitment. Included in the planning time would be working with US Bank to recruit a small group of mentors (4-5) to participate for at least one school year. Assisting with planning for on-site field trips, organizing guest speakers, coordinating a small number of (unpaid - by US Bank) short term internships and other types of activities that would involve US Bank employees. Minimum one year commitment up to three years commitment for the duration of the grant.
- Personnel contribution

Provide information and advice in the creation of a curriculum that introduces the finance/insurance career pathway to students. Participate as mentors, job shadowing, internships, guest speaker, etc.

- Monetary contribution

N/A - There may be opportunities to sponsor meals, transportation, supplies, etc. Any monetary contributions would be coordinated during the planning phase or may occur after implementation if agreed upon.

- Shared responsibilities

Planning, commit US Bank to certain activities related to the program as indicated above and be accountable for and hold others accountable for any assignments. Development and implementation of the T.E.E.N. program, encourage and support mentoring as a means to increase the chances that youth succeed in school and at work. Mentor recruitment.

- Additional roles and responsibilities

  .Other roles and responsibilities co-developed and agreed upon during the planning phase.

## 4. Community nonprofit (if applicable):

The Mentoring Center of Central Ohio - A program of Big Brothers Big Sisters of Central Ohio

- Time contribution

  Approximately 100 hours each year with year one taking additional hours for start-up activities. (paid for in grant) Minimum one year commitment up to three years commitment for the duration of the grant.
- Personnel contribution

One individual to serve on the leadership team. Mentor screeners, Mentor/mentee training facilitators (paid for by grant)

- Monetary contribution

N/A

- Shared responsibilities

Planning, development and implementation of the T.E.E.N. program, encourage and support mentoring as a means to increase the chances that youth succeed in school and at work. Mentor recruitment.

- Additional roles and responsibilities

Other roles and responsibilities co-developed and agreed upon during the planning phase.

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**Program Name:** T.E.E.N.

## Resources

*What resources will be needed to conduct this program?*

1. RISE Program (Staff and curriculum) (Outcomes 1 - 5)
2. Columbus City Schools Learning Circles (Outcome 1)
3. Partnership-- Mentoring Center (Outcomes 2 - 5)
4. Collaboration -- Learn4Life (Outcomes 2 - 4)
5. Guild Wilderness Bond Program (Outcomes 2-5)
6. Community Partners - (Outcomes 1 - 5)

## Program Activities

*What will we do with the resources?*

1. Set and monitor SMART goals; encourage STEM learning and careers; school year internships and summer job placements.
2. Develop individual Educational & Career Roadmaps for achievement for each participating youth
3. Mentor and mentee training
4. DESSA and DESSA-mini Assessments
5. Life skills training; social competency, etc.
6. Mentors, career dev activities, job training

## Outputs

*Briefly describe the number of students engaged and the number of adults involved.*

Year 1 - 30 youth and 15 - 20 mentors.

Year 2 - 40 - 50 youth and 20 - 30 mentors.

Year 3 - 60 - 75 youth and 50 mentors.

## Outcomes

*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

## Goal

*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 Summary

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

**Godman Guild Association**

| Categories | Year 1 Budget | Year 2 Budget | Year 3 Budget | Total Budget |
|---|---|---|---|---|
| A. Payroll Expenses | 138,286.40 | 142,436.10 | 146,705.50 | 427,428.00 |
| B. Payroll Fringe Benefits | 38,720.19 | 41,306.47 | 44,011.65 | 124,038.31 |
| C. Travel | 575.00 | 431.25 | 431.25 | 1,437.50 |
| D. Supplies | 2,250.00 | 3,550.00 | 5,175.00 | 10,975.00 |
| E. Equipment | 4,000.00 | 3,200.00 | 3,400.00 | 10,600.00 |
| F. Contracted Services | 19,293.00 | 19,973.00 | 20,823.00 | 60,089.00 |
| G. Training | 1,500.00 | 1,500.00 | 1,500.00 | 4,500.00 |
| H. Evaluation | 5,000.00 | 6,000.00 | 7,000.00 | 18,000.00 |
| I. Other Program Cost | 3,660.00 | 5,696.00 | 8,432.00 | 17,788.00 |
| J. Additional Mentor Support Cost | 1,000.00 | 1,500.00 | 2,000.00 | 4,500.00 |
| **TOTAL PROJECT COST** | **214,284.59** | **225,592.82** | **239,478.40** | **679,355.81** |
| LOCAL CONTRIBUTION | 53,572.00 | 74,446.00 | 119,739.00 | 247,757.00 |
| STATE MATCH | 160,712.59 | 151,146.82 | 119,739.40 | 431,598.81 |
| LOCAL % | 25% | 33% | 50% | 36% |

# YEAR 1 - PROJECT BUDGET

COMMUNITY CONNECTORS
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## Godman Guild Association

## Summary

## A. Payroll Expenses

| Position/Title/Description | Qty | Annual Salary | % Time | Total Amount |
|---|---|---|---|---|
| TEEN Mentoring Program & Business Partnership Coordinators | 2 | 30,000.00 | 100% | 60,000.00 |
| Academic Coach | 1 | 31,096.00 | 100% | 31,096.00 |
| Youth & Family Program Director | 1 | 46,000.00 | 25% | 11,500.00 |
| Chief Program Officer | 1 | 66,500.00 | 10% | 6,650.00 |
| Finance and Compliance Director / Department | 1 | 36,000.00 | 15% | 5,400.00 |
| RISE Supervisor | 1 | 36,468.00 | 30% | 10,940.40 |
| Wilderness Bond Clinician | 1 | 34,000.00 | 25% | 8,500.00 |
| LCC Teambuilding Facilitators | 3 | 28,000.00 | 5% | 4,200.00 |
| | | | **Total** | **138,286.40** |

## B. Payroll Fringe Benefits

| Description | Total Salary | Rate % | Total Amount |
|---|---|---|---|
| Average benefit rate for all staff itemized above | 138,286.40 | 28% | 38,720.19 |
| | | **Total** | **38,720.19** |

## C.1. Staff Travel

| Description | Total Amount |
|---|---|
| Mileage - 1000 miles x $.575 per mile | 575.00 |
| | - |
| | - |
| **Total** | **575.00** |

## C.2. Mentor Travel

| Description | Total Amount |
|---|---|
| | - |
| | - |
| | - |
| **Total** | **-** |

## D. Supplies

| Description | Total Amount |
|---|---|
| Office Supplies | 300.00 |
| Program Supplies | 1,950.00 |
| | |
| **Total** | **2,250.00** |

## E. Equipment

| Description | Unit Cost | Units | Total Amount |
|---|---|---|---|
| Computers and accessories for 2 new staff | $500.00 | 2 | 1,000.00 |
| Gas and van usage for Wilderness Bond programming at Camp Mary Orton | $75.00 | 40 | 3,000.00 |

| | | | |
|---|---|---|---|
| | | | - |
| | | Total | 4,000.00 |

## F. Contracted Services

| Description | Cost/Hr Rate | Qty/Hrs | Total Amount |
|---|---|---|---|
| Transportation - buses to transport mentees and mentors | $180.00 | 9 | 1,620.00 |
| Mentoring Center of Ohio - see breakdown of charges in narrative | $13,460.00 | 1 | 13,460.00 |
| Payroll/Audit/Technology Fees | $4,213.00 | 1 | 4,213.00 |
| | | Total | 19,293.00 |

## G.1. Staff Training

| Description | Cost/Hr Rate | Qty/Hrs | Total Amount |
|---|---|---|---|
| Staff Development | $500.00 | 3 | 1,500.00 |
| | | | - |
| | | | - |
| | | Total | 1,500.00 |

## G.2. Mentor Training

| Description | Cost/Hr Rate | Qty/Hrs | Total Amount |
|---|---|---|---|
| See Mentoring Center Contracted Services Cost Breakdown | | | - |
| | | | - |
| | | | - |
| | | Total | - |

## H. Evaluation

| Description | Cost/Hr Rate | Qty/Hrs | Total Amount |
|---|---|---|---|
| Program Evaluation Tool(s) | $5,000.00 | 1 | 5,000.00 |
| | | | - |
| | | | - |
| | | Total | 5,000.00 |

## I. Other Program Cost

| Description | Total Amount |
|---|---|
| Mentee Incentives | 3,000.00 |
| Cell Phones Service for Staff $10/month x 12 months | 360.00 |
| Printing, Marketing & Postage | 300.00 |
| Total | 3,660.00 |

## J. Additional Mentor Support Cost

| Description | Total Amount |
|---|---|
| Mentor Support (feedback sessions, recognition events) | 1,000.00 |
| | - |
| | - |
| Total | 1,000.00 |

**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 | 214,284.59 |
| Local Contribution | 53,572.00 |
| State Match | 160,712.59 |
| Local % | 25% |

# YEAR 2 - PROJECT BUDGET

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

## Godman Guild Association

## Summary

## A. Payroll Expenses

| Position/Title/Description | Qty | Annual Salary | % Time | Total Amount |
|---|---|---|---|---|
| TEEN Mentoring Program & Business Partnership Coordinators | 2 | 30,900.00 | 100% | 61,800.00 |
| Academic Coach | 1 | 32,030.00 | 100% | 32,030.00 |
| Youth & Family Program Director | 1 | 47,380.00 | 25% | 11,845.00 |
| Chief Program Officer | 1 | 68,495.00 | 10% | 6,849.50 |
| Finance and Compliance Director / Department | 1 | 37,080.00 | 15% | 5,562.00 |
| RISE Supervisor | 1 | 37,562.00 | 30% | 11,268.60 |
| Wilderness Bond Clinician | 1 | 35,020.00 | 25% | 8,755.00 |
| LCC Teambuilding Facilitators | 3 | 28,840.00 | 5% | 4,326.00 |
| | | | **Total** | **142,436.10** |

## B. Payroll Fringe Benefits

| Description | Total Salary | Rate % | Total Amount |
|---|---|---|---|
| Average benefit rate for all staff itemized above | 142,436.10 | 29% | 41,306.47 |
| | | **Total** | **41,306.47** |

## C.1. Staff Travel

| Description | Total Amount |
|---|---|
| Mileage - 750 miles x $.575 per mile | 431.25 |
| | - |
| | - |
| **Total** | **431.25** |

## C.2. Mentor Travel

| Description | Total Amount |
|---|---|
| | - |
| | - |
| | - |
| **Total** | **-** |

## D. Supplies

| Description | Total Amount |
|---|---|
| Office Supplies | 300.00 |
| Program Supplies | 3,250.00 |
| | - |
| **Total** | **3,550.00** |

## E. Equipment

| Description | Unit Cost | Units | Total Amount |
|---|---|---|---|
| Gas and van usage for Wilderness Bond programming at Camp Mary Orton | $80.00 | 40 | 3,200.00 |
| | | | - |

| | | | |
|---|---|---|---|
| | | | - |
| | | Total | 3,200.00 |

## F. Contracted Services

| Description | Cost/Hr Rate | Qty/Hrs | Total Amount |
|---|---|---|---|
| Transportation - buses to transport mentees (and mentors) | $180.00 | 9 | 1,620.00 |
| Mentoring Center of Ohio - see breakdown of charges in narrative | $14,140.00 | 1 | 14,140.00 |
| Payroll/Audit/Technology Fees | $4,213.00 | 1 | 4,213.00 |
| | | Total | 19,973.00 |

## G.1. Staff Training

| Description | Cost/Hr Rate | Qty/Hrs | Total Amount |
|---|---|---|---|
| Staff Development | $500.00 | 3 | 1,500.00 |
| | | | - |
| | | | - |
| | | Total | 1,500.00 |

## G.2. Mentor Training

| Description | Cost/Hr Rate | Qty/Hrs | Total Amount |
|---|---|---|---|
| See Mentoring Center Contracted Services Cost Breakdown | | | - |
| | | | - |
| | | | - |
| | | Total | - |

## H. Evaluation

| Description | Cost/Hr Rate | Qty/Hrs | Total Amount |
|---|---|---|---|
| Program Evaluation Tool | $6,000.00 | 1 | 6,000.00 |
| | | | - |
| | | | - |
| | | Total | 6,000.00 |

## I. Other Program Cost

| Description | Total Amount |
|---|---|
| Mentee Incentives | 5,000.00 |
| Cell Phones Service for Staff $11/month x 12 months | 396.00 |
| Printing, Marketing & Postage | 300.00 |
| Total | 5,696.00 |

## J. Additional Mentor Support Cost

| Description | Total Amount |
|---|---|
| Mentor Support (feedback sessions, recognition events) | 1,500.00 |
| | - |
| | - |
| Total | 1,500.00 |

**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 | 225,592.82 |
| Local Contribution | 74,446.00 |
| State Match | 151,146.82 |
| Local % | 33% |

# YEAR 3 - PROJECT BUDGET

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

## Godman Guild Association

## Summary

## A. Payroll Expenses

| Position/Title/Description | Qty | Annual Salary | % Time | Total Amount |
|---|---|---|---|---|
| TEEN Mentoring Program & Business Connections Coordinators | 2 | 31,827.00 | 100% | 63,654.00 |
| Academic Coach | 1 | 32,990.00 | 100% | 32,990.00 |
| Youth & Family Program Director | 1 | 48,815.00 | 25% | 12,203.75 |
| Chief Program Officer | 1 | 70,550.00 | 10% | 7,055.00 |
| Finance and Compliance Director / Department | 1 | 38,152.00 | 15% | 5,722.80 |
| RISE Supervisor | 1 | 38,689.00 | 30% | 11,606.70 |
| Wilderness Bond Clinician | 1 | 36,070.00 | 25% | 9,017.50 |
| LCC Teambuilding Facilitators | 3 | 29,705.00 | 5% | 4,455.75 |
| | | | **Total** | **146,705.50** |

## B. Payroll Fringe Benefits

| Description | Total Salary | Rate % | Total Amount |
|---|---|---|---|
| Average benefit rate for all staff itemized above | 146,705.50 | 30% | 44,011.65 |
| | | **Total** | **44,011.65** |

## C.1. Staff Travel

| Description | Total Amount |
|---|---|
| Mileage - 750 miles x $.575 per mile | 431.25 |
| | - |
| | - |
| **Total** | **431.25** |

## C.2. Mentor Travel

| Description | Total Amount |
|---|---|
| | - |
| | - |
| | - |
| **Total** | **-** |

## D. Supplies

| Description | Total Amount |
|---|---|
| Office Supplies | 300.00 |
| Program Supplies | 4,875.00 |
| | - |
| **Total** | **5,175.00** |

## E. Equipment

| Description | Unit Cost | Units | Total Amount |
|---|---|---|---|
| Gas and van usage for Wilderness Bond programming at Camp Mary Orton | $85.00 | 40 | 3,400.00 |
| | | | - |

| | | | |
|---|---|---|---|
| | | | - |
| | | Total | 3,400.00 |

## F. Contracted Services

| Description | Cost/Hr Rate | Qty/Hrs | Total Amount |
|---|---|---|---|
| Transportation - buses to transport mentees (and mentors) | $180.00 | 9 | 1,620.00 |
| Mentoring Center of Ohio - see breakdown of charges in narrative | $14,990.00 | 1 | 14,990.00 |
| Payroll/Audit/Technology Fees | $4,213.00 | 1 | 4,213.00 |
| | | Total | 20,823.00 |

## G.1. Staff Training

| Description | Cost/Hr Rate | Qty/Hrs | Total Amount |
|---|---|---|---|
| Staff Development | $500.00 | 3 | 1,500.00 |
| | | | - |
| | | | - |
| | | Total | 1,500.00 |

## G.2. Mentor Training

| Description | Cost/Hr Rate | Qty/Hrs | Total Amount |
|---|---|---|---|
| See Mentoring Center Contracted Services Cost Breakdown | | | - |
| | | | - |
| | | | - |
| | | Total | - |

## H. Evaluation

| Description | Cost/Hr Rate | Qty/Hrs | Total Amount |
|---|---|---|---|
| Program Evaluation Tool | $7,000.00 | 1 | 7,000.00 |
| | | | - |
| | | | - |
| | | Total | 7,000.00 |

## I. Other Program Cost

| Description | Total Amount |
|---|---|
| Mentee Incentives | 7,500.00 |
| Cell Phones Service for Staff $12/month x 12 months | 432.00 |
| Printing, Marketing & Postage | 500.00 |
| Total | 8,432.00 |

## J. Additional Mentor Support Cost

| Description | Total Amount |
|---|---|
| Mentor Support (feedback sessions, recognition events) | 2,000.00 |
| | - |
| | - |
| Total | 2,000.00 |

**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 | 239,478.40 |
| Local Contribution | 119,739.00 |
| State Match | 119,739.40 |
| Local % | 50% |

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

# 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

| | | | |
|---|---|---|---|
| | 3-9-2015 | Daniel K. Weiss, CFO | 3-9-2015 |
| Authorized Representative | Date | Fiscal Representative | Date |
| ELLEN MOSS WILLIAMS<br>PRESIDENT & CEO | Printed | DANIEL K. WEISS, CFO<br>COUNTERPART CFO, LLC | Printed |

THE OHIO STATE UNIVERSITY

The Office of Outreach and Engagement

Hale Hall
154 West 12th Avenue
Columbus, OH 43210-1302

614-247-7795 Phone
614-247-1897 Fax

outreach.osu.edu

March 5, 2015

Dear Community Connectors Grant Selection Committee:

The Ohio State University is pleased to offer this letter of support in the Godman Guild's efforts to develop and implement a comprehensive, career-based mentoring program for middle and high school youth living in the Weinland Park neighborhood of Columbus. Weinland Park is located within the University District.

The Godman Guild has been serving the Columbus community since 1898 and has met the education and employment needs of youth and their families for the majority of that time. The Guild is a leader in the human services community and is an anchor organization in Weinland Park.

Ohio State is a long-standing partner of the Godman Guild and an active participant in the Weinland Park Collaborative with the goal of leveraging the resources of the University to assist in the redevelopment of one of Columbus' most challenged urban core neighborhoods.

Ohio State is prepared to work with Godman Guild to design the kinds of activities that expose youth to the various career pathways and educational needs for High Growth/High Demand jobs in the Central Ohio region. According to a report recently published by the JPMorgan Chase Company, the following middle-skill jobs are the future in-demand jobs in the Columbus region: (1) nearly 4,700 jobs per year in Health Care and Insurance combined; (2) Transportation, Equipment and Machinery Manufacturing; (3) Computer and Data Centers; (4) Corporate Headquarters; and (5) Research and Development.

We are extremely pleased that you are collaborating with Colleen O'Brien to serve on the Leadership Team as part of program implementation. Colleen brings significant experience to the project with her strong participation in the Weinland Park Collaborative, including leadership roles in health-related Committee activities. Further, Colleen has a working knowledge of how to leverage and navigate the University landscape, including linkages into the OSU Wexner Medical Center and the Health Sciences Colleges. The Office of Outreach and Engagement will work closely to support Colleen on program design and implementation.

Ohio State employs thousands of faculty and staff, many of whom would be interested in investing time to mentor a middle or high school student. In support of this program, Ohio State is willing to help connect Godman Guild's mentoring program to those faculty and staff. Further, Ohio State will assist in connecting the program to industry experts/speakers as well as custom design opportunities to tour University facilities.

We strongly encourage the selection committee to grant funding support for the implementation of the T.E.E.N. mentoring program at the Godman Guild. Doing so will provide urban youth with access to the opportunities that will improve their chances for social and economic mobility and fill anticipated gaps in the workforce needs for local in-demand jobs.

Thank you.

Sincerely,

Valerie B. Lee

Vice President, Office of Outreach and Engagement
Vice Provost, Office of Diversity and Inclusion
Chief Diversity Officer

c: Assistant Vice President Colleen O'Brien, Office of Health Science
Associate Provost Stephen C. Myers, Office of Outreach and Engagement