Community Connectors Grant

Applicant:	Music Resource Center – Cincinnati
Contact:	Karen D'Agostino
Address:	3092 Crooked Stick Court Cincinnati, OH 45206
Email:	Karen@mrccinci.org
Phone:	513-544-8422
Website:	www.mrccinci.org
EIN:	33-1163381

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

Application Template

Application Section I: Community Connectors Program Description

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

   Withrow High School and Hughes High School: 9th - 12th graders

   MRC Studio: 7th - 12th graders from any Cincinnati Public School and surrounding school districts

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

   Withrow High School: 20 students per year Hughes High School: 20 students per year

   MRC Studio (from CPS Schools): 150 students

3. Select one: Which of the following best describes the proposed project? Select one.

   ☐**XXX** Expansion of an existing program within the applicant organization

4. Please describe your project.

   MRC-Cinci's Belief: Music is unique in that it has the power to unite diverse groups of people and is a disciplined and immediate gateway to emotional awareness. Teens who participate regularly in music not only hone their abilities to focus, think, organize, and work with others but also begin to master their own, often challenging, emotional lives. Many underserved teens are on the path to causing harm to themselves and those around them through drug abuse, violence or wrongful conduct. They can avoid that path by taking a constructive opportunity to deal with their emotions and direct their desire for expression. Music provides both. Music Resource Center makes it accessible.

   History: The Music Resource Center - Cincinnati (MRC-Cinci) was conceptualized by Karen D'Agostino, the Executive Director of MRC-Cincinnati. The idea began one afternoon, ten years ago, when she was driving through downtown Cincinnati and noticed the streets were filled with teens. This made her wonder why these children were hanging out on the streets. Her conclusion was that, while teens that are athletes were staying after school for sports and students that may be more invested in school were staying for clubs or tutoring, this large group of youth that did not quite fit into either of these categories had no where to go. These are the kids hanging out on the streets, more at risk for becoming involved in activities that could get them into trouble and more at risk for becoming victims of individuals engaged in such negative activities. These are the kids that can easily make one bad decision that could adversely change their lives forever. Thus, Ms. D'Agostino did some research and discovered the Music Resource Center (Charlottesville, VA). This program was more than just "cool." It was a place for all those kids, regardless of what type of music they liked, where they lived, or how much money they had, to all come together and learn music and performing arts. MRC-Cinci is the first official "sister" organization of the Music Resource Center of Charlottesville, VA. The original MRC opened its doors in 1995, with supporters such as the Dave Matthews Band and Bruce Hornsby, and has since served thousands of teens. Like the program it is modeled after, MRC-Cinci is a multifaceted music and recording studio for adolescents that uses music education, recording, and the performing arts to create a sense of empowerment and accomplishment in an urban setting. MRC-Cinci's mission is to *"inspire underserved youth in a culturally diverse setting through music to elevate lifetime and academic achievement."*

   In 2007, Ms. D'Agostino held a focus group and distributed surveys to local teens to measure the level of interest in a program such as MRC. 96% percent of the participants stated that they had a high level of interest in learning how to use professional recording equipment and that they were interested in an after-school music program. In January 2008, with funding from the Duke Energy Foundation, the Fine Arts Fund, and The Mayerson Foundation, MRC-Cinci purchased computers and recording equipment,

and conducted "Intro to Digital Recording" outreach programs. The four pilot programs were so successful that MRC-Cinci continues to provide outreaching programing for a fee.

In early 2012, MRC-Cinci purchased the building on Woodburn Avenue in East Walnut Hills that was being rented since 2009, ensuring that MRC will be able to expand, gain sustainability, and continue serving Cincinnati teens for many years to come.

Brief Description of the Current Program: MRC teens' interests range from rap to opera and everything in between. Utilizing MRC's 7,900 sq. ft. Evanston studio, 7th-12th graders choose to take music lessons (e.g., guitar, voice), record songs in the Recording Studio, learn radio broadcasting (95.7MRC-Cincinnati's only high school radio station), hold band practice in the Rehearsal Room, create original music in one of four Project Studios, learn beat making in the Teaching Studio, have an after-school snack or summer lunch and get help with homework in the Lobby or take a dance class or perform in our new Venue. In the future teens will be able to record and mix and master their band's original songs in the new professional Multi-Track Studio. The MRC studio is open after school and during the summer Monday-Thursday. The $2/month membership fee includes full use of our facility and participation in all of our classes, without additional fees.

MRC offers the innovative "From Fun to Fame" program, which has proven successful for five years. New members complete a survey to help staff determine prior music and computer training, musical interests, and personal goals (recording, lessons, dance or radio.) The program consists of four "tracks" which come with different privileges and expectations. Every member starts on the "Fun Track," where keeping teen goals in mind, MRC staff design a customized series of activities and experiences for each teen that is relevant to his/her interests. This may include lessons, research, rehearsals, and/or performances. As members prove their interest and commitment to the program, they advance, eventually achieving Platinum Artist status if they demonstrate sustained dedication to their art. Staff and volunteers provide private music lessons (guitar, voice, etc.) MRC also provides dance lessons to our members. Both are provided to individuals and groups on both a drop in and reserved basis.

The mentoring that we do at MRC is unique in that it is not the traditional one-on-one or group mentoring, per se. Instead we offer individual mentoring by multiple adults (MRC staff and volunteers). Instead of assigning a teen one mentor, the teen has the opportunity to build relationships with many people at MRC. Over time they will naturally bond more with one or two people, who will be the person(s) that they go to for advice and to discuss challenges that they're having in life. We have found that a teen will rely on different people for different problems or successes. For example, if they're having trouble with schoolwork, they'll talk to our Member Coordinator, when they're having trouble with a girl friend, they'll confide in our Program Manager and if they're having difficulty at home, they'll go to our Executive Director. If they have a great report card, they'll share it with everyone!

With this multi-mentor approach, it is imperative that all staff be in constant communication with each other so that everyone knows what is going on in our members lives. This constant communication allows all staff to know if there is some issue that the member needs help with, so that we can provide the support as a community

In addition to the programs and activities offered within the MRC studio, MRC has conducted outreach programming more than 250 times for 26 schools and organizations, with more the 1,200 adolescents attending. The Indian Hill Church has funded MRC programming at Hamilton County Youth Center (juvenile detention center) as well with teens at Cincinnati Children's Hospital Division of Child and Adolescent Psychiatry and GladHouse. We have also conducted programming in collaboration with Lighthouse Youth Services, and Ronald McDonald House. Activities Beyond the Classroom has contracted with MRC-Cinci to conduct extended, fifteen week programs, at five local high schools.

Program enhancements with the Community Connectors Grant: While MRC teaches teens music, it is the mentoring and tutoring that makes the biggest difference in our member's lives. Following discussions in developing MRC's 2015 Strategic Direction, and utilizing the Community Connectors grant, MRC will enhance it's current programming to develop an official mentoring program for our members, expand our days of operation so that we can have more positive interaction with our members, as well as expand our radio programming to include Radio Clubs in at least two Cincinnati Public High Schools.

MRC has always provided a strong mentoring program within the context of our music programming. With the funds of the Connectors Grant we would be able to expand both the number of youth served in our mentorship and the quality and amount of mentoring each teen receives from our staff and volunteers.

We would expand our mission to inspire teenagers in a culturally diverse and musically focused setting to elevate lifetime and academic achievement, by putting more focus on promoting to our target demographics and developing our introductory programming so that it becomes even better at retaining and encouraging new members to pursue our Artist Track program where they receive stronger mentoring. This grant will also allow us to pursue some necessary brand redevelopment and promotional strategies that will bring additional teens into the studio.

We at MRC are extremely passionate about the importance of community access to and literacy of new technology, electronic media, and mass communication. Especially now that access to these tools and the ability to publicly broadcast one's self has become easier over the past 10 or so years; the literacy aspect and how our use of such technology reflects on us has become exponentially more important and misunderstood. Especially by young people.

The power of such a strong outlet for teens to access and use the power of their voice on broadcast radio is the reason we pursued a low-powered FM radio station. It's a great opportunity to get teens to start thinking about communicating clearly and in a way that is positive reflection of themselves (their personal "brand") which will hopefully carry over to how they present themselves in other publicly recorded and broadcasted forums. This is so important because we often see social media profiles proudly, permanently and publicly displaying drug use, violence, gun use, other criminal activity, misogyny, etc. and teens rarely understand the harm of it when we address it with them. The radio station is an innovative way that MRC is addressing this issue while achieving our mission to generate lifetime achievement by tackling an issue.

Creating Radio Clubs in at least two high schools, where content created by Cincinnati high school students will air on a low-powered fm station (95.7 MRC) and the internet, will provide an opportunity to CPS students that is not available at any other school in Southwest Ohio. 95.7 MRC is the only high school radio station in the Cincinnati area, and as it's located at the MRC studio, it is available to any 7th - 12th grade student in the Cincinnati area. Currently, the program is being facilitated by employees of Hubbard Radio, our business partner, and our MRC Program Director, who oversee all programming at MRC. Developing Radio Clubs will allow the schools to take partial ownership of the Radio Station, allowing their students voices be heard to a potential reach of over 170,000 people. The content of their programming can include music, news, sports, weather, community, educational and talk as well as broadcast live sporting events from each school, The Community Connectors grant would allow MRC to hire a Radio Program Manager that would oversee all aspects of 95.7 MRC both at the MRC studio and in outreach at the high school Radio Clubs. Offering broadcasting opportunities opens up our program, and unique mentoring program, to a whole new group of students.

How will it address each of the five Community Connectors core principles and what outcomes will you use to measure success.

Setting Goals to be Prepared for the 21st Century Careers: Upon researching S.M.A.R.T. goal setting, it occurred to us that it is in fact the same process MRC has always used. When our members first join MRC, they fill out a short questionnaire and are asked a series of questions that help staff determine prior music and computer training, musical interests, and personal goals (recording, lessons, dance or radio.) While many of our teens want to be famous musicians, the MRC staff works with them to create smaller goals that are specific, measurable, attainable, realistic and can be completed in a reasonably short amount of time. We find that this format allows the students to have many successes that keep them engaged and want to move forward. The goals are continually increased in scope and effort required.

For example, a teen, with no music experience, comes to the studio and wants to be a famous rapper.

His or her series of goals might be as follows:

1) create an instrumental beat utilizing GarageBand software and prerecorded music samples, to learn the fundamentals of songs patterns and rhythm
2) create a song including an original beat and lyrics; producing their own vocal recording to learn the fundamentals of digital audio recording
3) Pass our Silver Artist level Quiz which is a quantifiable way to show that a student is making an effort to learn tangible and useful computer and audio tech skills;
4) Create more complete, original songs including an original beat and typical song structure that includes an intro, verse, chorus, hook, bridge, and outro all while developing the ability to both hear and produce higher quality audio productions;
5) Gain experience performing on stage for the community at an MRC Sampler;
6) Pass Gold Artist level Quiz;
7) Either take music lessons, practice piano, or collaborate with peers to start producing music with entirely original content and no reliance on pre-recorded samples;
8) Create songs using Logic Pro X or ProTools 11 (professional level software), recording themselves or other MRC musicians playing the instruments;
9) Work with MRC staff on songwriting technique;
10) Create a music video and then post and promote it on social media;
11) Collaborate with other MRC artists to create a song merging their talents;
12) Complete full length projects of original music that have been professionally mixed and mastered either alongside staff or with staff oversight..

Goals are set one at a time, so that they are easily achievable and aren't overwhelming to the student. As the student advances through the MRC tracks, the amount of instruction and guidance offered by MRC staff and volunteers increases initially to give them the tools they need to be self sufficient as they show commitment to the program and then decreases over time as the student develops the skills and abilities to do it themselves. One of the many amazing things that happen at MRC is when students start to mentor other members, sharing the knowledge that they have learned with new members. This not only helps our new members, it provides an opportunity for our members to become leaders and positive role models for other students and their community as a whole.

Often, young teens comes to the studio that don’t have much confidence in themselves; they don't look people in the eye when they talk to them, they tend to mumble and have hunched shoulders. As they are involved in MRC there is an amazing transformation; they'll stand tall, look people in the eye when they talk to them and start to articulate their words. This new found confidence gives people they meet a much different impression of who they are as a person, than these teens had before they became an MRC member.

MRC currently tracks success in this area by monitoring the number of teens that move from one track to the next, their attendance and the number of times they perform. The Community Connector grant will allow us to better monitor goals set and achieved by our students, as well as the number of songs completed which the new MRC Mentor Coordinator funded through this grant will manage.

Building Character: MRC Staff and students develop a mentorship and rapport of trust over our common passion for music. This creates a unique relationship in which the student sees our staff as both friend and mentor with whom they can entrust things they often might not feel comfortable addressing with a parent, school teacher, sports coach, etc. In return we train our staff and volunteers to do their best to respond to students opening up about personal issues or what we may view as poor

decision making with non-judgmental listening and positive feedback whenever possible as an opportunity for character building and development; as opposed to the typical disciplinary actions and consequences they may be used to. We find that once a dialogue is opened, we're able to continue it over multiple days, with various staff members, to reinforce the positive feedback.

Development Pathways to Achievement (decision making and critical thinking): Our system of goal setting explained above asks our students to think more critically about their lyrical content (i.e. thinking about how the words they choose to record reflect on themselves and their character) and sonic quality of the music they create than is often asked of young people producing music in a typical "DIY" or "bedroom studio" spaces they may be used to. It is a system that we have never compromised on. It can make it a challenge for us to retain newer members, but those who work their way through it often thank us for the skills it has helped them develop.

Building a sense of Resiliency: Most other avenues of music education tend to be very competitive, critical or clinical in their approach to teaching. MRC provides almost the complete opposite experience. We make sure to maintain a facility and provide programming in which our first priority is to make music production and education fun and all feedback is supportive. Most of our members appreciate this atmosphere and find it is easier to continue trying after perceived failures than they thought. This is a life lesson that they can then hopefully begin to apply to other avenues in their lives.

Believing in a Positive Feature: Our staff regularly provides positive feedback and advice for our students, especially those finishing high school and looking toward their next steps. We especially emphasize the importance of realistic goals in career, education, or finances for students considering pursuing careers or schooling in music or the arts and often help research schools and write college recommendation letters.

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

MRC will create a Radio Club at Withrow and Hughes High Schools creating a new way for the school to promote a positive atmosphere for success. The first step will be to hire an MRC Radio Program Manager who will all aspects of the 95.7 MRC, both at the studio in in outreach. MRC staff, professional broadcasting volunteers and mentors will work with a group of students at two different schools, as well as at the MRC studio, to create original content for 95.7 MRC, a local low-powered FM station. Shows can feature music, news, sports, weather, community, educational, talk as well as broadcast live sporting events from each school. Through developing these shows, students will work on their writing and communication skills, resulting in higher educational achievement and higher levels of well-being, health and workforce readiness.

At the MRC studio, we will continue to offer the innovative "From Fun to Fame" program, which has proven successful for five years. New members complete a survey to help staff determine prior music and computer training, musical interests, and personal goals (recording, lessons, dance or radio.) The program consists of four "tracks" which come with different privileges and expectations. Every member starts on the "Fun Track," where keeping teen goals in mind, MRC staff design a customized series of activities and experiences for each teen that is relevant to his/her interests. This may include lessons, research, rehearsals, and/or performances which will help the student achieve the goals that they set. As members prove their interest and commitment to the program, they advance, eventually achieving Fame Track I status if they demonstrate sustained dedication to their art. As stated above, members are continually being mentored by all MRC staff and volunteers. This current model limits us to whatever time our members choose to spend in the studio. This grant will allow us to make our mentoring model stronger using multiple strategies.

1) We would expand our hours through the weekend so that teens can spend more time in our studios working with staff, volunteers, and peers.
2) We will pursue mentor training with outside or third party agencies to make them even better at pursuing hands on mentoring beyond music lessons and production with our members.

3) Our program is currently based entirely on members choosing to drop-in at their own pace. This grant would allow us to research and pursue a more formal mentoring program for our Gold and Platinum Track members that would require monthly scheduled commitments to outings, performances and activities similar to other teen clubs and groups that reinforce a sense of belonging or community with both positive adult role models and peers and strengthen mentoring efforts and relationships.

The teenage population is underserved with few programs available that engage this often challenging demographic. Teens, like younger children, need someone who can be present at the critical times in their lives, when values are formed, characters are built, self-esteem is developed, resiliency is built, and when basic academic and problem-solving skills are acquired. When they have guidance along the way, all of these help to create a brighter, more productive future for local youth.

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

All of MRC Staff and Volunteers pass background checks and go through an interview and training before being allowed to work one-on-one with our members. Staff attend "Mental Health First Aid" workshop to better prepare them for situations they may face when working at MRC. To help ensure the safety of our members, staff and volunteers, every studio at MRC has a window in the door so that activities within the room are visible to the hallway. We currently give our staff and volunteers a short training on working with our members, but with the Community Connectors grant we will enhance this training to focus on how to best meet the needs of our members not only in music instruction, but more importantly as mentors. MRC is working with Cincinnati Youth Collaborative to train volunteers. The future plan is that the Mentor Coordinator, once hired, would conduct the mentor training on site at MRC. We have an Employee Handbook that every new staff member and volunteer reviews, and signs, acknowledging that they fully understand the policies and expectations to be involved at MRC. A few items that are included are:

- Two staff/volunteers are required for the studio to be open and students to be on the premises
- Detailed information regarding appropriate staff/member interaction
- Member and Program Confidentiality
- Addressing Incidents or Emergencies

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.

One of MRC's goals is to keep at-risk teenagers off the streets and engaged in productive activities. Since the MRC studio opened in August 2009, over 2,200 adolescents have benefited from our services. With over 13,000 visits to the studio, these students have taken advantage of an opportunity to become engaged in positive and productive activities as an alternative to the risky behaviors and outcomes associated with idle after-school time (e.g., substance abuse, juvenile crime, teen pregnancy). Last year alone, MRC provided music education, mentoring and supervision at MRC studios to 318 students, who visited the studio 2,465 times.

Another goal is to provide musical and technical instruction to adolescents to prepare them to share their talents with the community, pursue further study in college, or prepare them for a vocational setting. Again, evidence of effectiveness is indicated by MRC's increased provision instruction every year. MRC staff and volunteers facilitated 225 recording sessions in MRC's Professional Multi Track Recording Studio, where they work one-on-one or with a small group of students to record, mix and master their original music. We also taught 450 private music lessons with 52 students. Additionally, 48 MRC members have engaged in 25 community performances. We continue to offer assistance to MRC graduates.

MRC has a code of conduct for its members, which is meant to help students conduct themselves in a socially appropriate manner. In addition, many students have been observed engaging in very positive

interactions such as assisting each other and cooperating on projects. Additionally, students have used this learning experience to make songs expressing their desires to make better life decisions, and they appear to find release by writing songs about incredibly difficult past and present experiences in their lives. MRC offers a very unique environment that mergers the world of suburban and urban teens. When one visits the studio they will see a mesh of teens from all over the Cincinnati area. These kids are a mix of ages, sizes and ethnicity, but have found that through their music, they have a bond and a friendship that they value.

In addition, surveys of a sample of MRC members conducted show that 50% of our members have an increase in their self confidence, 37% say their "happiness in life" is higher, 42% have an increase in the expectation that they will graduate high school, and 29% feel they treat others with respect more often. MRC positively impacts the lives of teens.

Understanding the audience we serve is critical to understanding the reality of data collection. Many of our members live very unstable lives, often moving without notice, leading to a temporary or permanent break in communication. We strive to understand our impact on a micro level but ensuring our programs and mentors are impacting lives as well as motivated by our city wide macro metrics (graduation rates, and juvenile crime rates) published by third parties.

The following measurements indicate MRC's specific contributions to our mission

- MICRO
  - QUANTITATIVE
    - Annual Pre/Post Member Survey : self, creativity, positive attitude, happiness in life, quality of "MRC experience", academics
    - MRC Member Attendance: new, repeat, dropped, returned, suspended, suspended returned
    - Overall satisfaction with MRC: across all stakeholders
  - QUALITATIVE
    - Lifetime/Academic Successes: our member stories of perseverance
    - Diverse Connections: building diversity of staff, board and members
- MACRO (across Cincinnati and the neighborhoods we directly serve)
  - High School Graduation Rates: Public schools across Cincinnati
  - Juvenile Crime Rates
  - Overall juvenile crime
  - After school juvenile crime

While hard to quantify, MRC reinforces members to have respect for each other, often in the simplest form of saying "please" and "thank you." Common expectations for our own children, but many of our teens have not been taught why this is so important. We often witness a teen that came to MRC with low self-esteem and not very good social skills or manners now saying "please" and "thank you", looking people in the eye and introducing themselves to new visitors at the studio. Over time they may forget how to play the piano, but the basic manners have become a part of who they are, and have the power to change people's preconceived ideas of the type of person they are.

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

   This collaboration between the Music Resource Center – Cincinnati, Cincinnati Public Schools, Hubbard Radio and the Indian Hill Church will be successful because there are clearly defined roles for every partner and everyone believes in this project to help mentor teens through music and radio broadcasting.

Application Section II: Program Management

9. Leadership Team:

Non Profit Partner: Music Resource Center - Cincinnati

- Name and title: Josh Elstro, Program Director at the Music Resource Center
- Responsibilities for this grant project. (Percent of time should be included in the budget document.)
  - Will oversee all aspects of this program and MRC staff to coordinate of all Radio Club and MRC Studio mentoring programs.
  - Coordinate needs and purchase of radio broadcasting, music and recording equipment needed both at the schools and at the MRC studio.
  - Will provide mentoring to students.
- Qualifications:
  - BFA Electronic Media with focus in Audio Engineering, University of Cincinnati - College-Conservatoroy of Music
- Prior relevant experience
  - 6 years working as Program Director at the Music Resource Center - Teen mentoring, Teaching and assisting with music lessons, production engineering, song writing and more. Designing and administrating programming and facility
  - 3 years experience producing radio programming and podcasts which is being implemented in developing our pilot radio programming
  - 10 years experience in independent regional music performance, recording and production which is used to guide and mentor teens pursuing music as a college or carrier path
  - 2.5 years working for Apple, Inc. which has helped develop our member/client engagement and management strategies.
- Brief description of your passion for the program and interest in working with young people: As a teen music was a great comfort which kept me on the right path; whether playing, creating or hearing it. It kept me driven, focused, and encouraged me to make good choices. In many ways it saved me. I believe we are all called to draw upon our own unique strengths and skills to serve and work together with our neighbors and community. MRC's mission and my position here affords me the amazing chance to do exactly that and provide that same gift of music as a hobby, comfort or something more to any teen who seeks it out with an open mind. It's a fantastic challenge and opportunity.

Business Partner: Hubbard Radio

- Name and title: Jay Kruz, Program Director & Daytime DJ, 94.9 WREW Cincinnati, OH
- Responsibilities for this grant project. (Percent of time should be included in the budget document.)
  - Lend their time and talents to teach and mentor teens at MRC about radio broadcasting
  - Initially oversee MRC high school radio station
  - Assist in hiring and training an MRC Radio Program Manager who will oversee all aspects of the MRC high school Radio Station and CPS Radio Clubs
  - Give CPS Radio Club members a tour of their four FM radio stations
  - Invite students that are serious about radio broadcasting and would like to do that as a career, to their professional radio studio to produce one show
  - Promote MRC on air and social media
- Qualifications:
  - 15 years of radio experience including nine years in radio management as Program Director.
  - Lead WREW to a National Association of Broadcasters Crystal Award for community service in 2012.
  - Named one of Radio's 30 Under 30 in the nation in 2006.
  - Named one of Radio's Rising Stars by Radio Ink Magazine.

- Prior relevant experience

- Board member at Music Resource Center for five years, three of which were as President of the Board.
- Advise high school radio station in Michigan on format, music, branding, and fundraising ideas for the last three years.
- Worked in almost every facet of radio as a program director, on-air personality, imaging director, voiceover artist and production engineer. Also have television experience as an on-air host, camera man, and editor.
- Worked at stations in New York City (VH1 Satellite Radio on XM), Detroit, Cincinnati, Toledo, and the Cayman Islands.

- Brief description of your passion for the program and interest in working with young people: I got my start in broadcasting as a high school student at my school's radio station. I was hired at a commercial radio station immediately after and have worked in the media industry ever since. I feel that professional broadcasters have a responsibility to give back and inspire, guide, and mentor those just getting started in radio and television careers. When I was starting out, I had many people who took the time out of their day to help me out and now I try to repay that kindness whenever possible.

Faith Based Organization: Indian Hill Church

- Name and title: Rev Stephen Caine
- Responsibilities for this grant project. (Percent of time should be included in the budget document.)

  Rev. Stephen will oversee the volunteers from indian Hill Church who volunteer at 2020 to ensure they are fulfilling their roles and responsibilities as outlined on the attached.
- Qualifications: Ordained Presbyterian Pastor for 19 years. I have served churches in South Carolina (4.5 Years), Tennessee (13 Years) and the Indian Hill Church (1.5 Years). I have previously been a Youth Director and also a full-time Pastor who worked with Youth. I have served on various community organizations and non-profits geared toward serving the poor, hungry and homeless.
- Prior relevant experience: I served on the Board for Habitat for Humanity in Marion, South Carolina for 3 years and regularly participated in building houses. In Tennessee, I served on the Library Board of Directors and Clothes Closet Board. I was involved in BRIDGE which helped assimilate Hispanics to the community and other ecumenical efforts toward inclusion. I led numerous mission trips with Living Waters for the World installing water systems in Central America. I helped establish a Christmas alternative giving program raising money for area non-profits in the helping field. I was instrumental in involving my former church with the Backpack program, making sure area students had enough food to eat on weekends and in the summer.
- Brief description of your passion for the program and interest in working with young people: The teen program at the Hamilton County Juvenile Center (2020) was founded by the Indian Hill Church (IHC) more than 30 years ago when it was recognized that, as a faith-based organization, we needed to provide comfort, mentoring, and guidance for youth who are incarcerated. It is still a very active outreach program of IHC in which 15 to 20 parishioners volunteer their time and talents. Each week, members from IHC spend about an hour with between 5 to 15 youth at 2020 in a program centered around Bible study. Through discussing the specific weekly Bible passage(s) and discussing how these passages relate to experience in their own lives to the lives, we learn of their backgrounds, lifestyles, and difficulties they face. The youth are reassured of God's love for them not matter what their difficulty they are facing and praying with them so that they can overcome their adversities.

  IHC has supported a MRC-Cincinnati music program at 2020. This program was extremely well received by the youth at 2020 and the staff. Equipment for creating music, recording songs, etc. were brought to the 2020 facility and the program was used as an incentive program for good behavior of the incarcerated youth. The youth were allowed create their "own song" under the supervision of MRC-Cincinnati staff which allowed them to tell their story. This was extremely therapeutic and provided something tangible and concrete to the youth that was allowed them to

reflect on their story and aspirations for the future. In the end they were allowed to keep their song that was recorded on a CD and provided a certificate of accomplishment, something many of the youth had never received before.

School District: Cincinnati Public School District

- Name and title: Mary A. Ronan, Superintendent, Cincinnati Public Schools (see resume attached)
- Responsibilities for this grant project. (Percent of time should be included in the budget document.)
  - Ms. Ronan will oversee:
    - the school principals who will serve as the primary on-site contact. Teachers will participate, as needed, to help with the identification of students and/or help resolve academic needs as they arise.
    - Partner schools will work with the Music Resource Center to develop a Radio Club that best meets the needs of the individual school and their students.
    - Partners schools will promote the Music Resource Center to their students, referring those interested in music, performing, radio, dance and/or could benefit from our unique mentoring program, to the Music Resource Center.
    - Assist MRC staff and mentors working with the Radio Clubs with CPS volunteer approval process and aquiring a CPS Volunteer ID
- Qualifications: see attached resume
- Prior relevant experience: see attached resume
- Brief description of your passion for the program and interest in working with young people: I became involved with MRC first as a parent but so appreciate the mission and work of the organization that I wanted to do more. What I love about MRC is watching students from diverse backgrounds interact enthusiastically around a shared interest: music has a way of bridging divides that prove challenging in other settings.

Additional Partner:

- Name and title: Dr. Jennifer Strom, Clinical Psychologist and MRC Board Member
- Responsibilities for this grant project. (Percent of time should be included in the budget document.)
  - Offer guidance and recommendations on steps to take when mental health issues are suspected with MRC members
- Qualifications:
  - Clinical Psychologist in private practice and at the Wellness Center for Mount St. Joseph University
- Prior relevant experience:
  - over 10 years of work in college counseling settings has provided relevant experience working with older adolescents
- Brief description of your passion for the program and interest in working with young people: I became involved with MRC first as a parent but so appreciate the mission and work of the organization that I wanted to do more. What I love about MRC is watching students from diverse backgrounds interact enthusiastically around a shared interest: music has a way of bridging divides that prove challenging in other settings.

9. 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.

2015	April	Grant Awarded
	May	Post job listing for Social Worker to fill MRC Mentor Coordinator position
		Post job listing for Radio Program Coordinator

	June	Add additional day of MRC Studio Programming (Friday) Hire Mentor Coordinator and Radio Program Coordinator Further development on mentor program, volunteer recruitment, and mentor training Promote Radio Program at MRC Work with CPS, Withrow and Hughes High Schools to start coordinating Radio Club for Fall 2015.
	July	Purchase equipment for Radio Club Compile curriculum for Radio Club, procedures, policies, etc. Ongoing recruitment of MRC Mentors
	August	Promote Radio Club at schools and to parents (back to school events, meet the teacher, etc.) Hire additional staff to cover extra day of studio time starting in September End of Summer Mentor/Student outing
	September	Open on MRC Studio on Saturdays Start Radio Club programming at Withrow and Hughes UC will start putting evaluation measures into place – will be ongoing Back to School Mentor/Student event
	Oct/Nov	Start airing original radio shows created at Withrow and Hughes Broadcast live sporting events Monthly Mentor/Student event (ongoing)
2016	January	Explore other programming opportunities with each school
2016 – 2018		Programming will continue. MRC and partners will continually evaluate and make changes as needed to build the program and positively influence as many teenagers as possible

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

a. Screening, orientation, supporting, and monitoring process for mentors and other personnel working directly with youth;
MRC will hire a social worker as their Mentor Coordinator, who will work with Cincinnati Youth Collaborative to receive training in best mentor practices. The Mentor Coordinator and MRC Executive Director will then work to developed an enhance mentoring plan to what they are currently conducting.

b. Identification and intake process for mentees;
MRC staff, Indian Hill Volunteers, and CPS staff will continually recruit members to MRC by introducing them to the music, recording, and mentoring opportunities available. Once at the studio, the MRC staff and Mentor Coordinator will talk to the kids, promoting our Mentoring Program. Teens not in the mentoring program will see that the kids that are doing fun activates, events and outings which will encourage them to be a part of it.

c. The means by which you will involve families of youth in your program; ongoing training of mentors throughout the life of the program, including topics and frequency;
MRC staff and volunteers will continue to grow relationships with students families by encouraging them to attend MRC Samplers (monthly dinners where our members showcase their talents), stop by the studio to see what their child is working, invite them to allow MRC to be a partner to help their child have success during their teenage years

d. Assessing fiscal accountability and faithful implementation of project plans; and
MRC has a Finance Committee that presents financial reports to the board at monthly board meetings. An accountant also completes MRC-Cinci's Form 990.

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. - Attached

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;

- MRC currently utilizes a database that tracks attendance, unique students served, performances, events participated in, lessons, volunteer/mentor hours, etc.

b. Gathering of data to measure progress of program towards meeting the selected goals;

- The information captured in the database, along with the evaluations that the UC will conduct will help measure our progress towards our goals

c. Projected indicators of success; and

- 20 students in the Radio Club at both Withrow & Hughes High Schools
- Continual increased in attendance at the MRC Studio Organized Mentoring Program

d. Anticipated barriers to successful evaluation including data collection and measurement of progress toward outcomes.

- Students often move out of the area so it is more difficult for them to attend MRC
- Receiving permission from parents for students to participate in the program
- Parents not granting permission for child to share grades w/MRC Mentor Coordinatr

14. Applicants are to complete the program model. - Attached

Application Section IV: Sustainability

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

MRC has a strong base of foundations that have provided support over the last seven years. We will continue to cultivate those relationships while growing both our foundation and individual donor base. We will also explore partnerships with home school students and schools to offer for credit audio engineering, music and radio broadcasting programming for their students. This has been done at MRC-Charlottesville for five years and is very successful.

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,☐ XI (Insert Name) __Karen D'Agostino_____ 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.

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

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: Karen D'Agostino
Title: Executive Director
Organization: Music Resource Center - Cincinnati
Sign: Karen D'Agostino

Partner
Name: Mary Ronan
Title: Superintendent
Organization: Cincinnati Public Schools
Sign: Mary Ronan

Partner
Name: Stephen Caine
Title: Pastor / Head of Staff
Organization: Indian Hill Church
Sign: Stephen R. Caine

Partner
Name: JAY KRUZ
Title: PROGRAM DIRECTOR
Organization: HUBBARD RADIO CINCINNATI LLC / 94.9
Sign:

COMMUNITY
CONNECTORS
CommunityConnectors.Ohio.gov

Additional Partner (Optional)
Name: JENNIFER STROM, Ph.D.

Title: CLINICAL PSYCHOLOGIST

Organization: JENNIFER STROM, Ph.D.

Sign: Jen Strom, Ph.D.

Additional Partner (Optional)
Name: _____

Title: _____

Organization: _____

Sign: _____

Roles and Responsibilities Worksheet (Required)

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

1. Faith-based organization:

- Time contribution
  1 hr per week

- Personnel contribution
  IHC Volunteers continue to meet weekly with teens at the Hamilton County Youth Center (juvenile detention center) to "provide Christian fellowship, comfort, and hope for the young people at the Center." Tell the teens in their program about the unique music, recording, dance and mentoring opportunities at MRC-Cinci. Give each interested teen a card for one month's free membership at MRC-Cinci.

  Indian Hill Church participates in the Interfaith Hospitality Network. When they host a family that has teenagers they will tell the family and teen about the Music Resource Center and give them information on our program.

- Monetary contribution
  IHC has not committed funding for the future, but, has provided an average contribution of $5,442 per year for the last five years

- Shared responsibilities
  Educate the public on the Music Resource Center and the musical, education and mentoring opportunities available.

- Additional roles and responsibilities

2. School district partner:

- Time contribution
  Radio Club Program activities will take place at the partner school throughout the academic year.

- Personnel contribution
  The school prinicpals will serve as the primary on-site contact. Teachers will participate, as needed, to help with the identification of students and/or help resolve academic needs as they arise.

  Partner schools will work with the Music Resource Center to develop a Radio Club that best meets the needs of the individual school and their students.

  Partners schools will promote the Music Resource Center to their students, referring those interested in music, performing, radio, dance and/or could benefit from our unique mentoring program, to the Music Resource Center.

  Assist MRC staff and mentors working with the Radio Clubs with CPS volunteer approval process and aquiring a CPS Volunteer ID

- Monetary contribution

  In-kind contributions of facility space will be provided by the partner school. Any additional in-kind contributions require approval of the partner school and district.

- Shared responsibilities

  The district and partner schools agrees to support implementation of the program by helping identify students for participation, sharing program information with students and families, providing facility space to house the program as needed, help with academic and/or behavioral needs as they arise, and provide data as it pertains to the required program evaluation. Should the partner receive a Community Connectors grant, the partner will sign a formal Memorandum of Understanding with the district.

- Additional roles and responsibilities

3. Business partner:

- Time contribution
  Time contributed will start at 2-3 hours per week, and once MRC Radio Program Manager is hired, the weekly time commitement will vary depending upon projects.

- Personnel contribution
  Lend their time and talents to teach and mentor teens at MRC about radio broadcasting

  Initially oversee MRC high school radio station

  Assist in hiring and training an MRC Radio Program Manager who will oversee all aspects of the MRC high school Radio Station and CPS Radio Clubs

  Give CPS Radio Club members a tour of their four FM radio stations

  Invite students that are serious about radio broadcasting and would like to do that as a career, to their professional radio studio to produce one show

  Promote MRC on air and social media

- Monetary contribution
  In-kind contributions of Hubbard Radio Studio space be provided as needed for special projects. There is no monetary commitment, but historically, Hubbard Radio has donated an average of $10,000 per year for the last three years

- Shared responsibilities
  Work with the Music Resource Center and the individual school to develop a Radio Club that best meets the needs of the individual school and their students

  Be a resource for programming at MRC and at CPS schools, including various types of programs (talk shows, music reviews, sporting events, community happenings) produced by Cincinnati teens

- Additional roles and responsibilities

4. Community nonprofit (if applicable):

- Time contribution
  40 hrs per week x 3 staff,

- Personnel contribution

MRC staff will be the coordinator of all Radio Club and MRC Studio mentoring programs. MRC will provide all of the radio broadcasting, music and recording equipment needed both at the schools and at the MRC studio.

MRC will be responsible for keeping accurate records of the students participating in the program, their goals and outcomes.

MRC staff will coordinate mentoring and programming efforts relating to this project with Indian Hill Church, Hubbard Radio and Cincinnati Public Schools.

MRC will provide mentor training to all MRC staff and volunteers.

- Monetary contribution
  In partnership with the Community Connectors grant, MRC will fund the program, including equipment purchases, utilizing funding from cash donations received from individuals and foundations (as allowed) and also the Community Connectors grant.

- Shared responsibilities

  Communicate effectly with partner agencies to ensure students needs are being met.

- Additional roles and responsibilities

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

Program Name: Music Resource Center - Cincinnati

Resources

What resources will be needed to conduct this program?

Computers and recording equipment needed to conduct offsite programming and MRC editing and broadcasting on 95.7 MRC

MRC Staff: Program Director, Member Coordinator, Studio Assistants, Mentor Coordinator, Radio Program Manager

MRC 7,900 sq ft facility

CPS Staff: Onsite coordinator

Music and recording equipment already owned by MRC

Program Activities

What will we do with the resources?

Provide mentoring through radio broadcast, music and dance programs.

Radio Clubs will be started at Hughes and Withrow High schools to engage a unique group of teens interested in radio broadcasting. Involved students will get unique mentoring

Mulit- Mentor program will be expanded through music at the Music Resource Center.

Outputs

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

Hughes High School – 20 Students

Withrow High School – 20 Students

MRC Studio – 100 students

MRC Staff:

4 full time, 3 part time

MRC Volunteers:

10 – 20 or more

CPS: 10

Indian Hill Church Volunteers: 12 – 20

Clinical Psychologist : 1

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.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: SEP 0 7 2007

MUSIC RESOURCE CENTER-CINCINNATI
C/O KAREN D AGOSTINO
3092 CROOKED STICK CT
CINCINNATI, OH 45244

Employer Identification Number:
33-1163381
DLN:
17053135058007
Contact Person:
STEPHANIE L JONES TAYLOR ID# 31395
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
March 27, 2007
Contribution Deductibility:
Yes
Advance Ruling Ending Date:
December 31, 2011

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

MUSIC RESOURCE CENTER-CINCINNATI

Sincerely,

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)
Statute Extension