



# HOUSE of REPRESENTATIVES

## STATE OF MICHIGAN

### Appropriations Requests for Legislatively Directed Spending Items

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1. The sponsoring representative's first name:  
Brenda
2. The sponsoring representative's last name:  
Carter
3. The cosponsoring representatives' names. All cosponsors must be listed. If none, please type 'n/a.' A signed letter from the sponsor approving the co-sponsorship and a signed letter from the member wishing to co-sponsor are required. Attach letters at question #9 below.  
n/a
4. Name of the entity that the spending item is intended for:  
MI-RAMP ((Michigan-Reading and Math (STEM) Performance))
5. Physical address of the entity that the spending item is intended for:  
29428 Valley Bend Court, Farmington Hills, MI 48331
6. If there is not a specific recipient, the intended location of the project or activity:  
MI-RAMP ((Michigan-Reading and Math (STEM) Performance)), 29428 Valley Bend Court, Farmington Hills, MI 48331
7. Name of the representative and the district number where the legislatively directed spending item is located:  
Representative Brenda Carter, House District 53
8. Purpose of the legislatively directed spending item. Please include how it provides a public benefit and why it is an appropriate use of taxpayer funding. Please also demonstrate that the item does not violate Article IV, S 30 of the Michigan Constitution.  
MI-RAMP is a community charity with a unique, free, distance-learning program that uplifts youth ages 4-12. The program has enhanced the reading, math, and critical thinking skills of over 100 children from underserved areas of Detroit, Pontiac, and Southfield. MI-RAMP seeks funds to continue and increase efforts to assist the bolstering of children and communities via enhanced learning (math, reading, and critical thinking) and greater self-confidence. They specifically need funding to pay skilled teachers-tutors

who efficiently help youth learn math, reading, and essential thinking fundamentals in rough a free, unique, 3-person, distance-learning program. The funding rewards students with cash incentives of \$12/child per 10-week term and pays the Instructional Coordinator. This program does not violate Article IV, S 30 of the Michigan Constitution.

9. Attach documents here if needed:

Attachments added to the end of this file.

10. The amount of state funding requested for the legislatively directed spending item.

10000

11. Has the legislatively directed spending item previously received any of the following types of funding? Check all that apply.

["Private"]

12. Please select one of the following groups that describes the entity requesting the legislatively directed spending item:

Non-profit organization

13. For a non-profit organization, has the organization been operating within Michigan for the preceding 36 months?

Yes

14. For a non-profit organization, has the entity had a physical office within Michigan for the preceding 12 months?

Yes

15. For a non-profit organization, does the organization have a board of directors?

Yes

16. For a non-profit organization, list all the active members on the organization's board of directors and any other officers. If this question is not applicable, please type 'n/a.'

Dr. T. Carter Gilmer (CEO), Ms. Pamela Parks (Co-CEO and Student Recruitment Coordinator), Mr. Glenn Jackson (Co-CEO for Math & STEM), Ms. Carmen Malone (Secretary), Mr. Spencer Stanfield (Treasurer)

17. "I certify that neither the sponsoring representative nor the sponsoring representative's staff or immediate family has a direct or indirect pecuniary interest in the legislatively directed spending item."

Yes, this is correct

18. Anticipated start and end dates for the legislatively directed spending item:

October 2025 - October 2026

19. "I hereby certify that all information provided in this request is true and accurate."

Yes



January 15, 2025

Representative Brenda Carter  
S-987 House Office Building  
P.O. Box 30014  
Lansing, MI 48909-7514

Dear Representative Carter (Mr. Wertheimer, and other Office Officials):

Please find enclosed the MI-RAMP ((Michigan-Reading and Math (STEM) Performance)) grant proposal, as we request funding to assist us in uplifting children in Michigan— primarily Detroit, Pontiac and Southfield. Such youth (boys and girls) are feeders to middle schools, high schools and eventually colleges. Our program provides an upward thrust for children, ages 4-12, to improve their fundamentals in:

- Math
- Reading
- Critical thinking

We hope the content is in concert with your community/educational improvement objectives to the level of being funded—fully or partially. Your state-backed grant would allow us to reach more children in 2025 and beyond. We could further demonstrate the utility of our free, 3-person, remote program for extensive replication to reach many more over time.

MI-RAMP is requesting support from the state in the form of: 1). an Enhancement Grant or 2). a Line-item grant, or 3). a LEO (Labor Economic Opportunity) grant, or 4) other support; of \$10,000 for years 2025 and 2026. \$10,000 would support 22 of 132 admits (1/6) in a 12-month period.

Sincerely,

Dr. T. Carter Gilmer, Ph. D., CEO of MI-RAMP  
29428 Valley Bend  
Farmington Hills, MI 48331

Education, not Incarceration!



## Table of Contents

### I. Narrative

- A. Executive Statement and Title–p. 1
- B. What do we need/seek funding for?-- p. 1**
- C. How will the funds be used?-- p. 2-3**
- D. How much money are you seeking?--p. 4**
- E. Procedure–p. 4
- F. Cohort Growth and Retention Results–p. 5
- G. Participants and Target Audience–p. 6
- H. Expected Benefits–p. 6
- I. Method of Evaluation (Timeline)--pp.6-7

### II. Budgets

- A. 2024-2023 Comparisons, End-of-year Statements of Financial Position–p. 8
- B. Financial Summary (Revenues Trend, 2019-2024, MI-RAMP)–p. 9
- C. 2025 Projected Budget–p. 10

### III. Tax-related forms/letters

- A. W-9–p. 11
- B. IRS 501 ( c) (3)--p. 12

### IV. Appendices

- A' . Publication: Journal of STEM Education: Research and Innovations, March 2022.
- B' . 2024 MI-RAMP Annual Report, with Organization Chart as Figure 1

## **A. Executive Statement**

### ***“MI-RAMP’s Free, Distance-Learning Program starts with Pre-K to help Feed the Educational Pipeline”***

MI-RAMP is a community charity with a unique, free, distance-learning program. It uplifts youth, ages 4-12. The model program has enhanced reading, math and critical thinking skills of over 100 children who hail, mainly, from underserved areas of Detroit, Pontiac and Southfield; plus elsewhere in MI.

Our Board of Directors is comprised of 27 people from: The Divine 9 fraternities and sororities, dedicated educators, legal and medical professionals, accountants, community advocates, and business people from the states of MI and others (IL, OH, CA, MD, TX, FL, and NY).

The distance-learning program is guided by highly trained and dedicated instructors ((teachers-tutors (TT’s)) who lead weekly 30-minute “classes”. These sessions involve 3 people ((a child, a parent, a teacher (TT)). Learning targets are set/logged/measured for each week and for the entire 10-week (or 12-week) term.

MI-RAMP’s success to uplift children (and parents)— after 12 cohorts, from 2020 through 2024-- has been documented in 5 Annual Reports (2020-2024). Those reports are attached to our website. We have gained academic credibility as our results have been published in the Journal of STEM Education: Research and Innovations. Highlights in the March 2022 paper, and some occurring after the publication, are:

- a. Pre-K children learned to read for the first time
- b. Others improved their math skills, i.e., converting fractions to decimals to percentages, tackling mathematical word problems more systematically, skip counting, etc.
- c. Most began to critically think and question more (Does it make sense?)

These enhancements have established fundamentals that affect self-confidence and foundational learning. Such enhancements will better prepare children who can fill the educational pipeline (Grades: Pre-K to 1 to 3 to 8 to 12 to 16 to professional school and ongoing). MI-RAMP’s vision is in sync with state and national goals. Our program is replicable to serve countless children/communities.

## **B. What do we need/seek funding for?**

We have designed, implemented and tested a free, effective, distance-learning program. It has helped over 100 marginalized youth (132 admits) learn necessary educational skills and build self-confidence during their formative years. MI-RAMP is providing needed supplemental, if not primary support, for children who often spiral downward toward failure with low-self esteem and low expectation.

MI-RAMP seeks funds to continue and increase our efforts to assist the bolstering of children and communities via enhanced learning (math, reading and critical thinking) and greater self-confidence.

75-80% of our projected expenses go toward funding direct instructional costs. Most of those funds are to pay our most skilled six teachers (teachers-tutors, TT’s) and the Instructional Coordinator (akin to a principal), who have masters degrees and special training in reading, elementary education and/or special education.

### **C. How will the funds be used?**

We need funding to pay skilled teachers-tutors who efficiently help youth learn fundamentals of math, reading and critical thinking in our free, unique, 3-person, distant-learning program. Funding is also needed to reward our students with cash incentives of \$12/child per 10-week term and pay the Instructional Coordinator. See Figure 1, which shows a 5-year old with one \$2 incentive and an accompanying certificate. We request funds to support 22 of 132 (%) admits during a 12-month period or 3 cohorts of 44 kids each.

1. There is a shortage of highly skilled and educated Americans with minorities lagging furthest behind: educationally and economically. There is even a greater negative bias among minorities concentrated in inner-cities, like Pontiac and Detroit. New long-term and effective strategies must be implemented to help reverse these downward educational and economic trends. MI-RAMP's approach will contribute to better build educational foundations of those we serve by augmenting important capabilities of youth.

MI-RAMP's initial visionary aims for an in-person program(December 2019) were to:

- design, implement, test a unique program which would uplift children educationally and socially, so that they would have a firm foundation to succeed in Pre-K through grade 3 and beyond. They would start schooling and life journeys with confidence and appropriate preparation.

Our current aims for the remote program (Nov. 2024-February 2026) are to:

- further establish/illustrate success of the virtual program and growth ((number of students, number of TT's, method to scale up from 7 students in cohort #1 to 44 students in cohort #13 (started Nov. 2024)
- show the utilities of distance-learning, which is here is to stay
- share details about MI-RAMP and subtleties of why it works:
  - a. Cash incentives for students
  - b. Backpack with age-appropriate learning tools for each child
  - c. Required "class" participation of parents/caregivers
  - d. Weekly logging/monitoring of learning targets
  - e. Rapport that TT must build with parents/caregivers who are required to participate in the learning process
  - f. Customized/individualized learning targets (meeting student where he/she is, going at their pace)

- g. Talented Teachers-Tutors
- h. Attractive compensation for TT's (effectively \$37/contact-hour)
- i. Cost effective (70-80% of budget goes to instructional costs)
- j. Dedicated volunteers and Board members

**Figure 1**



#### **D. How much money are you requesting?**

We are requesting \$10,000 over a 12-month period. See our projected TOTAL EXPENSES shown for 2025 (January 1, 2025 to December 31, 2025). The PROJECTED BUDGET(EXPENSES) is about \$60,000 and PROJECTED INCOME is \$64,000 with \$10,000 of income requested from the State of Michigan.

In the past 3 years 65-77% of MI-RAMP funds have gone directly to instruction (paying the TT's @ \$30 per hour of contact-time and \$30 per week for prep). Overall instructional costs include \$7800 per year for our Instructional Coordinator (akin to a principal) who directs and monitors the efforts and outcomes from the TT's and learning of the young scholars.

#### **E. Procedure**

The distance-learning program was designed and tested with cohort #1 of 7 students. As an experiment, this virtual model started in December 2020 with twelve 30-minute classes and 2 volunteer instructors (TT's): 1 TT emphasized math and the other reading (15-minutes of math and 15-minutes of reading each "class"). TT's lead the "class" and focus on student LEARNING, i.e., fundamentals of math and reading in an individualized/customized manner with each child. The parent is involved as a semi-active spectator, with the intent that he/she would review concepts covered in that week's "class". For reinforcement, materials— covered and partially learned during that "class"— are to be reviewed by the parent with the child before the next 30-minute class the following week.

After cohort #1, we measured outcomes based upon learning targets, which had been set/logged/measured every week. In summary the children had improved their vocabularies (numbers of sight words recognized, i.e. increased from 2 to 28 —14-fold—, over the 12- week term), reading comprehension, math acumen ((counting, recognizing shapes, computations (+,-,/,\*), conversions (fractions/decimals/% 's), constructing graphs/Cartesian coordinates, number line, equalities and inequalities.

## **F. Cohort Growth and Retention Results**

Growth and retention within each cohort is shown below (cohort #, number of kids starting, # of kids completing, start month and year, and % retained):

#1	7	5	Started Dec. 2020	71.4%
#2	12	10	Started March 2021	83.3%
#3	10	8	Started July 2021	80.0%
#4	14	12	Started Nov. 2021	85.7%
#5	18	17	Started March 2022	94.4%
#6	19	18	Started July 2022	94.7%
#7	23	22	Started Nov. 2022	95.7%
#8	29	27	Started March 2023	93.1%
#9	30	26	Started July 2023	86.7%
#10	36	33	Started Nov. 2023	90.9%
#11	41	40	Started March 2024	97.5%
#12	41	41	Started July 2024	100.0%
#13	44	TBD	Started Nov. 2024	TBD
#14	44	TBD	Starts March 2025	TBD
#15	44	TBD	Starts July 2025	TBD
#16	45	TBD	Starts Nov. 2025	TBD

Total admits (cohorts 1-13)=132

## **G. Participants and Target Audiences**

The active participants in our remote program are: children/ TT's/parents. "Classes" are triangular arrangements of 1 child/1 TT/1 parent. Other participants for overall effectiveness are: 1. a Materials Specialist (Logistics), who distributes the cash \$2 incentives, and backpacks with learning tools (math problem sheets, books, globes, etc.). 2. an Instructional Coordinator (IC) who oversees the progress of the students via logged outcomes recorded by the TT's and reviewed by the IC; 3. an Administrative Assistant, who writes, compiles, reports evaluations from end-of-term parent surveys and assessments.

Underserved minority youth, ages 4-12, are the primary focal group. To date about 60% have been male. Parents/caregivers and siblings are secondary, but they also learn as teaching-learning methods are passed on from the adults to other non-participants or future participants. To date 95% have been African American, 4% Hispanic and 1% white.

The virtual program (Zoom, Facetime, Google Duo) allows us to reach students anywhere.

## **H. Expected Benefits**

MI-RAMP has demonstrated enhanced learning in math, reading and critical thinking of children ages 4-12. They are growing their vocabularies, reading more, comprehending better, understanding math computations and solving word problems better.

Evidence is represented in the 2022 paper, attached as an Appendix. Other evidence is reported in 4 Annual Reports (2021-2024) linked to our website: [mi-ramp.org](http://mi-ramp.org) under DOCUMENTS. The 2024 report is dated February 1, 2025.

## **I. Method of Evaluation (Timeline)**

We evaluate MI-RAMP's overall program by tracking:

-outcomes of improvements in math, reading and critical thinking

Funds have increased since 2020: \$11,527 ('20); \$13,400 ('21); \$22,083 ('22); \$48,821 ('23); \$52,318 ('24).

Student participation after 13 cohorts (3 cohorts per year) has increased: 7 to 12 to 10 to 14 to 18 to 19 to 23 to 29 to 30 to 33 to 41 to 41 to 44 .

Since cohort 5, we have had a WAITLIST of 3 to 60 prospective members. As of January 1, 2025, there are 58 on our

wait list, indicating demand for and satisfaction with our remote program.

After each term or cohort (10-week or 12-week), a survey of the parents is taken as the parents evaluate our program. A sample survey is on the last page of the attached published paper.

Parents respond to 10 specific questions (rated on a 0-4 scale; 4 being the highest score), such as:

- Has your child's math skills improved?
- Has your child's reading level and comprehension improved?
- Would you recommend MI-RAMP to others?

About 60% of the parents return the surveys and their overall average grade point average on a GPA scale of 4, is 3.7. These metrics will be used for future offerings—namely, cohorts 14-16 (starting 3/25, 7/25, 11/25), then cohorts 17-19 (starting 3/26, 7/26, 11/26).



Table II

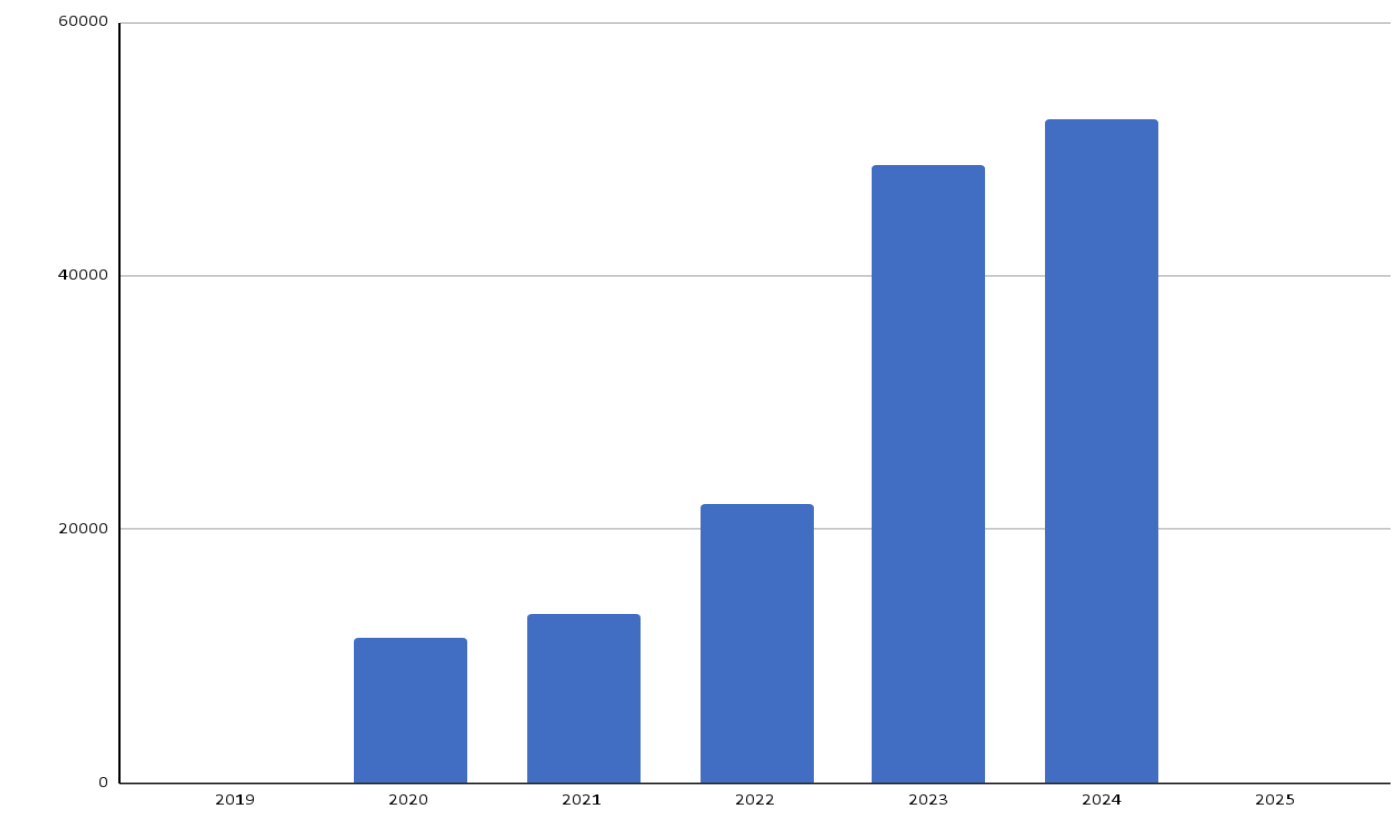
**MI-RAMP**  
**Comparative Statement of Financial Position**  
**12/31/2024 and 2023**

	December 31, 2024			December 31, 2023		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
Assets:						
Cash	\$ 12,322	\$ 0	\$ 12,322	\$ 2,791	\$ 14,500	\$ 17,291
Web Site	1,276		1,276	1,276		1,276
Org Costs	1,870		1,870	1,870		1,870
Student Supplies	1,220		1,220	2,898		2,898
Silent Auction Items	-		-	873		873
Prepaid Insurance	613		613	602		602
Total Assets	\$ 17,300	\$ 0	\$ 17,300	\$ 10,309	\$ 14,500	\$ 24,809
Total Liabilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Assets	\$ 17,300	\$ 0	\$ 17,300	\$ 10,309	\$ 14,500	\$ 24,809

**MI-RAMP**  
**Comparative Statement of Activities**  
**2024 and 2023**

	YTD December 31, 2024			YTD December 31, 2023		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
Revenues and gains:						
Donations - Cash	\$ 26,056	\$ -	\$ 26,056	\$ 21,372		\$ 21,372
Donations - In-Kind	-	-	-	2,515		2,515
Grants	15,500	10,000	25,500	15,500	22,500	38,000
Total Revenues and Gains	\$ 41,556	\$ 10,000	\$ 51,556	\$ 39,386	\$ 22,500	\$ 61,886
Expenses and losses:						
Office Supplies	\$ 1,463		\$ 1,463	\$ 2,207	\$ -	\$ 2,207
Administrative Assistant	7,920	# -	7,920	2,300	-	2,300
Teachers / Tutors	12,830	# 12,520	25,350	11,805	6,725	18,530
Logistics	3,292	# 4,758	8,050	8,927	-	8,927
Instructional Coordinator	3,375	# 5,250	8,625	1,530	-	1,530
Travel & Meetings	308	# -	308	127	-	127
Fund Raising	193	# -	193	3,461	-	3,461
PayPal Fees	52	# -	52	80	-	80
Insurance Expense	602	# -	602	590	-	590
Student Incentives	4,510	# 1,972	6,482	517	1,275	1,792
Fees & Licenses	20	# -	20	20	-	20
Total expenses and Losses	\$ 34,564	\$ 24,500	\$ 59,064	\$ 31,564	\$ 8,000	\$ 39,564
Change in net assets	6,991	(14,500)	(7,509)	(7,678)	14,500	6,822
Net Assets beginning of period	10,309	14,500	24,809	17,987	0	17,987
Net Assets end of period	\$ 17,300	\$ 0	\$ 17,300	\$ 10,309	\$ 14,500	\$ 24,809

<u>Year</u>	<u>End-of-year Revenue (\$)</u>
2019	0
2020	11,527
2021	13,393
2022	22,087
2023	48,821
2024	52,318
2025	



# MI-RAMP OPERATIONAL BUDGET 2025

		Cohort # No. of Students / Staff										
	Frequency	\$ per	13	14	15	16	Total Q1	Total Q2	Total Q3	Total Q4	2025 YEAR TOTAL	Percent
Revenue - Donations and Grants												
Torch of Wisdom Foundation (Deltas of Southfield, MI)							-	2,500	-	-	2,500	4%
Southfield Kappa Foundation (Kappas of Southfield, MI)							4,000	-	-	10,000	14,000	22%
Tolling for Education - Pearls of Promise (AKAs)							-	900	-	-	900	1%
State of Michigan							-	-	-	3,000	3,000	5%
DTE							1,500	4,250	-	-	5,750	9%
Macedonia Church							4,000	-	-	-	4,000	6%
Skillman Foundation							-	-	-	9,500	9,500	15%
Meijer							-	3,360	-	-	3,360	5%
Community Foundation of Southeast Michigan							-	-	2,000	-	2,000	3%
Jack & Jill of America							-	1,250	1,250	-	2,500	4%
General Public Donations	Weekly	\$250					3,250	3,250	3,250	3,250	13,000	20%
5th Anniversary / Fundraising	Annual						-	2,500	1,000	-	3,500	5%
Total Revenues							12,750	18,010	7,500	25,750	64,010	100%
Expenses												
T/T Instructional Sessions	Weekly	\$15	43	45	44	44	6,820	4,300	6,600	3,550	21,270	38%
T/T Preparation Time	Weekly	\$30	5	5	5	5	1,500	900	1,500	750	4,650	8%
Student incentive \$1 weekly	90% Bi-Wkly	\$2	43	45	44	44	394	243	396	158	1,192	2%
Student incentive \$25 Gift Card	Cohort	\$0	43	45	44	44	-	-	-	-	-	0%
Stamps for incentives	Bi-Weekly	\$0.73	43	45	44	44	160	99	225	64	548	1%
Backpacks - Books - etc.	20% Cohort	\$8	43	45	44	44	342	-	334	334	1,011	2%
Logistics	Monthly	\$700	1	1	1	1	1,800	1,800	2,100	1,800	7,500	13%
Instructional Coordinator	Monthly	\$750	1	1	1	1	1,925	1,925	2,250	1,925	8,025	14%
Direct Instructional Costs							12,941	9,267	13,405	8,582	44,195	78%
Zoom	Monthly	\$16	1	1	1	1	48	48	48	48	192	0%
HP Instant Ink	Monthly	\$13	1	1	1	1	39	39	39	39	156	0%
Web Page - Go Daddy	Annual	\$515	1	1	1	1	129	129	129	129	515	1%
Publications	Monthly	\$10	1	1	1	1	30	30	30	30	120	0%
Office Supplies (other)	Monthly	\$25	1	1	1	1	75	75	75	75	300	1%
Administrative Assistant	Monthly	\$720	1	1	1	1	1,850	1,850	2,160	1,850	7,710	14%
Travel & Meetings	Monthly	\$50	1	1	1	1	150	150	150	150	600	1%
Fund Raising / 5th Anniversary	Monthly	\$25	1	1	1	1	75	1,075	575	75	1,800	3%
PayPal Fees	Monthly	\$5	1	1	1	1	15	15	15	15	60	0%
Insurance	Annual	\$608	1	1	1	1	152	152	152	152	608	1%
Fees & Licenses	Monthly	\$5	1	1	1	1	15	15	15	15	60	0%
Total Overhead / Support Costs							2,578	3,578	3,388	2,578	12,121	22%
Total Expenses							15,519	12,844	16,793	11,160	56,316	100%
Total Revenue Over (Under) Expenses							(2,769)	5,166	(9,293)	14,590	7,694	
Cash Flow												
Beginning Cash							12,300	9,531	14,697	5,404	12,300	
Total Revenues							12,750	18,010	7,500	25,750	64,010	
Total Expenses							(15,519)	(12,844)	(16,793)	(11,160)	(56,316)	
Ending Cash							9,531	14,697	5,404	19,994	19,994	

**Request for Taxpayer  
Identification Number and Certification**  
Go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9) for instructions and the latest information.

Give form to the  
requester. Do not  
send to the IRS.

**Before you begin.** For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See Specific Instructions on page 3.	<b>1</b> Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.)	
	<b>MI-RAMP</b>	
	<b>2</b> Business name/disregarded entity name, if different from above.	
	<b>3a</b> Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only <b>one</b> of the following seven boxes. <input type="checkbox"/> Individual/sole proprietor <input checked="" type="checkbox"/> C corporation <input type="checkbox"/> S corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) <b>Note:</b> Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions)	<b>4</b> Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any): Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any): (Applies to accounts maintained outside the United States.)
	<b>3b</b> If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions <input type="checkbox"/>	
	<b>5</b> Address (number, street, and apt. or suite no.). See instructions. <b>29428 Valley Bend</b>	Requester's name and address (optional)
	<b>6</b> City, state, and ZIP code <b>Farmington Hills, MI 48331</b>	
<b>7</b> List account number(s) here (optional)		

**Part I Taxpayer Identification Number (TIN)**

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

**Note:** If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

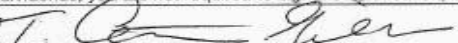
<b>Social security number</b>								
			-				-	
<b>or</b>								
<b>Employer identification number</b>								
8	4	-	4	4	1	3	0	9

**Part II Certification**

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

<b>Sign Here</b>	Signature of U.S. person 	Date <b>12-9-24</b>
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**General Instructions**

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).

**What's New**

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

**Purpose of Form**

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they

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

DEPARTMENT OF THE TREASURY

Date:

MAR 31 2020

MI-RAMP  
C/O T CARTER GILMER  
29428 VALLEY BEND  
FARMINGTON HILLS, MI 48331-0000

Employer Identification Number:  
84-4413090  
DLN:  
26053469005860  
Contact Person:  
CUSTOMER SERVICE ID# 31954  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
December 31  
Public Charity Status:  
170(b)(1)(A)(vi)  
Form 990/990-EZ/990-N Required:  
Yes  
Effective Date of Exemption:  
January 21, 2020  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

-2-

MI-RAMP

Sincerely,



Director, Exempt Organizations  
Rulings and Agreements



# A Unique Concept—Free, 3-Person, Virtual Model to Bolster Early Learning: Michigan Reading and Math (STEM) Performance

T. Carter Gilmer, Edward Broom, Jr., Phyllis A. Russell-Gilmer, Staci R. Newton

MI-RAMP, Michigan-Reading and Math (STEM) Performance, a community charity

## Abstract

The goal of the Michigan Reading and Math (STEM) Performance, MI-RAMP, program is to uplift marginalized children—ages 4 to 12—both educationally and socially. The wide age range emphasizes a purpose to invest early for the highest rate of return, according to Nobel Laureate James Heckman. MI-RAMP has designed and implemented a free, interstate, 3-person, distance-learning program with 12 weekend sessions. Interactions involving one student and a parent are led by a teacher-tutor (TT). The two-way virtual exchanges are customized, addressing foundational needs in reading, math, and critical thinking. We have demonstrated vital learning via our individualized virtual modes, e.g., a 5-year-old male learning to read after 8 weeks. The MI-RAMP model is replicable to reach countless children.

### Key words:

Tutoring, Free, Virtual, Youth, Reading, Math

## Introduction

Education and formal learning provide the foundation for the development of skills and capabilities. James Heckman (Heckman, 2008; Heckman, 2006; Heckman, 2016), an economist and Nobel Laureate, emphasizes the skills-to-capabilities connection and relates it to monetization. His studies span ages from prenatal care through retirement. Significant attention has been given to the Heckman Curve, illustrated in Figure 1, where "Rate of Return to Investment (ROI) in Human Capital" versus "Time" is charted. According to Heckman, skills are produced from learning and later translated as human capital; ROI is optimized by investment in people starting with prenatal care, which is critical to his conclusions.

Researchers (Heckman, 2008; Heckman, 2006; Heckman, 2016) purport that investing in children's development from prenatal care through early childhood (ages 0–7) reaps the most benefits. Those benefits are exhibited by:

- Minimized birth defects and better health.
- Improved parental guidance.
- Better fundamentals in reading, math, and critical thinking.

Other studies show that long-lasting excellence is achievable when strong reading and math skills are de-

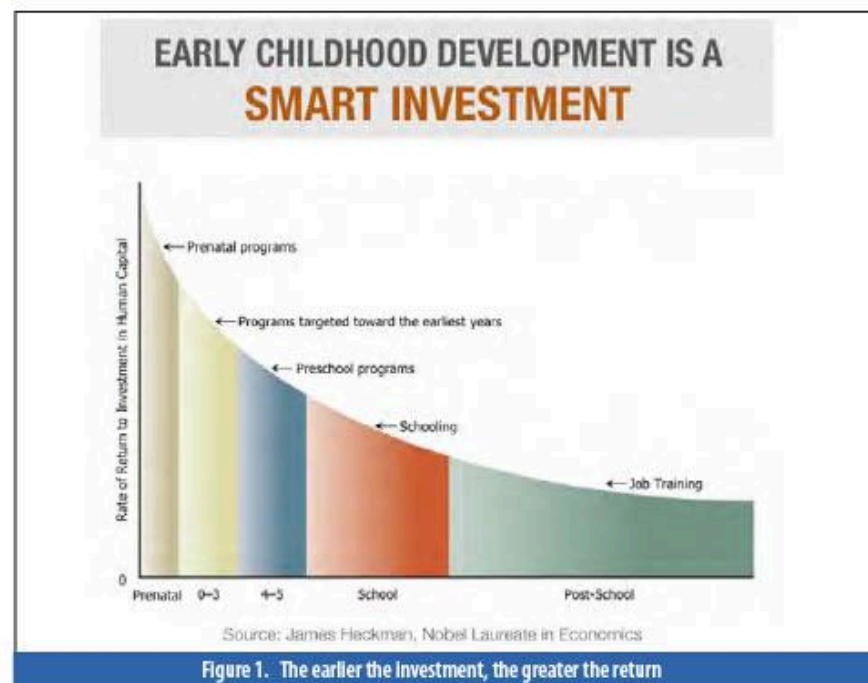


Figure 1. The earlier the investment, the greater the return

veloped, and high achievement is expected (Brown, 2020; Bryant, 2021; Creative Learning, 2016; Gilmer, 2007). Academic success—at the beginning of new phases, such as kindergarten, high school, or college—promotes momentum and perpetuates success. Recent research (Shi, 2020) emphasizes the positive influence that parent type has on students' math performance. Shi's work typecasts parents into three groups:

- a. incredibly involved, commanding/demanding.
- b. somewhat involved.
- c. less involved.

Shi's research showed that as parents' academic commands/demands increased, students' mathematical performance increased as well. Other studies (Adelman, 2006; Gilmer, 2007) support the importance of math principles, as they show that students who perform better in math are more likely to attend college and have higher graduation rates.

Reading starts early. Children "learn to read" from pre-K to grade 2, then "read to learn" from grade 3 and beyond (Loveless, 2021). That sequence can vary depending

on teaching/learning styles, but regardless, long-term, effective, comprehensive reading should begin at a young age, 4–8 years old, or before. The importance of reading, quantitative/problem solving skills, and critical thinking should be stressed during early childhood.

Often, there is little success without a strong foundation in reading/literacy. Our motto "Education, not Incarceration!" is meaningful considering the 'school-to-prison pipeline' is a direct result of one's reading comprehension and persistence to high school completion (Meijia, 2020; Brown, 2020; Levin, 2017).

Numerous investigators have pursued ways to halt and reverse the growing separation in education and earnings between the upper class/middle class and the underclass (Gilmer, 2007; Meijia, 2020; Wisely, 2020; Brown, 2020; Levin, 2017). Some approaches involve providing more educational and social equity. Key separations are based on race/ethnicity and gender differences. There is an unfortunate gap in reading skills between African American (and Hispanic) boys versus girls. For example, 75% of black males in California are behind in reading, which is



substantially more than black girls (Levin, 2017). This gap also exists between sets of kids from other ethnic groups. These shortcomings in reading and education among American black and Hispanic boys are ubiquitous.

Chasms in education affect relative socioeconomic status, health, and lifestyle (Heckman, 2008; Wiley, 2020; Levin, 2017; Creative Learning, 2016; Ravitch, 2020; Bryant, 2021; Leonhardt, 2018; Henderson 2002). In the United States these gaps are clearly indicated by:

- A permanent underclass, primarily, of people of color.
- A preponderance of unwed mothers in lower income households.
- Increasing numbers of high school dropouts.
- More crime and imprisonment.
- Early failure of K-4 students.
- Inadequate support of many parents of their children.

Work proposed here will address these issues by implementing a supplemental, basic educational program (MI-RAMP) that facilitates joint learning/teaching with students-parents-teachers in a novel 3-person arrangement. The virtual distance-learning program in the triangular arrangement has completed its pilot program with 7 students from greater Detroit, MI and a second cohort with 12 students. Ten children hailed from Michigan and 2 were from other states: one from greater Chicago, IL and another from Los Angeles, CA. The third cohort had 10 young scholars from Michigan.

## Methods

As the targeted populations for enhanced learning are young, underserved boys and girls, our initial challenge was selecting and recruiting youth most in need. In developing a consistent application, we included key queries and requirements:

- Age range for children: 4-12 years
- Child eligibility for the federal USDA free/reduced school meals program
- Parents must attend and participate in all "classes"/meetings: virtual and/or in-person.

We aimed to consider all youth and had a firm commitment to have each cohort contain inclusion of children from any community, but one-half or more, would be impoverished. MI-RAMP followed the federal definition for impoverished: qualifying for USDA free/reduced school meal plans.

President Biden and the Chicago Public Schools and Florida Schools Systems (Bryant, 2021; Kim, 2012; Al Mahdi, 2019; Leonhardt, 2018; Leonhardt, 2021; Henderson, 2002) have been stressing the positive influence that parental involvement, community involvement, community schools and mandatory preschools have on the overall educational system and economic security. Those goals are in line with MI-RAMP's mission.

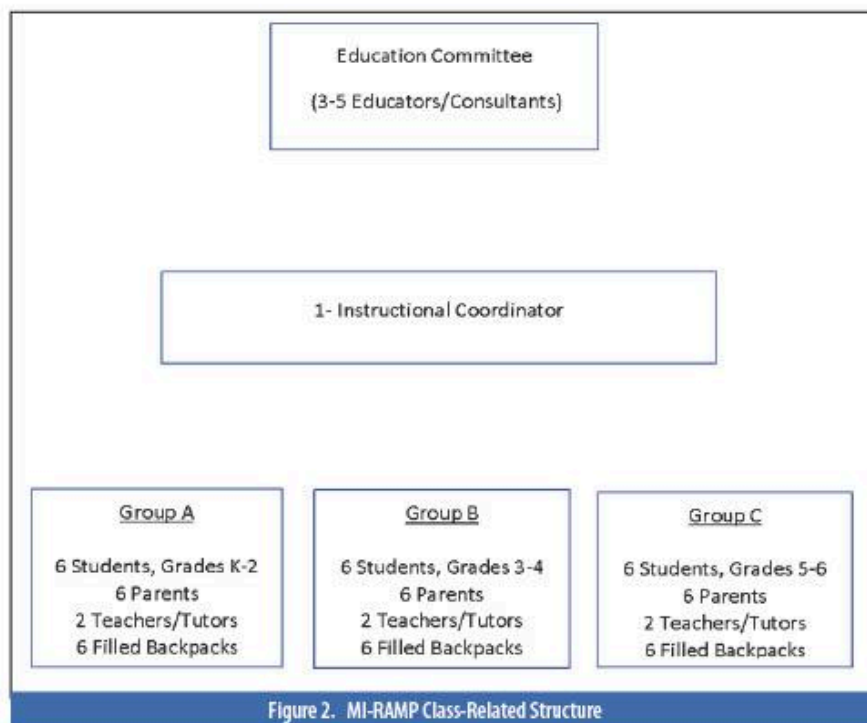


Figure 2. MI-RAMP Class-Related Structure

### A. Initial Proposed In-person Model

At the conception of the MI-RAMP community charity, central to its program were in-person teaching-learning experiences in a triangular manner with:

1. Students;
2. Parents;
3. Teachers(tutors).

See Figure 2 for the design of that in-person model with three groups corresponding to grades:

- A. Pre-K to 2, B. 3 to 4 and C. 5 to 6. As shown, the teacher to student ratio was high, 1 to 3.

Parents would also attend each 90-minute Saturday class (which was slated for Saturday for 20 weeks).

The focus would be fundamentals in:

- Reading
- Math
- Critical thinking
- Respect for self and others
- Accepting those who are different.

To assist with the recruiting and learning, we equipped each student with a backpack and age-appropriate learning tools. A typical package for a pre-K student is shown in Figure 3 with learning tools such as sight words, numbers table, books, etc.

As part of the initial in-person program, scheduled to start July 2020 with its first cohort of 18, learning would continually be monitored, results would be collected and reported during the 20-week session. Suggestions, as

post-analysis information, would be incorporated into the subsequent offering. Due to the emergence of COVID-19 in the spring of 2020, the MI-RAMP in-person programs were postponed, and MI-RAMP redirected efforts to a distance-learning program.

### B. The Active Distance-Learning Model Program

Figure 4 illustrates the structure of the current MI-RAMP distance-learning program, where the interactions assure a dialogue between one student, one parent, and one teacher (teacher-tutor, TT).

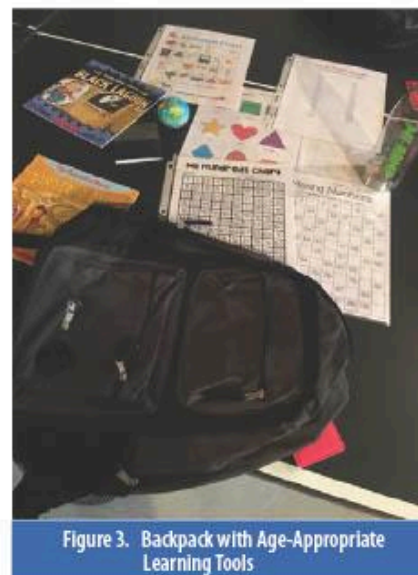


Figure 3. Backpack with Age-Appropriate Learning Tools

Figure 5 shows an active virtual session with student-parent viewing a monitor with the TT leading a weekend 30-minute session.

This arrangement allows for ongoing dynamic exchanges where the TT is the lead person but accepts input and suggestions from the parent to reach learning targets for the child. Each 30-minute weekend "class" of a set of twelve meetings is conducted virtually (ZOOM, Google DUO, FaceTime, etc.). Normally each "class" has 15 minutes devoted to reading and 15 minutes to math. There are learning targets for each time which have been directed by the TT with some input from the parent, and/or child. These learning-teaching moments are customized to reach the student's needs and at his/her level. Progressions from week to week are monitored. Outcomes are recorded and reported to the Instructional Coordinator.

Pre-onset of the virtual program, parents and children were surveyed to determine their perceived needs and expectations from MI-RAMP. At the end of the 12-week session, the parents and students were more thoroughly surveyed with a questionnaire to obtain explicit feedback as to the strengths and potential areas of improvement of the program. See Appendix A for the 10-question survey. Conclusions from the survey are discussed in the following sections.

## Results

MI-RAMP designed and has successfully implemented a unique distance-learning program for young children, ages 4 to 12. It is guided by talented teachers-tutors and assisted by the children's parents. The unique tri-person structure is pictured in Figure 4, showing 12 sets of separate interactions, but our model set contains three people: one child, one parent, and one TT. Each 30-minute "class" produced some learning on the part of each child and some learning by the parent. The child's learning is both qualitative and quantitative in the focus areas of expanding the fundamentals in reading and math with critical thinking occurring. The parents' learning is often demonstrated through teaching techniques—with provided learning tools—to assist in improving their child's reading and math acumen. The parents' learnings can be used beyond this virtual setting and time. For example, they can be used with follow-up studies and work in math and reading with that young scholar or another child that the parent is raising, as shared with the MI-RAMP staff.

As Table I shows, after 8 weeks, one 5-year-old (Pre-K) learned to read for the first time. The TT started by exposing young children to various sight words. The cumulative numbers of sight words recognized from week to week were tracked. The upward pattern is depicted in Figure 6.

During the 8th "class," the words "Where is mom?" were projected via Google Duo for the child and parent to see. The child verbalized them and responded with-

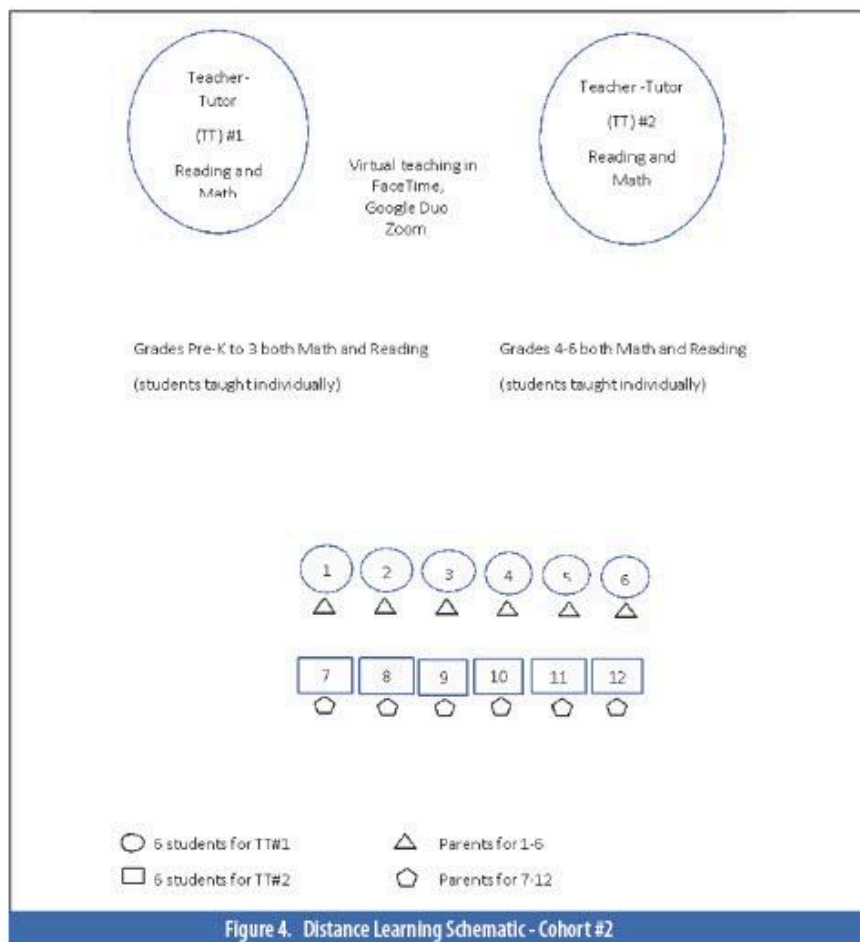


Figure 4. Distance Learning Schematic - Cohort #2



Figure 5. Seven-year-old in Virtual Sessions



out being prompted, "Here is mom," as he looked toward his mother and touched her. This 5-year-old had read and comprehended for the first time. He read one more 3-word sentence and responded, "Reading is fun. Let's not stop."

This example illustrates a reality and challenge for the disadvantaged. Many underserved children from single-family homes do not get early exposure to academic fundamentals. Many children at age 3 or 4 who have early exposure are readers.

Another example was demonstrated by a 5-year old's late exposure and delayed understanding of math concepts: simple counting from 1 to 100. As Figure 7 and Table II show, he was only able to count to 13 at the start of the term.

Most weeks (Saturdays) he would practice counting during the 15-minute math period and later during the week the mother would follow up with counting routines and other math building exercises. In general, he was unable to proceed from decade to decade where he would show hesitation in progressing beyond 29 or 39 or 49. The concept of skip counting by 2's, 5's and, most importantly, 10's was reviewed and practiced. He was able to skip count by 10's to 100, but still not fluidly and consistently count beyond 49. During and at the end of his first 12-week term, he counted to 49 though he apparently knew that the next decade was 50. See Table II where 49 is the maximum number counted to. Our learning target was 100.

The two studies above illustrate the importance of learning the basics which should help prepare young children for the demands of more advanced reading and math.

Cohorts 1, 2 and 3 had 29 total children (18 males and 11 females). Among the 29 (26 Black and 3 Hispanic), 26 of 29 were from single-parent households: the mother—with one exception—being head of household. Undoubtedly, this profile matches those most in need and poorest. We observed that these single parents had several demands on their time, which negatively affected their weekend attendance with MI-RAMP.

Those personal challenges, such as working two jobs, looking for work, lacking an effective support network, etc., hindered attendance. Due to these personal challenges and as explicitly stated by 3 mothers, they withdrew their 4 boys which lowered our retention as shown in Table III where we retained 71.4% (5 of 7) in cohort #1, 83.3% (10 of 12) in cohort #2, and 80.0% (8 of 10) in cohort #3 for an overall average retention of 78.3% (23 of 29). Table III displays these retention values for cohorts 1-3, along with the numbers of students accepted. Projections for future cohorts 4-6 are also shown where we should have 14-18 young scholars per cohort.

## Discussion

As described above, three general achievements are covered:

- The design/implementation of the inaugural 12-

Weeks	# Of sight words recognized	Sentences read	Date, 2021
1	2		2-Jan
2	4		9-Jan
3			16-Jan
4			23-Jan
5			30-Jan
6			6-Feb
7	9		13-Feb
8	11	2	20-Feb
9	18		27-Feb
10			6-Mar
11		2	13-Mar
12			20-Mar

Table I. Sight-Word Progression Toward Reading

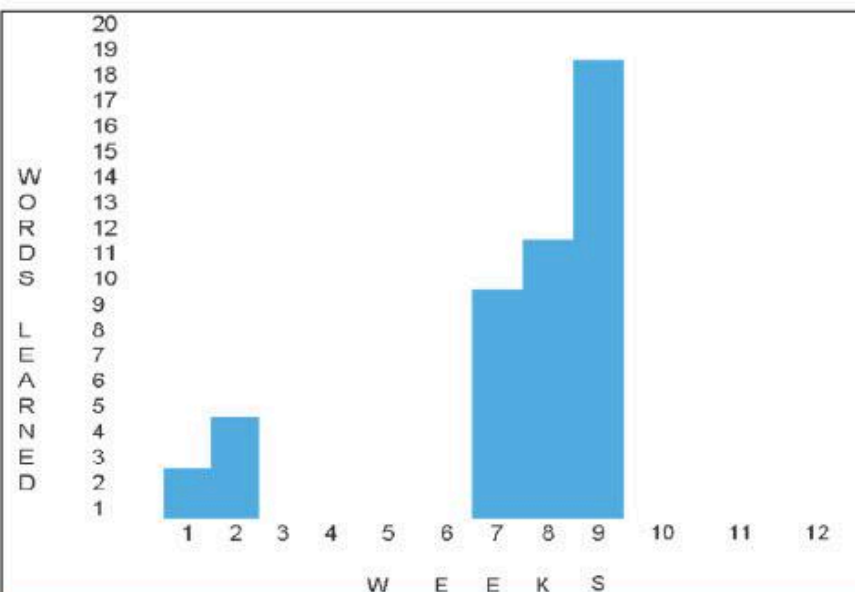


Figure 6. Word Progression of Pre-K Scholar in Cohort #1

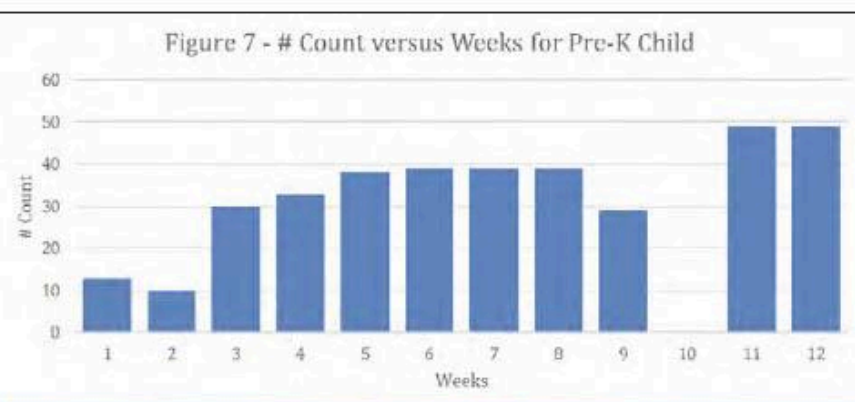


Figure 7. # Count versus Weeks for Pre-K Child

week, 3-person virtual learning program.

- Completion of expanded second and third cohorts for distance learning.
- Early learning of youth from ages 4-12 with parental involvement.

Much thought was put into which students to recruit and admit into our inaugural program, which launched December 2020. Even more thought was put into 1.) what important fundamentals to teach, 2.) how to retain the admits for 12 weeks, and 3.) how to encourage them to return to future offerings. Program acceptance was based on age range (4-12), socioeconomic status for at least half of the admits (½ or more must be underserved) and parents must participate in all weekend meetings. The learning-teaching sessions or "classes" were customized to the needs of each child with input from the parent. Without exception all the parents agreed with the action plan for their child as described on day one of the programs and further clarified by the second meeting. These plans were our learning targets which had 3 classifications:

1. Learning targets for the day in reading and math.
2. Learning targets for the week (or from current Saturday class to next Saturday), per agreement, the parent is to follow up at least 2-3 times on weekdays with the key areas covered the past Saturday.
3. Learning targets for the entire 12-week term.

In category #1 above, for example for a 5th grader, the first learning target in math could be determining which multiplication facts the child has command of by memory. The child, parent, and TT would simultaneously learn the level of command of the 12 by 12 matrix for the multiplication table. If total command were shown, the progression and customized teaching would proceed to something more needed, appropriate, and timely, e.g., long division, percentage, decimals, fractions, exponents, algebraic expressions, etc.

During the first session, the student would have received a backpack with learning tools, including two age-appropriate books. The child and parent would decide which of those two books to read initially and proceed with their choice or agree upon any other book they preferred. A typical target would be to read that book and agree on a few books to read during our 12-week term, or at least number of minutes to read each week (Monday through Friday, before the next weekend MI-RAMP "class").

As observed by and recorded by the TT's, all 19 young scholars learned some aspects of reading and math fundamentals, e.g., their vocabularies grew, or their command of multiplication/division facts improved. While a few did not reach the learning targets, most met or surpassed mutually set goals.

Appendix A shows the questionnaire that parents returned to a survey coordinator who compiled their objective ratings and subjective comments. In summary, the

Weeks	Max #	Counted by 10's	2021	2020 19-Dec	Orientation Backpack drop-off with learning tools
0					
1	13		2-Jan		
2	10	20	9-Jan		
3	30		16-Jan		
4	33	40	23-Jan		
5	38		30-Jan		
6	39	70	6-Feb		
7	39	100	13-Feb		
8	39	100	20-Feb		
9	29	100	27-Feb		
10			6-Mar		Absent this week (illness)
11	49	100	13-Mar		
12	49	100	20-Mar		

Table II. Learning To Count, Pre-K MI-Ramp Young Scholar

Year	Month	Start day	End day	Cohort	# of young scholars	# of weeks	Young Scholars Completed	% retained	Virtual
2020	Dec	21		#1	7		5	71.4	YES
2021	March		20			13			YES
2021	April	2		#2	12	12	10	83.3	YES
	June		26						YES
2021	July	24		#3	10	12	8	80.0	YES
2021	Oct		23						YES
2021	Nov	20		#4	14	12			Yes
2022	Mar		5						Yes
2022	Apr	5		#5	18	12			Yes
2022	June		25						Yes
2022	July	23		#6	18	12			Yes
2022	Oct		22						Yes
TOTAL					22				

Table III. MI-Ramp Cohorts, Current and Projected (10/25/2021)

parents expressed extreme satisfaction with the MI-RAMP distance-learning program and rated several questions with their level of agreement on a 0-4 scale: 0 denotes high disagreement, while 4 denotes very high agreement.

Fourteen of nineteen, 73.1%, of the parents who had children in cohorts 1, 2, and/or 3 returned the optional anonymous 10-question survey shown in the Appendix. Questions were graded on a 0 to 4 scale. The average scores for each question ranged from 2.9 to 3.9, or from "B" to "A," with an average score of 3.6. The 2.9 indicates for question #5 ("my child's reading improved") that some improvement should be planned in the next session or cohort #4. Those efforts will be undertaken with more explicit outcomes for reading, such as assuring that each child has interest in the selected books and reading-relat-

ed approaches, and accordingly should read more/learn more/comprehend more.

Four questions earned parental ratings at the 3.9 level ("A"; those being questions #2, #4, #7 and #8:

- TT was knowledgeable about subject matters.
- MI-RAMP staff was helpful in communicating and assisting in my needs.
- I am satisfied with the assistance received from MI-RAMP.
- I would recommend MI-RAMP to other families.

The MI-RAMP distance-learning program has been implemented. It is in a third iteration to optimize student learning, parental involvement to bolster learning. The virtual program has demonstrated its utility as a model and can be replicated for further outreach.



## Acknowledgments

Eric Brown was instrumental by:

- Helping to brand MI-RAMP with the motto, "Education, not Incarceration!" as he linked youth illiteracy to failure and routes to prisons.
- Organizing a 5K Walk/Run for Literacy which benefited MI-RAMP financially and with student recruitment.

The 4 authors thank the 27 talented and diverse Board members (see [mi-ramp.org](http://mi-ramp.org) for specifics), who represent men and women from eight states (MI, OH, IL, NY, TX, MD, CA, FL) for their most professional voluntarism. In addition, much gratitude is extended to our administrative assistant, Phyllis A. Gilmer, who served in numerous ways while creating the MI-RAMP acronym along with Edward Broom Jr., Glenn Jackson, and Staci Rose Newton. Victoria Washington, Lory Armstrong and Ryan Swanson performed excellently as teachers-tutors, as did substitute TT Staci Newton. Secretary Ron Bettie must also be commended along with our financial overseers, Spencer Stanfield, Ed Broom and Ernest Reed. Legal advice was provided by Judge Richard Smart Jr. Pam Parks was an excellent student recruiter coordinator.

We must recognize the Southfield Kappa Foundation, which sponsored gift certificate incentive awards, and United Methodist Women of Hope Church, led by Alberta Garrett. They donated 160 books.

Numerous donors gave monetary gifts and gifts-in-kind which allowed MI-RAMP to proceed with tangible virtual programs and plans for viable in-person teaching-learning programs.

## Declaration of Interest Statement

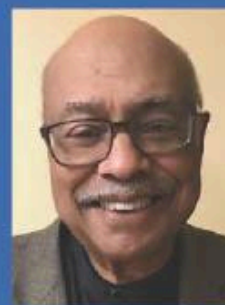
There are no financial or personal interests that could affect the objectivity of this work by the authors.

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**T. Carter Gilmer** is the founder and CEO of Michigan-Reading and Math (STEM) Performance—MI-RAMP—a community charity to uplift children ages 4-12. Before starting MI-RAMP in 2019, he was the director of AIMS (Academic Investment in Math and Science) at Bowling Green State University and an adjunct professor of Chemistry, retiring in June 2010. He received a BA in Chemistry from Drake University (1967) and a PhD in Analytical Chemistry from the University of Iowa (1971). He spent 20 years in the private sector with both Eastman Kodak Co. and DuPont Co., doing research on: a) advanced chromatographic techniques, b) dyes/couplers/developers in photographic systems, c) new catalyst systems for automotive enamels. Those efforts lead to six patents. Gilmer changed careers in 1990 joining the University of Michigan-Dearborn as an Associate Professor and the University of Michigan-Ann Arbor as an Adjunct Professor. His research involved synthesizing and characterizing interpenetrating polymer networks while teaching introductory, analytical and polymer chemistry.



**Phyllis A. Russell-Gilmer**, a native Detroit, currently resides in Farmington Hills, Michigan. She holds a Bachelor of Science from the University of Detroit/Mercy College. Her degree in Human Resource Management allowed her to secure a career position within the automotive industry. Phyllis was a contributing writer to several publications within her work locations. Her poetry is also published in two volumes of the International Library of Poetry. Since retirement in 2005, Phyllis has given increased attention to her passion for writing. Phyllis' love for writing inspired her to author three children's books since her retirement. She is currently the administrative assistant to MI-RAMP and volunteered as one of the teachers-tutors for the first cohort of the distance-learning program.



**Staci R. Newton** is a certified Special Educator, Early Intervention Specialist and founder of the North Texas Angels Pageant nonprofit organization. This pageant was developed to connect people with disabilities to resources that improve their quality of life. As a special educator, Mrs. Newton has worked as a Director of Special Education and in several other capacities including Team Leader for the Special Education department and a classroom teacher. Newton received her bachelor's from Hampton University, and master's with a reading specialist certification from Bowling Green State University. Newton has dedicated her life to working with children and making sure society knows that ALL children can learn, regardless of their ability level or socioeconomic status. As a MI-RAMP board member, Mrs. Newton assists the organization by supporting the Teachers-Tutors in best practices to promote learning for the MI-RAMP Young Scholars.



**Edward Broom, Jr.** has served in the educational field for over 25 years in the Detroit and Ann Arbor public school districts. He currently is serving as intervention specialist and has served as a mathematical specialist, Middle and High school classroom teacher, Instructional Specialist, interim principal and assistant principal. He earned a Bachelor of Arts in Mathematics from Morehouse College, a master's in teaching and an Educational Specialist in Administration and Supervision degree from Wayne State University. In 1999 he received the Booker T. Washington Educator of the year award while teaching in the Detroit Public schools. He began his teaching career in Detroit as a classroom teacher working in various schools with the Project Seed, Inc. organization teaching Algebra in grades 4-6. Then he taught mathematics to 7-8 grade students for 10 years, as well as, to 9-12 graders in the Cranbrook/Kingswood Horizon Upward Bound summer program for 13 years. Broom evaluates state standardized tests, such as the MEAP and Terra Nova. Most recently, he has served as an interim and assistant principal of Scarlett middle, interim principal of Carpenter elementary and assistant principal of the Ann Arbor Science Technology Arts and Mathematics schools.



## Appendix A:

### Parent Questionnaire of MI-RAMP Virtual Programs

#### MI-RAMP Evaluation Survey Questionnaire

Dear Parents/ Caregiver of MI-RAMP Young Scholars,

We need your help! MI-RAMP is conducting a survey to determine the value of what we do for Young Scholars across the board.

Please return no later than TBD, to Ms. Staci Newton, pooh1tchr@gmail.com

Please Begin Here: \_\_\_\_\_

Cohort: 1 ■ (December 20, 2020 – March 24, 2021)

Cohort: 2 ■ (April 3, 2021 – June 26, 2021)

Cohort: 3 ■ (July 24, 2021 – Oct. 23, 2021)

Young Scholar's Age: \_\_\_\_\_ Gender: M ■ F ■

Teacher-Tutor: Dr. Carter Gilmer ■ Ms. Phyllis Gilmer ■

Ms. Ryan Swanson ■ Ms. Victoria Washington ■

Ms. Rhena Holmes ■

(Circle One for each statement)

	4(Strongly Agree)	3(Agree)	2(Neutral)	1(Disagree)	0(Strongly Disagree)
1. TT helped improve my child's overall skill set	4	3	2	1	0
2. TT was knowledgeable about the subjects	4	3	2	1	0
3. TT's method of assistance was effective	4	3	2	1	0
4. The quality of tutoring met my child's needs	4	3	2	1	0
5. The sessions were available at times I needed	4	3	2	1	0
6. MI-RAMP staff was helpful in communicating and meeting my needs	4	3	2	1	0
7. I am satisfied with the assistance received from MI-RAMP	4	3	2	1	0
8. I would recommend MI-RAMP to other families	4	3	2	1	0
9. My child's reading improved	4	3	2	1	0
10. My child's mathematical skills improved	4	3	2	1	0

Comments: Use the space below to make comments

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Thank you for your time!





**TO:** Michigan-Reading And Math (STEM) Performance-- MI-RAMP-- Donors, Grantors, Community members, Parents and Students (Young Scholars)

**FROM:** MI-RAMP Board of Directors

**Executive Board Members:**

- Dr. T. Carter Gilmer, CEO
- Ms. Pamela Parks, Co-CEO and Student Recruitment Coordinator
- Mr. Glenn Jackson, Co-CEO for Math & STEM (Science Technology Engineering & Math)
- Ms. Carmen Malone, Secretary
- Mr. Spencer Stanfield, Treasurer

**Date:** February 1, 2025

**RE: 2024 MI-RAMP Annual Report**

**"Success is Going from Failure to Failure, Without being Discouraged."**

**I. Introduction and Summary:**

MI-RAMP passed its fifth year since conceptualization (December 2019). It will celebrate its 5-year anniversary as a 501 (c) (3) community charity in March 2025. We have completed 4 years (12 cohorts) of our signature, free, distance-learning program. That remote program uplifts youth (ages 4-12), educationally and socially, with emphasis on:

- Reading
- Math
- Critical thinking fundamentals

Currently, cohort 13 is in session with 44 young scholars. We started with 7, during December 2020. Growth in numbers of students per cohort has risen steadily. Retentions of cohort members have been excellent, 89% average. Revenue each year has climbed from \$11,500 in 2020 to \$52,000 in 2024.

Our Board has drafted a 5-year plan which extends to cohort #30, year 2030, with a maximum of 50 young scholars. Commensurate with 50 students, by 2030, is a projected budget of \$55K-\$60K.

MI-RAMP's 3-person/remote program is effective, established, and gaining long-term stability.

## **II. New Personnel, 2024:**

As MI-RAMP has evolved, new people with new talents are needed. They are added each year. During 2024, we brought on board (See Figure 1, the organization chart for more details.):

- **Evan Buchanan, new Board member:**

Growing up, my parents would attend every parent-teacher conference, look at every report card, and frequently remind my brother and me of all the benefits of education. I carry those teachings with me. Since my undergraduate years at Michigan State, while being a calculus tutor, I've been interested and have put forth efforts to pass my knowledge to those who follow. In most of my years after graduating, I volunteered as a tutor in math and reading to elementary students. After graduate school at Cornell, I was chosen to be a Tutor Liaison.

I enjoy the cooperative efforts within MI-RAMP, as we aim to help our youth to be better lifelong learners.

- **Dawn Dennis, new Teacher-Tutor (TT):**

She was born in Detroit, the daughter of Herman and Marva Jenkins, a retired postal supervisor and a retired UAW executive secretary. Education and family were stressed. Her parents often reinforced that many things can be taken away from you, but not education. Early on and into high school, she recognized that she wanted to work with children. After graduating from Our Lady of Mercy High School in Farmington Hills, MI, she attended Spelman College (GA), for 2 years before transferring to Eastern Michigan University (EMU). At EMU she earned her teaching certificate and later a master's degree in reading,

Dennis has 2 daughters, Nicole and Sabrina. Outside of school, Dawn enjoys reading, exercising and spending time with family and friends.

Ms. Dennis retired from Ann Arbor Public Schools after 34 years. She believes that all children can learn, and that providing them with a strong foundation will lead to future successes.

- **Natalie Scarlett, new Administrative Assistant:**

Ms. Scarlett was born and raised in Southfield, MI. She is the daughter of an educator, and was taught the importance of education. Although she works full time at Hollywood Casino in Greektown in Detroit, her passion is the fulfilling work that she does as the administrative assistant.

Helping coordinate the additional learning for all of the young scholars in MI-RAMP gives her a greater purpose rooted in the value of education, as her family taught her.

Figure 1



## ORGANIZATION CHART

(updated October 1, 2024)

**Administrative  
Assistant**  
Natalie Scarlett

**Materials Specialist**  
Fredrick M. Newton

### EXECUTIVE BOARD-5

Dr. T. Carter Gilmer, CEO  
Mr. Glenn Jackson, Co-CEO  
Ms. Pamela (Pam) Parks, Co-CEO and Admissions Chair  
Mr. Spencer Stanfield, Treasurer  
Ms. Carmen Malone, Secretary

**Instructional  
Coordinator/Teacher-Tutor**  
Victoria Washington

### **Teachers-Tutors**

Jameca Aaron  
Lory Armstrong  
Dawn Dennis  
Phyllis Johnson  
Lydia Nickleberry

### ADVISORY BOARD -9

Mr. James Beasley, MI  
Mr. Edward Broom, Jr., MI  
Ms. Staci R. G. Newton, TX  
Mr. Nathan Randall, MI  
Mr. Ernest Reed, Accountant, MI  
Ms. Kerry Rivers, Surrogate Treasurer, MI  
Ms. Naurice Roberts, IL  
Dr. Darryl Taylor, FL or MI  
Mr. Ron Thomas, NY

### AT-LARGE BOARD MEMBERS -13

Mr. Ron Bettie, Surrogate Secretary, MI  
Mr. Evan Buchanan, MI  
Mrs. Lorna Eubanks Broom, NP-C, MI  
Mr. Arnold Brown, MD  
Mr. Eric Brown, MI  
Mr. Gerald Dixon, Fundraising Chair, MI  
Mrs. Phyllis Gilmer, MI  
Mr. Ralph Gilmer, CA  
Dr. W. Robert Midden, OH  
Ms. Venus Randle, MI  
Judge Richard Smart, Esq., MI  
Mr. Charles Sorey, Marketing Coordinator, MI  
Mr. Keith Way, MI



### III. Results and Discussion:

#### A. Overview

2024 was a banner year, as MI-RAMP reached new heights by:

- Adding more depth and vitality to the team with devoted people like Buchanan, Dennis and Scarlett; discussed in the previous section.
- Broadening exposure by having our first TV-radio interview and participating in a host of other community activities, to be covered in this section
- Reaching a new level of revenue, \$52K
- Having its largest remote learning cohort—cohort 13, started November 2024—with 44 young scholars (26 boys and 18 girls, ages 4-12). See Table I for cohort sizes and retention rates.

Table I

Cohort #	Start date (mo/yr)	Initial # of young scholars	Final #	% retained	# of TT's
1	12/2020	7	5	71.4	2
2	3/2021	12	10	83.3	2
3	7/2021	10	8	80	2
4	11/2021	14	12	85.7	3
5	3/2022	18	16	88.9	3
6	7/2022	19	18	94.7	4
7	11/2022	23	22	95.7	5
8	3/2023	29	27	93.1	5
9	7/2023	30	26	86.7	5
10	11/2023	33	30	90.9	6
11	3/2024	41	40	97.5	5
12	7/2024	41	41	100	5
13	11/2024	44			5
14	3/2025	TBD (44)			TBD (5)
15	7/2025	TBD (44)			TBD (5)
Total admits (Cohorts 1-13)-->		321			
Avg. % retained	Cohorts 1-12-->			89	
16	11/2025	TBD (45)			TBD (6)
17	3/2026	TBD (45)			TBD (6)
18	7/2026	TBD (45)			TBD (6)
19	11/2026	TBD (46)			TBD (6)
20	3/2027	TBD (46)			TBD (6)
21	7/2027	TBD (46)			TBD (6)
22	11/2027	TBD (47)			TBD (6)
23	3/2028	TBD (47)			TBD (6)
24	7/2028	TBD (48)			TBD (6)
25	11/2028	TBD (48)			TBD (6)
26	3/2029	TBD (49)			TBD (6)
27	7/2029	TBD (49)			TBD (6)
28	11/2029	TBD (50)			TBD (6)
29	3/2030	TBD (50)			TBD (6)
30	7/2030	TBD (50)			TBD (6)

## **B. Public Relations Events and Networking**

In 2024 MI-RAMP expanded efforts to connect with more children, reach the community at-large and cultivate relations for future collaborations with like-kind organizations, such as Brilliant Detroit and the Detroit Area Pre-College Engineering Program (DAPCEP).

### **Key special events were:**

1. *Health Day at the Southfield Civic Center (May 11, 2024).* Members of the Southfield Chapters of Kappa Alpha Psi Fraternity, Inc. and Delta Sigma Theta Sorority, Inc., co-sponsored a health fair (dental care, physical therapy, podiatry, etc.). Other community activities were incorporated. They are related to education and civil service. MI-RAMP participated with Natalie Scarlett spearheading our booth. She was aided by Jameca Aaron, Lory Armstrong, Nate Randle and Phyllis Gilmer. MI-RAMP benefited from more exposure, obtained new student applications and raised about \$250 from sale of residual items from the Silent Auction of the 2023 fundraiser.
2. *Community Support Picnic and Neighborhood Cook-out at Macedonia Baptist Church of Detroit on August 10, 2024.* Fire prevention, healthy living, education, etc. were emphasized. MI-RAMP attended via invitation of Wendell Smitherman. Our booth was led by Natalie Scarlett with assistance from Jameca Aaron (TT), Phyllis Gilmer (Board member) and Carter Gilmer. Numerous people—toddlers to super seniors—attended; enjoying great food, music, comradery and exchanging knowledge. MI-RAMP circulated flyers and business cards. After this event, our wait list for cohort 13 skyrocketed from 9 to 61. We had to stop accepting new applications within a week since MI-RAMP had far surpassed our capacity of 45 for cohort 13.

At Macedonia Baptist Church, we met a radio and TV host, Harriet Cosby, who invited MI-RAMP to be interviewed, live, before an international audience via their website.

3. *Cosby interviewed CEO Carter Gilmer and Treasurer Spencer Stanfield for 50 minutes on 8-20-24 from 1-2 PM EST.* The TV interview was observable internationally from their website (<http://www.whpr881.com>). A 4-½ minute clip of the 50-minute interview is linked to [mi-ramp.org](http://mi-ramp.org). During the interview Stanfield discussed funding and finances, highlighting significant funders and expenses. Gilmer described the history, outcomes and replicability of the distance-learning program. Gilmer also acknowledged support from key people and organizations:

- Southfield Kappa Foundation (and men of Kappa Alpha Psi Fraternity)
- Skillman Foundation
- Torch of Wisdom Foundation (and women of Delta Sigma Theta Sorority of Southfield, MI)
- Pearls of Promise Foundation (and women of the AKA Sorority of Pontiac, MI)
- Wendell Smitherman of the Bridge Unit of Detroit and Macedonia Baptist Church (Detroit, MI)
- Kevin and Joyce Regan and bridge club members in Novi and Livonia
- James Cole Legacy (Funeral Home) Foundation of Detroit (Antonio Green)

We consider them all staunch supporters along with many others, not mentioned. Earlier in the year, Antonio Green shared his sentiments:

**“The James H. Cole Legacy Foundation found it extremely important to partner with and support MI-RAMP. Not only is it a great organization that is changing lives, but it directly aligns with our mission of supporting children, especially those who are overlooked and underserved. Being able to provide resources and exposure to career paths that otherwise may have been unknown to these young adults will have a lasting impact not only on them but future generations”.**

Stanfield read Green’s words during the interview.



### **C. Educational Team Report (Instructional Coordinator and TT's)**

#### **1. Victoria Washington (Instructional Coordinator, IC summary)**

Victoria Washington is a life-long Detroitter and graduate of the University of Michigan with a B.S. in Chemistry. With nearly 15 years of tutoring experience, Victoria was eager to work within the MI-RAMP Program as a teacher-tutor (TT) and enroll her then 4-year old in the remote program.

Her daughter has been a participant for 4 years and has demonstrated growth over time in reading and math. As a home-school parent, Victoria proudly acknowledges that MI-RAMP has been a crucial support of her daughter's educational journey.

After serving 3 years as a TT, Victoria transitioned to the Instructional Coordinator position. It is in this new leadership role that Victoria has applied her operational management skills to provide teachers-tutors with sustainable tools to document student progress over time.

#### **2. Teacher-Tutors summaries (Aaron, Armstrong, Dennis, Johnson, Nickleberry)**

##### **A. Jameca Aaron**

Being a teacher-tutor (TT) for MI-RAMP has allowed me to work with children in Michigan (and Illinois). During my time as a TT, I have focused on children learning various components and process skills in mathematics. We have worked on numbers and operations, geometry, measurements, problem solving and patterns. I have witnessed my younger students learn how to identify and draw shapes and numbers and my older students measure and multiply. I worked with a 4th grader who could complete multiplication facts up to 4. Now he is in 6th grade and able to correctly complete multiplication facts up to 12.

Additionally, I have tried to instill a love for literacy in our sessions. During our work time on literacy, we practice vocabulary, phonological awareness, and comprehension. I started working with a boy before he entered kindergarten who couldn't identify any letters. Now he is in first grade and able to identify letters, produce sounds, and words from his grade level sight word list.

##### **B. Lory Armstrong**

During our 30-minute sessions, students practice decoding, sound blending, fluency, comprehension, spelling, English, and writing skills. They describe characters, main ideas and details, problems' solutions and cite evidence from tests fostering critical thinking. The students also research people and places that they read about. With each session, I gather data, set goals and assess if goals are met. Outcomes are based on student needs. Lessons are prepared with parent input, homework assignments, observation of student's abilities are projected areas of growth.

Students are encouraged to explain processes for solving math equations. They practice multiple step word problems to discover what strategies allow them to problem solve with success and understanding. They also practice mastering math skills using worksheets, white board practice as well as engaging games and videos from websites (i.e., mathplayground.com, IXL, pinkcatgames.com, Generation Genius, Khan Academy, youtube and kidza-z.com). With practice, students are able to demonstrate mental math skills (i.e., multiplication tables, counting coins, addition and subtraction). The games are motivating, some involve racing to achieve a first place trophy. They look forward to playing to win!

##### **C. Dawn Dennis**

I have been a MI-RAMP tutor (TT) since 2023. The MI-RAMP team has been very welcoming and supportive. After being retired for several years, it has been really rewarding to be able to connect with families and work with students again. It has been exciting to watch them grow and learn, and become more confident learners.

A few highlights that my students have achieved include, learning:

- multiplication facts
- increased word-recognition skills
- addition facts
- science and social studies vocabulary
- addition and subtraction regrouping
- upper and lower-case letters and sounds
- number recognition and writing numbers, 1-20

#### **D. Phyllis Johnson**

This program has been an incredibly rewarding opportunity for me to continue supporting students after retiring from public school teaching. Working with students ages 4 through 12, I have witnessed remarkable growth in their skills and personal development. Writing has been a focus across cohorts 10-12. Children have developed essential skills such as organizing their thoughts, improving grammar, and crafting well-structured essays. Using tools like graphic organizers and collaborative discussions, they have gained confidence in expressing themselves both creatively and academically.

In addition to writing, students have made strides in comprehension, critical thinking and math fundamentals: including multiplication and large-number operations. These young scholars have demonstrated consistent engagement and enthusiasm. This has fostered a productive learning environment for individual growth. Seeing their progress reinforces the impact of the program and the value of personalized, one-on-one instruction.

#### **E. Lydia Nickleberry**

I have worked with an increasing number of children in 2024. I initially assessed students to see what their stronger subjects were. I focused on boosting tutees' confidence in areas that they clearly did well to help their overall esteem. It is important to teach them the value of persistence and perseverance. As their confidence increased, so did their performance. We connected reading comprehension skills to writing which was a huge deficit across the board initially. The children's abilities to communicate with complete sentences have improved. There are several math concepts that they have learned. My young tutees have focused on place values, addition, subtraction and several number patterns, like skip counting (i.e., 2,4,6,8,10). Some of my older students have focused on multiplication, division, fractions, pre-algebra. I assess their understanding by oral and written work.

#### **F. Education team overview**

As discussed by the Instructional Coordinator and 5 TT's, they have diligently and with different approaches, uplifted our young scholars in fundamentals of math, reading and critical thinking. Their statements are consistent with the MI-RAMP mission. They are deserving of the financial support, volunteerism and ideas from Board members, families, community members and donors.

Their discussions focused on 2024 and cohorts 10-12. See Appendix A, where parent survey results are shown (with verbatim comments). Those comments are in concert with the TT's statements. Note survey comments, such as:

"...my child's reading skills skyrocketed during the last 2 cohorts...."

See (in Appendix A) the most positive complimentary statements, by name, of the TT's as praised by parents.

#### IV. Financials:

As described here, since its official formation in March 2020, date of the IRS 501 (c ) (3) letter, MI-RAMP has grown in important measures:

- number of active programs (none to 2--the remote program and a short-lived relief fund)
- number of students in the distance-learning program (See Table I, where the distance-learning program grew from 7 young scholars in December 2020 to 44 in cohort 13), and revenue.

Figure 2 illustrates the revenue increases from zero dollars for 2019, to over \$11,500 in 2020 up to \$52,300 in 2024. See Figure 2 (a bar graph) which illustrates the revenue increase quite clearly.

That pattern of increasing revenue is expected to level off as the slope of the bar graph indicates, but we might predict that demand and need might propel revenue increases, thus pushing annual revenues beyond \$60,000. Regardless, we project the costs of the distance-learning program and all associated expenses to be about \$60,000 when we reach our planned plateau of 50 students per cohort with 3 cohorts per year with 6 TT's.

The 2024 end-of-year financials are below in Table II, which shows total revenues of about \$52K and total expenses of about \$59K with a deficit of \$7K. Please examine Table II for details of the 2024 balance sheet, comparative statements for 2024 and 2023.



Table II

**MI-RAMP**  
**Comparative Statement of Financial Position**  
**12/31/2024 and 2023**

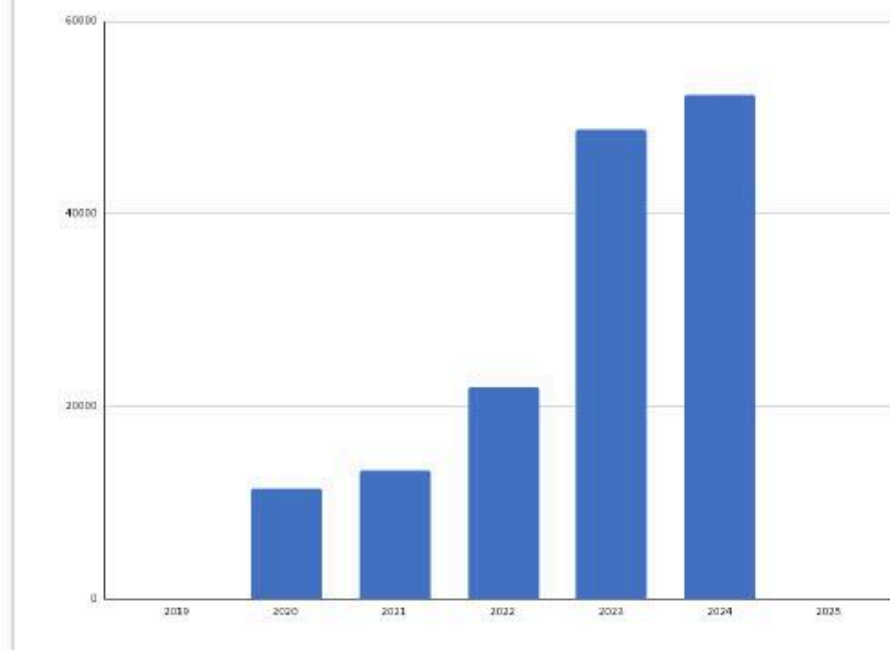
	December 31, 2024			December 31, 2023		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
<b>Assets:</b>						
Cash	\$ 12,822	\$ 0	\$ 12,822	\$ 2,791	\$ 14,500	\$ 17,291
Web Site	1,276		1,276	1,276		1,276
Org Costs	1,870		1,870	1,870		1,870
Student Supplies	1,220		1,220	2,898		2,898
Student Auction Items	-		-	873		873
Prepaid Insurance	633		633	602		602
<b>Total Assets</b>	<b>\$ 17,800</b>	<b>\$ 0</b>	<b>\$ 17,800</b>	<b>\$ 10,909</b>	<b>\$ 14,500</b>	<b>\$ 25,409</b>
<b>Total Liabilities</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Net Assets</b>	<b>\$ 17,800</b>	<b>\$ 0</b>	<b>\$ 17,800</b>	<b>\$ 10,909</b>	<b>\$ 14,500</b>	<b>\$ 25,409</b>

**MI-RAMP**  
**Comparative Statement of Activities**  
**2024 and 2023**

	YTD December 31, 2024			YTD December 31, 2023		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
<b>Revenues and gains:</b>						
Donations - Cash	\$ 26,056	\$ -	\$ 26,056	\$ 22,172	\$ -	\$ 22,172
Donations - In-Kind	15,500	-	15,500	2,515	-	2,515
Grants	-	10,000	10,000	15,500	22,500	38,000
<b>Total Revenues and Gains</b>	<b>\$ 41,556</b>	<b>\$ 10,000</b>	<b>\$ 51,556</b>	<b>\$ 39,586</b>	<b>\$ 22,500</b>	<b>\$ 62,086</b>
<b>Expenses and losses:</b>						
Office Supplies	\$ 1,463	\$ -	\$ 1,463	\$ 2,207	\$ -	\$ 2,207
Administrative Assistant	7,820	-	7,820	2,800	-	2,800
Teachers / Tutors	12,830	12,520	25,350	12,805	6,725	19,530
Logistics	3,292	4,758	8,050	8,927	-	8,927
Instructional Coordinator	3,375	5,250	8,625	1,530	-	1,530
Travel & Meetings	306	-	306	127	-	127
Fund Raising	193	-	193	3,461	-	3,461
PayPal Fees	52	-	52	80	-	80
Insurance Expenses	602	-	602	590	-	590
Student Incentives	4,520	1,072	5,592	517	1,275	1,792
Paper & Supplies	20	-	20	20	-	20
<b>Total expenses and losses</b>	<b>\$ 34,564</b>	<b>\$ 24,500</b>	<b>\$ 59,064</b>	<b>\$ 33,564</b>	<b>\$ 8,000</b>	<b>\$ 41,564</b>
<b>Change in net assets</b>	<b>6,991</b>	<b>(14,500)</b>	<b>(7,509)</b>	<b>(7,678)</b>	<b>14,500</b>	<b>6,822</b>
<b>Net Assets beginning of period</b>	<b>10,809</b>	<b>14,500</b>	<b>25,309</b>	<b>17,987</b>	<b>0</b>	<b>17,987</b>
<b>Net Assets end of period</b>	<b>\$ 17,800</b>	<b>\$ 0</b>	<b>\$ 17,800</b>	<b>\$ 10,309</b>	<b>\$ 14,500</b>	<b>\$ 24,809</b>

Figure 2

Year	End-of-year Revenue (\$)
2019	0
2020	11,527
2021	13,393
2022	22,087
2023	48,821
2024	52,318
2025	





## V. Acknowledgements:

MI-RAMP is grateful for the support of key grantors and donors.

1. Southfield Kappa Foundation (SKF) and men of Kappa Alpha Psi Fraternity, Inc.(Vince Harden, Glenn Jackson, Keith Way, et. al.)
  2. Skillman Foundation
  3. Pearls of Promise Foundation and ladies of Alpha Kappa Alpha Sorority of Pontiac, MI (Billie Fair, et. al.)
  4. Meijer of Walled Lake, MI
  5. Edward Jones Investment (Bob Stokes of TN)
  6. James Cole Legacy Funeral Homes Foundation (Antonio Green of Detroit, MI)
  7. Capital Financial (Ernest Reed of Southfield, MI)
  8. Torch of Wisdom Foundation and ladies of Delta Sigma Theta Sorority of Southfield, MI
- Everett and Joan Howard (Las Vegas, NV)
  - Al and Mary Bullock (Palm Springs, CA)
  - Joel and Georgene Freedman (GA)
  - Nathan and Venus Randle (MI)
  - Wendell Smitherman (Bridge Unit of Detroit & Macedonia Baptist Church of Detroit, MI)
  - Joyce and Kevin Regan, members of the Novi Bridge Club (S. Fedus, A. Mindock, A. Scott, N. Parikh, N./ R. Modi, D. Danielson, et. al.)
  - Bridge partners (Rosemary Reed, Bob Reed, Tom Gay, Bob Smith, Phyllis Gilmer)
  - Alberta Garrett (North Carolina)
  - Eufaula Garrett (Atlanta, GA)
  - Others

## VI. Future Work:

1. Finalize MI-RAMP's 5-year plan and implement it from 2025-2030: gradual student growth from 44 in cohort 13 (started November 2024) to 50 in cohort 30 (to start July 2030).
2. Grow our resource base by pursuing new grantors, such as, DTE, Nissan, CFSEM, State of Michigan and others, while obtaining renewals from our current grantors/donors (SKF, Skillman Foundation, Torch of Wisdom Foundation, Meijer, Pearls of Promise Foundation, etc.).
3. Start a reserve fund.
4. Investigate starting an endowment.
5. Pursue collaborations with Brilliant Detroit, Detroit Area Pre-Engineering College Program (DAPCEP) and others to institute routes for exchange and feeder programs of students.
6. Have a 5-year anniversary celebration (possibly a cook-out at a park), spring/summer 2025.

## VII. Conclusions:

1. MI-RAMP's unique, 3-person, free, remote program augments children's fundamentals in reading, math and critical thinking--as substantiated by parent surveys, teachers-tutors logs/evaluations and demand for others to get in the program. The wait list is about 60 and we have chosen to temporarily stop accepting new applications.
2. The distance-learning program is established and little refining is needed after 12 iterations of the initial model: cohort 1 which started December 2020.
3. The development, results and outcomes of the program are written in 3 previous annual reports (2021-2023) and one 2022 publication in the Journal of STEM Education: Research and Innovations. They are linked to our website (mi-ramp.org). MI-RAMP is well documented.
4. Revenues have increased each year from 2020-2024 (\$11.5K to \$52.3K).
5. Expenses have increased from 2019 to 2024.
6. Future budget projections show revenues exceeding expenses, if current donor levels continue and new donors support MI-RAMP, as the trends in revenue and expenses indicate.
7. MI-RAMP's 5-year plan is achievable based upon reasonable extrapolations and current image and credibility of the distance-learning program.
8. MI-RAMP believes in:

Education, not Incarceration!

### VIII. APPENDIX A: Parent Survey Results, Cohorts 10-12 (2024)

<u>Cohort # in 2024</u>	<u># of Students</u>	<u>Surveys Returned</u>	<u>Return Rate</u>
12	41	24	56.5 %
11	40	25	62.5 %
10	33	22	66.7 %

See Appendix A's tabulations which show pie charts and verbatim comments for 24 parents who returned their surveys for cohort 12. That Appendix also shows verbatim comments from parents from cohorts 11 and 10. There are 10 questions (to be rated on a 0-4 scale with 4 being the best) written in that appendix, such as:

- My child's reading improved?
- I would recommend this program to others?

In general, survey results are quite positive with the average GPA scores (on a 4 point scale) being 3.7. The least favorable rating related to the usefulness of the backpacks and learning tools. That GPA was 3.4, obtained by back-calculation from the pie chart data. Students only receive backpacks with age-appropriate tools their first term. Accordingly, responses by seasoned MI-RAMP kids might be less pertinent since their development and age have changed significantly over time: 1-4 years.

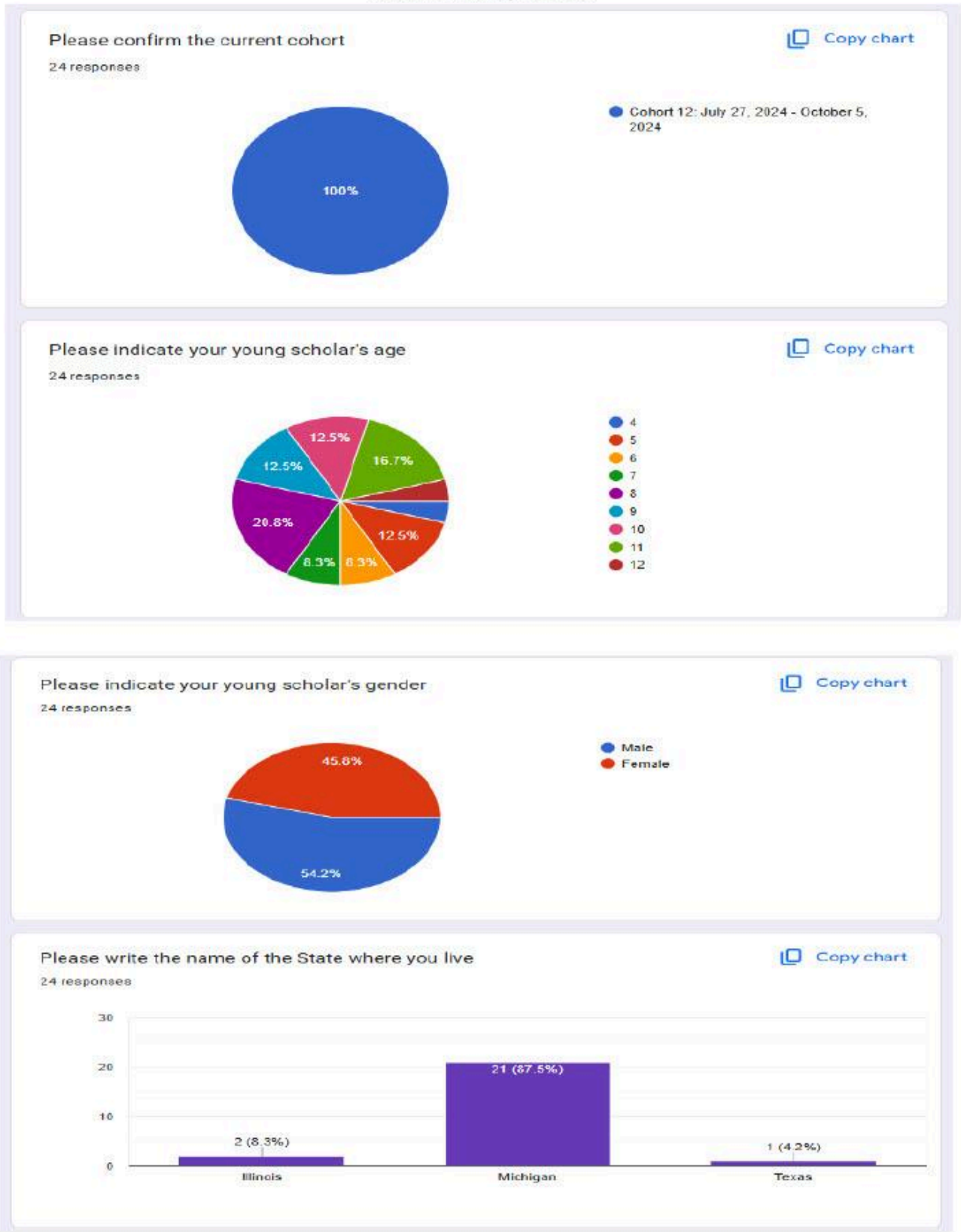
Comments since cohort 1 were solicited and reported verbatim, as they are here for cohort 12. For example:

- a. "Ms. Dennis is amazing, accommodating and a very good TT. She is structured and consistent. I love the affirmations she does at the end of each session. So inspiring!"
- b. "My child's reading got better, and the tutoring sessions also helped with what was being read, like reading the table of contents for non-fiction books. In math, the tutor reinforced what my child was learning in school without making it too hard."

Similar comments and ratings were obtained for cohorts 11 and 10. Please examine those results which cover all 3 cohorts of 2024.

Appendix A: Parent Survey Results for Cohort 10-12

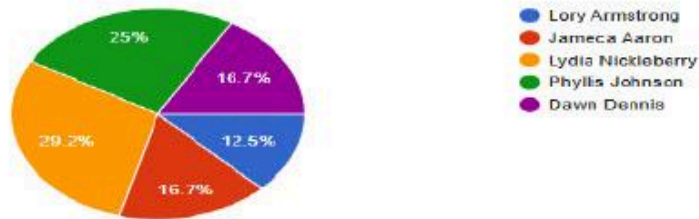
Cohort 12 Survey Results:



Please select your child's Teacher-Tutor

24 responses

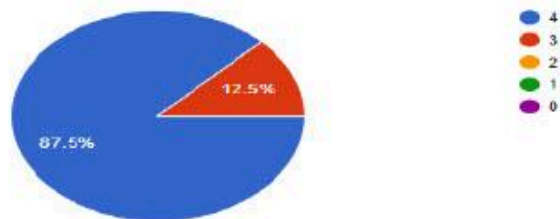
[Copy chart](#)



TT helped improve my child's overall skill set (4 = Strongly Agrees - 0 = Strongly Disagrees)

24 responses

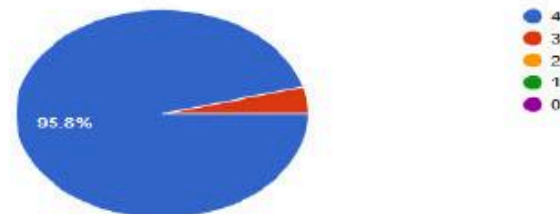
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TT was knowledgeable about the subjects (4 = Strongly Agrees - 0 = Strongly Disagrees)

24 responses

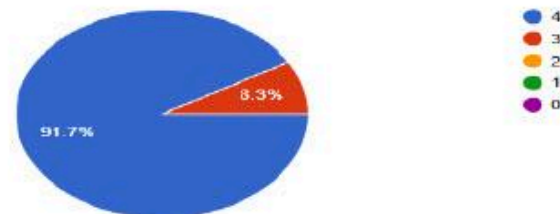
[Copy chart](#)



TT's method of assistance was effective (4 = Strongly Agrees - 0 = Strongly Disagrees)

24 responses

[Copy chart](#)

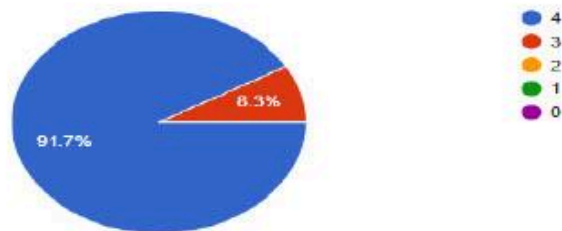




The sessions were available at times I needed (4 = Strongly Agrees - 0 = Strongly Disagrees)

[Copy chart](#)

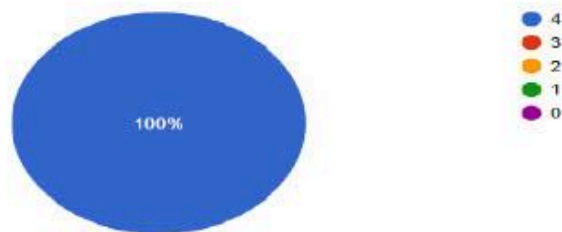
24 responses



MI-RAMP staff was helpful in communicating and meeting my needs (4 = Strongly Agrees - 0 = Strongly Disagrees)

[Copy chart](#)

24 responses



I am satisfied with the incentives (\$2 bills and \$25 gift card) my child received from MI-RAMP (4 = Strongly Agrees - 0 = Strongly Disagrees)

[Copy chart](#)

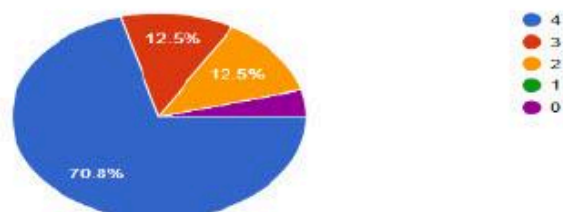
24 responses



How useful was the backpack and learning tools included to your student? (4 = Strongly Agrees - 0 = Strongly Disagrees)

[Copy chart](#)

24 responses



I would recommend MI-RAMP to other families (4 = Strongly Agrees - 0 = Strongly Disagrees)

 [Copy chart](#)

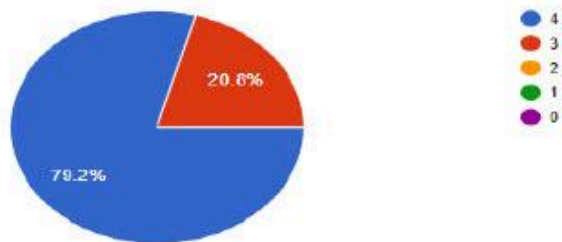
24 responses



My child's reading improved (4 = Strongly Agrees - 0 = Strongly Disagrees)

 [Copy chart](#)

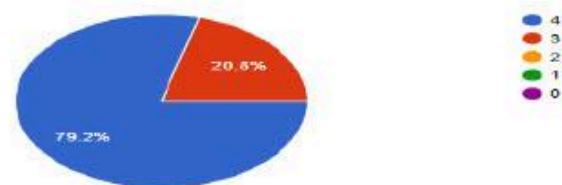
24 responses



My child's mathematical skills improved (4 = Strongly Agrees - 0 = Strongly Disagrees)

 [Copy chart](#)

24 responses



Would you like for your child continue in Cohort 13 (November 16, 2024 - February 15, 2025)

 [Copy chart](#)

24 responses



### Cohort 12 Parent Comments

We love Ms. Lory and appreciate her dedication and consistency!

Thank you

Jameca Aaron has been amazing working with my son. He actually looks forward to his sessions with her.

Great program!

Jameca is an excellent tutor. She was very knowledgeable, patient and kind.

Ms. Dennis is amazing, accommodating and a very good TT. She structured and consistent. I love the affirmations she does at the end of each session. So inspiring!

Ms. Armstrong is amazing and a very good TT. She is flexible with meeting times, kind, understanding and motivates my daughter to learn even after the session.

Thank you providing this program.

Thank you for providing this program.

This service is convenient and helpful to students. My son looks forward to the additional support every Saturday. Mrs. Dennis is always gracious, courteous, and considerate. She not only focuses on teaching; she tries to build a personal relationship with my son by asking him about his interest, feelings, and they talk about life in general.

My daughters reading has sky rocketed in the past 2 cohorts. Miss Johnson has been so supportive and helpful through the process.

Ms. Dennis is awesome! She is knowledgeable and has an effective teaching style.

Cohort 11 Survey Responses	
25 Responses out of 40 Scholars - 63% Response Rate	
Cohort 11 Dates: April 6 - June 29, 2024	
Questions	Responses
TT helped improve my child's overall skill set	3.96
TT was knowledgeable about the subjects	3.96
TT's method of assistance was effective	3.96
The quality of tutoring met my child's needs	3.92
The sessions were available at times I needed	3.96
MI-RAMP staff was helpful in communicating and meeting my needs	3.96
I am satisfied with the incentives (\$2 bills and \$25 gift card) my child received from MI-RAMP	3.88
I would recommend MI-RAMP to other families	3.96
My child's reading improved	3.72
My child's mathematical skills improved	3.84
Would you like for your child continue in Cohort 12	4
Additional Comments	
This is a great program.	
We would like tutors to come to our home to help with his writing 🍷 please & thanks	
This year was the first year my son was ever on the Honor roll. The 1:1 tutoring really helped with math skills that I couldn't help him with. Mrs. Aaron also helped getting him ready for his spelling test/vocabulary. It was extremely helpful.	
Great program	
Ms. Nickelberry was very helpful with giving tips to help with my sons reading.	
My little lady can be difficult, but Ms Johnson really pushed her in writing and reading. She walked her through the writing process so seamlessly. She's still really proud of that!	
She exposed him to some concepts he wasn't willing to explore so he shut down a little but as a pretty confident person he needed the exposure and push. Sometimes he rose to the occasion and at times he didn't. But I appreciate the hard work Ms Johnson did to work with him.	
I love the way the TT will cater his lesson plans so the scholar works on his weaknesses.	
Carson didn't receive any \$2 bills this year. He also didn't get the \$25 gift card for the last cohort. MI-RAMP has our updated address but I'm wondering if the rewards were sent to	



the old address.	
Very helpful to my children, she no longer struggles with her maths and reading.	
I am extremely grateful for MI-Ramp and for Tianna's TT, Abiola. She loved getting online for her sessions and he was did such a fantastic job at engaging her, coaching her, boosting her confidence, challenging her, and cheering her on. We look forward to the next cohort! I would love it if my 5 year old and my 13 year old can join this next cohort. Thanks so much!!	
Ms. Lory is absolutely wonderful and continues to be a huge support for our son each cohort. We really appreciate the time and effort she puts in with him weekly! We appreciate the MI-Ramp program as it is a positive way for our son to have some weekly learning connection with another adult outside of school.	
We would like in person tutor for the hand writing piece.	

Cohort 10 Survey Results	
22 Responses for 33 Scholars - 67% Returned	
Questions	Responses
1 TT helped improved my child's overall skill set	3.68
2 TT was knowledgeable about the subjects	3.95
3 T's method of assistance was effective	3.86
4 The quality of tutoring met my child's needs	3.86
5 The sessions were available at times I needed	3.77
6 MI-RAMP staff was helpful in communication and meeting my needs	3.91
7 I am satisfied with the incentives (\$2 bills and \$25 gift card) my child received from MI-RAMP	4.00
8 I would recommend MI-RAMP to other families	4.00
9 My child's reading improved	3.64
10 My child's mathematical skills improved	3.59
11 Would you like for your child to continue in Cohort 11 (April 6 - June 29, 2024)?	100% Yes
Please provide any additional comments here:	
We need more days in tutoring & more funding including food & clothing & free housing & free car for low income families.	
Thank you for a Google form for quick easy and anonymous survey response. it's much easier to return in a timely manner.	
Our teacher tutor Ms. Lory is excellent kind and patient. She communicated well with us all and is definitely a gift on our educational journey. We appreciate this program.	
Ms. Nickelberry was very helpful with giving me tips and tricks that I can use to help my son become a better reader.	
Ms. Jameaca was very knowledgeable, kind and attentive. My daughter looks forward to meeting with her every week.	
Wonderful program.	
Very helpful to my child progress at school.	
My child's reading got better, and the tutoring sessions also helped with understanding what was being read, like using the table of contents for non-fiction books. In math, the tutor reinforced what my child was learning in school without making it too hard.	
Mrs. Phillis was wonderful. I appreciate her working with my schedule. I also love the fact that she was a teacher and help break down the problems for my scholar.	
Looking forward to meeting the new teacher tutor.	
My child had a wonderful instructor	
Enjoy program it's a great program	
My son really likes his sessions with Mrs. Aaron. She really is lovely and really intuitive on what he needs to work on.	
We look forward to our son meeting with Ms. Staci because she helps him academically and she helps	

his critical thinking skills!	
We need more resources tablet & clothing & shoes & housing please & thanks.	
This is a great program. I wish there was a facility to provide summer ongoing help when school is out instead of the 30minute sessions.	
My kids are enjoying the online tutoring sessions and it is helping. I wish there was a facility for summer that would provide all day tutoring .	
Ms. Lory is incredibly patient and attentive to my student. I am so very grateful for the MI-RAMP program and am encouraged by the consistent improvement that I see my daughter making each cohort.	



**TO:** Michigan-Reading And Math (STEM) Performance-- MI-RAMP-- Donors, Grantors, Community members, Parents and Students (Young Scholars)

**FROM:** MI-RAMP Board of Directors

**Executive Board Members:**

- Dr. T. Carter Gilmer, CEO
- Ms. Pamela Parks, Co-CEO and Student Recruitment Coordinator
- Mr. Glenn Jackson, Co-CEO for Math & STEM (Science Technology Engineering & Math)
- Ms. Carmen Malone, Secretary
- Mr. Spencer Stanfield, Treasurer

**Date:** February 1, 2025

**RE: 2024 MI-RAMP Annual Report**

**"Success is Going from Failure to Failure, Without being Discouraged."**

**I. Introduction and Summary:**

MI-RAMP passed its fifth year since conceptualization (December 2019). It will celebrate its 5-year anniversary as a 501 (c) (3) community charity in March 2025. We have completed 4 years (12 cohorts) of our signature, free, distance-learning program. That remote program uplifts youth (ages 4-12), educationally and socially, with emphasis on:

- Reading
- Math
- Critical thinking fundamentals

Currently, cohort 13 is in session with 44 young scholars. We started with 7, during December 2020. Growth in numbers of students per cohort has risen steadily. Retentions of cohort members have been excellent, 89% average. Revenue each year has climbed from \$11,500 in 2020 to \$52,000 in 2024.

Our Board has drafted a 5-year plan which extends to cohort #30, year 2030, with a maximum of 50 young scholars. Commensurate with 50 students, by 2030, is a projected budget of \$55K-\$60K.



MI-RAMP's 3-person/remote program is effective, established, and gaining long-term stability.

## **II. New Personnel, 2024:**

As MI-RAMP has evolved, new people with new talents are needed. They are added each year. During 2024, we brought on board (See Figure 1, the organization chart for more details.):

- **Evan Buchanan, new Board member:**

Growing up, my parents would attend every parent-teacher conference, look at every report card, and frequently remind my brother and me of all the benefits of education. I carry those teachings with me. Since my undergraduate years at Michigan State, while being a calculus tutor, I've been interested and have put forth efforts to pass my knowledge to those who follow. In most of my years after graduating, I volunteered as a tutor in math and reading to elementary students. After graduate school at Cornell, I was chosen to be a Tutor Liaison.

I enjoy the cooperative efforts within MI-RAMP, as we aim to help our youth to be better lifelong learners.

- **Dawn Dennis, new Teacher-Tutor (TT):**

She was born in Detroit, the daughter of Herman and Marva Jenkins, a retired postal supervisor and a retired UAW executive secretary. Education and family were stressed. Her parents often reinforced that many things can be taken away from you, but not education. Early on and into high school, she recognized that she wanted to work with children. After graduating from Our Lady of Mercy High School in Farmington Hills, MI, she attended Spelman College (GA), for 2 years before transferring to Eastern Michigan University (EMU). At EMU she earned her teaching certificate and later a master's degree in reading,

Dennis has 2 daughters, Nicole and Sabrina. Outside of school, Dawn enjoys reading, exercising and spending time with family and friends.

Ms. Dennis retired from Ann Arbor Public Schools after 34 years. She believes that all children can learn, and that providing them with a strong foundation will lead to future successes.

- **Natalie Scarlett, new Administrative Assistant:**

Ms. Scarlett was born and raised in Southfield, MI. She is the daughter of an educator, and was taught the importance of education. Although she works full time at Hollywood Casino in Greektown in Detroit, her passion is the fulfilling work that she does as the administrative assistant.

Helping coordinate the additional learning for all of the young scholars in MI-RAMP gives her a greater purpose rooted in the value of education, as her family taught her.

Figure 1



## ORGANIZATION CHART

(updated October 1, 2024)

**Administrative  
Assistant**  
Natalie Scarlett

**Materials Specialist**  
Fredrick M. Newton

### EXECUTIVE BOARD-5

Dr. T. Carter Gilmer, CEO  
Mr. Glenn Jackson, Co-CEO  
Ms. Pamela (Pam) Parks, Co-CEO and Admissions Chair  
Mr. Spencer Stanfield, Treasurer  
Ms. Carmen Malone, Secretary

**Instructional  
Coordinator/Teacher-Tutor**  
Victoria Washington  
**Teachers-Tutors**  
Jameca Aaron  
Lory Armstrong  
Dawn Dennis  
Phyllis Johnson  
Lydia Nickleberry

### ADVISORY BOARD -9

Mr. James Beasley, MI  
Mr. Edward Broom, Jr., MI  
Ms. Staci R. G. Newton, TX  
Mr. Nathan Randall, MI  
Mr. Ernest Reed, Accountant, MI  
Ms. Kerry Rivers, Surrogate Treasurer, MI  
Ms. Naurice Roberts, IL  
Dr. Darryl Taylor, FL or MI  
Mr. Ron Thomas, NY

### AT-LARGE BOARD MEMBERS -13

Mr. Ron Bettie, Surrogate Secretary, MI  
Mr. Evan Buchanan, MI  
Mrs. Lorna Eubanks Broom, NP-C, MI  
Mr. Arnold Brown, MD  
Mr. Eric Brown, MI  
Mr. Gerald Dixon, Fundraising Chair, MI  
Mrs. Phyllis Gilmer, MI  
Mr. Ralph Gilmer, CA  
Dr. W. Robert Midden, OH  
Ms. Venus Randle, MI  
Judge Richard Smart, Esq., MI  
Mr. Charles Sorey, Marketing Coordinator, MI  
Mr. Keith Way, MI

### III. Results and Discussion:

#### A. Overview

2024 was a banner year, as MI-RAMP reached new heights by:

- Adding more depth and vitality to the team with devoted people like Buchanan, Dennis and Scarlett; discussed in the previous section.
- Broadening exposure by having our first TV-radio interview and participating in a host of other community activities, to be covered in this section
- Reaching a new level of revenue, \$52K
- Having its largest remote learning cohort—cohort 13, started November 2024—with 44 young scholars (26 boys and 18 girls, ages 4-12). See Table I for cohort sizes and retention rates.

Table I

Cohort #	Start date (mo/yr)	Initial # of young scholars	Final #	% retained	# of TT's
1	12/2020	7	5	71.4	2
2	3/2021	12	10	83.3	2
3	7/2021	10	8	80	2
4	11/2021	14	12	85.7	3
5	3/2022	18	16	88.9	3
6	7/2022	19	18	94.7	4
7	11/2022	23	22	95.7	5
8	3/2023	29	27	93.1	5
9	7/2023	30	26	86.7	5
10	11/2023	33	30	90.9	6
11	3/2024	41	40	97.5	5
12	7/2024	41	41	100	5
13	11/2024	44			5
14	3/2025	TBD (44)			TBD (5)
15	7/2025	TBD (44)			TBD (5)
Total admits (Cohorts 1-13)-->		321			
Avg. % retained	Cohorts 1-12-->			89	
16	11/2025	TBD (45)			TBD (6)
17	3/2026	TBD (45)			TBD (6)
18	7/2026	TBD (45)			TBD (6)
19	11/2026	TBD (46)			TBD (6)
20	3/2027	TBD (46)			TBD (6)
21	7/2027	TBD (46)			TBD (6)
22	11/2027	TBD (47)			TBD (6)
23	3/2028	TBD (47)			TBD (6)
24	7/2028	TBD (48)			TBD (6)
25	11/2028	TBD (48)			TBD (6)
26	3/2029	TBD (49)			TBD (6)
27	7/2029	TBD (49)			TBD (6)
28	11/2029	TBD (50)			TBD (6)
29	3/2030	TBD (50)			TBD (6)
30	7/2030	TBD (50)			TBD (6)



## **B. Public Relations Events and Networking**

In 2024 MI-RAMP expanded efforts to connect with more children, reach the community at-large and cultivate relations for future collaborations with like-kind organizations, such as Brilliant Detroit and the Detroit Area Pre-College Engineering Program (DAPCEP).

### **Key special events were:**

1. *Health Day at the Southfield Civic Center (May 11, 2024).* Members of the Southfield Chapters of Kappa Alpha Psi Fraternity, Inc. and Delta Sigma Theta Sorority, Inc., co-sponsored a health fair (dental care, physical therapy, podiatry, etc.). Other community activities were incorporated. They are related to education and civil service. MI-RAMP participated with Natalie Scarlett spearheading our booth. She was aided by Jameca Aaron, Lory Armstrong, Nate Randle and Phyllis Gilmer. MI-RAMP benefited from more exposure, obtained new student applications and raised about \$250 from sale of residual items from the Silent Auction of the 2023 fundraiser.
2. *Community Support Picnic and Neighborhood Cook-out at Macedonia Baptist Church of Detroit on August 10, 2024.* Fire prevention, healthy living, education, etc. were emphasized. MI-RAMP attended via invitation of Wendell Smitherman. Our booth was led by Natalie Scarlett with assistance from Jameca Aaron (TT), Phyllis Gilmer (Board member) and Carter Gilmer. Numerous people—toddlers to super seniors—attended; enjoying great food, music, comradery and exchanging knowledge. MI-RAMP circulated flyers and business cards. After this event, our wait list for cohort 13 skyrocketed from 9 to 61. We had to stop accepting new applications within a week since MI-RAMP had far surpassed our capacity of 45 for cohort 13.

At Macedonia Baptist Church, we met a radio and TV host, Harriet Cosby, who invited MI-RAMP to be interviewed, live, before an international audience via their website.

3. *Cosby interviewed CEO Carter Gilmer and Treasurer Spencer Stanfield for 50 minutes on 8-20-24 from 1-2 PM EST.* The TV interview was observable internationally from their website ([www.whpr881 \(fm881whpr.com\)](http://www.whpr881.com)). A 4-½ minute clip of the 50-minute interview is linked to [mi-ramp.org](http://mi-ramp.org). During the interview Stanfield discussed funding and finances, highlighting significant funders and expenses. Gilmer described the history, outcomes and replicability of the distance-learning program. Gilmer also acknowledged support from key people and organizations:

- Southfield Kappa Foundation (and men of Kappa Alpha Psi Fraternity)
- Skillman Foundation
- Torch of Wisdom Foundation (and women of Deltas Sigma Theta Sorority of Southfield, MI)
- Pearls of Promise Foundation (and women of the AKA Sorority of Pontiac, MI)
- Wendell Smitherman of the Bridge Unit of Detroit and Macedonia Baptist Church (Detroit, MI)
- Kevin and Joyce Regan and bridge club members in Novi and Livonia
- James Cole Legacy (Funeral Home) Foundation of Detroit (Antonio Green)

We consider them all staunch supporters along with many others, not mentioned. Earlier in the year, Antonio Green shared his sentiments:

**“The James H. Cole Legacy Foundation found it extremely important to partner with and support MI-RAMP. Not only is it a great organization that is changing lives, but it directly aligns with our mission of supporting children, especially those who are overlooked and underserved. Being able to provide resources and exposure to career paths that otherwise may have been unknown to these young adults will have a lasting impact not only on them but future generations”.**

Stanfield read Green’s words during the interview.

## **C. Educational Team Report (Instructional Coordinator and TT's)**

### **1. Victoria Washington (Instructional Coordinator, IC summary)**

Victoria Washington is a life-long Detroit resident and graduate of the University of Michigan with a B.S. in Chemistry. With nearly 15 years of tutoring experience, Victoria was eager to work within the MI-RAMP Program as a teacher-tutor (TT) and enroll her then 4-year old in the remote program.

Her daughter has been a participant for 4 years and has demonstrated growth over time in reading and math. As a home-school parent, Victoria proudly acknowledges that MI-RAMP has been a crucial support of her daughter's educational journey.

After serving 3 years as a TT, Victoria transitioned to the Instructional Coordinator position. It is in this new leadership role that Victoria has applied her operational management skills to provide teachers-tutors with sustainable tools to document student progress over time.

### **2. Teacher-Tutors summaries (Aaron, Armstrong, Dennis, Johnson, Nickleberry)**

#### **A. Jameca Aaron**

Being a teacher-tutor (TT) for MI-RAMP has allowed me to work with children in Michigan (and Illinois). During my time as a TT, I have focused on children learning various components and process skills in mathematics. We have worked on numbers and operations, geometry, measurements, problem solving and patterns. I have witnessed my younger students learn how to identify and draw shapes and numbers and my older students measure and multiply. I worked with a 4th grader who could complete multiplication facts up to 4. Now he is in 6th grade and able to correctly complete multiplication facts up to 12.

Additionally, I have tried to instill a love for literacy in our sessions. During our work time on literacy, we practice vocabulary, phonological awareness, and comprehension. I started working with a boy before he entered kindergarten who couldn't identify any letters. Now he is in first grade and able to identify letters, produce sounds, and words from his grade level sight word list.

#### **B. Lory Armstrong**

During our 30-minute sessions, students practice decoding, sound blending, fluency, comprehension, spelling, English, and writing skills. They describe characters, main ideas and details, problems' solutions and cite evidence from texts fostering critical thinking. The students also research people and places that they read about. With each session, I gather data, set goals and assess if goals are met. Outcomes are based on student needs. Lessons are prepared with parent input, homework assignments, observation of student's abilities are projected areas of growth.

Students are encouraged to explain processes for solving math equations. They practice multiple step word problems to discover what strategies allow them to problem solve with success and understanding. They also practice mastering math skills using worksheets, white board practice as well as engaging games and videos from websites (i.e., mathplayground.com, IXL, pinkcatgames.com, Generation Genius, Khan Academy, youtube and kidz-a-z.com). With practice, students are able to demonstrate mental math skills (i.e., multiplication tables, counting coins, addition and subtraction). The games are motivating, some involve racing to achieve a first place trophy. They look forward to playing to win!

#### **C. Dawn Dennis**

I have been a MI-RAMP tutor (TT) since 2023. The MI-RAMP team has been very welcoming and supportive. After being retired for several years, it has been really rewarding to be able to connect with families and work with students again. It has been exciting to watch them grow and learn, and become more confident learners.

A few highlights that my students have achieved include, learning:

- multiplication facts
- increased word-recognition skills
- addition facts
- science and social studies vocabulary
- addition and subtraction regrouping
- upper and lower-case letters and sounds
- number recognition and writing numbers, 1-20

#### **D. Phyllis Johnson**

This program has been an incredibly rewarding opportunity for me to continue supporting students after retiring from public school teaching. Working with students ages 4 through 12, I have witnessed remarkable growth in their skills and personal development. Writing has been a focus across cohorts 10-12. Children have developed essential skills such as organizing their thoughts, improving grammar, and crafting well-structured essays. Using tools like graphic organizers and collaborative discussions, they have gained confidence in expressing themselves both creatively and academically.

In addition to writing, students have made strides in comprehension, critical thinking and math fundamentals: including multiplication and large-number operations. These young scholars have demonstrated consistent engagement and enthusiasm. This has fostered a productive learning environment for individual growth. Seeing their progress reinforces the impact of the program and the value of personalized, one-on-one instruction.

#### **E. Lydia Nickleberry**

I have worked with an increasing number of children in 2024. I initially assessed students to see what their stronger subjects were. I focused on boosting tutees' confidence in areas that they clearly did well to help their overall esteem. It is important to teach them the value of persistence and perseverance. As their confidence increased, so did their performance. We connected reading comprehension skills to writing which was a huge deficit across the board initially. The children's abilities to communicate with complete sentences have improved. There are several math concepts that they have learned. My young tutees have focused on place values, addition, subtraction and several number patterns, like skip counting (i.e., 2,4,6,8,10). Some of my older students have focused on multiplication, division, fractions, pre-algebra. I assess their understanding by oral and written work.

#### **F. Education team overview**

As discussed by the Instructional Coordinator and 5 TT's, they have diligently and with different approaches, uplifted our young scholars in fundamentals of math, reading and critical thinking. Their statements are consistent with the MI-RAMP mission. They are deserving of the financial support, volunteerism and ideas from Board members, families, community members and donors.

Their discussions focused on 2024 and cohorts 10-12. See Appendix A, where parent survey results are shown (with verbatim comments). Those comments are in concert with the TT's statements. Note survey comments, such as:

“...my child's reading skills skyrocketed during the last 2 cohorts.....”

See (in Appendix A) the most positive complimentary statements, by name, of the TT's as praised by parents.

#### IV. Financials:

As described here, since its official formation in March 2020, date of the IRS 501 (c ) (3) letter, MI-RAMP has grown in important measures:

- number of active programs (none to 2—the remote program and a short-lived relief fund)
- number of students in the distance-learning program (See Table I, where the distance-learning program grew from 7 young scholars in December 2020 to 44 in cohort 13), and revenue.

Figure 2 illustrates the revenue increases from zero dollars for 2019, to over \$11,500 in 2020 up to \$52,300 in 2024. See Figure 2 (a bar graph) which illustrates the revenue increase quite clearly.

That pattern of increasing revenue is expected to level off as the slope of the bar graph indicates, but we might predict that demand and need might propel revenue increases, thus pushing annual revenues beyond \$60,000. Regardless, we project the costs of the distance-learning program and all associated expenses to be about \$60,000 when we reach our planned plateau of 50 students per cohort with 3 cohorts per year with 6 TT's.

The 2024 end-of-year financials are below in Table II, which shows total revenues of about \$52K and total expenses of about \$59K with a deficit of \$7K. Please examine Table II for details of the 2024 balance sheet, comparative statements for 2024 and 2023.



Table II

**MI-RAMP**  
**Comparative Statement of Financial Position**  
**12/31/2024 and 2023**

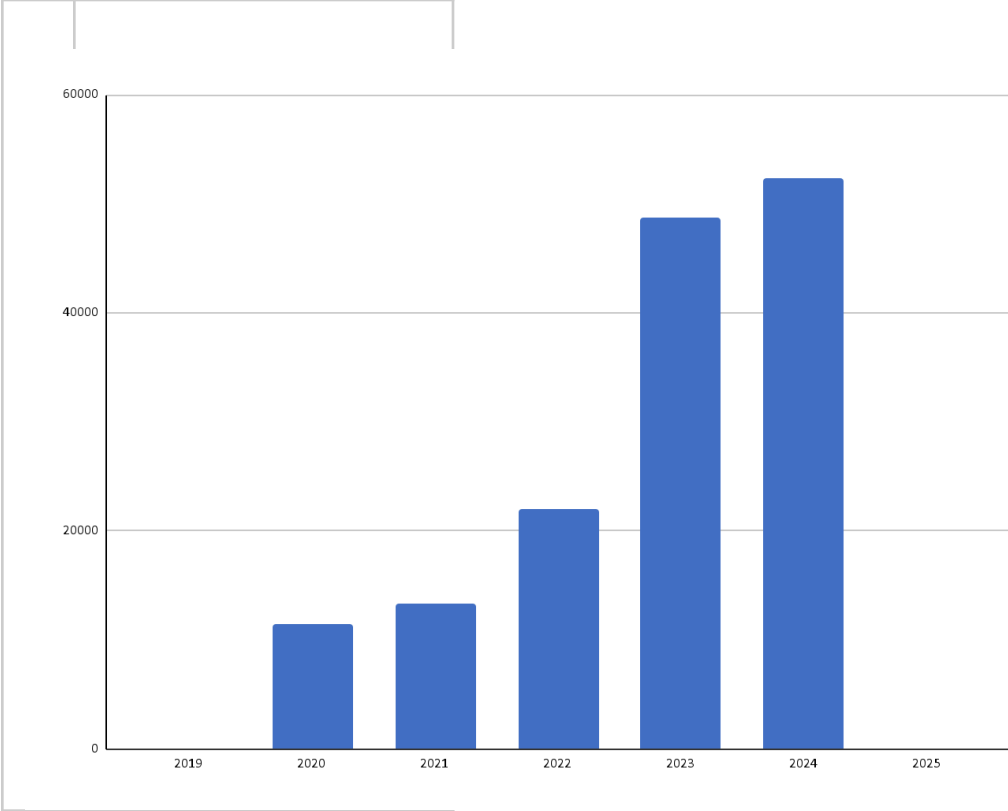
	December 31, 2024			December 31, 2023		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
Assets:						
Cash	\$ 12,322	\$ 0	\$ 12,322	\$ 2,791	\$ 14,500	\$ 17,291
Web Site	1,276		1,276	1,276		1,276
Org Costs	1,870		1,870	1,870		1,870
Student Supplies	1,220		1,220	2,898		2,898
Silent Auction Items	-		-	873		873
Prepaid Insurance	613		613	602		602
Total Assets	\$ 17,300	\$ 0	\$ 17,300	\$ 10,309	\$ 14,500	\$ 24,809
Total Liabilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Assets	\$ 17,300	\$ 0	\$ 17,300	\$ 10,309	\$ 14,500	\$ 24,809

**MI-RAMP**  
**Comparative Statement of Activities**  
**2024 and 2023**

	YTD December 31, 2024			YTD December 31, 2023		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
Revenues and gains:						
Donations - Cash	\$ 26,056	\$ -	\$ 26,056	\$ 21,372		\$ 21,372
Donations - In-Kind	-	-	-	2,515		2,515
Grants	15,500	10,000	25,500	15,500	22,500	38,000
Total Revenues and Gains	\$ 41,556	\$ 10,000	\$ 51,556	\$ 39,386	\$ 22,500	\$ 61,886
Expenses and losses:						
Office Supplies	\$ 1,463		\$ 1,463	\$ 2,207	\$ -	\$ 2,207
Administrative Assistant	7,920 #	-	7,920	2,300	-	2,300
Teachers / Tutors	12,830 #	12,520	25,350	11,805	6,725	18,530
Logistics	3,292 #	4,758	8,050	8,927	-	8,927
Instructional Coordinator	3,375 #	5,250	8,625	1,530	-	1,530
Travel & Meetings	308 #	-	308	127	-	127
Fund Raising	193 #	-	193	3,461	-	3,461
PayPal Fees	52 #	-	52	80	-	80
Insurance Expense	602 #	-	602	590	-	590
Student Incentives	4,510 #	1,972	6,482	517	1,275	1,792
Fees & Licenses	20 #	-	20	20	-	20
Total expenses and Losses	\$ 34,564	\$ 24,500	\$ 59,064	\$ 31,564	\$ 8,000	\$ 39,564
Change in net assets	6,991	(14,500)	(7,509)	(7,678)	14,500	6,822
Net Assets beginning of period	10,309	14,500	24,809	17,987	0	17,987
Net Assets end of period	\$ 17,300	\$ 0	\$ 17,300	\$ 10,309	\$ 14,500	\$ 24,809

Figure 2

<u>Year</u>	<u>End-of-year Revenue (\$)</u>
2019	0
2020	11,527
2021	13,393
2022	22,087
2023	48,821
2024	52,318
2025	



## **V. Acknowledgements:**

MI-RAMP is grateful for the support of key grantors and donors.

1. Southfield Kappa Foundation (SKF) and men of Kappa Alpha Psi Fraternity, Inc.(Vince Harden, Glenn Jackson, Keith Way, et. al.)
  2. Skillman Foundation
  3. Pearls of Promise Foundation and ladies of Alpha Kappa Alpha Sorority of Pontiac, MI (Billie Fair, et. al.)
  4. Meijer of Walled Lake, MI
  5. Edward Jones Investment (Bob Stokes of TN)
  6. James Cole Legacy Funeral Homes Foundation (Antonio Green of Detroit, MI)
  7. Capital Financial (Ernest Reed of Southfield, MI)
  8. Torch of Wisdom Foundation and ladies of Delta Sigma Theta Sorority of Southfield, MI
- Everett and Joan Howard (Las Vegas, NV)
  - Al and Mary Bullock (Palm Springs, CA)
  - Joel and Georgene Freedman (GA)
  - Nathan and Venus Randle (MI)
  - Wendell Smitherman (Bridge Unit of Detroit & Macedonia Baptist Church of Detroit, MI)
  - Joyce and Kevin Regan, members of the Novi Bridge Club (S. Fedus, A. Mindock, A. Scott, N. Parikh, N./ R. Modi, D. Danielson, et. al.)
  - Bridge partners (Rosemary Reed, Bob Reed, Tom Gay, Bob Smith, Phyllis Gilmer)
  - Alberta Garrett (North Carolina)
  - Eufaula Garrett (Atlanta, GA)
  - Others

## **VI. Future Work:**

1. Finalize MI-RAMP's 5-year plan and implement it from 2025-2030: gradual student growth from 44 in cohort 13 (started November 2024) to 50 in cohort 30 (to start July 2030).
2. Grow our resource base by pursuing new grantors, such as, DTE, Nissan, CFSEM, State of Michigan and others, while obtaining renewals from our current grantors/donors (SKF, Skillman Foundation, Torch of Wisdom Foundation, Meijer, Pearls of Promise Foundation, etc.).
3. Start a reserve fund.
4. Investigate starting an endowment.
5. Pursue collaborations with Brilliant Detroit, Detroit Area Pre-Engineering College Program (DAPCEP) and others to institute routes for exchange and feeder programs of students.
6. Have a 5-year anniversary celebration (possibly a cook-out at a park), spring/summer 2025.

## **VII. Conclusions:**

1. MI-RAMP's unique, 3-person, free, remote program augments children's fundamentals in reading, math and critical thinking--as substantiated by parent surveys, teachers-tutors logs/evaluations and demand for others to get in the program. The wait list is about 60 and we have chosen to temporarily stop accepting new applications.
2. The distance-learning program is established and little refining is needed after 12 iterations of the initial model: cohort 1 which started December 2020.
3. The development, results and outcomes of the program are written in 3 previous annual reports (2021-2023) and one 2022 publication in the Journal of STEM Education: Research and Innovations. They are linked to our website (mi-ramp.org). MI-RAMP is well documented.
4. Revenues have increased each year from 2020-2024 (\$11.5K to \$52.3K).
5. Expenses have increased from 2019 to 2024.
6. Future budget projections show revenues exceeding expenses, if current donor levels continue and new donors support MI-RAMP, as the trends in revenue and expenses indicate.
7. MI-RAMP's 5-year plan is achievable based upon reasonable extrapolations and current image and credibility of the distance-learning program.
8. MI-RAMP believes in:

**Education, not Incarceration!**

## VIII. APPENDIX A: Parent Survey Results, Cohorts 10-12 (2024)

<u>Cohort # in 2024</u>	<u># of Students</u>	<u>Surveys Returned</u>	<u>Return Rate</u>
12	41	24	56.5 %
11	40	25	62.5 %
10	33	22	66.7 %

See Appendix A's tabulations which show pie charts and verbatim comments for 24 parents who returned their surveys for cohort 12. That Appendix also shows verbatim comments from parents from cohorts 11 and 10. There are 10 questions (to be rated on a 0-4 scale with 4 being the best) written in that appendix, such as:

- My child's reading improved?
- I would recommend this program to others?

In general, survey results are quite positive with the average GPA scores (on a 4 point scale) being 3.7. The least favorable rating related to the usefulness of the backpacks and learning tools. That GPA was 3.4, obtained by back-calculation from the pie chart data. Students only receive backpacks with age-appropriate tools their first term. Accordingly, responses by seasoned MI-RAMP kids might be less pertinent since their development and age have changed significantly over time: 1-4 years.

Comments since cohort 1 were solicited and reported verbatim, as they are here for cohort 12. For example:

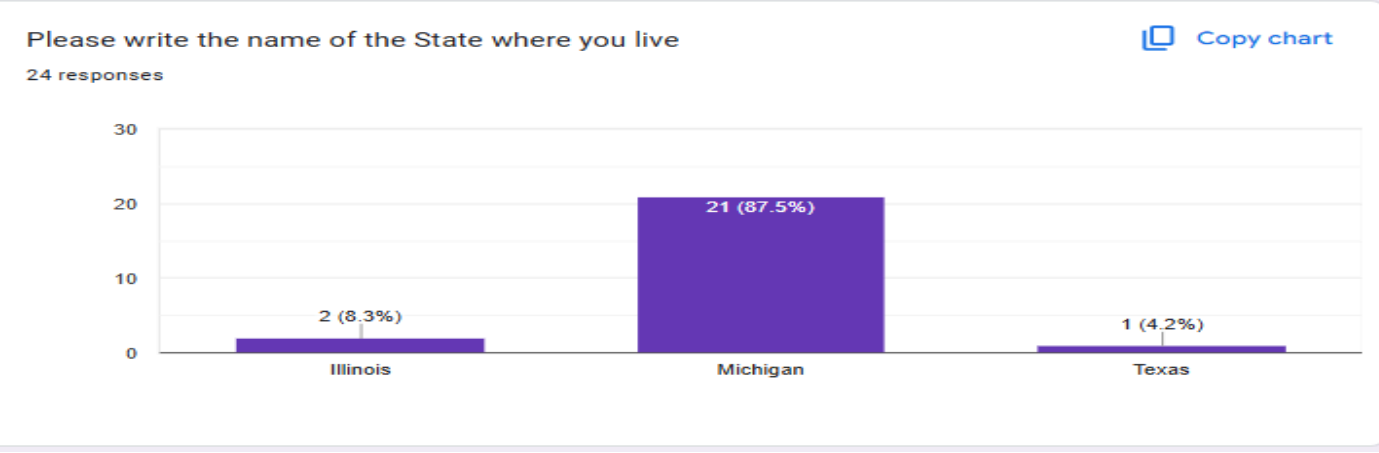
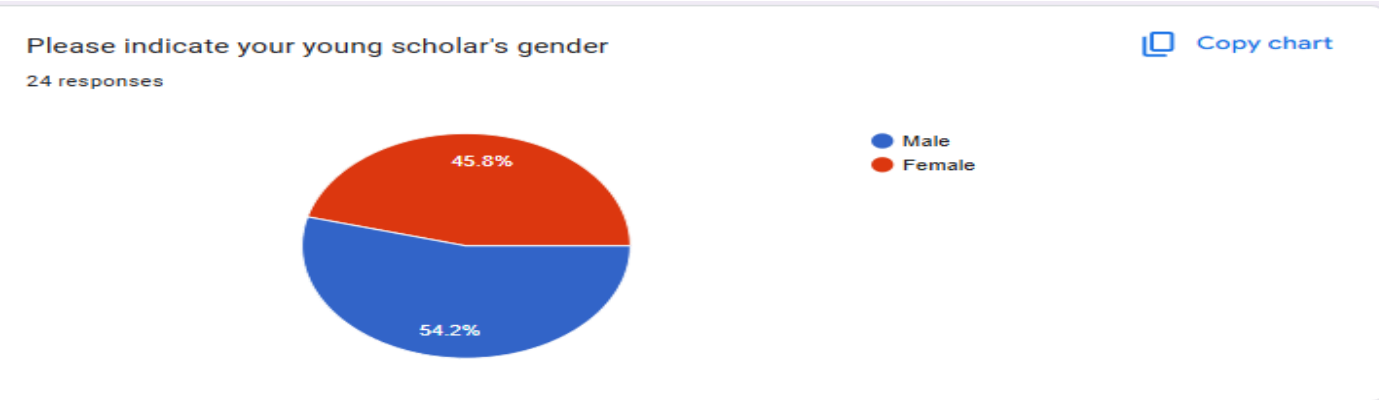
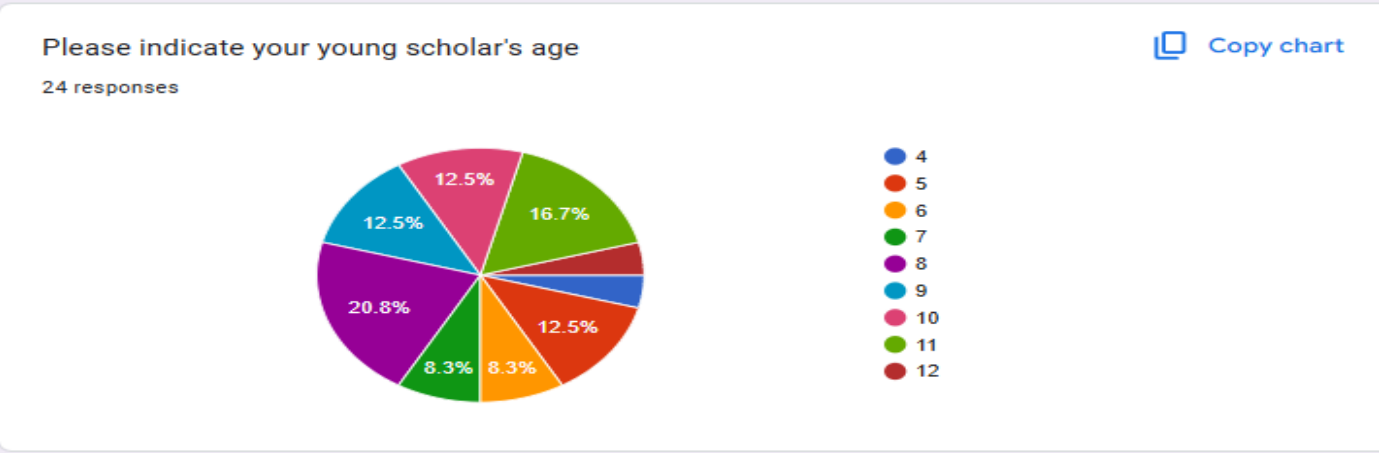
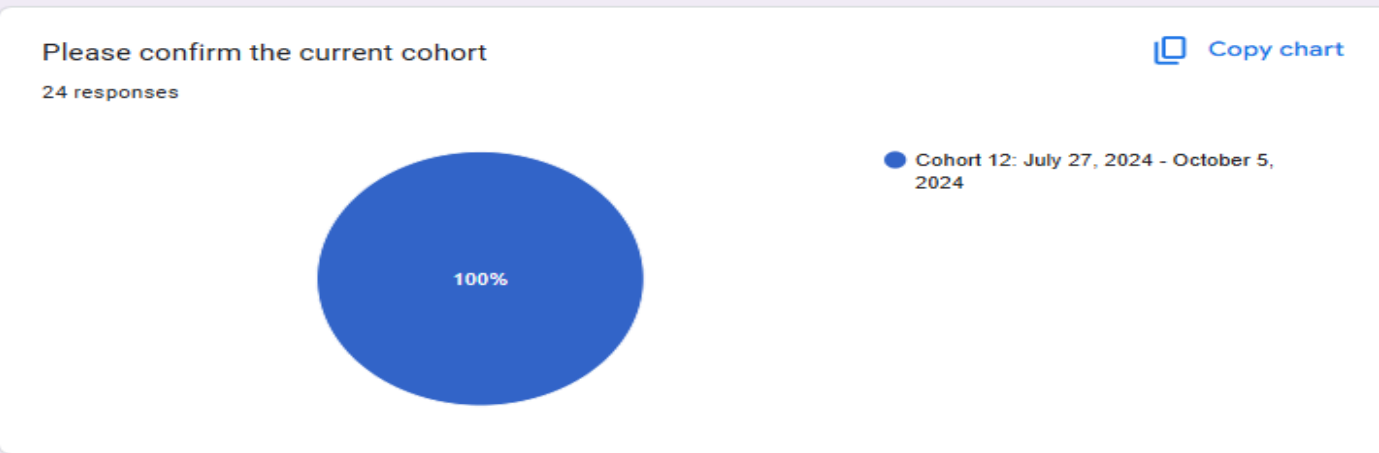
- a. "Ms. Dennis is amazing, accommodating and a very good TT. She is structured and consistent. I love the affirmations she does at the end of each session. So inspiring!"
- b. "My child's reading got better, and the tutoring sessions also helped with what was being read, like reading the table of contents for non-fiction books. In math, the tutor reinforced what my child was learning in school without making it too hard."

Similar comments and ratings were obtained for cohorts 11 and 10. Please examine those results which cover all 3 cohorts of 2024.



Appendix A: Parent Survey Results for Cohort 10-12

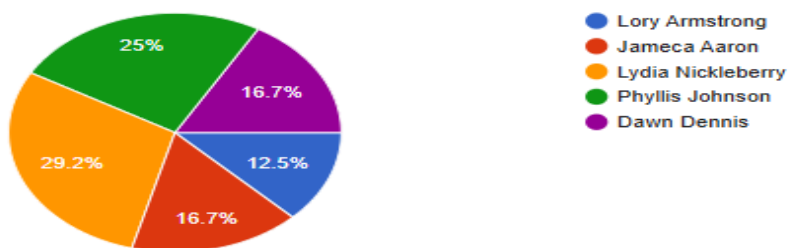
Cohort 12 Survey Results:



### Please select your child's Teacher-Tutor

24 responses

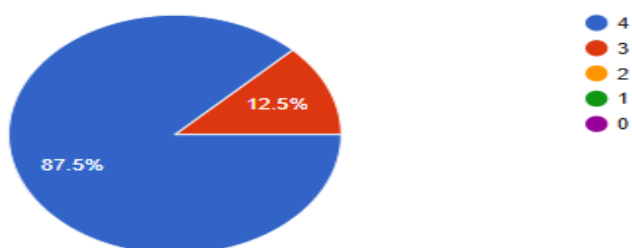
[Copy chart](#)



### TT helped improve my child's overall skill set (4 = Strongly Agrees - 0 = Strongly Disagrees)

24 responses

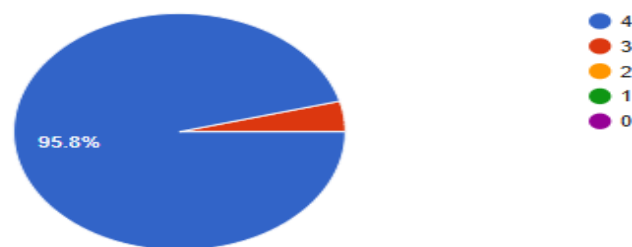
[Copy chart](#)



### TT was knowledgeable about the subjects (4 = Strongly Agrees - 0 = Strongly Disagrees)

24 responses

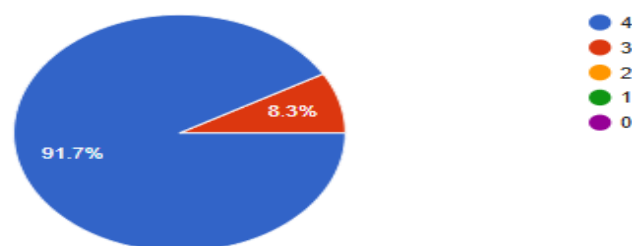
[Copy chart](#)



### TT's method of assistance was effective (4 = Strongly Agrees - 0 = Strongly Disagrees)

24 responses

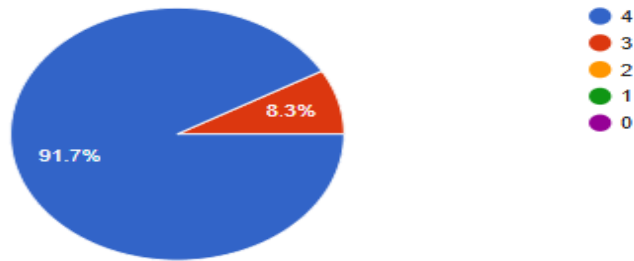
[Copy chart](#)



The sessions were available at times I needed (4 = Strongly Agrees - 0 = Strongly Disagrees)

[Copy chart](#)

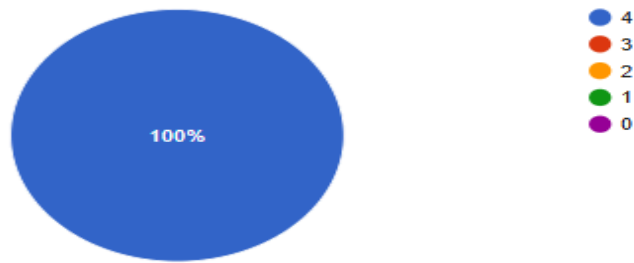
24 responses



MI-RAMP staff was helpful in communicating and meeting my needs (4 = Strongly Agrees - 0 = Strongly Disagrees)

[Copy chart](#)

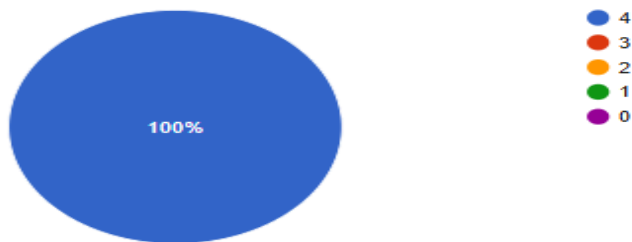
24 responses



I am satisfied with the incentives (\$2 bills and \$25 gift card) my child received from MI-RAMP (4 = Strongly Agrees - 0 = Strongly Disagrees)

[Copy chart](#)

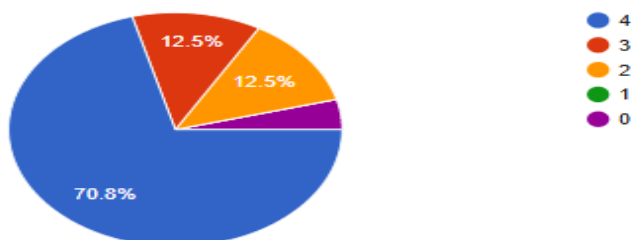
24 responses



How useful was the backpack and learning tools included to your student? (4 = Strongly Agrees - 0 = Strongly Disagrees)

[Copy chart](#)

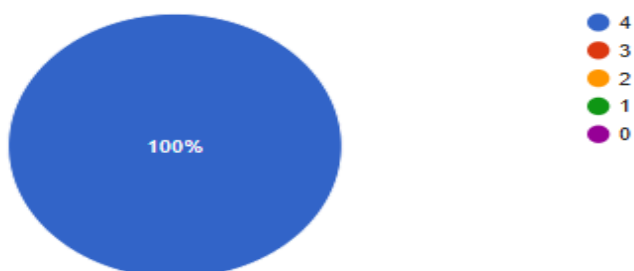
24 responses



I would recommend MI-RAMP to other families (4 = Strongly Agrees - 0 = Strongly Disagrees)

 [Copy chart](#)

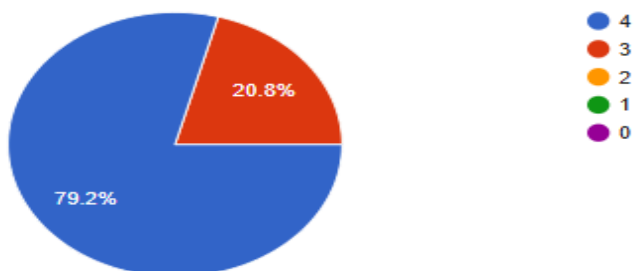
24 responses



My child's reading improved (4 = Strongly Agrees - 0 = Strongly Disagrees)

 [Copy chart](#)

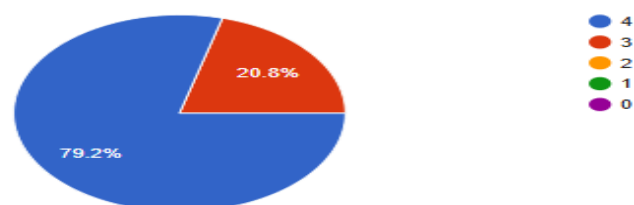
24 responses



My child's mathematical skills improved (4 = Strongly Agrees - 0 = Strongly Disagrees)

 [Copy chart](#)

24 responses



Would you like for your child continue in Cohort 13 (November 16, 2024 - February 15, 2025)

 [Copy chart](#)

24 responses





## Cohort 12 Parent Comments

We love Ms. Lory and appreciate her dedication and consistency!

Thank you

Jameca Aaron has been amazing working with my son. He actually looks forward to his sessions with her.

Great program!

Jameca is an excellent tutor. She was very knowledgeable, patient and kind.

Ms. Dennis is amazing, accommodating and a very good TT. She structured and consistent. I love the affirmations she does at the end of each session. So inspiring!

Ms. Armstrong is amazing and a very good TT. She is flexible with meeting times, kind, understanding and motivates my daughter to learn even after the session.

Thank you providing this program.

Thank you for providing this program.

This service is convenient and helpful to students. My son looks forward to the additional support every Saturday. Mrs. Dennis is always gracious, courteous, and considerate. She not only focuses on teaching; she tries to build a personal relationship with my son by asking him about his interest, feelings, and they talk about life in general.

My daughters reading has sky rocketed in the past 2 cohorts. Miss Johnson has been so supportive and helpful through the process.

Ms. Dennis is awesome! She is knowledgeable and has an effective teaching style.

Cohort 11 Survey Responses	
25 Responses out of 40 Scholars - 63% Response Rate	
Cohort 11 Dates: April 6 - June 29, 2024	
Questions	Responses
TT helped improve my child's overall skill set	3.96
TT was knowledgeable about the subjects	3.96
TT's method of assistance was effective	3.96
The quality of tutoring met my child's needs	3.92
The sessions were available at times I needed	3.96
MI-RAMP staff was helpful in communicating and meeting my needs	3.96
I am satisfied with the incentives (\$2 bills and \$25 gift card) my child received from MI-RAMP	3.88
I would recommend MI-RAMP to other families	3.96
My child's reading improved	3.72
My child's mathematical skills improved	3.84
Would you like for your child continue in Cohort 12	4
Additional Comments	
This is a great program.	
We would like tutors to come to our home to help with his writing 🖋️ please & thanks	
This year was the first year my son was ever on the Honor roll. The 1:1 tutoring really helped with math skills that I couldn't help him with. Mrs. Aaron also helped getting him ready for his spelling test/vocabulary. It was extremely helpful.	
Great program	
Ms. Nickelberry was very helpful with giving tips to help with my sons reading.	
My little lady can be difficult, but Ms Johnson really pushed her in writing and reading. She walked her through the writing process so seamlessly. She's still really proud of that!	
She exposed him to some concepts he wasn't willing to explore so he shut down a little but as a pretty confident person he needed the exposure and push. Sometimes he rose to the occasion and at times he didn't. But I appreciate the hard work Ms Johnson did to work with him.	
I love the way the TT will cater his lesson plans so the scholar works on his weaknesses.	
Carson didn't receive any \$2 bills this year. He also didn't get the \$25 gift card for the last cohort. MI-RAMP has our updated address but I'm wondering if the rewards were sent to	

the old address.	
Very helpful to my children, she no longer struggles with her maths and reading.	
I am extremely grateful for MI-Ramp and for Tianna's TT, Abiola. She loved getting online for her sessions and he was did such a fantastic job at engaging her, coaching her, boosting her confidence, challenging her, and cheering her on. We look forward to the next cohort! I would love it if my 5 year old and my 13 year old can join this next cohort. Thanks so much!!	
Ms. Lory is absolutely wonderful and continues to be a huge support for our son each cohort. We really appreciate the time and effort she puts in with him weekly! We appreciate the MI-Ramp program as it is a positive way for our son to have some weekly learning connection with another adult outside of school.	
We would like in person tutor for the hand writing piece.	

Cohort 10 Survey Results	
22 Responses for 33 Scholars - 67% Returned	
Questions	Responses
1 TT helped improved my child's overall skill set	3.68
2 TT was knowledgeable about the subjects	3.95
3 T's method of assistance was effective	3.86
4 The quality of tutoring met my child's needs	3.86
5 The sessions were available at times I needed	3.77
6 MI-RAMP staff was helpful in communication and meeting my needs	3.91
7 I am satisfied with the incentives (\$2 bills and \$25 gift card) my child received from MI-RAMP	4.00
8 I would recommend MI-RAMP to other families	4.00
9 My child's reading improved	3.64
10 My child's mathematical skills improved	3.59
11 Would you like for your child to continue in Cohort 11 (April 6 - June 29, 2024)?	100% Yes
Please provide any additional comments here:	
We need more days in tutoring & more funding including food & clothing & free housing & free car for low income families.	
Thank you for a Google form for quick easy and anonymous survey response. it's much easier to return in a timely manner.	
Our teacher tutor Ms. Lory is excellent kind and patient. She communicated well with us all and is definitely a gift on our educational journey. We appreciate this program.	
Ms.Nickelberry was very helpful with giving me tips and tricks that I can use to help my son become a better reader.	
Ms Jameaca was very knowledgeable, kind and attentive. My daughter looks forward to meeting with her every week.	
Wonderful program.	
Very helpful to my child progress at school.	
My child's reading got better, and the tutoring sessions also helped with understanding what was being read, like using the table of contents for non-fiction books. In math, the tutor reinforced what my child was learning in school without making it too hard.	
Mrs. Phillis was wonderful. I appreciate her working with my schedule. I also love the fact that she was a teacher and help break down the problems for my scholar.	
Looking forward to meeting the new teacher tutor.	
My child had a wonderful instructor	
Enjoy program it's a great program	
My son really likes his sessions with Mrs. Aaron. She really is lovely and really intuitive on what he needs to work on.	
We look forward to our son meeting with Ms. Staci because she helps him academically and she helps	



his critical thinking skills!	
We need more resources tablet & clothing & shoes & housing please & thanks.	
This is a great program. I wish there was a facility to provide summer ongoing help when school is out instead of the 30minute sessions.	
My kids are enjoying the online tutoring sessions and it is helping. I wish there was a facility for summer that would provide all day tutoring .	
Ms. Lory is incredibly patient and attentive to my student. I am so very grateful for the MI-RAMP program and am encouraged by the consistent improvement that I see my daughter making each cohort.	