



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 (((whpr881 (fm881whpr.com))). A 4-½ minute clip of the 50-minute interview is linked to 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

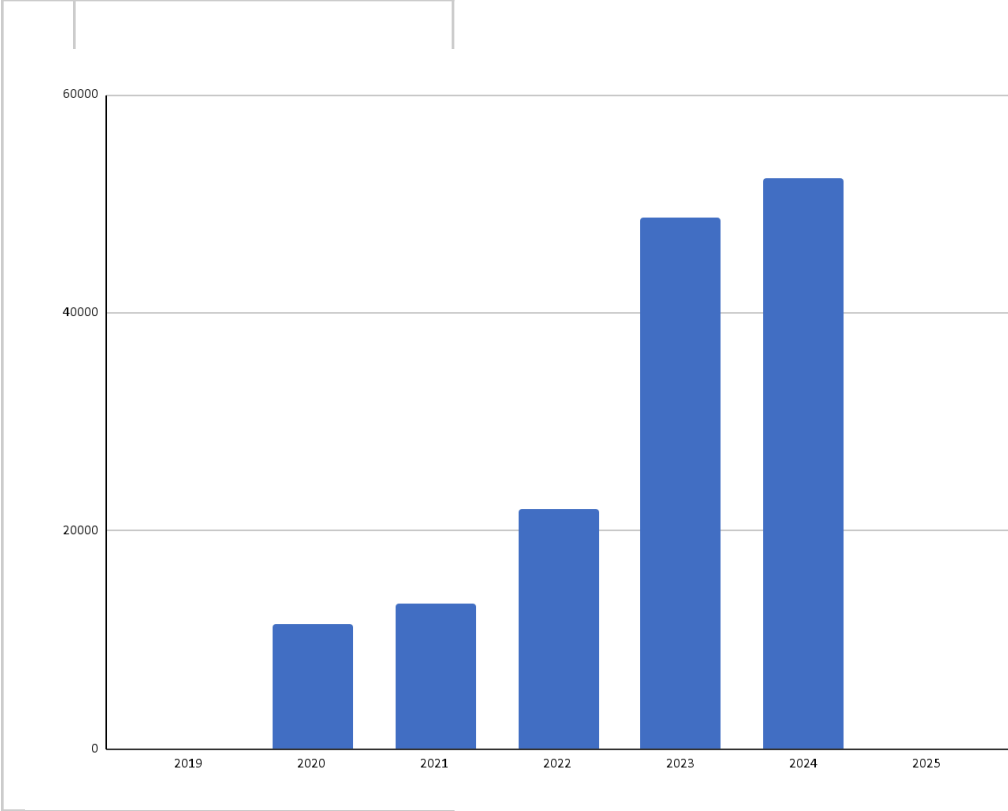
| | December 31, 2024 | | | December 31, 2023 | | |
|----------------------|----------------------------|-------------------------|-----------|----------------------------|-------------------------|-----------|
| | Without Donor Restrictions | With Donor Restrictions | Total | Without Donor Restrictions | 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.

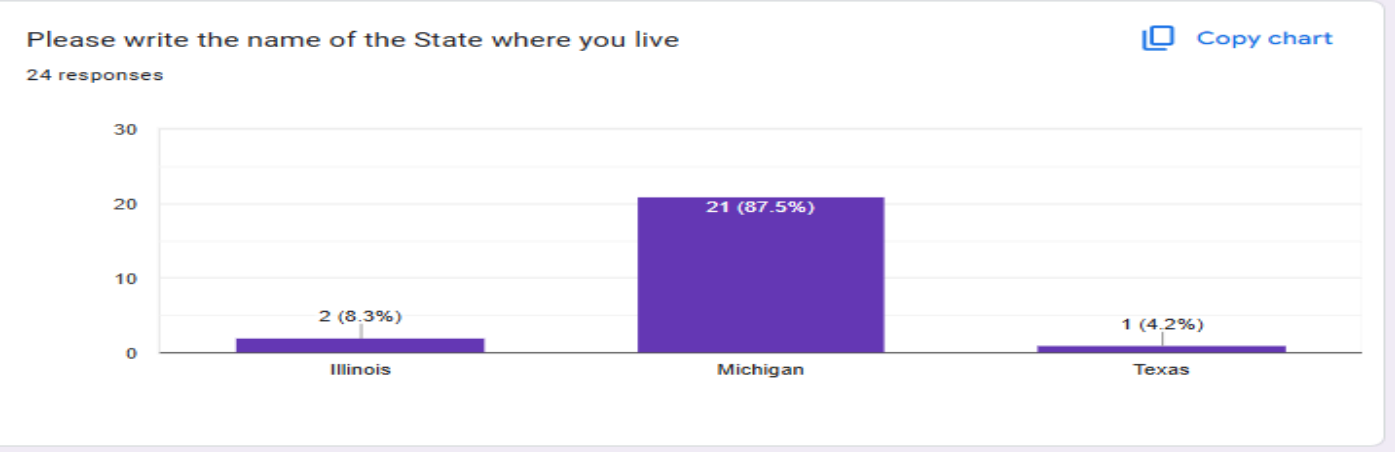
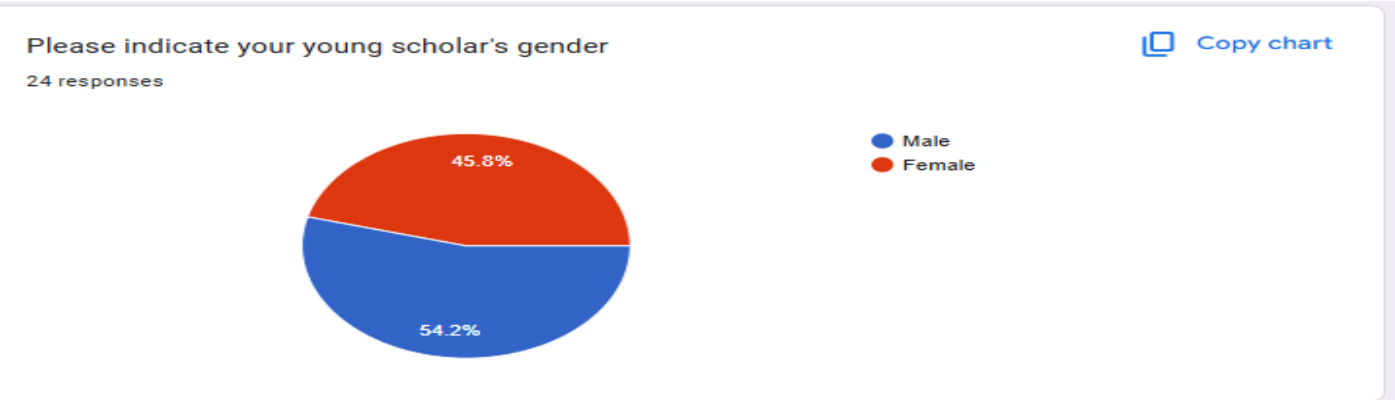
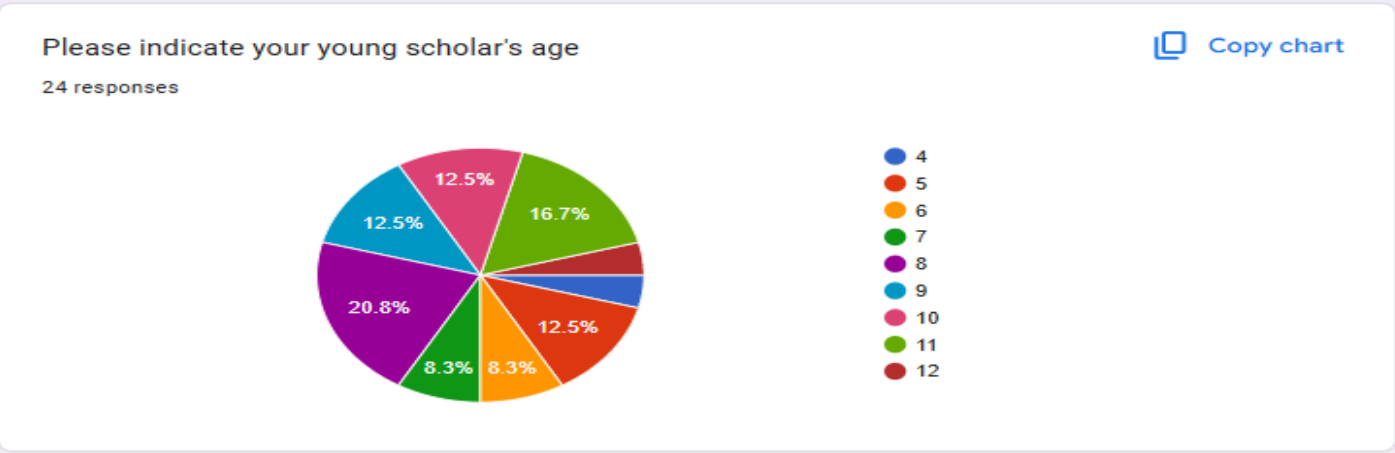
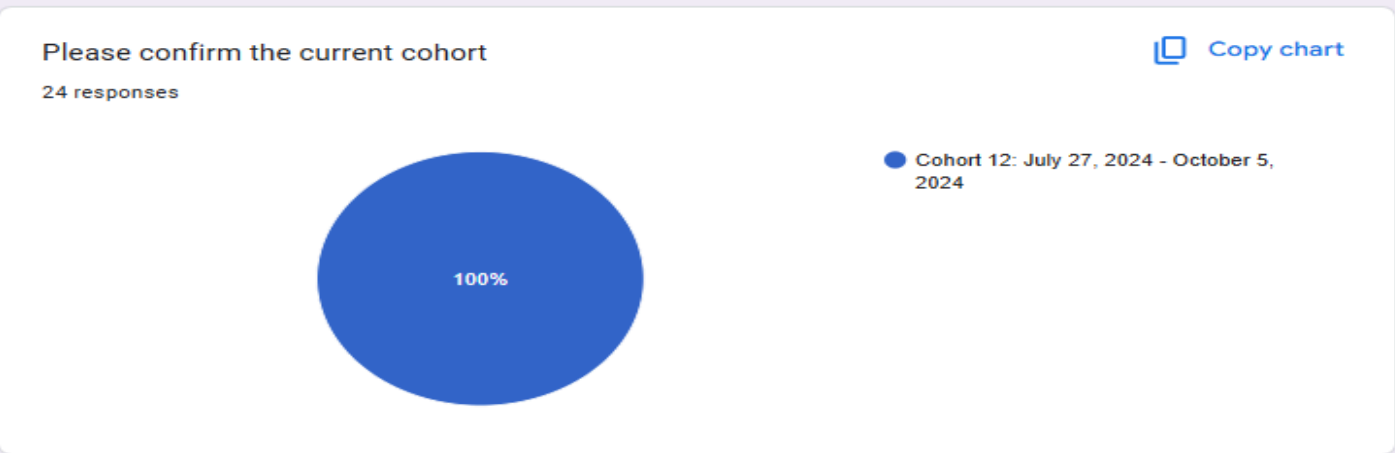
Comments since cohort 1 were solicited and reported verbatim, as they are here for cohort 12. For example:

- 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

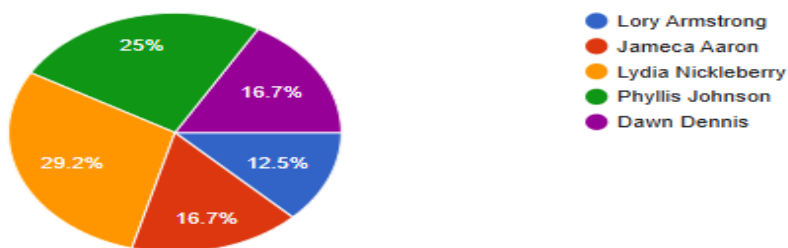
Cohort 12 Survey Results:



Please select your child's Teacher-Tutor

24 responses

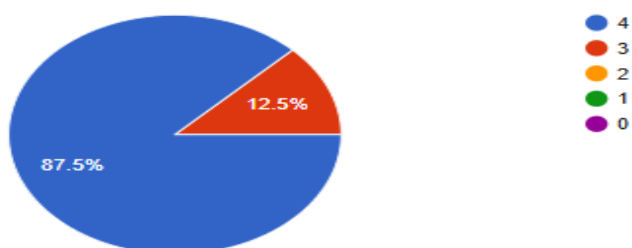
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TT helped improve my child's overall skill set (4 = Strongly Agrees - 0 = Strongly Disagrees)

24 responses

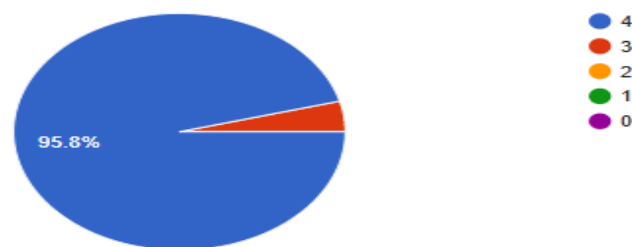
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TT was knowledgeable about the subjects (4 = Strongly Agrees - 0 = Strongly Disagrees)

24 responses

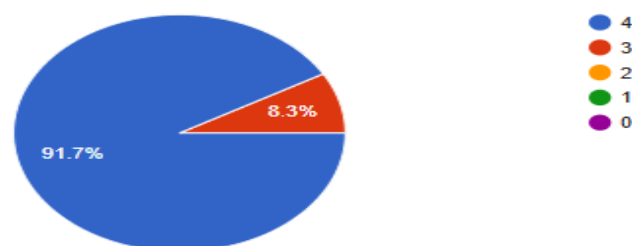
[Copy chart](#)



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

24 responses

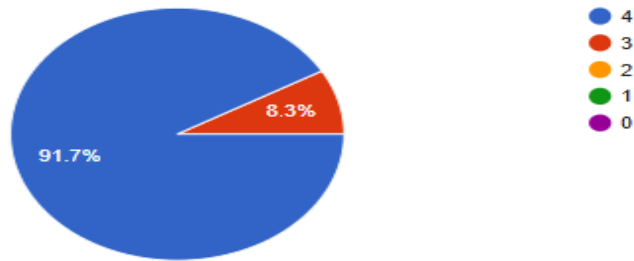
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The sessions were available at times I needed (4 = Strongly Agrees - 0 = Strongly Disagrees)

[Copy chart](#)

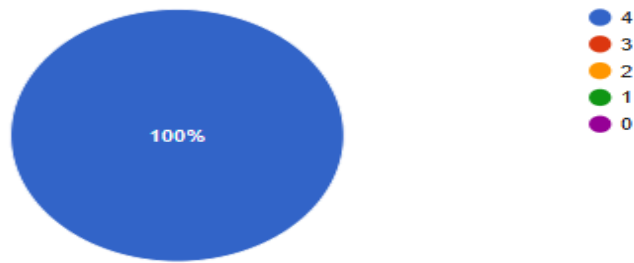
24 responses



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

[Copy chart](#)

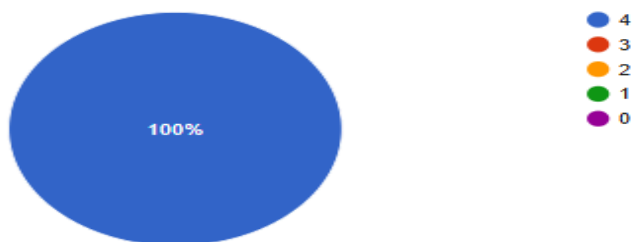
24 responses



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](#)

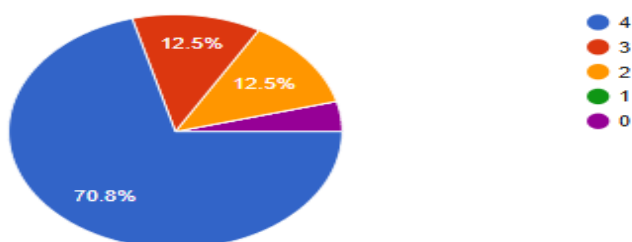
24 responses



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

[Copy chart](#)

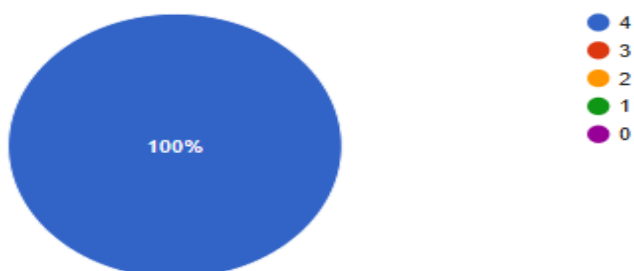
24 responses



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

 [Copy chart](#)

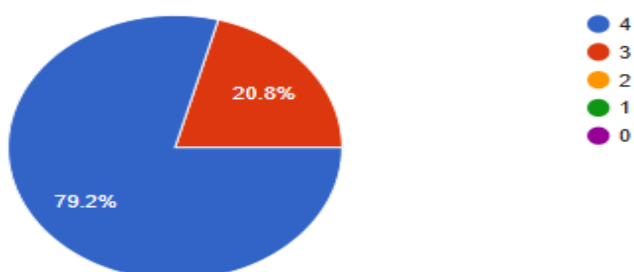
24 responses



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

 [Copy chart](#)

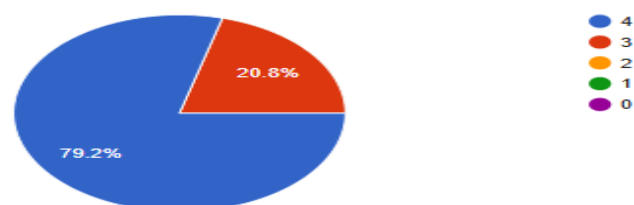
24 responses



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)

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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 | |

| | |
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| 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. | |