



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: January 15, 2026, APPROVED for distribution

RE: 2025 MI-RAMP Annual Report (January 1, 2025 through December 31, 2025)

"A smile is a curve that sets everything straight." - Phyllis Diller

I. Introduction and Summary:

"It's not just tutoring, it's a lifeline," said one participating parent.

MI-RAMP passed its fifth year since conceptualization (December 2019). We celebrated our 5-year anniversary as a 501 (c) (3) community charity with a cook-out in August. 95 people attended (mainly, local Michiganders but 9 out-of-staters). We have completed 5 years (15 cohorts) of our unique 3-person, free, distance-learning program. It uplifts youth (ages 4 through 12), educationally and socially, with emphasis on:

- Reading
- Math
- Critical thinking fundamentals.

Cohort #16 is in session with 49 young scholars (28 boys and 21 girls). Cohort #1 started with 7, in December 2020. Growth in numbers of students per cohort has risen steadily. Student retention of cohorts 13-15 (year 2025) members has been excellent, 94% average. Student attendance was 90.4%. Large waitlist for cohort 17: 55 kids.

Revenue each year has climbed from \$11,500 in 2020 to \$53,300 in 2025. We have a 5-year plan which extends to cohort #30, year 2030, with a maximum of 50 young scholars/cohort. Commensurate with 50 students/cohort from 2026 through 2030, are projected budgets of \$60K-70+K/year. We are considering hiring an Executive Director in 2026. The 2027 budget should be about \$70,000.

MI-RAMP's 3-person/remote program is effective, established, and gaining long-term stability. It is our aim to broaden educational fundamentals by assisting the start-up of "satellite" programs, akin to our southeast Michigan-based one.

II. New Personnel, 2025:

As MI-RAMP has evolved, new people with new talents are needed. New people join us each year, while some might leave. During 2025, we brought on board (See Figure 1, the organization chart.):

- **Darryle J. Buchanan, new Board member:**

Darryle J. Buchanan brings over four decades of experience in educational leadership, nonprofit strategy, and community development. A Detroit native and published author of the memoir *Invincible*, he has served as President of the Southfield Board of Education, Director of Michigan's My Brother's Keeper initiative under President Obama, and a board member of the MI Association of School Boards. His career has focused on creating equitable systems that uplift underserved communities through education, workforce readiness, and youth development.

At MI-RAMP, Buchanan leverages his expertise in STEM curriculum design, grant writing, and coalition building across sectors to ensure that children from marginalized backgrounds gain access to quality math and reading support. His leadership reflects a lifelong dedication to equipping young people with the skills, confidence, and opportunities they need to succeed in a rapidly evolving economy.

- **Joanne Lambert, new Teacher-Tutor (TT):**

Joanne is currently a math teacher at Walled Lake Northern High School of MI where she teaches Algebra 2, Honors Algebra and Calculus AP (advanced placement). She has a Bachelor's degree in computer science from Prairie View A&M University and a Master's degree in Secondary Education and an Administrative license from Indiana University Northwest. Joanne believes that education and early intervention are the key to success.

Figure 1



ORGANIZATION CHART

(updated April, 2025)

**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
Joanne Lambert
Lydia Nickleberry
Deon Williams

ADVISORY BOARD -9

Mr. James Beasley, MI
Mr. Edward Broom, Jr., MI
Ms. Staci R. G. Newton, TX
Mr. Nathan Randle, 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. Darryle J. Buchanan, MI
Mr. Evan Buchanan, MI
Mrs. Lorna Eubanks Broom, NP-C, MI
Mr. Arnold Brown, MD
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

2025 was relatively smooth sailing, as MI-RAMP further settled while maturing by:

- adding more depth and vitality to the team with devoted people like D. Buchanan, and J. Lambert as discussed in the previous section
- illustrating our stability and continuity with a 5-year Anniversary Celebration cook-out in August
- reaching, albeit with challenges, a new level of revenue, \$53.3K
- having its largest remote-learning term with cohort 16. It started November 2025—with 49 young scholars (28 boys and 21 girls, ages 4-12). See Table I, below, 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%	2
2	3/2021	12	10	83%	2
3	7/2021	10	8	80%	2
4	11/2021	14	12	86%	3
5	3/2022	18	16	89%	3
6	7/2022	19	18	95%	4
7	11/2022	23	22	96%	5
8	3/2023	29	27	93%	5
9	7/2023	30	26	87%	5
10	11/2023	33	30	91%	6
11	3/2024	41	40	98%	5
12	7/2024	41	41	100%	5
13	11/2024	43	42	98%	5
14	3/2025	45	43	96%	6
15	7/2025	48	44	92%	7
Total Admits (Cohorts 1-15)		413			
Average % Retained	Cohorts 1-15			90.1%	
16	11/2025	49			7
17	3/2026	TBD (50)			TBD (7)
18	7/2026	TBD (50)			TBD (7)
19	11/2026	TBD (50)			TBD (7)
20	3/2027	TBD (50)			TBD (7)
21	7/2027	TBD (50)			TBD (7)
22	11/2027	TBD (50)			TBD (7)
23	3/2028	TBD (50)			TBD (7)
24	7/2028	TBD (50)			TBD (7))
25	11/2028	TBD (50)			TBD (7)
26	3/2029	TBD (50)			TBD (7))
27	7/2029	TBD (50)			TBD (7)
28	11/2029	TBD (50)			TBD (7)
29	3/2030	TBD (50)			TBD (7)
30	7/2030	TBD (50)			TBD (7)

B. Public Relations Events and Networking

In 2025 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 Cities/Detroit and the Detroit Area Pre-College Engineering Program (DAPCEP).

Key special events were:

1. *Community Support Picnic and Neighborhood Cook-out at Macedonia Baptist Church of Detroit on August 9, 2025.* 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), and Carter Gilmer. Numerous people—toddlers to super seniors— attended; enjoying great food, music, comradery and exchanging knowledge. MI-RAMP described our program to booth visitors, and circulated flyers and business cards. We received about 10 new applications due to this recruiting and public relations activity.
2. *MI-RAMP's 5-year Anniversary Cook-out of August 10, 2025*

Chair Phyllis Gilmer, noted that it was her distinct pleasure and honor to coordinate (with Administrative Assistant Natalie Scarlett) the 5-year Commemorative Celebration for the MI-RAMP Program. The celebration was in the form of a Cookout at Pebble Creek Park in Southfield, MI. Ninety-five people were in attendance. It was funded by the Program budget. The primary purpose was to recognize the success of the Program and growth of the young scholars. We wanted the children to know that this special occasion was about them.

Appendix B shows 8 figures. See pages 23-30. They contain our event program (an outline of the 5-year celebration) and 7 pictures. Please peruse the overall program for that 6-hour event and 7 photographs which show young scholars, TTs and random attendees/donors.

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

1. Victoria Washington (Instructional Coordinator, IC summary)

Victoria Washington is a life-long Detroiter 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 5 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 is now the Instructional Coordinator supporting 7 TT's. Victoria applies her operational management skills to provide TTs with sustainable tools to document student progress over time.

In the 2025 academic year, Cohorts 13-15, MI-RAMP student retention was 94%. Student attendance was 90.4%. In addition, the teacher-tutor team has grown with a new teacher-tutor added consecutively for Cohorts 14 and 15.

2. Teacher-Tutors summaries (Aaron, Armstrong, Dennis, Johnson, Lambert, Nickleberry, Williams)

a. Jameca Aaron

Being a teacher-tutor (TT) for MI-RAMP has allowed me to develop the education of various children in Michigan and Illinois. During my time as a TT, I have focused on children learning different components and process skills in Mathematics and English Language Arts.

In our math portions of our sessions, we have worked on understanding and applying number systems, operations and algebraic thinking, measurement and geometric reasoning. During our English Language Arts portion, we focus on skills such as reading literature, writing and language styles. I have witnessed the MI-RAMP young scholars organize and interpret data, read and write with purpose, and build vocabulary knowledge more efficiently after meeting for sessions in cohorts 13, 14 and 15. Within those cohorts I have worked with a young scholar on literacy skills weekly. She has now started kindergarten and can read short stories and compose sentences about what she reads. She also has a love for learning!

b. Lory Armstrong

It has been my pleasure to work as a teacher-tutor (TT) for MI-RAMP for 5 years. The opportunity to foster the growth and development for many of the same young scholars has been a joy as they advance to the next grade level. Having consistent weekly sessions is greatly beneficial. The students' confidence soars as they practice and master skills.

Each session is planned according to student needs. Parents and students share what they are working on in school and what they need to practice. Sessions include reading, math and critical thinking. Reading Practice Includes: letters sounds, blending, word families, fluency, comprehension, English, spelling and writing skills. Math Practice Includes: numbers, counting, patterns, addition, subtraction, multiplication, division, fractions, problem solving and algebraic thinking.

Plans are developed using the following sites: [k5learning.com](https://www.k5learning.com), [teacherspayteachers.com](https://www.teacherspayteachers.com), [khanacademy.com](https://www.khanacademy.com), [littlefox.com](https://www.littlefox.com), Reading A-Z and [youtube.com](https://www.youtube.com)
Educational Games - [pinkcatgames.com](https://www.pinkcatgames.com) and [mathplayground.com](https://www.mathplayground.com)

MI-RAMP's program is structured for the young scholars to have uninterrupted 30-minute sessions. This support is valuable for students to practice necessary skills. Seeing their progress is most rewarding.

c. Dawn Dennis

MI-RAMP affords me the opportunity to continue to work with students since my retirement in 2022. I am excited to be part of a team of outstanding Teacher-Tutors who provide support, guidance, and positive learning experiences to students and their families.

My students have been working on a variety of skills. Some have been learning synonyms and homophones to develop an increased vocabulary. While others have been working on increasing their sight word recognition, CVC ((consonant/vowel/consonant words (like dog)) and identifying beginning consonant blends for given words. Increased accuracy and speed with multiplication facts have also been a focus, as well as reading fluency. All students have made positive growth in their areas of focus. They are enthusiastic learners and enjoy challenges.

We end each session with affirmations. The students, as well as the parents, love the affirmations!

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 13 has been both inspiring and fulfilling. I've had the privilege of watching them grow not only in their academic skills but also in their confidence and curiosity.

Writing has been a major focus for many of our sessions, and it's been wonderful to see students learn how to organize their thoughts, strengthen their grammar, and craft well-structured essays. With the help of graphic organizers and collaborative discussions, they've become more comfortable expressing their ideas.

Beyond writing, I've seen progress in areas like reading comprehension, critical thinking, and math fundamentals, such as, multiplication and large-number operations. Their consistent enthusiasm and engagement have created a positive and supportive learning space where each student can thrive. Watching their progress week after week reminds me why I enjoy teaching, it reaffirms the power of personalized, one-on-one learning and the lasting difference it can make.

e. Joanne Lambert

As a MI-RAMP tutor (or teacher-tutor), I provide individualized reading and math instruction to elementary students with the goal of improving academic achievement and confidence in STEM-related skills. I use research-based strategies to support students' growth, including guided reading, fluency practice, comprehension activities, and foundational math skill-building.

My tutoring sessions are structured to align with grade-level standards while addressing each student's specific learning needs. I regularly assess progress, provide immediate feedback, and incorporate engaging activities to strengthen understanding. In math, I focus on number sense, problem-solving, and critical thinking. In reading, I emphasize decoding, vocabulary development, and comprehension strategies that build lifelong literacy.

I believe through consistent support students not only strengthen their academic skills but also develop a more positive attitude toward learning. By fostering both academic growth and self-confidence, I hope to ensure that students are better prepared to succeed in the classroom and beyond.

f. Lydia Nickleberry

I have consistently worked with the same tutees all year, 2025. The familiarity and consistency that has formed with children and their families have cultivated environments best for learning. We are able to have open academic conversations where parents and children freely ask questions and gain clarity.

I combine common core standards, children's school test scores, and what they are learning in class to guide sessions. Sometimes I reteach a lesson recently taught in the tutees' classes. Sometimes I am helping to fill in a gap that they might've missed or not understood. I also teach lessons that might not be built in their school's curriculum such as test

taking skills. Some of the skills covered were number and operations, measurements and data, reading foundational skills, and integration of knowledge and ideas.

g. Deon Williams

Working with MI-RAMP has given me the opportunity to support and build the skills of some wonderful young scholars. I am currently supporting my third cohort of students. It has been my goal to build the literacy and math skills of my students. To build literacy skills, the focus has been on phonemic awareness, sight word recognition, reading comprehension and vocabulary building.

Mathematics skill building for my younger scholars(K and 1st grade) has included counting to 100, adding and subtracting within 20, pattern recognition, place value, counting money and skip counting. My older scholar (5th grade) has worked on fraction operations, equivalent fractions, ratios, order of operations, decimal place value and one-step equations.

I am pleased to report that the students have been enthusiastic and hard-working participants.

3. Education team overview

As discussed by the Instructional Coordinator and 7 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 2025 and cohorts 13-15. See Appendix A (pages 13-22), where parent survey results are shown (with verbatim comments). Those comments are in concert with the TTs' statements. Note survey comments, such as:

"The 1:1 tutoring helped my child make the honor roll for the very first time."

"My child's reading got better, and the tutoring sessions also helped with understanding what was being read, like 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."

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 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 49 in cohort 16)
- revenue.

Figure 2 illustrates the revenue increases from zero dollars for 2019, to over \$11,500 in 2020 up to \$53,259 in 2025. 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 can influence revenue increases. That might hoist annual revenues beyond \$60,000. Regardless, we project the costs of the distance-learning program and all associated expenses to be about \$60K-70K. We should reach our planned plateau, of 50 students/cohort, 3 cohorts/year and 7 TTs, in March 2026.

The 2025 end-of-year financials are below in Table II, which shows total revenues of about \$53.3K and total expenses of about \$59K with a deficit of \$5.7K. This deficit is offset by a \$9K carryover from 2025 to 2026 (in checking account). Please examine Table II for details of the 2025 balance sheet, comparative statements for 2025, 2024 and 2023.

MI-RAMP
Comparative Statement of Financial Position
12/31/2023, 2024, 2025

	December 31, 2023			December 31, 2024			December 31, 2025		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
Assets:									
Cash	\$ 2,791	\$ 14,500	\$ 17,291	\$ 12,322	\$ 0	\$ 12,322	\$ 8,219	\$ 0	\$ 8,219
Web Site	1,276	-	1,276	1,276	-	1,276	-	-	-
Org Costs	1,870	-	1,870	1,870	-	1,870	-	-	-
Student Supplies	2,898	-	2,898	1,220	-	1,220	1,220	-	1,220
Silent Auction Items	873	-	873	-	-	-	-	-	-
Prepaid Insurance	602	-	602	613	-	613	318	-	318
Total Assets	\$ 10,309	\$ 14,500	\$ 24,809	\$ 17,300	\$ 0	\$ 17,300	\$ 9,757	\$ 0	\$ 9,757
Total Liabilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Assets	\$ 10,309	\$ 14,500	\$ 24,809	\$ 17,300	\$ 0	\$ 17,300	\$ 9,757	\$ 0	\$ 9,757

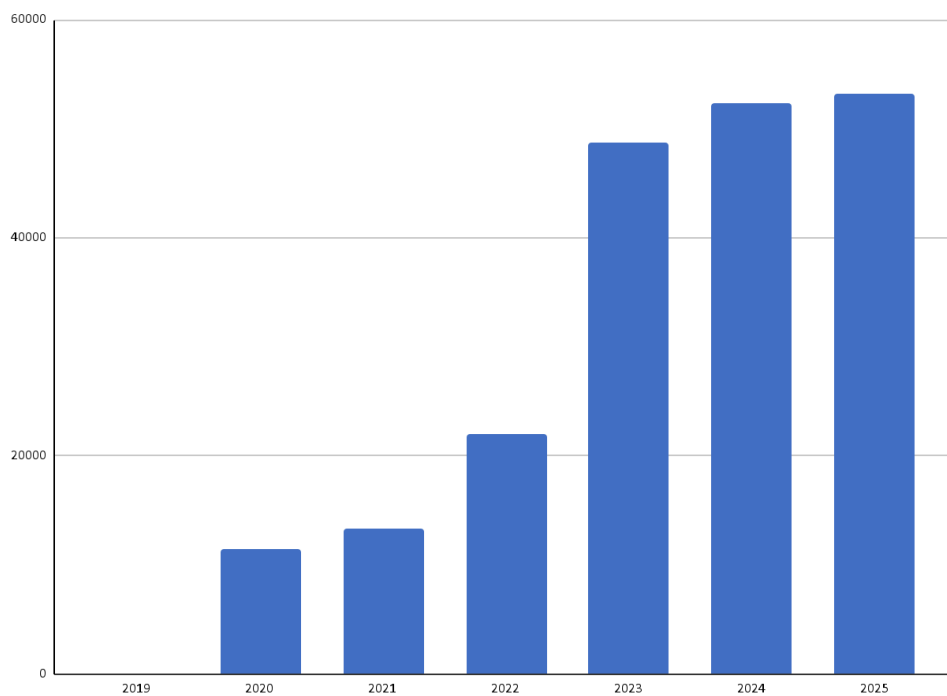
MI-RAMP
Comparative Statement of Activities
12/31/2023, 2024, 2025

	YTD December 31, 2023			YTD December 31, 2024			YTD December 31, 2025		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
Revenues and gains:									
Donations - Cash	\$ 21,372	-	\$ 21,372	\$ 26,056	\$ -	\$ 26,056	\$ 18,514	-	\$ 18,514
Donations - In-Kind	2,515	-	2,515	-	-	-	-	-	-
Grants	15,500	22,500	38,000	15,500	10,000	25,500	34,250	-	34,250
Total Revenues and Gains	\$ 39,386	\$ 22,500	\$ 61,886	\$ 41,556	\$ 10,000	\$ 51,556	\$ 52,764	\$ -	\$ 52,764
Expenses and losses:									
Office Supplies	\$ 2,207	\$ -	\$ 2,207	\$ 1,463	-	\$ 1,463	\$ 1,426	-	\$ 1,426
Administrative Assistant	2,300	-	2,300	7,920	-	7,920	7,200	-	7,200
Teachers / Tutors	11,805	6,725	18,530	12,830	12,520	25,350	28,506	-	28,506
Logistics	8,927	-	8,927	3,292	4,758	8,050	7,045	-	7,045
Instructional Coordinator	1,530	-	1,530	3,375	5,250	8,625	7,550	-	7,550
Travel & Meetings	127	-	127	308	-	308	196	-	196
Fund Raising	3,461	-	3,461	193	-	193	1,894	-	1,894
PayPal Fees	80	-	80	52	-	52	38	-	38
Insurance Expense	590	-	590	602	-	602	697	-	697
Student Incentives	517	1,275	1,792	4,510	1,972	6,482	2,608	-	2,608
Fees & Licenses	20	-	20	20	-	20	-	-	-
Non-cash write-off of prior capitalized costs *	-	-	-	-	-	-	3,146	-	3,146
Total expenses and Losses	\$ 31,564	\$ 8,000	\$ 39,564	\$ 34,564	\$ 24,500	\$ 59,064	\$ 60,307	\$ -	\$ 60,307
Change in net assets	(7,678)	14,500	6,822	6,991	(14,500)	(7,509)	(7,544)	0	(7,544)
Net Assets beginning of period	17,987	-	17,987	10,309	14,500	24,809	17,300	-	17,300
Net Assets end of period	\$ 10,309	\$ 14,500	\$ 24,809	\$ 17,300	\$ 0	\$ 17,300	\$ 9,757	\$ 0	\$ 9,757

* In 2025, we recorded a non-cash write-off of \$3,146 to expense certain organizational and website costs previously recorded as assets, to align our reporting with GAAP.

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	53,259



V. Acknowledgements:

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

1. Southfield Kappa Foundation & men of Kappa Alpha Psi Fraternity, Inc. (Derek Ware, Glenn Jackson, Keith Way, et. al.)
2. Skillman Foundation
3. Tolling for Education 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. DTE Energy Company
7. Capital Financial (Ernest Reed of Southfield, MI)
8. DTE Energy Foundation***EXTRA MILE AWARD 2025
9. Power Home Remodeling (Abe Alhabeil)***EXTRA MILE AWARD 2025
 - Rev. Dr. Jimmie Womack (MI)
 - Everett and Joan Howard (Las Vegas, NV)
 - Al and Mary Bullock (Palm Springs, CA)
 - Joel and Georgene Freedman (GA)
 - Glenn and Susan Jackson (MI)
 - Robert Turner (MI)
 - Langston Jones (MI)
 - Nathan and Venus Randle (MI)
 - Wendell Smitherman (Bridge Unit of Detroit & Macedonia Baptist Church of Detroit, MI)
 - Joyce & Kevin Regan, Novi Bridge Club members (Fedus, Mindock, N. Parikh, Modi, Chalom, R. Regan, et. al.)
 - Bridge partners (Rosemary Reed, Bob Reed, Tom Gay, General Robert Smith, Phyllis Gilmer), (all MI)
 - Alberta Garrett (North Carolina)
 - Eufaula Garrett (Atlanta, GA) and others

VI. Future Work:

1. Grow our resource base by pursuing new grantors, such as, Jack and Jill of Am., Delta Pilots Foundation, Huntington Bank, CFSEM, State of Michigan, while obtaining renewals from previous grantors/donors (SKF, Skillman Foundation, DTE Energy, DTE Energy Foundation, Power Home Remodeling, Torch of Wisdom Foundation, Meijer, Tolling for Education Foundation, Macedonia Baptist Church of Detroit, etc.).
2. Assist others in start-ups as “satellites” programs, which can replicate the MI-RAMP model.
3. Start a reserve fund, to provide restricted monies of \$20,000.
4. Pursue collaborations with Brilliant Cities (Detroit), Detroit Area Pre-Engineering College Program (DAPCEP) and others to institute routes for exchange and feeder programs for students.
5. Hire a part-time Executive Director (or dual role, CEO and Executive Director)
6. Seek a successor CEO to start by 2027.

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 waitlist is 55. The program is in demand.
2. The remote-learning program is established & little refining is needed after 15 iterations of the initial model, 2020.
3. QThe development, results and outcomes of the program are written in 5 previous annual reports (2020-2024) 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 2020-2025 (\$11.5K to \$53.3K).
5. Expenses have increased from 2019 through 2025.
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, current image & credibility of distance-learning program
8. MI-RAMP believes in:

Education, not Incarceration!

VIII. APPENDIX A: Parent Survey Results, Cohorts 13-15 (2025)

<u>Cohort # in 2025</u>	<u># of Students</u>	<u>Surveys Returned</u>	<u>Return Rate</u>
15	47	27	58.7%
14	45	30	66.7%
13	43	24	55.8%

See Appendix A's tabulations which show pie charts and verbatim comments for 27 parents who returned their surveys for cohort 15. That Appendix also shows verbatim comments from parents from cohorts 14 and 13. There are 10 questions 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.

Comments since cohort 1 were solicited and reported verbatim, as they are here for cohorts 15. For example:

- a. "Mrs. Lambert was great. She was very patient and helpful with us. I also appreciated her parenting tips to provide my daughter further assistance in math and reading."
- b. "Really appreciated having a strong male role model to work with in the summer. Very professional and flexible for my son's needs."

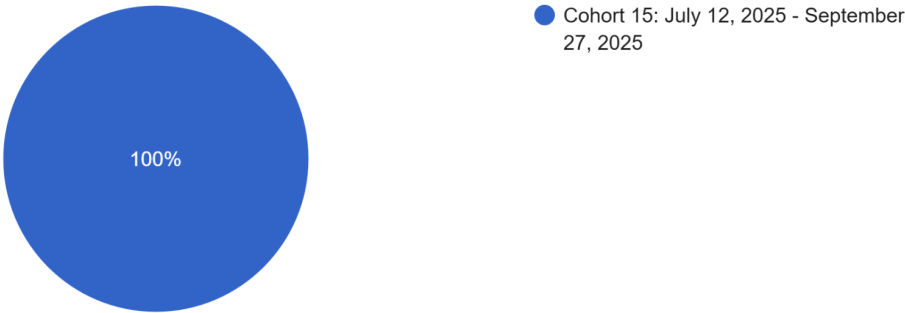
Similar comments and ratings were obtained for cohorts 14 and 13. Please examine those results which cover all 3 cohorts of 2025.

Appendix A continued: Parent Survey Results for Cohort 13-15

Cohort 15 Survey Results:

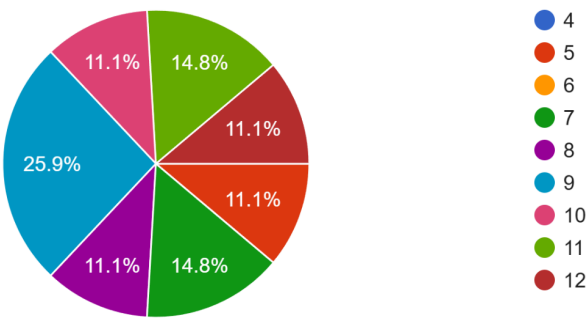
Please confirm the current cohort

27 responses



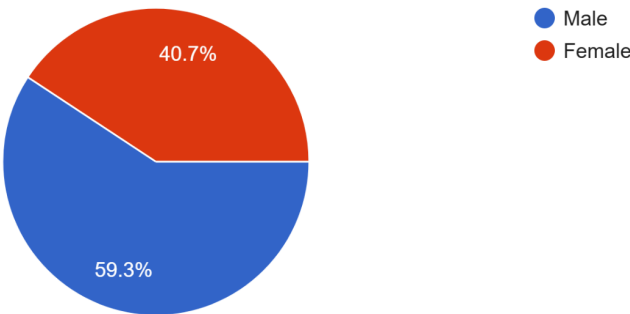
Please indicate your young scholar's age

27 responses



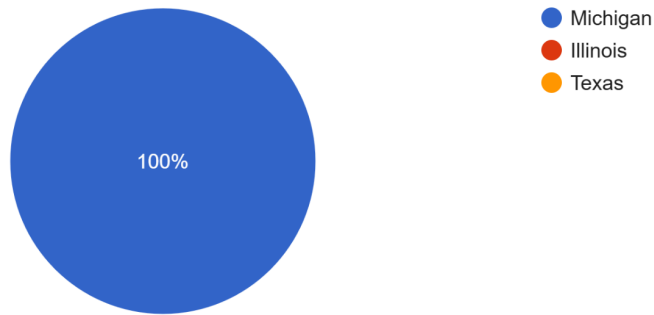
Please indicate your young scholar's gender

27 responses



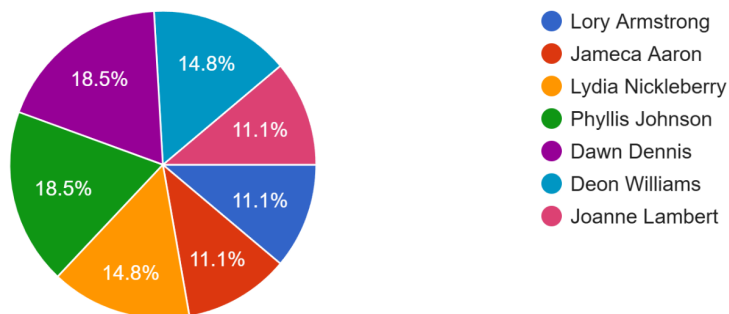
Please write the name of the State where you live

27 responses



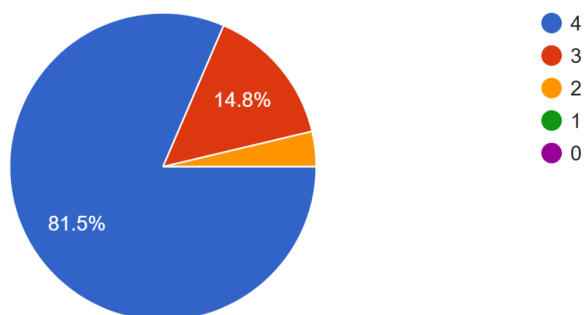
Please select your child's Teacher-Tutor

27 responses



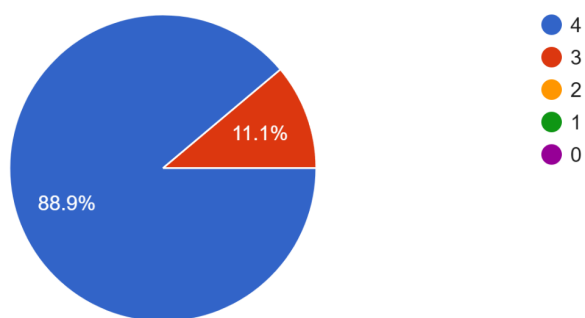
TT helped improve my child's overall skill set (4 = Strongly Agrees - 0 = Strongly Disagrees)

27 responses



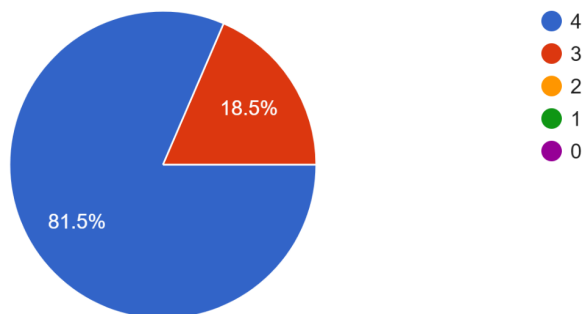
TT was knowledgeable about the subjects (4 = Strongly Agrees - 0 = Strongly Disagrees)

27 responses



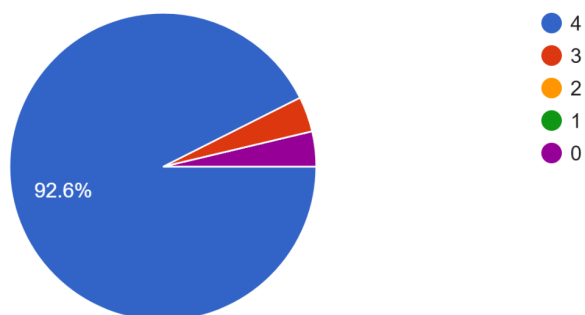
TT's method of assistance was effective (4 = Strongly Agrees - 0 = Strongly Disagrees)

27 responses



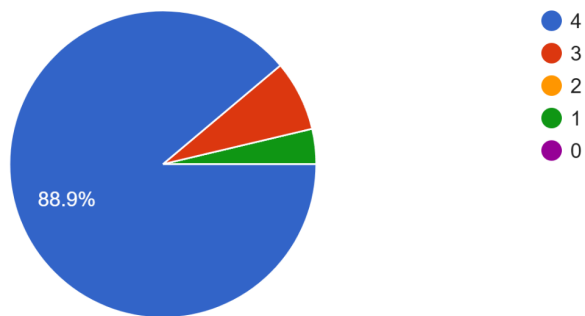
The sessions were available at times I needed (4 = Strongly Agrees - 0 = Strongly Disagrees)

27 responses



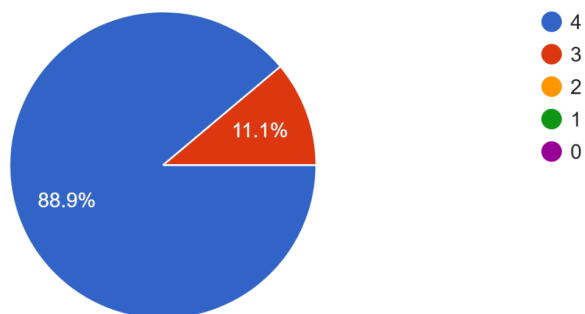
MI-RAMP staff was helpful in communicating and meeting my needs (4 = Strongly Agrees - 0 = Strongly Disagrees)

27 responses



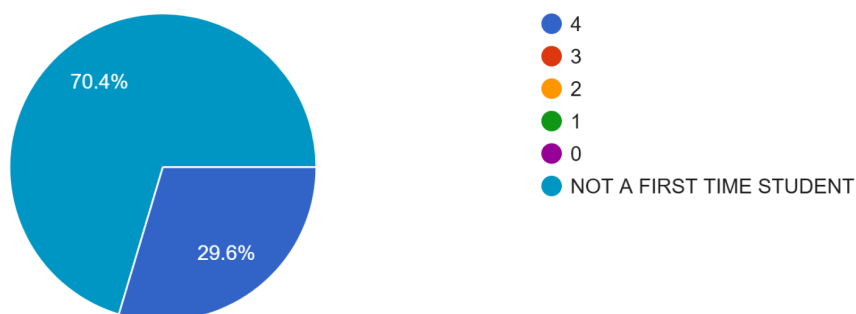
I am satisfied with the incentives (\$2 bills) my child received from MI-RAMP (4 = Strongly Agrees - 0 = Strongly Disagrees)

27 responses



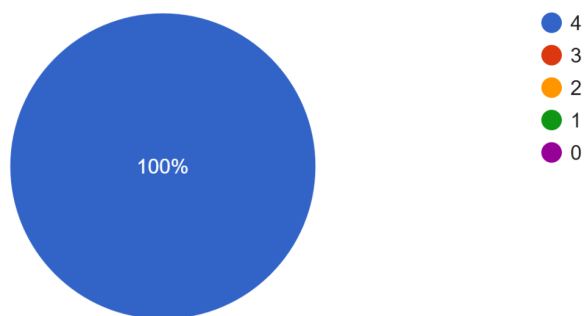
FIRST TIME STUDENTS ONLY ! How useful was the backpack and learning tools included to your student? (4 = Strongly Agrees - 0 = Strongly Disagrees)

27 responses



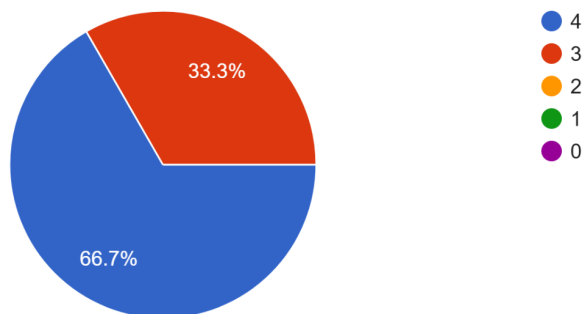
I would recommend MI-RAMP to other families (4 = Strongly Agrees - 0 = Strongly Disagrees)

27 responses



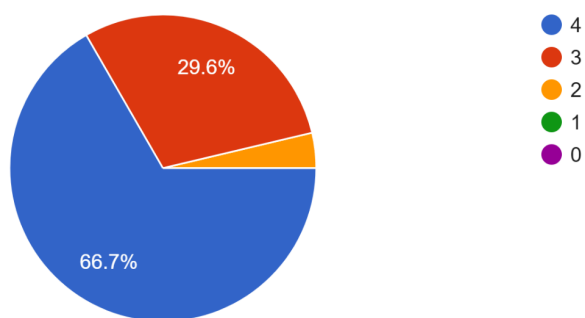
My child's reading improved (4 = Strongly Agrees - 0 = Strongly Disagrees)

27 responses



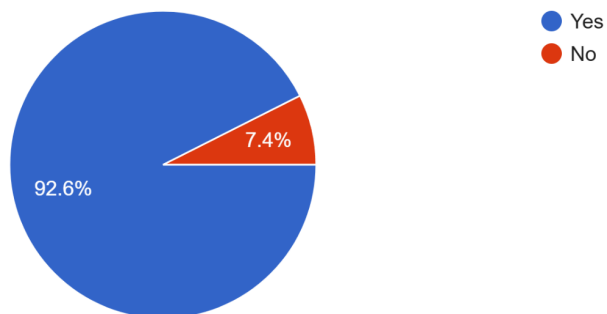
My child's mathematical skills improved (4 = Strongly Agrees - 0 = Strongly Disagrees)

27 responses



Would you like for your child continue in Cohort 16 (November 1, 2025 - January 23, 2026)

27 responses



Cohort 15 Survey Comments

Please start back to give the gift cards & please do a Christmas drive for the kid's so they can have Christmas gift please & thank you.

I would like to sincerely than Mrs. Nickleberry for the hard work and high expectations she has for my child. Thank you for all you do and continue to do!

Carson turns 13 in October so I'm not sure he's eligible for Cohort 16.

Thanks Mr. Williams

Tutor was the best and flexible with my daughter needs

Really appreciated my son having a strong male role model to work with this summer. Please keep him paired with him. Very professional and flexible for my son needs

I would like a different tutor. If possible Jameca Aaron or Lydia Nickleberry

Dawn and Mi-Ramp are a blessing to our family. We appreciate her working hard to help Sean develop skills and giving him task to complete before their next session together. Thank you

Thank you so much for this program! Mrs. Dawn is the best!

We enjoyed the picnic! We loved meeting Mrs. Aaron. Kellen and I are thankful for all the help he's received from the tutoring sessions.

Thanks

Ms. Lory is AMAZING and I am so grateful to have had her in our life for so long. I have seen my daughter's math skills improve so much due to the time and attention she has received from her 1:1 sessions. Ms. Lory has also challenged my daughter positively with her reading as well.

Mrs. Lambert was great. She was very patient and helpful with us. I also appreciated her parenting tips to help me provide my daughter further assistance with math and reading.

Please bring back the gift cards 🙏

Ms Jameca is very patient and kind. She is very knowledgeable. She has helped my child tremendously.

Cohort 14 Survey Comments
Ms.Lory is so kind and patient
Ms.Lory is so kind and patient
Please bring back the gift cards please 🙏
Bookbags was not given during this cohort period.
Outstanding program
We truly appreciate Ms. Lory!
Ms. Lory continues to be a tremendous blessing to my daughter's educational journey. I am grateful for her flexibility and consistency to keep pushing my daughter to learn more.
Thank you
Thank you
These sessions have been very beneficial to my son.
These sessions are very helpful to my son.
Please bring back the gift cards please
The program is a great benefit to students
Mrs. Nickelberry was great!
I feel blessed that my child has been allowed the opportunity to participate in this program. I hope this service continues to be offered to him and other children. Thank you
Thanks
Mrs. Dawn was a blessing as well as this program! Thank you!
Mrs Aaron has been wonderful to my son. He has improved in math and she has the patience with him that I don't have. He really does like working with her.

Cohort 13 Survey Comments

We did not receive a backpack since we've been in the program so long

This program is very beneficial. I hope the service continues. I wish older scholars could participate in Mi-ramp as well because the teacher tutors have so much to offer! Thank you

I appreciate my child's teacher-tutor. She speaks to him with respect and conveys an expectation of good and honorable things. At the same time, she meets him at his communicative and academic level while encouraging him to reach higher. Her approach—challenging him at a steady, supportive pace—helps him progress toward his academic goals.

Ms. Jameca is very attentive, knowledgeable and patient. I highly recommend her.

Great program

Program is great for the children

Ms. Lory is wonderful and we appreciate her time and work greatly. She is gracious and flexible and always supportive by sharing community events, suggestions, etc outside of the scheduled tutoring time. Her communication with us as parents is excellent as well. We have not received the \$25 giftcards for at least the previous 2 sessions - has something changed with this and will it be communicated with parents if so?

Thanks so much for allowing Tianna to Join. She's learned a lot and also built an amazing relationship with her TT Ms. Armstrong. She is in school full-time now and thriving. Thank you all. Ms. Armstrong has been great! We will miss her.

We are looking forward to Mariana's continued growth with Ms. Dennis.

I love the program and my daughter does as well!

We love our TT and this program! Thank you! You all are a blessing!

Appendix B: 5-year Anniversary Cook-out



MI-RAMP 5-Year Anniversary Celebration Cook-Out

August 10, 2025 (Pebble Creek Park, Southfield, MI: Noon-6 PM)

- 12-2 PM: Open Interactions, Food and Drink

- 2-2:30 PM - Introductions

Ø Co-chair (Phyllis Gilmer and Natalie Scarlett)

Ø Purpose and Background of MI-RAMP

Ø Introduce/recognize the Executive Board Members and Staff

Ø Instructional Coordinator Victoria Washington—Introduce teachers-tutors (TT"s)

1. Jameca Aaron

2. Lory Armstrong

3. Dawn Dennis

4. Lydia Nickleberry

5. Phyllis Johnson

6. Joanne Lambert

7. Deon Williams

- 2:30-2:40 PM—CEO, Dr. Carter Gilmer, Certificates to Grantors/Donors/Board Members

- 2:40-3:00 PM—Comments from Guests/Parents/All

- 3:00-6 PM—Children's Games/ TT-guests-student/interactions

- Open

From the Committee (Phyllis Gilmer, Natalie Scarlett, Dr. Victor Horsley, Spencer Stanfield, Evan Buchanan, Pam Parks)













