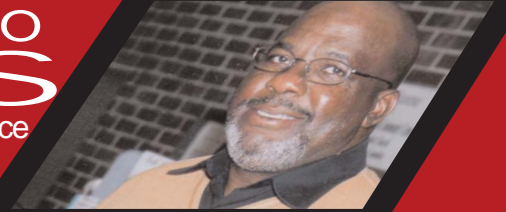


K WARREN/YOUNGSTOWN, OHIO KEY PLAYERS

In the Drive for Educational Excellence, Economic Empowerment & Social Justice





MICHAEL WRITE, PRESIDENT
Board of Education
Youngstown City Schools



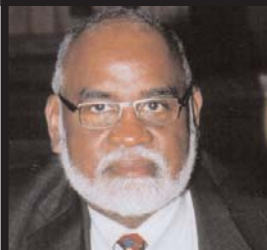
KATHRYN HAWKS HANEY
Board of Education
Youngstown City Schools



EDNA D. PINCHAM, PRESIDENT
Pincham Initiative Resource Centre



KORTNEE PRICE, STUDENT
Warren City School District



ROBERT FAULKNER, PRESIDENT
Board of Education, Warren City Schools



JAMES BURNS, STUDENT
Youngstown Early College



TOM HUMPHRIES, PRESIDENT
Regional Chamber



CARMELLA M. WILLIAMS,
Coordinator Office of Associate's Degree
& Tech Prep Programs & Co-host Higher
Education Radio Show



RICHARD W. ATKINSON
Third Ward City Council Member



TAZWELL FRANKLIN, STUDENT
Youngstown State University & Co-host
Higher Education Radio Show



THOMAS CONLEY, PRESIDENT
Greater Warren-Youngstown
Urban League



AMBER LONG, STUDENT
Youngstown State University



LARRY C. JOHNSON, DEAN
Youngstown Early College



MATTHEW MCWILSON, STUDENT
Cardinal Mooney High school

WHY WE CAN'T WAIT!...

-- Dr. Martin Luther King, Jr.

50 Years after Brown

AFRICAN-AMERICAN STUDENTS
STILL HAVE ONE OF THE:

- ↓ Lowest Graduation Rates
- ↓ Lowest SAT Scores
- ↓ Lowest College Prep Rates
- ↓ Lowest Reading Scores
- ↓ Lowest Math Scores
- ↓ Lowest Language Scores
- ↓ Lowest Passage Rates on High School Exit Exams

"Change does not roll in on wheels of inevitability, but comes through continuous struggle."

Dr. Martin Luther King, Jr., Sermon
given at the Cathedral of St. John the Divine,
New York City, (May 17, 1956)



FAMILY
FATHERS AND MOTHERS INVOLVED & LOVING YOUTH

EMPOWERMENT
STUDENT ACHIEVEMENT
INSTITUTE



OUR CHILDREN ACHIEVING EXCELLENCE IN EDUCATION



↑ 90-100% of our children graduating from high school.



↑ 90-100% of our students meeting or exceeding state and federal standards in reading, language, math, science and the arts.



↑ 90-100% of our students scoring above the national norm on SAT and ACT tests.



↑ 90-100% of our children graduating with the required courses needed to attend any of vocational, technical, college or university system.



↑ 90-100% of our students applying for college actually graduating.

↑ 90-100% of our senior graduates completing all available Grant applications in a timely manner.

↑ 100% of our graduating seniors having completed at least one year of study in African world exploratory history and culture.

"The ultimate measure of a person is not where they stand in moments of comfort and convenience, but where they stand at times of challenge and controversy."

Dr. Martin Luther King, Jr.,
African American Words of Wisdom



MAKE A CLEAR DIFFERENCE Get Involved--It Matters



F.A.M.I.L.Y.

FATHERS AND MOTHERS INVOLVED & LOVING YOUTH

EMPOWERMENT

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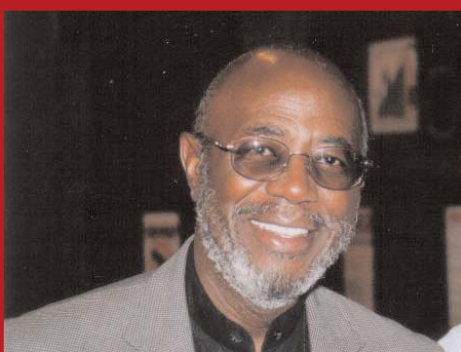
What Parents Can Do

Being involved in your children's education helps them do well in school and improves the quality of your community's school. *Find time to get involved—it makes a difference!*

- ✓ Take your child to school on the first day.
- ✓ Let your child know that school is important.
- ✓ Read and act on everything that is sent home from school.
- ✓ Focus on and identify your child's strengths and weaknesses. Praise good performances; get help when there are difficulties.
- ✓ Encourage positive peer helping relationships through group study. Parents can organize study groups at home, in community centers, or in church. Children learn a lot from each other; study groups help develop positive peer pressure!
- ✓ Provide a quiet place to study either at home or in a study center. At home, turn off the distractions (the television, the radio and the CD player).
- ✓ Establish a scheduled time for homework. Make learning fun—find ways to reward good marks, positive behavior, and good study habits. Use a lot of praise! Emphasize positive things as a means of changing bad study habits.
- ✓ Know your child's teachers, counselors, nurse and principal.
- ✓ Copy your child's school records.
- ✓ Become an equal partner in the education of your child.
- ✓ Reinforce learning with informal activities such as visits to museums, theaters, parks and the malls and supermarkets. Learning can occur anywhere. Some of the most important and enjoyable learning experiences occur outside of the classroom!
- ✓ Know how much homework is assigned and what the child is expected to accomplish. Help to manage the workload by dividing the task into manageable, small doses. *Use a lot of praise!*
- ✓ Monitor grades. Keep abreast of tests and quiz scores. Look for achievement patterns that might suggest where additional work is needed or where the child has some special talents or strengths.
- ✓ Ensure that your child is taking the courses necessary to enter any institution of higher education. (Technical/Vocational Schools, and/or two or four year Colleges/Universities).

RESOURCES:

- Children's Defense Fund, www.childrensdefense.org
- American Federation of Teachers, www.aft.org
- Education Trust, www.edtrust.org
- Great Schools, www.greatschools.net
- NAACP, www.naacp.org
- National Educational Association, www.nea.com
- National Urban League, www.nul.org
- Schott Foundation, www.schottfoundation.org
- Justice Policy Institute, www.justicepolicy.org



Establishing an Inter-Generational Community Dialogue Around Educational Excellence & Economic Empowerment

Jimma McWilson, President & CEO
November 4, 2006

In a continuing effort to educate, motivate, organize and mobilize parents, students, taxpayers and voters on the importance of educational excellence and its direct connection to economic empowerment, the "Institute" has held several monthly Community Roundtables.

In addition to the monthly Community Roundtable, the "Institute" also sponsors a weekly two-hour radio program, hosted by teenagers ("Teen-Talk"), college students ("Higher Education Network") and a parent dialogue. The on-air Radio Roundtable is an attempt to dialogue with teenagers, young adults and their families in their area of comfort...be it home, car or work. The program airs every Saturday from 10am to 12 noon.

The Community Roundtables are designed to bring together family members (especially students and their parents), Best Practice educators, Board of Education members, business representatives, community-based organizations, politicians and law enforcement. The express purpose of the Roundtables is to discuss how to cooperatively move from social and academic failure to academic excellence and economic empowerment.

This cannot be accomplished without the direct involvement, support, understanding and direct action of families/parents and students, as they are the chief investors and consumers of the products of the education process.

Key players in the Warren-Youngstown city school districts and communities exchanged their views, concerns and recommendations on the social and educational issues facing their respective communities, schools and districts. The "Institute" extends its appreciation to the middle, high school and college students, the presidents of various community-based organizations, business leaders, politicians and Board of Education members, who took the time to attend the early morning Saturday Roundtables. Their mere presence at these events is an indication of their commitment to the children of our communities.

To complete Phase I of the Institute's Community Roundtable Initiative, a ***Y.O.U.T.H. Expressions & Empowerment Roundtable*** was held on December 2, 2006.



FAMILY
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EMPOWERMENT
STUDENT ACHIEVEMENT
INSTITUTE

The middle, high school and college students comprising the roundtable panel had an opportunity to engage in peer-dialogue regarding their views, concerns and recommendations related to their social, academic, school and community life, and the adults and peers in their environment. Also in attendance were their parents, educators and other community leaders. It is the desire of the "Institute" to create an inter-generational dialogue which should lead to a consensus on an inter-generational solution.

Roundtable IV, the last in Phase I, will be held on January 6, 2007. The theme for Roundtable IV is "THE PLAN"- Moving from academic failure to academic excellence, using Best Academic Practice models (individuals and systems).

The "Institute" firmly believes (and research supports) that to achieve social and academic excellence for our children and their schools, WE--the collective community--must come together and define "excellence". Further, WE must define how WE expect those in positions of authority to develop, document and implement an effective and successful plan to move our children and schools from social and academic failure to academic excellence . . . for the majority of our children, specifically for those who have historically been left behind.

The success of our Boards of Education, superintendents, teachers and paraprofessionals, is dependent on the direct involvement, support and positive actions of our families/parents and their children. Before we can address the fiscal issues of any school district, we must ensure that every school has a clean, safe and secure environment. Not only must we ensure that this happens, we must ensure that children, staff and parents "feel" schools are clean, safe and secure.

Critical to the need of all schools is a district fiscal system that provides the personal compensation, benefits and professional resources classroom teachers need to effectively teach our children how to achieve academic excellence. This requires effective and successful communication to the parents, voters, taxpayers, and business consumers regarding the fiscal needs of the districts.

It is the Institute's belief that parents, taxpayers, voters and business will affirmatively respond to a request for appropriate funding where there is a clear and transparent plan regarding how the funds will be effectively used to achieve academic excellence.

Achieving excellence means that WE must find a "WIN-WIN" strategy and solution for our families, their children and classroom teachers.

The "Institute" believes that WE must move beyond the failed rhetoric of the past and provide an open, transparent and successful plan of action to the families (taxpayers and voters), students (consumers) and the business community (taxpayers and recipients of the skilled or unskilled product of the education system).

In the final analysis, a reduction in crime and the economic viability of our communities depends on the families and school systems producing citizens who have the knowledge, skills, abilities and understanding to ensure not only their future, but that of their families, communities and the nation.

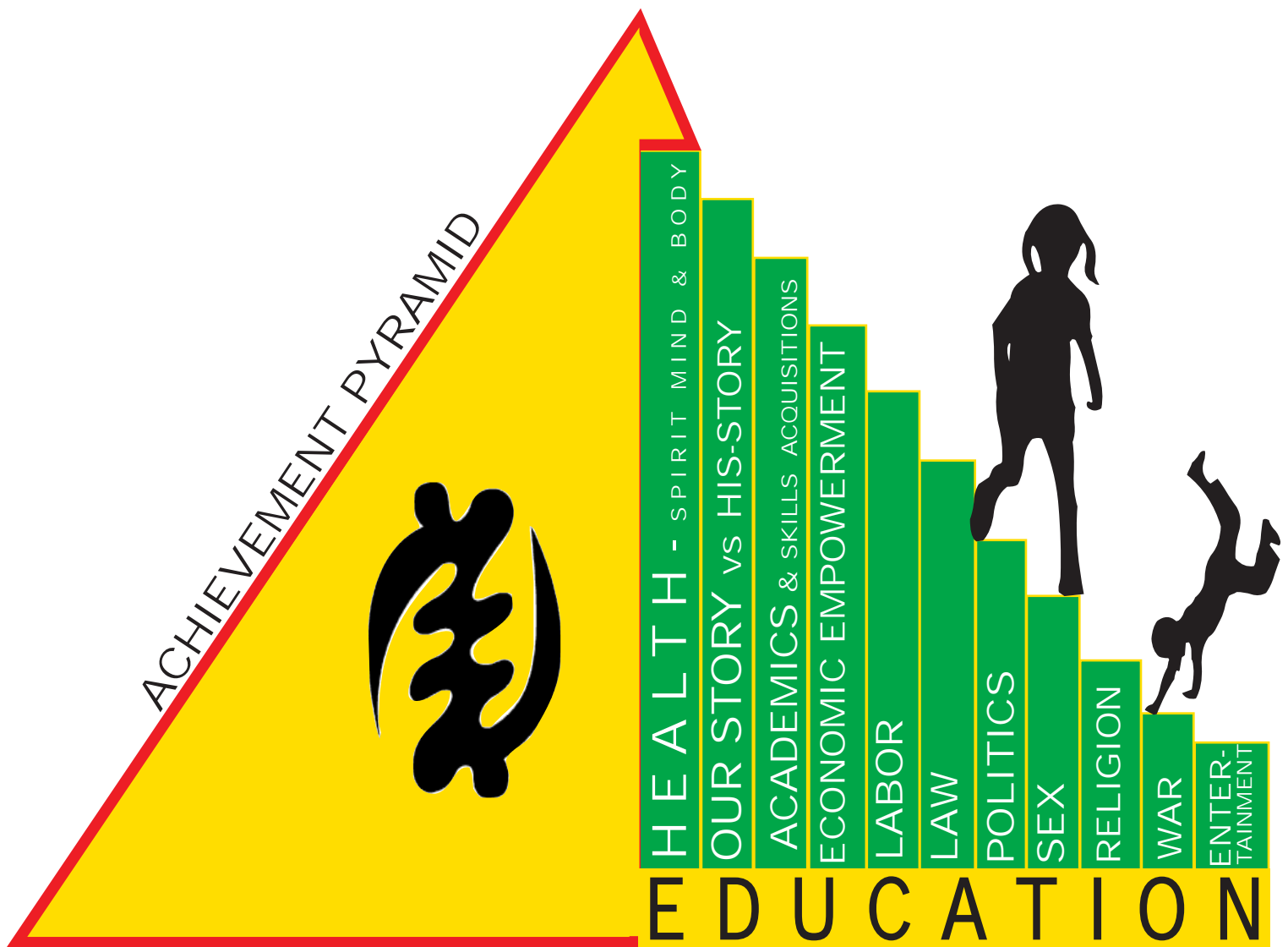
Join us in this effort . . . call the "Institute" at 330-533-1778 for more information!

Jimma McWilson



"For our children and families to effectively compete and achieve success in the 21st Century they must go beyond just schooling and 'educate' themselves in all 11 components of the achievement pyramid."

--Jimma McWilson



"Education is our passport to the future, for tomorrow belongs to the people who prepare for it today." --Malcolm X

"Education ... It's a life long process."

Jimma McWilson, President/CEO



FAMILY EMPOWERMENT
STUDENT ACHIEVEMENT
INSTITUTE
FATHERS AND MOTHERS INVOLVED & LOVING YOUTH

4 Year Vocation/College life Education Master's Degree Level life Education PHD Level life Education LIFE EDUCATION

2 Year Vocation/College life Education



Grades 9 - 12th High School Diploma / GED



17 Years & Up 20 Years & Up 22 Years & Up 24 Years & Up

Grades 6 - 8th Middle School



17 Years & Up

Pre-K - 5th Grade Education



14-18 Years

Sunday School Head Start Community Education



11 - 13 Years

Post Pregnancy Education



5 - 10 Years

During Pregnancy Education



0 - 5+

Pre-Pregnancy Education



Teen to Adult



Teen to Adult

ALL AGES THE GENESIS of all EDUCATION

What are YOU preparing YOUR child for?

A Career/College Education, ...



\$\$Cost of Vocational/College Education - *with Freedom*

Think about it ...

City/State/Federal Incarceration?



\$\$\$\$Cost of Incarceration + Loss of Freedom

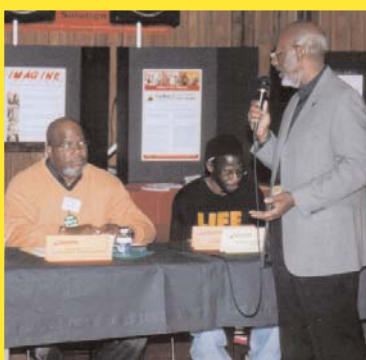
THE CHOICE IS YOURS!





STRATEGIC GOAL, VISION, OPPORTUNITY AND OBJECTIVES

Jimma McWilson, President & CEO



OUR GOAL

Increase to 95% the graduation/GED rate of African American students in Mahoning and Trumbull Counties, who are qualified to enter higher education,* entrepreneurship and/or who have the required skills to enter the world of work.



OUR VISION

Healthy communities where families working together in partnership with local, state, federal, business & community resource partners take responsibility to ensure that each child is loved, nurtured, disciplined and socially ready to learn in a public school setting, and to hold the public school accountable for preparing their children to successfully graduate/receive a GED and are qualified to enter higher education, entrepreneurship or the workforce.

OPPORTUNITY

Seize the opportunity to bring families, from separate communities together, based on common interest to develop a "**Power Agenda**" designed to ensure educational excellence for their children's future economic success.



OBJECTIVES

Utilize the collective resources of government, business, education systems, network members and "Best Social & Academic Practice" model (systems and individuals) to: Educate, Motivate, Organize and Mobilize . . . families, students, taxpayers, concerned community groups and business to advocate for educational excellence and to ensure that it is achieved within a defined period of time.

- ✓ **Create** a F.A.M.I.L.Y. Resource Support Network.
- ✓ **Create** 21st Century Youth Leadership and Graduation T.E.A.M.S.
- ✓ **Ensure** that students' psycho-social and health needs are successfully addressed.
- ✓ **Create** a Higher Education Resource Support Network.
- ✓ **Create** an Interfaith Education Resource Support Network.
- ✓ **Support** and advocate for social and educational excellence in the family, home and school
- ✓ **Advocate** for and support the implementation of measures which will lead to 95% of students, specifically African American, who are graduating or receiving a GED, and are qualified for higher education and the workforce.
- ✓ **Establish** collaborative relationships with all levels of city, state and federal government, churches and educational systems and community groups.

OUTCOME EXPECTED

95% of all students, specifically African American, are graduating and qualified to enter institutions of higher education, entrepreneurship and the workforce.





Supporting & Empowering Families In Mind, Body, & Spirit

U.S. Supreme Court Decision, Brown v. Board of Education, 1954

“Today education is perhaps the most important function of state and local government. Compulsory, school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principle instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him adjust normally to his environment. *In these days it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right, which must be made available to all on equal terms.*”