



Focus: HOPE

Celebrating Diversity Since 1968



REPORT TO THE STATE OF MICHIGAN
Fiscal Year 2004 Funding

Center for Advanced Technologies
First Step, FAST TRACK
High School Program

*Submitted to the
Michigan Legislature and
the Michigan Department of
Labor and Economic Growth*



January 28, 2005

Michigan Legislature
Michigan Department of Labor and Economic Growth
Lansing, MI

Dear Legislators and Fiscal Agents:

It is my honor to submit to you the Focus: HOPE Fiscal Year 2004 Report to the State of Michigan. With your support, Focus: HOPE has sustained its commitment to investing in Michigan's manufacturing infrastructure through the rigorous education of men and women in manufacturing technologies and advanced manufacturing engineering. At a time when Michigan's unemployment rate is hovering at 7.3% and the State ranks 39th out of 50 states in terms of percentage of adult population with a college degree, our programs are more critical than ever.

Focus: HOPE continues to meet its objective of providing opportunity to underrepresented individuals who help Michigan be increasingly competitive in today's global economy. In Fiscal Year 2004, we enjoyed an enrollment of 140 students in our engineering degree programs at the Center for Advanced Technologies, primarily comprised of minorities and women. Our 2004 graduates took exciting career opportunities with corporations such as Ford Motor Company, American Axle, and Honda.

We also enrolled 77 young men and women in our dual-enrollment high school program at the Machinist Training Institute and have data that their math and reading scores jumped exponentially as a result of their participation. Moreover, we are proud to announce that 12 of our previous high school enrollees are earning a college degree at the CAT. As a result of these successes, we are dramatically increasing our recruitment and admissions efforts with Detroit Public Schools.

2004 was a watershed year for Focus: HOPE in other aspects. Focus: HOPE was recognized by the U.S. House and Senate for 35 years of achievement and received an Army's Top Ten Greatest Inventions Award for inventing a new pintle designed to help defend soldiers in the Global War on Terrorism. Through a unique partnership with the Ford Motor Company, Focus: HOPE has increased its focus on high quality manufacturing by adopting Six Sigma, a highly structured, customer and data-driven methodology for solving quality related problems in manufacturing and business operations. Thus far, 2 engineering candidates have been certified as Black Belts in this methodology and 30 more received Green Belt training in 2004.

Focus: HOPE has achieved ISO 9001:2000 certification, resulting in a highly integrated and comprehensive, campus-wide quality and environmental management system. And, a tangible example of how Focus: HOPE produces innovative knowledge workers is the receipt of its first ever U.S. patent, an outcome of the CAT's research and development activities.

Focus: HOPE

Focus: HOPE supports Michigan industry's global competitiveness by responding to industry-driven demand in the development of our training and education curriculum. We are accomplishing this through a world class strategic review process, conducted with industry partners, to benchmark best practices and incorporate them into our programs.

Focus: HOPE continues to be a resource for both the state and federal governments as policymakers work to respond to contemporary workforce issues. As such, I served on the board of directors of The Workforce Alliance, a national association devoted to workforce development policy and on the state level I was privileged to serve on the Governor's Commission on Reshaping Michigan's Workforce. Focus: HOPE also recently contributed testimony to the Cherry Commission on Higher Education and I have just been asked by the Governor to serve on Michigan's Council for Labor and Economic Growth. Last, Focus: HOPE is on the Steering Committee of the March 2005 Great Lakes Manufacturing Forum and is looking forward to contributing to its workforce development policy outcomes.

These are just a few of the activities we have undertaken to pursue our mission of engaging in intelligent and practical action to overcome racism, poverty and injustice. With passion, persistence and partnership, Focus: HOPE will continue to contribute to the good of this great State and its citizens.

Sincerely,

A handwritten signature in cursive script, reading "Eleanor Josaitis".

Eleanor Josaitis

Chief Executive Officer and Co-Founder

FOCUS: HOPE
REPORT TO THE STATE OF MICHIGAN
FISCAL YEAR 2004

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Focus: HOPE

Celebrating diversity since 1968

FOCUS: HOPE OVERVIEW

The Beginning: Focus: HOPE was founded in 1968 in the wake of the devastating Detroit riots. Co-founders Father William T. Cunningham (1930-1997) and Eleanor M. Josaitis were inspired by the work of Dr. Martin Luther King Jr., and started an organization committed to bringing together people of all races, faiths and economic backgrounds to overcome injustice and build racial harmony.

The Focus: HOPE mission statement, adopted on March 8, 1968, can be found on our walls and in our hearts throughout the 40 acre campus and provides the primary focus for the organization and all of its programming:

**Recognizing the dignity and beauty of every person,
we pledge intelligent and practical action
to overcome racism, poverty and injustice.
And to build a metropolitan community where all people
may live in freedom, harmony, trust and affection.
Black and white, yellow, brown and red
from Detroit and its suburbs
of every economic status,
national origin and religious persuasion
we join in this covenant.**

Adopted March 8, 1968

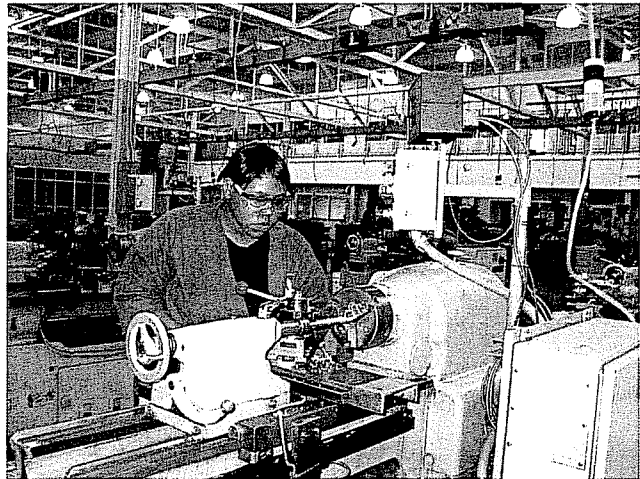
Originally an interracial movement of volunteers, Focus: HOPE today employs more than 500 colleagues and involves more than 23,000 volunteers annually who provide roughly 380,000 hours of time in support of its programs. Over the years, Focus: HOPE has initiated practical solutions to the problems of hunger, economic disparity, inadequate education, and racial divisiveness. The success of Focus: HOPE centers on the leveraging of public and private sector resources and partnerships, as well as extensive community outreach, to provide practical answers to social problems. These can be found in Focus: HOPE's high technology training and education programs, its community and corporate partnerships, as well as in its food programs. The following provides a brief overview of the many programs now operated by Focus: HOPE.

The Commodity Supplemental Food Program: Starting with research that showed the permanent damaging effects of babies and children not having proper nutrition, the co-founders were driven to find a solution to hunger in the Detroit area. As a result of persistent research and testimony, Focus: HOPE convinced the U.S. Congress to create the U.S. Department of Agriculture's Commodity Supplemental Food Program (CSFP), which was later expanded to include assistance to low-income senior citizens. This program is currently offered in 32 states nationwide, as well as the District of Columbia. Of these, Michigan is the 2nd largest program in the nation, serving 83,000 pregnant and post partum mothers, children under the age of six, and senior citizens every month. Focus: HOPE serves 43,000 of these individuals, more than 80% of whom are seniors, in four counties of Southeast Michigan.

"African Americans, Hispanics and other ethnic and racial minorities account for only 6 percent of the science and engineering workforce – a figure far below their demographic presence. Women represent only a quarter of the science and engineering workforce, even though they make up nearly half of the total U.S. workforce. By 2020, more than 40 percent of college-age students will be ethnically and racially diverse. If America is to strengthen its base of science and engineering talent, it must act to recruit the fastest growing segments of the workforce."

"Innovate America - December 2004," National Innovation Initiative Report: Thriving in a World of Challenge and Change Council on Competitiveness (United States), p. 24.

The Machinist Training Institute (MTI): The Machinist Training Institute was established in 1981 to bridge industry needs for precision machinists with community needs for well-paying and career employment. This state licensed and accredited training institute provides comprehensive basic and advanced precision machining and metalworking skills. The program provides opportunity for minority youth, women, and others to gain access to the financial mainstream and learn in-demand skills. Of the hundreds of businesses that hired the first MTI graduates, most had never previously hired either a woman or minority as a machinist. This hiring thus furthered the Focus: HOPE mission of breaking down racial and gender barriers.



We believe the MTI provides more than half of all new formally trained machinists in Michigan and, to that end, enrolled 456 individuals in Fiscal Year 2004. Since its inception the program has graduated over 2,740 machinists. Hourly wages range between \$8.50 and \$12.00 per hour and often include benefits. Graduates of the MTI may go directly into jobs as precision machinists, into other advanced manufacturing classifications or pursue additional post-secondary education.

FAST TRACK/FIRST STEP: Many individuals obtain high school degrees and GED certificates but are not functionally capable of performing at a high school graduate level in the workforce or successfully pursuing post-secondary education. Focus: HOPE requires students to have either a high school diploma or a GED in order to apply to enter its programs. Students then take the Test of Adult Basic Education (TABE) to determine their incoming level of competency. In order to enter the Machinist Training Institute, incoming students must functionally test at a minimum of 9th grade reading and a minimum of 10th grade math. The Information Technologies Center requires a minimum of 12th grade reading and 9th grade math skills. For those students who do not have the necessary competency levels to go directly into these programs, they may enter either the FAST TRACK or First Step program in order to raise their math and reading levels.

“The Skills Gap 2001, a major study by the National Association of Manufacturers/Center for Workforce Success, found that U.S. manufacturers ‘face a persistent skills gap in the workforce, despite an economic downturn and despite billions of dollars spent on education and training initiatives in the past decade’ ... Some specific findings include:

- 2/3rds of respondents said their most serious workforce shortages are among production workers and those directly supporting them – ranging from entry-level workers, operators, machinists, craft workers, to technicians and engineers;
- 8 of 10 manufacturers experience a shortage of qualified workers;
- 78% of respondents believe public schools are failing to prepare students for the workplace; the biggest deficiency of public schools is not teaching basic academic and employability skills;
- 26% of manufacturers report that workers lack basic math skills;
- More than 30% report that workers are deficient in basic comprehension and writing skills;
- 59% say employees lack work readiness skills such as arriving on time and staying at work all day; and
- more companies are being forced to provide basic remedial education services to new employees.”

[as quoted in the National Coalition for Advanced Manufacturing report entitled, “The Case for Enhancing American Workforce Skills,” April 2003, pp.12-13.]

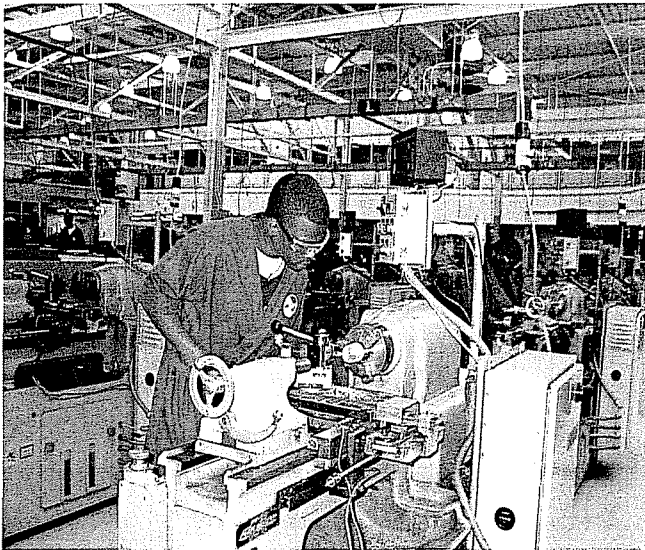
The FAST TRACK program¹ is designed to raise math skill levels from 8th grade to a minimum of 10th grade and reading skill levels from 8th grade to a minimum of 9th grade within 7 weeks utilizing an intensive, full-time, computer-based training program. These stated grade level increases are minimum numbers and can increase further to grade level 12 or beyond depending on the individual student’s personal objectives. The four-week First Step program was created to immediately precede FAST TRACK for those who need to raise their math skill levels from 6th to 8th grade. A total of 235 individuals participated in these programs in Fiscal Year 2004.

Once admitted to either of these programs, emphasis is placed on the “4 A’s” of “Attendance, Academics, Attitude, and Appearance,” in order to prepare students for the expectations of a professional work environment. Students attend classes from 8:00 a.m. to 4:00 p.m., Monday through Friday. Focus: HOPE provides a mandatory drug-free educational environment, life and financial management counseling, and other student services, including weekly access to a Family Independence Agency social worker. In addition to self-paced learning, small group sessions are held with instructors in the following subjects: math concepts, computer utilization,

¹The State of Michigan created a state-wide program called Fast Break, based in large part on the success and model of Focus: HOPE’s FAST TRACK program.

and communication skills; direction and practice of successful employment discipline thorough the use of productivity schedules and performance evaluations; and exploration of technical career options. In short, Focus: HOPE provides a wide range of supportive wrap around services to ensure that its students are capable of success when they enter the workforce.

High School Program: Begun in 1999, the Focus: HOPE High School Program offers students the opportunity to get a jump-start on post-secondary education and technical skills training while they earn their high school diploma through dual-enrollment partnerships with their high schools of origin. While participating in our program during their junior and senior years, students build and accelerate their foundation skills in math and reading through the proven First Step and Fast Track programs, then move on to Machining and Pre-Engineering training.



Focus: HOPE recruits from twenty-four Detroit area high schools. Tuition is paid by the State of Michigan and via private support. Enrollment for 2004 was 77 students, 35% of whom participated in the First Step/Fast Track programs and 65% of whom participated in the MTI program. To date, 251 students have participated in the High School program. Upon program completion, students may enter the workforce in a wide variety of machining and engineering related fields, or continue their post-secondary education at our Center for Advanced Technologies. Twelve of the High School students are now participating at the CAT where they

receive a tuition free associates or bachelors degree, while working full-time on manufacturing contracts.

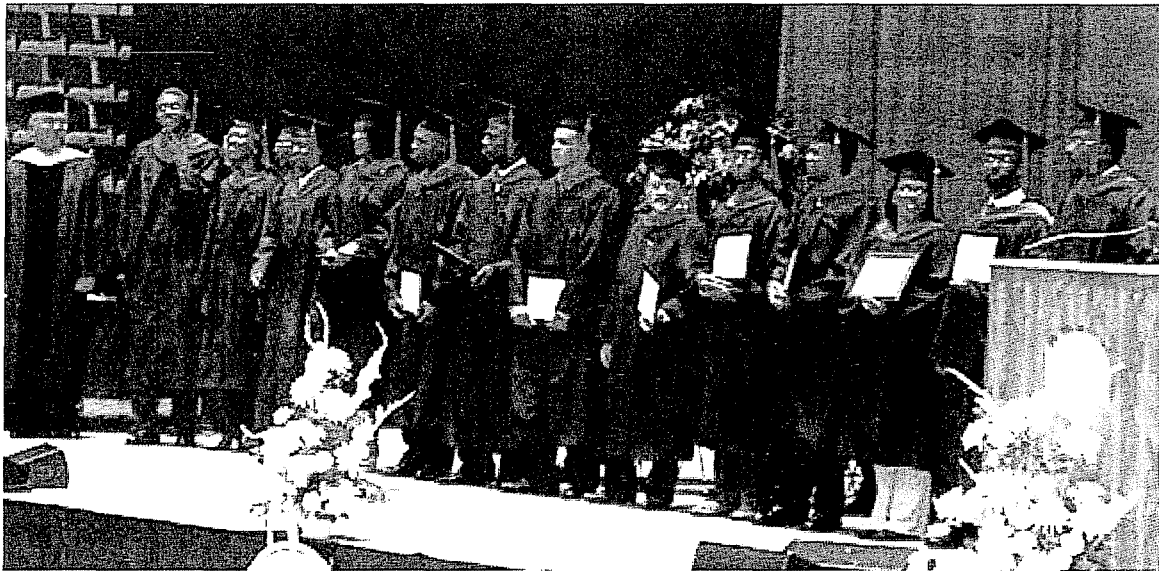
Students may also earn articulation credits toward their associates and bachelors degrees through agreements with Macomb, Oakland and Wayne County Community Colleges. If they choose to go into the renaissance engineering program at the Center for Advanced Technologies, their credits articulate to our partnering universities, including Lawrence Technological University Wayne State University, and University of Detroit Mercy.

The Center for Advanced Technologies: Opened in 1993, the Center for Advanced Technologies (CAT) integrates hands-on manufacturing training and academic learning within a state-of-the-art production setting and educates advanced manufacturing engineers at world-competitive levels. Focus: HOPE partners with five universities and six industry partners (formerly known as the Greenfield Coalition) to offer this unique 21st century curriculum resulting in a student receiving an associate's degree in manufacturing engineering technology (offered by Lawrence Technological University) or a bachelor's degree in engineering technology or manufacturing engineering (offered by Wayne State University and University of Detroit Mercy, respectively). The CAT enrolled 140 students (known as Candidates) in Fiscal Year 2004. The CAT program has the largest African-American enrollment in manufacturing engineering in the nation. And,

according to the National Science Foundation, it is the nation's largest producer of minority graduates in manufacturing engineering.

Through a rigorous program in which students get both work experience and academic course work, Candidates work on actual manufacturing and research & development contracts for GM, Ford, DaimlerChrysler, the U.S. government and others. This renaissance engineering program is receiving national prominence for establishing a new paradigm for manufacturing engineering education from which it is producing highly skilled engineers who have real world experience combined with strong analytical and problem-solving skills.

Because of the CAT's unique educational pedagogy, last year's average starting salary of a Focus: HOPE bachelor degree graduate was \$55,000. This salary is above the national average because of the real world hands on experience our graduates have when compared to other university graduates.



Focus: HOPE graduates gathered on stage for special congratulations from LTU President Charles M. Chambers.

Information Technologies Center: Established in January 1999, the Information Technologies Center (ITC) currently provides a broad range of industry-certified training programs in network administration and desktop and server administration. The extensive curriculum includes classroom and lab assignments in 14-45 week long programs, based on the proven MTI/CAT model. The ITC is providing minorities and women, in particular, access to high paying careers while addressing a critical nationwide worker shortage in the field of information technology. The ITC has graduated close to 600 students from its programs thus far. Two hundred fifty individuals were enrolled in these programs in Fiscal Year 2004. Current starting wages are typically \$10 to \$15 per hour. Graduates with 2-3 years worth of experience and who continue to earn related certifications can earn salaries in the range of \$40,000 to \$60,000. Focus: HOPE is now in the process of creating a state-of-the-art bachelor's degree program in information management and systems engineering.

"Today's state leaders face two economic challenges: to maintain national leadership in job and wealth creation and to successfully compete in a global economy. The key to both of these is innovative capacity as innovation drives productivity growth, driving prosperity and justifying higher wages. "

The National Governor's Association

Volunteer and Community Outreach: Focus: HOPE coordinates volunteer and community outreach events and activities throughout the year. In Fiscal Year 2004, 23,000 volunteers contributed their time and effort to Focus: HOPE activities, including the contribution of 31,000 volunteer hours to pack food supplement boxes for the Focus: HOPE Commodity Supplemental Food Program, and 40,000 additional volunteer hours assisting in our food centers. Volunteers also delivered 100,000 pre-packed boxes of food supplements to senior citizens throughout Southeast Michigan. Over 5,500 people toured Focus: HOPE to learn about its mission, activities, and employment and training programs.

Every October, the annual Focus: HOPE WALK brings together thousands of diverse people in a display of interracial harmony. At Journalism Challenge, media professionals mentor high school students through a day-long writing competition for college scholarships and awards as they learn about human and civil rights. Holiday programs bring hope to low-income families and senior citizens through community generosity. Volunteers are important contributors to every aspect of Focus: HOPE.

The Community Arts Program: Focus: HOPE's Community Arts program was established in 1995. The program presents multicultural arts programming and gallery exhibitions designed to educate and encourage area residents, mainly youth, while fostering integration in a culturally diverse metropolitan community. The on-campus gallery is dedicated to increasing understanding of different cultures through the sharing of art exhibits and photography. Other programming includes dance and music. A pen pal program between urban and suburban children encourages and facilitates shared understanding. More than 43,000 people viewed Focus: HOPE sponsored exhibits or participated in its programs in FY2004. The program also works with Detroit Public Schools and others to promote post-secondary education and raise career awareness concerning science, technology and creativity.

The Center for Children: Begun in 1987, the Focus: HOPE Center for Children offers infant and toddler care (beginning at 6 weeks of age through 2 year olds), Montessori and early childhood preschool education (age 3 through kindergarten), and before and after-school programming and a summer day camp for 6-12 year olds. The Montessori approach to early childhood education stresses the needs and basic development of the young child, including social and intellectual activities aimed at enhancing self-confidence and independence in an atmosphere of love and respect for the child. Admission is open to parents enrolled in Focus: HOPE training programs, the community-at-large, and Focus: HOPE colleagues. Since its opening, the Center for Children has provided child-care and educational services to over 5,500 children. Enrollment in Fiscal Year 2004 was 125 children.

Focus: HOPE Companies: Focus: HOPE Companies is a for-profit subsidiary that provides warehousing and manufacturing services to industry. The company was initiated in the early 1980's for community economic development purposes. Focus: HOPE Companies recently partnered with Hollingsworth Enterprises to form a joint venture. This entity, Focus: HOPE Enterprises, has been designated as a minority business enterprise by the Michigan Minority Business Development Council.

Community Development: With a commitment to continuously improving the surrounding community, Focus: HOPE works with community groups, local governments, block clubs, churches, and others to undertake housing rehabilitation projects, demolition of unsafe structures, clean-up of illegal dumping, and other projects. Focus: HOPE is committed to improving the look of the campus and surrounding area by maintaining the main boulevard's landscaping, and upgrading facilities when feasible. A community pocket park was dedicated in summer 2002, complete with a koi fish pond, gardens and a wide variety of annuals and perennials. This park was the result of several private donations and stands where buildings were destroyed from the devastating tornado of 1997. Focus: HOPE is now collaborating with Presbyterian Villages of Michigan to build a 55-unit low-income senior apartment complex on our campus, which will be funded in large part by the U.S. Department of Housing and Urban Development.



A scene from the Focus: HOPE Pocket Park on campus

Conclusion: Focus: HOPE is a unique organization that has made a significant impact on metropolitan Detroit and the State of Michigan, as well as on national perspectives regarding workforce development and educational programming. As Focus: HOPE celebrates its 37th anniversary year, plans are in place to further increase awareness and enrollment in the education and training programs.

Focus: HOPE's Co-Founder and CEO, Eleanor M. Josaitis, often summarizes the organization's success in these simple words: Passion, Persistence and Partnerships. Focus: HOPE colleagues are passionate about what they do, persistent and committed to carrying out the organization's mission, and committed to building partnerships and relationships that make it possible to accomplish these critical goals even in times of economic constraint.

In short, Focus: HOPE expects to persist as a critical community and industry resource dedicated to overcoming racism, poverty and injustice and building a community of freedom, harmony, trust, and affection.



PROGRAM REPORT

FISCAL YEAR 2004

INTRODUCTION

The initial sections of this Program Report present a Fiscal Year 2004 overview of each program that receives funding support from the State of Michigan and accompany the more specific response to legislatively requested information (referred to as the “Response to Legislatively Requested Specifics”) provided immediately following this Program Report. The programs that currently receive funding from the State of Michigan are the Focus: HOPE Center for Advanced Technologies (CAT), the High School Program (overlays with First Step/FAST TRACK and the Machinist Training Institute), and the First Step/FAST TRACK programs. Each of these will be described in detail in the following pages.

In order to assist those readers who may be less familiar with Focus: HOPE, an organizational overview (Part III) is included immediately preceding this Program Report, briefly outlining the history of the organization and its major programs and activities. A list of Focus: HOPE select recognitions and citations is listed in Appendix A. An educational flowchart of all of the Focus: HOPE career-training programs (First Step/FAST TRACK, Machinist Training Institute, Information Technologies Center, and the Center for Advanced Technologies) can be found in Appendix B that illustrates the overall relationship of the programs to each other and to industry. Also included are a map of the 40-acre main campus (Appendix C), a general organizational chart (Appendix D) and the lists of Focus: HOPE’s very active Board of Directors and Advisory Board members (Appendix E). Please see Appendix O for a list of articles highlighting the recent work of Focus: HOPE. After describing the Michigan-funded programs below, we have included descriptions of other Focus: HOPE programs and activities in order to provide the State of Michigan with a more complete understanding of the interrelationships between the various programs, as well as the depth and breadth of Focus: HOPE as an institution serving Michigan citizens.

BACKGROUND

By partnering with industry, universities, government and others, Focus: HOPE has created a pipeline of programs that offer both the technical and educational knowledge critical for a 21st century workforce, as well as the necessary hands on experience. Through a unique partnership with area colleges and universities, students earn associate and bachelor of science degrees in manufacturing engineering/technology while working on actual manufacturing and R&D contracts for the automotive industry and others on the Focus: HOPE campus. Our newest career ladder program prepares students to attain the industry-based certifications necessary for a broad array of information technology professions.

Our students work, study, and earn university degrees and highly prized and recognized industry certifications while receiving hands-on experience.

Focus: HOPE's advanced manufacturing and technology career pipeline includes the only "manufacturing teaching hospital" in the nation -- combining training, education, vocational/high tech skills, soft skills and real world experience, while paying a wage. This pathway is effective at graduating highly skilled individuals -- particularly underrepresented individuals, minorities and women. And, Focus: HOPE has made outstanding contributions toward increasing diversity within the traditionally homogeneous science, math, engineering and technology fields (known as SMET). **In fact, in Fiscal Year 2004, 94% of Focus: HOPE's engineering associate and bachelor degree candidates were African-American, more than doubling the number of African-American students in the United States pursuing a bachelor of science degree in manufacturing engineering, according to the American Association of Engineering Societies.**

This innovative training and education pipeline is a national model for workforce development in the new millennium. It addresses employer needs and constraints, America's shifting demographics and the nation's critical need for advanced postsecondary training and education in information technologies and advanced manufacturing, as well as provides a career ladder into the economic mainstream for many disenfranchised and displaced workers. Last, it effectively demonstrates how partnerships can be formed between government, industry, community organizations and trade associations to lead America to a new level of global competition.

Focus: HOPE, with the strong support of the State of Michigan and our industry and academic partners, is proud to be a solution to the critical Michigan labor shortages looming over the coming decade by providing this much needed training and education, as well as the placement assistance necessary to link these highly skilled workers with the employers who seek them.

THE CENTER FOR ADVANCED TECHNOLOGIES

Background: Focus: HOPE's Center for Advanced Technologies (CAT) is a unique university-level engineering program that integrates hands-on skill mastery and interdisciplinary engineering knowledge within an applications context. The CAT had its grand opening in 1993. It is a designated national demonstration project with roots in an historic Memorandum of Understanding (MOU) between the U.S. Departments of Defense, Commerce, Education, and Labor. The Memorandum declared a critical national shortage of advanced manufacturing implementation skills.

Today, this crisis continues, with high level government policy and think tank reports enumerating the critical skills shortages in science, math, engineering and technology fields, particularly as they relate to the manufacturing sector, e.g., the National Coalition for Advanced Manufacturing's *The Case for Enhancing American Workforce Skills* (April 2003); The Council on Competitiveness' *InnovateAmerica* (December 2004); the U.S. Department of Commerce's *Manufacturing in America: A Comprehensive Strategy to Address the Challenges to U.S. Manufacturers* (January 2004); and the Executive Office of the President's report entitled *Sustaining the Nation's Innovation Ecosystems, Information Technology Manufacturing and Competitiveness* prepared by the Council of Advisors on Science and Technology (PCAST, January 2004).

“The continued global economic competitiveness of the United States depends in large part on closing the wide gap between the knowledge and skills needed in today’s technology-based workplace and the current low level of preparedness of this country’s workforce. America has a surplus of low-skilled workers and an alarming scarcity of high-skilled workers - -a mismatch between the demand for skilled labor and the available supply.”

National Skills Standards Board, March 2003, Rick Spill, as quoted in the April 2003 National Coalition for Advanced Manufacturing report entitled *The Case for Enhancing American Workforce Skills*, p. 15

In response to the unprecedented MOU, the CAT was designed to provide the engineering equivalent of a “teaching hospital.” Engineering students (known as “Candidates”) pursue their engineering education within an environment of actual production and research & development contracts. Candidates learn the expert use of advanced technologies required by industry for 21st century global competition. Academic coursework uses the experiential context of cost, quality, and delivery to apply theory.

Three university partners - Lawrence Technological University, Wayne State University, and University of Detroit Mercy - award the associate and bachelor degrees in manufacturing engineering and engineering technology. These and other affiliate academic partners helped to establish the program and its curriculum, known as the “Greenfield Coalition,” and included Lehigh University, Michigan State University, Walsh College, the University of Michigan, Ohio State University and others. (See Appendices F and G for listings of degree curriculum and course scheduling). Partial support for the initial curriculum and development of university-level

computer-based learning tools for engineering came from the National Science Foundation (NSF) over a 10 year period, completed during Fiscal Year 2004, and which resulted in over \$30 million brought into the State of Michigan and its universities for the work at Focus: HOPE. In Fiscal Year 2004 another full year of academic offerings was scheduled and conducted at the Center for Advanced Technologies by our academic partners.

The CAT Model of Experiential Learning – a Teaching Hospital for Manufacturing Engineers: This internationally-recognized program provides a national cutting edge leadership model for engineering education. Strong partnerships with industry, academia, government, foundations, and others provide continuing support, direction and focus. Candidates in the CAT earn their engineering degrees by integrating actual experiential knowledge with academic studies. Key elements of the CAT include:



- a) a futuristic 220,000 square foot learning-manufacturing facility that was completely renovated for that purpose with \$23 million in federal and private sector support. All education, training, research and work activities occur in this facility;
- b) manufacturing equipment and information systems representing a federal and corporate investment of well over \$80 million; and
- c) automotive, government, and research and development contracts of roughly \$35 million that provide the experiential base and opportunity for degree Candidates to work and learn simultaneously.

Degree Candidates develop as engineers by integrating academic work and real experience. In order to provide Candidates with the means to support themselves and their families during their tuition-free degree studies, they work 8 hours/day, Monday through Friday, on manufacturing and Research & Development contracts, earning hourly wages, while carrying a mandated minimum course load of 6 credit hours, with many of our students carrying more.

The academic curriculum addresses such learning modules as: fundamentals of machine operations, tool geometry, chip formation, process planning, time studies, process estimating, cutting fluids, non-traditional tools, mechanics of chip formation, chip morphology, forces/energy, thermal performance, machining economics, and many other required areas.

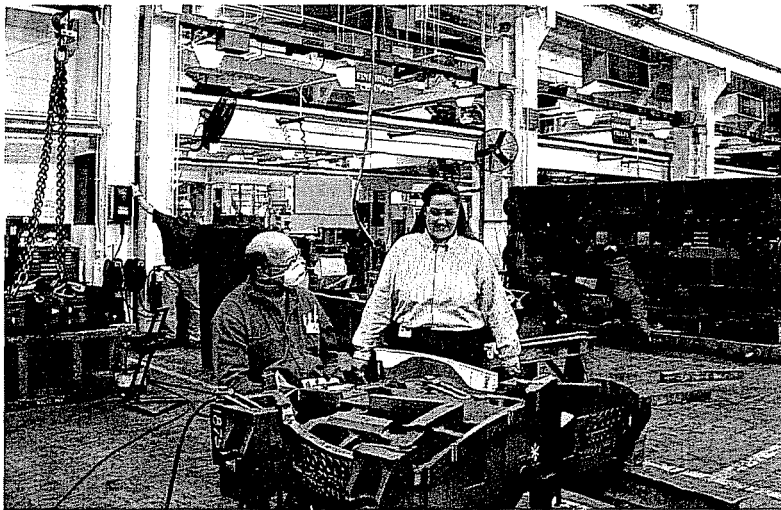
As full-time employees, candidates advance within the program by rotating through responsibilities that provide wide exposure to the world of manufacturing, as well as build a depth of hands-on experience. Production experiences may range from weeks to months in

duration, and progressively higher order assignments are sequenced over time. Accordingly, such cross-training exposure leads to high-level problem-solving skills and a sophisticated understanding of manufacturing processes, technologies, techniques, quality control methodologies, as well as team building, communication and leadership skills.

The manufacturing experiences within the CAT are critical and integral to the learning environment. The educational model is often compared to a “teaching hospital” where future doctors and surgeons learn within clinical settings. Industry contracts range from larger scale Tier One automotive OEM (original equipment manufacturer) production for such companies as General Motors Corporation, Ford Motor Company and DaimlerChrysler, to short order replacement part orders for the U.S. Government. The support that these contracts provide is paramount to the CAT and also representative of our strong industry partnerships.

For Fiscal Year 2004, 140 candidates were enrolled in the CAT. To date, 81 students have received associate degrees and 36 have received their bachelor degrees.

External Rotations: In Fiscal Year 2005, we are looking forward to the continued expansion of an external rotation program for CAT Candidates. Two such Candidates began external rotations with General Motors Corporation (GMC) in January 2004, one working in the Powertrain Division and the other in the Metal Fabrication Division. Both of these candidates have been asked to return to GMC for an additional rotation in FY2005. Moreover, the success of these initial externships has resulted in the creation of 4 more positions at GMC, for a total of 6 positions. Focus: HOPE is now working closely with other corporate partners to create more externship opportunities for our Candidates, with the hope of eventually placing students in 50 extern rotations per year.



Placement: Focus: HOPE is strongly committed to assisting all of its graduates find gainful employment. Last year our bachelor degree CAT graduates earned an average starting salary of \$55,000. According to a University of Maryland School of Engineering 2003 survey, the average entry level salary for manufacturing engineers is \$41,300. Thus, CAT graduates are receiving roughly 25% more than their peers because of the

4+ years worth of real world hands on manufacturing experience they receive while at Focus: HOPE. Denise Ankofski Scheid, the General Motors' engineer pictured above, graduated in May 2002 with a bachelors degree from University Detroit Mercy. She and fellow Focus: HOPE graduate, Khalilah Johnson Oliver, won two of twelve coveted positions from a field of 400 nationwide applicants with General Motors Metal Fabrication Division, where they are in a 3-year fellowship training program of its Tool & Die College. Within this program, Ms. Scheid

was recently promoted from second shift front line supervisor for finishing in the die cell to third shift front line supervisor for blocking. Glenn Johnson, one of our most recent WSU graduates (December 2004), has just been selected for the same highly selective program.

Many of our graduates have moved on to exciting engineering careers with General Motors, DaimlerChrysler, Ford, Visteon, Lear, and others. (See Appendix I for a partial list of industry partners who have hired Focus: HOPE graduates). Moreover, still others have gone on to complete graduate degrees. For a firsthand account of what has happened to just a few of our graduates, please see Appendix J, which contains student profiles.

Laptop and Blackboard Initiatives: Focus: HOPE, in partnership with business partner EDS, the Greenfield Coalition, and our university partners, has enhanced the computer-based, interactive learning experience for the CAT Candidates through two interrelated initiatives coordinated by the Focus: HOPE Learning Technologies Supervisor.

The partners worked together to acquire, configure, and distribute to all of the Candidates previously used EDS laptop computers loaded with Focus: HOPE-licensed software. In exchange, Candidates pay a small continuing user fee to support the Focus: HOPE laptop program. Through the use of wireless network cards and installation of a wireless network environment on the Focus: HOPE campus, Candidates use their laptops collaboratively, both during classes and individually throughout the CAT. At home, Candidates have access to the Internet at no cost via the laptop's built-in modem and the Wayne State University ISP.

Supplementing these expanded learning options, an ongoing collaboration of the teaching university partners coordinates and provides the Blackboard Web-based learning management application for the Greenfield Coalition curriculum. Blackboard provides a means for faculty-Candidate and Candidate-Candidate communications, access to learning resources, discussion groups, e-mail facilities, and even a virtual classroom for live interaction with the instructor via the Web. Through Blackboard, Candidates have improved access to the Web-based learning modules, as well as other Internet-based resources—any time, anywhere.

The marriage of Web-enabled laptops with an Internet-based learning management system provides Focus: HOPE Candidates with state-of-the-art learning tools that give them the means to learn better, faster, and more comprehensively.

Six Sigma: In wide use throughout American industry, Six Sigma was adopted by Focus: HOPE as part of its long partnership with the Ford Motor Company, a major proponent of the Six Sigma methodology. Six Sigma is a highly structured, customer and data-driven methodology for solving quality related problems in manufacturing and business operations. Its objective is to improve quality through process improvements that reduce or minimize variability. It relies heavily on a clear understanding of customer requirements and the process variables that affect those requirements.

Incorporation of Six Sigma into Focus: HOPE and the CAT is a prime example of how Focus: HOPE continuously strives to incorporate industry best practices into its education and manufacturing environments. As American industry strives to maintain its global

competitiveness, Focus: HOPE makes every effort to stay at the cutting edge of advanced technologies in order to provide its students with outstanding opportunities, as well as to fill the workforce pipeline with individuals capable of contributing to corporate and global competitiveness.

Five Focus: HOPE colleagues (three CAT candidates and two full-time employees) have completed Black Belt training. Two CAT candidates were recently certified by the Ford Motor Company as Six Sigma Black Belts, after having fulfilled the company's rigorous certification requirements. One of the those students was recently hired by Ford following graduation from the CAT, partly on the strength of that student's Six Sigma training and experience.

Focus: HOPE has developed its own internal Six Sigma Green Belt training capabilities and trained approximately 30 CAT candidates as Green Belts in 2004. Two of those candidates have been enrolled in the Ford Motor Company's Six Sigma Black Belt training program for 2005.

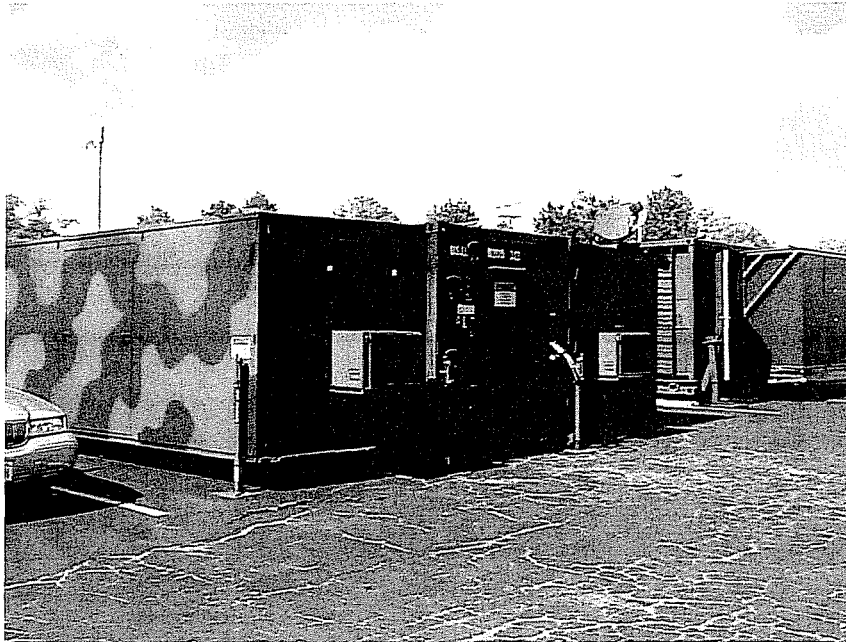
Focus: HOPE Contribution to the SMET Pipeline: Focus: HOPE has made outstanding contributions toward increasing diversity within the traditionally homogeneous science, math, engineering and technology fields (known as SMET).

"African Americans, Hispanics and other ethnic and racial minorities account for only 6 percent of the science and engineering workforce – a figure far below their demographic presence. Women represent only a quarter of the science and engineering workforce, even though they make up nearly half of the total U.S. workforce. By 2020, more than 40 percent of college-age students will be ethnically and racially diverse. If America is to strengthen its base of science and engineering talent, it must act to recruit the fastest growing segments of the workforce."

"Innovate America - December 2004," National Innovation Initiative Report: Thriving in a World of Challenge and Change Council on Competitiveness (United States), p. 24.

Focus: HOPE is succeeding against such downward ethnic and racial minority recruitment trends -- 94% of currently enrolled engineering associate and bachelor degree students are African-American, more than doubling the number of African-American students in the United States pursuing a bachelor degree in manufacturing engineering. Therefore, it is not surprising that the National Science Foundation refers to the CAT as the nation's largest enroller of minority students in manufacturing engineering.

Research and Development – the Mobile Parts Hospital: Like many teaching hospitals, the CAT has been engaged in research and development (R&D) activities for many years. With funding from the U.S. Department of Defense, Focus: HOPE has worked with the U.S. Army Tank-automotive and Armaments Command (TACOM), headquartered in Warren, MI, to develop a "mobile parts hospital" (MPH) for the creation of spare and repair parts at the military point of need. The mobile army surgical hospitals, or MASH units of the past, inspired this rapid manufacturing system concept.



As of Fiscal Year 2004, the MPH is on a fully aircraft transportable containerized platform. These units are the nation's only known transportable and agile manufacturing units fully integrated with digital satellite engineering capability. The MPH has the capacity to make spare, repair and other much needed manufactured parts by utilizing such high-tech methods as stereo lithography and laser engineered net shaping (LENS), and multi-tasking

machine tools. The MPH has been designed to travel with Army units thereby obviating the lengthy logistics pipeline, reducing substantially the Army's spare parts inventory and logistics costs and enhancing military vehicle readiness.

In October 2003, the Army deployed the Mobile Parts Hospital's Rapid Manufacturing System (RMS) to Camp Arifjan, Kuwait, in support of American forces in Iraq. In short, the RMS is a 27,000-pound, self-contained, self-sustaining, mobile, design, simulation and mini-manufacturing center, capable of being deployed anywhere in the world to produce parts in the field in less than an hour. The MPH is currently producing a variety of critically needed replacement parts for military vehicles, as well as responding to other military manufacturing needs. Among its capabilities, the MPH can send and receive digital manufacturing-ready data to make a replacement part for a variety of military vehicles, create manufacturing data, as well as produce and verify parts before they are released. Focus: HOPE has been manning the unit with two-man rotations that spend a minimum of 3-months on site in Kuwait.

Thus far, the MPH team has the capability of manufacturing over 500 different parts and has produced over 10,000 of these all together. This is a combination of work being conducted in Kuwait, as well as with the assistance of the Focus: HOPE-based Agile Manufacturing Cell. Focus: HOPE has received many personal e-mails from soldiers and officers who are deeply appreciative of the work that our team is doing under very challenging and difficult circumstances, i.e., working around the clock, often 7 days a week, in a very hot climate. In fact, many have expressed the view that our team's work has greatly contributed to "saving their lives."

In June 2004, the MPH Team received a 2003 "Army's Top 10 Greatest Inventions Award" for inventing a new Squad Automatic Weapon (SAW) Pintle Mount Assembly for the HMMWV – it is now being used by hundreds of soldiers to defend convoys moving back and forth between Kuwait and Iraq.

Because of the huge success of this initial deployment, the U.S. Army recently requested the production of 3 more units, two of which will be deployed in Iraq and Afghanistan, respectively, and the third of which will be brought to Focus: HOPE to provide the basis for training military personnel to operate the units.

To date, this collaborative project with the TACOM's National Automotive Center (NAC) represents a minimum federal investment of over \$30.0 million that has been brought into the State of Michigan, including funds from the Global War on Terrorism. The federal appropriation for Fiscal Year 2005 was designated at \$4.5 million. The National Automotive Center is the Army's official link to working with commercial and academic partners to generate vehicles that will provide the Army with the mobility, survivability and agility it needs to operate efficiently and effectively in today's new threat environment.

On a related front, Focus: HOPE recently received a separate Fiscal Year 2005 appropriation of \$1.9 million to create a lean manufacturing facility in support of the Defense Department's MANTECH program. Such high-tech research and development is at home in the Center for Advanced Technologies because of its emphasis on evolving renaissance engineers whose primary focus is on solving manufacturing problems, whether for the U.S. Government or for our nation's auto industry. Focus: HOPE's unique program provides an unparalleled opportunity for undergraduate engineers to experience, collaborate, and actually develop new technologies and methodologies of the highest national significance. Student Candidates have been involved with the development of this project since its inception and compete to rotate through this assignment. Few undergraduate programs offer students the firsthand opportunity to work on R&D typically reserved for graduate students. (See Appendix O for additional information on the MPH and its deployment).

Professional Development: In addition to academic coursework and manufacturing experience, Candidates may choose to participate in a Professional Development Workshop Series each semester, with in-depth exposure to such subjects such as resume preparation, interviewing skills, professional presentation, networking, and so forth (see example Workshop Series' semester descriptions in Appendix H). This Workshop Series is designed to give Candidates not only a strong foundation for knowing what is expected in the work place, but also how to go about identifying, interviewing for, obtaining and performing in a job once they have received their degree. Focus: HOPE leverages industry in-kind contributions for these activities that would otherwise cost over \$50,000 per year.

THE HIGH SCHOOL PROGRAM (MACHINIST TRAINING INSTITUTE AND FAST TRACK/FIRST STEP)

The Focus: HOPE High School Program is a pioneering advanced placement, dual enrollment program that provides high school students the opportunity to learn career skills and gain college credits while pursuing their regular high school diploma. The program currently overlays with the FAST TRACK/First Step programs and the accredited curriculum of the Machinist Training Institute (MTI). Students who are in their junior and senior year dually enroll at Focus: HOPE, and subsequently graduate from high school and from the Machinist Training Institute simultaneously. The MTI provides in-demand skills training for careers in machining and advanced manufacturing areas to its graduates. It also can provide a route to degree level education through the Center for Advanced Technologies.

Since opening in 1981, the Machinist Training Institute has graduated more than 2,700 advanced manufacturing/precision machining students, nearly all minorities and women. The MTI offers state-licensed, ACCET accredited courses in precision machining and metalworking. During the full-time 31-week basic course, students receive 1,108 contact hours of formal instruction in applied mathematics, manufacturing theory, blueprint reading and graphics, statistical process control and metrology, and communications. Of this, industry experts teach 549 hours of practical experience in machine processes. (See the attached curriculum and schedule in Appendix K). The Fiscal Year 2004 starting wage for graduates of Focus: HOPE Machinist Training Institute averaged nearly \$11.00 per hour. New classes start every 8 weeks.

The renovated 59,000 square foot shop floor at MTI is equipped with nearly 100 conventional and computer-controlled machine tools, a complete tool room, metrology laboratory, and two 20-station CAD laboratories. Trainees learn the set-up, operation, and maintenance of conventional lathes, mills, and grinders commonly used in industry. An introduction to the programming, set-up, and operation of computer numerical controlled Bridgeport mills and machining centers is included.

Focus: HOPE believes the Machinist Training Institute to be the country's largest such program and provides a considerable advantage to the Michigan manufacturing industry in supplying skilled workers. In a report released by the Michigan Department of Career Development in May 2002 an analysis of Michigan's skilled production occupations shows that labor supply will lag demand. The largest supply/demand gap appears in the high growth machinist and related occupations area. This same report shows that the Focus: HOPE MTI programs provide Michigan industry with over 50% of the new machinist entrants from formal training programs. The report goes on to find that looking to the future, Michigan manufacturing industries are projected to generate more than 200,000 jobs over the next decade in order to replace workers retiring from the manufacturing labor force. Clearly, Focus: HOPE's manufacturing career-focused programs will continue to provide a competitive advantage for Michigan.



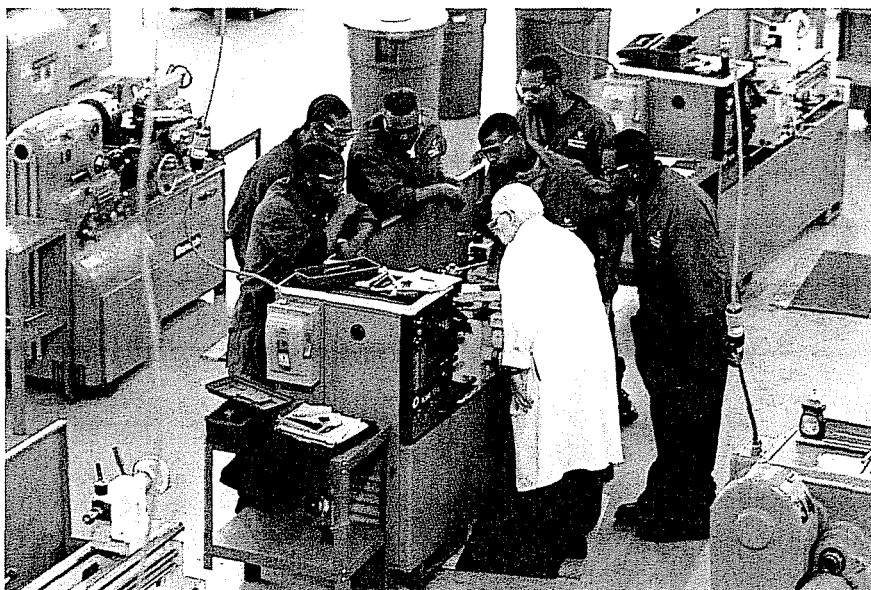
The high school students are not charged any tuition for participation in this program. Students typically attend regular high school classes five hours per day and MTI classes three hours per day, five days per week, for a total of 15 high-school credits per semester. All other high school requirements are met through attendance at the home school. As such, while the traditional MTI adult program is a 31-week program, high school students complete the MTI curriculum over the course of their junior and senior years of high school, usually including summer sessions.

Under the High School Program, if a student tests below 9th grade reading and 10th grade math levels, the student will enroll in either the First Step or FAST TRACK program (61 High School students participated in these programs in Fiscal Year 2004). If the student tests at 9th grade reading and 10th grade math levels or greater, the student enrolls directly into the MTI program (16 High School students participated in the MTI program in Fiscal Year 2004). Under the first scenario, students may complete the MTI certification program at the same time they graduate from high school.

The High School program gives graduates career options and opportunity -- an MTI certificate along with a high school diploma, career opportunity in a high-skill, high-wage arena and as many as 30 advanced college credits at Wayne County, Oakland and Macomb Community Colleges (via articulation agreements). They may then go on to enroll in the Focus: HOPE pre-engineering program, which leads into the Center for Advanced Technologies.

The 24 week part-time (5.5 hours/day) Pre-Engineering program (560 contact hours) provides students who plan to enroll as Candidates in the Center for Advanced Technologies (CAT) with a very strong math foundation, necessary in order to be successful in the undergraduate engineering programs. Students who successfully complete the Vestibule, Basic Precision and Advanced Precision Machining coursework may receive as many as 14 credits toward their Lawrence Technological University associate degree.

The student may then choose to immediately become a Candidate at the Center for Advanced Technologies, take employment, or begin post-secondary education elsewhere with articulated college credits in hand.



Focus: HOPE is still planning to expand offerings to high school students to include entering the Information Technologies Center (ITC) to participate in its certification programs. In order to enter the ITC, students will have to demonstrate 12th grade competency in English and 9th grade competency in math.

To date, twenty-one high schools have partnered with Focus: HOPE. For Fiscal Year 2004, enrollment in the High School Program was a total of 77 students. Significantly, twelve former High School Program enrollees have moved on to participate in other Focus: HOPE programs.

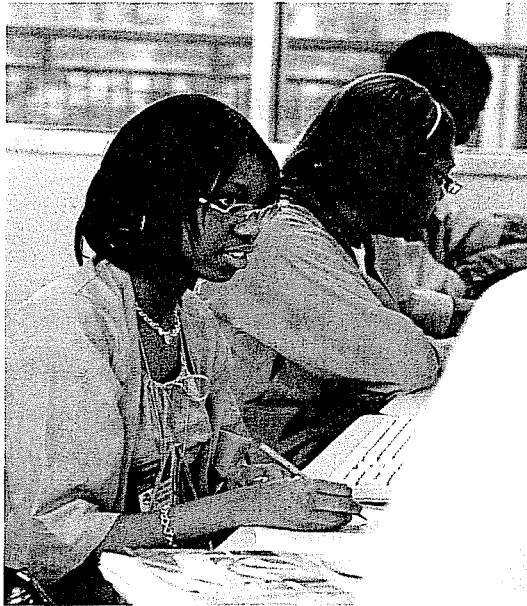
FAST TRACK/FIRST STEP

Many individuals obtain high school degrees and GED certificates but are not functionally capable of performing at a high school graduate level in the workforce, and often they are also not capable of successfully pursuing post-secondary education. Consequently, Focus: HOPE has designed a competency-based pathway that requires incoming students to have a high school degree or GED and to functionally test at a minimum of 9th grade reading and a minimum of 10th grade math in order to enter the Focus: HOPE Machinist Training Institute. The Focus: HOPE Information Technologies Center requires a minimum of 12th grade reading and 9th grade math skills.

Because of the above, Focus: HOPE initially designed the highly successful and widely mimicked FAST TRACK program to raise math skill levels from 8th grade to a minimum of 10th grade and reading skill levels from 8th grade to a minimum of 9th grade within seven weeks utilizing an intensive, full-time, computer-based training program. For example, Michigan created a state-wide program called Fast Break, based in large part on the success and model of Focus: HOPE's FAST TRACK program.

These stated grade level increases are minimum numbers and can increase further to grade level 12 or beyond depending on the individual student's personal objectives. Following the success of FAST TRACK and upon the initiation of welfare-to-work requirements, Focus: HOPE found that an additional program was needed to raise many individuals' math skill levels from 6th grade to 8th grade. Thus a four-week First Step program was created to immediately precede FAST TRACK for those individuals needing extra assistance. (See Appendix L for First Step and FAST TRACK program materials).

Instructors assign math and reading modules, schedule weekly productivity goals for each person, monitor and record progress on a daily log, and provide individualized attention. Tutors are available as required. Instructional effectiveness is key to Focus: HOPE's overall capacity to prepare low-income individuals and others for employment opportunities through a coordinated and linked system of effective career and life preparation programs.



Emphasis is placed on the "4 A's" of "Attendance, Academics, Attitude, and Appearance," in order to prepare students for the expectations of a professional work environment. Students attend classes from 8:00 a.m. to 4:00 p.m., Monday through Friday, and have access to a wide range of counseling, testing, and career preparation services. Moreover, Focus: HOPE provides a mandatory drug-free educational environment, life and financial management counseling, and other student services. In short, Focus: HOPE provides a cadre of wrap-around supportive services to fully meet the special challenges faced by these students.

In addition to self-paced learning, small group sessions are held in the following subjects: math concepts, computer utilization, and communication skills; direction and practice of successful employment discipline thorough the use of productivity schedules and performance evaluations; and exploration of technical career options. Historically, about 80% of students successfully complete these programs. For Fiscal Year 2004, enrollment in the FAST TRACK and First Step programs was 235 students, with completion rates of 74% and 90% respectively. To date, 4,600 individuals have participated in FAST TRACK and 1,200 have participated in First Step.

As indicated, the Focus: HOPE First Step and FAST TRACK programs address the general readiness of high-school graduates and GED holders for success, linking graduates with opportunities in the key job-generating and wealth-producing sectors of the Michigan economy – manufacturing and information technologies. Graduates may continue on to advanced job training in Focus: HOPE or elsewhere in post-secondary education, including two-year or four-year degree granting institutions, or move directly to employment.

OTHER FOCUS: HOPE PROGRAMS AND ACTIVITIES (NOT FUNDED BY THE STATE OF MICHIGAN)

Focus: HOPE operates a number of other programs that are essential to carrying out its civil and human rights mission, many of which impact or relate to the state funded programs. They are described in the following pages.

The Information Technologies Center (ITC): The Information Technologies Center was established in January 1999 to provide a broad range of industry-certified training programs and currently offers programs in network administration and desktop and server administration. The extensive curriculum includes classroom and lab assignments in 31-47 week long programs, based on the proven MTI/CAT model (see Appendix M for highly descriptive ITC program materials). The ITC is providing minorities and women, in particular, access to high paying careers. The Department of Labor's Occupational Handbook projects growth in computer support network and systems administration jobs in this decade. IT professionals in these fields support physical infrastructure where support jobs are not easily sent off-shore. The ITC has graduated 574 students from its programs thus far. Current starting wages are typically \$10 to \$15 per hour. Graduates with 2-3 years worth of experience and who continue to earn certifications in this area can earn salaries in the range of \$40,000 to \$60,000.

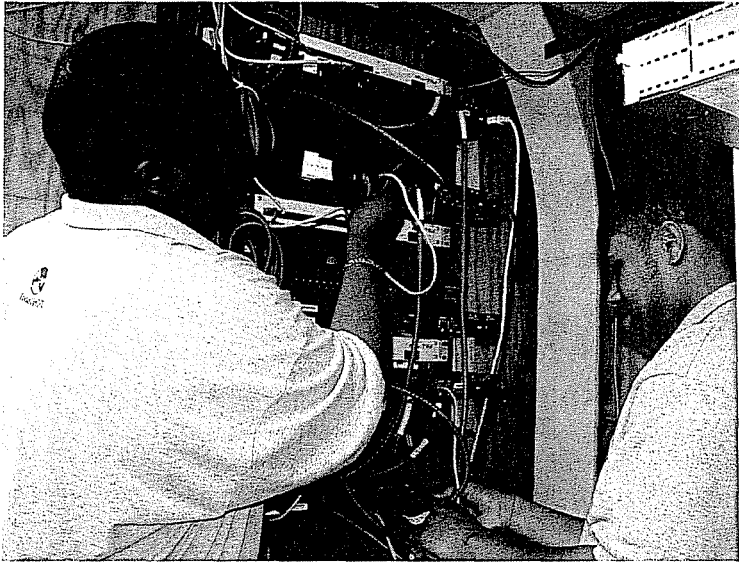
"If the U.S. is to remain a leader in information technology, IT workers must remain at the vanguard of their profession. Whether for IT careers specifically, or to use IT to reach advances in other fields, U.S. IT workers must be the best to build the best. That means education, training and professional development. For individual workers, it means developing a career strategy that puts one in the best possible position for success. For organizations that utilize IT, that means having broad information about general IT hiring trends and how these may affect internal operations, recruiting directions, and training plans."

Adding Value...Growing Careers: The Employment Outlook in Today's Increasingly Competitive IT Job Market, Information Technology Association of America Annual Workforce Development Survey, pg. 5, September, 2004

Accreditation Process -- The ITC program is accredited with the Accrediting Council for Continuing Education & Training (<http://www.ACCET.org>). The ACCET, officially recognized by the U.S. Department of Education since 1978, has been deemed a reliable authority as to the quality of education and training provided by the institutions it accredits.

Design of Information Management Systems Engineer Degree -- Focus: HOPE is now in the process of creating a new breakthrough program. The Bachelor of Science degree in Information Management Systems Engineering (IMSE) will prepare graduates for leadership roles with companies that use information technology for competitive advantage. The curriculum will be not just a mix of engineering and business classes, but classes that truly integrate IT engineering and business. Walsh College and Wayne State University have partnered with Focus: HOPE to create this exciting new program, which will also leverage Greenfield Coalition

accomplishments. Like the CAT's current programs, the IMSE program will include real-world experience as an integral part of the program. Ford, TACOM, EDS, and IBM are a few of the corporate partners. The research is completed and the Business Plan is now being prepared for submittal to the Board of Directors. Pending funding support, it is hoped that this program will enroll its first class of students directly from the Focus: HOPE certification programs.



Incumbent Worker Training for Comcast -- In a continuing partnership with Comcast, Focus: HOPE conducted computer literacy classes for Comcast employees in Fiscal Year 2004. Over 300 individuals received classes in Microsoft Office products, e.g., Word, Excel, PowerPoint, Access and Outlook. Focus: HOPE expects to continue running 20 classes per year for Comcast with an estimated 300 people trained per annum.

Moreover, Comcast established a Call Center here on the Focus: HOPE campus to support their Ann Arbor offices during peak times, hiring only ITC students. The latest class of Comcast interns numbers 15 ITC students. This partnership provides an opportunity for ITC students to work in a part-time job related to their field, gain work experience while learning, and earn an income. In exchange, Comcast obtains trained and experienced individuals for positions when they have openings. Most recently, 2 previous ITC interns were offered full-time positions in the Ann Arbor Comcast offices, but convinced Comcast to allow them to work full-time here at the call center training the new class of interns. It turns out to be a win-win situation for all concerned.

“...The technical support and network system design categories saw the largest year to year increases in employment, both up five percent;

“...In terms of future demand, technical support scored the largest number of jobs with approximately 67,000, followed by network systems development and programming;

“...In terms of adding value to the enterprise once on the job, hiring managers indicated that best methods for internal advancement included participation in formal on the job training (56 percent) and certification programs (55 percent). Seventy-one percent of survey respondents said certification or continuing education is either important or very important for advancement;...”

Adding Value...Growing Career: The Employment Outlook in Today's Increasingly Competitive IT Job Market, Information Technology Association of America Annual Workforce Development Survey, Executive Summary, pg. 2, September, 2004

Focus: HOPE Quality Systems: Focus: HOPE is firmly committed to establishing quality processes for every program and activity in which it engages. These efforts were begun in 1998 in response to relationships with manufacturing customers, e.g., the big three automakers, and an increasing desire to improve the quality of their products. However, Focus: HOPE has since voluntarily committed to initiating such processes throughout the remainder of the organization in order to ensure proper stewardship of its resources and excellence in fulfilling its mission.

QS 9000 certification, applying solely to Focus: HOPE's manufacturing operations, was achieved in 1998 and has been migrated into the new industry-wide ISO/TS 16949 standard. Focus: HOPE completed the implementation of its Quality Management System, and has achieved ISO 9001:2000 certification for the entire non-manufacturing organization. All of the quality systems being utilized by Focus: HOPE to improve its operations have been integrated into a comprehensive, campus-wide quality and environmental management system.

Achieving such certifications illustrates a level of organizational quality that few other non-profit, training, or childcare organizations have obtained. According to the International Organization for Standardization, in the ISO 9001 context:

the standardized definition of quality refers to all those features of a product (or service) which are required by the customer. Quality management means what the organization does to ensure that its products or services satisfy the customer's quality requirements and comply with any regulations applicable to those products or services. In addition, ISO 9001 requires organizations to improve their performance continually in quality management. <http://www.iso.org>

The certification scope description is: "This registration covers the Quality Management System for the provision of career training and machining, engineering and information technology as well as the provision of conference facilities, childcare and early childhood development and nutritional food packages for low income families and seniors." The Focus: HOPE Quality Policy Statement is: "With Passion, Persistence and Partnerships we strive for Perfection.... This commitment we Pledge to our Customers."

On a related front, Focus: HOPE achieved ISO 14001 certification in 2004. ISO 14001 is primarily concerned with 'environmental management.' Focus: HOPE implemented an Environmental Management System (EMS) which is a collection of programs, manuals, procedures, work instructions, forms, records and practices that address control of all work activities to minimize adverse environmental effects; for example, contamination of on-site surface water discharged to local streams and creeks, or emissions of fine particles into the air.

Center for Children (CFC): Begun in 1987, the Focus HOPE Center for Children offers infant and toddler care (beginning at 6 weeks of age through 2 year olds), Montessori and early childhood preschool education (age 3 through kindergarten), and before and after-school programming and a summer day camp for 6-12 year olds. The Montessori approach to early childhood education stresses the needs and basic development of the young child, including social and intellectual activities aimed at enhancing self-confidence and independence in an atmosphere of love and respect for the child. Admission is open to parents enrolled in Focus:

HOPE training programs, the community-at-large, and Focus: HOPE colleagues. Since its opening, the Center for Children has provided child-care and educational services to over 5,500 children. Enrollment in Fiscal Year 2004 was 125 children.

The CFC is currently engaging in an intensive Child Development Training Plan process to ensure that 14 of its staff members (teachers, assistant teachers, and aides) achieve their Child Development Associate Credentialing (CDA), a nationally recognized credential awarded to individuals who have demonstrated competency through both experience and education in working with young children ages 0-5. Staff members are required to complete 120 hours of formal childcare education in early Fiscal Year 2005. These credentials will be required to meet new State of Michigan child care licensing rules effective in December 2005.

Accreditation Process: The Center for Children, among the first organizational subunits to receive ISO certification, committed in 2003 to pursuing its National Association for the Education of Young Children (NAEYC) Academy for Early Childhood Program Accreditation. NAEYC administers a national, voluntary, professionally sponsored accreditation system to help raise the quality of preschools, child care centers, home day care and school-age child care programs. There are currently about 8,000 NAEYC-accredited programs nationwide, serving nearly 700,000 children and their families. Only five programs are currently accredited within the City of Detroit, while an additional 143 other programs, serving 13,874 children, are accredited throughout the State of Michigan. The entire CFC accreditation process is expected to take 2-3 years.

Student Loan Fund: Most Focus: HOPE training and education programs have associated tuitions, with the exception of the CAT associate and bachelor degree programs. Because the vast majority of Focus: HOPE students are low-income, minority individuals, they do not have the ability to pay for their own education; therefore, the Student Loan Fund was established to assist them with financing. Capitalized with approximately \$11.8 million of private sector contributions, the Loan Fund Program enables students to obtain quality education that will result in a career, not just a job. Once a student enters a training program, s/he signs an agreement to repay tuition costs upon graduation and job placement.

The first of its kind in the country, the Loan Fund is unique in a number of ways:

- 1) it is capitalized with private sector dollars including a \$3 million Program Related Investment (PRI) from the Ford Foundation, New York;
- 2) it complements currently available government aid;
- 3) the payment terms are more flexible than government loans;
- 4) it provides access to capital to a population of students who are otherwise unable to qualify for traditional student loans and, therefore, gives them the tools to be self-sufficient;
- 5) unlike loans for housing and micro-enterprise development, Focus: HOPE's fund is secured by the development of "human capital"; and
- 6) while at Focus: HOPE, students participate in programs designed to educate them on credit and debt management (e.g., partners, such as Ford Motor Credit, conduct workshops for students in this area).

In 2005, we anticipate that approximately \$4 million in tuition will be loaned to students in Focus: HOPE training programs. To date, the Loan Fund has enabled over 3,700 students to participate in our technology and manufacturing training programs, moving into jobs with starting salaries ranging from \$10 to \$13 per hour.

Student Loan Fund Study: Focus: HOPE implemented the private Student Loan Fund in July 1998. With six years of experience administering the fund, Focus: HOPE has now initiated a three-year longitudinal study to review and assess its effectiveness. Through this effort, we expect to determine the following:

- Is there such a thing as a low-income “good credit risk”;
- If so, what are the characteristics that can predict who will repay their loan;
- What are the terms and conditions of a loan that will optimize its repayment;
- Can appropriate investment in human capital, i.e. training, pay for itself in the future; and
- What is the net impact of the Student Loan Fund on Focus: HOPE’s training programs.

Answers to these questions have profound implications for the non-profit, private and public sectors. The introduction of a new financial model for underwriting tuition would offer thousands of low-income individuals an opportunity to access training programs. Additionally, dissemination of this data to conventional lenders such as Ford Motor Credit would provide a new basis for reviewing loans to a low-income population currently denied credit or subjected to predatory rates. Lastly, a thoughtful study of this model would inform the national debate on workforce development, creating the potential for increased access to funding.

With an initial investment of over \$900,000 from the Ford Foundation, Focus: HOPE has begun work on the three-year study, budgeted at approximately \$1.5 million for research and upgraded data collection systems. An Advisory Committee, made up of consultants and specialists in the field of credit, labor economics and workforce development policy-making, and Focus: HOPE staff are now working with Dr. Kevin Hollenbeck and the W.E. Upjohn Institute for Employment Research in Kalamazoo, MI, documenting loan data and programmatic outcomes from the past six years. In 2005, the study will focus on the following:

- Comparison of Focus: HOPE enrollees versus non-enrollees (those who passed the admission tests, but chose not to enroll) from FY2001-2003. Reviewing both the economic and non-economic outcomes of these two groups, Focus: HOPE will evaluate the net impact of its adult training programs and the viability of the Student Loan Fund as a model for financing education and career training; and
- Documentation and review of Focus: HOPE programmatic outcomes during the past six years, including placement, promotions, and earnings information for all students.

At the completion of the study, Focus: HOPE and the W.E. Upjohn Institute intend to market and disseminate the results of the study through the publication, marketing, and distribution network.

Additionally, chapters will be available on both the Focus: HOPE and Upjohn websites. Upjohn will also train Focus: HOPE staff to replicate and continue the analyses undertaken.

Focus: HOPE's study will realize a number of long-term results:

- A comprehensive evaluation of our Student Loan Fund operations will determine if loans secured by "human capital" are viable. Unlike loan funds for micro-enterprise, for example, where assets are available as collateral, the Student Loan Fund is based solely on the future development of human capital through skills-based training. With no assets attached, the fund is particularly vulnerable, making a comprehensive study imperative for future success.
- The study will begin to create a picture of what constitutes a low-income "good credit risk". The dissemination of this information to credit institutions can have a dramatic impact on current predatory lending practices.
- Policy makers continue to debate the future of workforce development. This includes a vast array of proposed funding solutions, none of which have been deemed successful. An informed presentation on the positive impact of a student loan fund can have a beneficial effect on the current dialogue.
- Non-profit organizations are routinely asked for outcomes data by funding sources. In addition, internal review of programmatic outcomes is critical in determining the efficacy of programs as they develop and evolve. The Student Loan Fund study will provide readily accessible information for both internal and external utilization.

Recruitment and Marketing Activities: Focus: HOPE education and training programs enjoy strong support from a number of industry partners in many of its efforts to secure eligible students and candidates. In 2004, a series of advertisements ran on Comcast Cablevision featuring three top auto executives talking about the quality of Focus: HOPE programs. The executives included James Padilla, COO of Ford Motor Company and chairman of Automotive Operations at Ford; Gary Cowger, president of General Motors North America; and W. Frank Fountain, senior vice president of the DaimlerChrysler Corporation. Each donated his time and eagerly spoke about their organization's satisfaction with Focus: HOPE graduates. Comcast also donated the production and airing of the advertisements.

This advertising campaign was followed by a radio advertising campaign in the Spring and Summer, which targeted individuals in the age range of 18 to 34 in the Detroit area. Advertising ran on three stations, and resulted in WDMK donating the appearance of one of its deejays, Randi Miles, for a recruiting event. Randi broadcast live at Focus: HOPE one afternoon, resulting in more than 60 inquiries about Focus: HOPE programs. The overall impact of both campaigns was an increase in awareness of our programs, building a positive brand image, and an increase in enrollments in our education and training programs.

Focus: HOPE has a full-time admissions staff responsible for reaching out to both traditional and nontraditional student populations of all backgrounds, ages, etc. The recruiting staff considerably increased their outreach activities during Fiscal Year 2004, particularly targeting populations that have not traditionally been as familiar with Focus: HOPE in the past.

In 2004, the Director of Education established a team to strategize on different ways to increase enrollment. The “Enrollment Task Force” executed many ideas in the areas of curriculum, outreach, and advertising that helped to increase enrollment. The Admissions department has planned many new initiatives for FY 2005, some of which are: open houses, expanded outreach to the community at large, and planned outreach in high schools for graduating seniors.

Partnerships: Since its inception, Focus: HOPE has worked tirelessly to engage a wide variety of partners in achieving its mission. Over the years, we have forged strong relationships with the corporate partners who hire our training and education program graduates. We have done so by deeply engaging them in curriculum development to ensure that our programs are current and relevant in today’s globally competitive environment. And, we have done so by producing high quality manufacturing products for them in our “manufacturing teaching hospital.”

On another front, Focus: HOPE has deeply engaged its government partners – federal, state, and local – to leverage public resources in support of the individuals to whom Focus: HOPE is offering a foothold on the ladder of economic success. Moreover, Focus: HOPE is utilizing its vast experience to provide critical and timely information to public policymakers on workforce development issues, i.e., how to create successful sector specific career ladders that meet industry-driven demand.

The academic community continues to be a critical partner to Focus: HOPE, both in the delivery of many of our education programs, but also in the process of designing new curriculum and learning modules for our students.

As indicated earlier, Focus: HOPE is also strongly sustained by the philanthropic and nonprofit communities and enjoys the support of such nationally recognized foundations as the Kresge Foundation, the Ford Foundation, and the Charles Stewart Mott Foundation. All of these relationships are critical to the success of our students and our overall mission.

Over the past year, Focus: HOPE has begun a highly structured strategic planning process in conjunction with program reviews of all of its training and education activities. Several dozen corporate partners have offered significant pro bono services to assist us in benchmarking our programs to ensure that we continue to offer exactly what our clients and customers most need. As a result of this process, we expect to make enhancements to our curriculum in a number of areas in Fiscal Year 2005-2006.

In all of the ways noted immediately above, we are committed to growing our partnerships to further sustain the critical mission of Focus: HOPE. On the following page, please find two illustrations that outline the breakdown of public and private funding streams that support Focus: HOPE.

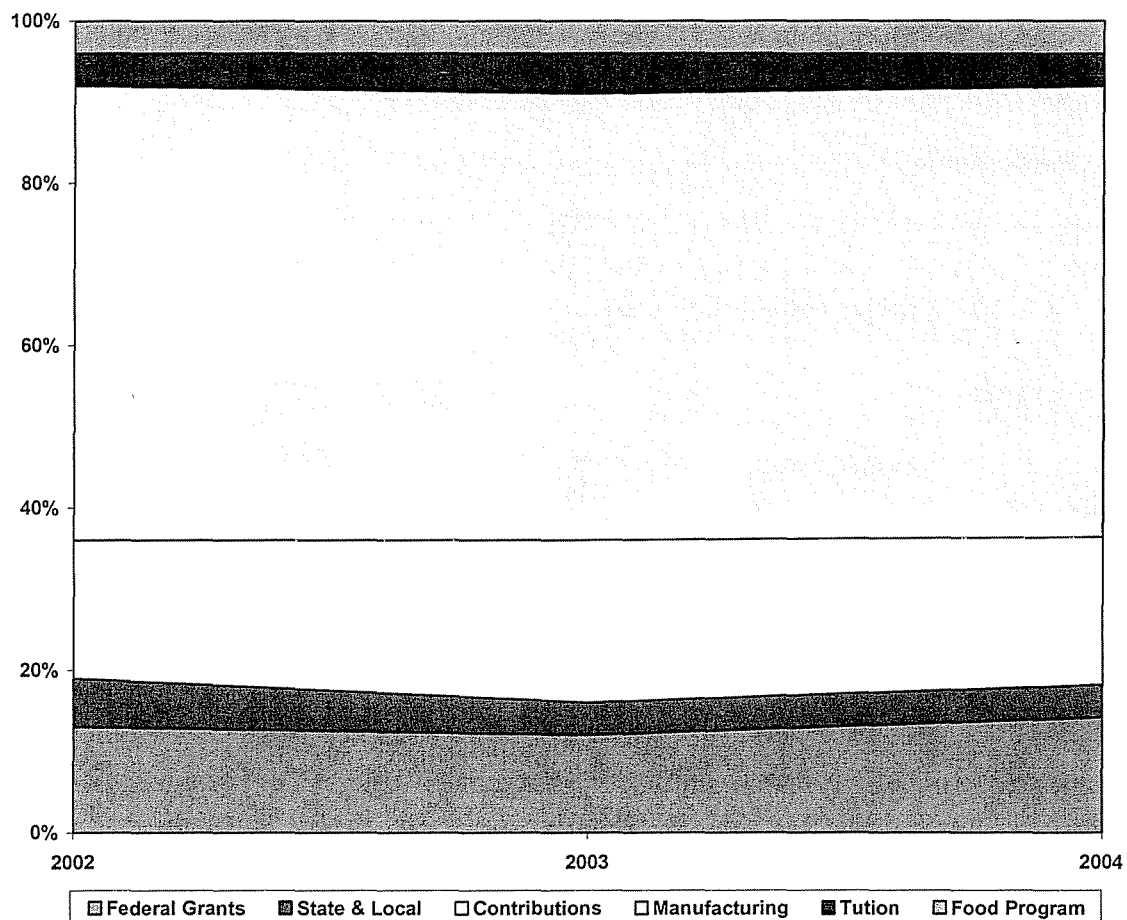
Revenues (as a percent of Total Revenue)*

	2002	2003	2004
Federal Grants	13%	12%	14%
State & Local	6%	4%	4%
Contributions	17%	20%	18%
Manufacturing	56%	55%	55%
Tuition	4%	5%	4%
Food Program	4%	4%	4%
Total Revenue	100%	100%	100%

Source: Focus: HOPE Financial Statements

Note: Research & Development is reflected in federal grants

Revenue Sources and Trends



Conclusion: Despite the challenges of our state and national environment (slowed economy, war on terrorism, corporate turmoil, etc.), Focus: HOPE has accomplished its objectives for Fiscal Year 2004. As with most organizations, corporate and non-profit, we must remain agile and responsive to changing conditions. While weathering current economic conditions, the organization remains committed to positioning Detroit and Michigan with the competitive advantage they require for current and future success.

We share our mission, commitment and experiences with all who have an interest in learning how Focus: HOPE has become the institution that it is today, as well as where we are heading in the future (see Appendix N for a select list of distinguished visitors over the years). In fact, 5,500 people toured the Focus: HOPE campus in Fiscal Year 2004 and over 22,000 volunteers spent roughly 378,000 hours contributing their time and energy to a myriad of campus programs and activities. This collaborative activity helps to fuel the passion that keeps Focus: HOPE growing, changing and evolving as it serves the citizens of Michigan.

The individuals served by Focus: HOPE represents a vast untapped labor pool. They may be people looking for work, single parents who lack skills or face barriers to employment, minorities or women underrepresented in critical professional occupations, or those who are underemployed. They may be individuals adjusting to major welfare reform, people with very low adult basic education, or those who have never turned on a computer. They may be students who have performed well academically in the past who became disenfranchised with traditional post-secondary education. Focus: HOPE breaks down barriers to success for these individuals with tools of empowerment including: education, training and supportive services. As such, we bridge the gap between the state and nation's need for a technically trained workforce and individuals desperately and persistently seeking economic prosperity.

The reasons why our partners continue to support our work can be summarized as follows:

- By partnering with industry, universities, government and others, the training and education pipeline of programs offers both the technical and educational knowledge critical for a 21st century workforce, as well as the necessary hands on experience.
- The advanced manufacturing and technology career pipeline includes the only "manufacturing teaching hospital" in the nation -- combining training, education, vocational/high tech skills, soft skills and real world experience, while paying living wages.
- Through a unique partnership with area colleges and universities, students earn associate and bachelor of science degrees in manufacturing engineering/technology while working on actual manufacturing contracts for the automotive industry on the Focus: HOPE campus.
- The newest career ladder program prepares students to attain the industry-based certifications necessary for a broad array of information technology professions.
- Students work, study, and earn university degrees and highly prized and recognized industry certifications while gaining hands-on experience.

- This career ladder is effective at graduating highly skilled individuals – particularly underrepresented individuals, i.e., minorities and women.
- Focus: HOPE has made outstanding contributions toward increasing diversity within the traditionally homogeneous science, math, engineering and technology fields. In fact, 95% of Focus: HOPE's currently enrolled engineering associate and bachelor degree students are African-American, more than doubling the number of African-American students in the United States pursuing a bachelor of science degree in manufacturing engineering, according to the American Association of Engineering Societies.
- This innovative training and education pipeline is a national model for workforce development in the new millennium.
- The pipeline:
 - Addresses employer needs and constraints;
 - Responds to America's shifting demographics;
 - Contributes to the nation's critical need for advanced postsecondary training and education in information technologies and advanced manufacturing;
 - Provides a career ladder into the economic mainstream for many disenfranchised and displaced workers; and
 - Demonstrates how partnerships between industry, community organizations and trade associations lead America to a new level of global competition.

The successes experienced through the Focus: HOPE training programs for citizens and Michigan industry are only possible through the many partners and supporters of the organization and its programs. Support for Focus: HOPE is a mosaic of government agencies, corporations, philanthropic organizations, and individuals. It is truly partnership along with passion and persistence that provides on-going success. ***No partner and support is more important than the State of Michigan.*** The state appropriations investment provides a critical foundational support for leveraging the other federal, philanthropic, and corporate investments that flow into or remain within Michigan. On behalf of all of the Focus: HOPE students, employers, and other stakeholders, we thank the Michigan Legislature, Governor, and Fiscal Agencies for continued support and partnership as we strive together to make and keep Michigan and its citizens at the forefront of national prosperity.

FOCUS: HOPE

RESPONSE TO LEGISLATIVELY REQUESTED SPECIFICS

This overall report provides a Fiscal Year summary of the education and training programs at Focus: HOPE that receive legislative support from the State of Michigan (Fiscal Year 2004 funding of \$5,860,200). The information is intended to be descriptive and detailed in order to provide the reader with a thorough understanding of the operations, results and program impact. The following information is specifically excerpted from accounts and records and presented in a point-by-point format as prescribed and required by Public Act 354 of 2004.

a) Detailed expenditures for administration, including salaries and wages of employees.

The detail of specific individual salaries and percentage allocations can be found in the Budget Reporting section of the overall report immediately following (Part V).

No funding was allocated to administration expenses.

b) Amount allocated for education and training programs including the number of students served by each program.

All of the \$5,860,200 is allocated for the education and training programs. The total amount is sub-allocated as follows:

Center for Advanced Technologies	\$5,229,300
First Step/FAST TRACK	\$ 325,000
High School Program	<u>\$ 305,900</u>
Total	\$5,860,200

The number of students served by each program for FY 2004 (October 1, 2003 to September 30, 2004) was:

Program	FY04 Enrollment
Center for Advanced Technologies	140
First Step/FAST TRACK	235 (132/103)
High School Program	77

c) Amount allocated for job search assistance and career planning including the number of students served by each program.

Focus: HOPE provides career planning across all of its education and training programs. The programs have been specifically developed to be employment-oriented and have been developed with industry partnerships. Career planning topics are integrated within the subject material presented and used for coursework and skills training. For example, within the communications components of the FAST TRACK program, exercises are done in resume writing, employment cover letter composition, interview thank you letters, and employment applications. Additionally the employment interview process and interview questions and responses are covered within the program. This pervasive employment skill focus becomes the responsibility of all of the individuals involved in the education process, from instructors and supervisors to administrators. For this reason, career planning does not appear as a separate allocation within the budget. The activities correlated with career planning are integrated within the training and education services.

Job search assistance is a distinct activity within the Focus: HOPE programs. Expected outcomes for all programs are advancement into higher-level training or employment. The ultimate outcome expectation is employment. For the Center for Advanced Technologies, the following amount was allocated:

<u>Program</u>	<u>Placement Allocation</u>
Center for Advanced Technologies	\$26,537
First Step/FAST TRACK and the High School Program	\$59,012

The CAT item can be found in Attachment A of Part V – the Budget Report. This charge represents one half of the allocation of one individual (identified as the Student Affairs Manager in the Budget Report) with job placement responsibility for the CAT. The remaining portion of this individual's time was directed at providing counseling services to students. Additional work beyond this one individual occurs within the CAT but is charged to other funding, is integrated with other responsibilities, or is in-kind contribution from other partners. Similarly, the \$59,012 item represents an aggregation of time from 4 individuals engaged in placement activities for the MTI, FAST TRACK and First Step programs (noted as 3 placement staff and 1 student services manager in the Budget Report).

As noted in the accompanying narrative, CAT students participate in a Professional Development Workshop Series each semester, that includes subjects such as resume preparation, interviewing skills, professional presentation, networking, and so forth (see sample CAT Professional Development Workshop Series' schedule in Appendix H). This Workshop Series is designed to give students not only a strong foundation for knowing what is expected in the work place, but how to go about identifying, interviewing for, obtaining and performing in a job once they have received their degree.

Focus: HOPE leverages industry in-kind contributions for these activities that would otherwise cost over \$50,000 per year.

The expected outcome for FAST TRACK and First Step is advancement into a career training program. Completers of the First Step, FAST TRACK, or High School Programs who choose to enter employment directly at graduation will use the placement services of the Machinist Training Institute.

Since career planning is integrated within the program curriculum, the number of students served by each program is consistent with the FY2004 enrollment for each program (CAT – 140, First Step/FAST TRACK – 235, High School Program – 77).

Center for Advanced Technologies bachelor degree graduates were placed at an average starting salary of \$55,000 in Fiscal Year 2004. We know that our students make on average several thousand more in starting salary than comparable graduates of other institutions because of their experientially-based education and training. See Appendix I for and a list of employers who have hired Focus: HOPE graduates.

The average starting wage for graduates of Focus: HOPE's Machinist Training Institute is ranges between \$8.50 and \$12.00 per hour in Fiscal Year 2004. Graduates of the Information Technologies Center (ITC) typically start between \$10 and \$15 per hour. ITC internship placements typically range from \$8 to \$10 per hour.

d) Detailed expenditures for any contracts entered into with the use of these funds.

Expenditures for on-going services have been allocated to FY 2004 funding as follows:

<u>Service Arrangement</u>	<u>Allocation</u>
Information Technology Services	\$141,250
Transportation (High Schools)	\$143,838
Universities	\$766,843

Focus: HOPE provides the support services for the information technologies/computer infrastructure throughout the campus. The amount allocated to the CAT, FS&FT, and HS programs for this funding is \$141,250. The EDS Corporation is the current provider of IT services for the Focus: HOPE infrastructure.

Transportation services in the amount of \$143,838 were allocated for transporting high school students back and forth from their home schools to the Focus: HOPE campus. Express Motor City was the transportation provider during this time period.

Focus: HOPE has existing arrangements with university partners to deliver services within the Center for Advanced Technologies. The universities included in this allocation are Wayne State University, Lawrence Technological University, and University of Detroit-Mercy. See Appendices F and G for detail concerning course curriculum, schedule and description of the CAT academic program.

e) Detailed expenditures for any program enhancements including number of new hires and capital expenditures.

No program enhancements or capital expenditures for any of the programs were charged or allocated to this funding. No new hires in new positions were charged to this funding.

While no enhancements or capital were allocated to this funding, there have been changes and renovations to these or other Focus: HOPE programs that have started or been completed during this reporting period and have been paid by other grants or sources. These investments will positively impact all of the programs and are discussed in other areas of this report.

Most significantly has been the renovation of the Machinist Training Institute building, which also houses the First Step and FAST TRACK programs. Completion of the third phase of building renovations occurred in 2004. This phase of the renovation involved substantial reconstruction of the parking lots surrounding the 1920's era former industrial facility, as well as significant work on its roof. The first and second phases of the renovation updated classrooms, the shop floor and offices to support the advanced training and education environment of the 21st century.

PART V – BUDGET REPORT

FISCAL YEAR 2004
October 1, 2003 through September 30, 2004

FOCUS: HOPE
1355 Oakman Blvd.
Detroit, MI 48238

	<u>WIA ADULT</u>	<u>WIA STATEWIDE</u>	<u>GF/GP</u>	<u>TOTAL</u>
1 Program Administration	\$ -	\$ -	\$ -	\$ -
2 Program Cost				
a. Core Services	-	-	-	-
b. Intensive Services	-	-	-	-
c. Training Services	<u>1,500,000</u>	<u>3,500,000</u>	<u>860,200</u>	<u>5,860,200</u>
Total Cost	<u>\$ 1,500,000</u>	<u>\$ 3,500,000</u>	<u>\$ 860,200</u>	<u>\$ 5,860,200</u>
Program Administration				
Salaries and Wages	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Training and Education				
Salaries and Wages				
Student Services	103,465	223,623	205,571	532,659
Training Supervisors	34,700	74,781	170,767	280,248
Instructors	7,300	15,847	223,378	246,525
Coaches-Eng/Manuf	189,250	413,687	-	602,937
Candidates Wages	<u>401,359</u>	<u>558,705</u>	<u>-</u>	<u>960,064</u>
Total Training & Education Salaries/Wages	<u>736,074</u>	<u>1,286,643</u>	<u>599,716</u>	<u>2,622,433</u>
Fringe Benefits				
FICA	56,310	98,428	45,878	200,616
MESC	13,985	24,447	11,394	49,826
Health	58,886	102,933	47,979	209,798
Dental	5,889	10,292	4,797	20,978
LT Disability	5,889	10,292	4,797	20,978
Workman Comp	<u>2,208</u>	<u>3,861</u>	<u>1,801</u>	<u>7,870</u>
Total Fringe Benefits	<u>143,167</u>	<u>250,253</u>	<u>116,646</u>	<u>510,066</u>

	<u>WIA ADULT</u>	<u>WIA STATEWIDE</u>	<u>GF/GP</u>	<u>TOTAL</u>
Consultants				
Engineering	-	-	-	-
Education	1,212	18,000	-	19,212
Total Consultants	1,212	18,000	-	19,212
Equipment and Supplies				
Equip Maintenance & Repair	99,963	232,356	-	332,319
Manufacturing Equipment	30,000	135,000	-	165,000
Manufacturing Supplies	15,000	93,820	-	108,820
Books and Program Supplies	13,912	31,586	-	45,498
Other Supplies	3,000	7,000	-	10,000
Total Equipment and Supplies	161,875	499,762	-	661,637
Services				
Information Technology	45,000	96,250	-	141,250
Transportation	-	-	143,838	143,838
University Services				-
Wayne State	21,428	-	-	21,428
Lawrence Tech	90,067	315,233	-	405,300
Univ of Detroit Mercy	-	340,115	-	340,115
Total Services	156,495	751,598	143,838	1,051,931
Facilities				
Natural Gas	90,000	210,000	-	300,000
Electricity	18,750	43,750	-	62,500
Water	9,000	21,000	-	30,000
Security	26,726	62,361	-	89,087
Insurance	30,000	70,000	-	100,000
Repair, Maintenance & Other	12,701	29,633	-	42,334
Total Facilities	187,177	436,744	-	623,921
Allocated Overhead				
Human Resources	24,000	52,000	-	76,000
Purchasing	18,000	42,000	-	60,000
Accounting & Finance	42,000	93,000	-	135,000
Government & Public Affairs	30,000	70,000	-	100,000
Legal	-	-	-	-
Subtotal	114,000	257,000	-	371,000
Audit	-	-	-	-
Total Overhead	114,000	257,000	-	371,000
Total	<u>\$ 1,500,000</u>	<u>\$ 3,500,000</u>	<u>\$ 860,200</u>	<u>\$ 5,860,200</u>

Attachment A

Department	Position	FY 2004 Actual	WIA Adult		WIA Statewide		GF/GP	
			Percent Allocation	Amount	Percent Allocation	Amount	Percent Allocation	Amount
Program Administration								
Sub-total 1 - Program Administration				-	-	-		
Student Services								
Student Affairs	Manager	56,000	30%	16,800	65%	36,274	0%	
Contract/Financial Aid	Staff	33,672	0%	-	0%	-	33%	11,224
Contract/Financial Aid	Staff	29,748	0%	-	0%	-	33%	9,916
Contract/Financial Aid	Staff	27,897	0%	-	0%	-	33%	9,299
Contract/Financial Aid	Staff	28,638	0%	-	0%	-	33%	9,546
Contract/Financial Aid	Staff	25,581	0%	-	0%	-	33%	8,527
Contract/Financial Aid	Staff	25,170	0%	-	0%	-	33%	8,390
Student Services	Manager	60,500	0%	-	0%	-	50%	30,250
Contract/Financial Aid	Staff	29,475	0%	-	0%	-	33%	9,825
Placement	Staff	45,825	0%	-	0%	-	33%	15,275
Placement	Staff	30,921	0%	-	0%	-	33%	10,307
Placement	Staff	9,540	0%	-	0%	-	33%	3,180
Recruiting	Manager	51,732	0%	-	0%	-	50%	25,866
Recruiting/Admissions	Staff	37,000	10%	3,700	22%	8,084	0%	-
Recruiting/Admissions	Staff	30,500	10%	3,050	22%	6,629	0%	-
Recruiting/Admissions	Staff	31,500	10%	3,150	22%	6,852	0%	-
Recruiting/Admissions	Staff	32,000	10%	3,200	22%	6,979	0%	-
Recruiting/Admissions	Staff	12,150	10%	1,215	23%	2,835	0%	-
MTI	Adm. Asst.	29,289	0%	-	0%	-	33%	9,763
MTI	Adm. Asst.	24,408	0%	-	0%	-	33%	8,136
MTI	Attendance	28,611	0%	-	0%	-	33%	9,537
First Step/Fast Track	Adm. Asst.	26,530	0%	-	0%	-	100%	26,530
CAT	Experiential Coordinator	41,667	30%	12,500	65%	26,926	0%	-
CAT	Program Manager	56,000	30%	16,800	65%	36,293	0%	-
CAT	Academic Coordinator	51,500	30%	15,450	65%	33,324	0%	-
CAT	Electronic Library	48,667	30%	14,600	65%	31,433	0%	-
CAT	Registrar	43,333	30%	13,000	65%	27,994	0%	-
Sub-total 2 - Student Services				103,465	223,623	205,571		
Training Supervision								
Education	Director	132,500	10%	13,250	22%	28,592	0%	-
MTI	Manager	76,430	0%	-	0%	-	20%	15,286
MTI	Manager	52,910	0%	-	0%	-	20%	10,582
MTI	Manager	52,910	0%	-	0%	-	20%	10,582
First Step/Fast Track	Manager	52,904	0%	-	0%	-	100%	52,904
CAT	Manager	71,500	30%	21,450	65%	46,189	0%	-
First Step/Fast Track	Asst. Manager	34,723	0%	-	0%	-	100%	34,723
MTI	Supervisor	49,386	0%	-	0%	-	33%	16,462
MTI	Supervisor	49,715	0%	-	0%	-	20%	9,943
MTI	Dept. Head	42,220	0%	-	0%	-	20%	8,444
MTI	Dept. Head	44,485	0%	-	0%	-	20%	8,897
MTI	Dept. Head	14,720	0%	-	0%	-	20%	2,944
Sub-total 3 - Training Supervision				34,700	74,781	170,767		

Attachment A

Department	Position	FY 2004 Actual	WIA Adult		WIA Statewide		GF/GP	
			Percent Allocation	Amount	Percent Allocation	Amount	Percent Allocation	Amount
Instructors								
First Step/Fast Track	Instructor	33,213	0%	-	0%	-	100%	33,213
First Step/Fast Track	Instructor	32,700	0%	-	0%	-	100%	32,700
First Step/Fast Track	Instructor	33,036	0%	-	0%	-	100%	33,036
First Step/Fast Track	Instructor	33,078	0%	-	0%	-	100%	33,078
First Step/Fast Track	Instructor	32,963	0%	-	0%	-	100%	32,963
First Step/Fast Track	Instructor	33,213	0%	-	0%	-	100%	33,213
MTI	Instructor	41,815	0%	-	0%	-	20%	8,363
MTI	Instructor	40,510	0%	-	0%	-	20%	8,102
MTI	Instructor	43,550	0%	-	0%	-	20%	8,710
CAT	Instructor	24,333	30%	7,300	65%	15,847	0%	-
Sub-total 4 - Instructors				7,300		15,847		223,378
Coaches - Engineering/Manufacturing								
Production	Manager	76,333	15%	11,450	32%	24,746	0%	-
Quality	Manager	78,667	15%	11,800	32%	25,487	0%	-
Materials	Manager	45,333	15%	6,800	32%	14,667	0%	-
Engineering	Manager	84,000	15%	12,600	32%	27,221	0%	-
Engineering	Project Manager	72,000	15%	10,800	32%	23,328	0%	-
Manufacturing	Project Manager	77,667	15%	11,650	32%	25,088	0%	-
Manufacturing	Quality Systems Mgr.	62,333	15%	9,350	32%	20,186	0%	-
Machine Maintenance	Manager	62,667	15%	9,400	32%	20,230	0%	-
Production	Supervisor	48,667	15%	7,300	35%	17,157	0%	-
Production	Supervisor	30,667	15%	4,600	33%	10,019	0%	-
Production	Supervisor	44,000	15%	6,600	34%	14,768	0%	-
Production	Supervisor	49,333	15%	7,400	33%	16,339	0%	-
Materials	Supervisor	45,333	15%	6,800	35%	15,770	0%	-
Tool Room	Supervisor	58,667	15%	8,800	33%	19,457	0%	-
Engineering	Supervisor	26,667	15%	4,000	34%	9,165	0%	-
Machine Maintenance	Supervisor	60,000	15%	9,000	33%	19,532	0%	-
Quality	Engineer	47,667	15%	7,150	32%	15,448	0%	-
Quality	Engineer	58,000	15%	8,700	32%	18,810	0%	-
Quality	Engineer	45,333	15%	6,800	32%	14,656	0%	-
Quality	Engineer	47,333	15%	7,100	32%	15,325	0%	-
Engineering	Engineer	35,333	15%	5,300	33%	11,717	0%	-
Engineering	Engineer	43,000	15%	6,450	32%	13,881	0%	-
Engineering	Engineer	62,667	15%	9,400	33%	20,690	0%	-
Sub-total 5 - Coaches				189,250		413,687		-
Total Training Salaries and Wages				\$ 334,715		\$ 727,938		\$ 599,716

Attachment B
Candidate Wages

FY 2004 Actual	WIA Adult		WIA Statewide		GF/GP	
	Percent Allocation	Amount	Percent Allocation	Amount	Percent Allocation	Amount
19,000	50%	9,500	0%	-	0%	-
19,916	0%	-	50%	9,958	0%	-
23,622	0%	-	50%	11,811	0%	-
9,214	0%	-	50%	4,607	0%	-
15,912	50%	7,956	0%	-	0%	-
18,326	0%	-	50%	9,163	0%	-
20,048	0%	-	50%	10,024	0%	-
20,896	0%	-	50%	10,448	0%	-
23,318	0%	-	50%	11,659	0%	-
12,222	50%	6,111	0%	-	0%	-
19,244	0%	-	50%	9,622	0%	-
17,702	0%	-	50%	8,851	0%	-
15,188	50%	7,594	0%	-	0%	-
12,400	50%	6,200	0%	-	0%	-
13,000	50%	6,500	0%	-	0%	-
23,372	0%	-	50%	11,686	0%	-
18,600	50%	9,300	0%	-	0%	-
20,354	0%	-	50%	10,177	0%	-
18,000	50%	9,000	0%	-	0%	-
13,934	50%	6,967	0%	-	0%	-
18,800	50%	9,400	0%	-	0%	-
21,848	0%	-	50%	10,924	0%	-
12,918	50%	6,459	0%	-	0%	-
10,634	50%	5,317	0%	-	0%	-
18,600	50%	9,300	0%	-	0%	-
15,912	50%	7,956	0%	-	0%	-
6,408	50%	3,204	0%	-	0%	-
20,452	0%	-	50%	10,226	0%	-
18,104	0%	-	50%	9,052	0%	-
16,364	0%	-	50%	8,182	0%	-
17,200	50%	8,600	0%	-	0%	-
18,800	50%	9,400	0%	-	0%	-
13,200	50%	6,600	0%	-	0%	-
23,810	0%	-	50%	11,905	0%	-
15,912	50%	7,956	0%	-	0%	-
23,810	0%	-	50%	11,905	0%	-
19,700	0%	-	50%	9,850	0%	-
22,554	0%	-	50%	11,277	0%	-
21,624	0%	-	50%	10,812	0%	-
17,760	0%	-	50%	8,880	0%	-
3,054	0%	-	50%	1,527	0%	-
25,340	0%	-	50%	12,670	0%	-
15,912	50%	7,956	0%	-	0%	-
19,200	50%	9,600	0%	-	0%	-
18,000	50%	9,000	0%	-	0%	-
22,534	0%	-	50%	11,267	0%	-

Attachment B
Candidate Wages

FY 2004 Actual	WIA Adult		WIA Statewide		GF/GP	
	Percent Allocation	Amount	Percent Allocation	Amount	Percent Allocation	Amount
19,400	50%	9,700	0%	-	0%	-
17,460	0%	-	50%	8,730	0%	-
11,800	50%	5,900	0%	-	0%	-
25,486	0%	-	50%	12,743	0%	-
19,000	50%	9,500	0%	-	0%	-
18,000	50%	9,000	0%	-	0%	-
16,000	50%	8,000	0%	-	0%	-
21,390	0%	-	50%	10,695	0%	-
15,912	50%	7,956	0%	-	0%	-
17,200	50%	8,600	0%	-	0%	-
14,000	50%	7,000	0%	-	0%	-
19,000	50%	9,500	0%	-	0%	-
17,000	50%	8,500	0%	-	0%	-
22,154	0%	-	50%	11,077	0%	-
13,000	50%	6,500	0%	-	0%	-
2,204	50%	1,102	0%	-	0%	-
13,400	50%	6,700	0%	-	0%	-
20,556	0%	-	50%	10,278	0%	-
21,366	0%	-	50%	10,683	0%	-
25,028	0%	-	50%	12,514	0%	-
17,272	50%	8,636	0%	-	0%	-
23,798	0%	-	50%	11,899	0%	-
24,464	0%	-	50%	12,232	0%	-
18,172	0%	-	50%	9,086	0%	-
15,446	0%	-	50%	7,723	0%	-
21,566	0%	-	50%	10,783	0%	-
27,528	0%	-	50%	13,764	0%	-
22,346	0%	-	50%	11,173	0%	-
6,934	0%	-	50%	3,467	0%	-
18,082	50%	9,041	0%	-	0%	-
23,506	0%	-	50%	11,753	0%	-
22,722	0%	-	50%	11,361	0%	-
16,800	50%	8,400	0%	-	0%	-
17,000	50%	8,500	0%	-	0%	-
15,912	50%	7,956	0%	-	0%	-
19,400	50%	9,700	0%	-	0%	-
18,984	0%	-	50%	9,492	0%	-
13,200	50%	6,600	0%	-	0%	-
21,402	0%	-	50%	10,701	0%	-
15,668	0%	-	50%	7,834	0%	-
24,970	0%	-	50%	12,485	0%	-
13,200	50%	6,600	0%	-	0%	-
13,200	50%	6,600	0%	-	0%	-
18,600	50%	9,300	0%	-	0%	-
17,522	0%	-	50%	8,761	0%	-
10,502	0%	-	50%	5,251	0%	-

Attachment B
Candidate Wages

FY 2004 Actual	WIA Adult		WIA Statewide		GF/GP	
	Percent Allocation	Amount	Percent Allocation	Amount	Percent Allocation	Amount
17,000	50%	8,500	0%	-	0%	-
13,000	50%	6,500	0%	-	0%	-
12,800	50%	6,400	0%	-	0%	-
5,582	0%	-	50%	2,791	0%	-
14,000	50%	7,000	0%	-	0%	-
16,172	0%	-	50%	8,086	0%	-
14,800	50%	7,400	0%	-	0%	-
23,054	0%	-	50%	11,527	0%	-
24,844	0%	-	50%	12,422	0%	-
18,512	0%	-	50%	9,256	0%	-
19,000	50%	9,500	0%	-	0%	-
22,418	0%	-	50%	11,209	0%	-
13,784	50%	6,892	0%	-	0%	-
20,634	0%	-	50%	10,317	0%	-
20,918	0%	-	50%	10,459	0%	-
23,340	0%	-	50%	11,670	0%	-
		<u>\$ 401,359</u>		<u>\$ 558,705</u>		<u>\$ -</u>

PART VI – APPENDICES



Focus: HOPE

Celebrating diversity since 1968

SELECT RECOGNITION AND CITATIONS

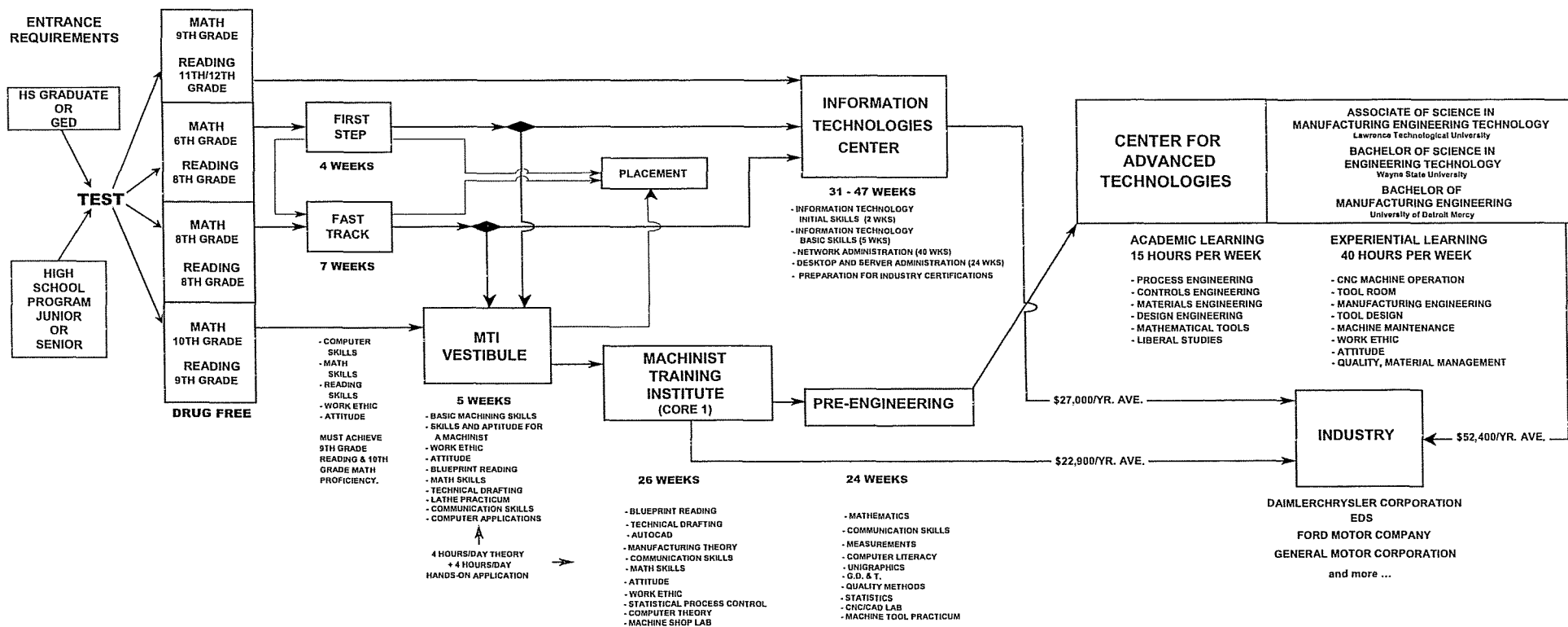
- Greatest 2003 Army Inventions Announced in RDECOM Magazine, A publication of the U.S. Army Research, Development and Engineering Command, Squad Automatic Weapon (SAW) Pintle Mount Assembly for HMMWV-Tank Automotive Research, Development and Engineering Center, National Automotive Center, Warren, MI
- Congressional Record, Senator Carl Levin floor statement recognizing Focus: HOPE's Mobile Parts Hospital and its 2003 Army Greatest Inventions Award, Proceedings and Debates of the 108th Congress, Second Session, June, 25, 2004
- AMC LSE SWA Newsletter, September, 2004, Mobile Parts Hospital Deployment
- Focus: HOPE Tribute, February 25, 2004 the U.S. Senate passed S. Con. Res. 92 and on June 1, 2004 the U.S. House of Representatives passed H. Con. Res. 295 congratulating and saluting Focus: HOPE on its 35th anniversary and for its remarkable commitment and contributions to Detroit, the State of Michigan, and to the United States.
- Focus: HOPE received its first patent for a composite diesel and automotive piston making machine – 2004
- ISO 9001: 2000, Certified February, 2003, expanded to Non-Manufacturing Organizations in 2004
- ISO 14001, Environmental, Certified, August, 2004
- TS16949 migrated from QS-9000, Manufacturing Operations, Certified since 1998
- National Science Foundation cites the Focus: HOPE Greenfield Coalition as the nation's largest producer of bachelor degreed minority graduates in manufacturing engineering, 2002
- Tichy, Noel and Cardwell, Nancy, The Cycle of Leadership: How Great Leaders Teach Their Companies to Win, HarperCollins, September 2002
- Co-Founder, Mrs. Josaitis, named one of the 100 Most Influential Women by *Crain's Detroit Business*, 2002, and previously inducted into the Michigan Women's Hall of Fame

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 Detroit, Michigan 48238-2881
 Tel: (313) 494-3000 / Fax: (313) 494-4574
www.focushope.edu / www.focushopemfg.com

- Cisco Networking Academy Program Gender Initiative Best Practices Award, 2001 – for recruitment and retention of women
- The Aspen Institute/Economic Opportunities Program, “Focus: HOPE; A Case Study of a Sectoral Employment Development Approach,” December 2000, Washington, DC
- The National Congress for Community Economic Development, “Building Partnerships Between State TANF Initiatives and CDCs: A Guidebook for Practitioners and State Officials,” by Marcus Weiss, February 2000, Washington, DC
- “What Works in Empowerment Zones!”, U.S. Department of Housing and Urban Development, 2000
- Computerworld/Smithsonian Award, 1998
- Newsweek Education Program, 1998
- Tichy, Noel; McGill, Andrew; and St. Clair, Linda, Corporate Global Citizenship; Doing Business in the Public Eye, The New Lexington Press, San Francisco, 1997
- U.S. Government Accounting Office, 1996 (“Employment Training: Successful Projects Share Common Strategy” – May 1996, GAO/HEHS-96-108)
- The Aspen Institute, 1995 (“Jobs and the Urban Poor: Privately Initiated Sectoral Strategies,” – November 1995, Washington, DC)

FOCUS: HOPE TRAINING AND EDUCATION

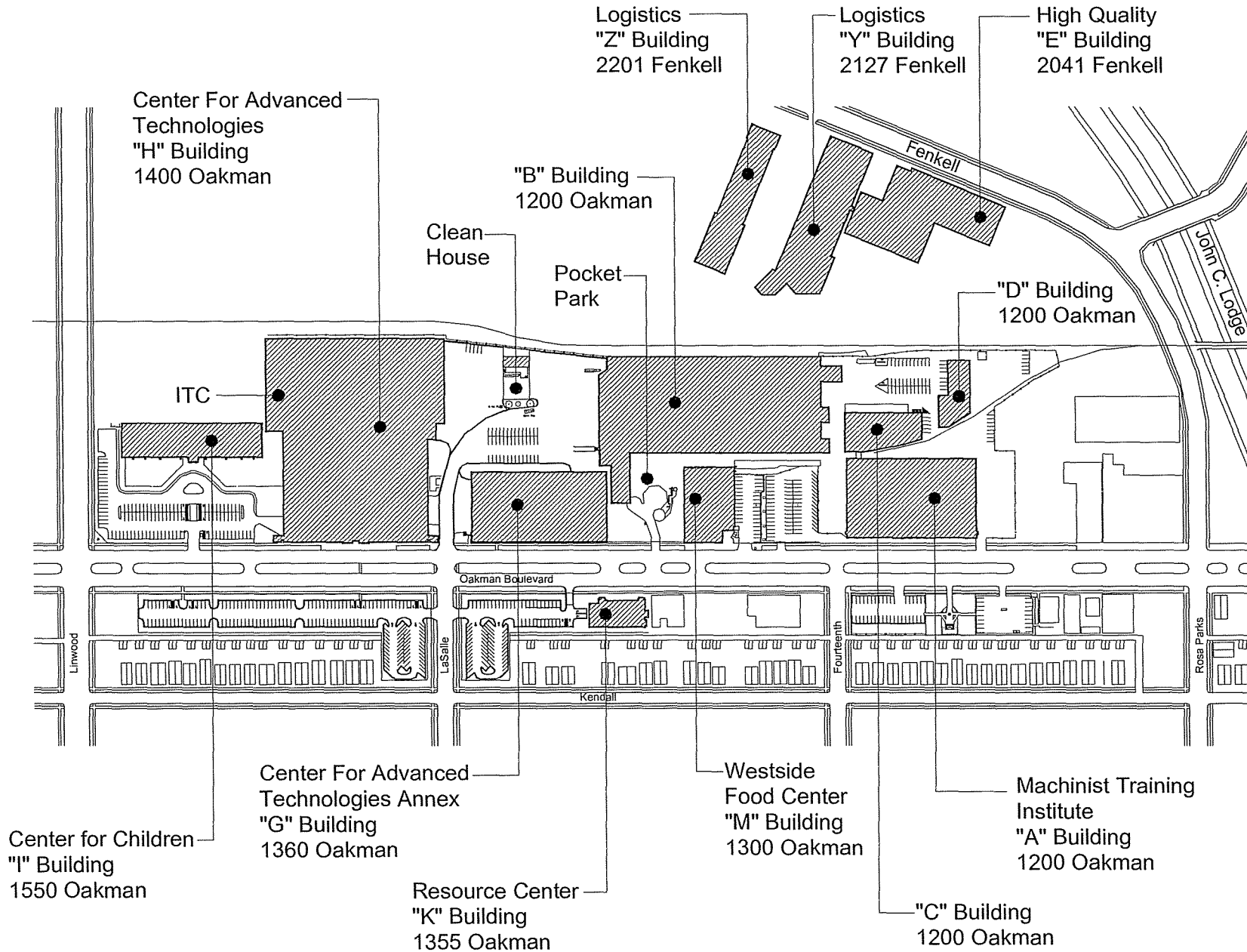
Process Flow and Outcomes



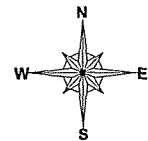
Appendix C



Focus: HOPE

1355 Oakman Blvd.
Detroit, MI 48238

Drawing North:



Drawing Title:

BASE CAMPUS
PLAN

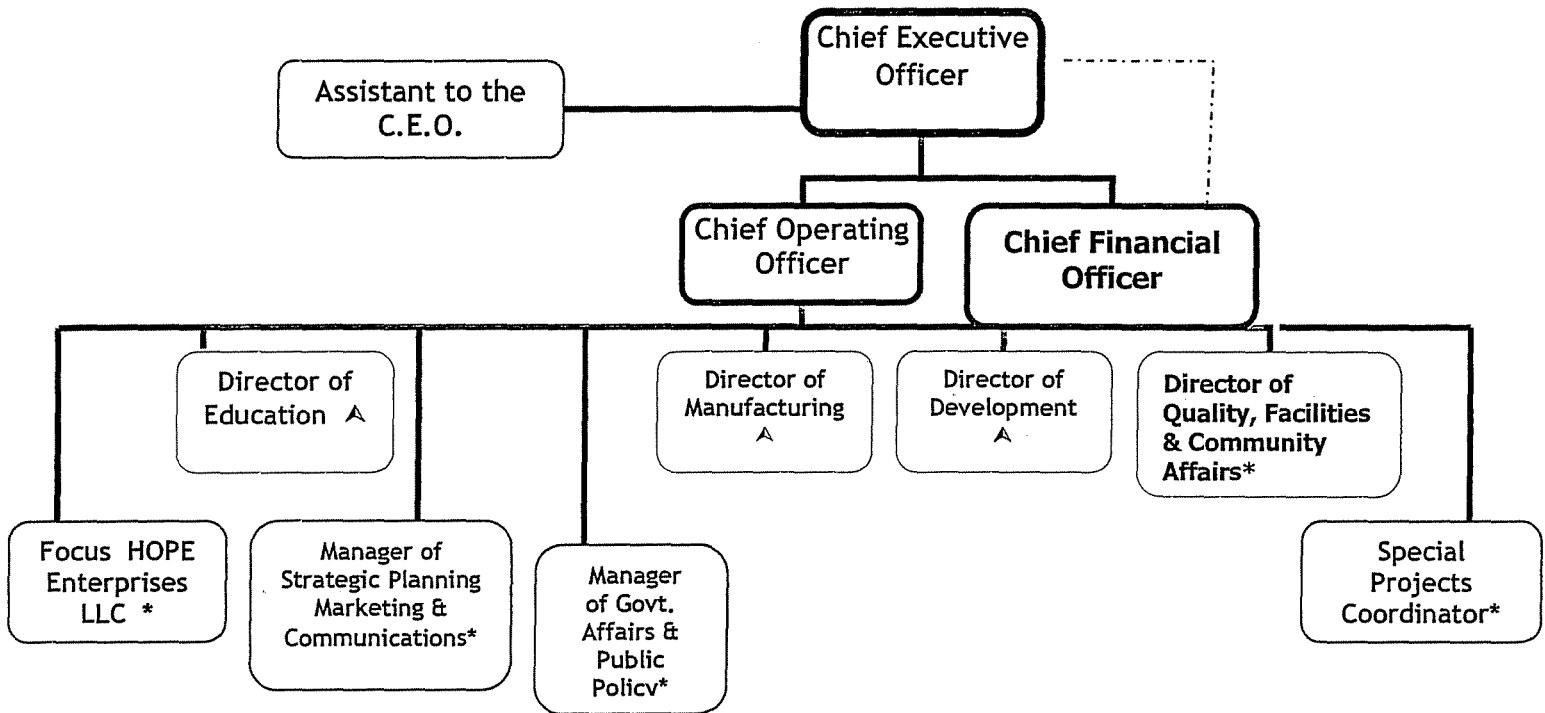
Scale:

NTS

Drawing No.:

BC-01

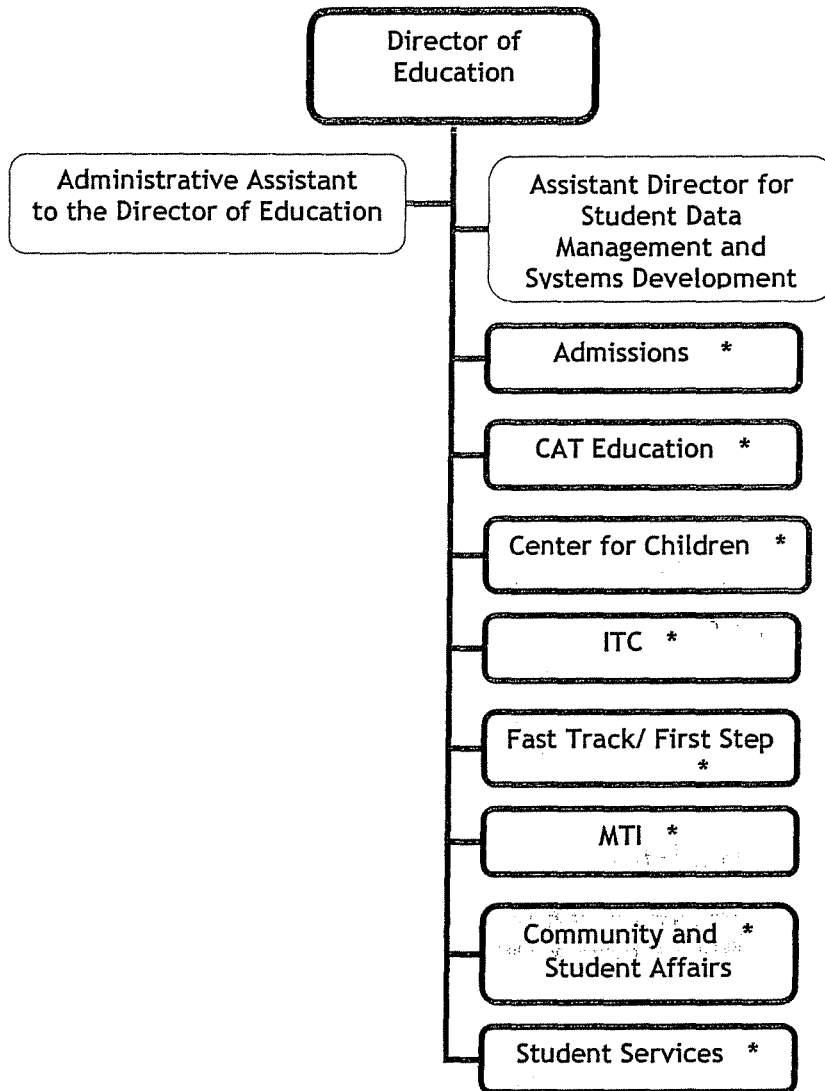
EXECUTIVE ADMINISTRATION ORG. CHART



^ SEE DIRECTORS LISTING FOR JOB DESCRIPTIONS.

*SEE DEPARTMENT LISTINGS FOR JOB DESCRIPTIONS.

DIRECTOR OF EDUCATION ORG. CHART



*SEE THE DEPARTMENT LISTING FOR JOB DESCRIPTIONS.

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Focus: HOPE
Celebrating Diversity Since 1968

Greenfield Coalition Bachelor of Science in Manufacturing Engineering Technology

Academic Pre-requisite Structure

<u>Course Numbers</u>	<u>Knowledge Area</u>	<u>Pre-requisites</u>
<u>Tier 1</u>		
GCL 3013	Communications in Manufacturing II	GCL 2013
GCL 3613	Global Culture	GCL 1013
GCM 3213, 3312	Applied Calculus	GCM 2114
GCE 3012	Engineering Materials II	GCT 2012
GCE 346	Engineering Economics II	GCE 2462
GCT 3111	Machining Processes II	GCT 1112
<u>Tier 2</u>		
GCL 3113	Philosophy	GCL 1013
GCL 3413	History	GCL 1013
GCS 3163	Mechanophysics II	GCS 2113; GCM 3214 or GCM3312
GCS 3214	Thermosciences II	GCS 2211; GCM 3214 or GCM3312
GCS 3311	Electrosiences II, c	GCS 2321; GCM 3214 or GCM3312
GCE 3314	Manufacturing Systems II	GCT 2314; 3111; GCL 3013; GCE 3012, 3461
<u>Tier 3</u>		
GCL 3363	Political Science	GCL 1013
GCS 3132	Engineering Mechanics II, c	GCS 2141, 3163
GCE 3262	Control Systems II	GCE 2261; GCS 3311
GCT 3131	Joining & Assembly I	GCT 2112
GCT 3152	Forming I	GCT 2112
<u>Tier 4</u>		
GCL 3513	Arts in Action	GCL 1013
GCF 4314	Mechanisms & Machinery	GCS 3132
GCT 4113	Product Realization	GCE 3314, GCT 3131, 3163
GCT 4513	Capstone	40 credits beyond AS degree
<u>Technical electives</u>		
11 credits required	Various	AS degree

Greenfield Coalition Bachelor of Manufacturing Engineering

Academic Pre-requisite Structure

<u>Course Numbers</u>	<u>Knowledge Area</u>	<u>Pre-requisites</u>
<u>Tier 1</u>		
GCL 3013	Communications in Manufacturing II	GCL 2013
GCL 3613	Global Culture	GCL 1013
GCM 3214	Applied Calculus	GCM 2114
GCM 3411	Design of Experiments	GCM 2413
GCC 3011	Chemical Materials Science II	GCC 2012; GCM 1022
GCE 3012	Engineering Materials II	GCT 2012
GCE 3111	Machining Processes II, e	GCT 1112
GCE 3461	Engineering Economics II	GCE 2462
<u>Tier 1a</u>		
GCM 3254	Engineering Calculus	GCM 3214
<u>Tier 2</u>		
GCL 3113	Philosophy	GCL 1013
GCL 3413	History	GCL 1013
GCM 3314	Differential Equations	GCM 3214
GCC 3031	Process Chemistry	GCC 3011
GCS 3214	Thermosciences II	GCS 2211; GCM 3214 or GCM3312
GCS 3311	Electrosiences II	GCS 2312; GCM 3214 or GCM3312
GCS 3361	Electrosiences II	GCS 3311; GCM 3254
GCE 3314	Manufacturing Systems II	GCT 2314; 3111; GCL 3013; GCE 3012, 3461
GCT 3131	Joining & Assembly I	GCT 2112
GCT 3152	Forming I	GCT 2112
<u>Tier 3</u>		
GCL 3313	Contemporary Social Problems	GCL 1013
GCL 4113	World Religions	GCL 3113
GCS 3163	Mechanophysics II	GCS 2113; GCM 3314
GCE 3262	Control Systems II	GCE 2261; GCS 3311
GCE 4113	Joining & Assembly II	GCT 3131
GCE 4173	Tool Design II	GCT 2182 3131, 3152; GCE 3012, 3111
GCE 4313	Facilities Design	GCT 3131, 3163; GCE 3012, 3111
<u>Tier 3a</u>		
GCE 3132	Engineering Mechanics II	GCS 2141, 3163
GCS 3191	Engineering Mechanics II	GCS 3132, 3163
<u>Tier 4</u>		
GCL 3513	Arts in Action	GCL 1013
GCE 3172	Forming II	GCT 3163; GCS 3191
GCE 4314	Mechanisms & Machinery	GCS 3132
GCE 4413	Operations Management	GCL 3631; GCE 3314, 4113, 4313
GCE 4513	Capstone	40 credits beyond AS degree

Greenfield Coalition Associate of Science in Manufacturing Engineering Technology

Academic Pre-requisite Structure

<u>Course Numbers</u>	<u>Knowledge Area</u>	<u>Pre-requisites</u>
<u>Tier 1</u>		
GCL 1013	English Composition	80 on English diagnostic or English prep modules as directed
GCC 1101	Basic Graphics	MTI Core II computer graphics
GCM 1013	Technical Mathematics I	Math diagnostic
<u>Tier 2</u>		
GCL 1214	Psychology-Sociology	GCL 1013
GCL 2013	Communications in Manufacturing I	GCL 1013
GCL 2614	Comparative Politics & Economics	GCL 1013
GCT 2452	Ethics in Industry	GCL 1013
GCM 1022	Technical Mathematics II	GCM 1013
GCC 1012	Basic Chemistry	GCM 1013
GCF 1013	Computers in Engineering	GCM 1013
GCF 1113	Design Graphics	GCF 1101; GCM 1013
GCT 1112	Machining Processes	GCM 1013
GCT 1211	Measurements	GCM 1013
GCT 1221	Instrumentation	GCT 1211; GCM 2413
GCT 2112	Manufacturing Processes	GCM 1013
GCE 2462	Engineering Economics I	GCM 1013
<u>Tier 3</u>		
GCM 2114	Calculus Foundations	GCM 1022
GCM 2413	Statistical Methods	GCF 1013; GCM 1013
GCC 2012	Chemical Materials Science I	GCC 1012
GCS 2113	Mechanophysics I	GCF 1013; GCM 1022
GCS 2211	Thermosciences I	GCF 1013; GCM 1022
GCS 2312, 2321	Electrosiences I	GCF 1013; GCM 1022
GCE 2412	Manufacturing Planning	GCF 1013; GCT 1112, 2112; GCE 2462
GCT 2012	Engineering Materials I	GCC 1012
<u>Tier 4</u>		
GCS 2141	Engineering Mechanics I	GCM 2114; GCS 2113
GCE 2261	Control Systems I	GCM 2114; GCS 2321; GCT 1221
GCT 2182	Tool Design	GCF 1113; GCE 2462; GCT 1112, 2012
GCT 2212	Electrical Machines	GCS 2321
GCT 2314	Manufacturing Systems I	GCL 2013; GCM 2413; GCE 2412
GCT 2511	Capstone	40 credits

FALL 2003
Academic Schedule

Period	Course name and number	Pre-requisite	day	prd	nr of wks	nr of mtgs	cr	start date	end date	Instructor
C 2:45-5:45	AS Capstone	GCT 251	F	C1	14	14	1	12 Sep	19 Dec	S. Palaniswami
C1 2:45-4:10	Technical Math	GCM 101-103	MWF	C2	14	42	3	10 Sep	17 Dec	T. Hambir
C2 4:20-5:45	Technical Math	GCM 104,105	MWF	C1	14	42	3	10 Sep	17 Dec	R. Baroody
C3 10:45-12:10	Technical Calculus	GCM 211,212,213,214	MWF	C2	15	45	4	10 Sep	19 Dec	O. Nwankwo
C4 12:20-1:45	Mechanophysics I	GCS 211,212,213	MW	C2	14	28	3	10 Sep	10 Dec	M. Hailat
C5 10:45-1:45	Basic Chemistry	GCC 101,102	TTH	C2	9	18	2	11 Sep	18 Nov	S. Moosavi
C6 4:50-6:10	Chemical Material Science	GCC 201,202	TTH	C1	9	18	2	11 Sep	18 Nov	S. Moosavi
D S, 9:00-1:00	Control Systems I	GCE 226	TTH	C1	6	10	1	13 Nov	18 Dec	S. Ahmed
D1 S, 9:00-11:30	Control Systems II	GCE 326,327	TTH	C1	9	18	2	11 Sep	11 Nov	S. Ahmed
	Manufacturing Processes	GCT 211,212	MW	C2	9	18	2	15 Sep	12 Nov	S. Palaniswami
	Engineering Mechanics I	GCS 214	F	C2	9	9	1	12 Sep	11 Nov	ibid
	Global Cultures	GCL 361,362,363	TTH	C2	14	28	3	11 Sep	16 Dec	D. Dizon
	Statistical Methods	GCM 241,242,243	MW	C1	14	28	3	10 Sep	10 Dec	T. Hambir
	Design Graphics	GCF 111,112,113	S	D	9	9	3	13 Sep	8 Nov	J. Zheng
	Manufacturing Planning	GCE 241,242	S	D1	10	10	2	13 Sep	15 Nov	ibid
	Manufacturing Systems I	GCT 231,232,233,234	TTH	C2	14	28	4	11 Sep	18 Dec	S. Ahmed
	Manufacturing Systems II	GCE 331,332,333,334	TTH	C2	14	28	4	11 Sep	18 Dec	S. Palaniswami
	Psychology/Sociology	GCL 121,122,123,124	TTH	C1	14	28	4	11 Sep	18 Dec	D. Dizon
	Calculus II	GCM 321,322,323,324	MWF	C1	15	45	4	10 Sep	19 Dec	M. Baraskar
	Ethics in Industry	GCT 245,246	TTH	C2	9	18	2	11 Sep	18 Nov	P. Fortier
	Thermosciences	GCS 221	TTH	C2	5	10	1	13 Nov	18 Dec	M. Hailat
	Thermosciences II	GCS 321,323,333,324	TTHF	C1	12	36	4	11 Sep	5 Dec	M. Hailat
	Mechanisms & Machinery	GCE 431,432,433,434	MWF	C1	12	36	4	10 Sep	1 Dec	N. Reyes
	Engineering Materials I	GCT 201,202	TTH	C1	9	18	2	11 Sep	18 Nov	D. Lee
	Engineering Materials II	GCE 301,302	TTH	C1	9	18	2	11 Sep	11 Nov	M. Demeri
	Design of Experiments	GCM 341	TTH	C1	5	10	1	13 Nov	18 Dec	O. Nwankwo
	Joining & Assembly	GCT 313,E411,412,413	MWF	C2	12	36	4	10 Sep	1 Dec	D. Lee/P. Akinyemi
	Machining Processes I	GCT 111,112	MW	C2	9	18	2	15 Sep	12 Nov	ibid
	Electrosclences	GCS 231,232,233	MW	C1	14	28	3	10 Sep	15 Dec	ibid
	Tool Design	GCT 218,219	MW	C2	9	18	2	10 Sep	10 Nov	P. Perdur
Page 1/2										

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NOTE: Controlled electronic copies of all Focus: HOPE forms will be maintained on the shared drive. All hard copies are considered uncontrolled. Please verify the latest version prior to use.

WINTER 2004 Academic Schedule

						nr of	nr of		start	end		
Course name and number				Pre-requisite	day	prd	wks	mtgs	cr	date	date	Instructor
Period Legend	WSU											
C 2:45-5:45	English Composition	GCL	1013	English Diagnostic	TTH	C1	14	28	3	8-Jan	8-Apr	P. Priest
C1 2:45-4:10	Computers in Engineering	GCF	1013	GCM1012	MW	C1	14	28	3	7-Jan	7-Apr	K. Sanders
C2 4:20-5:45	Electrical Machines	GCT	2212	GCS2321	S	D1	10	10	2	10-Jan	13-Mar	T. Slominis
C6 4:50-6:10	Engineering Economics I	GCE	2462	GCM1012	MW	C6	9	18	2	7-Jan	10-Mar	B. Scott
D S, 9:00-1:00	Operations Management	GCE	4413	GCL3631,GCE3314,4122,4313	MW	C2	14	28	3	7-Jan	7-Apr	WSU campus
D1 S, 9:00-11:30	Focus:HOPE											
D2 S, 9:00-12:00	Professional Development				T	C1	14	14	0			
				Page 2/2								

Summer 2004 Academic Schedule

	Course name and number		Pre-requisite	day	prd	nr of wks	nr of mths	cr	start date	end date	Instructor
Period	LTU										
C 2:45-5:45	AS Capstone	GCT 2511	40 credit hours	F	C1	14	14	1	14 May	13 Aug	S. Palaniswami
C1 2:45-4:10	Technical Math	GCM 1013	Diagnostic Exam	MWF	C2	14	42	3	12 May	20 Aug	R. Baroody
C2 4:20-5:45	Technical Math	GCM 1022	GCM1013	MWF	C1	10	30	2	12 May	20 Aug	R. Baroody
C6 4:50-6:10	Technical Calculus	GCM 2114	GCM1022	MWF	C1	15	45	4	12 May	20 Aug	J. Zheng
D S, 9:00-1:00	Statistical Methods	GCM 2413	GCF1013, GCM1013	MW	C2	14	28	3	12 May	16 Aug	T. Hambir
D1 S, 9:00-11:30	Mechanophysics	GCS 2113	GCF1013, GCM1042	MW	C2	14	28	3	12 May	16 Aug	S. Nwabuzor
D2 S, 9:00-12:00	Basic Chemistry	GCC 1012	GCM1013	TTH	C2	9	18	2	13 May	13 Jul	S.A. Moosavi
Cancelled	Chemical/Material Science-I	GCC 2012	GCC1012	TTH	C1	9	18	2	13-May	13-Jul	S.A. Moosavi
Cancelled	Psychology/Sociology	GCL 1214	GCL1013	TTH	C2	15	30	4	13-May	19-Aug	td
	Global Cultures	GCL 3613	GCL1013	MW	C2	14	28	3	12 May	11 Aug	P. Priest
	Manufacturing Planning	GCE 2412	GCF1013,GCT1112,2112,GCE2462	S	D1	10	10	2	15 May	24 Jul	L. Jolal
	Manufacturing Processes	GCT 2112	GCM1013	TTH	C2	9	18	2	13 May	13 Jul	S. Palaniswami
	Engineering Mechanics I	GCS 2141	GCM2114,GCS2113	F	C2	9	9	1	14 May	9 Jul	S. Nwabuzor
	Control Systems I	GCE 2261	GCM2114,GCS2312,GCT1221	F	C2	9	9	1	14 May	9 Jul	S. Ahmed
	Control Systems II	GCE 3262	GCE2261, GCS3311	MW	C1	9	18	2	12 May	12 Jul	S. Ahmed
Cancelled	Manufacturing Systems-I	GCT 2314	GCL2013, GCM2412, 2413, GCE3412	MW	C2	15	30	4	12-May	18-Aug	S. Palaniswami
	Manufacturing Systems II	GCE 3314	GCT2314, 3111,GCL3013, GCE3021, 3461	TTH	C1	15	30	4	13 May	19 Aug	S. Ahmed
	UTU										
	Calculus II	GCM 3214	GCM2114	MWF	C1	15	45	4	12 May	20 Aug	I. Okechukwu
	Calculus III	GCM 3254	GCM3214	MWF	C2	15	45	4	12 May	20 Aug	O. Nwankwo
	Comp. Politics & Economics	GCL 2614	GCL1013	T	C	15	15	4	6 Apr	6 Jul	V. Mantzopolous
	Ethics in Industry	GCT 2452	GCL1013	TTH	C1	9	18	2	13 May	13 Jul	P. Fortier
change	Thermoscience I	GCS 2211	GCF1013, GCM1042	TTH	C1	5	10	1	15 Jul	17 Aug	A. Cherri
	Thermoscience II	GCS 321,322,323,324	GCS2212, GCM3214	TTHF	C2	12	36	4	13 May	29 Jul	M. Hailat
	Electrosiences I	GCS 2312, 2321	GCF101, GCM1042	MW	C1	14	28	3	12 May	16 Aug	A. Hyder
	Engineering Materials I	GCT 2012	GCC1012	TTH	C2	9	18	2	13 May	13 Jul	M. Jenkins
	Engineering Materials II	GCE 3012	GCT2012	TTH	C1	9	18	2	13 May	13 Jul	M. Jenkins
	Engineering Mechanics II	GCS 3132, 3191	GCS2141,GCS3163	MW	C2	14	28	3	12 May	16 Aug	C. Morgan
Cancelled	Machining Processes-I	GCT 1112	GCM1013	TTH	C1	9	9	2	13-May	13-Jul	M. Mehrabi
Cancelled	Mechanisms & Machinery	GCF 4314	GCE3463	MWF	C1	12	36	4	12-May	4-Aug	td
	Tool Design	GCT 2182	GCF1113, GCE2462, GCT1112,2012	TTH	C1	9	18	2	13 May	13 Jul	P. Perdur
	WSU										
	Capstone	GCT 4513	40 credit hours beyond AS degree	F	C1	--	--	3	14 May	20 Aug	C. Yeh
	English Composition	GCL 1013	Diagnostic Exam	TTH	C1	14	28	3	13 May	17 Aug	P. Priest
	Communications I	GCL 2013	GCL1013	TTH	C1	14	28	3	12 May	17 Aug	P. Weinstein
	Communications II	GCL 3013	GCL2013	S	D2	14	14	3	15 May	14 Aug	P. Priest
Cancelled	Arts-in-Action	GCL 3513	GCL1013	F	C	14	14	3	14-May	13-Aug	D. Magdison
	Engineering Economics I	GCE 2462	GCM1013	MW	C6	9	18	2	12 May	12 Jul	M. Faisal
	Engineering Economics II	GCE 3461	GCE2462	MW	C6	5	10	1	14 Jul	16 Aug	M. Faisal
	Computers in Engineering	GCF 1013	GCM1013	S	D	9	9	3	15 May	17 Jul	K. Sanders
	Electrical Machines	GCT 2212	GCS2312	S	D1	10	10	2	15 May	24 Jul	T. Slominis
	Operations Management	GCE 4413	GCL3613, GCE3314, 4113, 4313	TTH	C2	14	28	3	13 May	12 Aug	S. Palaniswami
	Facilities Design	GCE 4313	GCT3131, 3161, GCE302, 3111	TTH	C2	14	28	3	13 May	12 Aug	T. White
	Lehigh										
change	Instrumentation	GCT 122	GCT1211,GCM2412	TTH	C2	5	10	1	15 Jul	17 Aug	L. Butler

FALL 2004 Academic Schedule

							nr of	nr of		start	end		
	Course name and number			Pre-requisite	day	prd	wks	mtgs	cr	date	date	Instructor	Room
Period	LTU												
C 2:45-5:45	AS Capstone	GCT 2511	40 credit hours		F	C1	14	14	1	10 Sep	10 Dec	S. Palaniswami	114
C1 2:45-4:10	Basic Chemistry	GCC 1012	GCM1013		TTH	C2	9	18	2	9 Sep	9 Nov	C. Yeltsin	E-LIBRARY
C2 4:20-5:45	Chemical Material Science I	GCC 2012	GCC1012		TTH	C1	9	18	2	9 Sep	9 Nov	C. Yeltsin	E-LIBRARY
C6 4:50-6:10	Control Systems I	GCE 2261	GCM2114,GCS2312,GCT1221		TTH	C1	5	10	1	9 Sep	9 Nov	S. Ahmed	112
C7 4:20-7:20	Engineering Mechanics I	GCS 2141	GCM2114,GCS2113		F	C2	9	9	1	10 Sep	5 Nov	S. Nwabuzzor	V-TEL
D S, 9:00-1:00	Manufacturing Planning	GCE 2412	GCF1013,OCT1112,2112,GCE2462		TTH	C2	9	18	2	16 Sep	16 Nov	L. Joulakh	112
D1 S, 9:00-11:30	Manufacturing Processes	GCT 2112	GCM1013		MW	C1	9	18	2	8 Sep	8 Nov	S. Palaniswami	CONF. RM. A
D2 S, 9:00-12:00	Manufacturing Systems I	GCT 2314	GCL2013, GCM2412, 2411, GCE2412		TTH	C2	15	30	4	9 Sep	16 Dec	S. Ahmed	105
	Mechanophysics	GCS 2113	GCF1013, GCM1012		MW	C2	14	28	3	8 Sep	8 Dec	S. Nwabuzzor	115
	Mechanophysics II	GCS 3163	GCS2113, GCM3314		MW	C1	14	28	3	8 Sep	8 Dec	M. Hailat	114
	Process Chemistry	GCC 3031	GCC3011		MW	C2	5	10	1	8 Sep	11 Oct	S. Moosavi	E-LIBRARY
	Psychology/Sociology	GCL 1214	GCL1013		TTH	C1	15	30	4	9 Sep	16 Dec	K. Doby	114
	Statistical Methods	GCM 2413	GCF1013, GCM1013		MW	C2	14	28	3	8 Sep	8 Dec	T. Hambir	MTI/215
	Technical Calculus	GCM 2114	GCM1022		MWF	C1	15	45	4	8 Sep	17 Dec	R. Baroody	112
	Technical Math	GCM 1013	Diagnostic Exam		MWF	C1	14	42	3	8 Sep	10 Dec	T. Hambir	MTI/219
	Technical Math	GCM 1013	Diagnostic Exam		MWF	C2	14	42	3	8 Sep	10 Dec	R. Baroody	MTI/219
	Technical Math	GCM 1022	GCM1013		MWF	C2	10	30	2	8 Sep	12 Nov	O. Nwankwo	MTI/219
	Calculus II	GCM 3214	GCM2114		MWF	C1	15	45	4	8 Sep	17 Dec	I. Okechukwu	115
	Differential Equations	GCM 3314	GCM3214		MWF	C2	15	45	4	8 Sep	17 Dec	O. Nwankwo	114
	Electrosiences I	GCS 2312, 2321	GCF101, GCM1042		MW	C1	14	28	3	8 Sep	8 Dec	A. Hyder	105
	Electrosiences II	GCS 3311, 3361	GCS 2312, GCM 3214 or GCM3312/GCS 331; GCM3254		TTH	C2	9	18	2	9 Sep	9 Nov	T. Lahdhiri	114
Cancelled	Joining & Assembly	GG 2313, 54113	GCT 2112, GCE 2131		TTH	C1	12	36	4	9 Sep	3 Dec	ibid	TTI 115/1142
	Machining Processes I	GCT 1112	GCM1013		TTH	C1	9	18	2	9 Sep	9 Nov	T. White	E-LIBRARY
	Mechanisms & Machinery	GCF 4314	GCS3163		MWF	C1	12	36	4	8 Sep	3 Dec	M. Mehrabi	V-Tel
Cancelled	Philosophy	GCL 3113	GCL 1013		MW	C2	14	28	3	8 Sep	8 Dec	ibid	105
	Tool Design	GCT 2182	GCF1113, GCE2462, GCT1112,2012		MW	C2	9	18	2	8 Sep	8 Nov	P. Perdur	114
	Tool Design & Construction	GCE 4173	GCT 2182 3131, 3152; GCE 3012, 3111		TTH	C2	14	28	3	9 Sep	16 Dec	P. Perdur	CONF. RM. A
Cancelled	World Religions	GCL 4413	GCL 3113		MW	C3	14	28	3	8 Sep	8 Dec	ibid	112
	Arts in Action	GCL 3513	GCL1013		TTH	C1	14	28	3	9 Sep	16 Dec	G. Trzaskoma	105
	Communications I	GCL 2013	GCL1013		TTH	C2	14	28	3	9 Sep	16 Dec	M. Ramsey	115
	Communications II	GCL 3013	GCL2013		S	D2	14	14	3	11 Sep	18 Dec	P. Priest	114
	Computers in Engineering	GCF 1013	GCM1013		S	D	9	9	3	11 Sep	6 Nov	K. Sanders	105
	Electrical Machines	GCT 2212	GCS2312		S	D1	10	10	2	11 Sep	13 Nov	A. Slominis	112
	English Composition	GCL 1013	Diagnostic Exam		TTH	C1	14	28	3	9 Sep	16 Dec	P. Priest	V-TEL
	Engineering Economics I	GCE 2462	GCM1022		MW	C6	9	18	2	8 Sep	8 Nov	B. Scott	E-LIBRARY
	Methods & Work Design	IE 3120	Associates Degree		T	C7	9	14	3	7 Sep	23 Dec	S. Palaniswami	V-TEL

Focus: HOPE's Community & Student Affairs Professional Development Workshop Schedule 2004 - 2005

Sign up by calling X 4591 or 4318 Leave your Name, Program and Contact Number

October 2004

- | | | |
|----------|--------------|--|
| 10/7/04 | 12:30 -2:30 | Customer Service for the IT Professional
Diana Hoover Room 105 |
| 10/12/04 | 4:30 – 6:00 | Resume Writing and Interviewing
Todd Hohausen Room 105 |
| 10/28/04 | 12:30 – 2:30 | Customer Service Tools & Techniques
Diana Hoover |
| 10/30/04 | 10:00 – 2:00 | Study Skills and Test Taking
Kristi Doby, Ph.D. & Diana Hoover |

November 2004

- | | | |
|----------|-------------|--|
| 11/02/04 | 3:30 – 5:30 | Customer Service for the IT Professional
Diana Hoover Room 211 |
| 11/18/04 | 3:30 – 5:30 | Customer Service Tools & Techniques
Diana Hoover Room 211 |

December 2004

- | | | |
|----------|--------------|--|
| 12/08/04 | 9:00 – 11:00 | Informational Seminar
Yvonne West MTI testing Center
Family Independence Agency |
|----------|--------------|--|

January 2005

- | | | |
|------------|---------------|--|
| 1/05/2005 | 10:00 – 12:00 | Dressing for Success
Lynette Halalay Room 105 |
| 1/12/ 2005 | 9:00 – 1:00 | Informational Seminar
Yvonne West Room 211
Family Independency Agency |

February 2005

- | | | |
|---------|--------------|--|
| 2/10/05 | 12:30 – 2:30 | Sexual Harassment (EEOC)
Conference Room A |
|---------|--------------|--|

March 2005

- | | | |
|----------|--------------|---|
| 3/3/2005 | 12:30 – 2:30 | Resume Writing
Diana Hoover & Kristi Doby
Room 211 |
| 3/17/05 | 12:30 – 2:30 | Interviewing & Role Play
Diana Hoover & Kristi Doby |

Partial List of Industry Partners That Have Hired Focus: HOPE Graduates

Appendix I

A.B. Heller	Denso	Millennium Manufacturing	Telecore
Adecco	Detroit Diesel	Millwrights Union Local #1102	The Budd Company
Advance Communications, Inc.	Detroit Edison	Modis IT Staffing	The Oakwood Group
Advance Integration Group, Inc.	Detroit Metropolitan Communications	Motex Services	The Web Group
Advantage Logistics	Detroit Newspapers	Motor City Electric Technologies	Trauchan Tool Machine
Air Matic Products	Draw Tite	National Tech Team, Inc.	TRIALON
Ajilon Consulting	Dynamic Seals Co.	NLB Corporation	TRIALON/Goertz+Schiele Corporation
American Axle	EDS	Onsite Commercial Staffing	Universal Bearing Co.
Ameritech	Elan Engineering	Paramount Boring	University of Michigan – Ann Arbor
Analyst International	Electronic Data Systems	Parser	US Manufacturing
Arrow Strategies	Entech Personnel Services Incorporated	PERSONNEL UNLIMITED	Vatalsi
Atlas Tool & Die	Epitex Group	Pitney Bowes	Voda
Bailey Telecommunications, LLC	ETD Staffing Solutions	Plastipak	Volt Services Group
Bing Lear Group	Exemplar Manufacturing	Process Control & Instrumentation	W. F. Whelan
Bridgewater Interior	Ford Motor Company	Product Action	West Win Ltd.
Caterpillar	Forge Industrial Staffing	Productivity Improvement Center	Virtual Communications, LLC
CDS Engineering	General Motors Corporation	Professional Design Technologies	Visteon
CJ Quality Services	Goertz & Schiele Corporation	Progressive Die Solutions	Voda
Clips & Clamps Industries	Great Lakes Technologies Group	Progressive Stamping	Volt Services Group
Clover	Hewlett-Packard Company	Ramzey Broadband Services	Volt Technical Services
Colin Communicaitons	IBEW Electricians Local 58	RCO Technologies	W. F. Whelan
Comcast	IKON Office Solutions	REB Tool	Warren Industries
Communications 2000	Ingersoll	Records Deposition Services	Wayne State University
Communities in Schools of Detroit	International Hardcoat, Inc.	Rouge Steel	West Win Ltd.
Compass Consulting Enterprises Inc.	Kelly Services	Royal Oak Boring	
Complete Communications	Keys & Co.	Sanders Consulting – IT Services	
Complete Computer Services	K-Mart Corporation	Sierra Systems	
Comprehensive Computer Systems Inc.	Lear Corporation	Skyway Precision, Inc.	
Computer & Engineering Services	Learning Consultants, Inc.	Sorting Solutions	
Computer Show Network	Lebow Products	Staff Solutions	
Compuware	LeCommunications, Inc.	Staffing Connection	
CONNECTS	Level 3 Communications	Staffpro, Inc.	
Consumers Energy	Legend Motorcycles, Inc.	Strategic Staffing/City of Detroit	
Convergys Incorporated	Libralter Plastics, Inc.	SVM Development	
Covad Communications	Manpower Professional	TBL Professional Services	
Crown Heating and Air Conditioning, Inc.	Mark IV Aautomotive	TDS Automotive	
Daimler Chrysler	Media One	Tech Systems	
Dana Communications	Metal Dyne	Tech Team Global	
Decision Consultants, Inc.	Michigan Internet Communications Assoc.	Tech Team Global/Ford	
Delcon, Inc.	MI Specialty Tube	Tek Systems	



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CENTER FOR ADVANCED TECHNOLOGIES

Dennis Weathers CAT Graduate



*"I originally intended
to go through
FAST TRACK and
stop there. But...I started
liking it so I went on to
become an engineer."*

Dennis Weathers originally enrolled at Focus: HOPE to make his family stop bugging him about finding something productive to do with his life.

His plan was to go through the FAST TRACK program to improve his reading, math, communication, and computer skills and stop there. But once he got started he was drawn to continue further than he intended. After completing the FAST TRACK program in 1992 he went on to graduate from Focus: HOPE's Machinist Training Institute in 1994 and its Center for Advanced Technologies in 2001.

Now, he's a manufacturing engineer for Ford Motor Company who's grateful for the loving nudges of his family.

"My uncle told me about (Focus: HOPE's educational programs)," he said. "I went to FAST TRACK to make my sister happy. My sister always asked me what I was going to do with my life. I originally intended to go through FAST TRACK and stop there. But I met a lot of friends there who kept me in the program and I started liking it so I went on to become an engineer."

The Machinist Training Institute helped him develop precision machining and metal-working skills, and the Center for Advanced Technologies gave him hands-on experience in manufacturing while studying towards his associate's and bachelor's degrees in science and manufacturing technologies.

During his 2.5 years at Ford Motor Company he has worked at the Michigan Truck Plant where the Navigator and Expedition are being built. He was also in Norfolk, Virginia last year to help with the launch of the F-150.

Weathers is a highly self motivated man who Mark McConville enjoyed supervising during the launch.

"He's dedicated," said McConville, a process and strategy supervisor who was a launch specialist when he worked with Weathers. "He does what it takes to get the assignments done. He took on assignments without a problem and picked up things pretty easily. He had good computer skills and his ability to work with other people is one of his greatest assets."



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MACHINIST TRAINING INSTITUTE

Kumasi Rayford MTI Graduate



*“There’s times you think,
‘man, this is tough.’ But
anything worth having is
hard work.”*

Kumasi Rayford satisfied his unrealized desire to design parts for cars by playing with LEGOs and erector sets as a child. During his teens he admired flashy vehicles in magazines even though he wasn’t old enough to drive.

Now he helps to create the cars that others admire.

A lead designing engineer for General Motors, Rayford, 32, prepared for his career at the Focus: HOPE Machinist Training Institute.

During the 31-week machinist program, Rayford learned precision machining and metal working. Teachers worked with him and other students in small groups for strict, timely classes that taught them how to operate lathes, grinders and other machining equipment. While learning the trade, they created their own set of tools including hammers, clamps, V-blocks, sine bars and parallels. The completed set of tools is valued at \$700 and stays with them throughout their careers.

Rayford, who graduated from MTI in January 2000, said his successful career was made possible by all the “rigorous” training at MTI.

“It’s kind of like a boot camp for the workforce,” he said. “It’s real structured. There’s times you think, ‘man, this is tough.’ But anything worth having is hard work.”

His persistence and knowledge has carried over to his job at General Motors, where he has been since Feb. 14, 2000. One of his most notable accomplishments was designing the world’s first SUV power-sliding rear roof for the Envoy. That’s a long way from where he started.

When a friend told him about Focus: HOPE, Rayford had a GED but wasn’t really certain which direction he was headed in life. But since completing his training at Focus: HOPE and following it up with a job and more training at General Motors he is now also pursuing a bachelor’s degree in engineering and expects to pursue a master’s in business.

He is one of about 30 Focus: HOPE graduates who work for the General Motors in Warren.

Gerald Bojanowski, engineer group manager for movable roof systems at the GM Warren Tech Center, knew Rayford would be a valuable asset to the company the first time he met him.

“From the onset I saw someone very intelligent and hungry who wanted to be involved in something successful,” Bojanowski said. “He continues to excel at anything we throw at him. He has passion, not just for working, but for the automobile. Everyone that I’ve met (from Focus: HOPE) are carbon copy individuals like Kumasi. They come out with a good work ethic and a desire to be the best.”



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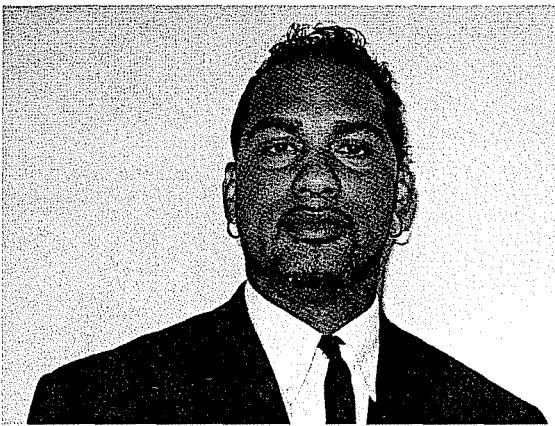
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INFORMATION TECHNOLOGIES CENTER

Dennis Burch ITC Graduate



“The only thing that was holding me back was myself. Focus: HOPE had knocked down all the obstacles for me. All I needed to do was to have the desire and make the commitment.”

Dennis Burch thought too many obstacles stood between him and computer training through Focus: HOPE's Information Technology Center. But generous loan-funders helped to eliminate one of his biggest concerns—and he was able to complete his studies and graduate in May.

“Financing, now this is where I knew I would get tripped up,” he said during his graduation speech. “I was telling the finance officer that I doubted if I would qualify for assistance. My credit wasn't the best, I didn't have enough money saved, and my steady job was not so steady. But then I was shown that there would be a loan that was backed by sponsors of Focus: HOPE. So money, or lack thereof, would not stop me this time.”

Other factors that the 43-year-old Detroit resident thought would prevent him from participating were his age, his odd work schedule, and the demands of caring for a three-year-old daughter.

But, no matter what Burch came up with, Focus: HOPE representatives already had solutions to calm his doubts, he said.

“Then it hit me, all the excuses were gone,” said Burch, who learned about Focus: HOPE's educational programs through a brochure he found in an unemployment office. “The only thing that was holding me back was myself. Focus: HOPE had knocked down all the obstacles for me. All I needed to do was to have the desire and make the commitment.”

That determination earned him the knowledge he needed in network administration to qualify as a Certified Cisco Network Associate. He is now an intern at General Motors Tech Center through EDS.

It was all made possible because of Focus: HOPE and the bighearted contributions of its loan-funders.

Burch compared the success he found at Focus: HOPE to the victory the Detroit Pistons recently achieved in the National Basketball Association Championship.

“The Detroit Pistons organization has been known as a first class organization with a winning program and the ability to develop talent where others might not have noticed,” he said. “I believe that when Father William Cunningham and Eleanor Josaitis wanted to create Focus: HOPE they had the same idea in mind. And, I believe I achieved it in a big way. For me, Focus: HOPE has become an oasis in a desolate sea of disparity. This is a place where you are given the opportunity to learn the foundation of tomorrow's technology no matter your background or situation.”



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INFORMATION TECHNOLOGIES CENTER

Raphael Thomas ITC Graduate



*“Of all of the IT schools
that are out there
I must say I find that
Focus: HOPE has to rank
in the top 10 percentile.”*

When Raphael Thomas accompanied a friend on a visit to Focus: HOPE he had no idea that it would be his life that would change. Now, as a network analyst for Netarx in Bingham Farms, he is glad he made the choice to enroll in the organization's Information Technologies Center (ITC).

“A friend of mine was telling me about (Focus: HOPE's educational opportunities),” said Thomas, 29, of Detroit. “He wanted to find out more about the program, so I brought him down and we both took the information. He decided not to come, but I did. The reading material I was presented with made me decide to come.”

This information included the fact that ITC provides education and training in the rapidly growing field of computer and information technology. Students prepare for industry certifications such as Cisco CCNA, Microsoft MCP, CompTIA A+, and Linux+ to begin careers in network administration, network installation, and desktop support.

Thomas, who completed the program in May, is one of more than 400 students who have graduated since the ITC opened in 1999.

The program was the motivation he needed to take the necessary steps to make himself more marketable.

“I had done self study, but I didn't have the guts to take the (certification) test,” Thomas said. “So, I decided to join (Focus: HOPE's) class environment. It worked out pretty well. It really did give me courage to go on and get the certifications.”

He obtained certifications in CCNA, A+, and MOUS as a result of what he learned in ITC. Previously, he had attained certifications in Net+ and Security+.

So, he definitely doesn't regret taking advantage of the opportunities and knowledge that Focus: HOPE gave him.

“Of all of the IT schools that are out there I must say I find that Focus: HOPE has to rank in the top 10 percentile,” Thomas said. “With good equipment, excellent instructors and staff, I highly recommend that any student who wants to get into the IT field should consider coming to Focus: HOPE.”



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CENTER FOR ADVANCED TECHNOLOGIES

Ralph Crossley CAT Graduate



*Focus: HOPE
introduced me to the
manufacturing field and
gave me an opportunity
to work in the field and
start my career there."*

When four years of fixing helicopters in the Marine Corps didn't translate into a civilian job, Ralph Crossley started waiting tables at the Atheneum Conference Center in Detroit.

But he didn't want this to be his final destination. He wanted to be a machine repairman.

Today, he has a more advanced career than he originally intended. He graduated from Focus: HOPE's Center for Advanced Technologies (CAT) and is working as a manufacturing engineer for Detroit Diesel.

"When I look back I just wanted to be able to fix a machine, but I've come a long way," said Crossley, 34, who has been working for the corporation since 2000. "Focus: HOPE, Eleanor Josaitis, and Father Cunningham had a dream for me when I didn't have one for myself. Now I have a beautiful home in Brighton, a wife, and a child. Focus: HOPE introduced me to the manufacturing field and gave me an opportunity to work in the field and start my career there."

A simple trip to the grocery store started him on this successful path. He saw a Focus: HOPE poster that portrayed the opportunity he'd been waiting for. At that point in his life he was single and living with his mother and, since he didn't have a car, he needed something within walking distance from where he lived. He also didn't have the kind of money it would have taken to go to a university without putting himself in deep debt.

He used the discipline he'd learned as a Marine, enrolled in the Machinist Training Institute, and graduated in 1994. He then went on to graduate in 2000 from Focus: HOPE's CAT with a bachelor of science in manufacturing engineering awarded by the University of Detroit Mercy. The opportunity gave him hands-on experience in manufacturing while he earned his degree.

"It's basically a 12-hour day starting at 6 a.m. (with work followed by classes)," Crossley said. "So I spent at least 12 hours a day at Focus: HOPE on weekdays. Saturdays and Sundays I studied in the e-library at Focus:HOPE. Some days I'd leave and it would be dark out."

All of that dedication is now paying off at Detroit Diesel, said his supervisor Dan Hogan.

"He's very responsive and good at helping to implement change within the organization," said Hogan, an area manager for Detroit Diesel. "He helps to implement cost reductions within the department. The fact that he ran a lot of the equipment at Focus: HOPE makes him very hands-on. He has a good idea of what it's like to run the equipment through experience."



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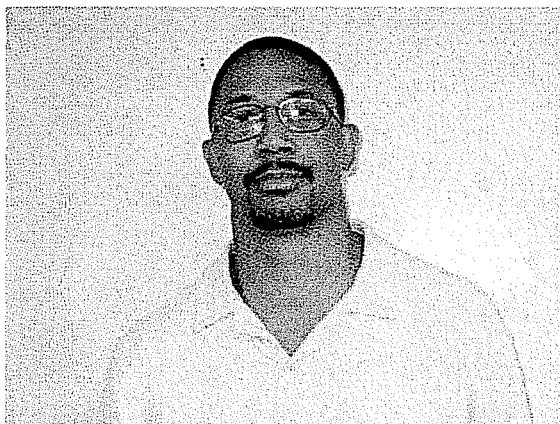
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CENTER FOR ADVANCED TECHNOLOGIES

Glenn Johnson CAT Graduate



*“(Focus: HOPE’s
educational programs)
filled in all the gaps in my
mathematic education.
For the first time I was
interested in math because
it had a purpose.”*

Glenn Johnson took his Highland Park adult education students to Focus: HOPE for a tour in 1996 hoping that they'd see something that would spark their interest in further education after completing their GEDs.

At the end of the day, he was the one convinced that it was time to switch from his role as teacher to that of student.

“I was impressed (with Focus: HOPE's educational programs),” said Johnson, who was also serving in the Army Reserves. “I (had previously) tried engineering while I was at Morehouse College but math deterred me from becoming an engineer. I got down there and I had one of the top math persons in the world as my math teacher. I realized I didn't have the tools to be an engineer.”

This incorrect assumption had led him to pursue other ventures, including the teaching job he was working when he found out about Focus: HOPE. He had become an adult education teacher after he was laid off from a job at MichCon.

Prior to this he was well on his way to becoming a chiropractor. He had taken pre-med classes in community college and was accepted to two of the nation's three chiropractic colleges. However, he didn't have the money to follow through.

But as he stood in the midst of Focus: HOPE's campus with his students he became inspired to pick up the career that he had previously eluded him. He completed the Machinist Training Institute (MTI) in 1997 and graduated in December 2004 from the Center for Advanced Technologies (CAT).

This time the math wasn't a deterrent.

“I was a little bit older when I went to MTI,” Johnson said. “It filled in all the gaps in my mathematic education. For the first time I was interested in math because it had a purpose. I never really needed it before. I figured if I knew how to count money, that's all I needed to know.”

Johnson learned so much more in the 31-week MTI program as it prepared him for careers in the manufacturing trades. He added on to this knowledge by going on to the CAT where he gained hands-on experience in manufacturing while studying toward his Bachelor of Science degree in manufacturing engineering technology from Wayne State University. He did all of this while also handling the responsibilities of a one-year-old daughter.

And, not only did he master all of the program's mathematic requirements, he was hired as a tool and die supervisor for General Motors Corporation in Pontiac. Initially, he will participate in GM's three-year training program and then will become a tool and die engineer.



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CENTER FOR ADVANCED TECHNOLOGIES

David Baker CAT Graduate



“You get the same type of engineering education at Focus: HOPE. What you really gain is hands-on experience. It’s kind of the difference between learning to ride a bike and actually riding a bike. So, you graduate a step above other people.”

David Baker’s high school machine class was among his least favorite. All of the monotonous talk about the equipment couldn’t hold his attention.

So, he was only half listening when his mother suggested he enroll in Focus: HOPE’s educational manufacturing and engineering programs.

But he decided to give it a try anyway after graduating from high school. Much to his own surprise, he liked it.

“My mother told me about it about two months before I graduated,” said Baker, 26, who is now a manufacturing engineer for American Axle. “I wasn’t too enthused about it. But, I figured I’d check it out. So, I went on a tour (of Focus: HOPE’s campus) and they were talking about engineering. I was more interested in that aspect.”

He graduated from Focus: HOPE’s Machinist Training Institute in 1997. He went on to graduate from the organization’s Center for Advanced Technologies with a bachelor’s degree in manufacturing engineering technology from Wayne State University in 2001.

Now Baker is enjoying a fulfilling career and he owes it all to his mother’s gentle suggestion, his willingness to take heed, and Focus: HOPE’s interactive preparation.

“Usually I tell people the difference from (Focus: HOPE and) college,” said Baker who has worked for American Axle for one year. “You get the same type of engineering education at Focus: HOPE. What you really gain is hands-on experience. It’s kind of the difference between learning to ride a bike and actually riding a bike. So, you graduate a step above other people.”

This preparation is definitely appreciated by his supervisor, Edward Rodgers.

“He’s a very good worker,” Rodgers said. “He’s very organized. He stays on top of all of the projects that we give him. He’s using his mechanical skills he learned at Focus: HOPE to our advantage. Hopefully he’ll have a long career here with us.”



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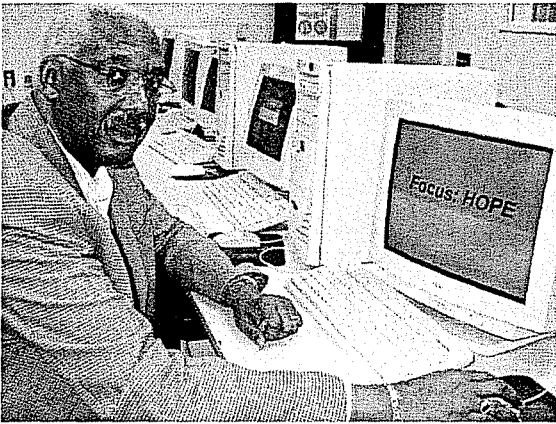
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INFORMATION TECHNOLOGIES CENTER

Jesse M. Wesley ITC Graduate



*“I learned (at Focus: HOPE)
how to really apply some of
the things I knew and added
to what I already had.
I learned the proper ways
of troubleshooting and
operating system
installation...”*

Nearly four years after retiring as superintendent of operations for the City of Detroit, Jesse M. Wesley was steering his life in a new direction.

During his years of “retirement,” he kept himself busy as a consultant installing, setting up, and training people on Oracle, a business database. Later he became curious about an additional avenue to improve his skills after he found out that a friend was taking classes at Focus: HOPE.

“I thought (Focus: HOPE) was just a trade school for machinists,” said the 57-year-old Detroit resident. “I didn’t know about the (information technologies) part of it. I talked to one of the recruiters and I told her what I was looking for.”

Following that conversation, he started taking Desktop and Server Administration classes where he prepared for industry certifications in A+, Linux+, and MCP (Microsoft Certified Professional.)

Wesley already had a bachelor’s degree in business from Siena Heights University and a master’s in education from Wayne State University. While he had a little bit of self-taught IT knowledge, he lacked certification and formalized training.

“I wasn’t a novice,” he said. “I learned (at Focus: HOPE) how to really apply some of the things I knew and added to what I already had. I learned the proper ways of troubleshooting and operating system installation. I had done hundreds of them, but that didn’t mean I was doing them right.”

Since graduating in July, he is now A+ certified in hardware and software, and has been known as “Mr. Wesley” to his students at Davenport University in Warren for two years. The adjunct professor of computer maintenance, operating systems, and networking fundamentals even took a little of the practical, hands-on learning approach he experienced at Focus: HOPE to his own classroom. He is known for using some of his own technical equipment in the classroom for demonstration and mock-installation.

Wesley is definitely glad he made the choice to invest 24 weeks in Focus: HOPE’s Information Technologies Center.

“One thing I’ve learned since I’ve retired is if you want to make the money, you have to put in the time,” said Wesley, who is also a teachers’ assistant for Focus: HOPE. “I’m reaping the benefits.”



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MACHINIST TRAINING INSTITUTE

Adriana Vargas Completed FAST TRACK MTI Student



"I thought people were going to make fun of me. I don't like to speak in front of people, only when I have to. But, I'm getting better. Here you know your classmates and teachers. Here the classes are smaller, so they can help you and you are more comfortable."

English is sometimes a challenge for Adriana Vargas, who came to the United States from Mexico seven years ago. Consequently, when a friend told her about Focus: HOPE's educational programs she was hesitant to take the chance.

The southwest Detroit resident had been studying mechanical engineering at a major university for a year where larger class sizes and the lack of hands-on experience made adjusting to her second language more difficult. Focus: HOPE provided a much different environment.

"I was a little scared in the beginning when I first started FAST TRACK," said, Vargas, 20, who has since completed the introductory program and enrolled in the Machinist Training Institute. "I thought people were going to make fun of me. I don't like to speak in front of people. But, I'm getting better. Here you know your classmates and teachers. Here the classes are smaller, so they can help you and you are more comfortable."

FAST TRACK helps high school graduates and GED recipients to dramatically improve their reading, math, communication and computer skills through concentrated study. Vargas, who already had excellent math skills, completed this program at the Southwest Training Center on Martin Luther King Boulevard, in Detroit.

While in the Machinist Training Institute, Vargas is preparing for careers in the manufacturing trades by developing her machining and metalworking skills. She, along with other students in the 31-week, full-time program, take classes and work on the machine shop floor learning to operate lathes, mills, grinders, and Computer Numerical Controlled equipment. They also make a set of tools that will stay with them throughout their career.

The support of her family has been crucial to her progress.

"My mother (Patricia Ramirez) always encouraged me to go to school because I'm the oldest (of five children)," said Vargas, who works part-time as a baker. "I was scared to do it because I didn't know English. She's my main support. She always tells me that everything I want to do I can do it."

Focus: HOPE's staff is also on her side, including Robert Muha, manager of the Southwest Training Center.

"I just kept telling her that there were students who were very strong in English, but weak in math," Muha said. "But it balances itself out. So, I just kept working with her. I think that's what happens with most students here. Their confidence level goes up."



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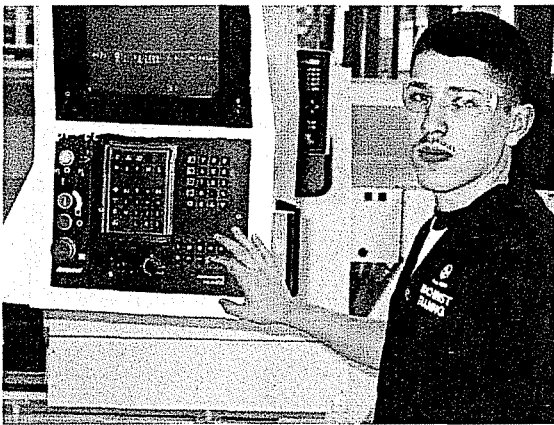
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MACHINIST TRAINING INSTITUTE

Josue Flores Completed FAST TRACK MTI Student



“When I was in middle school and high school I knew I wanted to be an engineer. I saw my goals, but I thought there was no way I would achieve them because I didn't have the money.”

When Josue Flores graduated from Western International High School in 2003 he had a diploma in his hand and stress on his mind. He didn't know what he was going to do next.

He took a full-time job repairing homes, but that wasn't what he really wanted to do.

“It was labor work,” said Flores, 19, of southwest Detroit. “I saw too much of that from my dad (Toribio Flores). He always told me to go and study and do something because he didn't want to see me breaking my back like he was breaking his back to support a family.”

When his pastor told him about Focus: HOPE's educational programs, he knew that was his chance to take his life in a different direction. In the fall of 2003, he enrolled in FAST TRACK, a program that helps high school graduates and GED recipients improve their reading, math, communication and computer skills through concentrated study.

Now he is enrolled in Focus: HOPE's Machinist Training Institute where he is developing precision machining and metalworking skills. After graduating from MTI, he wants to enroll in Focus: HOPE's Center for Advanced Technology where he can earn a bachelor degree in manufacturing engineering and gain work experience using his machining skills.

It's all preparing Flores for the career as a world-class engineer that he has dreamed about since childhood, but didn't think he'd ever have the means to pursue.

“All through my life math was the easiest subject,” Flores said, who has five brothers and sisters. “My teachers told me I was good in math and that I should look into becoming an engineer. When I was in middle school and high school I knew I wanted to be an engineer. I saw my goals, but I thought there was no way I would achieve them because I didn't have the money. But, the opportunities opened.”

That's why Focus: HOPE's financial benefits make its educational programs an attractive route for many families that are looking for an affordable way to educate their children, said Robert Muha, manager of the Southwest Training Center.

“For many families, paying for college is an issue,” he said. “When you get here, financial assistance is available and when you get into the Center for Advanced Technologies your tuition is picked up.”

So, with this promising future ahead, his post-high-school worries are behind him.

“Now I have a goal,” Flores said. “Now it's up to me to go up and reach my goal. I'm not stressed anymore.”



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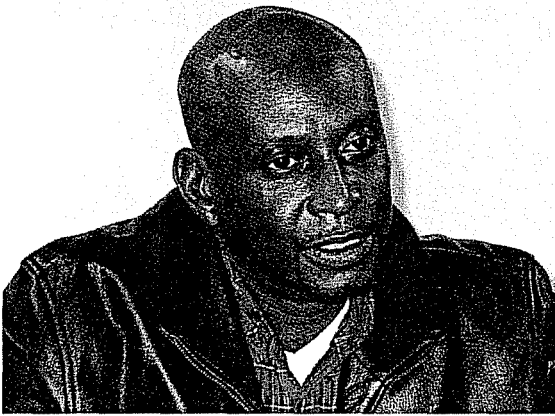
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MACHINIST TRAINING INSTITUTE

Lester Lampkins MTI Graduate



*"I didn't start
dreaming until I got
(to Focus: HOPE)."*

Lester Lampkins' friends weren't impressed when he took a \$5.50 per hour job as a machine repairman after graduating from Focus: HOPE's Machinist Training Institute (MTI) in 1989. It wouldn't take long before they changed their minds.

Lampkins moved into a well-paying job at FANUC Robotics where he now earns \$32 an hour with full benefits, a car allowance, bonus incentives, and overtime as a senior service/installation engineer.

A native of Memphis, Tennessee, Lampkins had moved to Detroit in the 1980s looking for a good job opportunity. "I wasn't doing that good down south," said Lampkins, 47. "There weren't a lot of jobs. I heard they made cars in Detroit. I knew if I got a job dealing with cars I'd never be out of work."

Initially, he didn't do any better here than down south. He lived with an aunt and depended on food stamps to eat. One day, as he stood in line for his monthly allotment of food vouchers he saw a poster about Focus: HOPE's educational programs.

He went to Focus: HOPE where he met the late Father William Cunningham. The co-founder gave him his first job in Detroit as a custodian.

"I didn't want everybody to know I was cleaning the classrooms, so I always walked outside like I was catching the bus," Lampkins recalled. "But (Cunningham) did that for me not to quit because I needed an income. That's why I graduated. That was the first job I had in Michigan. I've never been out of work since and I've never needed any food stamps either."

Lampkins learned precision machining and metalworking skills at MTI. He took classes and worked on the machine shop floor learning to operate lathes, mills, grinders, and Computer Numerical Controlled machine tools.

Now Lampkins has moved back to Memphis where he works for FANUC out of his home. He said the skills he attained at MTI prepared him for his future in the same way that a college degree would have.

"They've taught me that I can figure out anything put before me if it deals with math," Lampkins said. "So, the same things I learned here I applied to the electronic end. I think I can go to work anywhere. I didn't start dreaming until I got (to Focus: HOPE) because I wasn't looking to finish school. But, then I realized I could do this."

Now he impresses his colleagues at FANUC, including Service Supervisor Marianne Thomas.

"What he learned (at Focus: HOPE) allows him to do his job," Thomas said. "I can give him all kinds of jobs and off he goes. He's a self-starter who's very motivated. He's fantastic."



MACHINIST TRAINING INSTITUTE

Overview: The Machinist Training Institute was established in 1981 to bridge industry needs for precision machinists with community needs for well-paying and career employment. This state licensed and accredited training institute provides comprehensive basic and advanced precision machining and metalworking skills. The program provides opportunity for minority youth, women, and others to gain access to the financial mainstream and learn in-demand skills. Of the hundreds of the businesses that hired the first MTI graduates, most had never previously hired either a woman or minority as a machinist. This hiring thus furthered the Focus: HOPE mission of breaking down racial and gender barriers.

Today, in terms of formal career training programs, the Focus: HOPE MTI provides 43% of new entrants for skilled production work in Michigan and 58% of all machinist entrants formally trained. Since its inception the program has graduated over 2,700 machinists, with graduates receiving wages between \$8.50 and \$12.00 per hour. Graduates of the MTI may go directly into jobs as precision machinists or other advanced manufacturing classifications or pursue additional post-secondary education.

Program and Course Descriptions

The Basic Machinist Training Course consists of a 31-week period requiring 1,108 contact hours to successfully complete (including both Manufacturing Technology Vestibule and Basic Precision Machining). Its graduates are able to read blueprints, efficiently produce the work called for in the blueprint, and meticulously inspect the produced piece to insure that it meets specifications. Program Course Hours Are As Follows:

Manufacturing Technology Vestibule (5 weeks)

<u>TRAINING AREA</u>	<u>CONTACT HOURS</u>
Shop Theory	17
Shop Math	16
Blueprint Reading	16
Drafting	12
Communication Skills	16
Computer Literacy	12
Lathes	73
Intro To Technology	<u>14</u>
Total	176

Basic Precision Engineering (26 weeks)

<u>TRAINING AREA</u>	<u>CONTACT HOURS</u>
Shop Theory	61
Shop Math	121
Blueprint Reading	61
Drafting	70

Communication Skills	61
CAD	82
Lathes	73
Mills	147
Grinders	147
CNC Operations	<u>109</u>
Total	932

There is flexibility within this structure allowing a student to reduce his/her clock hours in areas where competencies are achieved and/or projects completed ahead of schedule. The hours gained must be applied to (1) additional work in a different area where difficulty has been encountered, or (2) advanced study in enrichment areas.

Shop Theory provides an overview of the principles and techniques used in the machine shop. Students learn to use precision measuring instruments such as the micrometer, calipers and gage blocks. Properties of metals and alloys are examined in some detail, along with the basic machines used in metalworking operations. Speeds and feeds and the use of tables and handbook data are studied.

Shop Math gives students the basic mathematical skills necessary to enter the machinist trade. Basic shop Math topics range from fractions and decimals to algebra and geometry. Efficient use of calculators is a regular part of instruction. Advanced Shop Mathematics concentrates on problem solving in general math and trigonometry. Practical shop applications are an integral part of the course.

Blueprint Reading teaches how to read a blueprint and take a job from blueprint to prototype. The student develops an understanding of the standards, signs, symbols, and other techniques the draftsman uses to describe a part, unit or mechanism completely. Topics include dimensions, tolerances, product specification, number of parts to be machined, process engineering and tool instructions.

Technical Drawing familiarizes the students with basic drafting principles and methods of presentation. Students learn to describe a part with the universal language of the mechanical world. Considerable time is spent on line weight, symbols, and dimensioning. Subjects covered include projection, sectional views, multiview drawing, and auxiliary views.

Communication Skills develops both spoken and written communications to prepare students for greater success in the job market. The course covers group communications, goal setting, resume writing, interviewing, job searching and job retention.

Computer Theory enables the student to see the computer for the tool that it is. The class teaches the student how to travel around the computer by first introducing DOS and WINDOWS. The students delve into software packages; learning the principles of word-processing, spreadsheets, and databases. The student then moves on to AutoCAD software to learn to apply drafting knowledge.

Shop Laboratory entails practical application of all learning. Students receive hands-on experience in setting up jobs and operating lathes, horizontal and vertical mills and Bridgeports, surface, I.D. and O.D. grinders as well as the computer numerical control of lathes and mills. Students also receive instruction in instrument reading, and make actual machine-tooled parts from blueprints.

Advanced Precision Machining/Pre-Engineering (24 weeks/5.5 hrs/day)

The Pre-Engineering coursework provides students who plan to enroll as Candidates in the Center for Advanced Technologies (CAT) with a very strong math foundation, necessary in order to be successful in the undergraduate engineering programs. Students who successfully complete the Vestibule, Basic Precision and Advanced Precision Machining coursework may receive as many as 14 credits toward their Lawrence Technological Institute associate degree.

TUITION IS \$4000

Contact Hour Breakdown

Pre-Engineering

Orientation	8
Statistical Process Control	40
Unigraphics	76
Computer Literacy	40
English Composition	80
Fundamentals of Measurement	20
Geometric Dimensioning & Tolerancing	40
Mathematics	120
Problem Solving	56
Statistical Methods	<u>80</u>
Total	560

Pre-Engineering Mathematics: Trainees learn polynomial (factoring and operations), systems of equations, quadratic equations, complex number system, logarithms, exponents, rational expressions, and functions.

Geometric Dimensioning & Tolerancing: The course provides a working knowledge of advanced principles and techniques of GD&T, covering its history, justification and advantages, geometric characteristics and symbols, feature control frames, material condition and datum. Form, orientations, locational, profile and runout tolerances are discussed in detail. Trainees are assigned projects to apply these concepts, and prints from industry are used extensively.

Statistical Process Control: Trainees receive an overview in the methods and “tools of quality” useful in improving products and processes. Tools and techniques demonstrating the concepts of total quality management and continuous improvement are studied to reinforce the overall SPC and Problem Solving techniques utilized in manufacturing and TQM.

Problem Solving: The course is designed to develop the problem solving ability and introduce more strategies than come up naturally in traditional math courses where problem solving is integrated. Concepts such as systematic lists, matrix logic and manipulatives are explored as ways of enhancing critical thinking ability.

Unigraphics Laboratory: Trainees learn tool design and manufacturing using Unigraphics (an advanced CADD tool). Designs are constructed, defining the tools and tool path required to manufacture a part. Trainees learn to process jobs from start to finish.

Computer Literacy: Trainees learn the basics of Microsoft Office functions, including Word, Excel, Access and PowerPoint programs.

English Composition: Trainees learn or review grammar and its usage, sentence structure, paragraph construction and punctuation.

Orientation: Trainees are acclimated to the expectations of the Pre-Engineering program and the tie-ins with the Center for Advanced Technologies. Study techniques, Instructor availability, and tutoring assistance are discussed.

Statistical Methods: Trainees learn the concepts and definitions used in statistics, counting techniques, normal distribution, mean and standard deviation, and an introduction in probability.

Fundamentals of Measurements: Trainees learn measurement and its importance in assuring accuracy and precision. Standards and units are emphasized. Conversions between English and SI Systems and different measuring instruments are discussed.

VESTIBULE & Core 1 CLASS START

Class	Vestibule start	Core 1 start
199	9/20/2004	10/25/2005
200	11/15/2004	1/3/2005
201	1/24/2005	2/28/2005
202	3/21/2005	4/25/2005
203	5/16/2005	6/20/2005
204	7/18/2005	8/23/2005
205	9/12/2005	10/17/2005
206	11/17/2005	12/12/2005



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FIRST STEP - COURSEWORK DESCRIPTION

The FIRST STEP program will provide its graduates with classroom and hands-on training in the area of job skills and remediation training concentrating on increasing mathematical abilities.

The following table provides a detailed outline of the coursework and competency levels attained by program completers.

Program Hours	Program Components	Description of Activities	Competencies Attained
60	1. Computer-Based math and reading	* Exclusive use of an IBM compatible Personal Computer * Utilizing Destinations Learning software (Josten) * Also utilize Destinations software	* Computer literate w/ Pentium Computers * Ability to work through computer-based assignments and lessons at basic level
60	2. Mathematics	* Students study: Fractions, Decimals, Flow Charting, Word Problems, Integer Operations, Order of Operations, Exponents, Roots, Graphing, Slopes, Measurements, Perimeter and Area.	* Proficient in math skills * Increase Math skills at least one to two grade levels
20	3. Computer Technology	* Introduction to computer skill concept, keyboarding, MS DOS Operating System fundamentals, and introduction to basic word-processing and spreadsheet software	* Demonstrate an understanding of Microsoft Word and Excel Spreadsheet capability * Demonstrate an understanding of MS DOS Operating System Knowledge * Knowledge sufficient in basic hardware and software components to enter Data Entry Clerk, Warehouse Clerk and Production Clerk employment
20	4. Communications Training	* Draft resume * Develop marketable cover letter * Write and deliver speeches * Strengthen interviewing skills	* Complete resumes * Complete cover letters * Introduction to public speaking * Proficiency in interviewing skills, proper dress code, and personal demeanor standards for the business environment

160 Total Program Hours

FAST TRACK -- COURSEWORK DESCRIPTION

The FAST TRACK program instills its graduates with computer literacy, proficiency in industry-standard word-processing and spreadsheet software, fundamental math skills and logic, and an awareness of technical career opportunities. Each of these competencies allow for a rapid transition of program completers into technical careers, advanced technical training for skilled manufacturing, and entrance into post-secondary educational institutions. The following table provides a detailed outline of the coursework and competency levels attained by program completers.

Program Hours	Program Components	Description of Activities	Competencies Attained
130	1. Computer-Based math and reading	<ul style="list-style-type: none"> * Exclusive use of an IBM compatible Personal Computer * Utilizing Invest Learning software (Josten) * Also utilize Destinations Software 	<ul style="list-style-type: none"> * Computer literate w/ Pentium Computers * Ability to work through computer-based assignments and lessons at mastery level
26	2. Mathematics	<ul style="list-style-type: none"> * Students study: Fractions, Decimals, Flow Charting, Word Problems, Integer Operations, Order of Operations, Exponents, Roots, Graphing, Slopes, Measurements, Perimeter and Area, Pythagorean and Trigonometry/Geometric Functions * Advanced students exposed to pre-calculus 	<ul style="list-style-type: none"> * Proficient in math skills * Increase Math skills at least one to two grade levels
26	3. Computer Technology	<ul style="list-style-type: none"> * Learn basic computer skill concept, keyboarding, MS DOS Operating System fundamentals, & business word-processing and spreadsheet software 	<ul style="list-style-type: none"> * Demonstrate Microsoft Word and Excel Spreadsheet capability * Demonstrate an understanding of MS DOS Operating System Knowledge * Knowledge sufficient in basic hardware and software components to enter Info Systems employment
42	4. Career Prep/ Technical Awareness	<ul style="list-style-type: none"> * Orientation to Bennet Mechanical Aptitude test * Tour advanced manufacturing sites * Establish career goals * Review vocational and professional occupations 	<ul style="list-style-type: none"> * Understand available technical careers * Possess mechanical aptitude necessary for entering Focus: HOPE MTI & other advanced technical training programs * Work ethic required for success * Develop career goals
56	4. Communications Training	<ul style="list-style-type: none"> * Draft resume * Prepare business letter * Write and deliver speeches * Strengthen interviewing skills * Learn about team principles of high performance organizations 	<ul style="list-style-type: none"> * Complete resumes * Prepared for team-oriented work environments * Capable of writing cover letters and other business communications * Introduction to public speaking * Proficiency in interviewing skills, proper dress code, and personal demeanor standards for the business environment

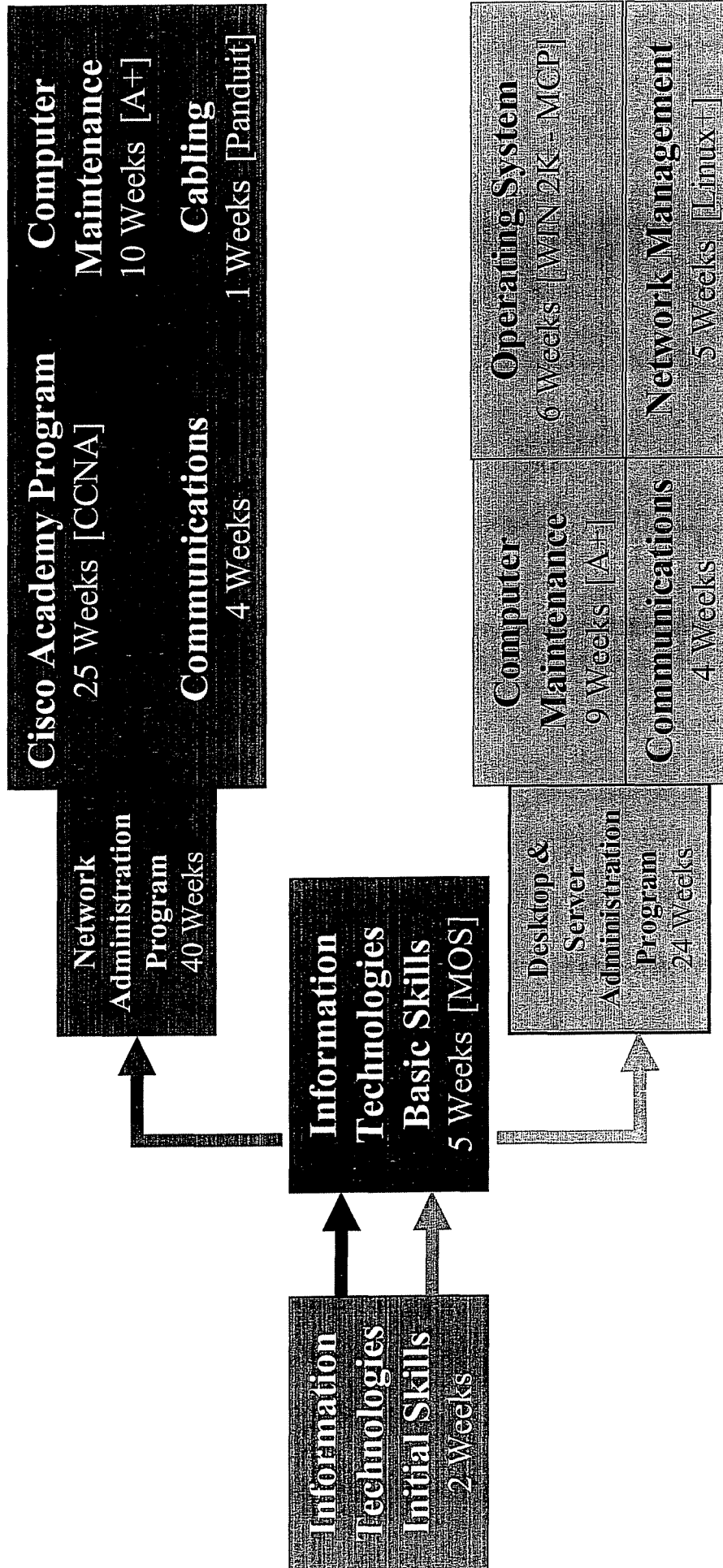
280 Total Program Hours

2004-2005 FAST TRACK CLASS SCHEDULE

CLASS	START DATE	END DATE
FS 91	OCT-11-04	NOV-05-04
FT323	OCT-11-04	NOV-26-04
MATH#2	OCT-04-04	OCT-29-04
READ#2	OCT-25-04	NOV-19-04
MATH#3	NOV-01-04	NOV-26-04
FS92	NOV-08-04	DEC-03-04
FT324	NOV-08-04	DEC-24-04
READ#3	NOV-22-04	DEC-17-04
MATH#4	NOV-29-04	DEC-24-04
FS93	DEC-06-04	JAN-07-05
FT325	DEC-06-04	JAN-28-05
READ#4	JAN-03-05	JAN-28-05
MATH#5	JAN-10-05	FEB-04-05
FS94	JAN-10-05	FEB-04-05
FT326	JAN-10-05	FEB-25-05
READ#5	JAN-31-05	FEB-25-05
MATH#6	FEB-07-05	MAR-04-05
FS95	FEB-07-05	MAR-04-05
FT327	FEB-07-05	MAR-25-05
READ#6	FEB-28-05	MAR-25-05
FS96	MAR-07-05	APR-01-05
FT 328	MAR-07-05	APR-22-05
MATH#7	MAR-07-05	APR-01-05
READ#8	MAR-28-05	APR-22-05
FT329	APR-04-05	MAY-20-05
FS97	APR-04-05	APR-29-05
MATH#8	APR-04-05	APR-29-05
READ#9	APR-25-05	MAY-20-05
FT330	MAY-02-05	JUN-17-05
FS98	MAY-02-05	MAY-27-05
MATH#9	MAY-02-05	MAY-27-05

2004-2005 FAST TRACK CLASS SCHEDULE

READ#10	MAY-23-05		JUN-17-05
FT331	MAY-31-05		JUL-15-05
FS99	MAY-31-05		JUN-24-05
MATH#10	JUN-06-05		JUL-01-05
READ#11	JUN-20-05		JUL-22-05
FT332	JUN-27-05		AUG-19-05
FS100	JUN-27-05		JUL-29-05
MATH#11	JUL-11-05		AUG-05-05
READ#12	JUL-25-05		AUG-19-05
FT333	AUG-01-05		SEP-16-05
FS101	AUG-01-05		AUG-26-05
MATH#12	AUG-08-05		SEP-02-05
READ#13	AUG-22-05		SEP-16-05
FT334	AUG-29-05		OCT-14-05
FS102	AUG-29-05		SEP-23-05
MATH#13	SEP-05-05		SEP-30-05
READ#14	SEP-19-05		OCT-14-05
FT335	SEP-26-05		NOV-11-05
FS104	SEP-26-05		OCT-21-05



Information Technologies Center Career Paths

Prerequisite Classes



Information Technologies Initial Skills (ITIS)

This prerequisite program is for the student with little or no basic knowledge of using a computer. Students learn basic keyboarding skills, how to use a mouse and to navigate WinXP. ITIS provides the essential Computer Literacy (CL) skills students need to progress on to the Information Technologies Basic Skills module.

ITIS is a 40-hour program, lasting 2 weeks, Monday-Friday; successful completion requires attendance in classes and completion of lab assignments. The program focuses on:

- Basic computer skills
- Keyboarding and mouse skills
- Competency in Windows XP

Tuition: \$500

Information Technologies Basic Skills (ITBS)

This program prepares students to be computer literate. Students are exposed to basic applications in the Microsoft Office Suite: Word, Excel, PowerPoint & Project 2000. Upon completion, students may choose to obtain a Microsoft Office Specialist (MOS) certification. Students will be exposed to IT career choices and training options at ITC. ITBS is a prerequisite for the Network Administration and Desktop and Server Administration.

ITBS is a 100-hour program, lasting 5-weeks, Monday-Friday; successful completion requires attendance in classes and completion of lab assignments. The program focuses on:

- Intro to computers and the World-Wide Web (www)
- E-mail
- Microsoft Office XP: Word, Excel, PowerPoint
- Microsoft Project 2000
- IT careers

Tuition: \$1700

Desktop & Server Administration Program



As a Desktop & Server Administrator, you provide technical support for the users or "clients" of a network. The smooth functioning, maintenance and upgrading of PC hardware, operating software and operating systems (OS), such as Windows 2000 and Linux are your specialties. In the course of a typical day, you may:

- Create user log ins and access control
- Load and configure new applications
- Monitor and modify desktop performance
- Back up and restore data
- Document configurations
- Upgrade hardware
- Upgrade an operating system
- Install equipment
- Coordinate activities of your team of technicians

Worth your weight in gold

When your company's PC users require assistance, you are the most important person in the place! Does this sound like a desk job? Much of your time is spent working at users' desks, but expect a constant mix of physical and mental challenges: lifting and installing systems; troubleshooting problems; implementing projects; servicing client deadlines; interfacing with management to achieve company goals.

You are truly worth your weight in gold!

In these positions, you can expect an entry-level wage ranging between \$10 and \$15 per hour. Your prospects for advancement in the industry are very promising: Systems Administrators with 2-3 years of experience and additional certifications can expect to earn \$40-60,000/year.

Career Opportunities

The Desktop & Server Administration Program at Focus: HOPE ITC prepares you for three industry certifications: A+, Linux+ and MCP (Microsoft Certified Professional). An A+ certification indicates that you have a comprehensive

understanding of PC hardware and operating software. A Linux+ certification indicates that you are able to assist users with login, file and printing services on a Linux network. An MCP indicates that you know the Windows 2000 operating system. At completion of the program, you will be qualified to apply for entry-level positions, such as:

- Help Desk Technician
- PC Technician
- Desktop or Server Technician

You will be in demand

In a special report released May, 2003, the Information Technology Association of America (ITAA) states "Companies are adding tech support workers-an indication that personnel may be needed to help in new product and program sales, project implementation and customer support. This activity translates into new business and IT spending growth.."

In NACFAM Weekly, September 1, 2003, Document#6, report on the relevancy of IT certifications [abbreviated ITC in report] states, "Both HR executives and IT employees reported that ITCs were of great benefit in the recruitment and job application process; both felt that an ITC was a clear signal of not only specific IT knowledge and skills but also of desirable motivation and attitude."

Students Comments

My Instructor was:

"...a dedicated instructor who pushes his students to learn as much as possible. I also liked the fact that he used real world situations to help enhance the overall learning environment."

"...very helpful in keeping me going and giving me inspiration...he also gave me courage to do anything I can even though I wasn't so sure sometimes."

"...made learning easy and coming back to school one of the best decisions I will make in my life!!! thank you."

Focus: HOPE ITC

Desktop & Server Administration Program Description

Prerequisites:

- H.S. Diploma or GED
- 12th grade reading/9th grade math, as measured on the Test of Adult Basic Education (TABE)
- Drug Free
- Valid driver's license and reliable transportation (for placement)
- Pass ITC interview
- Pass Information Technologies Basic Skills (ITBS/Computer Literacy – 100 hours) or
- Pass MOS certification in Microsoft Word or Excel
- Information Technologies Initial Skills (ITIS) or ability to pass WinXP user test, type 12 wpm

Desktop & Server Administrator (DS) is a 24-week, 480 hours course, which includes:

- **PC hardware and operating systems**
 - Installing & configuring PCs
 - Installing & configuring PC boards and peripherals
 - Installing & configuring PC operating systems
 - Installing & configuring software applications on a PC
 - Configuring network parameters on a PC
 - Troubleshooting PCs
- **Microsoft Windows 2000**
 - Installing & configuring Windows 2000
 - Windows 2000 user accounts and access control
 - NTFS file system

• **Linux**

- Installing and configuring Linux OS
- Linux log ins and access control
- Linux Distributed Print Services
- Linux file system and file system security

• **Communications/Professional Development**

- Business Communication & Professionalism
- Creative Problem Solving
- Career Management
- Essential Business Tools

Class lectures, hands-on labs and computer-based tutorials are the tools used by the ITC to train students. Students attend classes or labs 4 hours per day, Monday through Friday.

The DS program prepares the student for the following industry recognized certifications:

- A+
- MCP (Microsoft Certified Professional)
 - Windows 2000 Professional
- Linux+

Tuition: \$8,000

Network Administration Program



As a Network Administrator, you are the “glue” that keeps computer networks together and allows computers – and the companies who rely upon them – to communicate.

Connectivity

The key word in Network Administration is connectivity – the system of relationships that makes a network a network. Connectivity flows along a fascinating variety of channels: cable, fiber optics, telephone connections, radio frequencies, lasers or microwaves.

As a Network Administrator, you will work with all of these connectivity media, as well as the equipment, hardware and software required to maintain the optimal flow of data along these media. When a network fails or needs to be installed or expanded by a critical deadline, you are the most important person in the company!

A brain-powered field, but not a desk job

This may sound like a desk job, but it is not. Network Administration is a team-oriented, project-based discipline that requires both physical and mental fitness. You will climb ladders, lift equipment and work with tools. You may need to travel. Your critical, logical and conceptual thinking skills will be constantly challenged; you will be constantly learning and updating your skills – passing additional certification tests which position you for ever-greater opportunities.

Student Comments

“The Cisco Program has allowed me to make the impossible, possible. Of all the IT schools that are out there, I must say that I find that Focus: HOPE has to rank in the top 10 percentile, (NO brag, just fact), with good equipment, excellent instructors and staff. I highly recommend that any student who wants to get into the IT field should consider coming to Focus: HOPE”

Raphael Thomas, MOS, A+, Panduit, CCNA,
1st exam for CCNP passed, NA-20

Career opportunities

Upon completing the NA program at the Focus: HOPE ITC, you will be qualified to apply for entry level positions, such as:

- Network Technician
- Network Control Operator
- Help Desk Technician
- PC Technician

In these positions, you can expect an entry-level wage ranging between \$10-15 per hour. Your prospects for advancement in the industry are very promising: Network Administrators with 2-3 years of experience and 2 certifications can expect to earn \$40-60,000/year.

You will be in demand

In a special report released May, 2003, the Information Technology Association of America (ITAA) states “Companies are adding tech support workers-an indication that personnel may be needed to help in new product and program sales, project implementation and customer support. This activity translates into new business and IT spending growth..”

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Focus: HOPE ITC Network Administration Program

Prerequisites:

- H.S. Diploma or GED
- 12th grade reading/9th grade math
- Drug Free
- Valid driver's license and reliable transportation (for placement)
- Pass ITC interview
- Ability to distinguish colors
- Pass Information Technologies Basic Skills (ITBS/Computer Literacy – 100 hours) or
- Pass MOS (Microsoft Office Specialist) certification
- Ability to pass WinXP user test, type 12 wpm or pass ITIS (40 hours)
- MTFTP Server
- Visio
- Config Maker
- Panduit Cabling Infrastructure
 - Pulling, terminating, trouble-shooting UTP cable
- Communications & Professional Development
 - Business Communication & Professionalism
 - Creative Problem Solving
 - Career Management
 - Essential Business Tools

Network Administration (NA) is a 40-week, 800 hours course, which includes:

- **Cisco's Network Academies curriculum (CCNA certification program)**
 - Network concepts and topologies
 - OSI model
 - Network devices: identification of; functions and when to use
 - TCP/IP and IP addressing
 - Routing protocols
 - Cisco routers and switches
 - Start-up configuration
 - Configuring interfaces
 - Designing and documenting networks

Class lectures, hands-on labs and computer-based tutorials are the tools used by the ITC to train students. Students attend classes or labs 4 hours per day, Monday through Friday.

Industry Certifications

The NA program prepares the student for the following industry-recognized certifications:

- CCNA – (Cisco Certified Network Associate)
- Panduit Certification
- A+ Certification

Tuition: \$10,000



Focus: HOPE

Celebrating diversity since 1968

SELECT DISTINGUISHED VISITORS

President George H.W. Bush
President William J. Clinton

Secretary of Agriculture Daniel Glickman
Assistant Secretary Ellen Haas
Secretary of Commerce Ronald Brown
Secretary of Commerce Michael Kantor
Deputy Assistant Secretary Wilbur F. Hawkins (EDA)
Assistant Secretary of Commerce Mary Good
Secretary of Energy Spencer Abraham (as U.S. Senator)
Secretary of Energy Hazel O'Leary
Secretary of Housing & Urban Development Henry G. Cisneros
Deputy Assistant Secretary Kenneth Williams (Grant Programs)
Secretary of Labor Robert Reich
Assistant Secretary of Labor Douglas Ross
Chairman Joint Chiefs of Staff General Colin Powell
Under Secretary for Defense Acquisition and Technology Paul G. Kaminski
Under Secretary of Defense John Deutch
Secretary of the Army, Thomas E. White
General Paul J. Kern, Commanding General of the U.S. Army Materiel Command
Colonel (P) Peter M. Vangiel, Deputy Commanding General, U.S. Army Recruiting Command
LTC John Vernon, Great Lakes Recruiting Battalion
U.S. General Accounting Office
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	Germany
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Rosa Parks	Hungary
	India
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Annie E. Casey Foundation	Ivory Coast
Charles Stewart Mott Foundation	Japan
Ford Foundation	Korea
Ford Motor Company Fund	Latvia
General Motors Foundation	Mali
Hudson-Webber Foundation	Mozambique
The John D. and Catherine T.	Netherlands
MacArthur Foundation	Nigeria
Kaiser Foundation	Northern Ireland
Kellogg Foundation	Poland
Kresge Foundation	Rumania
Skillman Foundation	Russia
	Singapore
News Media	Republic of South Africa
ABC News	South Korea
CBS News	Spain
NBC News	Sweden
National Public Radio	Switzerland
Business Week	Syria
Fortune Magazine	Togo
Christian Science Monitor	Tunisia
Detroit Free Press	Uganda
McNeil/Lehrer News Hour	Ukraine
New York Times	Zimbabwe

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APPENDIX O

Mott Mosaic

Charles Stewart Mott Foundation

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December 2004



RETROSPECTIVE

Belief in community keeps leader going strong

BY DUANE M ELLING

For Eleanor Josaitis, the key to overcoming such social ills as racism, poverty and injustice can be as simple as discovering a shared fondness for peanut butter.

"A lot of people
thought I had
lost my mind
to leave the
suburbs, but I
knew it was
the right thing
to do."

Eleanor Josaitis

Josaitis is co-founder and CEO of Focus: HOPE, a civil and human rights organization — and longtime Mott grantee with more than \$10 million in support since 1981 — in Detroit. For more than 35 years, Focus: HOPE has sought to address those issues by supporting services and public policies that help low-income and underserved families meet their basic needs, gain education and job training, and enter the economic mainstream.

The organization also conducts a year-round "pen pal" initiative to strengthen communication and cultural understanding between third-grade students from Detroit's inner city and its suburbs.

While attending a recent event that brought together nearly 400 of those children, Josaitis overheard one young boy exclaim to another, "You like peanut butter? I love peanut butter!"

That exchange reminded Josaitis of a basic, but often neglected, step in rebuilding communities: listening to one another.

"If we just sit down and honestly share our needs, hopes and fears, then we'll find out just how much we have in common: the desire to be understood, appreciated and safe," she said.

The personal journey that inspired such insight for Josaitis and launched her passionate career on issues of racism and social injustice began one afternoon in 1962 when, as a young, suburban mother of five, she was confronted with their impact.

She was watching a televised documentary about Nazi war crimes committed during World War II when the program was interrupted by news coverage of a civil rights march in Mississippi. The footage included vivid images of police officers using electric cattle prods and fire hoses on the marchers.

Josaitis was overwhelmed by what she saw.

"I cried my eyes out and kept asking myself what I would have done in both of those situations," she said four decades later. "Would I have spoken out against what was happening? Would I have pretended that I didn't see anything? It changed me immediately."

Josaitis turned a critical eye on the plight of Detroit's impoverished neighborhoods. She and her parish priest, Father William Cunningham, began

exploring ways to close the racial divide that separated many residents. They soon hit upon the idea of a food program to alleviate malnutrition.

"We knew hunger was a reality for these families," Josaitis said. "We also knew that filling that hunger was an important first step to doing something about the other problems they faced."

With a program and a mission whose importance was affirmed by the 1967 riots in Detroit, Josaitis and Cunningham formally launched Focus: HOPE on March 8, 1968.

Josaitis decided soon afterward that if she was going to help create genuine change in Detroit, her family needed to become a living part of it. So she and her husband packed up their household and moved to a racially integrated Detroit neighborhood.

"A lot of people thought I had lost my mind to leave the suburbs, but I knew it was the right thing to do," Josaitis said. "How could I expect people of different races to live together and understand each other if I wasn't willing to do it myself?"

Members of her family became alarmed at Josaitis' growing activism. Her mother, fearing for the safety of her grandchildren, tried to gain legal custody of them. Another relative, embarrassed by Josaitis' vocal support of racial integration, insisted that she should use her maiden name in public.

Josaitis notes that in the years that followed, she and other Focus: HOPE staff became "about as popular as the plague" with several local business leaders when the organization took a vocal and aggressive stand against race- and gender-based discrimination in the workplace.

However, like her mother and other family members, many of these leaders eventually came to support and even embrace the mission and work of Focus: HOPE. Such confrontations also helped reaffirm for Josaitis that her own actions were both necessary and right.

"They really tested me to see if I knew what I was doing and if the passion was there," she said. "I realized that it was OK to stand out and say the things that people didn't want to hear, because they were things that needed to be said. It made me a stronger person."

Josaitis has grown personally and professionally in several important ways over the years. She says she learned to become creative when encountering "stubborn" social and political obstacles, a lesson from Michigan's U.S. Senator Phil Hart, who died in 1976. She came to see how instrumental a diverse, talented and dedicated staff is to identifying new ways to solve longstanding problems. And she found she could rely on her own inner strength and

resolve when, as a woman, her position as a community leader — and her ability to take the helm of Focus: HOPE following Cunningham's death in 1997 — was called into question by critics.

Like Josaitis, Focus: HOPE and its participants have also continued to grow. The organization's Machinist Training Institute (MTI), launched in 1981, has helped more than 3,000 people prepare for living-wage careers in manufacturing, information technology and manufacturing engineering, while its Center for Advanced Technologies — in partnership with local universities — offers promising MTI graduates the chance to earn a college degree in manufacturing engineering and technology.

Meanwhile, the food program that started it all now serves more than 43,000 Detroit-area women, children and seniors monthly, and has been replicated in 32 states.

And perhaps most importantly, says Josaitis, Focus: HOPE continues to instill a strong sense of personal worth and responsibility among its clients.

Her unwavering belief in the power and potential of all individuals keeps Josaitis excited about the future of the organization, the Detroit community and the country.

Indeed, while she is concerned that more attention must be paid to the quality and effectiveness of the nation's workforce development system, she says much progress has been made. She also points to the public dialogue taking place on issues of racism and injustice after years of "people wanting to keep their heads in the sand and pretend that the problems didn't exist."

Today, the 72-year-old former housewife holds 11 honorary doctorate degrees, serves on several advisory boards and committees, and has received numerous awards for her contributions as an advocate for the poor and a leader for her community.

And while a succession plan for the leadership of Focus: HOPE is in place, Josaitis has no immediate plans to retire.

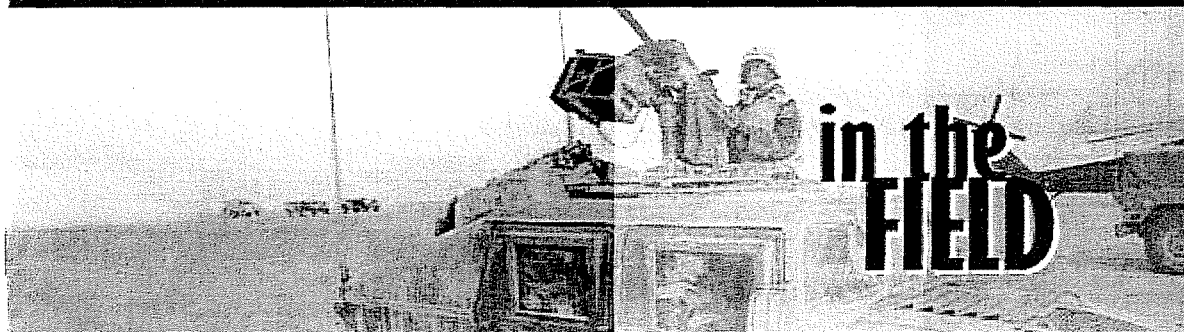
"I have 7,000 stories tucked in my heart of people who have been successful with the help of Focus: HOPE," she said. "That's what keeps me motivated and going every day — knowing that we're making a difference in this world. I know it." ■



hot links... where on the web

mott.org/mosaicv3n4/links

• Focus: HOPE
A slide show highlighting the work of Focus: HOPE is available online.



NEWS DEPARTMENTS

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Greatest Army inventions for 2003 announced

By *Larry D. McCaskill*

*U.S. Army Research, Development and Engineering Command
Public Affairs Office*

Fort Belvoir, Va. - "Great discoveries and improvements invariably involve the cooperation of many minds. I may be given credit for having blazed the trail but when I look at the subsequent developments I feel the credit is due to others rather than to myself." - Alexander Graham Bell

This year's recipients of the U.S. Army Greatest Inventions of the Year can bear witness to Bell's thoughts, as the inventions are the brainchild of various groups of talented individuals.

The Army-wide awards program to recognize the best technology solutions for the soldier.

"Nominations for the program were submitted from across the Army laboratory community," said Gen Paul J. Kern, commander, U.S. Army Materiel Command. "Soldier teams from the U.S. Army Training and Doctrine Command and Active U.S. Army Divisions evaluated the nominations."

The final selection authority was Lt. Gen. Richard A. Cody, Deputy Chief of Staff Army, G-3.

"The inventions submitted demonstrate the vast experience within the Army laboratory community as a sincere commitment of these laboratories to improving the readiness of our Army," according to Cody.

Like last year, there are no differentiating categories so that a variety of inventions could be recognized.

Evaluators judged the nominations based on their impact on Army capabilities (breath of use and magnitude of improvement over existing systems); their potential benefit outside the Army; and, their inventiveness.

Each of the 10 selected teams will receive an award; the other nominated team members will receive certificates of participation.

The U.S. Army Greatest Inventions Program Award Winners are: BA-8180/U Zinc-Air Battery - Communications-Electronics Research, Development and Engineering Center; Integrated Battle Command Directorate (IBCD) Ft. Monmouth, N.J.;

Contents: in the field

Technology aims to create lighter, more efficient aircraft

ARL Researchers 'Freeze to Please'

Picatinny successfully demonstrates Mid-Range Munition

Helicopter windshields get tougher for the road
Protective sheets adapted from car racing

Nobel-Prize Winning Scientist Visits Army Research Laboratory

World War II Veterans meet ARDEC's new technology

New Technology Center opens in Argentina

Pouches change drinking practices for Soldiers

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VIRGIL™ Chest Trauma Training System - Telemedicine and Advanced Technology Research Center (TATRC), Fort Detrick, Md.;

Squad Automatic Weapon (SAW) Pintle Mount Assembly for HMMWV - Tank Automotive Research, Development and Engineering Center, National Automotive Center, Warren, Mi.;

Anti-Tank for Confined Space (AT4 CS) - Armaments Engineering and Technology Center (AETC) Picatinny Arsenal, N.J.;

Battlefield Medical Information System - Tactical (BMIS-T) - Telemedicine and Advanced Technology Research Center, Fort Detrick, Md.;

Portable Omni-Directional (360°) Well Camera System –Communications-Electronics Research, Development and Engineering Center Night Vision and Electronic Sensors Directorate (NVESD), Fort Belvoir, Va.;

Agentase Nerve Agent Sensor –U.S. Army Research Laboratory, U.S. Army Research Office Durham, N.C.

Anti-Personnel Obstacle Breaching System (APOBS) - Armaments Engineering & Technology Center (AETC), Picatinny Arsenal, N.J.;

Ctg 120mm, XM1028 Canister U.S. Army's First Antipersonnel Round for the Abrams Tank - Armaments Engineering & Technology Center (AETC), Picatinny Arsenal, N.J.;

The Golden Hour Container - Walter Reed Army Institute of Research, Silver Spring, Md.



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United States
of America

Congressional Record

PROCEEDINGS AND DEBATES OF THE 108th CONGRESS, SECOND SESSION

Vol. 150

WASHINGTON, FRIDAY, JUNE 25, 2004

No. 90

Senate

FOCUS HOPE'S MOBILE PARTS HOSPITAL

Mr. LEVIN. Madam President, earlier this week the U.S. Army held an awards ceremony honoring the Top Ten Greatest Inventions of 2003. Looking at each of these inventions, one is reminded of the technological innovation, ingenuity and entrepreneurial spirit that our Nation is able to harness in the global war on terror. These are among our Nation's greatest assets.

One of the Army's Top Ten Greatest Inventions of 2003 was the product of the U.S. Army Tank Automotive Research Development and Engineering Center, TARDEC, located in Warren, MI. This device, the Squad Automatic Weapon Pintle Mount Assembly for the Humvee is a gun mount that has been directly attributed with protecting and saving the lives of many of our soldiers who are currently deployed in Iraq.

This gun mount is a novel device that would not have been possible were it not for another technological advance that has been developed by the U.S. Army TARDEC's National Automotive Center; Focus: HOPE, a Detroit-based non-profit; Alion; the Cleveland Advanced Manufacturing Project; and several other organizations.

The Mobile Parts Hospital, as its name implies, is a field deployable unit that can rapidly manufacture parts as they are needed. Utilizing the latest manufacturing and computer technologies, the Mobile Parts Hospital team has developed a mobile unit that can readily travel to any destination. By using parts specifications or by reverse engineering an actual part, this hospital can make parts as they are needed.

For the past several years, I have worked to fund research and development into this program in the hopes that this would one day be able to assist our men and women in uniform. It was hoped that these science and technology efforts would enable the Mobile Parts Hospital to reduce the need for carrying numerous parts into battle. Earlier this year, that vision became reality as the Mobile Parts Hospital and its crew team were deployed to Camp Arifjan, Kuwait. The success of the Mobile Parts Hospital far exceeded anyone's expectations. Not only did it create one of the Army's Ten Greatest Inventions for 2003, but it was immediately able to begin assisting units in need of parts.

Earlier this year, my brother, Congressman Sander Levin, was able to speak directly with the mobile parts team in Kuwait from Washington, DC. During that conversation, he learned that as soon as the team arrived in Kuwait, they had soldiers lined up outside the Mobile Parts Hospital seeking the parts and tools they needed to perform their duties.

By all reports, the soldiers came away impressed with the Mobile Parts Hospital and grateful for its presence in Kuwait. Many soldiers and contractors have written to the Mobile Parts Hospital team thanking them for their work and for the hospital itself. One soldier wrote saying that:

Currently, I am stationed in Iraq and I was in need of some gun mounts. I made a stop by Camp Doha to pick up some supplies and drive them back up into Iraq. However, my unit is short some gun mounts. I stopped by Kevin Green's shop and asked him to help me out. He was very helpful. In fact, he produced 4 SAW [Squad Automatic Weapon] mounts and adaptors for our unit overnight. I was able to mount all of my weapons, which is very helpful when we are engaged with the enemy. I wanted to let you know that the mounts he is making are what we need and he is very helpful in what he is doing. Thank you.

Another soldier wrote saying that:

"you have an excellent representative to your project here in Kuwait and your products are excellent quality, and in excellent working order, much better than what we are able to pull out of a retro yard, and I wish we would have had this service a year ago when we got here. You all have done a great service to the Army, and particularly, my guncrew and for that, I thank you!!"

Others wrote that due to the work of the Mobile Parts Hospital they were able to get their CH-47 helicopters "fully mission capable for this task. We appreciate everything these guys have done for us. They have been more than cooperative and willing to help. They have been very professional, in person, and at their jobs."

The Mobile Parts Hospital has been used to make new parts for many purposes and one contractor noted that:

A colleague saw new tools and asked if the Mobile Parts Hospital "could manufacture similar tools. Not only did they agree to, but they also agreed to slightly modify their current design to meet requests for modification of the tools.

I cannot say enough how appreciative I am of their help, timeliness, and professional demeanor. They are currently working under a heavy load due to the Army's decision to attempt to send only armored Humvee's to Iraq. They have been asked to make a variety of parts for all manner of devices. As for my shop, we are currently inspecting and servicing .50 caliber machine guns (plus others) that are being sent to or with the warfighters in Iraq. Being able to save time, labor, and damage (incurred using the hammer and punch method), we are able to send the weapons out in a much more timely fashion.

I want to thank you for having the foresight to send this team of dedicated workers and I want to thank the men at the 'parts doctor' shop."

Michigan has a long and proud tradition of serving as the "Arsenal of Democracy." The Mobile Parts Hospital is just one of the latest examples of the ingenuity and innovation that has enabled our nation to succeed in past conflicts and guarantees our success in the future.

Developed in conjunction with Focus: HOPE, a non-profit organization committed to taking "intelligent and practical action to overcome racism, poverty and injustice," and the National Automotive Center, the Mobile Parts Hospital has been a tremendous success. Both organizations are to be commended for their vision and their dedication to developing a practical tool for assisting our soldiers in combat, and making a lasting contribution to our national security.

For 35 years, Focus: HOPE has been helping people develop the skills they need to succeed professionally. Many of the candidates at Focus: HOPE, who are earning their Associate's or Bachelor's degrees, played a key role in developing the Mobile Parts Hospital. Focus: HOPE and the entire Mobile Parts Hospital team are to be commended for their efforts in making this project a success. In particular, I would like to honor the 9 team members who were at Camp Arifjan working with the Mobile Parts Hospital and supporting our troops. What follows is the list of their names: Todd A. Richman, Joe Shenosky, Kevin Ksiazek, Tim Ponzi, Robert Huffman, Greg Murnock, Kevin Green, Matt Middleton, and Greg Outland.

To Eleanor — Carl Levin



AMC LSE SWA NEWSLETTER



Volume 1, Issue 3

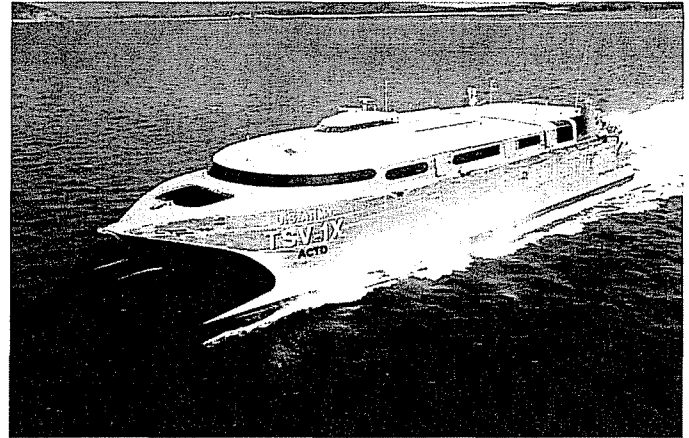
1 September 2004

New Twist to Rapid Deployment

Over 190 individuals and leaders from different organizations at Camp Arifjan experienced the future of Army Watercraft, SPEARHEAD (TSV-1X) during a recent maintenance test run. Everyone was impressed the Army had such an amazing asset. The vessel provides a unique combination of speeds of over 40knots and can transport intact unit sets; personnel and leaders along with their equipment, while allowing in-route mission planning while under way. The vessel provides the ability to conduct intra-theater operational maneuvers to deploy ready to fight units off the ramp.

SPEARHEAD is a 98m high-speed wave-piercing catamaran that was designed and built by Australian shipbuilder, Incat Tasmania Pty Ltd. The vessel is chartered under a three-year contract between U.S. Army Tank-Automotive and Armament Command (TACOM) and Bollinger/Incat USA. The vessel is part of an Army OSD sponsored Advanced Concept Technology Demonstration (ACTD) which evaluates the military utility of the platform.

Prior to acceptance, SPEARHEAD underwent six weeks of technical and structural modifications that included the installation of a two-part hydraulically operated slewing stern quarter ramp, troop facilities and crew accommodations



The latest round of modifications included: a Cargo Handling System and Crane Lift Capability to support sustainment operations and fitted with Forward Looking Infra-Red Radar (FLIR) and complete C4ISR suite.

The Army took acceptance of the vessel in November 2002 and deployed her from Hobart, Tasmania to the CENTCOM AOR for current operations in support of Operation Enduring Freedom. A recent yard period was completed in April 2004 with subsequent return to CENTCOM AOR.

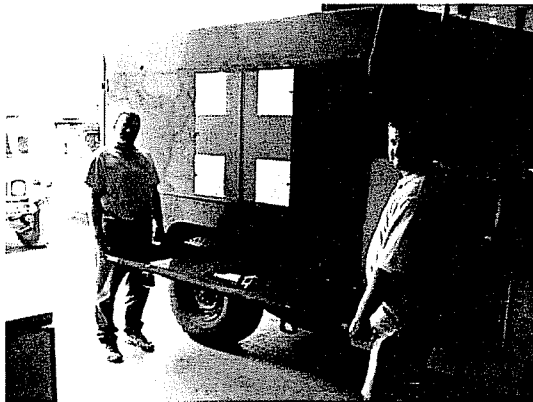
Main Vessel characteristics: The military useful cargo area of the TSV-1X is approximately 14,300 square feet with maximum single piece cargo weight not to exceed 144,000 pounds. The deadweight of the TSV-1X is 733.5 short tons. Stern Ramp is a hydraulically operated slewing, located on the starboard aft quarter of the vessel. The ramp is designed to accept the M1A1 Tank at 144,000 lbs. Cargo Handling System provides a means to receive 20' containers directly from a PLS or KALMAR and transfer container to the ship's indexing area via the Load Transfer Device. There is a medic assigned to the vessels crew for medical assistance. On aboard there are 292 airline style seats for embarked passengers comfort. The seats have an integrated tray table for eating or working and the seats will recline to accommodate sleeping. There is also an audiovisual system for broadcasting movies into small monitors mounted overhead. Aircraft loading is possible for shipment only. Weapon stowage racks are located on back of the passenger seats. The racks will accommodate, M16, M203, and shotguns. The vessel is self-deploying as requires no tug service for ship's docking or berthing.

Sail Army Fast! ■

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- MOBILE PARTS HOSPITAL

MOBILE PARTS HOSPITAL COULD BE A LIFE SAVER



Matt Middleton and Timothy Ponzi, bringing a "patient" into FRA MPH at Arifjan for an "operation."

The mobile Parts Hospital (MPH) at Camp Arifjan is a Arrangement of several units which together are known as the Rapid Manufacturing System (RMS). Located between buildings 4 and 5 in Zone 2, the "hospital " can produce replacement parts for equipment in the field at or near the point-of-need. This capability enables the rapid repair and return to service of disabled equipment and addresses the military priority of weapon system readiness.

The RMS is comprised of mobile compact communications and a Manufacturing System. It is designed to be deployed to remote locations for emergency fabrication of repair parts for non-operational equipment. A combination of advanced technologies enables the RMS to quickly and efficiently produce repair parts on demand. We have been able to reverse engineer and produce parts with extremely short turn around times. We are also able to improve on current designs based on suggestions from military personal and can even create new products from their suggestions! The MPH has designed and manufactured weapon mounts, vehicle parts, special tools and sockets.

We have also manufactured various pieces from MTS, 1107th AVCRAD, AMC Forward Repair Activity (FRA), Combat Equipment Battalion – Kuwait, Blue Force Tracker, ITT, KBR, as well as numerous military units. All in all, over 8,000 total pieces have been produced since November of 2003 and 104

new parts have been designed. We're here to help! Please feel free to contact us with any of your needs. Points of contact at Camp Arifjan, Kuwait are:

Timothy Ponzi, Alion Science and Technology, the prime contractor for this project: DSN: 430-7010, Cell: 965- 963-4299, e-mail: tponz@alionscience.com

COL Donald Olson, AMC FRA Commander, DSN: 430-7014, e-mail:

donald.olson2@arifjan.arcent.army.mil ■



Richard Allen successfully "operates" on a "patient" in the Arifjan MPH.

FLSA STATUS CHANGES WHEN EMPLOYEES OCONUS

Jeff Lind G-1 Office

DA civilian employees who are designated as "Non-exempt" in their stateside job under Fair Labor Standards Act (FLSA) rules, who deploy to Kuwait, Iraq, Afghanistan, Qatar or any other overseas location to work, must make sure that their status is correctly changed to "Exempt" to ensure that their overtime pay is correctly calculated. Individuals who are designated as "exempt" stateside do not have to be concerned, since they will stay exempt overseas. How do you know if you are "exempt" or "non-exempt?" The easiest way is to look at your Leave and Earnings Statement (LES) in block 10. If you see an "E" you are exempt. If you see an "N", you are non-exempt and must have it changed. **All overseas positions are designated "exempt" for FLSA purposes.** To avoid overpayments that you will be responsible to repay, your home station should process a request for personnel action (RPA) changing your FLSA status from "N" to "E" at beginning of the first full workweek that you are working overseas. This issue will most likely affect people at the GS-9 grade level and above. Contact the AMC SWA G1 office at 430-4643 or e-mail Jeffrey.lind@us.army.mil if you have a question regarding this. REFERENCE 5 CFR 551.209 ■

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Whereas Focus: HOPE began as a civil and human rights organization in 1968 in the wake of the devastating Detroit riots, and was co-founded by the late Father William T. Cunningham,... (Engrossed as Agreed to or Passed by House)

108th CONGRESS

2d Session

H. CON. RES. 295

CONCURRENT RESOLUTION

Congratulating and saluting Focus: HOPE on the occasion of its 35th anniversary and for its remarkable commitment and contributions to Detroit, the State of Michigan, and the United States.

HCON 295 EH

108th CONGRESS

2d Session

H. CON. RES. 295

CONCURRENT RESOLUTION

Whereas Focus: HOPE began as a civil and human rights organization in 1968 in the wake of the devastating Detroit riots, and was co-founded by the late Father William T. Cunningham, a Roman Catholic priest, and Eleanor M. Josaitis, a suburban housewife, who were inspired to establish Focus: HOPE by the work of Dr. Martin Luther King Jr.;

Whereas Focus: HOPE is committed to bringing together people of all races, faiths, and economic backgrounds to overcome injustice and build racial harmony, and it has grown to one of the largest nonprofit organizations in Michigan;

Whereas the Focus: HOPE mission statement states: `Recognizing the dignity and beauty of every person, we pledge intelligent and practical action to overcome racism, poverty and injustice. And to build a metropolitan community where all people may live in freedom, harmony, trust and affection. Black and white, yellow, brown and red from Detroit and its suburbs of every economic status, national origin and religious persuasion we join in this covenant.';

candidates are African-American, representing perhaps the United States' largest producer of bachelor-degreed minority graduates in manufacturing engineering;

Whereas Focus: HOPE's unique research and development partnership with the Department of Defense has resulted in a nationally recognized demonstration project, the Mobile Parts Hospital, whose Rapid Manufacturing System has recently been deployed to Kuwait in support of the Armed Forces' current operations in Afghanistan and Iraq;

Whereas Focus: HOPE began a community arts program in 1995, presenting multicultural arts programming and gallery exhibitions designed to educate and encourage area residents, while fostering integration in a culturally diverse metropolitan community, and over 43,000 people have viewed sponsored exhibits or participated in this program;

Whereas Focus: HOPE established an Information Technologies Center in 1999, providing Detroit students with industry-certified training programs in network administration, network installation, and desktop and server administration, and has graduated nearly 475 students to date, and has initiated, in collaboration with industry and academia, the design of a new bachelors degree program to educate information management systems engineers;

Whereas Focus: HOPE's initiatives and programs have been nationally recognized for excellence and leadership by such organizations as the Government Accounting Office, the Department of Labor, the International Standards Organization, the National Science Foundation, the Cisco Networking Academy Program, Fortune Magazine, Forbes Magazine, the Aspen Institute, and many others, and former Presidents George H. W. Bush and Bill Clinton have visited Focus: HOPE's campus;

Whereas Focus: HOPE is currently led by Eleanor M. Josaitis, its co-founder and chief executive officer, and she has received honorary degrees from 11 outstanding universities and colleges, was named one of the 100 Most Influential Women in 2002 by Crain's Detroit Business, has been inducted into the Michigan Women's Hall of Fame, has received the Detroit NAACP Presidential Award, the Arab-American Institute Foundation's Kahlil Gibran Spirit of Humanity Award, as well as many other awards;

Whereas through the generous partnerships and support of individuals from all walks of life, Federal, State, and local government, and foundations and corporations across the United States, the vision of Focus: HOPE will continue to grow and inspire;

Whereas Focus: HOPE has been blessed with an active board of directors and advisory board from the senior most levels of corporate and public America, and has benefited from an annual average of 25,000 volunteers and countless colleagues;

Whereas Focus: HOPE has been a tremendous force for good in the City of Detroit, the State of Michigan, and the United States for the past 35 years;

Whereas Focus: HOPE continues to strive to eliminate racism, poverty, and injustice through the use of passion, persistence, and partnerships, and continues to seek improvement in its quality of service and program operations; and

Whereas Focus: HOPE and its colleagues will continue to identify ways in which it can lead Detroit, the State of Michigan, and the United States into the future with creative urban leadership initiatives: Now, therefore, be it

Resolved by the House of Representatives (the Senate concurring), That Congress--

(1) congratulates and salutes Focus: HOPE for its remarkable commitment and contributions to Detroit, the State of Michigan, and the United States; and

(2) directs the Clerk of the House of Representatives to make available enrolled copies of this resolution to Focus: HOPE and Ms. Eleanor M. Josaitis for appropriate display.

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Bill 1 of 3

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Whereas Focus: HOPE began as a civil and human rights organization in 1968 in the wake of the devastating Detroit riots, and was co-founded by the late Father William T. Cunningham,... (Engrossed as Agreed to or Passed by Senate)

SCON 92 ES

108th CONGRESS

2d Session

S. CON. RES. 92

CONCURRENT RESOLUTION

Whereas Focus: HOPE began as a civil and human rights organization in 1968 in the wake of the devastating Detroit riots, and was co-founded by the late Father William T. Cunningham, a Roman Catholic priest, and Eleanor M. Josaitis, a suburban housewife, who were inspired to establish Focus: HOPE by the work of Dr. Martin Luther King Jr.;

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Whereas the Focus: HOPE mission statement states: `Recognizing the dignity and beauty of every person, we pledge intelligent and practical action to overcome racism, poverty and injustice. And to build a metropolitan community where all people may live in freedom, harmony, trust and affection. Black and white, yellow, brown and red from Detroit and its suburbs of every economic status, national origin and religious persuasion we join in this covenant.';

Whereas one of Focus: HOPE's early efforts was to support African American and female employees in a seminal class action suit against AAA, resulting in one of the finest affirmative action commitments made by any corporation up to that time;

Whereas Focus: HOPE helped to conceive of and develop the Department of Agriculture's Commodity Supplemental Food Program which has been replicated in 32 states, and through this program Focus: HOPE helps to feed 43,000 people per month throughout Southeast Michigan;

Whereas Focus: HOPE has revitalized several city blocks in central Detroit by redeveloping obsolete industrial buildings, beautifying and landscaping Oakman Boulevard, creating pocket parks, and rehabilitating homes in the

program;

Whereas Focus: HOPE established an Information Technologies Center in 1999, providing Detroit students with industry-certified training programs in network administration, network installation, and desktop and server administration, and has graduated nearly 475 students to date, and has initiated, in collaboration with industry and academia, the design of a new bachelors degree program to educate information management systems engineers;

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Whereas Focus: HOPE and its colleagues will continue to identify ways in which it can lead Detroit, the State of Michigan, and the United States into the future with creative urban leadership initiatives: Now, therefore, be it

Resolved by the Senate (the House of Representatives concurring), That Congress--

(1) congratulates and salutes Focus: HOPE for its remarkable commitment and contributions to Detroit, the State of Michigan, and the United States; and

(2) directs the Secretary of the Senate to make available enrolled copies of this resolution to Focus: HOPE and Ms. Eleanor M. Josaitis for appropriate display.

Passed the Senate February 25, 2004.

Attest:

Secretary.

108th CONGRESS

2d Session

December 17, 2004

CONTACT:

Shekini Jennings, Focus: HOPE, 313-494-4407

**Focus: HOPE's First Patent Propels the
Organization to a New Level of Opportunity**

Father William Cunningham saw Focus: HOPE begin its first research and development project during his last days of a losing battle with Cancer in 1997. However, the organization's co-founder wouldn't live long enough to see this composite diesel and automotive piston making machine completed in 1999 and patented just recently this year.

But the achievement that he didn't have the chance to witness signals the beginning of a new level of opportunity for the human rights organization, which he founded in 1968 with the current CEO Eleanor Josaitis.

The apparatus and method patent is the result of research and development work done in the Piston Project (a.k.a. Metal Matrix Composite Project) that was conducted in the Center for Advanced Technologies. It was completed with partners including the National Automotive Center (within the U.S. Army Tank automotive and Armaments Command), General Motors Corp. and Cincinnati Milacron (now Cincinnati Machine).

This numerically controlled equipment reduces the amount of machines needed to make a complex piston from a series of five or six, to just one. It makes pistons of any shape, size and configuration that will fit in the machine for vehicles ranging from motorcycles and cars to bulldozers and military hummers.

It was Focus: HOPE's first in a trail of two other successful research and development projects that followed, said Joseph Petrosky, the Center for Advanced Technologies' former general manager. The second was a simulation based training tool to teach people to program and operate advanced machining equipment, and the third was a mobile parts hospital which is now stationed in Kuwait to repair U.S. military equipment.

"We're developing a history in research and development," Petrosky said. "This patent (awarded July 12, 2004) is another success story within those research and development projects. It's very good for Focus: HOPE because it reflects the success and excellence of the Center for Advanced Technologies and particularly the candidates (students) within the Center. It's reflective of their innovation and forward thinking."

Now Petrosky said he looks forward to Focus: HOPE possibly producing specialty pistons, and licensing the patent to a machine tool manufacturer who could produce and sell the machines.