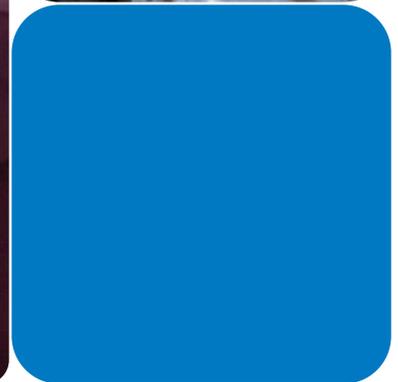




Focus: HOPE
Celebrating Diversity Since 1968

REPORT TO THE STATE OF MICHIGAN
Fiscal Year 2006 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



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Focus: HOPE

Celebrating Diversity Since 1968

February 14, 2007

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

Dear Legislators and Fiscal Agents:

It is my pleasure to present the Focus: HOPE Fiscal Year 2006 Report to the State of Michigan. With your support, Focus: HOPE has sustained its commitment to investing in Michigan's workforce infrastructure through the rigorous education of men and women in advanced technologies. At a time when Michigan's unemployment rate continues to be of concern and current research highlights the need to increase the educational, technical and professional skills of our workforce, our programs are more critical than ever.

Focus: HOPE has received national recognition for its efforts to move underrepresented and underserved individuals into the economic mainstream. In November, U.S. Department of Labor Secretary Elaine L. Chao presented Focus: HOPE with the Exemplary Public Interest Contribution (EPIC) Award for our success in opening employment opportunities for minorities and women over the last 25 years. Additionally, Focus: HOPE Co-Founder Eleanor M. Josaitis received a 2006 Caring Award from the National Caring Institute in October for her lifetime commitment to fighting racism, poverty and injustice.

Focus: HOPE continues to be a resource to government agencies as policymakers work to respond to critical workforce issues. As such, Focus: HOPE continues to partner with organizations devoted to workforce development policy, such as The Workforce Alliance, the Governor's Council for Labor and Economic Growth, and Detroit's Road to Renaissance. At the federal, state, and local levels, Focus: HOPE is actively working to help move the economy forward. We deeply appreciate the opportunity to serve in these important ways and enjoy contributing to workforce development policy outcomes.

The following report describes the many ways in which Focus: HOPE continues to meet its objective of providing opportunity to primarily underrepresented individuals who help Michigan be increasingly competitive in today's global economy. As a testament to the value of our workforce development programs, Focus: HOPE's excellent placement rates demonstrate the competitiveness of our graduates to a wide variety of area businesses.

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 continues to contribute to the good of this great State and its citizens.

Sincerely,

Timothy M. Duperron
Interim Chief Executive Officer

Focus: HOPE

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FOCUS: HOPE
REPORT TO THE STATE OF MICHIGAN
FISCAL YEAR 2006

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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.

Originally an interracial movement of volunteers, Focus: HOPE today employs about 340 colleagues and involves more than 7,000 volunteers annually in support of its programs. Over the years, Focus: HOPE has engaged in intelligent and practical action to address the challenges of hunger, economic disparity, inadequate education, and racial divisiveness. The success of Focus: HOPE centers on leveraging public and private sector resources and partnerships, as well as extensive community outreach, to provide meaningful solutions to societal problems. These can be found

in Focus: HOPE's 21st century 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 currently operated by Focus: HOPE.



COMMODITY SUPPLEMENTAL FOOD PROGRAM

Starting with research that showed the permanent damaging effects of malnutrition on babies and children, 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 began administering the U.S. Department of Agriculture's Commodity Supplemental Food Program (CSFP) to serve low-income pregnant women and mothers of young children. Focus: HOPE led the successful effort to expand the program to include assistance to low-income senior citizens. This program is currently offered in 32 states nationwide, as well as the District of Columbia and two Native American tribal organizations. Of these, Michigan is the largest program in the nation, serving over 78,000 monthly enrolled pregnant and post partum mothers, children under the age of six, and senior citizens. Focus: HOPE serves 41,000 of these individuals each month, more than 80 percent of whom are seniors, in four counties of Southeast Michigan. In fact, Focus: HOPE one of the largest and oldest distributors of commodities for this national program.



MACHINIST TRAINING INSTITUTE

The Machinist Training Institute (MTI) was established in 1981 to bridge industry needs for precision machinists with community needs for well-paying 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 to learn in-demand skills. Of the hundreds of businesses that hired the initial 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.

Focus: HOPE estimates that the MTI provides roughly half of all new formally trained machinists in Michigan and, to that end, enrolled 217 individuals in Fiscal Year 2006. Since its inception the program has graduated over 2,200 machinists. Starting 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, enroll into other advanced manufacturing classifications or pursue additional post-secondary education.

FIRST STEP AND FAST TRACK

Many individuals who obtain high school degrees and GED certificates are not functionally capable of performing at a high school graduate level in the workforce or successfully pursuing post-secondary education. Focus: HOPE currently requires prospective students to have either a high school diploma or a GED and to be drug free in order to qualify for admission into its programs. Applicants then take the Test of Adult Basic Education (TABE) to determine their incoming level of academic 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. Those students who do not have the necessary competency levels to go directly into these programs may enter either the First Step or the FAST TRACK program in order to raise their math and reading levels.

Established in 1989, 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. In order to better serve individual educational needs, students may take either the math or reading programs separately as needed to improve their respective skill area, or both programs can be taken as a

A Serious, Persistent Shortage

The details behind the talent shortage reveal a stark reality. More than 80 percent of respondents indicated that they are experiencing a shortage of qualified workers overall – with 13 percent reporting severe shortages and 68 percent indicating moderate shortages. Also worrisome is the finding that 90 percent of respondents indicated a moderate to severe shortage of qualified skilled production employees, including front-line workers, such as machinists, operators, craft workers, distributors, and technicians. As expected, the research showed that engineers and scientists are in short supply, with 65 percent of manufacturers reporting deficiencies – 18 percent severe and 47 percent moderate.

“2005 Skills Gap Report – A Survey of the American Manufacturing Workforce,”
National Association of Manufacturers and Deloitte Consulting LLP, December 2005, p. 1

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.

complementary set. 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 in 1997 to immediately precede FAST TRACK for those who need to raise their math skill levels from 6th to 8th grade. A total of 179 individuals participated in these programs in Fiscal Year 2006. Over 6,000 students have participated in these two programs since their inception.

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 or half-day if they only need to increase one of their skill sets, i.e., math or reading. Focus: HOPE provides a mandatory drug-free educational environment, life and financial management counseling, and other student services, including bi-weekly access to a Michigan Department of Human Services social worker. In addition to self-paced learning, small group sessions are held with instructors in the following subjects: math concepts, computer utilization, and communication skills; direction and practice of successful employment discipline through 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.

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: National Innovation Initiative Report: Thriving in a World of Challenge and Change," Council on Competitiveness, December 2004, p. 24



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 partnered with five universities and six industry partners (formerly known as the Greenfield Coalition) to design this unique 21st century curriculum which results in a student receiving an associate degree in manufacturing engineering technology (offered by Lawrence Technological University) or a bachelor degree in engineering technology or manufacturing engineering (offered by Wayne State University and University of Detroit Mercy, respectively).

The CAT enrolled 125 students (known as Candidates) in Fiscal Year 2006. To the best of our knowledge, we believe the CAT program has the largest African-American enrollment in manufacturing engineering in the nation. According to the National Science Foundation, this program 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 and development contracts for the federal government and others. This renaissance engineering program has received 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 \$58,000. This salary is above the national average because of the real world, hands-on experience our graduates possess as compared to other university graduates.

In order to achieve long-term economic success in the 21st Century and compete in a global economy, governors and state policymakers must create, attract and retain an educated and skilled workforce. A key factor in building a flexible and knowledgeable workforce is the integration of education, economic development, and workforce development policies that provide a continuum of lifelong learning opportunities and work supports.

The National Governor's Association
December 2004

INFORMATION TECHNOLOGIES CENTER

Established in 1999, the Information Technologies Center (ITC) currently provides a broad range of industry-certified training programs in network, desktop and server administration. The extensive curriculum includes classroom and lab assignments in 25-53 week long programs. The ITC is providing minorities and women, in particular, access to high paying careers in information technology which continues to change how we work, learn and play.



The ITC has graduated 721 students from its programs thus far, and 203 individuals were

enrolled in these programs in Fiscal Year 2006. Current starting wages are typically \$10 to \$15 per hour. Graduates with two to three years' worth of experience who continue to earn related certifications can earn salaries in the range of \$40,000 to \$60,000. In partnership with Wayne State University, Focus: HOPE is now in the process of creating a state-of-the-art bachelor degree program in information management systems engineering.

VOLUNTEER AND COMMUNITY OUTREACH DEPARTMENT

The Volunteer and Community Outreach department is responsible for managing Focus: HOPE volunteers by coordinating individual and group volunteer activities. Additionally, the department plans and conducts a variety of holiday programs, the annual WALK event and fundraiser, special events, and other projects. The department also schedules and conducts campus tours for guests, manages a community service program for court-ordered volunteers, and encourages volunteers to become donors and donors to experience the opportunity to volunteer.

The department strongly supports the efforts of Focus: HOPE's U.S.D.A. Commodity Supplemental Food Program, as well as the Community and Economic Development, Center for Children, Education, and Facilities departments through the efforts of over 7,000 volunteers each year. Volunteers contribute their time and effort at all levels of the organization, with activities that include delivering food to 500 homebound senior citizens, assisting in the four Food Centers, clerical and office assistance, tutoring, mentoring, and participating in community clean-up projects.

Additionally, the department hosts tours for over 1,800 visitors to the Focus: HOPE campus each year, while roughly 4,000 people attend the WALK each October. During the winter holiday season, the department conducts programs that match hundreds of donors with at least 300 families and 250 low-income senior citizens in the community, provides holiday turkeys to 550 families, and delivers holiday food to over 500 homebound senior citizens. The department also visits schools, businesses, churches, and other community

organizations as part of its community outreach efforts to solicit new volunteers, students, donors, and other supporters who believe in Focus: HOPE's mission.



COMMUNITY ARTS DEPARTMENT

Founded in 1995, the Community Arts department utilizes the arts to encourage understanding and appreciation of multiculturalism and its importance in our daily lives, a goal which is at the heart of the organization's mission. Community Arts programs nurture interest in leadership skills and communicate the importance of education through the arts; cultivate hope and self-excellence; and foster integration in metro Detroit's culturally diverse communities. Annual programs include cultural diversity arts workshops teaming metro teens with adult mentors; an arts and literacy program pairing Detroit and suburban third-graders as Pen Pals; performing arts presentations for the local community; and year-round art exhibits featuring artists of diverse populations in Focus: HOPE's community gallery and other local venues. The department also works closely with Detroit Public Schools and others to promote post-secondary education and raise career awareness concerning technology and creativity. Nearly 27,000 people viewed Focus: HOPE Community Arts-sponsored exhibits and participated in its programs in Fiscal Year 2006.

CENTER FOR CHILDREN

Begun in 1987, the 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 the children of parents enrolled in Focus: HOPE education and 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 nearly 5,800 children. Enrollment in Fiscal Year 2006 was 128 children.



FOCUS: HOPE ENTERPRISES, LLC

Focus: HOPE Enterprises, LLC, is a joint venture between Hollingsworth Enterprises and Focus: HOPE Innovations, a wholly-owned for-profit subsidiary of Focus: HOPE. Focus: HOPE Enterprises is a for-profit company that provides warehousing services to industry. Focus: HOPE Enterprises has been designated as a minority business enterprise by the Michigan Minority Business Development Council.

FOCUS: HOPE COMPANIES

Focus: HOPE Companies is a wholly-owned for-profit subsidiary of Focus: HOPE. It has received Historically Underutilized Business Zone (HUBZone) designation from the U.S. Small Business Administration, which makes it eligible to bid on certain government contracts that are specifically set aside for HUBZone entities. Focus: HOPE Companies is involved in precision manufacturing. All of its profits funnel back into Focus: HOPE which, in turn, uses them to support its many programs supporting the community.



COMMUNITY AND ECONOMIC DEVELOPMENT

Focus: HOPE's Community and Economic Development department works to reinvigorate the surrounding community through collaborative efforts with community groups, local governments, block clubs, churches, and individuals. These community revitalization projects include new construction, housing rehabilitation, demolition of unsafe structures, clean-up of illegal dumping, creating partnerships among area businesses to stimulate economic development, and other efforts. The department also works to make financial literacy and home repair information available to Focus: HOPE colleagues, students, and community members. These efforts have included offering Individual Development Accounts (IDAs) to first-time homebuyers; hosting workshops on financial literacy, homeownership, and home repair; and allocating funding through the City of Detroit Community Development Block Grant (CDBG) Minor Home Repair program for home repairs in this area.

In 2006, the Focus: HOPE area was designated a "Cool Cities Neighborhood in Progress" by Governor Jennifer Granholm. This multi-phase project includes the demolition of a vacant industrial building; construction of a new four-story, 55-unit low-income senior citizens building, The Village of Oakman Manor, which is a partnership with Presbyterian Villages of Michigan; and construction of a new park at Oakman Boulevard and Woodrow Wilson. A community pocket park has been installed in the heart of the Focus: HOPE campus where buildings were destroyed by the devastating tornado of 1997. In addition, the small park located two blocks south of Focus: HOPE's campus at LaSalle Boulevard and Ford Avenue has been the focus of extensive revitalization efforts, including a new playscape in 2005 and a radical landscape transformation in 2006. For the first time in decades, the park hosted a volunteer-driven summer program for neighborhood children in 2006. In 2007, the park is slated to receive a new basketball court.

Focus: HOPE, through its subsidiary, Focus: HOPE Revitalization, received a \$200,000 grant from the U.S. Environmental Protection Agency (EPA), and \$350,000 from the City of Detroit (a portion of which was a grant, and a portion of which was a loan), to clean up and demolish a vacant 80,000 square foot industrial building near its campus, which had been a blighting influence on the neighborhood for many years. As a result of this work, Focus: HOPE Revitalization was awarded one of only five certificates of appreciation in the region by Region V of the U.S. EPA, in honor of its work as a leader in the Brownfields area.

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 and international perspectives regarding workforce development and educational programming. As Focus: HOPE brings its 39th year to a close, plans are well underway to expand the training and education offerings and increase awareness and enrollment in them.

Important partnerships with industry, government and foundations are being strengthened in order to continue attracting and leveraging the critical funding streams necessary to sustain the organization and its future ability to serve the community. Through a long term capital campaign, funding is being sought for an endowment, scholarships, capital investments, new program initiatives, debt reduction, as well as program operations and support. These supports will be used to catalyze a transformation of not only the training and education programs, but also the physical infrastructure of Focus: HOPE including the creation of a Community Center.

An on-campus Community Center (bringing local children, youth, adults and seniors to campus) will play an extremely important role in Focus: HOPE's transformation. In addition to offering youth sports and recreation programs, the Center will be a comprehensive location where local residents can engage with a wide range of service providers including (but not limited to) the Focus: HOPE programs. Because operating a Community Center is not a Focus: HOPE core competency, the new center will be developed in conjunction with a partner organization that specializes in designing and operating community centers.

In short, because of Focus: HOPE's committed stewardship of resources, there is no doubt that it will continue to grow to meet the endemic challenges brought about by poverty, racism and injustice. Focus: HOPE's Co-Founder, 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 in 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 conclusion, Focus: HOPE expects to persist as a critical community and industry resource dedicated to building a community of freedom, harmony, trust, and affection.

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Focus: HOPE

Celebrating Diversity Since 1968

PROGRAM REPORT **Fiscal Year 2006**

INTRODUCTION

For well over 10 years, Focus: HOPE has worked in close collaboration with the State of Michigan to provide workforce development opportunities to primarily low-income underserved and underrepresented individuals in metropolitan Detroit. Most recently, Michigan's Department of Labor and Economic Growth's Bureau of Workforce Programs has overseen the distribution of U.S. Department of Labor's Workforce Investment Act (WIA) state-wide funding and GF/GP funds to Focus: HOPE.

In recognition of its success in opening employment opportunities for minorities and women over the last 25 years, the U.S. Secretary of Labor, Elaine L. Chao, presented Focus: HOPE with an unprecedented Exemplary Public Interest Contribution (EPIC) Award in November 2006. The award is presented each year to a select few organizations that support equal employment opportunities and work with federal contractors. This award not only honors Focus: HOPE, but also the many partners who have shared our vision and collaborated with us in providing successful workforce programs over the years.

On January 25, 2007, Governor Jennifer Granholm announced the appointment of Keith W. Cooley as director of the Department of Labor and Economic Growth (DLEG). Cooley will replace Robert Swanson, who plans to retire effective March 2. Focus: HOPE's Board of Directors appointed Chief Operating Officer, Timothy Duperron, to Interim CEO.

Focus: HOPE provides this narrative report to its many State of Michigan supporters to share its past year's successes, as well as to provide a sense of plans for the future. The initial sections of this Program Report present a Fiscal Year 2006 overview of each program that receives funding 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 received funding from the State of Michigan in Fiscal Year 2006 are the Focus: HOPE Center for Advanced Technologies (CAT),

the High School Program, and the First Step and 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 included in Appendix A. An educational flow chart of all of the Focus: HOPE career-training programs 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 S for articles that highlight the recent work of Focus: HOPE. Following the descriptions of the Michigan-funded programs below are descriptions of other Focus: HOPE programs and activities. These are included in order to provide the State of Michigan with a



Above (from left): Charles E. James, Sr., Deputy Assistant Secretary, Office of Federal Contract Compliance Programs; Keith Cooley, outgoing Focus: HOPE CEO and appointee to State Director of Labor and Economic Growth; Eleanor Josaitis, Focus: HOPE Co-Founder; Elaine L. Chao, U.S. Secretary of Labor; and Victoria A. Lipnic, Assistant Secretary, Employment Standards Administration.

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, educational knowledge as well as the necessary hands-on experience critical for a 21st century workforce. Through a unique partnership with area colleges and universities, students earn associate and bachelor of science degrees in manufacturing engineering and technologies while working on actual manufacturing and research and development contracts on the Focus: HOPE campus. Focus: HOPE's other career ladder program prepares students to attain the industry-based certifications necessary for a broad array of information technology professions.

Focus: HOPE's 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 proven pathway is very effective at graduating highly skilled individuals, particularly underrepresented minorities and women. Focus: HOPE has made outstanding contributions toward increasing diversity within the traditionally homogeneous science, technology, engineering and math fields (known as STEM). **In fact, in Fiscal Year 2006, 93 percent of Focus: HOPE's engineering associate and bachelor degree candidates were African-American, which**

accounts for a significant proportion of the African-American students in the United States pursuing a bachelor of science degree in manufacturing engineering.

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

In the globally competitive economy of the 21st century, state economies in large part will thrive or decline based on how well they cultivate and retain "knowledge workers": individuals who possess postsecondary educational credentials (though not necessarily a bachelor degree), technical aptitudes, the ability to learn rapidly, and an entrepreneurial approach to employment. To produce workers with these skills, states will need to do the following:

- **Increase postsecondary access and improve student success rates, particularly for low-wage and low skill adults;**
- **Weave together education and workforce strategies with economic development strategies and the needs of employers;**
- **Build the capacity of providers and postsecondary institutions to make these improvements.**

"Working Together: Aligning State Systems and Policies for Individual and Regional Prosperity,"
Workforce Strategy Center, December 2006, p. 1

needed training and education model, as well as the placement relationships necessary to link these highly skilled workers with the employers who need them.



THE CENTER FOR ADVANCED TECHNOLOGIES

Background: Focus: HOPE's Center for Advanced Technologies (CAT) is a unique engineering education 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, technology, engineering and math fields, particularly as they relate to the manufacturing sector as described in a variety of national reports, e.g., National Center on Education and the Economy's *Tough Choices or Tough Times: The Report of The New Commission on The Skills of the American Workforce* (December 2006); Workforce Strategy Center's *Working Together: Aligning State Systems and Policies for Individual and Regional Prosperity* (December 2006); Workforce Strategy Center's *Career Pathways: Aligning Public Resources to Support Individual*

and Regional Economic Advancement in the Knowledge Economy (August 2006); The National Association of Manufacturers' *2005 Skills Gap Report – A Survey of the American Manufacturing Workforce* (December 2005); The Business Roundtable's *Tapping America's Potential: The Education for Innovation Initiative* (July 2005); the American Electronics Association's *Losing the Competitive Advantage: The Challenge for Science and Technology in the United States* (February 2005); and The Council on Competitiveness' *Innovate America* (December 2004).

In response to the unprecedented MOU, the CAT was designed to create the engineering equivalent of a "teaching hospital." Engineering students (known as "Candidates") pursue their engineering education within an environment of actual production and research and 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 technology and manufacturing engineering. 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, ending in Fiscal Year 2004, and resulted in over \$30 million brought into the State of Michigan and its universities for the work at Focus: HOPE. In Fiscal Year 2006, another full year of academic offerings was scheduled and conducted at the CAT by Focus: HOPE's academic partners.

The CAT Model of Experiential Learning – a Teaching Hospital for Manufacturing Engineers: This internationally-recognized program provides a 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 rigorous 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 that provide the experiential base and opportunity for degree Candidates to work and learn simultaneously.

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 eight hours/day, Monday through Friday, on manufacturing and research and development contracts, earning hourly wages, while carrying a mandated minimum course load of six credit hours, though many of these students carry more.

The academic curriculum addresses such learning modules as: fundamentals of machine operations, tool geometry, 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 are intended to provide progressively higher order assignments over time. Accordingly, such cross-training exposure enhances high-level problem-solving skills and a sophisticated understanding of manufacturing processes, technologies, techniques, quality control methodologies, as well as team building, verbal and written communication, and leadership skills.



The manufacturing experiences provided to the CAT Candidates are critical and integral to their learning. The educational model has often been compared to a “teaching hospital” where future doctors and surgeons learn within clinical settings. In response to changes in the domestic automotive industry, in Fiscal Year 2006 Focus: HOPE exited manufacturing as a Tier One automotive supplier. However, Focus: HOPE continues to grow its research and development as well as direct contract activities with the U.S. Department of Defense and others. The support that these contracts provide is paramount to the CAT and also representative of Focus: HOPE’s strong partnerships. These activities continue to provide unprecedented opportunity for students to be exposed to cutting edge manufacturing innovation and experience at the undergraduate level.

Moreover, as will be described in greater detail later in this report, the CAT candidates spend

semesters working for a variety of industry partners, where they gain valuable on-the-job experience. Others are engaged in projects in the learning labs and still others rotate through a series of work assignments throughout the 40-acre campus of Focus: HOPE, e.g., in the departments of government affairs, education administration, and student services.

For Fiscal Year 2006, 125 Candidates were enrolled in the CAT. To date, 125 students have received associate degrees and 48 have received their bachelor degrees.



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

Focus: HOPE is succeeding against downward ethnic and racial minority recruitment trends – 93 percent of currently enrolled engineering associate and bachelor degree students are African-American. Therefore, it is not surprising that the National Science Foundation has referred to the CAT as the nation’s largest enroller of minority students in manufacturing engineering.

Experiential Learning: In Fiscal Year 2006, the experiential learning program was expanded into non-production areas of Focus: HOPE, and into external manufacturing production, engineering and business environments of corporate partners (described in the “External Rotations” section below). Another critical area of expansion of

the experiential learning model has been the creation of Learning Laboratories in collaboration with our partner universities. These Learning Labs will enable Candidates to utilize cutting edge manufacturing engineering technology in hands-on learning experiences. The CAT will offer Learning Labs with state-of-the-art equipment, efficiencies, and performance to enable Candidates to drive the curve of innovation instead of being left behind. The creativity of the students will be enhanced by the opportunity to experience tomorrow’s tools today. The theory taught in the classroom will be reinforced and applied in a real-world manufacturing environment, which allows Candidates to develop not only theoretical knowledge, but also complete their understanding of concepts and their application.

Continued development of the Learning Labs will take place in two stages. The first stage will engage training modules, lecture series of manufacturing technologies and professional development workshops readily available at Focus: HOPE. The second stage will involve research and development opportunities with our university partners. All instruction is based on the learning theories used to develop the Greenfield Coalition coursework that is currently utilized in the CAT education program. There are currently four learning labs training modules underway: Coordinate Measuring Machine (CMM) applications; Mazak Computer Numerically Controlled (CNC) machine training; Unigraphics/CAD; and Machining I, II, and III.

External Rotations: Working in collaboration with its industry partners, Focus: HOPE has developed an external rotation program for CAT Candidates. The external rotations afford the Candidates additional real-world experience and enable them to contribute in a meaningful way to the work environment to which they are assigned, as well as provide valuable new talent to the host company. Focus: HOPE is working closely with its corporate partners to build the external rotation program and create more opportunities for Candidates to gain this important exposure to their future career fields.

The external rotation program creates a mutually beneficial partnership for the Candidates and the host companies. Candidates gain significant work experience as they matriculate through the academic program, build valuable networking opportunities, practice work socialization skills, and develop a strong standard for making future career decisions. The host companies gain an advantage toward the eventual permanent hiring of Focus: HOPE Candidates after graduation if they so desire, and are afforded the use of young talent at lower average wages and benefits than full time permanent employees, during the external rotation period.

In Fiscal Year 2006, 23 Candidates participated in external rotations at 10 companies and one Candidate participated as a Black Belt at Ford Motor Company. The companies that hosted CAT Candidates included: Cummins, Detroit Diesel, Ford Motor Company, General Motors Corporation, Johnson & Johnson, KUKA, Motor City Electric Technologies, Inc., Rolls Royce, TACOM, and Toyota. In the coming year, it is anticipated that the number of Candidates participating in external rotations will increase as a result of intensive discussions with additional Focus: HOPE industry partners.

Given the painful realities of the current talent shortage, changes in the economy and business environment, increasing international competitive pressures, and other complex challenges that manufacturers face, respondents were asked to indicate what would be the most important to their success over the next three years.

Although many expect that overall employment levels in manufacturing will rise appreciably, an overwhelming majority of respondents stated that their workforce is the most important factor for future business success – 74 percent of respondents indicated that having a ‘high-performance workforce’ will be key to their business success.

“2005 Skills Gap Report – A Survey of the American Manufacturing Workforce,” National Association of Manufacturers and Deloitte Consulting LLP, December 2005, p. 6

Placement: Focus: HOPE is strongly committed to assisting all of its graduates find gainful employment. Last year the bachelor degree CAT graduates earned an average starting salary of \$58,000. According to fall 2006 salary survey data from the National Association of Colleges and Employers, the average starting salary for manufacturing engineers was \$51,469. Thus, CAT graduates are earning nearly 15 percent more than their peers because of the 4+ years’ worth of real world hands-on manufacturing experience they receive while at Focus: HOPE.

Many of our graduates have moved on to exciting engineering careers with General Motors Corporation, DaimlerChrysler Corporation, Ford Motor Company, Visteon, Lear, and others. (See Appendix K 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 L, which contains student profiles.

Six Sigma: 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. In wide use throughout American industry, Six Sigma was adopted by Focus: HOPE as part of its long partnership with the Ford Motor Company.

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.

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 were enrolled in the Ford Motor Company's Six Sigma Black Belt training program for 2005, and these Candidates worked onsite at the Ford-Livonia transmission plant. In 2006 one Candidate passed the exam for her Black Belt certification.

For most of the 20th century, the American education system provided a substantial part of the talent and proficiency needed to sustain and improve our way of life....Today, however, as the U.S. economy becomes even more reliant on workers with greater knowledge and technological expertise, the domestic supply of qualified workers is not keeping up with the skill demands. Employers are increasingly interested in hiring people who not only can execute well but also can create the next wave of innovation.

*"Tapping America's Potential:
The Education for Innovation Initiative,"
Business Roundtable, July 2005, p. 6*

Research and Development: Like other teaching hospitals, the CAT has been engaged in R&D activities for many years. High-tech R&D is at home in the CAT 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 manufacturing industries. 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. Candidates have been involved with the development of military-sponsored R&D projects since their inception and compete to rotate through these assignments. Few undergraduate programs offer students the

firsthand opportunity to work on R&D typically reserved for graduate students.

The Mobile Parts Hospital – Over the past eight years, Focus: HOPE worked closely with the U.S. Army Tank-automotive and Armaments Command (TACOM) and its National Automotive Center (NAC), headquartered in Warren, MI, to develop the highly renowned "mobile parts hospital" (MPH) for the creation of spare and repair parts at the military point of need.

Beginning in 2003, the Army deployed MPH Rapid Manufacturing System (RMS) units – the nation's only known transportable and agile manufacturing units – to Kuwait, Iraq and Afghanistan in support of U.S. overseas troops. 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 was 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. The MPH team has the capability of manufacturing over 500 different parts and has produced over 15,000 of these parts all together, through a combination of work conducted overseas, as well as with the assistance of the Focus: HOPE-based Agile Manufacturing Cell in Detroit.

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. The mount is now being used by hundreds of soldiers to defend convoys moving back and forth between Kuwait and Iraq. In 2006, the MPH project moved from an experimental R&D initiative to a fully embedded Army operations program.

Other Defense Department Sponsored R&D – On a related front, Focus: HOPE was appropriated Fiscal Year 2007 funding of \$3.0

million for the third year of its Army MANTECH Manufacturing Systems Demonstration project. The project is designed to conduct the research, planning, designing, and potential sourcing activities to define and specify the critical elements of an agile, efficient manufacturing cell that reduces the cost and shortens the lead time for producing critical machined parts for military systems and platforms.

On another front, Focus: HOPE was appropriated Fiscal Year 2007 funding of \$3.25 million for the second year of the Navy Mobile Manufacturing and Repair Cell project which will improve both the efficiency and flexibility of mobile manufacturing concepts achieved by the highly successful Army Mobile Parts Hospital project by adapting lessons learned to Navy environments and constraints.

To date, these R&D projects represent a minimum federal investment of over \$40 million that has been brought into the State of Michigan, including funds from the Global War on Terrorism.

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

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 overlays with the First Step and FAST TRACK 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 MTI 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.

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 their 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 (12 High School students participated in these programs in Fiscal Year 2005). If the student tests at 9th grade reading and 10th grade math levels or greater, the student enrolls directly into the MTI program (24 High School students participated in the MTI program in Fiscal Year 2006).

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 27 advanced college credits at Wayne County and Macomb Community

Low-wage and low-skilled workers represent a significant proportion of the workforce in most Midwest states – and therefore they offer a critical opportunity for expanding the knowledge workforce. Evidence suggests that the traditional pipeline (high school to college) does not lead to success for many individuals, leaving them unable to succeed in the labor market. Either they never graduate from high school or, if they do, they are unprepared for college-level work or skilled positions.... Meanwhile, in every state, industries from healthcare to manufacturing are seeking skilled workers, especially those with skills earned through postsecondary education and training but not necessarily a bachelor's degree. State policymakers focused on supporting economic growth in the modern economy and upward mobility for their workers must capitalize on the untapped potential of low-skill and low-wage workers.

"Shifting Gears: An Employment Policy Initiative"
Joyce Foundation, Request for Proposals, June 2006

Colleges (via articulation agreements). They may also go on to enroll in the Focus: HOPE pre-engineering program, which leads into the Center for Advanced Technologies.

To date, 21 high schools have partnered with Focus: HOPE. For Fiscal Year 2006, enrollment in the High School Program was a total of 24 students: 22 from the Detroit School of Industrial Arts and two from Chadsey High School. Significantly, 16 former High School Program enrollees have moved on to participate in other Focus: HOPE programs.

Unfortunately, the dual enrollment high school program ended in June 2006. The participating high schools have opted to end this program due to increased state high school curriculum requirements which would make it difficult for students to divide their time between high school course commitments and Focus: HOPE. Students who were dual-enrolled in the program will have the option to continue in the MTI program as adults after they graduate from high school. Completion of the MTI program would include industry certification and the option to continue into postsecondary education in the CAT program. Focus: HOPE will continue to work closely with Detroit high schools to recruit students into its programs.

FIRST STEP AND FAST TRACK

Many individuals obtain high school degrees and GED certificates but have not demonstrated

Being good at math will entail not just being able to do math well but being very good at mathematical reasoning, which is not the same. Furthermore, we will have to do a much better job of making many more of our high school students comfortable with technology and the principles of engineering than is the case now. And it is just as clear that we will have to be among the world's best performers with respect to our command of English. The skills of reading, writing, and careful listening at relatively high levels will be more important than ever.

"Tough Choices or Tough Times: The Report of The New Commission on The Skills of the American Workforce," National Center on Education and the Economy, December 2006

reading and mathematics proficiency to enter Focus: HOPE's education programs. Focus: HOPE has 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 and succeed in 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 minimum requirements noted above, Focus: HOPE initially designed the highly successful and widely mimicked FAST TRACK program in 1989 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. 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.

Additionally, in order to better serve the needs of individual students', the FAST TRACK program was revised in 2005 to offer math-only or reading-only skill enhancements to students who only required improvement in one area.

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 in 1997 to immediately precede FAST TRACK for those individuals needing extra assistance. (See Appendix N 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, or half-time if only math or reading upskilling is needed. They have access to a wide range of counseling, testing, and career preparation services as well. Focus: HOPE provides a mandatory drug-free educational environment, life and financial management counseling, and other student services, including bi-weekly access to a Michigan Department of Human Services social worker. 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 percent of students successfully complete these programs.

For Fiscal Year 2006, enrollment in the First Step and FAST TRACK programs was 179 students, with completion rates of 85 percent and 76 percent respectively. To date, 1,351 have participated in First Step and 4,708 individuals have participated in FAST TRACK.

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 postsecondary education, including two-year or four-year degree granting institutions, or move directly to employment.

As technological advances and economic globalization have taken hold in the United States and beyond, the necessary elements for regional success in the emerging economy are no mystery. Regions will thrive or decline based on how well they cultivate "knowledge workers:" individuals who have postsecondary education credentials, technical savvy, the ability to learn rapidly, and an entrepreneurial approach to employment. Knowledge workers earn higher pay than less skilled workers, and researchers and policymakers increasingly see them as the key to economic development.

"Career Pathways: Aligning Public Resources to Support Individual and Regional Economic Advancement in the Knowledge Economy,"
Workforce Strategy Center, August 2006, p. 1

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 MACHINIST TRAINING INSTITUTE

Since opening in 1981, the Machinist Training Institute (MTI) has graduated 2,255 advanced manufacturing/precision machining students, nearly all of them minorities and women. The MTI offers state-licensed, accredited courses in precision machining and metalworking. The MTI program is accredited by the Accrediting Council for Continuing Education & Training (<http://www.AC CET.org>). 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 M). In Fiscal Year 2006, 217 students were enrolled in the MTI program, and the starting wage for MTI graduates 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.

MTI is in the process of curriculum change due to industry emphasis on Computer Numeric Control (CNC) training. A strategic review which included market research and new program development has determined that the need for this specialty trained individual is based on the “intelligent and practical action” for the future. The objective is to increase the marketability of trained individuals with respect to the following skills:

- Operations – Ability to operate different types and brands of CNC equipment to machine a product to customer specifications.
- Programming – Write the CNC programs based on customer print specifications.
- Set-up – Qualify the machine (program, tooling and fixturing) for customer product satisfaction.

In the past, the skills workers learned were good for decades. Now, workers need to constantly adopt new skill sets. Increasingly, the success of an individual, a company, or a nation will be measured by how well they can adapt to new conditions and potential career shifts.

Formal education from kindergarten through college will remain crucial in preparing future generations of workers, but education will not end there. The flexibility of the American workforce has served the United States well, and it will have to become even more flexible. This will require creative solutions to stimulate continuous education and retraining programs to prepare workers and employers to compete in the knowledge-based economy.

“Losing the Competitive Advantage: The Challenge for Science and Technology in the United States,”
American Electronics Association, February 2005, p. 18

To accomplish this task, additional equipment has been installed on the MTI shop floor, which includes two Haas Tool Room (TL-1) CNC lathes, two Hurco machining centers, and two Cincinnati Milacron 1212 turning centers.



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 long-term 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 roughly 45 percent 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 Michiganians.

Students who successfully complete the MTI program and are interested in further study may be recommended by Focus: HOPE faculty for admission to the Pre-Engineering program, which prepares students for the undergraduate curriculum of the CAT program. 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 with a very strong math foundation, necessary in order to be successful in the undergraduate engineering programs. Students who successfully complete the MTI Vestibule, Basic Precision and Advanced Precision Machining coursework may receive as many as 14 credits toward their Lawrence Technological University associate degree.

MTI graduates may choose to immediately become a Candidate at the CAT, take employment, or begin postsecondary education elsewhere with articulated college credits in hand.



THE INFORMATION TECHNOLOGIES CENTER

The Information Technologies Center (ITC) was established in 1999 to provide a broad range of industry-certified training programs and currently offers programs in network, desktop and server administration. The extensive curriculum includes classroom and lab assignments in 25-53 week long programs (see Appendix O for highly descriptive ITC program materials). The ITC is providing minorities and

women, in particular, access to high paying careers in a variety of IT professions. 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 enrolled 203 students in Fiscal Year 2006, and 721 students have graduated from its programs thus far. Current starting wages are typically \$10 to \$15 per hour. Graduates with two to three years' worth of experience and who continue to earn certifications in this area can earn annual salaries in the range of \$40,000 to \$60,000.



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. The ITC Personal Computing Technology, Network Administration and Desktop & Server Administration programs have been approved by the Education Department for qualifying students to receive Pell Grants. The Department of Veterans Affairs has approved ITC programs for VA eligible training. Since its inception the ITC has been a Cisco Network Academy Program. Linda Hanks, ITC Manager, has been an active member of the Cisco Network Advisory Council since 2001.

Design of Information Management Systems Engineering Degree – Focus: HOPE is in the process of launching 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. A partnership of Focus: HOPE, Wayne State University as academic partner, and Data Consulting Group (DCG) as business partner, has been formed to implement this new program. WSU currently offers a BA in Information Systems Technology which is based on business and technology courses. DCG, a Detroit-based, minority-owned IT company with 14 years experience, will manage IMSE students in experiential and contract work. The IMSE team is currently working with Ford Motor Company on the development of a Systems Thinking course that includes both theoretical and practice content. Pending financial support, it is hoped that this program will enroll its first class of students directly from the Focus: HOPE IT certification programs.

Strong skills in English, mathematics, technology, and science, as well as literature, history, and the arts will be essential for many; beyond this, candidates will have to be comfortable with ideas and abstractions, good at both analysis and synthesis, creative and innovative, self-disciplined and well organized, able to learn very quickly and work well as a member of a team and have the flexibility to adapt quickly to frequent changes in the labor market as the shifts in the economy become ever faster and more dramatic.

"Tough Choices or Tough Times: The Report of The New Commission on The Skills of the American Workforce," National Center on Education and the Economy, December 2006, p. 8

Incumbent Worker Training for Comcast – In a continuing partnership with Comcast, Focus: HOPE conducted computer literacy classes for Comcast employees in Fiscal Year 2006. Over 220 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 200 people trained per annum.

EDS continues to hire ITC students for internships in their NOC [Network Operations Center] and for PC support. During 2006, EDS hired 40 ITC students for internships.

In April 2006, the ITC became an authorized Prometric testing site for its students. Since becoming a testing site, 45 students have completed the PC Technology program and 84 percent of them have passed both CompTIA A+ core and A+ OS certification exams to become fully A+ certified. In fact, one cohort was 100 percent certified by the last day of class. This is not a common occurrence, and in June 2006, CompTIA did a feature article on their website on the class' achievement. In 2006, nine students were awarded CompTIA's IT Merit award for passing their A+ certifications and for excellence in class. Last, Ford Motor Company's IT department continues to support monthly mentor meetings and provides IT professionals for presentations, discussions and tours of their IT-related facilities to expose Focus: HOPE students to real-world environments.

THE CENTER FOR CHILDREN

Begun in 1987, the Focus: HOPE Center for Children (CFC) offers infant and toddler care for children ages 6 weeks to 2 years, preschool for children ages 3- 5 years, after school program for children ages 6-12 years, as well as a summer day camp for 5-12 year olds. The CFC's curriculum approach is Montessori and High/Scope. Each approach to early childhood development 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 children of parents enrolled in Focus: HOPE training programs, the community-at-large, and Focus: HOPE

colleagues. Since its opening, the CFC has provided child-care and educational services to nearly 5,800 children. Enrollment in Fiscal Year 2006 was 128 children.



In Fiscal Year 2005, the CFC engaged in an intensive Child Development Training Plan process to ensure that 14 of its staff members (teachers, assistant teachers, and aides) achieved their Child Development Associate (CDA) Credentialing, 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 were required to complete 120 hours of formal childcare education in early Fiscal Year 2005. These credentials are required by the revised State of Michigan childcare licensing rules. The rules came into effect as of December 7, 2006. In addition to providing this valuable training opportunity to CFC staff members, Focus: HOPE also opened its doors to nearly 120 members of the Detroit metropolitan childcare community to participate in the CDA education program. Although all 14 CFC teachers have received their CDA in the area of either infant and toddler or preschool, these same teachers are reentering the CDA process to earn a CDA in the opposite area of their first accreditation received. The teachers are expected to complete this process by September 2007. This will enable the CFC teachers to be

cross-trained in the area of both infants and toddlers and preschool development.

Accreditation Process – The CFC is in the process of pursuing its National Association for the Education of Young Children (NAEYC) accreditation. The NAEYC administers a national, voluntary, professionally sponsored accreditation system to help raise the quality of preschools, childcare centers, home day care and school-age childcare 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 two to three years. The CFC is in its second phase of moving toward the accreditation. This phase will include a self-assessment to identify the areas in which there is need for strengthening, as well as the purchasing of the NAEYC readiness kit.



In March 2006, the CFC hosted the Month of the Young Child Conference at Focus: HOPE in collaboration with the Child Care Coordinating Council of Wayne County. The conference provided over 15 training options for childcare teachers, administrators and parents within the Detroit and Metropolitan Detroit areas. Approximately 400 people attended the one-day conference.

Head Start – The CFC has significantly increased its partnership with The Order of the Fisherman Ministry (TOFM) Head Start in Detroit. The partnership with TOFM began in 2004. The partnership has increased the enrollment of the center from 128 in 2005 to 196

in 2006, and positively impacted the preschool classrooms. More low-income children and their families have selected the CFC as their childcare provider because through the partnership the quality care is now affordable to them. The Head Start program, which is a federally funded program, assists the CFC with recruitment and enrollment of children that meet the Head Start income guidelines. Ten percent of the children that enrolled into the program are certified with special needs. The collaboration between Head Start and CFC has provided the staff with training in the High/Scope curriculum, Child Observation Review (COR), Brigance Screening, Anecdotal notes, as well as other important and respected early childhood development trainings.

School-Age and Summer Camp Programs - During Fiscal Year 2006, the CFC continued to develop high quality school-age and summer camp programming, providing the children with many opportunities within the CFC and throughout the community. During the school year, 30 children (ages 6-12) participated in the school-age program (before/after school “latchkey”) and 55 children were served during the 10-week summer camp.

Meeting its enrollment target, the CFC’s school-age program currently transports 30 children between Focus: HOPE’s campus and six neighboring elementary schools. Parents may drop their children off at the CFC as early as 5:30 a.m. daily and pick them up by 5:30 p.m. each evening. Focus: HOPE provides the students with a nutritious breakfast and assists with homework as needed. The students are then transported by van to their elementary school and then are picked up and returned to Focus: HOPE by around 3:00 p.m., after their school day ends. They are offered snacks and homework assistance in the afternoon as well. The program allows parents to balance their

work/family life, by ensuring that safe/high-quality care and transit of their children is provided on normal school days; special circumstances, such as half-days, scheduled/non-scheduled no-school days and weeklong breaks.

During summer session, school-age enrollment reaches 55 children, comprised of the year-round students, as well as additional enrollees from the children of Focus: HOPE colleagues and community members. Programming is designed to expand the children's horizons, cultivate their innate talents and interests, and encourage the development of future citizens. This is accomplished through the fusion of academic enrichment, character building, cultural enrichment, performing and visual arts, and sporting activities. Children enjoy activities ranging from visiting a butterfly habitat to handling reptiles from a traveling zoo, to competing in academic games, to learning music and dance routines, to exploring issues related to character building and much more. Their weekly outdoor activities include golf and tennis lessons, swimming, hiking, and outdoor play, and fieldtrips to horseback ride and fish.

Having completed its fourth summer camp under this format, the CFC has received high praise from parents, evidenced by its roughly 75 percent re-enrollment and increasing referrals. Summer programming is expected to continue its current format for summer 2007, while incorporating additional upgrades resulting from a recent 3-year national foundation grant award. The grant will fund the purchase of a larger bus to transport students between Focus: HOPE and local elementary schools and take summer camp students on field trips. Moreover, the grant has been structured to fund the purchase of nationally standardized supplemental educational software that will ultimately lead to the CFC being able to provide more sophisticated tutoring assistance to increase and improve student academic success.

FOCUS: HOPE STUDENT SUPPORT SERVICES

Focus: HOPE offers a number of programs to support its students' success, helping to ensure that they are prepared both academically and professionally to enter the workforce. These programs strengthen our students' understanding of the work world, as well as address many of the unique needs of our student body, including access to funding resources to underwrite the costs of their training and education at Focus: HOPE, as well as provide other critical resources.

Scholarship Program: In Fiscal Year 2006, Focus: HOPE formed a Scholarship Committee to provide funding for qualified students in the First Step, FAST TRACK, MTI and ITC adult education programs. This funding is allotted to aid needy students with expenses for education programs, child care and special needs. With generous funding from individuals, corporations and foundations, the Scholarship program began in February 2006 and has made 241 awards to students totaling over \$226,000. Excerpts from students' scholarship application essays can be found in Appendix H. Scholarships were made available in the following categories:

- *Success Scholarship:* Available for students enrolled in the ITC PC Technology program or the MTI Core 1 program to support up to 75 percent of tuition costs.
- *Hope Scholarship:* Available to prospective students for up to \$1,000 tuition for the first education program attended at Focus: HOPE.
- *First Start Scholarship:* Available to entry level students who meet enrollment criteria for Focus: HOPE's First Step, FAST TRACK, ITC Information Technologies Initial Skills (ITIS), or ITC Information Technologies Basic Skills (ITBS) programs to support up to 50 percent of tuition costs.
- *Founders Scholarship:* Available to students who successfully complete Focus: HOPE's entry level programs listed above for the First Start

Scholarship, or to students who successfully complete MTI Vestibule or ITC PC Technology programs if that is their first program at Focus: HOPE, to cover up to 50 percent of the tuition costs.

- *Child Care Scholarship*: Available to students with children to offset child care expenses not covered by funding assistance from the Michigan Department of Human Services.
- *Special Needs – Transportation*: Available for students enrolled in the Focus: HOPE education programs to offset bus transportation costs.
- *Special Needs – Emergency Situations*: Available for students enrolled in the Focus: HOPE education programs to offset costs for medical needs, utilities, auto repair or other emergency situations.

Student Loan Fund: With the exception of the CAT associate and bachelor degree programs and the High School program, each Focus: HOPE training and education program has an associated tuition. 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 critical self-management area).

In Fiscal Year 2006, approximately \$1.6 million in tuition was loaned to students in Focus: HOPE training and education programs. To date, the Loan Fund has enabled over 4,100 students to participate in Focus: HOPE's technology and manufacturing training programs, moving into jobs with minimum starting salaries ranging from \$10 to \$15 per hour.

Student Loan Fund Study: Focus: HOPE implemented the private Student Loan Fund in July 1998. With eight years of experience administering the fund, Focus: HOPE is completing 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;
- 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. Last, a thoughtful study of this model would inform the national debate on workforce development, creating the potential for increased access to funding.

With an investment of over \$1 million from the Ford Foundation, Focus: HOPE is completing the three-year study and has upgraded data collection systems. An Advisory Committee, made up of consultants and specialists in the fields of credit, labor economics and workforce development policy-making, and Focus: HOPE staff, have worked with Dr. Kevin Hollenbeck and the W.E. Upjohn Institute for Employment Research in Kalamazoo, MI, to document loan data and programmatic outcomes from the past eight years. The study focused on the following:

- Comparison of Focus: HOPE enrollees versus non-enrollees (those who passed the admission tests, but chose not to enroll) from Fiscal Years 2001-2003. 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 eight 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 disseminate the results of the study through publication. 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 could 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 or sufficient. 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.

Strategic Program Reviews: Adopted in 2004, the Focus: HOPE strategic plan recommended that a detailed, strategic review be conducted of each of the organization's training and education programs to assess their current relevance and effectiveness, and to determine what program changes, if any, should be implemented.

Strategic reviews for the Information Technologies Center (ITC) and the Center for Advanced Technologies (CAT) were completed in 2004 and 2005 respectively. These reviews involved multi-disciplinary teams composed of stakeholders and subject matter experts, both internal and external, and market research firms conducting data mining activities and focus groups to validate the proposals of the study teams. These services were provided on a *pro bono* basis. Operational models and financial plans were developed for both the ITC and the CAT programs, with completion in early spring 2006. Thus far, these reviews have resulted in considerable insight into the degree to which Focus: HOPE's programs are unique and a much stronger understanding of Focus: HOPE's value-add. This information is being utilized to enhance Focus: HOPE's strengths and to grow the programs to better serve Michigan residents.

Strategic reviews of the Machinist Training Institute (MTI) and First Step FAST TRACK were undertaken in Fiscal Year 2006. A first phase of data mining and focus group market research was completed for the MTI review. A consulting firm was engaged (on a *pro bono* basis) to conduct a second, more detailed market research effort for MTI. MTI completed its Strategic Review in 2005 and in 2006 began the process of implementing the recommendations. The enhanced curriculum is currently under development and is expected to be completed in March 2007.

The strategic review for First Step FAST TRACK was completed in late 2006. Completion of the following recommendations is anticipated before summer 2007: (1) replacement of the Test of Basic Adult Education (TABE) version 7 & 8 with version 9 & 10; (2) review of the curriculum with emphasis on providing increased scheduling

flexibility to students; and (3) review of potential for Focus: HOPE and/or a partner to deliver General Educational Development (GED) preparation and testing to students on campus. Last, it is expected that a fourth recommendation will be explored, that of converting to a state-of-the-art software to supplement class room lecture time, provide potential remote access, and provide access to a wider range of nationally standardized courseware which could support alternative training and education career paths.



Recruitment and Marketing Activities: In an effort to significantly bolster enrollment, Focus: HOPE held three recruiting Open Houses in 2006. For the first time, paid advertising (print and radio) was used to draw prospective students to the events, which proved very successful. For instance, advertisements offered that the first 100 attendees to attend the July Open House would receive \$1,000 scholarship certificates to be used to offset tuition for their first class at Focus: HOPE. Additionally, a radio personality appeared and promoted the event on her radio station. As a result, prospective students began lining up outside of Focus: HOPE's offices six hours before the event began. (Please see Appendix I for Open House advertising materials). For an October event, direct mail advertising was added to the mix of marketing activities. Such activities have resulted in significantly increased interest in Focus: HOPE's programs and have helped drive up enrollment and/or class registration. Moreover, Focus: HOPE is known for its holistic approach to education, with staff members dedicated to

assisting students with personal issues (such as transportation, housing, and medical concerns) and an on-site child care center. All of these services are incorporated into marketing and recruiting efforts for Focus: HOPE's education and training programs.

Professional Development: In addition to academic coursework and hands-on experience, Focus: HOPE students may choose to participate in Professional Development Workshops, with in-depth exposure to such subjects such as resume preparation, interviewing skills, professional presentation, networking, and so forth (please see Workshop schedule in Appendix J). This Workshop series is designed to give students 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. The Workshops are scheduled to prepare students for a variety of Job Fair activities.

Job Fair: In addition to year-round activities to support students' career planning efforts, in October 2006 Focus: HOPE hosted its second annual Job Fair to help match 140 graduating students and 60 alumni with employment opportunities at leading companies in the machining, advanced manufacturing engineering and information technologies industries. The Job Fair was attended by recruiters from 19 companies including General Motors, AT&T, Best Buy, Comcast, Tech Team Global, and many others. Please see Appendix J for additional information about the 2006 Job Fair.



OTHER SERVICES

Safety: The Focus: HOPE Safety Department supports management of the organization in reducing the number of accidents and injuries; advises management on compliance with applicable government regulations; and provides emergency assistance, safety training, safety consultation, accident investigation, injury case management, and useful safety metrics. The Safety Department promotes the continuous improvement of quality and environmental efforts at Focus: HOPE by looking for ways to increase productivity and reduce waste. Additionally, the department commits available time to value-added projects and initiatives.

In fall 2005 Focus: HOPE was recognized by the Michigan Occupational Safety and Health Administration (MIOSHA) Division for Consultation Education and Training (CET) for outstanding safety and health records. Three CET awards were presented to Focus: HOPE by MIOSHA Director Doug Kalinowski: the Bronze Award to Focus: HOPE Manufacturing; the Silver Award to the Focus: HOPE Center for Children (CFC); and the Silver Award to the Machinist Training Institute (MTI). On February 7, 2007, MIOSHA CET Division Director Connie O'Neill presented Focus: HOPE's MTI and CFC with Gold Awards. The Gold Award recognizes two years of outstanding MIOSHA records, including more than 482,000 work hours at MTI and 240,000 at CFC without a lost work day. Please see Appendix S for copies of the 2005 and 2007 awards press releases.

These awards recognize Focus: HOPE's exemplary efforts in developing and implementing written safety and health policies and procedures, the establishment of a safety and health committee, and other criteria that support a safe and secure work environment campus-wide. Focus: HOPE's dedication to safety and health is closely aligned with its commitment to quality, and its focus on continual improvement in all of its learning environments.

Advancing Beyond the Classroom Computer Distribution Program: In early 2006, then-Speaker of the House Craig DeRoche approached Focus: HOPE to manage a privately-funded pilot computer distribution and training program targeted at low-income families with young children in Detroit to help bridge the digital divide. Known as the ABC (Advancing Beyond the Classroom) Initiative, the program empowers young students with access to technology at home so they can continue learning outside the classroom.

Qualified families from Focus: HOPE and Glazer Elementary School in Detroit were screened and selected based on income eligibility criteria, the presence of children ages 4-8 in the home, and the lack of computer in the home. The selected families were required to attend a single two-hour basic computer training session which covered computer setup and operation, Internet navigation, and parental controls which help the parent/guardian control what the child can access on the World Wide Web.

Speaker DeRoche's ABC Initiative is a partnership of Focus: HOPE, Comcast Cable Company, and Motor City Computers (TEKsystems). The program was a private initiative of Speaker DeRoche – no government funds were involved in this program.

Focus: HOPE provided program management, class facilities, computer storage/distribution, and liaison functions with Glazer Elementary School's administration. Focus: HOPE also provided a list of Internet site Web links for kids (please see Appendix P). Comcast Cable Company provided the class session curriculum and instructors, and also offered a four-month discounted high speed Internet service package for program participants. Motor City Computers (TEKsystems) provided the reconditioned computers, pre-installed the software, and

delivered the computer systems to the Focus: HOPE training site.

With extensive planning and partnership efforts, the ABC Program was launched on May 1, 2006, and training sessions with recipient families were held through late September 2006. During the initial pilot period, the ABC Program provided basic computer training and distribution of complete computer systems to 90



qualified low-income families: 85 Glazer Elementary School student families and 5 Focus: HOPE colleague families.

The program is now in hiatus as funding matters are resolved and the "lessons learned" from the pilot program are evaluated.

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

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.

Focus: HOPE continues to be 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.

expand the training and education offerings and increase awareness and enrollment in them.

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 who Focus: HOPE is offering a foothold on the ladder of economic success. Focus: HOPE is utilizing its vast experience to provide critical and timely information to public policymakers on issues ranging from workforce development to hunger. These efforts include active participation in city, regional, state and national policy recommending entities, such as the State’s Council on Labor and Economic Growth, which provides advice and counsel to the Michigan Department of Labor and Economic Growth; the National Commodity Supplemental Food Program Association (NCSFPA), for which our food program manager, Frank Kubik is serving as President in 2007; and The Workforce Alliance, a national workforce development advocacy organization.

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 and international perspectives regarding hunger, workforce development, and educational programming. As Focus: HOPE brings its 39th year to a close, plans are well underway to

PARTNERSHIP IN COMMUNITY AND ECONOMIC DEVELOPMENT

Over the past five years, Focus: HOPE has been deeply engaged in leveraging public/private partnerships and funding to help establish a renewed sense of neighborhood on the east end of its campus along Oakman Boulevard.

A Michigan State Housing Development Authority (MSHDA) commitment of \$400,000 leveraged an additional combined \$5.8 million in funds from the City of Detroit, Wayne County, MASCO, the U.S. Department of Housing and Urban Development (HUD) and others for the development of a 55-unit low-income senior citizens apartment building sponsored and managed by Presbyterian Villages of Michigan. The new building – the Village of Oakman Manor – will hold its grand opening on February 14, 2007.

The Village of Oakman Manor project was a key part of building the momentum which led to a \$100,000 “Cool Cities Neighborhood in Progress” designation from Governor Jennifer Granholm, together with a catalyst grant of \$100,000 for the creation of a new park adjacent to the apartment building at Oakman Boulevard and Woodrow Wilson. Also leveraged were \$50,000 from the Knight Foundation for environmental investigation and cleanup and \$100,000 from the Local Initiatives Support Corporation (LISC) for park construction costs.

This is an important example of Focus: HOPE’s ability to play an intermediary role in bringing resources from a wide variety of public and private partners to bear on critical community revitalization efforts.

Important partnerships with industry, government and foundations are being strengthened in order to continue attracting and leveraging the critical funding streams necessary to sustain the organization and its future ability to serve the community, including access to a broader array of services and programming.

Focus: HOPE has been generously supported over the years by both public and private funding streams. Please see Appendix Q for the chart that illustrates Focus: HOPE’s revenue sources in recent years.

Through a recently initiated long term capital campaign, funding is being sought for an endowment, scholarships, capital investments, new program initiatives, debt reduction, as well as program operations and

support. These supports will be used to catalyze a transformation of not only the training and education programs, but also the physical infrastructure of Focus: HOPE including the creation of a proposed Community Center.

An on-campus Community Center (bringing local children, youth, adults and seniors to campus) will play an extremely important role in Focus: HOPE’s transformation. In addition to offering youth sports and recreation programs, the Center will be a comprehensive location

where local residents can engage with a wide range of service providers including (but not limited to) the Focus: HOPE programs. Because operating a Community Center is not a Focus: HOPE core competency, the new center will be developed in conjunction with a partner organization that specializes in designing and operating community centers.

In short, because of Focus: HOPE's committed stewardship of resources, there is no doubt that it will continue to grow to meet the endemic challenges brought about by poverty, racism and injustice. Focus: HOPE's Co-Founder, 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 in 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. Focus: HOPE expects to persist as a critical community and industry resource dedicated to building a community of freedom, harmony, trust, and affection.

CONCLUSION

Despite the challenges of our state and national environment (slowed economy, war on terrorism, corporate turmoil, donor fatigue, etc.), Focus: HOPE has accomplished its objectives for Fiscal Year 2006. As with most organizations, corporate and non-profit, Focus: HOPE must remain agile and responsive to changing conditions. While weathering current economic conditions, the organization remains committed to positioning Detroit and Michigan to be competitive today and in the future by providing an unparalleled highly skilled and motivated workforce.

Focus: HOPE shares its mission, commitment and experiences with all who have an interest in learning how it has become the institution that it is today, as well as where it is heading in the future (see Appendix R for a select list of distinguished visitors over the years). In fact, 1,800 people toured the Focus: HOPE campus in

Fiscal Year 2006 and over 7,000 volunteers contributed 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 represent 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 postsecondary education. Focus: HOPE breaks down barriers to success for these individuals with tools of empowerment including education, training and supportive services. As such, Focus: HOPE bridges 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 Focus: HOPE's partners continue to support its 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 and R&D contracts for government and 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, technology, engineering and math fields. Ninety-three percent of Focus: HOPE's currently enrolled engineering associate and bachelor degree students are African-American, which accounts for a significant proportion of the African-American students in the United States pursuing a bachelor of science degree in manufacturing engineering.
- 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 Granholm, 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

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 156 of 2005. This information is provided within a larger overall report that summarizes the Focus: HOPE education and training programs that receive funding from the State of Michigan (Fiscal Year 2006 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 operations, results and program impact.

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	\$4,988,575
First Step and FAST TRACK	\$325,000
High School Program	<u>\$546,625</u>
Total	\$5,860,200

The number of students served by each program for FY 2006 (October 1, 2005 to September 30, 2006) was:

Program	FY 2006 Enrollment
Center for Advanced Technologies	125
First Step and FAST TRACK	179 (76 / 103)
High School Program	24

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 embedded 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 state supported programs, the following amount was allocated for placement activities:

<u>Program</u>	<u>Placement Allocation</u>
Center for Advanced Technologies	\$18,025
First Step and FAST TRACK and the High School Program	\$67,480

The CAT item may be found in Attachment A of Part V – the Budget Report. This charge represents 25% of one individual’s salary allocated to placement activities (identified as the CAT manager in the Budget Report). 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 \$67,480 item represents an aggregation of time from 4 individuals engaged in placement activities for the Machinist Training Institute (MTI), First Step and FAST TRACK programs (noted as 3 placement staff and 1 student services manager in the Budget Report).

As noted in the accompanying narrative, Focus: HOPE students may 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 Professional Development Workshop Series’ schedule in Appendix J). 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 and enter the workforce.

The expected outcome for First Step and FAST TRACK is advancement into a career training program. Completers of the First Step, FAST TRACK, or High School Programs who choose to enter employment directly after 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 FY 2006 enrollment for each program (CAT – 125, First Step FAST TRACK – 179, High School Program – 24).

Center for Advanced Technologies bachelor degree graduates were placed at an average starting salary of \$58,000 in Fiscal Year 2006. Evidence suggests that Focus: HOPE students make nearly 15% more in starting salary than comparable graduates of other institutions because of their experientially-based education and training. See Appendix I for a list of employers who have hired Focus: HOPE graduates.

The average starting wage for graduates of Focus: HOPE's Machinist Training Institute ranged between \$8.50 and \$12.00 per hour in Fiscal Year 2006. Graduates of the Information Technologies Center (ITC) typically start between \$10 and \$15 per hour. ITC internship placements typically range from \$8 to \$11 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 2006 funding as follows:

<u>Service Arrangement</u>	<u>Allocation</u>
Information Technology Services	\$254,423
Transportation (High Schools)	\$70,000
Universities	\$873,827

Focus: HOPE provides the support services for the information technologies/computer infrastructure throughout the campus. The EDS Corporation is the current provider of IT services for the Focus: HOPE infrastructure.

Transportation services in the amount of \$70,000 were allocated for transporting high school students back and forth from their home schools to the Focus: HOPE campus. DHT Transportation 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.

d) 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.

The primary 2006 campus renovations included repaving the MTI east and west parking lots adjacent to the 1920's era former industrial facility, replacement of underground utilities, and installation of fencing, lighting, grating, cameras and gates. The Focus: HOPE west side food center parking lot was also completely redesigned and reinstalled. Last, several pieces of advanced manufacturing equipment were installed in support of the MTI training program, including: two Haas Tool Room (TL-1) CNC lathes, two Hurco machining centers, and two Cincinnati Milacron 1212 turning centers.

PART V – BUDGET REPORT

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FISCAL YEAR 2006
October 1, 2005 through September 30, 2006

FOCUS: HOPE
1355 Oakman Blvd.
Detroit, MI 48238

CURRENT BUDGET

	<u>WIA</u>		
	<u>STATEWIDE</u>	<u>GF/GP</u>	<u>TOTAL</u>
Program Cost:			
a. Core Services	\$ -	\$ -	\$ -
b. Intensive Services	-	-	-
c. Training Services	<u>5,000,000</u>	<u>860,200</u>	<u>5,860,200</u>
Total Cost	<u>\$ 5,000,000</u>	<u>\$ 860,200</u>	<u>\$ 5,860,200</u>

Training and Education

Salaries and Wages			
Student Services	372,400	190,800	563,200
Training Supervisors	116,700	190,700	307,400
Instructors	42,900	242,800	285,700
Coaches-Eng/Manuf	678,800	-	678,800
Candidates Wages	1,044,000	-	1,044,000
Fringe Benefits	<u>427,900</u>	<u>121,400</u>	<u>549,300</u>
Total Training & Education Salaries/Wages	<u>2,682,700</u>	<u>745,700</u>	<u>3,428,400</u>

Equipment and Supplies

Equip Maintenance & Repair	183,550	-	183,550
Books and Program Supplies	<u>40,000</u>	-	<u>40,000</u>
Total Equipment and Supplies	<u>223,550</u>	-	<u>223,550</u>

Services

Information Technology	254,423	-	254,423
Transportation	-	70,000	70,000
University Services	<u>873,827</u>	-	<u>873,827</u>
Total Services	<u>1,128,250</u>	<u>70,000</u>	<u>1,198,250</u>

Facilities

Natural Gas	300,000	-	300,000
Electricity	60,000	-	60,000
Water	30,000	-	30,000
Security	100,000	-	100,000
Insurance	100,000	-	100,000
Repair, Maintenance & Other	<u>40,000</u>	-	<u>40,000</u>
Total Facilities	<u>630,000</u>	-	<u>630,000</u>

Allocated Overhead

Human Resources	71,500	8,500	80,000
Purchasing	52,800	7,200	60,000
Accounting & Finance	123,200	16,800	140,000
Government & Public Affairs	<u>88,000</u>	<u>12,000</u>	<u>100,000</u>
Total Allocated Overhead	<u>335,500</u>	<u>44,500</u>	<u>380,000</u>

TOTAL

<u>\$ 5,000,000</u>	<u>\$ 860,200</u>	<u>\$ 5,860,200</u>
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Colleague Wages

<u>Department</u>	<u>Position</u>	<u>Dept #</u>	<u>Annual Rate</u>	<u>WIA Statewide</u>		<u>GF/GP</u>	
				<u>Percent Allocation</u>	<u>Amount</u>	<u>Percent Allocation</u>	<u>Amount</u>
Program Administration							
Sub-total 1 - Program Administration					<u>-</u>		<u>-</u>
Student Services							
Student Affairs	Counseling Manager	201	56,650	100%	56,650	0%	-
* Student Services	Staff	221	33,948	0%	-	33%	11,316
Student Services	Staff	221	31,000	0%	-	33%	10,333
* Student Services	Staff	221	29,973	0%	-	33%	9,991
* Student Services	Staff	221	28,114	0%	-	33%	9,371
* Student Services	Staff	221	28,800	0%	-	33%	9,600
* Student Services	Staff	221	27,295	0%	-	33%	9,098
* Student Services	Staff	221	29,705	0%	-	33%	9,902
Student Services	Manager	221	60,500	0%	-	50%	30,250
* Student Services	Staff	221	29,705	0%	-	33%	9,902
Placement	Staff	222	45,320	0%	-	33%	15,107
Placement	Staff	222	29,869	0%	-	33%	9,956
Placement	Staff	222	36,500	0%	-	33%	12,167
Recruiting/Admissions	Staff	241	35,535	33%	11,845	0%	-
Recruiting/Admissions	Staff	241	30,870	33%	10,290	0%	-
Recruiting/Admissions	Staff	241	31,930	33%	10,643	0%	-
Recruiting/Admissions	Staff	241	53,000	33%	17,667	0%	-
Recruiting/Admissions	Staff	241	30,000	33%	10,000	0%	-
Recruiting/Admissions	Staff	241	12,000	33%	4,000	0%	-
Recruiting/Admissions	Staff	241	23,504	33%	7,835	0%	-
* MTI	Adm. Asst.	261	29,520	0%	-	20%	5,904
* MTI	Adm. Asst.	261	25,000	0%	-	20%	5,000
* MTI	Attendance	261	30,850	0%	-	20%	6,170
First Step/Fast Track	Adm. Asst.	282	26,734	0%	-	100%	26,734
CAT	Experiential Coordinator	325	42,034	100%	42,034	0%	-
CAT	Program Manager	325	56,650	100%	56,650	0%	-
CAT	Academic Coordinator	325	52,015	100%	52,015	0%	-
CAT	Electronic Library	325	49,056	100%	49,056	0%	-
CAT	Program Leader	325	43,692	100%	<u>43,692</u>	0%	<u>-</u>
Sub-total 2 - Student Services					<u>372,377</u>		<u>190,801</u>

* No cost can be charged to line item without a detail written description of job duties and approval of payment by the MWA.

Colleague Wages

<u>Department</u>	<u>Position</u>	<u>Dept #</u>	<u>Annual Rate</u>	<u>WIA Statewide</u>		<u>GF/GP</u>	
				<u>Percent Allocation</u>	<u>Amount</u>	<u>Percent Allocation</u>	<u>Amount</u>
Training Supervision							
Director of Education	Director	201	133,900	33%	44,633	0%	-
* MTI	Asst. Manager	261	55,000	0%	-	100%	55,000
* MTI	Manager	261	66,950	0%	-	20%	13,390
* MTI	Program Manager	262	46,350	0%	-	20%	9,270
* MTI	Program Manager	263	46,350	0%	-	20%	9,270
* MTI	Program Manager	264	45,000	0%	-	20%	9,000
First Step/Fast Track	Asst. Manager	282	41,200	0%	-	100%	41,200
First Step/Fast Track	Manager	282	53,500	0%	-	100%	53,500
CAT	Manager	325	72,100	100%	72,100	0%	-
Sub-total 3 - Training Supervision						<u>116,733</u>	<u>190,630</u>
Instructors							
* MTI	Dept. Head	263	36,050	0%	-	20%	7,210
* MTI	Dept. Head	263	36,079	0%	-	20%	7,216
* MTI	Dept. Head	263	37,128	0%	-	20%	7,426
* MTI	Dept. Head	263	37,131	0%	-	20%	7,426
* MTI	Dept. Head	263	32,960	0%	-	20%	6,592
* MTI	Dept. Head	263	32,960	0%	-	20%	6,592
First Step/Fast Track	Instructor	282	33,475	0%	-	100%	33,475
First Step/Fast Track	Instructor	282	32,960	0%	-	100%	32,960
First Step/Fast Track	Instructor	282	33,475	0%	-	100%	33,475
First Step/Fast Track	Instructor	282	33,475	0%	-	100%	33,475
First Step/Fast Track	Instructor	282	33,475	0%	-	100%	33,475
First Step/Fast Track	Instructor	282	33,475	0%	-	100%	33,475
CAT	Instructor	325	42,848	100%	42,848	0%	-
Sub-total 4 - Instructors						<u>42,848</u>	<u>242,797</u>

* No cost can be charged to line item without a detail written description of job duties and approval of payment by the MWA.

Colleague Wages

<u>Department</u>	<u>Position</u>	<u>Dept #</u>	<u>Annual Rate</u>	<u>WIA Statewide</u>		<u>GF/GP</u>	
				<u>Percent Allocation</u>	<u>Amount</u>	<u>Percent Allocation</u>	<u>Amount</u>
Coaches - Engineering/Manufacturing							
Production	Manager	327	79,567	50%	39,784	0%	-
Production	Manager	329	77,250	50%	38,625	0%	-
Quality	Manager	335	63,561	50%	31,781	0%	-
Manufacturing	Manager	337	78,000	50%	39,000	0%	-
Materials	Manager	337	45,835	50%	22,918	0%	-
Engineering	Manager	339	84,975	50%	42,488	0%	-
Engineering	Project Manager	339	72,820	50%	36,410	0%	-
Machine Maintenance	Manager	343	63,159	50%	31,580	0%	-
Production	Engineer	327	58,710	50%	29,355	0%	-
Production	Engineer	327	58,710	50%	29,355	0%	-
Production	Supervisor	329	43,672	50%	21,836	0%	-
Production	Supervisor	329	40,170	50%	20,085	0%	-
Production	Supervisor	329	30,079	50%	15,040	0%	-
Production	Supervisor	329	39,140	50%	19,570	0%	-
Production	Supervisor	329	43,672	50%	21,836	0%	-
Production	Supervisor	329	48,452	50%	24,226	0%	-
Production	Engineer	329	45,744	50%	22,872	0%	-
Quality	Engineer	335	48,226	50%	24,113	0%	-
Quality	Engineer	335	47,846	50%	23,923	0%	-
Tool Room	Supervisor	338	52,232	50%	26,116	0%	-
Engineering	Engineer	339	41,199	50%	20,600	0%	-
Engineering	Engineer	339	37,080	50%	18,540	0%	-
Engineering	Engineer	339	38,000	50%	19,000	0%	-
Machine Maintenance	Supervisor	343	65,137	50%	32,569	0%	-
Machine Maintenance	Supervisor	343	54,384	50%	<u>27,192</u>	0%	-
Sub-total 5 - Coaches						<u>678,814</u>	-

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Candidate Wages

Annual Rate	95% of Annual Rate	WIA Statewide		GF/GP	
		Percent Allocation	Amount	Percent Allocation	Amount
19,440	18,468	50%	9,234	0%	-
21,840	20,748	50%	10,374	0%	-
24,960	23,712	50%	11,856	0%	-
19,440	18,468	50%	9,234	0%	-
-	-	50%	-	0%	-
21,320	20,254	50%	10,127	0%	-
21,840	20,748	50%	10,374	0%	-
24,960	23,712	50%	11,856	0%	-
19,440	18,468	50%	9,234	0%	-
20,800	19,760	50%	9,880	0%	-
24,960	23,712	50%	11,856	0%	-
19,440	18,468	50%	9,234	0%	-
19,440	18,468	50%	9,234	0%	-
19,440	18,468	50%	9,234	0%	-
24,960	23,712	50%	11,856	0%	-
19,968	18,970	50%	9,485	0%	-
21,840	20,748	50%	10,374	0%	-
18,720	17,784	50%	8,892	0%	-
24,960	23,712	50%	11,856	0%	-
19,440	18,468	50%	9,234	0%	-
23,400	22,230	50%	11,115	0%	-
19,440	18,468	50%	9,234	0%	-
19,440	18,468	50%	9,234	0%	-
-	-	0%	-	0%	-
21,840	20,748	50%	10,374	0%	-
19,760	18,772	50%	9,386	0%	-
24,960	23,712	50%	11,856	0%	-
19,440	18,468	50%	9,234	0%	-
19,440	18,468	50%	9,234	0%	-
27,040	25,688	50%	12,844	0%	-
19,440	18,468	50%	9,234	0%	-
18,720	17,784	50%	8,892	0%	-
24,960	23,712	50%	11,856	0%	-
19,760	18,772	50%	9,386	0%	-
24,960	23,712	50%	11,856	0%	-
24,960	23,712	50%	11,856	0%	-
28,392	26,972	50%	13,486	0%	-
19,440	18,468	50%	9,234	0%	-
18,720	17,784	50%	8,892	0%	-
21,840	20,748	50%	10,374	0%	-
24,960	23,712	50%	11,856	0%	-
19,440	18,468	50%	9,234	0%	-
18,720	17,784	50%	8,892	0%	-
23,400	22,230	50%	11,115	0%	-
24,960	23,712	50%	11,856	0%	-
19,440	18,468	50%	9,234	0%	-
18,720	17,784	50%	8,892	0%	-

Annual Rate	95% of Annual Rate	WIA Statewide		GF/GP	
		Percent Allocation	Amount	Percent Allocation	Amount
24,960	23,712	50%	11,856	0%	-
19,440	18,468	50%	9,234	0%	-
18,720	17,784	50%	8,892	0%	-
17,680	16,796	50%	8,398	0%	-
18,720	17,784	50%	8,892	0%	-
19,440	18,468	50%	9,234	0%	-
24,960	23,712	50%	11,856	0%	-
19,440	18,468	50%	9,234	0%	-
19,440	18,468	50%	9,234	0%	-
22,360	21,242	50%	10,621	0%	-
25,920	24,624	50%	12,312	0%	-
26,520	25,194	50%	12,597	0%	-
19,440	18,468	50%	9,234	0%	-
26,208	24,898	50%	12,449	0%	-
24,960	23,712	50%	11,856	0%	-
20,800	19,760	50%	9,880	0%	-
19,760	18,772	50%	9,386	0%	-
24,960	23,712	50%	11,856	0%	-
29,120	27,664	50%	13,832	0%	-
24,960	23,712	50%	11,856	0%	-
19,440	18,468	50%	9,234	0%	-
24,960	23,712	50%	11,856	0%	-
22,360	21,242	50%	10,621	0%	-
19,440	18,468	50%	9,234	0%	-
19,440	18,468	50%	9,234	0%	-
19,440	18,468	50%	9,234	0%	-
18,720	17,784	50%	8,892	0%	-
24,960	23,712	50%	11,856	0%	-
19,440	18,468	50%	9,234	0%	-
24,960	23,712	50%	11,856	0%	-
24,960	23,712	50%	11,856	0%	-
27,040	25,688	50%	12,844	0%	-
19,440	18,468	50%	9,234	0%	-
19,440	18,468	50%	9,234	0%	-
20,800	19,760	50%	9,880	0%	-
19,440	18,468	50%	9,234	0%	-
19,440	18,468	50%	9,234	0%	-
19,440	18,468	50%	9,234	0%	-
19,440	18,468	50%	9,234	0%	-
24,960	23,712	50%	11,856	0%	-
19,440	18,468	50%	9,234	0%	-
29,120	27,664	50%	13,832	0%	-
24,960	23,712	50%	11,856	0%	-
19,240	18,278	50%	9,139	0%	-
18,720	17,784	50%	8,892	0%	-
24,960	23,712	50%	11,856	0%	-
19,440	18,468	50%	9,234	0%	-
21,320	20,254	50%	10,127	0%	-
24,960	23,712	50%	11,856	0%	-

<u>Annual Rate</u>	<u>95% of Annual Rate</u>	<u>WIA Statewide</u>		<u>GF/GP</u>	
		<u>Percent Allocation</u>	<u>Amount</u>	<u>Percent Allocation</u>	<u>Amount</u>
27,040	25,688	50%	12,844	0%	-
24,960	23,712	50%	11,856	0%	-
28,392	26,972	50%	13,486	0%	-
20,800	19,760	50%	9,880	0%	-
22,500	21,375	50%	10,688	0%	-
23,874	22,680	50%	11,340	0%	-
Total			<u>\$ 1,044,000</u>	<u>\$</u>	<u>-</u>

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PART VI – APPENDICES

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SELECT RECOGNITION AND CITATIONS

Focus: HOPE receives the Exemplary Public Interest Contribution (EPIC) Award from the U.S. Department of Labor, November 15, 2006, Washington, D.C.

Eleanor Josaitis receives the 2006 National Caring Institute Award, October 17, 2006, Washington, D.C.

Michigan Bicameral, Bipartisan Legislative Welfare Reform Task Force, November 4, 2005, requested and received testimony from Focus: HOPE colleagues and students on ensuring welfare reform initiatives support those who are participants in training and education programs

“Leaders and Innovators: Eleanor Josaitis,” November 2005 profile, Lawrence Technological University

“Focus: HOPE Receives Three State Awards for Outstanding Safety and Health Records,” October 3, 2005, Michigan Occupational Safety and Health Administration, Michigan Department of Labor & Economic Growth

Michigan Chamber of Commerce honors Eleanor Josaitis for Distinguished Service and Leadership, September 2005, for being an “internationally-recognized advocate for the education and training of children and adults, and the elimination of racism, poverty and injustice among the urban poor.”

“What’s in the Box?” August 2005, Cutting Tool Engineering Magazine

Cisco Networking Academy Program recognizes Focus: HOPE’s Information Technologies Center, Workplace Learning Mode — Best Practices: Future Industry Leaders Exploring, Serving, and Achieving, June 2005

“Belief in Community Keeps Leader Going Strong,” Volume 3, No. 4, December 2004, Charles Stewart Mott Foundation

“A Veteran Leader Combines Social Services with Civil Rights in Detroit,” December 9, 2004, The Chronicle of Philanthropy

Cisco Networking Academy Program Gender Initiative Best Practices Award, 2001 — for recruitment and retention of women

U.S. Army Announces 2003 Top 10 Greatest Army Inventions Awards, U.S. Army Research, Development and Engineering Command. One of the invention awards was for a Squad Automatic Weapon (SAW) Pintle Mount Assembly for HMMWV-Tanks — a Focus: HOPE engineer was responsible for this invention, which is now being used to protect soldiers in field operations, May 2004

Congressional Record, Senator Carl Levin floor statement recognizes 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 /automotive piston making machine, July 12, 2004

ISO 9001: 2000, Certified February, 2003, expanded to all Focus: HOPE Non-Manufacturing Programs, i.e., education and training, administrative offices, etc.

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

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

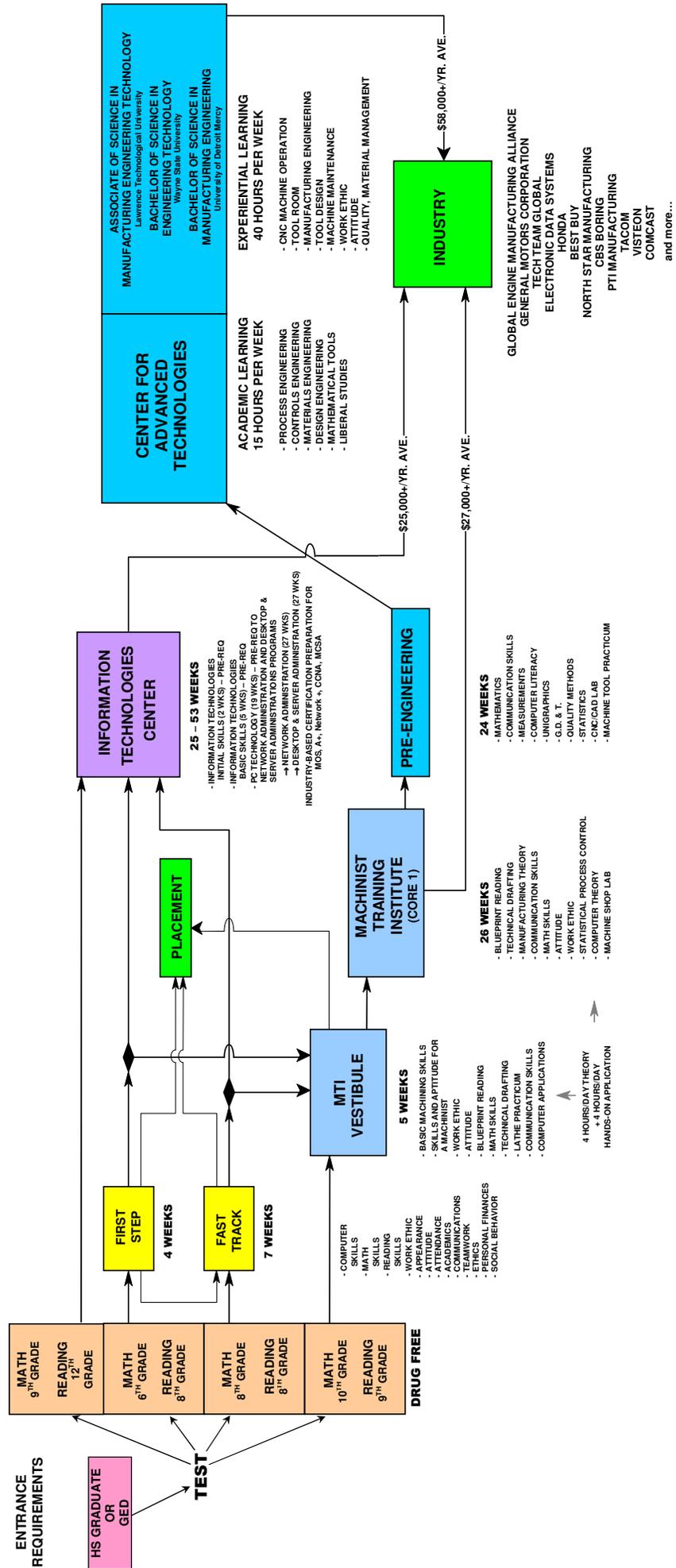
"*Employment Training: Successful Projects Share Common Strategy*," U.S. Government Accounting Office, May 1996, GAO/HEHS-96-108

"*Jobs and the Urban Poor: Privately Initiated Sectoral Strategies*," The Aspen Institute, November 1995, Washington, DC

Memorandum of Understanding for the collaborative of establishment of Center for Advanced Technologies, signed by officials of U.S. Departments of Defense, Commerce, Education and Labor, August 1, 1989

FOCUS: HOPE TRAINING AND EDUCATION

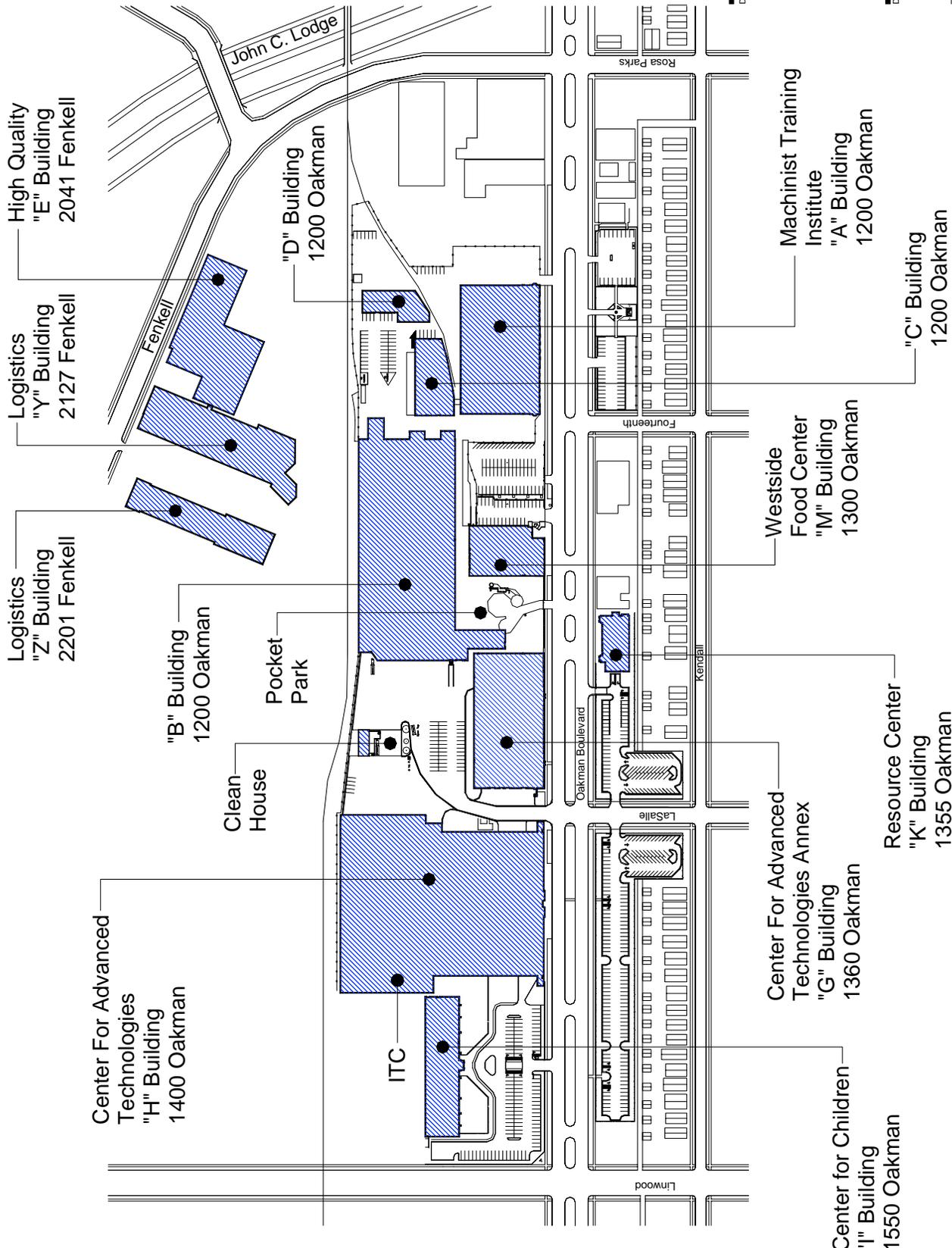
Process Flow and Outcomes



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Focus: HOPE
1355 Oakman Blvd.
Detroit, MI 48238



High Quality
"E" Building
2041 Fenkell

Logistics
"Y" Building
2127 Fenkell

Logistics
"Z" Building
2201 Fenkell

"B" Building
1200 Oakman

Pocket
Park

Clean
House

Center For Advanced
Technologies
"H" Building
1400 Oakman

ITC

"D" Building
1200 Oakman

Westside
Food Center
"M" Building
1300 Oakman

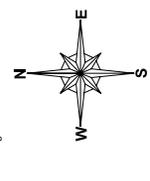
Center For Advanced
Technologies Annex
"G" Building
1360 Oakman

Center for Children
"I" Building
1550 Oakman

Machinist Training
Institute
"A" Building
1200 Oakman

Resource Center
"K" Building
1355 Oakman

"C" Building
1200 Oakman



Drawing North:

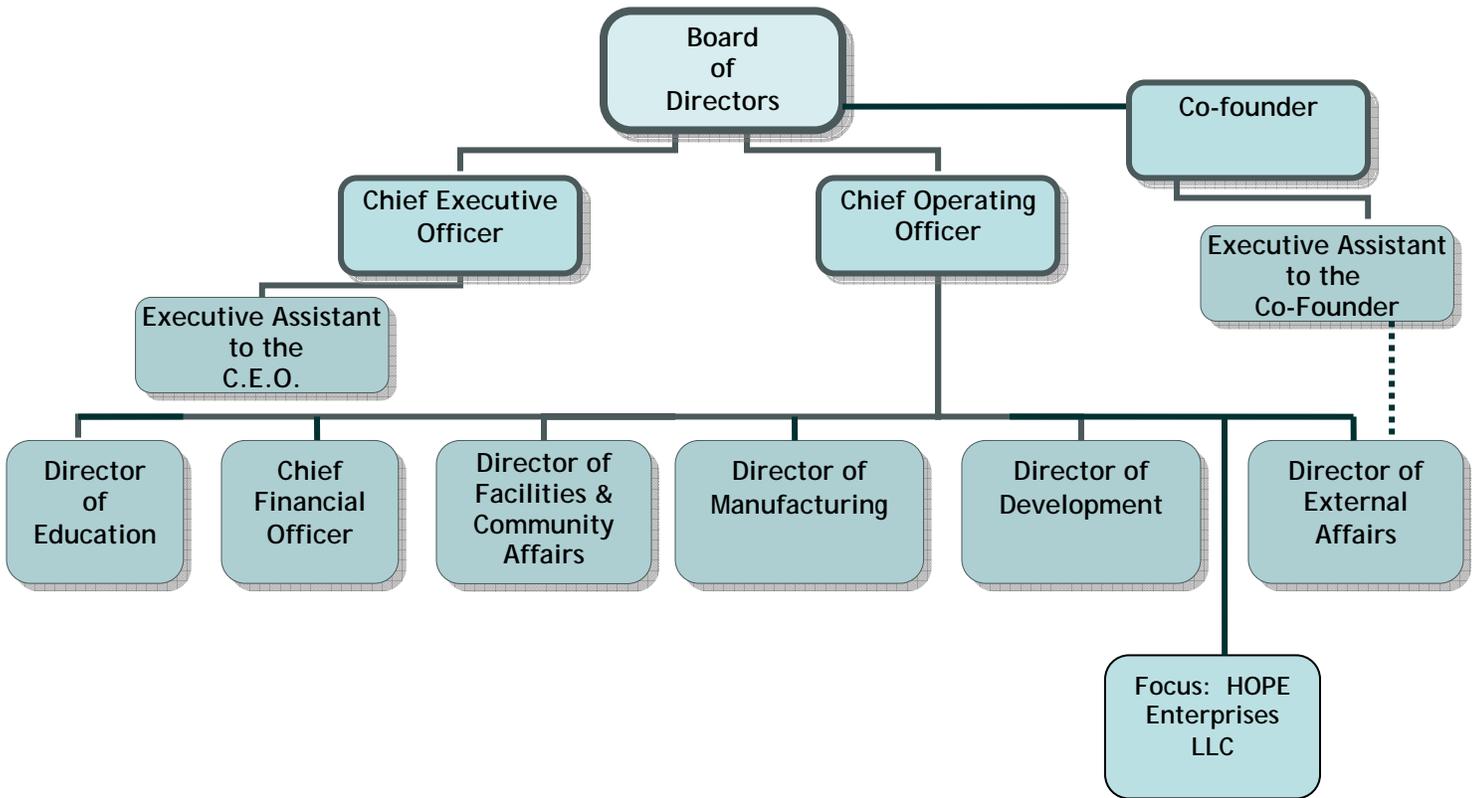
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BASE CAMPUS
PLAN

Scale:
NTS

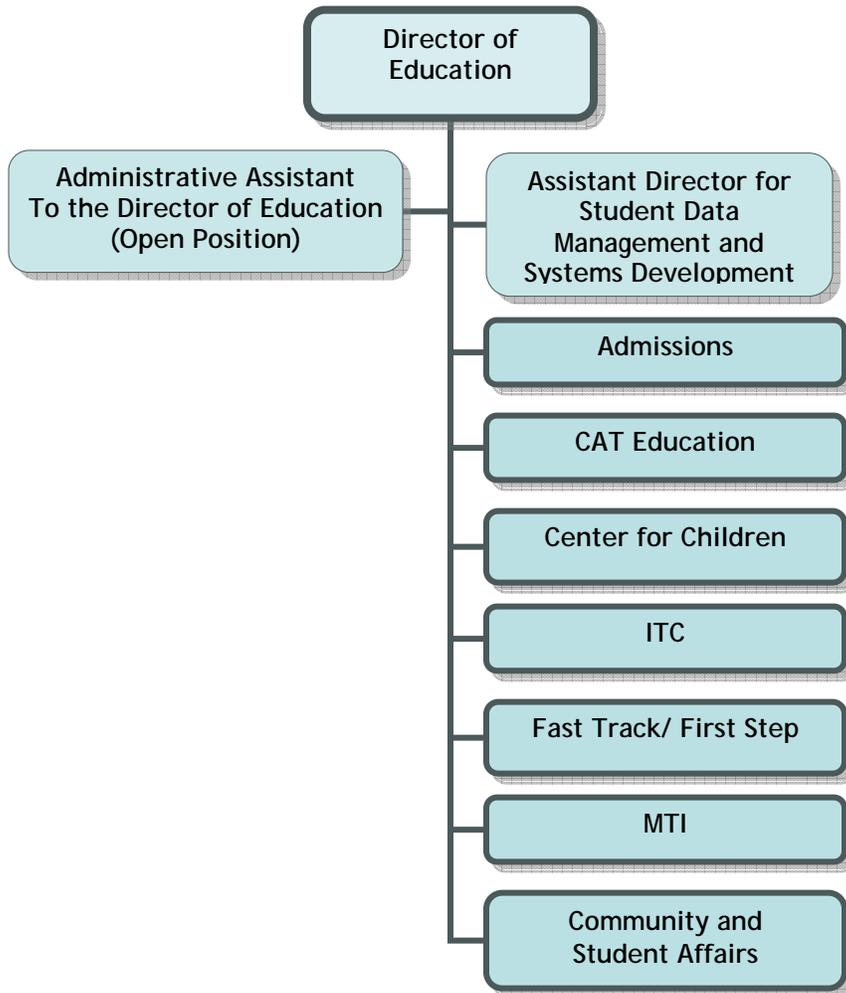
Drawing No.:
BC-01

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EXECUTIVE ADMINISTRATION ORG. CHART



DIRECTOR OF EDUCATION ORG. CHART



BOARD OF DIRECTORS

William F. Jones, Jr.	Chair, Board of Directors Vice President DaimlerChrysler Services, North America LLC
Lizabeth Ardisana	Vice Chair, Board of Directors CEO ASG Renaissance
Joseph B. Anderson	Chairman and CEO TAG Holdings, LLC
Peter Brown	Executive Editor and Associate Publisher Crain Communications' Automotive News Group
Daniel G. Brudzynski	Vice President, Regulatory Affairs DTE Energy
Gary L. Cowger	Group Vice President, Global Manufacturing and Labor General Motors North America
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Eleanor M. Josaitis	Co-Founder Focus: HOPE
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Focus: HOPE
Celebrating Diversity Since 1968

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Focus: HOPE
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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>		
GCL1013	English Composition	80 on English diagnostic or English prep modules as directed
GCC1101	Basic Graphics	MTI Core II computer graphics
GCM1013	Technical Mathematics I	Math diagnostic
<u>Tier 2</u>		
GCL1214	Psychology-Sociology	GCL1013
GCL2013	Communications in Manufacturing I	GCL1013
GCL2614	Comparative Politics & Economics	GCL1013
GCT2452	Ethics in Industry	GCL1013
GCM1022	Technical Mathematics II	GCM1013
GCC1012	Basic Chemistry	GCM1013
GCF1013	Computers in Engineering	Admission to the CAT
GCF1113	Design Graphics	MTI transfer credit
GCT1112	Machining Processes	MTI transfer credit
GCT1211	Measurements	MTI transfer credit
GCT1221	Instrumentation	GCT1211; GCM2413
GCT2112	Manufacturing Processes	Admission to the CAT
GCE2462	Engineering Economics I	GCM1013
<u>Tier 3</u>		
GCM2114	Calculus Foundations	GCM1022
GCM2413	Statistical Methods	GCM1013
GCC2012	Chemical Materials Science I	GCC1012
GCS2113	Mechanophysics I	GCM1022
GCS2211	Thermosciences I	GCM2114
GCS2313	Electrosociences I	GCM1022
GCE2412	Manufacturing Planning	GCF1013; GCE2462
GCT2012	Engineering Materials I	GCM1013, GCC2012
<u>Tier 4</u>		
GCS2141	Engineering Mechanics I	GCM 2114; GCS 2113
GCE2261	Control Systems I	GCS 2313; GCT 1221
GCT2182	Tool Design	GCM1022, GCF 1113; GCT 1112, 2012
GCT2212	Electrical Machines	GCS 2313
GCT2314	Manufacturing Systems I	GCL 2013; GCM 2413; GCE 2412
GCT2511	Capstone	40 credits

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>		
GCL3013	Communications in Manufacturing II	GCL2013
GCL3613	Global Culture	GCL2013
GCM3214	Applied Calculus	GCM2114
GCE3012	Engineering Materials II	GCT2012
GCE346	Engineering Economics II	GCE2462
GCT3111	Machining Processes II	GCT1112
<u>Tier 2</u>		
GCL3113	Philosophy	GCL2013
GCL3413	History	GCL2013
GCS3163	Mechanophysics II	GCS2113; GCM3312
GCS3214	Thermosciences II	GCS2211
GCS3311	Electrosiences II, c	GCS2313; GCM3312
GCE3314	Manufacturing Systems II	GCE3111, GCE3461, GCL3013
GCM3312	Differential Equations	GCM3214
<u>Tier 3</u>		
GCL3363	Political Science	GCL2013
GCS3132	Engineering Mechanics II, c	GCS3163, GCM3214
GCE3262	Control Systems II	GCS 3311, GCS3214
GCT3131	Joining & Assembly I	GCS3214, GCS3311
GCT3152	Forming I	Associates Degree
<u>Tier 4</u>		
GCL3513	Arts in Action	GCL2013
GCF4314	Mechanisms & Machinery	GCS3163, GCS3191
GCT4113	Product Realization	GCE 3314, GCE3012, GCT 3131, GCT3152
GCT4513	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>		
GCL3013	Communications in Manufacturing II	GCL2013
GCL3613	Global Culture	GCL2013
GCM3214	Applied Calculus	GCM2114
GCM3411	Design of Experiments	GCM2413
GCC3011	Chemical Materials Science II	GCC2012
GCE3012	Engineering Materials II	GCT2012
GCE3111	Machining Processes II, e	GCT1112
GCE3461	Engineering Economics II	GCE2462
<u>Tier 1a</u>		
GCM3254	Engineering Calculus	GCM3214
<u>Tier 2</u>		
GCL3113	Philosophy	GCL2013
GCL3413	History	GCL2013
GCM3314	Differential Equations	GCM3214
GCC3031	Process Chemistry	GCC3011
GCS3214	Thermosciences II	GCS2211
GCS3311	Electrosiences II	GCS 2313; GCM3312
GCS3361	Electrosiences II	GCS3311; GCM3332
GCE3314	Manufacturing Systems II	GCE3111, GCE3461, GCL3013
GCT3131	Joining & Assembly I	GCS3214, GCS3311
GCT3152	Forming I	Associates Degree
<u>Tier 3</u>		
GCL3313	Contemporary Social Problems	GCL2013
GCL4113	World Religions	GCL2013
GCS3163	Mechanophysics II	GCS2113; GCM3312
GCE3262	Control Systems II	GCS 3311, GCS3214
GCE4113	Joining & Assembly II	GCT 3131
GCE4173	Tool Design II	GCS3132
GCE4313	Facilities Design	GCE3314, GCE3111
<u>Tier 3a</u>		
GCE3132	Engineering Mechanics II	GCS3163, GCM3214
GCS3191	Engineering Mechanics II	GCS 3132, GCM3332
<u>Tier 4</u>		
GCL3513	Arts in Action	GCL2013
GCE3172	Forming II	GCT3152; GCS3132
GCE4314	Mechanisms & Machinery	GCS3163, GCS3191
GCE4413	Operations Management	GCE3314, 40 hours beyond AS degree
GCE4513	Capstone	40 credits beyond AS degree

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WINTER 2006 ACADEMIC SCHEDULE

Period	Course name and number	Pre-requisite	day	prd	nr of wks	nr of mtgs	cr	start date	end date	Instructor
LTU										
C2:45-5:45	AS Capstone	GCT 2511	F	C1	14	14	1	6 Jan	7 Apr	S. Palaniswami
C1 2:45-4:10	Basic Chemistry	GCE 4042	TFH	C2	9	18	2	5 Jan	7 Mar	G. Yawson
C2 4:20-5:45	Chemical Material Science I	GCC 2012	TTH	C1	9	18	2	5 Jan	7 Mar	G. Yawson
C6 4:50-6:10	Communications-II	GCL 3043	S	D2	14	14	3	7 Jan	8 Apr	P. Guenther
C7 6:00-7:20	Control Systems I	GCE 2261	MW	C1	5	10	1	15 Feb	20 Mar	S. Ahmed
D S, 9:00-1:00	Control Systems II	GCE 3262	TTH	C2	9	18	2	10 Jan	9 Mar	S. Ahmed
D1 S, 9:00-11:30	Engineering Mechanics I	GCS 2141	F	C2	9	9	1	10 Feb	7 Apr	S. Nwabuzor
D2 S, 9:00-12:00	Global Cultures	GCL 3613	MW	C1	14	28	3	4 Jan	12 Apr	D. Kuttanauer
D3 7:30-9:20	Manufacturing Planning	GCE 2412	S	D	6	6	2	11 Feb	18 Mar	L. Joulakh
	Manufacturing Processes	GCT 2112	MW	C2	9	18	2	4 Jan	8 Mar	S. Palaniswami
	Manufacturing Systems I	GCT 2314	TTH	C2	15	30	4	5 Jan	18 Apr	S. Palaniswami
	Manufacturing Systems II	GCE 3314	TTH	C1	15	30	4	5 Jan	18 Apr	S. Ahmed
	Mechanophysics	GCS 2113	MW	C2	14	28	3	18 Jan	10 Apr	S. Nwabuzor
	Mechanophysics II	GCS 3163	TTH	C2	14	28	3	19 Jan	11 Apr	S. Nwabuzor
	Process Chemistry	GCC 3031	MW	C2	5	10	1	15 Feb	20 Mar	G. Yawson
	Psychology/Sociology	GCL 1214	TTH	C2	15	30	4	5 Jan	18 Apr	M. Parkhill
	Statistical Methods	GCM 2413	MWF	C2	14	42	3	4 Jan	26 Apr	T. Hambir
	Technical Calculus	GCM 2114	MWF	C1	15	45	4	4 Jan	26 Apr	ibid
	Technical Math	GCM 1013	MWF	C1	14	42	3	4 Jan	26 Apr	T. Hambir
	Technical Math	GCM 1022	MWF	C2	9	27	2	4 Jan	8 Mar	R. Baroody
UDM										
	Calculus II	GCM 3214	MWF	C2	15	45	4	4 Jan	26 Apr	F. Cornelius
	Design of Experiments	GCM 3411	W	C7	9	9	1	8 Feb	5 Apr	M. Mehrabi
	Electrosiences I	GCS 2312	MW	C2	9	18	2	4 Jan	8 Mar	A. Hyder
	Electrosiences I	GCS 2321	MW	C2	5	10	1	13 Mar	12 Apr	A. Hyder
	Electrosiences II	GCS 3331	TTH	C1	6	12	1	5 Jan	14 Feb	R. Baroody
	Electrosiences II	GCS 3361	TTH	C1	6	12	1	16 Feb	28 Mar	R. Baroody
	Materials Forming	GCT 3152	MWF	C1	7	21	2	4 Jan	1 Mar	M. Demeri
	Materials Forming	GCE 3172	MWF	C1	7	21	2	6 Mar	26 Apr	M. Demeri
	Religion in the USA	RS 2173	TTH	C2	14	28	3	5 Jan	13 Apr	R. Bruttell
	Thermosciences I	GCS 2211	F	C2	9	9	1	6 Jan	3 Mar	A. Cherri
	Tool Design	GCT 2182	S	D1	10	10	2	7 Jan	11 Mar	J. Zheng
	Tool Design & Construction	GCE 4173	MW	C1	14	28	3	4 Jan	12 Apr	T. White

WINTER 2006 ACADEMIC SCHEDULE

	Course name and number		Pre-requisite	day	prd	nr of wks	nr of mtgs	cr	start date	end date	Instructor
	WSU										
	Arts in Action	GCL 3513	GCL1013	TTH	C1	14	28	3	5 Jan	13 Apr	G. Trzaskoma
	Computers in Engineering	GCF 1013	GCM1013	S	D	9	9	3	7 Jan	4 Mar	K. Sanders
	Electrical Machines	GCT 2212	GCS2312	S	D1	10	10	2	7 Jan	11 Mar	T. Slominis
	Engineering Economics I	GCE 2462	GCM1013	TTH	C6	9	18	2	5 Jan	7 Mar	B. Scott
	English Composition	GCL 1013	Diagnostic Exam	TTH	C1	14	28	3	5 Jan	13 Apr	H. Eichbauer
	Facilities Design	IE 4330	GCT3131, GCS3163, GCE3012, 3111	T	D3				9 Jan	2 May	WSU campus
	Operations Management	GCE 4413	GCL3613, GCE3314, 4113, 4313	S	D2	14	14	3	Jan. 7	8 Apr	T. White
	Lehigh										
	Instrumentation	GCT 1221	GCT1211	MW	C1	5	10	1	9 Jan	13 Feb	L. Butler
	Focus:HOPE										
	Math Schoolhouse			MWF	C1	14	14	0	4 Jan	21 Apr	I. Okechukwu
	Cancelled										

FALL 2006 ACADEMIC SCHEDULE

	Course name and number	Pre-requisite	day	prd	nr of wks	cr	start date	end date	Instructor
	LTU								
Period									
AS Capstone	GCT 2511	40 credit hours	F	C1	14	1	8 Sep	15 Dec	tbd
C 2:45-5:45	Chemistry/Material Science I	GCC 2012	MW	C2	9	2	7 Sep	7 Nov	tbd
C1 2:45-4:10	Chemistry/Material Science II	GCC 3011	TTH	C1	5	1	11 Sep	11 Oct	tbd
C2 4:20-5:45	Process Chemistry	GCC 3031	TTH	C1	5	1	16 Oct	15 Nov	tbd
C6 4:50-6:10	Control Systems I	GCE 2261	TTH	C1	5	1	12 Oct	14 Nov	tbd
D S, 9:00-1:00	Control Systems II	GCE 3262	TTH	C2	9	2	7 Sep	7 Nov	tbd
D1 S, 9:00-11:30	Engineering Mechanics I	GCS 2141	F	C2	9	1	6 Oct	8 Dec	tbd
D2 S, 9:00-12:00	Manufacturing Planning	GCE 2412	S	D1	10	2	9 Sep	11 Nov	tbd
D3 5:00-6:25	Manufacturing Systems I	GCT 2314	MW	C1	15	4	6 Sep	18 Dec	tbd
	Mechanophysics	GCS 2113	MW	C2	14	3	6 Sep	11 Dec	tbd
	Statistical Methods	GCM 2413	MWF	C1	14	3	6 Sep	13 Dec	tbd
	Technical Calculus I	GCM 2114	MWF	C2	15	4	6 Sep	20 Dec	tbd
	Technical Math I	GCM 1013	MWF	C2	14	3	6 Sep	13 Dec	tbd
	Technical Math II	GCM 1022	MWF	C1	9	2	6 Sep	13 Dec	tbd
	UDM								
	Technical Calculus II	GCM 3214	MWF	C2	15	4	6 Sep	20 Dec	tbd
	Technical Calculus III	GCM 3254	MWF	C1	15	2	6 Sep	20 Dec	tbd
	Capstone	GCE 4513	F	C2	14	3	8 Sep	15 Dec	tbd
	Electrosiences I	GCS 2313	MW	C1	9	3	6 Sep	11 Dec	tbd
	Electrosiences II	GCS 3311	TTH	C1	7	1	7 Sep	24 Oct	tbd
	Electrosiences III	GCS 3361	TTH	C1	7	1	26 Oct	14 Dec	tbd
	Ethics in Industry	GCT 2462	TTH	C2	9	2	7 Sep	7 Nov	tbd
	Mechanisms & Machinery	GCF 4314	MWF	C2	15	4	6 Sep	20 Dec	tbd
	Tool Design	GCT 2182	S	D1	10	2	9 Sep	11 Nov	tbd
	WSU								
	Capstone	GCT 4513	F	C2	14	3	8 Sep	15 Dec	tbd
	Communications in Mfg. I	GCL 2013	TTH	C1	14	3	7 Sep	14 Dec	tbd
	Computers in Engineering	GCF 1013	S	D	9	3	9 Sep	4 Nov	tbd
	Electrical Machines	GCT 2212	S	D1	10	2	9 Sep	11 Nov	tbd
	Engineering Economics I	GCE 2462	MW	C6	9	2	11 Sep	8 Nov	tbd
	Facilities Design	GCE 4313	S	D	9	3	9 Sep	4 Nov	tbd
	Instrumentation	GCT 1221	TTH	C1	5	1	7 Sep	10 Oct	tbd
	Focus:HOPE								
	Math Schoolhouse		MWF	C1	14	0	6 Sep	20 Dec	I. Okechukwu



Focus: HOPE Success Stories

Excerpts from Focus: HOPE Student Scholarship Essays

Ronnie Carson

“The instructors at Focus: HOPE taught me to have faith in myself which I never had before. I decided that I wanted to be a machinist and the people here at Focus: HOPE are helping me to achieve my goal of being a machinist! I have now learned to have faith in others and I am also considering enrolling into the Pre-Engineering program. Focus: HOPE has given me the confidence in myself to believe that no matter what I try to achieve in life that if I apply enough focus and put in the work required, whatever I want to achieve will become a reality!”

Tyrone Woodson

“I wanted to attend Focus: HOPE because of the high quality program and well known reputation and become a skilled tradesman. The skills I learned at Focus: HOPE have prepared me for entry into the skilled trades. Focus: HOPE has taught me how to market my skills in the manufacturing industry. They emphasized punctuality, a professional attitude and attention to detail.... Attending Focus: HOPE is a big step in my life; the staff here has taught me how to be responsible, punctual, respectable to myself and others, and to never give up.... Because of Focus: HOPE, I have become a better person.”

Robert Boettcher

“From the first day of class, Focus: HOPE has tirelessly worked with me, to mold me into a marketable Information Technologies (IT) professional.... Since signing up for classes in Focus: HOPE’s Information

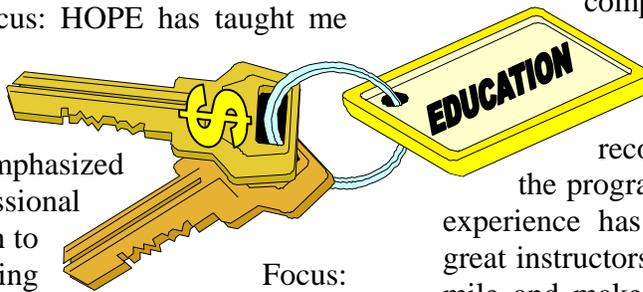
Technologies Center, I have been constantly amazed by how different this school is from colleges/universities. While most colleges/universities seem to feed off indecisive, fickle students, Focus: HOPE does the opposite: they offer courses of study which will lead you into high-paying, stable jobs, while giving you every tool you need to get there.”

Felice Smith

“I am a 24 year old student currently attending Focus: HOPE’s machinist training program (MTI). I’m a mother of one son and a daughter on the way. I’m in the senior class now and it’s almost time to receive my machinist training certificate. I am proud of myself because it hasn’t been a smooth ride for me, but because of my determination I’ve made it this far over the obstacles that came my way.... Before I considered starting a Focus: HOPE career my life seemed as if it was at a complete standstill. Like life was passing me by. Finding a job seemed hopeless and it didn’t help that I had a police record at a young age.... I started the program on January 23, 2006 and my experience has been remarkable. There are great instructors that are willing to go the extra mile and make sure you will become a great machinist.”

Sidney Stokes II

“Focus: HOPE has been responsible for helping me in a number of different ways. They have boosted my confidence in public speaking and have given me another chance to obtain the necessary knowledge and credentials to have a successful career. Focus: HOPE has given more guidance than any other establishment that I have taken part in, and I am really grateful for that.”



Attending Focus: HOPE has definitely given me the opportunity to improve my people skills and gain confidence in public speaking. All of the staff members that I have encountered have been very friendly and helpful. They are all very open to suggestions and willing to listen to problems. The combination of the friendly staff and the Communications course has been very helpful with my fear of public speaking and now allows me to be confident when speaking in front of large groups of people, or even in interviews.

After graduating from high school, I thought that college would just be routine. Unfortunately, unsuccessfully attending two different universities is what it took for me to figure out that I needed to make some adjustment if I wanted to obtain any type of degree or certification. It seemed like I was at a dead end, stuck at a job that I did not like. Fortunately, it was not long before I heard about Focus: HOPE and I was more than obliged to find out more. After learning more about the establishment and the programs, I was certain that the Information Technology program would fit perfectly into my life and what I wanted to do with it.”



Loleeta Brown

“Presently, I’m in the A+ class where I’m developing my skills to repair computers. Within 7 week I earned a certification in Hardware and now I’m studying for my Software certification. Certifications are just one of the things that set Focus: HOPE training apart from other schools. They have partnerships with companies like EDS for internships so you will have hands-on work experience to put on your resume. The staff is friendly, caring and helpful.

The cost to attend most schools is similar, but you are not going to find this environment anywhere else. The training that I

am receiving here is well rounded. It doesn’t just teach you the skills you need to know to get the job, but the professional development to find a career.”

Rahman Muhammad

“The unique education experience here at Focus: HOPE is second to none. The knowledgeable and caring staff has helped me develop an understanding of Information Technology, customer service, communication, and hands on experience that most institutions simply cannot provide. The knowledge that I have acquired here is irreplaceable.”

Zora M. Calhoun

“Coming to Focus: HOPE was a chance encounter from just listening to the radio. Actually I intended the information for my husband only but because of the rapid response from the school (to attend an open house the next day) I decided to attend as well. Prior to that I was in panic mode not knowing what to do or how to do it, pursuing job postings to no avail.

The lack of skills to pursue a career propelled me to leap. I have never had a career, defined: work in a particular occupation for an entire working life rather than briefly. To be part of the Information Technologies Center’s PC Technology program begins another chapter in my life. To become A+ certified will start a change; end the void and jumpstart the career of my lifetime.”

Michelle Rice

“Attending Focus Hope Machinist Program changed my life around. ‘You can do whatever you put your mind to,’ one instructor at Focus: HOPE said. Of course, I heard this before, but the way this instructor went on about it, gave me a different perspective about that statement. She began to explain how the mind works; and that’s all I needed to know, which motivated me to pursue my goals. So now I’m using my mind, making new friends,

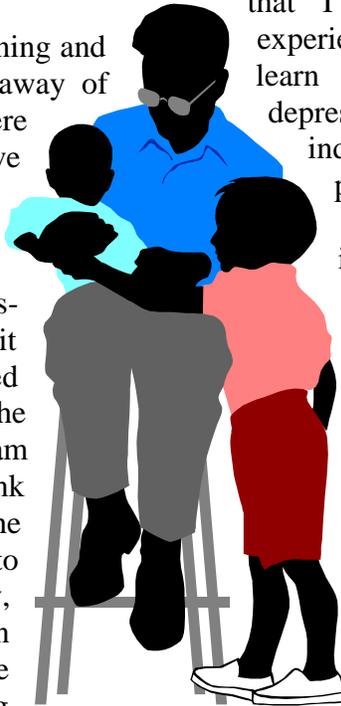
and networking, which by the way is very important in this industry. I've become more of a critical thinker even at home. I can't eat, sleep, or breathe without thinking of math. Instructors at Focus: HOPE Machinist Training have patience teaching the material ensuring that I understand what's going on."

Oscar Heath

"Since my stay here this training and its facility has become my home away of home. I've learned a great skill here to be used in today's competitive society. The training here was intense and a bit overwhelming at times. Through God's good grace and some highly intelligent classmates I'm ecstatic to have made it this far. I've never appreciated anything more precious than the training and life skills this program has taught me....I want to thank Focus: Hope as a whole for the learning experience, the chance to prove to my peers, the community, and most of all myself that I can achieve if I believe and keep the faith. I trust in the hands-on training I've received here, and believe that one day soon, it will afford me the opportunity to again be a leader and a provider."

Toni Hightower

"Since attending Focus: HOPE, I have grown personally and professionally. My training has given me the confidence and esteem to pursue a life long career in the Information Technologies field. Enrolling as a computer illiterate, I was expecting the training to be overwhelming and difficult to comprehend, but the ITC instructors dedicate themselves to assisting their students to achieving their academic goals. The training that I have received has enhanced my communication skills and also given me the knowledge to become marketable in the



business world. Focus Hope provides social services to low income families as they motivate and inspire adults of all ages to continue their education and obtain successful careers. These factors serve a very important role in my life because of my financial status and employment experience. Before I decided to continue my education, I had no direction or objective on how to pursue these goals. Now that I'm indulging in the focus: HOPE experience, a burst of energy and eagerness to learn has uplifted me from a state of depression to an ambitious career-oriented individual. Learning is a continuous life process that an individual must have the desire to endure. Focus: HOPE is an institution that assists in steering this goal in the right path while upholding a heroic mission of faith."

Lonnie Walker Jr.

"Since enrolling in the ITC program I have learned things that even the US army has not taught me. Aside from total disregard for economical and educational status, it has given me a sense of peace and harmony. When I left the military I was like a lost sheep, looking for guidance. I bounced around from job to job without any direction. I had some moderate computer skills, but nothing like the knowledge that I have gained from the instructors and staff at Focus: HOPE. I have no words for what has been given to me. This continuing experience is giving me a new start and a brand new outlook on the future."

Kenneth Goodspeed

"The training at Focus: HOPE has given me a chance to be able to look forward to my future. Without Focus: HOPE, my future would not look as bright as it does. In my community the only young black people with money are Drug dealers. I want to show the young kids in my community that you don't

have to sell drugs to have money. There is a chance you can move out of Detroit and make something of your life if you apply yourself.”

Edmond A. Ludgood

“Prior to attending Focus: HOPE, I was going from job to job, getting jobs that I could do but did not really want to do. Since I’ve been here, I feel that my future is much, much brighter, and I know I will be able to contribute to society with my new set of skills and knowledge. I also have the pleasure of working, learning and studying side by side with different types of people. These are people of different races, ages and backgrounds who have all come together to uplift and encourage one another to do their very best because their success depends on it. That’s why I am so focused on completing my education at Focus: HOPE, so when I get the question ‘where did you get your education?’ I can proudly and confidently say ‘I got it at Focus: HOPE.’”

Daniel Parent

“As a resident at the Detroit Rescue Mission, I am surrounded daily by people with little or no hope. Many of us have gotten there through our best efforts. When I became homeless, I knew that I had to make a huge change in the way I lived my life. Because of an encouraging counselor I decided that computer training may be the way to go for me. A social worker at Michigan WORKS! made me aware of the computer training available at Focus: HOPE.

Since enrolling at Focus: HOPE I have begun to attain a new confidence in a better future. Beginning as a computer illiterate, I expected the training to be very difficult, but the ITC instructors have gone out of their way to educate and assist me with any and all difficulties I have encountered.

Armed with the knowledge I have gained, and some new confidence, I feel I will be able to enter the IT field as a valued asset. I feel I have an opportunity to begin over again and start anew.”

Gregory Thomas

“The training I received at Focus: HOPE has meant a more well defined direction in my life and going from out of school, unemployed and no prospects on the horizon... with very little idea on how to change my situation, to acceptance at a university engineering program and an IT job I will soon be starting and a more well-defined road for my future if I continue to work hard and apply myself at the things that matter most to me. Things like my education, my job and my family.

While it is hard to quantify what an education means to you, there can be no doubt that the skills taught to me during my time at Focus: Hope are invaluable and that without this place I would be stuck spinning my wheels and not moving forward with my education or professionally. Now all I can do is to continue to work hard and make sure to be a positive reflection of Focus: Hope and its programs.”

Cynthia Anderson

“My daughter and I had gone from Shelter to Shelter while I was looking for work. I went to a job fair at the Michigan State Fairgrounds, which is where I discovered Focus: HOPE MTI. I filled out my information and moved to the next booth. I submitted many resumes and followed up with all the employers, and still no one called. Then I received a letter from Focus: HOPE. The moment I walked in Focus: HOPE I had a warm feeling and I knew my search was over. “



Anderson Garth

“I found out about the program thru my parents and a couple of friends, which attended the program. The environment is diverse with cultures and well rounded personalities that I think are getting us very prepared for all the stuff we will have to face in the work force and they are preparing us mentally for the work and obstacles we will face. I am very confident of my abilities and skills that Focus: HOPE has instilled in me.”

*Alento Spikener*

“I enrolled in MTI in Jan., 2006, and I can truly say that this has been one of the best experiences of my life. Thanks to MTI, I now feel like I have a career, not a job. I know that I can literally go anywhere in the world and be a machinist, and that has given me an unspeakable amount of confidence. I will graduate from MTI in January, 2007 and I plan to attend CAT. I would like to receive my Bachelor's degree in Engineering, which would complete a major goal of mine.”

John Martinez

“I have done a variety of jobs over the past 20 years, but they have all been labor, non skilled or at the very best semi skilled. I have always taken pride in my work no matter what it has been and coming to Focus: HOPE has been the best thing for me. To sum this up I would feel comfortable in recommending this school to anyone who has the desire to make something out of their life, and I feel proud in telling people where I go to school.”

Daniel Walker

“I learned about Focus: HOPE from my grandmother. When I was seventeen I was arrested for selling drugs and everything from that point seemed like a downward spiral. I secluded myself from my family and friends, I became dark, spiteful, resentful, and not optimistic about the future. After attending Focus: HOPE my determination and passion to be the businessman and person I wish to be has resurfaced. I've become more pleasant to be around.”

Walter Young

“I worked a number a jobs with low pay and no benefits, eventually I turned to the streets. I saw a Focus: HOPE commercial on TV and called. I'd like to thank Focus: HOPE for the opportunity not only for a career, but for bringing hope and something I've always had but failed to use, potential.”



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... And building futures, one success at a time

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Focus on Your Future!

Are you prepared for the Focus: HOPE Job Fair?



Professional Development Pre-Job Fair Workshops

Competition for good positions is tough—Be prepared!

Focus: HOPE Conference Center in the
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1400 Oakman Boulevard, Detroit, Michigan

Focus: HOPE Machinists Training Institute (MTI)
1200 Oakman Boulevard, Detroit, Michigan

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Competition for good positions is tough—Be prepared!

Focus: HOPE Conference Center in the
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Focus: HOPE Machinists Training Institute (MTI)
1200 Oakman Boulevard, Detroit, Michigan

Management and Supervision

Presenter: Marcus Clarke
Focus: HOPE Liaison for Ford Motor Company
Tuesday, August 22nd • 12:30–2:00 pm
CAT West Wing (Candidates)

Resume Preparation

Presenters: Jessica Whittaker & Anna Bennett
Global Engine Manufacturing Alliance
Tuesday, August 29th • 12:30–2:00 pm
MTI Testing Room (MTI and Fast Track)

Interviewing Skills

Presenters: Leslie Anderson-Kolm &
Stephanie Smith
Tech Team Global
Wednesday, September 6th • 12:30–2:00 pm
CAT Conference Room 105 (ITC and Fast Track)

Dress for Success

Presenter: Alison Vaughn
Jackets for Jobs
Tuesday, September 12th, 2006 • 12:30–2:00 pm
CAT Bridge (Fast Track and ITC)

Dress for Success

Presenter: Donnell Cravens and Cheryl Benford
Detroit's Work Place
Thursday, September 14th • 12:30–2:00 pm
MTI Testing Room (Fast Track and MTI)

Networking at a Job Fair

Presenter: Todd Hohausser
Harvey Hohausser & Associates
Wednesday, September 20th • 12:30–2:00 pm
CAT East Conference Room (Candidates)

Interviewing Skills

Presenter: Ron Harvey
General Motors
Thursday, September 21st • 9:00–11:00 am
CAT Bridge (Candidates)

Interviewing Skills

Presenters: Jessica Whittaker & Anna Bennett
Global Engine Manufacturing Alliance
Tuesday, September 26th • 12:30–2:00 pm
MTI Testing Room (MTI and Fast Track)

Resume Preparation

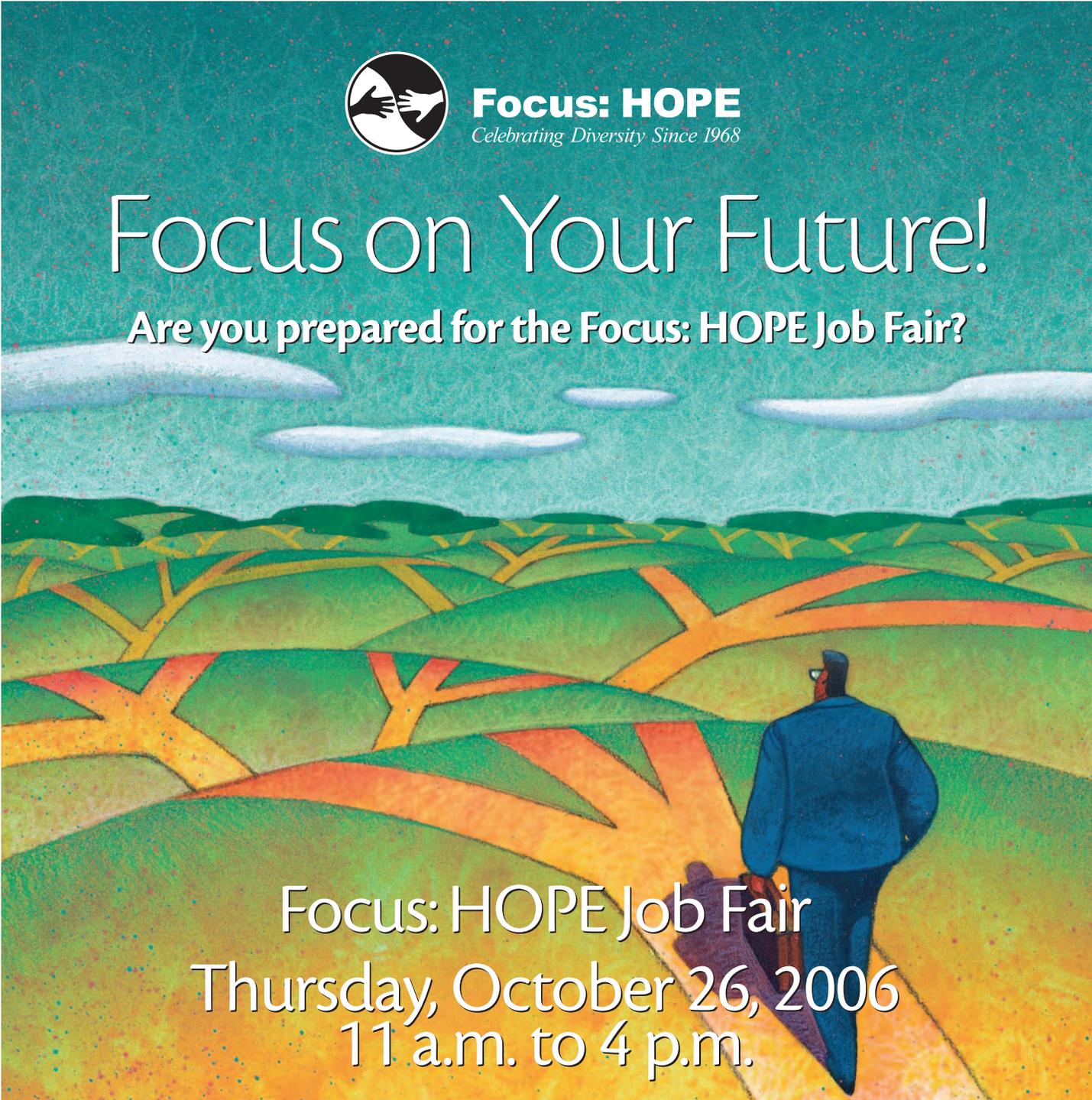
Presenter: Dean Gerald Thompkins
Wayne State University
Wednesday, September 27th • 8:30–11:00 am
CAT Bridge (Candidates)



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Focus on Your Future!

Are you prepared for the Focus: HOPE Job Fair?



Focus: HOPE Job Fair
Thursday, October 26, 2006
11 a.m. to 4 p.m.

Be ready!

- ✓ **Be organized**—have at least 20 resumes to hand out.
- ✓ **Be neat**—dress like a professional.
- ✓ **Be prepared**—check out the websites of registered companies on the reverse side of this flyer.

Focus: HOPE Job Fair

Thursday, October 26, 2006

11 a.m. to 4 p.m.

Focus: HOPE Conference Center in the Center for Advanced Technologies
1400 Oakman Boulevard, Detroit, Michigan

Companies registered for Focus: HOPE Job Fair:

ADT • Plymouth, MI
www.adt.com

Positions: *Various*

AT&T • Detroit, MI
www.att.com

Positions: *Premises Technicians*

Best Buy • Novi, MI
www.bestbuy.com

Positions: *Geek Squad/Technical/CPU*

Comcast • Ann Arbor, MI
www.comcast.com

Positions: *Technical Support Specialist*

Crain Communications • Detroit, MI
www.crain.com

Positions: *Various*

Diversified Machines Inc. • Detroit, MI
www.divmi.com

Positions: *Various*

DTE Energy • Detroit, MI
www.dteenergy.com

Positions: *Various*

Forge Industrial Staffing • Livonia, MI
www.forgestaff.com

Positions: *General Labor*

G.E.M.A. • Dundee, MI
www.gemaengine.com

Positions: *Electrical Engineer, Mechanical Engineer*

General Motors • Pontiac, MI
www.gm.com

Positions: *Engineering*

Greektown Casino • Detroit, MI
www.greektowncasino.com

Positions: *Customer Service, Gaming, Hospitality*

Image One Corporation • Oak Park, MI
www.imageonecorp.com

Positions: *Technical Service Representative*

MGM Grand Detroit Casino • Detroit, MI
detroit.mgmgrand.com

Positions: *Various*

Micro Center • Madison Heights, MI
www.microcenter.com

Positions: *Customer Service, Sales & Warehouse Associates*

Plastipak Packaging • Westland, MI
www.plastipak.com

Positions: *Production Technicians*

Poco Graphite • Decatur, TX
www.poco.com

Positions: *CNC Machinist*

TechTeam Global • Southfield, MI
www.techteam.com

Positions: *Support Technician, French & Spanish Speaking Support Technician*

United States Army • Worldwide
www.goarmy.com

Positions: *Various*

United States Navy • Worldwide
www.navy.com

Positions: *Various*

United States Steel • Ecorse, MI
www.uss.com

Positions: *Electrical and Utility*

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

A.B. Heller	Covad Communications	Kopyy Corps, Inc.	Sanders Consulting – IT Services
Addison Iron Works	Crown Heating and Air Conditioning, Inc.	LaFarge North America	Sentech
Adecco Staffing	Cummins, INC	Lear Corporation	Severstal North America
Advance Communications, Inc.	Daimler Chrysler	Learning Consultants, Inc.	Sierra Systems
Advance Integration Group, Inc.	Dana Communications	Lebow Products	Skyway Precision, Inc.
Advantage Logistics	Danka Office Imaging	LeCommunications, Inc.	Sorting Solutions
Advanced Resources	Dart Machinery	Level 3 Communications	Sprint / Nextel
Aerotek	Decision Consultants, Inc.	Legend Motorcycles, Inc.	Staff Solutions
Air Matic Products	Delcon, Inc.	Libralter Plastics, Inc.	Staffing Connection
Ajilon Consulting	Denso	Major Tool & Die	Staffpro, Inc.
Alliance Staffing Solutions	Detroit Diesel	Manpower Professional	Strategic Staffing/City of Detroit
Alou Enterprises	Detroit Edison	Mark IV Automotive	SVM Development
American Axle	Detroit Edison Public School Academy	Media One	TBL Professional Services
American Labor Solutions	Detroit Metropolitan Communications	Metal Dyne	TDS Automotive
Ameritech	Detroit Newspapers	Michigan Internet Communications Assoc.	Tech Systems
AmeriTemp	Diversified Staffing	Micro Center	Tech Team Global
Analyst International	Draw Tite	Micro Guage	Tech Team Global/Ford
Arcadia Staffing	Dynamic Seals Co.	MI Specialty Tube	Tek Systems
Arrow Strategies	EDS	Millennium Manufacturing	Telecore
Atlas Tool & Die	Elan Engineering	Millwrights Union Local #1102	The Budd Company
Avis Rent-A-Car	Electronic Data Systems	Modis IT Staffing	The Oakwood Group
Bailey Telecommunications, LLC	Etech Personnel Services Incorporated	Motex Services	The PIC Group
Berger Realty	Epitec Group	Motor City Electric Technologies	The Web Group
Best Buy	ETD Staffing Solutions	National Tech Team, Inc.	Toys -R' - Us
Bing Lear Group	Exemplar Manufacturing	NLB Corporation	Trauchan Tool Machine
Bridgewater Interior	Express Personnel	Northstar MFG.	TRIALON
Campbell Industrial Contractors, INC	Ford Motor Company	Omega Plastics	TRIALON/Goertz+Schiele Corporation
Caterpillar	Forge Industrial Staffing	Onsite Commercial Staffing	Ultimate Staffing
CBS Boring, Inc.	Galaxy Industries	Panther Crankshaft	United Machining
CDS Engineering	General Dynamics Land Systems	Paramount Boring	Universal Bearing Co.
CJ Quality Services	General Motors Corporation	Parser	University of Michigan – Ann Arbor
Clips & Clamps Industries	Global CNC Industries, LTD.	PERSONNEL UNLIMITED	US Manufacturing
Clover	Global Engine Manufacturing Alliance	Pitney Bowes	Vataisi
Colin Communicaitons	Goertz & Schiele Corporation	Plastipak	Vehicle Logistics Solutions
Comcast	Great Lakes Technologies Group	Process Control & Instrumentation	VIA-Information Tools
Communications 2000	Hewlett-Packard Company	Product Action	Virtual Communications, LLC
Communities in Schools of Detroit	Hercules Tool & Die	Productivity Improvement Center	Visteon
Compass Consulting Enterprises Inc.	Honda	Professional Design Technologies	Vitullo & Associates
Complete Communications	IBEW Electricians Local 58	Progressive Die Solutions	Voda
Complete Computer Services	IKON Office Solutions	Progressive Stamping	Volt Services Group
Comprehensive Computer Systems Inc.	IMCO Carbide Tool	PTI Assembly & Machining	VQQ (Vani Quality Quest)
Computer & Engineering Services	Ingersoll	PTI Manufacturing & Technology	Volt Technical Services
Computer Show Network	Information Systems Resources	Quicken Loans	W. F. Whelan
Compuware	International Hardcoat, Inc.	Ramzey Broadband Services	West Win Ltd.
Concord Management	JSP International	RCO Technologies	Warren Industries
CONNECTS	Kelly Services	REB Tool	Wayne State University
Consumers Energy	Kelly IT Services	Records Deposition Services	West Win Ltd.
Convergys Incorporated	Keys & Co.	Rouge Steel	White Castle Systems, Inc.
Cornerstone Staffing	K-Mart Corporation	Royal Oak Boring	Witzenmann USA

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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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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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CENTER FOR ADVANCED TECHNOLOGIES

Itayemi Kinni-Olusanyin 2006 CAT Graduate



“Now I have more choices in life. This experience gave me confidence...now I can see a brighter future for myself and my son.”

Itayemi Kinni-Olusanyin moved to Indiana last summer to take her first full time job as a manufacturing engineer for Cummings Diesel. It was a much shorter journey than the one she made seven years ago when she moved from Nigeria to Detroit and switched from pursuing a career in the arts to one in the sciences.

In 1999, alone after the death of her mother and pregnant, Kinni-Olusanyin moved from Nigeria to Detroit to live with her grandmother and raise her unborn son. She expected to continue her pursuit of a career in the performing arts—until she learned about the education opportunities at Focus: HOPE.

Once enrolled in the Machinist Training Institute, she found she loved math and working with her hands. “That’s the part I enjoyed the most,” she said of learning how to operate lathes, mills, grinders and CNC machines. “It is the foundation for my technical expertise. Once I found I could do that, I thought why not go on to become an engineer?”

She took full advantage of all opportunities at Focus: HOPE. She brushed up her math skills in the First Step and Fast Track programs, then completed the MTI curriculum, graduating first in her class. Then she headed to the Center for Advanced Technologies (CAT) to study engineering. While studying engineering she was tapped to participate in Six Sigma training offered through Ford Motor Company. Throughout her six years at Focus: HOPE, her son was enrolled at the Center for Children.

With her trademark laugh, Kinni-Olusanyin talks about the opportunities she has had at Focus: HOPE —among them the chance to “meet the greats”. She met President George Bush when he was serving as vice president, Ford Motor President Bill Ford, several state legislators and numerous other business leaders. She also has had the chance to solve real engineering problems using her black belt training. “I like that fact that you use Six Sigma tools to problem solve,” she said. “It’s something you can always use to evaluate performance, to see how a company is performing, and improve on its performance. It has been a beneficial tool to both parties; you and to them. It has acclimated me to the way engineers think.”

As she embarks on her professional career, she is grateful for her experience at Focus: HOPE. “I’m pretty excited,” she said. “Now I have more choices in life. This experience gave me confidence... now I can see a brighter future for myself and my son.”

She also has one special person to thank. “I give thanks to my grandmother, Ethelyn E. Femster, for helping me through it all.”



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CENTER FOR ADVANCED TECHNOLOGIES

Kieon Reed CAT Student



When Kieon Reed graduated from Finney High School in 1998 she didn't know what she wanted to do. Now, she has no doubts! Reed has four job offers in manufacturing engineering to choose from before she graduates the Center for Advanced Technologies in May.

Looking back, she's grateful that her father encouraged her to enroll at Focus: HOPE. "He told me it was a good idea to take classes at Focus: HOPE," said Reed, 26, of Detroit. "I appreciate everything I learn here. The environment is professional and demanding, so I learn a lot more than just book knowledge. It matured me and turned me into a great business woman."

Reed began her training in Focus: HOPE's Fast Track classes where students focus on improving reading, math, communication and computer skills through concentrated study. From there she enrolled in the Machinist Training Institute where she developed precision machining and metalworking skills.

Then it was on to the Center for Advanced Technologies where she works full time while taking college classes through area universities. Reed has earned her associate's degree from Lawrence Technological University and is completing study toward a bachelor's degree from University of Detroit Mercy in manufacturing engineering.

As part of the engineering program, students have the opportunity for internships at various companies. Reed recently completed an internship at Ford Motor Company where she did prototype strategic planning for 2009 vehicles. "(Ford representatives) were so impressed with the things I knew," she said. "That showed me I am being prepared for my future. (The internship) was a very beneficial experience for me. It showed me how to work with new people and adapt to a new environment."

Reed is living with her parents Rodie and Diane Johnson while she puts her all into her studies. "They know this is challenging for me," Reed said. "They have been very patient. They see me leave home early and come home late."

All of her hard work has already begun to pay off with the current job offers that await her. Now all she has to do is pick one.

"I believe the jobs are there and they're looking for younger employees with new ideas," she said. "I think we'll be able to find jobs anywhere with this degree."

"I believe the jobs are there and they're looking for younger employees with new ideas," she said.

"I think we'll be able to find jobs anywhere with this degree."



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CENTER FOR ADVANCED TECHNOLOGIES

Benjamin Eichhorn CAT Student



*“I’m very confident in
the future of my field.”*

Benjamin Eichhorn isn't concerned about whether he'll find a manufacturing job after graduation. The Royal Oak resident already has one lined up at the U.S. Army Tank-automotive and Armaments Command (TACOM) in Warren, even though he doesn't graduate until May 2007.

Eichhorn said his education at the Focus: HOPE Center for Advanced Technologies (CAT) has helped him line up a career opportunity well in advance of his graduation.

“I'm very confident in the future of my field,” said Eichhorn, 25, who began taking classes at Focus: HOPE right after graduating from Dondero High School in 1999. “The kids coming out of college these days have to offer something unique to a company... something more than the typical college student has. Focus: HOPE does that by the marriage of theoretical knowledge and hands-on real practice on the manufacturing floor.”

Eichhorn began his Focus: HOPE studies by enrolling in the Machinist Training Institute (MTI). After completing that training in 2000, he enrolled at the CAT and subsequently earned an associates degree in manufacturing engineering technology from Lawrence Technological University through the CAT. He is currently working on his bachelor degree in manufacturing engineering, which will be awarded by the University of Detroit Mercy.

His practical work experience came from working on the development of U.S. Army Mobile Parts Hospital (MPH), a portable manufacturing unit that produces replacement parts for military vehicles and equipment. Focus: HOPE students participated on the research and development of the MPH and three units are now in service in Iraq, Afghanistan and Kuwait.

Eichhorn helped to set up and write programs for the MPH manufacturing stations and gained experience in supervision, troubleshooting, part design, and communication with overseas MPH operators. He also completed a summer internship with TACOM in 2005, and will return for another internship this summer.

Thanks to Focus: HOPE he is ready to start working full time in the field.

“(Focus: HOPE's education) will benefit me because I'll already have had five years of experience in a manufacturing environment. There will be less of a learning curve when I go to a company.”



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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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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.”



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INFORMATION TECHNOLOGIES CENTER

Venita Thompkins ITC Graduate Desktop & Server Administration



*“I didn’t think
(interpersonal communication)
had anything to do with
computers...I just wanted
to graduate. Now I’m
glad I did it...”*

Venita Thompkins will never forget her first day of class in Focus: HOPE’s Information Technologies Center. It was April 22, 2002, the same day her grandmother was admitted to the hospital for what was expected to be a routine treatment.

On her second day of class she explained to her grandmother that she had to cut her visit short in order to meet Focus: HOPE’s strict attendance policy.

“That was the last time I saw my grandmother,” said Thompkins, 42, of Detroit. “She had made her transition the next day, but she knew I was at Focus: HOPE. When I completed Information Technologies Basic Skills six weeks later I said it was in honor of my grandmother.”

Her grandmother would be proud to know that she went on to complete the rest of her ITC desktop support classes in November of 2002 and is now a Local Network Administrator for Detroit Public Schools.

Focus: HOPE’s ITC provides education and training in the field of computer and information technology. Training is available in the three areas of network administration, desktop and server administration, and PC technology. This instruction prepares students for industry certifications that put them on the path toward exciting careers in the computer industry.

A former cosmetologist, Thompkins was encouraged by an ITC student’s success story in Focus: HOPE’s newsletter. Although she failed the math part of the entrance exam twice and was busy raising a young daughter, Thompkins kept re-reading that article to motivate herself. She passed the test on the third try.

The interpersonal communication training incorporated in her studies helped her in more ways than she had imagined. Thompkins received the Breithaupt Career & Technical Center Director’s Choice Award in May of 2005 for the role she played in the “What’s Up in Factories?” project. As a representative of Detroit Public Television, she teamed up with Auto Alliance International to launch the program in 1994 which educates middle and high school students about the world of manufacturing.

“I didn’t think (interpersonal communication) had anything to do with computers,” said Thompkins about the communications training every Focus: HOPE student is required to receive. “I just wanted to graduate. Now I’m glad I did it. It developed me more personally.”

When Thompkins graduated in January of 2003 she was overwhelmed by the memories of everything she sacrificed and experienced to make it to that proud moment. It was an accomplishment that changed her life forever.

“I cried when I graduated because I knew the struggle to get in the program and stay in the program and feel the joy of completing,” she said. “Now I’m spearheading success.”

Fannie S. Dennis, principal of Thurgood Marshall Elementary School in Detroit, said her school is now reaping the benefits of the education Thompkins attained at Focus: HOPE.

“Venita has been an exceptional employee,” said the principal. “She’s so knowledgeable of all areas. She’s a computer gem.”



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INFORMATION TECHNOLOGIES CENTER

Brian Collins ITC Graduate



“Focus: HOPE has prepared me with course knowledge and presentation skills so that I can present myself to companies in a professional manner.”

When Brian Collins was laid off from two jobs within four years he decided it was time to do something different before taking further employment.

A native of Detroit, Collins moved back to the city in 2004 after living in Chicago. After moving in with his sister and niece, he saw an advertisement about Focus: HOPE.

“If you look at my resume I could have just picked up another job somewhere else, but I wanted to learn something in an area that I like,” said Collins, 42, who is also raising a four-year-old daughter. “I already knew the software side (of computers). But, I wanted to know the hardware and networking side. The commercial talked about the information technologies program and Cisco. I’ve always wanted to do Cisco, but I hadn’t taken the time to study it.”

Focus: HOPE’s Information Technologies Center provides education and training in the field of computer and information technology. Training is available in areas of PC technology, network administration (NA), and desktop and server administration. This instruction prepares students for industry certifications that put them on the path toward exciting careers in the computer industry.

Collins, who enrolled in ITC in February of 2004, graduated in February of 2005. Since graduating Brian has been hired by EDS as a network administrator. During his time in the program he attained Microsoft Office Specialist certifications in Word and Excel as well as CompTIA A+ and CCNA certifications. While a student, he worked a six-month internship at Comcast’s Call Center. Previously he had experience using Baan and SAP software and a bachelor’s degree in management from Southern University in Baton Rouge, Louisiana. He was also a U.S. Marine from 1986 until 1994 where he attained the rank of captain.

His hard work in Focus: HOPE’s ITC made him one of 15 students nation-wide to earn a CompTIA IT Merit Award of \$250. He credits Focus: HOPE.

“It’s a crown jewel in the city of Detroit,” he said. “I took this education so I can go on to become an independent contractor offering my skill set in the Enterprise Resource Planning (ERP) field and Cisco networking field. Focus: HOPE has prepared me with course knowledge and presentation skills so that I can present myself to companies in a professional manner.”

His leadership in Focus: HOPE’s ITC program indicates he has a bright future ahead, said instructor Hermine Turner. That’s why she nominated him for the CompTIA award.

“Brian was always the kind of person to come early and get the students together for a study group,” said Turner. “So, when I came to class the students were already huddled around Brian preparing for their upcoming quizzes. Brian is definitely a leader.”



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INFORMATION TECHNOLOGIES CENTER

Abdoulie Jatta ITC Graduate



*“I like computers a lot...
I felt like a certification
would do me a whole
lot of good.”*

Tax season 2003 brought a more valuable return than Abdoulie Jatta could ever imagine.

While working as a tax associate for H&R Block that year, one of the Fraser resident's customers told him about Focus: HOPE. That proved to be a life-changing piece of information.

At the time he was also working as an officer for 36th District Court and was studying toward degrees in accounting and Computer Information Systems (CIS) at a major college. One of his goals was to become a Cisco certified network professional.

“I like computers a lot,” said Jatta, 33, who graduated in February 2005. “I felt like a certification would do me a whole lot of good. A degree doesn't do a lot by itself anymore. So, I wanted certification, plus the degree and hands-on experience. In college you don't really go deep into A+ (certification) or hands-on.”

Focus: HOPE's ITC provides education and training in the field of computer and information technology. Training is available in the two areas of network administration, and desktop and server administration. This instruction prepares students for industry certifications that put them on the path toward exciting careers in the computer industry.

That is exactly what Jatta's father hoped for him when he sent him to America from Gambia about six years ago. “When we graduated from high school my dad always sent us to another country for education,” said Jatta who has 17 brothers and sisters. “He said you have to be educated to succeed in life.”

Jatta now is certified in A+ and as a Microsoft Office Specialist in Excel. His hard work in Focus: HOPE's ITC recently made him one of 15 students nation-wide to earn a CompTIA IT Merit Award of \$250. He was very humbled by the honor.

“It's very flattering,” Jatta said. “It means a lot to me to be recognized by CompTIA.”

His leadership and preparation in Focus: HOPE's ITC program indicates he has a bright future ahead, said instructor Hermine Turner. “I only nominate students in the 90 percent (G.P.A.) range,” Turner said. “Abdoulie takes the initiative on things and he takes directions well. He is definitely a leader.”

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 a significant percentage of new entrants for skilled production work in Michigan and of all machinist entrants formally trained. Since its inception the program has graduated over 2,200 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	14
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 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 that are extensively used.

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 that 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.



MACHINIST TRAINING INSTITUTE

Class Start Schedule

Class	Vestibule Start	Core 1 Start
205	9/19/2005	10/24/2005
206	11/14/2005	1/03/2006
207	1/23/2006	2/27/2006
208	3/20/2006	4/24/2006
209	5/15/2006	6/19/2006
210	7/17/2006	8/21/2006
211	9/11/2006	10/16/2006
Class	Pre-Engineering Start	
068	11/21/2005	
069	2/27/2006	
070	5/22/2006	
071	8/14/2006	

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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	<ul style="list-style-type: none"> * Exclusive use of an IBM compatible Personal Computer * Tutoring as required * 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 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.	<ul style="list-style-type: none"> * 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	<ul style="list-style-type: none"> * 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	<ul style="list-style-type: none"> * Draft resume * Develop marketable cover letter * Write and deliver speeches * Strengthen interviewing skills 	<ul style="list-style-type: none"> * 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 * Tutoring as required * 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"> * Ford Credit counselors * 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

2005 - 2006 First Step - Fast Track Schedule

<u>Class</u>	<u>Start Date</u>	<u>End Date</u>
FS 103	26-Sep-2005	21-Oct-2005
FS 104	24-Oct-2005	18-Nov-2005
FT 333	24-Oct-2005	9-Dec-2005
FT MATH 12	24-Oct-2005	2-Dec-2005
FT READING 11	24-Oct-2005	2-Dec-2005
FS 105	21-Nov-2005	16-Dec-2005
FT 334	12-Dec-2005	10-Feb-2006
FT MATH 13	12-Dec-2005	3-Feb-2006
FT READING 12	12-Dec-2005	3-Feb-2006
FS 106	9-Jan-2006	3-Feb-2006
FS 107	6-Feb-2006	3-Mar-2006
FT 335	13-Feb-2006	31-Mar-2006
FT MATH 14	13-Feb-2006	24-Mar-2006
FT READING 13	13-Feb-2006	24-Mar-2006
FS 108	6-Mar-2006	31-Mar-2006
FS 109	3-Apr-2006	28-Apr-2006
FT 336	3-Apr-2006	19-May-2006
FT MATH 15	3-Apr-2006	12-May-2006
FT READING 14	3-Apr-2006	12-May-2006
FS 110	1-May-2006	26-May-2006
FT 337	22-May-2006	14-Jul-2006
FT MATH 16	22-May-2006	30-Jun-2006
FT READING 15	22-May-2006	30-Jun-2006

2005 - 2006 First Step - Fast Track Schedule

<u>Class</u>	<u>Start Date</u>	<u>End Date</u>
FS 111	30-May-2006	23-Jun-2006
FS 112	26-Jun-2006	28-Jul-2006
FT 338	17-Jul-2006	1-Sep-2006
FT MATH 17	17-Jul-2006	25-Aug-2006
FT READING 16	17-Jul-2006	25-Aug-2006
FS 113	31-Jul-2006	25-Aug-2006
FS 114	28-Aug-2006	22-Sep-2006
FT 339	5-Sep-2006	20-Oct-2006
FT MATH 18	5-Sep-2006	13-Oct-2006
FT READING 17	5-Sep-2006	13-Oct-2006
FS 115	25-Sep-2006	20-Oct-2006



Focus: HOPE
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INFORMATION TECHNOLOGIES CENTER

Information Technology Programs



Information Technologies Center

The Information Technologies Center opened in 1999 to bridge the digital divide—the gap between the high-tech “haves” and “have nots.” Its goal was to provide those who have been left out of the economic mainstream with the personal and technical skills needed for the jobs of the 21st Century. ITC partnered with industry to develop training programs that enable students to obtain valuable industry certifications.

The ITC is:

- a Cisco Network Academy Program (CNAP)
- an International Business Training Association partner
- a Microsoft Unlimited Potential partner
- a CompTIA E2C member (Education to Careers)
- Accredited by the Accrediting Council for Continuing Education & Training (ACCET)
- a partner in a Comcast Call Center on Campus
- Licensed by State of Michigan

ITC Students Achieve Success

The proof of a quality education is in the success of its students and graduates. An indicator of a quality IT professional is in his/her ability to pass the challenging industry certification exams.

Focus: HOPE's ITC students are well prepared for the certification exams. Those who pass the first certification, the Microsoft Office Specialist (MOS) test, are awarded a t-shirt proclaiming “Educated, Qualified and CERTIFIED IT Professional” which they wear with pride (see photo below). In addition to preparing for certification exams, many students participate in internships while studying or immediately after graduation, giving them practical experience which helps them achieve success.

For several years in a row, ITC students have won national IT Merit Awards from CompTIA based on their demonstrating excellence and leadership in addition to passing the A+ certification exam. “The awards were created to recognize outstanding achievement or commitment to IT training and certification in an effort to encourage more students to enter the IT industry,” according to CompTIA. Our latest winners are:

- 2002 Lisa Leverette—Network Administration student
2003 Treea Brown and Darryl Jackson—Network Administration students
2004 Brian Collins and Abdoulie Jatta—Network Administration students
2005 Charles Johnson—Desktop and Server Administration student
2006 Zora Calhoun, Gwen Evans, Bryan Robinson, Willie Smiley Jr.—Server Technology students
Cynthia Hitchcock, Teyani Parker—Network Technology students
Bobby Brown III, Emmanuel Colvin, Lenisse Mitchell—PC Technology students

“CompTIA certifications help service providers like Western Digitech to assess the technical competency of new employees before they come into contact with customers. The CompTIA Network+ and A+ certifications were used as ‘acid test’ for new employees ...”

Western Digitech—ROI on Certification Case Study Summary, January 2005



These PC Technology students are all smiles after the entire class passed the A+ certification exam.

Sitting left to right: Teyani Parker, Raedaca Williams, Zora Calhoun

Standing left to right: Stan Golonka, Willie Smiley Jr, Rashaun Perry, Bryan Robinson, Cynthia Hitchcock, Gregory Mobley, Jamaal Arrington, William Ogletree, Kim Wallace

Why A Career in Information Technology?

Contrary to popular belief, all technology jobs are not going overseas. Many opportunities are growing right here in the United States.

The rising number of households that own personal computers and the growing need for businesses to have secure, monitored networks and web sites cause employers to seek educated employees with valuable experience. They want professionals who know the latest technology and have credible education and hands-on experience to back it up.

Focus: HOPE is preparing students for those career opportunities. The ITC offers comprehensive services to ensure your success. You will have access to classrooms, labs and tutoring outside of scheduled class time. The ITC is an authorized testing center for CBP, MOS and Prometric certifications, enabling students to take their industry certifications on-site.

Since opening in 1999, the Focus: HOPE Information Technologies Center (ITC) has graduated over 700 students with the skills employers demand today.

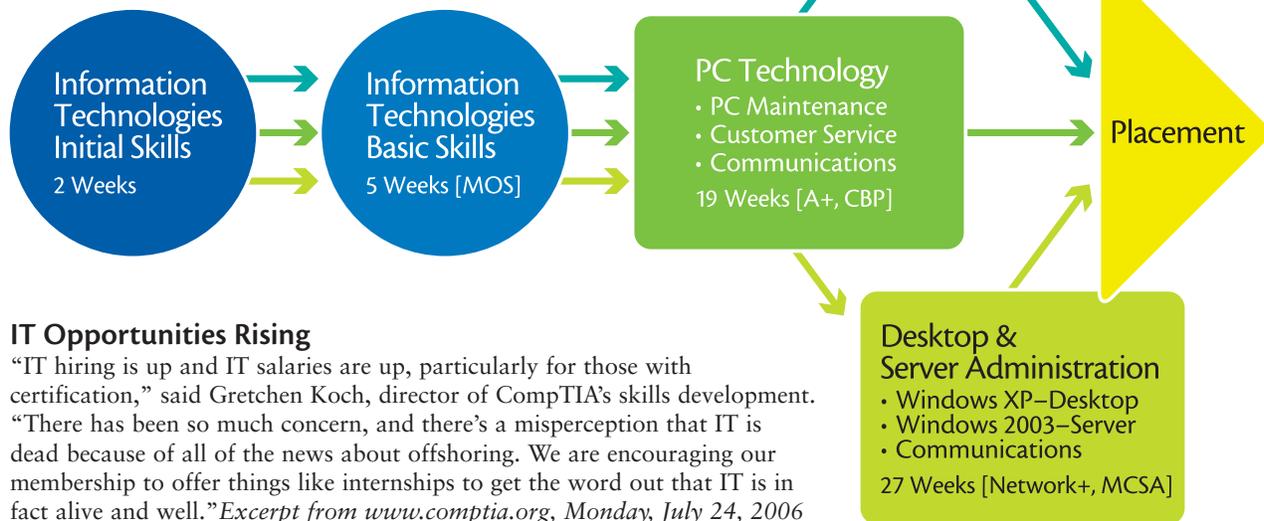
ITC Programs

- PC Technology
- Desktop & Server Administration
- Network Administration

ITC uses the recommended industry curriculum for certifications offered through CompTIA, Cisco, and Microsoft. In addition, internships with area businesses including Comcast and EDS help graduates transition into careers. The ITC program is accredited by ACCET (Accrediting Council for Continuing Education and Training).

Enroll now and prepare for entry-level positions such as PC Technician, network operation monitors, network and systems technicians, and help desk technicians. With work experience and additional certifications, you can earn between \$40,000 and \$60,000 per year.

ITC Career Paths



IT Opportunities Rising

“IT hiring is up and IT salaries are up, particularly for those with certification,” said Gretchen Koch, director of CompTIA’s skills development. “There has been so much concern, and there’s a misperception that IT is dead because of all of the news about offshoring. We are encouraging our membership to offer things like internships to get the word out that IT is in fact alive and well.” *Excerpt from www.comptia.org, Monday, July 24, 2006*

Communication & Professional Development

Becoming an IT Professional, not just a “Techie”!

A distinguishing characteristic of Focus: HOPE's information technology curriculum is its emphasis on interpersonal skills. The ability to effectively communicate with customers is so essential that employers often put equal emphasis on communication and technical skills when hiring new employees. In fact, the U.S. Department of Labor's Bureau of Labor Statistics Occupational Outlook Handbook 2004-2005 Edition notes that “employers continue to seek computer specialists who can combine strong technical skills with good interpersonal and business skills ...”

For that reason, our ITC curriculum stresses customer service, presentation skills, time management, problem solving and how to do a professional presentation. The Communications & Professional Development (CPD) courses include preparation for the International Business Training Association's Certified Business Professional (CBP) exam. When our students pass the CBP certification, they have one more credential that sets them apart from others in the information technology field. Core topics in our curriculum include:

CPD for the PC Technician

- Business Culture and Communication
- Customer Service
- Strategies for Success
- Job Search and Strategies
- Resumes and Portfolio
- Interviewing Skills
- Introduction to Problem Solving and Troubleshooting

CPD for the Network or Server Technician

- Professional Development Action Planning
- Researching Industries & Companies
- Introduction to Project Management
- Using Technology to Solve Business Problems

Certification

- CBP—Customer Service (International Business Training Association's Certified Business Professional)

Prerequisite Classes

Prerequisite classes are for students with little or no basic knowledge of using a computer or computer applications. Students who test at the appropriate skill level may enroll directly into one of the three ITC programs.

Information Technologies Initial Skills (ITIS)

The initial skills class provides the essential computer literacy skills you need to progress into the basic skills module. The two-week, 40-hour class focuses on:

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

Successful completion requires attendance in classes and completion of lab assignments. **Tuition: \$500.**

Information Technologies Basic Skills (ITBS)

This five-week, 100-hour course prepares students to be computer literate. Students are exposed to basic applications in the Microsoft Office Suite, including Word, Excel, PowerPoint, and MS Project. Upon completion, students may choose to obtain a Microsoft Office Specialist (MOS) certification. Students also will be exposed to IT career choices and training options at ITC. ITBS is a prerequisite for PC Technology, Network Administration and Desktop & Server Administration.

The program focuses on:

- Intro to computers and the World-Wide Web (www)
- E-mail
- Microsoft Office 2003: Word, Excel, PowerPoint
- Microsoft Project 2003
- IT careers

Successful completion requires attendance in classes and completion of lab assignments. **Tuition: \$1700.**

PC Technology

As a PC Technician, you will provide technical support for the users or “clients” of a network. The smooth functioning, maintenance and upgrading of PC hardware, operating systems (OS) such as Microsoft XP and applications such as MS Office are your specialties. Your education also will include course work on customer service and professional skills that are essential to success.

In the course of a typical day, a PC Technician may:

- Upgrade hardware
- Upgrade an operating system
- Install PCs or peripherals
- Load and configure new applications
- Monitor and modify desktop performance
- Back up and restore data
- Document configurations

Worth your weight in gold

When your company’s PC users require assistance, you are the most valuable person in the organization! You may start your career as a help-desk technician where you will provide remote support to end users to diagnosis hardware or software problems or to provide support on using the PC and its applications. You may continue to advance in your career within the help-desk center or you may switch to PC Technician where much of your time is spent working at users’ desks.

Certifications

The PC Technician program prepares you for two industry certifications:

- **CompTIA’s A+ which demonstrates you have a comprehensive understanding of PC hardware and operating software**
- **IBTA’s CBP which demonstrates you have the skills needed to provide excellent customer service**

Career opportunities

The program prepares you for entry-level positions, such as:

- Help Desk Technician
- PC Technician

Graduates typically start their careers at \$10 to \$15 per hour. With two to three years of experience and additional certifications, you can expect to earn between \$30,000 and \$45,000 per year.

PC Technology Program Description

PC Technology (PCT) is a 26-week, 520 hour course, which includes:

- Prerequisite courses ITIS and ITBS
- CPD for PC Technician (see Communications/Professional Development)
- 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

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.

PC Technology

	Weeks	Hours	Tuition
Prerequisite courses:			
Information Technologies Initial Skills	2	40	\$500
Information Technologies Basic Skills	5	100	\$1,700
PC Technology courses:			\$ 4,000
Communications & Professional Development for PC Technician	4	80	
A+	15	300	
PC Technology Totals:	26	520	\$ 6,200*

*Tuition includes books and vouchers for certification exams.

You will be in demand

“...In terms of future demand, technical support scored the largest number of jobs with approximately 67,000, followed by network systems development and programming;” *Information Technology Association of America Annual Workforce Development Survey*—Copyright September 2004, All Rights Reserved.

Desktop & Server Administration

As a Systems Administrator, you will be the “Techie” who keeps company servers running.

You also will provide technical support to PC Technicians supporting users or “clients” of a network. The smooth functioning, maintenance and upgrading of network servers’ hardware, operating systems (OS), such as Windows 2003 and network security are your specialties.

In the course of a typical day, a Systems Administrator may:

- Create user logins 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

Constant mix of physical and mental challenges

Today’s businesses rely on their financial, manufacturing, customer relationship management and database applications to function. As systems administrator, you will make sure these are functioning optimally and continuously. Expect a constant mix of physical and mental challenges: lifting and installing systems, troubleshooting problems, implementing projects, servicing client deadlines, and interfacing with management to achieve company goals.

Certifications

The Desktop & Server Administration Program prepares you for four industry certifications:

- **CompTIA’s A+ which demonstrates you have a comprehensive understanding of PC hardware and operating software)**
- **MCSA (Microsoft Certified Systems Administrator) which demonstrates you have a comprehensive understanding of server hardware/operating software and login security.**
- **CompTIA’s Network+ which demonstrates that you have a fundamental knowledge of how networks work.**
- **IBTA’s CBP-Customer Service which demonstrates you have the skills needed to provide excellent customer service.**

Career Opportunities

Upon completion, you will qualify for entry-level positions, such as:

- Help Desk Technician
- PC Technician
- Server Technician

You can expect an entry-level wage ranging between \$10 and \$15 per hour. Server Administrators with two to three years of experience and additional certifications can earn \$40,000 to \$60,000 per year.

“My instructor made learning easy and coming back to school one of the best decisions I will make in my life! Thank you!”

ITC Student

“I’m proud to be an ITC graduate. The curriculum is set up to help you succeed. If you don’t, it’s not because of the program. It’s because of other choices you made.”

Venita Thompkins

Desktop & Server Administration graduate



Desktop & Server Administration Program Description

Desktop & Server Administration (DS) is a 53-week, 1006 hours course, which includes:

- **Prerequisite courses:** ITIS and ITBS
- **PC Technology courses** (see PC Technology for detail)
- **Server Technology courses:**
CPD for Network & Server Technician
 (see Communications/Professional Development for detail)

Network+

TCP/IP network protocol
 Network fundamentals
 Introduction to network security

Microsoft Windows XP

Installing & configuring Windows XP
 Configuring PCs for Active Directory Services (ADS), Directory Naming Services (DNS) and network protocols

Windows 2003 Server

Windows 2003 user accounts and access control
 NTFS (New Technology Files System)
 Maintaining shared resources (files, printers, applications)
 Working with Groups
 Managing storage, backup and restores

Windows 2003 Network Infrastructure

Managing server security
 Managing DHCP [Dynamic Hosting Configuration Protocol] and DNS
 Managing server performance

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 for prerequisite and PC Technology courses. Students attend classes or labs 4.5 hours per day, Monday through Thursday for Server Technology courses.

Desktop & Server Administration

	Weeks	Hours	Tuition
Prerequisite courses:			
Information Technologies Initial Skills	2	40	\$500
Information Technologies Basic Skills	5	100	\$1,700
			\$ 4,000
PC Technology courses:			
Communications & Professional Development for PC Technician	4	80	
A+**	15	300	
			\$ 6,500
Server Technology courses:			
Communications & Professional Development for Server Technician	2	36	
Network+	6	108	
MCSA	19	342	
Desktop & Server Administration Totals:	53	1006	\$ 12,700*

*Tuition includes books and vouchers for certification exams.

**You must pass A+ certification to continue

You will be in demand

Research published on CompTIA's website indicates continuing employment opportunities. "In specific vendor subject areas, expansion has been generated by modest growth across the board rather than the emergence of hot topics. No subject achieved the 'strong growth' level, but the closest was Microsoft Windows 2003." *Summary of the Second Annual Survey into the State of the IT Training Industry in EMEA—November 2004*

Network Administration

Network administrators are the “glue” that keep computer networks together and allow computers—and the companies that rely upon them—to communicate.

Connectivity & Security

The key words in Network Administration are “secure 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 using network devices (routers and switches).

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 across the network and assure that the information is secure. 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.

Certifications

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

- **CompTIA's A+ which demonstrates that you have a comprehensive understanding of PC hardware and operating software**
- **CompTIA's Network+ which demonstrates that you have a fundamental knowledge of how networks work.**
- **IBTA's CBP-Customer Service which demonstrates you have the skills needed to provide excellent customer service.**
- **CCNA (Cisco Certified Network Associate) which demonstrates you have the skills needed to configure and manage LANS (local area networks), WANS (wide area networks) and the devices that make them work such as routers and switches.**
- **Panduit Certification which demonstrates you have the skills to create and maintain the cables and wall jacks that connect PCs, printers to a network's infrastructure.**

Career opportunities

Upon completing the NA program, you will be qualified for entry level positions, such as:

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

Graduates can expect to earn \$10–15 per hour initially. Network administrators with two to three years of experience and two certifications can expect to earn \$40,000 to \$60,000 per year.

“I liked the fact that he (instructor) used real world situations to help enhance the overall learning environment.”

ITC Student

“The Cisco program has allowed me to make the impossible possible. Of all the IT schools that are out there, Focus: HOPE has to rank in the top percentile, with good equipment, excellent instructors and staff. I highly recommend that any student who wants to go into the IT field should consider coming to Focus: HOPE.”

Raphael Thomas
Network Administration graduate



Network Administration Program

Network Administration (NA) is a 53-week, 1006 hours course, which includes:

- Prerequisite courses ITIS and ITBS
- PC Technology courses (see PC Technology for detail)
- Network Technology courses:

CPD for Network & Server Technician
(see Communications/Professional Development for detail)

Cisco Network Academy Program
semesters 1–4 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

Network security

Designing and documenting networks

MTFTP Server

Visio

Config maker

Panduit cabling infrastructure

Terminating and trouble-shooting

UTP cable

Class lectures, hands-on labs and computer-based tutorials are the tools used by the ITC to train students. Students attend classes or labs four hours per day, Monday through Friday for prerequisite and PC Technology courses. Students attend classes or labs 4.5 hours per day, Monday through Thursday for Network Technology courses.

Network Administration

	Weeks	Hours	Tuition
Prerequisite courses:			
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Communications & Professional Development for PC Technician	4	80	
A+**	15	300	
Network Technology courses:			\$ 6,500
Communications & Professional Development for Network Technician	2	36	
CCNA & Network+	25	450	
Network Administration Totals:	53	1006	\$ 12,700*

*Tuition includes books and vouchers for certification exams.

**You must pass A+ certification to continue

You will be in demand

“Things seem to be taking a turn for the better in information technology these days. Following the scores of cuts in IT positions and budgets brought about by the recession at the beginning of the decade, many companies are starting to boost IT spending: invest in new solutions, add more staff and put a little more into their veteran employees’ pockets on payday.” *IT Salaries and the Value of Certification*, *Certification Magazine*, May 2005, Brian Summerfield.

Career Placement

Focus: HOPE's goal is to help information technology graduates establish successful careers—and careers start with the first job. The Focus: HOPE Placement Office works with area employers to find jobs and internships for graduates. Graduates need reliable transportation to take advantage of most opportunities. Among the employers who have hired ITC graduates are:

- | | |
|--|---|
| Advance Integration Group, Inc. | Kmart Corporation |
| Apex Systems | Kelly IT Services |
| Aijilon | Media One |
| Arrow Strategies, LLC | Michigan Internet
Communications Association |
| Best Buy | Micro Center |
| Comcast | Olde Discount Corporation |
| Complete Computer Services | Professional Design Technologies |
| Convergys Corporation | Sierra Systems, Inc. |
| Danka Office Imaging | Sprint/Nextel |
| DENSO International | Strategic Staffing |
| Detroit Metropolitan Communications | Tech Team Global |
| EDS | TeleCore |
| Elan Engineering | The Web Group |
| Great Lakes Technologies Group | VIA Information Tools |
| Hewlett-Packard | Volt Technical Services |
| IKON Office Solutions | Wayne State University |
| Information Systems Resources | |
| Innovative Technologies & Design Inc. | |

"Focus: HOPE is more than an institution of learning, it is also a place of conducive growth. At Focus: HOPE, you are not just guaranteed a learning experience that will guide you throughout the life of your career, but also you are provided with a support system that lasts past graduation."

ITC Student



After being laid off from two jobs in four years, Brian Collins decided it was time for a change. He enrolled at ITC and now is on his way toward his goal of applying his new expertise in Cisco networking as an independent contractor.

The communications component of his Focus: HOPE education will help him achieve his goals, he said. "Focus: HOPE has prepared me with course knowledge and presentation skills so that I can present myself to companies in a professional manner."



After graduating from college, Abdoulie Jatta realized he had the academic training in information systems, but none of the certifications and hands-on experience that employers look for these days. That's why he enrolled at Focus: HOPE where he has earned a reputation as a student with initiative and leadership capability. "A degree doesn't do a lot by itself anymore," said Jatta. "I wanted certification, plus the degree and hands-on experience."



When Nancy Yvonne Triplett-Edmunds lost her job in radio sales, she decided it was time to change careers. After completing the network administration program and an internship at Comcast, she embarked on a new career with Tech Team Global. "After going through the schooling I felt a sense of pride," she said. "I thank God I met some wonderful people at Focus: HOPE. It's helped me immensely."

Enrollment Information

Admission Requirements

To enroll in the Information Technologies Center, you must have:

- High school diploma or GED
- 12th grade reading ability
- 9th grade math skills
- Ability to distinguish colors

All incoming students must pass a skill evaluation test, an interview prior to admission and a drug screening test. *Note: Due to the sensitivity of information often handled by IT professionals, employers are not hiring persons with felony convictions. Therefore, enrollment into the ITC requires individuals to have no felony convictions.*

For students who test below the reading and math requirements, Focus: HOPE offers two courses to help students improve those skills. Upon completion of the ITC curriculum, students will need a valid driver's license and reliable transportation to obtain employment.

Financing Your Education

You may qualify for financial aid, loans and/or scholarships to pay for your education. Students have received help through a variety of channels, including Economic Development Job Training, Michigan Rehabilitation Services, Work First grants, Pell grants and the GI Bill. If grants are not available, students may qualify for a loan from Focus: HOPE. Our staff will meet with you to advise you on options for financing your education.

Support Services

Child Care

Our Center for Children provides quality child care for children ages six weeks to six years. Pre-school children participate in early childhood education programs. After-school programs, including help with homework and recreational activities, are available for children ages six to 12. In the summer, the center offers a day camp that includes field trips and activities such as golf and dance lessons.

Advising and Tutoring

Focus: HOPE is committed to helping students succeed. The organization offers advising and tutoring services for students that need assistance with personal challenges as well as academic difficulties. You can obtain information about these services through the ITC office.

Take the next step!

To enroll in the Focus: HOPE Information Technologies Center, please contact our Admissions Office at 313.494.4300.

Tours and admissions testing are conducted most Tuesday, Thursday and Friday mornings. Periodic open houses and special presentations are listed on our web site at www.focushope.edu.

Don't delay. Enroll now and you will be on your way into a new career in the exciting information technology field.

About Focus: HOPE

Focus: HOPE is a nationally recognized civil and human rights organization in Detroit founded in 1968 in the wake of the Detroit riots. Throughout the years, Focus: HOPE has developed numerous programs in its fight to end racism, poverty and injustice. It offers a food program, which assists 43,000 seniors, mothers and children each month; career training programs in machining, engineering and information technology; child care; business conference facilities; community arts projects; and neighborhood revitalization initiatives. Through Focus: HOPE, thousands of individuals—especially women and minorities—have become financially independent.

Focus: HOPE Mission Statement

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



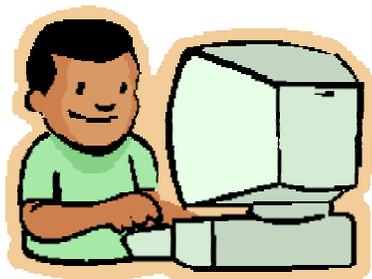
Focus: HOPE

Celebrating Diversity Since 1968

Information Technologies Center

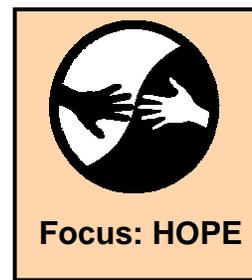
1400 Oakman Boulevard
Detroit, Michigan 48238-2848
313.494.4888

www.focushope.edu



Internet Site Web links for Kids

Click on the blue internet addresses to go to the described Internet site. If that doesn't work, copy



INTERNET SAFE PRACTICES FOR KIDS (Highly recommended for kids & parents)

- **Internet Keep Safe Coalition** (<http://www.ikeepsafe.org>) teaches basic rules of Internet safety, instructing children how and why to avoid giving out personal information on the Web which can bring harm to them.

SEARCH TOOLS Safe search engines for children

- **Yahooligans** (<http://yahooligans.yahoo.com/>) for children 7-12.
- **MEL Internet** (<http://yahooligans.yahoo.com/>) Michigan Electronic Library.
- **Michigan E-Library** (<http://mel.org/>) several databases for Michigan residents.
- **KidsClick** (<http://sunsite3.berkeley.edu/KidsClick!/>) websearch for kids by librarians.
- **Berit's Best Sites for Children** (<http://www.beritsbest.com/>) directory of sites recommended for children up to age 12. Each site has been reviewed and rated.
- **One Key Kid Safe Search Engine** (<http://www.onekey.com/>) over 600,000 links that meet US Network TV standards for decency.
- **Ask Jeeves for kids** (<http://www.askforkids.com/>) Searches a database of selected sites. Searchers may use a question format.
- **Awesome Library** (<http://www.awesomelibrary.org/>) Contains 14,000 reviewed resources.

ENCYCLOPEDIAS & MORE Student online encyclopedias and more

- **Britannica Encyclopedia** (<http://www.britannica.com/>) Over 72,000 articles, 12,000 illustrations, and 10,000 related Web links.
- **Encyclopedia Smithsonian** (<http://www.si.edu/resource/faq/start.htm>) Answers to frequently asked questions and links to Smithsonian resources from A to Z.
- **Electronic Library's Free Encyclopedia** (<http://www.encyclopedia.com/>) More than 14,000 articles with short extensive cross-references for fast searching.

ALA GREAT WEB SITES FOR KIDS

The American Library Association continuously finds great Web sites for kids
(<http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=cfapps/gws/default.cfm>)

HOMEWORK HELP Sites to help you get your homework done

- **Homework Spot** (<http://www.homeworkspot.com/>)
- **Helpful Hints for Doing Research** (<http://web.westbloomfield.k12.mi.us/green/ResearchHints.htm>)
- **Grammar Bytes** (<http://www.chompchomp.com/menu.htm>)
- **Ask a Scientist** (<http://www.madsci.org/submit.html>)
- **How to Study** (<http://www.how-to-study.com/>)
- **Fact Monster** (<http://www.factmonster.com/>)
- **Kids' Space at the Internet Public Library** (<http://www.ipl.org/kidspace/browse/ref0000>)
- **The Library Spot** (<http://www.libraryspot.com/>)
- **The Reference Desk** (<http://www.refdesk.com/>)

OUTLINE MAPS Printable world, political, U.S. and historical maps

(<http://www.eduplace.com/ss/maps/>)



GRADE LEVEL WEB SITES (Supplement and enrich grade level curriculum):

• KINDERGARTEN WEB SITES

- **Learn to Read** (<http://www.starfall.com/>) Fun reading site, teaches letter sounds, activities, for early & beginning readers, and games.
- **Sesame Street** (<http://www.sesameworkshop.org/sesamestreet/?scrollerId=stories>) Great games, lots of fun from the creators of Sesame Street.
- **Kid's and Parent's Arcade** (<http://www.funbrain.com/brain/SweepsBrain/sweepsbrain.html>) Games for kids 6 and under. Games include matching, word skill, and match word parts to whole words.
- **Let's Count** (<http://math.rice.edu/%7Elanius/counting/>) Counting activities with numbers 1 –10.
- **Farm Animals** (<http://www.alphabet-soup.net/farm/farm.html>) Listen to animal sounds, farm quiz, matching games, poems, coloring pages.
- **PBSKIDS Stories** (<http://pbskids.org/stories.html>) Stories 7 activities from Berenstain Bears, Elmo, Caillou, Clifford, Dragon Tales, and more.
- **Under 5s** (<http://www.underfives.co.uk/>) Holiday ideas, practice sheets, rhymes, songs, and crafts.
- **Orson's Farm** (http://www.professorgarfield.org/pgf_Intro.html) Link to Professor Garfield (the Cat)—then click on Orson's Farm. Find rhyming words in the colorful barn.

• FIRST GRADE WEB SITES

- **ANIMAL RESEARCH**
 - **Yahoo Animals** (<http://yahooligans.yahoo.com/content/animals/>)
 - **Zoo Books** (<http://www.zoobooks.com/animalsAtoZ/directory.htm>)
 - **San Diego Zoo** (<http://www.sandiegozoo.org/animalbytes/t-mammal.html>)
 - **Oakland Zoo** (<http://www.oaklandzoo.org/atoz/atoz.html>)
 - **Oregon Zoo** (<http://www.oregonzoo.org/Cards/cardindex.htm>)
 - **Electronic Zoo** (<http://netvet.wustl.edu/ssi.htm>)
 - **Woodland Park Zoo** (<http://www.zoo.org/>)
- **WEATHER & AIR**
 - **Web Weather for Kids** (<http://eo.ucar.edu/webweather/>)
 - **Kids Weather Topics** (<http://www.education.noaa.gov/sweather.html>)
 - **Weather Wiz Kids** (<http://www.weatherwizkids.com/>)
 - **Weather Bug** (<http://achieve.weatherbug.com/newlessons/>)
- **PLANTS**
 - **Kids' Valley Garden** (<http://www.copper-tree.ca/garden/index.html>)
 - **New Plants** (<http://www.fossweb.com/modulesK-2/NewPlants/index.html>)
 - **Botany for Kids** (<http://www.nbio.gov/disciplines/botany/science.html>)
- **READING**
 - **Kids' Lab** (<http://www.manatee.k12.fl.us/sites/elementary/palmasola/SRW.htm>)
 - **PBSKIDS Stories** (<http://pbskids.org/stories.html>)
 - **Reading Planet** (http://www.rif.org/readingplanet/content/read_aloud_stories.msp)
- **MATH**
 - **Let's Count** (<http://math.rice.edu/%7Elanius/counting/>)
 - **Math Fun** (<http://math.rice.edu/%7Elanius/domath/index.html>)
 - **Primary Games** (<http://primarygames.com/math.htm>)
 - **Math Playground** (<http://www.mathplayground.com/>)

• SECOND GRADE WEB SITES

- **INSECTS AND BUTTERFLIES**
 - **Enchanted Learning – Butterflies** (<http://www.enchantedlearning.com/subjects/butterfly/>)
 - **Nature Museum – Butterflies** (<http://www.naturemuseum.org/online/thebutterflylab/index.htm>)
 - **Primary Games – Science Fun** (<http://www.primarygames.com/science/butterflies/butterflies.htm>)
 - **Interactive Science Activities** (<http://www.fossweb.com/>)
- **ANIMALS IN THE WINTER**
 - **Science Made Simple** (<http://www.sciencemadesimple.com/animals.html>)
 - **Animals in Winter** (<http://classroom.jc-schools.net/sci-units/animals-winter.ppt>)



- **MATTER**
 - Chem4Kids (http://www.chem4kids.com/files/matter_intro.html)
 - Revise Wise Science (<http://www.bbc.co.uk/schools/revisewise/science/materials/>)
- **EARTH MATERIALS – PEBBLES, SAND, AND DIRT**
 - Pebbles, Sand and Silt (<http://www.fossweb.com/modulesK-2/PebblesSandandSilt/index.html>)
 - Dirt On Soil (<http://school.discovery.com/schooladventures/soil/>)
 - Breaking Ground (http://whyfiles.org/199_soil/index.html)
- **MATH**
 - AAA Math Activities (<http://www.aaamath.com/index.html>)
 - Math Homework Spot (<http://homeworkspot.com/elementary/math/>)
- **THIRD GRADE WEB SITES**
 - **PLANTS AND LIFE CYCLES**
 - Kids' Valley Garden (<http://www.copper-tree.ca/garden/index.html>)
 - Revise Wise Science (<http://www.bbc.co.uk/schools/revisewise/science/living/>)
 - **SOUND**
 - Revise Wise Science (<http://www.bbc.co.uk/schools/revisewise/science/physical/>)
 - **EARTH'S MATERIALS**
 - American Museum of Natural History (http://www.amnh.org/nationalcenter/kids/kids_hope/)
 - Geo Mysteries (<http://www.childrensmuseum.org/geomysteries/index2.html>)
 - **SOLAR SYSTEM (Moon, Earth, Sun)**
 - NASA Space Place (<http://spaceplace.nasa.gov/en/kids/>)
 - Learn About the Sun and the Moon (<http://www.enchantedlearning.com/subjects/astronomy/>)
 - Windows to the Universe (<http://www.windows.ucar.edu/tour/link=/sun/sun.html>)
 - **LIGHT**
 - Revise Wise Science (<http://www.bbc.co.uk/schools/revisewise/science/physical/>)
 - Electromagnetic Spectrum (<http://www.darvill.clara.net/emag/emagvis.htm>)
 - **MATH**
 - Math Homework Spot (<http://homeworkspot.com/elementary/math/>)
 - Fun Brain Math Games (<http://www.funbrain.com/math/index.html>)
 - Flash Cards (<http://www.aplusmath.com/>)
 - Multiplication Facts Review (<http://www.quia.com/mc/8367.html>)
 - Times Tables Games (<http://www.bbc.co.uk/skillswise/numbers/wholenumbers/multiplication/timestables/game.shtml>)
 - Multiplication Mystery (<http://www.hbschool.com/activity/mult/mult.html>)
 - Product Games (<http://illuminations.nctm.org/ActivityDetail.aspx?ID=29>)
 - **OTHER**
 - Game Aquarium (<http://www.gameaquarium.com/>)
 - Planet Pals – Recycling (<http://www.planetpals.com/EDrecyclethings/recyclefacts.html>)
 - America Recycles (<http://www.epa.gov/recyclecity/>)
 - **BIOGRAPHIES**
 - Biography Links by Librarians - A listing of many biography sites. (<http://www.multcolib.org/homework/biohc.html>)
 - Presidents of the United States – All U.S. presidents, 1789 – present. (<http://www.whitehouse.gov/history/presidents/>)
 - Distinguished Women, Past & Present – Stories of hundreds of women who helped shape the course of history. Searchable by name or topic. (<http://www.distinguishedwomen.com/>)
 - Astronaut Biographies – Official NASA astronaut biographies, NASA Johnson Space Center. (<http://www.jsc.nasa.gov/Bios/>)
 - Biographies of Famous People & Biographical Information (<http://www.libraryspot.com/biographies/>)



- **Biographical Dictionary** – More than 25,000 notable men & women who have shaped our world. (<http://www.s9.com/>)
- **Explorers** (<http://www.enchantedlearning.com/explorers/>)
- **Inventors** (<http://www.enchantedlearning.com/inventors/indexa.shtml>)
- **Almanac: Biographies** – 30,000 + biographies (<http://www.infoplease.com/people.html>)

• FOURTH GRADE WEB SITES

- **ENVIRONMENTS, ECOSYSTEMS, AND HABITATS**
 - **Living Things and Food Chains**
(http://www.bbc.co.uk/schools/revisewise/science/living/03b_act.shtml)
 - **Food Chain Webquest** (<http://www.bbc.co.uk/schools/revisewise/science/living/>)
- **WATER**
 - **Water Cycle – USGS** (<http://ga.water.usgs.gov/edu/watercycle.html>)
 - **Investigate Water** (<http://www.units.muohio.edu/dragonfly/water/>)
 - **The Groundwater Foundation** (<http://www.groundwater.org/kc/kc.html>)
- **SIMPLE MACHINES, MOTION, BALANCE, AND ROBOTICS**
 - **Motion & Design** (<http://web.westbloomfield.k12.mi.us/green/documents/motionanddesign.ppt>)
 - **Amusement Park Physics** (<http://www.learner.org/exhibits/parkphysics/coaster.html>)
 - **How Stuff Works** (<http://www.howstuffworks.com/>)
 - **The Tech Museum** (<http://www.thetech.org/exhibits/online/robotics/>)
 - **Simple Machines** (<http://www.wacona.com/simplemachines/simplemachines.html>)
 - **MIKIDS – Simple Machines** (<http://www.mikids.com/Smachines.htm>)
 - **EdHeads – Simple Machines** (<http://edheads.org/activities/simple-machines/>)
- **MAGNETISM AND ELECTRICITY**
 - **Fundamental Physics**
(http://www.windows.ucar.edu/tour/link=/physical_science/physics/physics.html&edu=elem)
 - **The Atoms Family** (<http://www.miamisci.org/af/sln/>)
- **UNITED STATES**
 - **US50** (<http://www.theus50.com/>)
 - **Stately Knowledge** (<http://www.ipl.org/div/kidspace/stateknow/>)
 - **Explore the States** (<http://www.americaslibrary.gov/cgi-bin/page.cgi/es>)
 - **NetState.com** (<http://www.netstate.com/>)
- **MICHIGAN**
 - **Michigan facts & History** (http://www.michigan.gov/hal/0,1607,7-160-15481_20826---,00.html)
 - **Michigan to See and Do** (<http://www.50states.com/michigan.htm>)
 - **Everything Michigan** (<http://www.everythingmichigan.net/>)
 - **Stuff about Michigan** (<http://www.sos.state.mi.us/history/michinfo/michinfo>)
 - **Michigan Historical Museum**
(http://www.michigan.gov/hal/0,1607,7-160-17447_18595_18596---,00.html)
- **DETROIT**
 - **Detroit Historical Museum** (<http://www.detroithistorical.org/>)
- **MATH**
 - **Math Homework Spot** (<http://homeworkspot.com/elementary/math/>)
 - **Geometry Step-by-Step** (<http://agutie.homestead.com/files/index.html>)
 - **AAA Math Activities** (<http://www.aaamath.com/>)
 - **Types of Angles** (<http://www.utc.edu/Faculty/Christopher-Mawata/geom/geom1.htm>)
 - **What's My Angle?** (<http://www.amblesideprimary.com/ambleweb/mentalmaths/protractor.html>)
 - **Angles Game**
(<http://www.innovationslearning.co.uk/subjects/maths/activities/year6/angles/home.asp>)



- **OTHER**
 - **National Geographic for Kids** (<http://www.nationalgeographic.com/ngkids/>)
 - **The Scientific Method** (<http://www.nationalgeographic.com/ngkids/>)
 - **Try Science** (<http://www.tryscience.org/>)
 - **The White House Historical Association** (<http://www.whitehousehistory.org/>)

- **BLACK HISTORY**

- **AFRICAN HERITAGE IN CLASSICAL MUSIC**
(<http://chevalierdesaintgeorges.homestead.com/index.html>)
- **AFRICAN AMERICAN HISTORY CHALLENGE**
(<http://www.brightmoments.com/blackhistory/>)
- **BLACK HISTORY PAST TO PRESENT**
(http://www.kn.pacbell.com/wired/BHM/bh_hunt_quiz.html)
- **PATCHWORK OF AFRICAN AMERICAN LIFE**
(<http://www.kn.pacbell.com/wired/BHM/index.html>)
- **THE UNDERGROUND RAILROAD**
(<http://www.nationalgeographic.com/railroad/>)
- **25 AMERICANS YOU NEED TO KNOW**
(<http://www.sos.state.mi.us/history/mag/portfoli/twenty-five.html>)
- **BLACK HISTORY BIOGRAPHIES**
(http://www.gale.com/free_resources/bhm/bio/index.htm)
- **AFRICAN AMERICAN CULTURE**
(<http://www.cnn.com/SPECIALS/2003/bhm/>)
- **AFRICAN AMERICAN PIONEER AVIATORS**
(<http://www.nasm.si.edu/interact/blackwings/>)
- **CIVIL RIGHTS MOVEMENT HEROS**
(<http://www.factmonster.com/spot/bhmheroes1.html>)
- **MEET ROSA PARKS**
(<http://teacher.scholastic.com/activities/bhistory/>)
- **BIRMINGHAM CIVIL RIGHTS INSTITUTE**
(http://www.bcric.org/resource_gallery/interview_segments/index.htm)
- **BIOGRAPHIES FOR BLACK HISTORY**
(http://www.biography.com/black_history/index.jsp)
- **AFRICAN AMERICAN BIOGRAPHY RESOURCES**
(<http://www.germantownacademy.org/academics/ls/4/online/laafambios.htm>)

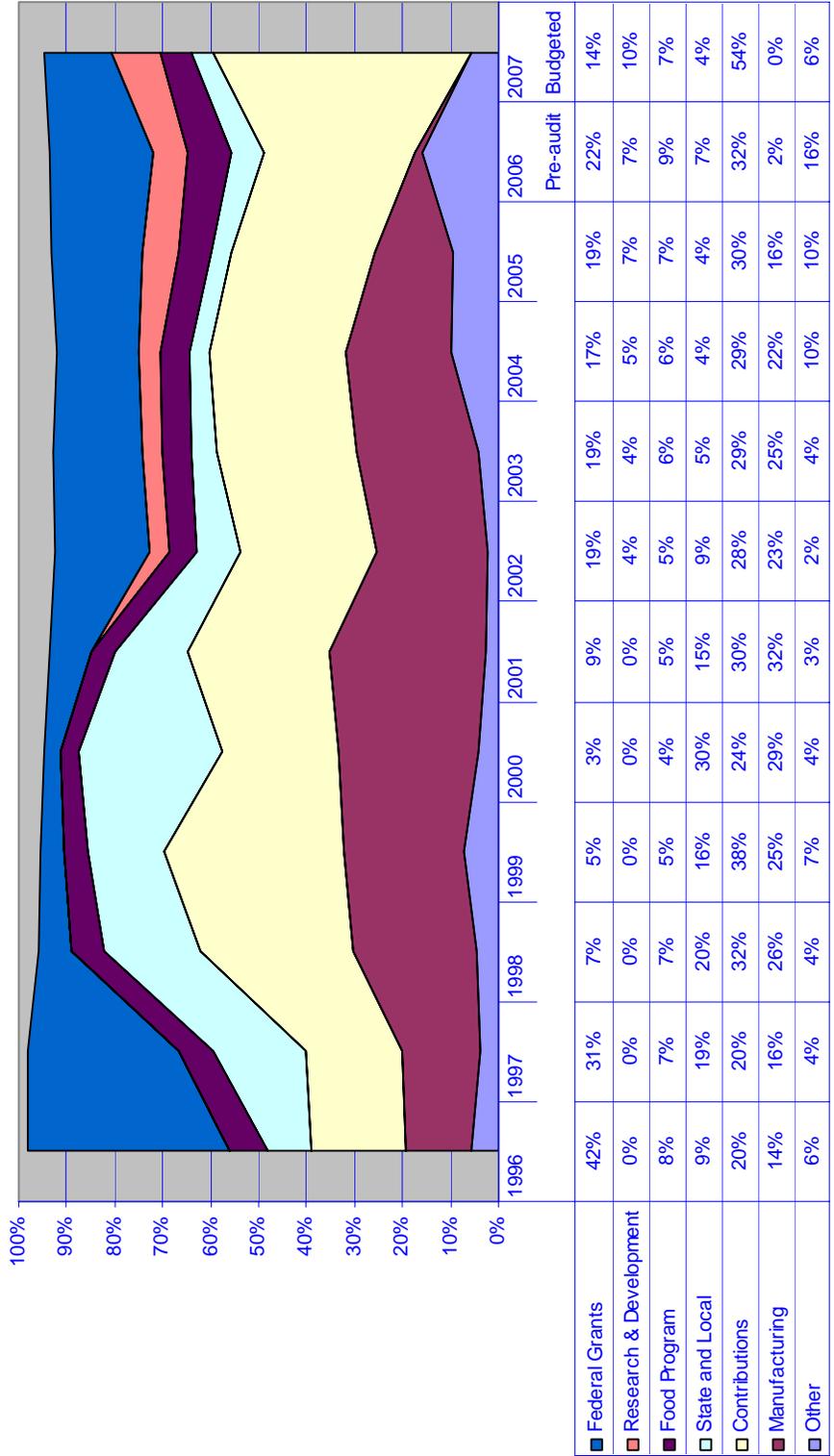
ADDITIONAL KIDS' WEBSITES Some of these sites may require a hi-speed Internet connection and/or a fee to be fully accessible.

- www.comcast.net/kids
- <http://disney.com>
- www.nick.com
- www.cybrary.org
- kids.msfc.nasa.gov
- kids.gov
- www.mammamedia.com/
- www.funology.com
- www.nogin.com
- <http://www.kidsdiscovery.com>
- <http://www.factmonster.com>
- www.crayola.com/kids
- <http://www.pitara.com>
- pbskids.org

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Revenue



- Federal Grants
- Research & Development
- Food Program
- State and Local
- Contributions
- Manufacturing
- Other

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SELECT DISTINGUISHED VISITORS

Federal Government

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

Department of Agriculture

Secretary of Agriculture Daniel Glickman
Assistant Secretary Ellen Haas
Under Secretary for Food, Nutrition, and Consumer Services Eric Bost

Department of Commerce

Secretary of Commerce Ronald Brown
Secretary of Commerce Michael Kantor
Deputy Assistant Secretary Wilbur F. Hawkins (EDA)
Assistant Secretary of Commerce Mary Good

Department of Defense

Chairman Joint Chiefs of Staff General Colin Powell
Under Secretary for Defense Acquisition and Technology Paul G. Kaminski
Under Secretary of Defense John Deutch
United States Army
Secretary of the Army Thomas E. White
General Benjamin S. Griffin, Commanding General of the U.S. Army Materiel Command
General Paul J. Kern, Commanding General of the U.S. Army Materiel Command
Brigadier General William M. Lenaers, Commanding General of the U.S. Army Tank-
automotive and Armaments Command (TACOM)
Colonel (P) Peter M. Vangjel, Deputy Commanding General, U.S. Army Recruiting Command
LTC John Vernon, Great Lakes Recruiting Battalion
United States Navy
Vice Admiral Terrance Etnyre, Commander, Naval Surface Forces

Department of Energy

Secretary of Energy Spencer Abraham (as U.S. Senator)
Secretary of Energy Hazel O'Leary

Department of Housing & Urban Development

Secretary of Housing & Urban Development Henry G. Cisneros
Deputy Assistant Secretary Kenneth Williams (Grant Programs)

Department of Labor

Secretary of Labor Robert Reich
Assistant Secretary of Labor Douglas Ross

Other Federal Departments

U.S. General Accounting Office
U.S. Small Business Administration
Federal Reserve Bank
National Institute for Standards & Technology
Office of Technology Assessment
National Aeronautics and Space Administration
National Science Foundation
U.S. Agency for International Development
U.S. Ambassador to Canada James Blanchard

(over)

United States Senate

Hon. Spencer Abraham
 Hon. James Jeffords
 Hon. J. Robert Kerry
 Hon. Carl Levin
 Hon. Donald Reigle
 Hon. Debbie Stabenow
 Senate Armed Services Committee
 Senate Small Business Committee

United States House of Representatives

Hon. James Barcia
 Hon. David Bonior
 Hon. William Brodhead
 Hon. Robert Carr
 Hon. Barbara Rose-Collins
 Hon. John Conyers, Jr.
 Hon. John Dingell
 Hon. Richard Gephardt
 Hon. Dennis Hertel
 Hon. Peter Hoekstra
 Hon. Marcy Kaptur
 Hon. Joseph Knollenberg
 Hon. Dale Kildee
 Hon. Carolyn Cheeks-Kilpatrick
 Hon. Sander Levin
 Hon. Thaddeus McCotter
 Hon. Nick Smith
 Hon. Lynn Nancy Rivers
 Hon. Patricia Schroeder
 Hon. Bob Traxler
 Hon. Howard Wolpe
 House Appropriations Committee
 House Armed Services Committee

Governors

Hon. James Blanchard
 Hon. John Engler
 Lt. Gov. Dick Posthumus
 Hon. Jennifer Granholm
 Secretary of State Terry Lynn Land
 Attorney General Mike Cox
 Hon. Tom Ridge
 Hon. Don Siegelman

Other

Rosa Parks

Foundations

Annie E. Casey Foundation
 Charles Stewart Mott Foundation
 Ford Foundation
 Ford Motor Company Fund
 General Motors Foundation
 Hudson-Webber Foundation
 The John D. and Catherine T.
 MacArthur Foundation
 Kaiser Foundation
 Kellogg Foundation
 Kresge Foundation
 Skillman Foundation

News Media

ABC News
 CBS News
 NBC News
 National Public Radio
 Business Week
 Christian Science Monitor
 Chronicle of Philanthropy
 Fast Company Magazine
 Fortune Magazine
 Detroit Free Press
 Detroit News
 McNeil/Lehrer News Hour
 Michigan Chronicle
 New York Times
 Newsweek
 Wall Street Journal
 Washington Post

Officials from Foreign Nations

Afghanistan
 Armenia
 Australia
 Bangladesh
 Canada
 Columbia
 People's Republic of China
 Croatia
 Cyprus
 Czech Republic
 Denmark
 El Salvador
 England
 Finland
 France
 Germany
 Greece
 Hungary
 India
 Italy
 Ivory Coast
 Japan
 Korea
 Latvia
 Mali
 Mexico
 Mozambique
 Netherlands
 Nigeria
 Northern Ireland
 Poland
 Romania
 Russia
 Singapore
 Republic of South Africa
 South Korea
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 Syria
 Togo
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 Uganda
 Ukraine
 Zimbabwe

APPENDIX S

Recent Articles and Other Information of Interest

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STATE OF MICHIGAN
OFFICE OF THE GOVERNOR
LANSING

JENNIFER M. GRANHOLM
GOVERNOR

JOHN D. CHERRY, JR.
LT. GOVERNOR

DRAFT RELEASE
January 25, 2007

Contact: Heidi Watson
517-335-6397

Governor Appoints Keith Cooley Director of Department of Labor and Economic Growth

Robert Swanson to Retire in March

LANSING – Governor Jennifer M. Granholm today announced the appointment of Keith W. Cooley as director of the Department of Labor and Economic Growth (DLEG). Cooley will replace Robert Swanson, who announced today that he will retire effective March 2.

“Keith Cooley is an outstanding leader with an innovative spirit and is strongly committed to serving the people of Michigan,” Granholm said today. “With his passion for connecting Michigan workers with higher education and good jobs, Keith will be instrumental in ensuring that we have a 21st century workforce to attract new jobs and employers. He shares our commitment to see that every Michigan citizen has the tools they need to attain those jobs of the future.”

In addition to DLEG’s regulatory responsibilities, the department focuses on developing a 21st century workforce through workforce development programs, Regional Skills Alliances, and the Michigan Opportunity Partnership, a program that has already connected thousands of workers to good-paying jobs and career training. Ensuring that every Michigan worker has the tools to succeed in the 21st century economy is a key component of the Governor’s economic plan.

Cooley brings a wealth of experience in diversifying the workplace, establishing education and training programs, and workplace management programs. Cooley is currently the chief executive officer of Focus: HOPE, a civil and human rights organization in Detroit that is nationally-known for its programs designed to overcome racism and poverty. Focus: HOPE offers education and training in the areas of manufacturing, engineering and information technology that have helped thousands of minorities and women establish careers and financial independence. The organization also has a food program; a child care center; business conference facilities, community arts programs and neighborhood revitalization initiatives. Under his leadership, the organization received the Michigan Occupational Safety and Health Administration (MIOSHA) Silver and Bronze Awards for accident reduction in 2005.

Cooley began his professional career as an experimental physicist with General Electric Corporation. For over 20 years, Cooley was employed by General Motors where he held several positions for the company including director of strategic planning for GM Corporate Communications. He later joined Motorola Corp. as director, Telematics International Sales.

Cooley has a Bachelor of Science degree in engineering physics and a Master of Science degree in nuclear engineering from the University of Michigan. A resident of Troy, Cooley and his wife Yvonne have four grown children.

In announcing the change in department leadership, Granholm praised Bob Swanson for his leadership at DLEG. “Bob Swanson quickly took the reins of the department at a time when his leadership was crucial,” Granholm said. “He has exercised that leadership in ways large and small and has been an integral part of helping move our economic plan forward through challenging economic times.”

Swanson served as deputy director at DLEG from 2003 until 2006 when he was acting director. Granholm then appointed Swanson director in May 2006.

Cooley’s appointment is subject to Article V, Section 6 of the Michigan State Constitution of 1963. It stands confirmed unless disapproved by the Senate within 60 days.

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Focus: HOPE
Celebrating Diversity Since 1968

January 31, 2007

For Immediate Release

Contact:
Kathy Moran
Manager, Communications
313-494-4423
morank@focushope.edu

**Focus: HOPE Board Appoints COO Duperron as Interim CEO
*Forms Search Committee for Top Leadership Position***

Detroit -- The Focus: HOPE Board of Directors formed a search committee Tuesday to replace outgoing CEO Keith Cooley and named Chief Operating Officer Timothy Duperron as the Interim Chief Executive Officer.

The Board also elected William F. Jones, Jr., vice president of Chrysler Financial for DaimlerChrysler Financial Services America, as Board Chairperson and Lizabeth Ardisana, CEO of ASG Renaissance, as Vice Chairperson. Jones replaces attorney William Brodhead, who had chaired the Board for seven years.

The transition in CEO positions was prompted after Governor Jennifer Granholm appointed Cooley to her cabinet as director of the Michigan Department of Labor and Economic Growth. Duperron's longstanding leadership role at Focus: HOPE will make the transition smooth, noted Co-founder Eleanor Josaitis. He has served as chief operating officer for five of the last eight years and is well respected throughout the organization, she said.

"Tim helped Focus: HOPE and myself through the difficult period after (co-founder) Father William Cunningham's death," said Josaitis. "He has played a pivotal role in our operations ever since."

Duperron came to Focus: HOPE in 1998 after a 34-year career at Ford Motor Company. He began his career at Ford as a skilled trades apprentice and progressed through the company holding many assignments at Ford plants. Just prior to joining Focus: HOPE he managed the Ford Cleveland Casting Plant.

- more -

Duperron served as COO for four years before recruiting Cooley to replace him, then became executive advisor to the leadership team. He resumed the COO position at the request of Board members and Josaitis during a leadership transition in 2006 when Cooley became CEO. A resident of Grosse Isle, Duperron served in the U.S. Navy and holds a Bachelor of Science degree from Wayne State University and a MBA from Central Michigan University.

Jones, a resident of Birmingham, joined the Focus: HOPE Board of Directors in July 1999. At DaimlerChrysler Financial Services Americas, Jones is responsible for directing all of the activities within Chrysler Financial and DaimlerChrysler Insurance Company in the United States. Since joining the company in 1981 as a corporate analyst, he has served in many capacities. Prior to his current position, he served as vice president of corporate financial control for the Chrysler Group. Jones holds a Bachelor of Arts and an MBA from Columbia University.

Jones said it is an honor to succeed Brodhead as Board Chairperson. "Bill led the Board through several significant phases in Focus: HOPE's recent history," said Jones. "We are grateful for his leadership, passion and commitment. I look forward to working with Beth Ardisana, my Board colleagues and the leadership team to continue the extremely important work of Focus: HOPE."

Ardisana, a resident of West Bloomfield, is the principal owner of ASG Renaissance, a technical and communications services firm. She also serves as Chairperson of the Michigan Hispanic Chamber of Commerce. Ardisana earned a Bachelor's degree from the University of Texas and an MBA from the University of Detroit and a Master's in mechanical engineering from University of Michigan.

Focus: HOPE has transformed the lives of hundreds of thousands of people in the Detroit area since its founding in 1968. Co-founders Josaitis and the late Father Cunningham were instrumental in the writing of federal legislation for the Commodity Supplemental Food Program that assists 42,000 women, children and senior citizens locally and 500,000 nationally with monthly allotments of nutritious food.

In a quest to address the deep social problems of poverty and racism, Focus: HOPE established education and training programs to help underrepresented minorities gain access to jobs and financial independence. The education programs broke the race and gender barriers in the machinist trades and have graduated thousands of students into careers in manufacturing, information technology and engineering. Focus: HOPE also fights racism through community arts programs and neighborhood revitalization initiatives. Its child care and conference facilities on campus also serve the Detroit metropolitan community. Focus: HOPE has been recognized nationally and locally for its efforts to bridge the racial divide.

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U.S. Department of Labor

News Release

 [Printer-Friendly Version](#)

ESA News Release: [11/15/2006]

Contact Name: Doline Hatchett or David James

Phone Number: (202) 693-4676 or x4651

Release Number: 06-1970-NAT

U.S. Department of Labor Recognizes Six Organizations for Creating Opportunities in the Workplace

WASHINGTON — For their efforts to promote equal employment opportunity, six companies and organizations were recognized today by the U.S. Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) at an annual awards ceremony hosted by Labor Secretary Elaine L. Chao.

Three types of awards — the Secretary of Labor's Opportunity Award, Exemplary Voluntary Efforts Award, and Exemplary Public Interest Contribution Award — were presented to acknowledge innovative workplace programs and initiatives that increase equal employment opportunity for the American workforce.

"Our country has benefited greatly from the emphasis on individual achievement and equal opportunity for all," said Secretary of Labor Elaine L. Chao. "The organizations we are recognizing today, have made a special commitment to ensuring equal opportunities in the workplace."

The Secretary of Labor's Opportunity Award, OFCCP's most prestigious tribute, was awarded to Texas A&M University, College Station, Texas for its innovative programs and initiatives designed to ensure equal opportunities for all applicants and employees. The three contractors receiving Exemplary Voluntary Efforts Awards for their outstanding equal employment opportunity (EEO) programs were Armed Forces Bank of Fort Lewis, Wash.; Goldman Sachs & Co., of New York City; and Roy Anderson Corporation of Gulfport, Miss.

OFCCP also recognized two public interest organizations with Exemplary Public Interest Contribution Awards for their support of federal contractors in their EEO efforts. These organizations are typically formed to help individuals with the least opportunities find and retain employment, and are often aligned with federal contractors to further EEO in the workplace. The recipients were Focus: HOPE of Detroit and HireAbility of Blackwood, N.J.

OFCCP, an agency of the U.S. Labor Department's Employment Standards Administration, enforces Executive Order 11246 and other laws that prohibit employment discrimination by federal contractors. The agency monitors federal contractors to ensure that they provide equal employment opportunities without regard to race, gender, color, religion, national origin, disability or veterans' status.

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U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210

1-866-4-USA-DOL
TTY: 1-877-889-5627
[Contact Us](#)



United States
of America

Congressional Record

PROCEEDINGS AND DEBATES OF THE 109th CONGRESS, SECOND SESSION

House of Representatives

Statement of the Honorable John D. Dingell

November 15, 2006

*Congratulating Focus: HOPE on receiving the
2006 Exemplary Public Interest Contribution Award*

Mr. Speaker, I rise today to congratulate Focus: HOPE and its wonderful team for being selected to receive the 2006 Exemplary Public Interest Contribution Award (EPIC). Focus: HOPE co-founder Eleanor Josaitis is one of my dear friends and one of the most admirable and inspiring women I know. She has put together an outstanding team of motivated, energetic individuals such as Keith Cooley, who recently became Chief Executive Officer.

The EPIC Award is one of the most prestigious honors recognized by the United States government through the Department of Labor, honoring public interest organizations that support equal employment opportunities and have worked with federal contractors to make these opportunities available for minorities, women, individuals with disabilities, and veterans.

For nearly four decades, Focus: HOPE has been a leading voice for eliminating discrimination and injustice, starting in Southeast Michigan. Following the deadly and violent 1967 Detroit riots, Father William Cunningham and Eleanor Josaitis founded Focus: HOPE, a metropolitan civil and human rights organization committed to “intelligent and practical action to overcome racism, poverty and injustice.” The belief is that this goal can be accomplished if the playing field is level and the economic mainstream is accessible to everyone.

Focus: HOPE programs assist individuals from all walks of life in many different ways. Their food distribution program is one of the largest in the nation, serving 43,000 children, mothers and seniors every month. Focus: HOPE career development programs are targeted towards preparing participants for employment in high-demand fields such as engineering and information technology. Since its inception, Focus: HOPE has literally helped thousands of individuals – particularly women and minorities – to become financially independent.

Focus: HOPE is one of the most successful organizations of its kind in this country, and this award is well-deserved. I ask that all of my colleagues join me in congratulating Focus: HOPE on another momentous achievement and in sending the Focus: HOPE team our best wishes for another successful year.



Focus: HOPE lauded for helping minorities, women

Observer & Eccentric Newspapers: January 21, 2007

The Secretary of Labor Elaine L. Chao presented Focus: HOPE, the Detroit-based civil rights organization, with an Exemplary Public Interest Contribution (EPIC) Award recently in recognition of its success in opening employment opportunities for minorities and women over the last 25 years.

The award is presented each year to a select few organizations that support equal employment opportunities and work with federal contractors. Since 1981 when it opened the Machinist Training Institute (MTI), Focus: HOPE has received more than \$22 million in funding from the U.S. Department of Labor to support training in the areas of manufacturing, engineering and information technology.

"EPIC Award winners such as Focus: HOPE can take great pride in their efforts to provide access to equal employment opportunities to women, people of color, veterans and people with disabilities," Chao said.

Focus: HOPE has graduated more than 4,500 students into sustainable careers since 1981, and provided skill enhancement courses to approximately 6,000 students. After tailoring its machinist training to the needs of area machine shops, it was able to place the first African Americans and women into nearly 300 shops in southeast Michigan during the early 1980s.

"This award recognizes our long history of working with the federal government to open education and training opportunities for talented, inner city men and women," said Eleanor Josaitis, who co-founded Focus: HOPE with the Rev. William Cunningham in 1968 in the wake of the Detroit riots. "We broke the race and gender barriers in the machinist trades and proved that the color of your skin doesn't matter when you have the appropriate skills and work habits. We are truly making a difference in our community."

Focus: HOPE's first federal program was the U.S. Department of Agriculture's Commodity Supplemental Food Program which started in 1971 and currently provides 43,000 women, children and senior citizens with food each month. The education programs evolved out of the desire to help people support their families, and eliminate the need for food assistance programs. The MTI program which opened 25 years ago was followed in 1993 with an engineering program in the Center for Advanced Technologies (CAT). Through CAT, machinist graduates can earn a bachelor's degree in manufacturing engineering and obtain hands-on work experience while pursuing their academic studies. The engineering program was funded, in part, through the National Science Foundation.

In 1999, the Information Technologies Center (ITC) opened with a \$2.3 million three-year grant from the Department of Labor's Employment and Training Administration. It has since graduated more than 700 students into careers in PC technology, network administration, and desktop and server administration. ITC will launch a new college degree program in January that addresses the need for more minorities in the high technology, highly skilled, and higher wage technology careers.

CEO Keith Cooley noted that Focus: HOPE's partnerships with the U.S. Departments of Labor, Commerce, Defense and Education and the National Science Foundation have enabled the organization to help more minority students get into science, technology, engineering and math areas. "These are our growth areas," said Cooley. "We are encouraging more young men and women to get into these fields to help our country maintain competitiveness in the global market. We will continue to expand our programs in these areas to continue opening career opportunities for underrepresented minorities in our community."

This is the first time since 1999 that the EPIC award has been presented to a Midwest organization. Last year's winners were from Tennessee, Georgia and California.

<http://www.observer-eccentric.com/apps/pbcs.dll/article?AID=/20070121/EMPLOYMENT/701210399&SearchID=73270040802630&template=printart>

2006

NATIONAL CARING AWARDS

*T*his year marks the 21st anniversary of the creation of the Caring Institute and the 19th Annual National Caring Awards Ceremony. This year the Caring Institute Board of Trustees has chosen to honor six adults and five young people. They will receive their awards on October 17, 2006, and simultaneously be inducted into the Hall of Fame for Caring Americans, a museum established by the Institute, three blocks east of the U.S. Capitol in what was the first Washington, D.C. home of the great abolitionist, Frederick Douglass. In addition to honoring individuals who are large of spirit, the Caring Awards express the hope that increased public awareness will lead to financial support for their charitable activities. The Institute also hopes that by bringing these individuals to public attention, they will be seen as role models to inspire and be emulated by others all across America.

Eleanor Josaitis

ELEANOR JOSAITIS



“*W*hen God wants to use you, He’s going to move you in that direction,” says Eleanor Josaitis, co-founder and CEO of Detroit’s Focus: HOPE. God said “Go” to Martin Luther King, and he embarked on his march for civil rights. God said “Go” to Mother Teresa, and she began her ministry to the destitute. Ms. Josaitis stalled a bit when her turn came since she had five children and a cozy, suburban home. But God brushed aside her excuses, until she answered His call to improve life for the community in one of America’s poorest and most segregated cities.

The God that Ms. Josaitis serves is a firm but loving taskmaster. So is she, as you can tell from the progress of her efforts to help the poor and unskilled. What began as a small food program for pregnant women, new mothers, and their children has become an educational, job-training, and human rights powerhouse with a \$55 million annual budget. The small basement that once housed her operations has grown into a 40-acre campus that employs over 500 people, boasts more than 50,000 volunteers, and has helped over 3,000 become gainfully employed.

Hope has become reality for these thousands as a result of Ms. Josaitis’s real-world approach to education and training. Her organization has forged new ground in the non-profit community by offering high-tech and industrial training that equips people to compete in our changing economy. Not everyone can do this right away, Ms. Josaitis knows, so she still runs her food program. But her ultimate goal is to steer everyone into the financial mainstream. “There is no greater way to eliminate racism and poverty,” she believes, “than to see that people have education, skills, jobs, and opportunities in life.”

Focus: HOPE offers its students a chance to be machinists and engineers, but they have to show they really want it. Ms. Josaitis

runs a “no-nonsense” program, as all trainees soon come to know. “If you’re late logging onto your computer,” she tells them, “if you’re late coming, well come back and see us when you grow up.” She knows that excuses don’t cut it in the real world, so they don’t cut it at Focus: HOPE. She serves the great fisher of men and also believes you should “teach a man to fish.” She and her colleagues are determined “to prepare young men and women for a job.” And “that,” she explains, “is where we’re coming from.”

To understand where Ms. Josaitis herself is coming from, we have to go back in time to the 1960s and peer in on her one night at home. The night her soul caught fire she was watching a TV program on the Nuremberg trials, when a special broadcast jerked her to the present with graphic scenes of civil rights demonstrations in Mississippi. “I sat there,” she relates, “as policemen were riding through giving electric shocks with cattle prodders, turning dogs loose on the marchers, and wielding fire hoses. I sat there and cried my eyes out, and I kept asking myself, what would I have done if I had lived in Nazi Germany during that time? What would I have done, and what am I doing about what’s going on in my country?”

Ms. Josaitis couldn’t get these questions out of her mind after this “significant, emotional event.” She says that “it changed me just like that,” and “I became a strong supporter of Dr. King.” She also became close friends with Father William Cunningham, weekend pastor at her church, who shared her strong sense of faith and concern for civil rights.

The spark that soon ignited her simmering passion came from the flames that consumed large parts of Detroit in 1967. This was the year the city witnessed the bloodiest uprising in 50 years, as the black community took revenge for decades of police abuse, abysmal housing, and economic inequity. “Father and I walked the streets the day after the riots,” Ms. Josaitis recalls, and gaped at the burning buildings and the tanks on patrol. After seeing the carnage, they agreed, “We have got to do something.”

From then on, Ms. Josaitis resolved to live integration, not just talk about it. She and her husband sold their house and moved into an integrated neighborhood. But not everyone approved at first of their decision to defy a long tradition of “white flight” to the suburbs. “My mother hired an attorney to take my five children away from me,” Ms. Josaitis recounts sadly. “My father-in-law disowned me, and my brother-in-law, who was an engineer, asked me to use



Eleanor Josaitis poses with some of her friends at Focus: HOPE's Children's Center, which helps children to develop their physical and mental skills in a warm and loving environment.

my maiden name, so I wouldn't embarrass the family." Her friends thought she "had flipped out," and even her children questioned why she was doing this.

The answer lies in her pledge to God, the organization she and Father Cunningham started, and the words that appear on all business cards from Focus: HOPE: "Recognizing the dignity and the 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."

The pledge that Ms. Josaitis made to God would require her to undertake further struggles before her work gained acceptance. One of them revolved around a 13-year lawsuit against the American Automobile Association (AAA) for racial and sexual discrimination. In the course of the long legal battle, Focus: HOPE

lost the support of numerous foundations and corporations that had funded its food program, but recoiled in the face of serious social reform.

Even more ominous, she and her co-workers literally went through trial by fire when firebombs struck their building in the heat of the lawsuit. "We had no money to repair it," she relates. "We sat with plastic garbage bags over our heads, and every time it would rain, the telephones would go out, and the computers would go out. But we did it, and that's the passion. We have the passion, and we're persistent."

That passion and persistence paid off since Focus: HOPE won its lawsuit – and more. Eventually, AAA became a staunch supporter of the program and now contributes both money and volunteers. These individuals and many others generously give their time and talents to advance justice in Detroit. They also provide Ms. Josaitis with her greatest source of strength and own hope for the future. She knows they're not with her to get rich. "They are here," she says, "because they believe in the mission and the purpose of the organization."

They also share her dream of a world without poverty and racism, as well as her conviction that caring means "making a difference in the world." She counts on them to carry on her work because she knows her mission is far from over. "We have more to do," she maintains, when people say to her, "That mission statement was written on March 8, 1968. Don't you think we ought to change it?" Not a chance, she responds because "we're still in a world that desperately needs all of our talents. We need to make the world a better place, and it's going to take all of us working together."

That includes young people, as she would say if she had the chance to make a commencement speech. Ms. Josaitis would love to come before a graduating class to impart this message: "Be grateful for the education you have, and make sure that you continue to learn and gain as much knowledge as you possibly can. But then you have a commitment to take your talent and your value systems, and go out there and help make the world a better place."

Ms. Josaitis has done this and revels in her sense of accomplishment. This is because "success" for her "is a young man or woman

who has graduated and is well on their way.” Ms. Josaitis has seen many young people like that, and salutes them for meeting the challenge she has posed for decades: “You want it, grab hold. We’ll give you all the encouragement and all the support we can, but you’ve got to want it.” As a result, “When they go out, they know they’re the ones who did it.”

Ms. Josaitis’s version of tough love arises from the divine call that launched her on a demanding crusade for equality. But Ms. Josaitis says it’s been worth all the work because “I know we’re making a difference in a lot of lives.” She sees concrete proof of this whenever “somebody comes back and throws their arms around you and says, ‘I’ve got a job. I bought a house. I got married. I’m off the food program.’”

For Ms. Josaitis, “there is no greater gift” because she knows “that’s what the good Lord was asking me to do.” The faith, which inspired her to answer God’s call after fires lit up the Detroit sky in 1967, has been rewarded in the creation of Focus: HOPE, an organization that has brought hope and opportunity to thousands of people over the past forty years.



Eleanor Josaitis and students discuss tools of the trade at the Machinist Training Institute. The institute has shown that skills and commitment, not race and gender, are the keys to a successful career.



Jennifer M. Granholm, Governor
Robert W. Swanson, Director

News Release

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Focus: HOPE in Detroit Receives Cool Cities “Neighborhoods in Progress” Designation

October 12, 2006 – Robert W. Swanson, director of the Michigan Department of Labor & Economic Growth (DLEG), recently announced that Focus: HOPE in Detroit has been selected as a Cool Cities “Neighborhoods in Progress” designee.

The Catalyst project will change the face of a very important corner in our community, making it a focal point of activity, and a place with the potential for activity during both the day and the evening.

The Catalyst Project will provide new housing, new retail, and a new outdoor interactive environment, as well as serving as the springboard for future redevelopment of this portion of Detroit and Highland Park.

The Cool Cities Program is part of Governor Jennifer M. Granholm’s economic plan to help revitalize Michigan’s cities by retaining and attracting the jobs and people critical to the emerging economies of the 21st century. The program is funded by redirecting existing resources in state government.

This year, sixteen projects have received the Cool Cities “Neighborhoods in Progress” designation and priority access to “tool box” items. Twelve of the 16 will also receive the catalyst grant of \$100,000. The 12 projects receiving the Cool Cities “Neighborhoods in Progress” and catalyst grant are located in Benton Harbor, Detroit (3), Flint, Grand Rapids, Howell, Ionia, Lansing, Mount Clemens, Muskegon, and Pontiac. The four projects that received the Cool Cities designation and priority access to state resources, without the \$100,000 catalyst funding are: Adrian, Cadillac, Dearborn and Saginaw.

“We had the funding available for 12 Neighborhoods in Progress, however we received 16 outstanding for proposals. As a result, we opted to add Adrian, Dearborn, Cadillac, and Saginaw projects as Cool Cities designees to assist their projects with the resources we have available including priority access and technical assistance,” said Department of Labor & Economic Growth Director Robert W. Swanson. “We’ve learned from past Cool Cities projects that just the designation alone gives them an opportunity to leverage significant investment into their communities.”

Department of Labor & Economic Growth director Robert W. Swanson (left) presents a sign designating Focus: HOPE as a Cool Cities Neighborhood in Progress.



Pictured left to right:
Ryan Dinkgrave, Kelsey
Johnson, Laura Bozgo,
Shakirz Smiler, Kathy
Moran, Keith Cooley,
Mary Simpson, Brandy
Holmes, Deene
Marshall, Tracey Hall
and Patrica Carter




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Wage & Hour Division

Focus: HOPE Receives Three State Awards for Outstanding Safety and Health Records

Contact: Maura Campbell (517) 373-9280

Agency: Labor & Economic Growth

October 3, 2005 – Three Focus: HOPE programs received awards today from the Michigan Occupational Safety and Health Administration (MIOSHA) for outstanding safety and health records. The MIOSHA program is part of the Michigan Department of Labor & Economic Growth (DLEG).

The MIOSHA Consultation Education and Training (CET) Division recognizes the safety and health achievements of Michigan employers and employees through CET Awards, which are based on excellent safety and health performance.

MIOSHA Director Doug Kalinowski presented the Bronze Award to Tim Sullivan, Director of Manufacturing, Focus: HOPE Manufacturing; the Silver Award to Julian Pate, Director of Education, Focus: HOPE Center for Children; and the Silver Award to Brian Meriweather, Manager, Machinist Training Institute.

"I'm proud to present CET Awards today to three Focus: HOPE programs—this is an outstanding achievement," said Kalinowski. "Your commitment to provide a safe and healthy work environment shows your dedication to your students and to your community."

The above three Focus: HOPE programs employ 297 workers, with 240 students and 128 children. They have completed the following criteria to receive the Bronze and Silver Awards:

- Developed and implemented written safety and health policies and procedures,
- Established a safety and health committee,
- Appointed a safety and health designee, and
- Reduced their injury and illness rate by more than 50 percent in the last two years.
- The Silver Award recipients also have accumulated more than 100,000 continuous hours worked without an injury involving days away from work.

"On behalf of Focus: HOPE, I would like to thank MIOSHA for presenting us with these awards. I am especially thankful to all my Focus: HOPE colleagues who work hard every day to provide a safe environment on our campus," said Roger Paige, Manager of Safety. "The safety and health of our colleagues is not only a top priority at Focus: HOPE—it's a way of life."

Focus: HOPE achieved ISO 9001:2000 quality certification for all of its education and training programs in 2003. Focus: HOPE Manufacturing earned QS 9000 certification in 1998 and TS 16949 in 2004. The


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organization also has ISO 14001 environmental certification. Their dedication to safety and health is linked to their quality certifications, and to their focus on continual improvement in all of their learning environments.

Focus: HOPE, a nationally recognized civil and human rights organization in Detroit, was co-founded in 1968 by Father William Cunningham (1930-1997) and Executive Director Eleanor Josaitis. Their mission is to use intelligent and practical action to fight racism, poverty and injustice.

Focus: HOPE programs include a food program for eligible mothers, children and senior citizens; education and training in information technology, manufacturing and engineering; community arts programs; community and economic development initiatives; a manufacturing operation; children's day care and education, conference facilities, and volunteer and outreach activities. Details on the career training programs in manufacturing, engineering and information technology are available on the Focus: HOPE web site www.focushope.edu.

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Focus: HOPE Receives Two State Awards for Outstanding Safety and Health Records

Contact: Lori Donlan 517-373-9280

Agency: Labor & Economic Growth

February 7, 2007 - Two Focus: HOPE programs received awards today from the Michigan Occupational Safety and Health Administration (MIOSHA) for outstanding safety and health records. The MIOSHA program is part of the Michigan Department of Labor & Economic Growth (DLEG).

"We are honored to recognize Focus: HOPE for their outstanding commitment to workplace safety and health," said DLEG Director Robert W. Swanson. "Focus: HOPE has a long and proud history of providing all Michigan citizens with sustainable job training skills. They are providing cutting-edge training that will help us remain competitive in the global economy."

The MIOSHA Consultation Education and Training (CET) Division recognizes the safety and health achievements of Michigan employers and employees through CET Awards, which are based on excellent safety and health performance.

MIOSHA CET Division Director Connie O'Neill presented the Gold Award to Judith Gosten, Director of Education, Focus: HOPE Center for Children; and the Gold Award to Brian Meriweather, Manager, Machinist Training Institute; during a manager's meeting.

"Safety is a high priority here," said Focus: HOPE CEO Keith W. Cooley. "We truly are proud that our machine shop and children's center have gone for five years without a lost workday. It attests to the effectiveness of managers and colleagues working together to provide the safest environment possible."

- The Machinist Training Institute and the Center for Children have both gone more than five years without a lost time accident. These two Focus: HOPE programs have also completed the following criteria to receive the Gold Awards: Developed and implemented a comprehensive safety and health management system;
- Established a safety and health committee, with both employee and management participation;
- Developed an employee training system, with an emphasis on how to do the work in a safe and healthful manner; and

Worked diligently to change their workplace culture to reflect the importance of worker safety. "Here at Focus: HOPE, safety does not just happen by chance. Our managers and staff make it happen," said Roger Paige, manager of safety. "Our Center for Children staff has virtually eliminated potential hazards and our Machinist Training Institute has the safest manufacturing floor around because our managers always stay on top of safety concerns."

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"Companies that establish an integrated safety and health program reap the benefits of significantly reducing their injury and illness rates," said CET Division Director Connie O'Neill. "Reducing these rates not only protects your employees-it has a healthy impact on your bottom line."

In June 2006, the community around Focus: HOPE's campus was designated as a "Cool Cities" neighborhood. The organization's longstanding efforts to redevelop this Detroit neighborhood was recognized with a \$100,000 catalyst grant from Governor Granholm's Cool Cities program. The grant will help fund construction of a "cool" new park at Oakman Boulevard and Woodrow Wilson, and is expected to become a focal point for emerging development in the area.

On Nov. 15, 2006, U.S. Secretary of Labor Elaine L. Chao presented Focus: HOPE with an Exemplary Public Interest Contribution (EPIC) Award in Washington, D.C. in recognition of its success in opening employment opportunities for minorities and women over the last 25 years. The award is presented each year to a select few organizations that support equal employment opportunities and work with federal contractors.

Focus: HOPE has transformed the lives of hundreds of thousands of people in the Detroit area since its founding in 1968. Co-founders Eleanor Josaitis and the late Father William Cunningham were instrumental in the writing of federal legislation for the Commodity Supplemental Food Program that assists 42,000 women, children and senior citizens locally and 500,000 nationally with monthly allotments of nutritious food.

In a quest to address the deep social problems of poverty and racism, Focus: HOPE established education and training programs to help underrepresented minorities gain access to jobs and financial independence. The education programs broke the race and gender barriers in the machinist trades and have graduated thousands of students into careers in manufacturing, information technology and engineering.

Focus: HOPE also fights racism through community arts programs and neighborhood revitalization initiatives. Its child care and conference facilities on campus also serve the Detroit metropolitan community. Focus: HOPE has been recognized nationally and locally for its efforts to bridge the racial divide. Details on their programs and services are available on the Focus: HOPE website www.focushope.edu.

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FOR IMMEDIATE RELEASE

May 1, 2006

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**Speaker DeRoche launches
Advancing Beyond the Classroom**

*Michigan businesses and community groups join efforts to give 200
computers to low-income students*

Two-hundred Michigan children will soon have the opportunity to get connected to a world of possibilities under a high-tech learning initiative unveiled today by Speaker of the House Craig DeRoche along with Detroit's Focus: HOPE, Comcast and TEKsystems.

The initiative, called Advancing Beyond the Classroom (ABC), will provide 200 home computers for underprivileged children, beginning with families in Detroit. The program will allow the children to learn outside the classroom and be better prepared to succeed in their education, said DeRoche, R- Novi.

"Every Michigan child, no matter where they live or how much their parents make, should have the opportunity to have a computer in their home so they can continue to learn outside the classroom," DeRoche said. "To prepare our kids for success, it is essential they have an opportunity to learn both at home and in school. By partnering with these great organizations, we have created a program to give low-income children hope for a better education and brighter future."

DeRoche initiated the plan by partnering with Comcast, TEKsystems and Focus: HOPE to help Michigan's low-income kids gain access to high-tech learning in their homes. As a father of two young children, DeRoche has seen firsthand the new learning opportunities provided through a computer and Internet access.

"Comcast is proud to support this important effort by Speaker DeRoche and Focus: HOPE to expand the technology horizons for Detroit's youth," said Greg Dudkin, regional senior vice president of Comcast, Michigan. "Our commitment to this program mirrors our active involvement in the communities we serve across the state."

Under the ABC Initiative, beginning as a pilot effort, 200 low-income families will receive a computer for their home with the option of choosing low-cost Internet access to improve and enhance education within their homes. As the program succeeds and expands, more children who are between ages 5 to 8 will be selected to have a computer in their home.

Focus: HOPE played an essential role in identifying and selecting children from their organization and from Glazer Elementary School to be participants in the ABC program. Their training facilities will be used for basic training sessions to show parents and children how to use their computer.

“Focus: HOPE believes that education and training are key to ending racism and poverty,” said Keith Cooley, CEO of Focus: HOPE. “So, we are thrilled about this opportunity to facilitate computer donations to families of our students and children from our neighborhood elementary school. Thank you to all of our partners in this exciting initiative including Speaker of the House Craig DeRoche, Comcast, TEKsystems, and Glazer Elementary School who are equally determined to promote education.”

The ABC Initiative:

- Provides a custom-made computer and the option of free installation of an Internet Service Provider (ISP) at the child’s home for educational purposes;
- Supplies a 90 day warranty for repairs and in-home service and replacement for faulty parts;
- Offers a basic training course for kids and their parents to learn computer functions and e-mail and Internet access; and
- Includes information on educational programs and software with word processing access so students can develop their typing skills.

“The ABC program is a perfect example of how underutilized computer assets can help children and families in our community whom otherwise may not have the means to purchase such equipment,” said Kortne Stolicker, business development manager of TEKsystems. “We are honored to be involved in such a program and look forward to assisting the children of our state with the tools necessary to exceed educational excellence.”

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