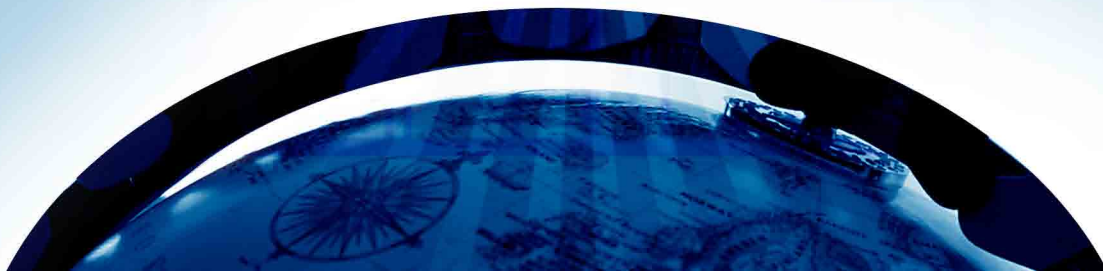


# Increasing Student Achievement

Through home, school, and community partnerships



A FAITH- AND COMMUNITY-  
BASED TRAINING GUIDE



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### Foundation for Ensuring Access and Equity

P.O. Box 70457

Marietta, GA 30007

Ph: 678.395.5825 | FAX 678.620.3685

info@accessandequity.org | www.accessandequity.org

Facebook® www.facebook.com/FoundationForEnsuringAccessAndEquity

College Planning and Financial Aid Blog www.accessandequity.org/blog

### Turner Chapel AME Church Education Ministry

492 North Marietta Parkway

Marietta, GA 30060

Ph: 770.422.6791

www.turnerchapelame.org

Facebook® www.facebook.com/tcceducationministry

## Resources

The partnership between the Foundation for Ensuring Access and Equity (FFEAE) and the Turner Chapel AME Church Education Ministry (TCC) is in response to a variety of research studies (<http://mychalwynn.com/research-responsive>), and reflected in the following published works:

- *Ten Steps to Helping Your Child Succeed in School: 5th Edition [Wynn, 2014]*
- *College Planning for Middle School Students series [Wynn, 2005]*
- *College Planning for High School Students series [Wynn, 2005]*
- *Show Me the Money: Scholarships, Financial Aid, and Making the Right College Choice [Wynn, 2015]*

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## **Executive Summary**

One of the most plaguing questions pertaining to the national goal of increasing student achievement is, “What is the role of faith- and community-based organizations?” The model developed through the partnership between the Foundation for Ensuring Access and Equity (FFEAE) and the Turner Chapel AME Church Education Ministry (TCC) in Marietta, Georgia provides insight into the correlation between the role we accept and student achievement outcomes we experience. The FFEAE-TCC partnership was created in 2007, when author, educational consultant, and foundation CEO, Mychal Wynn, and his wife, Nina, volunteered to serve as the Ministry Leaders for the Turner Chapel AME Church Education Ministry. As a result of their extensive background in increasing educational outcomes and widening the primary-to-postsecondary pathway to college and careers for students from underrepresented and marginalized communities, Mychal and Nina Wynn began the partnership with the vision of becoming a national model.

Through their experiences in navigating their two sons successfully through schools in 3 different public school districts, their philanthropic work with the foundation, and 30 years of consulting with schools and school districts throughout the United States and Bermuda, Mychal and Nina Wynn are well aware of the huge student achievement gaps and obstacles confronting students from underrepresented demographic groups in the pursuit of their college and career aspirations.

According to the ACT report, *Condition of College & Career Readiness 2013*, over 8 out of 10 students across racial groups aspire to pursue college and careers. However, less than 4 in 10 students are graduating from high school ready for college. The report notes the following percentages of students with aspirations of attaining a 2-year college degree or greater (p. 9):

- White, 90 percent
- Black, 86 percent
- Native American, 86 percent
- Asian, 85 percent
- Hispanic, 83 percent

However, the report also notes a huge gap between student aspirations and student preparation. Less than half of all students, and less than 5 in 100 Black students, graduate from high school demonstrating “college readiness” in all ACT-tested subject areas (Reading, English, Math, and Science) (p. 5):

- Asian, 43 percent
- White, 33 percent
- Hispanic, 14 percent
- Native American, 10 percent
- Black, 5 percent

Factors contributing to this gap can be traced to the lack of literacy by 4th grade, lack of accessible college planning support, and lack of parents holding college degrees who have personal experiences with the college preparation and planning processes. According to the U.S. Department of Education report, *National Assessment of Educational Progress at Grades 4 and 8: Reading 2011*, less than half of all 4th-graders are reading at a proficiency level or above.

4th-graders reading at or above proficiency (p. 15):

- Asian, 49 percent
- White, 44 percent
- Hispanic, 19 percent
- Native American, 18 percent
- Black, 16 percent

These percentages remain virtually unchanged in the ensuing four years through the end of middle school (8th-graders reading at or above proficiency, p. 44):

- Asian, 47 percent
- White, 43 percent
- Native American, 22 percent
- Hispanic, 19 percent
- Black, 15 percent

The U.S. Department of Education Report, *The Condition of Education: 2012*, notes how persistent the achievement gaps remain through postsecondary matriculation and graduation for students from underrepresented demographic groups:

- Percentage of students whose parents have college degrees by racial group: 60.1 percent (Asian); 47.6 percent (White); 22.1 percent (Black); 19.3 percent (Native American); 15.7 percent (Hispanic) (p. 148-151)
- Student college enrollment rates based on family income: 52 percent (low-income); 67 percent (middle-income); and 82 percent (high-income) (p. 12)
- 4-year college graduation rates by racial group: 69 percent (Asian); 62 percent (White); 50 percent (Hispanic); 39 percent (Black and Native American) (p. 109)

Adding to these inequities is the reality that students who are most in need of guidance will frequently find their high school guidance counselor overstretched and responsible for too many students. According to the American School Counselor Association, the average high school counselor is responsible for 471 students, far above the recommended ratio of 250 - 1. The disparities are worst in such states as:

- California, 1,016 to 1
- Texas, 726 to 1
- Washington, 510 to 1
- Georgia, 471 to 1



Other research studies indicate that students of color and students from low-income backgrounds *undermatch* in their college choice, suffer from a huge *college-knowledge gap* when it comes to planning their postsecondary pathway to college and careers, and, as previously mentioned, receive little college admissions and financial aid guidance from their high school counselors.

Former Morehouse College President, Dr. Robert Franklin, identified the 5M's of *Messaging, Mentoring, Monitoring, Ministering, and Money* as being critical aspects in assisting youth in successfully navigating their K - 12 schooling into college and careers. Guided by these 5M's, the FFEAE-TCC partnership has supplemented school district efforts by creating a broad range of initiatives to close the achievement gap and expand the primary-to-postsecondary pathway to college ranging from academic intervention in reading and math to closing the college knowledge gap through workshops, mentoring, and enrichment activities.

As a result of these initiatives, the FFEAE-TCC partnership has resulted in expanded college access, over \$15 million in institutional and private scholarships, and expanded college knowledge of students and families that will pay dividends for generations to come. Regardless of the postsecondary pathway a student chooses, students are assisted in becoming critical thinkers, developing high levels of literacy, and developing a spirit of service and leadership as part of postsecondary preparation within the context of:

- Expanding career opportunities
- Qualifying for private, government, and institutional sources of financial aid
- Developing gifts, talents, and academic performance to qualify for merit-based financial aid
- Qualifying for admissions into highly selective colleges and universities with generous need-based and “no loans” financial aid policies

Through this partnership, the Foundation for Ensuring Access and Equity provides guidance, research data, materials, workshops, and expertise. The Turner Chapel AME Church Education Ministry, through the support of youth pastor, Reverend Don Ezell, provides facilities, funding, marketing, and a pool of volunteers. Not only has the FFEAE-TCC partnership achieved a remarkable and measurable level of success, implemented sustainable programs, and had a lasting impact on students, families, and the surrounding community, the model can be implemented by any faith- or community-based organization desirous of accepting a role in increasing student academic outcomes and expanding postsecondary access. In 2014, in recognition of their efforts, Mychal and Nina Wynn were named “Transformational Leaders” by the AME Church and received “Keys to the City” of Lake City, South Carolina. In 2015, Mychal Wynn was named “Citizen of the Year” by the Chi Gamma Gamma Chapter of the Omega Psi Phi Fraternity, Inc. This document has been created to support the efforts of organizations who seek to transform their communities.

Mychal Wynn/CEO  
Foundation for Ensuring Access and Equity  
P.O. Box 70457  
Marietta, GA 30007  
E-mail: [info@accessandequity.org](mailto:info@accessandequity.org)  
Ph 770.518.0369 | FAX 770.587.0862  
[www.accessandequity.org](http://www.accessandequity.org)

Mychal and Nina Wynn/Ministry Leaders  
Turner Chapel AME Church Education Ministry  
492 North Marietta Parkway  
Marietta, GA 30060  
E-mail: [tcceducationministry@accessandequity.org](mailto:tcceducationministry@accessandequity.org)  
Ph 770.422-6791  
[www.turnerchapelame.org](http://www.turnerchapelame.org)

## Overview

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This document provides a comprehensive guide to implementing faith- and community-based student achievement initiatives. While the 9-year FFEAE-TCC partnership has resulted in an expansive set of initiatives, it is important to note that this represents a continually evolving process. The ongoing debriefing outlined in this document results in strengthening existing initiatives, discarding ineffective initiatives, and adding new initiatives. For example, in 2014 the first *College Planning Cohort™*, of high school seniors, was created, consisting of 20 students and families. The outcomes were astounding—a Gates Millennium Scholar, 2 Posse Foundation Scholars, acceptance into over 100 colleges and universities, and institutional grants and scholarships totalling over \$4.5 million. The success of this inaugural cohort led to 2015 cohorts at the Turner Chapel AME Church in Marietta, Georgia and Lake City High School in Lake City, South Carolina. The 39 students participating in the two 2015 cohorts were accepted into 139 colleges and universities and awarded over \$6.3 million in scholarships and financial aid. In 2016, the cohorts were expanded to serve students in North Carolina, South Carolina, Georgia, Texas, and California. The cohorts now serve students in grades 8 through community college.

*College Planning Cohorts™* has since become a national mentoring and college planning model having profound impact on students and families, reaching into the psyche of kindergarten students who have proclaimed, “Mommy, I plan to get a full scholarship to college.” The following narratives of cohort students are reflective of the impact on student aspirations and outcomes.

*“Mr. and Mrs. Wynn guided me each step of the way through the college admissions and financial aid processes. They introduced me to the Questbridge Program, the Gates Millennium Scholars Program, and the Meyerhoff Scholars Program. They helped me research colleges and programs that best suited me as a person and guided me through the process of researching the grades and test scores I would need to be a competitive candidate for admission. Mrs. Wynn also helped me to prepare for my interviews with Yale, Cornell, Columbia, and the Meyerhoff Scholars Selection Weekend. The attorney from Yale Law School said that I was the best student he had ever interviewed, and I was selected as the first Gates Millennium Scholar in the history of my school district and the first UMBC Meyerhoff Scholar selected from the state of South Carolina.”*

— Mikayla H. [Lake City High School (SC)]  
2015 Gates Millennium Scholar,  
Currently attending the University of Maryland-Batimore County

*“I have sat proudly for the past several years admiring the accomplishments of the high graduates during the Annual Turner Chapel High School Graduation Celebration Worship Service and am excited that my time is fast approaching. I see the college cohort as helping me in this pursuit and have seen how it has helped so many others. The college cohort can potentially help me get into a college that will not only be beneficial for my future but will be a fit for myself. The college cohort can teach my family about the college admission process (since it has been many years since my parents attended college). I am an only child, this is my parents first time going through this for their child so they would also be able to benefit from this cohort. I would also love to share what I learn from this experience with other family members and friends in the future, so that they*

*can be successful in their college pursuit.”*

— *Mia G. [Kennesaw Mountain High School (GA)]*

*Increased ACT Score from ‘25’ to ‘30’ and qualifying for a full scholarship to Howard University*

*“The Gaines family was truly blessed by what we witnessed and experienced today at Turner Chapel. Words like, professionalism, kindness, helpful, informative, motivating, inspiring come to mind when I think of all the events of the day. From the front door, the registration and greeter personnel were friendly and kind, the college representatives, and the hospitality crew, to the fraternity and sorority organizations, everything flowed so well. Thank you for caring about us and our educational pursuits!! I pray that God will continue to bless you and the ministry to enlarge your territory and refresh you for your labors.”*

— *Vatanna and Katharine Gaines & Family*

*“You and your team have been more than a blessing to our family of five and we cannot thank you guys enough. Our lives have been transformed by following what you teach. We first met you when our eldest, Christina, was in 11th grade, 1/2013. In short, not only did you touch our hearts, but our children also believed in what you said. Like magic, we were no longer overwhelmed about our decisions because you provided a roadmap to financing and planning a college education for the girls. We did EVERYTHING you said and Christina received four full rides for college. We directly attribute that to your coaching.”*

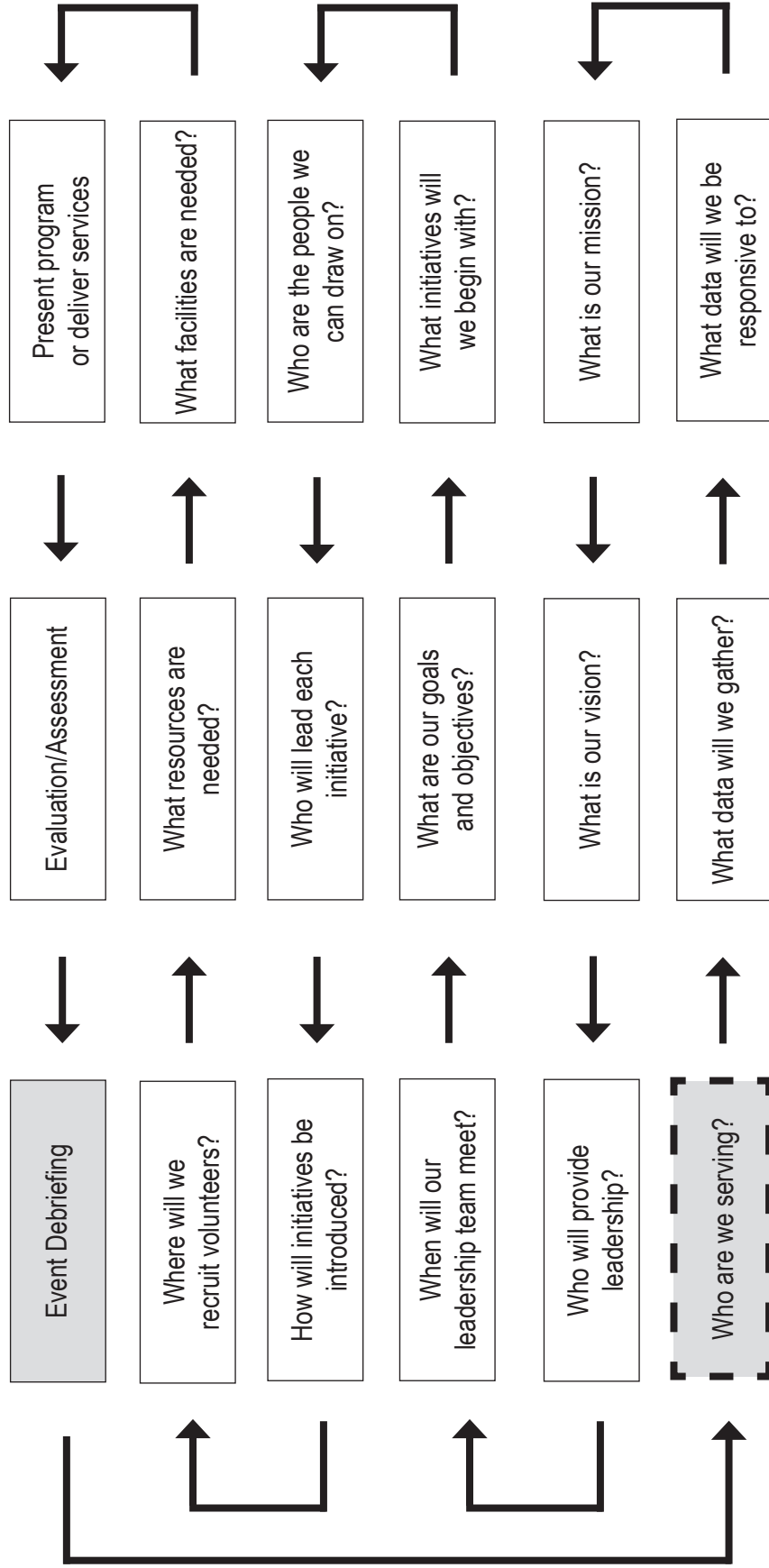
— *Cynthia & Doug Lucas*

Student perspectives and family testimonials, and outcome data, provide remarkable insight into the impact of a multidimensional approach of building relationships with students and families, inspiring academic effort, encouraging leadership and community service, and assisting students and families in navigating the college admissions and financial aid processes. The initiatives that your faith or community organization chooses to implement can have profound influence on the cultural constructs of students, families, and schools in your community and postsecondary trajectories of students.



## Strategic Planning Process

The illustration below outlines important conversations used to guide the *Strategic Planning Process* for each program or initiative. Each planning cycle begins with conversations pertaining to the question, "Who are we serving?" Conversations such as clarifying the mission and vision and establishing goals and objectives are difficult, yet critically important to developing effective and sustainable programs that are responsive to the needs of the students and families being served by your program.



## Increased Postsecondary Access

The FFEAE-TCC partnership has resulted in cultivating a community-wide cultural construct of scholarship and service with an associated increase in postsecondary expectations. Students have an expectation of being accepted into top colleges, being recognized as National Merit Scholars, Gates Millennium Scholars, Posse Foundation Scholars, and qualifying for full need- and merit-based financial aid packages as a result of making the right college choice. However, these expectations are not limited to high school seniors. During the primary and middle grades, students are monitoring their GPA and class ranking as closely as athletes monitor their batting averages and free throw percentages. Following is a partial listing of the colleges, universities, and branches of military service students have entered over the course of the 9-year partnership:

- Agnes Scott College
- Albany State University
- Alabama State University
- Amherst College
- Atlanta Christian College
- Auburn University
- Arizona State University
- Belmont University
- Berry College
- Boston University
- Brenau University
- Brevard College
- Chattahoochee Technical College
- Clemson University
- Coastal Carolina University
- College of Charleston
- Columbus State University
- Cornell University
- Dalton State College
- East Georgia College
- Elms College
- Emmanuel College
- Emory University
- Florida A&M University
- Florida International University
- Georgia College and State
- Georgia Highlands College
- Georgia Military College
- Georgia Perimeter College
- Georgia State University
- Georgia Southern
- Georgia Tech
- Hampton University
- Howard University
- Jackson State University
- Kennesaw State University
- King College
- Lenoir-Rhyne University
- Limestone College
- Livingston College
- Macon State University
- Marist College
- Maryville College
- Mercer University
- Morehouse College
- Mississippi State University
- Norfolk State University
- North Carolina A&T University
- Ohio State University
- Pomona College
- Rochester Institute of Technology
- Savannah State University
- South Carolina State University
- South Georgia College
- Southern Polytechnic State University
- Southern University and A&M
- Spelman College
- Syracuse University
- Temple University
- Tuskegee University
- United States Army
- United States Navy
- University of Alabama
- University of Alabama - Birmingham
- University of Arizona
- University of Florida
- University of Georgia
- University of Maryland-Baltimore County
- University of Massachusetts - Amherst
- University of Miami
- University of North Carolina - Chapel Hill
- University of North Texas
- University of Pennsylvania
- University of South Carolina
- University of South Georgia
- University of Southern Mississippi
- University of Tennessee
- Valdosta State University
- Williams College
- Wingate University
- Winston-Salem State University
- Xavier University of Louisiana



## What data will we gather?

### **Objective:**

To ensure that our efforts are focused, we must identify the data we will use to guide our programming, volunteer recruitment, and partnerships.

### **Example:**

Because students served by the FFEAE-TCC partnership are primarily African-American with a high percentage of students living in lower income households, K - 12 disaggregate student performance data (both state and national) is used to frame conversations, conceptualize initiatives, and provide the catalyst for outreach efforts.

Student performance data includes:

- Georgia state performance in reading and math for grades 3 - 8
- State and national high school graduation rates
- National NAEP (National Assessment of Educational Progress), SAT, and ACT performance data
- U.S. Department of Education's Report: The Condition of Education: 2012-2015
- U.S. Department of Education College Costs and Student Loan Debt Data
- College Readiness data published by the U.S. Department of Education, College Board, ACT, and the Education Trust

*Note: Attempt to identify the local and national data most relevant for the student and family demographic(s) served by your faith or community organization. Begin with local school district data relevant to your efforts (e.g., high school graduation rates, course enrollment, special education, suspensions, college enrollment, state test performance, SAT/ACT scores, etc.).*

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## **What data will we be responsive to?**

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### **Objective:**

Whether our efforts are driven by data pertaining to reading scores, high school graduation rates, or college enrollment rates, the needs that we choose to meet or data to which we choose to be responsive, will ultimately be reflected in our mission, vision, goals, and objectives.

### **Example:**

In response to student and family demographics and state and national student performance data, the FFEAE-TCC partnership's initiatives are responsive to such areas as:

- Closing the college-knowledge gap through workshops, college tours, and a college panel discussion of current college students.
- Inspiring students to accept ownership of their academic performance, as measured by course grades, class ranking, state assessments, and SAT/ACT exam scores.
- Inspiring students to become actively engaged in leadership and community service activities.
- Combatting the “anti-intellectual” and “oppositional identity” cultural constructs faced by students of color and students from lower income backgrounds.
- Increasing academic expectations for students who frequently live in families with low academic expectations, attend schools with low academic expectations, and who are immersed in a peer culture of low academic expectations.
- Providing academic support for students attending low-performing schools, who are struggling in school, and who want to excel beyond their grade level.
- Assisting students in matching to and selecting the right colleges.
- Assisting students in identifying and qualifying for the private scholarships and institutional financial aid required to pay for college and avoid student loans.
- Providing opportunities for elementary-through-high school students to be exposed to students currently attending college.

*Note: Attempt to identify the needs to which your faith or community organization seeks to be responsive with regard to your capacity (physical facilities and human resources).*

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# What is our vision?

**Objective:**

Develop a vision, which provides a framework for establishing goals, developing initiatives, and building the partnerships needed to fulfill our mission.

**Example:**

Through the FFEAE-TCC partnership, we envision that our youth will:

- Be recognized for pursuing academic excellence.
- Be supported in their efforts to achieve superior academic achievement.
- Be guided in their spiritual development, leadership, and service.
- Be informed regarding what is required to achieve K - 12 academic success in preparation for pursuing their postsecondary aspirations.
- Be provided with mentorship, leadership, community service, and enrichment opportunities to expand postsecondary college admissions and scholarship options.
- Be guided in making the best postsecondary academic and college match.
- Be connected to, and supported by, the church and community even after they enter college or careers after high school.

*Note: Your vision can be in the form of bullets as indicated here or in paragraph form. The statements should be broad enough to guide your efforts toward fulfilling your mission. You are likely to revisit and revise your vision regularly as you assess your programs, outreach, and the impact of your organization on the local community.*

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# Who will provide leadership?

**Objective:**

The leadership team should be comprised of individuals who share the mission/vision, are champions for children, and vested in student outcomes. Leaders are decidedly different from volunteers, who are typically associated with supporting events of initiatives. The leadership team must demonstrate a willingness to engage in ongoing discussions, pre-planning, and debriefing following each event and delivery of services.

Desired qualities of individuals who make up the leadership team are:

- the ability to engage in strategic thinking;
- demonstrated commitment to the mission/vision;
- personal pride in successfully fulfilling their task(s); and
- the ability to engage in discussions where disagreements may be expressed while being acceptant of the final decision of the leadership hierarchy.

**Example:**

The Turner Chapel AME Church Education Ministry evolved from the shared mission/vision of Mychal and Nina Wynn. Senior Pastor, Reverend Dr. Kenneth Marcus, and Youth Pastor, Reverend Don Ezell, were in full support of the mission/vision and the FFEAE-TCC partnership has been allowed to operate autonomously with access to the full facilities of the Turner Chapel AME Church.

*Note: Begin identifying those persons who will form the nucleus of your leadership team for the purpose of planning each event or program. The pastor of your church, CEO of your nonprofit, or president of your organization should be ad hoc members even if they are entrusting the daily operations and planning to your discretion.*

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**When will our leadership team meet?**

## Objective:

Establish consistent meeting times. Meeting times and locations should be based on schedules and availability of the people who comprise the leadership team. *For example, the leadership team of the FFEAE-TCC partnership is comprised primarily of church members. Subsequently, the most convenient time and location is on Sundays, immediately following worship service. Special meetings are generally held on Tuesday evenings from 7:00 pm - 8:30 pm, and via conference call.*

Important to note:

- Attempt to establish a consistent date, time, and location;
- E-mail a meeting agenda to attendees in advance so they will be prepared for the discussions or to report on assigned tasks;
- Identify the following people:
  - Someone to secure the location;
  - Someone to facilitate the meeting by keeping on task and adhering to the published starting and ending times;
  - Someone to record the minutes;
  - Someone to provide the refreshments (if required);
- Provide light refreshments if the meeting is being held early in the morning or after a typical workday;
- Provide a sign-in sheet and ensure that all new attendees are formally introduced; and
- Adjourn your meeting at the time published in the agenda.

*Note: Consider the location for your meetings, best time and dates based on the dynamics of your local community (e.g., traffic patterns, accessibility to homes and workplaces, occupations of those making up your leadership team).*

## Suggested Meeting Time/Location:

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## What are our goals and objectives?

### **Objective:**

While the mission provides a global purpose (i.e., the big picture), the vision should provide clarity of purpose (i.e., what we must do to fulfill the mission). This clarity of purpose must be stated in measurable goals and objectives, e.g., providing tutoring, enrichment activities, workshops, guest speakers, etc.

### **Example:**

One of the components of the FFEAE-TCC partnership focuses on increasing academic achievement. To support this focus, the following goals/objectives were established:

- Publicly recognize and celebrate academic achievement in a manner that inspires student effort and community support.
- Encourage youth in grades K - 12 to strive for academic excellence.
- Encourage parents to provide encouragement, support, and monitoring of their children's academic performance.
- Review report cards each semester to monitor course enrollment and academic performance.

As a result of establishing these objectives, conversations and ongoing assessments regarding the types of strategies needed to achieve these objectives resulted in:

- Establishing a qualifying criteria of a 3.0 GPA or higher.
- Publicizing the report card deadline and qualifying criteria.
- Providing consistent public recognition during the Youth Sunday worship service in September and February.
- Providing a drop box for parents to submit copies of their children's report cards until the publicized deadlines of September 1 and February 1 of each year.
- Providing students with medallions, public recognition by having their names called during the worship service and printed in an academic program, calling students to the alter for prayer, and hosting a reception in their honor immediately following the worship service.
- Providing a special achievement award (an eagle named after the pastor and co-pastor) for male and female students in grades K - 11, who has demonstrated leadership and service, with the highest GPA at their grade level for the academic year, .

*Note: On a separate sheet of paper, and in the following format, outline the initial goals and objectives based on the mission/vision statements you have developed.*

1. Each goal and objective evolving from your mission/vision (e.g., tutoring, enrichment activities, workshops, guest speakers).
2. Strategies to achieve each goal and objective (e.g., volunteers, advertising, facilities, books and materials).



## **What initiatives will we begin with?**

### **Overview:**

There is no perfect formula for prioritizing programs and initiatives. Some of the key starting points to consider are:

- What expertise can we draw upon for planning initiatives?
- What facilities and resources are available to deliver services?
- What are the needs our program will address or data we will be responsive to?
- What type of events or programs will be sustainable?

### **Objectives:**

- Begin with an event that we can experience immediate success.
- Ensure that the event is sustainable.
- Use the event to build momentum and recruit additional volunteers.
- Look for points of connection between our current event or initiative and the next event or initiative.

### **Example:**

All of the FFEAE-TCC partnership initiatives began with academic celebrations. These celebrations created a culture. Parents were inspired and excited about the public recognition of their children and became an eager pool of volunteers. The next initiative involved CRCT (Georgia Criterion Referenced Content Tests) prep. Students were self-motivated to increase their grades so they could be recognized at the academic celebrations and took advantage of the tutoring opportunities focused on increasing their math skills and reading proficiency based on state testing requirements for Georgia's Criterion Referenced Content Tests. Eventually all of these initiatives evolved into integral components of comprehensive college readiness and postsecondary preparation.

### **Important to note:**

The importance of carefully conceptualizing your mission and vision cannot be overemphasized. Failure to engage in these critical conversations can result in disjointed efforts, a failure to clarify your focus, and a failure to identify the research, materials, and supplemental resources needed to pursue your goals and objectives.

### **Note your first initiative:**

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## Who are the people we can draw on?

### **Objective:**

Identify individuals and organizations who can support our efforts such as educators, counselors, social workers, parents who have raised successful children, current college students, managers, supervisors, retirees, and coaches.

### **Example:**

Mychal and Nina Wynn bring their extensive knowledge of public education, college/career readiness, and college planning to the FFEAE-TCC partnership. However, each initiative requires specific skills, talents, and experiences. Volunteers include members of the church, residents of surrounding communities, educators from surrounding school districts, and friends and family members within such areas and having such expertise as:

- Public, private, and home-schooling parents
- Educators (K - 12 through college)
- Business Professionals
- Youth requiring community service hours
- Students currently participating in our programs
- College students who progressed through our programs
- Partner organizations such as Dekalb County Schools, fraternities and sororities, the Posse Foundation, the Gates Millennium Scholars Program, and the Questbridge Program.

*Note: Begin identifying people in your organization, local organizations, the local school district, local businesses, and parents served by your program.*

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## Who will lead each initiative?

### Objective:

Each effort must be led by someone who will champion the cause and is committed to the work.

### Example:

The FFEAE-TCC partnership consciously pursues identifying individuals within the church and local community to serve as chairpersons of each initiative who become members of the leadership team. Student leaders are identified to work closely with chairpersons as part of leadership and community service. The articulated belief is, "If you have an idea then accept the role to lead. Rather than talking about what OTHERS should do, what will YOU do?" Subsequently, each initiative is led by a committed individual who understands the mission and has accepted a role in achieving the vision:

- **College Planning Cohorts:** Mychal and Nina Wynn
- **Academic Celebrations:** Mychal and Nina Wynn
- **ACT Prep Club:** Yvette Ifill and Kimberly Hadaway
- **Book Clubs:** Mcivery Johnson
- **College Discussion Panel:** Charles and Lora Williams
- **College Fair:** Dawn Hoskin
- **College Planning Cohort Small Group Leaders:** Reverend Don Ezell, Charles and Lora Williams, Kim Sackey, Elisa Turner, and Mychal and Nina Wynn
- **College Planning Workshops:** Mychal and Nina Wynn
- **College Tour:** Tyrone Smith
- **E-mail Distribution List:** Mychal Wynn
- **Education Ministry Youth Ambassadors (EMYAs):** Susan Wilson, Carolyn Crook
- **Education Ministry Bulletin Board:** Susan Wilson, Peyton Wilson
- **FAFSA** (Free Application for Federal Student Aid): Mychal and Nina Wynn
- **Facebook Pages (TCC and FFEAE):** Mychal Wynn
- **Gates Millennium Scholars Program:** Mychal and Nina Wynn
- **Georgia Governor's Honors Program:** Susan Wilson
- **High School Graduation Celebration:** Katrina Roberts, Kim Pope
- **Interviewing:** Susan Wilson
- **Ironing Sharpening Iron** (Mentoring Program for Boys): Mcivery Johnson
- **Posse Foundation Scholars Program Liaison:** Elisa Turner
- **Questbridge Program Liaison:** Kim Sackey
- **Resume Writing:** Kim Pope
- **SAT/ACT Prep:** Tyrone Smith, Chris Millett
- **Scholarship Research:** Jacqueline Jackson, Jacqueline Bazy, Kim Pope
- **The Next Episode:** Charles and Lora Williams, Kim Sackey, Kim Pope
- **Writing Workshops/Essay Review:** Dr. Cassandra Smith, Mychal-David Wynn

**How will initiatives be introduced?**

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**Objective:**

Prior to recruiting volunteers, it is important to establish the framework for the organization or program. Volunteers are recruited to assist with the work and should have confidence in our authority, legitimacy, and expertise. We must be able to effectively articulate our mission, vision, goals, and objectives so that volunteers clearly understand the role they are being asked to accept and the tasks they are being asked to complete.

**Important tasks to be completed prior to our first general meeting:**

- Establish leadership;
- Statement of mission, vision, goals, and objectives;
- Statement of the student/family demographics to be served and research data to support our goals and objectives;
- Contact information, i.e., e-mail, phone (and website if possible);
- Overview of the programs or initiatives for which we will be seeking volunteer support; and
- Handout information such as newsletter, flyer, brochure, post card, information sheet, or book.

**Note the research, reports, data, or publications that we will refer to:**

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# Where will we recruit volunteers?

**Objective:**

To effectively present programs that will serve children and families, we will need volunteers. Volunteers desire to be associated with successful programs where they can witness the results of their efforts and experience the self-satisfaction of being part of a successful program that is making a difference in the lives of children and families. Some of the areas we might discuss are:

- How to best publicize our programs, events, and services through newsletters, church bulletins, community newspapers, local media, flyers, postcards, personal presentations, e-mails, through the parents, teachers, coaches, and counselors benefitting from our programs, and through personal pleas at the programs and events.
- How to assign tasks based on each volunteer's gifts, talents, interests, and passionate areas of concern.
- How to ensure that our meetings are efficient and considerate of the demands we make on our volunteers' time.
- How to publicly recognize the efforts of volunteers through newsletters, e-mails, bulletin boards, photographs, and recognition ceremonies.
- We should review our needs analysis to identify volunteers with specific skills for specific tasks. *For example, we utilize English professors for reviewing essays, human resource professionals for developing résumés and interviewing, event planners for planning the annual college fair, educators, accountants, and engineers for math tutoring, and partners for SAT Prep and college tours.*

*Note your thoughts regarding your volunteer campaign and the key organizations (e.g., schools, businesses, colleges, PTA/PTSA) where you may recruit volunteers.*

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## **What resources are needed?**

### **Objective:**

Starting a program or initiative will require that we identify a variety of resources to support and guide our efforts. Following is a quick check list:

- [ ] Someone qualified for reviewing and securing confidential student records, i.e., report cards, test scores, family information, etc.
- [ ] Reviewer/Proofreader
- [ ] Graphic artist to design flyers, brochures, posters, banners, post cards, logos, tablecloths, etc.
- [ ] Copying and reproduction of materials
- [ ] Discount printer for brochures, flyers, signs, and banners
- [ ] Suppliers for awards, ribbons, medals, certificates
- [ ] Local businesses who will donate supplies, food, gift cards
- [ ] Educator or someone with experience supporting academic or college-planning tasks
- [ ] Counselor or social worker
- [ ] Organization or agency that can run background checks and screen volunteers and service providers
- [ ] Local/national student performance data
- [ ] Research studies, reports, blog posting, or newspaper articles
- [ ] Books and reference materials to support the delivery of services
- [ ] Meeting locations
- [ ] Location for delivery of services
- [ ] Permanent website, e-mail address, and telephone number for public inquiries
- [ ] Facebook®, Twitter®, or other type of social media accounts
- [ ] Centralized storage location for materials, tablecloths, banners, posters, and supplies, that is easily accessible by group leaders and volunteers
- [ ] Technology support for maintaining electronic files, distribution lists, and storing information
- [ ] Photographer, videographer
- [ ] Someone with expertise to post photos to social media and videos to YouTube®

***Use a separate sheet of paper to note other needs unique to our community***

# What facilities are needed?

**Objective:**

Based on our goals and objectives, we will need to identify the types of facilities required, e.g., classrooms, lecture hall, gymnasium, library, media center, space conducive to a PowerPoint presentation, tables and chairs or lecture style, with a suitable sound system.

**Example:**

The primary facilities identified to serve the needs of the FFEAE-TCC partnership are the meeting rooms, main sanctuary, and chapel at the Turner Chapel AME Church facility located at 490 Marietta Parkway in Marietta, Georgia. Other easily accessible local facilities include local schools, public libraries, the Cobb County Community Arts Centre, and church-owned property.

*Note: Attempt to identify all of the local facilities accessible for meeting the needs of your students and families. Begin with your local facility and list other locally accessible facilities.*

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## **Present Program or Deliver Services**

### **Objective:**

Identify the programs that we will present and the frequency of our programs

### **Current Programs:**

Following is a listing of the major initiatives and the date that services were first delivered:

- ACT Prep Club (2016)
- Annual College Fair (2008)
- Biannual Academic Celebration (2007)
- Book Clubs (2015)
- College Discussion Panel (2010)
- College Tours (pre - 2007))
- College Planning Cohorts (high school seniors) (2014)
- College Planning Cohorts (8th through 11th grade) (2016)
- College Planning Workshops (2007)
- Education Ministry Youth Ambassadors 'EMYAs' (2012)
- Facebook Page (2010)
- Foundation for Ensuring Access and Equity Website (2008)
- Georgia CRCT Prep (2011)
- High School Graduation Celebration (2008)
- Posse Foundation Nominating Organization (2012)
- SAT/ACT Prep (pre - 2007)
- The Next Episode (pre - 2007)
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## Event Planning Form

### **Objective:**

What is/are the objective(s) or goal(s) of this event?

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### **Budget:**

What is the budget? \_\_\_\_\_ How many people are estimated to participate? \_\_\_\_\_

### **Chairperson:**

Who is the chairperson of this event? \_\_\_\_\_

### **Who, When, Where:**

Who will be served, when will the event occur, and where will the event occur?

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### **Volunteers and Assigned Tasks:**

Following are some of the areas of responsibility that must be assigned to coordinate a typical event or program:

- Scheduling and confirming event time and location
- Logistics, layout, and design of the event (i.e., sign-in/registration, information signs, parking, classrooms, projectors, electrical, sound, clean-up, etc.)
- Hospitality for volunteers, vendors, presenters, etc.
- Press releases, publicity, and local promotion
- Media materials, i.e., brochures, flyers, press kit, post cards, business cards
- Photography, videography
- Person primarily responsible during the event with the authority to make on the spot decisions
- Clearly assigned tasks for group leaders and volunteers
- Nurses and other emergency personnel
- Back-up presenters, teachers, tutors, etc.

## **Event Evaluation Form**

**What did you like best about this event?**

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**What did you like least about this event?**

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**If this event involved sharing information, what information did you find most valuable and how do you intend to use this information?**

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**Is there anything you would suggest to improve this event?**

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**Final thoughts or comments you would like to pass on to the planning committee?**

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Join our mailing list: E-mail: \_\_\_\_\_



## **Event Debriefing Form**

### **Objective:**

Each event should be followed by a debriefing as soon as possible while memories are fresh in the minds of leaders and volunteers.

### **Evaluations:**

Provide a summary of the event evaluations.

### **Chairperson:**

Pros and cons regarding how the event was coordinated.

### **Who, When, Where:**

Pros and cons regarding the location, schedule, and facilities.

### **Marketing/Promotions**

Pros and cons regarding marketing, advertising, and promotion.

### **Volunteers and Assigned Tasks:**

Pros and cons regarding volunteer turnout, effort, and effectiveness.

### **Business and Community Partners:**

Pros and cons regarding the efforts, commitment, and support of business and community partners.

### **Resources:**

Pros and cons regarding the effective use of available resources, e.g., flyers, food, teachers/tutors, seating, handouts, books and materials, parking, rest rooms, effectiveness of the marketing campaign, etc.

### **Budget:**

Were the expenses within/over budget and are there any adjustments proposed to future budgets?

### **What issues, activities, or people may need to be changed or adjusted?**

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## The Role of the Church

The church has accepted a longstanding role in educating African Americans, particularly the AME church. David Childs, in *The Black Church and African American Education: The African Methodist Episcopal Church Educating for Liberation, 1816-1893*, writes:

*"Many Americans in the nineteenth century argued for limited education for blacks—or no education at all for African Americans in the south. As a result, black churches took up the role and pushed for education as a means to liberate African Americans. The African Methodist Episcopal (AME) Church stands as a good exemplar for a black denomination that explicitly expressed in their policies that they understood the connection of education to African American liberation."*

Through the leadership and support of Senior Pastor, Reverend Dr. Kenneth Edward Marcus, Co-pastor, Reverend Cassandra Marcus, Youth Pastors, Reverend Don Ezell and Reverend Yolanda Davis, and a team of dedicated volunteers, we have witnessed the growth of our sons along their respective journeys toward fulfilling God's purpose for their lives. Our older son has received his Bachelor of Arts in English from Amherst College. Our younger son, pictured here, was nurtured from his elementary school aspirations of attending Yale to being admitted into the Honors College at Morehouse College as a 2012 Gates Millennium Scholar.

However, our sons are reflective of many such successes as the result of the broad range of initiatives that encourage, support, recognize, and celebrate the academic achievement, intellectual development, community service, and creative accomplishments of our youth.

As Ministry Leaders for Education, my wife and I believe our church has developed a model that other faith-based and community organizations can replicate as they accept a role in increasing academic outcomes and postsecondary success for all children.



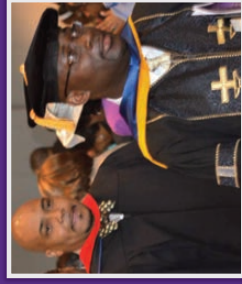
## Making an Impact on Students and Families

Testimonials from parents:



*"The biggest impact that the academic celebrations have had on my daughter and the students overall is something to continue to strive for. My daughter has mentioned that being recognized at church gives her a larger sense of appreciation and fulfillment than just receiving a pencil and a movie at school."*

*"There is no discussion about what God has done for our children in our children's schools. It is so important for our kids to know that they can do nothing apart from God. We are allowed to celebrate what God has done in our children's lives at the Turner Chapel celebrations. The environment is also more festive and spirit-filled."*

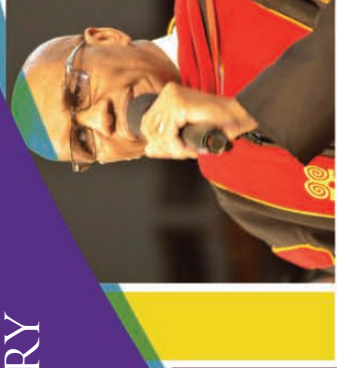


*"These ceremonies are a blessing not only to the kids but to the Adults as well. The kids are made to feel appreciated and adults are seeing their prayers manifested through the success of the children in our church. It is wonderful to see God help our children excel in the academic areas. Our family loves these celebrations and is so very thankful for the efforts of the entire Education Ministry. Excellent job!"*



*"Students are in need of guidance. Once engaged, students and parents appreciate the planning activities and resources that are shared by the Education Ministry. Accomplished students tend to want to volunteer to help other students with their planning efforts."*

# EDUCATION MINISTRY



*The proverbs of Solomon, the son of David, king of Israel; to know wisdom and instruction; to perceive the words of understanding; to receive the instruction of wisdom, justice, and judgment, and equity; to give subtlety to the simple, to the young man knowledge and discretion. A wise man will hear, and will increase learning; and a man of understanding shall attain unto wise counsels.*

Proverbs 1:1-5



492 North Marietta Parkway  
Marietta, GA 30060  
www.turnerchapelame.org  
(770) 422-6791



## Overview

The initiatives of the Education Ministry are designed to **encourage academic achievement** during the primary grades; **provide support** for superior academic achievement through tutoring and test prep; **close the college knowledge gap** through workshops; **expose the community** to college opportunities through an annual college fair; and **support the college and career aspirations** of students through hands-on support and enrichment opportunities.

## Academic Celebrations

We encourage students to pursue **exceptional academic achievement**. Youth in grades K – 11 are recognized in September for the previous year's semester grades and in February for first semester grades of the current school year. Students who achieve a **GPA of 3.0 or higher** are **publicly recognized** during worship service and are **celebrated** at a reception in their honor. The Kenneth Edward Marcus and Cassandra Young Marcus **Awards for Academic Excellence** are presented to the male and female students with the highest overall GPA for the school year in grades 6 – 11.



## Georgia Assessments

Georgia assessment prep sessions for grades 3 – 8 are offered in **Reading and Math**.



## Tutoring and SAT Prep

We ensure that students who are inspired to pursue a academic excellence and college admissions are provided with **tutorial and SAT prep** support. Contact Phillip Norriss at [pnorriss57@yahoo.com](mailto:pnorriss57@yahoo.com) regarding math tutoring and Tyrone Smith at [tyrone.smith81@yahoo.com](mailto:tyrone.smith81@yahoo.com) regarding SAT prep. The sessions provide **study skills, test-taking approaches**, and are designed to assist students in becoming self-directed in their approach to learning.

## College-Planning Workshops

College-planning workshops are presented throughout the year to assist students and parents in expanding their knowledge in such areas as:

- Course planning
  - Essay writing
  - Résumé writing
  - Interviewing
  - College admissions
  - Scholarships and financial aid
  - Summer programs
  - Completing the FAFSA
- (Free Application for Federal Student Aid)

## College Discussion Panel

Students return during the college break to share their experiences at a broad range of institutions, e.g., Ivy League, HBCUs, public, private, liberal arts, research institutions, and Military Service Academies.

## College Fair

The annual Turner Chapel AME Church Education Ministry College Fair attracts **over 50 colleges**, universities, and trade schools (e.g., Morehouse, Spelman, Harvard, Stanford, University of Georgia, Georgia Tech, Emory, Hampton, and the Military Service Academies). The fair is **free to the public** and offers a variety of workshops pertaining to college planning, admissions, scholarships, and financial aid.

## College Tour

An annual tour of colleges and universities in the southeast and northeast during **Spring Break** introduces students to public, private, liberal arts, and research institutions. Contact Tyrone Smith at [tyrone.smith81@yahoo.com](mailto:tyrone.smith81@yahoo.com).

## Education Ministry Youth Ambassadors

A **community service and leadership development** program for high school youth. Prepares students to serve and to qualify for competitive college scholarships and admissions.



## College-Planning Cohort

We work hands-on with high school seniors to guide them through the **college admissions, scholarship, and financial aid** processes. Students engage in **college/scholarship research, essay writing, and interviewing** with a focus on getting admitted into the right colleges and acquiring the necessary financial aid to pay for college.

## The Next Episode

A combination teen **Bible study and college planning** session for high school **juniors and seniors** is held on the second Sunday of each month during the worship service. The purpose is to assist students in navigating the challenges of high school, middle adolescence, spiritual development, and college planning.

## High School Senior Graduation Celebration

All of our programming culminates with the high school graduation of our students. The Turner Chapel AME Church graduating high school seniors are celebrated on **"Graduation Celebration Sunday,"** hosted on the **last weekend in May**. All graduating seniors and their parents are recognized in the **graduation program**; seniors qualify for **ministry awards and book scholarships**; each senior receives a personally engraved **Bible**; and a **reception** is hosted in their honor.

## For further information:

Visit the YPD Village at [www.turnerchapelame.org](http://www.turnerchapelame.org)  
 Visit the Education Ministry Facebook® Page at [www.facebook.com/tcceducationministry](http://www.facebook.com/tcceducationministry)  
 E-mail: [tcceducationministry@accessandequity.org](mailto:tcceducationministry@accessandequity.org)  
 Ph (770) 518-0369 | FAX (770) 587-0862



## Head of the class: Turner Chapel AME Church grooms students for success

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by Marcus E. Howard  
mhoward@mdjonline.com  
06.23.12 - 12:58 am



MARIETTA — For the past several years, Turner Chapel AME Church’s education ministry has been preparing the youngest members of its flock for a brighter future.

The ministry offers students from kindergarten through 12th grade guidance to achieving academic excellence. About 250 students participate in its initiatives each

semester, some of whom are not Turner members.

On May 27, 37 Turner high school seniors participated in the church’s annual graduation recognition ceremony, wearing their individual schools’ caps and gowns. In total, the graduating seniors earned \$2.6 million in college scholarships.

The church, established by slaves in the mid-1800s, also celebrated its consecutive Gates Millennium Scholarship recipient.

After moving from California in the 1990s, Mychal and Nina Wynn joined Turner and changed the direction of the church’s education ministry when they became co-chairpersons six years ago.

“We redefined the ministry from merely presenting the students with college scholarships to accepting a role in increasing achievement, beginning in the primary grades,” said Mychal.

He said the ministry has become a supplement to public education, which has often come up short in closing the achievement gap.

“Schools have not, anywhere in the county at anytime, been able to systemically or in any sustainable way close the achievement gap,” said Mychal. “There is a huge need for faith-based institutions and community associations to accept a role in supporting, encouraging and increasing student achievement.”

Mychal said he and his wife are consultants who have worked in the education field for 30 years. They operate The Foundation for Ensuring Access and Equity and an independent publishing company, Rising Sun Publishing, which has published Mychal’s 26 educational books.

### Georgia Church Helps Student Members Receive \$4.3 Million in College Scholarships



(Photo: Facebook/Turner Chapel AME Education Ministry)

Recent high school student members during Turner Chapel AME's graduation ceremony.

By [Jessica Martinez](#)  
May 29, 2014 | 5:01 pm

A Georgia church helped 50 of its recent high school graduates earn \$4.3 million in scholarships by mentoring and providing guidance to the students through their education ministry.

Turner Chapel AME in Marietta held a special service to honor the group, who were accepted to a combined 125 colleges and received college tuition assistance through private scholarships, institutional, merit and need-based aid.

Students come from economic backgrounds that "span the range of families with little to no financial resources to those with enough to pay some of their college costs. However, even the most affluent families find a \$60,000 annual price tag out of reach without taking out loans," Mychal Wynn, leader of the education ministry told The Christian Post.

Both Wynn and his wife, Nina, co-lead the program at Turner Chapel with the purpose of helping students within their congregation search for scholarships and equip them with the skills needed to earn financial assistance.

Prior to beginning the education ministry, the Wynn's and the church had raised \$3,000 for college scholarships. However, once they approached their senior pastor in 2007, the Rev. Kenneth Marcus, to begin the program, they saw how students benefited from their assistance after they began earning scholarships.

"Supporting students and families is the work of the church. Guiding students into college, debt free, allows families to continue to have the financial resources to support the work of the church and it's



# Lake City High School Senior awarded Gates Millennium Scholarship

Posted: Apr 24, 2015 3:11 PM EDT

Updated: Apr 24, 2015 3:39 PM EDT

By Chasity Pendergrass

CONNECT



LAKE CITY, SC (PRESS RELEASE) - Like many high school seniors, Mikayla Hanna, a senior at Lake City High School, worries about how she will pay for college.

With a 4.6 grade point average, the salutatorian knew she would receive some academic scholarships to help pay for college, but she was still concerned with how she would pay what those scholarships didn't cover.

Hanna can rest easy now that she has earned a Gates Millennium Scholarship that will pay her college expenses beginning with her undergraduate studies and continuing until she earns her doctorate. She has been admitted to the Meyerhoff Scholars program at the University of Maryland - Baltimore County, where she will enter into a

joint MD/Ph.D. program. Hanna will leave home June 6 to participate in a summer program at the university.

"I was most worried about the money for college," Hanna said. "A lot of people stress out or drop out [of college] because of money and I won't have to worry about that."

Hanna said she received a letter Monday informing her of the scholarship award and she immediately called her grandmother, Leatha Hanna. "I was overwhelmed," her grandmother said. "The more I think about it, the more I want to cry."

She is the first student in Florence County School District Three to receive the prestigious scholarship that is awarded to 1,000 students each year nationwide.

"I am so proud of Mikayla!" said Laura Hickson, assistant superintendent and superintendent-elect. "Our mission in Florence School District Three is to ensure our students are college and/or career ready, and the Lake City Graduation Initiative is one of the initiatives we have in place to ensure students, particularly students who are first generation college students, have the guidance for successfully attaining postsecondary pathways. The LCGI coaches, as well as the great teachers who have taught Mikayla, were very instrumental in Mikayla's achievement," Ms. Hickson added. "This achievement represents the potential of our children in our district and communities. Additionally, this achievement represents the need for continuing the implementation of the LCGI."

Hanna plans to major in biochemistry and focus on biofabrication, which is the automated production of tissues and organs to address health challenges in medicine.

Hanna said her interest in biofabrication stems from the loss of her mother and other relatives who may have been saved if biofabrication of organs were available at the time.

As a freshman, Hanna took both chemistry and biology at Lake City High, although she said she really didn't like science at the time. LCH science teacher Nina Blake and a summer internship at Claflin University where she was exposed to scientific research sparked an interest, she said.

Although the application process for the Gates Millennium Scholarship was grueling, including submitting eight essays, Hanna said she received a lot of support and assistance from FCSD3's Lake City Graduation Initiative and its College Planning Cohort, which assists Lake City High students with completing and submitting college and scholarship applications as well as financial aid forms.

The College Planning Cohort partnered with Mychal and Nina Wynn of the Foundation for Ensuring Access and Equity of Marietta, GA, a nonprofit organization that assists students from underserved and underrepresented communities with college and financial aid planning. Hanna was one of 19 Lake City High students participating in a June 2014 college planning cohort. Those students have been admitted to over 60 colleges and universities and earned nearly \$3 million in college scholarships and institutional aid.

PRESS RELEASE:

## Georgia-based author and educational consultant, Mychal Wynn, focuses on expanding college access for lower income and first generation students

Mon, 30 Nov 2015, 20:41:48 ET

ROSWELL, Ga., Nov. 30, 2015 (SEND2PRESS NEWSWIRE) -- Georgia-based author and educational consultant, Mychal Wynn, is working to expand college access for lower income and first generation students. Wynn notes, "As students nationally apply to college over the coming months, students who will be the first in their family to attend college and those from low-income families, will be particularly at risk of making the wrong college choice."

Wynn adds, "Even those students who have successfully navigated their way into their final year of high school, studies show that such students will experience multiple challenges from identifying the right colleges and financial resources, to fully completing and submitting college applications, filing the FAFSA (Free Application for Federal Student Aid), meeting financial aid deadlines, submitting enrollment deposits, and actually enrolling in college in the fall following high school."



Wynn says that while policymakers are discussing how to respond the plethora of research pertaining to these challenges, he has developed a means of providing immediate support for such students. "I have written a collection of quick guides and over 50 downloadable activities that parents, teachers, mentors, and support organizations can use to provide guidance and assist students in overcoming these challenges. Self-motivated students can use the activities to navigate their way through each part of the college admissions and financial aid processes."

Rev. Don Ezell, parent and Youth Pastor of the Turner Chapel AME Church in Marietta, Georgia notes, "The downloadable activities that Mychal has created represent an easy to use curricula that anyone interested in assisting students in navigating the college admissions and financial aid processes can use. I used the activities in assisting my own children, who are now



Education and Schools News

PRESS RELEASE:

## Church Hosts 5th Annual FREE College Discussion Panel (GA) on Saturday, December 19, 2015, from 10 a.m. - Noon

Tue, 01 Dec 2015, 08:00:27 ET

MARIETTA, Ga., Dec. 1, 2015 (SEND2PRESS NEWSWIRE) -- The Turner Chapel AME Church Education Ministry (Marietta, Ga.), hosts its 5th Annual College Discussion Panel, on Saturday, December 19, 2015, from 10 a.m. - Noon. Appearing on the panel will be students representing 13 public, private, HBCU, community college, graduate school, law school, and medical school programs. Panelists are members of the Turner Chapel AME Church who return in December each year from their respective campuses to sit in one of the coveted college discussion panel seats.

Education Ministry Leader, Mychal Wynn, notes, "Via text messages, our Facebook page, and through their parents, we remain connected

to our students after they go off to college. For the past five years, our students have candidly shared their experiences as a means of assisting current high school students in making well-informed college choices."

Wynn adds, "Three of our panelists, Brianna Moses (2011 Gates Millennium Scholar, Howard 2015 BS Biology), Jameson Sackey (Vanderbilt 2012 BA Political Science), and Anya Bazzell (Boston University 2011 BS Biology), first appeared on the panel as undergraduate students and now return as graduate, law, and medical school students. Another panelist, Tahri Turner, who appeared on the panel as an undergraduate student at Southern Polytechnic State University has received his BS in Mechatronics Engineering and has entered the workforce.

"Our panelists will provide great insight into all aspects of their college experience, including if they made the right college choice. Our panelists are so candid in answering questions that we have had high school seniors finalize their college choice as a result of what they learned from the panel discussion. We will also host a reception immediately following where parents



Send2Press® Newswire



PRESS RELEASE :

## Church Hosts 6th Annual College Fair (GA) as part of role to close achievement gap and expand college access

Mon, 12 Oct 2015, 18:10:32 ET

MARIETTA, Ga., Oct. 12, 2015 (SEND2PRESS NEWSWIRE) -- The Turner Chapel AME Church Education Ministry (Marietta, Ga.), hosts its 6th annual college fair, beginning with a pre-college fair workshop by author and education ministry leader, Mychal Wynn, based on his new book, "Show Me the Money: A Comprehensive Guide to Scholarships, Financial Aid, and Making the Right College Choice," from 10:30 - 11:30 a.m. The college fair runs from Noon to 3 p.m., Oct. 24, and is FREE to the public.

The 50 participating colleges, including Harvard, MIT, Duke, Purdue, and Syracuse, represent HBCUs, public and private institutions, military service academies, and technical colleges.

The fair will offer workshops and resources, such as the Gates Millennium Scholars Program, Questbridge Program, Posse Foundation Program, and Georgia Finance Commission.

The Turner Chapel AME Church, a 5,000-member congregation in Marietta, Georgia, led by Rev. Dr. Kenneth E. Marcus (Senior Pastor) and Rev. Cassandra Y. Marcus (Co-Pastor), has received national acclaim for serving as a model of how faith-based institutions can support academic achievement, close the college knowledge gap, expand college access, and guide students into earning millions of dollars in scholarships. The church boasts of having 5 Gates Millennium Scholars, 3 Posse Foundation Scholars, and students admitted into America's most selective colleges and universities.

Youth pastor, Rev. Don Ezell, notes, "Our annual college fair is part of a comprehensive approach to inspiring, supporting, informing, and preparing students for college and careers. In 2014, students participating in our annual college planning cohort were offered over \$4.3 million in scholarships and financial aid from over 125 colleges and universities-including such highly



# PRESS RELEASE

FOR IMMEDIATE RELEASE:

Church Hosts 6th Annual College Fair (GA) on Saturday, October 24, 2015, as part of role to close achievement gap and expand college access

MARIETTA, GA October 12, 2015 (Turner Chapel AME Church) -- The Turner Chapel AME Church Education Ministry (Marietta, GA), hosts its 6th annual college fair, on Saturday, October 24, 2015, beginning with a pre-college fair workshop by author and education ministry leader, Mychal Wynn, based on his new book, "Show Me the Money: A Comprehensive Guide to Scholarships, Financial Aid, and Making the Right College Choice," from 10:30 am - 11:30 am. The college fair runs from Noon to 3:00 pm, and is FREE to the public.

The 50 participating colleges, including Harvard, MIT, Duke, Purdue, and Syracuse, represent HBCUs, public and private institutions, military service academies, and technical colleges. The fair will offer workshops and resources, such as the Gates Millennium Scholars Program, Questbridge Program, Posse Foundation Program, and Georgia Finance Commission.

The [Turner Chapel AME Church](#), a 5000-member congregation in Marietta, Georgia, led by Rev. Dr. Kenneth E. Marcus (Senior Pastor) and Rev. Cassandra Y. Marcus (Co-Pastor), has received national acclaim for serving as a model of how faith-based institutions can support academic achievement, close the college knowledge gap, expand college access, and guide students into earning millions of dollars in scholarships. The church boasts of having 5 Gates Millennium Scholars, 3 Posse Foundation Scholars, and students admitted into America's most selective colleges and universities.

Youth pastor, Rev. Don Ezell, notes, "Our annual college fair is part of a comprehensive approach to inspiring, supporting, informing, and preparing students for college and careers. In 2014, students participating in our annual college planning cohort were offered over \$4.3 million in scholarships and financial aid from over 125 colleges and universities—including such highly selective colleges as Cornell, Spelman, Morehouse, Xavier University (LA), Pomona College, Williams College, Wake Forest, University of North Carolina - Chapel Hill, Boston University, and Syracuse University."

Emmy award-winning poet, Hank Stewart, whose foundation ([The Stewart Foundation](#)) is a partner, says, "The Turner Chapel AME Church Education Ministry is a national leader in establishing a clear role for faith-based institutions to encourage and support academic achievement for students from underrepresented and marginalized communities. Mychal and Nina Wynn, are providing tremendous leadership through their example of what the clergy and community-based organizations can do to supplement and support local schools."