



**Indiana State Board of Education**  
**Request for Freeway School Accreditation**  
**Board Date: May 2, 2012**

School: Trinity Educational Daycare & Academy [B901]

Education Director: Dr. George M. Howard Sr., Principal  
Julia A. Howard - Director

Address: 416 E. Ridge Road  
Gary, Indiana 46409

Grade Span: PK-6

Public/Private: Private

Current Enrollment: 41

Targeted Population: Families seeking a faith-based educational setting for their children.

*The following executive summary has been compiled by the Office of School Accreditation for use by the Indiana State Board of Education. It includes information presented by the school during the accreditation process, potential legal standard issues, and any other information collected during the process that may impact accreditation.*

Identity: TEDA serves the region of Gary, Indiana. The demographic makeup of this region is children who live below at or below the poverty-line and are majorly African American. TEDA has operated in this facility for the past 15 years.

Curriculum: TEDA uses A Beka Book textbooks, curriculums and materials. We have had success for over a decade using these materials and would like to continue using these materials. We believe A Beka curriculum meets the Indiana Academic Standards/Common Core Standards.

Testing History: Financial resources have prevented this school from standardized testing. They embrace the ability to utilize ISTEP+ in the future to validate the accomplishments of their students.

Staffing: While several of the staff are fully licensed Indiana teachers, there is an overall weakness in academic credentials. Many of the non-licensed staff have been successfully working with students utilizes their life and previous work experiences.



Waiver Requests:

- TEDA is electing to suspend the following rules and statutes as a result of this contract:
  - Text book that are on the state adopted list of books for each subject
  - The requirement to teach Character Education.

Issues: Staffing

Recommendations: Full Five-Year Freeway Accreditation

Rationale: The school plans to accept vouchers, beginning next year. They anticipate that as student enrollment grows with this additional resource in the community, they will be in a position to add additional teaching staff. They are committed to hiring future new teachers with licenses as a top priority.

Freeway Petition

# Trinity Educational Daycare and Academy

Dr. George M. Howard Sr. – Principal

Julia A. Howard - Director

## **I. Identify the School Entity To Be Declared A Freeway School**

Trinity Education Daycare was officially established by Dr. George M. Howard Sr. Pastor of the Trinity Missionary Baptist Church in September, 1996 with three children. In April of 1997, Mrs. Julia Howard became the Administrator of T.E.D.

Julia Howard is a graduate of the University of Northern Iowa with a BA degree in Early Childhood Development and Elementary Education. She received her Masters of Education from Viterbo University La-Crosse, Wisconsin. She adopted the motto "Learning Can Be Fun". She also serves as a teacher in the Gary Public School System.

The TED Ministry will put emphasis on individualization of instruction and developing self-esteem. Students will become active, engaged learners who gain the skill, attitudes, and values necessary for lifelong learning skills.

The mission of TED is to glorify God by providing students with educational experiences and opportunities that address the diverse academic, social, emotional and physical needs of children.

T.E.D. Ministry expanded its wings to include an all-day Kindergarten Program beginning August 1998. The Kindergarten curriculum consisted of "The A Beka Curriculum". From the years of 1999 until 2003 T.E.D. added an additional grade until 2003 when they provided education to those in the sixth grade. It is the goal of T.E.D. to be accredited with the State of Indiana as a freeway school for Elementary and Junior High School.

T.E.D. Ministry is further expanding into an accredited academy under the "none public freeway" contract. With the accomplishment of receiving a freeway accreditation we feel the name should reflect the growth as an academy. [We will add "and academy" to our name as a DBA.] Therefore, the DBA name for T.E.D. Ministry is Trinity Educational Daycare and Academy.

**II. Identify the Demographic Data of the School and the Community That It Serves.**

The information collected in this section is based on the current enrollment of Trinity Educational Daycare and Academy.

Age	Race			Sex		Income (lunches)		
	B	W	H	M	F	Pd Lh	Rd Lh	Fr Lh
Pre-School	9	0	0	4	5	2	2	5
Kindergarten	11	0	0	8	3	1	2	8
First	6	0	0	4	2	0	1	5
Second	1	0	0	0	1	0	0	1
Third	5	0	1	4	2	0	1	5
Fourth	3	0	0	2	1	1	0	2
Fifth	3	0	0	1	2	0	1	2
Sixth	1	0	0	1	0	1	0	0

The information contained in this section is data collected from the 2010 US census for Gary, Indiana.

	Race			Sex		Income Per Capita*
	B	W	H	M	F	
Population	84.8	10.7	5.1	46	54	\$15,383**

**Consensus of Data Collected**

TEDA will serve the region of Gary, Indiana. The demographic makeup of this region is children who live below at or below the poverty-line and are majorly African American. The male to female ratio is nearly of 50% therefore no special consideration in regards to the sex of the student.

\*This number is for Per capita money income in past 12 months (2010 dollars) 2006-2010

\*\*This number is below the poverty line for the average household nationally for a family of three

**III. Freeway Accreditation Requires Educational Benefits for Students in the School's Attendance Rate, Student Performance on ISTEP+ and End of Course Assessments, and For High School's, An Improvement in Graduation Rates.**

- **Describe the School's Strategies to Meet These Improvements In Performance.**

The faculty and staff at Trinity Educational Daycare and Academy believe that student success and motivation are dependent upon cooperation between home and school. Regular daily attendance is essential to children's progress. Valuable classroom instruction is missed whenever a student is absent or tardy.

Any student leaving school during the school day must check out at the Office of the Principal. A written excuse from the doctor or dentist should be brought to the office when the student checks in during the school day, or on the first day the student returns to school. Students arriving late or picked up early will be considered unexcused if a doctor's excuse is not submitted.

Trinity Educational Daycare and Academy is currently above 95% attendance rate. With the following principles implemented we believe we will maintain this measure without hesitation.

**ATTENDANCE MONITORING:**

We will have an attendance administrator on staff to call, text, e-mail and when necessary make home visits with parents to enforce our attendance and tardy policy. This is done to ensure our parents understand the importance of attendance and to encourage partnerships in teaching punctuality. The attendance administrator will also be responsible for instilling a punctuality policy for the school and to have it reinforced in after school detention to students. This position will become available within five years of this contract.

**ATTENDANCE RATINGS**

***Gold Attendance Rating*** – Students who have perfect attendance and no tardies will receive a gold attendance rating. (can have neither absences nor excuse absences per year)

***Silver Attendance Rating*** – Students who have four or less absences for the year; one each semester (students can only have one doctor/dentist excused absences per semester totaling four for the year. They may also have one tardy per semester to receive a silver rating.

## INCENTIVES

To encourage students to be timely will be rewarded for being punctual. At the end of each school year students will reward the attendance of our students.

***Free Play For a Day*** - The last week of school we will transform the hall and outside play area into an entertainment place for children for all ages. Those who have earned the gold attendance rating will be awarded an entire day of free. Students who have earned a silver attendance rating will be able to play for a half-day.

***Field Trips*** – A field trip may be used to substitute for Free Play For a Day. The school may substitute a field trip to a fun filled event for those students who have earned a gold or silver attendance rating.

***US Savings Bond*** – Each year we will have a drawing for a \$100 US savings bond. Only those who have a gold attendance rating will be entered into the drawing. This drawing will be done on the Free Play for a Day Celebration and announced to the entire school.

***Trophies*** – the end of the year each gold attendance rating will receive a trophy illustrating the accomplishment of having perfect attendance. This accomplishment will be given to our students at the Free Play for a Day Celebration.

***Metals*** – the end of the year each silver attendance rating will receive a metal illustrating the accomplishment of having great attendance for the year. This accomplishment will be given to our students at the Free Play for a Day Celebration.

## DISCIPLINE:

### Elementary Students

***Tardies*** - For students who are fifth grade and under the parents will be penalized for missing school or for 1<sup>st</sup> period tardies. There will be a fine of \$10.00 to parents whose children have been late on three occurrences to first hour in one month. For each additional late within a month time frame another 10.00 fee will be imposed to the parent.

***Absences*** - Students who have two or more unexcused absences in a month parents will be fined \$15.00. For each additional absence within the same thirty day period an additional \$15.00 fee will be imposed. Parents will be mandated to parental conference with the school administrator if their child receives four unexcused absences in a thirty day period.

## Junior High School Students

**Detention:** Each Friday detention will be held as a consequence of excessive tardies and absences.

**Tardies:** Each student who has three tardies in a thirty day period will be detained for 45 minutes after school. For each additional tardy within the same thirty day period the student will be detained forty-five minutes. Parents will be mandated to a parental conference if their child receives five tardies in a thirty day period and a parental conference will be mandated.

**Absences:** Students who have two or more unexcused absences in a thirty day period will be detained for 45 minutes after school. For each additional absence within the same thirty day period an additional detention will be issued. Parents will be notified if their child receives four unexcused absences in a thirty day period and a parental conference will be mandated.

## Student Performance on ISTEP+ Plan

Having the ability to measure student performance is imperative to the success of T.E.D.A. as well as its students. The ISTEP+ will allow T.E.D.A. to measure the performance levels of its teachers and students. Through these indicators T.E.D.A. will make the necessary adjustments in its teaching, calendar, and curriculum. It is the goal of T.E.D.A. to meet and also exceed state standards.

T.E.D.A. will analyze test data using state standards as indicators of its strengths and weaknesses. Each test item will be matched to the state standard and grade level.

There will be a four step process which we will set for processing and analyzing data from the ISTEP+ performance:

1. Plan
  - a. Data Disaggregation
    - i. Determine what percentage of students are mastering the essentials at each grade level (by program, course, school, and teacher),
    - ii. Determine whether the various subgroupings – socioeconomic, race, and gender – are mastering the essentials to the same degree.
  - b. Calendar Development

The goal is to get each child up to standards to make these decisions teachers must know:

    1. What do teachers need to know?
    2. What do I need to teach?
    3. How much time do I need to do it?

The calendar in response to these questions by placing the instructional focus squarely where attention is needed the most. Once completed, the calendar is shared across the entire campus and integrated into every teacher's instructional framework.

The calendar is a work in progress. Depending on the needs of the students and the weight of the objective, the calendar should:

- Be adjusted to allow more or less time to cover a target area;
- Cover each of the standards on the state assessment, with additional time for those areas where students are having the most trouble; and
- Follow the 80/20 rule Quality Management, which says that if you focus on top 20 percent of your weaker objectives all year long, you will get 80 percent of your results back. While the teacher may cover every standard, he or she continually focuses on, for example, comprehension in reading classes and problem solving in math if those were the standards where students were weakest.

2. Do

a. Direct Instructional Focus

- i. The development and delivery of instruction for all subject areas according to the instructional calendar. When the school year begins, teachers receive a folder each week containing the instructional focus sheets as well as the suggested activities for the unit. The teachers are not told how to teach the individual objectives, but rather which objectives must be covered during a particular periods. They serve as a blueprint to guide lesson plans.

3. Check

a. Assessment

Effective communicators must check for understanding. To find who has mastered an objective as often as every two to three weeks – assessments will be administered frequently.

b. Maintenance

Cramming does not necessarily equal long term retention. Maintenance will help reinforce skills and knowledge that are taught until they become a permanent part of the students' knowledge base. Maintenance also serves as a reminder that what you have learned has applications in everyday life and you will need it again and again to be successful.

T.E.D.A. wants to ensure that each student retains what they have learned.

c. Monitoring

T.E.D.A. will monitor each student and teacher to ensure the program success. This means the principal must spend a good amount of their time in classroom monitoring learning progress. Monitoring keeps the school's primary business – learning-on track and in focus. It helps foster improved student performance, better discipline, higher teacher morale.

4. Act

a. Tutorials

Tutorials are used to follow up with those who are not performing as well as they should. Tutorials are not used for punishment put to pursue progress.

• **Describe Any Additional Measures That Will Be Used to Measure Student Achievement and Growth**

T.E.D.A. will also use data to identify opportunities for improvement

- Disaggregate your data (standards test results) by school, by grade, by class, by teacher, by student, by socioeconomic status and even by question
- Disaggregate the data by additional outcome indicators such as attendance, dropout rate, extracurricular participation, grade distribution, honors earned, retention, suspension, truancy, and vandalism.
- Distribute report showings the data breakdown to every elementary and middle school teacher in the district. (Before reviewing these reports, provide every administrator and teacher with special training in data interpretation.)
- Analyze the data. What conclusion can be drawn about the equity of student outcomes? How effective is the school in teaching all students? How effective is the school in teaching core subjects areas such as reading, writing, and math? Why do the results look the way they do?
- Hold teachers and administrators accountable for improvements
- The beginning of each calendar year each student will be given the end of the year assessment. At the completion of the same calendar year the student will be given the same test. This will allow us to extrapolate the data of how well each student has progress over a calendar year as well as analyze each instructor in each area of strength and areas of improvement.

**IV. Identify Statutes And Rules To Be Suspended As A Result Of This Contract.**

TEDA is electing to suspend the following rules and statutes as a result of this contract:

**a. Text book that are on the state adopted list of books for each subject**

i. We are proposing to suspend the textbooks adopted by the state. We submit the A Beka Book textbooks, curriculums and materials. We have had success for over a decade using these materials and would like to continue using these materials. We believe A Beka Book meet the Indiana Academic Standards/Common Core Standards.

1. A Beka Book textbooks, curriculums, and materials are based on results from reliable studies for traditional best practices (as opposed to a theoretical, experimental approach) and are validated by the measured success of thousands of students over decades of time.
2. The educational approach is founded on Biblical principles that address the nature of the learner and learning, the nature of truth and authority, and what is important to learn and know.

**b. The requirement to teach Character Education:**

i. We would like to suspend this statute although we will teach Character Education in accordance with our faith through our chapel services, modeling godly character behavior before students, and through our curriculum.

**V. Describe the Curriculum Strategies to Address:**

Although we are asking to be exempt these are some examples of how we will implement character education in accordance with our faith and beliefs.

The majority of these principles will be covered in weekly chapel and reiterated throughout the curriculums and through the lifestyle and conduct of our staff.

**a. Character Education**

The best way to teach character education is to intertwine their principles into the daily curriculum. T.E.D.A. also believe its staff should project the character it would like its children to reflect. Whether a teacher, administrator, custodian, or school bus driver, staff helps to shape the character of the students they come in contact with. Character education should take place throughout the entire school day as administrators, teachers and other staff are presented with opportunities to model and teach positive character traits. Character education should not be relegated to a “character education class” that is conducted periodically but should be infused throughout the structures and processes of the entire school curriculum and culture.

T.E.D.A. will emphasize the six pillars of character education

**Trustworthiness** - Be honest • Don’t deceive, cheat, or steal • Be reliable — do what you say you’ll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends, and country

**Respect** - Treat others with respect; follow the Golden Rule • Be tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults, and disagreements

**Responsibility** - Do what you are supposed to do • Plan ahead • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your words, actions, and attitudes • Set a good example for others

**Fairness** - Play by the rules • Take turns and share • Be open-minded; listen to • Don't take advantage of others • Don't blame others carelessly • Treat all people fairly

**Caring** - Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

**Citizenship** - Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment • Volunteer

T.E.D.A. will also reemphasize character principles utilizing visuals within classrooms and hallways through banners, bulletin boards, and posters throughout the school. In order to be effective, character education must include the entire school community and must be infused throughout the entire school curriculum and culture. Character education promotes core values in all phases of school life and includes proactive strategies and practices that help children not only understand core ethical values, but to care about and act upon them. Based on research by the nation's leading character education experts, CEP's Eleven Principles of Effective Character Education™, provide guidelines for the elements needed for effective, comprehensive character education.

1. Promotes core ethical values.
2. Teaches students to understand, care about, and act upon these core ethical values.
3. Encompasses all aspects of the school culture.
4. Fosters a caring school community.
5. Offers opportunities for moral action.
6. Supports academic achievement.
7. Develops intrinsic motivation.
8. Includes whole-staff involvement.

9. Requires positive leadership of staff and students.
10. Involves parents and community members.
11. Assesses results and strives to improve.

- b. **Hygiene** - Through character development class T.E.D.A. teacher will emphasize Schools provide excellent opportunities to support sanitation and hygiene promotion programs. T.E.D.A. will implement the effects dirt and disease and what can practically be done to improve health through better sanitation and hygiene.
- c. **Alcohol and Drugs** – Through our health and science curriculum we will teach the importance of saying no to alcohol and drugs and the effects they have emotionally, physically, financially and psychologically.
- d. **Diseases Transmitted Sexually** - Through our health and science curriculum T.E.D.A. will teach the effect of sexually transmitted infections (Sti's) resulting from sex.
- e. **Honesty** – This principle will be taught and also reiterated though out the student's everyday interactions. Through character development T.E.D.A. staff will emphasize the importance of saying what you mean and meaning what you say.
- f. **Respect** - This principle will be taught and also reiterated though out the student's everyday interactions. Through character development class our staff will emphasize what is respect, how to display it and how to expect it in return.
- g. **Abstinence and Restraint** - Through health and science curriculum T.E.D.A. will teach the importance of waiting for sex until marriage, abstinence, and restraint of emotions.

## VI. Describe How Technology Will Be Integrated Into Student Instruction.

Integrating technology into classroom instruction means more than teaching basic computer skills and software programs in a separate computer class. Effective tech integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricular goals.

**Active engagement:** Students will be engaged through various individual reports and projects. The myriad resources of the online world also provide each classroom with more interesting, diverse, and current learning materials. The Web connects students to experts in the real world and provides numerous opportunities for expressing understanding through images, sound, and text.

**Participation in groups:** Through projects, students acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process, and synthesize information they've found online.

**Frequent interaction and feedback:** Students are required to interact with the World Wide Web frequently. As a result, we will ask for the feedback to be displayed through audio and video projects, YouTube and U-stream postings, designing blogs and enhanced website creation.

**Connection to real-world experts:** Through the use of the internet students can now interact with the experts in an individual field. For example, a student who wants to find more about NASA can e-mail or even blog with an expert from NASA. These tools are vitally essential as T.E.D.A. teach students to use every resource while also considering the source.

T.E.D.A. propose to have a full technology center implementing these standards for student access within five years

**VII. Describe The Plan Allowing Students To Earn An Indiana Academic Honors Diploma Where Applicable.**

This section is not applicable as T.E.D.A. is not applying to be a High School.

**VIII. Describe Procedures/Plan To Ensure A Safe And Disciplined Learning Environment.**

A safe and disciplined learning environment is essential to maximize student achievement and to ensure that students reach their full potential.

Schools provide a safe, supportive and disciplined learning environment through the following:

1. Quality practices in the areas of curriculum, interpersonal relationships and school organization
2. Fair, just and safe practices that comply with relevant legislation
3. Modeling and practicing fair, equitable, non-discriminatory language and behaviors
4. Maximizing the educational and social outcomes of all students through identification and reduction of barriers to learning, especially for those vulnerable to marginalization and exclusion
5. Consideration and use of suspension and exclusion procedures only when all other approaches have been exhausted.

6. In addition to the above T.E.D.A. has implemented a school uniform policy. Research has demonstrated that school uniforms increase school safety by minimizing disruptive behavior, decreasing violence, helping prevent gang activity, instilling and improving discipline, and helping maintain the focus on learning. It is expected that a school uniform dress code will promote respect for teachers, build school spirit, decrease unhealthy competition involving fashion trends and dress, ease the strain on parental clothing budgets, and allow for easy identification of students, staff, or intruders on campus.

**IX. List the School's Teachers / Administrators Credentials in an Appendix.**

- a. Principal – Dr. George M. Howard Sr.
- b. Director – Julia A Howard
- c. Teachers –
  - i. Angela Johnson – Kitchen & Teachers Assistant (Kindergarten)
  - ii. Latia Hinkle – Teacher (Kindergarten)
  - iii. Jessie Strong – Teacher (First & Second )
  - iv. Theresa A. Harris – Teacher Assistant (Floater)
  - v. Deborah Silas - Teacher (Third & Forth)
  - vi. Megan T. Fomby-Brown – Teacher Assistant (Third & Forth)
  - vii. Beverly Harding. – Teacher (Fifth & Sixth)
- d. Administrator – George M. Howard Jr.

**X. Describe Plans For Continuing Professional Staff Development.**

The Teacher-to-Teacher Initiative was designed by teachers for teachers in order to provide technical support, professional development opportunities, and recognition for teachers of all content areas and grade levels. Research confirms that teachers are the single most important factor in raising student achievement and the Teacher-to-Teacher Initiative aims to strengthen the Department's efforts to provide the necessary support for teachers. As a result T.E.D.A. will utilize certified teacher to help strengthen and grow or staff.

- i. Current teachers will be encouraged to attend school until they become certified. They will be promoted through the following programs offered by the state on Indiana through approved colleges.
  - a. Transition to teaching
  - b. Teacher Preparation Program
  - c. Various Approved Online Programs offered though state Intuitions
  - d. As T.E.D.A. teachers are continuing their education they will be supervised within the teaching environment by certified teachers

- ii. It is T.E.D.A. goal to have 80% of our teaching and administration staff to meet the state standards for a Non-Public Freeway School in Indiana within the next five years.
- iii. It will take approximately 15 students a year to pay salary for a certified teacher. As enrollment increases so will the certified teacher ratio. For every increase of 15 students T.E.D.A. will hire one certified teacher.
- iv. T.E.D.A. estimate five years to reach eighty percent of staff certification.

**XI. Confirm the School's Commitment to Indiana's Minimum 180 Instructional Days for Students.**

T.E.D.A. currently uphold the State of Indiana 180 instructional days. T.E.D.A. supports and instills 180 instructional days.

**XII. Describe The School's Ability to Produce and Submit All Required Electronic State Student Data Reports.**

Initially T.E.D.A. system of reporting will be implemented though a full time staff personal using database programs such as Microsoft Excel and Access. They will produce and submit all required electronic data to the STN Application Center within the time period allotted. Once the benchmark of one-hundred students has been achieved T.E.D.A. will invest in a Student Information System (SIS) vendor. This vender will be selected based on their ability to meet the state time-frames as well as the ability to report within the Extensible Markup Language (XML).

# **APPENDIX “A”**

## **CRENDENTIALS OF EDUCATORS**

**Dr. George M. Howard Sr.**  
8573 Illinois Street  
Merrillville, IN 46410

**Education:**     *Bachelor of Arts*, 2000  
Moody Bible Institute;  
Major: Christian Education

*Masters of Divinity*, 1991  
University of Dubuque  
Bible and Theology

*Doctoral*, 1995  
United Theological  
Bible and Theology

**Employment:** Dr. Howard has more than 30 years of pastoral experience from five great pastorates. He is a prayerful preacher, teacher, administrator and counselor .Dr. Howard has held a variety of position, local, state, national, and international. Dor. Howard is now Pastor of the Rhema Inspirational Church of the Harvest in Gary, Indiana. He also serves as the Principle of the Trinity Educational academy and Daycare facility which serves grades K-6.

Julia A. Howard  
8573 Illinois Street  
Merrillville, Indiana 46410

Education: *Bachelor of Arts*, 1992  
University of Northern Iowa;  
Majors: Christian Education Early Childhood Education  
Elementary Education

*Masters of Educations*, 1994  
Viterbo College

Employment: *Waterloo Iowa Community School District*  
Teacher, 1992-1994

*Gary, Indiana Community School*  
Teacher, 1994- Present

*Trinity Educational Daycare and Academy*  
Director, 1997-Present

**Beverly Harding**  
2600 East 9<sup>th</sup> Place  
Hobart, Indiana 46342

**Education:**    *Bachelor of Science*, 1966  
Tennessee State University;  
Major: Elementary Education

*Masters of Science*, 1974  
Indiana University  
Education

**Employment:** *Nashville Tennessee School System*  
Teacher, 1966 -1967

*Gary Community School System*  
Teacher, 1967

*World Book Encyclopedia*  
Education Specialist, 1986-1989

*Nobel School*  
Mentor Teacher, 1990-1993  
Chapter 1 Specialist, 1990-1995

*Gary Community School*  
Homebound Teacher, 1994  
Title I Monitor, 1995-1996  
Teacher Consultant, 1996  
Teacher, Adult Education, 1997-Present

**George M. Howard Jr.**  
626 Clay Street  
Gary, Indiana 46403

**Education:**    *Bachelor of Arts*, 2005  
                  American Baptist College;  
                  Majors: Biblical Studies  
                                  Business

**Employment:** *Author*

                  Edit Your Credit, 2002

*G M Howard Financial*

                  President, 2004 – Present

*CFIC Home Mortgage*

                  Branch Manager, 2005 – 2007

*Kingdom Mortgage Funding*

                  President, 2007-2009

*Regional Fair Housing Center*

                  Housing Counselor, 2010-2012

*Trinity Educational Daycare and Academy*

                  Administrator, 2012- Present

Jessie Strong  
2355 Roosevelt Street  
Gary, IN 46404

Education: *West Side High School* – 1975

*Associates Degree*

Gary Business College 1978

Indiana University Northwest

Nursing – completed 4 years

Employment: *Trinity Educational Daycare Ministry & Academy*

Teacher 3<sup>rd</sup> and 4<sup>th</sup> grade, 1999- present

*Dr. Grant's Medical Office*

Medical Secretary, 1978-1981

Megan T. Fomby-Brown  
4010 Louisiana Street  
Gary, Indiana 46409

Education: *Campagna Charter School*, 2008  
*Merrillville Beauty College*, 2009  
*Ivy Tech Community College*, 2009- present

Employment: *Trinity Educational Ministry Daycare & Academy*  
Teachers Assistant, 2010- present

*Family Dollar Stores*  
Sales Associate, 2010- present (part-time)

Mrs. Debra J. Fomby-Silas  
4010 Louisiana Street  
Gary, Indiana 46409

Education: *West Side High School*, 1976

*Bachelor's Degree*, 1980  
Ball State University  
Criminal Justice & Corrections

Employment: *Trinity Educational Daycare & Academy* – Gary, IN  
First & Second Grade - Volunteer Teacher

*School City of Hammond Indiana* - Hammond, IN  
Substitute Teacher

*Gary City Court Adult Probation*- Gary, IN  
Adult Probation Officer

*Harris County Probation Department* - Houston, TX  
Adult Probation Officer

*Tri-City Community Mental Health Center* – East Chicago, IN  
Activity Therapist, Behavioral Health Specialist  
Case Manager, Youth Prevention Program Specialist

*Girl Scouts of the Calumet Council* - Highland, IN  
Program Director/ Adult Education Director

*Family & Children Services/Mayflower Home* – Hammond, IN  
Shift Supervisor/ Program Director

*Campagna Academy* – Schererville, IN  
Teaching Assistant/ PLATO Computer Lab  
Teaching Assistant/Charter School Computer Lab  
Youth Specialist/ Day Treatment Program  
Case Manager/ Day Treatment Program

Angela Johnson

Gary, IN 46409

Education: *West Side High School*, 1988

Employment: *Trinity Educational Daycare Ministry*  
Pre-K4 & Lunch Matron, 2000 - Present

*School City of Gary Indiana*  
Class-room Volunteer, Kindergarten, 1996-1999