

Volume 55, No. 8

"And Ye Shall Know The Truth..."

May 15, 2019



NANBPWC Toledo Club Officers and Committee Members

In This Issue...

Perryman Page 2

TECHS Students Page 6

Links Page 8

Book Review Page 13



Classifieds Page 15

Cover Story
Cotillion Mother-Daughter Luncheon
Page 16

Racial Disparities Among Teachers Page 3 Dennis Hopson at Lourdes Page 7

Chapter and Verse

By Rev. Donald L. Perryman, Ph.D.

The Truth Contributor

Don't leave inferences to be drawn when evidence can be presented.

Richard Wright



The 2019 race for the Toledo Public School Board is one to keep an eye on. At least three Democrats will be competing for just two available seats on the five-member governance board. The Lucas County Democratic Party is receiving plenty of blowback behind the scenes for choosing to endorse Sheena Barnes, a relative political newcomer, over incumbents Perry Lefever and Stephanie Eichenberg who are running for reelection.

Does this sound familiar?

It is similar to what happened two years ago when three Dems also ran for the TPS Board. Then, the Party endorsed two candidates but community activist Ruth Leonard became the odd person out, falling short in the election despite the Dems' endorsement and support.

Given the dynamics of this race, it is important to obtain the perspective of the candidates. This week incumbent Stephanie Eichenberg shares her experience since being elected to the Toledo Public School Board in 2015. This is the first of our two-part conversation.

Perryman: You are a candidate for the schoolboard once again. Please share a little of your personal history with our readers.

Eichenberg: Sure. So, I am a Toledoan, born here, raised here. I graduated from Bowsher High School and went to Northwestern University and then I came back, married my husband and we stayed in Toledo. I live in South Toledo now and I worked for 20 years in market research before I was on the school board and I still continue that job, so I've been in that business for 24 years. My daughter started school in 2012, and that's when I started getting involved as a PTO parent, and then, as you know, the next thing I did was to get interested in the TPS performance audit because although it was about education, it looked a lot like what I might see at work. That's how I got started.

Perryman: How does your career in market research connect with what you do as a board member for TPS?

Eichenberg: Well my focus in the market research world is on sampling, an issue I'm sure you are familiar with all the extensive studies that you've done. A lot of times when you think about sampling you're always thinking about the impact on data, both the demographics and other influences it can have. So, I bring a data mindset to the schoolboard and the other piece is just having been out in the private sector world for over 20 years now, I just see that things might be done sometimes differently than we're currently doing them in the schools.

Perryman: That's interesting. You describe it as bringing a private sector mindset to public education. I call it a mentality of substantiation. Should there be more of that type representation?

Eichenberg: I think that some school districts have that, but not a lot. I do believe that bringing that private mindset is a benefit, but you wouldn't want that to be the only mindset on your board. I like the diversity of our board and our backgrounds. Some are from the non-profit community, one is a teacher, one's a retired school psychologist. We have a good mixture because when we're thinking about the non-education practices and what are best practices, I might be able to contribute there. Our folks who work for non-profits bring a really great perspective from other areas. Then you look to the educator and the retired school psychologist and you learn something about the education process or you have kind of a reality check for us. I don't think our whole board should be business people. I've had to learn a lot about education in the past four years.

Perryman: What has been the change in the four years since you joined the Board? Have things improved? Stayed the same?

Eichenberg: We have had a big increase in graduation rate. Since I've been on the board, we've probably lifted it 68 percent across the district, which is pretty exciting. The other piece is that we have had the community support and passed levies. I'm actually really proud of that because I've been on the finance committee and we know that we need to not have to go back to the voters for five more years now because of that. We have a good operating balance and we don't want to hold too much money, but we also don't want to risk instability. The other thing that I think is good is our enrollment. It's up over 1700 students in I think the past five years, so probably 1200-1500 of those came in while I've been on the board. And part of that is offering diverse programming.

Perryman: Talk about the diverse programming, please.

Eichenberg: We opened the National Science Academy of Toledo (NSAT), which is pretty exciting and that was just last year. We also took two neighborhood schools and remade them as STEM schools. It helped to put fresh energy into the two neighborhoods and schools. Then we also took the Jones Leadership Academy, which had been started, but we made that an academy of business to really bring that career tech mindset to it and it helped them focus.

I do think those are great examples of diversity programming and we're going to see more of that as we open our SMART Academy, Escuela

... continued on page 5

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May 17-18

The Worshipping Warriors of End Time Christian Fellowship Prayer Conference: "Ignite the Fire;" Friday at 7 pm - Rev. April Sumrow of Leggett Chapel AME of Albion will be guest speaker; Saturday at 10 am - Rev. Shirley Sparks conducts a workshop - "Fire Baptism of the Holy Ghost; Saturday at 11:15 am Pastor Coretha Williams workshop – "Intercession According to Your Gifts;" Registration and continental breakfast from 9 to 9:45 am: 419-472-5993

The Shortage of Teachers of Color Is a Civil **Rights Crisis**

By Lynne Hamer, Ph.D.

Guest Column

We have a shortage of teachers of color and we all need to get serious about fixing it. Research in education and the social sciences makes a strong case for the need for an ethnically and racially diverse teaching force. Having diverse teachers is important both for children of color, concentrated in urban public schools, and for all children (Berchini, 2016; Boser, 2011; Gasman, 2016).

The Shanker Institute (2015) has characterized our national lack of teachers of color as a civil rights issue. They noted significant research showing that children of color often learn better and receive more appropriate discipline from teachers of color than from white teachers.

Urban, suburban, and rural school districts all lack diversity among their faculties to make student learning most effective and to appropriately represent—and prepare students to contribute to—the diverse, democratic society of the U.S. In addition, all districts continue to suffer from high teacher attrition; thus, the market for well-educated, licensed teachers of color remains strong (Ingersoll & May, 2011; Sutcher et al., 2016).

Popular thought and academic research alike tend to emphasize the need for children of color to have teachers who look like them and know their culture. However, current racial and ethnic tensions in the broader society strongly suggest the need for white, non-Hispanic children to grow up knowing adults of color who are loved and respected, and who hold positions of authority. For a child, the most important role model outside their family is often their teacher.

A first step in addressing the problem is to recognize the critical shortage of teachers of color is real and is a crisis (Sleeter & Carmona, 2017). The National Center for Education Statistics states that in 2011-2012 (the most recent data collected), nationally 82 percent of all K-12 teachers were white, non-Hispanic; Ohio in that year had 92.6 percent white, non-Hispanic teachers (https://nces.ed.gov/surveys/sass/tables/ sass1112_2013314_t1s_001.asp

A second step in addressing the problem is to admit that the lack of diversity among teachers disadvantages all students, but especially students of color. In general, as reported by the Research Policy Institute (2018), teachers of color help close achievement gaps for students of color and are highly rated by students of all races.

Specific research studies show that students of color need teachers of color in order to have a fair and equitable education. Toldson (2008) found that African-American students attending schools with a large percentage of African-American teachers were less likely to expelled, suspended, or placed in special education, and more likely to be recommended for gifted education and to graduate from high school.

Villegas & Irvine (2010) documented that teachers of color are more likely than are white teachers to recognize abilities of children of color and to assure that they receive opportunities to excel. Villagas et al. (2012) found that teachers of color serve as critical role models for all children, and that teachers of color are particularly suited to teaching students of color because of their experiential knowledge.

One problem, as Gallagher (2003) explains, is that white teachers often believe that they can be "color blind," which research shows no one in the race-based U.S. can be. That claim of "color-blindness" serves only to maintain white privilege.

Educator LaRon Scott (2016) noted that in special education, the shortage of black male teachers is particularly problematic when we consider the disproportionately high number of black male children enrolled in special education. He argues - and supports his argument with dozens of research studies - that this means that "Black male children must navigate learning, behavioral, and social issues without culturally experienced minority role models" and that this "has significant consequences" including:

- · evaluation of children using racially biased assessments;
- · assessment and service of children by white teachers who are not prepared to recognize these biases and are not prepared to provide culturally relevant pedagogy;
- · children of color being denied access to the guidance and understanding that a teacher of color who had experienced racism and could

be a role model would provide:

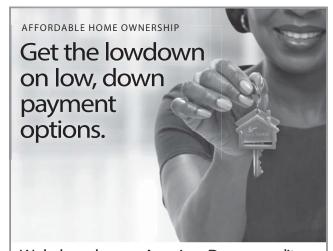
· Children of color experiencing a less supportive educational environment and thus having lower academic and social outcomes that could otherwise be achieved (Scott, 2016, pp. 42-43)

Finally, a team of Yale researchers (Gilliam et al., 2016) undertook an extensive study to understand "underlying causes" behind "preschool expulsions and the disproportionate expulsion of Black boys" (p. 2). They found that despite their best intentions, preschool teachers' implicit biases about sex and race meant they believed boys of color would have more challenging behaviors.

The researchers found that preschool teachers observed black boys more closely, and noted that this might contribute to disproportional referral for disciplinary problems. They also noted that the nature of implicit biases appeared to be related to race of educator. They found that educators tended to be more empathetic with students of own race, as indicated by decrease in their rating of severity of behavior. But they also found that the biases were related to higher or lower expectations for children in the classroom-even when discipline was not an issue (pp. 11-12).

How did we come to be in this situation? Research shows that the national and local shortage of teachers of color is not an accident and is not the result of a lack of interest on the part of people of color in becoming teachers. Rather, the shortage is rooted in the aftermath of

...continued on page 5



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Democratic Priorities Shape Budget as Bill Clears Ohio House

Bill Includes Tax Cut for Working People and Families

House Democratic lawmakers last week voted in favor of the state budget, House Bill 166, which includes a number of key Democratic priorities, including a significant tax cut for working people and families.

"I am proud of our Democratic members and their work to make this budget a more realistic blueprint for our state's future by including a number of our key priorities," said Democratic Leader Emilia Strong Sykes (D-Akron). "Democrats were able to deliver real results for taxpayers by closing some costly tax loopholes and passing a working families tax cut, which will put money back in the pockets of everyday Ohioans. We kept our promise to the taxpayers of Ohio-we work for you."

The budget includes historic tax cuts for working people and families, reducing the middle two income tax brackets and eliminating the bottom two altogether.

"We have an obligation to taxpayers to pass a fiscally responsible budget, and Democratic changes made this a balanced plan that invests in our future," said Rep. Jack Cera (D-Bellaire), the lead Democrat on the House budget panel. "Democrats were able to move this budget in the right direction to benefit small businesses, working people and families."

Long-held Democratic priorities of closing tax loopholes, like lowering the LLC loophole threshold from \$250,000 to \$100,000 and eliminating the corporate jet timeshare exemption, also made it into the budget. In addition, lawmakers included a provision to level the playing field for Ohio small businesses by administering online-sales tax collection for large corporations.

Democrats fought to remove a controversial, GOP-backed provision to limit healthcare access for low-income Ohioans that would have charged monthly premiums for Medicaid coverage, a practice that would have jeopardized care for thousands of Ohioans.

"The budget is a promise for a better, more secure future, and the work we were able to do to invest in working people and communities is a step in the right direction," said Assistant Minority Whip Rep. Paula Hicks-Hudson (D-Toledo). "Good government comes through compromise, and the only way we can keep our promise to taxpayers and restore the promise of better lives and brighter futures is by working together."

Additional key Democratic amendments added to the budget include making college more affordable for low-income students by increasing funding for the Ohio College Opportunity Grant.

The bill also includes provisions outlined in recently-passed HB 154, which would end controversial state takeovers and restore control to local school districts.

A \$32 million increase in home visitation funding to combat infant mortality and a minimum wage increase for direct service employees were also included.

"Improving access to healthcare and investing in children's services, education and workers begins to restore Ohio's promise as a place where people want to move again to find a good job, go to school and raise a family," said Rep. Allison Russo (D-Upper Arlington). "This budget shows that Democrats are here, working together to deliver real results for Ohio taxpayers."

The bipartisan bill passed the House and now heads to the state Senate for further consideration.

Ohio Chief Information Officer Named State Up & Comer of the Year

National award recognizes state government technology leaders

Ervan D. Rodgers II, Ohio's new chief information officer (CIO), was named a State Up & Comer of the Year by State News Group. The organization's StateScoop Awards are presented each year to projects and leaders driving state government technology and cybersecurity.

"It's great to see Ervan recognized nationally for what we already know here in Ohio," said DAS Director Matt Damschroder. "He is an accomplished professional who is already taking steps to make government services more easily accessible for all Ohioans." As State CIO, Rodgers oversees the DAS Office of Information Technology.

... continued on page 7





Perryman... continued from page 2

SMART Academy – Spanish language magnet school, the Toledo SMART Academy coming into a district from being a charter school, so that's another piece of that diversity.

So, in addition to opening schools, we've also brought our athletics. That was a big blow to the students when those were cut in the past because of economic reasons and I think we continue to try to upgrade our facilities there and be able to offer more sports. It's a really important piece to support the kids in as well as supporting the arts in the building. I won't take credit for this idea, the Fine Arts Festival started since I've been on the board, but that was Ms. Varwig's idea, but it's one of the neatest things we do because it gets kids in elementary school thinking about how they can do the arts in high school and what that means to them. So that's just another way that I think of engaging that student in getting them to care about all of school because they care about that one part of school.

Perryman: You attended the recent Libbey High School Historical Marker dedication. At the time that the board decided to close Libbey, I, along with the late Jack Ford and many others, had advocated to keep it open. Those efforts ultimately failed, but there have been whispers about reopening Libbey sometime in the future. Mr. Edward Drummond Libbey was a great industrialist and philanthropist in this community. What are your thoughts on the future of another school to honor Mr. Libbey?

Eichenberg: Well, I think that one of the things we have to pay attention to is we are continuing to see enrollment increase, and so we just have to think carefully about would we have students to support another school and would it be a comprehensive high school or would it be more of a specialty thematic school sort of like NSAT. Those are the kinds of questions we would have to answer and I think it's really early to say who would have answers for that, but we know there are certain neighborhoods that got left behind as schools closed over the past. When we think about is there a gap in offerings for that particular neighborhood, there may well be. So, you really have to figure out what does the neighborhood need and is there something we're missing in the district overall that we really need.

Perryman: I did my elementary schooling at what was called then, Gunckel School. That school is there today, but it is now called Jones. So, the Libbey name doesn't necessarily have to be affixed to a new high school, it could be an elementary school, middle school or even to an existing school building.

Eichenberg: Yes, and I know we've talked on and off about do we have the focus on the arts and, for me, when I think of Libbey, I used to be a docent at the museum before I had two children and couldn't keep up with it anymore. I always think of the huge contributions Mr. Libbey made to the arts and to the Toledo Museum of Art, and that's something that maybe could be a part of it. I do think it's interesting, just like you brought up both Jones and Libbey were kind of located in that area and are gone and I just think that there's still a pretty good population there, so we really have to look at how are we handling enrollment and figure out if it is neighborhood based

Perryman: What did you learn from your first term on the schoolboard and how do your insights inform a second term if you're reelected?

...continued on page 12



Teachers of Color... continued from page 3

Brown vs. Board of Education, when school boards fired their teachers of color rather than placing them in integrated classrooms where they would teach white children.

Educational researchers Linda Tillman (2004) and Gloria Ladson-Billings (2004) provide detailed histories of this moment. Historical evidence shows that the issue leading to the firing was that the white school boards and white parents did not want a person of color to have authority over white children.

We as a society created this problem through intentional policies and practices aimed at maintaining white supremacy in the face of desegregation. Now, we need to solve it.

First, we need to admit that it is a problem: Plenty of research says that it is. Second, we need to realize that the problem constitutes a civil rights violation. Civil rights are commonly understood as the rights of citizens both to freedom (political and social) and to equality. Having equal access to equal success in schooling is key to being able to realize one's freedom. The research on access to school success tells us we need to prioritize recruiting, supporting, and retaining teachers of color for our classrooms, nationally and locally.

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The Ben E. Williams Scholarship Recipients Announced

The Ben E. Williams Academic Scholarship Program announced its 2019 recipients - Scott High School seniors Jeremyah Belcher and Yai'zierra Jelks. Both students will receive a \$500 scholarship to assist with their college education. Jeremyah Belcher will be attending Owens Community College and Yai'zierra Jelks will be attending The University of Toledo.

The Ben E. Williams Academic Scholarship Program has been in existence since 1998 and awarded over \$20,000 in academic scholarships to nearly 100 high school seniors in Toledo public, private, and parochial schools. Scott High School Principal Carnel Smith, EdD, and School Counselor Michael Mercurio selected the scholarship recipients based on criteria provided by the organization, which included the following:

• Must be a graduating senior (2019) of Scott High School• Have earned a 2.5 or better cumulative GPA• Consistently demonstrate high quality



central city area.

Level in History Day Contest

Toledo Early College freshman Loren Willhight will travel to College Park, MD on 10 June 2019 to compete at the national level of the National History

character and a commitment to community service. Be accepted to and

Ben E. Williams Youth Services Incorporated [BWYS] is a non-profit

organization that is dedicated to helping youth in the Toledo community

make quality decisions that will affect their lives in a positive manner.

Since its establishment in 1998, they have formed partnerships with sev-

eral Toledo City Government agencies, local businesses, concerned citi-

zens, and other youth-serving agencies in order to benefit the youth in the

attending a college or university in the summer/fall of 2019

Ohio Wesleyan University on 21 April 2019.

Sophomore Sirena Roberts received an Honorable Mention for her documentary "Diamond Darlings: Striking out for inequality as well as eighth grader Kaylee Britt for her Individual Performance "Bird Woman: A Shoshone Inspiration".

Day (NHD) contest. Loren earned second place for her website "Nina Simone: A young pianist to an activist" at the state NHD contest that was held at

The students were accompanied by teachers Zach Shepler and Randy Nissen and Toledo Early College principal Karen Berman.

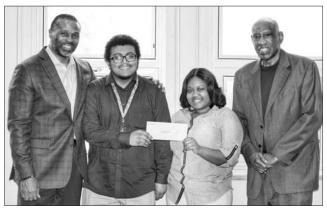
Every freshman and sophomore at Early College is required to create an NHD project; entering the contest is optional. Project categories include exhibits, websites, documentaries and performances. One hundred-twenty six students represented the school at the regional contest at BGSU in April where thirty-six qualified for the state contest.

"National History Day allows students to conduct deep research on a topic of their choice", said Mona Al-Hayani, Ohio Teacher of the Year, "Loren did a great job on her website." Loren Willhight added, "I gained many insights about the remarkable career of Nina Simone. Her life was full of ups and downs."

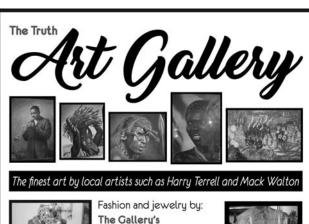
A GoFundMe (TEC NHD 2019) has been set up to help Loren and her mother travel to the national contest. ### FOR MORE INFORMATION Randy Nissen TEC History Teacher 419.704.1940 randy@randynissen.net Attachment: TEC NHD 2-019.jpeg (L-R, Kaylee Britt, Loren Willhight, Sirena Roberts)



Kaylee Britt, Loren Willhight, Sirena Roberts



Carnel Smith, Jeremyah Belcher, Yai'zierra Jelks, Ben E. Williams.



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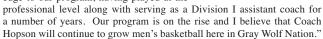
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Dennis Hopson Named Lourdes Men's Basketball Coach

Lourdes University Athletics Director **Janet Eaton** has named **Dennis Hopson** as the third head men's basketball coach in the program's history.

A native of Toledo, Hopson arrives at Lourdes with more than 30 years of basket-ball coaching, recruiting, and playing experience

"I am thrilled to announce that Coach Hopson will be the next head men's basketball coach here at Lourdes," Eaton stated. "Coach Hopson brings a wealth of knowledge to our program, having played at the



Hopson played in the National Basketball Association (NBA) for five seasons. He was the third pick overall in the 1987 NBA Draft by the New Jersey Nets, where he played for three years. He also had stints with the Chicago Bulls, where he won a NBA Championship, and the Sacramento Kings. Following his NBA career, Hopson played seven more years in Europe.

Upon retiring from his playing career, Hopson was a regional scout for the Philadelphia 76ers in 2003-2004 before moving into the coaching ranks.

He began his collegiate coaching career at Northwood University, where he served as an assistant coach for two years under head coach Rollie Massimino. He was a part of a NAIA national quarterfinals team in 2007-2008 and helped guide the Timberwolves to a pair of Florida Sun Conference titles.



Hopson spent 2009-2014 as an assistant coach at Bowling Green State University for coach Louis Orr. He was an instrumental member of the coaching staff that helped the Falcons earn a berth in the 2012 CollegeInsider.com postseason tournament.

Hopson spent one season as the head boys coach at Bedford High School and also served as the Director of Basketball Operations for the YMCA of Greater Toledo prior to his arrival at Lourdes.

"I would like to thank President Gawelek and Coach Eaton for this opportunity," Hopson said. "Their energy and passion for the future of this program had a lot to do with me making the decision to come here. I am excited for the vision and direction that the athletics staff is headed in. I am a community guy and passionate about the city of Toledo and the surrounding community, and the opportunity to stay home and coach at the collegiate level makes this that much more exciting."

Hopson was a standout player at The Ohio State University, where he was an All-American and the Big Ten Player of the Year in 1987. He is the Buckeyes' all-time leading scorer, tallying 2,096 points during his four-year career. He also holds the school's single season scoring record with 958 points in 1986-1987, a season in which he finished second nationally in scoring.

A member of the Ohio State Hall of Fame Class of 1994, Hopson was named to the John Wooden Award All-American Team and was named a First Team All-Big Ten selection in 1987.

Hopson received his Bachelor of Education in sports and leisure studies from Ohio State in 2006.

He inherits a Lourdes program that finished the 2018-2019 season 18-13 overall and 9-11 in the Wolverine-Hoosier Athletic Conference. The Gray Wolves finished in a tie for fifth place in the WHAC standings this past season.

Up & Comer... continued from page 4

Award winners are chosen from among thousands of nominees throughout the nation. More than two million votes were cast to select the eventual winners. The announcement was made recently at the National Association of State Chief Information Officers' (NASCIO) midyear conference in National Harbor, Maryland. NASCIO is a nonprofit association representing chief information officers and information technology executives and managers from the states, territories, and the District of Columbia.

Rodgers started as Ohio's CIO in December. Prior to his appointment, Rodgers, who also serves as assistant director of the Ohio Department of Administrative Services (DAS), served as CIO of the Ohio Attorney General's Office from 2015 through 2018.

"I'm humbled and excited to receive this award," Rodgers said. "It is a reflection of our commitment to leverage technology to better serve Ohioans



and address issues impacting our state."

Speaking at the NASCIO conference, Rodgers gave an overview of InnovateOhio, Gov. Mike DeWine's initiative to modernize and digitally transform state services. Rodgers told the audience that DAS will implement the program, which is being overseen by Lt. Governor Jon Husted. InnovateOhio, he said, will simplify the customer experience by bringing multiple interactions with state government under one technological umbrella.

Originally from Lansing, Mich., Rodgers graduated from Spring Arbor University in Spring Arbor, Mich., where he earned a bachelor's degree in organizational leadership. Rodgers is pursuing a master's degree in computer science from Muskingum University and lives in Westerville, Ohio.



Toledo Links Celebrate New Members and Alumnae Status of Current Members

Recently, members of The Toledo (OH) Chapter of The Links, Inc, were joined by family and friends at Stone Oak Country Club to celebrate new Toledo Chapter members Erin Baker and Kayla French, and the transition to Alumnae status of Deborah A. Barnett (1989) and Johnetta M. McCullough (2000).

Over the years, the new alumnae have served in a variety of leadership roles. Together, their combined service and friendship is just under 50

A special tribute recognizing Marianne Payne, an alumna, charter, and now, Platinum member. The National Executive Council recognizes

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...continued on page 10





Johnetta McCullough and Deborah Barnett





Frin Baker



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African American Leadership Council Holds Meet and Greet

Sojourner's Truth Staff

Several dozen community members joined the African American Leadership Council of United Way on Thursday, May 9 for a meet and greet at The Truth Art Gallery.

"This is our way of thanking and engaging people whom we don't know," said Joint Council Chairman Patrice McClellan, EdD, of the reason for the gathering.

The invited guests took the opportunity to speak with AALC members and volunteer to assist the AALC committees in their work in the community.

The AALC Leadership Development committee plans the Council's Lunch with Leaders



Patrice McClellan

series that brings experienced African American leaders together to share their expertise on important topics. The Strategic Partnerships committee leads the Council's investment in a minority scholarship program for local students in partnership with its Brothers on the Rise program. The com-

mittee also supports a partnership with Read for Literacy and initiates the Real Men READ-y program.

The Membership committee plans volunteer and engagement opportunities for members.

The AALC's mission is to positively impact the African American community by advocating effective initiatives through strategic partnerships, leadership development and volunteerism. The Council was formed in 2006 as an affinity group for the United Way of Greater Toledo's donors and has about 180 members plus another 80 on its mailing lists.



The Cotillion Physical Fitness Workshop

The women of the National Association of Negro Business and Professional Women's Club Inc. Cotillion Scholarship Program presented a Physical Fitness Workshop and Spirit Week on Wednesday May 1, 2019 at Keyser Elementary School which was presented by Erika White, physical fitness trainer.

White discussed four key things you can do to help prevent diseases and maintain a healthy lifestyle: healthy eating, being physically active, attaining and maintaining a healthy weight and wellness checkups. People can fight against and prevent diseases; genetics are not always our destiny, she said

The physical fitness workshop also supported a new health initiative that Mayor Wade Kapszukiewicz started on May 1 to encourage Toledo Neighbors to support a year-long wellness and weight loss challenge.

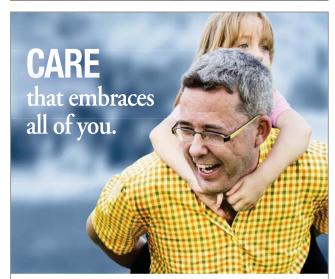
In support of "Spirit Week," participants were their favorite school paraphernalia which represented different schools in the Toledo Community.











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Social Security News

By Erin Thompson, Public Affairs Specialist in Toledo, OH Guest Column

Question:

I run a bed and breakfast. By this time every year, I am tired of all the paperwork involved with filing taxes. Is there an easier way for small businesses to file W-2s for their employees?

Answer:

Absolutely. If you are a small business owner or entrepreneur, you should check out Social Security's Business Services Online (BSO) website. There, you can file your employees' W-2s and W-2cs electronically and print out the W-2s to provide paper copies to your employees. You also can verify the Social Security numbers of your employees. Our online services are easy to use, fast, and secure. Visit our BSO page at www.socialsecurity.gov/bso.

Question:

I'm expecting a baby this June. What do I need to do to get a Social Security number for my baby?

Answer:

Apply for a number at the hospital when you apply for your baby's birth certificate. The state agency that issues birth certificates will share your child's information with us and we will mail the Social Security card to you. You can learn more about the Social Security number and card by reading our online publication Social Security Numbers for Children , available at www.socialsecurity.gov/pubs.

Question:

I noticed that my date of birth in Social Security's records is wrong. How



do I get that corrected?

Answer:

To change the date of birth shown on our records, take the following steps:

- Complete an Application For A Social Security Card (Form SS-5); Show us documents proving:
- U.S. citizenship (if you have not previously established your citizenship with us);
- Age; and
- Identity; then
- Take (or mail) your completed application and documents to your local Social Security office.

Note that all documents must be either originals or copies certified by the issuing agency. We cannot accept photocopies or notarized copies of documents. For details on the documents, visit www.socialsecurity.gov/ss5doc.

Question:

I stumbled onto your YouTube channel while looking at funny cat videos. Why does Social Security produce cat videos?

Answer

It's just one of many ways for us to connect to people where they already spend time. It's important for us to let everyone know about all we do for Americans. We're especially interested in getting the word out about our easy, convenient, and secure online services. That's why we look for creative ways to reach people, young and old. Our popular YouTube videos are not only a hit with viewers, but they let people know the best way to apply for benefits—online. See the videos for yourself at www.socialsecurity.gov. Just select the YouTube link at the bottom of the page. By the way, the cat videos have already received more than one million views.

Question:

I got married and I need to change my name in Social Security's records. What do I do?

Answer

If you change your name due to marriage or for any other reason, you'll need to report the change and get a corrected Social Security card with your new name. You will need to fill out Form SS-5. You can get a copy of this form by visiting www.socialsecurity.gov/ss5doc or by calling our toll-free number 1-800-772-1213 (TTY 1-800-325-0778). You'll also need to provide the original marriage certificate showing your new and old names. You can mail or take the documentation to your local Social Security office. In some cases, we may need other forms of documentation as well. For more information, visit www.socialsecurity.gov/ssnumber.

Toledo Links... continued from page 8

members who are 80 years old and served 30 years or more. At the 2018 National Assembly in Indianapolis, Payne received the highest honor as a Platinum member. However, Payne was unable to attend the National Assembly. Therefore, during the gathering, Toledo Chapter President Beverly Baker, presented her with a gold medallion and certificate honoring her amazing milestone.

Guests enjoyed light refreshments, entertainment and a wonderful afternoon of fellowship, fun and friendship.

The Economy and Financial Health Section • The Economy and Financial Health Section • The Economy and Financial Health Section

Not Your Grandfather's Home Loan: What to Know About Today's Process

Special to The Truth

In today's world where moving fast is the norm, you may think that finding the time to apply for a home loan is about as likely as finding the time to remove your jam-packed storage room of all the objects that don't bring you joy.

The good news is the process is probably a lot less time-consuming than you think.

Back in the day, when interest rates were 15-plus percent (before online banking was even a thing), getting a mortgage loan required a trip to the bank for a conversation with your lender and a long slog to gather copies of paystubs, tax documents and bank statements. The process may have even involved faxing.

All that documentation was for good reason and is still needed – it shows you have the ability to repay your loan and are assuming a financial obligation you can afford. But mortgage companies have found much easier ways to move you through the home lending process.

"Consumers today expect that most anything can be accomplished with a few taps on their mobile devices," says Perry Hilzendeger, head of Wells Fargo's Home Lending Retail division. "We're aligning the mortgage experience to that expectation."

Imagine this: you're perusing real estate sites and find a property you like. You call the real estate agent and get an appointment to see it tomorrow, but it's a competitive market so you want to be ready with your loan so you can make an offer. You pull out your phone and select a mortgage lender, such as Wells Fargo. They have an online mortgage application, and because you're already an online banking customer, you can log in and be presented with

your profile and account information to help you zip through the application. Your application is submitted quickly, and you're ready to house hunt! There were no paper documents to track down and you never left the couch.

As you pick a lender, here's how to ensure your homebuying experience can be smooth and easy:

- Make sure your lender has a robust online application that allows you to easily apply and provide information.
- Just because you can do it all online, doesn't mean you want to. Shop around for a full-service provider who can offer guidance throughout the process.
- Be sure you can apply for the loan when, where and how you want. Your mortgage company should meet you where you are -- face-to-face or online.
- Know that not all homebuying situations are alike, and complicated financial situations may require a little more legwork. Work with a trusted lender who will take the time to guide you through the process.
- Look for a lender who has a breadth of products and services and can offer the right options for your situation and the convenience of digital tools.
- "Mortgage lending has come a long way from the days of fax machines and pushing paper," says Hilzendeger. "Take time to find a lender who is accessible in the way you want, committed to simplifying the experience and can guide you down the right home financing path for you."

Courtesy StatePoint

When Temperatures Get High, Keep Your Bills Low

Special to The Truth

Do higher temperatures have to mean higher energy bills? The answer is no. There are numerous ways to keep your home cool and bills low in

After a few months of disuse, it is vital to check that your air conditioning system is still working in an efficient and optimal manner. If you have a central air conditioning system, for peace of mind, you might want to have your system checked by an HVACR professional. In order to save, be sure to shop around for special deals, which are not difficult to find for seasonal preventive maintenance.

Understand however, that the proficiency of HVACR technicians varies greatly. When searching for the right HVACR technician for your home, one way to make certain that the job will be done properly and effectively is by hiring a professional certified by North American Technician Excellence (NATE), the nation's largest certification body for HVACR technicians. NATE-certified technicians are qualified to properly install and service equipment, which means maximum home comfort and energy savings.

Once a technician has inspected your system for efficiency, there are a number of things you can do to keep energy bills low:

- Clean your air filters. Check them every couple of weeks and change them at least twice in the season, or as directed by the manufacturer.
- Don't obstruct airflow around air conditioner units -- keep them clear of plants and debris.
- Raise the thermostat about 5 degrees. Each degree you raise the thermostat will save you a percentage off your cooling energy bill.
- Compare energy bills from last year. If your costs have significantly increased, simply contact a qualified HVACR technician -- he or she can help determine the source of the problem.

Remember, having an energy-approved, eco-friendly, high-efficiency product does not mean automatic money and energy savings. Proper installation, service and maintenance are important, too. So, do yourself a favor and request the service of an HVAC contractor who employs NATE-certified technicians. To locate one, visit the Homeowners section of the NATE website at www.natex.org, then enter your zip code on the locator map.

By taking proactive measures, you can rest assured that this season you will be cool while saving money and energy.

Courtesy StatePoint



Taxpayer Advocacy Panel

SPEAK UP• Improve IRS• We Listen

By Andrea Price, TAP OHIO Member Guest Column

The Taxpayer Advocate Service (TAS) is an independent organization within the Internal Revenue Service (IRS). TAS exists to ensure that every taxpayer is treated fairly and that you know and understand your rights.

The Taxpayer Advocacy Panel (TAP) falls under TAS. TAP is comprised of civic-minded citizen volunteers from all walks of life representing each state, D.C., Puerto Rico and an international member (citizens living, working or doing business abroad).

TAP is a Federal Advisory Committee whose mission is to listen to taxpayers, identify taxpayers' issues and make suggestions for improving the IRS service and customer satisfaction.

This month, I would like to focus on the Taxpayer Bill of Rights. Nina E. Olson, National Taxpayer Advocate stated, "At their core, taxpayer rights are human rights."

1. The Right to Be Informed

Taxpayers have the right to know what they need to do to comply with the tax laws. They are entitled to clear explanations of the laws and IRS procedures in all tax forms, instructions, publications, notices, and correspondence. They have the right to be informed of IRS decisions about their tax accounts and to receive clear explanations of the outcomes.

2. The Right to Quality Service

Taxpayers have the right to receive prompt, courteous and professional assistance in their dealings with the IRS, to be spoken to in a way they can easily understand, to receive clear and easily understandable communications from the IRS, and to speak to a supervisor about inadequate service.

3. The Right to Pay No More than the Correct Amount of Tax

Taxpayers have the right to pay only the amount of tax legally due, including interest and penalties, and to have the IRS apply all tax payments properly.

4. The Right to Challenge the IRS's Position and Be Heard

Taxpayers have the right to raise objections and provide additional documentation in response to formal IRS actions or proposed actions, to expect that the IRS will consider their timely objections and documentation promptly and fairly, and to receive a response if the IRS does not agree with their position.

5. The Right to Appeal an IRS Decision in an Independent Forum

Taxpayer are entitled to a fair and impartial administrative appeal of most IRS decision, including many penalties, and have the right to receive a

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6. The Right to Finality

Taxpayers have the right to know the maximum amount of time they have to challenge the IRS's position as well as the maximum amount of time the IRS has to audit a particular tax year or collect a tax debt. Taxpayers have their right to know when the IRS has finished an audit.

7. The Right to Privacy

Taxpayers have the right to expect that any IRS inquiry, examination, or enforcement action will comply with the law and be no more intrusive than necessary, and will respect all due process rights, including search and seizure protections and will provide, where applicable, a collection due process hearing.

8. The Right to Confidentiality

Taxpayers have the right to expect that any information they provide to the IRS will not be disclosed unless authorized by the taxpayer or by law. Taxpayers have the right to expect appropriate action will be taken against employees, return preparers, and others who wrongfully use or disclose taxpayer return information.

9. The Right to Retain Representation

Taxpayers have the right to retain an authorized representative of their choice to represent them in their dealings with the IRS. Taxpayers have the right to seek assistance from Low Income Taxpayer Clinic if they cannot afford representation.

10. The Right to a Fair and Just Tax System

Taxpayers have the right to expect the tax system to consider facts and circumstances that might affect their underlying liabilities, ability to pay, or ability to provide information timely. Taxpayers have the right to receive assistance from the Taxpayer Advocate Service if they are experiencing financial difficulty or if the IRS has not resolved their tax issues properly and timely through its normal channels.

Learn more at taxpayeradvocate.irs.gov/taxpayers-rights

Everyone has something to say about taxes and the IRS. Please take a moment to give us your suggestions for TAP to consider by contacting one of the following:

TAP Ohio member: tapohioandreaprice@gmail.

Toll-free at:1-888-912-1227 Website: www.improveirs.org

SUBMIT YOUR COMMENT

Name (optional)

Email (optional)

NOTE: providing your contact information will erryman@enterofhopebaptist.org



Andrea Price

allow TAP to respond back to you

Subject _____

COMMENT

NOTE: To protect your privacy, please do not include any confidential information, such as your social security number

How did you learn about TAP? ____

Perryman... continued from page 5

Eichenberg: Well, I learned a couple of things that are really important. The first is no change is ever as simple as you think that it is and the second is that there are a lot of people who work for us who really know what they're talking about and what they're doing. So, the way that would inform a second term is that I would like to make sure that we are inclusive as possible. There is so much talent among the people that we employ and there's a lot of good ideas about how we can operate better. It's a matter of getting them all together, finding an easier way to share those ideas is what I would like to see so that then we can take new ideas and really go forward with them.

(See part II next week where Eichenberg discusses the District's challenges)

Contact Rev. Donald Perryman, PhD, at drdlp-erryman@enterofhonebantist org





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The Undefeated by Kwame Alexander, illustrations by Kadir Nelson

By Terri Schlichenmeyer The Truth Contributor

You wanted it. And you wanted it very much.

But, ah, well, you didn't get it. You worked and you begged and maybe you even saved but you didn't get what it was that you wanted. You were sad, but you got over it. You'll try again, work harder, save

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more and, as in *The Undefeated* by Kwame Alexander and Kadir Nelson, one day, you'll reach your goal.

This book is just for you. But it's something you have to share because it's "for the unforgettable," too. It's for those people who opened the doors to all kinds of new opportunities for everyone, but they never became famous for it.

It's for people who did whatever it took to get to America, to thrive and find a home and happiness. This book is for people who struggled, and for those who didn't.

It's about people who were strong and were admired for that strength. It's for those who believed in themselves but who also put their faith in a higher power. It's for those who "tackle vision" and those who don't hide their light behind anything, ever.

It's for soldiers and dancers, marchers and players, boxers and parents and kids, and it's for you. It's for Black lives that matter and for the people who never got a chance to know that. It's because of the "unspeakable."

Share this book for those who won't be stopped, who'll keep dreaming and reaching and imagining and proving. It's for the athletes we know, and for the ones we don't know about yet. It's for performers we sing along with, and for songs not written. It's for those who tried and tried until the last breath they had.

You'll have to share it, but this book is for you. It's "for us."

The Undefeated is one of those things that's really had to nail down.

It's a quick read that may be too quick for some kids; it's over almost before it begins because author Kwame Alexander's words are spare and not very attention-grabbing for the very youngest of children. It doesn't help that the picture-book-style illustrations are attractive but they aren't particularly colorful or active.

For gradeschoolers, none of that will matter because The Undefeated is a poem set to picture and it's inspirational for them, especially if they're just learning about African American history. But there's a possibility for those kids that the power behind the illustrations by Kadir Nelson might be missed because the stories of the people in this

HUNDEFEATED

The state of the s

book are at the end and not always with the pictures.

Adults, however, might find this book to be a treasure. Alexander's poem pulses with strength and the artwork, from an adult's POV, is perfectly rendered. You may recognize the people depicted – and if not, there's always the back of the book.

The trick, perhaps, is to carefully share this book with the child you love, explain, and let it spark conversation. Once kids understand, *The Undefeated* is a book they'll want very much.

Teachers of Color... continued from page 5

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Tillman, L. (2004). "(UN)INTENDED CONSEQUENCES: The Impact of the *Brown v. Board of Education Decision on the Employment Status of Black Educators*." Education and Urban Society, 36(3), 280-303.

Toldson, I. (2008). Breaking Barriers: Plotting the Path for Academic Success among School-Age African-American Males. Washington, D.C.: Congressional Black Caucus Foundation, Inc.

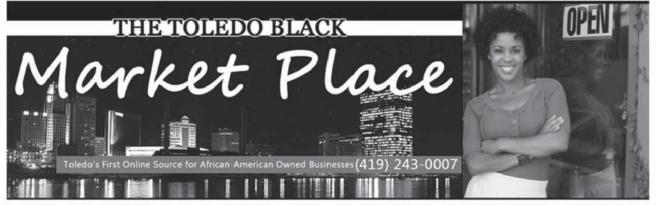
Villegas, A., & Irvine, J. (2010). Diversifying the teaching force: An examination of the major arguments. *The Urban Review*, 42 (3), 175-192

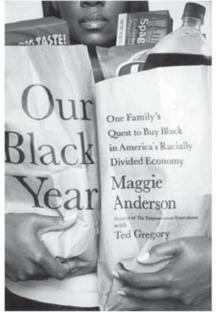
Vilson, J. (2015). "The Need for More Teachers of Color." *American Educator*.

The author is coordinator of Teach Toledo, a collaboration between the University of Toledo and Toledo Public Schools designed to recruit and provide academic support for future teachers of color. UT's Teach Toledo is recruiting for Cohort II, with May 31 being the deadline for application. Requirements are a GED or a high school diploma, and all ages are welcome. Classes will begin in August. Contact Hamer at 419-283-8288 or lynne.hamer@utoledo.edu, or go to the website at www.utoledo.edu/education/teachtoledo to apply for admission on line. Dr. Hamer is happy to send readers PDFs of the research referenced in this article; contact her via email.

This article is part II of a three part series: Part I reported the graduation of eight Teach Toledo studuents, and part III will offer an assessment of Teach Toledo's progress in addressing the crisis of the shortage of teachers of color.













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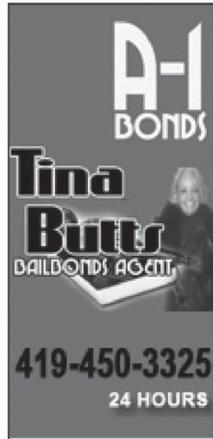




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CLASSIFIEDS

May 15, 2019

Page 15

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Notice to Bidders: Inquiry # FY19-65, (Project # 1130-19-203) for Building Automation System Upgrades for the University of Toledo. Sealed bids for this project must be clearly marked with the project number on all inner and outer envelopes and/or shipping containers. Bids must be addressed and delivered to the University of Toledo, Facilities and Construction, Plant Operations, Room 1100, 2925 E. Rocket Drive, MS 216, Toledo, Ohio 43606 before 2:00 p.m., Tuesday, May 21, 2019. Bids will be publicly opened that same day at 2:05 p.m. in the Plant Operations Building, Room 1000. Copies of Plans, Specifications, and Bid Forms may be obtained from Becker Impressions, 4646 Angola Rd., Toledo, Ohio 43615. Call 419-385-5303 for an appointment to pick up bid package. A cost of \$150.00 will be charged per set. Any further information may be obtained from Doug Smith of Dynamix Engineering Ltd. at 614-443-1178. One Pre-Bid Conference will be held on Tuesday, May 14, 2019 at 10:00 a.m. in the Plant Operations Building, Room 1000, at the University of Toledo, 2925 E. Rocket Drive, Toledo, OH 43606. Total Bid Guaranty and Contract Bond are required per section 153.54 of the Ohio Revised Code. EDGE Participation Goal: 15%. Project Estimate: \$1,676,700.00; Breakdown: HVAC: \$1,676,700.00.

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NEIGHBORHOOD CLEAN-UP

The Family House, 669 Indiana Ave. is having a Neighborhood Clean-Up on May 16th from 11:00-3:00. Meet at Family House. There will be equipment, food and a great sense of pride in cleaning up our own neighborhood. Please come...one and all.

BLACK & BROWN UNITY COALITION EXECUTIVE DIRECTOR POSITION

The Executive Director is the key management leader of the Black/Brown Unity Coalition. The Executive Director is responsible for overseeing the administration, project management and strategic plan of the organization. Other key duties include fundraising, marketing, and community organizing. The position reports directly to the Board of Directors.

For more information please contact: Mrs. Juanita Greene @ 419-255-0097 First church of God 3016 Collingwood Blvd Toledo, Ohio 43610

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NOTICE TO BIDDERS

SEALED PROPOSALS for bidding on Fort Miamis Improvements will be received; opened; and read aloud at the Metropolitan Park District of the Toledo Area, Fallen Timbers Field Office, 6101 Fallen Timbers Lane, Maumee, Ohio 43537 Tuesday, May 21, 2019 at 1:00 p.m. local time.

THE SCOPE OF WORK consists of park improvements including construction of 312 feet of aggregate path, 100 feet of wooden boardwalk with overlook deck, fabrication & installation of a steel observation tower, and replacement of failed sheet piling with 290 feet of precast concrete retaining wall along the Maumee River with stepped canoe/kayak access. Bidders may obtain copies of plans, specifications, contract documents and plan-holder's list through Newfax Corporation, 333 West Woodruff, Toledo, Ohio 43604 between 8:30 a.m. and 4:30 p.m., Monday through Friday (check made payable to Newfax Corporation) or via the Newfax Digital Plan Room at www.newfaxcorp.com. Newfax can be contacted at 419-241-5157 or 800-877-5157. A non-refundable fee of \$20 is required for each set of full-size documents obtained. For additional information, please contact Jon Zvanovec @ 419-360-9184, jon.zvanovec@metroparkstoledo.com.

EACH BIDDER MUST FURNISH either (1) a bond for the full amount of the bid or (2) a certified check, cashier's check or irrevocable letter of credit in an amount equal to ten percent (10%) of the bid with its bid. The successful bidder must furnish a 100 percent (100%) Performance Bond and a 100 percent (100%) Labor and Materials Bond.

THIS PROJECT IS FEDERALLY ASSISTED. Contracts to be awarded under this invitation for bids will be subject to all applicable Federal laws and related acts.

No bidder may withdraw its bid within thirty (30) days after the actual date of the opening thereof.

THE BOARD OF PARK COMMISSIONERS OF THE METROPOLITAN PARK DISTRICT OF THE TOLEDO AREA reserves the right to reject any or all bids, and to waive any informality in bidding.

By order of the Board of Park Commissioners

METROPOLITAN PARK DISTRICT OF THE TOLEDO AREA

David D. Zenk, Director

The Cotillion 54rd Annual Mother-Daughter Luncheon Sojourner's Truth Staff

The Toledo Club of The National Association of Negro Business and Professional Women's Clubs, Inc, held its annual Mother-Daughter Luncheon on May 11 at the Inverness Country Club as part of its run-up to the 2019

This year the Toledo Club is presenting 21 young debutantes to society on Saturday May 265 at the Stranahan and the Mother-Daughter Luncheon is a perennial prelude to the main event.

This past weekend, Cotillion Co-Chairman Karen Jarrett opened the event and served as mistress of ceremonies. Toledo Club President Frances Collins. PhD welcomed the debutantes and their mothers and after the preliminaries, lunch and a poem by Etiquette Chairman Denise Cardwell, all of the debutantes and their mothers, or guardians, were introduced and asked to describe their relationships.

After the tearful expressions of mutual love and gratitude, the young women were apprised of the next step in the Cotillion event – the talent show – by Talent Co-Chairmen Deborah Carlisle and Beverly Tucker.

Closing out the luncheon, Cotillion General Chairman Wilma Brown, who has helped to guide the event since the onset 54 years ago, addressed the attendees on some of the issues they will face this year.





Mothers and Daughters



Seated Denise Black Poon, Wilma Brown; Frances Collins, PhD; Alexii Collins; Back Row Denise Cardwell; Karen Jarrett; Sherry Reed; Deborah Carlisle

NANBPWC Being A Gentleman Workshop

The women of the National Association of Negro Business and Professional Women's Club Inc. Cotillion Scholarship Program presented a workshop entitled "Being A Gentleman" on Wednesday May 1, 2019 at Keyser Elementary School which was presented by Wade Barnett, EdD.

Barnett is the principal of Jones Leadership Academy of Business and is passionate about committing to the educational growth of students.

Barnett spoke about the rules of being a gentleman to the NANBPWC Cotillion Scholarship Program escorts who are mostly seniors. So many important topics were addressed that help to shape a gentleman.

The participants felt that manners, proper greeting, appearance, being polite, having confidence, grooming and are some of the important aspects of

etiquette that young gentlemen should possess.

Everyone was able to participate in interactive group activities and ask questions.

Dennis Jarrett and Larry Cardwell have also helped prepare the escorts to be gentleman and leaders.

Wilma Brown, chairman, and Co Chairmen Karen Jarrett and Denise Cardwell would like to remind everyone about this year's Cotillion Scholarship Ball on Saturday, May 25, 2019 at the Stranahan Great Hall





