



FIRST RING STUDENT LEADERSHIP INSTITUTE

2024-2025 YEARBOOK



TABLE of CONTENTS

Section I: Introduction 3

Section II: 2024-2025 Year 1 District Research Projects 6

Section III: 2024-2025 Year 2 & 3 State Research Project 20

Section IV: Our Seniors: Class of 2025 23

Section V: The Year in Photos 24

Section VI: Student Reflections 25

Section VII: Advisor Reflections 27

Section VIII: Facilitator & Staff Bios 28

FRSLI By the Numbers 31



SECTION I

ADVANCING PUBLIC EDUCATION TOGETHER



The First Ring Schools Collaborative (FRSC) is an organization of more than 100 superintendents and administrators from 16 school districts that border the City of Cleveland. The FRSC represents over 50,000 students, pre-K through grade 12. The FRSC was established in 2000 to help districts address the interrelated challenges of poverty, mobility, diversity, equity, and the achievement gap. In addition to sponsoring the First Ring Student Leadership Institute (FRSLI), the FRSC sponsors the First Ring Leadership Academy (FRLA) for emerging teacher leaders and has implemented student wellness initiatives, career development projects, academic achievement programs, and school-based health care programs. FRSC also supports networks of colleagues in similar roles across its member districts, including administrators in Career Readiness, Curriculum, Early Childhood, EMIS, Equity, Family and Community Engagement, High School Principals, Public Relations and Communications, Pupil Services, Registrars, Safety and Security, Transportation, and Treasurers.

FRSC collaborates closely with the Cleveland Metropolitan School District as it serves the following 16 member districts:

- Bedford City Schools
- Berea City Schools
- Brooklyn City Schools
- Cleveland Heights-University Heights City Schools
- Cuyahoga Heights Local Schools
- East Cleveland City Schools
- Euclid City Schools
- Fairview Park City Schools
- Garfield Heights City Schools
- Lakewood City Schools
- Maple Heights City Schools
- Parma City Schools
- Richmond Heights Local Schools
- Shaker Heights City Schools
- South Euclid Lyndhurst City Schools
- Warrensville Heights City Schools

FIRST RING STUDENT LEADERSHIP INSTITUTE

STUDENT VOICE



**“I learned how to use my voice
and acknowledge that I can
make a difference.”**

*- Katelyn Williams, Sophomore,
Berea-Midpark High School*

This year, more than 70 sophomores participated in the 2024-2025 First Ring Student Leadership Institute (FRSLI) where they worked to help solve important issues in their schools such as stress and mental health, school safety, motivation and engagement, and school spirit. Using a social justice framework called Youth Participatory Action Research (YPAR), students conducted original research on their issues and based on the findings, pitched their recommendations to First Ring Superintendents at the end of the year. In the process they honed their skills in public speaking, teamwork and consensus building, critical thinking and leadership, and gained the confidence to share their views with others.

Almost 60 juniors and seniors returned for their second or third year in the program, collaborating with students from our sister program in central Ohio to investigate why fewer Ohio high school students are pursuing careers in education and how to encourage more to enter the field. Students learned about the “Teacher Pipeline” and its effect on school staffing and shortages at our first session in October. They developed an online survey targeting high school students across Ohio, and at the date of this writing have almost 1,300 respondents. This spring students shared their results with leaders in education at several Ohio colleges and universities, with superintendents and high school principals in Northeast Ohio, and in November will present their research and findings at OSBA’s Capital Conference

As facilitators, my colleagues and I are deeply impressed with the hard work, dedication and passion for change these students demonstrate. As one of our Advisors said, “If you listen to students, they have insight on how to make schools better.” Thank you to the First Ring Superintendents and our many other partners for giving our students the opportunity to use their voices to make real change in their schools and communities!

Wendy Jovan

Educational Service Center of Northeast Ohio

“

The most valuable thing I learned this year was about truly listening to people when they talk.

- Gabriel, Sophomore

“

I learned the importance of having courage and taking the opportunity to speak in front of an audience.

- Janelle, Sophomore

“

I definitely gained a better understanding of collaboration in a professional setting.

- Diana, Sophomore

“

I learned that each student has unique leadership skills...and that all students when given the opportunity can be leaders.

Lynn, Advisor

OUR PARTNERS



MARTHA HOLDEN
JENNINGS FOUNDATION



The First Ring Schools Collaborative (FRSC), its networks and programs would like to thank the following partners and funders:

- Educational Service Center of Northeast Ohio
- Center for Educational Leadership, Cleveland State University
- Center for Urban Education, Cleveland State University
- Levin College of Public Affairs and Education, Cleveland State University
- Martha Holden Jennings Foundation
- Ohio State University Student Leadership Research Collaborative



SECTION II – YEAR 1

DISTRICT RESEARCH PROJECTS

2024–2025

Bedford City Schools

Student Engagement for the “Unseen” Activities

Our research question states can the increased recognition of nontraditional sports and extracurricular activities promote student engagement? This is important because it aims to bring awareness to these “unseen” extracurriculars. It also aims to promote student engagement and pride in our school and community. By doing so, this can increase participation in school activities as well as academics which can greatly benefit our school. We surveyed a total of 200 students and staff and found that the most common reasons for the imbalance of recognition in our school was due to the lack of student engagement and awareness. We also found that teachers on average believe that students are not as engaged as they potentially could be. They indicated that this could be because information about extracurricular activities is not publicized to students enough. Through the different perspectives and the many individuals in our building we recommend that the student body are given a voice in school activities such as spirit week, which could improve engagement.

Additionally, we believe that teachers have a strong effect on student extracurriculars, by expressing interest in more activities that do not revolve around boys basketball and football, students are more likely to engage and show support towards those activities. Furthermore, in our school, morning announcements are the most effective way to get information out; however, we noticed that most students are uninterested in listening to the same voice and simple documents on the screen. As a result we recommend that our A/V teacher take over and give the morning announcements a more lively tone with students speaking in front of the camera. We also noticed that a lot of students had trouble with transportation to and from away games of various sports other than football and basketball, so we recommended that the school have a bus just for students. Other recommendations include: Sport (or player) of the Month highlight on announcements and PBIS raffles to win tickets to games/ events.



Bedford High School Leaders:

Left to right:

Sitting: Janelle Brown,
Angelina Moore, Reign Lanier
Standing: Aeneas Matey,
Deshon Lawson,
Amy Hujarski (Advisor)

SECTION II – YEAR 1

Berea-Midpark High School

The Impact of the Grading Policy

How has the new grading policy affected Berea-Midpark students? Our question is important because our new grading policy has really taken a toll on our student body. We sent out a survey to our English classes throughout the high school and have gotten over 500 responses from our students. More than 60% of students have been stressed to extremely stressed with the start of the new grading policy.

According to our written responses, we saw a common theme of increased stress about the heavily weighted test scores. One of our questions was “what is something we can change to decrease stress?” Many of our responses were a 70/30 grading policy and bringing back extra credit. However, we recommend an 80/20 policy with extra credit, and continued retakes on tests.



Berea-Midpark High School Leaders:

Left to right:

Sitting: Kate Williams, Brooklyn Kovach,
Gabrielle Bumbrey, Taylor Biglang-Awa,
Standing: Pat Meyer (Advisor)

Not pictured - Hannah Cunningham

Brooklyn City Schools

Stress Affecting Brooklyn High School Students

Let's be real, school isn't about assignments or tests anymore. It's a full cycle of stress and anxiety. Students are beginning to struggle, and it's not okay. Let's talk about what is really going on here. How does stress affect Brooklyn students? This topic is important because it is something a larger number of students are struggling with. We gathered our data by collecting qualitative and quantitative data in a Google Form. We gathered 223 responses and sorted them through a Google Sheet.



Brooklyn High School Leaders:

Left to right:

Sitting: Selena Gomez, Grace Paul, Gianna Kos,
Ryan Howard, Jayden Drummond.

Standing: (Kim Cramer (Advisor))



SECTION II – YEAR 1

Cleveland Heights-University Heights City Schools

The Foundation of Motivations of Students and Teachers

It is important that our school has motivation because having no motivation will start to affect everyone in school in a negative way. If the teachers have a lack of motivation to teach the students will have trouble with their studies and attendance will decrease significantly. If students lack motivation in school then teachers will start feeling as if they are failing themselves along with their students. We gathered 143 responses in our survey. We have collected the data which tells us what causes more motivation and lack of motivation in our school community.



Cleveland Heights High School Leaders:

Left to right:

Back: St. Gavin Overby, Martez Glenn (Advisor),
Brittany Mosgo (Advisor), Eddie Martin

Front: Skyla Starr, Darrell Green, Skiye Westbrooks, Diana Ninsiima-Mafigiri

Not Pictured: Phoenix Robinson, Andra'e Wilson, Janyla Stubbs



East Cleveland City Schools

School Transportation

Many students in Ohio, including East Cleveland, struggle to get to school on time because of transportation. Transportation is one of the biggest and most important problems we face. Some students do not have a ride to school. Some might miss school when the weather is bad because they have to walk. When students miss school due to transportation, it can be frustrating to them because they are missing instruction.



Shaw High School Leaders:

Left to right:

Sitting: Quazon Golsby, Rebecca Ishimwe, Zachery Mason
(Not Pictured: Aurielle Arrington and Jaylee Hannah)

Standing: Advisor Dr. Nicole Y. Culliver

SECTION II – YEAR 1

Euclid City Schools

The Tackle Of School Spirit

When going over our school's problems, we have narrowed it down to issues with our school spirit. An important aspect of our school spirit, to both students and staff, is our gatherings, specifically our pep rallies. As we have analyzed, we can see that pep rallies have resulted in boredom and fights to break out among the crowd. Through our understanding, we've gone about collecting data through the use of student surveys and interviews for our results to be as unbiased as possible. Presenting our results, in turn, could create a smoother path towards improvement for, not only the pep rallies but for the overall engagement of students and staff.



Euclid High School Leaders:

Left to right:

Jaden Cooper, Tamia Rodgers, Kynnedi Smith, Evan Jimenez.

Back: Phil Gasper (Advisor)

Not pictured: Tyra Harrison



Garfield Heights City Schools

Do You Feel Safe in School?

Our overall school problem question was do the students in our school feel safe. We chose this question because we as students feel as if the safety in our school helps us recognize any discomfort, stress or anxiety they might experience in school. To figure out if our students felt safe or not and why or why not we set up a survey and passed it around to our students. In the result of that we found that 85% of our students felt as if our school hygiene/produce is not fit for students well being. 75% of our students also felt as if our school communication was not the best and needed improvement. Lastly 68% of our students felt as if our security did not take their jobs seriously enough.

Our first recommendation will be more routine cleaning. We say this recommendation because our students and ourselves feel as if our janitors cleaning routines aren't consistent. Another recommendation would be better food produce and food that is more up-to-date and well prepared because typically the food in our cafeteria is not always fresh or fully cooked which can lead to health issues. We also would recommend messages being sent out earlier in advance because sometimes we have lockdowns and random drills and police dogs walking through our schools without any knowledge of why and sometimes our teachers don't even know what the problem is. Our final recommendation is having better train security guard who are serious because our security guards in our school act more like our friends when in serious cases they're laughing and joking around over all they are just generally unserious which cause us to feel unsafe. In conclusion, we recommend these things to help improve our school community as far as safety but in order to put these recommendations into play we are going to need your help to make our voices more heard.



Garfield Heights High School Leaders

Left to right: Ariyonna Jackson, Del'Riyha Sheeley,
Dra'Mya Blanchard, Shaniyah Garner, Ryan Sweet,
Cyndie Crewdson (Advisor)

SECTION II – YEAR 1

Lakewood City Schools

Homework Stress

Imagine coming home after a long school day, only to have a mountain of assignments. For many students, homework isn't just a task—it's a source of constant stress. What if there was a way to rethink the role homework plays in the lives of students? Join us in diving into the pressures of homework, exploring how it impacts students, and working together to find solutions.

Our study surveyed 124 students in grades 9 to 12 to discuss the primary sources of stress regarding homework. Our findings suggest that 54.8% of students admitted to cheating on homework due to time constraints and understanding the material. In addition, students implied that emphasizing quality over quantity of assignments along with classwork and training in time management would greatly help in reducing their stress levels. As a group, we discussed possible solutions to these areas, such as providing district planners to students, implementing an optional homework system, and collaboration between staff members to coordinate homework distribution. Optional homework would involve a tradeoff between doing the homework, and the capability of retaking tests.



Lakewood High School Leaders:

Left to right:

Sitting: Tye Taylor, Domenico Sgambellone, Claire Carson

Standing: Abbey Drost and Lisa Gentry (Advisors)

Not pictured: Shontavia Newson



Maple Heights City Schools

Communication and School Spirit

How would you feel if you were excited about participating in school events, but didn't find out about any of them until the day it happened? What if better communication could be the key to boosting school spirit?

The First Ring Student Leadership Institute at Maple Heights High school is researching a link between event communication and school spirit. This project was inspired by a revealing statistic: over 80% of students at Maple Heights High School say they typically don't hear about an event until the day it takes place. That means many students miss out—not because they don't care or don't want to participate, but because they don't know.

This year, our goal is to explore how the timing, method, and clarity of communication impact student participation and energy at school events. From announcements and social media to posters and personal invites, we want to understand what works best to get students involved and excited. We will be collecting data through surveys and interviews to identify the most effective ways to spread the word.

This topic matters to us because we believe that school spirit is built on connection—and that starts with communication. By improving how we inform and engage students, we hope to create more meaningful, well-attended, and spirited events at Maple Heights High School.



Maple Heights High School Leaders:

Left to right:

Sitting: Brayden Holifield,
Sincere'lei Leonard,
Makayla Moore, James Colbert
Standing: Angela McCay
(Advisor)



Maple Heights
CITY SCHOOLS

SECTION II – YEAR 1

Parma City Schools

Reigniting Invader Nation

A significant issue within Normandy High School is the lack of school spirit. Based on the data collected in a schoolwide survey answered by 976 students, 76% of students believe that school spirit is essential within a high school experience. In addition, the survey also depicted that students agree that Normandy lacks school spirit and attendance at school events.

When students were asked what actions they would take to address school spirit effectively a repeated response was to allow students to have a choice in events and spirit weeks. Through a follow-up survey further data was collected, allowing recommendations to be presented for NHS Invader themes, events, and student incentives.



Normandy High School Leaders:

Left to right:

Sitting: Pedro Vargas, Landon Hardy, Jessie Norris,
Jensen Vargo, Lindsay Meriwether

Standing: Jennifer Adams (Advisor)

Richmond Heights Local Schools

Conflict Resolution is the Solution

We felt that conflict resolution skills were something lacking in some of our peers. Teens feel emotions more intensely, and our prefrontal cortexes, which subserves decision-making and executive control, are not fully developed yet. It is important for teens to show self-responsibility and how to communicate effectively, yet 50% of surveyed Richmond Heights Students that have been in conflicts, were not able to resolve it. We have to learn conflict resolution strategies such as, focusing on problems not people and knowing how to apologize.

Our research question: Is conflict a challenge at Richmond Heights High School? Our results show that 56% of Richmond Heights students do not feel conflict is a problem at our school, but over 73% of students that responded to our survey felt that Richmond Hts. Students would benefit from a Conflict Resolution Program. Our suggestions are to possibly have a Peer Mediation Program, additional Clubs that can teach conflict resolution skills or stress management: such as Yoga or Boxing, and having teachers focus on conflict resolution in their classes connected to classroom instruction.



Richmond Heights Secondary School Leaders:

Left to right:

Sitting: Lydia Brown-Sowah, Amiyah Posey, Jasmine King (Advisor),
Marriah Kern, Aniah Early

Standing: Justin Rivera Rosario & De'Lorean McDainel Jr.



SECTION II – YEAR 1

Shaker Heights City Schools

Life After High School

Our research question was, “what life skills do students need for life after high school?” We collected data through surveying and interviewing students at Shaker Heights High School. 259 students filled out our survey and we conducted six interviews. Through our survey, we found that out of the juniors and seniors who filled out our survey, nearly 70% (68.4) say that they do not have their driver’s license or temporary permit. We also found that only 37% of the students that filled out our survey are satisfied with the resources that are offered to prepare students for life after high school. We recommend that Shaker tries to improve the Financial Literacy course (make it more engaging and informative/useful) and Business Management. We also recommend that Shaker looks into partnership with a nearby driving school in order to create a Driver’s Ed program linked to the school. Lastly, we recommend spreading more awareness about programs that we already do have at Shaker because many students are unaware of the various programs/courses offered here.



Shaker Heights High School Leaders:

Left to right:

Sitting: Aaron Nieman, Leo Pevnick, Zoeya Chowdhry,
Shayanne Denny, Ty Bermudez
Standing: Sarah Davis (Advisor)

South Euclid Lyndhurst Schools

Mental Health Matters

Embrace your mind, be kind, mental health matters. Let's shatter the silence, strong mind, strong world, heal your mind, shine your light. What would the school environment be like if mental health wasn't an issue? Have you ever wondered how we can help make students do the right thing if their mental health is in a bad state? Our research question is what percent of students struggle to attend class because of mental health? And how is mental health affecting the students at school? Mental health is important to our school because we want students to feel happy at school or feel as if they have a support system. We want to make sure that students feel that they have a trusted adult at school if they don't have one at home. We want to show students that people care about them and that they matter.

We've collected data by creating different surveys online and on paper. We have collected 120 surveys in all and are still in the working process to collect more by our next meeting. Our top key findings is that people feel insecure about seeking help, people feel there isn't enough free will, and not enough resources at all. Our top recommendation is that staff can check on students and motivate them, also they can motivate them to talk to trusted adults. Also students can explain to counselors, teachers and administrators the feelings of other students, and staff can also go to their superintendent about mental health and convince them to change things around the school.



Charles F. Brush High School Leaders:

Left to right:

Sitting: Aden Albach, Dalilah Farley,
Kourtnee Taylor, Kameryn Clark,
Phillip Alexander

Standing: Meia Christian and Jack Rhine
(Advisors)



SECTION II – YEAR 1

Warrensville Heights City Schools

Building Success Together: What is a Community?

Our research question is, “How can we better student and teacher engagement for a better relationship as a whole?” This is important to us because we want to get back to a more united community at Warrensville. Doing this will help us gain pride within ourselves and create a community where others to feel like they are part of a family. Our biggest conflict is the disconnect between student to teacher engagement. How do community events influence student and teacher engagement? This is important to our community because we want to encourage students and teachers to actively commit and participate in these social events.

We collected our data through surveys on Google Forms and collected over 200 responses. The key findings are that there is a lack of mutual understanding, connections and participation throughout our school community. Our recommendations are career and skill development and student-led service projects.



Warrensville Heights High School Leaders:

Left to right:

Sitting: Zamir Love, Taniyah Lewis-Gaines, Milee Batson,
Alexander Chisholm, Jaeshon Laprade

Standing: Mrs. Shawn Chisholm (Advisor)

Not pictured: Isaac Stuart



SECTION III – YEAR 2 & 3

STATE RESEARCH PROJECT

2024–2025

Teacher Pipeline – Perceptions of Ohio High School Students Regarding a Career in Teaching: Why or Why Not?

Many schools in Ohio are facing a shortage of teachers, and fewer Ohio high school students are going into the field of education. We wanted to find out why.

As high school juniors and seniors, each of us has attended the First Ring Student Leadership Institute for two to three years. Although we are from 14 different districts, we worked together as a team, along with participants in the Ohio State University Student Leadership and Research Collaborative, to research the factors affecting Ohio's Teacher Pipeline.

Teacher Pipeline is the career path leading towards a teaching license. Teaching is a career that is fundamental to a successful society, and we think the topic is important for high school students because we are the next generation of the career force which needs teachers. At a time of decreasing interest in the teaching profession, Ohio schools have a continuing need for teachers, resulting in teacher shortages. Through our research, we heard from high school students across Ohio about how teacher shortages affect them, in bigger class sizes, less-qualified teachers, longer wait times to get assignments graded, less supervision and fewer class offerings. As one student said, "It definitely has had an effect on me. In school there have been times where [of my} 8 teachers...only 3 were present. I feel like it makes me miss out on what I am supposed to be learning and takes a toll on not only my grade but my education."

To find out the motivations that encourage and obstacles that prevent students from pursuing careers in education, we developed an online survey that was sent to high schools around Ohio. We conducted this research and our analysis in collaboration with our sister program in Central Ohio, the Ohio State University Student Leadership and Research Collaborative. Below are some of our preliminary findings and recommendations based on data collected through early March.

Findings

Our key findings largely revolve around why people do or do not want to be teachers and the factors that affect those decisions. In revealing the biggest problems that people see with teaching they allow us to figure out solutions to address those concerns. Our key findings fall into three categories: Career Priorities, Student Experiences and Knowledge. Also included are some of the interesting demographics we uncovered.

Career Priorities

We asked respondents to rate the importance of different factors in choosing a career, and how teaching stacks up against other careers on those factors. Our results show that salary and earnings potential play a massive role in students' perceptions of teaching. Those who place the greatest importance on salary and earning potential in choosing a career path are significantly less likely to be interested in teaching. We also found that those who heavily value avoiding student debt and having public support and respect are much less interested in a teaching career. On the other hand, students who value helping people, and who see teaching as a way to do that, are much more interested in a career in education.

Student Experiences

Respondents also answered questions about their experiences as high school students. Our data shows a strong positive correlation that students who feel connected to their high school teachers are much more likely to be interested in becoming a teacher. We also found that those who enjoy school have a greater interest in education careers.

Knowledge

We asked students how much they know about the specifics of teachers' jobs (salary, benefits, work calendar, daily responsibilities, etc.) and found that the more people know about teaching, the more likely they are to go into teaching. In general, we found that most students do not know that much about teaching as a career and that many believe teaching is lacking in areas where it actually is not (e.g., benefits, salary, time off, etc.).

Demographics

We asked respondents several demographic questions and compared their responses to their level of interest in becoming a teacher. We learned that several demographic factors – being white, English-speaking and female – were associated with being more likely to be interested in teaching. Not surprisingly, we also found that those who plan on attending a 4-year college or university and those with the highest GPAs have a higher interest in becoming a teacher. Among other demographics, we found that students attending schools in rural areas are more interested in teaching, and that parent education level and having educators in the family do not have a huge impact on students' interest in teaching.

Recommendations

Our top recommendations are based on the belief that a variety of students, if given the right education and motivation, can and will enter the teaching profession. In developing them, we considered how well each recommendation is supported by our data, the degree of difficulty in implementing it, the likely expense of implementation, the size of the expected impact and whether the solution is in any way novel or student-centered.

1. Start investing more into marketing education careers to students much like medical pathways, business pathways, and other careers are marketed towards students when they enter high school. By doing this we would be able to improve people's ideas on jobs in education, reduce stigma around teaching and make students better informed. This in turn could open doors for students wanting to become teachers.

The more information pushed out about a job in education the more chance students would be interested. We need more information about teaching in career options courses, and other methods for sharing information about teaching might be at career fairs or in after school clubs. We recommend publicizing the positive aspects of a career in teaching such as the availability of excellent benefits and suggest that colleges and universities advertise teaching in a way that appeals to those who want to help others and who want to feel passionate about their work.

2. High school teachers could also support the teacher pipeline by nurturing closer relationships with their students. This might be supported by schools through teacher training or classes. Our results show that students who have strong connections with teachers are more likely to be interested in teaching, so making sure every student has at least one important relationship

Students who value helping people, and who see teaching as a way to do that, are much more interested in a career in education.

SECTION III – YEAR 2 & 3

STATE RESEARCH PROJECT 2024–2025

with a teacher could be a huge step towards growing more interest in education careers. Although this solution would be moderately difficult to implement across most Ohio schools, it would be inexpensive, could have a very large impact on the number of students interested in teaching careers, and is very student-centered. We think it would benefit students in many ways.

3. We also recommend publicizing information about student debt relief plans for and the availability of university scholarships for those majoring in education. These actions would help draw those who are heavily concerned about avoiding student debt. Specifically, they would help such students see that they can avoid student debt even more by choosing education over other careers.
4. Finally, we recommended publicizing the support teachers do receive, and encouraging the public to show them more respect. This would show students that teachers do receive respect and help to change the attitudes and opinions of those students who would not go into education because they view teaching as a low-respect career. It might also help with teacher retention.

Next Steps

After closing the survey to new respondents, we will spend several weeks completing our final data analysis, identifying key findings and formulating our final recommendations. Later this spring we hope to share our results with leaders in education at several Ohio colleges and universities, and with decision-makers at the secondary school level such as superintendents and high school principals. Next year, we hope to present our results at several educational conferences



SECTION IV – OUR SENIORS

CLASS OF 2024–2025

This year, 12 Seniors participated in FRSLI. In their Sophomore year they completed district research projects with their Year 1 teams. As Juniors they collaborated with students from other districts on the “Students Solving Absenteeism” state-wide research project. This year as seniors, they completed a state-wide research project on Ohio’s Teacher Pipeline alongside their Year 2 peers.

Over the course of the last three years, these outstanding students attended 26 FRSLI sessions, mentored numerous Year 1 teams in Northeast and Central Ohio, and delivered as many as 5 research presentations to adult decision-makers. They dedicated countless hours between sessions to make their work and that of their team successful. Through it all, these seniors have shown a passion for making their voices heard, commitment to bringing about meaningful change, and persistence in advocating for students across the state.

Congratulations to our 12 Seniors on an amazing three years and their many, many achievements yet to come!



Left to right:

Standing: Bosson Krah (Bedford) , Wes Hollis (Parma), Florin Socol-Boeriu (Brooklyn), Fernando Bigsby, Jr. (Bedford), Kameron Walls (Shaker), Kame’a Bolds (Garfield Heights), Braylen Womack (Euclid)

Sitting: Jessyca Lampa (Parma), Sa’Niya Benton (Bedford),
Sierra Sledge (Bedford), Logan Saban (Parma)

Not pictured: Ella Hewis (Euclid)

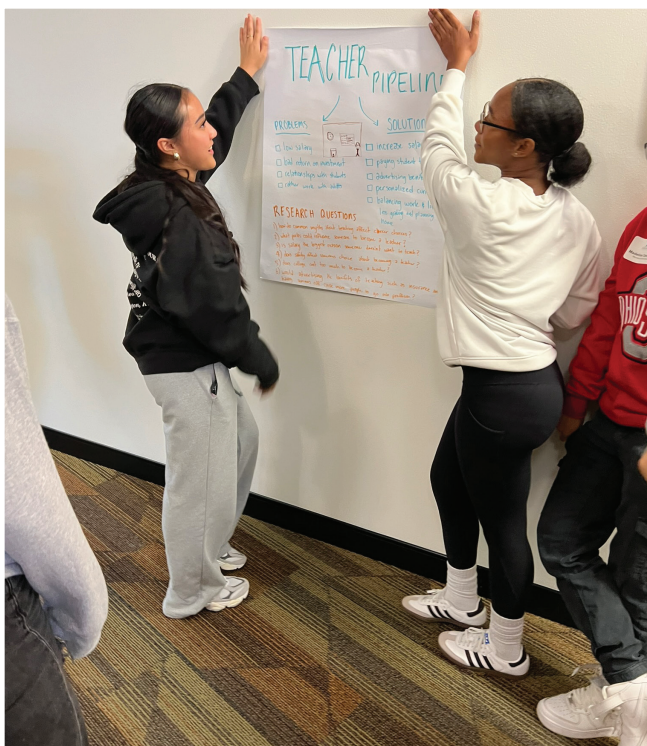
Congratulations!

SECTION V

THE YEAR IN PHOTOS (YEAR 1)



THE YEAR IN PHOTOS (YEAR 2 AND 3)



SECTION VI

STUDENT REFLECTIONS



WHAT DO YOU WISH EVERYONE KNEW ABOUT STUDENTS VOICE?

Student voice is actually really important because it is the only way for staff or other adults to hear the perspectives of adolescents.

I wish everyone would know how important student voice is and that everyone has one, they just need to learn to unlock it.

WHAT IS THE MOST VALUABLE THING YOU LEARNED IN FRSLII THIS YEAR?

The most valuable things I learned this year were about truly listening to people when they talk and how to talk in front of a group.

I learned the importance of having courage and taking the opportunity to speak in front of an audience.

I definitely gained a better understanding of collaboration in a professional setting.

I learned how to use my voice and acknowledge that I can make a difference.

I liked being able to interact with other schools and compare our issues to theirs.

WHAT DID YOU LIKE BEST ABOUT PARTICIPATING IN FRSLI?

I liked getting to meet new people and work with both people from my school and others outside of my district to learn about each other.

I liked that we had the opportunity to talk to other students who go to nearby schools about their issues.

I liked getting to learn so much about the community and talk to so many different people.

SECTION VII

ADVISOR REFLECTIONS

WHAT IS THE MOST VALUABLE THING YOU LEARNED FROM BEING AN FRSLI ADVISOR?

As an Advisor this year, I have gained the skills to be a coach to my students and to pose questions to them that allow them to problem solve as individuals and as a team.

I learned how to use YPAR in my classroom.

I learned that each student has unique leadership skills that they will showcase in their own way and that all students when given the opportunity can be leaders.

WHAT IS THE MOST VALUABLE THING YOUR STUDENTS GET FROM PARTICIPATING IN THE PROGRAM?

Each student has their own unique leadership style and my students learned to appreciate each other's approach to looking at and solving problems.

My students learned that they have a voice and that they can make a difference.

They learned to collaborate as a team and that sometimes compromise is necessary for the greater good.

WHAT DO YOU WISH EVERYONE KNEW ABOUT STUDENT VOICE?

I wish everyone knew that if you listen to students they have insight on how to make schools better.

Students become more involved in their learning and school environment when they can have some ownership over issues and choices within their school.

Students can create solutions that others may not have thought of previously.

Student voice is a great motivational tool.



SECTION VIII

FIRST RING STUDENT LEADERSHIP INSTITUTE STAFF BIOS



Dr. Bill Wagner is Director of the First Ring Schools Collaborative (FRSC) at the Educational Service Center of Northeast Ohio. He coordinates the FRSC's activities across its many networks and programs, facilitates the First Ring Leadership Academy and assists with regional and state political advocacy efforts. Prior to joining the ESC, Dr. Wagner served as Superintendent of the Fairview Park City Schools. He earned his Ed.D. in Educational Leadership from Ashland University.



Wendy Jovan manages the operations of the First Ring Student Leadership Institute. Her previous work in education was as the Project Manager for a virtual intervention program, and as a Special Education Supervisor and School Psychologist. Prior to that she worked in the business community as a Research Analyst.



Dr. Adam Voight is Director of the Center for Urban Education at Cleveland State University where he partners with urban schools, communities, and youth to create environments conducive to the learning and well-being of young people, particularly those affected by poverty and racism. Adam's community-engaged research and action has been supported by organizations such as the U.S. Department of Education and Centers for Disease Control and Prevention. Adam has a Ph.D. in Community Psychology from Peabody College of Education and Human Development at Vanderbilt University.



Dr. Keith Bell, Sr. is a Director of Leadership Services at the Educational Service Center (ESC) of Northeast Ohio. Currently, he is assisting with initiatives for the college and transition for underrepresented students to graduate school at Ohio State University. Prior to joining the ESC, Dr. Bell served as Superintendent of the Euclid City School District. He earned his Ed.D. in Educational Administration from Ohio State University.



Dr. Rosalinda Godinez is a postdoctoral research fellow at the Center for Urban Education. Her work centers on immigration, action research, and Chicana feminism, with a focus on how communities generate knowledge and advocate for change. She applies participatory and feminist methodologies to support teachers and students in engaging with Youth Participatory Action Research (YPAR) as a tool for educational and social transformation. Rosalinda earned her Ph.D. in Social and Cultural Studies from the University of California, Berkeley.



Amirhassan Javadi (Amir) is a research assistant at the Center for Urban Education. He moved from Iran to the U.S. to enter the Urban Education doctoral program at Cleveland State University, where he is a third-year student specializing in counseling psychology. His research interests include critical consciousness, multicultural counseling, and the processes and outcomes of psychotherapy. In his work, Amir considers the lived experience of people from diverse socio-cultural backgrounds in different settings (e.g., counseling sessions, school, and university) and the various ways that exist for each individual to gain balance.



Barb Pritschau is an Administrative Assistant for the Educational Service Center (ESC) of Northeast Ohio. Prior to joining the ESC, Barb was an Administrative Assistant with Brunswick City Schools for 16 years assisting the Director of Business Affairs and the Personnel Director. Prior to entering the education sector, Barb worked in manufacturing as a Mechanical Designer.



Donald Wayne McLeod is a professional speaker and consultant on the topic of interpersonal communication and the founder of Perceptionology, LLC. At his sessions and seminars in schools, businesses and community organizations, Donald Wayne covers topics such as the keys to effective communication, understanding how others perceive us, and building 21st century skills. His publications include two books titled Perceptionology® 101 and Lunch Matters. Donald Wayne began working with FRSI & FRLA participants this year on personal presentation and public speaking.



Katelyne Griffin-Todd is a research assistant at the Center for Urban Education. She is a third-year doctoral student in the Urban Education program at Cleveland State University specializing in counseling psychology. Her research interests focus on understanding trauma, specifically examining the risk and protective factors that influence its impact. Her work is largely motivated by Bronfenbrenner's ecological systems theory.

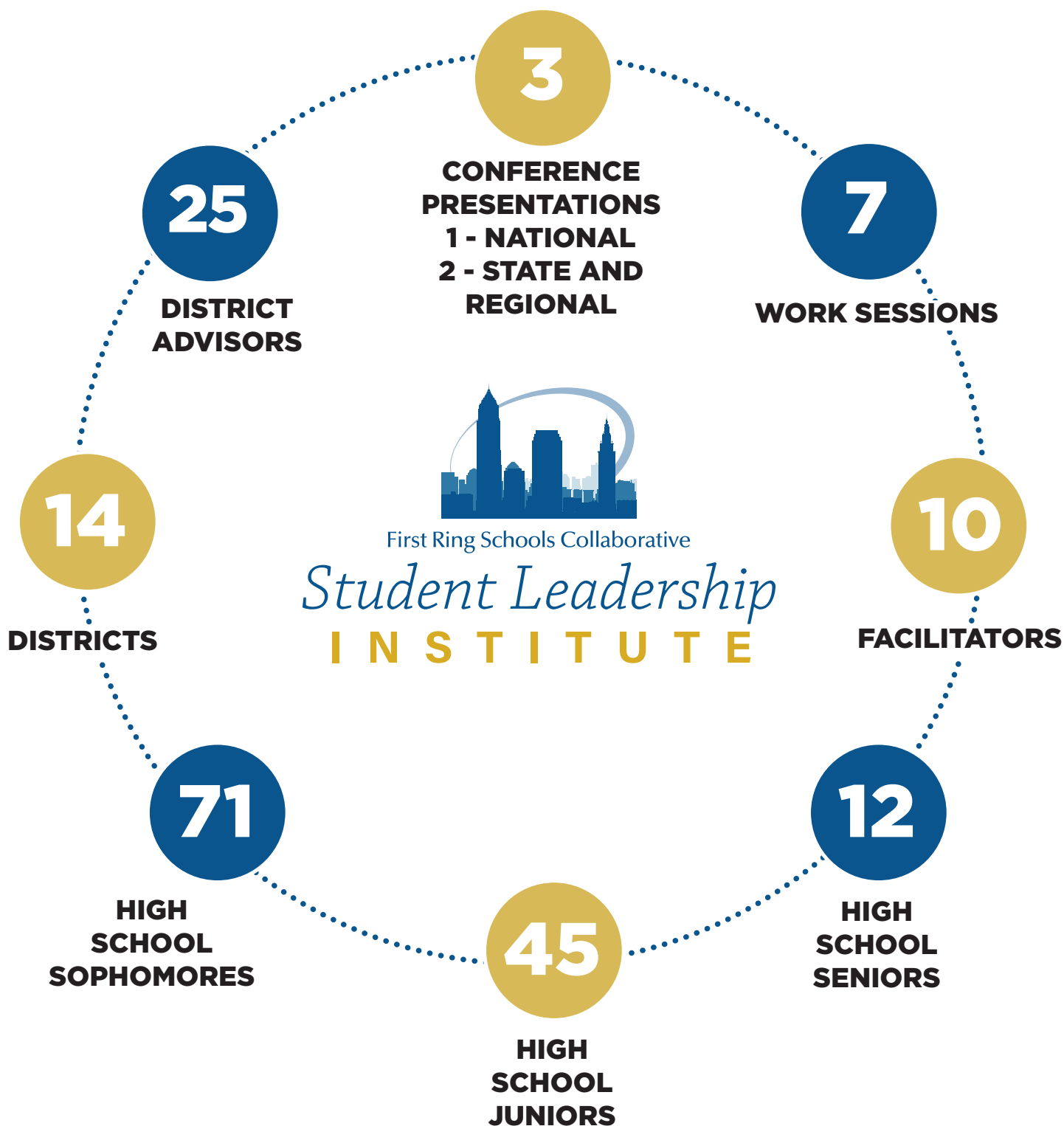


Marissa Stock is a research assistant at the Center for Urban Education. She is a fourth year doctoral student in the Urban Education program at Cleveland State University specializing in Adult, Continuing, and Higher Education. Marissa has experience working with diverse, underserved populations and is passionate about serving others. Marissa previously taught English as a second language to adult refugees and immigrants at beginner-to-advanced levels. Her research interests focus on the factors that lead to retention and attrition of LGBTQ+ students in higher education.



Xiaona Jin is a research assistant at the Center for Urban Education. She earned her Master of Arts in Linguistics and Applied Linguistics at Yangzhou University in China and is a fourth-year student in the Urban Education doctoral program at Cleveland State University. Ms. Jin's research interests include school climate, Chinese language teaching and learning, online teaching and learning. She has worked in the education field in both China and the U.S. as a college Chinese instructor, international culture exchange program manager, and pre-K Chinese teacher.

FRSLI BY THE NUMBERS . . .





First Ring Schools Collaborative

6393 Oak Tree Blvd.
Independence, OH 44131
(216) 524-3000
www.firstring.org

Facebook: @FirstRingCollaborative
Twitter: @FirstRingCLE
#FirstRingSchools