



**2018 S.L. Gimbel  
Foundation Fund  
Grant Application**

Internal Use Only:
Grant: <u>20180818</u>

RESUBMIT  
10  
GUARANTEE I.D.: 20314  
\$75,000

**Organization / Agency Information**

<b>Organization/Agency Name:</b> Girls Incorporated of Orange County (Girls Inc.)		
<b>Physical Address:</b> 1815 Anaheim Avenue		<b>City/State/Zip:</b> Costa Mesa, CA 92627
<b>Mailing Address:</b> same		<b>City/State/Zip:</b>
<b>CEO or Director:</b> Lucy Santana-Ornelas		<b>Title:</b> Chief Executive Officer
<b>Phone:</b> (714) 597-8600 X302	<b>Fax:</b> (714) 597-8601	<b>Email:</b> lsantana@girlsinc-oc.org
<b>Contact Person:</b> Lucy Santana-Ornelas		<b>Title:</b> Chief Executive Officer
<b>Phone:</b> (714) 597-8600 X302	<b>Fax:</b> (714) 597-8601	<b>Email:</b> lsantana@girlsinc-oc.org
<b>Web Site Address:</b> www.girlsinc-oc.org		<b>Tax ID:</b> 95-1810150

**Program / Grant Information**

**Interest Area:** ☐ Animal Protection ☒ Education ☐ Environment ☐ Health ☐ Human Dignity

<b>Program/Project Name:</b> Literacy Lab	<b>Amount of Grant Requested:</b> \$25,000
<b>Purpose of Grant Request (one sentence):</b> Literacy Lab ensures that 175 underserved and at-risk girls in the Newport Mesa Unified School District are at reading level by the 4 <sup>th</sup> grade.	

**Signature**

<b>Executive Director/President:</b> (Print Name and Title) Lucy Santana, Chief Executive Officer	
<b>Executive Director/President Signature:</b> Lucy Santana	<b>Date:</b> 9-10-18

Internal Use Only:
Grant No: _____

**Organization / Agency Information**

<b>Organization/Agency Name:</b> Girls Incorporated Of Orange County		
<b>Physical Address:</b> 1815 Anaheim Avenue, Costa Mesa, CA 92627		
<b>Mailing Address:</b>		
<b>CEO or Director &amp; Title:</b> Ms Lucy Santana-Ornelas, Chief Executive Officer		
<b>Phone:</b> (714) 597-8600	<b>Fax:</b> (714) 597-5313	<b>Email:</b> lsantana@girlsinc-oc.org
<b>Contact Person &amp; Title:</b> Lucy Santana-Ornelas, Chief Executive Officer		
<b>Phone:</b> (714) 597-8600	<b>Fax:</b> (714) 597-5313	<b>Email:</b> lsantana@girlsinc-oc.org
<b>Web Site Address:</b> <a href="http://www.girlsinc-oc.org">http://www.girlsinc-oc.org</a>		<b>Tax ID:</b> 95-1810150

**Program / Grant Information**

**Program Area:** Education

<b>Program/Project Name:</b> Literacy Lab			<b>Amount of Grant Requested:</b> \$25,000
<b>Total Organization Budget:</b> \$2,541,726	<b>Per 990, Percentage of Program Service Expenses (Column B / Column A x 100):</b> 79%	<b>Per 990, Percentage of Management &amp; General Expenses Only (Column C / Column A x 100):</b> 4%	<b>Per 990, Percentage of Management &amp; General Expenses and Fundraising (Column C+D / Column A x 100):</b> 17%
<b>Purpose of Grant Request (one sentence):</b> Literacy Lab ensures that at-risk girls are reading at grade level by the fourth grade.			
<b>Program Start Date (Month and Year):</b> 9/1/2018		<b>Program End Date (Month and Year):</b> 6/30/2019	
<b>Gimbel Grants Received: List Year(s) and Award Amount(s)</b> 2015-\$25,000 2014-\$25,000			

## 2018 S. L. Gimbel Foundation Fund Grant Application

### Welcome Page

#### Welcome to the 2018 S. L. Gimbel Foundation Fund Grant Application

Thank you for applying to the S. L. Gimbel Foundation Fund Grant. The mission of the S.L. Gimbel Foundation is to enhance the quality of life for people and animals by providing effective support in the Founder's specific fields of interest: Animal Protection, Education, Environmental Protection and Enhancement, Health, and Human Dignity. Please take a moment to review the grant application guidelines before continuing the process (use "Guidelines" link above). After you have read and understood the guidelines, please proceed with the grant application process. Should you have any questions regarding the online grant application process, please check the "Portal Guide" link above. If your questions are not answered via the Portal Guide, contact us using the "Contact Us" link above.

### Organization Information

**NOTE: If you have already started an online application and would like to resume, please [CLICK HERE](#) to login to your Applicant Account Page.**

#### Organization/Agency Information

**Organization/Agency Name**

(If operating as a DBA, enter DBA name here)  
Girls Incorporated Of Orange County

**Legal Name**

If different from DBA/Organization/Agency Name  
Girls Incorporated Of Orange County

**Tax ID**

95-1810150

**Tax Status**

501(c)3

**Organization Mailing Address**

Street Address or P.O. Box (No residential addresses, please)

1815 Anaheim Avenue

**City**

Costa Mesa

**State**

CA

**Zip Code**

92627

**Organization Physical Address**

Street No. and Name, City, State, Zip (No residential addresses, please)  
1815 Anaheim Avenue, Costa Mesa, CA 92627

**Website Address**

www.girlsinc-oc.org

#### Organizational Leadership (Please list CEO, President, Board Chair, Executive Director)

**Prefix****First Name****Last Name**

locations throughout Orange County.

Girls Inc. programs focus on academic support and practical life skills. Some of the components include: early literacy, nutrition and physical activity, science, technology, engineering, math, economic literacy, leadership and service, prevention of life altering risky behaviors such as substance abuse and gang membership, college preparation, and career exploration.

### **Length of Service** (number of years)

How long has the organization been providing programs and services to the community?

63

### **Organizational Accomplishments**

What are some of your past organizational accomplishments in the last 3 years?

There are many indications that Girls Inc. programs work:

Since 1996, 92 Girls Inc. members and Girls Inc. alumnae won college scholarships from our national organization and local Girls Inc. scholarships totaling \$868,000.00.

In 2017, Girls Inc. placed 55 girls in quality "on the job" externships at Orange County companies such as: Edwards Lifesciences, PBS, USC, Hoag Hospital, DPR Construction, and others. The goal in 2018 is 60-80 externships.

In 2016, Girls Inc. of Orange County was named the "affiliate of the year" by the Girls Inc. national organization.

Girls Inc. partnered with over 45 schools, community centers, the Orange County Department of Education, Juvenile Hall, numerous corporations, local universities, Hoag Hospital, ACT Anaheim, Imagine Science, and others

Girls Inc. worked with Chapman University to provide a month-long summer entrepreneurship camp for elementary aged girls.

Girls Inc. worked with Orange Coast College to provide a month long summer experience for middle and high school girls. The camp consists of 50% STEM programming.

Girls Inc. has been selected by the Center for Internships & Community Engagement to receive the "Most Committed Partner" award for 2016.

### **Programs and Activities**

What are some of your current key programs and activities? Describe the communities you serve. Include populations and geographic locations.

Girls Inc. believes in the fundamental rights and abilities of girls and provides a supportive, enriching, and pro-girl environment.

Programs are focused in three areas:

Strong: health and wellness, stress management, health body image, and healthy and safe relationships

Please summarize the project (in 25 words or less).

Literacy Lab ensures that at-risk girls are reading at grade level by the fourth grade.

### **Use of Grant Funds**

How will you use the grant funds?

**If granted, Girls Inc. would use funds to provide a portion of the specialized instruction necessary and project management and the liaison (Program Coordinator) to the school system. Funds would also be used to provide materials and supplies for meetings, activities, and events. A portion of mileage is provided for instructors to travel to program sites.**

**Girls Inc. is also requesting a small portion for evaluating the project. In the beginning of 2018, GIOC decided to take our data in a new direction. With leadership from our National office on initiatives and goals for our data to provide a deeper and more complete picture of our work, we began working with the Ersoylu Group for our data and evaluation needs. The Ersoylu Group has helped GIOC edit, reformulate, and revamp all of our survey tools as well as assist us in creating new tools. With their guidance, we began exploring new types of survey tools that the agency had previously not considered (retrospective pre/post surveys, teacher surveys). The Ersoylu Group has not only assisted GIOC with our immediate needs for data collection and evaluation, but they've helped us strategize and develop a plan to expand how we measure our programs.**

### **Project Start Date**

Month and Year

9/1/2018

### **Project End Date**

Month and Year

6/30/2019

### **Gimbel Grants Received**

List previous years with award amounts, if applicable

2015-\$25,000

2014-\$25,000

### **Statement of Need**

Specify the community need you want to address and are seeking funds for.

Two-thirds of the world's illiterate are women. Literacy is one of the greatest indicators of future success. Low-income students often have less reading support and access to books. In a national study, a student with these program opportunities reads almost two million words per year outside of school. In comparison, a child with less access to books and to adults who encourage reading will read only about 8,000 words per year. This additional learning can make the difference in a girl's long-term success and on-time graduation. Children living in poverty who cannot read at grade level by the end of third grade are 13 times less likely to graduate from high school on time. Without our help, the futures of many girls in poverty are determined in elementary school.

The schools targeted in the growth plan have an average rate of 75% of socioeconomically disadvantaged populations (defined by the California Department of Education as students who meet either one of two criteria: neither of the student's parents has received a high school diploma or the student is eligible for the free or reduced-price lunch program). Rea Elementary, has the lowest literacy skills in the district and a socioeconomically disadvantaged population of 92%, with students scoring a two out of five on the state level performance indicator (three being on track by the end of third grade) and the Hispanic population, the majority of this program (74%) scored a one, the lowest score.

organization, the program will serve a minimum of 150 (with a completion goal of 100) girls who will each receive a minimum of 40 hours of literacy programming per school year.

<https://vimeo.com/221481134>

**Project Goal, Objectives, Activities, Expected Outcomes, and Evaluation:** In fields below, state in the following order: **1. ONE Project Goal** that is a broad, aspirational statement of purpose for the project and **ONE Objective** that is a specific, measurable, verifiable, action-oriented, realistic, and time-specific statement intended to guide your organization's activities toward achieving the goal. **2. Specify the Project Activities** you will undertake to meet the objective and number of participants for each activity. **3. Expected Outcomes** are the individual, organizational, or community-level changes that can reasonably occur during the grant period as a result of the proposed activities or services. What are the key anticipated outcomes of the project and impact on participants? State in quantifiable and verifiable terms. **4. Evaluation** How will progress towards the objectives be tracked and outcomes measured? Provide specific information on how you will collect relevant data and statistics that meet your objective and validate your expected outcomes in a quantifiable manner as you describe your evaluation process.

### **1. Project Goal**

**The goal of Literacy Lab is to ensure that all girls in Orange County attain grade level reading by fourth grade.**

### **2. Project Objective**

**One hundred fifty underserved Kindergarten-3rd grade, girls in the Newport Mesa Unified School District will receive intensive early literacy training after-school from Sept 2018-June 2019.**

### **2. Project Activities**

Program Activities:

1. The building block of the program is small group reading with volunteers, literacy games and activities. Girls are placed in small reading groups of four or less with one staff member or volunteer. Girls gain confidence in and improve their literacy skills. They learn about a variety of subjects and read fiction and non-fiction with the themes of strong women.

2. Literacy Field Trips encourage excitement of reading such as the library and places that girls have learned about through reading.

3. Engaging games, dinner, and book giveaway at themed Family Nights. The Read-a-Saurus-Read theme gave girls and family members a chance to learn about dinosaurs through fiction and non-fiction books, themed games, and photos with the Jurassic Park Jeep. There will be 12 of these events in the 2018-2019 school year, three at each school site.

### **4. Expected Outcomes**

**At program completion a minimum of 100 of the 150 girls who enroll in the program will complete a minimum of 40 of the 60 hours of early literacy training (30 weeks at 2 hours per week).**

**At program completion 100 underserved girls will increase their self-efficacy and motivation as readers.**

**At program completion, a minimum of 400 people attending family literacy nights.**

behind many of her peers, finding it difficult to participate and keep up in their conversations. Once shaking her head 'no' to read out loud, at the end of the school year she was asking to read aloud. We saw improvement in her scores and her confidence.

### **Project Timeline**

Provide a timeline for implementing the project. Include timeframes for specific activities, as appropriate.

Literacy Lab will be held from Sept. 2018-June 2019.

The Literacy Lab program will serve girls twice weekly over 30 weeks between January-June and September-December 2018. Family Literacy Nights are held at each school site, three times per year, February, June, and November. Girls Inc. gives girls activities to complete over the summer to keep their literacy skills on track.

### **Projects in the Community**

How does this project relate to other existing projects in the community? Who else in the community is providing this service or has a similar project? Who are your community partners, if any? How are you utilizing volunteers?

Girls Inc. has a 20-year strong relationship with Newport Mesa Unified School District and has provided programming to all ages groups and a variety of subjects. Literacy Lab will be provided in four elementary schools and is a part of the after-school program with the district's Project Success after school program. Girls Inc. has also partnered with the Melinda Hoag Center for Healthy Living to provide literacy programming to girls while their parents receive services at the center. Girls Inc. is also working with Kidz Connect the after-school initiative with the NMUSD to provide literacy programming as well as STEM, anti-bullying, economic literacy, leadership, and healthy body image. We know of no other programs in this school district providing this early literacy programming.

Volunteers are a critical part of this program. The program is designed to place one volunteer with a group of four girls for small group reading. In 2017, 100 volunteers gave over 2,000 hours of service in the Literacy Lab program.

## **Project Future**

### **Project Future / Sustainability**

Explain how you will support the project after the grant performance period. Include plans for fundraising or increasing financial support designated for the project.

Girls Inc. has a strong history of sustaining and even expanding programs. In 2017, Girls Inc. raised a budget of over \$2,500,000.00. Funding comes from a diverse group of funders. One-hundred percent of board of directors contributed financially. Girls Inc. secured 33 grant funders for over \$800,000. Other funding came from fund raising events. Girls Inc. also receives support from three support organizations, Women for Girls, Champions for Girls, and Dads for Daughters, who raise funds to help sustain Girls Inc. programs and support the Girls Inc. mission. Girls Inc. will also continue to pursue grant funding from private foundations and corporate foundations. Girls Inc. has not only sustained the program for four years, but in 2018 is receiving support from our national organization to expand the program in numbers and program hours.

## **Governance, Executive Leadership, and Management: Key Personnel / Staff Qualifications**

### **Governance and Executive Leadership**

Describe your Board of Directors and the role it plays in the organization. What committees exist within your Board? How does your

### **3. Financial Analysis**

Please provide all information requested for your **entire organization**. Included any notes that may explain any extraordinary circumstances. Download the **VII. Financial Analysis Worksheet**, complete, and **Upload**.  
Financial Analysis.pdf

### **4. Current Year Operating Budget**

Please provide a copy of your current year's operating budget  
GIOC-2018-budget.pdf

### **5. Budget Comparison**

Download the **SAMPLE Budget Comparison Worksheet**, complete, and **Upload**.  
2017-GIOC-Gimbel-Budget-Comparison.pdf

### **6. Part IX only of the 990 form**

Statement of Functional Expenses (one page). If you completed a 990-EZ, Download the **Part IX Functional Expenses sample** of the 990 form using figures from your 990 EZ, complete, and **Upload**.  
990-2017-IX.pdf

### **7. Financial Statements**

Please provide a copy of your most recent year-end financial statements (audited, if possible)  
2017-Audited Financial Statements.pdf

### **8. Most Recent 990**

Please provide a copy of your most recent 990 form  
990-2017.PDF

### **9. Tax Exemption Letter**

Please provide an electronic copy of your IRS 501 (c) (3) determination letter.  
IRSletter.pdf

### **10. Board of Directors List**

Please provide a list of your current Board of Directors, including their name, position on the board, and professional affiliation(s).  
GIOC-Board of Directors-2018.pdf

### **11. Evaluation & Expenditure Report**

For past grantees, provide a copy of your most recent final evaluation report, including your most recent expenditure report.



## Celia Cudiamat

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**From:** Laurie Goodman <goodmangrants@gmail.com>  
**Sent:** Monday, October 01, 2018 11:56 AM  
**To:** Celia Cudiamat; Angelica Gamboa Valdericeda  
**Subject:** Girls Inc. proposal revisions  
**Attachments:** Budget and Narrative.pdf; Financial Analysis.pdf; GIOC-Board of Directors-2018.pdf; 2018 S. L. Gimbel Foundation Fund Grant Application.pdf; 2018-Gimbel-App-Proj-Budget-Narrative-personnel.pdf; IRSletter.pdf; 990-2017-IX.pdf; 990-2017.PDF; 2017-GIOC-Gimbel-Budget-Comparison.pdf; GIOC-2018-budget.pdf; 2018-Gimbel-App-Sources-of-Funding..pdf

Celia,

I'm attaching the revised application and all attachments. Thank you for the opportunity. I had some difficulty copying the entire application from pdf form to the body of this email, so I also attached the pdf in case something didn't translate.

2018 S. L. Gimbel Foundation Fund Grant Application

Organization/Agency Name

(If operating as a DBA, enter DBA name here)

Girls Incorporated Of Orange County

Tax ID

95-1810150

City

Costa Mesa

State

CA

Zip Code

92627

Organization Physical Address

Street No. and Name, City, State, Zip (No residential addresses, please)

1815 Anaheim Avenue, Costa Mesa, CA 92627

Prefix First Name

2018 S. L. Gimbel Foundation Fund Grant Application

Welcome Page

Organization Information

Legal Name

If different from DBA/Organization/Agency Name

Girls Incorporated Of Orange County

Tax Status

501(c)3

Organization Mailing Address

Street Address or P.O. Box (No residential addresses, please)

1815 Anaheim Avenue

Website Address

[www.girlsinc-oc.org](http://www.girlsinc-oc.org)

Girls Inc. provides the power, knowledge, and support that girls need to say yes to their own goals and values and no to the things that will derail them from an independent and rewarding life. At Girls Inc., a girl can start her journey in elementary school and be guided all the way to and through college. In 2017, over 4,000 girls, ages 5 to 18, participated in Girls Inc. programs at 53 outreach locations throughout Orange County.

Girls Inc. programs focus on academic support and practical life skills. Some of the components include: early literacy, nutrition and physical activity, science, technology, engineering, math, economic literacy, leadership and service, prevention of life altering risky behaviors such as substance abuse and gang membership, college preparation, and career exploration.

#### Length of Service (number of years)

How long has the organization been providing programs and services to the community?

63

#### Organizational Accomplishments

What are some of your past organizational accomplishments in the last 3 years?

There are many indications that Girls Inc. programs work:

Since 1996, 92 Girls Inc. members and Girls Inc. alumnae won college scholarships from our national organization and local Girls Inc. scholarships totaling \$868,000.00.

In 2017, Girls Inc. placed 55 girls in quality "on the job" externships at Orange County companies such as: Edwards Lifesciences, PBS, USC, Hoag Hospital, DPR Construction, and others. The goal in 2018 is 60-80 externships.

In 2016, Girls Inc. of Orange County was named the "affiliate of the year" by the Girls Inc. national organization.

Girls Inc. partnered with over 45 schools, community centers, the Orange County Department of Education, Juvenile Hall, numerous corporations, local universities, Hoag Hospital, ACT Anaheim, Imagine Science, and others

Girls Inc. worked with Chapman University to provide a month-long summer entrepreneurship camp for elementary aged girls.

Girls Inc. worked with Orange Coast College to provide a month long summer experience for middle and high school girls. The camp consists of 50% STEM programming.

Girls Inc. has been selected by the Center for Internships & Community Engagement to receive the "Most Committed Partner" award for 2016.

#### Programs and Activities

What are some of your current key programs and activities? Describe the communities you serve. Include populations and geographic locations.

Girls Inc. believes in the fundamental rights and abilities of girls and provides a supportive, enriching, and pro-girl environment.

Programs are focused in three areas:

**Strong:** health and wellness, stress management, health body image, and healthy and safe relationships

**Smart:** educational support in literacy, science, technology, engineering, math, college preparation, and on-time graduation

**Bold:** confidence building, overcoming barriers of economic status and gender, setting and achieving life goals.

The essential elements of the Girls Inc. Experience are:

1. A pro-girl and girls-only environment that is physically, socially and emotionally safe and confirms that girls can succeed and deserve to be taken seriously for the persons they are now and the women they will become;
2. Trusting, mentoring relationships with adult staff and volunteers trained in an approach that is grounded in a belief in girls' rights and abilities;

program sites.

Girls Inc. is also requesting a small portion for evaluating the project. In the beginning of 2018, GIOC decided to take our data in a new direction. With leadership from our National office on initiatives and goals for our data to provide a deeper and more complete picture of our work, we began working with the Ersoylu Group for our data and evaluation needs. The Ersoylu Group has helped GIOC edit, reformulate, and revamp all of our survey tools as well as assist us in creating new tools. With their guidance, we began exploring new types of survey tools that the agency had previously not considered (retrospective pre/post surveys, teacher surveys). The Ersoylu Group has not only assisted GIOC with our immediate needs for data collection and evaluation, but they've helped us strategize and develop a plan to expand how we measure our programs.

#### Gimbel Grants Received

List previous years with award amounts, if applicable

2015-\$25,000

2014-\$25,000

#### Statement of Need

Specify the community need you want to address and are seeking funds for.

Two-thirds of the world's illiterate are women. Literacy is one of the greatest indicators of future success. Low-income students often have less reading support and access to books. In a national study, a student with these program opportunities reads almost two million words per year outside of school. In comparison, a child with less access to books and to adults who encourage reading will read only about 8,000 words per year. This additional learning can make the difference in a girl's long-term success and on-time graduation. Children living in poverty who cannot read at grade level by the end of third grade are 13 times less likely to graduate from high school on time. Without our help, the futures of many girls in poverty are determined in elementary school.

The schools targeted in the growth plan have an average rate of 75% of socioeconomically disadvantaged populations (defined by the California Department of Education as students who meet either one of two criteria: neither of the student's parents has received a high school diploma or the student is eligible for the free or reduced-price lunch program). Rea Elementary, has the lowest literacy skills in the district and a socioeconomically disadvantaged population of 92%, with students scoring a two out of five on the state level performance indicator (three being on track by the end of third grade) and the Hispanic population, the majority of this program (74%) scored a one, the lowest score.

During the first three years of Literacy Lab, the majority of students attained the benchmarks to stay on track or improved past these benchmarks. With at-risk and ESL students, staying on track is a major accomplishment.

Nataly came to the Literacy Lab program fighting multiple challenges. She and her siblings are being raised by a single father who speaks almost no English, and they have few resources. She came in behind many of her peers, finding it difficult to participate and keep up in their conversations. Once shaking her head 'no' to read out loud, at the end of the school year she was asking to read aloud. We saw improvement in her scores and her confidence.

#### Project Description

Describe your project. How will this project enable this organization to better meet community needs? What is unique and innovative about this project?

Literacy Lab was developed to ensure that underserved girls reach grade level reading by the 4th grade. In the 4th grade, students start to "read to learn". The program works with 150, high-risk, kindergarten -3rd graders to get them prepared for this critical benchmark. Those who lag behind at this stage are likely to remain behind throughout their education.

The Literacy Lab curriculum is unique to this program and was developed by our national organization's resource center in partnership with Christine Leland, Ed.D, Professor at Indiana University with a speciality in Literacy and Language Education. Literacy Lab is built around the five building blocks of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension and aligns with the CA Common Core Standards.

Girls receive small group literacy training and engaging group activities. There is one staff member

3. Engaging games, dinner, and book giveaway at themed Family Nights. The Read-a-Sauras-Read theme gave girls and family members a chance to learn about dinosaurs through fiction and nonfiction books, themed games, and photos with the Jurassic Park Jeep. There will be 12 of these events in the 2018-2019 school year, three at each school site.

#### **4. Expected Outcomes**

**At program completion a minimum of 100 of the 150 girls who enroll in the program will complete a minimum of 40 of the 60 hours of early literacy training (30 weeks at 2 hours per week).**

**At program completion 100 underserved girls will increase their self-efficacy and motivation as readers.**

**At program completion, a minimum of 400 people attending family literacy nights.**

**At program completion, a minimum of 60 parent/family members will increase their knowledge of the participants reading skills and/or challenges.**

#### **5. Evaluation**

**Program data will be collected through pre and post program surveys and collected and analyzed by our Evaluation Consultant and will track our success in improving literacy skills with a minimum of 100 of the 150 program participants. Teachers with students in the program will also be surveyed on the progress of their students.**

**The Program Committee for the agency studies program outcomes to determine any needed enhancements for changes each year.**

**All data is added to our program database, Trax8 (the system used by our national organization).**

**In the beginning of 2018, GIOC decided to take our data in a new direction. With leadership from our National office on initiatives and goals for our data to provide a deeper and more complete picture of our work, we began consulting with the Ersoylu Group for our data evaluation needs.**

**The Ersoylu Group has helped GIOC edit, reformulate, and revamp all of our survey tools as well as assist us in creating new tools. With their guidance, we began exploring new types of survey tools that the agency had previously not considered (retrospective pre/post surveys, teacher surveys). The Ersoylu Group has not only assisted GIOC with our immediate needs for data collection and evaluation, but they've helped us strategize and develop a plan to grow and expand how we measure our programs.**

**\*Below are some examples of how to list your Goals, Objectives, Activities, Expected Outcomes, and Evaluation: Objective, Outcome, and Evaluation should align and should be written in a linear format, using actual numbers and data that are quantifiable and verifiable.**

**STATE ONE GOAL, ONE OBJECTIVE, ONE OUTCOME:**

**GOAL: House all homeless youth ages 18-24 in Mariposa County who are physically, mentally, and legally able to work within 24 hours and help them become self-sufficient in 90 days.**

**OBJECTIVE: House up to 145 homeless youth referred or who contact us within 24 hours.**

**OUTCOME: We expect to provide rapid rehousing to over 45 homeless youth in 2017.**

**EVALUATION: Using Build Futures' Salesforce database client management and tracking system, generate reports on the number of clients served and housed. Track our role in housing 145 youth.**

**Account for additional success or lower numbers of youth in the program.**

#### **Target Population**

**Who will this grant serve? How many people will be impacted? Provide a breakdown: Number of children, youth, adults, seniors, animals.**

**Girls Inc. will target underserved girls, Kindergarten-3rd grade ESL (English Second Language) students, in the Newport Mesa Unified School District. In 2017, Seventy-five percent were Latina and 71% come from non-English speaking homes and 35% are from single parent homes. Eighty-three percent come from families earning less than \$50,000.**

**Nataly came to the Literacy Lab program fighting multiple challenges. She and her siblings are being raised by a single father who speaks almost no English, and they have few resources. She came in**

The Girls Inc. management team (Chief Executive Officer, Director of Program Services, Director of Volunteer Services, and Director of Operation Services) has 97 years of experience with program management, financial management, and fund development. CEO, Lucy Santana-Ornelas, has 27 years of experience in youth programming and management and has 19 years of experience at GIOC. Jessica Hubbard, Director of Program Services, has a Master's in Education and a Juris Doctor. She has worked with youth for 14 years. Kelli McIntosh, Program Manager will manage the Literacy Lab program. Kelli McIntosh holds both a BA in Cognitive Science and a BA in Sociology, as well as an MA in Education with emphases in teaching and ESL instruction. Kelli helped to pilot the program four years ago and also works with the district and school officials and serves as a liaison with parents when needed. Orleda Azevedo, Director of Volunteer Services, has 34 years of Girls Inc. program experience. She will assist with recruitment and training of volunteers and speakers. In 2017, over 500 volunteers gave over 11,000 hours of service. Literacy Lab had over 100 volunteers in 2017.

#### Attachments

Laurie Goodman  
[goodmangrants@gmail.com](mailto:goodmangrants@gmail.com)

## 2018 S.L. Gimbel Foundation APPLICATION

**Organization Name:**

Girls Incorporated of Orange County

**V. Project Budget and Narrative (Do not delete these instructions on your completed form).**

**A) Budget Table:** Provide a detailed line-item budget for your entire project by completing the table below.

Requested line items should be limited to Ten (10) line items. The less the better.

**A breakdown of specific line item requests and attendant costs should include:**

- 1) Line item requests for materials, supplies, equipment and others:
  - a. Identify and list the type of materials, supplies, equipment, etc.
  - b. **Specify the unit cost, number of units, and total cost**
  - c. Use a formula/equation as applicable. (i.e. 40 books @ \$100 each = \$4000)
- 2) Line item requests for staff compensation, benefits: **Do not use FTE percentages.**
  - a. Identify the position; for each position request, **specify the hourly rate and the number of hours** (i.e. \$20/hr x 20 hours/week x 20 weeks = \$8,000)
  - b. For benefits, provide the formula and calculation (i.e. \$8,000 x 25% = \$2,000)
- 3) Line items on Salaries/Personnel included in budget (contribution or in-kind) but NOT requested from the Gimbel Foundation must be broken down per number 2) above: Provide rate of pay per hour and number of hours.
- 4) Line Item Description should be no more than two lines; otherwise, it will get cut off. Additional descriptions should be included in the Budget Narrative.

Line Item Request	Line Item Description (Maximum two lines)	Support From Your Agency	Support From Other Funders	Requested Amount From Gimbel/TCF	Line Item Total of Project
Materials and Supplies	79.86/student x 140 students =11,180	4,161	2,587	4,432	11,180
Program Evaluation Cost/Publication Fees	\$50/hr x 125 hrs =\$6,246	1,446	3,300	1,500	6,246
Mileage	.54.5cents/mile x 65.24miles/week x40 weeks x 4 personnel =\$5,689	2,385	1,604	1,700	5,689
Personnel Salary	see narrative	18,122	71,448	13,690	103,260
Personnel Benefit	see narrative	4,835	19,401	3,678	27,914
<b>TOTALS:</b>		\$ 30,949	\$ 98,340	\$ 25,000	\$ 154,289

## 2018 S.L. Gimbel Foundation APPLICATION

**VI. Sources of Funding:** Please list your current sources of funding and amounts.

### *Secured/Awarded*

Name of Funder: Foundation, Corporation, Government	Amount
Broadcom	\$ 10,000
Pacific Life Foundation	\$ 10,000
Boeing	\$ 100,000
ADP	\$ 25,000
HOAG	\$ 93,333
	\$
	\$
	\$

### *Pending*

Name of Funder: Foundation, Corporation, Government	Amount	Decision Date
Southern California Edison	\$ 5,000	
Western Digital Foundation	\$ 10,000	
	\$	
	\$	
	\$	
	\$	

**Diversity of Funding Sources:** A financially healthy organization should have a diverse mix of funding sources. Complete those categories that apply to your organization using figures from your most recent fiscal year.

Funding Source	Amount	% of Total Revenue	Funding Source	Amount	% of Total Revenue
Contributions	\$132,312	14.66 %	Program Fees	\$28,253	3.14 %
Fundraising/Special Events	\$ 130,340	14.47 %	Interest Income	\$ 828	0.00 %
Corp/Foundation Grants	\$580,647	64.46 %	Other:	\$10,000	1.11 %
Government Grants	\$7,890	1.00 %	Other:	\$10,503	1.16 %

**Notes:**

## 2018 S.L. Gimbel Foundation APPLICATION

### VII. Financial Analysis

**Agency Name:** Girls Incorporated of Orange County

**Most Current Fiscal Year (Dates):** From 1/1/2018

To: 12/31/2018

This section presents an overview of an applicant organization's financial health and will be reviewed along with the grant proposal. Provide all the information requested on your **entire organization**. Include any notes that may explain any extraordinary circumstances. Information should be taken from your most recent 990 and audit. **Double check your figures!**

#### Form 990, Part IX: Statement of Functional Expenses

1) Transfer the totals for each of the columns, Line 25- Total functional expenses (page 10)

(A) Total Expenses	(B) Program service expenses	(C) Management & general expenses	(D) Fundraising expenses
\$ 2,044,898	\$ 1,535,261	\$ 131,647	\$ 377,990

2) Calculate the percentages of Columns B, C, and D, over A (per totals above)

- Program services (B) – A general rule is that at least 75% of total expenses should be used to support programs
- Management & general administration (C) – A general rule is that no more than 15% of total expenses should be used for management & general expenses
- Fundraising (D) – A general rule is that no more than 10% of total expenses should be used for fundraising

(A) Total Expenses	(B) Program service expenses	(C) Management & general expenses	(D) Fundraising expenses
2,044,898	Columns B / A x 100	Columns C / A x 100	Columns D / A x 100
Must equal 100%	75.08 %	6.44 %	18.48 %

3) Calculate the difference between your CURRENT year budget for management & general expenses and your previous management & general expenses per your 990 (Column C)

Percentage of Organization's <u>Current</u> Total Budget used for Administration	Column C, Management & general expenses per 990 above	Differential
10 %	6.44 %	3.56 %

If the differential is above (+) or below (-) 10%, provide an explanation:



# GIOC Budget Plan 2018

REVENUES	
	2018 Budget
Program Fees/Revenue	179,248
Foundation/Grants	492,756
Individual	445,409
Corporate/ Grants	862,165
Annual /Special Event	350,000
Campaign Revenues	210,000
In-Kind Giving	-
Unrealized Gain/Loss	606
Interest	1,542
<b>TOTAL REVENUES</b>	<b>\$ 2,541,726</b>

EXPENSES	
	2018 Budget
Salaries/Benefits	1,561,907
Program Expenses	303,778
General & Administrative	275,833
Fund Development	85,015
Annual/Special Event	155,353
Campaign Program Expense	-
<b>TOTAL EXPENSES</b>	<b>\$ 2,381,886</b>

NET INCOME/(LOSS)	
<b>NET INCOME/(LOSS)</b>	<b>\$ 159,840</b>

### SAMPLE Budget Comparison

	Actuals		Budget		Variance	
	Most Recently		Projections			
	Completed Year		Current Year			
	20 17		20 18			
<b>Income</b>						
Individual Contributions	807,381	-	952,492	-	145,111	-
Corporate Contributions	616,948	-	895,688	-	278,740	-
Foundation Grants	518,313	-	492,756	-	-25,557	-
Government Contributions	23,406	-	20,000	-	-3,406	-
Other Earned Income	137,956	-	179,248	-	41,292	-
Other Unearned Income	9,835	-	-	-	-9,835	-
Interest & Dividend Income	1,977	-	1542	-	-435	-
<b>Total Income</b>	<b>2,115,816</b>	<b>-</b>	<b>2,541,726</b>	<b>-</b>	<b>425,910</b>	<b>-</b>
<b>Expenditures</b>						
<b>Personnel</b>						
Salary CEO	140,720	-	140,720	-	0	-
Salary Assistant	1,035,233	-	1,134,038	-	98,805	-
Payroll Taxes	115,465	-	120,358	-	4,893	-
Insurance - Workers' Comp	35,287	-	51,943	-	16,656	-
Insurance - Health	79,298	-	89,275	-	9,977	-
Payroll Services	3,492	-	3,492	-	0	-
Retirement	15,327	-	22,081	-	6,754	-
<b>Total Personnel</b>	<b>1,424,822</b>	<b>-</b>	<b>1,561,907</b>	<b>-</b>	<b>137,085</b>	<b>-</b>
<b>General Program/Administrative</b>						
Bank/Investment Fee	17,658	-	17,658	-	0	-
Publications	-	-	-	-	-	-
Conferences & Meetings	4,199	-	4,199	-	0	-
Mileage	7,267	-	9,918	-	2,651	-
Audit & Accounting	9,950	-	9,950	-	0	-
Program Consultants	33,488	-	33,488	-	0	-
Insurance Expense	22,254	-	22,254	-	0	-
Telephone Expense - Land Lines	4,333	-	4,333	-	0	-
DSL & Internet	-	-	-	-	-	-
Website	-	-	-	-	-	-
Office Supplies	1,949,235	-	2,273,666	-	324,431	-
Postage & Delivery	2,543	-	2,543	-	0	-
Printing & Copying	3,877	-	3,877	-	0	-
Miscellaneous	-	-	-	-	-	-
<b>Total General Program/Administrative</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Expenditures</b>	<b>2,054,804</b>	<b>-</b>	<b>2,381,886</b>	<b>-</b>	<b>327,082</b>	<b>-</b>
<b>Revenue Less Expense</b>	<b>61,012</b>	<b>-</b>	<b>159,840</b>	<b>-</b>	<b>98,828</b>	<b>-</b>

**Part IX Statement of Functional Expenses**

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX. ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21.				
2 Grants and other assistance to domestic individuals. See Part IV, line 22.				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16.				
4 Benefits paid to or for members.				
5 Compensation of current officers, directors, trustees, and key employees.	134,984.	67,492.	13,498.	53,994.
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B).	0.	0.	0.	0.
7 Other salaries and wages.	1,040,969.	846,677.	74,138.	120,154.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions).	15,327.	13,451.	759.	1,117.
9 Other employee benefits.	114,585.	92,854.	6,131.	15,600.
10 Payroll taxes.	105,559.	81,946.	8,605.	15,008.
11 Fees for services (non-employees):				
a Management.				
b Legal.				
c Accounting.	9,950.		9,950.	
d Lobbying.				
e Professional fundraising services. See Part IV, line 17.				
f Investment management fees.				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.)	58,200.			58,200.
12 Advertising and promotion.				
13 Office expenses.	53,654.	38,846.	4,653.	10,155.
14 Information technology.				
15 Royalties.				
16 Occupancy.				
17 Travel.	914.	704.	64.	146.
18 Payments of travel or entertainment expenses for any federal, state, or local public officials.				
19 Conferences, conventions, and meetings.				
20 Interest.				
21 Payments to affiliates.				
22 Depreciation, depletion, and amortization.	37,010.	30,129.	4,867.	2,014.
23 Insurance.	22,255.	17,136.	1,558.	3,561.
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a <u>PROGRAM EXPENSES</u>	227,043.	227,043.		
b <u>EVENT EXPENSES</u>	74,832.			74,832.
c <u>EQUIPMENT EXPENSE</u>	54,472.	50,626.	3,846.	
d <u>REPAIRS &amp; MAINTENANCE</u>	27,778.	22,941.	210.	4,627.
e All other expenses.	67,366.	45,416.	3,368.	18,582.
25 Total functional expenses. Add lines 1 through 24e.	2,044,898.	1,535,261.	131,647.	377,990.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720).				

GIRLS INCORPORATED OF ORANGE COUNTY  
2018 BOARD OF DIRECTORS

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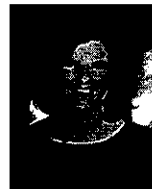
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2018 BOARD OF DIRECTORS

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Girls Incorporated  
of Orange County

*Inspiring all girls to be strong, smart, and bold*

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1. Organization name:  
Girls Incorporated of Orange County
2. Grant #  
20130989
3. Grant Period  
February 1, 2014 – January 31, 2015
4. Location of Services (City and State)  
Costa Mesa, CA
5. Name and Title of person completing evaluation.  
Veronica Escobedo, Director of Program Services
6. Phone Number:  
(714) 597-8600
7. Email address.  
[vescobedo@girlsinc-oc.org](mailto:vescobedo@girlsinc-oc.org)
8. Total number of clients served through this grant funding.  
189
9. Describe the project's key outcomes and results based on the goals and objectives.  
**Outcome 1: 75% of participants will increase their self-efficacy and motivation as readers**  
  
Result: 85% of participants increased their self-efficacy and motivation as readers  
  
This is captured by the results of the Reader Survey. The Reader Survey was administered at the start and finish of the program to measure participant interest, confidence, and motivation in reading; this helped identify the types of strategies and materials needed to engage the girls so reading could become (or remain) something they enjoy. It is important that this program not only helps improve reading proficiency, but introduces and fosters a life-long love of reading.  
  
**Outcome 2: 65% of participants will improve early literacy skills and reading proficiency**

Result: 74% of participants increased assessment scores to improve early literacy skills and reading proficiency

The DIBELS (Dynamic Indicators of Basic Early Literacy Skills) indicates the level at which a participant is reading and was administered three times throughout the year. The scores revealed which girls read at grade level, and which needed more strategic or intensive support. With the results identifying skills and reading levels in need of growth, the program was tailored to meet girls at their level; because of this we saw great improvement over the year. Also, we learned that maintenance equals improvement in many ways. As the school year progresses, the proficiency required to maintain grade level appropriate reading heightens; girls who maintained their grade level proficiency actually progressed a significant amount!

**Outcome 3: 85% of parents/caregivers will increase their knowledge of their child's reading skills and/or challenges**

Result: 87% feel more prepared to help their child with reading at home

93% know ways to make sure that their child understands what she is reading

87% know of activities, in addition to reading, that can help their child practice literacy at home

This program focused heavily on engaging the parents/caregivers. Parents received regular updates from Girls Inc. on their daughter's progress in the program; families were given a brief report of their girl's progress every three weeks. Parents were invited to participate in quarterly Family Literacy Nights on their girl's school campus. These nights included parent education pieces and tools to take home, so families left with new knowledge and instruments for putting it into practice. Throughout this year, we saw 269 attendees between family nights in June and November.

10. Please describe any challenges/obstacles the organization encountered (if any) in attaining stated goals & objectives.

As a pilot program during the first half of this grant period, Literacy Lab provided an opportunity to bring a new level of intensive literacy programming to the girls. Staff faced many challenges with this project, as with all new endeavors, and yet the program still produced some very promising results. In reviewing data from the pilot year, two key areas stood out for improvement: 1st grade phonics, and 2nd grade reading accuracy. These scores did not reflect the high increases others areas measured, and we saw fewer grade level increases in these categories.

11. How did the organization overcome and/or address the challenges and obstacles?

Noticing the above trends in the Spring of 2014, staff paid special attention to these areas in programming for Fall 2014. As stated earlier, we saw many girls improve without technically reaching their grade level benchmark. (As the school year progresses, the proficiency required to maintain grade level appropriate reading heightens; girls who maintained their grade level proficiency actually progressed a significant amount!) The staff combed through the curriculum, replacing books and activities that were found to be less effective than others; every piece of programming was intentionally designed to meet the highest needs of the girls. Our staff has noticed a substantial positive difference in the girls who stayed in the program from Spring 2014 – Fall 2014. This speaks to the heightened success of the program with consistency, and how with more time and resources, the program has the potential to be more effective.

12. Describe any unintended positive outcomes as a result of the efforts supported by this grant.

The positive effects of these efforts have been far reaching and widespread. Because of The S. L. Gimbel Foundation Fund helping to support Literacy Lab this past year, our Girls Incorporated National organization has recently secured funding from the Kellogg Foundation. This funding will allow us to continue this work in Orange County for the next three years, and also allow us to act as a mentor to four other Girls Inc. affiliates around the country interested in starting a Literacy program.

13. Briefly describe the impact this grant has had on the organization and community served.

This grant has had an immense impact on our organization. During our first year piloting this program, the question was "Can/will we continue this type of Literacy programming?". With support from The S. L. Gimbel Foundation, the question is no longer "can" or "will" we continue, but "how?". This past year has cemented early Literacy into our program. It has become a critical component of our program matrix, and we look forward to providing early intervention and support to many girls in the future. The impact also translates to our relationship with the Newport Mesa Unified School District. Girls Incorporated of Orange County has provided this district with many years of various programs, but the Literacy program has given us an opportunity to introduce something new and meet a crucial need. The District and school staff have seen many improvements in the participants, further emphasizing the importance of us continuing our efforts within NMUSD.

14. Please provide a narrative on how the funds were used to fulfill grant objectives. Support documents (receipts, expense reports or marketing materials) can be emailed to [grant-info@thecommunityfoundation.net](mailto:grant-info@thecommunityfoundation.net) or faxed to 951-684-1911 or mailed to The Community Foundation, 3700 Sixth St. Suite 200, Riverside, CA 92501  
The Gimbel Foundation funds were spent on the following:



- Salaries and Benefits - \$20,000 went towards 30% of the Literacy Coordinator salary, 12% of the Literacy Lead and Facilitators salaries and 6% of the Volunteer Coordinator's salary.
- Program Supplies, Incentives and Workstations - \$3,505 went towards supplies as seen on the attached receipts
- Training & Marketing - \$1,514 went towards supplies needed for training and or marketing as seen in the attached receipts

15. Please relate a success story.

Nataly came to our Literacy Lab fighting against multiple challenges. She and her siblings are being raised by a single father who speaks very little English, and they have few resources. She came in behind many of her peers, finding it difficult to participate and keep up in their conversations. She was also behind in reading, and very shy when it came to reading out loud.

Over the course of the year, Nataly showed us more and more of her wonderful personality and bright spirit. Once shaking her head 'no' to read out loud, at the end of the school year she was asking to read aloud, proud of the books she was able to read! We did see improvement in her scores regarding early literacy skills, but what was more compelling was to watch her confidence blossom.

Nataly and her father attended the Family Literacy Nights in June 2014 and November 2014. They played literacy games, read books together, helped create 'mad libs', and were able to take home brand new books. Her father left us this note (translated from Spanish): "[the program] has good coordination -- thank you for your support, my daughter has advanced far."

Thanks to funding from The S.L. Gimbel Foundation Fund, we are currently able to have Nataly in programming again for her 3rd grade year; it is critical that we are able to continue giving her support to help move her towards the goal of reading at grade level by the end of this year. Thank you for helping us provide this for Nataly and her family!