



S.L. Gimbel Foundation Fund
 Grant Application

Internal Use Only:
Grant: 15,000

Organization / Agency Information

Organization/Agency Name: LEAP Learning Center		
Physical Address: 1221 Wass St.		City/State/Zip: Tustin, CA 92780
Mailing Address: 1221 Wass St.		City/State/Zip: Tustin, CA 92780
CEO or Director: Sally Parkin		Title: Executive Director
Phone: 714-519-6092	Fax:	Email: sallyparkin@leaplearningcenter.org
Contact Person: Sally Parkin		Title: Executive Director
Phone: 714-519-6092	Fax:	Email: sallyparkin@leaplearningcenter.org
Web Site Address: www.leapintoaction.org		Tax ID: 26-1320187

Program / Grant Information

Interest Area: Animal Protection Education Environment Health Human Dignity

Program/Project Name: LEAP Reading Intervention Program			Amount of Grant Requested: \$15,000
Total Organization Budget:	Per 990, Percentage of Program Service Expenses (Column B / Column A x 100): 83%	Per 990, Percentage of Management & General Expenses Only (Column C / Column A x 100): 10%	Per 990, Percentage of Management & General Expenses and Fundraising (Column C+D / Column A x 100): 17%
Purpose of Grant Request (one sentence): To provide supplementary literacy instruction, resources and support to economically disadvantaged elementary school students, primarily English Learners, who are reading significantly below grade level.			
Program Start Date (Month and Year): June 2019		Program End Date (Month and Year): June 2020	
Gimbel Grants Received: List Year(s) and Award Amount(s) \$15,000 (2017); \$15,000 (2016); \$15,000 (2014); \$10,000 (2012); \$10,000 (2010); \$15,000 (2009)			

Signatures

Board President / Chair (print name and title): ANN B. ROSE, Board Chair	
Signature:	Date: 3/3/19
Executive Director/President (print name and title): Sally Parkin	
Signature:	Date: 3/3/19

2019 S.L. Gimbel Foundation Fund APPLICATION

Narrative

I. Organization Background

Founded in 1999, LEAP is a Tustin-based nonprofit that focuses on improving the lives of academically at-risk, as well as economically disadvantaged, elementary school children in the Tustin Unified School District (TUSD). LEAP's mission is to break the perpetual cycle of illiteracy and poverty by developing attitudes and behaviors that promote success in school, instill a strong work ethic, and create new paths for a bright and promising future. LEAP has been committed to, and operates under, the belief that all children can learn.

Since its inception, LEAP has served nearly 2,500 children through its free after-school and summer school programs. These programs originated as a non-sectarian outreach effort on behalf of St. Paul's Episcopal Church in Tustin--as church members, neighbors, parents, teachers and school administrators began taking notice of the overwhelming learning gap that was looming over local elementary school children, we banded together and made it our sole purpose to ensure that students who were not equipped to meet the standards of an increasingly demanding curriculum had a fighting chance. Due to the momentum and support our endeavors garnered over time, LEAP evolved into a community-wide program and was granted a nonprofit 501(c)(3) status in 2008.

Founded in 1999, LEAP is a Tustin-based nonprofit that focuses on improving the lives of academically at-risk and economically disadvantaged elementary school children, primarily English Learners, in the Tustin Unified School District (TUSD). LEAP originated as a non-sectarian outreach effort on behalf of St. Paul's Episcopal Church in Tustin, as church members, neighbors, parents, teachers and school administrators banded together to address the overwhelming learning gap that was threatening the future success of many of our economically disadvantaged and English Learner students. In time, LEAP evolved into a community-wide program and was granted a nonprofit 501(c)(3) status in 2008.

LEAP's mission from day one has been to effectually eliminate the resource disparities that exist between underprivileged students and their peers by providing a free research-based guided group reading program that will ultimately equip our students with the necessary tools to become confident and successful readers. LEAP is committed to, and operates under, the belief that all children can learn. Our purpose is to break the perpetual cycle of illiteracy and poverty by developing attitudes and behaviors that promote success in school, instill a strong work ethic, and create new paths for a bright and promising future.

Organizational Accomplishments:

In the last three years, we have been able to make tremendous headway in advancing our mission to close the learning gap of at-risk elementary school students in the TUSD. Beginning in September 2013, at the request of the TUSD, we moved our after-school reading program on-site at two Title I schools in the district, making it possible for us to serve more children and provide a more comprehensive approach. This opportunity to reposition our program was a major step towards achieving our long-held goal of serving substantially more children in our target population. Having LEAP operating at two school sites meant that we could work directly with our students' teachers and provide targeted reading instruction that was tailored specifically to each child's needs.

Because we wholeheartedly believe that being a proficient reader is absolutely crucial to achieving academic success in any subject, we decided it was necessary to focus solely on growing our after-school LEAP Reading Intervention Program at Title I schools. This new trajectory would allow us to invest our energy and undivided attention toward ensuring all of our students became competent and self-reliant readers.

By 2015, in recognition of our program's remarkable success, the TUSD provided partial funding support to enable LEAP to further extend its services to an additional two Title I schools, increasing our reach--from 80 students to 132 students--at four Title I schools.

With this expansion, LEAP was able to hire four part-time site supervisors, with teaching backgrounds, to oversee our Reading Intervention Program at each of the four campuses. In 2017, we were able to hire an administrative assistant and program assistant (both of whom work approximately 8 hours/week). These are exciting and much-needed additions to our organization and have given us the capacity to grow our program and assist more students.

Over the last three years, LEAP has continued to make tremendous headway in advancing our mission to close the learning gap of economically disadvantaged and English Learner elementary school students in the TUSD. In

2015, our program moved on-site at four Title I schools, and LEAP was able to hire four outstanding and experienced site supervisors to oversee our program at each school site, as well as an assistant director in 2017, who has helped us increase our capacity and reach. Together, we are exploring new methods of fundraising, and community engagement, through social media platforms and on-site events. Our hope is to bring a greater awareness of how our LEAP Reading Intervention Program is making both a measurable and meaningful difference in our students' lives.

Year after year, we witness first-hand the exceptional growth our LEAP students make in pursuit of their grade level reading goals. Our year-end results for the past two school years have risen to an average student growth of nearly four reading levels, with close to 10% of our students improving by 7-12 reading levels. While we're only halfway through our 2018-2019 school year, the TUSD recently shared the results of our mid-year assessments and our students have already improved by an average of 2.25 reading levels.

LEAP continues to implement effective practices such as regularly assessing and anticipating the needs of our students, creating comprehensive and actionable goal-setting activities, growing our inventory of essential books, tools and resources, and adding supplementary projects like LEAP for Books, which works to preserve progress made and avoid summer slide by allowing students to self-select three books, on the last day of school, that are appropriate for their independent reading level, to read over the summer and permanently add to their home library.

Program Activities:

Our LEAP Reading Intervention Program currently serves 132 students at four Title I schools in the TUSD. The TUSD boundaries include all of Tustin, as well as portions of Irvine, Santa Ana, and unincorporated North Tustin. Our student population, among the four school sites where our program operates, is approximately 90% Hispanic/Latino, 5% White, 4% Asian/Filipino, and 1% Black or African American.

To be determined eligible for our LEAP Reading Intervention Program, students must be identified by their teachers as reading significantly below grade level. All students that are referred to our program are economically disadvantaged, and most of our students come from families where English is not their primary language. Our program provides the specialized attention, resources, and support these students so desperately need.

Our LEAP Reading Intervention Program is comprised of two separate one-hour sessions, held four days a week, on four Title I campuses in the TUSD, throughout the school year. We have limited our reading groups to no more than four students, and roughly four to five groups per session. Students are divided into groups based on their approximate needs so that we can target and individualize instruction. Our reading groups are led by highly qualified college students, and committed volunteers, many of whom have been with our program for over five years.

Because the demand for our LEAP Reading Intervention Program is so great, we aspire to add two reading groups at each school site in the 2017-2018 school year. If funding is secured, we will be able to assist an additional eight students from each school, for a total of 164 students, and still be able to continue to offer our program free of cost to students and their families.

Our LEAP executive director will work with key school personnel, at four Title I elementary schools in the TUSD, to identify and recruit 132-164 students who are eligible for our LEAP Reading Intervention Program. Program priority will be given to economically disadvantaged students that are most at-risk of failure. Under the direction of our LEAP executive director, our highly trained and experienced LEAP site supervisors will form reading groups based on each student's current reading level and approximate needs. LEAP students will receive one hour of specialized instruction, four days a week, for the remaining school year.

Reading assessments will be conducted at least three times during the school year to measure how well each LEAP student is progressing, and to determine which skills require more practice and attention. LEAP staff will also remain in contact with each student's teacher, as well as their parents, throughout the school year. LEAP is committed to ensuring that all students' individual needs are being met, and that every student is benefitting and thriving as a result of their participation in our LEAP Reading Intervention Program. At the end of the school year, all LEAP students will be formally recognized during a school assembly for their hard work and determination. Students' families are invited to attend the award ceremony, as well as our end-of-year class celebration.

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Our free after-school Reading Intervention Program is comprised of two separate forty-five-minute sessions (serving approximately 16 students in each session/32 students at each school), held four days a week, at four Title I campuses in the TUSD. To be eligible for our program, students must be identified by their teachers as reading significantly below grade level. All LEAP students are economically disadvantaged, and most are first or second-generation English Learners.

Our LEAP students are divided into reading groups of four so that we can target and individualize reading instruction based on each student's needs. Each group is led by highly qualified college students from the University of California, Irvine (UCI), or longtime committed volunteers, many of whom are retired school teachers. Each of our tutors has been thoroughly trained with the latest research-based strategies which have been proven to help struggling readers. LEAP students spend a significant portion of each session reading and responding in discussions that promote a deeper level of comprehension. Students are taught and modeled the critical skills they need to be successful readers, as well as the grit and determination to overcome obstacles—these are transformative qualities that will shape and serve our students well beyond the classroom.

II. Project Information:

A) Statement of Need

Over the last decade, in every state, the gap in reading proficiency has widened between low-income students and their higher-income peers, and the numbers are worst among minority communities. LEAP has witnessed firsthand a substantial increase in the number of economically disadvantaged and English Learner students, in first through fifth grade, who are reading at significantly lower levels than in years past. For example, in second grade, students who are reading at 2 levels below grade level are considered “at-risk” and require intensive intervention. In years past, most second graders who were referred to our LEAP Reading Intervention Program were reading approximately 3 levels below grade level. In 2017-2018, most of the second graders referred to LEAP were reading at 5-7 levels below grade level, and nearly 70% of our incoming second-grade students were reading at 6-8 levels below grade level in 2018-2019.

The lifetime effects of illiteracy and low-literacy—for our children and our society as a whole—are so grave that we cannot afford to sit idly by and let this pattern continue to proliferate. As a 2010 report published by the Annie E. Casey Foundation for the Council on Children and Families declared: “The bottom line is that if we don’t get dramatically more children on track as proficient readers, the United States will lose a growing and essential portion of its human capital to poverty, and the price will be paid not only by individual children and families, but by the entire country.”

With this in mind, LEAP personnel explored how to most effectively help those students who are already significantly behind, as well as how we might prevent such severe learning gaps from happening in the first place. We met with the principals at each of our four school sites and agreed to increase the number of first graders enrolled in our program. LEAP is now working with first through fifth grade students at three school sites and we anticipate adding first graders to both sessions at our fourth school site in 2019-2020. We hope adding first graders to our program will provide an opportunity to work through reading challenges at the onset and avoid more extensive reading gaps entirely.

And while the growing needs of our at-risk students have made it necessary for us to remain focused on our core group size of 128 students for the time being, we are still committed to eventually expanding our program at each school site in the future. LEAP is the only free after-school literacy program available in the TUSD, and the limited financial means of our students and their families, combined with the fact that 84% of English Learners, and 68% of economically disadvantaged students, at our four school sites, are still not meeting state standards for English Language Arts/Literacy, makes extending our reach and growing our program to serve more students a top priority.

B) Project Description

One unique element that separates our LEAP Reading Intervention Program from many other after-school tutoring programs, and has made our approach so effective, is that we are not a drop-in—come as often, or as little as you like—program. We put tremendous time and energy into reading about and studying, the best practices, methods, and techniques for teaching under-literate students who are learning in their non-native language, while at the same time grappling with the everyday challenges that come with poverty. We know through experience that our students thrive in an environment where they feel safe and valued and can depend on familiar faces and consistent routines. This is why we ask for a year-long commitment from all prospective LEAP students, their families, tutors and staff. It is crucial that we work with the same students, four days a week, in the same group of four, with the same weekly tutors, for an entire school year, so that our students are able to achieve the best possible outcome. This allows our LEAP tutors to really know our students and recognize their individual strengths, weaknesses, and properly celebrate any and all progress our students make throughout the year. Research confirms that students who receive focused attention and nurturing on a consistent basis, from a well-trained and highly qualified tutor, will ultimately be more motivated and likely to succeed.

The core of our program relies heavily on our 30-40 dedicated literacy tutors who are the lifeblood of our program. Utilizing a mostly volunteer and subsidized tutor team has allowed LEAP to deliver a first-rate, cost-effective program that is completely free of charge to our students and their families. Most of our tutors are longtime volunteers but we also employ several work-study students from UCI each year. Our relationship with UCI is just one example of the many ways our program has proven to be innovative and forward-thinking. Work-study awards are hugely beneficial to low-income students as it provides the opportunity to earn money toward college and living expenses, and a chance to gain valuable work experience. Hiring caring and accomplished college students from a highly regarded university, with their pay subsidized by the university, has been a win-win for all. Their passion, insight and energy are infectious—and many of our work-study tutors tell us they can really relate and empathize with our students, as they too came from very similar upbringings. As one of our UCI work-study tutors recently shared with us, “Growing up as an ESL student, I really wish there had been something like LEAP available to me when I was in elementary and middle school. Tutoring for LEAP is so rewarding because I have the opportunity now to provide other children with the extra help that I really needed as a child. I also feel a responsibility to give back to my community after being so fortunate to receive the scholarships and financial assistance that made it possible for me to go to college in the first place.”

C) Project Goal, Objectives, Activities & Expected Outcomes

Project Goal:

Provide a free research-based guided group reading program to 128 economically disadvantaged elementary school students, primarily English Learners, who are reading below grade level, and provide the necessary instruction, tools and resources to help them make meaningful progress toward their grade level reading goals.

Project Objectives:

Provide 45 minutes of individualized literacy instruction to 128 academically at-risk elementary school students in the Tustin Unified School District (TUSD), four days a week, excluding holidays, during the 2019-2020 school year.

Program Activities:

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language. Our program provides the specialized attention, resources, and support these students so desperately need.

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Because the demand for our LEAP Reading Intervention Program is so great, we aspire to add two reading groups at each school site in the 2017-2018 school year. If funding is secured, we will be able to assist an additional eight students from each school, for a total of 164 students, and still be able to continue to offer our program free of cost to students and their families.

Our LEAP executive director will work with key school personnel, at four Title I elementary schools in the TUSD, to identify and recruit 132-164 students who are eligible for our LEAP Reading Intervention Program. Program priority will be given to economically disadvantaged students that are most at-risk of failure. Under the direction of our LEAP executive director, our highly trained and experienced LEAP site supervisors will form reading groups based on each student's current reading level and approximate needs. LEAP students will receive one hour of specialized instruction, four days a week, for the remaining school year.

Reading assessments will be conducted at least three times during the school year to measure how well each LEAP student is progressing, and to determine which skills require more practice and attention. LEAP staff will also remain in contact with each student's teacher, as well as their parents, throughout the school year. LEAP is committed to ensuring that all students' individual needs are being met, and that every student is benefitting and thriving as a result of their participation in our LEAP Reading Intervention Program. At the end of the school year, all LEAP students will be formally recognized during a school assembly for their hard work and determination. Students' families are invited to attend the award ceremony, as well as our end-of-year class celebration.

Our LEAP Reading Intervention Program serves 128 elementary school students at four Title I schools in the TUSD. The TUSD boundaries include all of Tustin, as well as portions of Irvine, Santa Ana, and unincorporated North Tustin. Our student population at the four Title I schools is approximately 90% Hispanic/Latino, 3% White, 3% Asian/Filipino, 2% Black or African American, 1% Native American or Pacific Islander, and 1% are two or more races. More than 75% of all students, at each school, qualify for free and reduced meals, and nearly half of the entire student population are English Learners.

Our free after-school Reading Intervention Program is comprised of two separate forty-five-minute sessions (serving approximately 16 students in each session/32 students at each school), held four days a week, at four Title I campuses in the TUSD. To be eligible for our program, students must be identified by their teachers as reading significantly below grade level. All LEAP students are economically disadvantaged, and most are first or second-generation English Learners.

Our LEAP students are divided into reading groups of four so that we can target and individualize reading instruction based on each student's needs. Each group is led by highly qualified college students from the University of California, Irvine (UCI), or longtime committed volunteers, many of whom are retired school teachers. Each of our tutors has been thoroughly trained with the latest research-based strategies which have been proven to help struggling readers. LEAP students spend a significant portion of each session reading and responding in discussions that promote a deeper level of comprehension. Students are taught and modeled the critical skills they need to be successful readers, as well as the grit and determination to overcome obstacles—these are transformative qualities that will shape and serve our students well beyond the classroom.

Expected Outcomes:

We anticipate that 128 LEAP students will improve by at least one reading level by the end of the school year. Furthermore, we anticipate that students who attend our LEAP Reading Intervention Program, for a minimum of 80 full sessions, will improve an average of 3 reading levels, while those students who participate in 100 full sessions, will improve an average of 4 reading levels.

Evaluation:

5. Evaluation

Reading assessments will be conducted by the TUSD at least three times during the 2019-2020 school year to monitor 128 student's reading level progression. Reading levels are determined according to the guidelines set forth by the Fountas & Pinnell Instructional Level Expectations for Reading. The results of these assessments will be made available to LEAP tutors and administrative staff, in the beginning of the school year, mid-year, and year-end, so we can measure and track how well each student is progressing, and how close each student is to reaching their grade level reading goals. LEAP will use these assessments, along with student, teacher and parent feedback, to measure the effectiveness of our program for the 2019-2020 school year.

D) Timeline

Provide a timeline for implementing the project. State the start date and ending date of the project, include timeframes for specific activities, as appropriate.

June/July/August 2019: recruit new volunteers and staff to fill any tutoring/program needs; purchase and assemble regular program materials; research and update program methodology, tutor training manual and training curriculum

September 2019: work with TUSD to enroll students for LEAP Reading Intervention Program; maintain waiting list of students; purchase additional books and materials; train new tutors; develop master tutor schedule; provide staff/tutor kick-off training

October 2019: begin after-school reading groups at school sites; students complete beginning of year qualitative surveys measuring reading interest and motivation

November 2019: confirm reading levels with teachers and collect feedback regarding specific needs/skills that require additional attention; student and supervisor meet to discuss and create specific, achievable, action-oriented goals for student by year-end

January 2020: review mid-year assessments conducted by TUSD and reassess/update goals

February 2020: meet with staff, tutors, and teachers to make any necessary adjustments

March 2020: conduct second in-service training session for tutors

April 2020: site supervisors meet with students again to review progress made toward joint reading goals

May 2020: students complete year-end qualitative survey; award ceremony is held to recognize each LEAP student; submit student roster to TUSD for year-end results

June 2020: review and analyze year-end results for program effectiveness

E) Target Population

Who will this grant serve? How many people will be impacted? Provide a breakdown: Number of Children, Youth, Adults, Seniors, Animals.

Below is an approximate breakdown of the number of children, adults, and seniors who are positively impacted by our LEAP Reading Intervention Program in a typical school year:

- Children: 128 economically disadvantaged elementary school students, primarily English Learners, are served by our current program model
- College Students: 9
- Adults: 10
- Seniors: 20

Our LEAP Reading Intervention Program is groundbreaking in many regards, but one truly extraordinary feature is the extensive reach that our program has on our Orange County community. While our target population is children/families, our program changes lives far beyond the 128 economically disadvantaged and English Learner elementary school students who our program serves. It also changes the lives of the nearly 30+ adult and senior volunteers who graciously donate their time and resources to mentor and tutor our students throughout the school year, and the 9+ college tutors who are gaining invaluable work experience while giving back to their community—not to mention the positive chain effect this experience may have on the friends, siblings, parents, future spouses and children, of all parties, for years to come.

F) 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?

Our LEAP Reading Intervention Program is the only free after-school literacy support program available in the TUSD. We've worked diligently to create a robust and cost-effective program that utilizes the talents of our highly qualified and distinguished volunteers in the surrounding community—local church members, respected business leaders, former teachers and PTO members—as well as college students from first-rate universities. We are also very fortunate to have our classroom space generously provided by the TUSD and St. Paul's Episcopal Church has graciously continued to underwrite our printing costs and provide storage and office/meeting space for our program.

G) Use of Grant Funds

How will you use the grant funds?

With funding support from the S.L. Gimbel Foundation, we plan to increase the quantity of our existing resources that have proven to be successful and purchase new materials and learning tools that we know to be effective for building early phonological skills, such as: individual magnetic boards with magnetic letter sets, desktop teaching easels, books with sequenced phonics, and books to build and practice phonemic awareness (rhyming and repetitive read aloud books).

Furthermore, we also intend to invest in more intensive training and development for our staff and tutors, so they are better equipped to meet the changing needs of our student population. We have created a part-time program director position (6 hours/week for 32 weeks) to assist us with this endeavor, as well as to expand our tutor base for our LEAP Reading Intervention Program. Our LEAP program director will work on increasing our presence in the community to recruit more volunteers, and work closer with the local universities to recruit more student tutors through work-study and internship programs, so that we have the capacity for tutors to work 1:1 or 2:1 with our most challenged students, and potentially grow our program to serve additional students in the future.

III. Project Future

A) Sustainability

While securing and increasing future funding is always necessary, and always a priority, we have cultivated long-standing collaborative relationships with several community organizations and corporate foundations who have remained strong partners throughout the years. We were very fortunate to be awarded another grant from the Pacific Life Foundation in January, and we currently have two grant applications pending with the Ueberroth Foundation and The Chi State LIFE Foundation, and plan to apply again with the Golden State Foods Foundation in the spring. We are also in the process of applying with new foundations including Opus Bank, Wells Fargo, and Dollar General. Furthermore, we anticipate that our grant with the TUSD will be renewed for the 2019-2020 school year given how successful our program continues to be.

Last but certainly not least, we are very grateful for the loyal backing of our donors who faithfully contribute their time and financial support to our program year after year. We recently had seventy-one donors contribute to our Fall 2018 Fundraiser, helping us raise \$25,785 toward program expenses. We are also currently working on increasing our presence on social media and were excited to raise nearly \$900 through our first #GivingTuesday campaign on Facebook!

IV. Governance, Executive Leadership and Key Personnel/Staff Qualifications

A) Governance

Our Board of Directors is made up of highly qualified individuals, representing a variety of professions and community involvements, who are highly committed to LEAP's mission. Our board meets monthly to carry out its responsibilities as defined in our bylaws.

Furthermore, we have a LEAP Fund Development Committee that develops and implements our annual fundraising plan, as well as a LEAP Volunteer Committee that actively recruits volunteers and college

students for our program, in addition to developing and maintaining relationships with local universities and service organizations.

Sally Parkin, our LEAP executive director since 2000, is a California credentialed teacher who specializes in reading strategies for struggling students. She has developed an innovative and engaging Reading Intervention Program to address the needs of struggling students, especially English Learners, to enable all participating students to acquire the necessary skills to meet or exceed district, county and state academic standards.

Mrs. Parkin is responsible for the overall administrative, financial and reporting responsibilities required of a non-profit organization, as well as the implementation of the entire program and curriculum. She is also responsible for the hiring and training of all staff and tutors, and provides program oversight for each of the four school sites.

Prior to joining LEAP, Mrs. Parkin was an active volunteer with many philanthropic organizations including Junior League, PTO, the Foothill High School Education Fund, and the Orange County Philharmonic Society.

Our Board of Directors is made up of highly qualified and caring individuals, representing a variety of professions and community involvements, who are deeply committed to LEAP's mission. Many of our board members have been on the front lines of our program from the very beginning and continue to tutor weekly and remain active in our program activities.

Our LEAP board meets monthly to carry out its responsibilities as defined in our bylaws and ensure that LEAP continues to operate in accordance with our mission and overall vision. Furthermore, we have a LEAP Fund Development Committee, who is instrumental in developing and implementing our annual fundraising strategy, and a LEAP Volunteer Committee, who will work in conjunction with our new program director to successfully recruit more volunteers and college students for our program, in addition to developing and strengthening relationships with local universities and community service organizations.

B) Management

Describe the qualifications of key personnel/staff responsible for the project.

Sally Parkin, our LEAP executive director since 2000, is a California credentialed teacher who specializes in reading strategies for struggling students. Ms. Parkin has developed a highly successful, innovative and engaging Reading Intervention Program that specifically addresses the acute and growing literacy deficiencies among our economically disadvantaged and English Learner student population who are academically at-risk.

In addition to our executive director, we have a dedicated LEAP site supervisor on-site at each of the four elementary schools where our LEAP Reading Intervention Program operates, who work closely with our students and tutors, as well as school staff and administration, to ensure all facets of the program are running smoothly and effectively. All site supervisors have a bachelor's degree or higher and have extensive experience teaching elementary school students.

Our LEAP program director is also a credentialed teacher, with a master's degree in education, with a double endorsement (specializing in preschool through grade 8), and our assistant director has a bachelor's degree in psychology and a master's degree in public policy and administration.

S.L. Gimbel Foundation APPLICATION

Organization Name:

LEAP Learning Center

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.

Line Item Request	Line Item Explanation <i>(Maximum two lines)</i>	Support From Your Agency	Support From Other Funders	Requested Amount From Gimbel/TCF	Line Item Total of Project
Executive Director	\$24,000 per year + \$2880 (12% employer taxes) = \$26,880	\$26,880			\$26,880
Assistant Director	\$20/hr. x 20 hrs./week x 38 weeks = \$15,200 + \$1824 (12% employer taxes) = \$17,024	\$17,024			\$17,024
Program Director	\$25/hr. x 6hrs/week x 32 weeks = \$4800 + \$576 (12% employer taxes) = \$5376	\$5376			\$5376
Site Supervisors (4)	\$25/hr. x 4 hrs./day x 108 days = \$10,800 + \$1296 (12% employer taxes) = \$12,096 x 4 Site Supervisors = \$48,384	\$38,384		\$10,000	\$48,384
Literacy Tutors (9)	\$13/hr. x 3 hrs./day x 48 days = \$1872 + \$224.64 (12% employer taxes) = \$2096.64 x 9 Literacy Tutors = \$18,870	\$14,870		\$4,000	\$18,870
Other Personnel Expenses	Workman's Comp (\$1800) + Payroll Service (\$788) + UCI Admin. Fee (\$1200)	\$3,788			\$3,788
Program Expenses	Educational Supplies (\$2,800) + Program Supplies (\$3,000) + Incentives/Awards (\$300) + Year-End Book Project (\$900) = \$7,000	\$6200		\$800	\$7000
Administrative Expenses	Office supplies (\$400) + postage (\$100) + telephone/internet (\$628) + insurance (\$6,200) + corporation expenses (\$250) + web site (\$250) = \$7,828	\$7,828			\$7,828
Volunteer/Staff Expenses	Volunteer/Staff Training (\$600) + Volunteer/Staff Appreciation (\$600) = \$1200	\$1,000		\$200	\$1,200
Fund Development Expenses	Fundraising Expense (\$400) + Credit Card and PayPal Fees (\$250) = \$650	\$650			\$650
TOTALS:		\$122,000		\$15,000	\$137,000

B) Narrative: The budget narrative is the justification of “how” and/or “why” a line item helps to meet the project deliverables. Provide a description for each line item request as necessary. Explain how the line item relates to the project. If you are requesting funds to pay for staff, list the specific duties of each position. See attached SAMPLE Project Budget and Budget Narrative

Executive Director: Responsible for the overall administrative, financial and reporting responsibilities required of a nonprofit organization; conducts hiring, training, and scheduling of all staff and tutors; oversees operations of the program at each school site including providing direction and support for Site Supervisors; works closely with the TUSD and sets objectives for each reading group, manages the LEAP guided reading book collection and systems, and directs curriculum and book selection for each school site.

Assistant Director: Assists Executive Director with responsibilities such as staff payroll, record keeping, preparation of nonprofit organization reports, grant writing, monitoring and reporting; prepares forms, program materials, and other various administrative functions and special projects as needed.

Program Director: Assists Executive Director with staffing, program, and curriculum needs, as well as community outreach; works closely with local universities to recruit work-study students and interns for our LEAP tutor team; creates strategies for building and maintaining a strong volunteer tutor network.

Site Supervisor: Responsible for daily operation of program at school site including supervision of tutors, providing guidance and instruction to tutors on lesson planning, implementing the LEAP Positive Discipline Plan (handling of any student discipline issues), coordinating with school personnel, and providing instruction for lowest reading groups.

Literacy Tutors: Accomplished college students/graduates who are recruited and trained to fill very specific tutoring needs.

Other Personnel Expenses: Includes workman’s comp, payroll, and 15% administrative fee charged by UCI for employment of Federal Work-Study students.

Program Expenses: Includes educational supplies such as individual magnetic boards with magnetic letter sets, desktop teaching easels, books with sequenced phonics, and books to build and practice phonemic awareness (rhyming and repetitive read aloud books); notebooks and dividers for each student and tutor, pencils, paper, dry erase white boards and markers; stickers and small awards for student recognition; and materials for year-end book project.

Administrative Expenses: Includes payment for office supplies, postage, telephone and internet, insurance, web site and other corporation fees.

Volunteer/Staff Expenses: Includes tutor manuals, training materials, providing multiple training sessions for volunteers and staff, and year-end appreciation gifts (photo and card).

Fund Development Expenses: Includes processing fee for credit card and PayPal donations, bi-yearly fundraiser marketing mailers and brochures.

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
Pacific Life Foundation	\$ 7,500
	\$
	\$
	\$
	\$
	\$
	\$
	\$

Pending

Name of Funder: Foundation, Corporation, Government	Amount	Decision Date
The Chi State Learning Is For Everyone Foundation	\$ 750	April 2019
The Ueberroth Family Foundation	\$ 5,000	May 2019
The Tustin Unified School District	\$ 65,000	May 2019
	\$	
	\$	
	\$	

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	\$ 29,988	24 %	Program Fees	\$	%
Fundraising/Special Events	\$	%	Interest Income	\$	%
Corp/Foundation Grants	\$ 29,657	24 %	Other:	\$	%
Government Grants	\$ 65,000	52 %	Other:	\$	%

Notes:

We anticipate that the total cost for our 2019-2020 LEAP Reading Intervention Program will be \$137,000. We were very fortunate to receive \$1,800 from a Google Employee Match Program, and \$7,500 from the Pacific Life Foundation, in January 2019. We are waiting to find out if our grants will be renewed for 2019 with The Chi State Learning Is For Everyone Foundation, The Ueberroth Family Foundation, and the Tustin Unified School District. We expect to find out by late spring 2019. We also intend to apply with new foundations such as Opus Bank, Dollar General, and Wells Fargo.

S.L. Gimbel Foundation APPLICATION

VII. Financial Analysis

Agency Name: LEAP Learning Center

Most Current Fiscal Year (Dates): From 1/1/2017 To: 12/31/2017

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
\$ 105,556	\$ 87,322	\$ 11,087	\$ 7,147

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
	Columns B / A x 100	Columns C / A x 100	Columns D / A x 100
Must equal 100%	83 %	10 %	7 %

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 %	10 %	0 %

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

S.L. Gimbel Foundation APPLICATION

Quick Ratio: Measures the level of liquidity and measures only current assets that can be quickly turned to cash. A generally standard Quick Ratio equals 1 or more.

Cash	+ Accounts Receivables	/Current Liabilities	= Quick Ratio
\$ 105,619	\$		

Excess or Deficit for the Year:

Excess or (Deficit) Most recent fiscal year end	Excess or (Deficit) Prior fiscal year end
\$ 105,619 (2017)	\$ 87,584 (2016)

Notes:

A major organizational accomplishment over the past three years is our successfully establishing financial stability for LEAP through the broadening and strengthening of our revenue sources. At the same time, we have been vigilant in keeping costs to a minimum. However, we remain mindful that for LEAP to attract and retain the best staff and tutors for our program, funding will be required in the near future to increase compensation to remain competitive with other nonprofits of similar scope and size. More specifically, we would like to: 1) increase salary for the Executive Director position to be comparable to that of other nonprofits and reflect the time actually required; 2) increase the number of hours and pay rate for our Assistant Director, Program Director, and Site Supervisors to fully compensate staff for the hours required to effectively carry out their positions; and 3) increase the hourly rate for Literacy Tutors to align with upcoming increases in the minimum wage.

LEAP Budget Comparison

	Actuals Most Recently Completed Year	Budget Projections Current Year	Variance
	2018	2019	
Income			
Individual Contributions	29,988	30,000	12
Corporate Contributions	11,507	10,000	(1,507)
Foundation Grants	18,150	32,000	13,850
Government Contributions (TUSD)	65,000	65,000	-
Total Income	\$124,645.00	\$137,000	\$12,355
Expenditures			
Personnel			
Executive Director	26,000	24,000	(2,000)
Assistant Director	15,044	15,200	156
Program Director	-	4,800	4,800
Site Supervisors	44,545	43,200	(1,345)
Literacy Tutors	16,626	16,848	222
Employer Taxes	10,029	12,486	2,457
UCI Admin. Charge	3,276	1,200	(2,076)
Workman's Comp	1,673	1,800	127
Payroll Service	862	788	(74)
Total Personnel	\$118,055	\$120,322	\$2,267
General Program/Administrative			
Educational Supplies	265	2,800	2,535
Program Supplies	1,192	3,000	1,808
Year-End Book Gift	889	900	11
Volunteer/Staff Training and Appreciation	701	1,200	499
Incentives/Awards	215	300	85
Insurance: D&O Liability	5,803	6,200	397
Telephone/Internet	650	628	(22)
Web Site Maintenance	214	250	36
Office Supplies	334	400	66
Postage	44	100	56
Corporation Expenses	216	250	34
Fundraising & Donor Development	541	400	(141)
Credit Card & PayPal Fees	202	250	48
Total General Program/Administrative	\$11,265	\$16,678	\$5,413
Total Expenditures	\$129,320	\$137,000	\$7,680
Revenue Less Expense	(\$4,675)	-	\$4,675

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	\$70,689	\$60,138	\$4,663	\$5,888
6 Compensation not included above, to disqualified persons (as defined under section 4958(1)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	\$13,487	\$13,487		
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes	\$9,350	\$8,134	\$561	\$655
11 Fees for services (non-employees):				
a Management				
b Legal				
c Accounting	\$610		\$610	
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.)				
12 Advertising and promotion				
13 Office expenses	\$1280	\$640	\$640	
14 Information technology				
15 Royalties				
16 Occupancy				
17 Travel				
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				
23 Insurance	\$7,228	\$2,238	\$4,990	
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 Fundraising	\$604			\$604
b Program	\$2,685	\$2,685		
c Corporation	\$230		\$230	
d (Misc. Reconciliation)	(\$607)		(\$607)	
e All other expenses				
25 Total functional expenses. Add lines 1 through 24e	\$105,556	\$87,322	\$11,087	\$7,147
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)				



LEAP Reading Intervention Program – Current Budget 2019	
INCOME	
Donations/Fundraisers	\$30,000
Foundation Grants	\$32,000
Corporate Contributions	\$10,000
Tustin Unified School District Grant	<u>\$65,000</u>
Total Income \$137,000	
EXPENSES	
Personnel	
Executive Director	\$24,000
Assistant Director	\$15,200
Program Director	\$4,800
Site Supervisors (4), \$10,800 each	\$43,200
Literacy Tutors (9) \$1,872 each	\$16,848
Payroll Taxes 12%	\$12,486
UCI Admin. Charge	\$1,200
Workman's Comp	\$1,800
Payroll Service	<u>\$788</u>
<i>Personnel Expenses Subtotal</i> \$120,322	
Program Expenses	
Educational Supplies	\$2,800
Program Supplies	\$3,000
Incentives/Awards	\$300
Year-End Book Gift Project	<u>\$900</u>
<i>Program Expenses Subtotal</i> \$7,000	
Administrative Expenses	
Office Supplies	\$400
Postage	\$100
Telephone/Internet	\$628
Insurance: Liability & D & O	\$6,200
Corporation Expenses	\$250
Web Site Maintenance	<u>\$250</u>
<i>Administrative Expenses Subtotal</i> \$7,828	
Volunteer/Staff Expenses	
Volunteer/Staff Training	\$600
Volunteer/Staff Appreciation	<u>\$600</u>
<i>Volunteer/Staff Expenses Subtotal</i> \$1,200	
Fund Development Expenses	
Fundraising Expense	\$400
Credit Card and PayPal Fees	<u>\$250</u>
<i>Fund Development Expenses Subtotal</i> \$650	
Total Expenses \$137,000	



S.L. Gimbel Grant Evaluation

Questions 1-15 are required and must be completed

- 1. Organization name:** LEAP Learning Center
- 2. Grant #** 20170856
- 3. Grant Period:** December 1, 2017 to November 30, 2018
- 4. Location of Services (City and State):** Tustin, CA
- 5. Name and Title of person completing evaluation:** Deanna Campbell, Assistant Director
- 6. Phone Number:** 714-350-9833
- 7. Email address:** assistantdirector@leaplearningcenter.org
- 8. Total number of clients served through this grant funding:** 132
- 9. Describe the project's key outcomes and results based on the goals and objectives:**

The goal of our LEAP *Reading Intervention Program* is to provide a research-based guided group reading program that effectively empowers economically disadvantaged elementary school students, who are at-risk of academic failure, to become confident and successful readers.

Our objective for the 2017-2018 school year was to provide 16,000-20,000 hours of individualized literacy instruction to 132-164 economically disadvantaged elementary school students who are academically at-risk of failure.

Working closely with the staff at each of the four Title I schools where our program operates, LEAP was able to identify and determine which 132 students were most in need of our services—and create a waiting list for all other eligible students, in case additional spots opened up throughout the year. Students who were selected for our program, received one hour of tutoring, and worked in the same small group with three other students, four afternoons a week, for the entire school year.

We anticipated providing 16,000-20,000 hours of individualized literacy instruction to 132-164 LEAP students during our 2017-2018 school year. We originally arrived at this number by roughly multiplying the number of students by an approximate number of program days. For example, 122 program days multiplied by 132 students, would equal 16,104 hours of individualized instruction. Applying the same formula to 164 students, we arrived at 20,008 hours of individualized instruction. The average attendance rate for our LEAP *Reading Intervention Program* was 84%, across all four school sites, for the 2017-2018 school year—therefore, we concluded that on average, our 132 LEAP students received close to 14,000 hours of individualized instruction ($16,104 \times 84\% = 13,527$). As reports have shown that chronic



absenteeism is most prevalent in schools where 75% or more of students are low-income, we are very happy that, collectively, our students were committed to attending school and our *LEAP Reading Intervention Program* regularly, and as a result, were able to improve by nearly 4 reading levels. However, this equation did not take in to account the number of hours provided to students who did not finish the program because they either moved or could not comply with our attendance policy due to personal reasons. We have since moved away from this formula, and from stating the number of hours in our objective, as we feel it is somewhat confusing and doesn't accurately capture what we are trying to achieve. Furthermore, program start dates can vary by school and our *LEAP Reading Intervention Program* is entirely dependent on the schedule determined by TUSD for the testing and referral process. Instead, we have chosen now to focus our attention on how our students' attendance affects the results achieved. We feel like this is a better reflection of our impact. As a result, we have continued to improve upon our methods for tracking all student participation, measuring and analyzing a variety of factors, and using this data to help us provide a clearer picture for both internal and external stakeholders. We have continued to provide our services four days a week, excluding holidays, for the entire school year. The only changes that have taken place since our 2017-2018 school year is that we are now trying to serve a maximum of 128 students, in order to keep our groups strictly limited to no more than four students per group so we can better accommodate our lower performing students, and each session is now 45 minutes (we have opened up our program to students who are not enrolled in on-site after school child care and this ensures enough time for a safe and comprehensive parent pick-up process).

In our grant application, we anticipated that 100% of our LEAP students, who enrolled and participated regularly in our *LEAP Reading Intervention Program* for the entire school year, would improve by at least 2 reading levels—and at least 50% (66-82) of our 132-164 LEAP students would be reading at grade level by the end of the school year.

Reading assessments were conducted by each student's classroom teacher, three times throughout the school year, to measure how well each student was progressing, and to determine which skills still required more practice and attention.

Results from our mid-year and year-end assessments revealed the following

- By mid-year, on average, our LEAP students had already improved by almost 2 reading levels.
- By year-end, reading assessments confirmed that, on average:
 - Students who attended LEAP 80% of the time, increased by 3 reading levels.
 - Students who attended LEAP 90% of the time, increased by 4 reading levels.



- Of our 132 LEAP students, 99% of our students improved by at least 1 reading level.
- 85% of LEAP students improved by at least 2 reading levels.
- 48% of LEAP students improved between 3-4 reading levels.
- 11% of LEAP students improved by 5-6 reading levels.
- Nearly 10% of LEAP students improved by 7-12 reading levels.
- Finally, 60 LEAP students (46%) were reading at, or very closely approaching, grade-level standards.

We, along with the four schools we work with, and the TUSD administration, are so proud of what our students were able to achieve last year—especially since there were some significant reading delays among our second, third and fourth graders to start with. During an award ceremony held at their school, at the end of the year, all of our LEAP students were formally recognized and congratulated by their school principal. Afterward, a party was held to celebrate the hard work and determination of all LEAP students, tutors, and staff. And in an effort to preserve the terrific progress made, and avoid summer slide, our LEAP students were able to self-select three books, at their reading level, to read over the summer, and add permanently to their home library.

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

Our original goal had been to expand our program to serve 32 additional students, for a program total of 164 students, but it became abundantly clear at the beginning of the school year that nearly a quarter of the students being referred to our program were reading at significantly lower levels than in years past. For example, at the beginning of second grade, to be reading at “grade-level” students must be reading at or above levels “I-M”, and anything below level “G” requires intensive intervention. In years past, most of our second graders enter our program reading at or around level “G”, whereas last year, nearly 60% of our second graders were reading at levels “B-D” which is a full grade level behind (essentially kindergarten-exit level). We also had some concerns regarding possible learning disabilities, that had not yet been formally identified or diagnosed, which we shared with staff at each student’s respective school site. It was at this juncture that we decided that the best use of our funding was to focus on purchasing materials and resources that would help bring our lower-performing students up to speed and hold off on expanding our program until the following school year.

The four schools that we work with, along with TUSD leadership, were very supportive of this decision and were very pleased with the outcome. This unexpected starting point may have affected our year-end results, but we believe it only tells part of the story. And while we will never lower our expectations, we have learned over the course of nearly twenty years, that it is essential for us to adjust our expectations when necessary. We are strongly committed to helping ALL students who need our services, especially the lowest-performing, and are extremely proud of the progress



EVERY student made last year. Although, we respect and believe in the value of hard data to measure our students' progress—and we use this data to reflect on, learn from, and modify our approach, as needed, throughout the year—we also have the privilege of witnessing firsthand the progress that is being made daily by our students and how that is reflected gradually in their ability and willingness to read aloud and participate, their interaction with others, their overall composure, as well as their confident posture and smile.

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

Since our students last year required a higher level of attention and accommodation, due to their increased need, we chose to maintain our normal class size and make the best use of our funding by ensuring that our students had access to additional resources and materials that were required to truly bring them up to speed.

Looking at the results, we believe this was the right decision. Altogether, our LEAP students improved, on average, by nearly 4 reading levels, with one student improving by as many as 12 reading levels! Better still, our group of second graders who started significantly behind in the beginning of the year made extraordinary improvements—on average, our second grade LEAP students improved by 3.7 reading levels!

By comparison, our struggling third grade students improved by 2 reading levels, and our struggling fourth graders improved just shy of 2 reading levels. Unfortunately, to have our older students demonstrate smaller measurable gains, is not surprising. Research has shown that after third grade, it is much harder for struggling readers to catch up, and 75% of poor readers in third grade will remain poor readers for life unless they receive intervention that is individually focused, intensive, and highly effective. In fact, reading proficiency in third grade is the single most reliable predictor of high school graduation and future success.

This is why our *LEAP Reading Intervention Program* is so important and why we are so passionate about helping our elementary school students learn to become competent readers before they graduate to middle school. It is absolutely critical that we reach kids as early, and as often as we can, so they have a fighting chance at catching up—even if the journey is longer and more difficult than what we might expect or hope for.

One key element that separates our LEAP approach from many other tutoring programs, and has made our program so impactful, is that we are not a drop-in—come as often, or as little as you like—program. We put tremendous time and energy into reading about, and studying, the best practices, methods, and techniques for teaching under-literate students, both older and younger, who are at the same time grappling with the challenges of poverty and learning in a non-native language. We know through experience that our students thrive in an environment where they feel safe and valued and can depend on familiar faces and consistent routines. That is



why we work with the same students, four days a week, in the same group of four, with the same weekly tutors, for the entire school year. This allows our LEAP tutors to really know our students and be able to recognize their individual strengths, weaknesses, and progress made. Research confirms that students who receive focused attention and nurturing on a consistent basis, from a well-trained and highly qualified tutor, will ultimately be more motivated and likely to succeed.

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

Our experience last year provided the opportunity for us to reassess the potential needs of future students, which led to several unintended positive outcomes. The first was that we met with the principals at all four school sites where our LEAP *Reading Intervention Program* operates to explore the possibility of working with more first-graders in the 2018-2019 school year, so that together we can be more proactive in identifying and assisting non- or low-literate students. While our program still serves primarily second through fifth grade students, we are now working with first grade students at three out of four school sites, whereas last year we only worked with first graders at one of our school sites. We also hired an experienced tutor, with a teaching background, to specifically work on phonics with our younger students. We believe this small shift will help some of our students avoid bigger reading problems later on. Furthermore, we invited our lower-performing third and fourth graders from last year to come back to our LEAP *Reading Intervention Program* this year so we can continue to work on bringing them up to where they need to be.

Another positive outcome was that we met with district supervisors at the end of last year to discuss other useful and qualitative measures, in addition to quantitative testing, to better appraise our students' progress moving forward. As a result, two surveys will be given to LEAP students at the beginning and end of the 2018-2019 school year to measure students' feelings and perceptions about their reading abilities and progress: questions about whether they enjoy reading, how strong of a reader they consider themselves to be, whether they have adults in the home that support them with reading, and do they hope to become a better reader. We are hoping that these qualitative measures will help provide some insight to the changes that take place within our students as well—changes that promote and encourage a growth mindset where students believe they are capable of becoming better readers and therefore will put in the effort to become better readers.

Finally, we spent a lot of time researching both the latest and most innovative methods for helping severely struggling readers, as well as tools and methods that have stood the test of time, so that we could wisely invest in the best materials and resources available for our lower-performing students.

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



LEAP is committed to, and operates under, the belief that all children can learn. Our mission is to break the perpetual cycle of illiteracy and poverty by developing attitudes and behaviors that promote success in school, instill a strong work ethic, and create new paths for a bright and promising future. But we can't do it alone. We need the support of our community partners to make our vision a reality—which is why we are so grateful to have been awarded this \$15,000 grant from the S.L. Gimbel Foundation.

We have worked diligently to create a cost-effective *Reading Intervention Program* so that we can offer our program free of cost to students and their families. As such, our team of over 30 dedicated, well-trained volunteers continue to be the lifeblood of our program, as well as our work-study students from the University of California, Irvine, who serve as our literacy tutors, daily or weekly, for the entire school year.

Although we have been working with UCI for several years now, it was brought to our attention during the Part-Time Career Fair, this past September, that LEAP is the only approved off-campus work-study employer. Furthermore, we learned that the number of UCI students with work-study awards far exceeds the number of work-study positions available on-campus. Work-study awards are hugely beneficial to low-income students as it gives them an opportunity to earn money to put toward college and living expenses, a chance to gain valuable work experience, while ensuring enough time for classes and studying by limiting the number of hours that students can work each week. And for LEAP, hiring intelligent, caring and enthusiastic work-study students with an interest in early childhood education or counseling, from a top-notch university, with their pay subsidized by the university, is a win-win for all! The only hiccup we have experienced in employing UCI students is that because they are on the quarter system, we have to wait to recruit students until late September, when classes start—which is around or shortly after the same time that our LEAP students begin instruction for our *Reading Intervention Program*. However, UCI staff have made clear how valuable our program and work opportunities are to their students, and we have been brainstorming ways to recruit earlier in the year so that more students are aware of our program, have the opportunity to apply and interview for our Literacy Tutor positions, and if hired, plan their classes for the following school year accordingly.

Our relationship with UCI is just one example of the many ways our program touches and impacts, not only the students and families we serve, but the larger community as well. Utilizing a collaborative systems approach, we rely on many different partners, all working toward the same cause and goal—yet, the benefits and rewards we reap end up being far greater than the sum of our parts. At the same time that we are helping English Learners and economically disadvantaged students at the elementary school level, we are also helping students at the college level, many with the same backgrounds, to be academically successful and pursue their dreams!

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 or faxed to 951-684-1911 or mailed to The Community Foundation, 3700 Sixth St. Suite 200, Riverside, CA 92501

We deeply appreciate the generous support we received from the S.L. Gimbel Foundation for our *LEAP Reading Intervention Program*. It is only through the generous support of our community partners and donors that we are able to provide the staff, resources, educational supplies and materials that are necessary to carry out an effective and meaningful curriculum. Every year this invaluable funding has allowed us to dramatically change the lives of our local elementary school students who most desperately need our help—and every year we see these once struggling students defy the innumerable odds against them and become confident and successful readers!

Our grant award of \$15,000 for the 2017-2018 school year helped us employ four highly qualified Site Supervisors, one at each of our school sites, to oversee our *LEAP Reading Intervention Program*, as well as tutor two of our groups, on a daily basis. This much-needed funding also helped us supplement paid tutors, as needed, as well as our UCI students, if they exceeded their work-study awards.

Additionally, this funding made it possible for us to cover our regular program expenses such as buying new student notebooks, paper, pencils, markers, crayons, as well as replace supply caddies and containers, tutor notebooks, dividers, and white boards that were no longer able to be repaired and reused. It also helped us provide training materials for our tutors and year-end appreciation gifts for program participants.

Most importantly, this grant allowed us to purchase tools to aid our lowest-performing students. Because of the support of the S.L. Gimbel Foundation, we were able to purchase 12 new sets of guided reading books (with 6 books in each set) at lower reading levels. The challenge was finding books that would be of high interest to our older readers, who were reading at 2 to 3 levels below grade level—and thankfully, after much research, we were able to find just that! We were also able to purchase Phonics A to Z Resource Books to have on hand at each of our four school sites, and buy portable pocket charts, with magnetic boards, and a set of magnetic letters for each classroom. These will help us to facilitate word work activities that are highly effective for emerging readers (especially our lowest second and third graders who are reading at levels A-C).

Finally, the funding we received from the S.L. Gimbel Foundation made it possible for us to implement and deliver an effective and successful *LEAP Reading Intervention Program*—as well as the flexibility to change course as needed so that our students could still make incredible strides in their reading proficiency, despite their incoming reading levels being significantly lower than in years past. As such, some adjustments were made to our program budget to accommodate unforeseen circumstances, as you will find in the following "*LEAP Reading Intervention Program*



Budget Comparison". However, it is important to note that while there is some variance between the projected and actual amounts, all of the funding that LEAP requested from the S.L. Gimbel Foundation was still allocated exactly as presented in our original grant proposal, please see the "Support from Gimbel" columns. We also included the next column, "Projected % of Total LEAP Income/Expenses Requested from Gimbel/TCF" to highlight the percent of income/expenses that we planned to have covered by our Gimbel request, compared to the column "Actual % of Total LEAP Income/Expenses Funded from Gimbel/TCF" which is the actual percentage of income/expenses that were covered through our Gimbel award, and the final "Variance" column refers to the difference between the projected and actual percentages, which ultimately results in less than a 1% difference in our total expenditures.

Regarding expenditures, our total personnel ended up being \$7562.88 more than we anticipated. Most notable was the elimination of the Administrative Assistant and Program Assistant positions, mid-year, and the subsequent creation of an Assistant Director position. After our Program Assistant stepped down, we determined that our Administrative Assistant would be much better utilized as an Assistant Director, given her background, education and expertise. The job duties of the two former assistant positions were combined under this title, in addition to an array of other administrative duties that would help free up our Executive Director in order to focus more on adapting our LEAP curriculum to meet the changing needs of our students. We also increased the number of paid tutors, and their compensation, so that we could have higher-skilled and more experienced tutors available to help our lower performing students. It does remain our hope to further increase staff wages in the coming years, to meet the level of other nonprofits of similar scope and size, and to ensure that we are able to attract and retain high quality staff.

Our general/program administrative expenses such as education, program, and office supplies were considerably lower because we did not expand our program to serve 32 additional students. Nevertheless, we did invest in educational and program supplies that would better assist our lower performing students. We also continued our year-end gift book project which enabled our students to self-select three books, at their specific reading level, to read over the summer and permanently add to their home library. The benefits of such a program have been well documented and play a significant role in avoiding summer slide and improving reading proficiency long-term.

Our total actual expenditures for the 2017-2018 school year came out to \$123,127.30, which was nearly 3% over what we originally projected. Fortunately, our income that year also increased by almost 4% due to an additional grant award. Knowing that we needed to increase personnel expenses, and wanting to stay within our overall budget, we were very careful and intentional about our other expenditures without compromising our program. We continued to execute our *LEAP Reading Intervention Program* in a way that was consistent with our vision and responded to



the changing needs of our staff and students all within the parameters of our grant request—93% of our S.L. Gimbel request was allocated toward personnel and 7% was allocated toward program/administrative expenses, as was originally planned. Keeping our mission always at the forefront allowed us to once again deliver the most effective program, with the best possible outcomes for our students. We are extremely proud of what our LEAP staff, volunteers, and students were able to achieve during our 2017-2018 school year.

LEAP Reading Intervention Program Budget Comparison

	Budget Projections 2017-2018	Actuals 2017-2018	Variance	Requested Amount from Gimbel/TCF	Projected % of Total LEAP Income/Expenses Requested from Gimbel/TCF	Actual % of Total LEAP Income/Expenses Funded through Gimbel/TCF	Variance
Income							
Individual Contributions	\$ 35,000.00	\$ 33,944.00	\$ (1,056.00)				
Foundation Grants/Corporate Contributions	\$ 20,000.00	\$ 25,370.00	\$ 5,370.00	\$15,000.00	75%	59%	-16%
Government Contributions (TUSD)	\$ 65,000.00	\$ 65,000.00	\$ -				
Total Income	\$ 120,000.00	\$ 124,314.00	\$ 4,314.00	\$15,000.00	13%	12%	0%
Expenditures							
Personnel							
Executive Director	\$ 18,000.00	\$ 18,300.00	\$ (300.00)				
Assistant Director		\$ 13,600.00	\$(13,600.00)				
Assistants (2)	\$ 8,880.00	\$ 4,468.00	\$ 4,412.00				
Site Supervisors	\$ 46,000.00	\$ 44,738.00	\$ 1,262.00	\$10,000.00	22%	22%	1%
Literacy Tutors	\$ 14,040.00	\$ 14,993.00	\$ (953.00)	\$ 4,000.00	28%	27%	-2%
Employer Taxes	\$ 11,330.00	\$ 12,012.88	\$ (682.88)				
UCI Admin. Charge	\$ 3,000.00	\$ 1,600.00	\$ 1,400.00				
Workman's Comp	\$ 2,500.00	\$ 1,465.00	\$ 1,035.00				
Payroll Service	\$ 600.00	\$ 736.00	\$ (136.00)				
Total Personnel	\$ 104,350.00	\$ 111,912.88	\$ 7,562.88	\$14,000.00	13%	13%	0%
General Program/Administrative							
Educational Supplies	\$ 3,000.00	\$ 447.00	\$ 2,553.00	\$ 400.00	13%	89%	76%
Program Supplies	\$ 3,000.00	\$ 952.00	\$ 2,048.00	\$ 400.00	13%	42%	29%
Year-End Gift Project		\$ 889.00	\$ (889.00)				
Volunteer/Staff Training and Appreciation	\$ 800.00	\$ 886.00	\$ (86.00)	\$ 200.00	25%	23%	-2%
Insurance: D&O Liability	\$ 6,000.00	\$ 5,883.00	\$ 117.00				
Telephone/Internet	\$ 800.00	\$ 775.06	\$ 24.94				



Web Site Maintenance	\$ 200.00	\$ 185.85	\$ 14.15				
Office Supplies	\$ 800.00	\$ 250.43	\$ 549.57				
Postage	\$ 100.00	\$ 49.52	\$ 50.48				
Corporation Expenses	\$ 200.00	\$ 223.00	\$ (23.00)				
Fundraising & Donor Development	\$ 400.00	\$ 412.53	\$ (12.53)				
Credit Card & PayPal Fees	\$ 350.00	\$ 260.93	\$ 89.07				
Total General Program/Administrative	\$ 15,650.00	\$ 11,214.32	\$ 4,435.68	\$ 1,000.00	6%	9%	3%
Total Expenditures	\$ 120,000.00	\$ 123,127.20	\$ (3,127.20)	\$15,000.00	13%	12%	0%
Revenue Less Expense	\$ -	\$ 1,186.80	\$ 1,186.80				

15. Please relate a success story.

One seemingly small thing that we do at LEAP, that has yielded big results, is making sure that we acknowledge and celebrate all signs of positive change and growth in each of our students. One reason why this recognition is so important is that the students we serve are typically the least recognized in their regular classroom. What I found was that a little bit of recognition got back a huge response from the students. Recognition and affirmation helped the older students to gradually feel comfortable and want to participate. Students who once gave the impression that they didn't care about reading, started to become invested and engaged.

With my lowest student last year, I found affirmation to be pivotal. This student, Alma Maria, was a second grader who tested very low (level B) and didn't know quite a few of her letters. I could see that she had learning challenges because she would name a letter and make a completely different sound than what the letter was. She wasn't connecting the written letter with a sound. She read backwards as well. I had doubts about accepting her into LEAP because of her challenges, wondering if she would be appropriate for the program. We were already well into the year and she was significantly behind my lowest group. What I found was that this student had tremendous anxiety about reading because of her lack of progress. Added to all of that, she had difficulty focusing. When it was time to read, she would complain that her stomach hurt. Her disposition was sullen. Using the basic behavior modification principle of successive approximation, I strongly praised anything and everything that she did that was productive, such as being the first one to open her book. I would provide positive reinforcement (i.e. praise) for behavior changes that were successive steps towards the final desired behavior (staying on task). Alma really responded to the affirmation and her reading slowly began to progress. Eventually, she was able to turn her mindset and attitude around so that reading became a very enjoyable and affirming experience rather than one of anxiety and defeat. Alma is now a very animated and enthusiastic student who no longer shows signs of sullenness. Not only that, her reading has significantly progressed, and she was able to improve by 3 reading levels by the end of the year!

Submitted by Jodi Horist, LEAP Site Supervisor, Marjorie Veeh Elementary School



16. Please relate a success story.

Our LEAP *Reading Intervention Program* at Estock Elementary School had great success in the 2017-18 school year. We saw remarkable growth in our LEAP students in the areas of phonological awareness and decoding, reading comprehension, and vocabulary skills.

As our students raised their Fountas and Pinnell reading levels and got closer to grade level, the tutors and I could see their confidence grow. Toward the end of the school year it was not uncommon for students to visit my tutoring station, before their LEAP session started, to let me know they had moved up a few levels in reading. They were glowing with pride.

I recall one second grade student in particular – Belinda – who came to us in the beginning of the school year reading at a level “D”. When asked, she said that she didn’t like reading at all. She struggled with her phonological awareness and blending skills. She lacked confidence and read in a very quiet, almost inaudible, tone. In our LEAP small group setting, we were able to help Belinda fill in quite a few learning gaps. By year’s end she was like a different student! She assertively raised her hand to read and no longer struggled to sound out words. Belinda ended up improved by 5 reading levels and is now reading at grade-level. But most importantly, she left our LEAP Reading Program with confidence in her ability to read aloud and to comprehend what she was reading. At the school assembly, after receiving her reading award from LEAP, Belinda ran over, gave me a hug and said, “I love LEAP! Reading is so much fun now. Thank you!” This type of growth is common in our LEAP students and seeing this kind of progress truly fills the heart with joy.

Submitted by Beth McLean, LEAP Site Supervisor, Helen Estock Elementary School

17. Please relate a success story.

Questions 16-24 are optional questions and relate to demographic information on clients served. This helps us provide a broader picture of your organization and populations being served.

(Q16-17 optional space to relate additional success stories)

18. Which category best describes the organization. Please choose only one.

Educational Support

19. What is the organization’s primary program area of interest?

Education



20. Approximate percentage of clients served through grant in each ethnic group category. Total must equal 100%

- African-American: 2%
- Asian and Pacific Islander: 4%
- Caucasian: 4%
- Hispanic: 89%
- All Ethnicities: 0
- Native American: 0
- Unknown: 1%

21. Approximate percentage of clients served from grant funds in each age category.

100% Children Ages 06-12 Years Old

22. Approximate percentage of clients served with disabilities from grant funds.

0%

23. Approximate percentage of clients served in each economic group.

100% At/Below Poverty Level

24. Approximate percentage of clients served from grant funds in each population category.

100% Students



LEAP Learning Center
Reading Intervention Program
September 2017 - June 2018
Direct Program Expenses

Personnel			
Site Supervisors	\$	44,738	
Literacy Tutors	\$	14,993	
Administrative Asst.	\$	4,468	50% of time
Director	\$	13,725	75% of time
Employer Taxes	\$	9,741	
Worker's Comp	\$	1,465	
UCI Admin Charge	\$	1,600	<i>15% Admin Charge for Literacy Tutors with Work-Study</i>
Personnel Subtotal		\$	90,730
Program Supplies			
Notebooks for each student and tutors			
Reading Containers			
Pencils, Markers, Paper, Misc.			
Program Supplies Subtotal		\$	952
Educational Supplies			
Reading Group Books			
Reference Books			
Year-End Gift Book Project			
Educational Supplies Subtotal		\$	447
Year-End Gift Book Project			
132 Students X 3 Books	\$	889	
Year-End Subtotal		\$	889 <i>Received \$650 Grant from Chi LIFE Foundation for each student to select 3 new books to take home</i>
Volunteer/Staff Training and Appreciation			
Training Notebooks			
Printing Training Materials			
Supplies for Training Sessions			
Staff Meetings			
Card and Pen for each Tutor			
Volunteer/Staff Subtotal		\$	886
DIRECT PROGRAM EXPENSES TOTAL		\$	93,904

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: APR 25 2008

LEAP LEARNING CENTER
C/O LISA M LAFOURCADE
695 TOWN CENTER DR 17TH FLR
COSTA MESA, CA 92626

Employer Identification Number:

26-1320187

DLN:

17053073307048

Contact Person:

NANCY L HEAGNEY

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

December 31

Public Charity Status:

170(b)(1)(A)(vi)

Form 990 Required:

Yes

Effective Date of Exemption:

August 6, 2007

Contribution Deductibility:

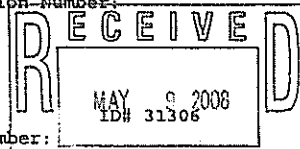
Yes

Advance Ruling Ending Date:

December 31, 2011

Addendum Applies:

No



Paul Hastings, Janofsky & Walker LLP

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 1045 (DO/CG)

LEAP LEARNING CENTER

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in black ink that reads "Robert Choi". The signature is written in a cursive style with a large, stylized initial "R".

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC
Statute Extension



LEAP Board of Directors

Ann Rose, Chair

Member: American Association of University Women (AAUW); Member: Osher Lifetime Learning Institute (OLLI); Member: University of California, Irvine, Town & Gown; Retired Special Education Teacher and Administrator, Fullerton School District

Carol Hay, Vice Chair, Fund Development

Member, Past President: Town & Country Committee of Philharmonic Society of Orange County; Member: Tustin Support Guild, ATSC-Assessment & Treatment Services Center; Member: Silver Circle, South Coast Repertory Theater; Assistant Director & Tutor: LEAP Learning Center since 2000

George Fague, Vice Chair, Administration

Worldwide Market Manager & Regional Manager, Monsanto Chemical Company; Retired Co-founder, CEO, CFO, Owner, WestChem, Inc.; Member: Society of Plastics Engineers; Member: American Society of Testing and Materials; Member: Society of Automotive Engineers, Aircraft Section (A6); Member: National Spa and Pool Institute; Member: Society of Plastics Industries; Board Member: Orange County Volunteer Association; Teacher: Confraternity of Christian Doctrine; Board Member, Player Agent: Little League; Eagle Scout: Boy Scouts of America; Member: Parish Council, Holy Family Cathedral; Member: St. Vincent DePaul

William A. Hare, OD, PhD, Secretary-Communications Chair

Research Investigator, Department of Biological Sciences, Allergan, Inc.; Founding Member, Optometric Glaucoma Society (OGS); Member, American Association for the Advancement of Science (AAAS); Member, International Association for Clinical Electrophysiology of Vision (ISCEV); Member, Association for Research in Vision and Ophthalmology (ARVO); Licensed by Oregon Board of Optometry; Member, Glaucoma Progression Scholars Group (GPSG)

Dennis Fischel, Treasurer

Retired after 32 years at Pioneer Electronics: Vice President of Finance for Pioneer and President of a subsidiary firm. Member: Board of Directors and Treasurer, Philharmonic Society of Orange County; various other affiliations in Orange County

Ann Nicholson, Director of Volunteers

Retired Library Media Technician-TUSD; Member: American Association of University Women-Tustin Branch; Member: Friends of the Library-Tustin; Former Board Member: Tustin Public Schools Foundation; Volunteer: LEAP Tutor, Tustin Public Library; Former Docent: Bowers Museum; Former Member: Junior League of Orange County; Former Member: Red Ribbon 100 (Red Cross); Former Member: High Priority (Breast Cancer Awareness)

Kathy Brittingham, Member

Board Member, Public Relations, Newsletter Editor, & Past President, Assistance League of Tustin; Sustaining Member & Past Executive Board Member: Junior League of Orange County

Sally Parkin, Executive Director

S. L. Gimbel Foundation Grant Application 2019
Attachment 9, Board of Directors List



California Multiple Subject Credentialed Teacher, Member: International Reading Association;
Sustaining Member & Past Executive Board Member: Junior League of Orange County