

11/14 RESUBMIT 10



2014 S.L. Gimbel Foundation Fund Grant Application

Internal Use Only:
Grant : <u>20140821</u>

\$15,000

Organization / Agency Information

Organization/Agency Name: LEAP Learning Center		
18769		
Physical Address: 1221 Wass Street		City/State/Zip: Tustin, CA 92780
Mailing Address: 1221 Wass Street		City/State/Zip: Tustin, CA 92780
CEO or Director: Sally Parkin		Title: Executive Director
Phone: 714-832-6061	Fax: 714-554-2208	Email: sallyparkin@leaplearningcenter.org
Contact Person: Sally Parkin		Title: Executive Director
Phone: 714-225-2756	Fax: 714-544-2208	Email: sallyparkin@leaplearningcenter.org
Web Site Address: www.leapintoaction.org		Tax ID: 26-1320187

Program / Grant Information

Interest Area: Health Environment Animal Protection Education Human Dignity

Program / Project Name: LEAP Learning Center After-School Reading Intervention Program		
Amount of Grant Requested: \$15,000	Total Organization Budget: \$80,00	Percentage of Organization's Total Budget used for Administration: 5.4%
Purpose of Grant Request (one sentence): This Grant Request seeks funding to support the 2014-15 LEAP After School Reading Intervention Program at 2 Title I School Sites in the Tustin Unified School District providing daily reading instruction for 80 economically disadvantaged elementary school grade children who are academically at-risk of failure.		
Gimbel Grants Received: List Year(s) and Award Amount(s) 2009: \$15,000 2010: \$10,000 2012: \$10,000		

Signatures

Board President / Chair: (Print name and Title) Ann Rose, President	Signature: 	Date: April 28, 2014
Executive Director/President: (Print name and Title) Sally Parkin, Executive Director	Signature: 	Date: April 28, 2014

2014 S.L. Gimbel Foundation Fund APPLICATION

Narrative

I. Organization Background: Target Population:

A. History, Mission and Purpose: Learning, Enrichment and Achievement Partners (LEAP) is a Tustin based after-school academic intervention program founded in 1999 that focuses on improving the lives of local academically at-risk and disadvantaged elementary school children. LEAP's mission is to develop attitudes and behaviors that promote success in school, instill a strong work ethic, and encourage life-long learning. LEAP has been committed to, and operates under, the belief that all children can learn. The results of our program have proven our premise: that in a safe, nurturing environment, with the support and guidance of well-trained and caring adult tutors, students will experience success, some for the first time, positively impacting their academic performance and self-confidence.

B. Past Organizational Accomplishments (last three years): This school year, we repositioned our After School Program and took a major step towards achieving our long-held goal of serving substantially more children in our target population. Beginning in September 2013, we successfully implemented our unique *Reading Intervention Program* at 2 Title I Schools in Tustin. We are providing targeted reading instruction for 80 economically disadvantaged children selected by their teachers because they are the lowest readers. Funding from this grant request will support this expansion, and our goal to establish additional sites as funding allows.

We are able to provide cost-effective programs with a minimum of administrative expenses because we are a volunteer-driven and led organization. LEAP's team of 35 dedicated, well-trained volunteer tutors is the heart of the Program. Our volunteers serve from 1 to 4 days each week throughout the school year and summer. Many of the volunteers are retired school teachers and administrators, successful business men and women and community leaders. LEAP volunteer tutors feel accountable for the children that they have been assigned to help, and as a result they derive tremendous personal satisfaction from the improvement their children make in the Program. LEAP volunteers have provided financial and volunteer tutoring support since our founding in 1999.

C. Key programs and activities: LEAP offers 2 Programs: The After-School *Reading Intervention Program* from September to June, meeting 4 days a week currently serving 80 students from 2 Title I Schools in the Tustin Unified School District (TUSD); and Summer School, a 4-week program from mid-June to mid-July, serving at least 150 students from all the Title I Schools throughout the TUSD. For both programs, the Director consults and collaborates with the principals and teachers to determine which students will be invited to participate based on two criteria: (i) the children are academically "at-risk" of failure and (ii) they are economically disadvantaged. Working in close contact with each child's teacher, principal and parents, the Director designs and monitors specific academic interventions to effectively meet these needs. In addition, LEAP instills a positive discipline program that teaches each student to be responsible for his/her choices and attitudes. We emphasize to the students that it is very important to make good choices and develop good work habits, and act with honesty and integrity.

LEAP has developed a unique *Reading Intervention Program* that is the core of our After-School and Summer School Programs. This program was implemented to address the acute and growing literacy deficiencies among participating students, many of whom come from homes in which limited or no English is spoken or read. LEAP engages students with material specifically chosen for their reading level. To further ensure the program's success, students are taught and

modeled in small groups by Tutors who have been trained with the latest research-based strategies for struggling readers. The *Reading Intervention Program* has significantly improved the confidence, motivation and reading ability of participating children. Students are encouraged to think while they read, read for meaning, apply what they learn and persevere when things are difficult. Test results have proven the effectiveness of the program. In fact, DIBELS test scores (classroom-based comprehensive reading assessment) for LEAP students last year increased an average of 59%. The *Reading Intervention Program* is a key factor in our success in changing the lives, attitudes and performance of these children.

Over the past 6 years, we have served approximately 71% Hispanic/ Latino, 12% Caucasian, 10% Black or African American, and 7% Asian/Pacific Islander students. At least 90% of our students in both programs come from low income families.

II. Project Information:

A. Statement of Need: The staggering number of children who cannot read at even basic levels is a critical problem for all of us in California and nation-wide. Statewide, 44% of children failed to meet proficiency in the 2013 California State Standards Test for English. These figures for LEAP's target population are even worse. For the 2 schools we currently serve, 60% of children who are socioeconomically disadvantaged and 76% of English Language Learners failed the test. There is a tremendous need for quality programs such as LEAP's *Reading Intervention Program* that has been proven to be so highly effective in improving literacy skills for children.

B. Project Goal, Objectives and Methodology:

1. Goal: The goal of LEAP After School *Reading Intervention Program* is to provide a research-based guided group reading program that is engaging and effective for disadvantaged students, especially English Language Learners. Our Reading Groups are led by highly trained and committed volunteers and college students. The components of our unique Reading Intervention Program are closely aligned with the California Common Core Standards and are based on the research of Richard Allington, Irene Fountas and Gay Su Pinnell, long-time and well-respected leaders in the educational community, who focus on strategies that work for struggling readers. Our reading groups are limited to no more than 4 students who have approximately the same needs so we can target and individualize instruction. One of the major drawbacks of the classroom instruction for struggling readers is the difficulty of the text they are asked to read. According to Richard Allington, "Sadly, struggling readers typically encounter a steady diet of too-challenging texts throughout the school day as they make their way through classes that present grade-level material hour after hour. In essence, traditional instructional practices widen the gap between readers." In contrast, our Director carefully selects engaging texts, at their instructional level, that specifically meet the needs and interests of the students in each group. Another important, research-based component is that Tutors teach literacy skills and strategies within the context of reading authentic text. We do not work on isolated skills or worksheets and children spend a significant portion of the one hour session reading and responding in discussions that promote a deeper level of comprehension.

2. Objectives: Objective 1: To instruct, mentor, motivate and inspire 80 academically at-risk and disadvantaged students to develop strategies, skills and confidence to read at or near grade level. Activities:

- Work with personnel at our 2 Title I School Sites to select and enroll students most in need of the Program. *September 2014*
- Prepare for and Conduct Reading Groups at 2 Sites Monday through Thursday from 1:30 to 5:00 pm. *September 2014-June 2015*

- Recruit and Train new Volunteers and College Students to serve as Tutors
August 2014-March 2015
- Conduct two in-service Training Sessions for Tutors. *November 2014 and March 2015*
- Assess progress of students through Teacher and Parent Written Evaluations and analysis of test scores. *September, 2014; January and June 2015*

3. Who will this grant serve? Grant will directly serve 80 economically disadvantaged and academically at risk students and their families, living in Tustin and Santa Ana, at 2 Title I Schools in TUSD. 90% of the children will be English Language Learners (English is not the primary language spoken in their home). The Grant will also positively impact our team of 35 Adult Volunteers, many of whom are Seniors, allowing them to help children succeed. Additionally, our 7-10 college student tutors will learn from new and life-broadening experiences. They will be inspired by the effectiveness of the program and by our volunteers who are so personally committed to our mission.

4. Relationship to other projects in the community: LEAP provides the only *Reading Intervention Program* in the TUSD. We collaborate very closely with the TUSD: teachers, principals and other staff at Title I Schools. We also partner with the University of California, Irvine to recruit college students to serve as Tutors; St. Paul's Episcopal Church which provides space for our office and Summer School and underwrites our printing expense; One OC for volunteer recruitment; and other key organizations. Volunteers, used in all aspects of our programs, are the key to our success and cost-effectiveness.

C. Project Outcomes and Evaluation:

Given our past record, we anticipate that the students will make significant improvements in academic skills, attitudes and self-confidence. Improvements will be formally measured and tracked by pre and post assessments, including written evaluations conducted with staff, parents and students, and standardized test scores conducted by the school personnel.

D. Use of Grant Funds:

Grant funds will be used to support the LEAP After School *Reading Intervention Program* for the 2014-2015 school year, as detailed in the budget.

III. Project Future: The need for programs such as LEAP is only becoming more acute. Each year increasing numbers of students are referred to LEAP for intervention and we always have a waiting list. We will continue to aggressively seek funding from a wide variety of additional sources. We are deeply committed to our mission of changing the lives of children and their families.

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

A. Board of Directors- Our Board is made up of highly qualified individuals representing a variety of professions and community involvements who are highly committed to our mission. The Board meets monthly to carry out its responsibilities as defined in our By Laws. The Fund Development Committee develops and implements our annual Fund Raising plan.

B. Key Personnel and Staff- Sally Parkin, Executive Director, is a California credentialed teacher who specializes in reading strategies for struggling students. She is the only permanent staff member. While the position is budgeted as part time, she devotes countless additional, unpaid hours to both the After School and Summer Program. She designs and implements the *Reading Intervention Program*; and manages, coordinates and oversees the implementation of all our programs. Carol Hay, our Assistant Director, volunteers each day and is a 30-year community leader and volunteer.

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V. Project Budget

A) Please provide a detailed line-item budget for your project by completing the table below. Include all sources of funding for the proposed project.

Line Item Description	Line Item Explanation (Formula/equation used as applicable. Example: 40 books @ \$100 each = \$4000)	Support From Your Agency	Support From Other Funders	Requested Amount From TCF	Line Item Total of Project
Executive Director	\$30,000 + \$2,250 benefits = \$32,250	\$22,500		\$10,000	\$32,500
College Student Tutors	UCI 15% Administrative Fee= \$2,000 for 7-10 students who work 7 hours per week	\$1,000		\$1,000	\$2,000
Other Personnel: Workman's Comp & Payroll Service	\$1,400	\$1,000		\$400	\$1,400
Program Expenses: Books and Student Materials	\$2,550 Approximately \$31 per student	\$550		\$2,000	\$2,550
Overall Administrative Expenses: Office Supplies, Postage, Telephone, Insurance, Corporation, Web Site	\$4,300	\$4,300		\$0	\$4,300
Volunteer/ Staff Training and Appreciation	\$700 for handbooks and training materials; year-end appreciation gift of photo and card Approximately \$15 per volunteer and college student	\$200		\$500	\$700
Fund Development	\$800 for credit card and PayPal fees; postage and printing for mailers	\$300		\$500	\$800
TOTALS:	\$44,000	\$29,000		\$15,000	\$44,000

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

Secured/Awarded

Name of Funder: Foundation, Corporation, Government	Amount
Bejach Fidelity Charitable Gift Fund	\$5,000
Hoyt Family Foundation	\$5,000
Individual Donations	\$10,000

Pending

Name of Funder: Foundation, Corporation, Government	Amount	Decision Date
Fall Fundraising Campaign	\$10,000	September 2014

VII. Financial Analysis

Agency Name: LEAP Learning Center

Most Current Fiscal Year (Dates): From January 1, 2012 To: December 31, 2012

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!

Program to Total Expenses Ratio: Percentage of expenses used to support programming versus how much is spent for general management and fundraising. A general rule is that at least 75 percent of total expenses should be used to support programs – the higher the percentage the better.

Program Expenses	/Total Operating Expenses	= Program Expense Ratio
\$74,423	\$79,751	93.3%

990: Part IX, Column B, Line 25 990: Part IX, Column A, Line 25

Administrative Expense (100%-Program Expense ratio) per 990 above	Percentage of Organization’s <u>Current</u> Total Budget used for Administration (from cover page)	Differential
6.7%	5.4 %	1.3 %

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

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.

NOTE: Data is from 12/31/13 Statement of Financial Position

Cash	+ Accounts Receivables	/Current Liabilities	= Quick Ratio
\$16,735	\$0	\$94.29	174.67

Excess or Deficit for the Year:

Excess or (Deficit) Most recent fiscal year end (2012 990)	Excess or (Deficit) Prior fiscal year end (2011 990)
\$ (9,708)	\$ 1,841

Notes:

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	\$29,360	44%	Program Fees	\$0	
Fundraising/Special Events	\$29,538	44%	Interest Income	\$0	
Corp/Foundation Grants	\$7,500	12%	Other:	\$0	
Government Grants	\$0		Other:	\$0	

Notes:

VIII. Application submission check list:

	<u>Submit FOUR (4) Copies: 1 ORIGINAL (WITH ORIGINAL SIGNATURES) and 3 copies, collated and stapled together of the following:</u>		<u>Submit ONE (1) Copy:</u>
x	Completed Grant Application Form (cover sheet, narrative (3 pages maximum), budget and sources of funding, financial analysis page	x	A copy of your current 501(c)(3) letter from the IRS
x	A list of your Board members and their affiliations	x	A copy of your most recent year-end financial statements (audited if available; double-sided)
x	Your current operating budget and the previous year's actual expenses	x	A copy of your most recent 990 (double-sided)
x	Part IX only of the 990 form, Statement of Functional Expenses (one page) Note: LEAP files the 990-EZ form; therefore, we are submitting Part III: Statement of Program Service Requirements		
x	For past grantees, a copy of your most recent final report.		

LEAP Learning Center—2014 Officers and 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

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

Carol Anne Hay Vice Chair, Director of 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

Jane McCracken Secretary-Communications Chair

Past Member of Vestry & Lay Worship Assistant, St. Paul's Episcopal Church; Employee: Holy Family Services and Foster Care-Adoption Agency

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-Tustin Unified School District; 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)

Sally Parkin Executive Director

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

Benton Bejach Member

Retired Business Owner of engineering company; Served as Foreman, Orange County Grand Jury 1979-80; Patron of the Arts

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

William A. Hare, OD, PhD Member

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)

Mark Schuerman Member

Owner and President, Lender's Survey Services; Member of Board, Treasurer and Member of Executive Committee of Laurel House

LEAP Learning Center

2014 S.L. Gimbel Foundation Fund Grant Application Budget Comparison

	2013 Actual	2014 Budget	Variance
Income			
Donations	29,360	35,000	(5,640)
Grants	7,500	30,000	(22,500)
<u>Fundraising Net</u>	<u>29,538</u>	<u>15,000</u>	<u>14,538</u>
Interim Total	66,398	80,000	(13,602)
<u>Plus: Cash Balance from 2012</u>	<u>23,550</u>	<u>0</u>	<u>23,550</u>
Final Total	89,948	80,000	9,948
After School Program and Overall Expenses			
Personnel			
Director's Salary	28,333	30,000	(1,667)
Social Security & Medicare	2,168	2,250	(82)
UCI Amin. Charge	1,374	2,000	(626)
Workman's Comp	549	1,000	(451)
<u>Payroll Service</u>	<u>355</u>	<u>400</u>	<u>(45)</u>
Total	32,779	35,650	(2,871)
Program Expenses			
Educational Supplies	884	1,400	(516)
Program Supplies	664	1,150	(486)
Snacks, Awards, Enrichment	<u>827</u>	<u>0</u>	<u>827</u>
Total	2,375	2,550	(175)
Administrative Expenses			
Office Supplies	308	400	(92)
Postage	48	100	(52)
Telephone	462	500	(38)
Insurance: Liability & D & O	2,099	3,000	(901)
Corporation Expenses	60	100	(40)
<u>Web Site Maintenance</u>	<u>290</u>	<u>200</u>	<u>90</u>
Total	3,267	4,300	(1,033)
Volunteer/Staff Expenses			
Volunteer/Staff Training	56	200	(144)
<u>Volunteer/Staff Appreciation</u>	<u>440</u>	<u>500</u>	<u>(60)</u>
Total	496	700	(204)
Fund Development Expenses			
Donor Development	242	300	(58)
<u>Merchant Services & Paypal Fees</u>	<u>746</u>	<u>500</u>	<u>246</u>
Total	988	800	188
Total	39,905	44,000	(4,095)

LEAP Learning Center

2014 S.L. Gimbel Foundation Fund Grant Application Budget Comparison

	2013 Actual	2014 Budget	Variance
Summer Program			
Expenditures			
Director's Salary	8,000	8,000	0
Payroll Taxes	612	600	12
Teachers' Stipend	6,400	9,400	(3,000)
Aides	16,434	15,400	1,034
Supplies	1,207	1,800	(593)
Snacks	0	200	(200)
<u>Volunteer/Staff Training & Appreciation</u>	<u>311</u>	<u>600</u>	<u>(289)</u>
Total	32,964	36,000	(3,036)
TOTAL EXPENSE	72,869	80,000	(7,131)

Part II Balance Sheets (see the instructions for Part II)

Check if the organization used Schedule O to respond to any question in this Part II

	(A) Beginning of year	(B) End of year
22 Cash, savings, and investments		23549
23 Land and buildings		
24 Other assets (describe in Schedule O)		
25 Total assets		23549
26 Total liabilities (describe in Schedule O)		870
27 Net assets or fund balances (line 27 of column (B) must agree with line 21)		22679

Part III Statement of Program Service Accomplishments (see the instructions for Part III)

Check if the organization used Schedule O to respond to any question in this Part III

What is the organization's primary exempt purpose? Tutoring of at risk students

Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. In a clear and concise manner, describe the services provided, the number of persons benefited, and other relevant information for each program title.

Expenses
(Required for section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts; optional for others.)

28 Afterschool tutoring - Mentoring and reading instruction for 60 academically at-risk, disadvantaged elementary school age children.	(Grants \$) If this amount includes foreign grants, check here <input type="checkbox"/>	28a	45483
29 Summer program - Reading, writing, math instruction, tutoring and mentoring 140 academically at-risk disadvantaged elementary school age students.	(Grants \$) If this amount includes foreign grants, check here <input type="checkbox"/>	29a	28940
30	(Grants \$) If this amount includes foreign grants, check here <input type="checkbox"/>	30a	
31 Other program services (describe in Schedule O)	(Grants \$) If this amount includes foreign grants, check here <input type="checkbox"/>	31a	
32 Total program service expenses (add lines 28a through 31a)		32	74423

Part IV List of Officers, Directors, Trustees, and Key Employees List each one even if not compensated (see the instructions for Part IV)

Check if the organization used Schedule O to respond to any question in this Part IV

(a) Name and title	(b) Average hours per week devoted to position	(c) Reportable compensation (Forms W-2/1099-MISC) (if not paid, enter -0-)	(d) Health benefits, contributions to employee benefit plans, and deferred compensation	(e) Estimated amount of other compensation
Sally Parkin 620 Narcissus Ave. Corona Del Mar, CA	Executive Dir 40 hours	41000	0	0
Ann Kose 13742 Lindale Lane, Santa Ana, CA 92705	Chair Board of Directors	-0-	-0-	-0-
Carol Hay 11651 Plantero Dr. Santa Ana, CA 92705	VP Director of Development	-0-	-0-	-0-
George Fague 17591 Chatham Dr. Tustin, CA 92780	VP Administration	-0-	-0-	-0-
Dennis Fischel 1661 Kimberwicke, Santa Ana, CA 92705	Treasurer Bookkeeper	-0-	-0-	-0-
Ann Nicholson 12841 Hickory Branch, Santa Ana, CA 92705	Director of Volunteers	-0-	-0-	-0-
Jane McCracken 2800 Keller Dr #194 Tustin, CA 92782	Secretary	-0-	-0-	-0-
Benton Bejach 10582 Mira Vista, Santa Ana, CA 92705	Board Member	-0-	-0-	-0-
Kathy Brittingham 12082 Theta Santa Ana, CA 92705	Board Member	-0-	-0-	-0-
William Hare, D.D., Ph.D. 13062 Wreath Place, Tustin, CA 92780	Board Member	-0-	-0-	-0-
Mark Schuerman P.O. Box 3379 Wrightwood, CA 92397	Board Member	-0-	-0-	-0-

The Community Foundation <i>Serving the Counties of Riverside and San Bernardino</i>	S.L. Gimbel Foundation Fund Grant Evaluation Form
Grant Period: June 1, 2012 through May 31, 2013	Evaluation Due Date: June 15, 2013

Organization: LEAP Learning Center	
Contact Name: Sally Parkin	Title: Executive Director
Phone Number: 714-832-6061	Grant Period: June 1, 2012-May 31, 2013
Award Amount: \$10,000	Grant Number: 2012379

Describe the project's key outcomes and results based on your goals and objectives. Provide the number of clients served and other relevant statistics.

LEAP Summer School 2012 served 140 academically at-risk and disadvantaged children, selected by their teachers at the 8 Title I Schools in the Tustin Unified School District. These children received 8400 hours of individualized instruction in our 3 Academic Centers: Math, Reading and Writing. We achieved our goal of providing a researched-based core curriculum that is engaging and effective for disadvantaged students, especially English Language Learners. The unique design, utilizing outstanding college students or recent college to lead small groups of children, is highly effective in motivating and engaging all students. Because of the tremendous need for disadvantaged children to participate in academic activities during the summer, we expanded our capacity and served 140 students, 10 more than stated in our Grant Objective. We successfully met our objective to tutor, mentor and inspire these special children. Parent evaluations and teacher follow-up confirmed that children developed strategies, skills and confidence to enable them to face the coming academic year ready to perform at their highest level.

What were the challenges and obstacles you encountered (if any) in attaining your goals & objectives? How did you overcome and/or address the challenges and obstacles? What were the lessons learned?

The only significant challenge for LEAP Summer School is our limited space. Because LEAP provides the only free academic intervention program in the TUSD, the demand for our program is tremendous. Over the years, school personnel have experienced first-hand the significant improvements in attitude, motivation and skills that children who have attended LEAP Summer School demonstrate in their classroom. Committed to our mission to change children's lives, each year we make extraordinary efforts to serve more children. Our staff of teachers, college students, adult and high school volunteers, possess incredible flexibility, problem-solving creativity and can-do attitude to make the program work successfully, in spite of sometimes crowded conditions. We are working on developing partnerships to explore alternative sites and obtaining additional funding.

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

For Summer School 2012, LEAP partnered for the first time with an Inter-Faith Coalition dedicated to addressing the issue of hunger in Orange County. Volunteers from various congregations and synagogues provided the necessary funding and manpower to prepare and serve a hearty and nutritious snack for the children each day. Children were very receptive to the snacks and the volunteers, and energized to be alert and active learners. In addition, the Coalition organized a weekly food distribution program that families could choose to participate in. Families became aware of and many began participating in the Coalition's Sunday Supper, a free meal and food distribution program offered weekly at St. Paul's Episcopal Church.

While not unintended, another positive outcome not directly related to the academic instruction is the powerful influence Group Leaders provide. Group Leaders were carefully selected for their educational and personal accomplishments, ability to relate to children with diverse needs, their maturity and leadership abilities. Many of the Group Leaders themselves were English Language Learners and the first from their families to attend college. Group Leaders shared their life experiences with the children, opening their eyes to possibilities most of these children never imagined. Children saw that with hard work and effort success is genuinely within their reach. Group Leaders were powerful role models, mentors and friends to the students in their groups, with life-changing results. Group Leaders themselves were changed. Many expressed that their experience with the program led them to change their career path to education or some other type of work with children. One Group Leader who has worked for us for 5 years has set his goal to found a charter school, and work on education reform.

Describe the overall effect this grant has had on your organization.

The Grants LEAP received in 2009, 2010 and 2012 from the S.L. Gimbel Foundation have been critical to our success. Securing sufficient financial support is a challenge to any non-profit but especially to an organization such as LEAP that has only one part-time staff member. The S.L. Gimbel Foundation Grants have given us substantial financial support in order to serve an increasing number of disadvantaged students each year. We have gained a solid reputation among all our partners. Furthermore, the grants provided the financial stability to secure additional grants from private and corporate foundations.

Tell us a few success stories that made an impact on our organization and/or community as a result of this grant.

Parents clearly felt that the program had a tremendous impact on their child.

Over and over, parents told us how much their children looked forward to attending each day, how they were reading more at home and how their attitudes were changing. At our formal Parent Tour, parents appreciated the opportunity to visit each Center, ask specific questions and interact with the Teachers. One hundred percent of the parents who completed

the *Summer Session Parent and Student Evaluation* responded that the program had positively impacted their children.

At the start of our Summer School 2012, one parent discussed with staff her concern regarding the negative experience her son had in school during the past year, and how his confidence, motivation and attitude toward school was spiraling downward. We reassured her that our goal is to conduct a positive program where every child receives the needed support, attention and care to be successful. At the end of the program, this parent emotionally detailed to us the incredible positive changes she witnessed in her son, and concluded that the program had changed his life!

Other feedback included the following quotes from the Parent Evaluations:

“I am glad I sent my son to LEAP because I see that he improved so much and he became more responsible in learning.”

“Clearly I am glad I sent my daughter to LEAP because my daughter will be much better because of this program and will advance in the areas she is behind in as reading and mathematics.”

“We are glad that our son took LEAP because he now feels more confident for 5th Grade.”

“I would like to thank all LEAP teachers who showed my daughter what it’s like to succeed in life. Thank you to the teachers for their passion and dedication.”

Principals also confirm the positive impact of the program.

Nancy Jenkins, Principal at Guin Foss Elementary School wrote,

“GF Students were thrilled to attend the summer LEAP program and gained confidence, self-esteem and increased skills as a result of their summer learning. The LEAP program has made a real difference for many GF students and families and their home school greatly appreciates the opportunity to participate.”

Kelly Fresch, Principal at Benson Elementary wrote,

“LEAP. . . has an observable tremendous impact on the students enrolled. The level of support, both emotionally and academically, helps build each student’s esteem, while positively impacting their success in school, most specifically in reading. Year after year, the students at LEAP demonstrate improved progress in reading, which will in turn positively affect their success in school for years to come. State, school and District assessments measure such growth, and parents and teachers alike express gratitude for this amazing program. Benson’s motto, *Success for All, Support for All*, is not just a possibility, but at reality, because of this community partnership.”

Finally, John Laurich, Principal at W.R.Nelson Elementary wrote,

“I consider the partnership that has developed between W.R. Nelson Elementary and the LEAP program to be invaluable. Every year we see more and more students that lack the necessary support outside the school setting to help them grow to their full potential. In these

tough economic times, many families do not have the time or financial resources to be the complete partner in their child's education that they would like to be. The acronym for the LEAP program says it all. The program helps children LEAP over the obstacles to their being successful. The tutoring and mentoring provided by the program makes a lasting impression on the academic life of each child that is able to be served. Please accept the sincere gratitude from the staff and parents of W.R. Nelson Elementary for all you do for our children. Your organization is truly a gift."

Provide a financial report on the use of your grant funds (expenditures):

Summer School 2012 Program Expenses	
Director's Salary	\$7,000
Payroll Taxes	536
Teachers' (2) Stipend	6,000
Group Leaders (13)	13,750
Supplies	1,267
Snacks	33
Volunteer/Staff Training & Appreciation	355
Total Summer School Expenses	28,940

How did you communicate this grant internally to your staff, board and stakeholders?

This grant was announced to our Board at our June 2012 Board Meeting, and to our stakeholders in all communications distributed during the year. We conduct an Annual Fall Fundraising Campaign via an e mail Newsletter and follow-up communications, in which the support of the S.L. Gimbel Foundation through this grant was reported. The grant was recognized in the Program for our Spring Auction and Dinner Fundraiser Event attended by 100 supporters. Furthermore, the grant was recognized in the program for the Recognition Ceremony held at the end of the school year attended by students, parents, teachers, volunteers, community partners and financial supporters. Copies can be provided under separate cover.

To which media outlets did you send a press release announcing your grant?

We sent the attached press release to the Orange County Register and to the Public Relations Officer at the Tustin Unified School District.

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

DEPARTMENT OF THE TREASURY

Date: APR 25 2008

LEAP LEARNING CENTER
1221 WASS
TUSTIN, CA 92780

Employer Identification Number:
26-1320187
DLN:
17053073307048
Contact Person:
NANCY L HEAGNEY ID# 31306
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

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, looping initial "R".

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC
Statute Extension



The Community Foundation

Serving the Counties of Riverside and San Bernardino

S. L. Gimbel Foundation Fund

December 5, 2014

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Grover Trask
Immediate Past Board Chair

Dr. Jonathan Lorenzo Yorba
President and CEO

Ms. Sally Parkin
Executive Director
LEAP Learning Center
1221 Wass Street
Tustin, CA 92780

Dear Ms. Parkin:

Congratulations! A grant has been approved for **LEAP Learning Center** in the amount of **\$15,000** from the S.L. Gimbel Foundation. The **performance period for this grant is December 1, 2014 to November 30, 2015**. Additional funding beyond the performance period is not guaranteed. It is highly recommended that alternative funding sources be sought accordingly. The grant is to support the following as specified in your proposal:

After-School Reading Intervention Program: Provide Reading Intervention Program at 2 Title 1 School Sites in the Tustin Unified School District-providing daily reading instruction for 80 economically disadvantaged elementary school grade children who are academically at-risk of failure.

This grant is subject to the terms outlined in the enclosed Grant Agreement. After you have reviewed the terms and conditions of the Grant Agreement, please sign and date the enclosed copy and return the original copy to The Community Foundation within the next two weeks. Please retain a copy of the signed agreement for your records. Funds will be released upon receipt of the signed Grant Agreement.

A condition of this grant is that you agree to submit the Grant Evaluation Form which includes a narrative report and fiscal report. The **Grant Evaluation is due by December 15, 2015** and a copy will be available online.

We wish you great success and look forward to working with you during the grant performance period.

If you have any questions, please call me at 951-684-4192 ext. 114 or email me at ccudiamat@thecommunityfoundation.net.

Sincerely,

Celia Cudiamat
Executive Vice President of Programs

18769 LEAP Learning Center

20140821

GIMB4.2



Confirmed in Compliance
with National Standards for
U.S. Community Foundations



LEARNING, ENRICHMENT, & ACHIEVEMENT PARTNERS

December 16, 2014

Ms. Celia Cudiamat
Executive Vice President of Programs
The Community Foundation
3700 Sixth Street, Suite 200
Riverside, CA 92501

Dear Ms. Cudiamat,

On behalf of LEAP Learning Center, we want to acknowledge and thank the S.L. Gimbel Foundation for its very generous grant of \$15,000 to our *After-School Reading Intervention Program* for the period of December 1, 2014 to November 30, 2015.

This grant provides important funding to enable us to provide daily guided reading instruction for 80 disadvantaged and academically at-risk elementary school children at our 2 Title I School Sites in the Tustin Unified School District.

Enclosed is the signed Grant Agreement. We are most grateful to you and The Community Foundation for your assistance in the grant process and to the S.L. Gimbel Foundation for their valuable partnership. Thank you!

Sincerely,

Sally Parkin
Executive Director
LEAP Learning Center

2014 S.L. Gimbel Foundation Fund

Grant Agreement

Organization: LEAP Learning Center

Grant Amount: \$ 15,000 **Grant Number:** 20140821

Grant Period: December 1, 2014 to November 30, 2015 (Evaluations due December 15, 2015)

Purpose: **After-School Reading Intervention Program: Provide Reading Intervention Program at 2 Title 1 School Sites in the Tustin Unified School District-providing daily reading instruction for 80 economically disadvantaged elementary school grade children who are academically at-risk of failure.**

1. Use of Grant Funds

Grant funds must be expended within the grant period, for the purpose and objectives described in your grant proposal. Grant funds may not be expended for any other purpose without prior written approval by The Community Foundation. If there are significant difficulties in making use of the funds as specified in your proposal, or if the grant funds cannot be spent within the grant period, notify us in writing promptly.

Formal requests for extensions or variances must be submitted to the Foundation's Board of Directors for approval a minimum of 60 days before the end of the grant period.

Requests for variances or extensions are reviewed on a case-by-case basis and approved by the Board of Directors. If a request is denied, unused funds must be immediately refunded to the Foundation.

2. Payment of Grant Funds

The grant funds will be paid in full by the Foundation upon receipt of the signed Grant Agreement. Challenge grant funds will be paid in full upon receipt of the signed Grant Agreement and upon receipt of documentation providing evidence that condition(s) of the challenge grant has/have been met.

3. Certification and Maintenance of Exempt Organization Status

This grant is specifically conditioned upon Grantee's status as an eligible grantee of The Community Foundation. The Foundation has obtained a copy of the Grantee's IRS determination letter. Grantee confirms that it has not had any change in its tax-exempt status, and shall notify the Foundation immediately of any such change.

4. Final Report and Records

The Grantee will submit the Grant Evaluation report per the deadline set forth in the award letter. This report includes a narrative on outcomes based on goals and objectives set forth in the grant proposal and an expenditure report documenting use of grant funds. If equipment was purchased, copies of receipts need to be included.

5. Grantee's Financial Responsibilities

Grantee will keep records of receipts and expenditures of grant funds and other supporting documentation related to the grant at least four (4) years after completion of the grant and will make such records of receipts, expenditures and supporting documentation available to the Foundation upon request.

6. Publicity

The Community Foundation recommends publicity for the grant and acknowledging The Community Foundation in internal correspondence, brochures as appropriate; newsletters, annual reports and email blasts or e-newsletters.

The credit line of "Made possible in part by a grant from the "S.L. Gimbel Foundation Advised Fund at The Community Foundation – Inland Southern California" is suggested. When your donors are listed in printed materials, include the S.L. Gimbel Foundation Advised Fund at The Community Foundation in the appropriate contribution size category. When publishing our name, please note the "The" at the beginning of our name is a legal part of our name. It should always be used and capitalized. Attaching our logo is also appreciated. Our logo can be downloaded from our website at www.thecommunityfoundation.net.

7. Indemnification

In the event that a claim of any kind is asserted against the Grantee or the Foundation related to or arising from the project funded by the Grant and a proceeding is brought against the Foundation by reason of such claim, the Grantee, upon written notice from the Foundation, shall, at the Grantee's expense, resist or defend such action or proceeding, at no cost to the Foundation, by counsel approved by the Foundation in writing.

Grantee hereby agrees, to the fullest extent permitted by law, to defend, indemnify, and hold harmless the Foundation, its offices, directors, employees, and agents, from and against any and all claims, liabilities, losses, and expenses (including reasonable attorneys' fees) directly, indirectly, wholly, or partially arising from or in connection with any act or omission by Grantee, its employees, or agents in applying for or accepting the Grant, in expending or applying the Grant funds or in carrying out any project or program supported by the Grant, except to the extent that such claims, liabilities, losses, and expenses arise from or in connection with any bad faith act or omission by the Foundation, its officers, directors, employees, or agent.

8. Termination

The Community Foundation may terminate this agreement, withhold payments, or both at any time, if, in the Community Foundation's judgment: a) The Community Foundation is not satisfied with the quality of the Grantee's progress toward achieving the project goals and objectives; b) the Grantee dissolves or fails to operate; c) the Grantee fails to comply with the terms and conditions of this agreement.

9. Limitation of Support

This Agreement contains the entire agreement between the parties with respect to the Grant and supersedes any previous oral or written understandings or agreements.

I have read and agree to the terms and conditions of the Grant Agreement.

Sally Parkin
Signature

December 16, 2014
Date

Sally Parkin
Printed Name

Executive Director
Title

Organization: 18769 LEAP Learning Center
Grant Number: 20140821

dc
12/19/14



Serving the Counties of Riverside and San Bernardino

S. L. Gimbel Foundation Fund

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Secretary of the Board

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Sergio Bohon

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Kirk Harns

Dr. Fred Jandt

Andrew Jaramillo

Dr. Albert Karnig

D. Matthew Pim

Patrick O'Reilly

Rose Salgado

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Grover Trask
Immediate Past Board Chair

Dr. Jonathan Lorenzo Yorba
President and CEO

December 19, 2014

Ms. Sally Parkin
Executive Director
LEAP Learning Center
1221 Wass Street
Tustin, CA 92780

Dear Ms. Parkin:

The Community Foundation is pleased to enclose a grant check for **\$15,000** from the S. L. Gimbel Foundation, a component fund at The Community Foundation. By cashing the grant check, you are agreeing to the conditions stated under the *Terms of Grant* which you have signed and returned. The completed Grant Evaluation form is due by December 15, 2015 and will be available online on The Community Foundations website under Grants/Forms. Please note that any grant variances or extensions must be requested in writing and in advance. Any remaining grant funds must be returned to The Community Foundation at the end of the grant period.

We greatly appreciate any help you can give us in publicizing the grant. **Please use the following credit in any grant announcements or materials funded by the grant: "The (name of project/program) is supported by a grant from The S. L. Gimbel Foundation."** You may send copies of articles printed in local papers, stories in your agency newsletter, annual report, press releases, and other publications for our files.

If you have any questions, please contact me at 951-684-4194.

Sincerely,

Celia Cudiamat
Executive Vice President of Programs

20140821

38469

GIMB4.2



Confirmed in Compliance
with National Standards for
U.S. Community Foundations

The Community Foundation

Strengthening Inland Southern California through Philanthropy
 3700 SIXTH STREET, SUITE 200
 RIVERSIDE, CA 92501
 951-241-7777 / FAX 951-684-1911

CITIZENS BUSINESS BANK
 A Financial Services Company
 3695 Main Street, Riverside, CA 92501
 90-3414-1222

ESN® Check Fraud Protection for Business

38469

PAY * Fifteen Thousand and no/100 *

TO THE ORDER OF

LEAP Learning Center
 1221 Wess Street
 Tustin, CA 92780

DATE

12/05/2014

AMOUNT

\$****15,000.00



Jonathan-Lorenzo Galza
Chris Cuddeback
 AUTHORIZED SIGNATURE

Security features. Details on back.

⑈038469⑈ ⑆122234149⑆ 244124437⑈

The Community Foundation

38469

18769	LEAP Learning Center	12/05/2014	038469	
20140821	12/04/2014 After-School Reading Intervention Program			15,000.00
GIMB	S.L. Gimbel Foundation Advised Fund		15,000.00	

CHECK TOTAL: \$****15,000.00

The Community Foundation

38469

18769	LEAP Learning Center	12/05/2014	038469	
20140821	12/04/2014 After-School Reading Intervention Program			15,000.00
GIMB	S.L. Gimbel Foundation Advised Fund		15,000.00	

CHECK TOTAL: \$****15,000.00