



2016 S.L. Gimbel Foundation Fund Grant Application

Internal Use Only:
Grant No: 20160274
GRANTEE I.D.: 18769
AWARD: \$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: 714-832-8061	Fax:	Email: sallyparkin@leaplearningcenter.org
Contact Person: Sally Parkin		Title: Executive Director
Phone: 714-225-2756	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 Learning Center Reading Intervention Program		Amount of Grant Requested: 15,000	
Total Organization Budget: 114,240	Per 990, Percentage of Program Service Expenses (Column B/ Column A x 100): 81%	Per 990, Percentage of Management & General Expenses Only (Column C/ Column A x 100): 17%	Per 990, Percentage of Management & General Expenses and Fundraising (Column C+D/ Column A x 100): 2%
Purpose of Grant Request (one sentence): This Grant Request seeks funding to support the 2016-2017 LEAP After School Reading Intervention Program at 4 Title I School Sites in the Tustin Unified School District providing daily reading instruction for 128 economically disadvantaged elementary 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 2014: \$15,000			

Signatures

Board President / Chair: (Print name and Title) Ann Rose President	Signature: 	Date: 2/17/2016
Executive Director/President: (Print name and Title) Sally Parkin Executive Director	Signature: 	Date: 2/17/2016

2016 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 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 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): Beginning in September 2013, we implemented our unique *Reading Intervention Program* at 2 Title I Schools in Tustin. This new direction was a major step towards achieving our long-held goal of serving substantially more children in our target population. During the past 2 school years, we successfully provided targeted reading instruction for 80 economically disadvantaged children selected by their teachers because they are the lowest readers. As a result, this year the Tustin Unified School District (TUSD), in recognition of the effectiveness of our programs, requested and agreed to partially fund an expansion of our program into two additional Title I Schools for a total of four: Beswick, Estock, Heideman and Veeh. Working in partnership with the TUSD administration, principals, and teachers, we are serving 128 students from October, 2015 through June, 2016. Our expansion requires the hiring of four Site Supervisors to oversee the program at each school. In addition, we have added expenses for ongoing administrative costs, increased insurance, books and materials. Our tutors continue to provide their services by volunteering each week. They are the core of the LEAP experience for these special children. Due to need for a large number of additional tutors for 2 additional sites, highly accomplished college students have been hired to serve as Literacy Tutors. Since 2009, the S. L. Gimbel Foundation has provided critical funding to enable LEAP to successfully serve over 1700 children and establish our program as a community-wide recognized effective solution to the growing literacy deficiencies of disadvantaged children. Funding from the Gimbel Grant request will support the critical need for additional staff and other essential elements of our expanded program, while helping us to work towards 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 30 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. 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 The After-School *Reading Intervention Program* from September to June, meeting 4 days a week, and currently serving 128 students from 4 Title I Schools in the Tustin Unified School District (TUSD). The Executive 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 developed its unique *Reading Intervention Program* 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 113%. A recent analysis of student test scores at one school site using the newly implemented Fountas and Pinnell Reading Level Assessment showed that students participating in LEAP increased (from September 2015 to January 2016) an average of 2.5 reading levels compared to the school-wide average of gain of 1.75. The *Reading Intervention Program* is a key factor in our success in changing the lives, attitudes and performance of these children.

With program sites at 4 Title I schools, LEAP serves approximately 85% Hispanic/ Latino, 5% Caucasian, 5% Black or African American, and 5% Asian/Pacific Islander students. 100% of our students 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, 63% of children failed to meet proficiency in the 2015 California Assessment of Student Performance and Progress/ English Language Arts. These figures for LEAP’s target population are even worse. For the 4 schools we currently serve, 73.5 % of students failed the test. There is a tremendous need for quality programs such as LEAP’s *Reading Intervention Program* that is proven to be highly effective in improving literacy skills for children.

B. Project Goal, Objectives and Methodology:

1. Goal: The goal of the LEAP *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 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 128 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 4 Title I School Sites to select and enroll students most in need of the Program. *September 2016*
- Prepare for and Conduct Reading Groups at 4 Sites Monday through Thursday from 1:30 to 5:00 pm. *September 2016-June 2017*
- Recruit and Train new Volunteers and College Students to serve as Tutors
August 2016-March 2017
- Conduct two in-service Training Sessions for Tutors. *November 2016 and March 2017*
- Assess progress of students through Teacher and Parent Written Evaluations and analysis of test scores. *January and June 2017*

3. Who will this grant serve? Grant will directly serve at least 128 economically disadvantaged and academically at risk students and their families, living in Tustin and Santa Ana, at 4 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 30 Adult Volunteers, many of whom are Seniors, allowing them to help children succeed. Additionally, our 10-12 college student tutors will learn from new and life-broadening experiences. They will be inspired by the effectiveness of the program and by the deep personal commitment of the volunteers who give of their time and experience to positively impact the future prospects for the children they serve.

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 and California State University, Fullerton to recruit college students to serve as Tutors and Interns; St. Paul’s Episcopal Church which provides space for our office and underwrites our printing expense; 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 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 key elements of the LEAP *Reading Intervention Program* at 4 Title I School Sites in TUSD for the 2016-2017 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. The funding received from TUSD this year to partially support our 2015-16 Program was a critical step forward in terms of financial sustainability and also in recognition of LEAP's effectiveness and the importance of our work. 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. Our Director of Volunteers is actively involved in recruiting volunteers and college students, and develops and maintains relationships with local universities and service organizations.

B. Key Personnel and Staff- Sally Parkin, Executive Director, is a California credentialed teacher who specializes in reading strategies for struggling students and volunteers her time to manage, coordinate and oversee the implementation of all our programs. Carol Hay, our Assistant Director and Fund Development Chairperson, volunteers 2-3 days per week and is a 35-year community leader and volunteer.

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V. Project Budget and Narrative

A) Budget Table:

Line Item Request	Line Item Explanation	Support From Your Agency	Support From Other Funders	Requested Amount From TCF	Line Item Total of Project
Program Director	\$25/hour x 20 hours/week x 24 weeks= \$12,000 + \$1,500 (12% employer taxes) = \$13,440	\$12,440		\$1,000	
Site Supervisors (4)	\$25/hour x 4 hours/day x 116 days=\$11,600+ \$1,392 (12% employer taxes)= \$12,992 x 4= \$51,968	\$41,968		\$10,000	
Literacy Tutors (8)	\$12/hour x 3 hours/day x 58 days=\$2,088+ \$251 (12% employer taxes)= \$2,339 x 8= \$18,712	\$15,712		\$3,000	
Administrative Assistant	\$20/hour x 20 hours/week x 35 weeks = \$14,000 + \$1,680(12% employer taxes) = \$15,680	\$15,680			
Other Personnel: Workman's Comp & Payroll Service, UCI Admin. Fee	\$2,000	\$2000			
Program Expenses:	128 students x \$20/student = \$2,560	\$2,160		\$400	
Educational Supplies: Books	128 students x \$10/student = \$1280	\$880		\$400	
Overall Administrative Expenses: Office Supplies, Postage, Telephone, Insurance, Corporation, Web Site	\$7,000	\$7,000			
Volunteer/Staff Training & Appreciation	Tutor manuals and training materials, training sessions, and year-end appreciation gift of photo & card. 40 tutors and staff x \$15 = \$600	\$400		\$200	
Fundraising & Fund Development	\$1,000 for credit card and merchant processing fees; postage & printing for fundraising mailers (2 per year)	\$1,000			
TOTALS:	\$114,240	\$99,240		\$15,000	

B) Budget Narrative:

Note: 2016 Budget reflects substantially increased Personnel costs from 2015 Actual due to expansion of the Program to 4 School Sites in the 2015-2016 School Year that began in November, 2016.

There is a critical need to fund additional staff, namely a Program Director and Administrative Assistant, in order for the Executive Director, who has served without compensation for the past 2 years, to have a manageable workload that reflects the intent of the position. These positions also are required due to the complexity of the expanded program and our goal to serve a greater number of children at both existing program sites and to establish new program sites at additional Title I schools.

Personnel:

Executive Director who serves without compensation is responsible for the overall implementation of the program, including all administrative duties (until funding is secured for the new position of Administrative Assistant); hiring and training of all staff; training of tutors; supervision and direction for Program Director (when hired) and Site Supervisors.

Administrative Assistant- proposed position beginning in September 2016 to provide bookkeeping and other administrative duties currently performed by Executive Director

Program Director- proposed position beginning in September 2016 will oversee operations of program at each school site including providing direction and support for Site Supervisors, setting objectives for each reading group, scheduling of tutors, book selection and record keeping

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, working with lowest reading groups.

Literacy Tutors-accomplished college students are recruited and trained to fill the tutor needs of the expanded program

Other Personnel includes 15% Administrative fee charged by UCI for employment of Federal-Work Study Students. Fee depends on number of students who apply and is estimated to be \$500.

Program Expenses include Notebooks for each student and Reading Group, pencils, paper, stickers, dry erase white boards and markers.

Education Supplies include additional sets of books for reading groups to replace books damaged from years of use and to purchase new titles.

Fundraising Expense includes merchant processing fee charged for donations received through participation in Orange County Community Foundation's Giving Day Fundraiser.

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

Secured/Awarded

Name of Funder: Foundation, Corporation, Government	Amount
Tustin Unified School District for 2015-2016 School Year	\$60,000
Individual Donations	\$15,000
Bejach Fidelity Charitable Gift Fund	\$7,500

Pending

Name of Funder: Foundation, Corporation, Government	Amount	Decision Date
Tustin Unified School District	\$60,000	July/August 2016
Individual Donations: Orange County Community Foundation's Giving Day Fundraiser	\$15,000	April 2016
Orange County Community Foundation's Giving Day Fundraiser Bonus	\$4,000	April 2016

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	\$43,523	74%	Program Fees	\$0	0
Fundraising/Special Events	\$4778	8%	Interest Income	\$0	0
Corp/Foundation Grants	\$10,236	18%	Other:	0	0
Government Grants	\$0	0	Other:	0	0

Note: We received the 2014 S. L. Gimbel grant of \$15,000 in December 2014 to support the 2014-2015 LEAP After-School Reading Intervention Program.

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VII. Financial Analysis

Agency Name: LEAP Learning Center

Most Current Fiscal Year (Dates): From January 1, 2014 To: December 31, 2014

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
\$41,593 ✓	\$33,506 ✓	\$7,377 ✓	\$710 ✓

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%	81% ✓	17% ✓	2% ✓

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 Current Total Budget used for Administration	Column C, Management & general expenses per 990 above	Differential
12 %	17%	- 5 %

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

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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 12/31/2015 Statement of Financial Position

Cash	+ Accounts Receivables	/Current Liabilities	= Quick Ratio
\$39,337	\$0	\$0	N/A – No Liabilities

Excess or Deficit for the Year:

Excess or (Deficit) Most recent fiscal year end (2014 990)	Excess or (Deficit) Prior fiscal year end (2013 990)
\$ 30,933	\$ (5990)

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 (4 pages maximum), budget page and budget narrative (see sample) 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 (see sample Budget Comparison)	x	A copy of your most recent 990 (double-sided)
x	Part IX only of the 990 form, Statement of Functional Expenses (one page). If you completed a 990-EZ, fill out the attached Part IX, Functional Expenses of the 990 form using figures from your 990-EZ		
x	For past grantees, a copy of your most recent final report. NOTE: Final Report for 2014 Grant submitted on line via Survey Monkey on 13/13/2015. Additional Documentation submitted via e mail on 12/14/2105 is included in Grant Application.		

**LEAP Learning Center
2016 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)

LEAP Learning Center

2016 S.L. Gimbel Foundation Fund Grant Application Budget Comparison

	2015 Actual	2016 Budget	Variance
Income		2016-2017 School Year	
Donations	43,523	35,000	8,523
Grants	10,236	75,000	(64,764)
Fundraising/Special Events	4,778	4,240	538
Total	58,537	114,240	(55,703)
After School Program and Overall Expenses			
Personnel			
Executive Director	0	0	0
Administrative Assistant	0	14,000	(14,000)
Program Director	0	12,000	(12,000)
Site Supervisors	18,994	46,400	(27,406)
Literacy Tutors	1,146	16,704	(15,558)
Employer Taxes	2,684	10,696	(8,012)
UCI Amin. Charge	1,488	500	988
Workman's Comp	494	1,000	(506)
<u>Payroll Service</u>	<u>766</u>	<u>500</u>	<u>266</u>
Total	25,572	101,800	(76,228)
Program Expenses			
Educational Supplies	355	1,280	(925)
Program Supplies	1,438	2,560	(1,122)
Snacks, Awards, Enrichment	<u>308</u>	<u>0</u>	<u>308</u>
Total	2,101	3,840	(1,739)
Administrative Expenses			
Office Supplies	375	600	(225)
Postage	113	100	13
Telephone	421	500	(79)
Insurance: Liability & D & O	7,213	5,500	1,713
Corporation Expenses	450	100	350
<u>Web Site Maintenance</u>	<u>68</u>	<u>200</u>	<u>(132)</u>
Total	8,640	7,000	1,640
Volunteer/Staff Expenses			
Volunteer/Staff Training & Appreciation Total	207	600	(393)
Fund Development Expenses			
Fundraising & Donor Development	751	700	51
<u>Credit Card & Paypal Fees</u>	<u>222</u>	<u>300</u>	<u>(78)</u>
Total	973	1,000	(27)
After School Program and Overall Total Expenses	37,493	114,240	(76,747)
Summer Program Total Expense	29,303	0	29,303
TOTAL EXPENSE	66,796	114,240	(47,444)

Note: LEAP will not conduct Summer School 2016 as TUSD has sufficient funding to do so, allowing LEAP to concentrate fundraising efforts on obtaining sufficient funding to fully support and expand the School-Year LEAP Reading Intervention Program.

LEAP Learning Center
From 2014 990-EZ

Form 990 (2014)

Page 10

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	6,558	6,123	495	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages				
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes	524		524	
11 Fees for services (non-employees):				
a Management				
b Legal				
c Accounting				
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.)	24,519	24,519		
12 Advertising and promotion				
13 Office expenses	223		223	
14 Information technology				
15 Royalties				
16 Occupancy	647		647	
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	5074		5074	
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	710			710
b Payroll Service	377		377	
c School Year Program Expense	1607	1607		
d Summer Program Expense	1257	1257		
e All other expenses	97		97	
25 Total functional expenses. Add lines 1 through 24e	41,593	33,506	7,377	710
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)				

Form 990 (2014)

Sally Parkin

From: Sally Parkin <sallyparkin@leaplearningcenter.org>
Sent: Monday, December 14, 2015 4:00 PM
To: 'ccudiamat@thecommunityfoundation.net'; 'grant-info@thecommunityfoundation.net'
Subject: LEAP Learning Center Evaluation: S. L. Gimbel Foundation Grant
Attachments: TUSD letter of support.pdf; Lambert Site Supervisor Statement.docx; LEAP 15 GIMBEL PressRelease.doc; Photo May 20, 3 24 42 PM.jpg; LEAP Reading Intervention Program 2014-2015 Direct Program Expense Summary.xlsx

Dear Celia,

I completed the S. L. Gimbel Final Evaluation Report this past weekend on line, and submitted the final parts on December 13, 2015.

I am attaching the following that provide further information or documentation:

1. Letter from Laurie Jimenez, on behalf of Tustin Unified School District
2. Statement from Marisa Paule, LEAP Site Supervisor, providing additional Success Stories
3. Press Release and accompanying Photo
4. Summary Report of Direct Program Expense

The S. L. Gimbel Foundation generous grant of \$15,000 provided critical support for LEAP Tutors to provide a total of 75,000 hours of Reading Instruction for 75 academically at risk and disadvantaged students. As you can see from the Evaluation Report and Further Documentation, our After-School Reading Intervention Program for 2014-2015 was highly successful and significantly improved the reading skills, self-confidence and attitudes of the children we served. We are very grateful to the S. L. Gimbel Foundation.

Please let me know if you have any questions or need further information. Thank you very much.

Sincerely,
Sally Parkin
Director, LEAP Learning Center
1221 Wass St.
Tustin, CA 92780
www.leapintoaction.org

December 8, 2015

To Whom It May Concern:

The purpose of this letter is to express the gratitude and need for the continuation of the Learning, Enrichment and Achievement Partners (LEAP) program in the Tustin Unified School District.

Sally Parkin has developed and run an incredible, free, supplemental reading program, LEAP, to support the needs of economically disadvantaged and academically at risk elementary school children in our district. Ms. Parkin does an outstanding job of securing needed funding and highly qualified tutors, including college students and retired credentialed teachers, to provide small group, 4:1, specific tutoring four days a week for the entire school year to students most in need. These students are hand-selected by the school principals and are the students most at risk.

The LEAP program has served children at an off-site location in our district since 1999, and during the 2013-14 school year, she brought the program to two of our school sites, enabling more students to receive this much needed support. We found the program to be so highly effective, we have requested Ms. Parkin expand to four schools during the 2015-16 school year. The confidence and growth in the reading skills developed in the children selected to participate are incredible.

The principals who have the LEAP program at their schools are immensely appreciative and realize the impact it has on their students. We have reflected often of the life-changing opportunity this program provides to the lucky students who get to participate, and we hope the program can expand to meet the needs of even more students in our school district in the near future!

Thank you for your support of this important program. Please feel free to contact me for questions or further information on the LEAP Learning Program.

Sincerely,



Laurie Jimenez
Teacher on Special Assignment
Tustin Unified School District



LEARNING, ENRICHMENT, & ACHIEVEMENT PARTNERS

For questions, please contact Carol Hay, Assistant Director
LEAP Learning Center at 714-731-6608 or cahay@cox.net

PRESS RELEASE- JUNE 29, 2015 LEAP Learning Center

LEAP Learning Center, a non-profit education organization, supported by a \$15,000 grant from **The S. L. Gimbel Foundation**, just completed its **2014-2015 *After School Reading Intervention Programs*** which were held at two Title I elementary schools in the Tustin Unified School District. For the past 15 years, LEAP has provided these programs FREE to the students, their parents, the schools and the District, thanks to the generous support of grants from organizations including **The S. L. Gimbel Foundation**.

Seventy-five economically disadvantaged, academically at-risk second through fifth grade students at Lambert Elementary School and Estock Elementary School were selected by their classroom teachers and school principals to participate in LEAP's ***Reading Intervention Program*** for the school year.

Each child received over 4 hours of individualized instruction each week for a total of nearly 100 hours in reading fluency, reading comprehension and critical thinking. Twenty-seven highly trained volunteer Tutors worked with these students to help them read and understand English and to think in English, thus providing them with the skills necessary to improve their performance in their classrooms.

LEAP's ***After School Reading Intervention Programs*** have proven effective in providing the individualized English instruction so desperately needed by these at-risk students. By working in small groups with materials specifically chosen for the reading levels of the students, LEAP tutors are able to teach, mentor, encourage and inspire these students to find personal success—sometimes for the first time—in reading and in thinking critically. They return to their classrooms with more confidence and the skills they need to succeed in all their subject areas.

[PHOTO]

[Photo caption] Pictured above are the students and volunteer tutors on Graduation Day at Estock Elementary School. On this special day, each student received a Certificate of Achievement and a specially-selected commemorative book—with a special plaque inside with their name and the names of their LEAP tutors.

LEAP Learning Center
After-School Reading Intervention Program
October 2014-June 2015

Direct Program Expenses Report

Personnel	
Site Supervisors (2) salary plus employer taxes	20,454
UCI Administrative Surcharge of 15% for Federal Work-Study Students serving as Tutors	1099
Total Personnel*	21,553
Program Supplies	297
Notebooks for each student and tutors	
Reading Containers	
Pencils, Markers, Paper, and Misc.	
Educational Supplies	435
Reading Group Books	
Reference Books	
Year-End Award Books	
Volunteer/Staff Training and Appreciation	228
Training Notebooks	
Printing Training Materials	
Supplies for Training Sessions	
Appreciation Photo Cards	
TOTAL: Direct Program Costs Only	22,513

***NOTE:** LEAP Executive Director volunteers countless hours to administer, direct and oversee all aspects of LEAP Programs.

From Marisa Paule, Site Supervisor for LEAP After-School Reading Intervention
Program at Lambert Elementary School 2014-2015

As the site supervisor of the program at Lambert in 2014-2015, I witnessed firsthand LEAP's day to day operation while working closely with all the student participants and tutors. It is heartwarming to think of the many success stories from last year's LEAP program at Lambert.

The success of LEAP at Lambert started with how well the groups were formed by the program director, Mrs. Sally Parkin, prior to the start of the program at Lambert. Mrs. Parkin, thoroughly reviewed student data provided by the school, carefully grouped the students according to their reading levels and age-group, and then thoughtfully matched each tutor's experience and personality with the student groups for best fit. Each group received sets of books that were appropriate for the students' reading levels and age-group interests. Throughout the program, Mrs. Parkin and the tutors collaborated in selecting books to ensure that the books were at the appropriate skills level and were a good match to the students' interests and maturity. Mrs. Parkin's hard work, talent and passion in helping LEAP students set the children to a path of success from the very beginning.

The LEAP tutors at Lambert last year were credentialed teachers, industry professionals and college students. Each tutor incorporated a variety of personal experiences, such as from their own careers, hobbies, sports and travels around the world to enrich their daily literacy lessons. The tutors also served as role models and inspiration among the student population served by LEAP at Lambert where that is lacking in many of the students' family settings. The tutors prepared detailed lesson plans that included phonics lessons, vocabulary building, plenty of reading opportunities by each student, and writing about the reading. The student-tutor ratio in the LEAP program was very low at 3-4 students per group. This allowed the tutor to give each student plenty of personal attention and confidence needed to thrive. The tutors' enthusiasm and passion about helping their students made reading a pleasurable activity for the children. They truly

connected with and inspired each student in their own groups. As a result, the students were always filled with excitement and eager anticipation on each day they attended the reading sessions. The children loved coming to the sessions and loved reading!

As part of my responsibilities, I had my own groups to tutor daily. I had the opportunity to teach a group of students who were new to the English language. By the end of the school year, these students had gained more confidence in reading and in articulating their thoughts about what they had read and beyond the text. They showed enthusiasm in reading assigned parts in a play. But what touched me most is how much the students were so appreciative of having many opportunities to read selections in their books in front of a group and not be afraid of getting embarrassed. They were so appreciative to have adult tutors who willingly took the time to listen to them and provide assistance, whether it is with word attack skills or with support in understanding what they are reading.

One of my students, Jesus, a 5th grader, was new to the English language. From the start, Jesus showed plenty of motivation to be proficient in English. Although Jesus greatly struggled with every aspect of the literacy activities presented to the group, he persevered in putting great effort during the sessions. As the months went on, he began to experience his *Ahaa!* moments. He began to see patterns in words and started to make connections to aid comprehension and decoding. He began to experience joy and excitement, rather than frustration, in reading and writing as he started to make meaning in his literacy activities. Every day, he expressed his gratitude for receiving scaffolded reading lessons. He developed an increased willingness to take risks when asked to read because he knew he was in a safe setting. The children were held to an expectation of active participation in the reading and discussion and respect for one another. The LEAP classroom was set up to be a safe environment for learning where each student's efforts and successes were recognized and celebrated. Through the program's purposeful book selections, Jesus began to understand how to choose books for himself in the library. Toward the end of the year, Jesus began to realize his new ability to find a wider selection of library books that he could read. He often brought

those library books to our LEAP sessions and proudly showed me what he could now read. Jesus was not at grade level in reading by the end of the school year but he sure was on his way of becoming a capable and successful reader.

Another student who made significant progress, while attending LEAP last year at Lambert, was reading far below grade level when she started the program in November. She showed low self-esteem during the time I worked with her in her regular classroom. She could barely get through a line on a page when asked to read to someone. She was one of many students who received fifteen minutes a day of extra support in reading in the regular classroom. There were just too many students needing extra support that all she could get was fifteen minutes a day. It was obvious that she needed more individual attention if she were to get up to grade level in reading. Thankfully, she was recommended to attend LEAP. With the additional, consistent support she received from LEAP, she was reading at grade level by the end of the year, has developed a passion for reading, and now reads with confidence and enthusiasm in front of others. She is no longer on the at-risk list in reading. Again, this student is another example of how the LEAP classroom at Lambert provided a safe environment for learning, a place where students receive personal attention — and confidence so that they may become better readers.

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, prominent "C" at the end.

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC
Statute Extension



Strengthening Inland Southern California through Philanthropy



BOARD OF DIRECTORS June 1, 2016

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Ms. Sally Parkin
Executive Director

Sean Varner
Vice Chair of the Board

LEAP Learning Center
1221 Wass Street

Pat Spafford, CPA
Chief Financial Officer

Tustin, CA 92780

Sergio Bohon
Secretary of the Board

Dear Ms. Parkin:

Glenda Bayless

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 May 16, 2016 to May 16, 2017. 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:

Dr. Paulette Brown-Hinds

Rabbi Hillel Cohn

James Cuevas
Immediate Past Board Chair

Paul Granillo

Stanley Grube

Kirk Harns

To support the 2016-17 LEAP After School Reading Intervention Program for economically disadvantaged elementary grade children at-risk of failure.

Dr. Fred Jandt

Andrew Jaramillo

Dr. Albert Karnig

D. Matthew Pim

Teresa Rhyne

Kathleen Sawa

Dr. Henry Shannon

Tamara Sipos

Beverly Stephenson

Randall Tagami

Diane Valenzuela

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 agreement and return with original signature to The Community Foundation by Friday, June 17, 2016. Be sure to copy 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 June 15, 2017 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 951-241-7777, ext. 114, or email me at ccudiamat@thecommunityfoundation.net.

Dr. Jonathan Lorenzo Yorba
President and CEO

Sincerely,

Celia Cudiamat
Executive Vice President of Programs

18769 LEAP Learning Center

2016074 GIMB1



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

3700 Sixth Street, Suite 200 ~ Riverside, California 92501
P: 951.241.7777 ~ F: 951.684.1911 ~ www.thecommunityfoundation.net

**2016 S.L. Gimbel Foundation Fund
Grant Agreement**

Organization: LEAP Learning Center
Grant Amount: \$15,000 **Grant Number:** 20160274
Grant Period: May 16, 2016 through May 16, 2017
Purpose: 2016-17 LEAP After School Reading Intervention Program for economically disadvantaged elementary grade children 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.

Email our Marketing & Communications Officer, Charee Gillins, at cgillins@thecommunityfoundation.net with any publicity questions as well as any copies of any printed or publicity materials that highlight the grant.

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

June 14, 2016
Date

Sally Parkin
Printed Name

Executive Director
Title

Organization: 18769 LEAP Learning Center
Grant Number: 20160274

Handwritten initials and date: 6/15/16



Strengthening Inland Southern California through Philanthropy



BOARD OF DIRECTORS

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Vice Chair of the Board

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Chief Financial Officer

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Glenda Bayless

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Teresa Rhyne

Kathleen Sawe

Dr. Henry Shannon

Tamara Spos

Beverly Stephenson

Randall Tagami

Diane Valenzuela

Dr. Jonathan Lorenzo Yorba
President and CEO

June 21, 2016

S. L. Gimbel Foundation Fund

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

Dear 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 June 15, 2017** 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 Reading Intervention 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.

Please feel free to contact me at 951-241-7777, ext. 114, if you have any questions.

Sincerely,

Celia Cudiamat
Executive Vice President of Programs

20160274

40974

GIMB1



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

Check Fraud
Protection for Business

PAY * Fifteen Thousand and no/100 *

TO THE ORDER OF

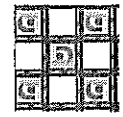
DATE

AMOUNT

06/16/2016

\$ ****15,000.00

LEAP Learning Center
1221 Wass Street
Tustin, CA 92780



Celia Adamant
AUTHORIZED SIGNATURE

Security features. Details on back.

⑈040974⑈ ⑆122234149⑆ 244124437⑈

The Community Foundation

40974

18769 LEAP Learning Center

06/16/2016 040974

20160274 05/31/2016 Reading Intervention Program
GIMB S.L. Gimbel Foundation Advised Fund

15,000.00
15,000.00

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

The Community Foundation

40974

18769 LEAP Learning Center

06/16/2016 040974

20160274 05/31/2016 Reading Intervention Program
GIMB S.L. Gimbel Foundation Advised Fund

15,000.00
15,000.00

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