

*GUARANTEE I.D.  
18769*

**Organization / Agency Information**

<b>Organization/Agency Name:</b> Leap Learning Center		
<b>Physical Address:</b> 1221 Wass Street <b>City/State/Zip:</b> Tustin, CA 92780		
<b>Mailing Address:</b> 1221 Wass Street <b>City/State/Zip:</b> 10 Tustin, CA 92780		
<b>CEO or Director:</b> Mrs. Sally Parkin <b>Title:</b> Executive Director		
<b>Phone:</b> (714) 225-2756	<b>Fax:</b>	<b>Email:</b> sallyparkin@leaplearningcenter.org
<b>Contact Person:</b> Sally Parkin	<b>Title:</b> Executive Director	
<b>Phone:</b> (714) 225-2756	<b>Fax:</b>	<b>Email:</b> sallyparkin@leaplearningcenter.org
<b>Web Site Address:</b> http://www.leapintoaction.org		<b>Tax ID:</b> 26-1320187

**Program / Grant Information**

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

<b>Program/Project Name:</b> LEAP Reading Intervention Program			<b>Amount of Grant Requested:</b> <u>\$15,000</u>
<b>Total Organization Budget:</b> \$120,000	<b>Per 990, Percentage of Program Service Expenses (Column B / Column A x 100):</b> 75%	<b>Per 990, Percentage of Management &amp; General Expenses Only (Column C / Column A x 100):</b> 23%	<b>Per 990, Percentage of Management &amp; General Expenses and Fundraising (Column C+D / Column A x 100):</b> 25%
<b>Purpose of Grant Request (one sentence):</b> Our LEAP Reading Intervention Program is seeking support to serve 132-164 economically disadvantaged students, who are at-risk of academic failure, in the 2017-2018 school year.			
<b>Program Start Date (Month and Year):</b> 9/1/2017		<b>Program End Date (Month and Year):</b> 6/1/2018	
<b>Gimbel Grants Received: List Year(s) and Award Amount(s)</b> 2009: \$15,000 2010: \$10,000 2012: \$10,000 2014: \$15,000 2016: \$15,000			

## 2017 S. L. Gimbel Foundation Fund Grant Application

### Welcome Page

#### Welcome to the 2017 S. L. Gimbel Foundation Fund Grant Application

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

### Organization Information

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

#### Organization/Agency Information

Organization/Agency Name

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

Leap Learning Center

Legal Name

Leap Learning Center

Tax ID

261320187

Tax Status

501(c)3

Organization Mailing Address

Street Address or P.O. Box

1221 Wass Street

City

Tustin

State

CA

Zip Code

92780

Organization Physical Address (Street No. and Name, City, State, Zip)

*No residential addresses, please*

1221 Wass Street  
Tustin, CA 92780

Website Address

<http://www.leapintoaction.org>

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

Prefix

Mrs.

First Name

Sally

Last Name

Parkin

Title

Executive Director

Work Phone

(xxx-xxx-xxxx)

714-225-2756

Extension

Cell Phone

(xxx-xxx-xxxx)

714-225-2756

Fax

(xxx-xxx-xxxx)

E-mail Address

[sallyparkin@leaplearningcenter.org](mailto:sallyparkin@leaplearningcenter.org)

**Program/Project Contact Person**

Check this box if the Program/Project Contact Person is the same as the organization's primary contact listed above

Fields in this section will auto-fill.

Yes

Prefix

Mrs.

First Name

Sally

Last Name

Parkin

Title

Executive Director

Work Phone

(xxx-xxx-xxxx)

714-225-2756

Extension

Fax

E-mail Address

sallyparkin@leaplearningcenter.org

## **Organization/Agency Background**

### **Organization Background**

What is the history, mission, and purpose of your organization?

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

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

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

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

18

**Organizational Accomplishments**

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

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

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

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

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

**Programs and Activities**

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

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

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

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

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

**Program/Project Information****Program / Project Information****Interest Area**

Education

**Program or Project Name**

LEAP Reading Intervention Program

**Amount of Grant Requested**

Use whole dollars, do not use \$ sign, comma, or decimal

15000

**Total Organization Operating Budget**

Use whole dollars, do not use \$ sign, comma, or decimal

120000

**Per 990, Percentage of Program Service Expenses**

Column B divided by Column A, x 100

75

**Per 990, Percentage of Management & General Expenses Only**

Column C divided by Column A, x 100

23

**Per 990, Percentage of Management & General Expenses and Fundraising**

Column C + Column D, divided by Column A, x 100

25

**Purpose of Grant Request**

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

Our LEAP Reading Intervention Program is seeking support to serve 132-164 economically disadvantaged students, who are at-risk of academic failure, in the 2017-2018 school year.

**Project Start Date**

Month and Year

September 01, 2017

**Project End Date**

Month and Year

June 01, 2018

**Gimbel Grants Received**

List Years and Award Amounts

## Statement of Need

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

LEAP provides the only community-based Reading Intervention Program in the TUSD, and the need for our program is immense. According to the 2016 California Assessment of Student Performance and Progress (CAASPP), in the four Title I schools that we serve, nearly half of all students enrolled in third through fifth grade did not meet the standard for English Language Arts/Literacy. This number does not include the additional 25% that did not meet the standard, but were getting closer to meeting the standard. This means that, collectively, nearly 75% of all students enrolled in third through fifth grade, at the four Title I schools we serve, did not meet the recommended reading standard.

The numbers for English Learners (the primary candidates for our program) are even more staggering. In the four Title I schools that we serve, 62% of English Learners did not meet the standard, with an additional 26% of English Learners getting closer to meeting the standard--which means that nearly 90% of the English Learners at our four school sites were reading below the recommended reading level. Likewise, 71% of economically disadvantaged students (which represents all of our LEAP students) did not meet the standard (47% were well below the standard, with an additional 25% getting closer to meeting the standard) compared to 53% of non-economically disadvantaged students (30% did not meet the standard, with an additional 23% getting closer to meeting the standard).

The lifetime effects of illiteracy and low-literacy are so grave they cannot be underestimated. ProLiteracy, a New York based organization that promotes adult literacy, has reported on the myriad and devastating effects that low literacy has on our community and our country:

- Low literacy costs the United States more than \$225 billion in non-productivity in the work-force, as well as crime and loss of tax revenue.
- 75% of our state prison inmates did not complete high school and/or are deemed low-literate.
- 43% of adults living in poverty are considered low-literate.
- A low-literate parent increases a child's chance of growing up to be low-literate themselves by 72%.

The need for high-quality after-school programs that ensure that economically disadvantaged children, especially English Learners, have the resources and support they require to be successful is absolutely imperative. Our LEAP tutors have witnessed first-hand how our program has significantly improved the reading ability of our participating students--as well as their confidence and motivation.

With this in mind, LEAP is respectfully requesting support from the S. L. Gimbel Foundation in the amount of \$15,000--so that together we can further the success of our LEAP Reading Intervention Program and give struggling students the skills, tools, and a sense of mastery that will guide them toward a more fulfilling and prosperous life.

## Project Description

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

LEAP has put much thought and deliberation into designing and developing a very unique and innovative Reading Intervention Program that specifically addresses the acute and growing literacy deficiencies among our academically at-risk students in the TUSD. The ideology of our program is based on the research of Richard Allington, Irene Fountas and Gay Su Pinnell, all of whom are long-time and well-respected leaders in the educational community, who focus on strategies that work for struggling readers.

We have worked fastidiously to recruit a loyal team of volunteer tutors, largely comprised of retired school teachers, college students from the University of California, Irvine, and California State University, Fullerton, as well as longtime donors who are ardent supporters of our program. Each of our tutors has been thoroughly trained with the latest research-based strategies that are proven to help struggling readers.



LEAP staff carefully select engaging texts, based on the groups' instructional level, that precisely meet the needs and interests of all the students in each group. Another important research-based component is that our tutors teach literacy skills and strategies within the context of reading authentic text. Our reading groups do not work on isolated skills or worksheets, which have proven to be ineffective. Instead, students spend a significant portion of each one-hour session reading and responding in discussions that promote a deeper level of comprehension. Students are taught and modeled the critical skills they need to be successful readers, as well as the grit and determination to overcome obstacles. These are transformative qualities that will shape and serve our students well beyond the classroom.

Year after year, test results have proven the effectiveness of our exceptional program. In the 2015-2016 school year, our students improved an average of 2.5 reading levels compared to the school-wide average of 1.75. While final reading levels for the 2016-2017 school year are not yet available, according to the mid-year assessments compiled by the TUSD, more than 50% of our students were already reading at grade level and demonstrated an average improvement of 2.2 reading levels. All four of our schools demonstrated an average growth of at least two reading levels, with one of our schools achieving a growth of 2.75 reading levels. We expect very soon to be able to report even greater improvements and growth when the final year-end assessments are released.

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

### 1. Project Goal and Objective

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

**OBJECTIVE:** Provide 16,000-20,000 hours of individualized literacy instruction to 132-164 economically disadvantaged elementary school students that are academically at-risk of failure.

### 2. Project Activities

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

Reading assessments will be conducted at least three times during the school year to measure how well each LEAP student is progressing, and to determine which skills require more practice and attention. LEAP staff will also remain in contact with each student's teacher, as well as their parents, throughout the school year. LEAP is committed to ensuring that all students' individual needs are being met, and that every



student is benefitting and thriving as a result of their participation in our LEAP Reading Intervention Program. At the end of the school year, all LEAP students will be formally recognized during a school assembly for their hard work and determination. Students' families are invited to attend the award ceremony, as well as our end-of-year class celebration.

### 3. Expected Outcomes

**OUTCOME:** We expect that 100% of our 132-164 LEAP students, who enroll and participate regularly in our LEAP Reading Intervention Program for the entire school year, will improve by at least two reading levels-- and at least 50% (66-82) of our 132-164 LEAP students will be reading at grade level by the end of the school year.

### 4. Evaluation

**EVALUATION:** Reading assessments will be conducted for all of our 132-164 LEAP students, at least three times during the 2017-2018 school year, to monitor each student's progression. Reading levels are determined according to the guidelines set forth by the Fountas & Pinnell Instructional Level Expectations for Reading. The results from these assessments will be made available to LEAP staff so that we can measure and track the reading level growth of each of our 132-164 students, as well as how close each student is to reaching the anticipated grade level milestone. The assessment data, along with teacher feedback and evaluations, are used to measure the effectiveness of our LEAP Reading Intervention Program for the 2017-2018 school year. Likewise, the data and information collected from these ongoing assessments will enable LEAP personnel to continually modify instruction during the school year so that we are always effectively meeting the individualized needs of each of our 132-164 students.

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

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

- **GOAL:** House all homeless youth ages 18-24 in Mariposa County who are physically, mentally, and legally able to work within 24 hours and help them become self-sufficient in 90 days.
- **OBJECTIVE:** House up to 145 homeless youth referred or who contact us within 24 hours.
- **OUTCOME:** We expect to provide rapid rehousing to over 45 homeless youth in 2017.

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

### Target Population

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

Children/Families

### Project Timeline

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

- August 2017: Recruit and train new volunteers and college students to serve as tutors.
- September 2017: Organize program at each site. Work with personnel at our four Title I school sites to select and enroll students most in need of our LEAP Reading Intervention Program. Keep a waiting list of remaining students that we are unable to serve at this time.

- October 2017 - June 2018: Prepare and conduct after-school reading groups at four sites, Monday through Thursday. Monitor progress of each student, and make adjustments as needed.
- October 2017: Contact each LEAP student's teacher to confirm reading level status and collect feedback regarding any specific needs/skills that require additional attention.
- November 2017: Conduct first in-service training session for tutors.
- February 2018: Contact each LEAP student's teacher for mid-year reading level assessments and collect feedback regarding any specific needs/skills that require particular attention. Also collect mid-year feedback from all LEAP parents.
- March 2018: Conduct second in-service training session for tutors.
- June 2018: Contact each LEAP student's teacher for year-end reading level assessments and performance evaluation of LEAP's Reading Intervention Program. Also collect year-end feedback from all LEAP parents. Measure progression of each LEAP student, as well as the impact of the LEAP Reading Intervention Program overall, and make findings publicly available for LEAP donors and supporters.

## Projects in the Community

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

LEAP is the only community-based Reading Intervention Program available to low-income and English Learner students in the TUSD. From the very beginning, we have worked diligently to create a cost-effective program so that we could offer our services free of charge to all eligible students. LEAP's team of over 30 dedicated well-trained volunteer tutors, many of whom are former teachers, are the lifeblood of our organization. Through the generous support of the S. L. Gimbel Foundation, and our other community partners and donors, we have been able to provide the staff, resources, educational supplies and materials that are necessary to carry out an effective and meaningful curriculum. What's more, over the past eighteen years, we have cultivated significant and long-standing collaborative relationships with several community organizations that have greatly increased the visibility of our program in the Orange County community. These relationships include the Tustin Unified School District, St. Paul's Episcopal Church, The Community Foundation of Orange County, The Community Foundation of Riverside and San Bernardino, as well as the University of California, Irvine, and California State University, Fullerton, all of whom have been steadfast supporters of our mission and have made our vision--every child can learn and succeed--a reality.

## Project Future

### Project Future / Sustainability

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

While securing and increasing future funding is always necessary, and always a priority, our proven record of exceptional results, coupled with our unwavering enthusiasm and ability to forge close partnerships with everyone we work with, have earned us the respect and heartfelt support of our Orange County community. The total cost to sustain the current model of our LEAP Reading Intervention Program for the 2017-2018 school year is \$120,000. Recognizing how exceptional and impactful our program truly is, the TUSD has once again renewed our partial funding of \$65,000 for the upcoming school year. We have also received a \$4500 grant from the Golden State Foods Foundation, and are awaiting a decision from the Pacific Life Foundation for a grant in the amount of \$7500. Additionally, we are very fortunate and grateful for the loyal backing of our donors who faithfully contribute to our program year after year. These donations, in addition to our annual fundraisers, typically generate close to \$35,000. Lastly, our LEAP staff is always seeking out new potential funding sources that will enable us to continue to grow our program and serve more students.

## Governance, Executive Leadership, and Key Personnel / Staff Qualifications

### Governance

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

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

Furthermore, we have a LEAP Fund Development Committee that develops and implements our annual fundraising plan, as well as a LEAP Volunteer Committee that actively recruits volunteers and college students for our program, in addition to developing and maintaining relationships with local universities and service organizations.

## Executive Leadership

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

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

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

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

## Attachments

### Attachments

**REQUIRED .PDF ATTACHMENTS:** The maximum size for all attachments combined is 25 MB. Please note that files with certain extensions such as “exe”, “com”, “vbs”, or “bat” cannot be uploaded. You must **1.**

**BROWSE FILES** on your computer, **2. SELECT FILES**, then **3. CLICK UPLOAD** to attach files.

**\*IMPORTANT:** For each set of required documents below, please scan all pages of each set into one .pdf, as only a single document upload is permitted for each item being requested.

### 1. Project Budget and Budget Narrative

Please provide a detailed line-item budget for your **entire** project. Download the **V. Project Budget and Narrative Worksheet**, complete, and **Upload**. SEE **SAMPLE Budget & Narratives Worksheet**,

S.L. Gimbel Foundation-Attachment 1 LEAP 2017 Project Budget and Narrative.pdf

### 2. Sources of Funding

Please list your current sources of funding and amounts. Download the **VI. Sources of Funding Worksheet**, complete, and **Upload**.

S.L. Gimbel Foundation-Attachment 2 LEAP 2017 Sources of Funding.pdf

### 3. Financial Analysis

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

[S.L. Gimbel Foundation-Attachment 3 LEAP Financial Analysis.pdf](#)

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

Please provide a copy of your current year's operating budget

[S.L. Gimbel Foundation-Attachment 4 LEAP Current Year Operating Budget.pdf](#)

#### **5. Budget Comparison**

Download the [SAMPLE Budget Comparison Worksheet](#), complete, and **Upload**.

[S.L. Gimbel Foundation-Attachment 5, LEAP 2017 Budget Comparison.pdf](#)

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

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

[S.L. Gimbel Foundation-Attachment 6 LEAP 2017 Part IX.pdf](#)

#### **7. Financial Statements**

Please provide a copy of your most recent year-end financial statements (audited, if possible)

[S.L. Gimbel Foundation-Attachment 7 LEAP Financial Statements .pdf](#)

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

Please provide a copy of your most recent 990 form

[S.L. Gimbel Foundation-Attachment 8 LEAP 2017 990 \(2016\).pdf](#)

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

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

[S.L. Gimbel Foundation-Attachment 9 LEAP 2017 IRS 501\(c\)3 Determination Letter.pdf](#)

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

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

[S.L. Gimbel Foundation-Attachment 10 LEAP Board of Directors List.pdf](#)

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

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

[S.L. Gimbel Foundation-Attachment 11 LEAP Evaluation and Expenditure Report.pdf](#)



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

Our LEAP Reading Intervention Program is groundbreaking in many regards, but one truly extraordinary feature is the extensive impact that our program has on our community. While our target population is children/families, our influence is widespread. Not only will our program change the lives of the 132-164 economically disadvantaged elementary school students that we serve, it changes the lives of the adults—young college students, parents, former teachers, retired volunteers—who graciously donate, tutor, mentor, supervise, and assist our students throughout the school year. Our Reading Intervention Program was designed to utilize the generous talents and gifts of our surrounding community so that we can offer our students an effective and engaging program that is entirely free of cost to students and their families. In turn, college students that have tutored for our program have gone on to become teachers, and retired seniors have found new joy and a sense of purpose in guiding our young students on their path to becoming competent readers, academic scholars, and future upstanding citizens.

Below is a rough breakdown of the number of children, adults, and seniors that are involved in our LEAP Reading Intervention Program in a typical school year:

- **Children:** 132 economically disadvantaged elementary school students are served by our current program model. We are hoping to increase this number to 164 students, in the 2017-2018 school year, if funding is secured.
- **College Students:** 15
- **Adults:** 10
- **Seniors:** 20

## 2017 S.L. Gimbel Foundation APPLICATION

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

- A) **Budget Table:** Provide a detailed line-item budget for your entire project by completing the table below. Requested line items should be limited to Ten (10) line items. The less the better.

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

- 1) Line item requests for materials, supplies, equipment and others:
  - a. Identify and list the type of materials, supplies, equipment, etc.
  - b. **Specify the unit cost, number of units, and total cost**
  - c. Use a formula/equation as applicable. (i.e. 40 books @ \$100 each = \$4000)
- 2) Line item requests for staff compensation, benefits: **Do not use FTE percentages.**
  - a. Identify the position; for each position request, **specify the hourly rate and the number of hours** (i.e. \$20/hr. x 20 hours/week x 20 weeks = \$8,000)
  - b. For benefits, provide the formula and calculation (i.e. \$8,000 x 25% = \$2,000)
- 3) Line items on Salaries/Personnel included in budget (contribution or in-kind) but NOT requested from the Gimbel Foundation must be broken down per number 2) above:  
Provide rate of pay per hour and number of hours.

Line Item Request	Line Item Explanation	Support From Your Agency	Support From Other Funders	Requested Amount From Gimbel/TCF	Line Item Total of Project
Executive Director	\$18,000 per year + \$2250 (12.5% employer taxes) = \$20,250	\$20,250			\$20,250
Site Supervisors (4)	\$25/hr. x 4 hrs./day x 115 days = \$11,500 + \$1438 (12.5% employer taxes) = \$12,938 x 4 = \$51,752	\$42,000		\$10,000	\$52,000
Literacy Tutors (6)	\$12/hr. x 3 hrs./day x 65 days = \$2340 + \$293 (12.5% employer taxes) = \$2633 x 6 = \$15,798	\$12,000		\$4,000	\$16,000
Assistants (2)	\$15/hr. x 8 hrs./week x 37 weeks = \$4440 + \$555 (12.5% employer taxes) = \$4995 x 2 = \$9990	\$10,000			\$10,000
Other Personnel	\$6100 for Workman's Comp & Payroll Service, UCI Admin. Fee	\$6,100			\$6,100
Program Expenses	\$3000 for notebooks for each student, reading group bins, pencils, markers, supply caddies and other	\$2,600		\$400	\$3,000
Educational Supplies/Books	\$3000 for guided reading book sets, reference books, non-fiction books and other materials	\$2,600		\$400	\$3,000
Overall Administrative Expenses	\$8,100 for office supplies, postage, telephone, insurance, corporation, web site	\$8,100			\$8,100
Volunteer/Staff Training & Appreciation	\$800 for tutor manuals and training materials, training sessions, and year-end appreciation gift of photo & card	\$600		\$200	\$800
Fundraising & Fund Development	\$750 for credit card and merchant processing fees; postage & printing for fundraising mailers (2 per year)	\$750			\$750
<b>TOTALS:</b>		<b>\$105,000</b>		<b>\$15,000</b>	<b>\$120,000</b>

**B) Narrative:** The budget narrative is the justification of “how” and/or “why” a line item helps

to meet the project deliverables. Provide a description for each line item request as necessary. Explain how the line item relates to the project. If you are requesting funds to pay for staff, list the specific duties of each position. See attached SAMPLE Project Budget and Budget Narrative

**Executive Director:** Responsible for the overall administrative, financial and reporting responsibilities required of a non-profit organization; responsible for the implementation of the entire program: hiring and training of all staff and tutors; oversees operations of the program at each school site including providing direction and support for site supervisors; sets objectives for each reading group; schedules tutors; directs curriculum and book selection.

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

**Literacy Tutors:** Accomplished college students are recruited and trained to fill the tutor needs of the expanded program.

**Program Assistant:** Oversees the LEAP guided reading book collection and systems; prepares forms and program materials; assists the Executive Director and Site Supervisors with special projects and other duties as needed.

**Administrative Assistant:** Assists Executive Director with responsibilities such as staff payroll, preparation of nonprofit organization reports, grant monitoring and reporting, record maintenance and other various administrative functions.

**Other Personnel:** Includes 15% Administrative fee charged by UCI for employment of Federal-Work Study Students. Fee depends on number of qualified students who are employed as Literacy Tutors and is estimated to be \$3000.

**Program Expenses:** Includes notebooks and dividers for each student and tutors, pencils, paper, stickers, dry erase white boards and markers.

**Educational Supplies:** Includes additional sets of books for reading groups to replace books damaged from years of use and to update selections to ensure we maintain an adequate supply of engaging and relevant literacy titles.

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

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

**Fundraising Expenses:** Includes processing fee for credit card and Pay Pal donations, bi-yearly fundraiser and marketing mailer, and brochures.



## 2017 S.L. Gimbel Foundation APPLICATION

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

### *Secured/Awarded*

Name of Funder: Foundation, Corporation, Government	Amount
Tustin Unified School District	\$65,000
Golden State Foods Foundation	\$4,500

### *Pending*

Name of Funder: Foundation, Corporation, Government	Amount	Decision Date
Pacific Life Foundation	\$7,500	December 2017

**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	\$ 23,443	17%	Program Fees	\$0	0
Fundraising/Special Events	\$ 17,202	13%	Interest Income	\$0	0
Corp/Foundation Grants	\$ 20,000	15%	Other:	\$0	0
Government Grants	\$ 74,900	55%	Other:	\$0	0

### **Notes:**

The total cost to sustain the current model of our LEAP Reading Intervention Program for the 2017-2018 school year is \$120,000. The Tustin Unified School District has renewed our partial funding of \$65,000, and we have been awarded a \$4,500 grant from the Golden State Foods Foundation. We submitted a \$7,500 grant request to the Pacific Life Foundation in August 2017 and expect to find out the status of our award in December 2017. We also plan to reapply for funding from the CHI Life Foundation and Google. Additionally, we are always actively seeking out new potential funding sources so that we can continue to grow our program and serve more economically disadvantaged students that are at-risk of academic failure.

**2017 S.L. Gimbel Foundation APPLICATION**

**VII. Financial Analysis**

Agency Name: LEAP Learning Center

Most Current Fiscal Year (Dates): From 1 - 2016 To: 2 - 2016

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
\$87,299	\$65,503	\$20,138	\$1,658

**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%	75 %	23 %	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 <u>Current</u> Total Budget used for Administration	Column C, Management & general expenses per 990 above	Differential
20 %	23 %	-3 %

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

## 2017 S.L. Gimbel Foundation APPLICATION

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

Cash	+ Accounts Receivables	/Current Liabilities	= Quick Ratio
\$ 87,584	\$		

---

### Excess or Deficit for the Year:

Excess or (Deficit) Most recent fiscal year end	Excess or (Deficit) Prior fiscal year end
\$ 87,584 (2016)	\$ 39,338 (2015)

### Notes:

It is important to note that our award from the Tustin Unified School District is paid in four installments throughout the year. Due to outside circumstances that caused our program to begin later in the 2015-2016 school year, we received an extra payment in 2016, hence the cash surplus at the end of our fiscal year. Furthermore, our Executive Director voluntarily forewent compensation from 2014 - 2016 until enough funding could be secured to accomodate the hiring of four Site Supervisors at the four Title I schools where our LEAP Reading Intervention Program operates. Now that funding is in place, the salary for our Executive Director has been reinstated.

Moving forward, in order to ensure the long-term viability and stability of the LEAP organization--which is growing and expanding its reach each year--our multi-year goal is to secure additional funding to support staffing as follows: 1) over the next several years, increase the compensation of the Executive Director position to reach a competitive salary in line with other nonprofit organizations; and 2) increase the hours and compensation of the Administrative and Program Assistant Positions.

2017 S. L. Gimbel Foundation Fund Grant Application  
Attachment 4, Current Year Operating Budget



<b>LEAP Reading Intervention Program – Annual Budget 2017</b>		
<b>Income</b>		
Donations/Fundraisers		\$35,000
Grants		\$20,000
Tustin Unified School District Grant		<u>\$65,000</u>
	<b>Total Income</b>	<b>\$120,000</b>
<b>Expenses</b>		
<b>Personnel</b>		
Executive Director \$18,000 + 12.5% payroll taxes		\$20,250
Administrative Assistant, including 12.5% payroll taxes		\$5,000
Program Assistant, including 12.5% payroll taxes		\$5,000
Site Supervisors (4), including 12.5% payroll taxes		\$52,000
Literacy Tutors (6) including 12.5% payroll taxes		\$16,000
UCI Admin. Charge		\$3,000
Workman's Comp		\$2,500
Payroll Service		<u>\$600</u>
	<b>Personnel Subtotal</b>	<b>\$104,350</b>
<b>Program Expenses</b>		
Educational Supplies		\$3,000
Program Supplies		<u>\$3,000</u>
	<b>Program Expenses Subtotal</b>	<b>\$6,000</b>
<b>Administrative Expenses</b>		
Office Supplies		\$800
Postage		\$100
Telephone		\$800
Insurance: Liability & D &O		\$6,000
Corporation Expenses		\$200
Web Site Maintenance		<u>\$200</u>
	<b>Administrative Expenses Subtotal</b>	<b>\$8,100</b>
<b>Volunteer/Staff Expenses</b>		
Volunteer/Staff Training		\$400
Volunteer/Staff Appreciation		<u>\$400</u>
	<b>Volunteer/Staff Expenses Subtotal</b>	<b>\$800</b>
<b>Fund Development Expenses</b>		
Fundraising Expense		\$400
Credit Card and PayPal Fees		<u>\$350</u>
	<b>Fund Development Subtotal</b>	<b>\$750</b>
	<b>Total Expenses</b>	<b>\$120,000</b>

**Part IX Statement of Functional Expenses**

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

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

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.

	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 . . . . .				
2 Grants and other assistance to domestic individuals. See Part IV, line 22 . . . . .				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16 . . . . .				
4 Benefits paid to or for members . . . . .				
5 Compensation of current officers, directors, trustees, and key employees . . . . .	46,520	44,086	2,434	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4959(c)(3)(B) . . . . .				
7 Other salaries and wages . . . . .	16,728	16,728		
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions) . . . . .				
9 Other employee benefits . . . . .				
10 Payroll taxes . . . . .	6,970		6,970	
11 Fees for services (non-employees):				
a Management . . . . .				
b Legal . . . . .				
c Accounting . . . . .	559		559	
d Lobbying . . . . .				
e Professional fundraising services. See Part IV, line 17 . . . . .				
f Investment management fees . . . . .				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.) . . . . .				
12 Advertising and promotion . . . . .				
13 Office expenses . . . . .	1,820	910	910	
14 Information technology . . . . .				
15 Royalties . . . . .				
16 Occupancy . . . . .	2,630	1,315	1,315	
17 Travel . . . . .				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials . . . . .				
19 Conferences, conventions, and meetings . . . . .				
20 Interest . . . . .				
21 Payments to affiliates . . . . .				
22 Depreciation, depletion, and amortization . . . . .				
23 Insurance . . . . .	7,790		7,790	
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	1,658			1,658
b Program	2,464	2,464		
c Corporation	160		160	
d				
e All other expenses				
25 Total functional expenses. Add lines 1 through 24e	87,299	65,503	20,138	1,658
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)				



**Roster of the agency's board of directors, advisory board members, and administrative staff (please note any family relationships that may exist).**

***LEAP Board Members***

Ann Rose, Chair

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

Carol Hay, Vice Chair, Fund Development

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

George Fague, Vice Chair, Administration

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

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

Kathy Brittingham, Member

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

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)

Sally Parkin, Executive Director

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



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

DEPARTMENT OF THE TREASURY

Date: APR 25 2008

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

Employer Identification Number:

26-1320187

DLN:

17053073307048

Contact Person:

NANCY L HEAGNEY

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

December 31

Public Charity Status:

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

Form 990 Required:

Yes

Effective Date of Exemption:

August 6, 2007

Contribution Deductibility:

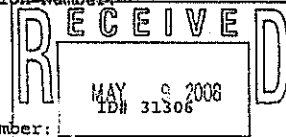
Yes

Advance Ruling Ending Date:

December 31, 2011

Addendum Applies:

No



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)

LEAF 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, appearing to read "Robert Choi". The signature is fluid and cursive, with the first name "Robert" and last name "Choi" clearly distinguishable.

Robert Choi  
Director, Exempt Organizations'  
Rulings and Agreements

Enclosures: Publication 4221-PC  
Statute Extension

Letter 1045 (DO/CG)



Strengthening Inland Southern California through Philanthropy

BOARD OF DIRECTORS

Sean Varner  
Chair of the Board

J. Sergio Bohon  
Vice Chair of the Board

Pat Spafford, CPA  
Chief Financial Officer

Dr. Paulette Brown-Hinds  
Secretary of the Board

Rabbi Hillel Cohn

Paul Granillo

Stanley Grube

Dr. Fred Jandt

Andrew Jaramillo

Nefertiti Long

Kirtland Mahlum

Brian McDonald

Meredyth "Charlie" Meredith

Susan Ovitt

Teresa Rhyne

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Philip Savage IV  
Immediate Past Board Chair

Dr. Henry Shannon

Tamara Sipos

Beverly Stephenson

Randall Tagami

Diane Valenzuela

Paula Myles  
Interim President and CEO

November 30, 2017

*S. L. Gimbel Foundation Fund*

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 **\$15,000.00** from the S.L. Gimbel Foundation. **The performance period for this grant is December 1, 2017 to November 30, 2018.** 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:

*To support 134-164 economically disadvantaged at-risk students*

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, December 29, 2017.** 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 December 15, 2018** and will be available online at:  
<https://www.thecommunityfoundation.net/grants/grants/forms>.

We wish you great success and look forward to working with you during the grant performance period. If you have any questions, please feel free to contact me at 951-241-7777.

Sincerely,

Celia Cudiamat  
Executive Vice President of Programs

18769 LEAP Learning Center

20170856 GIMB

