Leadership Education and Athletics in Partnership

General Information

Contact Information

Nonprofit
Leadership Education and Athletics in Partnership

Address
31 Jefferson Street
New Haven, CT 06511 4947

Phone
(203) 773-0770

Web Site
Web Site

Facebook
Facebook

Twitter
Twitter

Email
development@leapforkids.org

At A Glance

Year of Incorporation
1992

Organization's type of tax exempt status
Public Supported Charity

Organization received a competitive grant from the community foundation in the past five years
Yes
Mission & Areas Served

Statements

Mission
LEAP’s mission is to develop the strengths and talents of young leaders who create and implement year-round, community- and school-based programming designed to achieve positive academic and social outcomes for children living in high poverty urban neighborhoods. Our goal is to create and implement a multi-tier mentoring model where young people of all ages are welcomed, educated and provided opportunities to grow within LEAP.

Background
In 1992, a group of local college students, educators, social workers and community activists shared a unique vision to address the devastating effects of poverty, violence and academic underachievement that chronically affected youth in New Haven’s high poverty neighborhoods: equip these young people to be leaders in tackling these systemic problems. Leadership, Education and Athletics in Partnership, Inc. (LEAP) is the manifestation of their singular vision. LEAP is a free after school and summer program which serves over 1000 low-income New Haven youth ages 7-24 every year. For children, LEAP provides academic, social and physical enrichment that public schools do not have the capacity to provide. For teenagers and young adults, LEAP provides the training and resources these young people need to run New Haven’s largest youth agency, making them part of the solution to turning high poverty neighborhoods around. Over 28 years, thousands of children have participated in LEAP and its pioneering programs, which include swimming lessons, a literacy curriculum, computer coding, gardening, cooking, and much more. For the last 8 years, 100% of LEAP high school seniors have graduated and matriculated to a 2- or 4-year college or entered the military. LEAP alumni represent the program’s success; they include educators, doctors, firefighters, business owners, police officers, and politicians. Drema Brown, LEAP alum and Children’s Aid Society’s VP, attested to LEAP’s impact: “There is no way that I could be doing this work if I hadn’t had such a strong foundation from LEAP.”

Impact
Accomplishments: Each fall, spring, and summer, LEAP serves up to 500 children ages 7-12 and 100 teens ages 13-15; and trains and employs up to 110 New Haven public high school and college students as counselors. In 2019, LEAP served over 1000 unduplicated youth. Every year since 2012, 100% of our Junior Counselors who were high school seniors have graduated and matriculated to a 2 or 4 year college or entered the military. LEAP added the topics of animation and circuitry to its Learning to Code Program curriculum in 2017, giving students a larger array of creative computer science and engineering opportunities. In the summer of 2019, LEAP children read an average of 17 books and took home 5 more to build their home libraries. 365 children have learned to swim at LEAP in 2019, addressing the serious problem that black children are almost six times more likely to drown in a pool than white children. Goals: In the face of decreasing government funding, we hope to continue to serve at least 1000 young people ages 7 to 24 or more if possible. To enhance our counselor training so we continue to effectively create a safe community for young people of color, immigrants, LGBTQ youth, and other marginalized populations. To make major repairs at the LEAP community center in our 100-year-old building at 31 Jefferson Street in New Haven. While a grand old building, it needs repairs to lower energy costs, stop leaks and keep the pool operational. To expand our programming for young teens ages 13-15 to fill a gap in youth services in New Haven and to strengthen LEAP’s child-to-counselor pipeline.

Needs
1. Maintain or expand # of children served as government funding is lowered. 2. College readiness program. We would like to continue to run PSAT prep for freshmen, SAT prep for sophomores and juniors, and to provide a multi-state college tour for juniors and seniors. This will impact 100 New Haven high school students at a cost of $35,000. 3. Professional Development. To run an effective academic and social development program that engages teens and young adults to work with young children, we need to maintain our focus on high quality training for our counselors. Our professional development needs for our counselors are $25,500. Advancing the professional development of our program staff is also a significant priority at a cost of $5,000. 4. Journeys. We bring our students to see cultural sites in cities such as Washington, D.C. and Philadelphia, many for the first time. We want to extend the days of these trips from overnight to two nights at a cost of $30,000.
CEO Statement

Twenty-five years ago, in my early twenties I was fortunate to join with a group of amazing people to start LEAP in New Haven. I served as executive director for seven years, during a period of amazing growth. Thousands of children came through LEAP, and I met hundreds of teenagers and young adults who served as counselors. Now almost every day in New Haven I run into talented young adults who share with me their current successes and remind me of when we first met that they were in LEAP as an elementary school student. I also hear regularly from former college and high school students who were LEAP counselors and now serve as elected officials, business executives, teachers, principals and heads of non-profit organizations. LEAP builds and nurtures future leaders. It is an amazing institution. When the LEAP Board approached me about once again serving as LEAP’s executive director at a time when LEAP planned a mindful expansion, I did not hesitate. I have found the children, teens and young adults just as inspiring as two decades ago. Our focus now is in growing LEAP significantly. We have expanded the number of children served in both our summer program and after-school program. We have added two sites to the Hill and Fair Haven neighborhoods, thus expanding our impact there. We have re-opened our pool and are now teaching hundreds of children to swim. We have established a new initiative teaching children the basics of computer programming and robotics. We also have increased the number of high school students working for LEAP by 66% with 50 high school junior counselors and another 50 young teens in our Leaders-in-Training program. We now work with children 6 days a week, up from 4 days a week last year. We still have a lot of work to do. Our goal is to serve 1300 children in the next year, making high quality academic enrichment and social development programs available for children in New Haven’s low income neighborhoods. We want to not only grow but do a better job, ensuring that children have more access to good books in our literacy program, that our counselors are better trained to be mentors and educators, and that we have strong partnerships to expose our children to the arts, overnight camping and other new challenges that expand their understanding of the world. None of this would be possible without the generosity and support of our great donors and volunteers. So thank you for considering supporting LEAP.

Board Chair Statement

Twenty-four years ago, while working at the Wesleyan University Admission Office, I met an impressive group of young people from New Haven on a college tour. They asked great questions, seemed well-prepared for the visit, and clearly had close relationships with their supportive counselors. Learning that the group was from LEAP, I vowed to get involved with the organization. For more than 17 years I have volunteered to reach friends and raise funds for LEAP; for the past 14 years, I have served on the Board. Three summers ago I worked with a group of nine- and ten-year-old girls and boys, teaching them to sew by hand and to use a sewing machine. I continue to be inspired by the positive attitudes and close relationships developed at LEAP. The program’s mentorship model works so effectively: college students and recent college grads model successful educational outcomes for high school students, who in turn provide both support and positive role models for children. Every child deserves a chance to thrive, and all children need adults who care about them, support their interests, and encourage their success. For twenty-seven years, LEAP has provided that critical support for many children from impoverished neighborhoods in New Haven. I am privileged to be a part of its work. -- Ann Baker Pepe, Board Chair

Service Categories

- **Primary Organization Category**: Youth Development / Youth Development Programs
- **Secondary Organization Category**: Education / Educational Services

Areas Served

In a specific U.S. city, cities, state(s) and/or region.

- New Haven

LEAP serves children from five neighborhoods in New Haven: the Hill, Fair Haven, Dwight, Dixwell and Newhallville. We work closely with community partners including five New Haven Public Schools that provide classroom space: Roberto Clemente, King Robinson, Fair Haven Middle, Clinton Avenue, and Troup School. We also operate a comprehensive community center on Jefferson Street in New Haven on the edges of Downtown, Fair Haven and Wooster Square.
# Programs

## LEAP Children's Program

**Description**
The Children’s Program is for children ages 7 to 12 who often lack basic literacy skills, access to stimulating opportunities outside of their neighborhoods, and positive role models. LEAP’s Children’s Program fills these gaps after school and during the summer through a literacy-focused curriculum and a broad range of enrichment activities. During the academic year, children receive after-school homework help, mentoring, and tutoring from counselors who also serve as strong role models on positive life paths. During the summer, children practice literacy skills to prevent reading loss when out of school. LEAP children also participate in a broad range of enrichment activities year-round that reflect their “multiple intelligences” and enable every child to try out a range of experiences, regardless of socio-economic background. These activities include overnight camping trips with integrated science lessons, swimming lessons, dance classes, computer coding classes and more depending on local resources and funds. (Budget includes Youth Development Program budget.)

**Budget**

$0.00

**Category**
Education, General/Other / Extracurricular Activities

**Population Served**
Children Only (5 - 14 years) / Minorities / Poor,Economically Disadvantaged,Indigent

**Program is linked to organization’s mission and strategy**
Yes

**Short Term Success**
By the end of the LEAP year, which runs from September through August, 100% of children will have read 10 books per component. Our attendance rate will be 85% or better. We also strive for 85% or better in the numbers of children who return each component, and who improve and/or learn new skills. 85% of children during the summer program will avoid the "summer slide" in reading by maintaining or exceeding their pre-summer reading test score at the end of the summer.

**Long Term Success**
The long-term goal of our Children's Program is to develop active readers who value themselves and education; and are locally and globally minded citizens.

**Program Success Monitored By**
LEAP uses Results-Based Accountability (RBA™) to set benchmarks and performance measures, then generates data designed to answer: How much did we do within a semester and are youth we serve better off? Literacy skills are assessed using pre- and post-tests; youth academic progress is measured through report cards and other school records. LEAP tracks attendance, academic outcomes and survey responses with Efforts to Outcomes (ETO). At the end of each term, LEAP uses survey data provided by children, youth, counselors and parents as well as performance evaluations of children and counselors, as a means of determining successes and identifying areas for growth.
Examples of Program Success

In 2018-2019, LEAP accomplished these milestones: • 460 LEAP children participated in the summer literacy program; on average, they read 17 books and took home 5 more to build their home libraries. • 271 children (68% girls) learned basic computer science, animation, blogging, and robotics through the Learning to Code program. • 365 children took free swimming lessons in LEAP’s pool. • 80% of children reported that LEAP has made them more excited to learn new things. • 79% of children said that LEAP makes them more active in the community. Paije is 10 years old, and this was her third year with us. Paije explains why she spends her summers at LEAP: “My summers before LEAP weren’t as exciting because during LEAP we go swimming almost every week, we get to go to the park, and we get to explore nature. And we can take a step towards our careers, like college and stuff. LEAP has changed my life because I can explore more. I’m not always on my phone, I’m not always inside. I go outside almost every single day and it’s just better now that I’m in LEAP. It’s not the same old boring summer because I get to spend summer with my friends and meet new people.”
LEAP Youth Development Program

Description

The Youth Development Program is multi-tiered and targeted to meet the unique developmental needs of this age group. *Leaders-in-Training (13-15) have their own curriculum that recognizes their social and educational needs while preparing them for leadership. LITs build peer mediation/violence prevention skills; learn to problem solve; make good decisions on health/sexuality; PSAT prep. * Junior Counselors (16-18) are high school students who support Senior Counselors in serving LEAP children, thus gaining job experience. JCs receive mentoring and preparation for college, including SAT prep. * Senior Counselors (18-24) are college students gaining work experience, career credentials, and support in their personal, educational, and professional development. With JCs as support, SCs serve LEAP children as teachers, counselors, and mentors, creating curricula that maximize their children’s learning capacity and broaden the youngsters’ worldview. All youth complete community service projects. (Budget includes Children’s Program budget.)

Budget

$0.00

Category

Youth Development, General/Other / Youth Leadership

Population Served

Adolescents Only (13-19 years) / Minorities / At-Risk Populations

Program is linked to organization’s mission and strategy

Yes

Short Term Success

100% of high school seniors will graduate and matriculate to a 2 or 4 year college or enter the military. 100% of middle school students will enter 9th grade on time and stay on track for graduation. 90% of youth surveyed will report that they value their community, personal goals, and education more because of LEAP.

Long Term Success

The primary goal of LEAP’s Youth Development Program is to develop young leaders who value education, are civically engaged, and inspire social change through education and service. The goal for the Leaders-in-Training is to develop civically engaged mentors whose academic achievements fully prepare them to succeed in high school, become responsible informed decision makers on issues of health and sexuality, and equipped with strategies in peer mediation and violence prevention. The goal for the Junior Counselors is for them to graduate from high school, be accepted to a 2- or 4-year college or university, and be civically engaged. The goal for the Senior Counselors is to develop young leaders who value education and inspire social change through education and service.

Program Success Monitored By

LEAP uses Results-Based Accountability (RBA) to evaluate programs for at-risk youth; at-risk is defined as low-income, proximity to crime and low educational access. LEAP chooses benchmarks to measure and uses attendance data, surveys and assessments to find those results. The outcomes are compared to previous years’ by the staff and the LEAP Board of Directors who use these multi-year measurements to develop a short-term strategy for the following year and determine LEAP’s long-term impact.
Examples of Program Success

2012-2019: 100% of high school seniors graduated and matriculated at 2- or 4-year college or entered the military. 83% LITs reported that they gained valuable work experience at LEAP. 92% Junior Counselors reported that they developed strong leadership and mentoring skills because of LEAP. Darius, a Journalism major at Central Connecticut State University, began his journey at LEAP as a Leader in Training at age 13. He was a Leader in Training for two years, a Junior Counselor for two years, and came back to LEAP as a Senior Counselor. After half a decade at LEAP, Darius reminisces about what this organization has meant to him, saying: “Before LEAP I was very reserved. I was more of a follower, and I would let people dictate what I did. Now, as a counselor, I find myself being more vocal. People come to me with questions about anything—not just about the program, but about life in general. This growth is something I can attribute to LEAP and is what anyone who steps through these doors can expect to get.”
## LEAP Computer Science: Learning to Code

### Description
LEAP is working to resolve the disproportionately few low-income people of color pursuing STEM careers, caused by a lack opportunities and pipeline programs to engage with STEM topics early in life for New Haven youth. LEAP’s Learning to Code Program offers low-income students of color (ages 9-15) classes on coding, programming, robotics, blogging and vlogging, animation, and website design. Classes are free and occur once a week year-round. They are single-gender and tiered by age so students are in educational spaces that are comfortable and developmentally appropriate.

### Budget
$0.00

### Category
Education, General/Other / Computer Literacy

### Population Served
Children Only (5 - 14 years) / Minorities / Poor, Economically Disadvantaged, Indigent

### Program is linked to organization’s mission and strategy
Yes

### Short Term Success
Over 250 children will learn basic computer science, programming, and robotics in LEAP’s computer lab, the majority being girls. The percentage of children who have a positive attitude toward computer science and STEM careers will increase significantly. Children will demonstrate increased knowledge and skills in topics covered, through completing projects and identifying key concepts in tests.

### Long Term Success
That girls, African-American and Latino children and youth from high poverty urban neighborhoods will achieve literacy in computer programming because not knowing the language of computers will be as challenging as being illiterate or innumerate. That girls, African-American and Latino children and youth will take the AP Computer Science exam in the same percentages as their wealthier white suburban peers. That girls, African-American and Latino children and youth from high poverty urban neighborhoods will take advantage of the fact that computer science is a top paying college degree and computer programming jobs are growing at 2 times the national average.

### Program Success Monitored By
We use Results-Based Accountability (RBA) as a focused way of creating desired results by determining performance measures that provide quantifiable data. A pre- and post-program test on computer programming vocabulary will be administered. The goal is for children to demonstrate significant improvement in the post course test. A qualitative evaluation will also be administered such as having each child program their own design. The program will also collect surveys from students and staff to judge the quality of the program.

### Examples of Program Success
In 2019, LEAP taught 271 children (68% girls) computer science, programming, and robotics in the computer lab. Children developed a more positive attitude toward STEM. In Spring 2019, children ages 9-12 who said they were interested in computer science went from 63% to 82%. LITs ages 13-15 who said they could imagine themselves with a job in STEM went from 10% to 23%. Children also demonstrated increased knowledge and skills in topics covered by the LCLC. They completed projects such as designing an app that uses audio input, and could identify key concepts like software, algorithms, and debugging.
### LEAP Aquatics Program

**Description**
LEAP offers free swimming classes and sessions year-round to all children enrolled in the LEAP Children’s Program (ages 7-12), as well as LEAP’s Leaders in Training (ages 13-15), and extend these classes to the New Haven community for a very low cost. We currently serve over 400 children and adults annually, and we hope to maintain this level of service. LEAP’s Aquatics Program is dedicated to addressing the disturbing reality that African American children are five times more likely to drown in a swimming pool than white children (CDC). As a part of this effort, LEAP also trains and hires minority lifeguards, nearly half of whom learned how to swim with LEAP. LEAP children get to have young African American and Latino teenagers who understand the unique challenges they face as their lifeguards and swim instructors. As we continue to expand our Aquatics Program, we are especially focusing on girls’ mentoring and lifeguard development.

**Budget**
$0.00

**Category**
Recreation & Sports, General/Other / Swimming

**Population Served**
Children and Youth (0 - 19 years) / Minorities / Poor, Economically Disadvantaged, Indigent

**Program is linked to organization’s mission and strategy**
Yes

**Short Term Success**
85% attendance rate. 85% pass rate in the Water Safety Test, administered three times per year at the end of each session, demonstrating that youth understand basic water safety skills. Accident log / Incident Reports will be collected daily with a target of under 10 reported incidents per year. 2 LIT girls will complete their training and become lifeguards or swim instructors every year.

**Long Term Success**
Children who are learning to swim at LEAP today will be LEAP’s lifeguards and swim instructors of tomorrow. Children who are learning to swim at LEAP today will embrace swimming as a lifelong physical activity to stay healthy, especially because water supports the body so there is no pressure on joints. USS Swimming conducted research as to the lack of diversity and inclusion on the competitive pool deck, which study revealed that the swimming ability in urban children of color is dangerously low, a clue to the disproportionate drowning rate of African American youth reported by the CDC. Children who are learning how to swim at LEAP today will participate on high school and college competitive swim teams. Children will exhibit more self-confidence to try something new, and to try and try and try again because learning how to swim is hard work, thereby mastering the readily transferable value of perseverance.

**Program Success Monitored By**
We use Results Based Accountability (RBA) as a focused way of creating desired results by determining performance measures that provide quantifiable data. Each LEAP Swim Level has a distinct swimming and safety skill set that children must master before being promoted to the next level. Basic Water Safety Skills tests are administered at the end of each component. All children receive a personal scorecard based on the criteria to master at their assigned Skill Level. LEAP only promotes children up our LEAP Swim Level Guidelines when they are fully ready.
Examples of Program Success

In 2018-2019, LEAP trained and employed 21 swim instructors and lifeguards ages 16-20. In summer 2019, 80% of kids who took swimming at LEAP said they wanted to come back and swim more. Keilanny Colon, an LIT in the Lifeguard Pipeline, said: “The reason why I want to become a lifeguard is so that kids don’t have to go through what I went through...When I got to LEAP last year, they started to teach me how to put my head under water, how to move my arms and legs, how to kick, how to float. I’m liking how to swim better. I didn’t like to swim at all before. But now I do. I don’t have to worry about drowning.” She also credited her friendship with her fellow LITs in the Female Lifeguard Pipeline for inspiring her to keep going. “When I first started going to LEAP, I didn’t like the pool a lot. I used to complain a lot. [But] I got comfortable because I got closer with the girls, I started communicating with them more...You have people there to enjoy swimming with. And they make it so much fun.”

Program Comments

CEO Comments

LEAP children live in neighborhoods in which concentrated poverty could define their life opportunities. Our goal at LEAP is to put in place a unique infrastructure of young leaders to change those opportunities. But it is important to understand some basic facts about LEAP kids as well as the realities our children and their families face. LEAP children are 75% African American and 20% Latino and range in age from 7 to 15. Poverty While the national poverty rate hovers around 14%, the rates are much higher in the neighborhoods LEAP children call home. According to census tract data from DataHaven, LEAP’s neighborhoods - Dixwell, Dwight, Fair Haven, Hill, and Newhallville – have poverty rates ranging from 28% to 43.8%; levels 2-3 times higher than the national average. New Haven as a whole has a child poverty rate of 43.7% compared to a national child poverty rate of 20%. New Haven’s child poverty is concentrated in the neighborhoods where LEAP children live. Thus it is safe to assume that the child poverty rates in LEAP neighborhoods far exceed 50%. Indeed, at least 86% of LEAP children receive free or reduced lunch (a common measure of poverty) – though the number is likely much higher since this relies on parents’ willingness to self-report this information to LEAP. Academic Achievement Academic success is an essential element of social mobility in the United States, particularly if it leads to high school graduation and ultimately college graduation. A college graduate earns on average 134% more than someone without a high school degree and 70% more than someone with only a high school degree. In 2016, Connecticut saw large gaps between Black-White and Hispanic/Latino-White graduation rates of 13.7% and 16.1%, respectively. The disparity in academic achievement is one of both race and class. In Greater New Haven, 17% of low income students are reading at grade level while 58% of high income students are doing so, according to research by Data Haven. Violence While it is our hope that New Haven’s return to community policing will have significant impacts on reducing violence in our neighborhoods, and the early signs are quite positive, our city is still too violent. This year has already witnessed the murders of multiple teenagers. Research has long shown that exposure to violence in the community has significant impacts on children. Children exposed to violence may exhibit academic and cognitive problems as well as aggression, depression, anxiety, nightmares, post-traumatic stress and other health concerns.
Leadership & Staff

CEO/Executive Director
Mr. Henry Fernandez

Term Start
May 2014

Email
hfernandez@leapforkids.org

Experience
Current Senior Fellow at the Center for American Progress
Current CEO, Fernandez Advisors consulting firm, advising non-profits, government agencies, and companies on management, planning and strategy
Former economic development administrator, City of New Haven
Member of the Obama/Biden transition team stationed at the US Dept. of Housing and Urban Development
Founding executive director of LEAP
Graduate of Yale Law School

Staff
Number of Full Time Staff 20
Number of Part Time Staff 208
Number of Volunteers 50
Number of Contract Staff 3
Staff Retention Rate 33%

Staff Demographics - Ethnicity
African American/Black 8
Asian American/Pacific Islander 3
Caucasian 5
Hispanic/Latino 4
Native American/American Indian 0
Other 0 0

Staff Demographics - Gender
Male 8
Female 12
Unspecified 0

Plans & Policies
Organization has a Fundraising Plan? Yes
Organization has a Strategic Plan? No
Years Strategic Plan Considers N/A
Management Succession Plan? No
Organization Policy and Procedures  Yes
Nondiscrimination Policy  Yes
Whistleblower Policy  Yes
Document Destruction Policy  Yes

Former CEOs and Terms

<table>
<thead>
<tr>
<th>Name</th>
<th>Term</th>
</tr>
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<tbody>
<tr>
<td>Mr. Erik Michael Clemons</td>
<td>Dec 2008 - June 2011</td>
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<td>Ms. Esther Massie</td>
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Senior Staff

Ms. Yakeita Robinson
Title: Interim Director of Programs

Ms. Rachel Kline Brown
Title: Director of Development

Ms. Laura Lindgren
Title: Chief Financial Officer

Ms. Leiyanie Osorio
Title: Children's Program Manager

Mr. Abdul-Razak Zachariah
Title: Counselor Development Manager

Formal Evaluations

CEO Formal Evaluation  Yes
CEO/Executive Formal Evaluation Frequency  Annually
Senior Management Formal Evaluation  Yes
Senior Management Formal Evaluation Frequency  Annually
Non Management Formal Evaluation  Yes
Non Management Formal Evaluation Frequency  Annually

Collaborations

Partners critical to LEAP's success include: Appalachian Mountain Club Connex Credit Union CT Department of Transportation Garden Club of New Haven Gateway Community College Hopkins School Massaro Community Farm Neighborworks New Horizons New Haven Free Public Library New Haven Department of Education Planned Parenthood Public Allies Connecticut University of New Haven Spanish Department University of New Haven Women's Field Hockey Yale Gilder Lehrman Center for the Study of...
Comments

CEO Comments
Although at first glance, our staff retention rate might seem somewhat problematic, by definition our staff turnover is high because our theory of change model develops and empowers young leaders to create and implement year-round community-based programming designed to achieve positive academic and social outcomes for children and youth in high-poverty urban neighborhoods. These young people in our program staff are supposed to move on and LEAP is proud to serve as that springboard.
Board & Governance

Board Chair
Ed Cleary

Company Affiliation
T.M. Byxbe Company

Term
Oct 2020 to Oct 2023

Board of Directors

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
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<tbody>
<tr>
<td>Sharon Brooks</td>
<td>Community Volunteer</td>
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<td>Anne Tyler Calabresi</td>
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<tr>
<td>Hon. William Dyson</td>
<td>State Representative, Retired</td>
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<tr>
<td>Susan Biel Kerley</td>
<td>Community Activist</td>
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<tr>
<td>Cynthia Mann M.D.</td>
<td>Pediatrician</td>
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<tr>
<td>Marcus A. McFerren M.D.</td>
<td>Dermatologist</td>
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<td>Jerome Meyer</td>
<td>Artist; Community Volunteer</td>
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<td>Roslyn Meyer</td>
<td>Psychologist</td>
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<tr>
<td>Tai Richardson</td>
<td>Juvenile Probation Officer</td>
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<td>Kenneth Russell</td>
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<td>Alexis Smith</td>
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<td>Deloris Vaughn</td>
<td>Evaluations and Strategic Learning Consultant</td>
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<tr>
<td>Steve Wizner</td>
<td>Yale Law School, Prof.</td>
</tr>
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Board Demographics - Ethnicity

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Board Demographics - Gender

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Governance

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Board Term Limits

Board Meeting Attendance %

Number of Full Board Meetings Annually

Written Board Selection Criteria

Written Conflict of Interest Policy

Percentage Making Monetary Contributions

Percentage Making In-Kind Contributions

Constituency Includes Client Representation

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Board Co-Chair
Ann Baker Pepe

Company Affiliation
The Foote School

Term
Oct 2017 to Oct 2020

Email
abakerpepe@gmail.com

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Standing Committees

Executive
Finance
Development / Fund Development / Fund Raising / Grant Writing / Major Gifts
Financials

Fiscal Year Start
Sept 01 2019

Fiscal Year End
Aug 31 2020

Projected Revenue
$2,513,328.00

Projected Expenses
$2,513,328.00

Endowment Value
$125,404.00

Spending Policy
N/A

Detailed Financials

Prior Three Years Total Revenue and Expense Totals Chart

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<td>$2,645,704</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$1,863,069</td>
<td>$2,331,529</td>
<td>$2,057,406</td>
</tr>
</tbody>
</table>

Prior Three Years Assets and Liabilities Chart

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2018</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Assets</td>
<td>$1,955,674</td>
<td>$1,720,678</td>
<td>$2,128,381</td>
</tr>
<tr>
<td>Current Assets</td>
<td>$1,393,092</td>
<td>$1,225,180</td>
<td>$1,243,461</td>
</tr>
<tr>
<td>Long-Term Liabilities</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Current Liabilities</td>
<td>$23,483</td>
<td>$105,206</td>
<td>$30,830</td>
</tr>
<tr>
<td>Total Net Assets</td>
<td>$1,932,191</td>
<td>$1,615,472</td>
<td>$2,097,551</td>
</tr>
</tbody>
</table>

Prior Three Years Top Three Funding Sources

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2018</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Funding Source &amp; Dollar Amount</td>
<td>CT Dept. of Ed. $312,211</td>
<td>--</td>
<td>Seedlings Foundation $500,000</td>
</tr>
<tr>
<td>Second Highest Funding Source &amp; Dollar Amount</td>
<td>Seedlings Foundation $200,000</td>
<td>--</td>
<td>The Sassafras Foundation $110,000</td>
</tr>
<tr>
<td>Third Highest Funding Source &amp; Dollar Amount</td>
<td>The Sassafras Foundation $150,000</td>
<td>--</td>
<td>Friends of Kang Yun Foundation $65,000</td>
</tr>
</tbody>
</table>

Solvency

Short Term Solvency

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2018</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Ratio: Current Assets/Current Liabilities</td>
<td>59.32</td>
<td>11.65</td>
<td>40.33</td>
</tr>
</tbody>
</table>

Long Term Solvency

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2018</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long-Term Liabilities/Total Assets</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Capital Campaign
Currently in a Capital Campaign?
No

Capital Campaign Anticipated in Next 5 Years?
No

Comments

Foundation Staff Comments
This profile, including the financial summaries prepared and submitted by the organization based on its own independent and/or internal audit processes and regulatory submissions, has been read by the Foundation. Financial information is inputted by Foundation staff directly from the organization’s IRS Form 990, audited financial statements or other financial documents approved by the nonprofit’s board. The Foundation has not audited the organization’s financial statements or tax filings, and makes no representations or warranties thereon. The Community Foundation is continuing to receive information submitted by the organization and may periodically update the organization’s profile to reflect the most current financial and other information available. The organization has completed the fields required by The Community Foundation and updated their profile in the last year. To see if the organization has received a competitive grant from The Community Foundation in the last five years, please go to the General Information Tab of the profile.