

FOIA MARKER

This is not a textual record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

Collection/Record Group: Clinton Presidential Records

Subgroup/Office of Origin: National Service

Series/Staff Member: Jim Kreidler

Subseries:

OA/ID Number: 1283

FolderID:

Folder Title:

[Creating a New Haven for Our Children - A Proposal to the Coca-Cola Foundation] [loose] [1]

Stack:

S

Row:

66

Section:

2

Shelf:

4

Position:

3

CREATING A NEW HAVEN
FOR OUR CHILDREN

A PROPOSAL TO
THE COCA-COLA FOUNDATION

MADE BY
LEADERSHIP, EDUCATION AND ATHLETICS IN PARTNERSHIP
FOR NEW HAVEN YOUTH
(L.E.A.P.)

JANUARY 25, 1993

APPLICATION FORM

The following Application Form should be submitted along with your organization's Project Description (see Guidelines 1.0 through 4.0) to:

The Coca-Cola Foundation
P. O. Drawer 1734
Atlanta, Georgia 30301

1. Dwight Hall at Yale, Inc.
Legal Name of Organization as listed with IRS 501(c)(3)

2. Leadership, Education & Athletics in Partnership for New Haven Youth (L.E.A.P.)
Name of Organization (if different from above)

3. P.O. Box 3094, New Haven, CT 06515
Mailing Address

L.E.A.P./Dwight Hall, 67 High Street
Street Address

New Haven, CT 06511
City, State, Zip Code

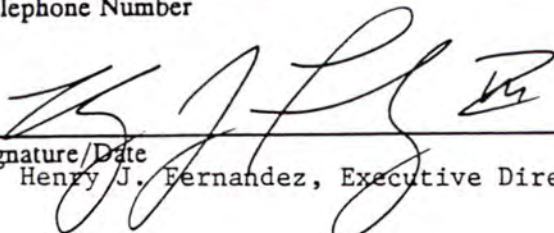
4. Henry J. Fernandez
Chief Executive Officer of Organization

5. \$250,000.00
Amount Requested

6. L.E.A.P. Summer Component
Project Name

7. Dr. Jerome Meyer, member Board of Directors
Name and Title of Contact Person at Organization for Project

8. (203) 776-0500
Telephone Number

9. 
Signature/Date
Henry J. Fernandez, Executive Director

January 24, 1993

CONTENTS

1.0 Program Description and Summary	1
2.0 Project Detail	
2.1 What are the goals and purpose of the project?	7
2.2 How does the project relate to the mission of the Coca-Cola Foundation?	11
2.3 What are the objectives for the program?	13
2.4 What are the specific activities that must be carried out to meet the objectives?	18
2.5 Who are the staff who will carry out the project? What are their backgrounds and qualifications?	21
2.6 What is the relationship of this project to the overall mission and program of your organization or institution?	24
3.0 Budget	
3.1 Expenses narrative	26
3.2 Revenue narrative	28

1.0 Program Description and Summary

Brief Program Description

L.E.A.P. is an educational and social development program operating in New Haven, Connecticut for the benefit of 219 seven to thirteen year old children in four neighborhoods. The project that L.E.A.P. is asking the Coca-Cola Foundation to fund will expand the program beginning in the Summer of 1993 to include 400 children in five neighborhoods -- four public housing developments and one low income community. L.E.A.P. employs local college and public high school students as senior and junior counselors (respectively) to work in teams of one college student and one high school student with a same sex group of eight children. While these groups work together throughout the year, the program is most intensive in the summer, and this is the component of L.E.A.P. for which we are seeking funding.

This summer, fifty college students from New Haven colleges and fifty New Haven public high school students, all identified through an intensive recruitment and interview process, will be trained for two weeks, develop a curriculum and work with children for the following eight weeks. Throughout this eight-week period, counselors will live in public housing units donated by the housing authority, and teach in classrooms donated by the school district. In conjunction with classroom instruction, L.E.A.P. makes use of the tremendous resources available in New Haven and beyond, particularly stressing the viability of the children's own neighborhoods. Using a project oriented group-based educational model, L.E.A.P. teaches not only in the classroom, but also in libraries, museums, parks, and via overnight wilderness camping, boat trips in the New Haven harbor, and week long trips to Washington, D.C., Toronto and Boston. The combination of in-classroom time and out of class related experiences serves to teach children both the real life aspects

of what is studied in class and the methods through which education can allow a child to understand and gain control of the environment around him or herself, thus expanding the life choices that each child believes are actually available.

Why There Is A Need For L.E.A.P.

The needs of New Haven's poor children are many, and New Haven as one of the ten poorest cities in America has a large number of poor children. L.E.A.P. cannot meet all of these children's needs but has identified several which it can address. These fall into two basic areas: education and social development. Evidence of the educational needs includes a drop out rate hovering near fifty percent, and standardized test scores significantly below the state average. Similarly but less quantifiable (though L.E.A.P. has administered a battery of education and social skills tests including the Piers-Harris social development test and children who participate in L.E.A.P. do better than overall norms in self-esteem), social development needs are not being met. It is obvious from our experience that poor children are less likely to be exposed to the socializing institutions necessary for normal development of each child's personality, self-esteem, and self-confidence, with particular lack of development of each of these around education.

Some of the root causes of these problems are clear and are listed below:

- Issue: • Classrooms are significantly more crowded than neighboring non-inner city communities and teacher/child ratios are similarly much higher.

L.E.A.P. counselors work in a one to four counselor/child ratio. This allows children to get individual attention while still developing group participation skills. Similarly, counselors are better able to identify each child's needs and build educational projects in which each child can participate at his or her own level.

Issue: • Course materials are frequently out of date and reading materials often do not reflect the ethnic and cultural experiences of the young readers.

Each child in L.E.A.P. gets a library card and frequently attends the modern public library. L.E.A.P. groups visit local bookstores, and spend time talking with the owners, after which each child can get a book of his or her choice, at no cost. L.E.A.P. children write in their journals at least several times a week and develop their own short stories, and plays based on personal experiences.

Issue: • School buildings are old and modern equipment is limited.

While we are grateful for the generous donation of classroom space from the public school district, L.E.A.P. also utilizes the most modern academic and physical education equipment available at the local colleges and universities. As well, counselors are taught to view the world as a classroom. Thus algebra is taught in the supermarket, environmental science at the campground, and history in cities like Washington, D.C..

Issue: • Few teacher training programs address the specific needs of the inner-city child.

L.E.A.P. identifies locally and throughout the country, leading experts in the areas of teaching math, science, and English to urban children. These experts are brought together to train L.E.A.P. counselors over a two week period. Beyond the basics, L.E.A.P. counselors are trained in discipline techniques, first aid, wilderness camping, conflict resolution, and group and self-esteem building techniques. This training has long term benefits as many L.E.A.P. counselors identify urban teaching as a desired career path.

Issue: • Most of our city's teachers do not live in New Haven, and while concerned, are not familiar with the day-to-day lives of children outside of the classroom.

L.E.A.P Counselors all live in New Haven year-round, and senior counselors live directly in public housing in the neighborhoods where the children reside during the summer. Counselors meet once a week with parents in the parents' homes to discuss the issues facing each child and to develop joint strategies to address these issues. As well, counselors are trained to understand the specific conditions present in their communities, and spend hours meeting with public housing tenants, school principals, police officers, and other community members.

Issue: • While like many cities, New Haven is abundant in resources necessary for the normal social development of children, poor children are less likely than others to frequent arts workshops, museums, theaters and libraries in the city they call home.

L.E.A.P. has worked with local institutions to increase their accessibility. All L.E.A.P. children get library cards, sail on a biology research ship in the harbor, attend woodworking classes at the Eli Whitney museum, play sports at college facilities, and attend dozens of useful programs including (as a very small sample): Volvo Tennis lessons, the Mystic Seaport and Aquarium, the Yale Art Gallery, the Creative Arts Workshop, and the Peabody Museum.

L.E.A.P.'s Ability to Implement the Process:

L.E.A.P. has already run this project for 219 children, and continues to work with these children throughout the year, maintaining close ties to the children's families. L.E.A.P. staffers and board members live in New Haven and all administrators have well-established youth service delivery experience in New Haven and elsewhere. Over one-half of L.E.A.P.'s counselor staff from last summer will work again this year, bringing a pool of experience for new counselors.

Central to L.E.A.P. is the training element. Already the only summer training program for youth workers in New Haven, and already quite successful, L.E.A.P. will improve the program this summer based on the recommendations gained from counselors during day-long counselor evaluations following last summer's training and again following the entire summer component. This year, more emphasis will be placed on group-projects where individual children with different skill levels can participate equally. As well, more time will be spent on community organizing skills, discipline techniques and discussion of successful projects. Training will be ongoing throughout the summer, and there will be a mid-summer training retreat to deal with specific issues identified by counselors. As always, L.E.A.P. will designate significant time to evaluation of the training and program. In this way, counselors can indicate which information and methods were most useful and where more help could be given.

Because of the growth of the project, and because of the tremendous workloads placed on counselors and administrators, L.E.A.P. will be hiring five site coordinators who will operate under the supervision of the staff coordinator. It will be their responsibility to meet counselor resource needs on a day-to-day basis, and to oversee counselor job performance. This will significantly reduce the amount of time that counselors, as direct service delivery personnel, will have to spend on administrative matters. Thus, more time can be spent with the children who need the counselors the most.

How the Program Will Benefit the General Community:

Aside from meeting educational and social development needs discussed above, L.E.A.P. benefits the community in several ways: (1) L.E.A.P. has the only summer job training program for youth workers in New Haven. (2) L.E.A.P. hires and trains high school students from the neighborhoods and is one of the largest

employers of youth in the city. (3) L.E.A.P.'s belief that "it takes a village to raise a child," requires that counselors involve community members and parents in youth development, thus raising awareness of youth issues generally. (4) L.E.A.P. works in neighborhoods where existing youth services are limited. (5) L.E.A.P. identifies and works with children who most often would not get services otherwise. (6) L.E.A.P. actively serves on the Board of Directors of the City-Wide Youth Coalition, the organization of youth service providers in New Haven. (7) L.E.A.P. builds first time bridges between resource-rich New Haven institutions and poor communities. (8) L.E.A.P. trains several college and high school students who work in other youth service agencies. (9) L.E.A.P. creates multi-level mentor/role model relationships. Senior Counselors mentor high school students, and elementary children while the high school students who have both success in education and a desire to give back to their communities provide excellent role-models for the elementary children. (10) L.E.A.P. counselor curriculums are community service intensive, and include work at soup kitchens, community clean ups, and assistance in community events.

Why the Coca-Cola Foundation Should Fund L.E.A.P.:

L.E.A.P. has a model that has proven successful in New Haven's largest and most isolated public housing as well as in one of its most violent neighborhoods. L.E.A.P. offers hope and not on a small scale. It is L.E.A.P.'s goal to demonstrate the success of this model and its potential for duplication in other cities. Once this happens, we will gladly train others in how to create a L.E.A.P.-like program in their hometown. Funding the L.E.A.P. 1993 Summer Component will help hundreds of children in one of America's most desperate urban centers immediately and will create a duplicable model that could find its way to dozens of other cities in the near future.

2.1 What are the goals and purpose of the project?

Educational Development:

With a dropout rate hovering near fifty percent, New Haven has become symbolic of the problems of education in inner-city America. Schools no longer need to teach just reading, writing, and arithmetic, but also must deal with each child's personal needs which hinder his or her education. Some children come to school hungry and tired, some affected physically or emotionally by a mother's crack addiction, and some without the basic skills necessary to begin to learn the alphabet or count. In New Haven, this is coupled with a lack of resources within the public schools. Always burdened with a deteriorating tax base, the school district has had to sue the city in the last few years to demand the constitutionally required amount of funding.

Children in such a school system often get lost in the cracks and as the city gets poorer, the cracks get wider. New Haven's children have some of the lowest standardized test scores in the state. However, this is not surprising when one considers that few teacher training curricula deal with the needs of the inner-city child and teachers are hampered by other problems beyond their control. New Haven's teachers, despite significant efforts on the part of the school administration, are overworked, underpaid, and frequently forced to teach children in overcrowded classrooms in buildings built decades ago.

L.E.A.P., while making use of school facilities, is able to overcome many of these handicaps. One to four counselor to child ratios allow the teaching of basic educational skills in math and English with individual attention given to each child. Because counselors are told to view all of New Haven and beyond as their classroom, several days a week groups leave classrooms behind to see the real world behind their classwork. Thus, often dreary and hot school buildings are replaced by a new public library or

a campground in the mountains of New Hampshire. For example: After a Monday spent discussing pre-algebra, children get an opportunity to practice their knowledge by creating a budget and grocery shopping for the necessities for Wednesday's overnight camping trip during which children will practice Tuesday's environmental science project.

Social Development:

Our schools have not successfully addressed a critical problem for many inner-city children. Stated most simply, this is the fact that while a child may have the intellectual capacity to learn to read or write, the child's incapacity to sit still in a classroom strips the school of its power to educate. L.E.A.P. realizes that without the development of self-esteem, ability to work in a group, and understanding of rules, children cannot succeed in today's public school system and thus cannot successfully participate in society beyond school.

As one of the nation's ten poorest cities, New Haven might be expected to lack resources important for the social development of children. Oddly, this is not really true, nor is it true of most cities. New Haven has six institutions of higher learning, a fine modern public library, several nationally renowned theaters, a number of large parks, many interesting and hands on museums, public beaches and some youth athletic leagues. The issue in New Haven is largely one of accessibility. For one reason or another, many children find these resources unusable.

New Haven has really developed into two cities: one of wealth and influence, characterized by Yale University, and one of poverty and depression, characterized by the city's public housing developments and rampant youth on youth crime. This duality is one of the major roadblocks to the social development of the city's poor children. Historically, the institutions necessary for social development have not reached across this

chasm to pull in poor children. On the other side, children have felt that they do not belong in these institutions. They cannot physically get to the institutions, or do not know of their existence, and have no one to tell them to seek these institutions out.

Recognizing the real need for each child's social development, L.E.A.P. was successful in building bridges between these otherwise divergent communities. Counselors, most often with life stories not so different from the children, came from the universities to live in the children's neighborhoods. L.E.A.P. also got the colleges to open up academic, athletic and performance facilities for the children, and took children to the library to read and get library cards.

L.E.A.P. counselors take their children to swim at the public beach, to visit the numerous museums, and to play in the parks. While L.E.A.P. uses a fleet of rented vans for trips outside New Haven, trips within the city are usually done on foot or via public transportation so that children will be able to re-access these institutions on their own at a later time.

By visiting such places and using the resources available at each, the children begin to learn how to use the facilities and learn what is correct behavior at each location. Most importantly, they begin to develop the sense of control over and understanding of their environment, which is so necessary for self-esteem. This coupled with the low counselor-student ratio both in and out of the classroom allows for continued modeling and development of positive behavioral patterns.

Both in the classroom, and throughout the program, counselors use resources and curricula to foster each child's self-esteem. Children write or draw in journals, often daily, of their feelings and accomplishments. Books and other materials are chosen based on their validation of Black and Latino

characters, and each child receives free of charge a book of his or her choice from a local bookstore specializing in literature for young Black and Latino readers. Just as important, overnight camping and other new challenging experiences, successfully accomplished, clearly contribute to building self-confidence and the ability to work in a group.

Finally, the fact that counselors live in the communities and are available after-hours cannot be over-estimated. Aside from knowing the family history of each of their children, the counselors are able to have a fuller involvement on a personal basis with these children. They often take the children out after the program to get ice cream, go to the movies, sleep over, play basketball, or just hang out together.

2.2 How does the project relate to the mission of the Coca-Cola Foundation?

L.E.A.P. clearly "fits well" with the Coca-Cola's mission, objectives and focus.

Mission:

L.E.A.P. has always existed as a coordinated effort between the public and private sectors to enhance the life opportunities of youth through education and an introduction to the many new worlds opened by experiencing education. L.E.A.P. works with its corporate sponsors through tours, visibly sponsored events and media opportunities to enhance the reputation of sponsors. The Coca-Cola Foundation's sponsorship of L.E.A.P. will allow the project to expand the number of children it serves and expand its training program to the point where significant numbers of non-L.E.A.P. youth service providers will be trained. This will serve to benefit thousands of children and demonstrate the enlightened corporate philosophy of sponsors.

Objectives:

L.E.A.P. is a year-round project operating both during summers and throughout the school year. L.E.A.P.'s children are given continuous support in their educational and social development, both necessary for children to become productive citizens. At the same time, L.E.A.P. strives to train its staff in and use the most effective "cutting edge" education and social development techniques available. By committing its resources to L.E.A.P., a program which has already succeeded in the face of tremendous odds,

the Coca-Cola Foundation will address the most significant educational challenge facing this country -- how to educate the inner-city child, and make that education useful to both the child and society.

Focus:

L.E.A.P. while non-traditional in approach, does match well with the Coca-Cola Foundation's esteemed history of philanthropy. It will take a combination of many sources, public and private, universities and neighborhood groups, corporations, foundations and individuals to save our cities and save our children. The efforts that literally hundreds of members of this combination have already put forth for L.E.A.P. show the best that is in all of us, and makes each of us worthy of the term "citizen", corporate or otherwise.

2.3 What are the objectives for the program? Are they measurable and on a schedule?

1. Educational Development

L.E.A.P. uses a battery of academic skills tests to determine the achievement levels of individual children. We also keep track of our children's status in the program and in school (i.e. grade level, school, teachers, counselor's weekly and continued impressions of interactions with child and child's needs, counselor's interactions with parents, battery skills level, etc.) in a comprehensive filing and computer database system. The public school system has just granted us access to the academic records of all of our children to further our capacity to evaluate the impact of the program on children and to gain the necessary information to evaluate the program over a period of several years. Our goals are to:

1. Increase the number of children (versus children from similar backgrounds) staying in school.
2. Increase academic skills levels of those children at or below grade level and maintain or increase skills of those children at or above grade level.
3. Increase accessibility of educational institutions to low-income youth.
4. Provide continuous support for each child's educational achievement through counselors serving as mentors and role-models who have had success with education.

2. Social Development

L.E.A.P. uses a battery of self-esteem and social development tests to gauge the skills levels and self-esteem of each child, and to chart the progress of children over time. Quite a lot of a counselor's time is spent dealing with the

specific developmental needs of each child. This includes everything from teaching a child how to walk in line, to ride the public bus, to treat others with respect and to deal with difficult issues non-violently. These skills learned both via modelling and more direct discussion methods are necessary for children to participate in and enjoy school, and to succeed elsewhere in society. While social development is more difficult to measure than educational development, to the extent that the following elements of L.E.A.P are expanded, it is our belief that social development will improve. And, to the extent that social development is linked to educational development, the improvement will be visible through educational improvements discussed in the prior section. To this end, L.E.A.P. does the following:

1. Employs high school students and college students from similar backgrounds as the children and/or with extended experience working in communities similar to or the same as those occupied by the children. These counselors have had success with education and have developed skills to overcome the road-blocks faced by the children.
2. L.E.A.P. works with museums, libraries, colleges, companies, recreational facilities, etc., to make these more accessible to inner-city children. L.E.A.P. takes children to each of these and uses the facilities with the children so that they can begin to develop the skills necessary to use each themselves, and begin to see each as an accessible part of their community.
3. L.E.A.P. stresses both in the classroom and in every other aspect of the Summer Component the necessity of group work. Thus children learn how to work together, solving problems and overcoming obstacles through discussion.
4. L.E.A.P. takes children on overnight camping trips and on week-long field trips to cities like Toronto, Boston and

Washington, D.C. so that the children experience worlds beyond their own communities where they can develop new skills and come to rely on each other.

3. Employment

It has been said that: "The best social program is a job." We believe that, at least, the employment of high school and college students is an important aspect of a program operating in a city with an extremely high unemployment rate. Further, L.E.A.P.'s staff has historically been high percentage minority. In the Summer of 1992, 18 senior counselors were African-American, 1 was Latino, 2 were Asian and 7 were Caucasian. These students came from a community college, a large state university, small private colleges, and Yale University. The overwhelming majority received financial aid. Similarly, 70 percent of high school students employed by L.E.A.P. were African-American, and 30 percent were Latino, and all came from New Haven.

L.E.A.P., unlike many service agencies utilizing youth, takes the position of counselor very seriously, and puts tremendous responsibilities on the shoulders of young adults. We have the only training program for teenage and college youth workers in the city, and demand a very high level of counselor accountability. As a result, we find that counselors identify strongly both with the program and their group of children. The greatest evidence of this is the degree to which employment by L.E.A.P. is held in high esteem by both counselors and the community in general.

Towards the goal of improving employment and training opportunities, L.E.A.P. does, or will do, the following:

1. L.E.A.P. will employ 50 high school and 50 college students for the summer of 1993.
2. L.E.A.P. will further develop its two week training

program to address specific issues as identified by counselors from last year's summer component. As well, L.E.A.P. will have a mid-summer retreat to allow counselors an opportunity to reflect upon their experiences and to provide strategies for achieving set goals.

3. L.E.A.P. will continue to allow college students working in non-L.E.A.P. agencies to participate in its training and will open up the training for the first time to high school students working for non-L.E.A.P. agencies.

4. L.E.A.P. will continue to run year-round, providing continuous employment for local college and high school students.

5. L.E.A.P. will begin this summer to employ high school students who have worked for L.E.A.P. and graduated to go on to college. Similarly, this year L.E.A.P. will hire its first junior counselor from the ranks of those who were participants in the program last year.

6. Because of technical assistance provided by L.E.A.P. to Project SAT, a program started this year and funded by Yale Law School, L.E.A.P. junior counselors will have free access to an SAT prep program.

4. Programmatic Goals

L.E.A.P. was begun by a group of people who wanted to both help the city they call home, and to develop a model which could be used in cities nationwide. It is our goal not only to improve L.E.A.P. but to improve the way youth services are provided generally both in New Haven and beyond. Thus, our original five year plan (which we continue to follow) called for the following:

1. Gradual expansion of the program over time from 200 children in 1992 to 400 children in 1993 and eventually to 1000 children by 1996. This with similar expansions in the

number of neighborhoods served, and the number of students employed.

2. Expansion of the training program to the point where non-L.E.A.P. youth agencies would make use of it to train their previously untrained staff. For the first two years this service will be provided free of charge, and following this period for other agencies to recognize the need, L.E.A.P. will charge a nominal fee to allow the training program to pay for itself.

3. The development of contacts throughout the country to facilitate the expansion of L.E.A.P.'s model to other cities beginning in our fifth year. To this end, L.E.A.P. has developed relationships with programs like the Children's Defense Fund, Phillips Brooks House (at Harvard University), and smaller programs in Boston, Washington, D.C. and Atlanta, as well as many others.

4. Participation in the existing community of youth service providers to encourage effective youth programming based on the L.E.A.P. model. As such, the Executive Director of L.E.A.P. serves on the Board of Directors of the City-Wide Youth Coalition (whose membership includes all the major youth programs in New Haven as well as city agencies and many other institutions impacting youth). L.E.A.P. has also stressed the importance of effective youth programming through the media, with stories appearing in every major newspaper and on every television channel in the state. Similarly, L.E.A.P. staff have testified at public hearings and before U.S. Senate Sub-Committees.

2.4 What are the specific activities that must be carried out to meet the objectives?

Short term activities and schedule:

January, February, March:

1. Recruit and Hire 50 high school student junior counselors and 50 college student senior counselors.
2. Secure housing space for 50 senior counselors from public housing authority.
3. Secure classroom space for 50 groups of eight children, senior counselor and junior counselor from public school district.
4. Secure consultants and locations for training program.

April and May:

5. Secure existing resources and identify new resources for use by groups over summer.
6. Meetings in all neighborhoods to explain program and expansions from last year.
7. Recruit additional children.

June:

8. Run training sessions.
9. Develop curricula.
10. Move counselors into developments.

July and August:

11. Begin Program.
12. Mid-Summer training and evaluation retreat.
13. End of Summer Evaluation Retreat.
14. Completion of Summer Component Final Report & Video.

Summary Day-to-Day Schedule for a Group

3 mornings a week in classroom.

3 afternoons a week participating in sports and recreational activities.

2 full days a week on educational field trips related to classwork.

Long Term and Ongoing Activities:

1. Fundraising is continuous throughout the year. L.E.A.P. raises and receives funds from individuals, foundations, corporations and the federal government. It is L.E.A.P.'s goal over the next five years to create an endowment for the L.E.A.P. project in New Haven. The Yale School of Management has done an analysis of L.E.A.P.'s model, fundraising, and mission to assist in the process.

2. L.E.A.P.'s school year component matches college and high school students who worked with children over the summer with those same children during the school year. The groups meet for six to eight hours a week and do basic homework tutoring as well as go on field trips. The school year component creates an opportunity for children to have a continuous mentorship relationship with their counselors and to identify strongly with the L.E.A.P. program as a stable and constant support system around issues of education and social development.

3. L.E.A.P.'s training component continues to grow to serve more L.E.A.P. counselors and others from the community. It is

our goal to expand training to serve many more youth workers who work for other youth service delivery agencies. Last year L.E.A.P. trained ten college students beyond L.E.A.P.'s staff to work in non-L.E.A.P. agencies. This year L.E.A.P. will do the same and train a similar number of high school students who will work in non-L.E.A.P. agencies.

2.5 Who are the staff who will carry out the project? What are their backgrounds and qualifications?

Executive Director Henry J. Fernandez (staff)
Mr. Fernandez has run the L.E.A.P. program for the last year. He is heavily involved in the child-service delivery community in New Haven, and has been for the past three years. His resume is attached as Appendix A.

Counselor Coordinator Matthew Klein (staff)
Mr. Klein has overseen all staffing issues for L.E.A.P. for the last year. He has spent his entire undergraduate career at Yale working and directing public service projects in New Haven. Mr. Klein graduates from Yale College in May 1993 and will stay with L.E.A.P. after his graduation. His resume is attached as Appendix B.

Curriculum Co-Chair Regina Winters (staff)
Ms. Winters has worked as a counselor for L.E.A.P. since its inception and continues to do so. She is co-chair of the curriculum committee which identifies successful programs and invites members of these to provide training to L.E.A.P. counselors. The committee also is developing the training program for the Spring of 1993. Ms. Winters' resume is attached as Appendix C.

Curriculum Co-Chair Roslyn Meyer, PhD. (volunteer)
Dr. Meyer is the co-chair of the curriculum committee. She is a clinical psychologist and has been President of the Foote School in New Haven. Dr. Meyer's resume is attached as Appendix D.

Evaluation Co-Chair Bernice Willis, PhD. (volunteer)
Dr. Willis is the Dean of Education of Southern Connecticut State University, the largest education school in Connecticut. As Co-chair of the Evaluation Committee she oversees the evaluation of educational skills development testing for L.E.A.P. children. Dr. Willis' resume is attached as Appendix E.

Evaluation Co-Chair

Paula Armbruster, M.S.W. (volunteer)
Ms. Armbruster is the director of the Mental Health division of the Yale Child Study Center. As Co-chair of the Evaluation Committee she oversees the evaluation of self-esteem and social skills testing for L.E.A.P. children. Ms. Armbruster's resume is attached as Appendix F.

Chairperson

Anne Calabresi (volunteer)
Ms. Calabresi is a long time youth program organizer who developed the city's track program. She serves as a member of all committees and has primary responsibility for fundraising. Ms. Calabresi's resume is attached as Appendix G.

Bookkeeper

Janine Colonese
Ms. Colonese has served as the L.E.A.P. bookkeeper for the last three months. She has held similar positions in the past, and is currently an employee of Yale and quite familiar with the Yale bureaucracy. Dwight Hall, our umbrella organization, while independent of Yale, runs all of its payroll and insurance through Yale.

Senior Counselors (50)

Senior Counselors are hired following an intensive interview process which inquires into their experience working with children, their ability to identify with inner-city youth, and their own successes with education. All senior counselors are students in good academic standing at one of New Haven's colleges, or college students who graduated from New Haven public high schools and worked in L.E.A.P. as junior counselors.

Junior Counselors (50)

Junior Counselors are hired following an intensive interview process which inquires into their experience working with children, their personal satisfaction with education, and their ability to get along in group settings. All junior counselors are students in good standing at one of New Haven's public high schools.

Site Coordinators (5)

A site coordinator is responsible for one of five sights. A coordinator oversees the counselors and junior counselors at a site, ensuring that administrative details are met and evaluating and supervising job performance. L.E.A.P. is currently recruiting applicants for these positions and will hire college or graduate students who have demonstrated superior performance in the development and/or directing of academic programs for inner-city youth.

2.6 What is the relationship of this project to the overall mission and program of your organization or institution?

Funding from the Coca-Cola Foundation will allow L.E.A.P. to continue its primary mission which is now and has always been to:

develop a comprehensive educational and social development program for New Haven's inner-city and particularly public housing children utilizing the college and high school students of the city as teachers, tutors, and mentors, while exposing the children to the vast resources available in this city.

Funding from the Coca-Cola Foundation will allow us to meet two additional goals set at the inception of the L.E.A.P. project:

1. L.E.A.P. will be able to serve a total of four hundred youth in five of the city's most economically distressed neighborhoods. This will be almost a doubling of the number of children who are currently served.

2. This increase in size and concurrent increase in capacity of the L.E.A.P. training component will serve to push L.E.A.P. to the forefront of national inner-city educational and social development models. Already, L.E.A.P. provides and will continue to provide training to workers for other non-L.E.A.P. youth service delivery agencies. This project will allow us to expand to train child advocates from places far beyond New Haven. In this way, the L.E.A.P. model can be transferred to cities across the country.

SUMMARY BUDGET

3.1 Expenses

.1	Salaries and fees	<u>275,000.00</u>
.2	Fringe	<u>0.00</u>
.3	Consultants	<u>8,000.00</u>
.4	Printing/Publications	<u>1,800.00</u>
.5	Media Costs	<u>1,330.00</u>
.6	Telephone	<u>1,500.00</u>
.7	Supplies	<u>800.00</u>
.8	Postage	<u>370.00</u>
.9	Other	<u>107,900.00</u>
TOTAL EXPENSES		<u>396,700.00</u>

3.2 Revenue

	To-Date	Expected
.1	Grant Request the Coca-Cola Foundation	<u>250,000.00</u>
.2	Other Foundations	<u>28,000.00</u>
.3	Public Agencies	<u>23,795.00</u>
.4	Corporations	<u>15,832.86</u>
.5	Individuals	<u>79,072.14</u>
.6	Operating income contributed by applicant to project	n/a
TOTAL INCOME		<u>380,867.14</u> <u>396,700.00</u>

BUDGET NARRATIVEExpenses:

All items in this budget narrative are for the months of June, July and August, the L.E.A.P. Summer Component, for which L.E.A.P. is seeking funding from the Coca-Cola Foundation.

3.1 Salaries and fees -- all full time unless indicated

Executive Director	5000.00
Counselor Coordinator (Asst. Dir.)	3000.00
Site Coordinators (\$3000.00 x 5)	15000.00
Bookkeeper/Administrative Asst. (15 hours/week)	2000.00
50 Counselors (\$2500/summer)	150000.00
50 Junior Counselors (\$2000/summer)	100000.00

3.2 Fringe

Social Security, and all state and federal income taxes are deducted from all salaries. Both the Executive Director and Counselor Coordinator (Asst. Director) receive medical benefits. These are not paid for under this project. No other staff members receive benefits of any form.

3.3 Consultants

Training Consultants

First Aid	1000.00
Community Organizing	1000.00
Curriculum Development	4000.00
Educational Techniques	2000.00

3.4 Printing/Publications

Training Manuals (including 100 notebooks and 4,000 copies) - includes reference materials, maps, resource guides, etc.	500.00
Administrative documents - includes printing and photocopying of time sheets, location sheets, cash disbursement forms, evaluation materials, etc.	750.00
Final Report (40 pages bound @ 350 copies)	550.00

3.5 Media Costs

Production of videotape	880.00
Copying of Videotape (100 copies)	450.00

3.6 Telephone

Telephone & Fax for 3 months including significant number of long distance calls for planning of out of state field trips	1500.00
---	---------

L.E.A.P. application, 27

3.7 Supplies	800.00
file folders, notebooks, staples, tape, pens, pencils, computer disks, fax paper, etc.	
3.8 Postage	370.00
mailing of informational materials to agencies, parents, and sponsors	
3.9 Other	
Transportation	
15 van rentals @ \$1000.00 month	30000.00
Gas & Maintenance	16000.00
Public Transportation -- bus passes	10500.00
150 passes @ \$35/pass for 2 months	
Programmatic Expenses	
Educational and Recreational Supplies purchased at start-up including: notebooks, pens, pencils, crayons, paper, balls, jumpropes, etc.	2200.00
Per group @ \$44 each for 50 groups	
1 book of child's choice per child @ average of \$6/book	2400.00
Eli Whitney Woodworking Class	10000.00
Activities & Admissions	26000.00
\$65 per week per group (50 groups)	
Camping Equipment	7500.00
including: tents, backpacks, stoves, fuel, mosquito repellent, flashlights, etc.	
Food	
Sandwiches and juice for children who do not have lunch for 3 weeks when state summer lunch program does not run.	2300.00
Lunch for counselors and consultants during training weeks.	1000.00

Revenue:

3.22 Other Foundations	
Already Received	
Smart Foundation	13000.00
Barnes Foundation	5000.00
Expected	
New Haven Foundation	10000.00
Soliciting -- Received Support Last Year	
Carolyn Foundation	
asking for \$9,500	
Carse Foundation	
asking for \$2,500	
Morris Levinson Foundation	
asking for \$5,000	
Soliciting -- New	
Echoing Green Foundation	
asking for \$50,000	
3.23 Public Agencies	
U.S. Commission on National and Community	23795.00
Service - 3 year renewable grant (this	
is second year)	

Please Note: Through the U.S. Dept. of Higher Education/YouthBridge grant, L.E.A.P. is funded to run a school year program. This grant is for \$150,000, none of which can be used for the summer project for which we are seeking funding from the Coca-Cola Foundation.

3.24 Corporations	
Last year L.E.A.P. received major	
contributions (\$2500 or more) from the	
following:	
Fusco Corporation	2500.00
Bristol-Myers Squibb	5000.00
Fleet Bank	5000.00
Cesar Pelli & Assocs.	5000.00
L.E.A.P. also received several smaller	
donations from corporations. We expect this	
level of giving to remain constant or	
increase.	

L.E.A.P. is currently pursuing several corporations for funding and Senators Christopher Dodd and Joseph Lieberman are hosting a corporate breakfast fundraiser for L.E.A.P.

3.25 Individuals	
Fully committed	
& received	59072.14
awaiting	20000.00

L.E.A.P. is currently pursuing all individual donors to L.E.A.P. from last year and has already surpassed the \$75,683.14 received for the 1992 Summer Component.

3.26 Operating income contributed by applicant to the project.

As L.E.A.P. serves only one purpose, all operating income is contributed to the project. Please note though that L.E.A.P. is funded for the 1992-3 school year under a wholly severable federal grant.