

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:
[Funding Proposal - L.E.A.P. [Leadership, Education, and Athletics in Partnership] for New Haven Youth] [loose]

Stack:	Row:	Section:	Shelf:	Position:
S	66	2	4	3



Leadership, Education and Athletics in Partnership for New Haven Youth

a city wide collaborative project supported by
the colleges and universities of New Haven, and affiliated with Dwight Hall

March 16, 1993

Board of Directors

Anne Tyler Calabresi, Chairwoman
Paula Armbruster, M.A., M.S.W.
Kaye Holtz-Harvey
Jerome Meyer, M.D.
Roslyn Milstein Meyer, Ph.D.
Bernice Willis, Ed.D.

Honorary Board of Directors

Michael J. Adanti
President, Southern Connecticut
State University
James P. Comer, M.D.,
Maurice Falk Professor, Child Study
Center, Yale University
Lawrence J. DeNardis
President, University of New Haven
David L. Echols
Executive Director, Housing Authority,
City of New Haven
Marian Wright Edelman
Director, Children's Defense Fund
John L. Lahey
President, Quinnipiac College
Howard R. Lamar
President, Yale University
Reginald Mayo
Superintendent, Public Schools,
City of New Haven
Julia M. McNamara
President, Albertus Magnus College
Antonio Perez
President, South Central Community
College

Advisory Board

Mustafa Abdul-Salaam
Enola Aird
James Barber
Pamela Bisbee-Simonds
Belinda Carberry
John Crawford
DeNorris D. Crosby, Ph.D.
Louise Endel
Dean Esserman
Irene Fiss
Lynn Fusco
Gordon Geballe
William Graustein
Richard Grossi
Betsy Henley-Cohn
Albert Harary
Jack Hasegawa
Geoffrey Hazard
Theodore Hogan
Ruth Lambert
Susan Lincoln
Joan G. Miller
Sherrill Moore
Flemming L. Norcott, Jr.
William O'Brien
Wilfred Reguero, M.D.
Mae Ola Riddick
Verdell Roberts
Carol Ross
Cheever Tyler
Dietria Wells
Hollis Young

Executive Director
Henry J. Fernandez

Staff Coordinators
Matthew Klein
Regina Winters

Eli Segal
Office of National Service
Room 145
Old Executive Office
White House
1700 Pennsylvania Avenue
Washington, D.C. 20501

Dear Mr. Segal:

I thoroughly enjoyed talking with you about the L.E.A.P. program at lunch at the Children's Defense Fund Conference on March 12, 1993. L.E.A.P., as you may remember, trains 50 college students and 50 public high school students to work in teams with groups of eight children between the ages of 7 and 13 in a summer educational and social development camp for four hundred children in five neighborhoods (three public housing developments and two low income communities) in New Haven, Connecticut. The college students live in public housing units donated by the housing authority and teach in classrooms donated by the public school district.

Our methodology requires that counselors meet with parents once a week to discuss each child's development and requires that the counselors develop curricula which use field trips in conjunction with classroom instruction to give a basis in reality for what is being studied. Thus all children take dozens of trips over the summer to museums, fire houses, beaches, libraries, historic sites, government offices, etc. Similarly, all children take several overnight camping trips to build inter-group skills and self-esteem, and all children take a trip to a city over 100 miles from New Haven (last year: Washington, D.C., Boston, or Toronto) in order to introduce children to the concepts of broader community understanding to defuse the parochialism which leads to gang involvement so prevalent in New Haven.

As you requested, I am sending you informa-

Creating a New Haven for Our Children
P.O. Box 3094 • New Haven, CT 06515-0094
(203) 498-8864 • FAX (203) 776-2828



tion on the L.E.A.P. program. Enclosed, please find the following:

1. A funding proposal which we presented to the Coca-Cola Foundation. This is the best and most complete presentation of the L.E.A.P. program.
2. Our generic Funding Proposal and Final Report which will give basic information on the program and last summer's work.
3. Several newspaper articles from around the State of Connecticut addressing L.E.A.P.. The most comprehensive of these, which is quite useful for a brief presentation of the program is the article from the Yale Weekly Bulletin and Calendar.
- ** 4. Our videotape which includes a self-produced piece on L.E.A.P. and two television news stories on the program: one on a marine biology program all of our children participate in, and the second on the visit of Senators Dodd and Lieberman to L.E.A.P.. This is by far the most interesting and exciting explanatory material which we have. It will give you a feel for the soul of L.E.A.P..

To remind you of some of the information which I shared with you in our discussion at the Hilton, I include here a second list of some recent and relevant facts:

1. Our summer component is funded by (in order of financial significance): individuals, foundations, corporations, institutions of higher education, and the U.S. Commission on National and Community Service.
2. The U.S. Department of Higher Education gives us significant funding to pay for our school year follow through component. This component uses the counselors from the summer working with their same children through the school year six to ten hours a week.
3. Senator Dodd, Senator Lieberman, and Congress Member DeLauro, all have proven themselves again great supporters of L.E.A.P. by sponsoring a breakfast fundraiser for corporations last month. This has gone a long way towards broadening our funding base and expanding in-kind donations (see page 21 of the Funding Proposal and Final Report for the 40 in-kind donors from last summer).
4. L.E.A.P., by expanding from 200 to 400 children this summer, will be the largest youth service agency in New Haven and one of the largest youth employers in the city.
5. L.E.A.P. trains its staff via a two and a half week

training program, weekly meetings during the summer, and a mid-summer retreat. We are now expanding alliances with organizations like the Children's Defense Fund and the Yale Child Study Center to complete portions of this training.

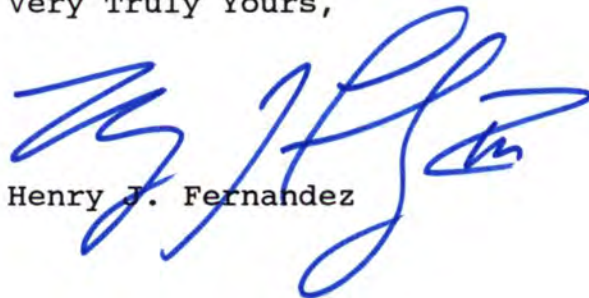
I would love to sit down and discuss L.E.A.P. with you (or anyone you believe I should). I am tremendously excited by this model which was developed by myself and other students at Yale (particularly Matthew Klein, Regina Winters, and Jonah Edelman), as well as experts from the Yale Child Study Center (focusing on mental health), the School of Education at Southern Connecticut State University, administrators from city public and private schools, and other local youth service workers.

We are currently about forty thousand dollars short of our goal for this Summer. The two largest portions of our budget are counselor salaries and transportation. If you could be of any assistance in either of these areas, it would be greatly appreciated. Similarly, L.E.A.P. would be happy to submit a proposal to or speak with anyone you think might be of help.

Because of my schedule it is easiest to reach me at home at (203) 562-7333 or via my beeper at (203) 495-4216. Please feel free to contact me if you have any questions or if you would like to schedule a meeting.

Thank you for your time and consideration.

Very Truly Yours,



Henry J. Fernandez

L.E.A.P.

Leadership, Education, and Athletics in Partnership
for New Haven Youth

Final Report Summer 1992



Funding Proposal Summer 1993

Creating A New Haven For Our Children

L.E.A.P.

Leadership, Education, and Athletics in Partnership
for New Haven Youth

Final Report Summer 1992



Funding Proposal Summer 1993

Creating A New Haven For Our Children



Summary

L.E.A.P.
Leadership, Education, and Athletics in Partnership
For New Haven Youth

<i>Address</i>	L.E.A.P. PO Box 3094 New Haven, CT 06515
<i>Telephone</i>	(203) 498-8864
<i>Executive Director</i>	Henry J. Fernandez
<i>Fiscal Agent</i>	Dwight Hall at Yale, Inc. Yale Station New Haven, CT 06520 (a non-profit 501(c)(3) corporation) Jack Hasegawa, General Secretary
<i>Program Dates</i>	
<i>Summer Session</i>	June 29, 1992 to August 21, 1992
<i>Number of Days</i>	40
<i>Staff Training</i>	June 14 to June 28, 1992 July 24 to July 26, 1992
<i>Number of Campers</i>	219
<i>Boys</i>	109
<i>Girls</i>	110
<i>Age Range</i>	7 to 13
<i>Senior Staff</i>	28
<i>Age Range</i>	18 to 33
<i>Junior Staff</i>	29
<i>Age Range</i>	15 to 19
<i>Summer 1992 Income</i>	\$176,403.14
<i>Summer 1992 Expenses</i>	\$160,449.81

Contents

<i>Summary</i>	2
<i>The Program</i>	
Introduction	4
How L.E.A.P. Came To Be	4
The Sites	5
Program Participants	6
<i>Goals</i>	
Academic Development	6
Social Development	7
<i>Methods</i>	
Small Group Size	9
Living in the Community	9
Parental Involvement	10
The World as Classroom	10
Making Education Happen	11
Continuity	11
<i>Staff Composition</i>	
The Counselors	13
Selection and Individual Talents	13
Commitment and Growth	14
<i>Staff Training and Program Evaluation</i>	15
Preparation and Training	15
<i>A Day In The Life</i>	16
<i>Budget</i>	
Funding	18
Expenses	19
<i>Special Thanks</i>	20
<i>In-Kind Givers</i>	21
<i>Appendix A: Funding Proposal, 1993 Summer Component</i>	23
<i>Appendix B: L.E.A.P./Dwight Hall 501(c)(3)</i>	28

The Program

Introduction

On June 29, 1992, one year of work by dozens of people came to its fruition when 224 New Haven children arrived at the first day of the L.E.A.P. summer program. These children, residents of two public housing developments, one privately owned HUD-subsidized housing development, and one of New Haven's most economically depressed neighborhoods, had no idea how different this summer would be from past summers. On this day, the children ranging in ages from seven to thirteen years old, met the college and high school students who would be their counselors, mentors, teachers and friends for the next eight weeks.

It is likely that despite over 100 hours of training, the fifty-seven counselors similarly did not know what to expect. Senior counselors had moved into vacant public housing units in the children's neighborhoods only days earlier, and both junior and senior counselors were rushing to complete last minute details for the first day of L.E.A.P. Working in a team of one college student counselor and one high school student junior counselor with eight kids of roughly the same age, twenty-eight groups began L.E.A.P.'s first summer. They would

spend the next eight weeks participating in an experiential learning model which incorporated three mornings a week of classroom instruction, educational field trips, overnight camping trips, and one long trip to either Boston, Washington, D.C., or Toronto, Canada.

How L.E.A.P. Came To Be

In September of 1991, several students at Yale University who had worked intensively in New Haven's poorest neighborhoods sat down with several community activists who were concerned about the plight of the city's children. In these early meetings a coalition was formed which contained: the organizer of a city-wide track program, the head of a student mentoring program, a staff member of the Yale Child Study Center, the Dean of Education at Southern Connecticut State University, the heads of three city schools, and a regional director of the Department of Children and Youth Services. These minds together developed the concept of L.E.A.P., based loosely on a model at work for years in Boston and Cambridge, Massachusetts.

From the beginning this working body believed that there had to be an effective way to use the tremendous resources of the City of New Haven to improve the life opportunities of children. Particularly, L.E.A.P. sought to use college stu-

dents from the seven institutions of higher learning to make real, potentially long-lasting change in the lives of the city's youth. To accomplish this, L.E.A.P. worked to determine what was already available in the city, and how these resources might best be tapped and combined. Toward this end, members of the newly formed L.E.A.P. program went throughout the city and state visiting existing programs and building bridges to create a program to begin in the summer of 1992.

The Sites

Early on, L.E.A.P. decided to run the program in four neighborhoods. Each was chosen because of the willingness and need of the community for a new program which addressed the educational and social development needs of the neighborhood's children.

Church Street South, a huge family development stretching over several blocks, has become known in New Haven as "the Jungle." An unfair description to be sure, but nonetheless, CSS has had significant problems over the years with gangs, drugs and gang related violence. Fortunately, in the last few years, management has sought to curb many of these problems while decreasing vacancy and improving youth services. CSS tenants and management welcomed the possibility of a new summer program.

Similarly, Elm Haven, in the Dixwell neighborhood of New Haven, has a bad reputation and a large number of children needing something productive to do over the summer. Tenant management and the City of New Haven Housing Authority, both looking for a way to improve the day to day life of residents, agreed to increase their efforts toward youth by welcoming L.E.A.P. into the city's largest public housing development.

The support of the housing authority proved crucial in another neighborhood: Westville Manor. Off in a corner of New Haven, surrounded only by other public housing developments and an institution for the mentally retarded, "The Manor" lacked almost any productive summer opportunities for youth. Several tenants and the housing authority suggested making Westville Manor a L.E.A.P. site.

Newhallville would be the final site. Unlike the other three neighborhoods, Newhallville lacks a huge public housing development. Like the other neighborhoods, it has a high percentage of poor people and tremendous problems with youth-on-youth violence as well as substantial drug-related crime. Newhallville was chosen because of the support of the Lincoln-Bassett Community School, renowned for its interest in and promotion of innovative programs.

Program Participants

L.E.A.P. recruited children from four neighborhoods: the Church Street South development, the Elm Haven development, the Westville Manor development, and the Newhallville neighborhood. In most cases, children were recruited by word of mouth, the only requirement being that they live within the specified neighborhood. In some cases counselors went door to door, or talked to kids hanging out on corners. In this way, children became involved who otherwise would not have had any structured activity for the summer. They went from spending their time at the local playground to visiting Canada and other cities in the United States, reading Langston Hughes, and traveling around their city with many new-found friends.

Providing continuity for the children in the program was crucial to L.E.A.P.'s mission. Every child in L.E.A.P. will be placed in a program for the academic year as well--in the vast majority of cases with the same counselor and junior counselor who already know their home life and have insight into their behavior, strengths, and weaknesses. Each child will be encouraged to participate in L.E.A.P. again next summer. By repeating this process, L.E.A.P. hopes to follow its children for years, eventually hiring some to work in the program as junior coun-

selors and ultimately as collegiate counselors themselves.



The Goals

Academic 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 education. Some children come to school hungry and tired, some affected physically by their 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 on the part of the 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. This is not surprising when one considers that few

teacher training curricula deal with the needs of the inner-city child.

New Haven's teachers, despite significant efforts on the part of 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, was able to overcome many of these handicaps. One to four counselor to child ratios allowed the teaching of basic educational skills in math and English as individual attention was given to each child. Counselors were told to view all of New Haven and beyond as their classroom. Often dreary and hot school buildings were replaced by the new public library or a campground in the mountains of New Hampshire, where mathematics assignments were completed.

Social Development

Our schools have not successfully addressed a critical problem for many inner-city children. 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. 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.

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. New Haven has seven institutions of higher learning, a fine public library, several nationally renowned theatres, 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 of the chasm, 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 di-

vergent communities. Counselors, frequently 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 facilities for the children, and took children to the library to read and get library cards.

L.E.A.P. counselors took their children to swim at the public beach, to visit the numerous museums, and to play in the parks. This was usually done on foot or via public transportation so that children would 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 began to learn what was correct behavior at each location and began to develop the sense of control over and understanding of their environment, so necessary for self-esteem. This coupled with the low counselor-student ratio both in and out of the classroom allowed for continued modeling and development of positive behavioral patterns.

Both in the classroom, and throughout the program, counselors used resources and curricula to foster each child's self-esteem. Children wrote or drew in journals, often daily, of their feelings and accomplishments. Books and other materials were chosen based on their validation of Black and Latino characters, and each child received 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 contributed to building self-confidence and the ability to work in a group.

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



Methods

Small Group Size

Unfortunately, New Haven's public school children are generally educated in crowded classrooms. This lends itself to rote teaching methods which do not recognize or meet the needs of the individual child. Similarly, children are able to avoid classroom participation and do not have significant opportunities to express themselves or seek assistance if necessary. L.E.A.P. overcomes many of these problems by utilizing the small group model.

This summer, each team of counselor and junior counselor were assigned eight children of the same age and sex (except in the youngest groups) for the entire eight weeks. This structure facilitated individual attention and the capacity to work in a group, both incredibly important skills for academic and social development and achievement.

Living in the Community

Through the generous assistance of the Housing Authority of the City of New Haven, L.E.A.P. was given housing space for its college student senior counselors in vacant apartments in the neighborhoods where the children lived. The fact that counselors lived in the neighborhoods where they worked had at least three incredible benefits.

First of all, counselors were able to develop an understanding of the issues that the children and their families faced day to day. When a young man was murdered in the playground outside Westville Manor, counselors were not only aware of the incident, but were forced like other residents to come to grips with the fact that a murderer was nearby. When a community festival was held in Church Street South, counselors joined their neighbors in the festivities. Good and bad, day to day, the life of the neighborhood was the life of the counselor. The understanding borne of shared experience gave counselors insight into why children behaved in a certain way and what tools children really needed to prosper in their community.

Secondly, counselors were available to children after official program hours. Thus children in Elm Haven were able to sleep over with their counselor yet be close enough that their parents did not have to worry about them. As well, dozens of children had their hair cut or braided by counselors while others were able to seek out a quiet, safe place to read or find advice while waiting for their parents to return from work. These opportunities, good unto themselves, also served to strengthen the relationship between child and counselor, and thus improved the counselor's ability to

impact the child's academic and social development.

Finally, each community began to perceive an ownership of the program. Because the program was always nearby, parents felt that they had more of a right to say what their child needed, and also had more of a desire to help meet those needs. Thus one counselor's barbecue in the Elm Haven neighborhood drew all of "her parents" out to help, while counselors in another neighborhood were forewarned of the possibility of a fight between two neighborhood families.

Parental Involvement

Because counselors live in the community, it is much easier for them to get to know the parents of all of their children. This is important because L.E.A.P. requires that each counselor meet with each of his or her children's parents at least once a week. These meetings allow the counselor to report on how the child is doing in the program, what the group will be doing over the next week, and where the child has succeeded or where he or she might need some discipline.

At the same time, these meetings are an opportunity for parents to address issues of concern: what the child seems to really need help in academically, how the child is interacting with other children, or how the counselor plans to raise money

to travel to Toronto. It is in these meetings that the trust necessary to develop a partnership for each child's development is created.

Parents also get involved in many other ways. Counselors invite parents to go on trips, while parents volunteer to cook meals for overnight events. It is L.E.A.P.'s belief that this partnership between parent, child and counselor is a unique one, which fosters long term social and academic growth for all of the children. The four final shows, one at each site, had tremendous parental turnout demonstrating the potential of this model.

The World As Classroom

While L.E.A.P. could not have functioned without the classroom space so kindly donated by the New Haven School District, at least as much learning went on outside of the classroom as inside. Counselors developed curricula which used the many resources of New Haven and beyond in combination with the classroom to teach children basic academics and to develop useful life skills.

For example, one counselor in Newhallville prior to her group's overnight camping trip did the following: in the classroom developed a set of rules with her girls to be followed during the trip (to foster writing and group process), discussed nutrition and what food the

group would need to purchase for an overnight trip, traveled by public transportation to the supermarket, had the children work as a group to purchase twenty dollars worth of food within their established nutritional standards (to demonstrate the usefulness of algebra), and then took the girls to the Eli Whitney museum to make fishing poles for the trip. To facilitate the myriad of travel experiences, L.E.A.P. rented ten fifteen-passenger vans and purchased ninety bus passes for the months of July and August.

Making Education Happen

L.E.A.P.'s educational methodology has two components. First, educational techniques must be interesting and useful. In order to maintain children's interest and thus be able to teach, a counselor must enable them to understand why they are performing a certain task. By linking classroom study to related field trips, children can begin to see the relevance of what they are learning, and how they can apply newly gained skills.

Second, children must be able to participate in an academic exercise if they are going to gain from it. Thus, whenever possible, L.E.A.P. counselors use project-oriented group learning techniques. Projects are designed with each child in mind, so that each child can fit into the project based on his or her skill

level, and be helped by and help others. Thus one child might locate a destination on a map, while another child with more developed map reading skills might determine how far the trip will be, while yet another might determine how long it will take and how much the gas will cost. Each piece of information is necessary to the group, and each builds off of the other.

Continuity

A major criterion in determining who to hire as counselors was their capacity and willingness to continue to work with the children. The dedication of L.E.A.P.'s counselors to the concept of continuity has not waned. Of those remaining in New Haven after the summer, all have stated a desire to continue working with their children throughout the school year.

Similarly, those who had not made plans prior to the summer to leave New Haven after this school year have clearly expressed interest in returning to work next summer for L.E.A.P.'s summer program. Many junior counselors from New Haven's public high schools who began college in September have inquired about returning as senior counselors. L.E.A.P. is excited by this prospect, as well as the goal of including many of the children from the older groups as junior counselors in the near future.

To make the best use of this enthusiasm, L.E.A.P. has begun a school year mentorship program, beginning this October for all of the children served this summer. L.E.A.P. counselors have been hired to work six hours a week with the same children they worked with this summer. This smaller version of the summer program will work with the schools to supplement classroom instruction. The school district is donating classroom space to help in this project.

Collaboration with other existing community-based and university-based programs also allows for continued support of L.E.A.P.'s children. Many children will be placed in or referred to big-sibling mentorship programs and other educational programs operating in their neighborhoods.

L.E.A.P. strives for continuity because that quality is so often lacking in the children's lives. Counselors who have established relationships built on trust with children and families are the backbone of the L.E.A.P. program. Maintenance of these relationships creates the possibility of real long term change in the life opportunities of New Haven's children.



Staff Composition

The Counselors

At the heart of L.E.A.P. are its counselors and junior counselors. The job of counselor demands intense devotion and willingness to spend evenings and weekends with children, to put in long hours of activity planning outside of camp, and to form close ties not only with members of their group, but also with the families in the communities. These are all qualities demanded of L.E.A.P.'s staff, and are prerequisites for an exhausting but successful and rewarding summer.

Selection & Individual Talents

Because counselors of such high quality were needed, the selection process was taken extremely seriously. There was wide recruitment to solicit applications, and prospective counselors faced a thorough and competitive application process. Throughout the spring, local New Haven college and high school campuses were canvassed for those students who reflected what L.E.A.P. was looking for in its staff: an ability to relate to inner city children based on personal or prior work experience, leadership potential, a vision of education as a means of empowerment, and a strong commitment to improving the city for children. Se-

lection was determined through a written application and an interview, conducted by L.E.A.P.'s coordinators, director and Board members, as well as by representatives from local youth service programs.

What resulted was a dedicated staff of 28 senior counselors and 29 junior counselors from seven local universities and five public high schools. Senior counselors ranged in age from 18 to 33, and brought to the program a wide array of skills and interests they wanted to convey to their groups.

Georgia Goldburn, a junior at Albertus Magnus, created a model city with her 8 and 9 year old girls, in which each took on positions in its administration and well being. Georgia took her group to interview New Haven's mayor and officials in housing and other organizations, to visit the courthouse, state capital, and to use public facilities like the library and parks. She was able to convey to her girls a greater understanding of the way public institutions affect their daily lives.

Absalom Massie, a junior at Wesleyan, brought his interest in the philosophy and religion of ancient Egypt to his class, where his students not only studied the history of the civilization, but also drew connections to the present day with themes of community, togetherness, and moral values. The 12 and 13 year old girls who worked with

Regina Winters, a second year graduate student at Yale School of Architecture, learned how to draw plans for buildings, visited Philadelphia and Boston (in addition to their mandated week-long trip to Toronto) to compare architectural styles and meet with the designer of a local middle school. They gained an appreciation for the way the built environment influences the character of a neighborhood. In each case counselors incorporated their particular skills and abilities into a curriculum designed to help the children see the relevance of education to their own lives.

In thinking about how to teach their group, counselors could rely heavily on their own experiences and on each other. Many counselors had grown up in environments similar to those of their children, and understood firsthand the added pressures of daily life that make an appreciation of academics difficult. They were better able to design activities which the children enjoyed, and which focused on the assets of their surroundings.

In this regard, junior counselors were an invaluable resource. Not only could they help when one or two of the eight children needed extra attention, but they could also share their knowledge of the city, and could help plan with counselors where to go and how to get there. In addition, and perhaps most importantly, junior counselors provided

an immediate and accessible role model for the children. They grew up in New Haven, in many cases attended the same schools where their kids were enrolled, and had themselves come to the realization that education was necessary for success. Most of the junior counselors had just graduated from high school and were on their way to college. These junior counselors could talk easily from experience to the children about steps they had taken to get there.

Commitment and Growth

One of the best indicators of the level of commitment counselors and junior counselors have to L.E.A.P. and to their children is the percentage of the staff that continues to keep regular contact with their groups. All of the counselors and junior counselors who will be in New Haven over the academic year are continuing to work with their kids at the minimum on a weekly basis, and most are looking forward to returning next summer. Many of those junior counselors who went off to college also are anxious to return on their breaks, and a few will themselves become senior counselors next year. Returning counselors and junior counselors will strengthen L.E.A.P. immeasurably, as they will not only have an idea of what to expect themselves, but will be able to guide new staff members

through the difficult times with practical advice and a reassuring empathy.

In many ways, the staff found the summer as educational for themselves as it was for the children. Senior counselors who attended school in New Haven learned more about their city in two months than they had in all of their previous collegiate experience. Junior counselors found that senior counselors were both friends who reinforced their aspirations to attend college, and advisors who could explain the subtleties of the application process. Both groups also became even more aware of the ways that the recent rise in AIDS cases and drug and gang related violence affect young children's outlook on life. Counselors and junior counselors as well took on new responsibilities they rarely encountered in other jobs. They were in charge not only of developing a daily curriculum, but also of insuring their children's safety, leading their group on wilderness camping trips, and navigating a strange city with 8 excited kids for a week.



Staff Training & Program Evaluation

Preparation & Training

To prepare them for the variety of challenges they faced throughout the summer, counselors and junior counselors attended an intensive two-week training session at the start of the program, before meeting their children. Topics ranged broadly; seminars like "Involving Children in Science and the Environment", "Violence Prevention", "Group Dynamics with Children," and "Safety and Community" were led by experienced teachers, social workers, police officers and neighborhood activists from throughout New Haven.

In each session, the goal was to inform the counselors about the topic, and to do it in a way that a counselor could repeat with the children in his or her group. Counselors also completed a lengthy evaluation of the training, and because of their comments, next years' training will focus even more extensively on curriculum development and community organizing.

Evaluation of the structure of the program did not stop at the end of training. A mid-summer retreat at Trinity College gave counselors a chance to all come together again, and work on developing curriculum especially for their upcoming long trips. At the end of the program the

entire staff completed an extensive critique of the program and also wrote about the effects of the program on their own lives and a page on each child in their group. This information will be used so that future counselors will have extensive knowledge about the strengths, weaknesses, family situations, and emotional issues of each child. This background information will help counselors know what to expect from their group, and give practical advice about how to address each child's needs. Also, every Sunday throughout the summer, counselors at each neighborhood site would come together to discuss with each other and with L.E.A.P.'s coordinator's and director the problems they were encountering, and to share ideas about possible solutions.

Though counselors often joked that they could never think of anything to talk about other than their kids, these Sunday meetings provided a structured opportunity for the staff to compare notes on what worked in discipline, or teaching techniques, and what the program could do to give them more support. These meetings also allowed coordinators to schedule program wide trips, hand out information or extra materials, and gain a sense of the staff's opinion concerning the program's organization. Throughout the summer the

counselors developed an ever increasing sense of common mission and spirit. Symbolizing the unique bond among counselors, each staff meeting ended with a group hug.

A Day in the Life

by Regina Winters, Senior Counselor

As early as 8 a.m. some counselors are awakened by the anxious knocks of children arriving much too early for camp. Others have their breakfasts interrupted by phone calls with the same eager question: "What are we doing today?" Amidst the morning's greetings and inquiries there is the bustle of preparation and calls to parents to remind them of the day's schedule and those applicable essentials such as bathing suits or journal assignments due to be read aloud in class. Finally, at 9:30, emerging counselors are met with smiles and excited greetings as a wave of energetic 7-13 year-olds prepare for the walk to school.

Three mornings a week the children participate in in-class activities ranging from educational games to math drills which might precede an excursion to buy food for an over-night camping trip. Children regularly exercise language skills, reading and writing

in analysis of their environment, community, families and selves. Afternoons are filled with a combination of recreation and individual study. One might include a few hours of swimming or ball-playing as well as creative exercises in writing or crafts in the classrooms or locations such as the New Haven Free Public Library.

On non-class days, counselors are met with additional enthusiasm as children anticipate trips to Boston for exposure to aspects of African American history such as those addressed by the Black Heritage Trail; to New York for visits to areas of renowned culture, architecture, the media, and fine arts; to Philadelphia for an introduction to the birth of government and a view of the Declaration of Independence. Even more valuable are trips to facilities which are readily accessible to the children beyond camp hours such as the Peabody and Whitney museums, the local court house or Venturi's post-modern fire station.

A L.E.A.P. counselor is constantly met with the challenge of connecting these field trips to the week's academic theme—not to mention that of maneuvering a fifteen-passenger van along routes ranging from four-lane highways to narrow cobble streets—all the while entertaining unrelenting questions about the day's destina-

tion and purpose.

A day in the life of a counselor often ends with walking each child to his or her door, greeting parents and reporting, if necessary, any problems or improvements made that day.

The ensuing evening of reading, camp business, budgeting and planning is constantly interrupted by the returning laughter and knocks of children now fed for the night and refueled for evening entertainment.

Enforcing the time for children to vacate is hardest of all, as disappointed faces challenge counselors who make them wait the twelve hours until camp begins again in the morning.



Funding

<i>Individual Donors</i>		\$75,683.14
<i>Corporations</i>		19,750.00
Fusco Corporation	2,500	
Bristol-Myers Squibb	5,000	
Burt Labs	500	
Connecticut National Bank	500	
Fleet Bank	5,000	
United Aluminum	1,000	
Cesar Pelli & Assocs.	5,000	
Perkins & Mario	250	
<i>Foundations</i>		27,000.00
Carolyn Foundation	9,500	
Carse Foundation	2,500	
Morris Levinson Foundation	5,000	
New Haven Foundation	10,000	
<i>Universities</i>		7,300.00
Southern Connecticut State (Dept. of Education)	4,800	
Yale University (Secretary's Office)	2,500	
C.A.S.T. (Coalition for Action by Students Together)		11,500.00
U.S. Commission on National & Community Service		23,795.00
Yale Club of New Haven		700.00
Private Industry Council (in the form of junior counselor salaries)		10,675.00
Total		\$176,403.14

(Additional funding directed toward next summer program.)

Expenses

<i>Staff Stipends</i>		\$102,340.00
Senior Counselors (28)	46,200.00	
(\$15,400 paid by Yale work-study)		
Junior Counselors (29)	52,200.00	
Director	1,080.00	
(\$2520 paid by Yale Law work-study)		
Counselor Coordinators (2)	2,860.00	
(\$1540 paid by Yale work-study)		
 <i>Transportation</i>		35,211.00
10 rental vans for 2 months	22,000.00	
Gas and maintenance	8,571.00	
Bus passes for July & August	4,640.00	
 <i>Group Expenses</i>		
(admissions, educational supplies and food)		
28 groups x \$60.00 x 8 weeks		13,440.00
 <i>Educational supplies at startup</i>		580.00
 <i>Books for each child</i>		1,746.60
 <i>Training</i>		
June training		435.95
stationery	344.41	
photocopying	91.54	
July retreat		1625.00
room rental Trinity College	1200.00	
stationery	100.00	
food	325.00	
 <i>Camping Supplies</i>		3,100.00
(tents, backpacks, stoves, etc.)		
 <i>T-Shirts</i>		1,971.25
 <i>Total</i>		\$160,449.80

Special Thanks

Manette and Harry B. Adams
Francis J. and Phyllis R. Anscombe
Paula Armbruster
Mr. & Mrs. John M. Baer
Marija and Ivo Banac
Mr. & Mrs. Richard C. Barker
Beatrice S. Bartlett
John & Barbara Beecher
Patricia M. & Michael A. Berký
Roberta Y. Blanshard
Marie E. Borroff
William & Ellen Brainard
Charlotte & Newton Brenner
Frank and Anabel Brieff
Rita & Jerry Brieger
Jay & Grace Bright
Burt Medical Lab
Linda R. & Robert A. Burt
Anne and Guido Calabresi
Dr. & Mrs. Christopher Canny
Mr. & Mrs. Louis Ceruzzi
Cesar Pelli & Associates
Ann L. Chieppo
Ryo Suk Chun, M.D.
Katrina Clark
Larry and Jane Cohen
Rhoda Cohn
Peter Cooper
John S. & Judith Lapkin Craig
Lance & Jennifer Crane
John J. & Catharine C. Crawford
Anne McB. Curtis, M.D.
Drew and Ann Langdon Days
Lawrence & Lois T. Deckelbaum
Rosa Delauro
Peter & Elizabeth Demir
Pete & Anne Duncan
Jerome B. & Phyllis C. Edelman
Stanley C. & Dana Angluin Eisenstat
James D. English
Lane and James English III
Joanna and Kai Erikson
Dr. Robert Evans
Pam & Michael Feinberg
Margaret W. and John B. Fenn
Polly and Andrew E. Fiddler
Betsy G. Fiske
Joy & Stanley Flink
Harris Friedberg & Mel McCombie
Lynn Fusco
Patricia & Nathan Garland
Toddie & Chris Getman
Charles C. Goetsch
Robin Golden & David Berg
June S. & C. David Goldman
Robert M. Gossard, M.D.
William Graustein
Stanley Greenberg
Bridget and Ezra Griffith
Robert G. Grodd
Jean M. Handley

Henry S. Harrison and Ruth Lambert
Robert J. Harrity & Janet A. Madigan, M.D.
Norman Harrower
Renee and Geoffrey Hartman
Elizabeth and Geoffrey Hazard, Jr.
Beverly J. Hodgson
Caryl E. Johnson
Gerald H. Kahn
Norman R. Kaplan M.D.
Barbara & Ivan Katz
Jean R. Kelley
Dr. Robert A. and Dr. Ruth A. King
Mr. & Mrs. Charles C. Kingsley
Daniel M. Koenigsberg, M.D.
Robin & Ken Kramer
Nancy Greenberg and Anthony Kronman
Shirlee Elston Labov
Anthony LaBruzza, M.D.
Nancy and Philip Lebov
Hannah H. Leckman
Mr. & Mrs. Murray Lender
Jane A. & Richard C. Levin
Beverly & John Levy
Judith A. Lhamon
Dr. W. and Carolyn D. Lieber
Frank & Mary Ann Logue
Ruth Lord
Marc & Margaret Mann
Gloria McLennon
Laura R. Ment & Charles C. Duncan
Estelle L. & Alfred T. Meyer
Roslyn and Jerome Meyer
Joan and Walter R. Miller
Irma and Paul Milstein
Rosita M. & Grayson Murphy
Molly and David I. Newton
Jonathan Perkins
Laura L. & Frank M. Perrine
Barbara O. Pivawer
John C. Pope
David & Linda Reis
Bruce & Susan Rose-Ackerman
Carol and Stephen A. Ross
Carol and Sanford Schreiber
Dr. & Mrs. John E. Showalter
Mr. & Mrs. John G. Simon
Uriel & Shulamith Simon
A.W. Van Sinderen
Audrey and Ben Solnit
Jerald L. & Barbara Stevens
Alfred W. Vasinderen
Hyla and Barry Vine
Laurel & Jim Vlock
Barbara Wareck
Cynthia and Joseph Warshaw
Alan & Nancy Maizels Weiner
Katharine & Kenneth White
Karen C. and Richard Wies
Bernice Willis
Mary Lou and Edward Winninck
Stephen & Rachel Wizner

L.E.A.P. In-kind Givers

Airways Rental Company
Albertus Magnus College
American Screenprinters
Black Print Bookstore
C.A.S.T.
The Children's Museum of Boston
Art Chung
Creative Arts Workshop
Creative Toymaker
Cress Lincoln Mercury
Dwight Hall at Yale, Inc.
The Eli Whitney Museum
Fleet Bank
Forms and Worms
George Washington University Law School
Housing Authority of the City of New Haven
Jewel/Volvo Grassroots Program
Mike Kiernan
Kodak
Lake Quassy Amusement Park
Lehman Brothers, Inc.
Media Arts Center
Mystic Seaport and Aquarium
The Norwalk Maritime Center
New Haven Public Library
The Peabody Museum
Police Athletic League
The School District of the City of New Haven
Schooner, Inc.
SNET Paging, Inc.
Southern Connecticut State University--
 Department of Education
The University of Toronto
Tom Violante
Y.M.C.A.
The Yale Child Study Center
Yale Department of Athletics
Yale Insurance Agency
Yale Law School
Yale University Art Gallery
Yale University, Office of the Secretary

Appendix A:
Funding Proposal
1993 Summer Component

Summer 1993 Proposal - Summary

Sites Church Street South Housing Development;
Elm Haven Public Housing Development;
Westville Manor Public Housing Development;
Newhallville;
and an additional site to be selected.

Campers Number: 400 Ages: 7 to 13

Staff Director: 1
Asst. Director: 1 ; Counselor Coordinators: 5
Counselors: 50 (college students)
Junior Counselors: 50 (high school students)
Administrative Asst.: 1

Program Structure

Counselors live in donated public housing units;
Program runs 9:30 to 4:30, 5 days a week: 3 mornings a week
in NHPS donated classrooms;
3 afternoons a week — recreation;
2 days a week — educational field trips;
2 overnight wilderness camping trips;
1 week trip over 100 miles from New Haven.

Dates of Operation

Staff Training:	June 14 to June 26
Camp Operation:	June 28 to August 21
Mid-Summer Retreat:	July 23 to July 25
Evaluation Retreat:	August 21 to August 22

Staff Training

Two week training session for counselors and junior counselors at L.E.A.P.'s Center for Educational Partnership and mid-summer retreat: First Aid certification; Project-oriented educational methodology; Violence-Prevention training; Self-Esteem and Group Process training; and, Wilderness Camping Skills.

Budget	\$396,700
---------------	------------------

Summary

This final report analyzes the L.E.A.P. program over the summer of 1992. What follows is a summary of the proposed L.E.A.P. program for the Summer of 1993. The L.E.A.P. Summer component will remain substantially the same in 1993 as it was in 1992. We outline here only our proposed significant changes and expansions.

Expansion of Services

L.E.A.P. will increase both the number of children served and the number of neighborhoods served. It is our goal to serve 400 children in the summer of 1993. This will mean both expansion at existing sites in Westville Manor, Newhallville, Elm Haven, and Church Street South, as well as adding an additional site. To accomplish this increase in services, there will be a corresponding increase in the number of counselors and junior counselors. That is, 50 college students from New Haven colleges and 50 high school students from New Haven public high schools will be hired to maintain a 1 to 4 child to counselor ratio.

Improvements in Training

Via substantial counselor evaluation following the 1992 Summer Component, several areas were identified where counselors

believed more training is necessary. The June 1993 training program will include added instruction in community organizing, curriculum design, identifying and working with learning disabilities, and identifying and working with abused children.

In 1992, we determined that in order to build a strong local training network, we would limit our trainers to those working in New Haven. While this met many of our needs, we now recognize the necessity to go outside New Haven for specific training requirements. Thus, we will make contact with programs attempting to accomplish goals similar to L.E.A.P.'s, and identify strong trainers to compliment our core group of New Haven experts. As we must look outward, we also must realize the tremendous talents developed through the first summer. Returning L.E.A.P. counselors who have lived and worked intensely with L.E.A.P.'s children will be drawn upon to relate their experiences to new counselors.

Curriculum Design

Last summer, L.E.A.P. gave significant freedom to counselors to design their own curricula. On the whole this was very successful. However, it did put a huge time burden on counselors, most of whom had never designed a cur-

riculum before. In the 1993 Summer Component we will maintain significant counselor freedom in the design process, but will provide much more structure within which counselors may work.

L.E.A.P. will identify particular social development and educational goals for each age group and counselors will be given training in methodologies to achieve these goals. Specifically, L.E.A.P. will employ project-oriented curricula in which a group works on a project and each child participates at his or her own skill level. In order to take planning pressure off counselors during the program, all counselors, working in tandem with experts, will leave the June training session with a complete curriculum. This curriculum will necessarily change over the summer, so bi-weekly curriculum meetings will be held with each counselor. In an expansion of a technique used in the Summer of 1992, experts familiar with L.E.A.P.'s unique educational methods will sit in on classes and visit groups on field trips to evaluate and assist counselors and children.

Counselor Coordination

Throughout the Summer of 1992, two Counselor Coordinators had responsibility for four sites and 57 counselors and junior counselors. While these two did an excellent job, it became clear that they were forced to spend too much time taking on

administrative duties. This meant that counselors in turn were forced to spend time on tasks sometimes unrelated to the direct delivery of services to children.

To overcome this difficulty, the 1993 L.E.A.P. Summer Component will have five Counselor Coordinators, one for each site. Each Coordinator will live at a site and be responsible for the program in that location. This will allow Coordinators to know the specific needs of groups and assist in meeting those needs. A part-time administrative assistant will take over all cash disbursements and the payroll.

In the Summer of 1992, dozens of organizations made in-kind donations to L.E.A.P.. We hope and expect to have such support in the future as well. We do not list all in-kind donations made or expected here, but instead list those expected significant donations which directly impact the preceding proposed budget.

Housing

The Housing Authority of the City of New Haven has indicated its desire to once again house all L.E.A.P. senior counselors in available public housing units. While the program benefits to this donation are tremendous and frequently cited in the 1992 Final Report, the cash value of this housing is quite large. We are

forever thankful for the Authority's tremendous support.

Classroom Space

The New Haven Public School system has indicated its desire to once again provide classroom space in neighborhood schools. This donation creates structure and is a far-sighted use of a community resource by the public schools.

Human Resources

The Private Industry Council (PIC) paid a portion of the salaries of twenty high school students in the Summer of 1992, and we are hopeful that this will be extended for the Summer of 1993. PIC's dedication to youth employment is well known and has recently garnered awards.

Yale University's work-study program allows L.E.A.P. to pay only thirty percent of counselor salaries if they are financial aid recipients at Yale. This applied to ten counselors in the Summer of 1992. We are hopeful that other colleges and universities will extend federal work-study funds to assist in the payment of counselors in the future.

Universities and Colleges

In the Summer of 1992, Albertus Magnus College donated

the use of its pool every afternoon for the month of August. Similarly, Southern Connecticut State University donated auditorium space and paid the salaries of two of its student counselors. Yale University also provided auditorium space, and Yale Law School gave classroom space and dormitory rooms for the training session. It is our desire to maintain and extend the participation of local schools.



Summer 1993 – Finances

<i>Human Resources Expenses</i>		Percent of Budget
Human Resources Director	\$5,000	
Assistant Director	\$3,000	
Counselor Coordinators (\$3000 x 5)	\$15,000	
Administrative Assistant (part-time)	\$2,000	
50 Counselors (\$2500/summer)	\$150,000	
50 Junior Counselors (\$2000/summer)	\$100,000	
<i>Subtotal (Human Resources)</i>		\$275,000 69%
 <i>Training Expenses</i>		
Workshops		
CPR and First Aid	\$1,000	
Community Organizing	\$1,000	
Curriculum Development	\$4,000	
Educational Techniques	\$2,000	
Supplies and Photocopying	\$1,000	
Food	\$1,000	
<i>Subtotal (Training)</i>		\$10,000 3%
 <i>Transportation Expenses</i>		
15 van rentals @ \$1000.00/month	\$30,000	
Gas	\$13,500	
Maintenance	\$2,500	
Public Transportation	\$10,500	
<i>Subtotal (Transportation)</i>		\$56,500 14%
 <i>Program Expenses</i>		
Educational and Recreational Supplies	\$4,600	
Activities and Admissions	\$26,000	
Eli Whitney Museum Woodworking Classes	\$10,000	
Camping Equipment	\$7,500	
Food	\$2,300	
<i>Subtotal (Program)</i>		\$50,400 13%
 <i>Administrative Expenses</i>		
Telephone & Fax	\$1,500	
Administrative Supplies	\$2,000	
Photocopying	\$1,300	
<i>Subtotal (Administrative)</i>		\$4,800 1%
 <i>Total Cash Needed</i>		 \$396,700

Appendix B:

**L.E.A.P./Dwight Hall
501 (c)(3)**

1 855 Central Ave., Albany, N.Y. 12206
2 68 Sewall St., Augusta, Maine 04330
3 JFK Federal Bldg., Boston, Mass 02203
4 P.O. Box 991, Brooklyn, N.Y. 11202

5 111 West Huron Street, Buffalo, N.Y. 14202
6 11 Elmwood Ave., Burlington, Vt. 05401
7 450 Main St., Hartford, Conn. 06115

8 P.O. Box 3100, New York, N.Y. 10008
9 80 Daniel St., Portsmouth, N.H. 03801
10 130 Broadway, Providence, R.I. 02903

Department of the Treasury

P. O. BOX 9081

District Director

Internal Revenue Service

Date: JUN 13 1975

In reply refer to:

EP:EO M. DARR

223-4241



Yale University Christian Association
Dwight Hall - Box 404A
Yale Station
New Haven, Conn.

Date of Exemption: July 16, 1942
Internal Revenue Code Section: 501(c)(3)

Gentlemen:

Thank you for submitting the information shown below. We have made it a part of your file.

The changes indicated do not adversely affect your exempt status and the exemption letter issued to you continues in effect.

Please let us know about any future change in the character, purpose, method of operation, name or address of your organization. This is a requirement for retaining your exempt status.

Thank you for your cooperation.

Sincerely yours,

John E. Foristall
JOHN E. FORISTALL
District Director

Item Changed
Articles of Association of the Young Men's
Christian Associan of Yale University as
amended to April 26, 1948 is approved.

From

To

United States Senate

WASHINGTON, DC 20510

December 2, 1992

Henry J. Fernandez
Executive Director
L.E.A.P.
P.O. Box 3094
New Haven, Connecticut 06515-0094

Dear Mr. Fernandez:

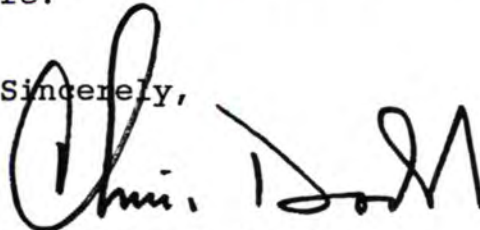
Thank you for the opportunity to visit the L.E.A.P. program. You and your staff should be proud of the work you are doing with the children of New Haven. Involving college students in the day-to-day lives of our children will have long-lasting positive effects on both the communities and the institutions of higher education throughout the city.

L.E.A.P.'s partnership of the public sector, private foundations and organizations, and institutions of higher education serves to build bridges that will create new opportunities for our neediest children. In particular, I was impressed by the breadth of understanding that the counselors gained by living within public housing in the communities where the children they work with live. Similarly, the use of public school classroom space, museums, libraries, campgrounds and other resources teaches children that learning goes on everywhere and that education will be useful throughout their lives.

Finally, I am enthusiastic about the levels of mentorship. College students not only teach the younger children but also provide terrific role-models for the junior counselors from New Haven's public high schools. In turn, these high school students demonstrate to the younger children that it is possible to succeed in school and also show that older youth from the children's own neighborhoods care what happens to the children.

Again, thank you for the opportunity to visit such an innovative and inspiring program. L.E.A.P. has my full support and congratulations. Please do not hesitate to contact me if I can be of any help in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Chris. J. Dodd", written over the word "Sincerely,".

CHRISTOPHER J. DODD
United States Senator

JOSEPH I. LIEBERMAN
CONNECTICUT

COMMITTEES:
ENVIRONMENT AND PUBLIC WORKS
GOVERNMENTAL AFFAIRS
SMALL BUSINESS

United States Senate

WASHINGTON, DC 20510-0703

SENATE OFFICE BUILDING
WASHINGTON, DC 20510
(202) 224-4041

STATE OFFICE
ONE COMMERCIAL PLAZA
21ST FLOOR
HARTFORD, CT 06103

203-240-3566
TOLL FREE: 1-800-225-5605

November 3, 1992

Mr. Matthew Klein
Coordinator
L.E.A.P.
P.O. Box 3094
New Haven, CT 06515-0094

Dear Mr. Klein:

I was deeply impressed by my visit to the L.E.A.P. program. The children clearly liked and trusted their L.E.A.P. counselors which is critical for the intensive social and educational development which L.E.A.P. seeks to accomplish. You have both my support and my compliments.

I was particularly inspired by the play put on by the older boys group at the Elm Haven public housing development. It is so important that children have an opportunity to express their views on the world, what they see and experience. It is this combination of the opportunity to express themselves with the academic benefits created by writing their own play which goes to the heart of L.E.A.P.'s success. For children to learn, they must feel good about themselves and see the usefulness of what they are studying. L.E.A.P. provides children with these opportunities, and you should be proud of your efforts.

I am excited by the prospect of your expansion to serve more children in New Haven. Please let me know if there is anything I or my office can do to help L.E.A.P. with this expansion or its other activities to benefit our youth.

Sincerely,



Joseph I. Lieberman

YALE UNIVERSITY
NEW HAVEN CONNECTICUT

OFFICE OF THE PRESIDENT

October 8, 1992

To Whom It May Concern:

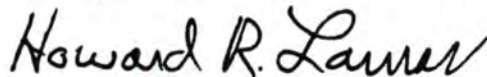
Yale University is pleased to once again endorse the project L.E.A.P. (Leadership, Education and Athletics in Partnership for New Haven Youth) which was proposed by Paula Armbruster, Anne Calabresi and other members and friends of this University in Partnership with the other universities and colleges in the New Haven area.

This Educational Partnership was formed to train undergraduate and graduate students from the six institutions to work together with local high school students in teaching teams. As mentors/tutors they work with many groups of eight elementary or middle school children in enriched summer programs for eight weeks (and after school throughout the year.) These programs take place in city neighborhoods and housing projects working in many cases within already existing programs and are able to take advantage of the unique strengths and resources available in the city of New Haven among the six institutions of higher learning.

The project L.E.A.P. provides a replicable model of how universities and colleges can work with the youth of the cities to provide the motivation to achieve success, satisfaction and self-esteem in learning.

We urge implementation and are prepared to cooperate with this important effort.

Sincerely,



Howard R. Lamar
Acting President



Sheila W. Wellington
Secretary

October 9, 1992

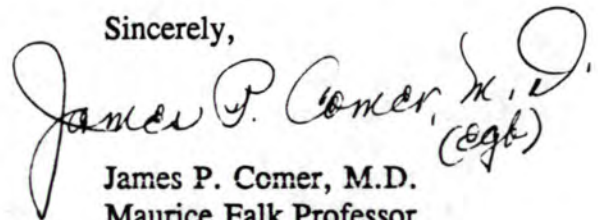
To Whom It May Concern:

I enthusiastically support Paula Armbruster and Anne Calabresi in their efforts to continue a program which integrates education, leadership and athletics for the youth in New Haven. I have been impressed with Ms. Armbruster's commitment throughout the years to addressing the needs of youth and families within New Haven.

Throughout my career I have emphasized the need for such integration. I believe that the lack of emphasis on leadership and/or social skills, and activity learning is a major reason that traditional education approaches have had limited success among low income children. This project builds on the skills children have developed in the academic and social areas. It also expands the children's range of experiences by providing opportunities for them to see and explore different environments through educational and interactive programs. It also teaches children about social interactions in various settings, and builds their social competency.

I feel that such a program is continually needed in New Haven for children to develop needed competencies and confidence, and to have a sense of hope for their futures.

Sincerely,



James P. Comer, M.D.
Maurice Falk Professor
of Child Psychiatry
Yale Child Study Center
Associate Dean
Yale School of Medicine

JPC:egb



OFFICE OF THE PRESIDENT

A unit of The Connecticut State University

SOUTHERN CONNECTICUT STATE UNIVERSITY

501 Crescent Street • New Haven, Connecticut 06515 • (203) 397-4234

October 9, 1992

Ms. Anne Calabresi
Ms. Paula Armbruster
Yale Child Study Center
230 South Frontage Road
New Haven, CT 06510

Dear Ms. Calabresi and Ms. Armbruster:

Southern Connecticut State University is pleased to have supported the proposal for the establishment of the university/New Haven center for an educational partnership, Project L.E.A.P. (Leadership, Education, and Athletics in Partnership). Dr. Bernice Willis, Southern's School of Education Dean, shared with me the plan that established a summer program, followed by a year round mentoring and tutorial program for elementary and middle school children in New Haven, which has involved the six universities and colleges based in our city.

This proposal offers a unique opportunity for the six higher education institutions to work together to improve academic and social skills of inner-city young people. Southern's students have benefited, and will continue to benefit as well. In addition, this program has provided our students with the opportunity to apply skills learned through the project and to experience collaborative relationships with other university/college students. In addition, the project has helped New Haven youth to become more aware of local resources for their future educational experiences.

Southern plans to continue to be an active participant in this effort.

Sincerely yours,

Michael J. Adanti
President

MJA/oc

Office of the President
700 Prospect St.
New Haven, CT 06511-1189

(203) 773-8529



October 8, 1992

To whom it may concern:

It is a pleasure to write in support of LEAP (Learning, Education, and Athletics in Partnership). Not only is the need great here, but the very specific and clear proposal for change developed by Paula Armbruster and Anne Calabresi has provided a logical and very relevant method of obtaining results. The focus of the program is the immediate and longer term needs of children themselves. The establishment of a coordinated effort to work with young and disadvantaged children can help them overcome the difficulties which so often beset them. I have observed the very positive effects of Albertus' relationship with the Lincoln-Bassett Elementary School children and welcome an expansion of this type of activity. Our faculty and students have participated wholeheartedly in this effort, particularly because it has been well and fruitful this past summer. We continue to give it our wholehearted support.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Julia M. McNamara', is written over a horizontal line.

Julia M. McNamara
President

JMcN:kc

UNIVERSITY OF NEW HAVEN
UNIVERSITY HILL
WEST HAVEN, CONNECTICUT 06516

LAWRENCE J. DeNARDIS
PRESIDENT

October 8, 1992

To Whom It May Concern:

I am pleased to write in support of the excellent program LEAP (Leadership, Education, and Athletics in Partnership) established for an Educational Partnership in the New Haven area. The available statistics indicate clearly the need for such an initiative, and I wholeheartedly endorse it.

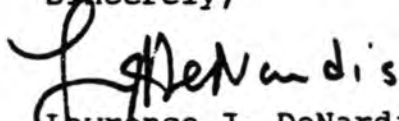
As a provider of higher education and one of the SIX referred to in the proposal, the University of New Haven and I applaud this effort for several reasons:

1. The effect on college curricula of entering students poorly prepared at the secondary and middle school levels is devastating;
2. The cost to our institutions, in both time and dollars, of bringing students with academic deficiencies up to speed in order that they may have a chance to succeed in college and beyond is significant;
3. The need to expend increasing amounts of class time working with students on secondary-school basics before being able to move to college-level material is demoralizing to college faculty.

These factors are diluting the value of a college education at a time when that education has become increasingly important in today's highly competitive career market. That dilution must be reversed.

I believe this program has helped and will continue to help in that regard. Therefore, I urged its implementation at the earliest possible moment and given its success this past summer continue to give it my utmost support.

Sincerely,



Lawrence J. DeNardis
President

**SOUTH CENTRAL COMMUNITY COLLEGE
GREATER NEW HAVEN STATE TECHNICAL COLLEGE**



A Merged Institution

October 7, 1992

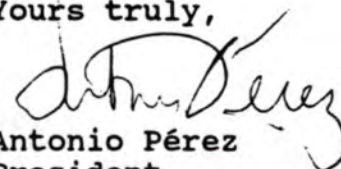
To Whom It May Concern:

New Haven, like many urban centers of the United States, faces serious social and economic problems, including poverty, unemployment, child abuse, drug addiction, AIDS, crime and violence. Efforts to combat such problems, indeed to improve the very quality of life in our city, must be multifaceted and community wide. Health care, criminal justice systems, and education must join forces to provide effective means and resources, personnel and expertise.

South Central Community College views its role in Greater New Haven as a positive force in area efforts to assist citizens to achieve better employment, and hence to diminish unemployment and poverty, to provide child care and education to enable the children of our students to become productive members of the society of New Haven in the next century. Child care as provided by the Early Learning Center at SCCC has provided access to education for children and their parents simultaneously. Mothers and fathers attend classes leading to college degrees while their preschool children attend preschool classes in the same safe, clean educational environment. Childcare, a key that has opened the door to higher education for many parents of young children, is invaluable for making education accessible for a growing number of students who would otherwise be unable to attend due to family commitments.

It is indeed a pleasure to have joined with Paula Armbruster and Anne Calabresi in a joint effort to combat social problems through LEAP (Leadership, Education, and Athletics in Partnership). We believe that such a program is needed, has a realistic chance of continuing to make a difference in the social-educational functioning of New Haven, and that this college can play a pivotal role in providing such services to children and parents. We heartily support the application and urge immediate funding and implementation.

Yours truly,


Antonio Pérez
President

OFFICE OF THE PRESIDENT

October 9, 1992

To Whom It May Concern

From: John L. Lahey

I would like to offer my continued enthusiastic support for the concepts and implementation of the Learning, Education, and Athletics in Partnership Program (L.E.A.P.) for New Haven's youth. The needs of New Haven's young people are substantial, and the goals and objectives of L.E.A.P. have contributed enormously to their growth and development.

Quinnipiac College has been involved in a School/College partnership with the Betsy Ross Arts Magnet School in New Haven and our students volunteer for a wide range of community service projects throughout the year. Also, we have a teacher preparation program leading to a Master of Arts in Teaching Degree. For all of these reasons, I am confident that Quinnipiac students and the entire College community will continue to be interested in ongoing participation in this program.

A handwritten signature in black ink, reading "John L. Lahey". The signature is fluid and cursive, with a large, sweeping loop at the end of the last name.



STATE OF CONNECTICUT

DEPARTMENT OF CHILDREN AND YOUTH SERVICES



LOWELL P. WEICKER JR.
GOVERNOR

ROSE ALMA SENATORE
COMMISSIONER

March 5, 1992

Paula Armbruster, Executive Director
Yale Child Study Center
333 Cedar Street
New Haven, Connecticut 06510

Dear Ms. Armbruster:

As the agency which administers youth services for the State of Connecticut, we are happy to support Leadership, Education and Athletics in Partnership for New Haven Youth (L.E.A.P.) in its application to the Commission on National and Community Service. We believe L.E.A.P. will have tremendous success because of the comprehensive groundwork which the program's staff and supporters have done in the neighborhoods of New Haven, in the business community, and in the city's institutions of higher learning. As well, we are excited by who will actually be working with the children. Involving college and high school students in the education of our children will educate not only the children, but also the college and high school students who are often being introduced to organized community service for the first time.

Because of what we perceive as the extraordinary likelihood of L.E.A.P.'s success, we are targeting the program as a model for the State of Connecticut. L.E.A.P. will provide us with on-site and long-term evaluations of its work, and we will examine the prospect of the replication of the program outside of New Haven.

We are encouraged by the backing received from the colleges and universities of New Haven. It has long been our belief that support from these sources would prove instrumental in the educational and emotional development of our inner-city youth. L.E.A.P.'s format of teaming a college student with a high school student to work with a small group of children will provide a consistency and quality of mentorship and tutoring otherwise unavailable for most of the children the program seeks to reach. Further, L.E.A.P.'s training program will help develop not only the ethic of community service for our college and high school students, but also the skills necessary to effectively translate that ethic into delivery of high quality services.

Telephone: (203) 566-3536

170 Sigourney Street • Hartford, Connecticut 06105

An Equal Opportunity Employer

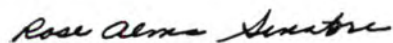
Paula Armbruster

March 5, 1992

Page 2

We hope that you will be able to provide significant assistance to L.E.A.P. As you know, our children need an intense enrichment program, and thus L.E.A.P. gets our full support. Please contact us, if we can be of any assistance.

Sincerely,



Rose Alma Senatore
Commissioner

RAS/p

