

Zeitgeist Community Learning Center:

Annual Report

2004-2005

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Zeitgeist Community Learning Center

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Zeitgeist Community Learning Center

Executive Summary

Zeitgeist Community Learning Center is a Los Angeles-based, non-profit 501(c)(3) corporation providing supplemental learning programs to the Crenshaw community. Founded in the summer of 2003 by Jake Phillips, owner of Brain Storm Tutoring Company, and Jennifer Welsh, M.S.Ed., a former elementary school teacher, Zeitgeist Community Learning Center has worked to create an enriching educational program that was developed according to the specific needs within the Crenshaw community.

Funded primarily by private individuals, Zeitgeist brings together a diverse community of people from various socioeconomic, racial, and ethnic backgrounds. High school students, many of whom are bussed out of Crenshaw to schools in more affluent neighborhoods, have the opportunity to give back to their community by serving as mentors to local elementary students.

The curriculum includes homework help, fine arts, science experiments, yoga, community action projects, and interdisciplinary programs, such as *Discovering Africa* and *Good News Crenshaw* (for descriptions of these and other activities, please see Appendix A). The organization's philosophy is to help students make informed choices about their own education, nutrition, behavior, and community involvement. Recently, *The Los Angeles Times* wrote a feature article praising the students at Zeitgeist for their efforts to stop the violence in their community.

Currently, Zeitgeist offers free summer and after-school programs to students in 3rd – 5th grades. All of the elementary schools served by Zeitgeist have been designated Title I, a determination that is based upon the percentage of students who qualify for the Federal Free/Reduced Meal Program. In a neighborhood noted for gang violence, Zeitgeist Community Learning Center not only offers a safe place for students to go after school, but also helps to enhance the leadership skills, academic achievement, and community involvement of both high school and elementary students.

Mission

The mission of Zeitgeist Community Learning Center is to provide a safe, enjoyable, and holistic learning environment that fosters students' social and academic development while supporting the work of local schools and strengthening relationships between diverse communities in Los Angeles.

Vision

In the future, Zeitgeist Community Learning Center plans to expand its programs to span the K-12 spectrum, as well as to provide workshops and clinics on topics suggested by the community. Zeitgeist will also continue to build bridges between communities by opening new centers where students, families, and educators can support the values of teaching and lifelong learning.

Zeitgeist Community Learning Center

Statement of Need

The Los Angeles Unified School District teems with racial, ethnic, and socioeconomic diversity. Although diversity provides a unique and enriching opportunity for students, one of the unfortunate outcomes of such diversity has been a significant gap in achievement levels between minority and non-minority student groups. The California Standardized Test (CST) provides direct evidence of this disparity: Only one of every five African American and Latino students scored proficiently, compared to more than three out of every five Caucasian and Asian students. Furthermore, the gap is exacerbated by the lack of supplemental learning opportunities in low-income, urban districts where many minority student groups are often concentrated. The result is that only 22% of “poor” students passed the CST versus 62% of “non-poor” students¹.

Strategically located in Crenshaw, Zeitgeist Community Learning Center serves a low-income community whose population is 93% African American and Latino². According to a formal needs assessment conducted by Zeitgeist Community Learning Center, 90% of students who live in the surrounding neighborhoods qualify for the Federal Free/Reduced Meal Program.

Additionally, since both parents work in 70% of local families while current after-school programs can only accommodate 25% of students², many children are left unsupervised and at-risk during non-school hours. This is of particular concern in a neighborhood known as *The Jungle*, where gang influence is strong. According to a local beat cop, “Crenshaw always ranks in the top three for homicide rates in Los Angeles – whether it ranks first, second, or third depends on the week.”

By expanding the availability of supplemental education programs in the Crenshaw community, Zeitgeist Community Learning Center helps to provide a much-needed safe and engaging learning environment for at-risk youth during non-school hours. Research-based programming³, which encourages leadership skills, academic success, and emotional development, helps to create more equitable learning conditions for all students in Los Angeles.

¹ Huizar, Jose, President of the LAUSD School Board. *Addressing the Achievement Gap in the Los Angeles Unified School District*.

² U.S. Census 2000.

³ Please refer to Appendix B for a RAND study of model after-school program practices.

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Program Description

Zeitgeist Community Learning Center provides free summer and after-school programs to students in the Crenshaw community. These programs empower students through education and leadership opportunities. Additionally, community meetings serve the mutually beneficial purpose of involving parents in the activities of the center while also providing a forum for them to become collective advocates for their children. High school mentors and guest speakers promote a supportive peer culture that fosters leadership development and respect for education. The mentors, many of whom commute to attend high school in the affluent Pacific Palisades neighborhood, have the opportunity to connect their home and school experiences in a positive and meaningful way.

The curriculum at Zeitgeist was developed according to a thorough needs assessment of the Crenshaw community. It was designed to reflect the philosophy of its founders towards education:

We believe that the educational process should reflect the democratic ideals of our society at large. At Zeitgeist, students are empowered with the necessary information, tools, and opportunities to make informed choices about their own education, nutrition, behavior, and participation in the community. Through this philosophy, Zeitgeist encourages students to become active and engaged citizens who can think critically about issues related to the community, the economy, the government, and the media.

The curriculum was then tested through a four-week pilot program during the summer of 2004. Programming centered around an interdisciplinary bridge-building project which was complemented by such regular curricular offerings as nutrition, silent reading, journal writing, relaxation/meditation, and Community Circle, among other activities⁴.

In the fall of 2004, Zeitgeist Community Learning Center expanded to become a full-scale after-school program. Open Mondays thru Thursdays from 3-6pm, the center added individualized homework help and tutoring, while continuing to engage students through on-going series such as nutrition and Community Circle.

⁴ For more details about the specific programs and activities provided by Zeitgeist Community Learning Center, please see Appendix A.

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In February 2005, Zeitgeist introduced several other new courses of study to its after-school program. At the request of the students, the center expanded to include Fridays, during which students participate in the interdisciplinary series entitled *Discovering Africa*, as well as educationally-based science experiments. Other new programs include yoga classes and *Good News Crenshaw*, an exciting new project based on Dr. Kenneth Cole's⁵ children's book, *No Bad News*. This exciting new project involves creating a book based on students' investigation and documentation of the positive influences and role models in the surrounding community.

Typical Weekly Schedule for After-School Program, Spring 2005

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3-4pm	<i>Good News Project</i>		<i>Yoga Angels</i>		<i>Discovering Africa</i>
4-4:20	<i>Snack/Nutrition</i>				
4:20-6pm	<i>Homework Help/Tutoring</i> <i>Silent Reading/Journal Writing</i> <i>Community Circle/Peaceful Solutions</i>				<i>Snack</i>
					<i>Science Experiments</i>

Besides expanding the curricular offerings of its after-school program this spring, Zeitgeist Community Learning Center also launched an innovative weekend program for high school students in February. With support from Academy Award nominees in cinematography and documentary filmmaking, Zeitgeist piloted a documentary/media-literacy workshop in which high school students learn by producing, directing, shooting, and editing their own short documentary films.

Students at Zeitgeist also participate in fieldtrips that are both educational and fun. In the fall of 2004, Dreamworks arranged for Zeitgeist students and families to attend an advanced screening of *The Polar Express*. Outings for 2005 include an advanced screening of *Robots* as well as fieldtrips to the Long Beach Aquarium, Malibu Lagoon and the Children's Nature Festival. When possible, parents and siblings are invited to come along on these special occasions.

⁵ Dr. Kenneth Cole serves on the Board of Directors at Zeitgeist Community Learning Center.

Zeitgeist Community Learning Center

Evaluation System

GOALS

Zeitgeist Community Learning Center measures its success according the following goals:

- Increase access to supplemental learning and enrichment programs
- Promote a love of learning
- Increase students' academic self-confidence
- Develop youth leadership
- Encourage community awareness and participation
- Build bridges between diverse communities within Los Angeles

OBJECTIVES

Quantitative

The goal of increased access is evaluated by total enrollment figures as well as daily attendance rates. Daily attendance is targeted at an average of 85% of the center's capacity.

Qualitative

Student/Parent/Mentor Surveys

The more qualitative goals are evaluated by surveys that have been approved by the Institutional Review Board (IRB) at the University of Southern California. These surveys are administered to every student, tutor, and parent each semester and then analyzed by an external consultant in order to determine the impact of the program on its participants.

Teacher Surveys

Surveys are also distributed to each child's classroom teacher in order to determine any changes in the child that may be attributed to program participation. For instance, teachers evaluate any perceived changes in the child's academic performance, academic engagement, behavior, interpersonal relationships, leadership skills, etc.

Family Conferences

The site coordinator conducts a conference with each child and his/her parent(s) every term (summer, fall, and spring). During these conferences, the site coordinator, parent, and child reflect upon progress that has been made by the child and set academic, social, and emotional goals for the child in the upcoming term.

Zeitgeist Community Learning Center

Strategic Plan

OBJECTIVES

- Work to uphold the mission of ZCLC
- Act with fiscal prudence
- Enact policies & procedures that are fair and equitable to all staff, volunteers, stakeholders, and constituents (i.e. students, mentors, and families)
- Keep ZCLC in operation without compromising any of the objectives listed above
- Create a sustainable financial model that is replicable in other neighborhoods

EXPLANATION

Fundraising challenges during Year One led the founders to reevaluate the organization's financial plan and management structure. The result is a more streamlined organization whose infrastructure is more stable, as well as more aligned with the mission of the organization.

HIGHLIGHTS

- 15% reduction in annual budget
- More sustainable & replicable financial model, including:
 - Part-time Site Coordinator promoted to full-time Site Director
 - Rewards talent and commitment within the organization
 - Creates more centralized administrative hub
 - Fosters sense of community through organizational leadership
 - Dedicated Grant Writer on staff
 - Strategies to significantly reduce dependence on large private donations
 - For-profit activities that provide jobs to the community while also providing funding streams for ZCLC
 - A more active role for members of the local community, spear-headed by the newly reorganized Community Action Board
- Newly established formal internship program with USC, which ensures quality curriculum planning as well as peer modeling for the high school mentors

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Opportunities for Growth

EXPANSION

Middle School: Much academic research has focused on the challenges of the transition from elementary to middle school. Given this critical juncture in adolescent development, Zeitgeist Community Learning Center would like to develop programming that specifically targets the needs of middle school students. For instance, Zeitgeist Community Learning Center would like to offer a workshop entitled “Start Something,” which was developed by the Tiger Woods Foundation. Through this program, students develop leadership skills through the process of designing and implementing a community action project.

REPLICATION

James Jordan Charter Middle School : An innovative new charter school that will be opening in the fall of 2005 has asked Zeitgeist Community Learning Center to deliver after-school programming to its students. In its first year of operation, the program would serve 100 sixth grade students. Over the next three years, the program would expand to serve 300 middle school students. This opportunity for expansion includes facilities and \$50,000 per year towards programming and administrative costs. The additional cost to Zeitgeist is estimated at \$50,000 annually.

Housing Facilities: Two low-income housing developments have also approached Zeitgeist Community Learning Center with the intention of contracting its services for the families who reside in their facilities.

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Cost-Benefit Analysis

PRESENT

Programming at Zeitgeist currently costs less than \$10 per student-hour or \$2,740 per child per year.

FUTURE

As Zeitgeist continues to grow, the cost per student-hour will decrease substantially as the organization begins to take advantage of economies of scale. For instance, as the number of programs offered and the number of students served expand at the present location in Crenshaw, rent and many administrative costs will remain the same, thereby reducing the cost per child. Similarly, additional locations will incur only marginal new administrative expenses.

EXAMPLE

If Zeitgeist were to take advantage of the opportunity to replicate at James Jordan Charter Middle School (please see *Opportunities for Growth* on page 9), the cost per student-hour would be cut by nearly 50% (to less than \$5) for the 2005-06 fiscal year. By the 2007-08 fiscal year the cost per student-hour would drop to less than \$2 as the organization would be serving approximately 350 students. The cost per child per year would have dropped from over \$2,500 to less than \$1,000.

Expanded programming and additional locations are an integral part of Zeitgeist Community Learning Center's vision for the future. In order to achieve the economies of scale associated with this vision, Zeitgeist needs to secure a steady funding stream from those investors who believe in the high quality programming that has been demonstrated throughout its brief history.

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APPENDIX A *ACTIVITY DESCRIPTIONS*

HOMEWORK HELP/TUTORING (ON-GOING)

Research indicates that individualized academic assistance and peer modeling are two of the most important methods of increasing students' self-efficacy and achievement. At least one hour is devoted to individualized homework help and tutoring each day during the after-school program. During this time, the high school mentors work with small groups of students to help them complete their homework, study for tests, and improve their academic performance.

NUTRITION (ON-GOING)

During nutrition, students help prepare healthy snacks to eat and drink. They also participate in activities to help them understand the consequences of good nutritional habits versus bad ones. These activities are meant to inform and to motivate thoughtful choices about the students' own nutrition and dietary habits.

SILENT READING (ON-GOING)

Silent Reading provides students with the time and opportunity to do relaxed, voluntary reading each day. Books can be brought from home or checked out from the center library. Sustained silent reading programs help students develop a lifelong love of reading. Extensive reading of literature benefits students by increasing their reading pace, enhancing their reading comprehension, and building their vocabulary.

YOGA ANGELS (ON-GOING)

At Zeitgeist, the practice of yoga is combined with an active, playful, and scientific exploration of the body, mind, and self. Yoga enhances focus, concentration, self-esteem, learning readiness, stress reduction, behavioral skills, physical health, and emotional stability in children. Yoga Angels Founder and Guru, Subhadra, personally trained and shadowed Site Coordinator Robin Thorne so that she can provide the unique benefits of regular yoga practice to the students at Zeitgeist.

PEACEFUL SOLUTIONS (ON-GOING)

Peaceful Solutions is an on-going component of the Zeitgeist curriculum. It teaches students about personal responsibility and peaceful leadership by focusing on the teachings of Martin Luther King, Gandhi, Mother Theresa, Nelson Mandela, Caesar Chavez and other peacemakers. The program utilizes a multidisciplinary approach, which includes Community Circle discussions, worksheets, small group projects, art, yoga, meditation and role-playing.

GIRLS' DAYS/BOYS' DAYS (ON-GOING)

At various times throughout the year, special single-sex days are held so that students, mentors, and staff can address gender-specific topics in a relaxed environment.

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COMMUNITY CIRCLE (ON-GOING)

Community Circle is an opportunity for students to engage in discussions that involve critical issues in the world, the local community, and their lives. Both the students and the staff at the center suggest the topics that are discussed. Community Circle discussions promote character development, self-confidence, and critical thinking skills. By participating in these discussions, students are encouraged to share their thoughts and ideas while also learning to respect and listen to the ideas of others. In October 2004, Romero Ross, a mentor who attends Palisades High School, initiated a discussion about community violence in response to the tragic shooting of a local fourteen year-old boy. The discussion led to a peaceful activism project that was followed by *The Los Angeles Times*.

FIELD TRIPS (ON-GOING)

Students at Zeitgeist participate in fieldtrips that are both educational and fun. In the fall of 2004, Dreamworks arranged for Zeitgeist students and families to attend an advanced screening of *The Polar Express*. Outings for 2005 include an advanced screening of *Robots* (sponsored by the Dartmouth Club of Southern California), as well as fieldtrips to Malibu Lagoon, the Children's Nature Festival, and the Long Beach Aquarium (all sponsored by Santa Maria Trails & Parks). When possible, parents and siblings are invited to come along on these special occasions.

DISCOVERING AFRICA (SPRING 2005)

Discovering Africa teaches students about the people, languages, customs, cultures, geography, and religions of Africa, while focusing on the nations of Senegal, Gambia, Nigeria, Rwanda, Sudan, and South Africa. Discussions, group projects, and guest speakers help students develop a realistic view and a deeper appreciation of Africa and its people.

GOOD NEWS PROJECT (SPRING 2005)

In collaboration with psychologist and children's author, Dr. Kenneth Cole (a member of Zeitgeist's Board of Directors), students venture out into their community to interview those leaders, mentors, and family members that embody the theme of Good News - a theme that continues to enrich and empower young and old alike. The project, which includes extensive journal writing, entails the documentation of positive people and spaces in the local community as well as the creation of their own self-designed "good news" community project. The Good News Project will culminate in the publication of *Good News Los Angeles, Volume One*, a book that will highlight local good news and challenge organizations in other neighborhoods to recognize the positive influences in their own communities.

SCIENCE EXPERIMENTS (SPRING 2005)

Nicole Nakashima, a Teacher Education and Biology student at USC, is a volunteer who designs and supervises weekly, hands-on science experiments with the students at Zeitgeist. The experiments, which cover topics such as static electricity, astronomy, and genetics, inspire students' appreciation and understanding of science. Professors from the University of Southern California guest lecture as part of this series.

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YOUTH DOCUMENTARY WORKSHOP (SPRING 2005)

The Youth Documentary Workshop is a 10-week course that is designed to build students' media analysis, digital video production, and social activism skills. The course is taught by Dahéli Hall, an MFA graduate of the Peter Stark Producing Program at the University of Southern California. Curricular support for this program comes from Don Burgess, an Academy Award-nominated Cinematographer (and member of Zeitgeist's Board of Directors), and Jessica Sanders, an Academy Award-nominated Documentary Filmmaker. Through this workshop, high school students identify and explore critical issues in the local community through the production of short documentaries on related topics. The workshop culminates in a community screening of students works, which will also be submitted to youth film competitions and festivals.

BRIDGE PROJECT (SUMMER 2004)

For the bridge project, students formed companies to design and build bridges out of toothpicks. Each student performed a different role in the company. For example, the architect and manager ordered materials from the warehouse (staffed by the site coordinator), while the accountant wrote checks and kept the books. This interdisciplinary project reinforced important math skills while encouraging teamwork through various collaborative exercises in measurement, design, and accounting. Furthermore, it engaged students in a meaningful project that exposed them to career options in fields such as engineering, accounting, construction, and architecture. The project also featured an undergraduate guest lecturer from the School of Architecture at the University of Southern California.

Coming Soon:

START SOMETHING

Start Something is a program designed to help young people identify and achieve their dreams and goals. Through a series of weekly activities that help to build qualities such as initiative, leadership and community stewardship, the program shows youth how to take positive actions that will bring them closer to their goals. After completing Part I of the program, which involves the selection and completion of an Action Project, students are eligible to apply for a Start Something scholarship that may be used for a variety of personal development activities such as music lessons, sports camps, educational programs, travel and equipment. Start Something is sponsored by Target and the Tiger Woods Foundation.

ART WORKSHOPS

Beginning in early May, a volunteer arts instructor will be guiding the students through a series of design and printing workshops. The students will create unique and individual bookmarks, stationary, and greeting cards, which will be printed into small sets. In an effort to pilot a for-profit fundraising strategy, the materials will be sold at local farmer's markets and boutiques. The proceeds will help fund the after-school program.

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APPENDIX B RESEARCH BASIS FOR MODEL

A team of RAND researchers published the following findings as a result of seeking to establish a set of model after-school program practices. The information in the table is supported by scientific studies where possible, and by expert judgment where not.

*EVALUATING AFTER-SCHOOL CARE*⁶

Model After-School Practices Proposed by RAND Researchers

Staff Management Practices

Hiring and retaining educated staff
Providing attractive compensation
Training staff

Program Management Practices

Ensuring that programming is flexible
Establishing and maintaining a favorable emotional climate
Establishing clear goals and evaluating programs accordingly
Having a mix of younger and older children
Keeping total enrollment low
Maintaining a low child-to-staff ratio
Maintaining continuity and complementarity with regular day school
Paying adequate attention to safety and health
Providing a sufficient variety of activities
Providing adequate space
Providing age-appropriate activities and materials
Providing enough quality materials

Communications with Other Organizations

Involving families
Using community-based organizations and facilities
Using volunteers

Note: Italics indicate strong support in the research literature.

⁶ RAND (2001). *Evaluating After-School Care*. Retrieved on April 6, 2005 from <http://www.rand.org/publications/RB/RB2505>.

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APPENDIX C *ACCOUNTABILITY PLAN*

BOARD OF DIRECTORS

- Oversees and collaborates with future Executive Director, Site Director, Community Action Board, and External Service Providers
- Responsible for organizational leadership, curriculum development, fundraising, public relations, and overall adherence to mission

COMMUNITY ACTION BOARD

- Provides a forum for parents, volunteers, and community members to take on leadership roles in shaping the future direction of ZCLC
- Consists of ten members of the local community
- Meets bimonthly to make recommendations about future programming, devise fundraising strategies from within the local community, and develop plans to increase local awareness about ZCLC

EXECUTIVE DIRECTOR

- As ZCLC expands into other neighborhoods, an Executive Director will oversee the Site Directors at each of the program locations

SITE DIRECTOR

- Fulfills a critical leadership role by representing ZCLC to the local community
- Manages the center on a day-to-day basis
- Supervises the summer and after-school program
- Coordinates administrative responsibilities including:
 - Recruiting, training and overseeing staff
 - Fundraising
 - Marketing & PR
- Acts as the primary liaison between the Board of Directors, the Community Action Board, External Service Providers, Program Interns, Mentors, Students, Families, and Members of the local community

EXTERNAL SERVICE PROVIDERS

- Special Program Coordinators
- Bookkeeper
- Evaluation Agent
- Grant Writer

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PROGRAM INTERNS

- Undergraduate students from USC who specialize in a particular discipline
- Support Site Director by developing curriculum in their respective areas of expertise
- Designs and implements weekly lesson plans that relate to a larger unit of study such as science, nutrition, journalism, and theater
- Spend a minimum of 8 hours/week at ZCLC working with both the elementary students and high school mentors

MENTORS

- Talented high school students from various public and private high schools in Los Angeles, including Dorsey, Crenshaw, and Palisades High Schools
- Act as role models for the younger students by participating in all center activities
- Provide individual homework assistance to younger students
- Lead Community Circle and other discussions that address a variety of critical, socio-emotional issues
- Serve as an invaluable link between program staff and elementary students

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APPENDIX D

BOARD OF DIRECTORS, STAFF & MENTOR BIOGRAPHIES

BOARD OF DIRECTORS

Don Burgess

Don has been the cinematographer for such major motion pictures as *Spiderman*, *Cast Away*, *Terminator 3*, *What Lies Beneath*, *Contact*, and many more. He was nominated for an Academy Award for his work on *Forrest Gump*. He resides in Pacific Palisades with his wife Bonnie, with whom he has three children.

Kenneth Cole, Ph.D.

A doctor of clinical psychology, Ken has focused his career on seeking out and bringing recognition to positive influences in society. His life has taken him from rural Ohio, to Chicago's inner-city, to the island of Hawaii, to Los Angeles, where he is Director of Residential Services for the David & Margaret Home, a refuge for children in need. His book, *No Bad News*, inspired Zeitgeist's interdisciplinary project *Good News Crenshaw*. In addition to being an author and practicing children's psychologist, Ken is a frequent lecturer, guest-educator, and motivational speaker.

Dawn Connelly, Esq. (Secretary)

Dawn earned her B.A. from the University of Florida, where she graduated Phi Beta Kappa in 1997. She received her J.D. from Chicago Kent College of Law in 2000. While pursuing her undergraduate degree, she represented children in the legal system who were victims of abuse or neglect. She currently practices law in the Chicago office of McDermott, Will & Emery. She has represented, on a pro bono basis, two students who were expelled from the Chicago School System. Most recently, she was one of the three recipients of an award honoring dedication and commitment to pro bono work, in an international firm of about 1,000 lawyers.

Bruce B. Dickieson, CPA (Treasurer)

From 1960 to 1967, Bruce worked for Arthur Anderson in New York and New Jersey, leaving as an audit manager. From there he moved to Geneva, Switzerland, where he worked for several financial companies. In 1974 he began working for Cartier, first in Paris and then in New York. He served as Chief Financial Officer of Cartier North America from 1977 to 1979, when he left to become a sole practitioner in New Jersey and Los Angeles. In 1988, he began a decade-long stint as Managing Director of Fiduciaire GTB, a financial management company based in Geneva. He joined Pacific Palisades-based Johnson, Harband, Foster, and Darling in 1997, and has been a partner there since 1999.

Jake Phillips (Co-Founder & President)

Jake, a graduate of Duke University, was the owner of Palisades-based Brain Storm Tutoring until February 2004 when he closed its doors to focus on the development of ZCLC. He has worked one-to-one with hundreds of students in subjects ranging from elementary reading, writing, and arithmetic to advanced calculus and physics. Developing ZCLC and watching it evolve over the past year has been one of the most rewarding experiences of his life. It has inspired him to pursue a career in public policy. He will be attending Harvard University's John F. Kennedy School of Government in the fall of 2005.

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Jennifer Welsh, M.S.Ed. (Co-Founder & Vice President)

Jen is a doctoral student in Education at the University of Southern California, where she was recently recognized with an Award for Excellence in Teaching. Raised in Pacific Palisades, Jen attended Dartmouth College. Her experiences as an educator include a year-long teaching sabbatical in Chile as well as a position at an innovative charter school in MacArthur Park. These experiences have inspired Jen to develop holistic educational programs that support the public school system and equity of opportunity for all students

Amy Yamner

Until recently, Amy was the Associate Director for Bay Area SCORES, an after-school creative writing and soccer program in the Bayview/Hunter's Point, Visitacion Valley, and Excelsior neighborhoods of San Francisco. She developed her commitment to education as a result of spending two years as a Teach for America corps member in Oakland, California. Amy brings with her extensive experience related to start-up non-profit organizations. She currently attends Harvard Business School.

STAFF:

Robin Thorne Diakhate (Site Director)

Robin came to Zeitgeist after spending the past seven years developing and managing an after-school program at the Sickle Cell Foundation of California. On two occasions, she has traveled to Senegal, West Africa to work with elementary students. Her unique skill set has enabled her to create a wonderful space at the center for students, parents, and members of the Crenshaw community.

Dahéli Hall (Instructor & Program Coordinator, Youth Documentary Workshop)

A first generation American whose parents came to the United States from Jamaica and Haiti, Dahéli received a BFA in Theater from NYU's Tisch School of the Arts and an MFA in Producing for Film and Television at USC from the Peter Stark Producing Program. Dahéli's credits include writing, directing, and starring in *The Memo*, which was selected as an HBO Short Film Award Finalist at the 2004 American Black Film Festival and is currently airing on the network. Currently, she is producing a PSA against gang violence for the Black Hollywood Educational Resource Center.

Kim Bowlin (Grant Writer)

Having previously worked as an ESL (English as a Second Language) teacher and grant-writer at a start-up charter school in Tartu, Estonia, Gettysburg, Pennsylvania, and the MacArthur Park area of Los Angeles, Kim has moved out of the classroom and into an administrative position. Her extensive experience includes writing grants for various non-profit organizations in New Mexico and Los Angeles. She is currently finishing a graduate program at California State University, Northridge where she will earn her M.A. this June in Educational Administration and Policy Studies.

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MENTORS:

Constance Lewis (Palisades High School – 10th Grade)

Constance Lewis has generously volunteered her time at the center nearly every day since its opening. Like some of the students at Zeitgeist, she attended Hillcrest Elementary School.

Jessica Sanborn (Marymount High School – 12th Grade)

Jessica started volunteering at Zeitgeist during the summer pilot program to fulfill her community service requirements, but she liked it so much she never left! She loves photography, film and creative writing, and spending time with her friends.

Kimberly Fisher (Palisades High School – 12th Grade)

Kimberly planned to become a doctor before her experiences at Zeitgeist inspired her to pursue teaching instead. A Belizean-American, she enjoys sharing her culture with others, and has brought delicious homemade panades for the students at Zeitgeist to taste. She also enjoys teaching people how to speak Creole, although the dialect is very difficult to learn. Kimberly will be attending the University of San Francisco in the fall.

Erin Woods (University of Southern California – Undergraduate)

Erin is studying to become a high school English teacher. She loves children and could not be happier with her experiences at Zeitgeist. In addition to mentoring students, Erin has volunteered her time to help with curriculum development, marketing, and fundraising at Zeitgeist.

Carolina Blanco (Notre Dame Academy – 11th Grade)

Besides mentoring students at Zeitgeist, Carolina loves spending her free time playing tennis and relaxing with friends.

Krystle Evans (Crenshaw High School – 11th Grade)

Krystle recently transferred from Palisades High School to Crenshaw High School, where she participates in the Teacher Training Magnet Academy. She is currently being heavily recruited to play college basketball. She loves being at Zeitgeist and working with kids.

Romero Ross (Palisades High School – 11th Grade)

Recently voted Homecoming Prince for the Class of 2006, Romero remains dedicated to mentoring students at Zeitgeist despite juggling the rigors of his academics, church, and social life. In the fall of 2004, he initiated the Community Circle discussion that led to a peaceful activism project recognized by *The Los Angeles Times*.

Elosi Ikharo (University of California at Berkeley – Undergraduate)

A graduate of Dorsey High School, Elosi spent her first years of college at Cal Poly. She recently moved to the Bay Area to attend Berkeley. Among other gifts, she shared her Nigerian cultural heritage with the students at Zeitgeist. Following graduation, Elosi plans to attend law school.

Zeitgeist Community Learning Center

Yazmin Hernandez (Palisades High School – 11th Grade)

Yazmin is considering a career as an elementary school teacher, but also loves the arts. In the fall of 2004, she taught a lesson in watercolor painting to the students at Zeitgeist. She enjoys going to the beach, listening to music, going to the movies, and especially working at Zeitgeist.

Nicole Nakashima (University of Southern California – Undergraduate)

A Teacher Education and Biology student at USC, Nicole has volunteered to share her love of science with the students at Zeitgeist. Every Friday, she and the students conduct hands-on experiments, which range from astronomy to marine biology. She has also arranged for field trips and guest lecturers from the University of Southern California to enhance her teaching of science. As a native of Hawaii, she will be traveling to even further lands this fall when she attends a study abroad program in Australia.

Nia Hill Perry (View Park Preparatory Accelerated Charter School – 10th Grade)

A newer volunteer at Zeitgeist, Nia loves art and dance. After she graduates from high school, Nia plans to attend college and major in psychology.

Ikharo (Dorsey High School – 11th Grade)

Seventeen year-old Ikharo is the younger brother of Elosi (see above). One of the newer mentors at Zeitgeist, he has been volunteering his time to work with the elementary students since January. Both creative and intelligent, he designs and paints tee shirts and sneakers, making them into Hip Hop works of art.

Jovana Moreno (Camino Nuevo Charter Academy – 7th Grade)

A thirteen year-old student whose brothers, Brian and Carlos, are students at Zeitgeist, Jovana came to the center to fulfill a five-hour community service commitment for her school. Even though she quickly completed the required number of hours, Jovana has continued to volunteer at the center. She enjoys art, yoga, dance, and computers.

Zeitgeist Community Learning Center

APPENDIX E

LIST OF COLLABORATING ORGANIZATIONS

Zeitgeist Community Learning Center has benefited tremendously from informal associations and collaborations with the following organizations:

LA Shares

Educational Video Center, New York

The Breakthrough Collaborative

Bay Area Scores

Yoga Angels

Hermanas Unidas

University of Southern California educators, graduates, and students

Santa Maria Trails & Parks Association

Children's Nature Institute

Dartmouth Club of Los Angeles

Viewpoint School

Coliseum Elementary School

Virginia Road Elementary School

Baldwin Hills Elementary School

Hillcrest Elementary School

Audubon Middle School

Palisades High School

Dorsey High School

Crenshaw High School

Zeitgeist Community Learning Center

APPENDIX F BUDGET FISCAL YEAR 2005-06

Personnel	2005-06	2005-06	2005-06	2005-06
	Summer-05	Fall-05	Spring-06	Fiscal Year
Site Director	\$5,384.60	\$12,115.35	\$17,499.95	\$35,000.00
Mentors	\$0.00	\$2,520.00	\$4,140.00	\$6,660.00
Grant Writer	\$2,640.00	\$5,220.00	\$7,800.00	\$15,660.00
Intern Coordinator	\$0.00	\$2,000.00	\$2,000.00	\$4,000.00
Program Coordinators	\$1,000.00	\$1,000.00	\$1,000.00	\$3,000.00
Benefits	\$450.00	\$900.00	\$1,350.00	\$2,700.00
Payroll Processing	\$81.20	\$193.50	\$279.50	\$554.20
Tax Pay & File Fee	\$29.80	\$67.05	\$96.85	\$193.70
Employer Paid Taxes	\$678.08	\$1,677.78	\$2,487.68	\$4,843.53
Staff Development	\$0.00	\$500.00	\$500.00	\$1,000.00
<i>PERSONNEL TOTAL</i>	\$10,263.68	\$26,193.68	\$37,153.98	\$73,611.33

Facility Expenses

Center Rent	\$4,200.00	\$8,400.00	\$12,600.00	\$25,200.00
Office Rent	\$0.00	\$0.00	\$0.00	\$0.00
Utilities	\$270.00	\$540.00	\$810.00	\$1,620.00
Phone	\$100.00	\$200.00	\$300.00	\$600.00
Internet	\$100.00	\$200.00	\$300.00	\$600.00
Security System	\$60.00	\$120.00	\$180.00	\$360.00
<i>FACILITIES TOTAL</i>	\$4,730.00	\$9,460.00	\$14,190.00	\$28,380.00

Insurance

Worker's Comp	\$0.00	\$1,500.00	\$1,400.00	\$2,900.00
Liability	\$0.00	\$0.00	\$1,400.00	\$1,400.00
Directors & Officers	\$831.75	\$487.16	\$608.95	\$1,927.86
<i>INSURANCE TOTAL</i>	\$831.75	\$1,987.16	\$3,408.95	\$6,227.86

Other Expenses

Snacks	\$880.00	\$1,740.00	\$2,600.00	\$5,220.00
Office Supplies	\$200.00	\$400.00	\$600.00	\$1,200.00
Program Materials	\$0.00	\$400.00	\$600.00	\$1,000.00
Marketing Materials	\$100.00	\$500.00	\$500.00	\$1,100.00
External Evaluation	\$2,000.00	\$0.00	\$0.00	\$2,000.00
Accounting & Bookkeeping	\$600.00	\$1,200.00	\$1,800.00	\$3,600.00
Miscellaneous	\$200.00	\$400.00	\$600.00	\$1,200.00
<i>OTHER TOTAL</i>	\$3,980.00	\$4,640.00	\$6,700.00	\$15,320.00

TOTAL	\$19,805.43	\$42,280.84	\$61,452.93	\$123,539.19
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