



The SEED Foundation
2014 ANNUAL REPORT



What does it take to prepare students for college and careers in the 21st century?

Time. It takes time to grow into a successful individual. But how far and how fast we grow depends on another question: what do we do with the time we are given?

At SEED, we are with our students 24 hours a day, five days a week. We call this our “gift of time,” but it is more than that. Time is a responsibility and a means for our students, parents, teachers, staff, and supporters to do amazing things. This report is a celebration of what they are able to accomplish with the gift of time; it rejoices in the answers to one simple question: what can you do with 24 hours?

For Justin Eames (page 11), director of technology at SEED Maryland, having 24 hours means that students can explore potential career paths through state-of-the-art technology. For Nicole Padro (page 12), student life counselor at SEED Miami, 24 hours means time to foster a love of learning in her students by reading aloud stories before bedtime. And for SEED DC parent Tasha Poulson (page 14), a 24-hour program means that her children are safe and surrounded by positive role models committed to their growth.

As SEED grows, our schools remain connected by the gift of time. Whether in D.C., Maryland, or Miami, we have the opportunity to support our students and staff in ways that other schools cannot. This is a privilege and a responsibility.

If you are reading this report, then you have likely supported SEED in the past. The stories included here are testaments to your support; you helped us secure precious additional time with our students. We are grateful because this means you share our passion. However, it also means you share our responsibility.

So, what can you do with 24 hours?



With sincere appreciation and optimism for the future,

Rajiv Vinnakota
Co-Founder & CEO

Ann Friedman
Board Chair



Eric Adler
Co-Founder &
Managing Director



“What can you do with 24 hours?”

ADRIAN MANUEL
Head of School, SEED DC

With 24 hours, I can *provide opportunities for students to develop social skills for success.* Students engage in numerous collaborative projects, take workshops focused on positive habits, get one-to-one feedback on their development, and are exposed to various college campuses. Our programs are preparing students for the academic, social, and emotional landscape of college.

VASCO FERNANDES
Chair, Board of Trustees, SEED DC

With 24 hours, I can *help children in DC get closer to achieving their dreams.* Every day, the students at SEED here in the nation’s capital get a step closer to achieving their dreams by making progress in academics, character development, engagement, and resilience. Supporting and tracking their impressive accomplishments is my dream come true.

DR. KHALEK KIRKLAND
Head of School, SEED Maryland

With 24 hours, I can *make college a reality.* SEED scholars prepare for college from 7:00am through sundown. Their day might involve Qigong in the garden, an AP Environmental Studies project, and after-school programs such as computer coding, African drumming, or theater led by resident artists. It might even include class on a college campus. I am proud to offer scholars such a range of opportunities.

JOHN CLASTER
Chair, Board of Trustees, SEED Maryland

With 24 hours, I can *create opportunities for out-of-school experiences* such as a talk by Chris Herren, a nationally recognized author on drug addiction. I can seek new board members from various disciplines to become leaders who open doors and provide access to philanthropy to benefit our students, especially with our first graduation fast approaching.

KARA LOCKE
Head of School, SEED Miami

With 24 hours, I can *empower and support the individual growth of students and staff.* At SEED Miami, we strive for excellence by setting goals, measuring progress, and providing the encouragement and tools necessary for our students to persevere on the journey toward college. With the gift of time, our staff builds positive connections with each family so that they know we are partners in their child’s success.

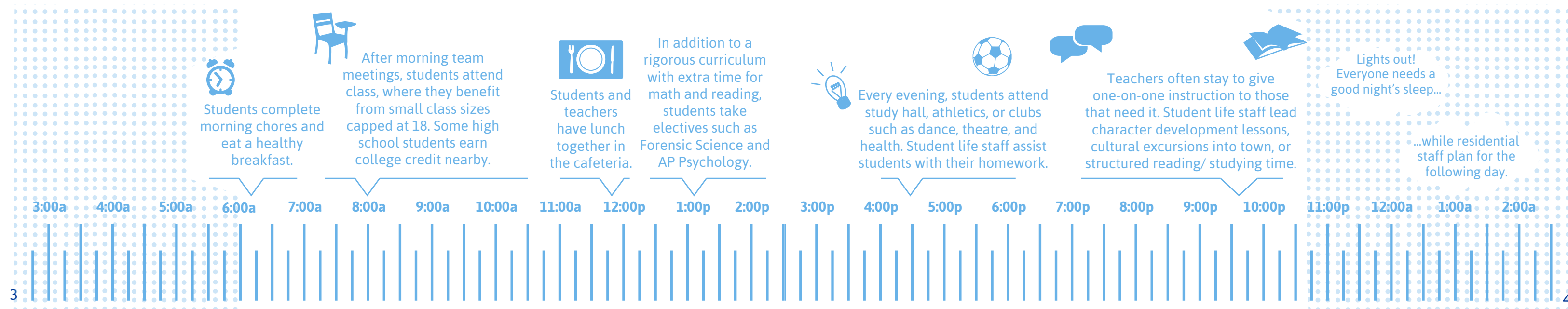
MELANIE DAMIAN
Chair, Board of Trustees, SEED Miami

With 24 hours, I can *change the expectations and trajectory for Miami’s underserved children* by providing a safe place to learn and live with access to the knowledge that college is possible and necessary for a better life. I am thrilled to have been part of the team that worked to open The SEED School of Miami. I look forward to seeing this first class and those that follow it realize their dreams.

FRAN ALLEGRA
President, SEED Miami

With 24 hours, I can *help SEED offer families and students a clear path* that disrupts the outcomes pre-ordained by poverty and societal disenfranchisement. In the process, SEED breaks the cycle of the intergenerational transmission of child abuse and neglect. There are precious few solutions delivering this outcome; SEED quickly emerges as an imperative.

A Day in the Life of a SEED Student:



With 24 hours, I can make my family proud.



OWEN NAVAS

Class of 2021 (Grade 6), SEED Miami

In many ways, Owen Navas is a normal kid. He loves basketball, playing video games on the weekends, and his grandmother's cooking. But just like his 60 classmates at SEED Miami, Owen lives an exceptional life from Sunday to Friday evening as a member of SEED Miami's first class.

That means no TV or video games. It means regular community meetings where students and staff talk about modeling the school's core values. It means study halls and reading groups each evening. And it means doing all of this outside of the home he is accustomed to.

For someone so young, Owen has a remarkably mature understanding of why SEED's unique environment is important to him. He knows he is lucky to have individual attention from teachers and student support staff as well as an education immersed in character development. He also knows that living on a college campus (Florida Memorial University) is a benefit afforded to few so young.

And just as he is excited to one day set an example to the classes that will come after him, he has enjoyed looking up to the college students he sees living out his own dream every day.

"Every day, we talk about core values. SEED will help prepare me to be a better man in life and to make good choices."

SEED MIAMI BY THE NUMBERS:

240 hours of professional development and planning completed by SEED Miami staff prior to the school's opening

1/3 of seats at SEED Miami are reserved for students who are part of the state's child welfare system

9 the number of Founding Educators that moved out of state to join the SEED Miami team

19 the number of community volunteers that pinned scholars during SEED Miami's first dream ceremony, which was an official welcome to the school

With 24 hours, I can use the night shift to plan a better tomorrow.



DERIK WASHINGTON

Overnight Manager, SEED Miami
Pictured leading a drama club exercise

Mr. Washington can relate to our students' experience more than most. Having attended an independent boarding school since the fourth grade, he is in a unique position to comfort students as they adjust to their new environment. He does this not just by recounting his own challenges while at boarding school, but also by leading discussions on character values during weekly community meetings and drama club practice after school. Inspired by his own participation in the arts, Mr. Washington sees drama as an opportunity to explore other characters, and, by extension, yourself. *"Based on my past experiences, my strength has always been in helping students to reach their greatest potential by building self-esteem and social skills."*

Mr. Washington's work reminds us of what makes SEED unique. While SEED Miami's 60 sixth graders are sleeping, Mr. Washington is at work, overseeing resident advisors while they plan morning programming and combing through the notes and data recorded on each student throughout the day by teachers and student life counselors. By the time students are awake and teachers are back on campus, Mr. Washington has analyzed all communication logs for areas of strength and growth and has shared his insights with staff.

SEED's 24-hour model doesn't just include a safe place to get eight hours' sleep; it is a literal reference to the support that our team of caring adults provides every moment of every day.

With 24 hours, I can *think about behavior and health the way math teachers think about their lessons.*



ERIKA ASIKOYE

Director of Student Support Services, SEED Maryland
Years with SEED: 9 (including eight years at SEED DC)

"With the SEED model, we are saying we want the responsibility of figuring out answers to 24-hour questions."

Creating solutions to 24-hour questions is Erika Asikoye's job. She is responsible for overseeing the staff of thirteen counselors, nurses, and psychologists that deliver non-instructional support for students.

Whether it's a 104-degree fever at 3:00am or homesickness at 9:00pm, Mrs. Asikoye knows about it. This responsibility is a "wonderful kind of overwhelming," and she is motivated by the knowledge that the quality of care outside of the classroom directly affects student engagement in the classroom. Plus, she is never in this work alone; she has had SEED teammates by her side for nine years.

200 available hours of therapy or counseling per week at SEED MD

16 therapeutic groups are offered at SEED MD; examples include the Healthy Body Awareness Group and the Test Anxiety Group

With 24 hours, I can explore new communities...and give back to mine.



KEYANA WHITE

Graduate, SEED DC Class of 2012
Current Student at Trinity Washington University

Keyana's is a story of exploration and persistence. While at SEED, Keyana took advantage of every available opportunity - a rigorous Outward Bound excursion in the North Carolina mountains and summer leadership programming through Hugh O'Brian Youth Leadership and Future Civic Leaders, to name a few. Through these adventures, Keyana learned to push herself with support from her SEED family, who sent her encouraging letters on every trip.

Her strength and persistence - and support from SEED - have served her well in college, too. Keyana struggled with a forty-minute commute to Stevenson University's campus north of Baltimore, and she needed to devise a new plan. With the help of her College Transition & Success advisor and her family

and friends, Keyana transferred to Trinity Washington University for the spring semester. And even though Keyana has been working two part-time jobs, she earned a 3.0 GPA last semester.

A business administration major, Keyana hopes to run a non-profit, community-based organization one day. To those that know her, this only makes sense. Service learning has been a passion of Keyana's ever since she helped to launch the school's first canned food drive, supporting the Capital Area Food Bank she works for today. Looking back on the challenges she's faced, Keyana had this reflection: *"I am proud I never quit. I've learned that I am strong. I still want to push myself."*

90% of the Class of 2014 was accepted to colleges endorsed by SEED.

82% of all SEED graduates are first-generation college students.

With 24 hours, I can help students find their formula for success.



TAWANE WATKINS

Life Skills Counselor - Literacy, SEED DC
Years with SEED: 3 (six years in education)

As the life skills counselor responsible for literacy programming for middle school boys, Mr. Watkins has found joy in "the freedom to create a literacy program that reflects my ideas and my students' input." Having once struggled to succeed in school himself, Mr. Watkins knows the value of getting student buy-in and investment, especially from those who are academically behind. By appealing to his students' interests, he teaches them to make any reading material relatable to their own lives so that their hard work comes easier. The ultimate goal is to show them that reading "is not just work if it's actually working." On any given day, this could mean writing a song about *To Kill a Mockingbird* or acting out a scene from a play. And with structured reading time as a part of every student's schedule every day, they have plenty of chances to practice.

"SEED is non-traditional - kids get to visit Greece, they grow food in our garden, and they take forensic science. That exposure helps them realize that they are strong, intelligent, and multi-faceted."

1.5 the average years of reading growth attained by SEED DC's middle school students during one academic year

150 the number of minutes middle school students participate in group reading each week

With 24 hours, I can *help kids explore the solar system their futures.*



One of Mr. Eames' students explores the solar system using a pair of Oculus Rift virtual reality headsets, provided to SEED Maryland through its MSDE Digital Learning grant.

JUSTIN EAMES

Director of Technology, SEED Maryland
Years with SEED: 3 (ten years in education)

In a room adorned with 3D printers, virtual reality headsets, a drone, and computers outfitted with Adobe Creative Suite, students are practicing a seemingly tedious skill: typing. That's because Mr. Eames knows that no matter their passion for screens or social media, students must learn the basics to leverage existing - and future - technology.

In Mr. Eames' classroom, an average day might involve game design, Adobe Photoshop, or blogging in addition to typing practice and writing. By incorporating writing into his technology curriculum, *"students express themselves and learn how joyous the creative process can be."*

12 number of hours Mr. Eames and his students have to create a game from scratch when they participate in a local game jam each November

With Mr. Eames' help, technology also becomes a vehicle for students to learn about future careers. One child with an interest in music production is given access to equipment and a sound design professional; another group of students are visited by a game designer each week to learn about the programs used in creating modern commercial video games.

Mr. Eames exposes students to the tools and programs used in technology-related fields to increase their awareness of viable career options. "A lot of times kids think that college degrees are for doctors and lawyers," he says, adding, "but now, almost any career requires a college degree."

8 the average number of extracurricular excursions that every student at SEED Maryland attended last year

With 24 hours, I can
be part of a team that immerses students in positivity and core values.



NICOLE PADRO

Student Life Counselor, SEED Miami
Pictured in the Princeton Dorm

Seeking more direct engagement with students after years in social services, Ms. Padro has found her role as Student Life Counselor to be "aligned to my values - this is my passion, my life." Not only does she ensure the safety of fifteen girls in her Princeton Dorm, but she also helps model core values through weekly reflection activities such as nightly group reading (shown here). Though they "came in as phenomenal kids," Ms. Padro has loved watching them grow in their first few weeks, and she feels fortunate to know that they have seven years ahead together.

"I want my students to be successful in all areas of their lives. I want them to be good parents and loving friends. I want them to be happy human beings and proud of themselves. And then I want them to come back and inspire."

With 24 hours, I can build a home for possibilities.



Karim with Raj Vinnakota and Dr. Roslyn Artis (center), FMU President, at a ceremony welcoming SEED Miami to campus.

KARIM KHALIFA

Board Member & Construction Committee Chair, The SEED Foundation (and formerly SEED Maryland)
SVP of Global Design, Marriott International

Board member Karim Khalifa thinks about how people engage with spaces for a living, and, for the last eight years, the SEED network has been fortunate to add our campuses to his list of projects. As chair of the construction committee, Karim helped create a vision for the Modell Center at SEED MD, a place where students could continue to exercise the optimism and dedication that he saw during his first tour at SEED DC. As he says, "space can have a huge impact on the way people feel and how they interact. It gives them a place to contribute."

Securing a fully functional campus for new schools isn't without its challenges. This year, in Miami, Karim and SEED staff considered numerous site options before the school opened at Florida Memorial University

(FMU) in August. For Karim, opening in partnership with FMU was innovative and financially responsible. Plus, he notes, "FMU's commitment to supporting minority education from grade six to college is really motivating."

As Karim continues to help SEED face the "fascinating challenge" of phasing in a program over six years, he is steadfast in his support because he knows what has and always will be in center focus: our students. Karim feels connected to SEED through the students we serve and the opportunities we provide. And, when challenges inevitably arise, "*providing a facility that encourages possibilities to be explored keeps me going.*"

15 board members and emirita have given financially to SEED for ten or more years.

7.7 years is the average tenure for board members on The SEED Foundation Board of Directors.

With 24 hours, I can know that a whole village is raising my children.



TASHA POULSON

Parent & Board Member, SEED DC
Children currently enrolled at SEED: 3

Hearing about SEED through a friend, Ms. Poulson was first struck by "the opportunities - meeting the mayor, being in the paper - the external opportunities were excellent!" But ultimately, it was the college-preparatory environment and the ambition it instills in students that compelled her to add her daughter La'Dearia to the waitlist. She wanted for her children what she saw in other SEED students:

"SEED kids always ask, 'what's next?' They always have another goal for themselves. We are instilling in my kids that they've never learned enough - there's always more."

Five years later, La'Dearia is a senior, and Ms. Poulson still finds "any excuse" to visit her and her two other children who attend SEED. In between school visits, Ms. Poulson knows that her children are in good hands because she is in constant communication with teachers, life skills counselors, and other parents. Ms. Poulson knows that her children are working towards stronger futures at SEED and is grateful that they have found an additional family along the way.

With 24 hours, we can set an example for classes to come.



MICHELLE & DIANA BOBB

Class of 2015 (Seniors), SEED Maryland
Pictured with Student Life Counselor La'Quana Hussey (center)

Michelle and Diana may be sisters, but anyone at SEED Maryland will tell you that they are unique individuals. Diana (at left) is a fast reader who processes information quickly and who hopes to pursue a degree in medicine from the University of Maryland, where she conducted HIV research last summer. Michelle (at right) dreams of becoming an aerospace engineer, but she acknowledges that schoolwork requires more effort from her than it does from her sister.

Michelle and Diana do share one major thing in common: the incredible support of their student life counselor, La'Quana Hussey (at center). Ms. Hussey has been by the girls' side since they enrolled at SEED Maryland in the sixth grade. Over the last six years, she has helped

them mature through personal, academic, and social challenges. Michelle notes that "Ms. Hussey stays until 2:00am to help us work through any problem. She is so dedicated." Ms. Hussey feels like she has grown through their relationship, too. "They've taught me so much because they think I can do anything," she says, "even run with them at 5:30am!"

Pushing each other to be better has been a theme for Michelle, Diana, and their peers as they have blazed the trail at SEED Maryland as its first class. They have learned how to be resilient - how to "make the best out of everything." Diana adds, "We've created our own atmosphere, and that feels really good."

As Michelle and Diana look forward to their senior year and beyond, they appreciate the "value in the struggles" they have faced and remain focused on being leaders for other classes below them, adding that *"when you have somebody looking up to you, it makes you want to be even better than you were before."*

12:1 student to staff ratio in the student life program

100 AP exams taken by SEED Maryland students in Spring 2014

THE HONOR ROLL

Every SEED student that walks the stage on college graduation day does so in large part thanks to the incredible efforts of their entire SEED family - teachers, student life staff, parents, peers, and you, their supporters.

We gratefully acknowledge here the individuals, corporations, and foundations who have supported The SEED Foundation, The SEED School of Washington, D.C., The SEED School of Maryland, and/or The SEED School of Miami.

Thank you for paving the path that allows our students to discover their potential.



SEED would not be possible without the visionary leadership and support of the individuals, corporations, and foundations who have given the following cumulative gifts and commitments to the SEED Network.

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Book-in-a-Day
Bowie State University
Boys & Girls Club Teen Arts Program
Robin Bozzuto
Break the Cycle
Stacey Brown
The Bryn Mawr School
The Burton Chill Foundation
Kimberley Butler
Kathryn Byram
Camp Kooch-i-ching
Jay Carmel
Casey Trees
Chesapeake Bay Foundation
Chesapeake Shakespeare Company
Children’s National Medical Center
Warren Christopher
City Kids - Wilderness Project
Denise Colbert
Congressional Hispanic Caucus Institute
Coppermine Fieldhouse
Corcoran Gallery of Art - Arts 101
Nicole Cosby
Dainty in Pink
Damian & Valori LLP
Dance Place
Brad Davis
dc greenworks
DC Association of Chartered Public Schools
DC Tobacco Free Coalition
Department of the Interior
DLA Piper
Angela Duckworth
Earl Howard Studios – Photography and Graduation Supply Co.
Echo Hill Camp
The Economic Club of Washington, D.C.
Educate Tomorrow
Education Pioneers
Cynthia Eggleston
Enimini Ekong
Empowering Our Future
Everyman Theatre

The Experiment in International Living (EIL) – Extraordinary
Summer Programs for High School Students
EverFi
Everyman Theatre
Eye of the Hurricane Foundation
First Tee
Paul Fitzmaurice
FOCUS
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Four Season Hotel Baltimore, MD
Four Seasons Hotel Washington, DC
Don Fraser
The George Washington University
Rhonda Gibbs
Gilman School
Girls, Inc.
Jeff Givens
Allyson Gordon
The Grassroots Project
Greater Metropolitan Youth Football
Greater Washington Sports Alliance
Officer Veronica Green
Greenberg Traurig, LLP
Groundwork Anacostia River DC
Alyssa Hamilton
Trayvon Harris
John Hay
Johns Hopkins University
Higher Learning, Inc.
Hirshhorn Museum and Sculpture Garden - ArtLab+
Hogan Lovells, LLP
Domenique Holden
Horich Hector Lebow Advertising
Joe Hughes
Imagination Stage
International Neuroscience Network Foundation (INNF)
Irvine Nature Center
JFY Networks
K&L Gates, LLP
LeadersHIP Hoppportunity
Lucy King
Julia Kirkland
Mike Klein
Kim Knox
Mary Kae LaRose
Larry Neal Writers Competition
Jocelyne Lawson
LearnServe International - LearnServe Zambia
Anthony Leonard
Sherri Little
Chakkarra Lumas
Kimberly Maffett-Alsubhi
Martha’s Table
Miguel Martinez
Alicia Matthai
Valarie Matthews
Alphonso Mayo, Jr.
Joan Maze
Christy Mckinzie
Maya Mckinzie

Meriwether Godsey
Metro Teen AIDS
Liz Moag
Melody Morales
Ricardo Morales
National Institutes of Health (NIH)
National Outdoor Leadership School (NOLS)
The National Theatre
Nature Conservancy
Naval Sea Systems Command (NAVSEA)
North Bay
North Carolina Outward Bound
Ogilvy Public Relations
Mark Oliver
Omega Psi Phi Fraternity – Theta Mu Mu Chapter
Operation Understanding DC
Yanira Pacheco Ortiz
Kevin Osten
Michael Pavlick
Paws, Purrs, and Exotics Animal Hospital
Ona Powell
Pursuing a Dream Foundation
Q81 Foundation
Rayon Riley
David Robinson, Sr.
Elisabeth Sahhar
Baron Scarlett
Nanci Sebeniecher
Neisha Shaheed-Turner
Elizabeth Smith
Staffing Advisors
Sterling Rideout
Sasha Bruce Youthwork
Scholarcentric
Shakespeare Theatre Company
Smile Dentistry
Carl Smith-Hunnicut
Smithsonian Anacostia Community Museum
Erica St. Bernard
Step Afrika!
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Washington Court Hotel
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Washington Performing Arts Society
Washington Tennis and Education Foundation

WeatherBug Schools Program
Dr. Traci Webb
WETA
Quiana Wilkins
WilmerHale
Vera Wing
Monica Woodson
Shaunda Young

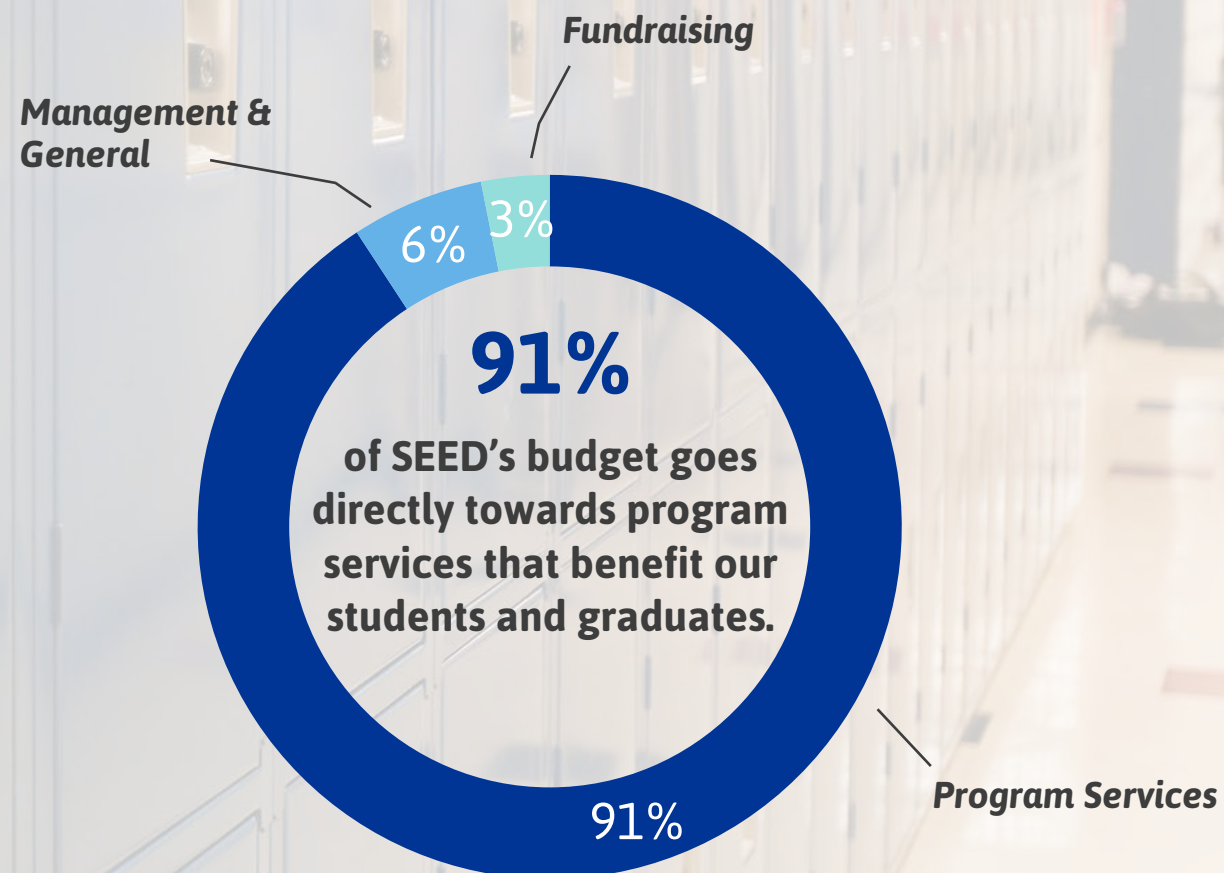
Thank you once again for your incredible commitment to our students.

We have carefully checked for accuracy. We apologize for any omissions or discrepancies and encourage you to contact Karianna Barr at kbarr@seedfoundation.com or 202.785.4123, x19 if you have questions or comments.

FINANCIALS

JULY 1, 2013 - JUNE 30, 2014

We take pride in the fact that our organization has been financially stable for 17 years. Our staff works hard to ensure that our supporters' donations and resources directly affect what matters most: our students and graduates.



Independent Auditor's Report on the Financial Statements

To the Board of Directors
The SEED Foundation, Inc.
Washington, D.C.

Report on the Financial Statements

We have audited the accompanying consolidated financial statements of The SEED Foundation, Inc. and Subsidiaries (the Foundation), which comprise the consolidated balance sheet as of June 30, 2014, and the related consolidated statements of activities and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the Foundation and its subsidiaries as of June 30, 2014, and the changes in their net assets and their cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Foundation's 2013 consolidated financial statements, and we expressed an unmodified audit opinion on those audited consolidated financial statements in our report dated November 5, 2013. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013, is consistent, in all material respects, with the audited consolidated financial statements from which it has been derived.

Gaithersburg, Maryland
November 14, 2014

The SEED Foundation, Inc. and Subsidiaries
Consolidated Balance Sheet
Fiscal Year-End: June 2014
(with Comparative Totals for 2013)

	2014	2013
Assets		
Cash and Cash Equivalents	\$ 12,070,168	\$ 10,977,108
Investments	741,581	628,918
Receivables	808,380	732,756
Prepaid Expenses	110,421	82,938
Restricted Cash	1,362,293	1,323,537
Promises to Give, net	2,051,414	3,051,303
Property and Equipment, net	64,078,521	64,145,279
Debt Acquisition Costs, net	799,677	929,348
	<u>\$ 82,022,455</u>	<u>\$ 81,871,187</u>
Liabilities and Net Assets		
Liabilities		
Accounts payable and accrued expenses	\$ 1,767,244	\$ 5,124,261
Deferred revenue	156,934	110,594
Refundable advances	237,336	1,368,768
Deferred rent	12,264	22,210
Capital lease obligation	154,601	75,560
Due to SEED School of Miami	30,000	-
Loan payable	6,000,000	2,983,701
Bonds and notes payable	29,490,000	30,900,000
	<u>37,848,379</u>	<u>40,585,094</u>
Commitments and Contingency (Notes 9 and 10)		
Net Assets		
Unrestricted	39,380,310	35,427,117
Temporarily restricted	4,693,766	5,758,976
Permanently restricted	100,000	100,000
	<u>44,174,076</u>	<u>41,286,093</u>
	<u>\$ 82,022,455</u>	<u>\$ 81,871,187</u>

The SEED Foundation, Inc. and Subsidiaries
Consolidated Statement of Activities
Fiscal Year-End: June 2014
(with Comparative Totals for 2013)

	2014			2013 Total
	Unrestricted	Temporarily Restricted	Permanently Restricted	
Support and Revenue				
Per-pupil allocation	\$ 27,680,954	\$ -	\$ -	\$ 27,680,954
Contributions	7,121,546	2,273,086	-	9,394,632
Private grants and awards	2,898,172	-	-	2,898,172
Federal grants and awards	2,056,654	-	-	2,056,654
State grants and awards	17,050	-	-	17,050
Investment income	116,909	-	-	116,909
In-kind contributions	28,607	-	-	28,607
Other	41,806	-	-	41,806
Net assets released from restrictions	3,338,296	(3,338,296)	-	-
Total support and revenue	<u>43,299,994</u>	<u>(1,065,210)</u>	<u>-</u>	<u>40,147,862</u>
Expenses				
Salaries and benefits	22,622,401	-	-	22,622,401
Supplies and services	10,565,313	-	-	10,565,313
Depreciation and amortization	2,739,884	-	-	2,739,884
Interest expense	913,856	-	-	913,856
Total expenses	<u>36,841,454</u>	<u>-</u>	<u>-</u>	<u>35,128,734</u>
Change in net assets before other (losses)	<u>6,458,540</u>	<u>(1,065,210)</u>	<u>-</u>	<u>5,019,128</u>
Loss on disposal of assets	(2,505,347)	-	-	(2,505,347)
Change in net assets	<u>3,953,193</u>	<u>(1,065,210)</u>	<u>-</u>	<u>3,621,318</u>
Net Assets				
Beginning	35,427,117	5,758,976	100,000	41,286,093
Ending	<u>\$ 39,380,310</u>	<u>\$ 4,693,766</u>	<u>\$ 100,000</u>	<u>\$ 44,174,076</u>

The SEED Foundation, Inc. and Subsidiaries
Consolidated Statement of Cash Flows
Fiscal Year-End: June 2014
(with Comparative Totals for 2013)

	2014	2013
Cash Flows from Operating Activities		
Change in net assets	\$ 2,887,983	\$ 3,621,318
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Change in allowance for uncollectible pledges	7,065	(9,670)
Change in discount on promises to give	(33,389)	(6,541)
Depreciation and amortization	2,739,884	2,420,335
Loss on disposal of assets	2,505,347	1,397,810
Realized and unrealized gain on investments	(112,663)	(130,919)
Donated artwork	-	(146,500)
Change in deferred rent	(9,946)	(4,339)
Changes in assets and liabilities:		
(Increase) decrease in:		
Receivables	(75,624)	59,607
Prepaid expenses	(27,483)	13,429
Promises to give	101,213	(1,895,434)
Other assets	-	5,508
Increase (decrease) in:		
Accounts payable and accrued expenses	(534,797)	623,416
Deferred revenue	46,340	(79,083)
Refundable advances	(1,131,432)	(671,260)
Due to SEED Miami	30,000	-
Net cash provided by operating activities	6,392,498	5,197,677
Cash Flows from Investing Activities		
Purchase of property and equipment	(7,757,914)	(11,612,726)
Purchase of investments	-	(3,963)
Proceeds from sale of investments	-	1,869,828
Increase in restricted cash	(38,756)	(52,594)
Net cash used in investing activities	(7,796,670)	(9,799,455)
Cash Flows from Financing Activities		
Cash received for pledges restricted for long term purposes	925,000	925,000
Debt acquisition costs	-	(175,630)
Principal payments on loan payable	(2,000,000)	-
Principal payments on bonds and note payable	(1,410,000)	(1,355,000)
Proceeds of loan payable	5,016,299	2,983,701
Principal payments on capital lease obligation	(34,067)	(32,361)
Net cash provided by financing activities	2,497,232	2,345,710
Net increase (decrease) in cash and cash equivalents	1,093,060	(2,256,068)
Cash and Cash Equivalents		
Beginning	10,977,108	13,233,176
Ending	\$ 12,070,168	\$ 10,977,108

Alexis and Shamari, SEED DC Class of 2014, enjoy the SEED Maryland campus during the 2014 SEED Alumni Summer Institute, hosted by The SEED Foundation's College Transition & Success team. Alexis is currently a freshman at Virginia Tech, and Shamari is a freshman at the University of Maryland.



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