Nokidbehind Inc

Indianola, IA
https://nokidbehind.org
(507)858-7566

MISSION

Nokidbehind is a non-profit platform that provides access to STEM education within the communities. This is done through a philanthropy program of providing computers loaded with STEM programs to facilitate learning. Our Mission is to build micro STEM communities around Stem technologies. We do this by partnering with our volunteers who also serve as ambassadors to different communities and schools. These ambassadors create STEM clubs in the different communities and then mentor these STEM clubs. We vet and see a need of building a computer lab to better serve the kids and keep them busy.

EIN
85-1913425

RULING YEAR
2021

IRS SUBSECTION
501(c)(3) Public Charity

FOUNDING YEAR
2020

MAIN ADDRESS
1305 N 6th St Apt 13
Indianola, IA
50125

AFFILIATION TYPE
Independent Organization

CONTACT
Kenneth Ndzedzeni, Founder
(507) 202-3909
kenneth.ndzedzeni@nokidbehind.org

EXECUTIVE DIRECTOR
Kenneth Ndzedzeni

CO-PRINCIPAL OFFICER
Eleanor Berinyuy

BOARD CHAIR
Kenneth Ndzedzeni

SUBJECT AREA
Education services

NTEE Code
Educational Services and Schools - Other (B90)
PROGRAMS

1. Building Computer Labs
   Population(s) served:

POPULATIONS SERVED

1. Children and youth
2. Non-adult children

COMPLIANCE

✅ IRS Pub 78 Verified as of December 2023

✅ IRS BMF 509(a) (1) as of December 11, 2023
Section 509(a)(1) organization as referred to in Section 170(b)(1)(A)(vi)

TRANSPARENCY MEASURES

✅ Board Practices Reported?

✅ Diversity Data Reported?
Programs & Results

PROGRAMS
Source: Self-Reported by Organization, July 2023

Building Computer Labs

Population(s) Served: n/a

We are a non-profit organization, and we are using technology to build micro-tech communities around web technologies in rural areas in Cameroon, specifically, the Northwest and Southwest Regions of the country that has been ravaged by war and kids have lost three to five years of school.

We decided to build technology communities to enhance skills. Parents are out of ideas because of the ongoing conflict; this program will empower kids in primary school and students who want to build a career in technology. Children are the leaders of tomorrow and a break in their educational career will influence what would become of them in the future. We want to help the children to be able to maximize their technological potentials as the world we now live evolve daily in terms of technology. Our world is gradually becoming a world of technology such that anyone who is not skilled would find it difficult to thrive in.

We want to help children thrive in terms of technology.

We will also focus on
RESULTS

Number of children who have access to education

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>310</td>
</tr>
<tr>
<td>2021</td>
<td>200</td>
</tr>
<tr>
<td>2020</td>
<td>50</td>
</tr>
</tbody>
</table>

Population(s) Served: No target populations selected

Related program: Building Computer Labs
CHARTING IMPACT

What is the organization aiming to accomplish?

When we started our activities, we were working from one region to another, and through our feedback we found that several schools are not properly equipped to meet the needs of children as far as technology is concerned. Having difficulty transferring knowledge from one generation to another, as a result, children are affected and insufficient time has been given to teach them basic computer skills and codes.

To build intelligence, we have to train our children. We want to continue to create communities in schools in different regions to impart knowledge to children and secure their future. We listened to stories from kids who have never had access to a computer and one can already imagine the excitement in their eyes, at the thought of doing so. Because of such stories, it sparked the beginning of our philanthropy and through our partnerships, we are giving back to the community by a means of building computer labs in schools and creating a community around STEM technologies.

What are the organization's key strategies for making this happen?

- Working with local Organizations to run STEM bootcamps and
- Working with Partners to support our STEM Philanthropy activities.
- Once we have resources put together, we identify which community needs our services
  - Setting up of two Classrooms: We are going to build or furnish two classrooms with computer benches and each of them with 8 laptops and with study softwares and programs that kids can be able to facilitate their basic computing knowledge.
  - Internet: We will set up internet connections to the classrooms or install an internet modem every month through the program to enable the kids access study material with restrictions to certain sites that are not applicable for them.
  - Generator: We will also invest in getting a Generator as most of the areas usually have problems of continuous electricity. During the club period we will make sure our generators work for the period of time the kids are in class.
- Creating STEM clubs in Schools with Ambassadors

What are the organization's capabilities for doing this?

We will set a timeline that will be updated as soon as each milestone is achieved. An impact assessment will be made to ensure that quality training is given to the children, and we would ensure they are learning and thriving. We will create a work plan on how the fund received will be spent judiciously and according to our stated goal and objective. External auditors will be invited every month to make sure that we stay on track.

The funding organization will be allowed to check our worksheet and financial sheet throughout the grant period and every organization that seeks to partner with us will be handed over our work plan and business plan so that all parties will be on the same page and there would not be mismanagement/ misallocation of resources.

Every child has the right to education, this is what we want to help them attain as they have been deprived of this right due to the war. Our project is not meant to be a one-time impact thing but what will produce a sustainable improvement as we are bent on making sure the children are taught based on the current trends in technology.

If we are considered for this grant, we are sure that the Foundation’s goal will be met. We await your favorable response.

What have and haven't they accomplished so far?

This Project of building computer labs was started in later days of July 2022 and its first phase was scheduled to complete by the mid of October. With the support of Mcquade Foundation, NOKIDBEHIND Inc. helped achieve this goal. We identified schools in the community and created school technology clubs through their ambassadors/volunteers, allowing children to use basic computer tools to think smarter. After listening to the stories of different children from different regions, we decided to create NOKIDBEHIND Inc.
platform to connect with children in rural areas and build communities around technology tools to improve them and better prepare for the future.

- Setting up of four Classrooms: We renovated/furnished four classrooms with computer benches and each of them with 8 laptops and study software and programs that kids will be able to familiarise their basic computing knowledge with. We created a team of volunteers to help set-up the computers, install programs and facilitate kids on how to operate them. Transportation of furniture.

- Internet: We have set up internet connections to the classrooms or install an internet modem every month through the program to enable the kids access study material with restrictions to certain sites that are not applicable for them. NOKIDBEHIND Inc. partnered with “MTN” an internet service provider company and got Wi-Fi modems for four labs.

- Generator: We also invested in getting a Generator for each computer lab as most of these areas usually have interruption of continuous electricity. During that period of loadshedding it is made sure that generators provide enough power for the period the kids are in class.

- Other expenses: Other expenses included running cots such as utility bills, office supplies, Transportation. etc.
Operations

Source: Self-Reported by Organization, July 2023

EXECUTIVE DIRECTOR
Kenneth Ndzedzeni

Kenneth is a Philanthropist and a Technology enthusiasts. Grew up in the North West regions of Cameroon and later moved to the study in the city. While studying he cultivated a passion for working in communities as it made him to think always about how he grew up. He then decided to create more time for activities that were involving building micro tech communities around web technologies. As a result of these activities, Kenneth grew in confidence and have several years of experience in the culture of startups and incubation programs.

Eleanor Berinyuy

Eleanor is an enthusiastic Masters Student of Business Law (LLM) who has had some experience working in the legal world, through internships and Advocacy in Training. I am smart and open to new ideas.

BOARD CHAIR
Kenneth Ndzedzeni

BOARD MEMBERS
Ayuk Eta
KuelapAfricaSAS
Eleanor Berinyuy
Tekcitadel LLC
Ryan Yoder
Tekcitadel LLC
Otto Akama
Makonjo Madia
## STAFF

<table>
<thead>
<tr>
<th>Staff Type</th>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>Petra Venayen</td>
<td>Community Manager</td>
</tr>
<tr>
<td>Senior Staff</td>
<td>Kenneth Ndzedzeni</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Volunteer</td>
<td>Bernardette Kinyuy</td>
<td>Volunteer</td>
</tr>
</tbody>
</table>
**BOARD LEADERSHIP PRACTICES**

GuideStar worked with BoardSource, the national leader in nonprofit board leadership and governance, to create this section, which enables organizations and donors to transparently share information about essential board leadership practices.

<table>
<thead>
<tr>
<th><strong>BOARD ORIENTATION &amp; EDUCATION</strong></th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the board conduct a formal orientation for new board members and require all board members to sign a written agreement regarding their roles, responsibilities, and expectations?</td>
<td>Yes</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>CEO OVERSIGHT</strong></th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the board conducted a formal, written assessment of the chief executive within the past year?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ETHICS &amp; TRANSPARENCY</strong></th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have the board and senior staff reviewed the conflict-of-interest policy and completed and signed disclosure statements in the past year?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>BOARD COMPOSITION</strong></th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the board ensure an inclusive board member recruitment process that results in diversity of thought and leadership?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>BOARD PERFORMANCE</strong></th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the board conducted a formal, written self-assessment of its performance within the past three years?</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Organizational Demographics

Who works and leads organizations that serve our diverse communities? This organization has voluntarily shared information to answer this important question and to support sector-wide learning. GuideStar partnered on this section with CHANGE Philanthropy and Equity in the Center.

Leadership

The organization’s co-leader identifies as:

- **Race & Ethnicity**: Black/African American
- **Gender Identity**: Male, Not transgender (cisgender)
- **Sexual Orientation**: Decline to state
- **Disability Status**: Person without a disability

The organization’s other co-leader identifies as:

- **Race & Ethnicity**: Black/African American
- **Gender Identity**: Male, Not transgender (cisgender)
- **Sexual Orientation**: Heterosexual or Straight
- **Disability Status**: Person without a disability

Race & Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Board Members</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Asian American</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Hispanic/Latino/Latinx American</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Middle Eastern/North African</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Native American/Indian/American Indian/Alaska</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>White/Caucasian/European</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Multi-Racial/Multi-Ethnic (2+ races/ethnicities)</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>People who prefer to identify with another race or ethnicity</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Unknown or decline to state</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Gender Identity

<table>
<thead>
<tr>
<th>Gender Identity</th>
<th>Board Members</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Male</td>
<td>60%</td>
<td>60%</td>
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<tr>
<td>Non-binary</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Unknown or decline to state</td>
<td>6%</td>
<td>6%</td>
</tr>
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</table>

Sexual Orientation

<table>
<thead>
<tr>
<th>Sexual Orientation</th>
<th>Board Members</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gay, Lesbian, Bisexual</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Heterosexual or Straight</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Unknown or decline to state</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Disability

<table>
<thead>
<tr>
<th>Disability</th>
<th>Board Members</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person with a disability</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Person with a disability</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Unknown or decline to state</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

We do not display staff or senior staff disability information for organizations with fewer than 15 staff.
Equity Strategies  Last Updated: 12/15/2022

Candid partnered with Equity in the Center - a project that works to shift mindsets, practices, and systems within the social sector to increase racial equity - to create this section. Learn More

Data

✅ We review compensation data across the organization (and by staff levels) to identify disparities by race.

✅ We ask team members to identify racial disparities in their programs and/or portfolios.

✅ We analyze disaggregated data and root causes of race disparities that impact the organization’s programs, portfolios, and the populations served.

✅ We disaggregate data to adjust programming goals to keep pace with changing needs of the communities we support.

✅ We employ non-traditional ways of gathering feedback on programs and trainings, which may include interviews, roundtables, and external reviews with/by community stakeholders.

✅ We disaggregate data by demographics, including race, in every policy and program measured.

✅ We have long-term strategic plans and measurable goals for creating a culture such that one’s race identity has no influence on how they fare within the organization.

Policies and processes

✅ We use a vetting process to identify vendors and partners that share our commitment to race equity.

✅ We have a promotion process that anticipates and mitigates implicit and explicit biases about people of color serving in leadership positions.

✅ We seek individuals from various race backgrounds for board and executive director/CEO positions within our organization.

✅ We have community representation at the board level, either on the board itself or through a community advisory board.

✅ We help senior leadership understand how to be inclusive leaders with learning approaches that emphasize reflection, iteration, and adaptability.

✅ We measure and then disaggregate job satisfaction and retention data by race, function, level, and/or team.

✅ We engage everyone, from the board to staff levels of the organization, in race equity work and ensure that individuals understand their roles in creating culture such that one’s race identity has no influence on how they fare within the organization.
# Appendix

## Key Documents

<table>
<thead>
<tr>
<th>IRS Forms 990</th>
<th>Not Available</th>
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</thead>
<tbody>
<tr>
<td>IRS Forms 990T</td>
<td>Not Available</td>
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<tr>
<td>Audited Financial Statements</td>
<td><a href="#">2021 Audited Financial Statement</a></td>
</tr>
<tr>
<td>Key Organization Documents</td>
<td><a href="#">2022 Annual Report</a></td>
</tr>
</tbody>
</table>
GuideStar Charity Check

Nokidbehind Inc
1305 N 6th St Apt 13
Indianola, IA 50125

- **Foundation Status Code**: PC
- **Public charity described in section 509(a)(1) or (2)**

**IRSA Publication 78 Details**

<table>
<thead>
<tr>
<th>Organization name</th>
<th>Location</th>
<th>Most recent IRS Publication 78</th>
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</thead>
<tbody>
<tr>
<td>Nokidbehind Inc.</td>
<td>Indianola, IA</td>
<td>December 2023</td>
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</tbody>
</table>

- **Deductibility status description**: A public charity (50% deductibility limitation).
- **Verified with most recent Internal Revenue Bulletin**: December 11, 2023

**IRS Business Master File Details**

<table>
<thead>
<tr>
<th>Organization name</th>
<th>Most recent IRS BMF</th>
<th>Reason for Non-Private Foundation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOKIDBEHIND INC</td>
<td>December 11 2023</td>
<td>Section 509(a)(1) organization as referred to in Section 170(b)(1)(A)(vi)</td>
</tr>
</tbody>
</table>

- **EIN**: 85-1913425
- **IRS subsection**: This organization is a 501(c)(3) Public Charity
- **Ruling date**: 08/2021

This organization was not included in the Office of Foreign Assets Control Specially Designated Nationals (SDN) list.

On September 8, 2011, the IRS issued regulations which eliminated the advance ruling process for a section 501(c)(3) organization. Learn more

* The Foundation Status Code is the code that foundations are required to provide for each grantee annually on part XV of Form 990PF. Note that this code cannot be derived in some cases (e.g., supporting organizations for which 'type' can't be determined).

IRS Revenue Procedure 2011-33 allows grantors to rely on third-party resources, such as GuideStar Charity Check, to obtain required Business Master File (BMF) data concerning a potential grantee's public charity classification under section 509 (a) (1), (2) or (3).

GuideStar Charity Check Data Sources

- GuideStar acquires all IRS data directly from the Internal Revenue Service.
- IRS Publication 78 (Cumulative List of Organizations) lists organizations that have been recognized by the Internal Revenue Service as eligible to receive tax-deductible contributions.
- IRS Internal Revenue Bulletin (IRB) lists changes in charitable status since the last Publication 78 release. Between the release of IRS Publication 78 and the subsequent IRS Internal Revenue Bulletin, the IRB date will reflect the most recent release date of IRS Publication 78.
- The IRS Business Master File (BMF) lists approximately 1.7 million nonprofits registered with the IRS as tax-exempt organizations.
- The IRS Automatic Revocation of Exemption list contains organizations that have had their federal tax-exempt status automatically revoked for failing to file an annual return or notice with the IRS for three consecutive years.
- The Foundation Status Code is a value derived by mapping the codes found on the 990PF filing instructions to the corresponding codes in the IRS BMF. Note that not all codes are able to be mapped due to insufficient data.
- The Office of Foreign Assets Control (OFAC) Specially Designated Nationals (SDN) list identifies organizations that are owned or controlled by targeted individuals, groups, and entities, such as terrorists or narcotics traffickers. Their assets are blocked and U.S. persons are generally prohibited from dealing with them.

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