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*mission. goals.*



## Mission and Goals

The mission of the William Caspar Graustein Memorial Fund is to improve the effectiveness of education in fostering both personal development and leadership.

Connecticut's children are the focus of the Memorial Fund's grantmaking. Our intent is inclusive: to work with rural, urban and suburban communities, and both public and private schools. We want to provide means for our grantees to learn from one another's experience, and we seek to include those people who will be affected by programs in their design and evaluation. A belief that education benefits both individuals and society as a whole guides our work.

To accomplish this mission, the Memorial Fund has set three goals:

1. To engage young children more deeply in their own education.
2. To support Connecticut communities in improving education for their elementary and preschool children. We think of communities both geographically and culturally, and mean to include teachers, parents, administrators and others who have a concern for the lives of children.
3. To develop both statewide and local leadership dedicated to improving and advocating for education.



*beliefs. principles.*



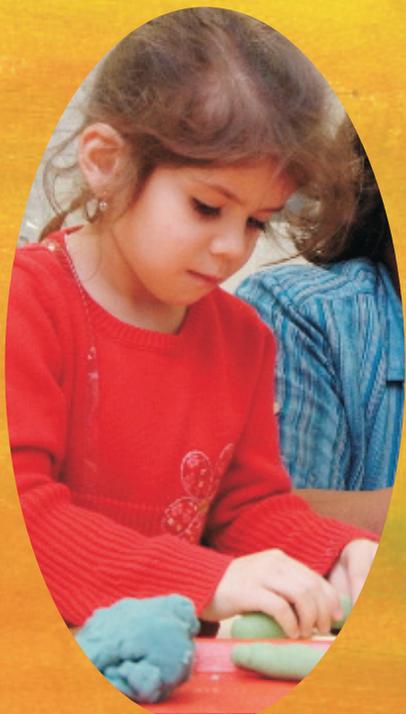
## Beliefs and Operating Principles

The Memorial Fund is guided in its commitments and strategies by the following beliefs:

- Families, schools and communities are partners in the rearing and education of children.
- Children need safe, caring and nurturing environments, at home, in the community and at school, in order to learn and to realize their full potential.
- The best practices in education and child development result from encouraging and listening to all voices of the community and sharing information as widely as possible.
- Children are engaged most deeply in their own education and development when challenged by high standards and expected to acquire a common core of knowledge, skills, values and self-discipline. Children are also engaged through a rich variety of educational choices beyond the core program.
- Those working in education and in communities are most effective when all constituencies work together to develop leadership, to set goals, to advocate for policy changes, and to evaluate continuously the effectiveness of current programs.
- Quality research and information exchange can help to change public policy and educational practices when change is needed. Research can also help to replicate what is already working.
- Every institution educating or working with children needs to be a learning organization, where opportunities abound among all education stakeholders, including children, for intellectual development, information sharing and teamwork.

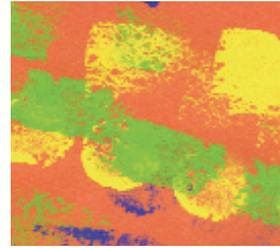
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*children*



**we can engage citizens in  
more effective ways to  
improve children's lives**

*support. advocate. improve.*



## Executive Director's Report, The 10-Year Perspective

When the Memorial Fund first opened its doors in Connecticut on August 6, 1993, we understood that embracing the field of education was a most appropriate memorial to the fund's namesake and to the Graustein family's immigrant experience. William Caspar Graustein was a college professor and all of his siblings led lives greatly advantaged by education. We also perceived that a focus on one state and one issue could allow a relatively small family foundation to make an impact. In this report on the years 2001-2003, we pause to reflect on the past decade of our work.

*support. advocate. improve.*

For our first eight years, we tried to do three things: 1) to support policy research and advocacy on behalf of children, 2) to improve teaching and learning through the Connecticut Center for School Change, and 3) to engage communities and parents through the Children First Initiative.

The early investments in policy research helped us to learn about Connecticut in ways that we might not have expected. For example, the public opinion study called *The Broken Contract*, undertaken by Public Agenda, demonstrated that the biggest gulf in the state was not between black and white citizens, nor between urban and suburban communities, nor between the wealthy and the poor, but between educators and the general public. Addressing that gap led us to shape the initiative we call “Community Conversations,” now under the leadership of the League of Women Voters of Connecticut. This project, which has touched the civic lives of 69 Connecticut communities, creates an opportunity for communities to engage in dialogue about education issues, unconstrained by adversarial posturing. Citizens begin in this way to find common ground on which to build and implement action plans for improving the lives of children and the education enterprise.

Other research has further helped the state to become educated about important issues. For example, *The Social State of Connecticut* report, undertaken in partnership with the Connecticut General Assembly and the Commission on Children, has revealed in each of the past 10 years the needs and challenges that exist in this wealthy state. We are pleased that Connecticut was the first state to embed such a report in law. *The Social State* prompts discussions of policies that can lead to a better quality of life for all. This year, we honor the memory of that report’s author, Marc Miringoff, who passed

away as this Memorial Fund report was being completed, for his vision and commitment to the ideal of holding ourselves accountable for the condition of our society.

In the early years, our focus on community and parent engagement became a seven-year, \$7 million initiative called the Children First Initiative (CFI). CFI worked with seven cities to improve life and education outcomes for children from birth to eight. Appreciating this new approach, an assistant superintendent of schools from one community noted, “It seems that the Memorial Fund is asking communities to learn to be more reflective about the condition of their children.” In fact, we strove to create the possibility for communities to work collaboratively, across sectors, with us and with others as true partners. Deepening this relationship remains a primary goal. Much of what we learned through Children First is embedded in the Discovery Initiative, which has been the focus of our work from 2001 to 2003 and which is the subject of this report.

During the first decade our strategies intertwined in ways that were powerful beyond our expectations. For instance, in 1997, the Connecticut General Assembly passed the School Readiness Act, which has since allocated over \$40 million annually to create and sustain new spaces in high-quality preschools, benefiting 6,500 children statewide. In 1997 legislative staff met directly with Children First community representatives and asked for information on the need for and projected cost of early care and education in their communities. Within two weeks, the communities provided the information to the legislature, with research and communications assistance from the Memorial Fund. While passage of the School Readiness Act was a policy triumph for advocates and policymakers, we also view it as a triumph of community voice.

*support. advocate. improve.*

We are also learning how to integrate the school change work of the Connecticut Center for School Change. Its executive director, Andrew Lachman, has shifted the focus from individual schools to districts and, more specifically, to instructional leadership. The Center's new Superintendents' Network and Principals' Academy help districts that want to work on systemic change by focusing on student outcomes. The Center now devotes more than half its efforts to Discovery districts, while acting as content experts on education to the Initiative overall.

**Looking forward...**

The story of our current Discovery Initiative continues today across Connecticut. In 2001, the Trustees of the Memorial Fund made a six-year \$15 million commitment to Discovery. In its first two years, Discovery has introduced us to an extraordinary range of individuals who are willing to commit time, energy and resources to the idea that all children deserve a good start in life. Preliminary research is showing that this simple yet powerful idea is not only sound social and educational policy, but also has measurable economic benefits.

Nothing means more to me as a foundation leader than that the Memorial Fund live out the values we espouse in ways that other people can detect. The central challenge of mid-life for both people and institutions is to bring behavior into closer conformity with values. We work hard at that.

So, what is our situation today? Very challenging indeed. As with most foundations, our economic power has been constrained by three years of turmoil in financial markets. Nevertheless, the promise of the Discovery Initiative — that we can engage citizens in more effective ways to improve children's lives — has seemed to capture people's imaginations. As of this report, 49 Connecticut communities have joined Discovery. They represent over half of the student population of Connecticut, and high proportions of the state's poor and populations of color.

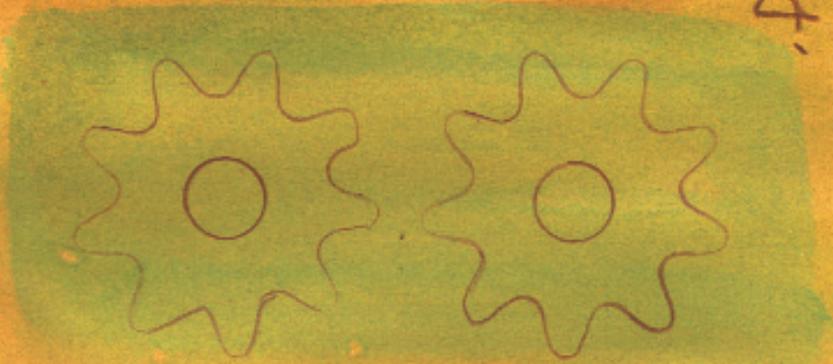
Nothing is a better antidote to poverty than a good education. Most children, advantaged or disadvantaged, are capable of high levels of achievement. Connecticut has the financial and intellectual resources needed to make sure that every child enters school ready to learn, and to make sure that every school is ready to teach and to uphold high standards. Nothing less is acceptable. Connecticut has enjoyed a privileged position among the states in income and in leadership. To sustain that position in the future requires a new level of intention and investment in the lives of our children. We try every day to live up to that level of intention. In doing so, we believe we are doing our part to forge a stronger Connecticut and a stronger nation.

David M. Nee

*Executive Director*

True to his word and despite my mother's  
misgivings, they gave me permission to  
drive the family station wagon to  
New Mexico to work on an archaeological  
site. This was the beginning of my relationship

with our 280 cubic inch  
1963 Chevy.



*exploration. challenge. opportunity.*



## Trustee's Letter

The year I was a college sophomore, majoring in economics, I took a geology course to complete a science requirement. I'd worked outdoors on an archaeological dig in Wyoming the previous summer and became fascinated by the landscape that had surrounded me. Back in class, as I listened to the professors translate the rocks and canyons into a readable text of the stories of their origin, my interest grew to the point where I decided to change my major to geology.

## *exploration. challenge. opportunity.*

I told my father my plans as he and I drove home a couple of weeks later. His initial skepticism made me wonder: Was it genuine interest or just the adventure of the previous summer that was catching my imagination? Could the geology course really be the door to a vocation?

The next day, Dad started the conversation, “I was thinking about what you said yesterday. My brother Bill was an academic and he took great satisfaction from the research he did. If this is what you want to do, go ahead.” True to his word and despite my mother’s misgivings, they gave me permission to drive the family station wagon to New Mexico to work on an archaeological site. This was the beginning of my relationship with our 230-cubic-inch straight six ’63 Chevy.

The excitement of being out on my own with a couple of friends driving across the continent was soon balanced by the boredom of long hot days on the road. The boredom evaporated when we turned off the pavement, through a barbed wire gate and bounced along a ranch road to our field camp for the summer, across 25 miles of the emptiest country I had ever seen.

A couple of weeks later I noticed dark streaks of grease on the inside of the right rear wheel. I had never before been interested in what went on inside an axle, but I was now. A couple of guys on the dig diagnosed a busted seal on a bearing. We thought about driving to town, but all I could imagine was the bearing’s failing, stranding me in the middle a very big landscape with only cactus and a few cows for company. So instead, I bought a shop manual and a slide hammer, pulled the axle half-shaft from its housing, took it into town, got a mechanic to replace the bearing, hauled the half-shaft back to the field camp and reinstalled it.

I’d promised my parents that I’d treat the car responsibly, so I wrote to tell them what had happened and how I’d made the repairs. Since I was two thousand miles away and the car was back in shape, I also sent them a photograph of me kneeling in the dirt, pulling the axle out of its housing. I don’t know if they were appalled or reassured, but the car and I did return home no worse for the wear. The next summer, though, they helped me buy my own pickup truck and I headed west again. The project I started that summer grew into a twenty-five year career of research in the earth sciences.

## *exploration. challenge. opportunity.*

When I look at that snapshot now, I see it as more than a record of my adolescent adventure. It is a reminder of a summer when there was enough time and space to explore possibilities — to think of a breakdown as a challenge and an opportunity, not just a nuisance. It's a reminder of the time I began to leave home to find my own way; and of how I discovered that the best way of losing my fear of breaking something was learning that I could figure out how to fix it.

The Memorial Fund has now been working for a decade to support the improvement of education for young children of Connecticut. The real work and responsibility of the education of the children is of course not ours, but that of the parents, citizens and institutions in the state.

For the past two years, the Memorial Fund has focused its efforts and resources on the Discovery program, which aims, in part, to increase the capacity of communities to analyze, organize, reflect and act on behalf of children.

Forty-nine cities and towns across Connecticut participate in Discovery. A key part of Discovery is the formation of a collaborative working relationship that includes parents,

community members, service providers and government officials. For most of the participants this is a new way of working. For many parents and community members, for whom the landscape of educational programs, policy and bureaucracy can sometimes seem as vast and inhospitable as the New Mexico desert, participation in Discovery is a new and challenging role.

In this report we honor them by telling some of their stories, as they find their own ways to influence the institutions and programs that affect them and their children. I invite you to explore how the accounts of three varied communities — urban Norwalk, rural Thompson and suburban Windsor — evoke connections with your own experiences and aspirations.

In their ideal form, democratic institutions are also vehicles that can take their people anywhere they decide to go, but as with that '63 Chevy, the judgment to steer them well and the ability to maintain and repair them must be learned by each generation. I invite you to look at these reports as examples of people committing themselves to learning and practicing the mechanics of democracy.

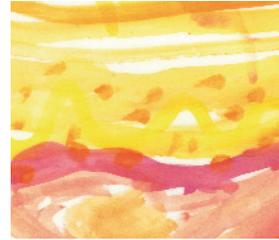
William Chandler Graustein

*Trustee*

“discovery is at the heart of what we do”



*education. community. action.*



## Change in the Land of Steady Habits

CONNECTICUT — despite its nickname — “the land of steady habits” — is anything but static. The Connecticut of 2004 is not the Connecticut of even twenty years ago. A drive from the old mill villages of the northeast corner, to the “gold coast” of lower Fairfield County, to the municipalities lining the I-91 and I-95 urban corridors would show a state undergoing both demographic and economic shifts. And within our 5,000 square miles — Connecticut is the third smallest state in land mass — we harbor 169 separate governmental entities, ranging in size from cities of over 100,000 to villages of fewer than 700, and 166 school districts ranging in size from 75 to 23,000 students.

*education. community. action.*



The traveler around the state would find enormous racial and ethnic diversity, great income disparities and a checkerboard mix of urban, suburban and rural populations. Some of Connecticut's 3.4 million people come from ancestors who have been here since the 17th century; other families have been here for centuries before that; others arrived last month from all the world's inhabited continents.

Still, in the midst of all this change, some constants remain. While Connecticut's communities differ in significant ways, people of all backgrounds want the jobs, housing, health care and community services that meet their needs. Most of all, they want the best for their children.

We know intuitively — and research shows — that the experiences of infancy and early childhood lay the foundation for the adult the child will become and have profound implications for the individual, the family and the larger community. With that reality in mind, the well-being of Connecticut's young children — with a particular emphasis on education — has been a major focus of the William Caspar Graustein Memorial Fund since the Fund's beginnings in the summer of 1993.

With the inception in 2001 of its Discovery Initiative, the Memorial Fund continues its commitment to helping communities support their young children. An outgrowth of its earlier Children First Initiative, in which seven communities participated, the Discovery Initiative represents a projected \$15 million commitment for 2001-2007. The 49 communities who have accepted the Memorial Fund's invitation to join the initiative since its beginnings in 2001 are each receiving grants ranging between \$10,000 and \$50,000, with an average grant of \$25,000 per community per year.

Each of the Discovery communities is addressing at least one of the program's four objectives:

1. To expand the supply of high quality early care and education.
2. To improve the quality of existing early care and education.
3. To build strong connections between early care and elementary education.
4. To improve social, emotional and academic outcomes for young children.

Collaboration, community engagement, and parent involvement are central values and central activities in this process. The intent is to create a statewide network of communities, organizations, and parent groups that will advance local and statewide policy work on behalf of young children and their families. While the participating communities are receiving direct grants, the Memorial Fund is also devoting resources each year to other activities essential to this work, such as documentation, peer networking, learning seminars, technical assistance consultation, and community liaisons who work directly with the communities. In addition, our statewide and regional grantmaking supports the four Discovery objectives by, for example: helping the Discovery communities to use data strategically; supporting research on the impact of school readiness programs; and making available loans for the expansion and improvement of early childhood education facilities.

The term “Discovery” is at the heart of what we are doing. The Memorial Fund went into this process fully open to uncovering, along with its grantees, what works on a practical level. We know that communities have the capacity to be the experts in the needs of their children and families. While those capacities can vary widely because of economic, historical, geographic, political and social factors, remarkable results can occur when opportunities are afforded for local learning and decision-making.

The 49 communities are developing a range of strategies to learn about themselves: the Discovery process has resulted in town-wide potluck suppers, photo exhibits, surveys, focus groups, community cleanups, the publication of service directories and a range of ongoing conversations among previously unconnected or adversarial groups. They are asking and beginning to answer essential questions: What are our strengths? Our weaknesses? What programs, activities and services are currently available for young children and their families? How can we make the best use of the resources we have, and what additional resources do we need? What strategies will work best for us as we seek to provide the best environment for young children as they prepare for school.

In addition, the eagerness of cities and towns to learn from others and to share what is working bodes well for the future of the state as a whole. Our first ten years have taught us to be open to the new and unexpected, to take time to reflect, and to pay attention to the voices of communities, where most of the real learning happens. In the following pages you will read — with three of the Discovery sites as examples — about some of what has been learned so far.

*to hear each other differently*



*analyze. organize. act. reflect.*



## Getting the Picture

The photographs were passed out as people walked in the door. Dozens of pictures that seemed to typify New England — of parks and cemeteries, schools and post offices, ponds and bridges — documented the long history and the life of Thompson, a town of 9,000 nestled in the furthest northeast corner of Connecticut. As over a hundred town residents of all ages gathered on an autumn evening in 2002 to participate in a New England tradition — the community potluck — the photos were a focal point for engendering conversation. “They allowed us,” said one participant, “to hear each other differently.”

*analyze. organize. act. reflect.*



Taken by one of the potluck's organizers, the photos were intended to do just that. Those attending the event were encouraged to speak about their connection to the places featured. An elderly man reminisced about painting a mill's cupola with his father — making the young people in the room “see that old mill as something besides an abandoned building with windows to break.” An elementary school child told the gathering about the help his family received from an agency housed in the building known as the old town library.

This re-envisioning of the traditional New England potluck — the first in an ongoing quarterly series — was more than a way for people to spend an enjoyable evening with neighbors. It was part of a very conscious process of developing community self-awareness. “We knew that Graustein had a new approach to working with communities to address the needs of young children,” notes one community leader. “As we looked at the Discovery application guidelines, we knew that our first job was to work toward building a healthier community where people talked to each other and where they realized that all of their interests could be addressed. Then we would be able to talk about building stronger supports and positive outcomes for children.”

Across all the Discovery communities — whether through Windsor's parent brainstorming sessions, Norwalk's focus groups or Thompson's quarterly potlucks — an ongoing learning process has begun to uncover strengths, challenges and resources as a prerequisite to creating positive change.

## *analyze. organize. act. reflect.*

While among Discovery communities Thompson looks in many ways like the “typical” New England town — the kind of place where everyone knows their neighbors — this small municipality is in fact composed of ten separate villages spread over 47 square miles, each village with its own distinct identity. Yankee independence runs deep. “We’re one town with five zip codes,” says a town official, “and no one will give up any of them.”

Thompson’s history as a mill town inhabited by both mill owners and workers, and its more recent development as a bedroom community to nearby urban areas, have produced great economic, social and political diversity. “We had to deal with those differences and wanted to make sure that the Discovery process did not become what had been the historical town meeting focused on funding agendas,” says the head of a town agency — “where it’s seniors pitted for resources against the needs of education, pitted against the Fire Department. We knew we needed a collective conversation to show us that we could work together as a community on what mattered to us.”

Through the Discovery process, asset-based community development (ABCD) was introduced to Thompson residents. During a two-day training, over 70 residents came together to talk about what mattered to them. Together, they created a list of civic concerns, which fell into the categories of economic development, environment, education and communication. These concerns were put under the umbrella of the newly created community development organization “Thompson Together,” the creation of which was a direct result of Thompson’s participation in Discovery.

Groups focused on each of these areas worked on projects ranging from stream cleanups to an exhibit featuring the work of local artists, to the creation of a town web site. The community potlucks — including the event featuring the photographs — were held.

In the meantime, a League of Women Voters grant funded a community conversation specifically about what could be done to improve life for children from birth through age eight. The communications group came up with the idea of using Fire Department and church newsletters to communicate important information about services and activities to parents of young children. “The quality of early childhood education was a common thread through all our conversations,” notes a local preschool teacher. “Ultimately, it is all about working towards making Thompson a healthier, happier place to live and to raise children.”

Echoed by the other Discovery communities, that sentiment is at the heart of Discovery. While the Memorial Fund is focused specifically on issues related to young children, Thompson’s holistic approach is unique. “The Discovery influence allowed for unprecedented collaboration among town agencies, the school system, local non-profits and interest groups,” says a community leader. “It led to our being able to save the town’s youth center. Our teenagers are organizing to create a skateboard park. We’re on the verge of kicking off a Community Health Center project with another Discovery town because of Discovery conversations. The spirit of collaboration in the past two years — among individuals, among populations, among communities and interest groups — has been amazing to watch.”



Ceinnate - "Me and Ary'anna are keeping  
our hands to ourself."

*listen. create. plan.*



## Starting Smart

“It’s a real struggle sometimes,” a woman caring for her three young granddaughters told a meeting of Windsor’s Early Childhood Council (ECC). As an older caregiver, she spoke about the challenges she faces in locating resources, getting support, helping her family with homework — and her fatigue at the end of a long day of both paid work and family caretaking. “Stories like that remind me of why I accepted the invitation to join the Council,” says an ECC parent member. While her own children are now past the “early” years, she notes that she wanted to get involved in setting the direction for early childhood care in town. “We have to remember,” she says, “that if parents are feeling overwhelmed they are less likely to be responsive to what their kids need.”

*listen. create. plan.*



Since April of 2001, Windsor has committed to providing an optimum beginning for its youngest residents through its Start Smart program. Described by a town official as “a program to ensure that children are ready to learn when they enter school — based on a ‘parents as teachers’ model,” Start Smart is free and available to any family with a child, newborn through kindergarten age. Through this home visit program, a trained parent volunteer comes every four to six weeks, supplying materials, coaching the family on parenting skills and providing friendly intervention if problems are detected.

Start Smart in turn is run under the auspices of Windsor’s Healthy People Initiative, begun in late 1999 as an umbrella organization for town programs that focus on “the physical, intellectual, social and emotional well-being of all people in Windsor.” Another official notes: “We wanted to create a structure to help us prevent problems, not just react. When we heard about the invitation from Graustein to join Discovery, it was a natural fit for Healthy People and its strategy team(s) to be the lead organization.”

Healthy People collected data — through forums, focus groups and surveys — on the quantity, quality and availability of early childhood care and education. During this process, the idea for an Early Childhood Council emerged. A school administrator says: “There’s a gap for parental involvement in early childhood issues. If you have children in the school system, there are channels for input. But there’s no board of education for preschool. The ECC is a vehicle for parents of young children to have input on what’s happening in town.”

In important ways, a lot is happening for young children in Windsor, with a wide array of services and programs. But as a result of Healthy People's information gathering, this ethnically and culturally diverse community of 28,000 located just north of Hartford also uncovered concerns about the well-being of its young children, many of which focused on child care. "Child care is not the only issue that matters when we think about the social, emotional and physical health of young children," says a town official. "But it is central."

Many of these concerns are common to communities across the state. Windsor has a number of child care providers — public and private, formal and informal. But care is hard to find for parents with unconventional work schedules, and is often not readily obtainable for infants and for children with behavioral issues. Cost is always a factor; care that is not affordable is not really available. "And we hear from providers," says a Windsor teacher, "that they would like professional development, which is hard to come by, especially for those who are home-based."

In addition, Windsor, like every community, faces its own unique challenges. The head of a town agency points out: "Something you might not think of is how the size and shape of the town create barriers. Windsor is elongated north-south with a huge area to the northwest adjacent to the airport and the other part near the Hartford town line. Child care is not distributed across the town in a way that makes it accessible to all families." A school official adds: "There's also an issue with transportation, since our child care centers are not located on bus routes."

Through its Discovery process, Windsor is creating a structure to build on its strengths and to identify and address problems. "Ultimately," says one parent, "we want the ECC to provide a vehicle through which we can move into the future once the Discovery work is done."

What is really exciting, adds a board of education employee, is the community input. "When I talk to other towns about Healthy People, the Early Childhood Council, Start Smart and the Graustein Discovery process, I'm aware of the degree to which Windsor has made early childhood health a town issue, and of how conscious we are of creating an environment that is attractive to families with young children."

"Even the young kids themselves are helping to keep us on track," another ECC member says. "Most of the Council members have kids of their own and we've been using the teens from one of our youth groups to entertain and feed the little ones during meetings. The kids have so much fun with their teenage babysitters that they're always asking their parents, 'When are we going to a meeting?'"



*focus. develop. encourage.*



## Minding Our Business

“There have been moments when — I have to confess — I’ve referred to it as group therapy,” laughs a member of Norwalk’s School Readiness Council in describing the process surrounding Norwalk’s involvement in the Discovery Initiative. “At other times I can say that it was a lengthy process of building consensus.” For Norwalk, as for the other 48 Discovery sites, building consensus was essential. To encourage collaboration, the Memorial Fund accepted only one Discovery application per community; each application had to be signed by representatives of five specified groups. “Our Discovery steering committee spent much of its first year developing trust and defining a common purpose,” notes a Board of Education member.

*focus. develop. encourage.*



While community conversations about education had been taking place in Norwalk since 1999, the invitation to join Discovery spurred renewed activity. Open meetings in July and September of 2001 led to accepting Graustein's invitation. Initial plans called for focus groups and for a community conversation on available services and unmet needs. At the same time, the Discovery steering committee was looking at existing research on the status of Norwalk's children. "We also looked at data from other communities," says a school official. "We knew intuitively that early childhood care and support were not what they should be, but we needed more concrete information."

A city of 82,000 mid-way up the coast of Fairfield County, Norwalk has a great diversity of cultures, ethnicities and income levels. While most other Connecticut cities lost population from 1990-2000, Norwalk's population grew by nearly 6 percent, almost twice the state average.

"We realized," says a Discovery steering committee member, "that part of Norwalk's vitality is connected to our ability to retain and attract businesses. So if we wanted to have a healthy investment in early childhood, we had to get business interested and involved." Business input was elicited through a focus group, one of ten held between May and October of 2002. In addition, the president of the local Chamber of Commerce became a Discovery steering committee member in March of 2003.

The nine other focus groups provided forums for parents, preschool providers and elementary educators. The seven parent groups included one each conducted in Spanish and Creole. “Everyone was enthusiastic,” says a parent member of the Discovery steering committee. “In the Haitian group, 31 parents with 10 children showed up on a Saturday, encouraged by their priest. In all the groups, we found a lot we expected and a lot we didn’t. People often had trouble getting children to day care, even if they could afford it. Who watches the kids of the parents who work nights? What about the kids who receive child care from family members who speak only Creole or Spanish and who then show up in a school room where only English is spoken?”

Parents also requested more information about services and programs. “We were committed to not duplicating resources and services,” says a steering committee member. “We updated the existing Norwalk Family Resources Directory, and collaborated with a group at Norwalk Community College to develop a data base and Internet access to the directory, which is also available in print all over town.”

In addition, a town official notes: “Throughout the discussions, a primary theme was school readiness. We’ve been wrestling with an achievement gap between majority and minority populations, and many people felt that changing the preschool environment could have a major impact on helping children in their early years of school.”

As a follow-up to the focus groups, a community conversation in November of 2002 brought together over 90 participants. Their input and that of the focus groups, along with research data, were synthesized into a report published

in May of 2003. The report — *Norwalk’s Young Children: What They Need to Succeed* — was presented at an open meeting attended by nearly 100 people, and was printed by a local newspaper. Attendees were invited to participate in one of four task forces that grew out of the report’s “next steps” — a variety of tasks to meet the stated goal of “helping all children be more successful in the early years of school.”

The creation of the report offers another story beyond what is contained in its pages. “I saw a report from another town,” says a Board of Education official, “and I thought, ‘This doesn’t say much without pictures.’ And then I wondered about getting Briggs High School involved. That’s where our kids go if they need help and an alternative education. What if we asked them to take the photos?”

As happened in Thompson, photographs became a vehicle for making connections. With the help of two professional photographers, the school turned the project into a social studies course designed around the idea of looking at the lives of Norwalk’s children.

Then the local paper ran articles about the project and Briggs received a grant from the Police Athletic League to buy equipment. “They had a show at the Norwalk Museum,” the official continues, “and then they became the teachers for photography courses for middle school kids. Now the program is part of an English class. We’d been working for a while on how to change some of the dynamics at that high school. The project transformed how the Briggs students feel about the school and themselves. In a way, this is emblematic of what we hope the Discovery process can be. For those kids, that project changed everything.”

# Towns in Discovery

As a small sampling of Discovery community experiences being generated across Connecticut, the three stories featured in this report are both illustrative and unique. Each of our 49 Discovery cities and towns has its own narrative — a function of its history and geography and its political and social culture. At the same time, all share a deep commitment to developing a fuller understanding of the needs of their children and families and to creating processes and structures to meet those needs.

The full list of Discovery communities follows. For more information on Discovery, visit our Discovery web site: [www.discovery.wcgmf.org](http://www.discovery.wcgmf.org)

## COMMUNITIES PARTICIPATING IN DISCOVERY INCLUDE:



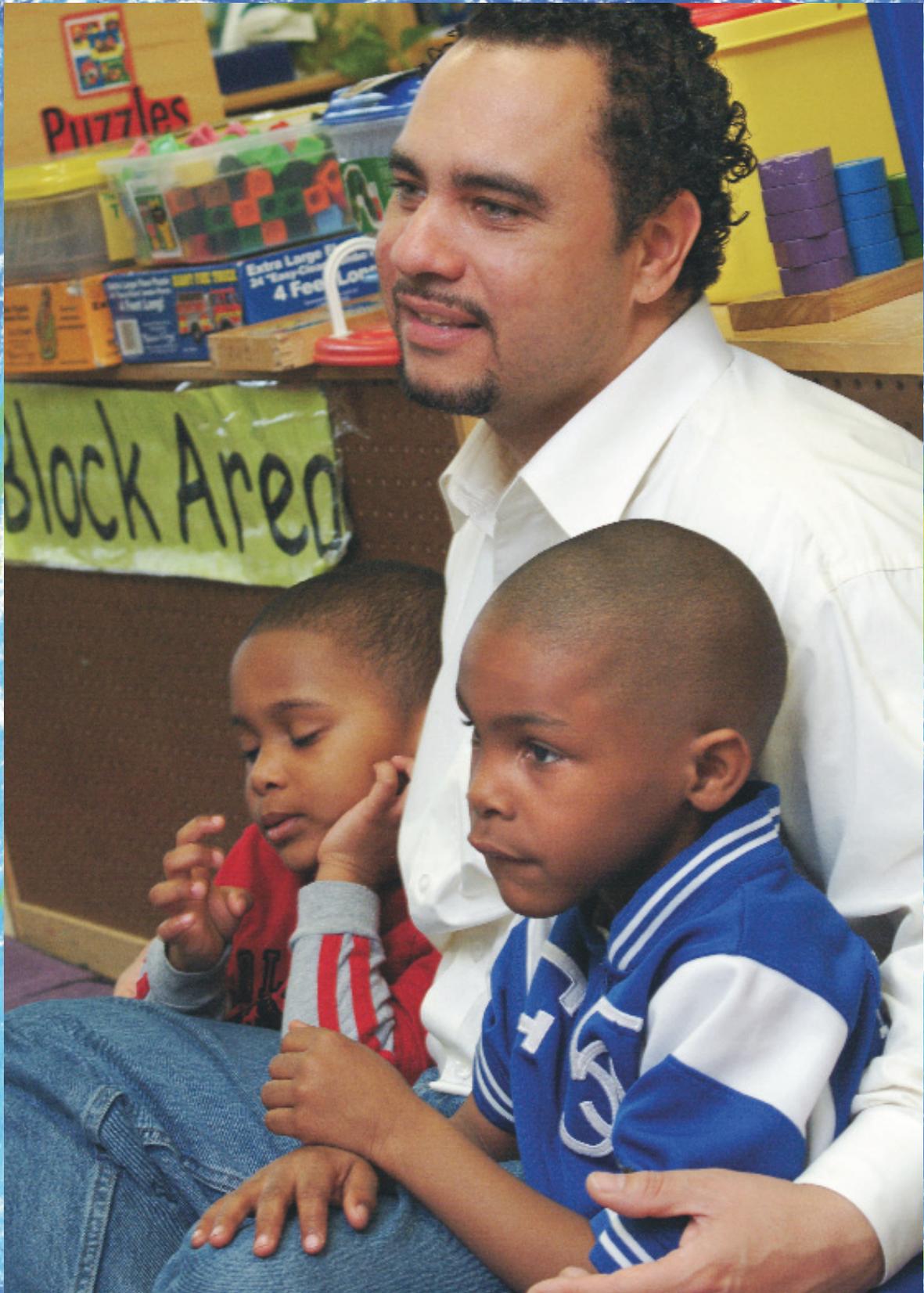
Ansonia/Shelton\*  
 Bloomfield  
 Branford  
 Bridgeport  
 Bristol  
 Brooklyn  
 Chaplin  
 Danbury

Derby  
 East Hartford  
 East Haven  
 Enfield  
 Granby  
 Greenwich  
 Griswold  
 Groton

Hamden  
 Hartford  
 Killingly/Plainfield/Putnam\*  
 Manchester  
 Mansfield  
 Meriden  
 Middletown  
 Milford  
 Naugatuck  
 New Britain  
 New Haven  
 New London  
 Norwalk  
 Norwich  
 Plymouth  
 Southington  
 Stafford

Stamford  
 Stratford  
 Thompson  
 Torrington  
 Vernon  
 Wallingford  
 Waterbury  
 West Hartford  
 West Haven  
 Wethersfield  
 Winchester  
 Windham  
 Windsor

*\*Discovery grants support these communities in working together to develop a regional plan of action.*





# Strategic Direction

In 2000, the Trustees of the Memorial Fund adopted a new strategic plan for the years 2001 to 2007. The strategic planning process reaffirmed the overall mission, goals and beliefs that have guided the Memorial Fund since 1993, when it was founded as a memorial to the son of an immigrant family. In reviewing our past work, the staff and trustees also identified elements of practice that we most want to affirm because they are fitting as a memorial, they encourage those with whom we work, and they motivate us all to embrace new challenges.

## *We aim to:*

- Create relationships that build trust and increase people's capacity to imagine and achieve their goals.
- Respect the voices of all stakeholders in critically reflecting on our work and role.
- Help all citizens to understand the full spectrum of issues affecting children and education and help them participate in addressing these issues.

## The Discovery Initiative

Discovery is the successor to our earlier initiative, Children First, and has the same overall aim: To improve early school success for children from birth to eight. Our first seven years of listening, reflection and experiences led to developing strategies that focus on four objectives:

1. To expand the supply of high quality early care and education.
2. To improve the quality of existing early care and education.
3. To build strong connections between early care and elementary education.
4. To improve social, emotional and academic outcomes for young children.

## Community, School and Policy Change

The Memorial Fund continues to have an interest in strategies that support community change, school change and policy change to improve outcomes for young children. We are most interested in ways that communities can integrate these strategies into comprehensive, broadly supported solutions that make sense at the local level and can garner

long-term commitment at both the state and local levels. The Memorial Fund aims to work with community collaboratives that share an interest in these four objectives and with organizations that can support this work locally, regionally and statewide.

## Strategies

To link its interests in community, school and policy change, the Memorial Fund employs three strategies: capacity building, knowledge development and public will-building. From a community's perspective, these strategies work together. Our aim is to help communities create the policies, practices, and processes needed to build an agenda for enhancing the lives of children. For purposes of this initiative, these three strategies are defined as follows:

### **Capacity building**

Aimed at improving the capacity of both a community's organizations and its residents, this strategy includes support for collaboration, leadership development, network creation, planning, communications, organizational development, and technical assistance.

### **Knowledge development**

With the goal of collecting and using information for better decision-making, this strategy includes issue and action research, assessment, monitoring, dissemination of best practices and other information, convening communities and individuals working on similar issues, and other activities that contribute to the development of learning communities.

### **Public will-building**

To inform and engage citizens, this strategy focuses on building public awareness, advocacy, constituency building, and message development that will move local and state policy to be more responsive to children's needs.

**The Memorial Fund currently pursues its mission and goals and its Discovery objectives through four grant programs:**

***1. Discovery Community grants***

In 2001, the Memorial Fund invited 50 Connecticut communities to engage in a partnership with the Fund over the next seven years to work on one or more of the four objectives listed on page 32. Invitations to apply were sent to mayors and school superintendents for a community response involving a local collaborative of other early care and education stakeholders and parents in their communities. Applications are by invitation.

***2. Discovery statewide and regional grants***

These grants support such activities as policy research, advocacy, data analysis, developing systems change strategies, constituency building and creating public information campaigns. Eligible applicants are regional and statewide organizations in strategic alliance with the Memorial Fund. Applications are by invitation.

***3. Connecticut Center for School Change grants***

The Memorial Fund works in close partnership with the Connecticut Center for School Change and shares two of its four Discovery objectives with the Center: to build strong connections between early care and elementary education, and to improve social, emotional and academic outcomes for young children. The Center accepts applications directly for its grants. For information contact the Center at 151 New Park Avenue, Hartford, CT 06106, or visit its web site at [www.ctschoolchange.org](http://www.ctschoolchange.org).

***4. Corinne G. Levin Education Fund grants***

The Levin Fund was established in 1998 to honor the memory and continue the work of Corinne G. Levin. The Levin Fund aims to enhance access to and the quality of education for all children. Revised application guidelines for these grants will be available by Fall of 2004.



# Grants Voted in 2001

## Discovery Community Grants - \$1,150,000

Grants of \$25,000 were voted for each community participating in the Discovery Initiative for the purpose of beginning or building on an existing collaborative effort to improve the education of young children. The communities and their collaborative agents are:

COMMUNITY	COLLABORATIVE AGENT
Ansonia	Valley United Way/Healthy Valley
Bloomfield	Capitol Region Education Council
Branford	The Branford Community Foundation
Bridgeport	Bridgeport Public Education Fund
Bristol	United Way of West Central Connecticut
Brooklyn	United Services
Chaplin	EASTCONN Regional Education Service Center
Connecticut	Connecticut Charter Schools Network
Charter School	
Network	
Danbury	United Way of Northern Fairfield County/ Danbury Children First
East Hartford	East Hartford Community Project Company
East Haven	Area Cooperative Educational Services
Enfield	St. Andrew's Episcopal Church
Greenwich	United Way of Greenwich
Griswold	EASTCONN
Groton	United Way of Southeastern Connecticut
Hamden	Area Cooperative Educational Services
Hartford	Capitol Region Education Council
Killingly,	Women's Center of Northeastern Connecticut
Plainfield,	
Putnam	
Manchester	Manchester Early Learning Center
Mansfield	EASTCONN

COMMUNITY	COLLABORATIVE AGENT
Meriden	United Way of Meriden
Middletown	United Way of Middlesex County
Milford	United Way of Milford
Naugatuck	United Way of Naugatuck and Beacon Falls
New Britain	New Britain Foundation for Public Giving
New Haven	Community Foundation for Greater New Haven
New London	LEARN Regional Education Service Center
Norwalk	United Way of Norwalk & Wilton
Norwich	United Community & Family Services
Plymouth	United Way of West Central Connecticut
Shelton	Boys & Girls Club of the Lower Naugatuck Valley
Southington	United Way of Southington
Stafford	First United Methodist Church
Stamford	Stamford School Readiness Foundation
Stratford	Stratford Library Association
Thompson	The Thompson Ecumenical Empowerment Group
Vernon	Hockanum Valley Child Care Center
Wallingford	The Quinnipiac Chamber of Commerce Trust
Waterbury	United Way of the Central Naugatuck Valley
West Hartford	The Bridge Family Center
West Haven	Area Cooperative Education Services
Winchester	Winsted Area Child Care Center
Windham	Windham Regional Community Council
Windsor	Friends of Northwest Park
<b>Total - \$1,150,000</b>	

# 2001 Community Engagement and Parental Involvement Grants

**Children First Dissemination Project/Child & Family Agency of Southeastern Connecticut**  
**\$53,000**

To publish a manual of successful practices in the following four areas: family support; parent engagement and leadership; family literacy; and transition from community to school; and to share the information with other communities in Connecticut and other states.

**Bridgeport Child Advocacy Coalition (BCAC)**  
**\$38,300**

To continue BCAC's activities in the areas of parent information, advocacy and empowerment with a new focus on teacher recruitment and retention.

**Parent Trust Fund/Children's Trust Fund & United Way of Connecticut**  
**\$100,000**

To support the Parent Trust Fund, a public-private trust created to bolster quality parent engagement, consumer education and leadership activity across the state.

**Hispanics in Philanthropy**  
**\$50,000**

To match grants to the National Funders' Collaborative for Strong Latino Communities aimed at strengthening Latino non-profit organizations in Connecticut.

**The Waterbury Foundation/After-School Program Collaboration**  
**\$30,000**

For a third year of a project aimed at helping community youth service providers to coordinate and assess after-school programs for K-8 grade students in five Waterbury neighborhoods.

**Emergency Funding for the World Trade Center Disaster/United Way of New York City**  
**\$10,000**

Emergency funding to help the United Way of New York respond to the needs created by the World Trade Center disaster on September 11, 2001.

**Danbury Children First /United Way of Northern Fairfield County**  
**\$60,000**

To support the continuation of Danbury Children First activities in early care and education.

**Total - \$341,300**

## 2001 Policy Research and Advocacy Grants

### **Children First Legacy Evaluation/Center for Assessment and Policy Development**

**\$90,000**

To continue the evaluation of the Memorial Fund's Children First Initiative following the close of its legacy phase.

### **Parent Information & Advocacy Initiative/Bridgeport Child Advocacy Coalition (BCAC)**

**\$76,000**

To continue activities in the areas of parent information, advocacy and empowerment with a new focus on class size and the education capital plan.

### **From Policy to Practice IV/Connecticut Association for Human Services**

**\$25,000**

To organize an education policy leadership briefing and provide an opportunity for state and local officials to become better informed on the education topic selected by representatives of the group.

### **Shared Steps: Collaborating for Early Childhood Education/Connecticut Association for Human Services**

**\$20,000**

To provide support through Shared Steps to a collaborative of child care providers and other professionals and to help maintain the Child Care Fax and E-Mail Alert Network.

### **Connecticut Council for Philanthropy**

**\$10,000**

Support for the Connecticut Giving Project, which aims to increase giving and volunteering throughout the state.

### **Great Kids Connecticut Phase II/Connecticut State Library**

**\$77,500**

To create an informational web site which is responsive to the needs of parents, caregivers and health care professionals of young children.

### **Early Care and Education in Connecticut: Building the Constituency/Connecticut Voices for Children**

**\$133,350**

To expand public information, advocacy, community outreach and citizen mobilization efforts aimed at improving Connecticut's system of supports for young children.

### **The Social State of Connecticut/Fordham (University) Institute for Innovation in Social Policy**

**\$35,000**

In cooperation with the Connecticut state legislature, to continue a trend analysis of the state's social well-being and to publish the Social Health Index through 2001.

### **International Festival of Arts and Ideas**

**\$10,000**

To support *Mayday, 1970: Memory and History*, part of a series of public discussions on educational issues.

### **Community Conversations About Education/League of Women Voters of Connecticut Educational Fund**

**\$135,600**

To support the League and its in-state partners in promoting civil dialogue on education issues, and to help more communities find common ground between the public and educators on which to build an action agenda.

### **National Funding Collaborative on Violence Prevention**

**\$40,000**

To sustain national public information, media and advocacy efforts promoting the prevention of violence in local communities and nationally.

**Total - \$652,450**

## 2001 School Change Grants

### Connecticut Center for School Change

**\$800,000**

For the Center's efforts to improve student achievement by improving instructional leadership at the district and school levels. The Center is a former initiative and strong partner of the Memorial Fund.

### Connecticut Charter Schools Network

**\$22,500**

To expand the Network's capacity for sharing resources, expertise, external professional development opportunities, and parental involvement across the state's charter schools.

**Total - \$822,500**

## 2001 Levin Fund Grants

Benjamin Jepson School . . . . .	\$500
Burns Family Resource Center . . . . .	\$1,000
Clinton Avenue School . . . . .	\$1,000
Davis Street Interdistrict Magnet School PTO . . . . .	\$1,000
Edward J. Morley Elementary School . . . . .	\$680
Farm Hill Elementary School . . . . .	\$800
Garde Arts Center/Parent Toddler Play Troupe . . . . .	\$600
Mary R. Tisko PTA/Parent Lending Library . . . . .	\$1,000
Meriden Children First Initiative/People Empowering People . . . . .	\$750

Metacomet Elementary School/Empowering Families Through Partnership with the School Community . . . . .	\$700
Mitchell College Children's Learning Center . . . . .	\$1,000
Student Parenting & Family Services/ Celotto Center Reading Program . . . . .	\$902
The Riverfront Children's Center "Reading Night" . . . . .	\$725

**Total - \$10,657**

## 2001 Membership Grants

Connecticut Council for Philanthropy . . . . .	\$5,400
Council on Foundations . . . . .	\$11,190
Family Support America . . . . .	\$100
Grantmakers for Children, Youth & Families . . . . .	\$5,000
Grantmakers for Education . . . . .	\$500
Independent Sector . . . . .	\$3,762

Interfaith Center for Corporate Responsibility . . . . .	\$2,000
New York Regional Association of Grantmakers . . . . .	\$4,300
The Foundation Center . . . . .	\$2,750
The Philanthropy Roundtable . . . . .	\$500

**Total - \$35,502**

## 2001 Director's Discretionary Grants

Artspace .....	\$2,000	Hill Cooperative Youth Services/Montessori in the Hill .....	\$500
ASPIRA .....	\$2,500	Independent Sector .....	\$1,000
Bridgeport Child Advocacy Coalition/ Family Services Woodfield .....	\$750	Interfaith Center for Corporate Responsibility .....	\$2,000
Bridgeport Public Education Fund .....	\$5,000	National Funding Collaborative on Violence Prevention .....	\$1,000
Child Care Action Campaign .....	\$100	National Storytelling Membership Association .....	\$1,000
Child Guidance Center of Greater Bridgeport .....	\$2,500	New Haven Public Schools/Reading is Fundamental .....	\$1,000
Christian Community Action .....	\$500	New Haven Symphony Orchestra .....	\$5,000
CityKids@Safe Space of New Haven .....	\$750	Peace Games .....	\$1,000
Connecticut Association of Boards of Education/ Association of Educational Foundations .....	\$3,000	Sacred Heart Kindergarten & Nursery School Playground .....	\$1,000
Connecticut Center for School Change General Support .....	\$1,000	The Center for First Amendment Rights .....	\$2,500
Connecticut Council for Philanthropy .....	\$5,000	The Center for the Advancement of Youth, Family & Community Services .....	\$2,000
Connecticut Head Start State Collaboration .....	\$5,000	The Children's Mission of St. Paul and St. James .....	\$1,500
Connecticut School Readiness Council Network .....	\$5,000	The Storytelling Institute .....	\$2,500
E Magazine .....	\$2,500	United Way of Greater New Haven .....	\$5,000
Family Foundation of North America/ Alliance for Children and Families .....	\$1,000	United Way of Northern Fairfield County/ Danbury Children First Parent Training .....	\$2,500
Grantmakers for Children, Youth & Families .....	\$2,500	Weston Woods Institute/Connecticut Literacy Caravans .....	\$5,000
Greater New England Alliance of Black School Educators .....	\$500	Windham Public Schools .....	\$400
Highville Charter School .....	\$500	WSHU National Public Radio .....	\$5,000
		<b>Total - \$80,000</b>	

## 2001 Grants, Program & Charitable Activities Summary

Grants voted	\$3,092,409
Grants refunded and withdrawn	(10,790)
Total grants	3,081,619
Other program activities	822,173
Other charitable activities	115,533
<b>Total grants, programs and charitable activities</b>	<b>\$4,019,325</b>



# Grants Voted in 2002

## Discovery Community Grants - \$1,250,000

The Discovery Initiative supported early childhood education efforts in these communities by offering technical assistance, creating learning opportunities among grantees and others, and providing grants ranging from \$10,000 to \$50,000.

COMMUNITY	COLLABORATIVE AGENT
Ansonia	Valley United Way/Healthy Valley
Bloomfield	Capitol Region Education Council
Branford	The Branford Community Foundation
Bridgeport	Bridgeport Public Education Fund
Bristol	United Way of West Central Connecticut
Brooklyn	United Services
Chaplin	EASTCONN Regional Education Service Center
Danbury	United Way of Northern Fairfield County/ Danbury Children First
East Hartford	East Hartford Community Project
East Haven	Area Cooperative Educational Services
Enfield	The After School Program
Greenwich	United Way of Greenwich
Griswold	EASTCONN
Groton	United Way of Southeastern Connecticut
Hamden	Area Cooperative Educational Services
Hartford	Capitol Region Education Council
Killingly	Women's Center of Northeastern Connecticut
Plainfield, Putnam	
Manchester	Manchester Early Learning Center
Mansfield	EASTCONN
Meriden	United Way of Meriden
Middletown	United Way of Middlesex County

COMMUNITY	COLLABORATIVE AGENT
Milford	United Way of Milford
Naugatuck	United Way of Naugatuck and Beacon Falls
New Britain	New Britain Foundation for Public Giving
New Haven	Community Foundation for Greater New Haven
New London	LEARN Regional Education Service Center
Norwalk	United Way of Norwalk & Wilton
Norwich	United Community & Family Services
Plymouth	United Way of West Central Connecticut
Shelton	Boys & Girls Club of the Lower Naugatuck Valley
Southington	United Way of Southington
Stafford	First United Methodist Church
Stamford	Child Care Learning Centers
Stratford	Stratford Library Association
Thompson	The Thompson Ecumenical Empowerment Group
Torrington	Education Connection
Vernon	Hockanum Valley Child Care Center
Wallingford	The Quinnipiac Chamber of Commerce Trust
Waterbury	United Way of the Central Naugatuck Valley
West Hartford	The Bridge Family Center
West Haven	Area Cooperative Educational Services
Winchester	Winsted Area Child Care Center
Windham	Windham Regional Community Council
Windsor	Friends of Northwest Park

**Total - \$1,250,000**

## 2002 School Change Grants

### Connecticut Center for School Change

**\$800,000**

For the Center's efforts to improve student achievement by improving instructional leadership at the district and school levels. As a partner in the Memorial Fund's Discovery Initiative, the Center commits at least half of its efforts to working with those communities participating in Discovery.

**Total - \$800,000**

## 2002 Statewide and Regional Grants

### Bridgeport Child Advocacy Coalition

**\$65,000**

To design and conduct in Bridgeport schools an assessment of parent engagement that will identify best practices, roles for principals and teachers, and recommendations for school and district changes to enhance parents' roles in children's education.

### Connecticut Association of Human Services

**\$25,000**

For the Education Fellows Program for emerging leaders among child care providers, teachers and parents who wish to become more effective on behalf of young children.

### Connecticut Association of Human Services

**\$25,000**

To support Champions for Early Childhood Education, a project that gives a voice to providers of early childhood care and education and offers important information on ways to improve the system.

### Connecticut Council for Philanthropy

**\$10,000**

To support the Connecticut Giving Project, an initiative aimed at increasing knowledge and awareness about philanthropy, thereby expanding philanthropic capital in the state.

### Connecticut Voices for Children

**\$128,500**

For support of this statewide advocacy organization's efforts to raise the profile of early childhood issues, to assist in the development of the Early Childhood Alliance's strategic agenda, to link Voices' advocacy work with the Discovery communities, and to participate in the national Early Childhood Communications Collaborative that is working to build awareness of the importance of early childhood learning.

### Early Childhood Data Primer/Connecticut Voices for Children

**\$40,000**

To support the work of Discovery communities with baseline demographic data, technical assistance on data gathering and its use, and the production of a data primer to guide others in gathering, computing and presenting data on children and families.

***The Social State of Connecticut/Fordham (University) Institute for Innovation in Social Policy***  
**\$35,000**

For support of the Social State of Connecticut, in partnership with the State of Connecticut, as a policy tool that reports on indicators of the social health of the state.

***Community Conversations About Education/League of Women Voters of Connecticut Educational Fund***  
**\$162,000**

With the League's support and small grants, 18 Connecticut communities engaged citizens in conversations about ways to improve early childhood learning and K-12 education.

***Connecticut Children's Investment Partnership/Local Initiatives Support Corporation (LISC)***  
**\$75,000**

To expand and improve the buildings and spaces used by early learning centers through the generation of specialized capital and the provision of technical resources to local communities.

***Meriden Children First Initiative***  
**\$60,000**

For the Community Engagement, Leadership and Advocacy Project that includes leadership training for a diverse group of parents and research on critical issues related to child and family well-being.

***Public Agenda***  
**\$10,000**

To build Public Agenda's capacity to respond to the most critical issues of the day with balanced presentations, unique insights and a perspective that encourages open discussion and deeper engagement in public life.

***Youth As Resources/Regional Youth and Adult Substance Abuse Project***  
**\$55,000**

To support the continuation and evaluation of the impact of the Youth As Resources "Promote the Peace" program in seven Bridgeport schools; this program aims to improve students' social, emotional and academic success by engaging them in projects that improve their schools and communities.

***United Community & Family Services/Greater Norwich Community Leadership Team***  
**\$10,000**

To increase the capacity of the Community Leadership Team to engage parents in parent leadership training, alumni activities and other opportunities for leadership graduates.

***Danbury Children First Initiative/United Way of Northern Fairfield County***  
**\$40,000**

The goal of Parents As Partners in Danbury is to increase parental involvement in elementary schools, to document how children are faring, and to investigate ways to help more children succeed and to close the achievement gap.

***Yale University Child Study Center***  
**\$32,000**

To extend to more sites an ongoing study of the impact of attending a high-quality preschool program on young children's educational success and on closing the achievement gap between low-income minority students and more affluent students.

**Total - \$772,500**

# 2002 Opportunity Fund Grants

## Connecticut School Readiness Network/Area Cooperative

### Educational Services

**\$20,200**

To support the Connecticut School Readiness Network of local school readiness councils as they share information and promote early childhood issues in their communities and across the state.

## Avon Public Schools

**\$27,000**

To initiate in Avon and other Farmington Valley towns the Parents As Teachers program, an early childhood parent education and family support program that aims to strengthen families' ability to nurture their young children.

## Connecticut Children's Museum

**\$21,000**

For the Museum Multiple Intelligences Project, a pilot designed to strengthen the partnership of teachers and families in the education of young children by using the Museum's exhibits as a shared learning environment.

## Family Literacy Outreach Project/Connecticut Voices for Children

**\$35,000**

To support the Family Literacy Outreach Project, a collaborative effort among public and private organizations working to improve literacy.

## Hope for New Haven

**\$14,000**

To develop the organizational capacity of a collaboration among several New Haven churches to expand the supply of quality and affordable child care in their neighborhoods.

## Libraries for the Future

**\$44,000**

To support Life Options Libraries, aimed at enhancing the role of Connecticut libraries as centers for positive aging, engaging older residents in educational activities that benefit the state's young children, and facilitating intergenerational exchange.

## Music and Arts Center for Humanity

**\$10,000**

To pilot the Start with Arts program in Bridgeport by providing training to parents and early childhood teachers on how to improve the quality of early learning by incorporating the arts into classroom activity.

## P.E.A.R.L.

**\$10,000**

To support a self-assessment by the Parent Education and Resident Leadership (P.E.A.R.L.) of its work with Bridgeport parents and to develop the organization's future goals.

## The Cove Center for Grieving Children

**\$20,000**

To support those who work with grieving children through training, multicultural outreach and expansion of the Cove program to Meriden and surrounding communities.

## Weston Woods Institute

**\$20,000**

To support the Literacy Caravan, a staff development project providing literacy training for professionals and for family caregivers and others in early childhood settings.

**Total - \$221,200**

## 2002 Levin Fund Grants

Benjamin Jepson School.....	\$1,000	Putnam Public School.....	\$500
Edgewood School .....	\$255	Second Hill Lane Elementary School .....	\$935
Hayestown Avenue School .....	\$996	The Village for Families and Children.....	\$750
Laurel School .....	\$750		
Mitchell College Children's Learning Center.....	\$500		
New London Main Street Corporation.....	\$750	<b>Total - \$6,436</b>	

## 2002 Membership Grants

Connecticut Council for Philanthropy .....	\$5,400	New York Regional Association of Grantmakers .....	\$4,160
Council on Foundations .....	\$11,367	Rockefeller Family Fund .....	\$500
Grantmakers for Children, Youth & Families .....	\$7,500	The Foundation Center .....	\$2,750
Grantmakers for Education .....	\$500	The Philanthropy Roundtable .....	\$500
Hispanics in Philanthropy .....	\$175		
Independent Sector .....	\$3,866	<b>Total - \$38,718</b>	
Interfaith Center for Corporate Responsibility .....	\$2,000		

## 2002 Director's Discretionary Grants

Alliance for Children & Families .....	\$1,000	Hope for New Haven .....	\$2,500
ASPIRA .....	\$5,000	Independent Sector .....	\$1,000
Boundless Playgrounds/Friendship Place .....	\$1,000	International Festival of Arts and Ideas/ Children's Programs .....	\$3,000
Bridgeport Child Advocacy Coalition/Family Services Woodfield .....	\$750	Junior League of Greenwich/Child Care 2000 .....	\$1,500
Bridgeport Public Education Fund/ Neighborhood School Conversation .....	\$5,000	Martin Luther King School/ Summer Kindergarten Orientation .....	\$1,000
Connecticut Association of Boards of Education, Inc. ....	\$1,500	Mid-Fairfield Child Guidance Center/ Devon's Place Playground .....	\$2,000
Connecticut Association of School Based Health Centers .....	\$1,000	North End Arts Rising/The Buttonwood Tree .....	\$500
Connecticut Collaborative for Education Against Gun Violence .....	\$1,500	Pooh Corner Preschool Learning Center .....	\$600
Connecticut Council for Philanthropy .....	\$3,600	The School for Ethical Education/ Character Development .....	\$1,000
Corinne G. Levin Education Fund .....	\$1,500	United Way of Greater New Haven .....	\$2,500
Gazelle Productions, Ltd./"Standing Tall" Series .....	\$2,500	Volunteer Center for Greater New Haven, New Haven Scholarship Fund, and the New Haven Fund for Public Education .....	\$500
Grantmakers for Children, Youth & Families .....	\$2,000	WSHU National Public Radio .....	\$5,000
Greater New England Alliance of Black School Educators .....	\$500		
Greater New Haven Leadership Center/ Youth Leadership Conference .....	\$750	<b>Total - \$50,000</b>	
Greater New Haven Leadership Center/ Youth Empowerment Team .....	\$300		
Greens Farms Academy/ Horizons program for Bridgeport students .....	\$1,000		

## 2002 Grants, Program & Charitable Activities Summary

Grants voted	\$3,138,854
Grants refunded and withdrawn	(154)
Total grants	3,138,700
Other program activities	1,300,214
Other charitable activities	109,451
<b>Total grants, programs and charitable activities</b>	<b>\$4,548,365</b>



# Grants Voted in 2003

## Discovery Community Grants - \$1,250,000

The Discovery Initiative supported early childhood education efforts in these communities by offering technical assistance, creating learning opportunities among grantees and others, and providing grants ranging from \$10,000 to \$50,000.

COMMUNITY	COLLABORATIVE AGENT
Ansonia	Valley United Way
Bloomfield	Capitol Region Education Council
Branford	Branford Community Foundation
Bridgeport	Bridgeport Public Education Fund
Bristol	United Way of West Central Connecticut
Brooklyn	Brooklyn United Services
Chaplin	EASTCONN Regional Education Service Center
Danbury	United Way of Northern Fairfield County
East Hartford	East Hartford ChildPlan
East Haven	Area Cooperative Educational Services
Enfield	Educational Resources for Children
Granby	Granby Education Foundation
Greenwich	United Way of Greenwich
Griswold	EASTCONN
Groton	LEARN Regional Education Service Center
Hamden	Area Cooperative Educational Service
Hartford	Capitol Region Education Council
Killingly,	EASTCONN
Plainfield,	
Putnam	
Manchester	Manchester Early Learning Center
Mansfield	EASTCONN
Meriden	Meriden Children First Initiative
Middletown	United Way of Middlesex County
Milford	United Way of Milford

COMMUNITY	COLLABORATIVE AGENT
Naugatuck	United Way of Naugatuck and Beacon Falls
New Britain	New Britain Foundation for Public Giving
New Haven	Community Foundation for Greater New Haven
New London	LEARN
Norwalk	United Way of Norwalk & Wilton
Norwich	United Community & Family Services
Plymouth	United Way of West Central Connecticut
Shelton	Boys & Girls Club of the Lower Naugatuck Valley
Southington	United Way of Southington
Stafford	First United Methodist Church
Stamford	Childcare Learning Centers
Stratford	Stratford Library Association
Thompson	Thompson Ecumenical Empowerment Group
Torrington	Education Connection
Vernon	Hockanum Valley Child Day Care Center
Wallingford	Quinnipiac Chamber of Commerce Trust
Waterbury	United Way of the Central Naugatuck Valley
West Hartford	The Bridge Family Center
West Haven	Area Cooperative Educational Services
Wethersfield	Capitol Region Education Council
Winchester	Winsted Area Child Care Center
Windham	Windham Regional Community Council
Windsor	Friends of Northwest Park
<b>Total - \$1,250,000</b>	

## 2003 School Change Grants

### Connecticut Center for School Change

**\$800,000**

To support the Center's work in promoting instructional leadership focused on student achievement in districts and schools across Connecticut. As a partner in the Memorial Fund's Discovery Initiative, the Center commits at least half of its work to those communities participating in Discovery.

**Total - \$800,000**

## 2003 Statewide and Regional Grants

### Bridgeport Child Advocacy Coalition

**\$75,000**

To complete an assessment of parent engagement in Bridgeport schools and share best practices, and to support parent participation in school-based management teams and other advocacy activities.

### PACK (Parents and Communities for Kids)/ Community Foundation for Greater New Haven

**\$25,000**

To promote opportunities for families to engage young children in learning outside of school and to support community organizations working directly with families.

### Connecticut Association for Human Services

**\$50,000**

To work with early childhood centers, home care providers and others involved in improving early education by sharing information, providing timely analyses, and increasing participation in a statewide network.

### Connecticut Voices for Children

**\$132,500**

To launch Ready Set Grow...CT Kids, a communications and public engagement campaign in support of the reform of early childhood development systems; to support the Early Childhood Alliance as a network of those working on early childhood issues; to explore the economic and financing issues involved in creating a viable early childhood education plan for Connecticut; and to broaden the base of support for early childhood issues.

### Early Childhood Alliance Leadership/Education Connection & United Way of Northern Fairfield County

**\$10,000**

To support the volunteers who are convening the Early Childhood Alliance, a network of organizations, agencies and individuals working to improve the health, education, safety and family security of all of Connecticut's young children, from birth through eight.

***The Social State of Connecticut*/Fordham (University) Institute for Innovation in Social Policy**  
**\$35,000**

To publish, in partnership with the state of Connecticut, the tenth annual social health index and *The Social State of Connecticut* as a means of tracking the social well-being of the state and informing the policy-making process.

**Hispanics in Philanthropy/The Funders' Collaborative for Strong Latino Communities**  
**\$50,000**

To participate in the Funders' Collaborative three-year program of building the capacity of community-based organizations that provide health, education and social services for Latino children and their families.

**League of Women Voters of Connecticut Educational Fund/Community Conversations About Education**  
**\$100,000**

To support the Discovery communities' use of community conversations to engage citizens in discussions of important early childhood and education issues and to build on the findings and recommendations generated by the conversations.

**Local Initiatives Support Corporation (LISC)/Connecticut Children's Investment Partnership (CIP)**  
**\$100,000**

To provide technical assistance and financial support to early care providers, school readiness councils and others serving low income communities in Connecticut in order to increase awareness of the impact of facilities on quality care; to develop financing strategies for improving or expanding facilities; and to secure capital in the form of no-cost or low-cost loans.

**Meriden Children First Initiative/Community Engagement, Leadership and Advocacy Project**  
**\$50,000**

To continue to build parent leadership through a variety of training opportunities, to enhance public awareness about children's issues, and to share best practices with other Discovery communities and networks across Connecticut.

**Public Agenda**  
**\$10,000**

To conduct a case study describing and analyzing the community conversations in Connecticut and their impact, and to document the staying power of authentic public engagement.

**State of Connecticut Department of Education/Removing Barriers to Preschool**  
**\$25,000**

To inform, in collaboration with other funders and advocacy organizations, a planning process for Connecticut to provide full access to preschool for all children.

**United Way of Northern Fairfield County/Danbury Children First**  
**\$35,000**

To support the development of effective community leadership working on behalf of Danbury's young children; to strengthen connections among local and statewide entities and systems; and to develop new resources and support for families with young children.

**Total - \$697,500**

## 2003 Opportunity Fund Grants

### Educational Equity Concepts/Quit it!

**\$23,000**

To test the Quit it! Tool Kit in six schools in the towns of Meriden, Norwalk and Windham, as a means to reduce teasing and bullying in grades K-3 through training and support for school staff.

### Leadership Greater Hartford/“Readers as Leaders”

**\$27,000**

To encourage middle school youths to assume responsibility as role models as they learn how to engage young children in reading.

### United Way of Northern Fairfield County & Danbury Children First/IMPACT (Involving and Mobilizing Parents Across Connecticut)

**\$50,000**

To support Connecticut Parent Power, a group of parents from across the state who are working together to advocate for children.

### Yale University/Early Childhood Education as a Bridge for the School Readiness Race Gap

**\$35,750**

To expand to other Connecticut cities an ongoing research project on the effectiveness of school readiness programs in closing the educational gap between low-income children of color and their more affluent white peers.

**Total - \$135,750**

## 2003 Levin Fund Grants

Benjamin Jepson School .....	\$750
Betsy Ross Cooperative Nursery School .....	\$800
Bridges... A Community Support System .....	\$500
Meriden Children First Initiative.....	\$750
Mitchell College Children's Learning Center.....	\$750

New Britain Museum of American Art .....	\$1,000
Rock Hill School Parent Teacher Organization .....	\$750
The Riverfront Children's Center .....	\$555

**Total - \$5,855**

## 2003 Membership Grants

Connecticut Council for Philanthropy .....	\$5,400
Council on Foundations .....	\$11,340
Family Support America .....	\$100
Grantmakers for Children, Youth & Families .....	\$5,000
Grantmakers for Education .....	\$750
Grantmakers for Effective Organizations .....	\$1,000
Independent Sector .....	\$3,923

New York Regional Association of Grantmakers .....	\$4,160
Rockefeller Family Fund .....	\$500
The Foundation Center .....	\$2,500
The Philanthropy Roundtable .....	\$500
United Way of Greater New Haven .....	\$25

**Total - \$35,198**

## 2003 Director's Discretionary Grants

Alliance for Children & Families . . . . .	\$1,000	Independent Sector Conference . . . . .	\$1,000
AMISTAD America/Achievement First . . . . .	\$5,000	International Festival of Arts and Ideas/ Youth Engagement Programs . . . . .	\$5,000
ASPIRA . . . . .	\$1,000	Martin Luther King School Parent Conference . . . . .	\$500
Bell School Reform Network . . . . .	\$5,000	Music and Arts Center for Humanity . . . . .	\$2,000
Bridgeport Child Advocacy Coalition . . . . .	\$500	New Haven Family Alliance/ Lifting Voices, Quilting Lives. . . . .	\$2,000
Center for Children's Advocacy . . . . .	\$500	New York Regional Association of Grantmakers/ Leadership Transition Fund . . . . .	\$1,000
Child Care Action Campaign . . . . .	\$150	Norwalk Public Schools/After \School Alliance . . . . .	\$2,000
Concepts for Adaptive Learning . . . . .	\$1,000	Norwich Youth & Family Services . . . . .	\$2,400
Connecticut Association of Boards of Education Conference . . . . .	\$1,000	Public Agenda Foundation . . . . .	\$1,000
Connecticut Association of Boards of Education/Leadership Fund . . . . .	\$1,000	Schools Together for Art Resources/New Haven . . . . .	\$1,000
Connecticut Bicycle Coalition/ Safe Routes to School Program . . . . .	\$1,000	Southern Connecticut State University/ Working Mothers Workshop . . . . .	\$1,200
Connecticut Public Television/ <i>Looking Through My Lens...Kids on Diversity</i> . . . . .	\$5,000	The Consultation Center Annual Divisional Conference . . . . .	\$2,500
Fight Crime: Invest In Kids . . . . .	\$1,000	The School for Ethical Education . . . . .	\$1,000
Greater Hartford Interfaith Coalition for Equity and Justice/Public Education Project . . . . .	\$5,000	Town of Brooklyn/Prevention Program . . . . .	\$3,000
Greater New England Alliance of Black School Educators Conference . . . . .	\$500	United Way of Greater New Haven . . . . .	\$2,500
Greater Worcester Community Foundation/ Executive Transition Services Tri-state System . . . . .	\$5,000	WSHU National Public Radio. . . . .	\$3,000
Hartford Area Child Care Collaborative/Training . . . . .	\$5,000	Yale University Bush Center for Child Development Conference . . . . .	\$2,500
Hartford Community Partnership Conference . . . . .	\$1,000		
		<b>Total - \$73,250</b>	

## 2003 Grants, Program & Charitable Activities Summary

Grants voted	\$2,997,553
Grants refunded and withdrawn	(75,200)
Total grants	2,922,353
Other program activities	1,207,664
Other charitable activities	182,058
<b>Total grants, programs and charitable activities</b>	<b>\$4,312,075</b>



# Financial

## Independent Auditors' Report

### **To the Trustees of the William Caspar Graustein Memorial Fund:**

We have audited the accompanying statement of financial position of the William Caspar Graustein Memorial Fund (the "Memorial Fund") as of December 31, 2003, 2002 and 2001 and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the Memorial Fund's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits 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 financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, such financial statements present fairly, in all material respects, the financial position of the Memorial Fund as of December 31, 2003, 2002 and 2001, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

*Goldstein Golub Kessler LLP*

New York, New York

February 18, 2004

# Statements of Financial Position

Years ended December 31, 2003, 2002 and 2001 (in thousands)

<b>ASSETS</b>	<b>2003</b>	<b>2002</b>	<b>2001</b>
Cash and cash equivalents	\$ 3,504	\$ 774	\$ 1,718
Investments			
Equity securities	68,084	52,852	61,196
Debt securities	18,657	21,535	22,076
Venture capital partnerships	4,093	3,622	3,668
Program related	168	100	100
Interest and dividends receivable	182	204	219
Other assets	14	26	14
Furniture, leasehold improvements and equipment - net	168	215	250
<b>Total assets</b>	<b>\$ 94,870</b>	<b>\$ 79,328</b>	<b>\$ 89,241</b>

<b>LIABILITIES AND NET ASSETS</b>	<b>2003</b>	<b>2002</b>	<b>2001</b>
<b>Liabilities</b>			
Grants payable	\$ 2,192	\$ 2,309	\$ 1,729
Accounts payable and accrued expenses	156	122	75
Deferred taxes	138		45
<b>Total liabilities</b>	<b>2,486</b>	<b>2,431</b>	<b>1,849</b>
<b>Unrestricted net assets</b>	<b>92,384</b>	<b>76,897</b>	<b>87,392</b>
<b>Total liabilities and net assets</b>	<b>\$ 94,870</b>	<b>\$ 79,328</b>	<b>\$ 89,241</b>

See notes to financial statements.

# Statements of Activities

Years ended December 31, 2003, 2002 and 2001 (in thousands)

CHANGES IN UNRESTRICTED NET ASSETS	2003	2002	2001
<b>OPERATIONS</b>			
<b>Operating revenues</b>			
<b>Trustee appropriations for operations</b>			
Investment funds designated for operations	\$ 4,770	\$ 4,874	\$ 4,718
Prior years' contributions	450	200	250
<b>Total operating revenues</b>	<b>5,220</b>	<b>5,074</b>	<b>4,968</b>
<b>Operating expenses</b>			
Grants and program activities	4,130	4,439	3,904
Other charitable activities	182	110	115
Management and general	285	328	341
Accountability activities	78	81	143
<b>Total operating expenses</b>	<b>4,675</b>	<b>4,958</b>	<b>4,503</b>
<b>Result of operations</b>	<b>545</b>	<b>116</b>	<b>465</b>
<b>NON-OPERATING ACTIVITIES</b>			
<b>Investment return</b>			
Dividend and interest income	1,723	1,848	1,736
Net (loss) gain on investments	18,589	(7,590)	(6,474)
Investment management	(271)	(273)	(288)
Excise tax	(180)	22	51
<b>Total investment return</b>	<b>19,861</b>	<b>(5,993)</b>	<b>(4,975)</b>
<b>Contributions</b>	<b>301</b>	<b>456</b>	<b>208</b>
<b>Total non-operating activities before appropriations</b>	<b>20,162</b>	<b>(5,537)</b>	<b>(4,767)</b>
<b>Amount appropriated for operations</b>	<b>(5,220)</b>	<b>(5,074)</b>	<b>(4,968)</b>
<b>Non-operating activities</b>	<b>14,942</b>	<b>(10,611)</b>	<b>(9,735)</b>
<b>CHANGE IN UNRESTRICTED NET ASSETS</b>	<b>15,487</b>	<b>(10,495)</b>	<b>(9,270)</b>
<b>UNRESTRICTED NET ASSETS</b>			
Beginning of year	76,897	87,392	96,662
End of year	\$ <b>92,384</b>	\$ <b>76,897</b>	\$ <b>87,392</b>

See notes to financial statements.

# Statements of Cash Flows

Years ended December 31, 2003, 2002 and 2001 (in thousands)

	2003	2002	2001
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
Dividend and interest received	\$ 1,745	\$ 1,863	\$ 1,746
Cash received from contributors	301	456	208
Grants paid	(3,100)	(2,557)	(3,288)
Cash paid to employees and suppliers	(1,948)	(1,991)	(1,662)
Federal excise tax paid	(17)	(36)	(57)
Grant refunded	61		
<b>Net cash (used in) operating activities</b>	<b>(2,958)</b>	<b>(2,265)</b>	<b>(3,053)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Proceeds from sale of investments	13,604	11,966	10,893
Purchase of investments	(7,908)	(10,626)	(7,591)
Purchase of equipment, leasehold improvements and furniture	(8)	(19)	(48)
<b>Net cash provided by investing activities</b>	<b>5,688</b>	<b>1,321</b>	<b>3,254</b>
<b>CHANGE IN CASH AND CASH EQUIVALENTS</b>	<b>2,730</b>	<b>(944)</b>	<b>201</b>
<b>CASH AND CASH EQUIVALENTS</b>			
Beginning of year	774	1,718	1,517
End of year	\$ <b>3,504</b>	\$ <b>774</b>	\$ <b>1,718</b>

## RECONCILIATION OF CHANGE IN NET ASSETS TO NET

### CASH (USED IN) OPERATING ACTIVITIES

	2003	2002	2001
<b>Change in net assets</b>	\$ 15,487	\$ (10,495)	\$ (9,270)
<i>Adjustments to reconcile change in net assets to net cash (used in) operating activities</i>			
Net (gain) loss on investments	(18,589)	7,590	6,475
Depreciation and amortization	55	54	50
Change in interest and dividends receivable and other assets	34	4	27
Change in grants payable	(117)	580	(207)
Change in accounts payable and other liabilities	172	2	(128)
<b>Net cash (used in) operating activities</b>	<b>\$ (2,958)</b>	<b>\$ (2,265)</b>	<b>\$ (3,053)</b>

See notes to financial statements.

# Notes to Financial Statements

Years ended December 31, 2003, 2002 and 2001

## 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

**Description of Activities** - The William Caspar Graustein Memorial Fund (the "Memorial Fund") was founded in 1946 by Archibald R. Graustein as a charitable trust. The mission of the Memorial Fund is to improve the effectiveness of education in fostering both personal development and leadership through grants, program and other charitable activities. The goals of the Memorial Fund are to deepen young children's engagement in their own education, to support Connecticut communities in improving education for their elementary and preschool children and to develop both statewide and local leadership dedicated to improving and advocating for education in Connecticut.

**Basis of Accounting** - The financial statements of the Memorial Fund have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America. The significant accounting policies followed are described below.

**Statements of Activities** - The Memorial Fund has adopted the "spending rate" method to appropriate a portion of the invested funds to operations. The Memorial Fund used a spending rate of 5.25% based upon the average of the fair value of its cash and investments over the previous 36 months in determining investment return designated for operations. In addition, it is the policy of the Memorial Fund to appropriate a portion of prior years' contributions.

**Cash and Cash Equivalents** - Money market funds and investments with maturities of less than three months at time of purchase are classified as cash equivalents.

**Investments** are recorded at fair value based upon quoted market prices, when available, or estimates of fair value as determined by the Memorial Fund's investment advisors. Equity and debt securities include mutual fund investments totaling \$51,006,000, \$41,694,000 and \$46,594,000 at December 31, 2003, 2002 and 2001, respectively.

**Program-Related Investments** are debt or equity investments for appropriate charitable purposes as set forth in the Internal Revenue Code and regulations there under, and are carried at outstanding indebtedness or cost. An allowance for possible losses is established when the Memorial Fund does not expect repayment in full and when such uncollectible amount can be reasonably estimated.

**Furniture, Leasehold Improvements, and Equipment** are reflected at cost. Depreciation and amortization are provided using the straight-line method over five to seven years. Accumulated depreciation and amortization was \$378,000, \$323,000 and \$269,000 at December 31, 2003, 2002 and 2001, respectively.

**Contributions** are recorded on the date received by the Memorial Fund. Contributions by bequest are recorded as soon as the amount is determinable. Contributions of assets other than cash are recorded at market value on the date the contribution is recorded by the Memorial Fund, except for bequests, which are recorded at market value on the date of death.

**Expenses** - The Memorial Fund accounts for its expenses on a functional basis. Accountability activities include activities involved in reporting to the public or to the government.

**Federal Excise Taxes** - As an organization described in Section 501(c)(3) of the Internal Revenue Code, the Memorial Fund is exempt from Federal income taxes and has been classified as a private foundation. In accordance with the applicable provisions of the Internal Revenue Code, the Memorial Fund is subject to an excise tax on net investment income, including realized gains. Deferred taxes are recognized on unrealized gains and interest and dividends receivable at the date of the financial statements.

**Estimates** - The preparation of the Memorial Fund's financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses for the reporting period. Actual results could differ from those estimates.

## 2. COMMITMENTS

As of December 31, 2003, the Memorial Fund is obligated under a noncancelable operating lease for office space expiring June 30, 2007. The aggregate minimum future payments under the lease total \$542,000, payable in the years ending December 31, 2004, 2005, 2006 and 2007 in the following amounts \$148,000, \$153,000, \$159,000 and \$82,000 respectively.

The Memorial Fund is also obligated under a program related investment loan agreement to provide \$833,000 in loans through 2004, which mature through 2014 without interest.



# Trustees and Staff



## Top Row

Andrew Lachman, *Executive Director, Connecticut Center for School Change*

William C. Graustein, *Trustee*

Maria Mojica, *Senior Program Officer*

David Nee, *Executive Director*

Joan Gourley, *Executive Assistant*

Benjamin R. Shute, Jr., *Trustee*

## Middle Row

Elaine Pace, *Administrative Manager*

P. Ranganath Nayak, *Trustee*

David Oxman, *Trustee*

Linda Bedard, *Secretary/Receptionist*

## Bottom Row

Lisa Graustein, *Trustee*

Nancy B. Leonard, *Public Affairs Officer*

Carmen Siberon, *Grants Officer (not pictured)*

**Narrative:** Rhea Hirshman

**Design:** E.K. Weymouth Design

**Photography:** ©2004 galezucker/www.gzucker.com  
(full color photos of children)

Briggs High School Photographers: (black and white images/color tinted), Doretha Clyburn, Jeanette Custodio, Kurtrina Lewis, Kenny Muñoz, Sarah Simpson

David Ottenstein (trustees and staff photo)

**Illustration:** Mrs. Dubecky's 2003-2004 fifth grade art class, Colebrook Consolidated School, Windsor Public School, Eva Weymouth, Noah Weymouth

**Printing:** Hitchcock Printing

*We are thankful for all contributors to this report, please accept our apology if there is anyone we have omitted.*



