

# EDWARD W. HAZEN FOUNDATION BI-ANNUAL REPORT



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2006  
2007



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# LETTER FROM THE PRESIDENT

This report provides information on the Edward W. Hazen Foundation's grantmaking for 2006 and 2007. During this time the Foundation continued to focus our support on community organizing for public education reform and youth organizing. As far back as the late 1970s the Foundation was making grants to organizations that were working with parents to use the tools of community organizing to analyze and monitor conditions in schools and to develop strategies to pressure schools to improve. With a clear focus on equity, these early groups ranged from very local neighborhood organizations in urban and remote rural locations to the Highlander Center, Center for Third World Organizing, and other training and supporting entities. In 1989 for the first time the Foundation's guidelines specifically named organizing as the primary focus of the grantmaking program in public education.

A review of Hazen's youth development grantmaking reveals a similar story. Although up to the early 1980s, grants in this area were primarily for advocacy by adults on behalf of young people, in the mid 1980s, grants for young people to undertake leadership and organizing on their own behalf began to emerge.

When I began as the public education program officer at Hazen in 2000, we were funding organizing efforts in education mostly addressing "bread and butter issues" – facilities, parental access, lunches, etc. At that time, while the organizations were often fundamentally interested in the quality of teaching and learning, many were struggling with, as one organizer put it, "how to get into the classroom." She meant this literally – administrators often presented considerable obstacles to parents and organizers simply attempting to get into schools – and also because they were trying to understand what good classroom practice looked like and how to make changes that would improve the quality of teaching and learning. In 2008, our grantees have clearly figured out how to get at core instructional issues with campaigns and victories on curriculum, teacher recruitment, training and retention, discipline policies, school redesign, access to high quality schools, and more.

Youth organizing has also experienced considerable growth and increased legitimacy during this time. Like education organizing, it has been maturing as a field and developing structures to support the work. For example, in 2000 there was an emphasis on the purity of the model. Organizations strove to be entirely youth-owned and youth-led in order to be true to their values. Perhaps this was in response to adult institutions that described young people as “the leaders of tomorrow”; these young people demanded to be recognized as leaders today. Currently we see organizations experimenting with models that bring adults in, sometimes in parallel structures, sometimes as allies and sometimes organizing side by side with young people.

Hazen’s commitment to constituency driven reform in both program areas is grounded in a belief in the importance of self-determination and democratic practice and our understanding of the nature of power and progressive change. The Foundation supports this work because it is the right thing to do, and also because we believe that it leads to equitable, sustainable reform of policy and practice. We are glad to see that our colleagues in philanthropy are joining us in increasing numbers and that our intuition about the nature of change is being confirmed by evidence emerging from the research community.

I hope that when you read about our grantees in the following pages, you will think about the trajectory of social change that has led to their efforts and be inspired by their contributions to the goals of justice and equity.

A handwritten signature in black ink, appearing to read "Lori Bezahler". The signature is fluid and cursive, with a large initial "L" and "B".

Lori Bezahler  
President

## Mission Statement

In 1925, Edward Warriner Hazen established a foundation to “promote the public welfare, either by supporting existing agencies or through independent activities to be exclusively religious, charitable, scientific, literary or educational in character.” Despite drastic changes in the social, political and economic landscape, Edward Hazen’s legacy lives on through his foundation’s longstanding support of the education and development of our youth. Today the foundation supports initiatives that enable young people, especially people of color and those disadvantaged by poverty, to achieve their full potential as active participants in a democratic society.

## Statement on Diversity

The Edward W. Hazen Foundation seeks to further its program objectives by supporting the efforts of community-based and other nonprofit agencies that view people from diverse backgrounds as partners and not just as clients or program recipients. The Foundation favors proposals from organizations which demonstrate a commitment to diversifying their boards and staff. In those cases where the demographics of the community served by the organization limit such diversity, the Foundation encourages its grantees to collaborate with agencies or groups that work with people from other racial, ethnic, and cultural backgrounds.

The Foundation's funding priorities for the period 2005-2009 focus on public school reform and youth development. Implementation of these priorities is guided by a set of values and assumptions that recognize:

- The inherent worth of all young people regardless of their race, ethnicity, gender, sexual orientation, disability, immigrant status, religion, economic or social background;
- A high quality education as a basic civil right for all students;
- The need for equitable and effective means for educating all children to achieve at high levels, and be properly prepared to enter adulthood with the knowledge, skills and experience needed to lead engaged and productive lives;
- The value of public schools as the most viable venues for equitable education, and as a democratizing force in our society;
- The need to build public and political will for sustained investment in the education and development of young people, particularly youth of color and low-income youth;
- Transformation of the lives and future of low-income youth and youth of color requires their active engagement in strengthening the schools, communities and society where they grow and develop.

Since 1988, in an effort to foster effective schools for all students, Hazen's grantmaking in the area of public school reform has focused on Education Organizing as a way to build the collective capacity and power of parents and residents in low-income areas and communities of color to demand and achieve quality education for their children. Similarly, since 1994, the Foundation has focused its youth development funding on Youth Organizing to contribute to the development of young people as leaders for social change so that they can help create policies, social systems, and public institutions that are supportive, responsible, and accountable to youth and their communities.

Beginning in 2005, the Foundation's grantmaking has shifted from support for emergent education and youth organizing to concentrate on increasing the effectiveness of existing organizing efforts. For a full description of the Foundation's strategy for 2005 to 2009, please visit our website at [www.hazenfoundation.org](http://www.hazenfoundation.org).

## Community Asset Development Re-defining Education (CADRE) "Organizing for Human Rights and Respect"

In the spring of 2007, the Los Angeles Unified School District (LAUSD) adopted a new discipline policy for its 730,000 students. The new policy moves the district away from harsh "zero tolerance" strategies and focuses instead on prevention through positive behavior supports, teacher training for better classroom management, and parent engagement.

CADRE, an independent, south LA-based parent organization launched in 2001, was a key actor in researching and advocating for the new policy. Its adoption by the school district was a significant victory for CADRE, for LAUSD, and for hundreds of thousands of Los Angeles students who have struggled for years under oppressive discipline policies that have stereotyped and criminalized them.

CADRE (Community Asset Development Re-defining Education) organizes for systemic social change. Rather than using a series of small issue campaigns to build a



CADRE, a multi-racial parent led organization in South Los Angeles, is challenging the policies and practices that have contributed to low performing schools and high drop out rates in L.A. Unified School District 7.

large membership base, CADRE goes deep on a single issue using a human rights-based analysis of how and why their school system fails to serve the community.

"The alienation of parents, particularly parents of color, is at the core of the problem," says CADRE co-founder and director Maisie Chin. "Because of that alienation, low expectations and unjustifiable practices are allowed to persist and go unchecked because there's no accountability, no monitoring, and no scrutiny."

CADRE's theory that the exclusion of community from educational decision-making is the cause of the decline in school quality provides a unique framework for education organizing. True accountability, they believe, is not what happens when a school is reporting up the ladder to policy makers, but instead when parents demand that the schools serve the community's interests. It was this framework that inspired the Edward W. Hazen Foundation to fund the group soon after its inception.

"We are a movement of parents reclaiming – reasserting – our rights, our power and our ability," says Chin.

In 2003, CADRE developed an action research report called "We Interrupt this Crisis – With Our Own Side of the Story: Relationships between South LA Parents and Schools." (<http://www.cadre-la.org/index.php?s=9&t>) The report exposed deep divides between parents and schools, and the widespread exclusion of parents from decision-making. On the heels of that report, the group launched a second effort to reach out to parents. Naomi Haywood, an African American mother of five, was one of the CADRE leaders who walked door-to-door to interview and engage parents.



"What we heard, again and again, was about kids being suspended," says Haywood. In response, CADRE conducted detailed interviews with families to understand their experiences: Did the parents think that suspension was fair punishment? Was their child treated respectfully through the process? Did the suspension impact the child's academic progress? Could the suspension have been avoided? Did the school involve the parent in the disciplinary process?

Over three months, CADRE collected the stories of nearly 50 families. At the same time, they interviewed nearly 120 young people who had not completed high school. They understood that by removing students from the classroom through unfair disciplinary policies and practices, the district was denying them the fundamental human right to an education.

CADRE's findings exposed a crisis in South Los Angeles. "It wasn't about drop-outs," says Haywood. "It was about push-outs. These were kids – mostly kids of color – being told they weren't going to make it; kids being transferred; kids being suspended so many times they just quit."

Angry at the painful stories and injustice they had uncovered, CADRE joined forces with other community organizations in 2006 to submit a public records access request for LAUSD's disciplinary policies, practices, and data. That information, together with their own findings, convinced CADRE that a fundamentally new approach to handling behavioral issues needed to be developed in LAUSD.

In April 2006, CADRE and its partners learned that the district was already revisiting its discipline policy. Seizing the opportunity, the groups met with administrators, school board members, and the local teachers union to build support for a fresh and innovative approach to discipline, with a new policy as the critical first step. In June, CADRE held a "People's Hearing" to build pressure for a new vision in the schools. They presented their demands within a

broad human rights framework anchored by: the right to dignity, the right to education, and the right to participation. They challenged school board members, teachers, and advocates to add their support.

CADRE was calling for a paradigm shift, away from popular "get tough" strategies. It was a bold proposal that promised to transform the relationships between students, parents, teachers and administrators. CADRE knew it wouldn't be an easy sell. One turning point, says Chin, was a Los Angeles Times story addressing the push-out crisis and endorsing CADRE's call for supports for students, teachers, and schools, instead of punitive measures that demoralized and sometimes criminalized students. The story set off a flurry of negotiations. CADRE held firm for the fundamental tenets of the new policy, and worked carefully through the concerns raised by teachers, the board, and administrators. At the end of February 2007, the LAUSD school board voted unanimously to pass the new policy.

On paper, the new Los Angeles school discipline code is one of the most proactive, comprehensive and progressive of any major urban school district in the nation. It creates the expectation that behavior problems will be identified early and prevented – without removing students from classrooms or the school when possible, says Naomi Haywood. It also requires schools to involve parents much earlier in disciplinary issues.

Knowing that implementation is the key to its success, CADRE is monitoring the process closely. Naomi Haywood sits on the district's implementation committee as a parent representative.

"This is a watershed moment in LAUSD," says Maisie Chin. "Five years ago people probably thought we didn't have a chance of creating something like this. We've come a long way."

## Coalition on Homelessness and Housing in Ohio (COHHIO) “We Know What We Can Do”

“We have the voice. We know what we can do.”

**A**t 18 years old Aliwya Sharif has done more than many adults. She has been a spokesperson at press conferences, an advocate with elected officials, and a leader to her peers. She has also been homeless and has struggled for stability in fragile life circumstances.

As a member of the Youth Empowerment Program (YEP), Aliwya is one of a dynamic group of youth between 11 and 24 years of age who are homeless or nearly homeless and coping with poverty and instability in their daily lives. They are children living on the streets or “couch surfing” between friends and family. Some are runaways. Others have “aged out” of foster care

and are considered legally independent, though they do not yet have a place to live and a means to support themselves. YEP’s remarkable work to support these youth and to sustain their work as advocates drew the respect of the Edward W. Hazen Foundation, which began supporting YEP in 2002.

There are an astounding number of so-called “transitional” youth in Ohio. YEP’s parent organization, the Coalition on Housing and Homelessness in Ohio (COHHIO) estimates that 60,000 young people will experience homelessness in the state each year. “It’s a crisis,” says YEP Director Angela Lariviere, “and one that most people prefer not to acknowledge, let alone confront.”



In 2006, the Youth Empowerment Program worked successfully to raise the Ohio state minimum wage to \$6.85. They continue organizing efforts for minimum wage workers by supporting the Ohio Healthy Families Act, a new state law that would require employers to provide paid sick days for full-time and part-time employees who earn minimum wages.

Lariviere seems inexhaustible. Every young person who comes through YEP's doors – usually referred by social service agencies, schools or friends – is provided with referrals or support to address their own personal needs. She also lets them know that, by working with other young people around the state, they can impact the policies and practices that fail to offer real help to children and families like themselves. Lariviere channels interested kids into a statewide network of "youth councils." The councils are staffed and run by YEP members and meet on a regular basis. In addition to offering a haven of stability, the council meetings provide the opportunity for young people to "collectivize" their experiences and talk about taking action on their own behalf. Once immediate crises are addressed, says Lariviere, experienced YEP leaders turn conversations into learning sessions about the systemic problems that create these hurdles for young people, and how they themselves have the firsthand experience that gives them the right to help solve them.

Not surprisingly, much of YEP's advocacy centers around issues of housing and education. Homeless youth consistently struggle to stay in school and face serious obstacles to enrolling in a public school because they don't have a home, there is no "neighborhood school" with a guaranteed seat for them. They have no one to sign for textbooks or to affirm their eligibility for a free lunch. There is a constant stream of affronts. Alwiya and another YEP member were stymied when they learned that the school expected them to pay to take some required high school courses. Their inability to come up with the cash could have cost them their diplomas. But YEP helped them negotiate waivers so that they could complete the coursework and graduate with their classmates. And now they are investigating the legality of such fees and policies.

"When you're in a shelter, you don't really think you can do anything about your situation," says Alwiya. "YEP gives every kid the confidence to make a change.

Now, whenever something's wrong, I know that I can stand up and say something."

This is a remarkable statement from a girl who is no doubt routinely underestimated by adults daily. That Alwiya has developed this confidence and effectiveness is a tribute to YEP's consistent focus on empowering young people like her. Lariviere says that many people underestimate the skills that homeless youth have honed just to survive. "These young people are constantly navigating systems that don't have their unique needs in mind," says Lariviere. "Many of them get very, very good at figuring out alternative and creative solutions."

Through its work, YEP has become a respected voice for youth in Ohio. Their impact has been astonishing, despite the fragile circumstances many YEP members confront. They fought for and won changes in state policies that blocked boys thirteen and older from staying in shelters with their families. In Columbus, they organized to get the YWCA to build a new family center to replace an overcrowded, dilapidated and rodent-infested family shelter; this effort took five years and a \$7 million capital campaign. They successfully fought to ensure that young people would not be excluded from a bill to raise the minimum wage in the state of Ohio. They have even taken on Congress; several times a year, YEP members drive to Washington to meet with their congressional delegations and describe how policies enacted under capitol domes impact young people living on the streets.

They are often told that they are "amazing," says Alwiya. "What's 'amazing' is that these decisions get made at meetings where they don't even have any young people! It doesn't make any sense to me," she says pointedly.

New opportunities for advocacy present themselves all the time. At a statewide meeting in the summer of 2007, several students started sharing their frustration at being barred from school athletic teams because

they don't have health insurance. Lariviere turned the conversation from complaining to action. She noted that the federally-funded State Children's Health Insurance Program, or SCHIP, was being reauthorized in Congress, and that one of the proposals was to expand the program to cover tens of thousands more children. The young people came up with the idea of collecting 156,000 signatures – the estimated number of uninsured kids in Ohio – to present to their members of Congress. Two days later, Alwiya was one of 3 YEP leaders to speak at a press conference announcing their "Band-Aid campaign." She proudly held up the petitions that the young people had

designed – rows of individual band-aids in columns that Ohio residents will be asked to sign, signaling their support for an expanded SCHIP program.

"These issues affect everyone," says Alwiya. "Everybody deserves health care. We make it our business to do things like this – because no one else is."

Lariviere agrees. "We have to keep young people at the table with decision-makers. They tell the truths that contradict stereotypes or statistics. In Ohio, we've told those stories enough that powerful adults are starting to hear us, and demand answers." And change policies.

## Concerned Citizens for a Better Greenville (CBG) "Cultivating a Powerful Voice"

The powerful Mississippi River flows past the town of Greenville as a force of nature. Watching the river go past, one can hardly help thinking about its ability to change course over decades and centuries, transforming the very land through which it passes. A similar force has come to the town of Greenville, Mississippi and is bringing change at a much faster pace. Through persistent organizing and commitment, members of Citizens for a Better Greenville believe they have harnessed some power, and are demanding accountability and a voice for low-income residents.

Citizens for a Better Greenville (CBG) received a seed grant from the Edward W. Hazen Foundation in 2003. What Hazen saw in CBG was an organization with a mission to build legitimacy for a community voice, and to demand equity and accountability from an age-old and entrenched power structure.

"Hazen came in early and invested in us when we were still living on donations, volunteer time and lots of faith," says Joyce Parker, co-founder of the organization. "It enabled us to move our work to the next level."

Citizens for a Better Greenville is a multi-issue organizing effort. But the primary focus has always been on increasing equity and quality in the city's public schools. In a school district with a student of color population of over 95%, and with white students predominantly attending private academies, there was little political will for high performing public schools. Parker and the group's leadership knew that the biggest hurdle to improving the Greenville city schools was the lack of accountability to the community, and particularly the families whose children attend the public schools. Decisions were made through a secretive, backroom process, by a school board that was not elected, but appointed by the City Council. The City Council had long been dominated by landowner and business interests, and their appointments to the school board reflected their interest in maintaining that authority. The route to systemic change in the schools, believed Citizens for a Better Greenville, was to bring decision-making into the open, where the committee could be answerable to parents.

CBG began to attend school board meetings. Groups of leaders would go each month, time and again. They listened; they spoke up; they asked questions. They were largely ignored.

"We thought that if we packed the board room during school board meetings, things would change," reflects Parker. "But we were wrong...because decisions weren't being made in that room. We realized that we were going to have to interrupt business as usual."

Citizens for a Better Greenville began to build a diverse base of parents and students. They provided training for parents to advocate for their own children's rights and for each other while building their understanding of how the policies and practices of the system needed to change.

The group strategically took on a campaign around parks and recreation. After a rash of incidents in the parks, CBG turned out over 200 people to renounce the violence and take back the public space for the community. Their reputation in the city began to grow. Concrete victories mounted as well: they won \$240,000 to improve a high school science lab; a \$500,000 increase in textbook allocations, and more. These resources helped to win over allies among teachers and school administrators.

The numbers of CBG members attending school board meetings continued to grow. Still, CBG repeatedly found that critical decisions were being made behind closed doors. And School Board members continued to answer to their sponsors on the City Council rather than the community.

CBG kept at it. They chose activities that engaged whites and blacks, moderate income families and mothers on welfare. They included and welcomed young people, professionals, teachers and ex-offenders. Their openness and transparency won them trust, credibility and strength.

As their base grew, Citizens for a Better Greenville began to encourage community residents to seek seats on the City Council and appointment to the School Board. Over a 4 year period, they won the appointments of three "community friendly" members to the Board. It wasn't without conflict, but they held their ground. It was a process of establishing relationships, challenging "business as usual," and steadfastly refusing to sit back and let the game be played without them.

Through skirmishes over board appointments, and school policy and program debates, the new board members have insisted that the voices of parents be heard. With a CBG delegation at every School Board meeting, new members remain accountable. They have also taken opportunities to demonstrate the breadth of their support in the city. In January of 2007, CBG members began walking the community with petitions calling for a comprehensive audit of the school district. They collected over 1,000 signatures, a feat that sent a clear signal to the school administration in such a small city.

Even setbacks seem to reinforce their sense of mission and commitment. When the school board announced in early 2007 that they would consolidate all the school's pre-K classrooms into a single building for the start of the 2007-08 school year, Citizens for a Better Greenville was baffled. They didn't understand how such a move would benefit the children, or what would happen to the elementary students currently in the targeted building. And most of all, they didn't recall any public discussion of such a proposal, nor could they find any record of it in the Board's meeting minutes.

CBG uncovered the Board's backroom process. Their protests won a meeting between parents, the School Board and City Council members – a major accomplishment in a city used to controlling the opportunities for community input. In the meeting, parents called the board members – even their friends

– to task for failing to exercise their own power. They painstakingly documented the lack of public input, education and decision-making on the pre-K proposal. They revealed that the Board had never formally authorized it, but that the administration had taken the Board's agreement to study the idea as a green light to act.

The accountability session "helped our community friendly Board members maintain their integrity," says Parker with a smile. "It's easy when you get inside, to become part of the system. The Board members have to know that they are expected to think and act for the community. If they want to go against the wishes of the community, they need to convince us that theirs is the better course to take."

CBG lost on the pre-K consolidation. But they see the experience as a milestone for accountability in Greenville. There are signs of change: a new principal was appointed to the local high school in response to community concerns about the increasingly punitive atmosphere at the school. The new principal has

sought support and input from students, parents, support staff, teachers, and CBG. They are teaching the state's first social justice curriculum in the public schools. They have gained the respect of a juvenile court judge, who is working with parents to keep kids in school and out of the juvenile justice system. They are developing a partnership with the University of Mississippi on a leadership development and college exposure program for high school students. They are working with Southern Echo, a statewide network of community-based groups, on adequate state education funding, an effort that has earned the respect and participation of the Mississippi Department of Education, universities and state legislators.

"We have gained credibility in the community by insisting on being part of the decision-making process," says Parker. "It is creating a climate of openness and transparency that will ultimately impact every area of the community," she believes. Citizens for a Better Greenville is the new force of nature in this city on the Mississippi River.

## Jovenes Unidos "Building Youth Leaders"

**L**alo Montoya, a student at North High School in Denver, used to skip a lot of school. It just didn't seem that the teachers or counselors at North expected much from the school's predominantly Latino students. Lalo's perception is justified by the numbers: a 2004 study showed that only 38% of Latino students entering North as freshmen graduated four years later. In 2005, only 2.8% of Latino students passed state math tests. At the same time, between 2000 and 2004, Denver Public Schools had a 71% increase in the number of students referred to law enforcement. Most of those referrals were for African American and Latino students.

Montoya began hanging out on the edges of Denver's gang culture. A couple of times, he dropped out of school completely to get a job and help support his family. But they'd always encourage him to return to North, and he would.

When Lalo expressed curiosity about some friends' involvement in a youth organizing group called Jovenes Unidos, they invited him to join them at a weekly meeting. Lalo remembers that it was raining that Saturday morning, and he didn't really want to go. But his friends arrived to pick him up and urged him out the door.

"[The meeting] opened my eyes," says Lalo, four years later. "It's really easy to not care – to just stay home like I wanted to. It's really easy to not think about community – to always think just about yourself."

Lalo Montoya was inspired and nurtured by Jovenes Unidos (Youth United). The group is affiliated with Padres Unidos (Parents United), which has organized for 15 years in Denver and nationally for equality and justice in education, immigration and health care.

Padres has a track record of fighting for – and winning – broad systemic change. In 1996, the group forced Denver Public Schools to comply with federal standards on bilingual education. They led a three-year campaign that, in 2000, established the nation's first dual language Montessori school. They played a significant role in defeating a statewide "English-only" ballot initiative in 2002 – the first such initiative in the country to be defeated.

In 2004 Jovenes Unidos emerged with a campaign to demand intervention and reform at North High School, the school Lalo Montoya attended. Jovenes members interviewed over 700 students – half the student body – to identify key issues of concern. The students prepared and released The North High School Report which included the results of their survey, research on the school's lack of educational resources and opportunities, and a comparison between conditions and expectations at North and those at wealthy suburban schools. Jovenes presented a comprehensive plan for reform and compelled the creation of a 70-member committee to oversee the redesign of the school. In 2007, they won an order from the Superintendent of Denver Public Schools for a comprehensive restructuring of North.

The success of Padres y Jovenes Unidos is rooted in their knowledge of and respect for the history and traditions of social movements. They build leadership that understands the social and political context of working in a state increasingly populated by new

immigrants, yet host to a strong conservative core that maintains control over many of the state's policy-making bodies. Jovenes Unidos gives young people the tools to make sense of what they see and to strategically explore solutions.

It is this grounded approach to organizing, as well as Padres' impressive record of significant accomplishments, that led the Edward W. Hazen Foundation to support Jovenes Unidos in their multi-pronged "Freedom to Learn" campaign beginning in 2003. The campaign is based on the idea that education is a right, not a privilege. All students, regardless of race, income, or immigration status, deserve a high-quality education and have the right to attend quality schools, be prepared for college, and succeed.

Lalo Montoya encountered the organization's dynamic process at his first meeting on that rainy Saturday.



Over 250 Jovenes Unidos students participate in a walk-in at the Auraria Campus at the University of Colorado in 2007, to demand equal access to higher education.

# GRANTEE PROFILES

The young people sat in a circle, and each had the opportunity to ask questions or make a statement. Lalo wasn't accustomed to hearing young people get beyond complaining to discuss why things were happening and what to do about it. After a couple of meetings, he was hooked.

"You could see him getting involved really quickly," says Pam Martinez, co-director of Padres Unidos. "He's not a shy guy. He started jumping right into the conversation."

And into action. One of the issues Jovenes leaders have tackled as part of "Freedom to Learn" is the oppressive and racially inequitable use of discipline by Denver Public Schools (DPS). In late 2004 and early 2005, with the help of the Washington, DC-based Advancement Project, parents and students interviewed school personnel and juvenile court judges, looked at codes of conduct from other school districts and analyzed Denver's implementation of its disciplinary procedures. Their work exposed the inequitable impact of Denver Public School disciplinary practices on students of color.

After the results of the research were published ("Education on Lockdown: the Schoolhouse to Jailhouse Track" Padres y Jovenes Unidos began to lobby for a new disciplinary code, a reassessment of the role of Denver Police officers in the schools and the implementation of restorative justice programs in Denver's middle and high schools. By the end of the 2006-07 school year, Jovenes had won a pilot restorative justice program in six schools, and had collaborated with the district on the first draft of a new discipline policy.

Another focus for the group has been the multiple barriers to college access for documented and undocumented immigrant students. They are working towards the passage of state and federal laws that would allow immigrant students to pay in-state tuition at public colleges and would provide a road to documentation for students graduating from high school and attending college. At the same time, Jovenes

is demanding that all Denver schools implement a college-prep curriculum that assumes all students are headed for higher education. In 2004, Padres developed a program to provide 40-50 student members of Jovenes each year with academic and counseling support, assistance in exploring college options and navigating admissions and scholarship opportunities.

Lalo Montoya has become one of Jovenes Unido's most confident student leaders. "It was kind of intimidating at first – talking to authority figures," remembers Lalo. "But I got better and better at it each time."

What's more, he began to attend classes regularly. And he began to encourage other students to stay in school and to look ahead to college. Lalo graduated from North High School on time in 2005 and began attending community college in Denver that fall. Now, in addition to his studies, Lalo is organizing young people at Lincoln High School through Jovenes Unidos. "He's very intentional about it," remarks Martinez. "He's got all the qualities of a great leader himself, but he focuses on developing others."

Through Jovenes Unidos, Lalo Montoya and other Latino youth like him have found not just a reason to stay in school, but the ability to recognize systemic oppression, understand how they are affected by it, and to chart a course for change.



# New Settlement Apartments

## Building Trust – Parents, Teachers and Administrators Come Together

One sure way to undermine progress is to divide the very people who must come together to create genuine and lasting reform. Yet it seems, sometimes, that the most common response to poor performing schools is to cast blame: teachers are accused of not trying hard enough; parents are criticized for not being involved enough. Central office

is blamed for its very existence. Everyone seems to be willing to point fingers, and few seem willing or able to find ways to work together.

In the South Bronx, New Settlement Apartment's Parent Action Committee (PAC) is taking a different approach, and it's paying off. With dedicated



New Settlement's Parent Action Committee members and their children join the march around City Hall and the Department of Education headquarters chanting "Keep the Promises" and "One City, One Voice" and calling on the City Council and the Mayor to NOT cut the education budget for the 1.1 million children in New York City public schools.

# GRANTEE PROFILES

recruitment and engagement of low-income parents, and a foundation that assumes a common interest in children and schools, the Parent Action Committee has built genuine relationships and trust between teachers, parents and administrators. Together, they have become a force for positive change.

The Parent Action Committee works first to build a legitimate voice for parents in the South Bronx. PAC then moves strategically to build relationships with other powerful interests in the New York City Schools and to unify these interests around plans for substantive steps to improve teaching and learning for low-income students and children of color. As part of citywide parent and community collaborations, PAC has developed the credibility and power to sit at the table with the New York City Department of Education, the city's powerful teachers union and others. These relationships have helped them win significant victories citywide. It also gives PAC, and low-income parents in the community the ability to improve individual local schools.

Rafael Hernandez Dual Language School – also known as PS/MS 218 in the South Bronx's District 9, is a kindergarten through 8th grade school that teaches both English- and Spanish-dominant children in two languages. It is a fairly new program in District 9, an extremely diverse, predominantly low-income section of the Bronx that also includes some of the city's lowest-performing public schools.

PS/MS 218's dual language program was welcomed by the community. But some of the school's parents have not been satisfied with implementation of the school's nationally-proven model.

Carmen Jerez, who has two students at the school, raised her concerns along with other parents at a meeting of the Parent Action Committee (PAC) of New Settlement Apartments (NSA). NSA is a housing and community-building organization, and an anchor in the neighborhood: with a staff of 103 professionals,

it operates after-school, evening and summer programs for 3,600 children, teens and adults in the surrounding neighborhood; manages 1,000 units of low-to-moderate-income housing in 16 buildings; and sponsors a widerange of educational and community programs and revitalization projects open to all residents of the neighborhood. NSA understands that a thriving, stable community requires more than just bricks and mortar and, with support from the Hazen Foundation, the Parent Action Committee emerged 10 years ago out of New Settlement's conviction that authentic parent organizing would help rebuild the local public schools.

In 2002-2003, PAC joined forces with other community groups to form the "Community Collaborative to Improve District 9 Schools" (CC9 later expanded to encompass all of the Bronx, and was renamed CCB). The collaborative launched a dynamic campaign to win a pilot teacher development program in ten South Bronx schools. This program, which put highly experienced teachers in the schools as leaders and mentors, was the product of careful relationship-building between community groups and their parent leaders, teachers and the powerful United Federation of Teachers (UFT), and the multi-layered bureaucracy of the New York City public schools system. So strong was the partnership among the stakeholders, that the UFT and the City's Mayor, who controls the schools, invited the Community Collaborative to send representatives to contract negotiations between the union and the district as they hammered out the details of the Lead Teacher Program. It was an endorsement that is unprecedented in New York, or elsewhere.

In its first year, the Lead Teacher program proved so effective at raising reading scores at the ten schools that the Department of Education eventually expanded the program to hundreds of schools citywide. It was an enormous victory, and one that demonstrated the power of collaboration. The lessons of the campaign

were not lost on the Parent Action Committee.

As Carmen Jerez, leaders of the school's Parent Association and other parents looked at PS/MS 218, they quickly recognized that their school needed stronger leadership with experience in dual language education. Using some of the relationships they'd built through CC9, PAC convinced the district to hire a new principal for PS/MS 218 and won a voice in the selection process. The new principal, Leticia Rosario, is young, energetic and was raised in the South Bronx. She is also experienced with and enthusiastic about dual-language education.

"I knew that working with the Parent Action Committee was going to be key in terms of having the power to get the school back on track," says Rosario, describing her first weeks on the job.

Together with Rosario, the parents began to systematically evaluate the strengths and weaknesses of their school and its program. They interviewed teachers and administrators, visited schools with successful dual language programs, attended conferences and gained in-depth knowledge of how high-performing programs are run.

"We listened to the teachers. The teachers agreed that the model wasn't being implemented aggressively," says Ana Maria Garcia, a mother of four. "We realized that everyone in the school had to be totally committed to this mission, and supported so they could deliver on it."

The Parent Action Committee was invested in collaboration from the start. They formed a committee with representation from all stakeholders. They sat down with the teachers union, and they sat down regularly with administrators. They built a relationship with the district's head of dual language programs, who agreed to work with them.

Together, the partners created a package of supports for the school's staff, administration and parents.

Everyone's needs and interests were respected: parents are being better educated about the school's program, and offered opportunities to contribute to its success. Teachers are given better training and are then supported in implementing the dual language model. And the culture at the school is becoming one of trust, respect and transparency – a change that parents, teachers and the principal at PS/MS 218 largely attribute to the work of PAC.

"When I first became principal here," says Leticia Rosario, "it was a windstorm, trying to figure out the history, understand dynamics, and build trust. There were times when it was hectic trying to untangle what everyone wanted. My job is to keep myself and the staff focused on our mission. I also know that whatever I do has to be very public. I have to explain why things are being done. That really helps to build trust so that this school can move forward...I can't do that without the parents."

Ana Garcia agrees. "We are all concerned about our children's education. We have to work together. Sometimes we don't agree. Sometimes we get angry. But we don't lose respect for one another. This group of parents is very clear about what they want and how they want to move forward."

"The teachers have worked as hard as we have," says Carmen Jerez. "They also want change in the school, and in their relationships with parents. When we come together, I know it can be better..."

The Parent Action Committee has had a profound impact. In their grounded and systematic attention to parent and community organizing, and their refusal to join in the finger-pointing over who's to blame for struggling schools, the Parent Action Committee is building alliances with teachers and principals to improve the quality of teaching and learning in their schools and across the city.

# PUBLIC EDUCATION GRANTS

**T**he goal of The Edward W. Hazen Foundation's public education grants program is:

To foster effective schools for all children, and full partnership for parents and communities in school reform.

During 2006-2007, the Foundation made 46 grants totaling \$2,015,000 in the Public Education Program. As directed by the Foundation's strategic plan for 2005 to 2009, these grants focused on four key areas:

- **Targeted, Sustained Funding in Four Sites:** Los Angeles, Miami/Dade County, the Delta Region of Mississippi, and New York City. The Foundation has identified organizing groups as core grantees in each site, as well as to make grants to support collaboration among organizing groups and, in certain cases, provide grants for emerging organizing efforts that show great promise and/or may engage new constituencies.
- **Alliances and Movement Building,** including support for national training opportunities for education organizers and leaders and helping to build and strengthen relationships among practitioners and leading school reform thinkers.
- **Leveraging Support for the Field**
- **Documentation and Dissemination**

A more complete description of the Public Education grantmaking program is available on the Foundation's website at [www.hazenfoundation.org](http://www.hazenfoundation.org).

Community Partners for  
**Community Asset Development  
 Re-Defining Education (CADRE)**  
 8510 1/2 South Broadway  
 Los Angeles, CA 90003  
 Maisie Chin, Director  
 Website: [www.cadre-la.org](http://www.cadre-la.org)

Hazen made a grant of **\$35,000 in 2006** to support the "Dignity and Respect for Parents" campaign and CADRE's efforts to push for policies and practices that will keep students in school and succeeding. Hazen made a renewal grant of **\$40,000 in 2007** to ensure that a more progressive discipline policy for South Los Angeles students is enacted and can be a basis for changing conditions and culture to emphasize quality teaching and learning over punitive practices.

Youth Opportunities  
 Unlimited/ Communities for  
 a Better Environment for  
**Coalition for Education Justice (CEJ)**  
 5927 Great Oak Circle  
 Highland Park, Ca 90042  
 Byron Gudiel, CEJ Staff Organizer  
 (212)822-1756  
 Website: [www.cejla.org](http://www.cejla.org)

Hazen's **2006 grant of \$50,000** (\$25,000 per year for two years) will enable CEJ to hire its first staff person and continue its organizing work toward improving school environment, reducing class size, improving access to public

transportation to and from school, and adding additional school counselors and clerical staff.

**Community Coalition for  
 Substance Abuse Prevention**  
 8101 S. Vermont Ave.  
 Los Angeles, CA 90044  
 Marqueece Harris-Dawson,  
 Executive Director  
 Website: [www.communitycoalition.org](http://www.communitycoalition.org)

Hazen's **2006 renewal grant of \$35,000** will support the Coalition's work on equity in education. The Foundation's renewed support of **\$40,000 in 2007** will fund the Coalition and the work of its youth organizing component, SCYEA, on post secondary education preparation and equity in education.

Community Partners for  
**InnerCity Struggle (ICS)**  
 2811 Whittier Blvd.  
 Los Angeles, CA 90023  
 Maria Brenes, Executive Director  
 Website: [www.innercitystruggle.org](http://www.innercitystruggle.org)

With a **2006 grant of \$70,000** (\$35,000 per year for two years) from Hazen, Inner City Struggle will build parent leadership at the middle school level, push for increased college preparatory classes in East Los Angeles high schools, and practices that will result in decreasing rates of expulsion and suspension.

American Institute  
for Social Justice for  
**Los Angeles ACORN**  
3655 S. Grand Ave., Suite 250  
Los Angeles, CA 90007  
Peter Kuhns, Lead Organizer  
(213) 747-4211  
Website: [www.acorn.org](http://www.acorn.org)

Hazen's grant of **\$40,000 in 2007** will enable Los Angeles ACORN to pursue the campaign to improve practices in instruction, the establishment of a Peer Mentor Program for new teachers, and to build the organizing group's capacity to improve the quality of education in their community's schools.

PICO National Network for  
**Community Voice – Los Angeles**  
760 South Westmoreland Avenue, #336  
Los Angeles, CA 90005  
Jared Rivera, Executive Director  
(213) 384-7404  
Website: [www.lavoicepico.org](http://www.lavoicepico.org)

With a grant of **\$35,000 from Hazen in 2006**, Community Voice – LA will push for the adoption of new rules regarding procedures for the transfer of LAUSD students and enforcement of existing standards.

**Southern California Education Fund (SCEF)**

1545 Wilshire Blvd., Suite 329  
Los Angeles, CA 90017  
(213) 273-8322  
Marybeth Larkin, Lead Organizer

Hazen's **2006 grant of \$35,000 and 2007 renewal grant of \$40,000** will support the work of SCEF to organize schools in 8 feeder patterns in LAUSD, to increase organizational membership and to bring about changes in culture, practice and policy that will improve the quality of teaching, leadership of school administrators, and performance of students.

## Power U Center

1633 NW 3rd Ave.  
Miami, FL 33136  
Denise Perry, Director  
(305) 576-7449  
Website: [www.poweru.org](http://www.poweru.org)

Hazen's renewal grants of **\$35,000 in 2006** and **\$40,000 in 2007** will help Power U to address the inequities in the District's "Zone Schools," to continue to work on the detrimental impacts of "zero tolerance" policies and high stakes exams, and to address unhealthy environmental conditions in schools.

## People Acting for Community Together (PACT)

250 NE 17th Terrace  
Miami, FL 33132  
(305) 643-1526  
Wilfredo Bolivar, Executive Director  
Website: [www.miamipact.org](http://www.miamipact.org)

With renewed funding of **\$35,000 in 2006**, PACT will begin work to conduct an assessment of the mandated reading curriculum put in place by the District Superintendent, to secure an effective induction program for new teachers, to increase enrollment in Voluntary Universal Pre-K (VUPK) and to increase state appropriations for VUPK. With a **\$40,000 renewal grant in 2007**, PACT will work to increase funding for the VUPK program in order to provide a six hour day and ensure inclusion of early literacy instruction. Mujeres Unidas en Justicia,

## Educación y Reforma, Inc. for WeCount!

P.O. Box 344116  
Florida City, FL 33034  
(305) 247-2202  
Jonathan Fried, Executive Director  
Website: [www.we-count.org](http://www.we-count.org)

With Hazen's **2007 grant of \$40,000**, We Count! will continue to build their membership, will undertake a series of youth-led workshops on college preparation and access, and will develop relationships with allied organizations in order to increase their power and ability to impact District level reform.



POWER U youth members, seen here outside of the Miami Dade School Board administration building, have developed a set of demands around discipline and zero-tolerance practices utilizing a restorative justice framework. They are also working to develop a report documenting the impact of discipline policies on student success.

# NEW YORK CITY

## Center for Immigrant Families (C4IF)

20 West 104th Street, Basement  
New York, NY 10025  
(212) 531-3011  
Priscilla Gonzalez, Collective Member  
Website: [www.C4IF.org](http://www.C4IF.org)

Hazen's renewed support of **\$35,000 in 2007** will allow C4IF to continue its campaign to desegregate District 3 schools, ensuring the implementation of equitable admission policies for non-catchment students, eventually eliminating catchment lines and Gifted and Talented programs and to hold the schools accountable for providing adequate language services.

## Cypress Hills Local Development Corporation (CHLDC)

625 Jamaica Avenue  
Brooklyn, NY 11208-1203  
Michelle Neugebauer, Executive Director  
(718) 647-2800  
Website: [www.cypresshills.org](http://www.cypresshills.org)

With a **\$35,000 grant in 2006** and a **\$40,000 core renewal grant in 2007**, Cypress Hills Advocates for Education will work to reduce school overcrowding, both locally and as a founding member of the Brooklyn Education Collaborative (BEC), and bring Regents-level curriculum and facilities to Cypress Hills schools.

## Make the Road New York

301 Grove Street  
Brooklyn, NY 11237  
Andrew Friedman, Co-Director  
(718) 418-7690  
Website: [www.maketheroad.org](http://www.maketheroad.org)

A core grant of **\$35,000 in 2006** and a renewal grant of **\$40,000 in 2007** will allow Make the Road New York to work to improve the quality of instruction, increase counseling services and support a more competitive curriculum and monitor implementation of school translation and interpretation services at targeted intermediate schools in Bushwick, Brooklyn.



Make the Road New York Parent in Action member Catalina Martinez and Co-Director Andrew Friedman joined with Mayor Bloomberg, Chancellor Klein, Speaker Quinn and City Council Members at a 2007 press conference to announce the expansion of language assistance services for limited English proficient parents.



### **New Settlement Apartments**

1512 Townsend Avenue  
Bronx, NY 10452  
Jack Doyle, Executive Director  
(718) 716-8000

With a **\$35,000 grant in 2006** and **\$40,000 grant from Hazen in 2007**, New Settlement Apartments Parent Action Committee (PAC) will organize a total of approximately fifteen middle and high schools in District 9 and 10 over the next four years. Independently as PAC and as part of Community Collaborative to Improve Bronx Schools, New Settlement Apartments also plans to improve principal and teacher training, strengthen relationships between schools and communities, expand the Lead Teacher program and reduce class size.

### American Institute for Social Justice for **New York ACORN**

2-4 Nevins St, 2nd Floor  
Brooklyn, NY 11217  
Jon Kest, Head Orgnaizer  
(718) 246-7900  
Website: [www.acorn.org](http://www.acorn.org)

With a **\$35,000 grant in 2006** and **\$40,000 grant from Hazen in 2007**, NY ACORN, a key member of both the Brooklyn Education Collaborative (BEC) and the Community Collaborative to improve Bronx Schools (CCB), will continue its citywide campaign to pressure the DOE to adopt ACORN's

recommendations for successful middle schools, to equally distribute resources, and to develop a more effective and fair high school selection and placement program.

### **Northwest Bronx Community & Clergy Coalition (NWBCCC)**

103 East 196th Street  
Bronx, NY 10468  
James Mumm, Executive Director  
(718) 584-0515  
Website: [www.nwbccc.net](http://www.nwbccc.net)

With a grant of **\$35,000 in 2006** and a renewed **\$40,000 core grant from Hazen in 2007**, Sistas and Brothas United will continue to play a key role in NWBCCC's campaign to create an Art and Technology Center for District 10 students, redevelop the Kingsbridge Armory, work to increase graduation rates, decrease school class size, improve the guidance counselor to student ratio and build stronger student teacher relationships in the northwest Bronx.

### **Queens Congregations United in Action (QCUA)**

103-04 39th Ave. #105  
Corona, NY 11368  
Jaime Weisberg, Director  
(718) 637-3054

With a grant of **\$25,000 in 2006** and a **two-year \$70,000 renewal grant from Hazen, in 2007**, QCUA will extend its outreach to inform, train and recruit more parent leaders into school-based Parent Action Committees (PAC). Through its strong congregation base, its growing local base and its partnership with the citywide collaborative Coalition for Educational Justice, QCUA will continue to work with parents to identify issues, build relationships with school administration and develop a comprehensive strategic plan for middle school reform through its middle school task force.

# DELTA REGION OF MISSISSIPPI

Southern Echo Inc. for  
**Citizens for a Better Greenville, Inc.**  
P.O. Box 5673  
Greenville, MS 38703  
Joyce Hall-Parker, Director  
(662)332-4497

CBG was awarded a renewal grant of **\$35,000 in 2006** and **\$40,000 in 2007** to increase the effectiveness of its local education organizing campaigns, increase the representation of parents of public school students on the school board, achieve greater transparency from the school district and to continue as an active participant in the state-wide Dismantling the Achievement Gap Working Group.

## **Nollie Jenkins Family Center/ Citizens for a Quality Education, Inc.**

109 Swinney Lane  
Lexington, MS 39095  
Ellen Reddy  
(622)834-0089  
[www.citizensforaqualityeducation.net](http://www.citizensforaqualityeducation.net)

CQE was awarded a grant of **\$35,000 in 2006** and a renewal grant of **\$40,000 in 2007** to continue its important organizing work on education reform and juvenile justice and the intersection of these issues in the Holmes County, MS and as a lead organization in the state wide prevention of schoolhouse to jailhouse coalition.

## **Quitman County Development Organization**

P.O. Box 386  
Marks, MS 38646  
Robert Jackson, CEO  
(662)363-1228  
[www.qcdo.org](http://www.qcdo.org)

QCDO was awarded a grant of **\$35,000 in 2006** and a renewal grant of **\$40,000 in 2007** to increase its membership and organizational capacity, help recruit eligible teaching candidates for local schools, increase school attendance and decrease suspensions and expulsions.

## **Concerned Citizens for a Better Tunica County**

P.O. Box 2249  
Tunica, MS 38676  
Melvin Young, Executive Director  
(662)363-1228

Concerned Citizens was awarded a renewal grant of **\$35,000 in 2006** and **\$40,000 in 2007** to press for implementation of key items in its five-year education plan, including introduction of a Gifted and Talented program, mainstreaming special education students, increase in advanced placement classes, introduction of foreign language, arts and advanced technology courses.



The Parent/Student Partnership to Improve Public Schools (PTIPS) members of the Quitman County Development Organization (QCDO) are trained as education advocates and assist other parents in resolving specific issues in the schools; this helps address individual concerns but also provides a venue for surfacing common issues.

## **ACORN Institute**

2-4 Nevins St, 2nd Floor  
Brooklyn, NY 11217  
Steve Kest  
(718) 246-7900  
Website: [www.acorninstitute.org](http://www.acorninstitute.org)

Hazen's **2007 grant of \$40,000** will enable ACORN Institute to utilize the skills and knowledge dispersed throughout the national network to increase the capacity to undertake successful education campaigns in other cities, including Miami/Dade County, FL; St. Louis, MO; Hartford, CT; and Houston, TX.

## **New Settlement Apartments for Annenberg Institute for School Reform (AISR)**

Box 1985  
Providence, RI 02912  
Norm Fruchter, Director  
(401) 863-7990

Hazen made a one year grant of **\$75,000 in 2006** for AISR's Community Involvement Program to support local community organizing and to assist the Coalition for Educational Justice (CEJ) in developing a citywide coalition to build power and pursue a shared agenda for systemic education reform. Hazen's one year **\$75,000 Collaborative renewal grant in 2007** will support the ongoing organizing work of the Institute's CEJ and the Urban Youth Collaborative (UYC).

## **Central American Resource Center (CARACEN) for Movement of Organizations to Reform Education in Los Angeles (MORE LA)**

2845 W. 7th Street  
Los Angeles, CA 90005  
Marvin Andrade, Executive Director  
(213) 385-7800  
Website: [www.carecen-la.org](http://www.carecen-la.org)

A two year grant of **\$100,000 (\$50,000 per year) in 2007** will allow MORE LA to hire staff to build the capacity of the citywide collaborative to press for District-wide policies reflecting their "Equity and Excellence" demands.

## **New York Community Trust for Donor's Education Collaborative (DEC)**

909 Third Avenue, 22nd Floor  
New York, NY 10022  
Jane Stern, Program Director  
(212) 807-8719  
Website: [www.nycommunitytrust.org](http://www.nycommunitytrust.org)

A **2006 renewal grant of \$50,000 over two years** will allow DEC to continue to support advocacy and organizing initiatives in New York, as well as make grants to several new projects that combine the three DEC strategies of policy development, advocacy and organizing.

## **Edward W. Hazen Foundation**

90 Broad St., Suite 604  
New York, NY 10004  
212-889-3034  
Lori Bezahler, President  
Website: [www.hazenfoundation.org](http://www.hazenfoundation.org)

A grant of **\$30,000 was awarded in 2007** to the Edward W. Hazen Foundation to undertake a set of activities related to evaluation and assessment of the current grantmaking strategy.

## **Research for Action**

3701 Chestnut Street  
Philadelphia, PA 19104  
Eva Gold, Principal  
(215) 823-2500  
Website: [www.researchforaction.org](http://www.researchforaction.org)

A **2007 grant of \$15,000** from Hazen will allow Research For Action to publish a case study of youth organizing work and engage youth with decision makers in the context of school reform policy discussions and implementation.

## **New York Immigration**

### **Coalition (NYIC)**

137-139 W. 25th Street, 12th Floor  
New York, NY 10001  
Chung-Wha Hong, Executive Director  
(212) 627-2227

Website: [www.thenyic.org](http://www.thenyic.org)

A **two year \$50,000** (\$25,000 per year) collaborative grant awarded by Hazen in **2007** will help NYIC to continue to build the capacity of its collaborative groups and leaders, increase resources and translation services for English Language Learner (ELL) students and to increase the graduation rate of ELL students to beyond 40%.

## Public Interests Projects (PIP) for **Communities for Public Education Reform**

80 Broad Street, Suite 1600  
New York, NY 10004  
Julie Kohler, Program Manager  
(212) 764-1508  
Website: [www.publicinterestsprojects.org](http://www.publicinterestsprojects.org)

In **2006** the Hazen Foundation awarded a **three year \$75,000 grant** (\$25,000 per year) to Public Interest Projects (PIP) to support Communities for Public Education Reform, a national funding collaborative supporting education organizing.

## **Southern Echo**

P.O. Box 9306  
Jackson, MS 39286  
Leroy Johnson, Executive Director  
(601) 982-6400

Working with 35 organizations (The Catalyst Roundtable), Southern Echo will use Hazen's **2006 two year grant of \$80,000** (\$40,000 per year) to work to secure full funding of the Mississippi Adequate Education Program (MAEP) to establish a formula to provide equity and adequacy in funding for public schools and conduct the 4th annual "Dismantling the Achievement Gap" Conference in partnership with the Mississippi Department of Education.

**F**ocusing on youth organizing as a strategy for youth development and social change, the Foundation seeks to achieve the following goal:

To contribute to the development of young people as leaders for social change so that they can help create policies, social systems, and public institutions that are supportive, responsible, and accountable to youth and their communities.

In 2006/2007, the Foundation made 24 grants totaling \$1,085,000 to organizations in the following areas, as identified in Hazen's strategic objectives for 2005–2009.

- **Focused, Sustained Funding for a Core Cohort of Youth Organizing Groups**, specifically, groups that are conducting or are ready to undertake promising campaigns around key issues affecting low income youth and communities of colors and, to a limited extent, capacity building initiatives that are focused on helping youth organizing groups strengthen their practice and increase the scale and impact of their work.
- **Fostering Peer to Peer Learning, Networks and Coalitions**
- **Collaboration and Partnering with Funders**
- **Documentation and Dissemination**

The Youth Development grantmaking program is described in greater detail on the Foundation's website at [www.hazenfoundation.org](http://www.hazenfoundation.org).

# YOUTH DEVELOPMENT GRANTS

## **CAAAV Organizing Asian Communities (CAAAV)**

2373 Valentine Avenue  
Bronx, NY 10458  
Jane Sung E Bai, Director  
(718)220-7391  
Website: [www.caaav.org](http://www.caaav.org)

CAAAV was awarded a **\$30,000 grant in 2006** and a **\$30,000 renewal grant in 2007** to support the Youth Leadership Project and the Chinatown Justice Project's continued work on their campaigns to build power among Southeast Asian refugee and Chinatown tenant communities.

## **Californians for Justice Education Fund**

1611 Telegraph Avenue, Suite 317  
Oakland, CA 94612  
Rona Fernandez, Interim Co-Director  
(510) 452-2728  
Website: [www.caljustice.org](http://www.caljustice.org)

Californians for Justice (CFJ) was awarded a 2006 **\$60,000 grant for two years** (\$30,000 per year) to support the organization in building its regional membership bases, increasing its statewide impact on education policy and documenting its youth leadership development work.

## **Carolina Alliance for Fair Employment (CAFÉ)**

1 Chick Springs Road, Suite 114  
Greenville, SC 29609  
Carol Bishop, Executive Director  
(864)235-2926  
Website: [www.cafesc.org](http://www.cafesc.org)

CAFE was awarded a grant of **\$30,000 in 2006** to support its statewide youth organizing endeavors and public education work on the Individual Education Plan (IEP) legislation, which tracks "low performing" students, as well as to increase the leadership capacity of its youth chapters.

## **Coalition on Homelessness and Housing in Ohio (COHHIO)**

175 South 3rd Street, Suite 250  
Columbus, OH 43215  
Angela Leriviere,  
Youth Advocacy Director  
Website: [www.cohhio.org](http://www.cohhio.org)

In **2006**, the Coalition on Homelessness and Housing in Ohio (COHHIO) was awarded a grant of **\$30,000** to support the Youth Empowerment Project (YEP) in its efforts to change shelter policies and win resources for homeless youth in Columbus, Akron, Cincinnati and Dayton, Ohio. COHHIO was awarded a **\$30,000 renewal grant in 2007** to support YEP's efforts to organize for the education and housing access of homeless youth.

## **Hope Street Youth Development**

1157 N. Piatt  
Wichita, KS 67214  
James Aaron Fowler, Executive Director  
(316) 263-7325  
Website: [www.hopestreet.com](http://www.hopestreet.com)

Hope Street was awarded a grant of **\$60,000** (\$30,000 a year for two years) in **2007** to support its citywide, multi-school organizing project to create change in both individual schools and at the district level.

## **Coleman Advocates for Children, Youth and Families**

459 Vienna Street  
San Francisco, California 94112  
N'Tanya Lee, Executive Director  
(415) 239-0161  
Website: [www.colemanadvocates.org](http://www.colemanadvocates.org)

Coleman Advocates for Children Youth and Families was awarded **\$30,000 in 2006** to support Youth Making a Change (Y-MAC), to build its membership base and implement its Jobs 4 Youth Campaign. With a two year **\$60,000 renewal grant in 2007** (\$30,000 per year), Coleman Advocates will continue to build its Y-MAC membership base and implement youth-led campaigns that support youth employment and educational equity.

**A.J. Muste Memorial Institute for Desis Rising Up And Moving (DRUM)**

72-26 Broadway, 4th Floor  
Jackson Heights, NY 11372  
Monami Maulik, Director  
(718) 205-3036  
Website: [www.drumnation.org](http://www.drumnation.org)

In **2006**, DRUM was awarded a grant of **\$60,000 over two years** (\$30,000 per year) to support YouthPower! to develop the leadership of its

members, expand its base, and work with its allies to meet the goals of the END campaign which seeks concrete protections for undocumented immigrant students to access education services in local schools without the threat of deportation and to prevent school officials and police in schools from asking for or sharing information about student immigration status.



Over the last 15 years, Coleman Advocates Youth Making a Change (Y-MAC) has been successful in winning \$1.4 million in annual city funding to create 7 school-based health centers; winning a school district "Safe Schools" policy that regulates police on school campuses; getting the School Board to add a second student elected Student Delegate; and winning a more rehabilitative juvenile justice policy reform that has already reduced San Francisco's juvenile hall population by one-third.

**FIERCE!**

147 West 24th Street, 6th Floor  
New York, NY 10011  
Rickke Manazala and Bran Fenner,  
Co-Directors  
(646) 336-6789  
Website: [www.fierceny.org](http://www.fierceny.org)

Hazen's **2006 renewal support of \$60,000 over two years** (\$30,000 per year) will allow FIERCE to continue its campaign to extend the curfew on the Christopher St. Piers, decrease police harassment of LGBTSTQ youth of color and secure a drop-in center.

**Jewish Fund for Justice for Funders' Collaborative On Youth Organizing**

183 Madison Avenue, Suite 919  
New York, New York 10016  
Supriya Pillai, Executive Director  
(212) 725-3386  
Website: [www.fcyo.org](http://www.fcyo.org)

Hazen's **\$25,000 grant in 2007** supports the Funders' Collaborative on Youth Organizing to strengthen its organizational capacity, continue strategic grantmaking initiatives and to educate funders about new trends and funding opportunities.

# YOUTH DEVELOPMENT GRANTS

## Hyde Square Task Force (HSTF)

375 Centre Street  
PO Box 301871  
Jamaica Plain, MA 02130  
Claudio Martinez Executive Director  
(617) 524-8303  
Website: [www.hydesquare.org](http://www.hydesquare.org)

With **\$35,000 from Hazen in 2007**, HSTF's Youth Community Organizers continue their "Campaign for Civics" and the "Campaign for Wellness" work for policy change within the Boston Public School System.

## Oakland Kids First!

1924 Franklin Suite 310  
Oakland, California 94612  
Kim Miyoshi, Executive Director  
(510) 452-2043  
Website: [www.kidsfirstoakland.org](http://www.kidsfirstoakland.org)

Kids First! was awarded a **\$30,000 grant in 2007** to support its Peer Counselor and Culture Change campaign focused on building a critical mass of students organized to change power dynamics at their schools.

## Padres Unidos

3025 W. 37th Ave., Suite 209  
Denver, CO 80211  
Pam Martinez, Co-Director  
(303)458-6545  
Website: [www.padresunidos.org](http://www.padresunidos.org)

Padres Unidos was awarded a **2006 grant of \$60,000 over two years** (\$30,000 per year) to support Jovenes Unidos, their youth-led organizing, in the Freedom to Learn campaign.

## Project South Institute for the Elimination of Poverty and Genocide

9 Gammon Avenue  
Atlanta, Georgia 30315  
Stephanie Guilloud, Executive Leader  
(404) 622-0602  
Website: [www.projectsouth.org](http://www.projectsouth.org)

A **\$20,000** grant was awarded to Project South in **2006** to support the Youth Council's expansion of youth leadership and organizing programs in the southern region. A **2007 renewal grant of \$30,000** will support the Youth Council's work to strengthen local, regional and national alliances generated by the US Social Forum and further strengthen and increase youth leadership throughout the South and Southwest in collaboration with regional organizations.

## Providence Youth Student Movement (PrYSM)

807 Broad Street, Box 36  
Providence, RI 02907  
Kohei Ishihara Executive Director  
(401) 419-5713  
Website: [www.prysm.us](http://www.prysm.us)

In **2007**, The Hazen Foundation awarded PrYSM a grant of **\$70,000** (\$35,000 per year for two years) to increase the organizing capacity of Southeast Asian youth demanding educational reform and policy change.

## Southwest Workers Union

PO Box 830706  
San Antonio, TX 78283  
Genaro Rendon, Director  
(210) 299-2666  
Website: [www.swunion.org](http://www.swunion.org)

Hazen made a **\$30,000 grant in 2007** to Southwest Workers Union for the expansion of the Youth Leadership Organization program as it builds a base of youth leaders within public schools and the community to work for systemic change in education.



**Tenants and Workers United (TWU)**

3801 Mount Vernon Avenue  
Alexandria, Virginia 22305  
Jon Liss, Executive Director  
(703) 684-5697  
Website: [www.tenantsworkers.org](http://www.tenantsworkers.org)

TWU was awarded a **\$30,000 grant in 2007** to support its College Preparation for All and Restorative Justice Campaign.

**Youth Justice Coalition (YJC)**

P.O. Box 73688  
Los Angeles, California 90003  
Rodrigo Vazquez, Chairperson  
(323) 235-4243  
Website: [www.youth4justice.org](http://www.youth4justice.org)

Hazen's **2007 grant of \$60,000** (\$30,000 per year for two years) will enable YJC to work to close several California Youth Authority (CYA) facilities, and to pass a statewide bill to reform CYA, to improve how police treat young people of color, and to improve conditions in juvenile halls and county jails.

**Youth Ministries for Peace & Justice (YMPJ)**

1384 Stratford Avenue  
Bronx, NY 10472  
Alexie Torres-Fleming,  
Executive Director  
(718) 328-5622  
Website: [www.ympj.org](http://www.ympj.org)

With a **2007 grant of \$60,000** (\$30,000 per year for 2 years), YMPJ members will continue to organize around issues particularly relevant to their community, specifically environmental racism, gentrification and police accountability. YMPJ will also continue to strengthen its youth organizing and development model through implementation of a revised core curriculum which advances youth leadership through 3 levels of youth organizing.

**Youth United for Change**

1910 N. Front Street  
Philadelphia, PA 19122  
Andi Perez, Executive Director  
(215) 423-9588  
Website: [www.yuc.home.mindspring.com](http://www.yuc.home.mindspring.com)

A **two-year grant of \$60,000** (\$30,000 per year) in **2007** will assist Youth United for Change to develop the leadership of students and support their efforts to organize for education reform through their chapters in five North Philadelphia high schools.

Tides Center for  
**Youth United for Community Action (YUCA)**

2135 Clark Avenue  
East Palo Alto, CA 94303  
Annie Loya, Project Director  
(650)322-9165  
Website: [www.youthunited.net](http://www.youthunited.net)

In **2006**, YUCA was awarded a **\$60,000** grant (\$30,000 per year for 2 years) to increase its membership and to continue its current environmental justice and anti-gentrification campaigns.

# PRESIDENT'S DISCRETIONARY GRANTS

## **Advocates for Children**

\$2,500 / 2006

New York, NY

Toward the Jill Chaifetz Education Fund.

## **CAAAV Organizing**

### **Asian Communities**

\$3,000 / 2006

\$2,500 / 2007

Bronx, NY

A \$3,000 grant in 2006 toward the participation of six CAAAV and Desis Rising Up and Moving (DRUM) organizers in the Border Social Forum in El Paso, TX and Juarez, Mexico. A 2007 grant of \$2,500 on behalf of FIERCE, toward general support.

## **Center for Community Change**

\$5,000 / 2006

Washington, DC

Toward the publication, "Dismantling a Community," a report on the transformation of New Orleans public schools post-Katrina.

## **Community Action Project**

\$5,000 / 2007

Brooklyn, NY

Toward parent workshops.

## **Community Culture and Resource Center**

\$2,500 / 2007

Lexington, MS

Toward community organizing for education reform in Lexington, MS.

## **Concerned Citizens for a Better Tunica County Inc.**

\$1,500 / 2007

Tunica, MS

President's discretionary grant toward participation in the US Social Forum.

## **DEMOS: Network for Ideas and Action**

\$5,000 / 2006

New York, NY

Toward the initiative to engage and mobilize young adults nationwide in democratic participation.

## **Desis Rising Up and Moving**

\$1,500 / 2007

Jackson Heights, NY

Toward participation in the US Social Forum.

## **Education for Liberation**

\$5,000 / 2007

New York, NY

For the engagement of youth organizing groups in the Free Minds Free People Conference.

**Facilitating Leadership in Youth**

\$2,500 / 2007

New York, NY

Toward the development and launch of their second youth organizing campaign.

**Fyre Youth Squad**

\$5,000 / 2007

New Orleans, LA

Toward the Summer Leadership Development Institute.

**Harvard College**

\$5,000 / 2006

Cambridge, MA

Toward the Harvard Graduate School of Education community organizing and school reform research project.

**Highlander Research and Education Center**

\$5,000 / 2006

\$2,500 / 2007

New Market, TN

A 2006 grant toward "Calling the Movement: State of Youth Organizing in the Southeast," a meeting of youth organizers and activists from around the country. A 2007 grant toward Seeds of Fire youth leadership training camp held in New Market, TN.

**Hope Street Youth Development**

\$2,500 / 2006

Wichita, KS

Toward the second annual Great Plains Leadership School for youth and adult leaders of grassroots organizations, to be held in Wichita, KS.

**The Institute of Public Life**

\$5,000 / 2006

Omaha, NE

To support the training of parents and community leaders to address the crisis in public education in the Omaha, NE metro area.

**LaGrange Village Council**

\$2,500 / 2007

Toledo, OH

Toward the Parent Education Committee.

**Latin American Integration Center (LAIC)**

\$5,000 / 2006

New York, NY

Toward Education Justice for Immigrant Families organizing initiatives in Queens and Staten Island, NY.

# PRESIDENT'S DISCRETIONARY GRANTS

## **Louisiana Disaster Recovery Foundation**

\$3,000 / 2006

Baton Rouge, LA

Toward the Organizers Renewal Fund, to provide relief to community organization leadership in the wake of the impact of storm-related disasters.

## **Movement Strategy Center**

\$1,500 / 2007

Oakland, CA

Toward participation in the US Social Forum.

## **National Alliance Against Racist and Political Oppression**

\$2,500 / 2007

Chicago, IL

In memory of former Hazen Trustee Earl Durham, toward general support.

## **National Economic and Social Rights Initiative**

\$5,000 / 2007

New York, NY

Toward publications for its Education as a Human Right Program.

## **National Immigration Law Center for New Orleans Workers' Center for Racial Justice**

\$5,000 / 2006

New Orleans, LA

Toward the New Orleans Workers' Center for Racial Justice economic and racial justice organizing.

## **Padres Unidos**

\$1,600 / 2007

Denver, CO

Toward participation in Grantmakers for Education 2007 Annual Conference in New Mexico.

## **Public Interests Projects**

\$5,000 / 2007

New York, NY

Toward the briefing to discuss re-authorization of No Child Left Behind (NCLB) in Washington, DC, in collaboration with the Public Education Network.

## **Research for Action**

\$5,000 / 2006

Philadelphia, PA

Toward a participatory action research project for youth involved with Youth United for Change (YUC) and the West Philadelphia High School chapter of the Philadelphia Student Union (PSU) who are working to develop small high schools.

**School of Unity and Liberation**

\$5,000 / 2006

Oakland, CA

Toward the second annual National Youth Organizing Training Institute, a five-day intensive training for organizers and leaders in Nashville, TN.

**Community Partners for Southern Californians for Youth**

\$5,000 / 2006

Los Angeles, CA

Toward general support of the organizing work of Southern Californians for Youth.

**Southern Mutual Help Association, Inc.**

\$5,000 / 2006

New Iberia, LA

Toward the SMHA Rural Recovery Task Force in the aftermath of Hurricanes Rita and Katrina.

**Sunflower Community Action**

\$5,000 / 2007

Wichita, KS

Toward the Dream Team youth organizing project.

**St. Leonard's Ministries**

\$2,500 / 2007

Chicago, IL

In memory of former Hazen Trustee Earl Durham, toward general support.

The Renaissance Project for

**Students at the Center**

\$2,500 / 2007

New Orleans, LA

Toward general support.

**Vietnamese American Young Leaders Association**

\$5,000 / 2007

New Orleans, LA

Toward general support.

**Youth Together**

\$5,000 / 2007

Oakland, CA

Toward a longitudinal study of program alumni.

**Youth Justice Coalition**

\$1,500 / 2007

Los Angeles, CA

Toward participation in the US Social Forum.

# TRUSTEES' DISCRETIONARY GRANTS

## **Applied Research Center**

\$1,500 / 2007  
Oakland, CA

## **Boys and Girls Club of Mississippi County**

\$250 / 2007  
Blytheville, MS

## **Californians for Justice**

\$200 / 2007  
Oakland, CA

## **Children's Aid Society**

\$3,000 / 2007  
New York, NY

## **Children's Defense Fund – Southern Regional Office**

\$1,000 / 2007  
Jackson, MS

## **Coalition for Humane Immigrant Rights of Los Angeles**

\$3,000 / 2006  
\$3,000 / 2007  
Los Angeles, CA

## **Correctional Association of New York**

\$1,000 / 2006  
New York, NY

## **FIERCE: Organizing LGBSTIQ Youth**

\$500 / 2006  
New York, NY

## **Fortune Society**

\$1,500 / 2006  
New York, NY

## **Garment Worker Center**

\$500 / 2006  
Los Angeles, CA

## **Greenwood Mentoring Group**

\$500 / 2006  
Greenwood, MS

## **Lotus Music and Dance**

\$2,000 / 2007  
New York, NY

## **Marin Community Foundation**

\$3,000 / 2006  
\$3,000 / 2007  
Novato, CA

## **Mississippi Action for Community Education, Inc.**

\$500 / 2007  
Greenville, MS

## **National Conference for Community and Justice**

\$1,500 / 2006  
Little Rock, AR

## **Oakland Kids First!**

\$500 / 2006  
\$700 / 2006  
\$300 / 2007  
Oakland, CA

## **Colorado Nonprofit Development Center for**

**One Nation Enlightened**  
\$500 / 2006  
Denver, CO

## **PUEBLO**

\$500 / 2007  
Oakland, CA

## **Quitman County Development Organization**

\$1,000 / 2007  
Marks, MS

## **St. Patrick's Foundation**

\$500 / 2007  
McLean, VA

Lowndes County Friends  
of the Trail for

## **Southeast Alabama Self-Help Association, Inc.**

\$500 / 2006  
Hayneville, AL

## **The Sentencing Project**

\$500 / 2006  
Washington, DC

## **Services for the Underserved**

\$3,000 / 2006  
New York, NY

## **Southern California Library For Social Studies And Research**

\$300 / 2006  
Los Angeles, CA

## **Rocking Youth into Reality for Step-Up Support Center**

\$500 / 2006  
Little Rock, AR

**Action Aid USA**

\$1,000 / 2007

**Bronx River Alliance**

\$1,000 / 2007

**Council on Foundations**

\$3,500 / 2006

\$3,570 / 2007

**Cypress Hills Local  
Development Corp**

\$2,500 / 2006

**Foundation Center**

\$2,000 / 2006

\$2,000 / 2007

**Grantmakers for Education**

\$3,000 / 2006

\$3,000 / 2007

**Grantmakers for Children Youth  
and Families**

\$2,500 / 2006

\$2,500 / 2007

**Guidestar TrueNorth**

\$2,000 / 2007

**Hispanics in Philanthropy**

\$2,000 / 2006

\$2,000 / 2007

**Independent Sector**

\$2,000 / 2007

**National Network of Grantmakers**

\$1000 / 2006

**New York Regional Association of  
Grantmakers**

\$2,500 / 2006

\$2,500 / 2007

**Neighborhood Funders Group**

\$1,000 / 2007

**Nonprofit Coordinating  
Committee of New York**

\$2,000 / 2007

**North Star Fund**

\$2,000 / 2006

\$2,500 / 2007

**Peace Education Foundation**

\$1,000 / 2007

**Public Policy and Education Fund  
of New York**

\$2,500 / 2007

**Sacramento Area  
Congregations Together**

\$1,000 / 2006

**Social Investment Forum**

\$675 / 2007

**Women & Philanthropy**

\$2,000 / 2006

# FINANCIAL INFORMATION

The Edward W. Hazen Foundation, Inc.  
**STATEMENTS OF FINANCIAL POSITION**  
December 31, 2007 and 2006

<b>ASSETS</b>	<b>2007</b>	<b>2006</b>
Cash and cash equivalents	301,239	280,252
Investments	31,070,980	30,219,614
Furniture and equipment, net	5,064	9,788
<b>TOTAL ASSETS</b>	<b>\$31,377,283</b>	<b>\$30,509,654</b>

<b>LIABILITIES AND NET ASSETS</b>	<b>2007</b>	<b>2006</b>
Liabilities:		
Accounts payable and accrued expenses	65,069	15,100
Due to broker	30,943	-
Grants payable	1,111,348	163,200
Total liabilities:	1,207,360	178,300
Net assets - unrestricted	30,169,923	30,331,354
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$31,377,283</b>	<b>\$30,509,654</b>

The financial information in this report has been summarized by the Foundation from its audited financial statements. A copy of the independent auditor's report, complete financial statements, and notes are on file at the Foundation's office.



The Edward W. Hazen Foundation, Inc.  
**STATEMENTS OF ACTIVITIES**  
Years ended December 31, 2007 and 2006

REVENUES	2007	2006
Interest & Dividends	859,822	794,444
Other revenue	39,082	26,441
Total revenues	898,904	820,885
EXPENSES	2007	2006
Grants	1,724,925	1,576,025
General administrative expenses	633,713	627,668
Investment advisory and custody fees	196,976	163,939
Taxes	40,090	29,916
Foreign taxes withheld	12,228	3,174
Total expenses	2,607,932	2,397,722
(Deficiency) of revenues over expenses before realized and unrealized gains on investments	(1,709,028)	(1,576,837)
Realized gains on sale of investments	1,330,972	2,055,302
Increase in unrealized appreciation of investments	216,625	415,903
Change in net assets	(161,431)	894,368
Net assets at beginning of year	30,331,354	29,436,986
<b>NET ASSETS AT END OF YEAR</b>	<b>\$30,169,923</b>	<b>\$30,331,354</b>

The financial information in this report has been summarized by the Foundation from its audited financial statements. A copy of the independent auditor's report, complete financial statements, and notes are on file at the Foundation's office.

## TRUSTEES

### **Madeline deLone, Chair** <sup>1</sup>

Executive Director  
Innocence Project  
New York, NY

### **Marsha Bonner, Chair**

Vice President for Programs  
Marin Community Foundation  
Novato, CA

### **Beverly Divers-White, PhD, Vice-Chair**

BSW Consulting Group  
Little Rock, AR

### **Edward M. Sermier, Treasurer** <sup>2</sup>

Vice President and  
Chief Administrative Officer  
Carnegie Corporation of New York  
New York, NY

### **Michael Lent, Treasurer** <sup>3</sup>

Partner  
VERIS Wealth Partners  
New York, NY

### **Lori Bezahler, Board Secretary**

President  
Edward W. Hazen Foundation  
New York, NY

### **Beverly Cross, PhD**

Professor  
University of Memphis  
Memphis, TN

### **Daniel HoSang**

Assistant Professor  
University of Oregon  
Eugene, OR

### **Sonia Jarvis** <sup>4</sup>

Associate Professor  
Baruch College  
New York, NY

### **Angela Sanbrano** <sup>2</sup>

President  
National Alliance of Latin American  
and Caribbean Communities  
Los Angeles, CA

## STAFF

### **Melody Baker**

Program Officer

### **Carmen Balentine**

Program Officer

### **Lori Bezahler**

President

### **L. Claire Davis**

Financial Manager/Administrator

### **Phillip E. Giles**

Program Associate

### **Adan Johnson**

Intern

<sup>1</sup> - Through Spring 2006

<sup>2</sup> - Through Spring 2007

<sup>3</sup> - As of Spring 2006

<sup>4</sup> - As of Spring 2007





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