



CEEFF in Brief

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Annual Appeal Begins

The Cape Elizabeth Education Foundation (CEEFF) was founded in 2001 by a group of Cape residents. The foundation was born from a simple idea: the desire to foster innovation and excellence in Cape Elizabeth schools by channelling private funds into public education.

The idea was simple but not unique. Currently there are nearly 7,000 Education Foundations nationwide actively contributing and influencing public education. In a time when under-funded school budgets are the norm and the certainty of future funding for schools is in question, CEEFF is working with Cape's district leaders to play

“Start by doing what’s necessary, then what’s possible, and suddenly you are doing the impossible.”

~ St. Francis of Assisi

a role in assuring that *our* children continue to be engaged and inspired in learning so that they are among the best-prepared students nationwide.

Thanks to the generosity and support in our community, contributions have grown continually for the past three years. CEEFF has been able to award \$74,957 in grants since its inception. In 2004 alone, CEEFF awarded more than \$45,000 to Cape schools, of which \$27,000 was dedicated to saving the High School Laptop Program, keeping Cape kids on the technological forefront.

Grants are funded from donations made to our annual campaign, the interest from our endowment fund, and proceeds from CEEFF-sponsored events, such as Luminaries for Education and our Spelling Bee.

In the coming years, our goal is to build community-wide support for Cape schools while creating a well-funded endowment and ensuring excellence in education for every child in the Cape Elizabeth schools.



New Directors and Educational Advisors, from l. to r: Colleen Taintor, Evelyn Garland, Sarah Simmonds, and Kelley Hasson. Missing from photo are: Bill Boeschstein, Robert Lyman, Laura Lynch, Ellen Meagher, and Julie Tselikis.

This newsletter contains information about the success of the grants that have been awarded and the difference your support is making in our schools and in the lives of your children, *right now*. Please join us in supporting our schools, our teachers and *our* children. If you're not already a CEEFF supporter, we hope we've inspired you to become one.

~ Patty Grennon, President, CEEFF

Upcoming Events

Annual Phonathon

Answer your phone on October 25–27 and make a pledge to enhance your children's education and our schools.

Luminaries for Education

Honor our teachers and illuminate the town at sundown on December 18 to light the way for education.

3rd Annual Spelling Bee

Bee at the third annual spelling bee this spring to unseat last year's champs!

For more information

www.capeeducationfoundation.org
For information about volunteering, call Linda Leblond at 799-0545.

The Future of Large-Impact Grants

CEEF and DLT Collaborate to Set Priorities for Future

This past April, CEEF representatives met with the Cape Elizabeth District Leadership Team (DLT) to brainstorm about new and innovative programs that would support the school system's vision of becoming one of the top public schools in the U.S. This meeting was the first step for CEEF to establish an ongoing dialogue with DLT members and hear their ideas, priorities, and long-term vision for helping our children become among the best-prepared students nation-wide. During the session, over 30 ideas were developed and then ranked in order of greatest importance and potential positive impact.

Three ideas emerged as the highest priorities in terms of their potential to provide immediate and measurable improvement in the educational environment for our children. (see below). Inspired by the DLT's shared vision and dreams for our children, CEEF responded by granting \$27,000 to fund one of the top 3 priorities—the laptop initiative. This funding provided laptop computers for Cape Elizabeth's 9th graders.

At CEEF's annual retreat in June, members of the DLT came to discuss the three key ideas they ranked as the most important to fund. They include expansion of the Laptop initiative to all students in the High School, opening a Learning Center, and developing an induction program for new teachers. This fall, CEEF will meet again with the DLT to reconfirm the priorities for our school, our teachers and our children with the idea of partnering to fund one or more of these ideas and plan future large impact grants. As we look to our school leaders to develop these programs to benefit our children in 2005 and beyond, CEEF will continue to be a committed partner on this path.

DLT's Top Three Priorities for Improving Cape Schools

Learning Center in the High School (Jeff Shedd)

Learning Centers in all areas of study are an integral part of school systems across the United States, including many school systems in Maine. The Cape Learning Center would initially offer writing assistance, however the vision is that a number of needs would ultimately be addressed by such a center, including: credit catch-up (for students who are falling behind in credits towards graduation or in attainment of Learning Results); filling in particular knowledge gaps through targeted instruction with tutors or learning software; writing coaches for extra support in all stages of writing (generating ideas, drafting, revising, editing and publishing); and finally orga-

nizational coaches for help with time management, note-taking skills and breaking down assignments into manageable chunks. It was noted that this concept could easily be ported to both the Middle School and Pond Cove (on a lesser scale). Expected outcome: A structured place to go anytime during the school day to get academic assistance, where students and teachers could meet for customized, individual help.

Induction Program for New Teachers (Kelly Hasson/Tom Eismeier)

A comprehensive induction program for new teachers and staffing changes would link novice Cape teachers with experienced colleagues, introducing new teachers to the culture and curriculum of the school and providing ongoing support to make their school year successful. Throughout the year, numerous opportunities for professional development would be offered to connect the novice with both the curriculum and methods for implementing it. Modeled after other research-based induction programs, this initiative could be readily

implemented at one or all schools towards the goal of an information-rich school culture that incorporates the Cape standards of practice, school district vision and mission, and school and grade professional standards, while remaining open to new methods offered by the novice. The expected outcome would be classroom quality assurance, educational excellence, attraction and retention of high quality teachers and team building.

Laptop Initiative – Expansion Through High School (Gary Lanoie)

The continuation of the innovative Maine Laptop Initiative (MLTI) would enable CEHS to offer incoming 8th grade students their own laptops in addition to providing teachers both laptops and the training needed to maximize the learning/teaching opportunities made possible with this technology. The initiative has been met thus far with very positive reports from all constituencies—including participating students, their parents and teachers. Laptops can become an integral part of the Cape learning environment. This program would provide a positive impact on student learning, preparation for life after high school, and most importantly, opportunities for innovative teaching.



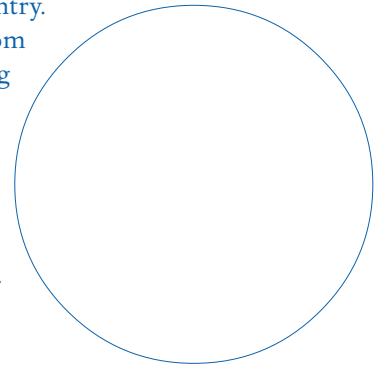
CEEF Directors Patty Grennon and Lisa Hansen collaborate with PCPA Leaders Jenna Sisselman, M.A. Watson and Colleen Taintor at the PCPA kick-off meeting.

Annual Fundraiser is Scheduled for Week of October 25th

Join us by becoming a CEEF supporter. Our Annual Campaign is about to get rolling and this year our goal is \$50,000.00. With your help, we will make it! CEEF volunteers will be making phone calls to ask for your support the evenings of October 25th through 27th. Please pick up your phones and make your pledge of support for the foundation and your children's future. Or better yet, take a moment to complete the enclosed donation card and return it to us directly.

The annual phonathon is our most important fundraising vehicle for fulfilling our mission each year—the money we receive from you during this short time window provides the lion's share of the money we have to donate back to the schools and teachers each year. We are an all volunteer organization, composed of your friends, neighbors and educators in Cape Elizabeth. We are absolutely committed to putting your dollars to work for Cape Schools, to fund innovative initiatives that fall outside the school budget—ideas that will make a difference both in the short and long term to put Cape Schools among the top public schools in the country.

We are pleased to report that this year alone we awarded \$47,000 in grants from the \$70,500 in revenues we received in FY 2003-2004. Our goal is to keep our operating expense ratio very low (our 11.6% ratio is well below comparable foundation standards) so that your dollars go to work for your school, and your children enjoy the benefits. Any surplus funds (those not distributed for approved grants) are set in reserve for future grants or for focused district-wide priorities deemed appropriate by our board of directors with continued guidance from the District Leadership team, our grants committee and dedicated cadre of educational advisors. Thank you in advance for your support!



CEEF Shares Strategies

*Coordinating Efforts of Foundations
Throughout Maine*

The Cape Elizabeth Education Foundation is taking its vision on the road. As cities and towns across Maine face reduced state and local funding, plans are underway to share our Foundation's knowledge and experience with other communities. CEEF's commitment to quality public education, not only in Cape Elizabeth but also throughout the State of Maine, is reflected in two different, but related efforts.

Led by Gail Rice, CEEF's Vice President, the Foundation is offering to provide guidance to other organizations now in the start-up phase of creating similar school/community partnerships. Contact has been made with the governor's office to make state officials aware of our interest and capabilities. In addition, CEEF is also seeking to form a consortium of existing local education foundations to facilitate dialogue, provide opportunities for networking, and enable discussion of effective practices. Through collaboration, the Foundation hopes to strengthen the ability of independent organizations throughout the state to provide financial and community support for public school systems.

Thank You Volunteers!

Thank you to the following community members for volunteering their time this year on behalf of CEEF

Suzan Backer ■ Ann Belden ■ Bill Brownell ■ Moey Burchenal ■ Sally Caras ■ Jen Caswell ■ Allene Cooley ■ Beth Currier ■ Jim Croft ■ Alicia Danielson ■ Kelly Dell'aquila ■ Claudia Dricot ■ Hallie Elliot ■ Liz Elliot ■ Nancy Entwistle ■ Jay Evans ■ Julie Farnsworth ■ Kathy Feenestra ■ Ann Gale ■ Tom Gale ■ Beth Goduti ■ Terry Gormey ■ Chris Grennon ■ Laurie Harvey ■ Cheryl Higgins ■ Kathy Howe ■ Lisa Johnson ■ Emily Keith ■ Kerry Kertes ■ Evan Livada ■ Sarah MacColl ■ Martha MacKay ■ Denise Mancall ■ Suzanne McGinn ■ Laura McGrath ■ Lisa Melanson ■ Sue Mitchell ■ Nancy Murphy ■ Jamie Ortengren ■ Mike Ott ■ Donna Peterson ■ Kathleen Pierce ■ Abby Putnam ■ Jeff Putnam ■ Hillary Roberts ■ Judy Rowe ■ Tory Ryder ■ Terry Ann Scriven ■ Mary Siepert ■ Jenna Sisselman ■ Sara Spidle ■ Andy Strout ■ Marianne Tarraza ■ Julie Tselikis ■ David Unger ■ Margaret Welch ■ Kathy Walsh's 2003-2004 5th grade class

Grants Awarded in 2004

Part of CEEF's mission is to fund creative new projects that fall outside the school budget. We strive to encourage and support our educators' innovative visions, so that their ideas can come to fruition. This year, CEEF awarded its first District-wide large-impact grant of \$27,150, which enabled the expansion of the Cape Elizabeth Middle School Laptop Initiative to the High School. These laptops are providing Cape students to continue with the technological access and innovative learning opportunities that they had at the Middle School. In addition, CEEF gave a total of \$18,173 in grants to support the individual projects outlined below.

High School Laptop Initiative ♦ \$27,150



CEEF President Patty Grennon and David Weatherbie hand a check for \$27,150 to Gary Lanoie and Robert Lyman.

Students in Mr. (Mrs) ?'s 9th grade class wrote letters to CEEF with thanks and appreciation for their laptops. Below are two samples.

Dear CEEF,
I would like to thank you so much for getting the Cape Elizabeth Education Foundation to help pay for the laptops for our freshman class. It would have been really hard for us to go through this year without laptops, seeing how we have been so used to using them for the past two years. I can't imagine not using a laptop in school anymore! I find the laptops particularly useful when writing essays and reports. Typing is so much easier than writing by hand. So thank you very much!
Sincerely, Morgan

Dear CEEF,
Thank you very much for helping to bring us the laptops again this year. They are a very important tool for me. Laptops make learning much more efficient because I can compose a piece of writing or find more information than is in a certain textbook. The laptops have overall made the learning process much easier!
Thanks, Grant

Eight Grade Guitar Program ♦ \$3,000

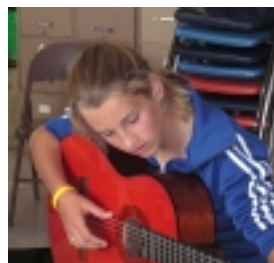
Rebecca Bean, Middle School

Rebecca Bean was awarded a CEEF grant to purchase guitars for her eighth grade music students. Ms. Bean sent the following letter to us regarding this program:

The purpose of the class is to provide a hands-on opportunity to apply and tie together concepts taught in general music K-8. Students will gain skills in music literacy, improvisation, composition, harmony, musical theory, singing as well as experience playing in a group setting.

The most exciting thing for the students so far has been that the skills and knowledge usually taught through genres such as Classical, Jazz and Folk are also applicable to modern music. We will delve into more than just rock music, including classical guitar and the blues, but rock music is a big part of the class.

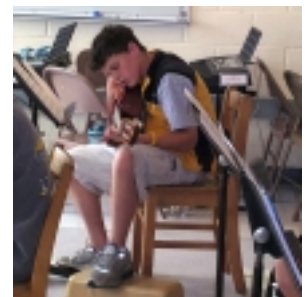
I am impressed with the work students have done so far. Classes have been very focused. When students are asked to practice things individually, they are on task. I



find the questions have changed. Instead of "What are we doing today?" or "Do we have to do that again?" I hear, "Who is Tonino Boliardo?" (a Flamenco guitar player from the Gypsy Kings) or "How do I play this?" or "Can you show me that again?" I'm excited because it means students are thinking! What more could a teacher ask for?!"

When I look at the big picture, I am hoping that many students continue to play beyond eighth grade. Not only is music an enjoyable hobby, but active music learning is a crucial element in the development of a child/adolescent's mind. Even adults use music as a tool for keeping the mind sharp. Music is unique because it uses parts of the brain untapped by any other stimuli.

My vision is that maybe some students will purchase their own guitar. Perhaps some play guitar while listening to Beatles records in their bedroom. Maybe they get together with a few friends on Saturdays and play some tunes. I hope to give students something that they can take with them and enjoy for the rest of their lives.



Student Researchers: Physics ♦ \$2,986

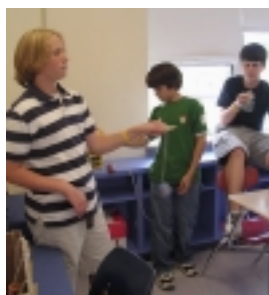
Michael Efron, High School

The 9th grade physics class will be discovering the laws of motion in the same way that Galileo and Newton did, by direct observation. Using equipment purchased through a CEEF grant, students will work in small groups of two or three to conduct their own experiments, collect and analyze data on a laptop computers, which CEEF was also able to fund. Included in the grant purchase are motion sensors, temperature sensors, force sensors and hardware to allow direct recording of the sensor output to the student's laptop computer for analysis, as well as special low-friction cars and track for use in conducting motion experiments.



"They can then go check if the text book got it right," says Dr. Efron. This sort of direct discovery engages students in a way that learning from a book never could; it stimulates curiosity and results in a far more substantial understanding of the principles involved. Each 9th grade student will have a chance to experience scientific discovery firsthand.

As Dr. Efron explains, "For schools that can afford this equipment, all their physics labs look like what we now are putting into place. Unfortunately, many schools have none of this technology, and therefore do far less lab work than we do. Combining this powerful instructional methodology with 9th grade physics, is fairly innovative. But I have to tell you, the best schools in the country do it this way. We are joining them."



AATSP Annual Conference ♦ \$1,050

Susan Dana, Middle School

Susan Dana was awarded a grant to travel to the American Association of Teachers of Spanish and Portuguese Annual Conference in Mexico and present a session entitled "Using Traditional Hispanic Children's Games in the Elementary Classroom." CEEF made it possible for her to purchase authentic Mexican games for use in the Cape school system. Ms. Dana will be sharing the information from her conference with her students, as well as her colleagues in the school system.

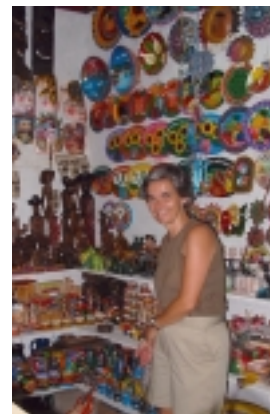
According to the American Psychological Association, children who grow speaking two languages display superior cognitive abilities and are more sophisticated than others in their understanding of language. Communicating in the foreign language dominates all the stages of new language acquisition. Motivation is kept alive when a learner acquires the



language through use. Therefore communication is a vital factor in Susan Dana's Spanish class. But learning a foreign language goes far beyond the students' ability to speak the language. Our students are being introduced to the whole culture of Spanish-speaking countries as a means to prepare them for a lifetime of intellectual exploration and personal growth. One of Ms. Dana's goals is to prepare socially responsible citizens by exposing her students to other cultural experiences so that they are better able to appreciate and understand the human condition around the globe.

Ms. Dana was able to purchase tradi-

tional Mexican games to introduce to her students here in Cape. The activities included a compilation of games that she has learned, collected and used through-



out two decades of teaching. They represent research from a variety of sources: books, personal travels, Latino friends, folkloric studies, magazines, encyclopedias, web sites, museums and professional conferences. It is a challenge to find culturally authentic material and lesson ideas that are valuable, practical, interactive and easy to use in a classroom of twenty-five middle school age students. Traditional games have filled that need: they are engaging and fun, students use the target language, they learn about the culture and geography of different countries, students have to think and strategize, they learn to win and lose gracefully, and students interact with one another rather than with a machine.

The students are currently attempting to master Baleros, a traditional game from Mexico. Baleros are an excellent interest stimulator for students. The Spanish language becomes a more interesting and engaging subject. Numbers, words, phrases and sentence structures all become easier to remember because the Balero is something real, physical and interesting that students can associate with the language.

Ms. Dana brought many other games from Mexico, which she plans to introduce to the students as the year progresses.



Digital Video Instruction \$1,531

Rachel Guthrie, High School

Writing in an important part of the high school curriculum; here in Cape Elizabeth, our students spend a great deal of time honing their writing skills. But there are many types of learners, and not everyone does best in the written form. Students have different learning styles; some may be better able to express themselves if allowed to present what they've learned in other ways, such as the visual medium of video. Students at CEHS now have that option available to them thanks to one of their teachers. Ms. Guthrie was awarded a grant from CEEF which enabled her to purchase the

basic equipment needed to offer a class in video production.

In Ms. Guthrie's words: "By offering a video production class, my primary hope is to make available to students the skills and knowledge to use this medium as a method of presentation to show what they have learned. Secondly, but equally as important, I see video as a medium that many teenagers most relate to. By using this exciting and alluring technology as a tool for learning, I am able to give students an opportunity to learn without realizing it — to learn how to work in teams, how promote a social cause, how to think introspectively about what their own passions are, and how to be critical thinkers."

When we visited their classroom, we learned that many of the students have moved beyond the assignment given and



have begun to enhance their videos in ways that are well outside the parameters given to them by their teacher. Their work is impressive. The video production has only recently been available in a high school curriculum. While many schools are introducing this technology, it is newer than computer programming or web design.

Thank You Donors!

Our heartfelt thanks to all of you for your generous financial support

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This report acknowledges donations made between October 1, 2003 and October 1, 2004. We have made every effort to ensure accuracy, but mistakes do happen. We offer our sincerest apologies for missed names or inaccurate information. If you do find any omissions or errors, please contact Patty Grennon at 799-8547.

2004 Grants

| | |
|---|-----------------|
| | \$27,150 |
| Laptop Initiative | |
| | \$3,598 |
| CD Recording System | |
| | \$3,000 |
| Eighth Grade Guitar | |
| | \$2,986 |
| Students Researchers in Physics | |
| | \$2,008 |
| Accident, Fire & Safety, Hazard House | |
| | \$1,670 |
| School Store/Life Skills & Career Exploration | |
| | \$1,531 |
| Digital Video Instruction | |
| | \$1,500 |
| Cape Life | |
| | \$1,500 |
| LCD Projector | |
| | \$1,050 |
| AATSP Annual Conference | |
| | \$1,000 |
| Escapade | |
| Total Funding: | \$46,993 |



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Cape Elizabeth, Maine 04107
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