Happy Birthday, CID!

In 1914, CID started with Dr. Max Goldstein’s commitment to scientific excellence coupled with his compassion for the children and families he saw in his medical practice. In 2014, the community came together to celebrate CID’s 100th year of giving children with hearing loss opportunities they would otherwise not have.
100 Years strong

And counting...
Thanks to an amazing community

Dr. Max Goldstein founded CID to teach deaf children to listen and talk and to train teachers of the deaf. CID was designed to be a place where doctors, teachers and parents could work together to help children achieve their potential. We are here, more than 100 years later, continuing to provide opportunities for children who are deaf and hard of hearing to communicate and succeed. Together, we bring hope to families and enable children to explore their promise.

Due to the sustained commitment of our generous community and a long tradition of professional teamwork and dedication, CID students continue to receive the foundation they need to succeed socially and academically in schools alongside children with typical hearing. Our graduates experience success in all walks of life, including college and professional careers.

The past two years have been milestone years for anyone who has ever attended or had a child attend, worked or volunteered at, donated to or otherwise been part of CID. To pay tribute to this massive effort, in addition to our report on two fiscal years (2013–2014 and 2014–2015), we’re proud to share a bit of historical and geographical perspective on how far we’ve come together.* Through CID, this community continues to do so much for children and families in the St. Louis area and---through the professionals we serve---around the world. The results are phenomenal and the best is yet to come.

On behalf of countless people whose lives you touch, I cannot thank you enough for your support.

— ROBIN FEDER, CID EXECUTIVE DIRECTOR

Student Demographics

- 193 students were enrolled in a CID family center, school and/or summer program and/or received audiology or evaluation services.
- Over half of the children CID served were under 3 years old, most identified by hospital newborn screening.
- 70 percent of students lived in St. Louis or surrounding Missouri counties.
- 30 percent lived in southern Illinois.
- Two families lived in split households so one or more children could attend.
- 59 percent of CID students were Caucasian.
- 23 percent were African-American.
- 10 percent were Asian.
- 2 percent were bi-racial.
- 1 percent were Hispanic.
- 5 percent reported another race or did not report.

In 2014 and 2015, Charity Navigator awarded CID 4 stars—its highest rating—for sound financial management, accountability and transparency.
2015 EXPENSES

OPERATING ACTIVITIES

PROGRAM REVENUES

Program service fees and miscellaneous revenue $1,215,897

EXPENSES

Program services 74% $3,997,834
Management 15% 830,081
Fundraising 11% 598,134*
TOTAL EXPENSES 100% $5,426,049

EXPENSES IN EXCESS OF PROGRAM REVENUES (4,210,152)

PUBLIC SUPPORT

Investment income designated for operations $2,435,428
Contributions (excluding United Way and events) 1,256,951
Special events (net of expenses) 380,784
United Way 218,920
TOTAL PUBLIC SUPPORT 4,292,083

CHANGE IN UNRESTRICTED NET ASSETS BEFORE NONOPERATING ACTIVITY $81,931

STATEMENT OF NET ASSETS AUGUST 31, 2015

Unrestricted
Undesignated $1,356,793
Property and equipment, net 2,539,177
Designated for capital asset acquisition 305,824
Board-restricted endowment 28,132,286
TOTAL UNRESTRICTED 44.5% $32,334,080

Temporarily restricted
Permanently restricted endowment 54.0% 39,279,223
TOTAL NET ASSETS 100% $72,690,502

In 2014 and 2015, generous support from the community enabled CID to once again accept every eligible child with hearing loss, regardless of his or her family’s financial circumstances.

View CID’s complete audited financial statements: http://cid.edu/support-cid/annual-reports/financial-info

225 students were enrolled in a CID family center, school and/or summer program and/or received audiology or evaluation services.

Over half of the children CID served were under 3 years old, most identified by hospital newborn screening.

70 percent of students lived in St. Louis or surrounding Missouri counties.

30 percent lived in southern Illinois.

Two families lived in split households so one or more children could attend.

50 percent of CID students were Caucasian.

23 percent were African-American.

8 percent were Asian.

3 percent were bi-racial.

5 percent were Hispanic.

11 percent reported another race or did not report.
Congratulations, Graduates!

A total of 14 CID students graduated in May 2014 and May 2015, and joined their peers in their local elementary and middle schools the next fall. At graduation, we listened to their speeches and celebrated each of their journeys.

May 2014
- Porter Bishop, age 6, St. Louis
- Jackson, Ijams, age 5, Barnhart, Missouri
- Enya Oliver, age 11, Saint Ann, Missouri
- Madison Simmons, age 13, St. Louis

May 2015
- Dominick Anderson, age 6, Jennings, Missouri
- Luqman Baatha, age 7, St. Louis
- Yusuf Baatha, age 11, St. Louis
- Hans (Jack) Graser, age 10, Ballwin, Missouri
- Katrina Jensen, age 11, Brentwood, Missouri
- Averee McCarty, age 12, St. Louis
- Mackin Neville, age 5, Swansea, Illinois
- Celia Pursifull, age 5, St. Louis
- Rachel Robertson, age 13, Woodson Terrace, MO
- Yahir Romero, age 11, Collinsville, Illinois
While her son attended the school, Katherine “Kitty” Hamm completed the teacher training program and then taught at CID. After she returned home to Georgia, she set out to start a school to help other deaf children learn to talk regardless of their financial situation.

In 1938 she worked with her community to open the Junior League School for Speech Correction in a single, rented room. That school grew into Atlanta Speech School, renamed in 1960. Since its inception, Atlanta Speech School has helped thousands of children with speech, language and hearing needs throughout the state.
Student Outcomes

CID works to help children with hearing loss catch up with their same-age peers who have typical hearing. Our goal is for returning students to make better than one year’s growth in one year’s time in receptive vocabulary, expressive vocabulary, overall language and reading abilities.

2013–2014

Returning pre-k/kindergarten students (age 4–5)
- 80 percent made one year’s growth or better in receptive vocabulary.
- 93 percent made one year’s growth or better in expressive vocabulary.
- 80 percent made one year’s growth or better in overall language.
- 89 percent made more than one year’s growth in their early literacy skills.

Returning primary students (age 6–12)
- 87 percent made one year’s growth or better in receptive vocabulary.
- 93 percent made one year’s growth or better in expressive vocabulary.
- 100 percent made one year’s growth or better in overall language.
- 60 percent made one year’s growth or better in their reading comprehension and broad reading skills.
- 47 percent made one year’s growth or better in their basic reading skills.

2014–2015

Returning pre-k/kindergarten students (age 4–5)
- 93 percent made one year’s growth or better in receptive vocabulary and overall language.
- 100 percent made one year’s growth or better in expressive vocabulary.
- 100 percent made one year’s growth or better in their early literacy skills.

Returning primary students (age 6–12)
- 78 percent made one year’s growth or better in receptive vocabulary.
- 89 percent made one year’s growth or better in expressive vocabulary.
- 87.5 percent made one year’s growth or better in overall language.
- 88 percent made one year’s growth or better in their reading comprehension skills.
- 81 percent made one year’s growth or better in their broad reading abilities.

Family center students (birth–age 3)

In the two years covered by this report, the CID family center staff developed a program improvement model for its home visit and toddler class programs. As a result, they have begun to measure and track the children’s progress toward goals related to auditory perception and discrimination, speech production, play skills, caregiver participation and family progress within the CID Early Intervention Domains of Knowledge.
1914
Max Goldstein, MD starts CID in his medical offices at Vandeventer Avenue and Westminster Place. He directs CID until his death in 1941.

1918
Frustrated with the pace of progress in deaf education, Max Goldstein forms the Society of Progressive Oral Advocates.

1914–1924
CID attracts educators and scientists from Austria, Canada, China, Czechoslavakia, England, Germany, Russia, India, Japan and Scotland.

1914
Three 4-year-olds, deafened in the first maternal rubella pandemic, sail with their mothers from Australia toward CID with World War II raging in the Pacific.

1916
CID’s Normal Training School becomes the first U.S. program to prepare teachers of the deaf using aural methods and lip reading combined.

1922
An early focus on speech correction leads to the definition of congenital aphasia in children by Mildred McGinnis at CID. Variations of her Association Method continue to be used to help children and adults around the world.

1931
CID partners with Washington University in St. Louis to offer the nation’s first university program in deaf education.

1936
Deaf education graduate program begins.

1936
Audiology graduate program begins.

1970s
Hokkaido CID professional education alum Akira Honda’s students compete in annual public English speech contests.

1993
Australian translation of CID Early Speech Perception Test

1994
Thai translation of CID language curriculum

1980–2015
CID educational assessments are sold in all states and territories of Australia.

2004–2015
CID visitors include educators and other professionals from Australia, Bahrain, Barbados, China, Colombia, Haiti, India, Japan, Russia and Spain.

1985
CID professional education graduate and teacher of the deaf Akira Honda celebrates after one of his students wins first place in her high school English speech contest in Hokkaido, Japan.
CID becomes the first school for the deaf to accept 3-year-olds.

CID researchers study hearing on a U.S. Navy aircraft carrier off the coast of California.

1956

CID becomes the first school for the deaf to accept 3-year-olds.

1953

Jerusalem

Supported by the Ministry of Education, CID professional education graduate Azriel Fayerman starts the first auditory-oral class for deaf children in Israel. His work leads to expanded opportunities throughout Israel.

1954

Buenos Aires

After attending CID’s deaf education program and with the help of CID teachers and administrators, sisters Julia and Sara Polito Castro start Instituto Oral Modélo.

1946–1965

World-renowned Hallowell Davis, MD becomes CID’s research director. Scientists from around the world flock to CID.

1951

Dr. Davis’s fellow Harvard alum Ira J. Hirsh, PhD begins his storied CID career.

1959

Casablanca

CID professional education graduate Sam Medina turns a villa into a school to teach speech and language to 31 deaf children from the ghettos of French Morocco.

1896

Vienna

Swiss scientists model a deafness education and research center after CID.

1933

CID was the first to apply psychometrics to deaf education. At an international conference, Helen Schick (Lane), PhD shares findings that deaf children have normal intelligence. Later, Dr. Lane becomes principal of CID.

1948

Berne

Swiss scientists model a deafness education and research center after CID.

1980–2015

CID educational assessments are sold in all provinces of Canada and every U.S. state.

1994

Spanish translation of CID curriculum

2005

Mumbai

CID professional education graduate Varsha Gathoo, PhD translates a CID language curriculum into Marathi for the Indian Ministry of Education.

1918

CID becomes the first school for the deaf to accept 3-year-olds.

1896

Vienna

Countries using CID curricula (not shown: Barbados, Bermuda, U.S. Virgin Islands)

CID student and family countries of origin (not shown: Bermuda, Guam, Monaco)

Curricula translated

1956

CID researchers study hearing on a U.S. Navy aircraft carrier off the coast of California.

1956

Mexico City

CID professional education graduate Mariapaz Buerruecos starts her first auditory-oral school. Later, she helps start schools and university clinics in nine Mexican provinces and eight Latin American countries.

1959

David Pascoe visits CID to ask about two deaf orphans he had met in Mexico. He stays to earn degrees in deaf education and audiology. Later he starts oral schools in Spanish-speaking countries and conducts pioneering clinical research at CID.

1958

At CID, Audrey Simmons-Martin, PhD starts the first parent-infant program serving families of babies who are deaf. Her program becomes a model for programs throughout the world.
During the period covered by this report, six of CID’s fully certified, master’s level teachers of the deaf and AuD/PhD pediatric audiologists served on the faculty of the Washington University School of Medicine Program in Audiology and Communication Sciences (PACS).

In addition to teaching, practicum supervision and work on the deaf education curriculum committee, staff presented talks to 143 students at the University of Oklahoma, University of Missouri St. Louis, Fontbonne University and Washington University.

100 Years of Professional Education

1915

Teachers traveled to St. Louis from 11 states to learn aural-oral education methods from Dr. Max Goldstein.
workshops

March and September 2014 In cooperation with the Florida Department of Education, CID staff presented three continuing education auditory learning workshops in St. Augustine. Ninety-seven speech-language pathologists and teachers of the deaf attended.

September 2013–August 2015 Sixty-four professionals from eight states attended continuing education workshops at CID in St. Louis. Topics included speech instruction, auditory learning, early intervention, preschool education and strategies for working with children who are deaf and hard of hearing in general education settings.

October 2013 CID broadcast the auditory learning workshop live to Memphis Oral School.

online courses

September 2013–August 2015 CID created its first six continuing education online courses for professionals. Topics included an audiology primer, using the CID TAGS: Teacher Assessment of Grammatical Structures curriculum in the classroom and early intervention strategies.

educational tools

2013–2015 CID continued to build a system of functional educational tools to meet targeted needs of teachers and other professionals serving children with hearing loss. In 2014–2015, we revised the CID Speech Skills Rating Form and introduced the CID Preschool Pragmatic Language Rating Form, the CID Early Childhood Vocabulary Rating Form, the CID Preschool Symbolic Play Rating Form and a new book, Small Talk.

During the two years covered by this report, CID sold 1,660 educational curricula, assessments and listening support products to professionals in 48 U.S. states and eight other countries.

CID visitors included representatives from NEST, an organization covered by the BBC World News for starting a school for deaf children in southern India.

Small Talk, a comprehensive guidebook written for parents, is used as a textbook in deaf education and early intervention university programs.
3-Year Strategy

2013, 2014 and 2015

In 2012, after participating in the Missouri Show Me Challenge program, CID adopted a continuous improvement strategic planning model featuring a renewing three-year cycle. Staff and board committees developed a robust plan that was completed in the fiscal year ending August 31, 2015. The plan goals in the two years covered by this report were:

GOAL 1: Enhance student performance and family engagement.
CID school staff focused on improving literacy among all students. The process of identifying, assessing and adopting a new system of standardized early literacy and reading skill measurements is now enabling our teachers to assess the impact of improvement strategies across departments. See page 9 for literacy outcomes from 2014-2015, the first year of data collection. Teachers’ comfort with classroom digital technology is also being measured, incorporating strategies to improve students’ computer literacy. Family center providers developed measures to assess family engagement and assess intervention strategies.

GOAL 2: Enhance professional outreach.
In an era of cochlear implants and digital hearing aids, more opportunities exist for children to learn listening and spoken language outside the settings of private schools like CID, yet only a relative few professionals have training in auditory-oral education. Professionals working in early intervention and general education settings need continuing education and targeted curricula to help them best teach their children listening and spoken language skills.

During the two years covered in this report, staff defined current CID products and services, researched customer needs and marketing opportunities, optimized workshops, in-services and curricula and increased the numbers of both new products and professional clients served, chiefly through online courses and offsite workshops. Test marketing campaigns and a new CID website featuring professional development characterized this period. Ongoing attention to branding and marketing were enhanced by the establishment of the Emerson Center for Professional Development, made possible by the generosity of donors through the successful CID centennial campaign, and additional dedicated staff in 2015.

CID’s mission is to teach children who are deaf and hard of hearing to listen, talk, read and succeed. We partner with families and collaborate with universities, educators and other professionals worldwide to help children communicate to achieve their fullest potential.
GOAL 3: Engage, inform and develop staff, leadership and board.
The Missouri Show Me Challenge identified the need to establish more effective communication processes so CID staff have the information they need to grow professionally and best meet the needs of students, families and professionals. This goal also reflects opportunities to further engage our board and improve staff awareness and understanding of CID activities.

During the period covered by this report, CID leadership developed, collected and evaluated staff surveys and, in response, increased communications with staff via meetings and e-mailed bulletins, developed staffing opportunities and succession plans, and revamped the employee evaluation process to reflect desirable skills in all areas of work. They also laid the groundwork for a vastly improved intranet site, released in 2016. Initiatives to more fully involve the board included expanding and enhancing networking and fundraising opportunities and a renewed focus on better communicating program information.

GOAL 4: Improve organizational capabilities.
Previously, CID developed a process for systematic improvement including the “plan, try, reflect, act, share” model implemented across activities. During the period covered by this report, staff created a new CID website and e-newsletter delivery system launched in early 2016, setting up the infrastructure for content marketing. They defined the audiology data gathering system and explored ways to improve accessibility, depth and applications of data. Staff also worked to improve data gathering and management of school records (paper files), bringing us closer to the goal of a functional and robust data management system that includes audiology, student/family performance and other measureables across departments.

By August 31, 2015, a discovery process was completed to establish the goals of the next 3-year strategic plan:

GOAL 1: Become an even more data-driven organization
GOAL 2: Focus on new strategies and assessment tools to improve students’ language abilities.
GOAL 3: Position the Emerson Center for Professional Development as a key resource.
GOAL 4: Pursue relationships and opportunities to serve more children and families.
GOAL 5: Provide additional resources for staff.
GOAL 6: Ensure CID continues to operate with fiscal responsibility

centennial campaign results
2013-2016
Thank you to all of the generous friends who helped us exceed our goal and raise $25,625,161 during the CID centennial campaign, “Making Conversations Happen.” Together, we established 13 new endowed funds to support scholarships for students and educational opportunities for professionals helping children learn listening and spoken language.
Learn more at https://cid.edu/support-cid/cid-centennial-campaign/#news
1. Presented by Wells Fargo Advisors, CID’s Ultimate Birthday Bash in April 2014 raised more than $282,000 to support CID.

2. KSDK-TV News Channel 5 anchor Mike Bush served as master of ceremonies. Bush is well-known for introducing St. Louis children with hearing loss to Mike Bush Fantasy Baseball Camp, sparked by a CID student with a dream.

3. CID students dazzled everyone with their performance of “Puttin’ on the Ritz.”

4. Thanks to the generosity of FleishmanHillard, CID debuted “The Child First: 100 Years of CID,” a video featuring previously unseen historical footage, recent family stories and students reciting Dr. Goldstein’s immortal words.

5. The decor featured copious, elegant balloons, stunning lighting and delightful birthday cake centerpieces.


7. Along with Rhett and Mackin Neville and all of the children and families who achieve a foundation for their dreams at CID, we are grateful for your support.

Thank you!
Thank You

SPONSORS
LEAD EVENT Wells Fargo Advisors
ULTIMATE EVENT Anabeth & John Weil
SILENT AUCTION Mrs. F. Lee Hawes
WINE PULL The Toombs Family Foundation
PREMIER TABLE Ameren Missouri

CHAIRS
EVENT / LIVE AUCTION Laurie Miller
SILENT AUCTION Rachel Oliver
DECORATIONS Doris Devereux & Bette Hess
GRAPHICS Laura L. Lyon
WINE PULL Sandy Heuser

COMMITTEE
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Polly Bade
Mariquita Barbieri
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Pele Childress
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Martha & David Aronson
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Maggie & Hans Wiemann
Miriam Wilhelm & Eric Friedman
Kerri & Steve Williamson
Stephen & Nicole Wohlford
Patsy West & Bruce Springer
Tina & Max Wood
Debbie & Dan Worth

*deceased
1. In 2014, CID’s and St. Louis’s milestone anniversaries coincided. Residents participated in a citywide hunt for oversized STL250 birthday cakes designed to build awareness of treasures within the community. Jackson Ijames was among students who loved showing off CID’s “Making Conversations Happen” cake.

2. In September, staff and board joined more than 500 CID alumni, former staff, parents and friends from 24 states at the CID Centennial Weekend. The kickoff party was held atop the Moonrise Hotel in University City.

3. In May, Listen St. Louis: 100 Years of CID, an exhibit featuring CID contributions in audiology, science and deaf education, was opened to the public.

4. The Centennial Weekend featured a magical Saturday evening in Wonderland at the Contemporary Art Museum. Pictured are CID alum Paul Taylor with CID staff members Erin Mabrey, Val Johnson and Kelly Wood.

5. Dr. Charles Limb of Johns Hopkins University delivered the CID Centennial Lecture at Washington University School of Medicine.

6. The CID Centennial Weekend ended with a family 5K Walk/Run in Forest Park sponsored by Nike IHM. CID alum Jessica Whitehead raced with her girls to finish, then enjoyed gourmet barbeque courtesy of Chris Nitzsche.

7. At a children’s party on CID’s anniversary, September 23, 2014 student Rachel Robertson and CID alumnus John Arenberg dedicated the Arenberg family gift of the Arenberg Centennial Garden with giant wind sculptures.

8. Students and staff buried a time capsule and formed a human 100 on the lawn.
My relationship with CID started from July 2006, when I took my eldest son, Yusuf to CID. Two of my younger ones — Luqman and Haifa — followed, in 2008 and 2012, and my youngest child Tawwab entered the Family Center program in February 2014.

Thank God, the elder ones have been bestowed with the gift of speech and now all of them are learning two languages apart from other subjects. A cherished memory of boundless joy was the occasion of Yusuf receiving the President’s Award for Academic Achievement from our principal, Barb Lanfer.

Now my home is the noisiest one in the neighborhood — a house that might have been silent forever! And that is the change CID has brought to this world — it has transformed thousands of silent homes.

Sincerely,

Yacoob Baatha

Yusuf and Luqman graduated from CID in 2015 and now attend school alongside children with typical hearing.

During the two years covered by this report, CID served children and their families with origins outside the United States, including Bosnia, China, India, Mexico, Russia and the United Arab Emirates.

U.S. states from which CID families had moved to the St. Louis area so their child could attend included Arkansas, Florida and Washington.

Based on a 3-year average (2013–2015), the annual costs to educate students were:
- 3–12 years: $54,000
- 0–2 years: $11,200

All CID families pay on a sliding scale based on income, family size and other measures of need.

Length of stay can depend on many factors, including age of enrollment. Our younger children typically attend CID for 4 or 5 years before graduating.
In 2015, we re-imagined our annual fundraising gala and renamed it CID OUT LOUD! The event featured a video of the children working over the course of the semester to prepare for their live performance.

Hundreds of guests, volunteers and donors helped raise an all-time record $390,000 to benefit CID. Thank you!
2015 CID OUT LOUD! DONORS OF $500 OR MORE

Joyce Aboussie
Penny & Marc Alper
Kathryn & Ted Armstrong
Mariquita Barbieri
Debbie & Ray Bentele
Terry & Rick Bernstein
Phillip & Sandra Bertrand
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Jodi & Ron Weiss
Pat Welter
Patsy West & Bruce Springer
Kerri & Steve Williamson
Mary Ann & Chris Wolken
Michael & Soraya Wolverson
Debbie & Dan Worth

Thank you!
Legacy Society

We are grateful for the vision and thoughtfulness of friends who have generously included CID in their wills or estate plans.

Anonymous (6)
Mr. Paul M. Arenberg
Ms. Maniquita L. Barbieri
Mrs. Doris W. Blanchard
Dr. Carl D. Bohl
Mrs. Virginia J. Browning
Ms. Lucy Christman
Dr. Jerome R. Cox, Jr.
Mr. C. Baker Cunningham
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Mrs. Arline R. Simerman
Mrs. Marcia Tash
Mr. Jeffrey R. Tucker
Mr. John D. Weil
Mr. & Mrs. Barry J. Weinberg

Estate Gifts

9/1/2013–8/31/2015

Arvalla E. Jaycox Trust
Florence E. Jaycox Trust
Estate of Martha Jones
Estate of Judy Alexander-Weber
Jacob & Sallie Simon Memorial Fund

ENDOWMENTS MANAGED BY OUTSIDE TRUSTEES

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Arenberg Gardens Maintenance Fund
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John Allan Bauchman, Jr. Endowed School Scholarship Fund
Louis D. Beaumont Scholarship Fund
Elizabeth D. Blocker Endowed School Scholarship Fund
George & Laura Born Endowed School Scholarship Fund
Mary S. Burton Memorial Endowed School Scholarship Fund
Edwin R. Christman Memorial Endowed School Scholarship Fund
CID Children’s Scholarship Fund
CID Principal’s Fund
CID Teachers’ Discretionary Fund
CIDAA National Scholarship Endowment Fund
Floyd L. & Ruth M. Coates Endowed School Scholarship Fund
Floyd L. & Ruth Coates / Victor B. & Esther Smith Endowed School Fund
Bertha Meyer Collins Endowed General Fund
Kathy Cramer 10 in 10 Endowment Fund
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The Evalyne S. Grand Art Award
James Black Guth Scholarship Fund
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Howe Family Endowed School Scholarship Fund
William H. Jordan, Jr. (1956) Early Childhood Fund
Ralph W. Kalish Jr. General Endowment Fund
Carol Kaminsky Endowed Professionals Fund
Albert M. Keller & Nellie Brown Keller Fund
Victoria J. Kozak Endowed School Scholarship Fund
Ann F. & David J. Kreager Memorial Endowed School Scholarship Fund
Helen S. Lane Scholarship Fund
Jean Utley Lehman Fund
Clara L. Luehrmann Fund
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Thomas E. McCary & Herma R. McCary Memorial Fund
J. Reynolds Medart Endowed School Scholarship Fund
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Joseph A. & Florence A. Roblee Endowed School Scholarship Fund
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Suzanne Sumner Endowed Scholarship Fund
Benjamin M. Vogel Endowed School Scholarship Fund
Alfred & Gustave Vorhaus Endowed School Scholarship Fund
Elizabeth M. West Endowed School Scholarship Fund
Alan & Edith Wolff Endowment Fund
Helen Goldstein Wolff Endowed School Scholarship Fund
Samuel T. & Margaret C. Woods Memorial Scholarship Fund
Herbert S. Worth Endowed School Scholarship Fund
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Our thanks to our CID Presidents, Ned Lemkemeier (shown above, with student Emmett Williams) and Scott Monette (shown with his wife, Karen).
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Thank you for your support!