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[www.ldrfa.org](http://www.ldrfa.org)

December 2011

Dear Friends:

When LD Resources Foundation was founded ten years ago by Jimmy Nasser, Linda Jacob and myself, we identified our mission as being “***committed to overcoming barriers, and providing access to knowledge, for adults with learning disabilities***”. With the help of our supportive, wonderful Board members, Advisory Board members, volunteers and funders, we have continued to achieve our mission.

As another year closes, I want to personally thank you for supporting me and the Foundation. Each of you has changed my life, and I have learned so much from your support and dedication. When Jimmy, Linda and I founded LD Resources Foundation, we knew that the biggest obstacle faced by people with learning disabilities was, as still is, being able to read and write. Ten years ago, assistive technology was in its infancy. But huge strides have been made, and tools and training are now available to help people with learning disabilities overcome barriers they face in being able to read and write. There is still much work to be done. While technology (such as books in digital form) can be easy to obtain, many people with LD are uninformed about the existence of such technology, or how to access and use it.

For the past ten years, all of us have advocated helping hundreds of students and adults get the resources they need to succeed in their educational and vocational goals. In the past three years alone, we have organized 20 outreach and educational programs for the general community, provided 121 individual service awards to LD students enrolled in college, and coordinated 12 advocacy and awareness programs for LD adults who had few places to turn to understand their disability and how to advocate for themselves.

In the summer of 2011, we began a pilot project with the Churchill School in New York City. The school provides K-12 education to students with diagnosed learning disabilities. In 2011, 100% of its senior class moved on to pursue a college education. LDRF will work with Churchill’s 12<sup>th</sup> graders, teachers and staff over the next two years. The goal of the program is to provide the students with the technology tools, skills and knowledge necessary to transition to post-secondary education. This intensive support in high school is expected to help the students avoid frustrations and barriers that can lead to dropping out during freshman year of college.

I have enclosed a booklet with examples of letters of thanks that we have received from individuals as well as public and private institutions that we have helped. We all share in these acknowledgments, for without your support, the Foundation's work would not have been possible.

I wish you a happy holiday season, and look forward to working with you to meet the challenges and successes that 2012 will bring.

Love and light,

A handwritten signature in black ink, appearing to read "Zahavit Paz". The signature is written in a cursive, flowing style with a large initial "Z" and a small dot at the end.

Zahavit Paz  
Co-founder and Executive Director

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December 2012

Dear Family & Friends,

As one of the co-founders of LD Resources Foundation, I am pleased to celebrate the organization's first ten years. The Foundation's mission to help adults with learning disabilities began in 2001. We now take the opportunity to acknowledge the numerous accomplishments the Foundation has achieved, both in the USA and Israel. I thank you for all of the support you have given over the past decade. LD Resources Foundation currently receives no public funding, and relies solely on the work of volunteers and the generosity of friends and partners.

Since its founding, LDRF has made direct contact with many local colleges and universities. We have helped the Disability Services offices at these institutions of higher learning to evaluate their students who have special learning needs and provided them with easy-to-use assistive technology devices and the proper training for how to use them. The process of opening university doors and reaching individual students has taken time and commitment from LDRF's staff, Board and supporters, and it has been highly successful. Since 2001, the organization has provided assistive technology and counseling to over 250 college students. In the past three years, LD Resources Foundation has organized 20 outreach and educational programs for the general community, provided 121 individual service awards to LD students, and coordinated 12 advocacy and awareness programs for LD adults who have few places to turn to understand their disability.

Looking forward, we anticipate exciting progress with our newest program with the Churchill School and Center, located in New York City. The Churchill School is a K-12 school that educates children with learning disabilities. The goal of this program is to provide college-bound students with counseling and training on assistive technology programs so that they can effectively advocate for appropriate support when they are in a college setting. This project has been designed to serve as a pilot study at the school for two years, and then be replicated in schools located in the New York City area, as well as in other communities.

We hope you share our determination to provide assistance and advocacy for people with learning disabilities so they can achieve their educational and career goals.

Sincerely,



James Nasser

Co- Founder, LD Resources Foundation

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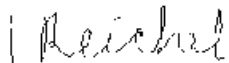
December 23, 2011

LD Resources Foundation is an organization which exemplifies support, love, encouragement, and inspiration for adults with learning disabilities. In the seven years that I have served on the Executive Board of the LDRF, I have seen people whose lives were changed, whose dreams became realized, and whose challenges related to learning disabilities were overcome – all because of this very unique and amazing foundation. I saw sadness turn into smiles, dependence into self-reliance, and despair become hope. No words can describe the sense of satisfaction, happiness, and pride for the accomplishments of these hardworking, persistent, and strong people who proved that with appropriate support and properly targeted assistance, they can be an asset to any productive social group, vocational and academic facility.

With the advent of the 21<sup>st</sup> Century, the LD Resources Foundation is using the most recent advances in technology, student training and counseling in a variety of programs in order to transform the lives of those whose needs were neglected by many other professional programs and organizations. We are looking forward to continuing our efforts in exploring the possibilities to include more adults with LD so that their struggle to win and succeed will triumph over their very stigmatized and debilitating condition.

Thank you to Zahavit Paz, the LDRF co-founder and executive director, and to our fellow board members for their wisdom, dedication and commitment!

Very truly yours,



Isabella Reichel, Ed.D., SLP-A, CCC  
Speech-Language Pathologist and Audiologist  
Board-Recognized Fluency Specialist  
Program Committee, DLRF



THE CITY OF NEW YORK  
OFFICE OF THE MAYOR  
NEW YORK, N.Y. 10007

Matthew Sapolin  
Commissioner  
OFFICE FOR PEOPLE WITH DISABILITIES

July 21, 2010

Ms. Zahavit Paz  
CEO and Co-Founder  
LD Resources Foundation, Inc.  
31 E 32<sup>nd</sup> Street, Suite 607  
New York, NY 10016

Dear Ms. Paz:

Thank you for your continued work in helping people with learning disabilities in New York. Since 2001, your organization has made great strides in advocating for and presenting vital services for people with disabilities. Your work is of great importance to our city. I understand the significance of bringing resources to support LD Resources Foundation, Inc. and the students you aid.

On behalf of the Mayor's Office for People with Disabilities, I fully support the work your organization performs and commend you and the Board of LDRF. I wish you great success. The greater the level of independence obtainable for any person with a disability, the greater will be their successes in life.

Sincerely,

A handwritten signature in cursive script that reads "Matthew Sapolin".

Matthew Sapolin  
Commissioner

# **LETTERS OF SUPPORT**

## **FROM ORGANIZATIONS**

### **HIGHLIGHTS:**

*"Ms. Paz has been enormously helpful in identifying software and hardware that we might try" (The Churchill School and Center)*

*I have referred dozens of students to the LDRF website so they are aware of the resources that are available to students with learning disabilities and ADD &ADHD" (The New School, SDS)*

*"I was very impressed with the training and assistive technology awarded to the students" (Marymount Manhattan College)*

*"...the program and assistive technology you propose to offer can assist the students in our college program - both declared and undeclared of having learning disabilities" (Bedford Hills College Program)*

*"I am most appreciative to LD Resources Foundation for their generous support and enhancement of our students' potential" (Marymount Manhattan)*

*"Thank you, thank you, thank you, so much for a job well done" (Brooklyn Public Library)*

*"We have found the LDRF and especially Zahavit Paz to be a very useful and supportive professional source in the field of Assistive Technology" (The Open University of Israel)*



To the Board of LD Resources Foundation

Dec 14 2011

I recently had the pleasure of meeting with Zahavit Paz to discuss the possibilities of the LD Resources Foundation supporting our 12th grade, college-bound students. Ms. Paz expressed her desire to help the Churchill School focus on this group to develop a program to provide these students with specific knowledge of Assistive Technology programs, features and equipment, as well as substantial hands on practice with that technology in a classroom setting at Churchill, so that they can effectively advocate for appropriate support when they are in a college setting.

While we have yet to work out every detail, we have begun planning for :

1. Activities designed to familiarize students with available Assistive Technologies::
  - Provide students with an introduction to a variety of assistive technologies.
  - Brainstorm about challenges they will face in college.
2. Using Assistive Technology within the “regular” school environment
  - class assignments in which students must advocate for the teacher to allow them the use of some assistive technology or in which part of the grade is based on the student using a piece of assistive technology (chosen by the student) to complete the task
  - post-assignment interviews and discussions with small groups and individual students about the technologies they used, which they found useful (or not) and why.
3. Develop an after school program for
  - self-identified students to develop their skills with specific assistive tech. that they wish to use
  - certain “teacher-selected” students will be encouraged to develop their skills with specific assistive tech. that they and their teachers feel might be useful.
4. Have students self-advocate by
  - Applying to LD Resources for Assistive Technology that they have found useful
  - Develop a written cloud-based plan (google doc, pencast) listing resources that they have found useful including specific technical language and specifications to take with them to college.
  - Role play discussions/situations with professors, or Resources Department in order to rehearse technical discussions and requests.

**THE CHURCHILL SCHOOL AND CENTER**  
301 East 29th Street New York, New York 10016  
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During these activities, Churchill would work with LD Resources to ensure that data could be developed (for example, through student surveys, interviews, collection of work samples) showing the need for this training among students with learning disabilities. LD Resources may be called upon to provide software or hardware for students to experiment with, or to present some technologies to the staff or students of the Churchill School as part of the program.

Ms. Paz has been enormously helpful in identifying software and hardware that we might try, and providing contacts with the various developers and software companies as we work to create this program. We are looking forward to the great benefits this will provide to our college-bound students.

Sincerely,

A handwritten signature in black ink, appearing to read "Shannon Stringer". The signature is fluid and cursive, with the first name "Shannon" and last name "Stringer" clearly distinguishable.

Shannon Stringer  
Head of Technology Instructional and Integration  
The Churchill School and Center

Thursday, December 15, 2011

LD Resources Foundation  
31 East 32 Street – Suite 607  
New York, NY 10016

Dear Sirs:

During the past several years, we have been very pleased to be in contact with Zahavit Paz, the CEO and Co-Founder of LD Resources Foundation.

The Open University of Israel has established the Assistive Technology Services within the Learning Disability Unit, as part of the university's Academic Consultancy Department. We have found LDRF and especially Zahavit Paz to be a very useful and supportive professional resource in the field of Assistive Technology. The technical assistance and advice that we have received from Ms. Paz has helped the Open University to advance to the forefront of the Assistive Technology arena in Israel.

Kind Regards,



Iris Adato-Biran  
Assistive Technology  
The Open University of Israel

80 Fifth Avenue, Rm 323/3rd Fl, New York NY 10011  
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Student Disability Services

December 21, 2011

LD Resources Foundation Inc,  
Zahavit Paz  
32 East 31 Street Suite 607  
New York, NY 10016

Dear Zahavit,

I wanted to inform you that since Student Disability Services began its professional relationship with LD resources Foundation (LDRF) approximately 4 years ago, the organization you co-founded continues to be a valuable resource for Student Disability Services (SDS) at The New School. LDRF has provided me with the opportunity to gain a wealth of knowledge on Assistive Technology issues in general, and more specifically, the opportunity to work with individuals from Premier Assistive Technology and other vendors that contribute to the awards program sponsored by LDRF.

To date, I have referred dozens of students to the LDRF website so they are aware of the resources that are available to students with learning disabilities, ADD and ADHD. Many of these students applied for and received awards from LDRF ranging from Premier AT's Key to Access; to Franklin Spell Checkers; and to assistance with getting updated psycho- educational evaluations.

The professional relationship SDS has cultivated with LDRF has proven to be highly valuable for students with learning disabilities studying at The New School, whether they have applied for and received awards, or they have just been made aware of the wealth of support that is available to them. This relationship has also provided SDS with an excellent point of contact to get more information on up and coming solutions for students with disabilities.

An integral part of being a Disability Service Provider is being able to provide information on technology and resources that will give students with disabilities access to their course materials, and hopefully, and equal chance to succeed. We hope to continue to have a positive and fruitful relationship with LDRF, and to further our joint mission of providing students with disabilities with resources to succeed in their endeavors.

Sincerely,



Jason Luchs  
Director, Student Disability Services



MarymountManhattan  
a college of the liberal arts

### Letter for Zahavit Paz

During the 2007-08 academic year, the LD Resources Foundation generously awarded Key to Access scholarships to five LD students at Marymount Manhattan College (MMC). The Key to Access device is not much larger than a pack of gum and contains a collection of tools designed to make any PC computer accessible. Zahavit Paz's Foundation also provided training for the students at the college. As I was very impressed with the training and the assistive technology awarded to the students, I immediately brought to Ms. Paz's attention our Bedford Hills College Program, which serves approximately 150 students at the maximum security prison for women.

Since then Ms. Paz has supported students and staff of MMC's ODS, Access Program, and library with assistive technology and training and is planning to open a program at BHCP in 2009.

The college is indebted to the LD Resources Foundation and to Ms. Paz for her commitment to assisting students with LD.

Gratefully,

A handwritten signature in cursive script, appearing to read 'Cindy Mercer'.

Cindy Mercer, Ph.D.  
Executive Director of Academic Achievement



MarymountManhattan  
a college of the liberal arts

April 6, 2008

Ms. Zhavit Paz  
Founder, Executive Director  
LD Resources Foundation  
244 Fifth Avenue, Suite D265  
New York, New York 10002-7604

Dear Ms. Paz,

From the moment you and our friends at LDRF met with me our services for our Academic Access students at Marymount Manhattan College have quickly aligned themselves with the technology of the future. We had a couple of infrequently used Kurzweil stations, but not the careful guidance and instruction necessary for their optimum use.

Ken Grisham's innovative software and meticulously planned workshop changed all that. So many of our students needed software to use at home on their own computers, and Ken provided that in the portable Keys to Access. All of them quickly responded to the instruction. One of my students who was procrastinating on writing a research paper because of the volume of reading has been set free by the device to proceed independently. That is the mission of our program—to help our students achieve academic independence as quickly as possible by providing the best education strategies and tools. With independence comes confidence and self-esteem.

Additionally, the computers used in tutoring sessions have been licensed for use of Premier software, and I am sure our students will now be instructing the learning specialists on its use. And, we always have the impeccable Ken Grisham to call! Thank you for these generous gifts that improve the quality of our educational experience for our students.

Sincerely,

  
Jacquelyn Bonomo, Ed.D.

Acting Director

Program for Academic Access

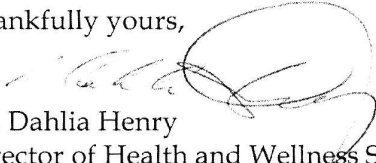
LD Resources Foundation  
Ms. Zahavit Paz  
Founder, Chairperson  
244 Fifth Ave Suite D265  
New York, NY 10001-7604

8/11/08

Dear Zahavit,

I just wanted to express my appreciation for the time, support and services offered by the LD resources Foundation to Marymount Manhattan College's Academic Access Program for the 2007-2008 academic year. Unfortunately, research has found disparities in services for adults with learning disabilities. Therefore, we are pleased to continue to work alongside the Foundation to enable individuals with learning disabilities to fully participate in all aspects of learning and student activities. With the expansion of efforts to support the Marymount Manhattan Community, (e.g. 2008-2009 assistive technology awareness, donation events and the Bedford Hills Project) it is obvious that the Foundation's commitment to overcoming barriers and providing access to knowledge for adults with learning disabilities is unwavering. Your impact is tremendous and we are excited to be a part of your vision.

Thankfully yours,

  
Dr. Dahlia Henry  
Director of Health and Wellness Services  
Marymount Manhattan College



Marymount Manhattan

a college of the liberal arts

DIVISION OF STUDENT AFFAIRS

August 7, 2008

Zahavit Paz  
Founder, Chairperson  
LD Resources Foundation  
244 Fifth Ave Suite D265  
New York, NY 10001-7604

Dear Ms. Paz:

Thank you for all your assistance in providing scholarships to students with learning disabilities here at Marymount Manhattan College. Your continued support has made a tremendous impact on our community. We are also grateful for the donation of the Premier Assistive Technology that was installed on all the laptop computers in the Thomas J. Shanahan Library. Because of the support, both in kind and personally, that you have given to us, we are also looking forward to the possibilities of using your services to create a program at the Bedford Hills Correctional Facility. This program will extend resources to the women at that institution better preparing them to face the world after they are released.

Your dedication and support of everyone with learning disabilities, and your motivation to assist and support students with undiagnosed learning disabilities is truly commendable. We look forward to a long-lasting relationship with you and your organization.

Sincerely,

A handwritten signature in black ink, appearing to read 'R. Jackson'.

Ronald C. Jackson  
Dean of Students

# *Brooklyn Public Library*

April 5, 2008

**"Dedication is not what others expect of you, it is what you can give to others."  
Anonymous**

**Hi Teammates & Presenters**

**Thank you, thank you, thank you, so much for a job well done. It was several days later when I realized I had forgotten the evaluations. However, the feedback from you and the participants, and the fact that I am still receiving calls asking for more of these programs, is very encouraging, and definitely an indication that we need to do more programs concerning persons with disabilities.**

**A special thanks to those of you who participated on the panel, JoAnne Simon, Liz Mortensen, Zahavit Paz, Ken Grisham, Dr. Reichel, Mark Surabin, and our moderator, Michael Cokkinos. Your presentations were very informative and on point. I'm sure that the audience learned a lot because of your efforts, and are now better equipped to serve this population with more of an understanding of their needs.**

**Kudos, as well, to those of you who provided presentations and information on health services, the HIV/AIDS testing team from the Brooklyn Adult Task Force; and to those who stayed throughout the day to participate in the panel discussion, as well.**

**More than anything, I thank you for your encouragement and patience. To the LD Resource Foundation founders and the boardmembers, I thank you for honoring me in such a special way, and for introducing and donating assistive technology to the Brooklyn Public Library. Also thank you, Ken Grisham, for providing training and offering assistive technology as raffle prizes for the two lucky winners.**

**It takes a special group of people to achieve success in our endeavors to serve the communities of Brooklyn. I look forward to working with you in the future.**

**Sincerely,  
Maxine Cooper,  
Consumer Health Librarian  
Brooklyn Public Library, Central Library**



**מרכז תמיכה לסטודנטים לקויי למידה**

April 30, 2008

Ms. Zahavit Paz

LD Resources Foundation

244 Fifth Avenue

Suite D265

New York, NY 10001-7604

Dear Ms. Paz,

I enjoyed having the opportunity to exchange knowledge and important information with you. I would like to thank the company staff that provided me with the disk on key , which is an exciting new idea, that we will start using at the support center. Please thank everybody on behalf of the management of Tel Hai college.. IT would be helpful if you could keep us up to date about conferences, new articles and research. I'm very pleased to answer your Questions:

**How many students enrolled in Tel Hai ? How many students are registered with your office with LD and ADD?**

2300 students in the academic studies, 270 Get full support services, 380 get time extention 25% of Tel-Hai students are L.D.

I also send you my short paper presented to Dallas L.D conference this year,

The Tel Hai Support Center for students with learning disabilities (LD) was established in 1995. Since then 850 students have used its services which include academic support, emotional support, assistive technology instruction, and accommodations. The purpose of this study was to describe the educational attainments of 315 graduates with LD who received support services compared to a representative sample of 955 non-LD students in

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### מרכז תמיכה לסטודנטים לקויי למידה

the same college. In spite of lower entrance examination scores (Oren & Evan, 2005), the GPA of the students with LD was significantly higher than that of the non-LD students. Overall, the dropout rate for students with LD was extremely low (1.5%) as compared to 15% dropout rate of first-year students without disabilities.

A subgroup of 193 graduates with LD was interviewed on the telephone using the questionnaire developed by Vogel and Adelman (2000). Of the 193 interviewed thus far, 105 (54%) continued their studies following completion of their Bachelors degree: three had completed the PhD, six were studying for the Ph.D., 23 had completed their M.A. degree, and 35 were still studying for their Masters degree. Most of them held professional jobs, but 16% were unemployed and among those, emotional stress was very high, confirming the findings of Adelman and Vogel (2003). In terms of marital status, 80% were married and one was divorced.

All the best  
Yael Meltzer  
The Founder & Director of the support center of L.D students  
Tel Hai Academic College

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January 23, 2008

Zahvit Paz, Founder  
LD Resources Foundation Inc.  
244 Fifth Avenue, Suite D265  
New York, New York 10001-7604

Dear Ms. Paz:

Last week's awards ceremony and presentation at FIT was quite inspirational and attributable to you and the Board members of the LD Resources Foundation. The gift to the four students was very generous, and your recognition of Liz Mortensen was certainly well deserved.

I was amazed at the software package; assistive technology has certainly come a very long way. Liz and I are currently reviewing the licensing agreements as proposed by Ken Grisham and how best we could incorporate it at the college.

Thank you for all of your hard work and support of FIT students.

Sincerely,

A handwritten signature in blue ink, appearing to read "Herb A. Cohen".

Herbert A. Cohen, Ed.D.  
Vice President for Student Affairs

cc: Thomas Thomas, Dean for Student Development

# STUDENTS

## THANK-YOU

### LETTERS

#### *HIGHLIGHTS:*

*"You have alleviated many of the educational challenges I usually experience" (Alona)*

*"It's good to know there are good people out there, your organization is amazing" (Belkys)*

*"Without this assistive technology program it would have been much harder to go through college and life" (Justin)*

*"Since being awarded the Key to Access, I have eagerly begun using it for my course work and online reading. The Key to Access program is improving my reading comprehension" (Maria)*

*"I am grateful because I have received a lot of help and support from the LD Resources Foundation" (Tanya)*

October 30, 2011

Dear Ms. Paz:

I feel so fortunate to have been chosen as a recipient of the Premier Key to Access Award. Thank you so much for your generosity in funding this program. I was thrilled to learn of my selection for this honor and I am deeply appreciative of your support.

My ultimate career goal is to become a nurse practitioner, specializing in women's health. Currently I am a senior in college, and will obtain my Bachelor of Science in Health Education and Behavior next year. I plan to continue my education through an accelerated medical program, obtaining the Doctor of Nursing Practice Degree from the University of Florida.

By awarding me the Premier Key to Access, you have alleviated many of the educational challenges that I usually experience, allowing me to focus more on the most important aspect of school, which is learning.

Thank you again for your support. Your generosity has inspired me to help others and give back to the community. I hope that one day I, too, will be able to help others achieve their goals, just as you have helped me.

Sincerely,

Alona

June 16, 2010

Dear Ms. Paz:

I was born and raised in Florida, and have lived here for almost 27 years. I completed my AA degree at Tallahassee Community College (TCC) in Tallahassee, Fl. I recently was accepted at East Carolina University where I will continue my education to pursue a career in Nutrition.

I was diagnosed with a learning disability when I was in first grade. For many years, I have been overcoming personal challenges to adapt learning strategies to cope with my disability. Along the way, I have been told that having a learning disability would hinder my ability to achieve a higher education. People also told me that I would not be able to make straight A's nor make the honor roll in school.

For the past several years, I have been blessed with people who have been a positive influence on my education. Their impact has made me who I am today. Learning how to overcome my learning challenges helped me to participate with student disability organizations to tutor students with disabilities and be a note taker for blind students. I have achieved my AA degree by graduating with Phi Theta (Honor Society) and made the Dean's List during my second year in college. People think having a disability can be a hindrance but I believe if a student with a disability sets goals in their life and achieves those goals, then anything is possible.

I want to encourage anyone with a disability to set high expectations for themselves to achieve an education, either at a university or technical school. I applied for the LD Resources Foundation Award not only to use the resources to help with my education. I want to also reach out to share my experiences with people struggling with disabilities, to support them not to give up on their dreams, but to find resources that can steer them in the right direction.

Thank you,

Leslie

July 20, 2009

Dear Ms. Paz:

I would like to say thank you so much for your support and all your advice. It is good to know that there are good people out there. Your organization is amazing.

I was diagnosed with dyslexia as an adult, after struggling as a student in college. I don't have the funds to pay for electronic items that would help me be successful in school. Before applying to LD Resources Foundation, I had tried other agencies; no one was able to provide me with help. I went to everybody that you can think of, even elected representatives in Washington DC. I got nowhere. I would cry every night because I wanted to do better.

But now LD Resources Foundation has provided me with assistance. LDRF awarded me with state of the art technology that helps me in so many ways in college, at work and at home. I love the Premier Key to Access. This is the greatest support that a person with Dyslexia can have. I understand more when I read, my spelling is much better and my writing is clearer and more to the point. This award is improving my life. I am so lucky to have found out about the LD Resources Foundation Awards Program.

In conclusion, thank you very much. You don't know how happy you have made me. I can work with more self-confidence. I do not have to inconvenience any one any more to read for me or to write for me. I am relieved.

Thank you.

Respectfully,

Belkys

November 3, 2008

Dear Ms. Paz:

I am writing you today to thank you for the Key to Access product which I received a few days ago. I am currently getting acquainted with it. It will no doubt fill the learning gap created by my inborn visual limitations.

I am in the process of getting admission to pursue my Master's Degree in Physician Assistant Studies.

Thankfully yours,

Joseph



January 12, 2008

Dear Ms. Paz:

When I was in the fifth grade I was told that my reading level was at a second grade level. I saw that I was doing poorly but I told myself eventually I would be able to keep up. But the opposite happened. I kept falling behind. Then a psychologist analyzed me and the dean placed me in Special Ed because I was having trouble spelling and reading. When I reached the sixth grade they told me that I would never go to college because my spelling and grammar were so poor. Then I changed schools from Queens to Long Island. In Long Island, it was more relaxed and I was able to keep up with the work. In my senior year in high school I applied to two colleges. When I got accepted to my first choice, Fashion Institute of Technology (FIT), to study Textile Surface Design, my world changed. I did not accept that change at first, but when I went to my first class, it hit me that I was in college.

The art classes were fun and I learned a lot about different mediums of paint. In computer classes I learned about different software to save time and produce more. In liberal arts classes I learned about different cultures, their styles of artwork and economics. The workload, however, was too much for me at first. My Textile Science professor introduced me to Liz Mortensen at FIT's Office of Disability Services, and Liz introduced me to Kurzweil 3000. From that day forward I was in Liz's office practically every day. I was using the program to help me with class handouts, books that I could not get on tape and when I had a hard time spelling words. Without this assistive technology program it would have been much harder to go through college and life.

I really appreciate LD Resources and Premier for thinking of me and giving me this award. I will not forget your generosity and I will use this technology for many years to come.

Thank you,

Justin

March 7, 2008

Dear Ms. Paz:

I am writing this letter to express my deepest gratitude for the generous contribution that you and LD Resources have given me by awarding me the Key to Access. I believe this Key will open doors for me to earn my college degree and continue my higher educational pursuits.

I remember first finding out this past December that LD Resources was going to award five Hunter College students with learning disabilities the Key to Access. Although I did not initially apply for the award, I was curious to learn more about this software, so I attended the award ceremony and demonstration held at the Office of AccessAbility at Hunter College. After a few minutes of watching the demonstration by Mr. Kenneth Grisham, I regretted not applying for the Key to Access award. While the group was taking a break from the lecture, I remember telling you why I did not apply for the Key. You were very supportive and understanding. Even though it was past the deadline to apply for the award, you encouraged me to apply anyway, with the intention of being considered to receive the technology in the future. This gave me hope. I continued to participate in the demonstration and enjoyed learning how this remarkable Key worked. Mr. Grisham came over to my laptop and showed me how to use the talking word processor, talking dictionary and numerous functions with the universal reader. He showed me how easy the technology is to use. I appreciated that I was encouraged to ask questions and was treated with kindness and respect by everyone.

Later in the day I was introduced to Dr. Isabella Reichel. We discussed speech therapy and she told me that she could help my boyfriend with his lisp. Throughout the afternoon, I prayed that somehow I would eventually be awarded a Key to Access. Then after talking with you again, I was ready to apply. It was a marvelous day. I felt completely nurtured by the whole learning experience. I am grateful for all of the time, knowledge and expertise that you freely imparted to me.

Since recently being awarded the Key to Access, I have eagerly begun using it for my course work and online reading. The Key to Access program is improving my reading comprehension, and I am reading at a faster pace. I use the talking dictionary to look up words quickly and the talking word processor to assist me with my writing. These tools are already making me more self-reliant with my reading and writing.

Once again I would like to thank you and LD Resources for assisting me with my reading and writing fluency, so that I can make my dream of graduating from college a reality.

Very truly yours,

Maria

January 26, 2008

Dear Ms. Paz:

I am enclosing a letter about the Access & Awards ceremony held on Thursday, January 17, 2008 at the Hunter College office of Access & Technology. The seminar portion of the ceremony discussed the Key to Access program. It was of immense benefit because the company which created it - Premier Assistive Technology - has created systems which expand educational, employment and social opportunities for the visually and physically disabled.

The award I won was significant because I not only received professional-level technical and employment support, but also received emotional validation, a priceless gift. Although I've held both professional and volunteer positions, I have never experienced the kind of validation I received from Premier Assistive Technologies and LD Resources Foundation.

The partnership between these organizations gives a message of hope and inclusion to those with varying degrees of disability and impairment. Because of this award, I will be able to achieve my future employment objectives as a Rehabilitation Counselor, Music Therapist and certified Music Teacher.

Thank you so very much.

Sincerely,

Nicholas

September 18, 2008

Dear LD Resources Foundation:

My name is Robert. I graduated from High School in Franklinville, New Jersey. Technology was not stressed in high school. My interest in Marymount Manhattan grew from the variety of internships and opportunities in communication arts.

I would like to thank the Foundation for picking me and giving me a chance to improve my technology skills. I will use the Key to Access to read, and to help me improve my memory. The many programs on the Key to Access will help to enhance my studying skills.

Thank you again for this award. I feel very grateful to receive this and I know I will use the Key often and it will be very useful in my academic career.

Regards,

Robert

April 4, 2008

Dear Ms. Paz:

I would like to thank you for visiting Marymount last week, and for providing us with such a detailed presentation. Thank you for being so patient with everyone as we learned how to use our Key to Access.

When I first heard about the key, it seemed to be almost like a kitchen appliance (it slices, it dices). It turns out it does far more than any kitchen appliance. I have not yet been able to sample every element of the key, but I have already found great use for the dictionary. I also have used (and enjoyed) it for an online assignment for a Communications class I am taking.

Again, I enjoyed your demonstration greatly, and hope to see you at Marymount again.

Sincerely,

Thomas

June 15, 2006

Dear Ms. Paz:

I am writing to show my gratitude for giving me the opportunity to receive such an immense award at the LD Resources Foundation Fundraiser. I was moved to tears because I was so deeply touched by the Sponsor's generosity and efforts invested into helping me, a student with a learning disability.

As a student with a learning disability, many of the assistive technologies given to me at that ceremony are tremendously appreciated. I use them daily and they help me to further my knowledge so that I may successfully move forward not only in my education but in my future career and personal life as well.

I was so touched, that I no longer consider the LD Resources Foundation and its Sponsors just a foundation or just Sponsors. I consider them my extended family. Thank you again for all your help in making this event possible.

With Sincere Thanks,

Jason

November 8, 2006

Dear Ms. Paz:

My name is Tanya and I'm a senior at the Fashion Institute of Technology. My major is Fashion Merchandising Management. I became involved with the LD Resources Foundation last spring when I was introduced to Ms. Paz by FIT's LD Coordinator. I became aware of the LDRF Award program and applied.

I received an award which funded testing to determine the type of learning disability I have. I found out that I have distress syndrome. I was told in High School that I had a "block" or "gaps" in my learning. As a result, I was always confused about what disability I really had.

I am grateful because I have received a lot of help and support from the LD Resources Foundation. Ms. Paz always gives me positive advice. Dr. Croskey Raymond helped me with my writing over the summer. Dr. Fehmi tested me at no cost to determine what disability I had. Edward Reiss helped me find financial assistance other than state and federal financial aid. I truly appreciate the help and support. Thank you all so much for your time and dedication to Learning Disabled students.

Sincerely,

Tanya



# STUDENTS

## STORIES

### HIGHLIGHTS:

*“I was often accused of not reading the assignment and my grade would suffer. The unfortunate thing was that I had read the assignment; my mind just hadn’t acknowledged the information” (Kieth)*

*“While my friends and peers may study one hour per subject session, I often find I have to spend three times as much time for the same amount of material” (Okecuk)*

*“College for any student is challenging, but for a student with a disability like me it can not only be a challenge but can be very frustrating” (Kiera)*

*“I have always struggled with my reading; it is my most prominent weakness amongst the difficulties with having dyslexia. I noticed it takes me twice the time to read text compared to most students; even when I complete the reading I have not fully processed what I have read.” (Andrina)*

July 6, 2011

My learning disabilities have always been a difficult challenge for me, but I am determined not to be held back from them. I know that I am just as smart and as capable as other college students to earn a college degree. I just have to work hard and I am not afraid of hard work to accomplish my goals. I am prepared now more than ever as I continue my education and earn a college degree.

I would like to be considered for the Kurzweil3000 LearnStation, the Premier Key to Access, the Voice Recognition and the Franklin Dictionary award. I feel that each one of these awards offer a different tool that would help my learning greatly as I pursue my goal to earn a college degree. The Kurzweil 3000 LearnStation Award is amazing. I have used it at my previous school and I am aware of how helpful it is. When I read I usually have to reread things to fully comprehend what I had just read. When I used the Kurzweil 3000 LearnStation at school it made understanding my reading assignment much easier when it was being read to me. This helped save me time with my reading assignment and allowed me to have more time to focus on other assignments. The Premier Key to Access Award looks like a great learning tool; it has so many useful tools all wrapped up into one device. I like how this tool can be carried and used on other computers. This would be helpful when I need to do research outside of home at the school library. The Voice Recognition award with the Dragon Naturally Speaking software would be extremely useful for every class. I get frustrated when doing homework - mostly writing papers - because of my learning disabilities. I have great ideas and thoughts when I brainstorm, but when I write my first rough draft my words are so scrambled that I have a difficult time making sense of what I just wrote. I spend more time rewriting complete sentences and switching words in order; this makes homework long and stressful. I know that if I could spend less time rewriting each word or sentence constantly, I could use more time studying other subjects that are just as important. The Franklin Dictionary would be a great tool to use. I have always struggled with spelling and this has made it extremely difficult for me to look up a word when at times I could not even sound out the first letter to that word. I would greatly appreciate being considered for any one of these amazing learning tools that I know would help me as I work towards my college education.

Thanks,  
Alona

March 23, 2010

I have always struggled with my reading; it is my most prominent weakness amongst the difficulties with having dyslexia. I noticed it takes me twice the time to read text compared to most students, and even when I complete the reading I have not fully processed what I have read. This is because of the type of dyslexia I have, which is learning intake. Therefore, my brain does not process material at the same speed in which it enters. For example: as I am reading the second paragraph from a text, my mind will still be processing the first. By the time I have finished reading a text, I may only remember parts. I have found it effective to have my reading material and essays read aloud to me by others. This helps me understand the text clearer and speeds up the time it would take me by myself. If I have the opportunity to use this device it would make my study time more effective and time manageable, further my essay correcting and make my mistakes clearer to spot.

Andrina

April 29, 2010

I am writing this application for your Key to Access. I have come to realize I am in a very unique situation. While my friends and peers may study one hour per subject session, I often find I have to spend three times as much time for the same amount of material. It has taken me 6-8 hours to study a single textbook. Spending this amount of time, I usually require assistance comprehending the text and recalling the information. I learn information better hearing it rather than reading. I have the same difficulty reading most novels and literature. The amount of time needed for me to get through a textbook has cost me a social life in both high school and college. Furthermore, it also has cost my parents a great deal of their time helping me and extra money for private tutors.

I am at a point in my education where I desire to be able to do this work independently. At college, I really wish to be a part of the community more, which will not be feasible if I devote so many hours to one chapter in a textbook. Most of the time it is frustrating and depressing. I also find it disturbing that I have not had time to devote to writing, an area where I have been told I have potential. This is the subject where my greatest interests lie.

My biggest concern is when the text involves science, the definitions and explanations have to be orally explained to me, a few words at a time. With the use of the Key to Access I can independently tackle the information sentence by sentence. This key will be a great asset in helping me work independently. Furthermore, I will be able to plan future courses without having to rely on help from my parents and tutors.

Okechuk

March 1, 2010

In the course of life, there are some Americans who have faced many obstacles trying to overcome a personal battle. People with physical or learning disabilities are challenged. Society thinks it unacceptable to help those with a need. Students with learning disabilities represent a huge resource for our society, and with the proper tools and support, they can pursue and achieve a post-secondary education. Having a post-secondary degree education will help students with disabilities to become successful in today's society and have financial security of living independently. Disability scholarships exist to provide college funding for students who have overcome a range of difficulties in their journey towards a degree.

LD Resources Foundation's Recognition Award will help me achieve my goals to continue my education. I have been out of school for three years. This past year, I have been financially struggling with a job that provides limited resources to live independently. I decided it is time to return to school to achieve my career goals. Growing up and attending schools in Florida, I have always had a dream of attending school in the North Carolina area to touch the lives of students through education, as many of my former teachers have touched me.

I received my AA degree from Tallahassee Community College in Tallahassee, FL. I recently got accepted for the Fall 2010 semester for my bachelors in science in nutrition at East Carolina University in Greenville, NC. Relocating to a new city and having limited financial resources for education have hindered my decision that I could afford to go back. The out-of-state tuition at East Carolina University is quite expensive, and the financial aid status from FAFSA I received still left a sizable sum uncovered. I am now in a position where I am very eager to pursue my dreams of succeeding. I am applying for the Recognition Award to help me continue my college education.

Leslie

June 25, 2009

The reason why I need the LD Resources Foundation awards program is because it can help me manage some of my daily stress. Between my personal life, work and college, those tools will be my best friend. I cannot stress enough my educational need.

Receiving this award is essential to my life and the development of my education. For example, when using my computer at home I cannot easily use e-mail to send out a message. I need to use Microsoft Word first, then spell check so that I don't send the wrong context in my message and risk not being understood. I put extreme effort into this task, which perhaps takes a normal person a few minutes.

The Premier Key to Access award is a very important tool that I would benefit from. For college this would be useful. I am a struggling student that has suffered with dyslexia all of my life. I am now 39 years old. I am trying to learn and make something of myself.

Thank you for your time.

Belkys

January 10, 2009

I have been learning disabled since elementary school. Basically I was diagnosed with Central Auditory Processing Disorder since the second grade. I read very slowly. This interferes with my school work and takes a whole lot of time. Reading is very tiring for me. I could make use of this software to speed up my reading. This would help me get my work done faster and more efficiently so I could concentrate on more subjects.

Christopher

May 16, 2009

College for any student is challenging, but for a student with a disability like me it can not only be a challenge but can be very frustrating. As a student who has been diagnosed as dyslexic, the reading materials can become overwhelming. During my four years in high school I was able to maintain a cumulative GPA of 3.0 and as a college student I have only been able to maintain a GPA of 2.0 during my first semester. I know that this is not from lack of hard work and hours of studying, but from my inability to process all of the reading materials assigned. I know that if I were able to understand the reading materials I would be able to raise my GPA average. I feel that this award will help me achieve my academic goals. I do want to excel in college so that I may further my education in graduate school which will allow me to continue in a doctoral program in clinical psychology.

Kiera



March 4, 2008

School has always been a challenge for me ever since I can remember. Throughout elementary school I was enrolled in speech therapy as well as in the Lindamood Bell program. I would have to say that spelling as well as pronouncing words that I am not familiar with have been the greatest drawbacks in schooling.

I feel that this technology would help me greatly with decoding, difficult reading, proof reading my writing and correcting spelling. I have been enrolled in college for almost three years now and have had a lot of trouble keeping up with the workload of courses. I have attended three schools before coming to Marymount Manhattan College. I am currently enrolled in the Academic Access program, which has led me to this opportunity for a helping hand at learning.

Beck

January 9, 2008

Most people on the campus of the Fashion Institute of Technology know me as Bridget, the girl from somewhere in Michigan. That's true. I grew up in a small town in the mid-west. People at FIT may not know another important fact about me. I have a learning disability. When I was in second grade I was diagnosed with dyslexia, which has impaired my ability to read. Almost all of the graduates from my high school went on to college in Michigan, but I knew that was not for me. Although I was actually discouraged from applying to FIT by my college counselor and high school teachers, I knew that it was the place for me and that I would be able to tremendously expand my educational opportunities by studying there.

As a result of my dyslexia, I have learned to make arrangements to get as many of my textbooks on tape as I can. I also attribute a great deal of my success in college to the computer program called Kurzweil Reader. I scan in almost all my homework assignments into the Kurzweil and have it help me read my assignments. I meet with a tutor a few times a week through the FIT-ABLE department. Tutors help me read my homework assignments and tests. I have learned to ask for help when I need it. These processes take much more time than it would if I could just read on my own but I am committed to learning as much as I can. In addition to dyslexia, I also have ADD, which makes my three-hour classes as well as the extra time required to study especially challenging.

Most people are surprised when they hear about this part of my life. I am proud that when people look at me they see my abilities not my disabilities. Part of the reason for this is because I have been able to properly utilize the technology that has been made available to me. I am a senior in the International Trade and Marketing (ITM) program and currently have a 3.58 GPA. After taking my International Trade and Marketing classes, I have learned that there are important legal aspects involved in the international fashion industry. Because the industry has grown into a \$1 trillion business, with laws that constantly are changing, there is a need for people who know about law and the business of fashion. That is why I have decided that the next step for me is to go to law school. I believe that the Keys to Access that LD Resources Foundation has awarded to me will be a great tool that will help me to continue to reach my career goals.

Bridget

January 7, 2008

I am an African American disabled student at Hunter College and a mother of a college student who has ADD.

It was from carrying my son from doctor to doctor when he was young and having been diagnosed with ADHD that I first suspected that I may suffer from ADD. Learning more about the disability, I have wanted to be tested but could not afford the test. So I would greatly benefit if I was to be awarded the Key Testing Award. I am also interested in the Key to Access and Communication Awards. I have great difficulty with keeping attention and concentrating in class and at home with reading assignments and writing assignments. I have made great improvements in my grades and comprehension when I have taped my professors' lectures along with my note taking.

And lastly, on a one to one conversation, one would declare that I do not have a communication problem. However, within a group (even a small one) I find it difficult to formulate basic speech and words. I have to watch the faces of people having difficulty trying to figure out what I am saying. This makes me nervous and sometimes my mind goes blank or I stutter.

I hope you will consider my application for these awards. If I am awarded any of these, they will truly be appreciated.

Gladys

August 29 2008

Listening has always been my primary method of absorbing information. In high school, my class notes weren't anywhere near comprehensive. I could never write down what to remember and anyone who ever borrowed my notes would most definitely agree. The classes I always did the best in were those in which the teacher spoke regularly to the class, describing what we should know in detail. Unfortunately, not all of my classes were like that. I had classes where the majority of the material was given to the class in written form; novels, short stories, poems. I'd go home or sit in a study hall and read the assignments, usually multiple times. The next class, if I were asked to recount a detail in the story, I seldom could. I was often accused of not reading the assignment and my grade would suffer. The unfortunate thing was that I had read the assignment; my mind just hadn't acknowledged the information. Generally, my grades in high school were fairly good. I transferred high schools multiple times, so mediocre grades were usually attributed to that. I didn't realize that I was earning my grades differently than my peers. I assumed my hectic home life was the only difference between myself and my fellow students. In college, I began to think otherwise. I no longer had the hectic home life and was able to spend the necessary amount of time on my homework. Surprisingly, the gaps between my grades widened. I would get "A's" and "F's" in the same semester. Going to the student writing center wouldn't help. No one seemed to understand the problem I was having. Finally, psychiatric testing was suggested, and I decided to go through with it. I am very glad that the tests were performed. Since being diagnosed with a learning disability, I can now be aware of the way my mind works, and try my best to adapt the material in a way that will best suit my own unique learning style. The technology and support offered by the LD Resources Foundation would greatly help me live up to my full potential and allow me to achieve the best grades possible. I am currently pursuing a bachelor's degree in psychology at Eugene Lang College, in Manhattan, and once completed, I plan to further my academics with a master's degree in a similar field.

Kieth

August 08, 2008

I had begun my first two years of my undergraduate degree with the need of seven tutors. At the end of my sophomore year I was offered a chance to be more independent and use adaptive technology which allowed me the ability to read, write more often and eliminate the need of those tutors. 11 years later, I'm beginning my graduate degree in design plus technology at Parsons - The New School. I am again at a crossroads where the technology I had been using has become outdated and was not suited for reading PDF files or has text-to-audio technology. The Key to Access truly would unlock the world of the written word for me. The accessibility to read from several computers and to use the text-to-audio not only would be pleasurable but would allow me to study everywhere I'm able to listen. This is an advantage I have never been offered.

The Key to Access functionality coupled with Kurzweil 3000 Learning Station optical character recognition and appointment calendar with audible reminders would give me a great foundation to fluidly study from. The Kurzweil documents to Daisy format would finally allow me the capability to be a part of the future of the Recording for the Blind and Dyslexic. Bookmarking or Notes to annotate a variety of audio files I'm sure is an asset.

I have carried a Franklin dictionary for 10 years and have considered it to be the most trustworthy hardware I've ever owned. When Dragon dictate could not help me or I was nowhere near a computer, I could trust it to save me. My Franklin is many generations old and I hope you may be able to replace it. Without the awarding of the great opportunities in the Key to Access, Kurzweil 3000 learning station, Franklin dictionary and the literary award, I would not be able to afford any of it. All of the obvious benefits I would struggle to find anywhere else.

Lee

August 13 2008

First and foremost, I want to thank the foundation and my family for all the support I have received over the years. I am an 18 year old from Brooklyn, New York. As I start my new journey into the college life, I am lucky enough to receive this wonderful tool.

I went to Xavier High School, and even though there was guidance and teacher help, it did not truly accommodate to my exact needs. When I was accepted to Marymount, I received full support and guidance from the counselors and administration, weeks before freshmen orientation. This was very reassuring, and I knew then and there that Marymount Manhattan was the right choice for me. Not only to further develop my education, but to develop my growth into adulthood.

The Key to Access tool will prove itself useful for research papers, and storing information, and in turn greatly improve upon my note taking skills and studying in general. I have not been very technology savvy either, so with the help from all the programs featured on the Access tool, I know that will all change for the better. Once again, thank you for the Key to Access tool and I will use it to my fullest potential through my academic career.

Peter



*LD RESOURCES FOUNDATION INC.*

*WOULD LIKE TO THANK THE FOLLOWING*

*GENEROUS SUPPORTERS AND VOLUNTEERS*

*FOR HELPING US TO FULFILL OUR MISSION*

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There are many more generous individuals who have touched LD Resources Foundation over the past ten years. The Co-Founders apologize for not including everyone on these pages who has supported us. We truly appreciate the contribution of time and expertise given by so many, and thank you from the bottom of our hearts for your help.

# ***POETRY***

*Some highlights:*

*“Never let anyone tell you that you cannot do it”*

*“The truth is that I try really hard”*

*“I’ll rise above the mountains to the skies”*

Mother thinks I'm lazy  
Because I'm a little slow  
The truth is I try really hard  
It's just she doesn't know  
The kids at school  
They laugh at me and call me ugly names  
Like Slow Joe, Air Head and Turtle Brain  
It hurts me when they call me names  
But, it's ok cause I'm strong  
Cause I'm only dyslexic and not disabled  
So I know that I'll go on.

I often feel lonely, sad and so confused  
Cause the words are so jumbled up  
That I feel like I'm a fool  
I ask myself, why me, what did I do wrong?  
Is it because I'm stubborn or  
Just because I was born?  
My teacher says no honey, it's not at all your fault  
It's a very slow process for you to get better  
So be patient and hold on  
Just remember you're dyslexic and not disabled.

*Natalia*

*I'll Rise Above*

I'll rise  
Above the mountains  
To the skies  
Reach for the moon  
And touch the skies

I'll rise  
From beneath my hardships and pain  
To find my sunshine through the rain

And I shall rise  
Taller than your hands can reach  
And close enough so we can speak  
I'm stronger now as I climb  
To leave all negatives behind  
And I shall rise above it all  
And keep my balance so as not to fall.

*Natalia*

*Never Let*

Never let them get you down  
By the words that they might say  
Always keep your head up high  
And things will come your way  
Never let your enemies  
Beat you at your own game  
Always be the referee  
And the champ you'll remain  
Never let the darkness  
Overcome your light  
Keep your candles burning bright  
And your path shall always remain in sight  
Never let anyone tell you that you cannot do it  
Show them that you can  
Once you put your mind and heart into it

*Natalia*

October 6, 2007

I believe that the butterfly on LD Resources Foundation's home page is a positive symbol. It shows growth and freedom, and a new beginning for people living with learning disabilities. The butterfly represents light, guiding people with learning disabilities to the help they need to further their education and achieve success.

The butterfly logo sets LD Resources Foundation apart from other organizations. It is recognizable as the trademark for the organization's website. The bookmark is also a positive symbol, in that it boldly explains the foundation's mission, and explains how the mission is being achieved. The logo identifies the organization. Everyone needs a trademark, and the LDRFA organization has found its positive trademark in the free-spirited butterfly.

Natalia