



2018
ANNUAL REPORT

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LETTER FROM THE Executive Director

Dear friends,

Thank you for making 2018 another great year for Supplies for Dreams! 2018 marks the 10-year anniversary of Supplies for Dreams and it is incredible just how far we have come since our founding in 2008. In these 10 years, we have provided backpacks and school supplies to tens of thousands of students in Chicago Public Schools. With the introduction of our Academic Enrichment mentoring program and our signature Award-A-Field-Trip program, we have also enabled our members and volunteers to touch the lives of thousands of students over the years.

In 2018, we continued to focus our resources on providing high-quality programming for our students through our Academic Enrichment and Award-A-Field-Trip programs. Our partnership with Cradles to Crayons has allowed us to spend greater amounts of time and resources on these unique programs while still providing our students with the school supplies that they need. In this year alone, we were able to spark the curiosity of 423 Chicago Public School students through our unique Award-A-Field-Trip program. We also launched a new initiative of incorporating the Northwestern University campus as a new field trip site for students to recognize the opportunities of higher-level education and to spark a passion for further learning. At the same time, we continued to expand our Academic Enrichment mentoring program, which served 80 students in 2018 as we enabled our students to learn from the experiences of our many volunteers.

Our expansion to new chapters at Loyola University and the University of Chicago has also been progressing smoothly. Both chapters have been able to successfully run both our Academic Enrichment mentoring



program as well as our Award-A-Field-Trip programs independently in 2018. Even though our expansion plans have taken longer than expected, we have high hopes that they will be successful in growing their membership and achieving a high level of impact with the students that they serve.

These amazing achievements would not have been possible without your continued support. I am immensely grateful for all of you and your unwavering belief in investing in the future of Chicago's children. It is you, our dedicated supporters, who make it possible for us to do great things for our students. As we continue to grow and serve larger communities, we look forward to your continued support as we make education more equitable and accessible for our students. Thank you.

Yours faithfully,
James Zhao

in 4

CPS STUDENTS DO NOT GRADUATE HIGH SCHOOL

OUR CHALLENGE

At Supplies for Dreams, we believe that every student has the potential to succeed, and that means that each student deserves a realistic opportunity to build and achieve their dreams. Unfortunately, many students across the greater Chicago area do not currently have the resources they need to grow to and perform at their highest potential. That's why we are working to ensure that every student, regardless of background and circumstance, receives the opportunities and support that they deserve.

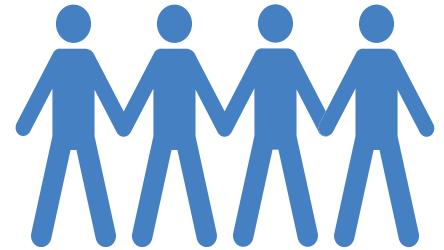
Chicago Public Schools (CPS) currently do not provide students with the proper education they need because of a lack of funding and support. In recent years, the district has experienced record-breaking drops in student enrollment, which has led to cuts in teacher wages and school closures. These cuts to resources are a particularly terrible burden for the families that the district serves. While the elementary, middle, and high schools together comprise one of the largest school districts in the nation, 78 percent of the CPS students come from low-income families and 18 percent of them are English language learners. The combination of an under-resourced school district and struggling families results in some startling systemic

failures. 21.8 percent of CPS students will never graduate from high school, and only 63 percent of the high school graduates will attend college.

As the world rapidly advances technologically, it becomes increasingly vital for young students to be prepared to meet the challenges of tomorrow. It is unrealistic for us to not meet children's educational needs and still expect them to obtain the skills sought by emerging industries and employers. The American standard of education is not slowing down for anyone. In fact, it is our social responsibility to support the next generation in developing the skills needed to keep up with the advancing world. Thus, we work to equip minds through much-needed programming to keep up with an ever-expanding world. We give them the tools to both tap into their curiosity about the world and engage with their aspirations for the future.

Students thrive in safe, nurturing environments and need that support to advance into high school and beyond. For many CPS students, these conditions are simply not available. At Supplies for Dreams, we believe that we have the power to make a change and revolutionize students' learning experiences.

OUR VISION



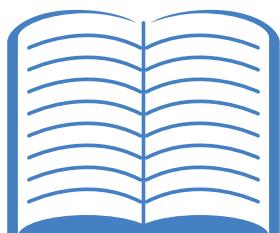
EVERY COMMUNITY

fosters a curiosity of the world within its youth, inspiring a culture of learning, academic achievement, and lifelong success



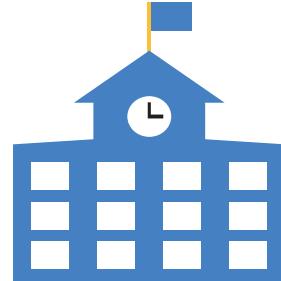
EVERY STUDENT

has their basic educational needs met, including school supplies, a safe environment of learning, and supportive teachers/mentors



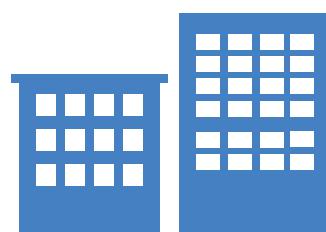
EVERY CLASSROOM

is led by teachers who have a true passion to invest in the future generation of students and a willingness to guide and care for each individual's growth



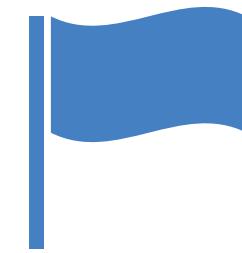
EVERY SCHOOL

is supported by the community through local businesses, organizations, and government branches



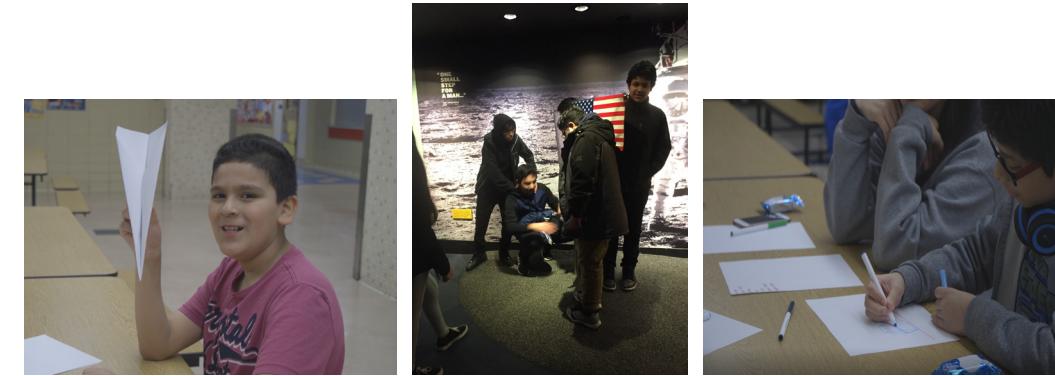
EVERY CITY

has the funding, political stability, and support needed to create a safe space for learning for each and every student



EVERY NATION

takes action toward establishing a stable education system that drives the country forward toward a stronger, brighter future



**WE WANT TO MAKE SURE OUR
*children are
not penalized***

FOR THE ZIP CODE IN WHICH THEY RESIDE



AWARD-A- *Field Trip*



OVERVIEW

Supplies for Dreams' unique AAFT program provides our Chicago Public School students with an engaging, unconventional way of learning about the world around them. Our AAFT committee members design and facilitate eye-opening field trips to world-renowned museums in Chicago, during which students' young minds are given the opportunity to learn about cultural and historical perspectives in a memorable way.

MISSION

The program aims to help all students to be inspired by the world and all of its opportunities and to spark curiosity for greater learning in the future. The AAFT program is designed to engage and excite students, and each field trip features a specifically tailored curriculum to encourage discussion and deeper thinking.

IMPACT

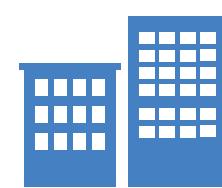
In 2018, our Award-A-Field Trip (AAFT) committee provided 423 Chicago Public School students with interactive learning opportunities by taking them on 14 field trips to museums in Chicago. These sites include the Shedd Aquarium, the Field Museum, the Adler Planetarium, and the Chicago History Museum. Additionally, in 2018, AAFT launched an initiative of incorporating the Northwestern University campus as a new field trip site. In line with Supplies for Dreams' mission, the chance for CPS students to experience Northwestern's campus life is meant to help them recognize the opportunities of higher-level education and to spark a passion for further learning.

Through giving the gift of experiential learning to hundreds of CPS students, our Award-a-Field-Trip committee members have gained valuable experiences in return. The inspired minds and bright smiles of the students as they engage in new learning experiences fuels their drive to fulfill the program's mission. Committee director Christie Jok states, "I think I've had a really unique opportunity to grow in my leadership role and to be supported by my amazing team. I have also loved getting to know everyone on my team, both in the Supplies for Dreams context and outside of it. I'm really proud of how much we've been able to accomplish and how every one of them has handled any obstacle that has come their way! I can't wait to see what else we can do in the future!"



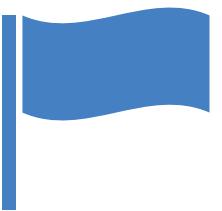
423

students were impacted
by our incredible field trip
programs



5

different locations
learned about and
explored



17

adventures embarked on
with our students

ACADEMIC *Enrichment*



STRATEGIES

1 MENTOR DIVERSIFICATION

We are recruiting more CPS graduates and people of varying genders, socioeconomic backgrounds, and ethnicities as mentors each year. However, we still would like to see higher numbers of mentors in these categories, as the vast majority of our mentors are white women from middle and upper class backgrounds. As such, AE aims to reach out to other student groups that potentially include mentors who can represent our students and their goals on multiple levels.

2 QUALITY ASSURANCE

We re-designed the students' surveys with Quality Assurance's (QA) help. Based on their input, we made the surveys shorter and moved towards more student-friendly language. QA's research has proven a few general ideas this year:

- Our mentor retention is better when we have a 1:1 ratio between mentors and mentees, as mentors feel more valued.
- Our mentees are more likely to attend when they enjoy the curriculum and it's more interactive.
- Mentees' attendance is contingent upon their relationships with mentors and other mentees in the room.

IMPACT

Academic Enrichment (AE) is committed to building relationships between mentors and mentees through weekly mentoring. The team's interactive, project-based curriculum encourages students to develop a love for learning, broad worldview, confidence, and agency. The team incorporates adult skill sets into their curriculum at a student-friendly level.

Our curriculum is positively influencing students. Survey data showed that students at schools with the highest mentor engagement showed higher broad worldview and love of learning scores. Our mentoring has also improved students' confidence and agency scores at the schools.



LOOKING AHEAD

In the upcoming year, AE aims to continue to add more partner schools to our programming in conjunction with Communities in Schools, another Chicago-based non-profit that works closely with CPS. We also hope to include more Chicago-area universities in our programming. We are planning to evaluate our curriculum's impact on students' social-emotional development through electronic surveys designed by QA. We also hope to continue to write innovative curriculum that will benefit our students as they transition from middle to high school.

QUALITY *Assurance*



GOALS

Quality Assurance is in charge of measuring the impact of our programming offerings as well as assessing the experience SFD creates for its team members. By incorporating qualitative and quantitative data, this committee aims to ensure organizational sustainability, as well as constant evaluation and improvement of our programs. QA's analysis will also assist programming committees in making decisions about how to improve the mentor/mentee experience and how to build curricula for field trips and mentoring.

This year, QA's main goal was to standardize our data-collection procedures with programming committees while also establishing lines of communication and working projects for non-programming committees.

STRATEGIES

1 GREATER COMMUNICATION

QA team members are assigned to partner and work personally with specific committees, so that survey results can be incorporated more directly and comprehensively into curricula and decisions.

2 QUANTIFYING EVALUATION

To understand the progress of our students, we have begun developing and using coding schemes to map survey questions to our four key desired pillars (Agency, Broad Worldview, Confidence, and Love of Learning). This mapping will provide a clearer idea of how activities in our curricula create our desired impact in students.

LOOKING AHEAD

QA hopes to improve ties within the organization to create effective solutions for each committee. In particular, this means developing and standardizing a set of projects each quarter for the HR, Marketing, and Development committees so that decisions across the organization can be driven by data and results.

EXPANSION AND *Sustainability*



PROGRESS, GOALS, AND LOOKING AHEAD

Supplies for Dreams aspires to expand its reach across Chicago, with the goal of engaging with nine CPS partner schools and four university chapters by 2020. We concurrently need to both provide the best quality programming for our current students and also to reach more students and encourage innovation. We have created a four-step growth strategy to ensure that this happens, as detailed below.

1 FOCUS ON CORE COMPETENCIES

- Increase funding for programs focused on providing rich extracurricular experiences
- Develop and nurture a data-driven mentality to drive effective decision-making to further our impact on our students.
- Work with our increasing group of mentors to implement our 7th grade curriculum at all partner schools. This curriculum, which focuses on strengthening relationships and increasing long-term impact, was found to be particularly successful based on testing we performed in 2017.

2 INCREASE INVESTMENT IN TECHNOLOGY

- Actively explore technologies that can help students better engage with educational content and enhance extra-curricular experiences.
- Adopt new mobile and e-learning technologies and, where necessary, invest in the creation of custom platforms.
- Allocate 5-10% of annual programming budget towards procuring, developing, and maintaining technologies.

3 LEVERAGE CHICAGO UNIVERSITIES

- Continuing to establish chapters of Supplies for Dreams at universities and colleges around Chicago.
- Assign each chapter partner schools around Chicago and enable them to operate field trip and mentoring programs according to standards set by the parent organization.

4 RECRUIT AND HIRE FULL TIME LEADERSHIP TEAM

- The Board of Directors will rely on student leadership for at least the next year, but the Board will continue to consider hiring a Chief Executive Officer and other full-time executives in the near future.

WELCOME OUR *New Schools*



TALCOTT FINE ARTS AND MUSEUM ACADEMY & JORDAN ELEMENTARY

This year, Supplies for Dreams has expanded to two new schools. The University of Chicago chapter has started working with Talcott Fine Arts & Museum Academy and currently has a strong base of mentors. They are also recruiting more mentors for upcoming trips and events. For this year, they started running field trips and utilized the same standardized curriculum for both mentoring and field trips as the Northwestern chapter of Supplies for Dreams. The Loyola University

chapter has partnered with Jordan Elementary and has built their own strong set of new mentors. This year, they also ran a number of successful field trips and will continue programming for the upcoming year. For both of the schools, there are mission-based curricula with field trips for fourth through eighth grade students and career/community engagement curriculum for mentoring for sixth graders. We plan to continue working with both of the schools.

MEET THE *Dream Team*



Team Names (Starting top left to bottom right):

Row 1: James Zhao, Joe Horner, Rohan Gupta, Chestan James, Jesse Noss, Ravi Tandon

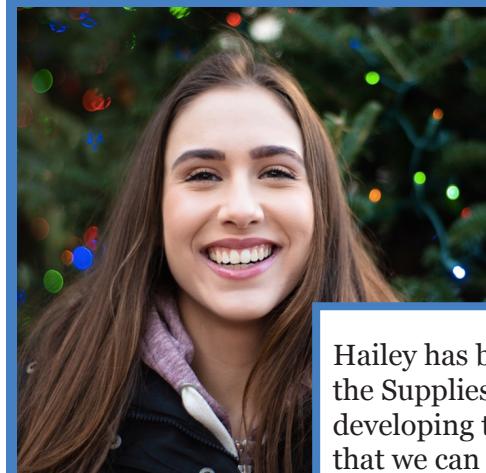
Row 2: Sofia Sanchez, Janeá Wilson, Daniella Asapokhai, Annie Grasse, Maeve Enright, Sydney Chen, Sophia Stoughton, Stella Lin, Natalie Tomeh, Hailey Cox, Cassiel McEvoy, Adrianna Leys

Row 3: Alena Prcela, Camille Williams, Jean Sanders, Allison Kim, Jehannaz Dastoor, Jessie Li, Christie Jok, Maddy Moy, Saria Singh, Anna Kim, Irazu Hernandez, Naveena Sharma

Row 4: John Lee, Beatrice Chao, Arianna Ponce, Erica Tashma, WHO, Salma Campos, Aaliyah Berryman

Row 5: Meredith Falk, Giovanni Gamalong, Reena Burt, Chloe Wong, Jolie Boulos, Leah McGruder, Alice Gold

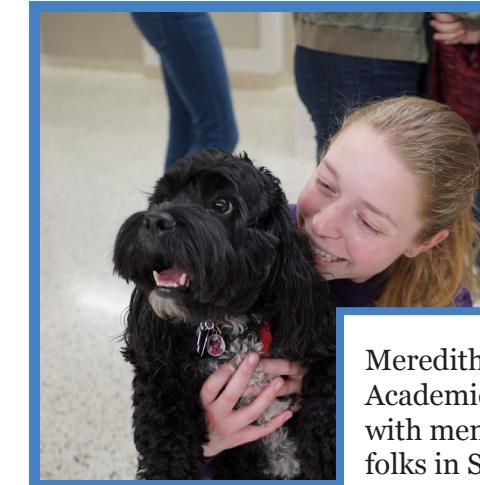
HIGHLIGHTS *from the Team*



HAILEY COX

Hailey has been focused on revitalizing the Supplies for Dreams curriculum and developing training for our members so that we can provide students with the best possible experience during their time with Supplies for Dreams.

"We are moving towards making all of our curricula individualized. Our field trip sheets will be formatted in a menu-style, creating flexibility by allowing students to choose from their interests while also maintaining structure by having them create a plan," said Cox.



MEREDITH FALK

Meredith, the former Vice President of Academic Enrichment, will miss working with mentees, mentors, and the wonderful folks in Supplies for Dreams when she graduates this spring. Having mentored since freshman year, she has seen the impact that SFD curriculum and mentor relationships have on students in the long run.

"I'm so grateful that I've been able to write curriculum and interact with our kids."

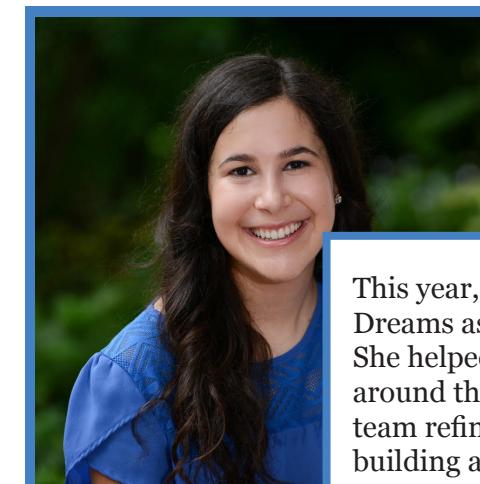
Mentoring sessions are the highlight of every week for me. Just to see the kids' faces light up, running up to the mentors to recount the latest school news, makes all the hard work worth it. I'm also glad that we've been able to integrate more social-emotional learning skills into our curriculum, expanding the purpose of mentoring even further. We want to be the best mentors we can for the kids, so we show them that we value soft skills and good health just as much as rigorous academics."



JOE HORNER

In his first year in Award-A-Field-Trip, Joe has played a significant role in scheduling and organizing the logistics of the field trips. His favorite part is working with the children on these field trip and helping facilitate experiential learning. His most memorable field trip was the field trip to the Shedd Aquarium.

"For me, the most incredible part about field trips is watching the kids grow along the way. As we move throughout the exhibits, the kids open up and slowly begin to feed off one another. There really is nothing like it," says Horner.



ERIKA TASHMA

This year, Erika Tashma joined Supplies for Dreams as a mentor and curriculum writer. She helped restructure the community unit around the 7 Habits of Healthy Kids. Her team refined the curriculum to focus on building and engaging with the community, on both a local and global scale. The new curriculum incorporates both old units such as art week and team building and brand-new units such as social entrepreneurship and civic engagement. This coming year,

Erika will be taking up the role of Vice President of Academic Enrichment.

"I'm really excited that this new curriculum has been a success so far and we are now focused on invigorating the fall curriculum," said Tashma. "I liked that it incorporates important concepts like community engagement and advocacy for themselves in a fun, engaging way!"

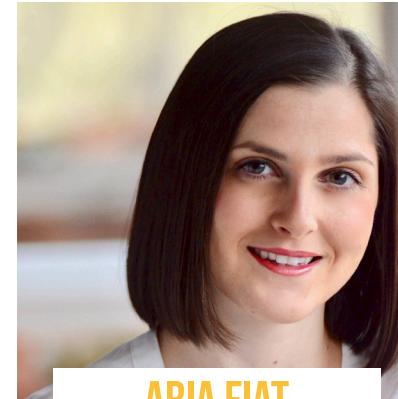
ASSOCIATES BOARD



BRIAN BOHL



MASHA BOVKUN



ARIA FIAT



SAMANTHA YI



DEREK ZAJAC



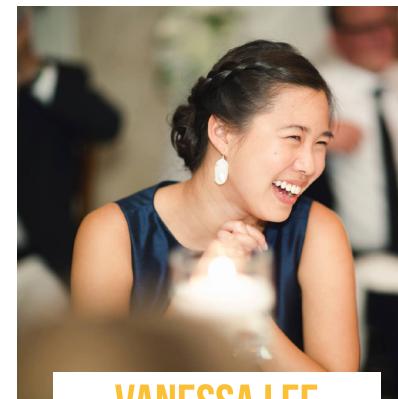
MIRANDA ZHAO



CHAD HORETSKI



ERIN HORETSKI

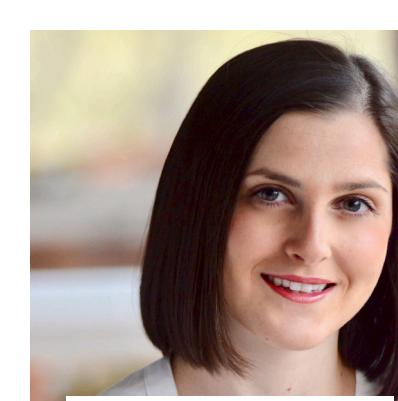


VANESSA LEE

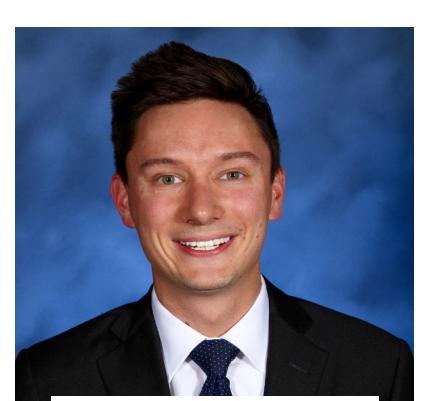
BOARD OF DIRECTORS



HIRO KAWASHIMA



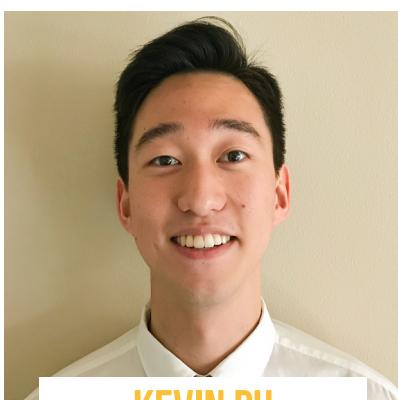
ARIA FIAT



BRIAN BOHL



CASSIE MORAN



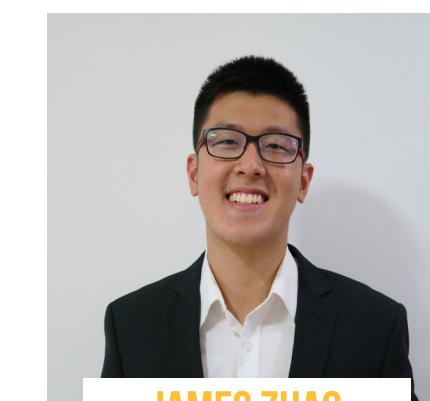
KEVIN PU



JOSEPH RAFF



VANESSA LEE



JAMES ZHAO

GIFT SHOWCASE

TOP 5 CORPORATE AND FOUNDATION DONORS

Community Foundation of Greater Fort Wayne
\$6000

NBC Universal
\$5000

Chicago Community Trust
\$5000

Rotary Club of Chicago Lakeview
\$1309

BNY Mellon Trust of Delaware
\$1000

INDIVIDUAL DONORS

\$1000-\$4999
R. Scott Falk
Yuko Kawashima

\$100-999
Austen Bhayani

Brian Bohl
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Bettina Chang
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Jane Kiernan
Mark Knoeppel

John Manno Jr
Nina Marshall
Elizabeth Moerschel

Alyssa Moran
Cassie Moran
Wayne Moran
Hank Neuberger

Joseph Raff
Kenneth Raff
Jane Ruan
Vanessa Valecillos
Sharma Vishal
Ting Xu
Miranda Zhao

FINANCIAL STATEMENT

Supplies for Dreams, Inc.

Consolidated Statement of Activities

Year-to-Date (YTD) as of December 31, 2018

| | 2018 YTD | 2017 YTD |
|---|------------------|-------------------|
| Public Support and Revenue | | |
| Public Support | | |
| Individuals | \$ 9,227 | \$ 14,590 |
| Corporations, Foundations and Other Organizations | 18,689 | 47,680 |
| Special Event Revenue | 6,236 | 8,040 |
| Gifts In-kind | - | 2,539 |
| Interest and Other Income | 179 | 99 |
| Total Public Support and Revenue | 34,332 | 72,948 |
| Expenditures and Expenses | | |
| Charitable Expenditures and Development | | |
| Programming | 27,677 | 57,036 |
| Fundraising | 5,236 | 10,534 |
| General & Administrative Expenses | 12,011 | 10,992 |
| Total Expenditures and Expenses | 44,925 | 78,562 |
| Change in Net Assets | (10,592) | (5,614) |
| Change in Investment Account Year to Date | (1,167) | 2,783 |
| Net Assets at Beginning of the Year | 109,826 | 112,646 |
| Net Assets | \$ 98,067 | \$ 109,814 |

