

“Democracy must be reborn
with each generation and
education is its midwife.”

~JOHN DEWEY

Celebrating



Years

Annual Report 2013-2014

individually &
with others

A good citizen works ^{individually & with others} to make their
school, ^{neighborhood,} community, and world a better place and
tries to protect and improve our democracy.

A good citizen tries to do what's right
for everyone.

Teachers define "a good citizen" at
CRFC's Engage Cohort Meeting (2014)

40

Letter from the Chairman and the Executive Director



Benjamin Ghess



Nisan Chavkin

Must the President of the United States abide by a decision of the Supreme Court of the United States?

Is a student's post on a personal blog about an incident at school protected speech?

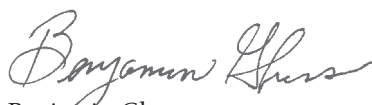
Can racial preferences be used in university admissions?

America has faced many important constitutional and legal challenges in the last 40 years. Since 1974, CRFC has engaged students of different backgrounds, cultures, races, and socioeconomic status to help them think for themselves on important questions that affect their lives. Although the students and topics may change, our philosophy has remained consistent:

- **Democracy education belongs in our schools.** CRFC works with hundreds of teachers every year to strengthen their knowledge, provide them with teaching tools, and create partnerships for them with lawyers, judges, and policymakers.
- **Democracy is not a one-way street.** CRFC is non-partisan and prepares lessons and curricula that incorporate primary sources and reflect multiple viewpoints. These accessible, balanced resources present students from second grade through high school with evidence and arguments from both sides to help them arrive at a well-reasoned conclusion.
- **Democracy must be learned by each generation.** CRFC provides students of all ages with opportunities to express themselves and to listen respectfully to others, to think through a problem, and to change their minds. CRFC programs offer support for students to put ideas into action and to experience the victories, defeats, and tomorrows of every democracy. They learn that everyone, including students, has a voice.

This Annual Report highlights some of our history as well as our current initiatives with students and teachers. It also is an opportunity to thank the hundreds of schools, teachers, lawyers and volunteers who participate in our programs. We are honored by the individuals and law firms, corporations and foundations, agencies and coalitions who support our mission with time and contributions.

For four decades, CRFC has strengthened our democracy in classrooms in Chicago and across the United States. Please join us in helping the next generation prepare for the questions they will face in advancing liberty and justice for all.



Benjamin Ghess
Chair, Board of Directors



Nisan Chavkin
Executive Director

Our Founder

Carolyn Pereira founded the Constitutional Rights Foundation Chicago in 1974 and served as Executive Director until 2010. Through her leadership, CRFC became a national and international leader in law-related education (LRE). Carolyn spearheaded innovative professional development initiatives in civic deliberations and curriculum/program design to support the discussion of controversial issues, including Deliberating in a Democracy (DID), the Illinois Youth Summit, Improving Classroom Discussion on Controversial Issues, and Law Study Groups. She is the author of numerous LRE texts and articles. Carolyn received the Liberty Bell Award from the Chicago Bar Association in 1983 and the Isidore Starr Award from the American Bar Association in 1992. Carolyn became a CRFC Life Director in 2012 and remains a nationally recognized advocate for quality law-related education in the public schools.



Former Illinois Attorney General Neil Hartigan presents the Liberty Bell Award to CRFC Founder Carolyn Pereira (1983)



What is Constitutional Rights Foundation Chicago?

C•R•F•C (see-ahr-ef-see), *n.*, **1.** a nonprofit, nonpartisan organization that provides young people with authentic opportunities to learn about the democratic process and build the skills they need in order to effectively engage as citizens in American society.

Our Mission

Constitutional Rights Foundation Chicago (CRFC) strengthens American democracy by providing elementary and secondary students with hands-on learning about the Constitution to prepare them for informed civic engagement. Nonprofit and nonpartisan, CRFC develops and delivers interactive programming, classroom-tested professional development, and problem-based curricula that address rights, law, and policy. CRFC was founded in 1974 as part of the Constitutional Rights Foundation in Los Angeles and in 1990 became an independent 501(c)(3) organization headquartered in Chicago.

OUR IMPACT

40 Years (1974-2014)

In the past 40 years, over a

half million students

have benefited from CRFC programs thanks to our ability to work with thousands of teachers and resource persons.



Analysis shows that these students are:

- More knowledgeable about how democracy works
- Engaged in solving community problems
- Capable of discussing controversial public issues both in and out of the classroom
- Less likely to become delinquent
- More likely to resolve conflicts peacefully



2013-2014



11,312 STUDENTS

in Chicago and the metropolitan area had chances to learn about their rights and responsibilities under the Constitution, voice their opinions on important issues, and make positive changes in their communities



590 TEACHERS

in Chicago and around the country enhanced their instruction with in-depth content knowledge, interactive teaching methods, and resources and materials



822 VOLUNTEERS

from the legal and professional communities worked with teachers and students from

372 SCHOOLS



RESEARCH FINDINGS

“The students who participated...left believing that the diversity of ideas is a positive attribute of discussion, and that there is a benefit to listening to different points of view.” (Illinois Youth Summit)

“After participating, 94% of Chicago middle-school students believed they have something positive to contribute to their school or community.” (ABC Project)

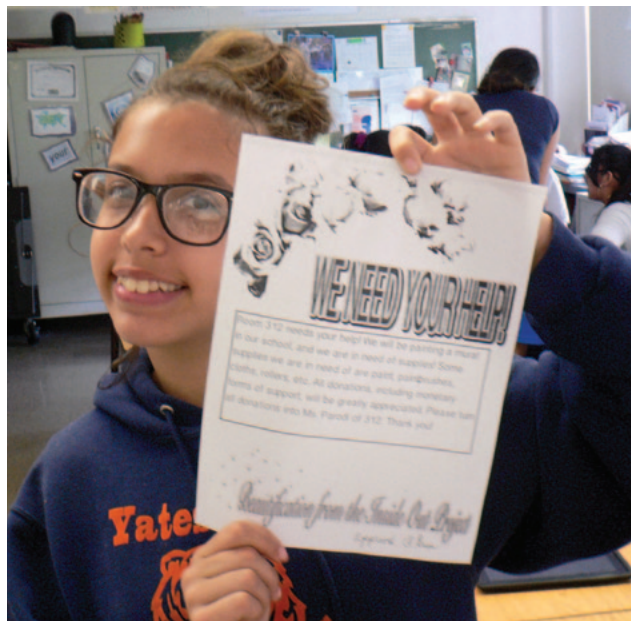
“Ninety-four percent of teachers agreed that deliberations helped their students make decisions based on evidence and logic.” (Deliberating in a Democracy in the Americas)

“On a variety of measures, the program has desirable effects on student attitudes, most of which are related to the classroom context.” (VOICE)

94%

Beautification from the Inside Out

How One Class “Stomped Out” Bullying



Eve, an 8th grade student in Ms. Parodi's class at Yates Elementary School knew that many of her friends and classmates were suffering. They were taunted on a daily basis because they “looked funny” or “spoke bad English” or “were so gay.” She knew, because it happened to her.

“When we thought about what we could do for our ABC Project,” Eve said, “we decided that bullying was something that needed to change at our school.”

“I was going home crying every day because of what people said about me. I didn't tell anyone what happened.”

Anonymous Yates
Student Responding to
ABC Project Survey

Ms. Parodi was proud that her students decided to deal with bullying. “Instead of focusing on a punitive approach to the issue, my students wanted to inspire students and raise self-esteem. They hoped that by raising students' self-esteem, they could stop bullying before it starts.”

Adolfo, one of the ABC Project leaders said, “We want students to be proud of who they are, for them to be able to say, ‘I'm proud to be me.’ This is why we are taking a stand to beautify everyone from the inside out.”

*“I have unlimited potential. I am never alone.
I am brave. I am amazing inside & out.”*

The class started by surveying students at their school. They confirmed their hypothesis that bullying was a widespread problem. Ms. Parodi then helped them analyze possible solutions and think about who they could ask for help.

The students decided to paint motivational murals around their school and to host a peer panel discussion for the entire school. Ms. Parodi's students spoke with their principal, started an awareness campaign, and gathered money and donations for their project.

They painted four beautiful murals that celebrate diversity and serve to remind students that their uniqueness is exactly what makes them special. School staff says the younger students love the artwork and that it has even inspired parents.

For the peer panel presentation, the students filled the school auditorium. They read aloud letters from classmates who had been bullied and fielded questions about what to do if they knew someone who was bullying or being bullied. Jahia, another of the project leaders, read a touching poem that she wrote in response to her classmates' letters.

"The Darkness Of The Light" "EYES OF A VICTIM TOWARDS A BULLY"

A lot of people ask me
why do I cry sometimes?
I don't respond because I am afraid
Afraid of what they might say or think
But the real reason is that
I yearn for a friend
someone who is true.
I cry because I am always sad
I cry because I am lonely
I cry because
I feel like I am just out of this world
I cry because I am not happy with myself and others
aren't either
I cry because I can't be myself
I cry because I am not perfect
I cry because I am overwhelmed
with drama at school and at home
I cry because that's the only way
I can sleep at night
I cry for freedom and peace
The freedom to be accepted
and to love me
for me!

~Jahia Miller

"I believe the ABC Project helped my students empathize with one another's experiences with bullying," said Ms. Parodi. "They seemed so much closer and respectful of each other after this project."

On May 29, Ms. Parodi's class presented their work to a panel of community leaders and policymakers at the ABC Project Hearings. Brandon Bodor of the Governor's Serve Illinois Commission said you could tell that the students really cared about this issue and had "really inventive solutions." He later presented the students with the "Most Committed and Courageous" project award.

"The ABC Project empowered my students with the belief that they have the skills and abilities to make a difference," said Ms. Parodi.



“The ABC Project empowered my students with the belief that they have the skills and abilities to make a difference.”

Genaye Parodi



"We learned that we can make more changes than we actually thought," said Adolfo. "But, the best part of this project is that we learned that adults are interested in what we are doing and want to support us."

Suffrage@17 Efforts See Young People Outvote Their Parents



The research is clear. Young people who vote early in life will also vote often in life.

In July 2013, Illinois became one of the first states to allow 17-year-olds, who will be 18 by the general election, to vote in the primary election.

CRFC jumped on the chance to encourage these newly eligible young voters to vote in their first election. As part of a coalition of civic groups led by the Chicago Board of Elections, CRFC helped launch Chicago Democracy Week, a weeklong effort to educate and register young Chicago voters and to build their long-term civic participation.

To support this work, CRFC developed **Vote 2014**, a voter education curriculum that was distributed to Chicago Public Schools teachers and teachers across Illinois. Prepared in partnership with Mikva Challenge, *Vote 2014* helps new voters analyze their own beliefs, separate facts from campaign propaganda, and appreciate the inherent value of voting for themselves and their community. CRFC also held voter registration drives at eight high schools in Chicago and suburban Cook County and registered more than 200 students to vote.

The results of Chicago Democracy Week were impressive. On Election Day, young people actually outvoted their parents. Langdon D. Neal, Chairman of the Chicago Board of Elections, said, "Even though we saw low turnout rates at this election, it was remarkable that the turnout rates of 17- and 18-year-olds were higher than the turnout rates among voters in their 20s, 30s and 40s. The new voters were more likely than many of their parents to participate."

CRFC continues to ensure that all young people become informed, engaged, and life-long voters and participants in American democracy.

*“Young people
have voices too.
Our voices need
to be heard.”*



You(th) Decide Case in Advance of U.S. Supreme Court



“I think hearing all the different perspectives will help me stay levelheaded and open-minded about constitutional law issues.”

The next time you need to discuss a case before the Supreme Court of the United States, try your local high school. Forty-two students from area high schools discussed and deliberated the case of *Greece v. Galloway* (2014) at You(th) Decide, a joint forum on the U.S. Supreme Court led by CRFC and the IIT Chicago-Kent Institute on the Supreme Court of the United States (ISCOTUS).

The case involved the practice followed by the Town of Greece, New York, of opening its town board meetings with a prayer offered by invited members of the clergy. Students received case materials and listened to selections of the oral arguments made before the Court thanks to a special website prepared by The Oyez Project. Each student submitted a written response to an oral argument as their “ticket” to attend the forum. Chicago-Kent law students reviewed and replied to each submission.

At the forum, students examined arguments, weighed the evidence, and discussed the merits of *Greece v. Galloway* with Chicago-Kent faculty and CRFC and then ate lunch with Chicago-Kent law students. At the end of the day, students held that the practice violated the Establishment Clause of the First Amendment. In May, the Court reached the opposite conclusion, holding 5-4 that the practice of the Town of Greece was constitutional.



Students enjoyed thinking deeply and working together with peers from Chicago and the metropolitan area. “I had a chance to hear others’ arguments and challenges to my own ideas, which made me have to think deeply about my own opinions,” said one student. “I valued how diverse the group of kids was. It was not just a bunch of suburban school kids like me. There were also kids from inner-city schools who offered perspectives that I never would have thought of,” said another.

“I think hearing all the different perspectives will help me stay levelheaded and open-minded about constitutional law issues,” said one student.

CRFC Through the Decades Selected Milestones

1970s

CRFC Founded

1974. CRFC was founded as the Chicago chapter of the Constitutional Rights Foundation located in Los Angeles. CRFC was tasked with piloting "Youth and the Administration of Justice," a program of the Office of Juvenile Justice and Delinquency Prevention, in the Chicago metropolitan area. The program was designed to help high school students understand their rights and responsibilities under the law and participate constructively in our society. Students participated in police training academies, Law Day



conferences, and other activities designed to help increase self-awareness and diminish youth violence. In summer 1974 CRFC also conducted its first professional development for high school teachers from Chicago and the Metropolitan area.

The Legal Circle

1975. CRFC first published *The Legal Circle*, a newsletter staffed entirely by Chicago-area students. An outgrowth of a "Youth and the Administration of Justice" project which gave students an opportunity to research, analyze, and write about important law-related issues, it eventually circulated to over 4,500 annually.



National Training and Dissemination Program

1976. In partnership with other leading law-related education organizations, CRFC designed programs, wrote materials, and conducted professional development for teachers and law-related education professionals as part of a grant from the U.S. Department of Justice. Later called Youth for Justice, this multi-year initiative reached thousands of teachers annually in every state in the U.S.

Chicago Sun-Times Youth and Justice Page

1979. "The Youth and Justice" page was published weekly in the Viewpoint for Schools section of the *Chicago Sun-Times*, a current events supplement distributed to over 14,000 Chicago-area students. Members of CRFC's Youth Leadership Team wrote and published articles about legal issues that mattered to them, including juvenile crime, students' right to privacy, freedom of speech, law-related education and careers, advice to the Mayor, and child abuse.



1980s

Lawyers in the Classroom Begins

1982. CRFC piloted the Lawyers in the Classroom program in six Chicago high schools with 20 attorney volunteers. Since then, the Edward J. Lewis II Lawyers in the Classroom program has grown to match 700 attorney volunteers with 200 teachers to lead interactive lessons with 10,000 elementary and middle school students each year to think critically and act responsibly as they learn about their rights and responsibilities under the law.



Youth and Justice Radio Show on WBEZ 91.5 FM

1983. Chicago high school students co-hosted the weekly Youth and Justice Radio Show. The show gave students a forum for airing their views on some of the most controversial issues of the day. It also provided them with opportunities to interview prominent legal and public policy experts.



Inaugural Illinois Law-Related Education Conference

1989. CRFC held its first annual conference for teachers and other law-related education professionals. Now called the Annual Conference for Teachers in Civics, Law, & Government, the conference has provided over 4,500 teachers with substantive information on law and public policy issues as well as innovative new classroom resources.

1990s

CRFC Comes Into its Own

1990. After sixteen years as a chapter of Constitutional Rights Foundation, CRFC became a separate nonprofit organization incorporated in Illinois and headquartered in Chicago.



It's Yours: The Bill of Rights

1992. CRFC published *It's Yours: The Bill of Rights*, a curriculum designed to help immigrant and refugee students learn their rights and responsibilities under the U.S. legal system. The curriculum includes lessons on the Bill of Rights which are simply written, use interactive strategies, and develop higher order thinking skills as they foster English language learning.

Inaugural Bill of Rights in Action Awards

1992. CRFC introduced the Bill of Rights in Action Awards in Chicago

to honor individuals and companies who, because of their involvement and professional commitment, serve as exemplary role models for our nation's young people. Honorees have included U.S. Senators Richard Durbin and Paul Simon, U.S. Attorney General Janet Reno, U.S. Supreme Court Justice John Paul Stevens, Illinois Attorney General Lisa Madigan, Illinois Supreme Court Chief Justice Thomas Fitzgerald, and award-winning journalist Carol Marin, as well as leading corporations and philanthropic foundations.



Authentic Assessment Initiative

1993. CRFC began work in Authentic Assessment in Civic/Law-Related Education, a national four-year initiative led by the Social Science Education Consortium. The program involved teachers in Illinois and elsewhere who focused on improving the link between instruction and assessment in their classrooms. As one result, CRFC focused more intentionally in professional development on what students know and are able to do and how teachers can use assessment as a diagnostic tool for collecting data in authentic ways.

1990s

Service Learning

1993. CRFC begins training and curriculum work to infuse policy-based service learning into classrooms in Chicago and across the country. Over the years, CRFC joined with



CPS as the district rolled out some of the first service learning program requirements in the nation.

1st Illinois Youth Summit

1995. Over 18,000 students have participated in the Illinois Youth



Summit since 1995, preparing them to research, analyze, and discuss public policy issues that matter to them with community leaders and policy makers. The Summit curriculum has reached tens of thousands of other students through surveys and service projects.

The American Jury: Bulwark of Democracy

1998. In partnership with the Chicago Historical Society and

supported by a grant from the National Endowment for the Humanities, CRFC developed "The American Jury: Bulwark of Democracy." The multi-year program involved teachers from six states, national experts and scholars, and featured a website with lessons, information, and resources about the American jury system and its role in American legal, social, and political life.

Primary VOICE

2000. The Primary VOICE curriculum was created and piloted with teachers from the Chicago Public Schools and District U-46 (Elgin). Each year, CRFC trains a cohort of 2nd and 3rd grade teachers who learn to use the curriculum to foster literacy and encourage civic learning through the use of powerful children's literature. Primary VOICE is an important addition to CRFC's work with students and teachers in the younger grades.



a recent decision of the U.S. Supreme Court and related public policy questions. They study, deliberate, and reach a reasoned position on the decision and apply it to Illinois criminal justice policy. They also practice skills in critical thinking, civil discourse, and persuasive writing, and reflect on their thinking with peers and experts from the legal community.

Disproportionate Minority Contact (DMC)

2004. To address the disproportionate percentage of racial minorities that come in contact with the criminal justice system, CRFC convened a national symposium featuring presentations by researchers, Office of Juvenile Justice and Delinquency Prevention staff, the U.S. Sentencing Commission, and the Cook County Juvenile Court for teams from the Youth for Justice network to disseminate the information in their own states.

Deliberating in a Democracy

2004. With funding from the U.S. Department of Education, CRFC led a collaborative multi-year international

program with Constitutional Rights Foundation in Los Angeles and Street Law, Inc. designed to promote the teaching and learning of democratic principles and the skills of civic deliberation in high school classrooms.



Beginning in the former communist countries of Eastern Europe, the program expanded to partner high school teachers and students in fourteen countries with their peers in the United States. Nearly 700 teachers and more than 50,000 high school students participated in authentic deliberations of controversial democratic issues between 2004 and 2012.

Brown v. Board: 50 Years Later

2004. CRFC partnered with the Illinois Humanities Council to mark

the 50th Anniversary of *Brown v. Board of Education* by developing a curriculum and interactive website to help high school students understand the history and meaning of the historic decision. Over 700 Chicago high school students convened for a reenactment and discussion of the landmark case and its legacy.



The Illinois Civic Mission Coalition

2004. CRFC founded and served as the convener of the Illinois Civic Mission Coalition, a broad, non-partisan consortium. The Illinois Coalition is part of the Campaign for the Civic Mission of Schools, a national initiative to restore a core purpose of education to prepare America's youngest citizens to be informed and active participants in our democracy. CRFC still serves on the Coalition which is now convened by the McCormick Foundation.

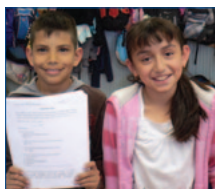
Inaugural Equal Justice Under Law

2003. CRFC convened the first Equal Justice Under Law (EJUL) conference. EJUL gives students an opportunity to examine



ABC Project: Action-Based Communities

2012. CRFC piloted ABC Project: Action-Based Communities in Chicago. ABC Project gives middle school students opportunities to learn civics by doing civics. The program has steadily grown and in 2013-2014 had more than 500 students working to solve problems in their communities.



Global Citizenship Initiative with the Chicago Public Schools

2013. CRFC and other leading civic learning organizations began work to create a semester-long capstone civics course for CPS seniors. CRFC helped draft the curriculum and conduct professional development for teachers. The Global Citizenship Initiative now reaches thousands of students at dozens of CPS high schools.



ENGAGE Curriculum

2014. CRFC continues to work with teachers to introduce civic education resources for all grade levels. *Engage: School, Community, World* is a compact, flexible civic literacy curriculum that features authentic learning strategies to help 4th and 5th grade students make connections between their lives and the lives of others.



Voices of CRFC Alumni

Thousands of students from all over Chicago and the metropolitan area participate in CRFC programs each year. Those students report many benefits from their participation from becoming more open-minded to an increased desire to contribute to change in their communities. CRFC is glad to be a positive and motivating force in these students' lives.



**Reema Ghabra, Downers Grove North High School
Class of 2014 (Downers Grove, Illinois)**

My experiences with CRFC helped me realize that discussing political issues and current events is a passion of mine and something I want to continue to do in the future. These experiences helped me decide that I want to study law and become an international lawyer, a critical decision that will impact my future for the better!

Reema is a freshman at the University of Illinois Urbana-Champaign majoring in Political Science and International Relations. She spent the summer volunteering at refugee camps and working at a summer school in Turkey and Jordan.



**Brianna Hale, King College Preparatory High School
Class of 2014 (Chicago, Illinois)**

Participating in CRFC programs has been an amazing experience. I love that the programs are led by youth. We all contribute different perspectives and different ideas to come up with solutions to important issues. It is awesome to see such positivity amongst teens.

Brianna Hale is a freshman at Clark-Atlanta University majoring in Political Science.

**Dontae Kennedy-Harrison, Maine West High School
Class of 2014 (Des Plaines, Illinois)**

Not only was my experience with CRFC a great opportunity to hone my speaking skills, but it also gave me a chance to debate controversial topics and to argue for a cause I believed in. It has strengthened my resolve to actively participate in government and it has also opened new doors for me in the community of policy-making.

Dontae is a freshman at the University of Missouri studying International Business and Economics. He spent the summer working on a gubernatorial and congressional campaign in Illinois' 10th Congressional District.





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Jenna Rampale, Lakes Community High School Class of 2014 (Lake Villa, Illinois)

The four years I participated in CRFC programs gave me the skills I need going forward in my future and my career. I met new people and learned so much about public policy and important issues that are current right now. Hearing so many different points-of-view really opens your eyes up and makes you say, "Wow! The world really isn't about just me." These experiences inspired me to change my major to International Business because I learned how people from different places can connect and make a change or solve a problem.

Jenna is a freshman at Shenandoah University playing Division 3 field hockey and studying International Business and Environmental Science.



Honorees

2013 Bill of Rights in Action Awards

Each year, the CRFC Board of Directors gives the Bill of Rights in Action Award to individuals and organizations who, because of their professional commitment and community involvement, provide exemplary models of citizenship for our nation's young people. In 2013, CRFC honored

- **Accenture**
- **The Stuart Family Foundation**

2013 Law-Related Education Teachers of the Year

The Barbara O'Donnell Law-Related Education High School Teacher of the Year

Elizabeth Robbins (top left),
John Hancock College
Preparatory High School, Chicago

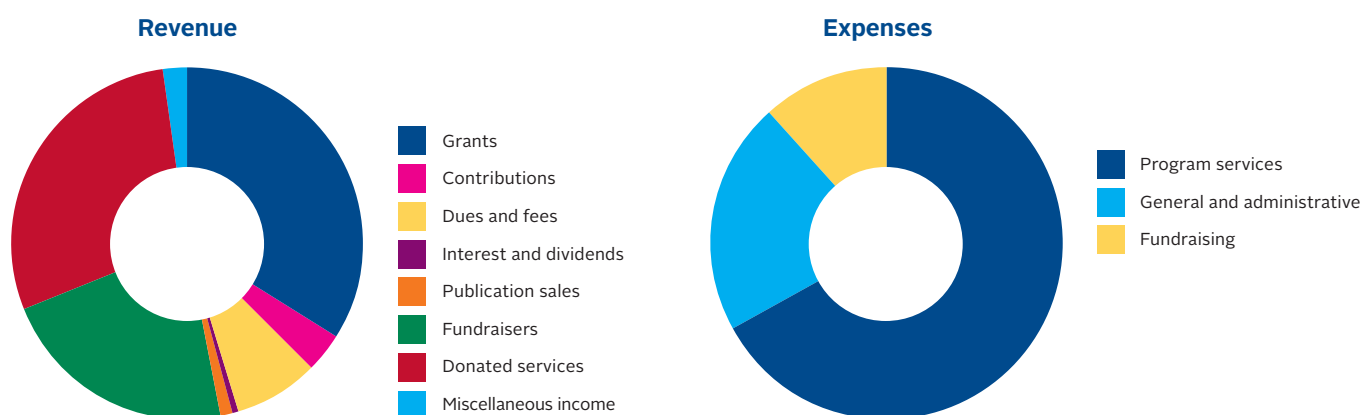
The Edward J. Lewis II Law-Related Education Elementary Teacher of the Year

Paul Kanelos (bottom right),
Evergreen Middle Academy, Chicago



Statement of Activities (Years ended December 31, 2013 and 2012)

Constitutional Rights Foundation Chicago	2013			2012		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
Revenue						
Grants	—	\$335,563	\$335,563	\$1,197,657	—	\$1,197,657
Contributions	\$32,728	—	32,728	59,015	182,500	241,515
Dues and fees	82,988	—	82,988	130,605	—	130,605
Interest and dividends	142	—	142	366	76	442
Publication sales	1,286	—	1,286	51,026	—	51,026
Fundraisers	219,599	—	219,599	229,145	—	229,145
Donated services	285,600	—	285,600	296,850	—	296,850
Miscellaneous income	1,646	—	1,646	—	—	—
Net assets released from restrictions	316,158	(316,158)	—	256,928	(256,928)	—
	940,147	19,405	959,552	2,221,592	(74,352)	2,147,240
Expenses						
Program services	833,177	—	833,177	1,760,301	—	1,760,301
General and administrative	265,590	—	265,590	253,730	—	253,730
Fundraising	144,621	—	144,621	166,107	—	166,107
	1,243,388	—	1,243,388	2,180,138	—	2,180,138
Revenue over (under) expenses	(303,241)	19,405	(283,836)	41,454	(74,352)	(32,898)
Realized and unrealized gains (losses) on investments	49,689	57,038	106,727	42,807	52,555	95,362
Increase (decrease) in net assets	(253,552)	76,443	(177,109)	84,261	(21,797)	62,464
Net assets						
Beginning of year	800,281	870,099	1,670,380	716,020	891,896	1,607,916
End of year	\$546,729	\$946,542	\$1,493,271	\$800,281	\$870,099	\$1,670,380



These financial statements were abstracted from the organization's December 31, 2013 financial statements, which were audited by Ringold Financial Management Services. Because the information does not include all disclosures required by the U.S. generally accepted accounting principals, it does not purport to present the organization's financial condition or results. A copy of the audited financial statements will be provided upon written request to the organizational office.

Funders & Contributors

Thank you to our supporters, without whom CRFC could not do its vital work. Your investment ensures that children and teachers have access to high-quality civic education that strengthens democracy one classroom at a time.

\$50,000 and over

Robert R. McCormick Foundation
Polk Bros. Foundation
Stuart Family Foundation
U.S. Department of Education

\$25,000 - \$49,999

Brinson Foundation

\$10,000 to \$24,999

Accenture
Chicago Bar Foundation
Chicago Public Schools
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\$5,000 to \$9,999

The Baila Foundation
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Martin T. O'Donnell
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Jeffrey R. Tone
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Up to \$1000

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Kathy Bell
Eugene H. Bernstein
Paul P. Biebel, Jr.
Mary Bird-Murphy
Lawrence Blum
Marianne Guerrini Boe
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