

2019 Annual Report

JULY 1, 2018 - JUNE 30, 2019

Our Mission Reading Power is an independent, individualized literacy program tutoring children in prekindergarten through second grade. Working in partnership with underserved schools, one-to-one tutoring is provided to children during the school day.

Our mission is to accelerate children's literacy learning and to develop in them a love of reading and writing. We believe that all children deserve to reach their intellectual potential.

www.readingpowerinc.org

Volunteer
tutoring led
by reading
professionals in
North Chicago
and Zion, Illinois
and Beaufort,
South Carolina

12,970
HOURS
TUTORING

Reading Power
students received

17,540

ONE-TO-ONE
TUTORING
SESSIONS

WE TUTORED

505

Prekindergarten,
Kindergarten,
First and Second
Grade Students

3,448

students tutored since

2003

Powered by

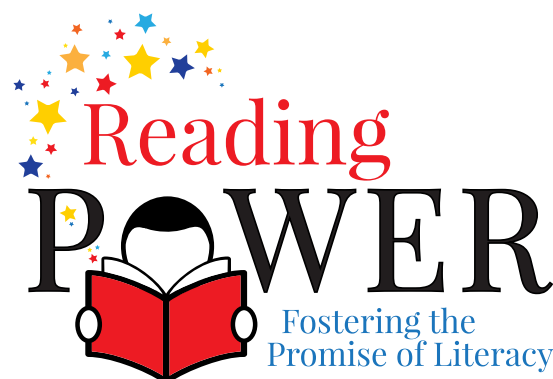
254

TUTORS

and 13
professional staff

Fostering the Promise of Literacy

Learning to read is a complex process where a one-size-fits-all approach is not effective for the diverse needs of learners. Reading Power volunteer tutors and staff provide individualized instruction to students helping them on their journey to literacy success. Tutors and students form positive, trusting relationships which research proves has a positive impact on student achievement.



A Note from our CEO

“Confidence: a feeling of self-assurance arising from one’s appreciation of one’s own abilities or qualities.”



Struggling readers often lack confidence, and that lack of confidence can seep into other aspects of learning and life. When children struggle to read, their access to knowledge is denied. Their shoulders may slump. They may act out in frustration or eventually give up on learning altogether.

Early childhood education is a delicate time, when opinions about learning and one’s own abilities are formed. For many children who continue to struggle to read, their futures are nearly determined for them. Statistics show that two thirds of children who are not reading at grade level by fourth grade will end up in jail or on welfare.

Fortunately, many struggling young readers are able to get the help they need through Reading Power tutoring. Through research-based instruction and relationships with caring tutors and staff, students gain confidence in themselves and begin to arrive at Reading Power with heads high, chests out, ready to learn.

“My students were more confident readers as the end of the year approached,” commented one teacher. “Their self-esteem improved as well as their willingness to push themselves.”

These incremental steps translate into academic growth. Studies show that proficient third-grade readers are nearly five times more likely to graduate high school than their peers with below-basic reading skills.

In the past 16 years, Reading Power has changed the educational journeys of nearly 3,500 children. Our kind and patient tutors and staff have nurtured and fortified young minds, boosted their confidence, and opened the doors to learning that childhood literacy provides. None of this would be possible without the generous support from donors and volunteer tutors. On behalf of Reading Power students, we thank you.

But our work is not done; there are still many children who need the life-changing interventions that Reading Power provides. We look forward to continuing to grow our program so that we can bring reading success to more students.


Thank you for your support and for helping us to foster the promise of literacy.

A handwritten signature in black ink, reading "Kathryn McFarland".

Kathryn McFarland, PhD
Chairman and CEO

Our Programs

Kindergarten through second grade students who score below the 25th percentile on a universal screener are Reading Power's target population for one-to-one interventions.

 ur curricula use a combination of highly successful teaching methods addressing all aspects of literacy. These include repeated readings of authentic texts, comprehension strategy instruction, fluency, writing, problem solving, word work, and phonemic awareness.

Without our early one-to-one interventions, the students we tutor might continue to struggle and remain below established benchmarks identified for academic success.

Reading Power programs are delivered by highly trained volunteers under the guidance of educational professionals. The

individual attention students receive from caring adults is a key component of our program's success.

Reading Power offers three unique programs targeted by age and development. The focus of the prekindergarten program is oral language development through high-quality literature and conversation. Throughout the school year, tutors are in the classrooms two to three times per week reading to children, sharing rich conversations, and fostering a love of literacy.

Kindergarten through second grade students who score below the 25th percentile on a universal screener are Reading Power's target population for one-to-one interventions. Kindergarten students

receive 20-minute tutoring sessions three days per week to develop early literacy skills for reading and writing. First and second grade students are tutored for 35 minutes, three to five days per week in a one-to-one setting. Each student reads books at his or her instructional level and writes a story (sentence) in response to what was read. A standard lesson plan is used for each session and is individualized daily for each student.

To evaluate the effectiveness of our programs, the growth of tutored students is compared to the growth of their non-tutored classmates using universal assessments administered to all kindergarten, first, and second grade students at the beginning and end of the year.

Impact and Accomplishments 2018-2019

KINDERGARTEN, FIRST AND SECOND GRADE STUDENTS

AUTHORED AND ILLUSTRATED
102 Books and Letters

RECEIVED INDIVIDUAL,
ONE-TO-ONE TUTORING
12,325 Sessions

READ, DISCUSSED AND SHARED
37,160 Books

PREKINDERGARTEN STUDENTS

HEARD, DISCUSSED AND SHARED
19,379 Books

RECEIVED INDIVIDUAL,
ONE-TO-ONE TUTORING
5,215 Sessions

EXCHANGED
11,573,520 Spoken Words

Accelerated Learning

The Reading Power curricula accelerate the learning of the students in the program. Over the past six years, our first and second grade students have shown three to five times more growth in reading fluency than non-tutored students, and 2018-2019 was no exception. Kindergarten tutored students had more than twice the gains in 2018-2019 when compared to non-tutored students.*

This accelerated growth through our individualized tutoring program is necessary to provide students with crucial, early literacy intervention *in addition* to their quality classroom instruction. Research tells us that students who read

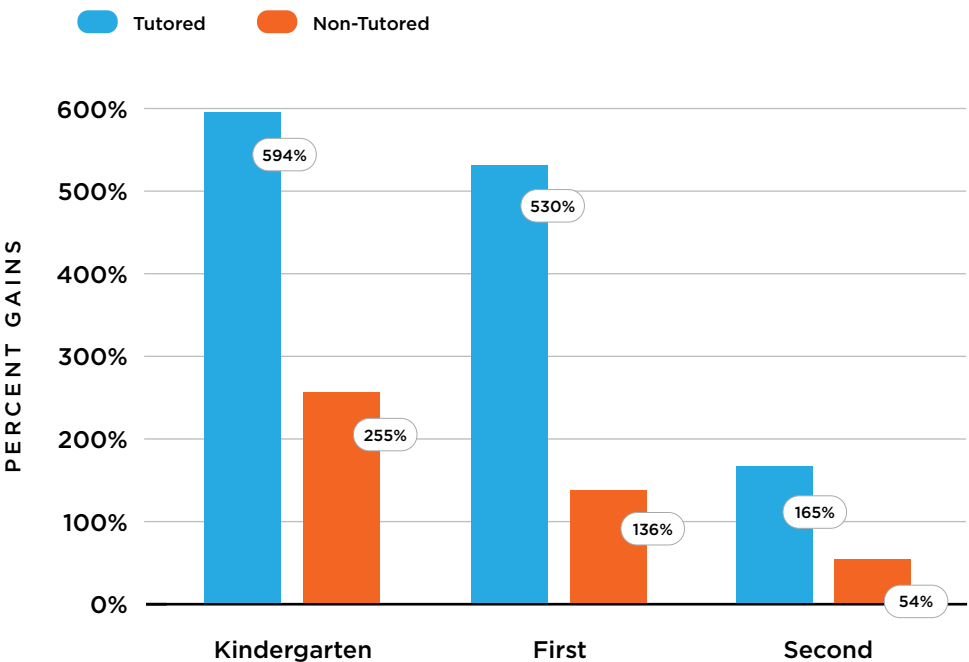
30 minutes or more per day make the greatest gains in achievement.¹ Reading Power’s 35-minute, first and second grade lessons provide that essential reading time for the students who need it most. In order to progress, they need to be reading at their independent and instructional levels giving them the best chance to grow. This one-to-one intervention is individualized and increases learning time and intensity for each child.

The additional Reading Power support provides an opportunity for students to accelerate their learning and enjoy the text they encounter. According to Gardiner (2005)², reading is a skill that students

must come to enjoy; otherwise, it can impede their overall education. Children’s enjoyment of reading affects their reading success through all grade levels and into adulthood. With the support of Reading Power, they can become proficient problem solvers, confident learners, and reach their intellectual potential.

“I adored the three kids I worked with and am so proud of their growth.”

Comparison of Gains 2018-2019



¹ Allington, R. (2011). *What Really Matters For Struggling Readers: Designing Research-Based Programs*, 3rd Edition, London: Pearson

² Gardiner, S. (2005). Building student literacy through sustained silent reading. Alexandria, VA: Association for Supervision and Curriculum Development.

* Kindergarten growth cannot be compared to prior years since a new assessment tool was utilized based on District 187 requirements.

Prekindergarten

“We are extremely grateful for the connections that have been formed with the students. They love to read, and it warms our heart to see the tutors create such a strong bond with students. The one-to-one time they give the children is very special.”

CAT HABERCAMP, GREEN BAY EARLY CHILDHOOD CENTER

The effectiveness of our prekindergarten program is assessed through a measure of words spoken³ and books read to our youngest Reading Power students. According to Roskos⁴, et al. (2009), “for children with too little exposure to and development of oral language, learning to read and write is very hard” (p. 2). Often children living in high-poverty areas have fewer oral language opportunities and have less exposure to the type of language used in books and school materials than their more affluent peers.

The Reading Power prekindergarten tutors work to provide additional, rich oral language experiences for our North Chicago students up to three mornings per week throughout the school year. In North Chicago, Illinois we target the entire prekindergarten student population to receive one-to-one tutoring, and in Beaufort, South Carolina, we target four-year-old students recommended by the classroom teacher.

The goal of the prekindergarten program is to foster the growth of each child’s oral language and to develop their listening comprehension and love of books. This is accomplished through rich conversations and reading engaging books to the children. One-to-one interactions with trained tutors make books and



conversations come alive in an authentic way. The prekindergarten program complements the programs Reading Power offers to students in kindergarten to second grade.

At Green Bay Early Childhood Center in North Chicago, tutors worked individually with 202 three-, four-, and five-year-old prekindergarten children, expanding to 12 of 15 classrooms. Children were seen during the classroom “choice time.” The children were tutored an average of 17 sessions for five to 15 minutes each.

At Joseph Shanklin Elementary School in Beaufort, our founder, Dr. Mary Jane Hender, has established a prekindergarten

program for four-year-old children. Sixty children from three classrooms received approximately 30 20-minute sessions each. Each lesson targets oral language development and listening comprehension, followed by creating a sentence based on the text read. Reading Power donated books for classroom libraries, the school library, and to each child in the school.

The focus of both programs is to joyfully engage in reading and conversation. In total, our prekindergarten tutors read and discussed 19,379 books and exchanged a total of 11.6 million words with students in 5,215 individual sessions.

³ <http://www2.ed.gov/programs/readingfirst/2008conferences/language.pdf>

⁴ Roskos, K.A., Tabors, P.O., Lenhart, L.A. (2009). *Oral Language and Early Literacy in Preschool (2nd ed.)*. United States of America: International Reading Association.

Kindergarten



The goals for tutored kindergarten students are to develop story listening skills, to increase alphabet and letter/sound knowledge, and to strengthen phonemic awareness (the ability to discriminate between individual sounds). All of this is accomplished while fostering a love of literacy. These early skills are the main predictors of first grade reading success. The ISEL (Illinois Snapshot of Early Literacy) is an

individually administered assessment of a student's early literacy knowledge.

Four subtests of the ISEL are administered:

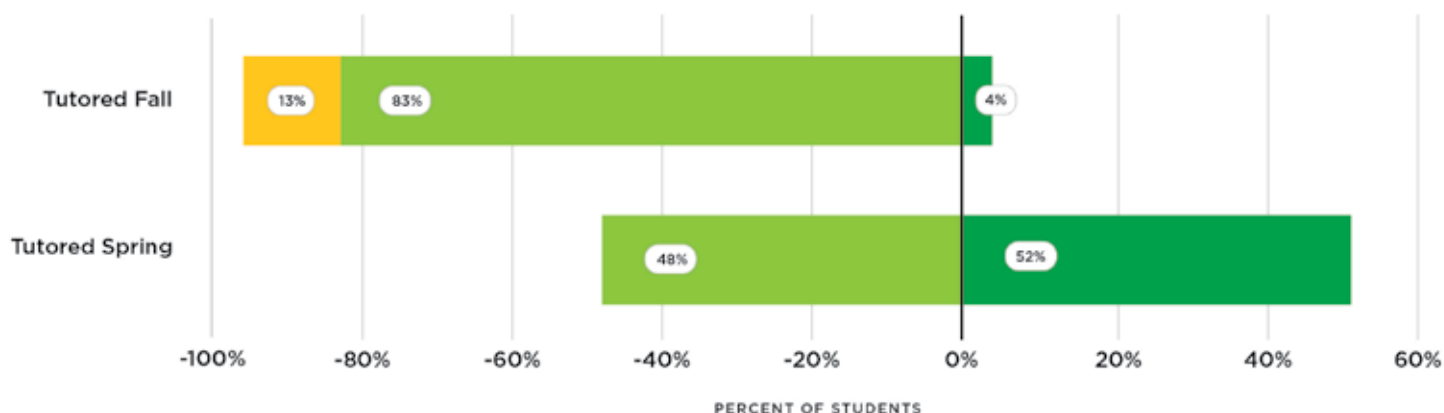
- Alphabet Recognition
- Story Listening (for Comprehension and Vocabulary)
- Letter Sounds
- Developmental Spelling

The sum of the student's scores from these subtests make up the composite score (128 possible points). Comparing the average ISEL scores of tutored students from Fall to Spring highlights the progress made by Reading Power students. The average score in Fall, 54.7, rose to 99.7 in Spring, nearly meeting the ISEL target score of 100 for Spring. All Reading Power tutored students approached or met the end-of-year target in the 2018-2019 school year.

Kindergarten ISEL Results Fall to Spring 2018-2019

● <30 (Did not meet)
 ● 30-99 (Approached)
 ● >100 (Met)

ISEL (ILLINOIS SNAPSHOT OF EARLY LITERACY) SCORE



This is a zero-based graph. The percentage of students Ready for the Next Level are shown to the right of the zero line. The percentage of students in other levels are shown to the left of the zero line.

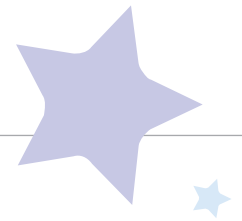


In a test that measures fluency in letter/sounds and word reading fluency, (the AIMS Web LWSF), Reading Power students began the year with an average score of 4.9, increasing to 34 in Spring. Non-tutored students had an average Fall score of 8.8, increasing to 31.2 in Spring.*

This growth rate of Reading Power students was more than double of their non-tutored classmates. More than 70 percent of Reading Power students approached or met the fluency target on this measure.

Kindergarten LWSF Scores 2018-2019

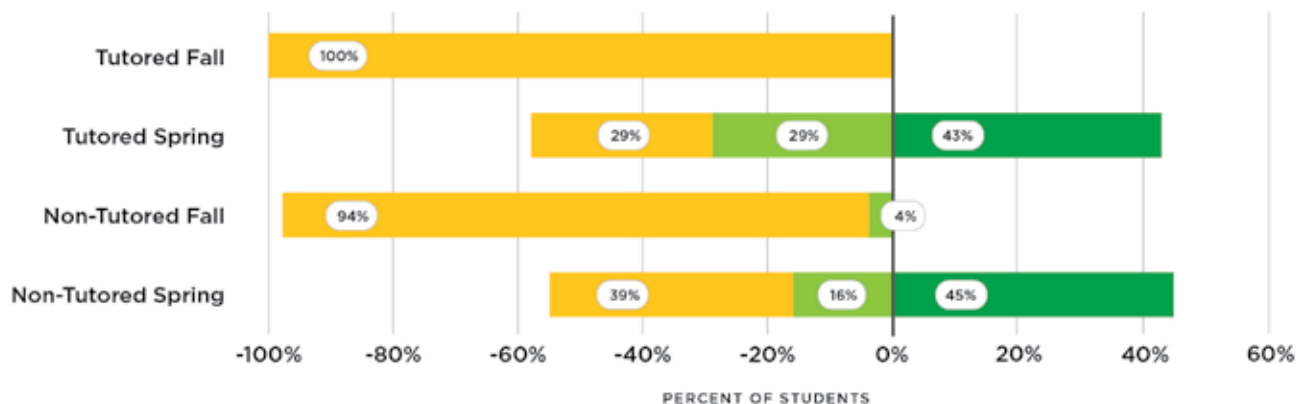
	FALL	SPRING	AVERAGE GAIN	PERCENT GAIN
TUTORED	4.9	34.0	29.1	594%
NON-TUTORED	8.8	31.2	22.4	255%



Kindergarten LWSF Results Fall to Spring 2018-2019

■ <27 (Did not meet)
 ■ 27-35 (Approached)
 ■ >35 (Met)

LWSF (LETTERS WORD SOUND FLUENCY) SCORE



This is a zero-based graph. The percentage of students Ready for the Next Level are shown to the right of the zero line. The percentage of students in other levels are shown to the left of the zero line.

*Tutored students with more than 50 sessions were included in the analysis.

Oral Reading Fluency

To analyze the impact of Reading Power's literacy intervention with first and second grade students, an oral reading fluency measure is administered in the Fall and Spring to all first and second grade students. Fluency – the ability to read with appropriate accuracy, rate, and expression – is considered a reliable indicator of the reader's ability to integrate the main facets of reading: print skills, comprehension, and vocabulary. The oral reading score is the average number of words read correctly per minute (WRCM) in three separate grade-level reading passages.



First Grade

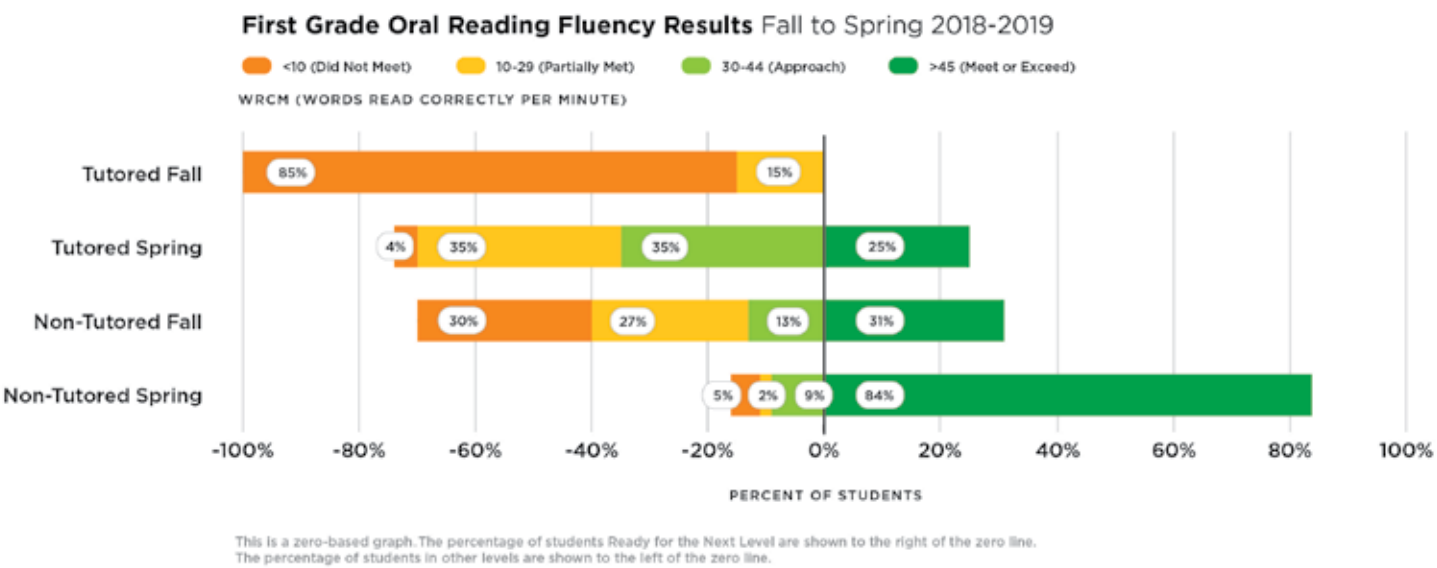
According to national fluency norms (Barr, Blachowicz, Bates, 2013), the target (50th percentile) for the Spring oral reading rate is between 48–74 correct words per minute. Results of the first grade fluency measure administered in the Fall and Spring show that Reading Power students made remarkable growth toward grade-level proficiency. More than 50 percent of tutored students met or approached this target score.

At the start of the year, tutored students were reading an average of five words read correctly per minute; by the end of the year, they were reading an average of 34 words correctly per minute.* This represents a 530 percent increase in the average gain for tutored students. Non-tutored students increased their average score by 136 percent. Overall, our first-grade students made about four times the reading gains when compared to their non-tutored classmates. Sixty percent of tutored students approached, met or exceeded Spring targets.

First Grade Oral Reading Fluency 2018-2019

	SEPT (WRCM)	MAY (WRCM)	AVERAGE WORD GAIN	PERCENT GAIN
AVERAGE WORDS READ CORRECTLY PER MINUTE IN GRADE LEVEL TEXT				
TUTORED	5.4	34.0	28.6	530%
NON-TUTORED	31.9	75.3	43	136%

“I had challenged my first grader’s fact that octopi were nocturnal as we worked on his book. When I had to admit I was wrong, the smile on his face was priceless.”



*Tutored students with more than 60 sessions were included in the analysis.

Second Grade

According to national fluency norms (Barr, Blachowicz, Bates, 2013), the target (50th percentile) for the Spring oral reading rate is between 77-131 words read correctly per minute. The results of the second grade fluency measures administered in the Fall and Spring show that Reading Power students made remarkable growth towards grade-level proficiency. Sixty percent of tutored students met or exceeded this target score.

In September 2018, 75 percent of tutored students had fluency rates of less than 25 words read correctly per minute – well below the Fall target score of 49.* By May 2019, this number dropped to 4 percent,

with 75 percent of tutored students either meeting or closely approaching the Spring target score of 89 correct words per minute. Another 21 percent of tutored students actually exceeded the Spring target, scoring above 90 correct words per minute.

Reading Power students' average score rose 165 percent over the course of the year, whereas non-tutored students' average score rose 54 percent. In summary, second grade Reading Power students made three times the reading gains when compared to their non-tutored classmates. Sixty percent of tutored students approached, met or exceeded Spring targets.

“Seeing Alison jump up several levels the last two months was amazing. It was like the ‘reading switch’ in her brain flipped to ‘on’ and she became a ‘reader.’”



Second Grade Oral Reading Fluency 2018-2019

	SEPT (WRCM)	MAY (WRCM)	AVERAGE WORD GAIN	PERCENT GAIN
AVERAGE WORDS READ CORRECTLY PER MINUTE IN GRADE LEVEL TEXT				
TUTORED	23.60	62.5	38.90	165%
NON-TUTORED	67.06	103.24	36.18	54%

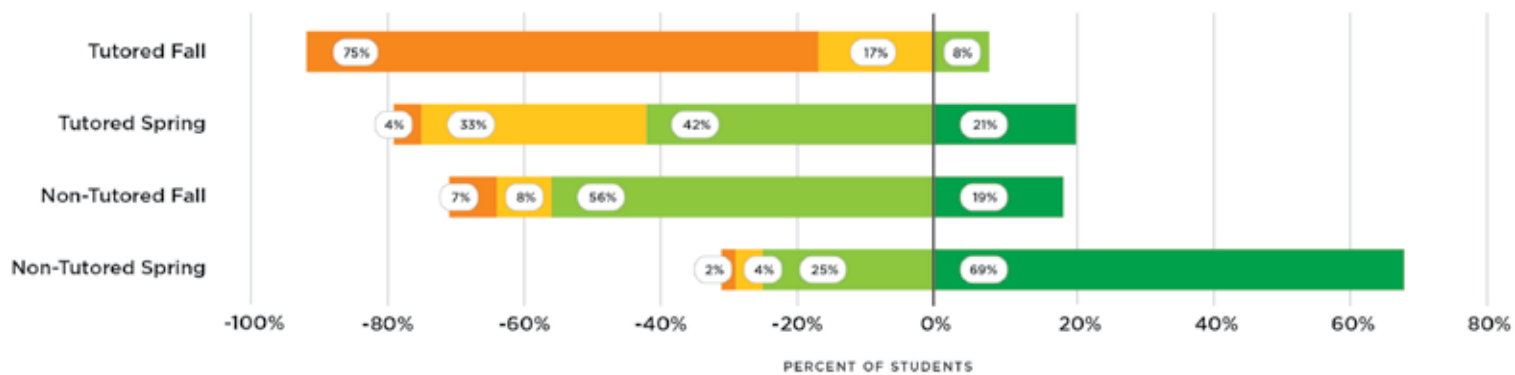
*Tutored students with more than 60 sessions were included in the analysis.



Second Grade Oral Reading Fluency Results Fall to Spring 2018-2019

■ <25 (Did not meet)
 ■ 25-49 (Partially Met)
 ■ 50-89 (Approached)
 ■ >90 (Met or exceeded)

WRCM (WORDS READ CORRECTLY PER MINUTE)



This is a zero-based graph. The percentage of students Ready for the Next Level are shown to the right of the zero line. The percentage of students in other levels are shown to the left of the zero line.

Population Served

In 2018–2019, Reading Power tutored children in North Chicago and Zion, Illinois, and Beaufort, South Carolina. These communities reflect Reading Power’s mission to offer programs in underserved districts in which less than 50 percent of third grade students meet reading benchmarks.

According to the most recent U.S. Census data, 41.9 percent of North Chicago families with children under the age of five are living below the national poverty level. In Beaufort, the percentage is 22 percent⁶. Although living in poverty does not cause language impairment in all students, “Children from low-income families have been shown to have limited input, in terms of volubility and quality, when compared to children from wealthier families, and these differences have been linked to delayed language abilities” (Roseberry-McKibbin, 2012, p. 5)⁷.

Population Overview⁵

	NORTH CHICAGO	ZION	LEARN	ILLINOIS
BLACK (%)	36	41	39	17
HISPANIC (%)	54	47	22	26
WHITE (%)	10	12	39	57
LOW-INCOME (%)	92	84	43	49
MOBILITY (%)	17	14	23	7
APPROACH OR MEET THIRD GRADE READING STANDARDS (%)	32	32	38	61
STUDENTS	3,558	2,697	-	N/A
INSTRUCTIONAL SPENDING PER STUDENT (\$)	8,483	7,263	8,483	8,024



“The Steans Family Foundation has worked with the team at Reading Power for a number of years. Their program has provided essential services for hundreds of North Chicago students struggling with reading in the early grades. What’s more, they have done this with exemplary care and passion as well as meticulous attention to detail and data. Reading Power has been a great partner in our collective effort to increase opportunities for young people in Lake County.”

EVAN WESTERFIELD, EXECUTIVE DIRECTOR,
STEANS FAMILY FOUNDATION

⁵ All district statistics are from the Illinois School Report Card (2016–17): <https://www.illinoisreportcard.com/District>.

⁶ <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

⁸ <http://www.asha.org/uploadedFiles/Poverty-Homelessness-Childrens-Oral-Literate-Language.pdf>

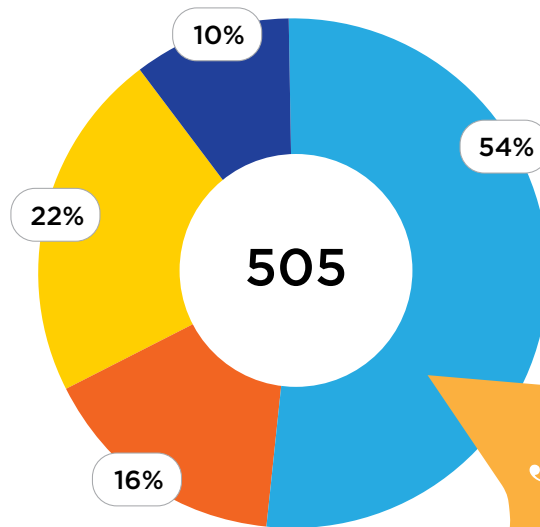
⁷ <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

Students

In 2018–2019, Reading Power’s volunteer tutors and professional staff provided one-to-one literacy tutoring to a total of 505 students. Reading Power served students at Green Bay Early Childhood Center, Forrestal Elementary, Evelyn Alexander Elementary School, and Learn 10 Charter School in North Chicago District 187; Beulah Park Elementary School and Shiloh Park Elementary School in Zion District 6; and Joseph Shanklin Elementary School in Beaufort, SC. The breakdown of students by grade appears in the chart.

Students Tutored 2018-2019

Prekindergarten Kindergarten First Second



3,448
STUDENTS
TUTORED
SINCE 2003

“Getting to know the children and learning the best possible methods of teaching them were the highlights of tutoring for Reading Power.”

Students by Community

	NORTH CHICAGO DISTRICT 187							
	ALEXANDER AND FORRESTAL		LEARN 10 CHARTER		ZION		BEAUFORT	
	Students	Sessions	Students	Sessions	Students	Sessions	Students	Sessions
PREKINDERGARTEN	202	3,541	N/A		N/A		60	1,674
KINDERGARTEN, FIRST, AND SECOND	171	8,817	23	1,225	49	2,275	N/A	

Tutors

Our volunteer tutors and professional staff are a diverse group of dedicated, educated, and passionate individuals. They come from all walks of life and share a love for reading and children.

Tutors report high satisfaction with the tutoring experience. In a recent survey, 99 percent of tutors responding said they would recommend Reading Power to a friend or colleague. A total of 254 tutors volunteered under the guidance of 13

professional staff members to support our students. Our volunteers contributed nearly 13,000 hours in 17,000+ one-to-one tutoring sessions. Tutors commit to one morning or afternoon per week and instruct the same three to four students each week.

“Developing a relationship with my three kids and watching them grow was my favorite part of the whole experience! My second favorite part was getting to know the other tutors and Reading Power staff!”

12,970
VOLUNTEER
HOURS

254
TUTORS

Highlights

15th Anniversary Success

On October 18, 2018, Highland Park Country Club was abuzz with positive energy as more than 360 Reading Power fans and their friends gathered for an elegant evening to celebrate our 15th anniversary. The evening included a lively reception, a delicious dinner, and a moving program of speakers, including the Poet Laureate of Mississippi Beth Ann Fennelly and former Reading Power student Justin Hartley. The event raised more than \$200,000 and introduced us to 120 new supporters!

Record Year of Fundraising

Thanks to our generous donors and supporters, Reading Power is able to expand its programming to serve more children, per our five-year strategic plan.

Program Expansion

Program expansion continued in the 2018–2019 school year. Reading Power opened a classroom at LEARN 10 in North Chicago and received positive feedback from school administrators and teachers. In February 2019, Reading Power opened a new classroom in Zion at the Shiloh Park Elementary School to rave reviews. In total, Reading Power operated classrooms in seven sites in 2018–2019. We continue to invest in professional education for our staff through attendance at educational conferences and through book study.

Family Engagement

Reading Power continued to hold events to engage family members of children in the schools we support, beginning with Open Houses for parents held at each of our classrooms at the beginning of the year.

In coordination with the Zion Public Library, Reading Power sponsored a **Library Night** and provided new books to all children who attended.

Family Literacy Night at the Green Bay Early Childhood Center in North Chicago was a highlight for children and staff alike! As a primary sponsor, Reading Power provided drinks and snacks for the kids and educational materials about family literacy for the adults. Most importantly, Reading Power gave each child in attendance a new book in either English or Spanish.

Later in the year, Reading Power held a **Parent Workshop on Kindergarten Readiness** for all families at the Green Bay Early Childhood Center, reportedly the highest attended parent workshop at Green Bay. Each child was given a new book (in either English or Spanish) to keep at home.

Throughout the year, our dedicated staff and tutors held holiday parties and end-of-year celebrations in the classrooms. The highlight for students in every classroom was Author's Day in which they shared a book, story or letter they had written. In all, Reading Power students presented 102 works to their peers and tutors.

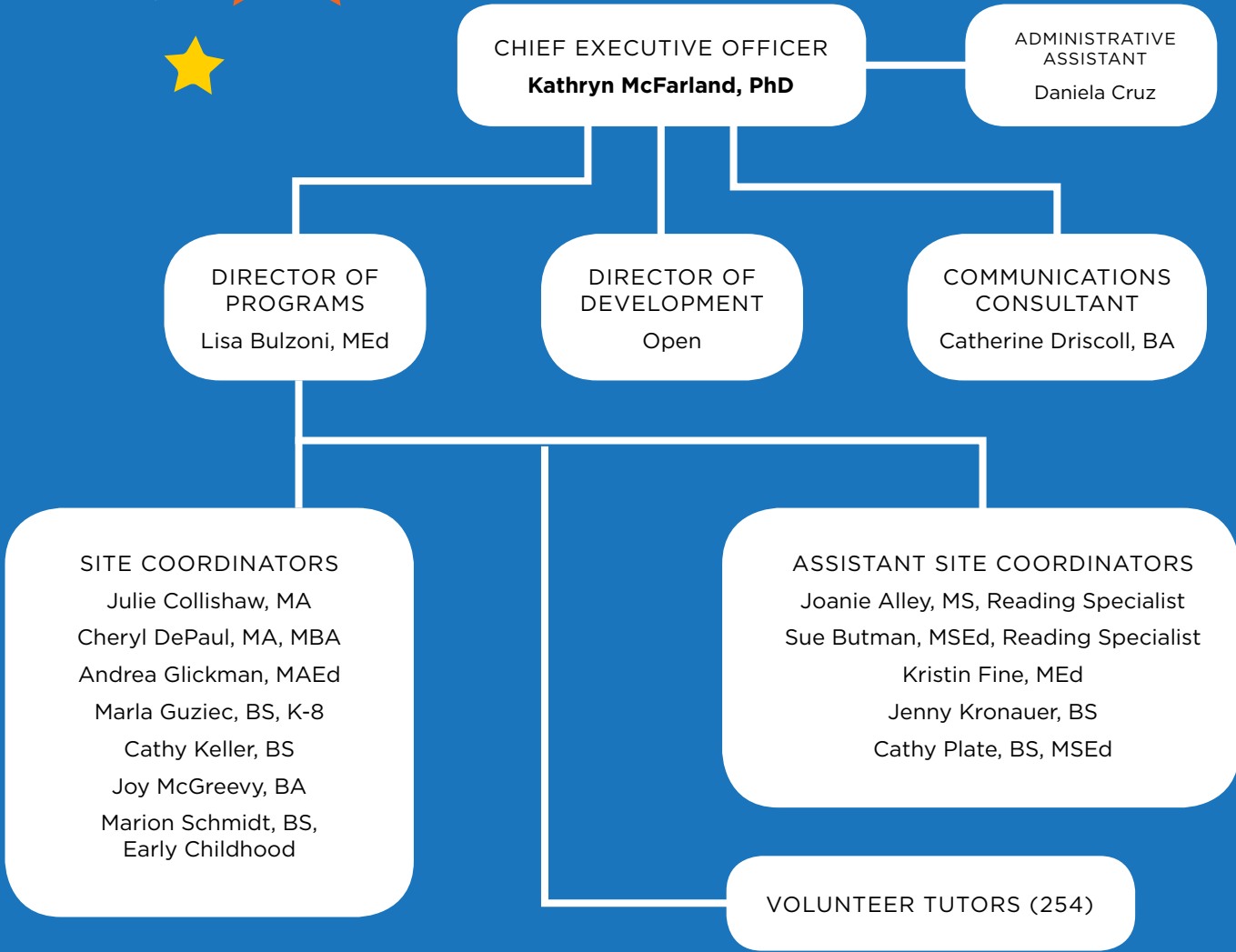


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Financial Operations Report

The Financial Operations Report for Reading Power, Inc. covers the activities from July 1, 2018 through June 30, 2019.

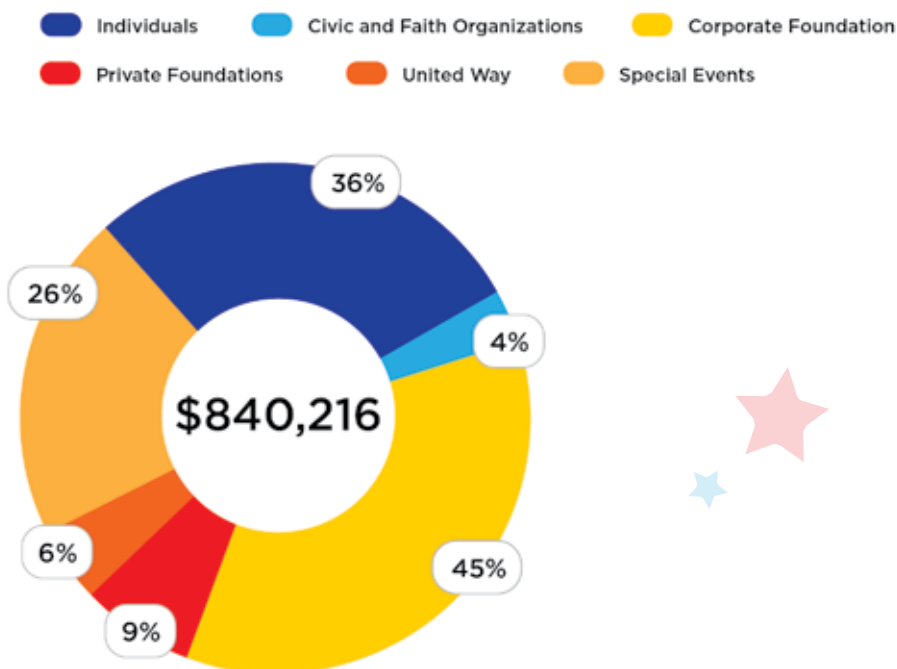
Support and Revenue:

Contributions increased in 2019 by \$209,166 from the prior year. Special events income was \$214,769. Individual receipts decreased by \$109,922 due to the event. Receipts from civic and faith-based organizations and United Way increased \$10,320. Receipts from corporate and private foundations increased \$89,984 due to additional grants awarded. Investment income increased \$3,965 from improved cash management.

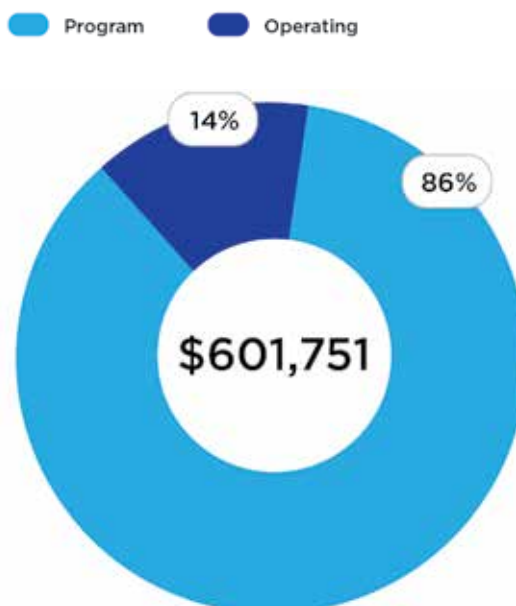
Operating and Supporting Activities:

Reading Power's total expenses for 2019 increased by \$108,275 from the prior year. Program salaries and benefits and program expenses increased \$109,628 due to program expansion and program enhancements. Operating expenses decreased by \$1,353.

Revenues 2019



Expenses 2019



Statement of Financial Position



Assets

Cash and Equivalents	\$250,055
Receivables	2,500
Investments	316,369
Total Assets	\$568,924

Liabilities

Accrued Liabilities	\$0
Total Liabilities	\$0

Net Assets

Unrestricted	\$ 563,518
Temporarily Restricted	5,405
Total Net Assets	\$568,924
Total Liabilities & Net Assets	\$568,924



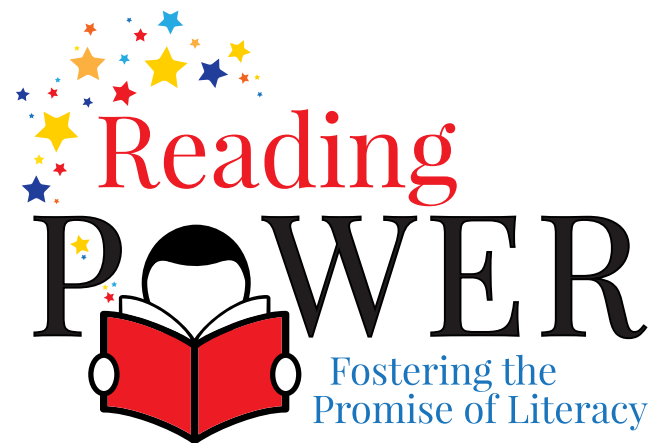
Statement of Activities and Changes in Net Assets

SUPPORT AND REVENUE

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Contributions and Grants	\$629,695	\$5,405	\$0	\$635,101
Other Revenue	1,405	\$0	\$0	1,405
Total Support and Revenue	\$631,100	\$5,405	\$0	\$636,506

Program and Operating Expenses

Program Expenses	\$409,871	\$0	\$0	\$409,871
Operating Expenses	83,605	\$0	\$0	83,605
Other Expenses	473	\$0	\$0	\$0
Total Program and Operating Expenses	\$493,949	\$0	\$0	\$493,949
Change in Net Assets	\$137,151	\$5,405	\$0	\$142,556



Lifetime Giving Societies

Sustaining Partner (Over \$200,000)

AbbVie Foundation
First Presbyterian Church of Lake Forest
Gorter Family Foundation
United Way of Lake County

Benefactor (\$75,000 to 199,999)

Anonymous
Discover Financial Services
FDC Foundation
Grainger Foundation
Mary Jane and George Hender
Diane Quinn
Stuart Family Foundation
WMS Gaming

Sponsor (\$30,000-74,999)

Abbott Fund
BMO Harris Bank
Clarissa Chandler
CME
Francie Comer
Employees Community Fund of The Boeing Company
Connie and Robert Hickey
Hunter Family Foundation
Karol and Bob Karlblom
Lake County Community Foundation
Kathy and Bob McFarland
Eleanor and Robert Meyers
Molly Quinn Memorial
Mindy and Dave Mooney
Pelino Charitable Foundation
Beverly and Joseph Raudabaugh
Reichert Foundation
Anne and Christopher Reyes
Betsy and Andrew Rosenfield
Shields Township
The Church of the Holy Spirit

Leader (\$10,000-29,999)

Joanie and Steve Alley
Anonymous
Ann and Bob Bates
B. L. Bergman
Celebrate Life Foundation
Lorraine and Jim Chomko
Marilyn Cleff
Betsy and William Conrad
Beth and Graham Cook
Kathleen and James Cowie
Peg Determan and Lance Balk
Francie Downing
Tamara and Brian Gamache
Caryn and King Harris
IECA Foundation
Jelly Belly Candy Company
Sue and Herman Kanis
Kiwanis Club of Lake Bluff and Lake Forest
Marra and Ken Lochiatto
Kristen and Charlie Mills
Sally Morris
North Shore Gas
Rebecca Peebles
Linda and Larry Remensnyder
Arthur Reynolds Jr.
Robin and Sandy Stuart Foundation
Barbara and Robert Schmid
Nancy and Kevin Smith
Smith Research, Inc
Sunrise Rotary Club of Libertyville
The Anchor Foundation
The John R. Houlsey Foundation
Wendy and Thomas Watkins
Thomas Wood

Patron (\$5,000 to \$9,999)

Abbott Nutrition
Martha and Mark Arnold
B. L. Bergman Fund
Ann and Steve Bartram
Baxter Credit Union
Prue and Frank Beidler
Bill Bartholomay Foundation
Margot and Mark Bowen
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