

Dreams For Kids:

Measurement and Expansion Plan



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Samantha Dina
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Advisor: Richard Linowes,
Kogod School of Business
University Honors

Abstract:

The purpose of the “Dreams For Kids: Impact Framework and Expansion Plan” is to engage a nonprofit organization focused on youth empowerment and enable them to expand their innovative program offerings. The consulting plan outlines the necessary steps the nonprofit must take in order to scale up their operations, starting with the implementation of a monitoring and evaluation system. To create this capstone, there were weekly conference calls with the organization’s founder, and other stakeholder interviews

This paper is meant to be a strategic tool for the organization, as the recommendations were well-thought, compared against similar initiatives, and structured in cooperation with the organization’s president. The implications of this paper are meant to be extremely positive; allowing a small nonprofit with big ideas to enhance their program model and appeal to interested stakeholders enough to expand their reach and scale their impact.

Executive Summary:

Dreams For Kids is a nonprofit organization that is dedicated to empowering hard to reach youth. With their proven program model implemented in Chicago and now in Washington, DC, the organization is seeking expansion opportunities. This is a small not-for-profit organization with innovative ideas and a visionary leader yet lacks the capacity to expand at this moment.

Organizational History

In the suburbs of Chicago, Tom Tuohy grew up with his five siblings, raised by his strong and single mother. Although it was hard to make ends meet and the Tuohy family was definitely classified as low-income, Tom beat the odds that were stacked against him. He not only went to college and earned his degree but wanted to give back to his community. His mother helped him formulate the idea of starting an organization dedicated to impacting the lives of at-risk youth in the Chicagoland area.

In the winter of 1989, Tom and a group of his 12 friends visited a homeless shelter for children in Englewood, a low-income neighborhood of Chicago. This group brought presents to 54 children that were living at the shelter, in addition to a Christmas dinner. The shelter's owner told the group that prior to that event the children had no idea what Christmas was because there had never been enough money to celebrate. This event gave the children so much more than food for their empty bellies and presents for their empty rooms; it provided them a sense of hope that there are people in the world who care about them and are dedicated to help them succeed.

What started as a one-time giving event, has evolved into Holiday For Hope, celebrated in Chicago, DC and 30 other nations around the world. It is now the largest giving event in the DC area, with over thousands of gifts given to over 600 children last year.¹

After Holiday For Hope became an international success, one of the board members showed Tom Tuohy an article on an amazing boy, JJ, who was paralyzed due to a hockey accident. Tom really wanted to meet him and they eventually became very good friends. On a spring break trip to Mexico with JJ, Tom was able to witness the reactions of other people to JJ and his obvious disability, and how this and other limitations affected the way JJ saw the world. Although he was one of the most optimistic and kind-hearted people Tom had ever met, JJ was clearly disappointed and discouraged at times when his disability greatly hindered his ability to participate in activities of interest and have fun. Fortunately, after working out many logistics JJ was able to parasail during his spring break in Mexico. The pure joy on JJ's face when he was flying through the air indicated the newfound hope he had that if he could fly above the ocean in Mexico, his disability should not impair him from anything. Hence, the start of Dreams For Kids second signature program, Extreme Recess.

Extreme Recess is an innovative program for the physically and developmentally disabled youth, with the aim of showing them that there is no limit to what they can achieve, regardless of their specific disability. The majority of the programs run are adaptive athletic clinics, ranging from baseball to horseback riding to waterskiing. One of the core components of the program is the one-on-one volunteering system they use, meaning that every single disabled child is paired with their own volunteer buddy for the day. Tom Tuohy feels very passionate

¹ Tuohy, Tom. *Dreams for Kids: Changing the World, One Person at a Time*. Chicago, IL: Dream Vision Pub., 2010. Print.

about this model because after hanging out with JJ alone there is a deep bond formed that can form into a beautiful relationship, with each person learning so much from the other.²

Milestones

The most recent milestones of Dreams For Kids have greatly influenced the development plan for the organization in the future. In 2007, the Dream Leaders program launched in Chicago. The Dreams For Kids staff recognized the ability of young adults to identify social problems and develop creative solutions. This program seeks to cultivate leaders through leadership development, service learning projects and social entrepreneurship training.

Dreams For Kids started showing serious desires to expand with the opening of their second US-based branch in Washington DC in 2009. They are looking to open their first international branch in Toronto in 2012 and impact the lives of children around the world. The organization is relatively young yet has made some meaningful and lasting relationships over the past years of its existence and has already impacted the lives of 150,000 children in the United States.

Current Status

Dreams For Kids has a very strong foothold in the Chicago-area and is beginning to grow in DC as well. The organization realizes they have established and respected programs in the youth empowerment space but wish to impact more kids. The development of the Dream Leaders program was the start in restructuring the framework of the organization.

With the launch of the Dream Leaders program, Dreams For Kids has been contemplating an entirely new strategy and organizational structure. They see great potential in the Dream Leaders program and with the age of the internet, the staff at DFK believe that the

² "Dreams for Kids." *Dreams For Kids*. Web. 22 Apr. 2012. <<http://dreamsforkids.org/>>.

creation of an online portal and corresponding online resources will be the initial way to reach children across the nation and the world that, at the moment, they don't have the capacity to physically reach.³

The program started as a conference series called We The Change, held in the Chicago area in 2007. The two day conference was held for high school aged students in Chicago with the focus being how to become a better leader and create a positive change in your community. The students were led in many different activities that taught them about the critical issues that our world faces and participated in brainstorming sessions on how they can solve these problems. The main focus of the conference and the Dream Leaders program as a whole is in helping children to discover their own passions; whether it is music, movies, art, sports; and showing them how they can utilize that passion to impact society.

One of the past Dream Leaders already knew he had a passion and talent for music and the conference helped him to identify that he really wanted to impact the lives of handicap children in Kenya. At the conference, he came up with the idea to make a CD and the proceeds of his sales would be donated to help purchase wheelchairs for Kenyan children. After success stories such as this became frequent, it became apparent that the Dream Leaders concept was an innovative way to engage with the youth and solve problems. The program needed to be developed into an ongoing offering and should be accessible to as many youth as possible.

Dream Leaders will have a 20-week curriculum, with one module having a focus related to leadership development, service learning or social entrepreneurship every week. The program will begin with basic leadership development and really focus on helping the students discover their passions. Instead of traditional community service projects like serving soup at a kitchen or

³ Tuohy, Tom. "Interview with CEO of Dreams For Kids." Telephone interview. 23 Feb. 2012.

cleaning up a park, this program aims to identify what issue students are really passionate about impacting and then developing a project around that. The following modules will help them develop their vision statement and action plan and then launch right into social entrepreneurial skills such as how to finance a venture and effectively create a marketing strategy for it.

As it currently stands, the Dream Leaders program is not online but taught in a classroom setting. There are groups of 10-15 students of high-school age and they are led by a facilitator who is interested in youth development and positively impacting their community. Although there is a lot of value in the program when directed to hard to reach groups of youth such as those that are low-income or disabled, but the program is designed to ensure every student in the program, regardless of their background or ability, will greatly benefit from it.⁴

The organization is currently developing the online portal, which will be the main component of the Dream Leader program when it launches, hopefully during this year. The portal will have access to the 20-week curriculum and guide the students or classroom through the many activities and assignments that the curriculum provides for. The site, which may be called the Social Enterprise Institute, is being developed by professors at Northwestern University and Stanford University and upon completion of the program; each student will receive a letter of recommendation outlining their accomplishments. Access to the fifteen partner organizations and their corresponding projects and information will be on the portal to enable forging relationships with organizations representing many different impact areas, opening up many opportunities for service learning projects. Lastly, the online portal will serve as a fundraising platform, enabling each student to use the site to advertise for their given

⁴ "Dreams for Kids." *Dreams For Kids*. Web. 22 Apr. 2012. <<http://dreamsforkids.org/>>.

product or solution, and raise funds from the public in order to successfully implement their ideas.⁵

The plan is to develop Dream Leaders into the umbrella program of Dreams For Kids. By expanding the accessibility of this program to schools, organizations and students through the use of the online portal and resources, the goal is to cultivate leaders all around the United States, and eventually world, to create meaningful change in their communities. As the umbrella program of DFK, the hope is that by providing Extreme Recess and Holiday For Hope as options of great service learning projects for the Dream Leaders to plan, that they will also be started in towns across the nation and world.

Current Problems

As a project manager at Dreams For Kids for the past several months, I have been responsible for the creation and launch of the Dream Leaders program in the DC area. The job entailed producing outreach materials and establishing relationships with students, organizations and schools to attempt to create a pilot Dream Leaders program for the fall.

Lack of a clearly defined strategy

There were several roadblocks I encountered along the way and most can be attributed to a single problem: the lack of a clearly defined strategy for the Dream Leaders program. The initial vision was to offer the program as an afterschool option that would run once a week and would be led by facilitators. The role of facilitators was never clearly defined either and

⁵ Tuohy, Tom. "Interview with CEO of Dreams For Kids." Telephone interview. 23 Feb. 2012.

wavered between being ambitious and motivated high school students leading their peers or college students/young professionals that wanted to give back in their communities.

The outreach was directed toward past Dream Leader Conference participants, afterschool organizations, and administrators that were supported of Dreams For Kids in the past. The outreach strategy was clear but the follow up steps were not. If a positive response was received from any of these interested parties, different processes needed to be followed to turn this lead into a partner of the Dream Leaders program. Unfortunately, due to the lack of strategy especially in terms of how this program should grow and what goals were to be met, many potential leads fell through the cracks because there was no clear vision of how to turn them into partners. When the lead was a student, there were many additional steps that needed to be completed through the student and their school, and relying on a high-school student to form the partnership is neither fair nor effective. When attempting to enter directly through a school, although much more straight forward, precautions such as background checks, fingerprinting and even training courses needed to be taken before being able to implement the program.

Dreams For Kids is a well-connected nonprofit organization in DC and in Chicago due to the notability of the programs and the staff that work there. Throughout the course of creating the curriculum for the Dream Leaders program, there were many phone calls, coffee dates and meetings had with various influential people to foster strategic partnerships in the launch of the program. Compass Partners, Ashoka and The LeaderShape Institute all seemed on board to help with various aspects of the program, utilizing their expertise, knowledge and networks, however, there again was a lack of action plan to follow up with these organizations. These partnerships would have been extremely beneficial to the Dream Leaders program but there was no strategy in how to best incorporate them as partners, hence the current stagnant stage of the program.

Lack of staff capacity

As the DC office has only been running for 2 years and there is a new executive director running the organization, obviously there are going to be more obstacles to overcome than in the Chicago headquarters. However in launching a new program that is supposed to eventually evolve into the face of the organization, there needed to be a lot of support from headquarters for the Dream Leaders program. Although there were weekly phone calls and many email correspondences, there still existed a disconnect between the DC and Chicago office over the Dream Leaders program. The offices never seemed to be on the same page with the program and had different visions, with Chicago pushing for the online format while DC was formulating a plan to physically enter the schools. With only a few full time staff at each office, and the rest operated by unpaid interns, the ability to produce quality work and expand the reach is difficult with the turnover rate so high.

Roadblocks to Expansion

Lack of funding

Dreams For Kids, like most nonprofit organizations, struggles to offer high-quality programs and grow as an organization due to lack of funding. Currently, the organization is only funded by a supportive individuals and other organizations, its board members, and in-kind donations from corporations. In their current funding model, there is a severe lack of money to expand the reach of Dreams For Kids innovative programs.

When asked what the organizational weaknesses were, the Dreams For Kids produced a list containing the following answers: lack of aggressive fundraising by Executive Board, limited

foundation and corporate support relative to strength of programs and history of organization, lack of major fundraising events, such as an annual gala and celebrity golf outing, absence of regular community fundraising events, lack of a solid, well funded strategic plan, understaffed to handle current programs, IT needs, market and communications needs, and prepare for potential growth in local, national, and global markets, underfunded for administration and program growth, and lack of facility for programs and administration. With the exception of a few, the majority of these relate to a lack of funds to support the existing programs and organizational structure. The staff recognizes that they need more money to be able to sustain themselves and extend their reach, and they also are in need of a solid strategic plan.⁶

Recommendations

Create a measurement plan

Although when taking on this assignment, the intention was to create an organizational scaling up plan, upon further investigation, I recognized that there were some necessary steps to be taken before embarking on that endeavor.

In order to receive funding from corporations, government agencies, individuals, and foundations, there needs to be a plethora of information available for these prospective impact investors to assure them their money will be put to good use and create positive social change. These potential investors are now being held accountable more than ever due to the presence of many deserving nonprofit organizations, and the emerging field of impact measurement. These stakeholders are now looking for a social return on their investment as measured by various

⁶ *Dreams For Kids Business Plan 2011*. Rep. Chicago: Dreams For Kids, 2011. Print.

metrics depending on the organization. The Edna McConnell Clarke Foundation, which focuses on funding programs for underserved youth, outlines its three selection criteria as the following⁷:

- Compelling product: does the organization have empirical evidence of its program or service's impact on youth?
- Strong leadership and management: do the staff and board have a track record of achieving the organization's objectives, and do they have a vision of future growth?
- Commitment to Evaluation: is the organization measuring its performance and intent on evaluation and improving its outcomes?

The third criterion clearly indicates the importance of measurement and evaluation in the organization, but the first two also reference some form of measurement to prove the program model and team's success. Foundations, philanthropists and government agencies want to contribute to society in the most impactful way possible, and the organizations that can prove their model is the most effective and contributing the most to society through easy to understand measurements and progress reports is the most likely to receive funding.

Right now, the programs of Dreams For Kids are reaching "apparent effectiveness" but not yet "proven effectiveness". Apparent effectiveness is measured "through a systematic collection of quantitative and anecdotal outcome data, one can reach an initial assessment that a program likely is effective". There is always more children that want to get involved in the Dreams For Kids program offerings and often the programs are filled to capacity, leaving some not able to be served, but the popularity and apparent demand of the programs is not enough prove its effectiveness. Proven effectiveness is measured "through the use of a random assignment experimental research design, the impact of the program on service recipients has been verified

⁷ "Levels of Evidence." *Edna McConnell Clark*. Edna McConnell Clark Foundation. Web.
<<http://www.emcf.org/how-we-work/our-investment-approach/levels-of-evidence/>>

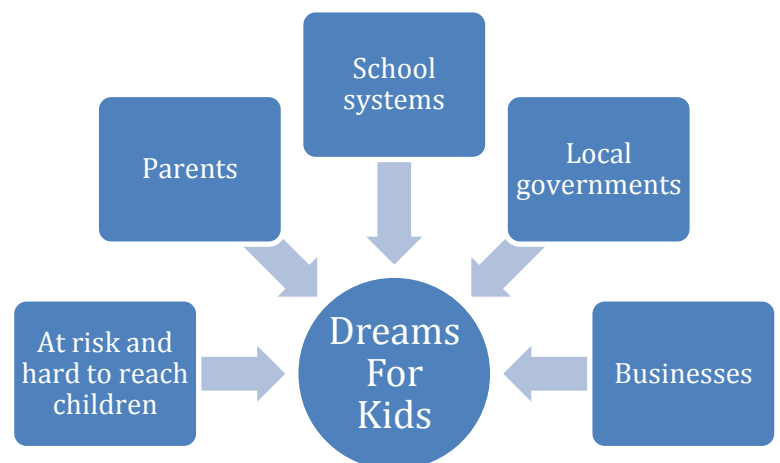
in a statistically significant manner”. Instead of anecdotal soft evidence, the numbers tell the story.⁸

But why is it important to have a proven model versus an apparent one? When looking for funding it is important to look at the situation as selling your impact as opposed to simply asking for funding. Dreams For Kids focuses on engaging youth, especially those that are at-risk or hard to reach, with its innovative programs. These programs creating lasting effects on the children, but affect more than just the children who participate. There are many other stakeholders in this value chain that should be interested in the success of these program offerings.

Identifying key stakeholders

Obviously the focus of all the efforts of Dreams For Kids is the kids, but surrounding these children are many other interested parties. The most notable would be the school systems and local governments where these children live. The Dream Leaders program seeks to cultivate children into integral educated problem solvers of society through its extensive curriculum and service learning opportunities. By entering right into a school or entire school system, the number of children reached is automatically much larger, magnifying the ability of the program to create an impact. The

Appendix 1: Key Stakeholders



⁸ Bailin, Michael. *Growth of Youth Serving Organizations*. Rep. Boston: Edna McConnell Clark Foundation, 2005. Print.

infrastructure of a school with established educators and rules makes it the ideal environment for the Dreams Leaders program to launch.

A school system that participates in this program would hope to see their children with a renewed interest in education and their future. The curriculum is already developed so it would save the already busy educators the work of integrating service learning and social entrepreneurship in the classroom, and allow for students to discover their own passions and apply those solving a community or societal problem. A school that is cultivating young social entrepreneurs who are creating positive social change in their society and have a renewed hunger for learning is a school that will receive not only recognition but also additional funding, enabling it to expand its own operations.

Businesses also have shown a vested interest in the Dreams For Kids programs for multiple reasons. In the era of corporate social responsibility, developing the local community is an essential role of companies to gain support of their potential customers. What better way to develop a community and earn a good reputation than by working with the disadvantaged youth? Other than mere publicity stunts, companies can engage with Dream Leaders by sending staff to act as facilitators, teaching different parts of the social entrepreneurship curriculum that might pertain to their specific venture, or teaching skills such as accounting, marketing, public speaking or pitching a venture. The Dream Leaders program also acts as an outlet for companies to get involved in other community projects through the various ventures the children start and the organizations they choose to work with. Aside from teaching, companies can also contribute by donate in-kind products such as computers or other school supplies to the Dream Leaders.⁹

⁹ Tuohy, Tom. "Interview with CEO of Dreams For Kids." Telephone interview. 23 Feb. 2012.

By being a part of a program that is developing social entrepreneurs, the company is having an early hand in developing potential future employees and customers of their products. The company would have a hand in cultivating these entrepreneurs at an early age and potentially being able to capitalize on that talent one day as the Dream Leaders' future employer. The Dream Leaders program is looking to partner with the top business schools in the country, forming partnerships with Harvard, Kellogg and Stanford, so by being part of the same venture, the companies could gain access to the best and brightest students as potential employees, as 80% of young professionals polled would rather work for a company creating social change than its competitor who's not.¹⁰

Local governments are also key stakeholders in the Dreams For Kids value chain. The local government can also receive recognition for hosting such an innovative program that is changing the way the youth interact with the community. The community can greatly benefit from the various projects the students create which will all have a social change component. Also, due to the increased interaction of different members of society working on these projects together ranging from the students, to educators, to other community organizations, a town can really be strengthened and build a sense of pride around a program like Dream Leaders.

By identifying who is greatly affected by the outcomes of the Dream Leaders and other Dreams For Kids programs, we have determined who we are targeting with our measurements, in addition to foundations. Although the purpose would be to stray away from foundations and such dynamic giving that can be cut at any time, foundations such as the Edna McConnell Clarke foundation would be key growth partners as those grants allow for capacity building and using grant money for operational procedures whereas as money received from the stakeholders

¹⁰ "Interesting CSR Stats and Facts." *Good for Business - MakeGood*. 08 Aug. 2009. Web. 25 Nov. 2011.
<<http://www.makegood.com/blog/2009/08/12/interesting-csr-stats-and-facts/>>.

outlined above may be limited to only program-related activities. Dreams For Kids should ensure they are measuring for foundations because they will need that consistent support especially in terms of staff expansion and overhead costs as they expand.

Identifying Key Outcomes

The purpose of the organization is to empower the youth that are hardest to reach and develop them into integral members of society, changing the public's perception of at-risk youth. The overarching impact of the Dream Leaders program and Dreams For Kids as a whole can be summed up as:

Changing the perceptions of at-risk and hard to reach youth by developing them into integral educated problem solvers of society.

All three of Dreams For Kids programs seek to accomplish this goal by empowering these children to realize their full potential and helping them to develop their passion. The organization is trying to change the way society views low-income, disabled, or even very affluent youth, as essential members of society that can solve problems and have passions, rather than as children who have nothing to contribute to society and are "charity cases".

Each of the three main outcomes relates to the overarching outcome as well as incorporates the interests of the major stakeholders, attempting to change their perceptions of these children at every touch point. The outcomes of the programs themselves are for the children to show:

- 1. Increased interest in educational development**
- 2. Increased community engagement**
- 3. Forging positive relationships**

Measurement plan

Why is it important to measure?

In today's evolving landscape, companies, nonprofit organizations, foundations and the government are finding themselves more intertwined than ever. The word "public-private partnership" is now colloquial and corporate social responsibility has been a rising trend. These recent trends have demonstrated increased interest in working with nonprofits so instead of relying on charity and donations, nonprofit organizations have options. They have always had stakeholders but now it is time for them to capitalize on these stakeholders to make themselves more sustainable, or even enable them to expand. In order to properly engage these stakeholders in partnerships, and "sell your impact", proven data in the form of consistent measurements is crucial. Mission Measurement, a strategic consulting firm specializes in impact frameworks and social value propositions, explains the reasons to implement effective measurement and evaluation systems into an organization. MM emphasizes the increased control the nonprofit will have, helping to set board, funder and staff expectations, guiding resource allocation, aligns the organization under common outcomes, helps to tell your story with data based on what you accomplished, not just the activities you did. ¹¹

Metrics

Increased interest in educational development

As one of the most important stakeholders in the Dreams For Kids model is the school system, it is crucial that this organization have proof that the Dream Leaders and other programs will improve students' engagement in education. The following metrics will be consistently tracked: rate of absenteeism, GPA, number of drop outs, number of visits to career center, increased interest in attending college, interest in skills training, number of students reading for

¹¹ "Who We Are." *Mission Measurement*. Web. 22 Apr. 2012. <<http://www.missionmeasurement.com/content/firm/who-we-are>>.

pleasure, number of students and number of hours spent watching the news or reading the newspaper, and graduation rate.

Increased community engagement

It is also essential for the Dream Leaders to be active members in their community, not only to increase their sense of self –efficacy and empowerment, but to demonstrate to other community members that these students are not a problem of society, but rather passionate individuals who seek to help and improve the community. The following will be measured throughout the course of the program: percentage of students with an increased participation in community service, number of hours spent volunteering, number of projects planned that benefit community, number of projects still in effect today, number of people served by projects, and total number of organizations worked with during the Dream Leader program.

Forging positive relationships

Dreams For Kids highlights the ability of its programs to increase positive relationship in these students lives, which will lead to much more positive effects even after the program ends. A mentor or support network can be one of the most beneficial keys to success for hard to reach children as they will feel valued and part of a community, and these feelings and support will last much longer than the course of the program. To measure the success of the Dream Leaders program as forging positive relationships, the following metrics will be used: number of students that feel they have a mentor, number that feel part of community, number of students that would continue to work with other DLs on projects, number of students that would hire their fellow DLs in the future, and the number of Dream Leaders that felt they were valued by their

community. This outcome also seeks to encompass the importance of diversity in the Dream Leaders program. Children of all socioeconomic, religious and ethnic backgrounds are brought together in a cohesive class to learn how to solve the problems of the world through social enterprises. They will need to work with students of differing viewpoints, skill level and personalities. The metrics to determine the level of cultural awareness, diversity and acceptance of other cultures will be measured by the number of Dreams Leaders that have friends/would like to work in the future with people from other backgrounds, and the number that they rate the importance of issues revolving respecting differing viewpoints and learning about other cultures.

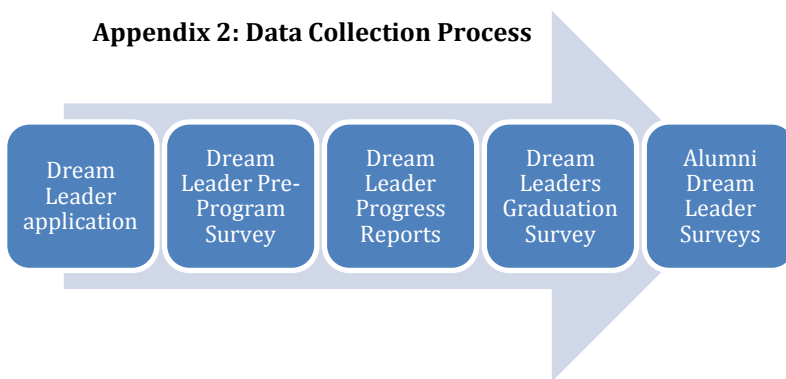
Methods

In order to effectively capture data, Dreams For Kids has many research options. Primary methods that could be used include interviews with Dream Leaders, and other stakeholders, focus groups with students, interview key informants, submit a survey to interested parties, or conduct an experiment. Although an experiment would be the most ideal situation to prove the Dream Leaders model is effective in increasing engagement of students, it is unlikely it would be seen as ethical if one classroom was able to receive the Dream Leaders program, while another was not. If there were a school system willing to conduct measurements on a control classroom compared with a classroom involved with the Dream Leaders program, that would be ideal as the comparative data could effectively show the results.

However, there are other easier ways to measure this data. It is important to track the data continuously throughout the program but also monitor it before the program begins, immediately following the program, and a few years out. Therefore, Dreams For Kids needs to ensure there are touch points during all of these time frames.

To be able to effectively show the growth of individuals in the program, a pre-survey will need to be administered. This survey (Appendix A) will ask basic demographic questions, as well as personal questions such as who is your mentor, what organizations would you like to work with in the future and which ones have you worked with in the past, what are your future plans (including intention to go to college), why they want to become a Dream Leader, and what is their project idea if they have any. This last question will be useful in measuring if there was any change or progress made in the development of their social enterprise idea.

Appendix 2: Data Collection Process



The chosen Dream Leaders will be given a survey the first day of the program asking many questions in order to establish a baseline for measurement (Appendix B). Students will be asked to be as honest as possible and can be

anonymous as well, as each student will have a number to put on their surveys in order to protect their answers. Questions will range from asking about their awareness of social issues, how they get their world news information (ie if they read or watch the news), what their future plans are, what they consider their skills, number of hours spent volunteering and more. IN addition more personal questions will be asked including if they feel they are part of the community, what community changes they would like to make and where they can start, and who their mentor is. These questions will be designed to measure their increase in self-efficacy and empowerment. The students will need to fill out these surveys and have their teacher or organization fill out the section asking about days of absence for the student and current GPA. These two metrics will become very useful after 6 months of monitoring their progress in the program.

The facilitator can administer progress reports (Appendix C) as little or as often as she would like but must collect data after three months and six months in the program. Included in these progress reports will be rating scales to measure the students' engagement and satisfaction with the program. They will be asked their understanding of core concepts, including definition of social entrepreneurship and their increased knowledge of social issues. The students will also be asked to rate their own ability to contribute to making a positive impact on the world, and evaluate their facilitator and fellow Dream Leaders. These reports will be meant to ensure there is constant communication between Dreams For Kids, the program leaders and the students, to ensure that everyone is improving and learning as much as they can, and any necessary changes can be made as soon as possible.

Different versions of these progress reports will also be given to the facilitators (whether that is a teacher or organizational leader) and their superior, if there is any, like a principal or executive director. Questions about the program effectiveness, communications channels with DFK's headquarters staff, resources they may need, organizations they are working well with or would prefer to not work with in the future, lessons that were very effective and ones that needed improvement. There will also be a section to reflect the changes they see in the students in relation to engagement in the community, in their school work, and in their ability to work with others.

A Dream Leaders Exit Survey will be administered upon completion of the program. This survey will be all-encompassing, ensuring to capture all the changes that the program incurred upon the students. Questions will range from future plans to attend college or start a business, increased interest in skills training and what skills, mastery of the core concepts, sense of empowerment and self-efficacy, desire to continue project or something similar, desire to work

with other community organizations, feeling of belonging in community, and quality of relationships formed with facilitator and other Dream Leaders. The facilitator will also measure on this survey each students' rate of absenteeism, their GPA, their class participation, whether they are on track to graduate and percentage of those Dream Leaders that dropped out.

The last touch point that will be implemented will be a Dream Leader Alumni survey that will be conducted after 1 year and 3 years out of the program. This will ask basic questions regarding the success and continuation of their enterprise, what they are currently studying, how much contact they have with the other Dream Leaders, how much they are volunteering and involved with community organizations, and rating scales to ask how Dream Leaders helped them in ways such as increased community engagement, increased social awareness, increased ability to build positive relationship, and increased sense of self empowerment.

Who will be responsible: Role of technology

This new measurement system entails almost constant measurement of the students, facilitators, and other stakeholders in the Dream Leaders process. A crucial point is that this is a nonprofit organization, and like most other nonprofits during this economic recession, there isn't an ample amount of available funds to build capacity, or invest in separate measurement personnel at every site. The extra amount of work may also not be very widely accepted for the already extremely busy teachers, principals, and organizational leaders, and compiling all of the data could be a very tedious task for them. Fortunately, all of these challenges will be avoided through the use of the new Dream Leaders portal that will be in pilot mode this year.

The portal not only allows the rapid and easy expansion of the program to those that may not have access to it through an organization or school, but also allows for easy measurement and

evaluation implementation. With the availability of many free online survey tools, such as SurveyMonkey, and the built-in homework component already making students accountable for separate assignments, the addition of these surveys to the online portal would not only be extremely easy, but virtually free. The beauty of online survey tools provides for easy to analyze data as the survey tool will compile it all and show the aggregated data that is extremely valuable. The only added tasks will be actually completing the surveys, and ensuring the Dream Leaders are up to date on theirs.

As all of this data will be inputted on the website, the staff at Dreams For Kids will automatically have access to it in real time, preventing any troubles that could be created from transporting the information between locations. The person in charge of analyzing the metrics will ideally be based in the organization's headquarters and will ensure to monitor the all of the programs and the progress reports to address any issues that arise as soon as possible. Given the spacing of the progress reports and their real-time capabilities, the data can be analyzed almost immediately and if there is a significant problem in one program that can be brought to the attention of the appropriate staff and be resolved without delay.

In addition to all of the specific metrics laid out in the impact framework, a final telling measurement will be measured for each program at its conclusion: return on investment. Depending on the stakeholder's specific point of interest, the program cost can be broken down and viewed as the amount of money it took to contribute to a behavior change or positive impact in each Dream Leader. This statistic will be extremely useful when approaching potential stakeholders to get involved in the program. Dreams For Kids should produce an annual report compiling all of these results, broken down by program, and also as a whole. The report should

be distributed to potential participants in the program, including school districts, teachers, organizational leader, companies, parents and funders.

2. License Dream Leaders in Chicago

Once the measurement framework is in place in the existing classrooms and organizations that are involved in the Dream Leaders program, the impact of the program on the students will be published and widely available at the end of the year; assumingly proving the success of the Dream Leader program in relation to increasing interest in educational development, in community engagement and in forging positive relationships. These positive results will serve as the catalyst for expansion of the Dream Leaders program into other schools, organizations, or groups of passionate students.

The Dream Leaders program will be licensed to the corresponding interested parties at a rate of \$40/month per each Dream Leader. This fee includes complete access to the online portal, which guides the student/classroom through the entire 20-week curriculum on social entrepreneurship, online fundraising platform for service learning project, support of a specific staff member from the home office in the case of strictly online programs, networking opportunities with other Dream Leaders, and access to over 15 organizational partners' projects, representing many different impact areas.

The price, which is currently per Dream Leader, needs to have some sort of group/class/organizational rate to incentivize the larger organizations to participate in the program. The more groups of 10-15 students that participate, the easier it is to capture accurate data on the success and impact of the program, which is more compelling to interested stakeholders. In order to be able to charge a licensing fee, nonprofits need to ensure that this fee

is worth the value created by the program. The program would receive support from the Dreams For Kids team, including marketing materials, national advocacy for increased afterschool funding, and support for the facilitators. Whether that is a teacher, principal, community member or volunteer, they will be trained according to Dreams For Kids standards, properly background checked and cleared to work in the afterschool space, to reduce liability for the program. Starting with the initial expansion in Chicago, there will be facilitator training workshops, led by the Dreams For Kids team, that will go over the curriculum, brainstorm innovative ideas to encourage the students' growth and ensure all facilitators are up to Dreams For Kids standards. The communication channels will be continuously open for the facilitators to contact the Dreams Leaders staff at DFK in case they have any questions regarding the program, want to share any ideas, or need assistance.¹²

This licensing structure will provide Dreams For Kids for more working capital, instead of relying on private donors, so that they can expand their capacity and reach. Modeled after the Citizen Schools and Planned Parenthood model, the national office in Chicago will be responsible for development, national advocacy, legal and technical training, as far as using the online portal, professional development for the facilitators, and constantly innovating the program and forming appropriate national partnerships to ensure Dream Leaders are greatly benefitting from the program. That leaves the fundraising for the program fee, the recruitment of students and facilitators, and the fiscal responsibility to be placed locally. The founder of Citizen Schools, a similar nonprofit organization that has successfully scaled up its operations and reach, described this model by saying,

¹² Tuohy, Tom. "Interview with CEO of Dreams For Kids." Telephone interview. 23 Feb. 2012.

“The benefit is that it places fiscal responsibility locally,” says Schwarz, “yet it affords the appropriate amount of control and unlimited influence around program. It’s like being able to build something from scratch but grafting it onto an existing infrastructure. This model allows for much faster growth and quality maximization and as much influence/control as a company-owned network.”¹³

The quality of the programs is what has made Dreams For Kids thrive since its founding, and it is crucial that these programs licensed to other organizations accurately represent the brand of DFK in a positive way. By licensing the programs, there is an agreement and a framework already set in place that needs to be explicitly followed to own that license, and by providing training for the facilitators who will actually be implementing the programs, Dreams For Kids has control over the programs while still enabling them to expand in an easy way.

Dreams For Kids already knows that there is a demand for their programs out there. The Harvard Learning Center approached CEO Tom Tuohy about a possible partnership between the organizations, as their organization wanted to test out the programs of Dreams For Kids, including Dream Leaders. In that recent partnership, there was no money exchanged but Harvard wanted to expand their reach in the Boston-area by using these scalable program models. This example alone demonstrates the need for a measurement system to showcase the value of these programs and to justify the licensing model, as organizations will see licensing the Dream Leaders program as a social investment into its students’ futures.¹⁴

Why only Chicago?

¹³ *Citizen Schools: Creating a Strong Program Locally as a Basis for National Expansion*. Rep. Boston: Bridgespan, 2004. Print.

¹⁴ Tuohy, Tom. "Interview with CEO of Dreams For Kids." Telephone interview. 23 Feb. 2012.

With the help of legal professionals the licensing package should be constructed while the first year of measurements is taking place. By the end of (ideally) next year, Dreams For Kids will have a set licensing package to offer to organizations, and quantitative and qualitative data to prove the success and value of their programs.

These two powerful tools will make investing in Dreams For Kids and its signature Dream Leaders program a hard offer to turn down. The organization should target each of its stakeholders, armed with impact evaluations and licensing opportunities to expand its reach in Chicago and surrounding areas.

It is crucial to build a big following and lay solid foundation in Chicago before expanding to other cities. Expanding in one area before scaling up operations in many different sites is known as regional replication and has many benefits. The Dreams For Kids network began in Chicago and has been expanding its operations in Chicago since inception. The network of people and connections are in this area making it much easier to build awareness for their programs and create a demand for them. Sharing the information about the measured success of the Dream Leaders program among area schools will have more meaning given they are in a similar context, and potential participants may be more apt to take part with the comfort of knowing the headquarters and many fellow participants are close by. The cost of providing technical assistance and training is lower in regional replication, as opposed to multisite replication, given the proximity of the many facilities. The opportunity for participants in the Dream Leader program to regularly visit other sites and meet to share creative ideas will build a Dream Leaders community and ensure the program is constantly be innovated to meet the

changing demands of the students.¹⁵ The founder of Citizen Schools, an organization that seeks to reinvent low-income education followed a regional replication model and said:

“To have impact on a huge scale, you do not necessarily need to have the dominant market share,” says Schwarz. “We need to remain a big fish in Boston, and we can then leverage those resources, ideas, and our model to other educational entrepreneurs [beyond Boston].”¹⁶

This is the mindset the Dreams For Kids should have as well. They should seek to be the “big fish” in Chicago, the premier afterschool time provider, and the premier social entrepreneurship program specifically catered to middle-school and high-school aged students. After they earn that reputation in Chicago, and have the impact measurements to prove it, much larger organizations will want to be involved in the Dream Leaders program. Organizations in other cities will hear about a program that was cultivating young social entrepreneurs in Chicago and they will want to be a part of that movement.

Who to target?

The primary targets for Dream Leaders expansion will be schools and community organizations. The first step in this process will be approaching affiliated classrooms, sister schools, or partner organizations corresponding to the existing participants in the Dream Leaders programs, and reach out to the educational institutions of the active program participants in Holiday For Hope and Extreme Recess.

¹⁵ Summerville, Geri. *Laying a Solid Foundation: Strategies for Effective Program Replication*. Rep. Philadelphia: Public Private Ventures, 2009. Print

¹⁶ *Citizen Schools: Creating a Strong Program Locally as a Basis for National Expansion*. Rep. Boston: Bridgespan, 2004. Print.

There are over 200 high schools Cook County, which houses Chicago and the surrounding area, hence there must be a criteria to determine which schools are the best matches for a program such as Dream Leaders. Obviously, there needs to be an amount the school system's budget to be able to pay for the program or the school must have the ability to fundraise the amount to pay for the licensing. The school system or organization should align with the mission of Dreams For Kids and show a dedicated commitment to improving after school programs. The potential partner should be innovative and open to trying new ideas, as well as have the capacity in terms of staff, experience and infrastructure to host the program. Schools that would be ideal for the Dream Leaders program already are aware of outcomes-focused leadership and dedicate their system to impact, and have a strong support from their school district and officials to participate in the program. Lastly, as a nonprofit organization, it is important to consider the strategic implications of partnerships. Potential partners that could help influence policy, overall scalability, have strong sponsors, or provide some sort of financial benefit to the organization are very valuable to Dreams For Kids.

It would also be interesting for Dreams For Kids to look into having a few free pilot programs at schools in lower income areas, to test out the portal, have exposure to the concepts of social entrepreneurship and serve as research to help the organization determine which schools are indeed the best matches for the program given the end-of-year impact evaluations.

NFTE, the National Foundation for Teaching Entrepreneurship defines their optimal partners are “local player that have strong ties to schools in a community, a complementary mission to NFTE, an independent, sustainable funding stream, and the ability to meet NFTE’s standards for program quality”.¹⁷ Dreams For Kids should seek the same essential elements in partners.

¹⁷ National Foundation for Teaching Entrepreneurship (NFTE) *Building a Scalable Network to Share Its Curriculum Broadly*. Rep. Boston: Bridgespan, 2005. Print.

Potential partners that require further investigation are Girl Scouts, Boys and Girls Club, Ashoka, and LeaderShape. There have been discussions in the past with these organizations regarding partnerships but due to the lack of structure in the organization very little came of these talks. Not only are all of these very well-established and respected brand in the afterschool/social enterprise space, but these names could open many doors for Dreams For Kids as far as access to funding, board members, entrance into new cities, and program demand. They each offer their own strength whether it is existing organizational infrastructure, knowledge of leadership development, or social entrepreneur development, which could greatly aid Dreams For Kids, and would benefit them to innovate themselves by being part of a very new and interesting initiative.

Another potential partner that Dreams For Kids should approach while expanding their reach in Chicago would be the corporations. There are obviously many benefits that Dreams For Kids can receive from a partnership with a company, such as monetary donations, sponsorships of Dream Leader, or in kind donations of computers or other learning supplies. The Dreams Leaders program can provide a company's corporate social responsibility department with the perfect opportunity to get their staff involved in the community. The staff members could act as facilitators or guest speakers for the program, by teaching the students important skills such as leadership, management styles, marketing techniques or basic it skills. The company would be able to contribute to this innovative new program, give back to their community, offer business solutions for community problems and extend their brand in the community.

After one to two years strictly focusing on expanding their reach in Chicago and becoming recognized as the premier afterschool provider that teaches about global issues, community involvement, diversity, leadership development and social entrepreneurship, and on top of all

that, has the data to prove the effectiveness of its model, then it will be ready to expand nationally.

Phase 3: National Expansion

The key to rolling out nationally will be securing the funding to be able to do so. Partnering with a national organization such as Ashoka or Girl Scouts will achieve an image of security in the eyes of impact investors, as these organizations have vetted programs and have successfully grown over time. By partnering with one of these organizations the expansion process will be exponentially faster as they have program partners all over the United States, with the capacity to build.

Dreams For Kids currently has a branch in Washington, DC. The impact framework and measurement systems all apply to this branch and its programs as well, however while expanding the reach in Chicago, there may not be enough capacity to do the same in DC. That is perfectly acceptable as focusing on growth in Chicago for a year or two, while remaining constant in DC may be more beneficial to the organization in the long run. Although it may have been too earlier for the organization to open up another branch, once the impact evaluation and licensing package are finalized and the Dream Leaders program is a respected and vetted program, having the infrastructure in place already in DC will make for an easy transition. The national expansion will begin either with a partnership of a national organization, or by expanding the reach of the programs in Washington, DC.

The goal of the measurement system and the licensing package is to provide assurance to potential funders that the Dream Leaders program, and Dreams For Kids as a whole, is a safe investment and will create a huge social return on investment. Foundations such as the Edna

McConnell Clarke Foundation exist to invest in organizations just like this. The premise of this foundation is to invest in proven educational programs that seek to improve the lives of low income youth by improving their educational skills, preparing them for the work world and helping them to avoid high risk behaviors. The aim of the foundation is to develop innovation organization's program models that align with their mission and help to make them sustainable and scalable.¹⁸ Although this foundation seems to be the perfect fit for Dreams For Kids and the Dream Leaders program objective, there are many other foundations that exist, from which Dreams For Kids could seek funding.

Another option would be to seek corporate sponsorships in separate cities, towns, or school districts, or even acquiring national sponsors to fund the Dream Leaders program. The program will most likely be able to be implemented in wealthier school districts that have the budget to license the Dream Leaders program, however to reach the lower income school districts or organizations that wish to become a part of the program but don't have the budget, funding from companies is an option. Just as businesses were a target during the expansion phase in Chicago, they would be as well in the national expansion phase; emphasizing the same benefits such as monetary donations, sponsorships of Dream Leaders, or in kind donations. The corporate sponsorship would provide the company with a great CSR initiative, involving the staff members as facilitators or guest speakers for the program, by teaching the students important business skills. The company would earn a very positive reputation in the community in which they are sponsoring, as a company that invests in the future of their youth and contribute to solving community problems.

¹⁸ "Who We Are." *Edna McConnell Clark*. Edna McConnell Clark Foundation. Web. <<http://http://www.emcf.org/who-we-are/>>.

Organizational Structure

The current structure of the organization is composed of two boards in Chicago, one board in DC and the leadership team in Chicago, with an executive director leading the DC branch. The executive board is composed of the chairman, the vice presidents of business affairs, communications, development and programming. The associate board consists of a chairman, and vice chairs of events, membership, communications, and finance. The current board has a wide variety of professional backgrounds ranging from the principal of a Chicago school, the owner of a social media firm, an ex Dream Leader, a physical therapist, a news anchor and a legal partner. Each member of the associate board must contribute \$100 annually, while the executive board members each must contribute \$10,000 annually.¹⁹

Given the recommendations outlined above there needs to be a restructuring of the board. The talent that must be on the board moving forward should be recruited in order to provide the most resources and knowledge for a successful program expansion. Suggestions for executive board members are people that are very high up in large corporations, in order to establish a positive relationship, possibly leading to corporate sponsorship; individuals with a foundation or grant writing background that can provide guidance on earning foundation money for expansion; entrepreneurs or nonprofit founders that have successfully grown their organizations and scaled up operations; and individuals that work for the government to ensure the organization is up to date on policy, can properly advocate, and has connections with local governments that may be potential stakeholders. All of these individuals on the executive board should have access to financial resources, ability to secure funding or corporate sponsors, have links to volunteer bases or larger organizations, or other influential individuals.

¹⁹ *Bylaws of the Dreams For Kids Executive Board*. Rep. Chicago: Dreams For Kids, 2011. Print.

With this expansion of the board should be the creation of a new executive board position. There should be one individual who is an expert at scaling up models and forming relationships to serve as the vice president of expansion and strategic partnerships. This person is only focused on expansion and will bring this unique perspective to every board meeting. She will be dedicated to creating partnerships with beneficial stakeholders, pursue funding opportunities and be aware of policy changes and other market changes that could affect expansion.

A board dedicated to expansion leads to a management team dedicated to expansion. The creation of a Chief Operating Officer position should be created to work alongside Tom Tuohy, CEO, with a specific division of responsibilities. The COO must have implementation skills and an ability to impose order on disorderly world. The primary job of the COO will be to provide balance to the visionary CEO and ensuring that the programs, while must remain innovative, also need to focus on creating impact in the most cost effective way. While Mr. Tuohy can focus on forging relationships, program development and spreading the word about Dreams For Kids, the COO can coordinate internal functions such as financial management, monitoring performance and staff development.²⁰

As organization plans to expand its reach, there needs to be a focus on middle management. As it currently stands, the organization is almost solely run on the work of unpaid interns. Although it is free labor and often the interns are very productive and dedicated, the organization loses time every 6 months when there needs to be a transfer of knowledge and a period spent training the new interns. Under the COO, there should be a manager who is dedicated to the monitoring and evaluation plan, including designing and distributing the surveys, compiling the data, composing the annual reports and answering any questions

²⁰ Bailin, Michael. *Growth of Youth Serving Organizations*. Rep. Boston: Edna McConnell Clark Foundation, 2005. Print.

participants may have. As this is one of the key components to a successful expansion for Dreams For Kids, it is worth hiring a full time staff member to be responsible for it, and ensuring all of the program facilitators and site directors are accurately collecting data.

Given the successful expansion of the Dream Leaders program, an entire team of Dream Leaders Program Coordinators will need to be hired. Depending on the number of different sites where the Dream Leaders program is implemented, each program coordinator will be responsible for a set number of sites to ensure they are fully supported through the process. As there isn't very much involvement from Dreams For Kids headquarters in the programs once they have been license, each program coordinator could be responsible for about 10 different sites, and act as the point of contact for the facilitators there, plan the facilitator trainings, and help to coordinate any partnerships or events the programs may need. This position can be entry level for very qualified candidates, as the program facilitators may turnover every year, so the turnover of the program coordinators may not be fatal to the success of the programs.

Communications Plan

During the expansion phase there is the possibility that many other individuals will be marketing the message of Dreams For Kids and the Dream Leaders, than solely those creating the programs in the Chicago headquarters office. Although targeted message is crucial to developing relationships with local stakeholders, as different demands and needs, and community problems can be taken into account to create customize, more persuasive messaging, it is essential that the core messages about Dreams For Kids and its core programs are consistent.

As the program will be growing through the expansion of the Dream Leaders program, that program should have its own logo that direct correlates with the Dreams For Kids logo. The

logo and key messages will remain the same regardless of the location of the program or who is licensing it. The mission of Dreams For Kids and Dream Leaders will also never be manipulated, and all of this will be made clear in the licensing contract. In the licensing package, each organization or school will receive a marketing packet of messages that are effective when talking about the program to different stakeholders including the local government, parents, local businesses and organizations. These will not be regulated but are just a guide to help the licensee. Surrounding messages that will help relate the program to the community where it operates and promote it for local fundraising efforts is acceptable as long as the language is consistent with the key messages provided by DFK national office.

Social media is extremely important in today's technologically interconnected world, and is a free way for nonprofits to communicate their progress and spread the word. It would be damaging to the brand if each Dream Leaders chapter had its own social media feeds and mixed messaging could lead to mass confusion about what Dreams For Kids stands for. Hence, the social media component of the marketing strategy will be controlled by the national office, however each branch will be able to be represented as the program coordinators in charge of the different Dream Leaders program can manage the communications for the programs. Success stories and event announcements can be through these social media accounts, and they will be grouped by area, which will encourage networking between the programs and open the channels of communication to support each other's projects and Dream Leaders initiatives.

Financial plan

Throughout the implementation of this plan, a constant problem will be funding. The financial statements for the organization indicate that at the end of 2010, they had total

contributions of over \$6 million (Appendix E).²¹ Most of this came from in-kind donations of services, time, or products, and the rest was from contributions. The contributions however are almost completely from private individual donors, and there is no amount recorded as “government grants” or “program revenue”.

Diversifying a funding portfolio is crucial for nonprofit organizations in order to mitigate risk. They are already growing their portfolio dramatically as they will begin to earn money in the program revenues section, encouraging Dreams For Kids to become more sustainable and not completely reliant on outside funds. Of the 110 top nonprofits studied in a Bridgespan study, 90% received 90% of their funding from one source. The other 10% was diversified among other sources.²² Although 90% is a large majority of the funding for an organization, by having that large of a stake in an organization, the funder becomes the funding champion, and Dreams For Kids needs someone to play that role. The study also showed that a majority of the youth-oriented organizations are funded by private donations or governmental support. There are many foundations, such as the Edna McConnell Clark Foundation, that could act as the major growth catalyst and funding champion for Dream For Kids. NFTE, another nonprofit focused on entrepreneurship education, is funded by Atlantic Philanthropies, the Shelby Cullom Davis Foundation and the Goldman Sachs Foundation, so it is recommended Dreams For Kids approach these organizations as well.²³

Although foundations are great sources of funding and some have significant experience in the scaling up process of nonprofit organizations, approaching corporations to act as the funding champion of the Dream Leader program is also recommended as their giving is not as dynamic

²¹ *Dreams For Kids Financial Statements 2010*. Rep. Chicago: N. Davidson, CPA, 2011. Print.

²² Bailin, Michael. *Growth of Youth Serving Organizations*. Rep. Boston: Edna McConnell Clark Foundation, 2005. Print.

²³ *National Foundation for Teaching Entrepreneurship (NFTE) Building a Scalable Network to Share Its Curriculum Broadly*. Rep. Boston: Bridgespan, 2005. Print.

or determined by policy changes in the federal government. Samples of pro forma financial statements can be found in the appendices. It is important to identify which funding sources will be receptive to funding secondary activities, such as capacity building and organizational operations, as many private funders and foundations may have tough restrictions on funding for program specific activities that directly benefit the beneficiaries. As DFK is seeking growth, the funding will be required to pay additional staff members' salaries, expand facilities and maintain the online portal, which may not be seen as primary activities of the nonprofit, and therefore may not receive funding depending on the source.

Conclusion

Dreams For Kids has extremely successful program models and has innovated ideas for expanding their organizational reach, and positively influencing youth around the country. Before the organization makes any dramatic decisions about expansion, it is critical that measurements be taken on the key outcomes of the Dream Leaders program, to demonstrate to potential stakeholders and program participants that the program provides value for all parties involved. Surveys, progress reports and program applications will need to be restructured to build in constant measurement capabilities in order to monitor the progress of the Dream Leaders program in the various sites and ensure the program is meeting its goals.

After a successful year or two's worth of data is compiled to quantitatively prove that the Dream Leaders program is an investment into the youth's future, and then the licensing process can begin. Interested stakeholders, including teachers, school districts, community organizations, local governments, and businesses will see the value and impact created by this program and will pay the price to implement it in their communities. The primary target for expansion will be the Chicago area, taking advantage of the benefits regional replication

provides, and after success has been widely achieved in the city, the organization can set its sight on other locations across the United States.

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Appendix A: Dream Leaders Application



2012 Dream Leaders Application

We will be happy to see you on our team!

Personal Information-Participant:

Last Name: _____ First Name: _____

Female___ Male___ Birthday: _____ Grade _____ School: _____

Home Address: _____ Apt: _____ City: _____

State: _____ Zip Code: _____ Email: _____

Home Phone: _____ Cell Phone: _____

Questions:

We would love to know more about you! Please answer in a brief paragraph each (200-400 words)

1. Why do you want to be a Dream Leader? What do you hope to learn, and what do you hope to gain from the experience?
2. Why do you think it is important to work with people from different backgrounds?
3. What organizations have you done community service with?
 - a. LIST OF POTENTIAL ORGANIZATIONS FROM DFK
 - b. Local hospital
 - c. Nursing home
 - d. National Park
 - e. NONE
2. What leadership skills do you have that you are proud of?
 - a. LIST OF POTENTIAL SKILLS FROM DFK
 - b. Communications
 - c. Teamwork
 - d. Creativity
3. What skills do you want to work on?
 - a. LIST OF POTENTIAL SKILLS FROM DFK
 - b. Leadership
 - c. Public speaking
 - d. Organization/time management
4. What inspires you? What is your passion?
5. Who is your mentor?
 - a. Teacher
 - b. Parent
 - c. Coach
 - d. None
5. Tell us anything else you think we should know about you. (Examples: What makes you special and unique? What experiences have you had that makes you want to be a leader? Who is your role model?)

Thank you for your time and Good Luck!

Appendix B: Dream Leaders Entrance Survey

- Name: _____
- Age: _____ Phone number: _____

Please answer the next questions:

- How many service hours did you do last year?
 - 0-10
 - 11-20
 - 21-30
 - 31-40
 - <40
- If you are involved in other after school activities, what are they? (Check all that apply)
 - Student Government
 - School Newspaper
 - Sports Team
 - Music/Art related activity
 - Other
 - None
- If not, what do you do after school?
 - Homework
 - Hang out with friends
 - Read
 - Video/computer games
 - Other
- What are your plans for after high school?
 - Get a job
 - Go to college
 - Join the armed forces
 - Not sure yet
- How do you hear about current events?
 - Watch the news
 - Read the newspaper
 - On the Internet
 - From friends
 - In class
- How many minutes per day do you spend learning about current events?
 - 0
 - 5-10
 - 10-30
 - 30-60
 - More than an hour
- I have been to the career center:
 - 1-2 times

- 3-5 times
- 6-10 times
- Not at all
- I have a mentor
 - Yes
 - No
- Who is it
 - Teacher
 - Parent
 - Coach
 - Friend
 - Other ____

Please rate from 1 to 10 the following items. Being 1 you don't agree, being 10 you agree.

- There are problems in the community I'd like to fix ____
- I have the skills necessary to solve this problem: ____
- I feel like a valued member of my community: ____
- I want to work with people from other cultures: ____

What community problem are you looking to solve?

What are you most excited about learning?

To be completed by teacher or community leader:

Last Name: _____ First Name: _____
 Position: _____ Organization: _____
 Phone #: _____ Email: _____
 Home Phone: _____ Cell Phone: _____
About the Dream Leader nominee:
 Class absences this year: _____ GPA: _____ Signature: _____

Appendix C: Dream Leader Progress Reports

Please rate from 1 to 10 the following items. Being 1 you don't agree, being 10 you agree.

- I am a social entrepreneur ____
- I am confident about accomplishing my goals ____
- I am making progress on solving my community problem ____
- My facilitator is extremely helpful and encouraging ____
- My facilitator is available for questions, extra help and brainstorming ____
- My facilitator is part of my project team ____
- I feel like a part of my Dream Leaders team ____
- I would work with some of my fellow Dream Leaders again in the future ____

Please answer the following:

- I am very passionate about (check all that apply)
 - Women's rights
 - Environmental issues
 - Education inequality
 - Animal rights
 - Homelessness
 - Other
- The amount of work for Dream Leaders is:
 - Not enough
 - Too much
 - Just right
- The most helpful part of the DL programs is: (circle two)
 - Curriculum and assignments
 - Guest speakers
 - Service learning projects
 - Leadership development exercises
 - Facilitator
- Please rate the following components of the Dream Leaders program:

Activity	<i>Essential</i>	<i>They're okay.</i>	<i>Need Improvement</i>
Curriculum and assignments			
Guest Speakers			
Service Learning Projects			
Leadership development exercises			
Facilitator			

- What other improvements would you like to make to the program?

Appendix D: Outcomes and Metrics

Outcome	Metrics
Increased interest in educational development	Rate of absenteeism
	GPA
	Number of drop outs
	Number of visits to career center
	Increased interest in college
	Increased interest in skills training
	Graduation rate of Dream Leaders
	Number of hours spent watching the news or reading the newspaper

Outcome	Metrics
Increased level of community engagement	Percentage of students with an increased participation in community service
	Number of hours spent volunteering
	Number of projects planned that benefit community
	Number of projects still in effect today
	Number of people served by projects
	Total number of organizations worked with during the Dream Leader program

Outcome	Metrics
Forging positive relationships	Number of students that feel they have a mentor
	Number that feel part of community
	Number of students that would continue to work with other DLs on projects
	Number of students that would hire their fellow DLs in the future
	Number of students in contact with program alumni or guest speakers
	Number of Dream Leaders that felt they were valued by their community
	Number of Dream Leaders has friends of different cultural backgrounds
	Number of Dream Leaders that rank "respecting other's viewpoints" as very high

Appendix E: Income Statement

DREAMS FOR KIDS, INC.
STATEMENT OF CONTRIBUTIONS, REVENUES, EXPENSES AND OTHER CHANGES IN
NET ASSETS-MODIFIED CASH BASIS
FOR THE YEAR ENDED DECEMBER 31, 2009

	Unrestricted	Temporarily Restricted	Total
CONTRIBUTIONS AND REVENUES			
Contributions	\$ 466,534	\$ 14,690	\$ 481,224
In-kind Contributions & Donated Services	359,699	44,438	404,137
TOTAL CONTRIBUTIONS	<u>826,233</u>	<u>59,128</u>	<u>885,361</u>
Revenues:			
Interest and Dividends	1,958	-	1,958
Other Income	5,126	-	5,126
Unrealized gain on valuation of investments	<u></u>	<u>(3,271)</u>	<u>(3,271)</u>
TOTAL REVENUES	<u>7,084</u>	<u>(3,271)</u>	<u>3,813</u>
TOTAL CONTRIBUTIONS AND REVENUES	<u>833,317</u>	<u>55,857</u>	<u>889,174</u>
Expenses:			
Program Services	419,820	15,235	435,055
In-kind Expenses & Donated Services	359,699	44,438	404,137
Fundraising Expenses	1,497	-	1,497
Management and General	<u>63,136</u>	<u>-</u>	<u>63,136</u>
TOTAL EXPENSES	<u>844,152</u>	<u>59,673</u>	<u>903,825</u>
(DECREASE)/INCREASE IN NET ASSETS	<u>(10,835)</u>	<u>(3,816)</u>	<u>(14,651)</u>
NET ASSETS, beginning of year	<u>21,822</u>	<u>53,234</u>	<u>75,056</u>
NET ASSETS, end of year	<u>\$ 10,987</u>	<u>\$ 49,418</u>	<u>\$ 60,406</u>

Appendix F: Balance Sheet

DREAMS FOR KIDS, INC.
STATEMENT OF ASSETS, LIABILITIES AND NET ASSETS – MODIFIED CASH BASIS
DECEMBER 31, 2009

ASSETS

	Unrestricted	Temporarily Restricted	Total
Cash	\$ 5,528	\$ -	\$ 5,528
Note receivable, Dolphin Dream Company	26,526	-	26,526
Investments	15,679	49,418	65,097
TOTAL ASSETS	\$ 47,733	\$ 49,418	\$ 97,151

LIABILITIES AND NET ASSETS

Salaries Payable	\$ 10,219	\$ -	\$ 10,219
Line of credit	26,526	-	26,526
TOTAL LIABILITIES	36,745	-	36,745
NET ASSETS	10,987	49,418	60,406
TOTAL LIABILITIES AND NET ASSETS	\$ 47,732	\$ 49,418	\$ 97,151