



anna elizabeth johnson
multimedia design portfolio
marketing & communications

Diversity Action Plan

2020 Statement + Action Plan
Print + PDF (21 pages)

**Client: The University of Chicago
Laboratory Schools**

Diversity at the Laboratory Schools includes the thoughts and worldviews, identities and affiliations, aptitudes and aspirations, races and cultures, genders and sexualities, and experiences and economics of our students, families, faculty, administrators, and staff. Through their engagement with diversity, students will gain the preparation they need to live and lead in a complex world, with an inherent sense of inclusiveness and justice.

At the time of this piece I was the sole designer employed at the Laboratory Schools and created this piece as part of my employment. Working within brand standards for this highly important piece, the intention was to clearly convey the intentions and research around their Diversity efforts and commitments.

Full PDF available online.

ucls.uchicago.edu/uploaded/DEI/DiversityActionPlan_June2020.pdf



THE UNIVERSITY OF
CHICAGO

Laboratory
Schools

DIVERSITY ACTION PLAN

It is the aim of progressive education to take part in correcting unfair privilege and unfair deprivation, not to perpetuate them.

—Lab founder John Dewey

The democratic faith in human equality is belief that every human being, independent of the quantity or range of his personal endowment, has the right to equal opportunity with every other person for development of whatever gifts he has.

—Lab founder John Dewey

BACKGROUND

The University of Chicago's Diversity & Inclusion Initiative encourages each unit of the University to create, improve, and implement their own D&I plan¹. At the heart of this plan is a key action item identified in the 2019 Strategic Framework:

Lab is committed to strengthening efforts to build and support a diverse student body, faculty, and staff, knowing this is a hallmark of educational excellence.

This action plan was written with the Diversity Advisory Committee, drawing upon the University of Chicago's approach to diversity and inclusion as well as best practices from the field, including the National Association of Independent Schools' principles of good practice. This plan takes its structure from the University of Chicago. Our action steps seek to align with the larger University vision while addressing the unique needs of a school serving children ages three through 18. We look forward to collaborating with other units of the University as they finalize their own plans.

¹ bit.ly/UCtoolkit

INFRASTRUCTURE

Create the conditions and resources needed for sustained diversity efforts at Lab.

Revise and refine Lab's diversity statement² to clarify alignment with the University and to improve the statement's functionality as a guiding tool for our community

- Collaborate with the University's Diversity and Inclusion offices
- Determine how to better leverage University resources to advance Lab's diversity work
- Clarify where and how N-12 practices should be consistent with and/or different from the University's to meet students' developmental needs

Establish measurable goals to guide Lab and create a data dashboard that helps Lab assess progress and identify areas of focus³.

- Analyze data that looks at program access and outcomes
 - » Determine what measurements, possibly by division/department, best indicate access and inclusion
 - » Collect and examine academic achievement data (grades, ERBs, other measures) consistent with NAIS best practices
 - » Continue to report Health and Wellness survey data for longitudinal analysis

² www.ucls.uchicago.edu/about-lab/diversity-statement

³ Collaborate with the University to clarify what data can and will be shared with which constituent groups.



The Perfect Classroom Visit: How to Make Your Classroom Walkthroughs More Impactful

2022 Marketing ebook (10 pages)

Client: Bullseye

Bullseye's customizable, easy-to-use platform simplifies the logistical challenges of instructional leadership by housing everything in one place so that you can focus your time and energy on building relationships and accelerating growth within your organization.

This ebook is primarily used as a sales tool for Bullseye's marketing representatives. As the sole designer on this project, I worked within their brand guidelines to source the photography and layout the text. This document is fully digital and includes clickable links.

Full PDF available on dropbox.

dropbox.com/s/grjx4bjex8302vh/PerfectClassroomVisit-ebook.pdf





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Why Classroom Walkthroughs Matter

When done right, classroom visits have a multitude of benefits and can greatly contribute to improvements in school culture and instruction. Below are three benefits of finetuning your classroom walkthroughs so that they can help you achieve broader school goals.

Build trust and rapport

Trust is a two-way street. You show teachers that you trust them when it's evident that you value and believe in them. When you are a confidante and collaborator along their journey of growth, teachers tend to open up to you. Above all, trust is not built between teachers and administrators. It's built between two people.

Personalize PD

A key to building trust is making sure that teachers feel heard, valued, and respected as individuals. Through classroom visits, you get to know what teachers need individually to up-level their craft, making it easier to personalize support.

Improve school-wide instruction and culture

Classroom walkthroughs provide administrators insight into what is happening in individual classrooms and across the school. Getting into the classroom frequently presents more opportunities for feedback and coaching while building strong relationships. When teachers and administrators work together harmoniously, better culture and instruction always follow.

Follow the tips in this eBook to turn your classroom walkthroughs into a powerful tool that contributes to a positive school culture and creates feedback cycles that generate real instructional growth.

Reflections From the Field

Better feedback, better culture.



LE GRAND HIGH SCHOOL
LE GRAND, CA

The Le Grand High School administrative team is committed to building a positive school culture. To reach this aim, they first set out to promote an exemplary adult culture by improving classroom observations and the quality of feedback given to teachers.

Bullseye's **Teacher Coaching Tool** helped systemize the school's observation process and made giving frequent feedback to teachers easier to manage.

Le Grand teachers report that they appreciate receiving timely and relevant feedback, and they are better able to use this feedback as an opportunity to collaborate with administrators.

Le Grand Principal Javier Martinez shares the three steps his team uses to build rapport through effective feedback:

1 Make your feedback positive and constructive. Pose questions like: "I wonder...?"

2 Ask questions about what is happening in the lesson to encourage teachers to engage in dialogue about the feedback received.

3 Follow up after the observation, especially if the teacher is struggling. Ask questions like "Did I miss something?" or "What can I do to support you?"



JAVIER MARTINEZ
PRINCIPAL,
LE GRAND HIGH SCHOOL



Calibrate to Improve Walkthroughs

Is there anything better than perfect? Maybe. Here's a bonus tip to increase the effectiveness of your walkthroughs: **calibrate for more consistency.**

Essentially, you need to make sure that administrators are using a consistent approach and format for giving feedback from classroom to classroom so every teacher gets the same experience.

A Calibration Walk is when administrators observe a lesson together and then align by discussing what they observed. Calibration Walks ensure teachers are receiving consistent, high-quality feedback from anyone on the administrative team to improve school-wide instruction and culture.

Calibration in Action ÉTOILE ACADEMY CHARTER SCHOOL

ÉTOILE ACADEMY CHARTER SCHOOL
HOUSTON, TX

At Etoile Academy, Founder & Superintendent Kayleigh Colombero and her administrative team co-observe two lessons per month. After observing a lesson, the administrative team will collectively discuss what was observed. They discuss what each team member believes to be the highest-leverage action step and what areas need improvement. After aligning on feedback, the administrative team will designate one team member to capture collective feedback for the teacher in a single session using **Bullseye's Teacher Coaching Tool**. Capturing feedback in this way avoids multiple sessions for one lesson to reduce confusion and conflicting feedback.



KAYLEIGH COLOMBERO
FOUNDER & SUPERINTENDENT,
ÉTOILE ACADEMY CHARTER SCHOOL



EdCuration's ExPLoration Engages 40+ Educators in 30 Days

2022 Case Study/Marketing
PDF (7 pages)

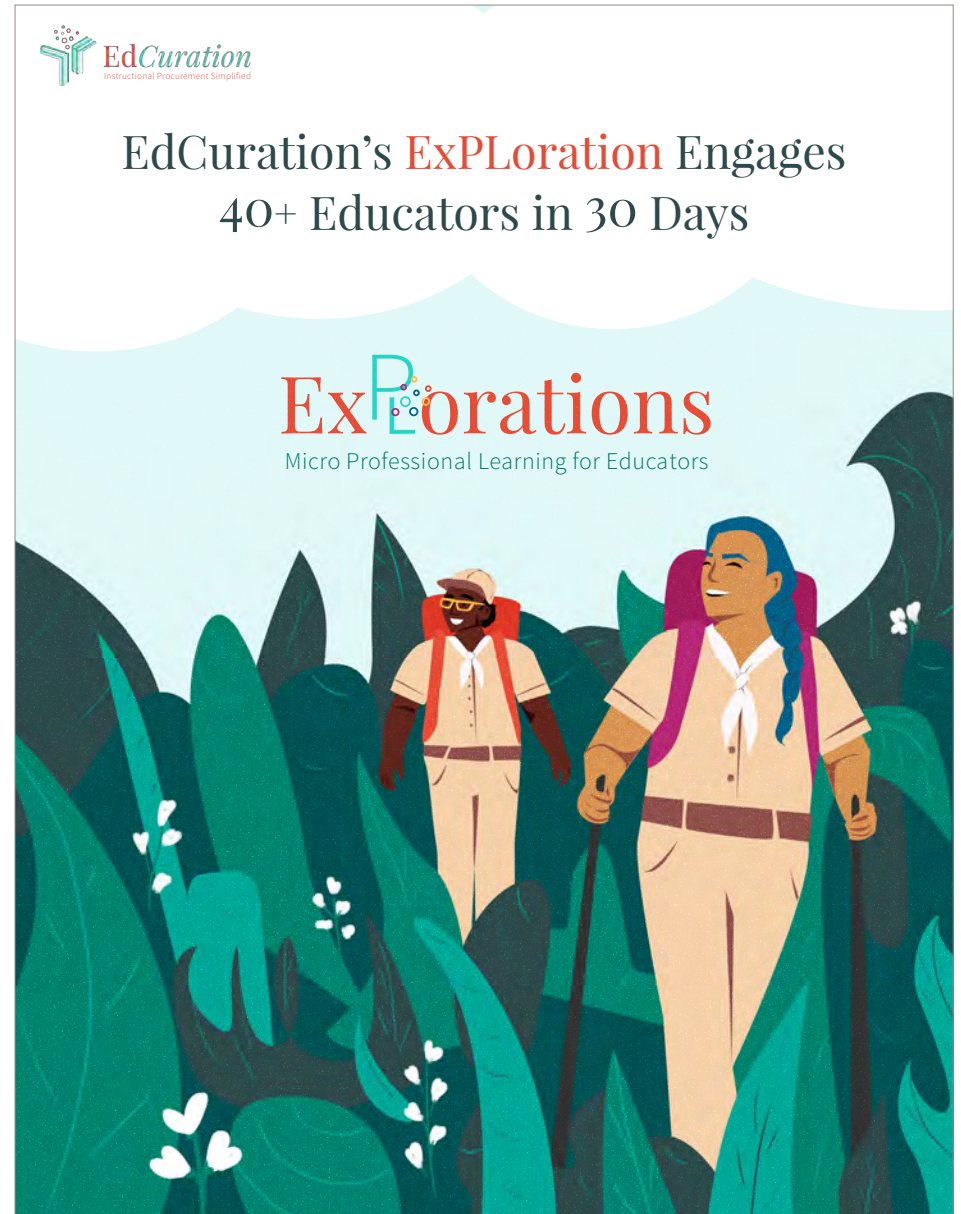
Client: EdCuration

ExPLorations are online, on-demand professional learning courses for all educators. These engaging microlearning sessions are designed for teachers and leaders to gain new strategies and application tools, all geared around improving professional practice.

This PDF is primarily used as value add for EdCuration's new clients. As the sole designer on this project, I worked within their brand guidelines to layout the text and create completely custom artwork to pair with their existing stock graphics. This document is fully digital and includes clickable links.

Full PDF available on dropbox.

dropbox.com/s/hcd666q54vsh185/Explorations-CaseStudy.pdf





Introduction

Elise Lovejoy, Founder and CEO of Express Readers Decodable Books, published a micro professional learning ExPLoration through EdCuration and received over 40 educators engaged in her online course within the first 30 days of launch.

The Express Readers' ExPLoration has been the source of regular, ongoing engagements and has generated three sales in 3 months directly through the course page on EdCuration.com, as well as numerous indirect leads and sales. The ExPLoration provides a professional learning opportunity for educators as a way of introducing them to decodable books, while also providing valuable information and training, contributing to improved early literacy practices.

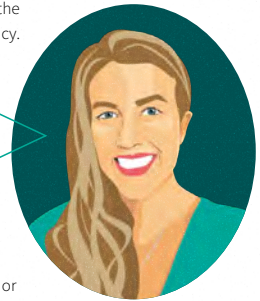
ExPLorations Purpose and Strategy

- To provide a place for educators and resource providers to come together in a learning, rather than a sales, environment
- To provide a digital, flexible, affordable and safe alternative to conference workshops and presentations for both educators and resource providers
- To implement a "teaser" marketing strategy that is proving highly effective across multiple industries
- To provide legitimate, flexible and affordable professional learning for districts to eliminate stress on professional learning budgets and allotted release time
- To provide quality, evergreen marketing content and an additional lead stream for providers



The Story of Elise Lovejoy from Express Readers

Elise Lovejoy spent 15 years as a primary teacher and was frustrated by the lack of effective resources available for emerging readers and early literacy.



"I started Express Readers because I adored and was chasing the 'aha' moment with my kiddos. I wanted to make the 'aha' moment happen more often, so I wrote books that helped them practice their phonics skills, but made them laugh too."

Elise founded Express Readers Decodable Books in 2014 because she couldn't find high-quality phonics books—the font was too small, there were too many sight words and the books were bereft of an actual story or engaging characters. The gap in the market compelled Elise to become both an advocate and edupreneur.

Express Readers provides a foundational skills reading program that is highly engaging, effective and evidence-based, and that was previously missing from the marketplace. The program includes embedded assessment, allows for multiple delivery methods, adapts easily for diverse learners and has achieved mid- to high-range scores on **EdReports**.

However, as a one-woman start-up company working with a volunteer remote team of teachers, Elise faced a capacity challenge in terms of marketing and sales. She needed additional ways to introduce educators to her resources that didn't involve her being away from her own family continuously to present at education conferences.

In 2020, Elise partnered with EdCuration to create additional marketing content and implement a strategic marketing plan. Being a teacher-created company, Elise was drawn to EdCuration for the same reason: EdCuration is created by educators, for educators.

Educator Engagement

The Express Readers ExPLoration launched on October 21, 2021.

Within the first 3 months, **Decodable Books: Removing the Guesswork to Make Strong Readers** received 130 educator engagements. Elise received 3 direct leads through her ExPLoration course page and numerous leads and sales indirectly from educators who engaged in the ExPLoration and later purchased through their districts. She was able to assess the source of incoming sales and attribute it to the ExPLoration by watching the ads boosted for the ExPLoration and the comments about it on Facebook, as well as counting the uses of the connected discount code. While Elise was unable to provide specific numbers, she confirmed that her ExPLoration has significantly boosted both leads and sales.





How Is the Process?

EdCuration provides a step-by-step process with an easy-to-follow guide, corresponding worksheets and tools, and a support team. Elise drew on her background in teaching, her experience providing in-person professional learning and the tools provided by EdCuration to adapt her content. Although Elise had not previously created digital learning or an online course, she found that these tools made the process "pretty easy and painless." There is no need for special equipment, software or expertise.

"The thing I went back to the most was the storyboarding document. It helped me to easily shape my content. I used it like a graphic organizer and the tools just explained everything. The process was not difficult."

Once a provider has uploaded the listed content, the EdCuration team creates and launches the ExPLoration within 4-6 weeks. This allows providers to work backward from the date they would like the ExPLoration to launch so that it can coincide with a specific product launch, promotion or event.



Maximizing the ExPLoration

In addition to course production, the EdCuration team creates a 30-60 second video teaser to be used in publicizing and marketing the ExPLoration. EdCuration markets ExPLorations through its weekly newsletter, on all social media channels and through email marketing.

In addition to the marketing and promotion provided by EdCuration, Elise maximized her content and drove traffic to her ExPLoration in the following ways:

- She posted and linked the ExPLoration to her company website using the short promotional video and provided graphics.
- She posted on her company Facebook page, using the lead line, "Do You Need Free Professional Development?"—knowing that an increasing number of districts do not have the budget to provide professional development opportunities or release time.
- She emphasized the learning opportunity and made sure to not phrase her posts as a sales pitch.
- She shared the opportunity by posting it to specific, relevant educator Facebook groups (6 different Facebook groups). Promotion is allowed because the opportunity is free.
- She made sure to include that participants receive a downloadable certificate for recertification credit.

"I have joined these groups to participate in the conversations and to inform my own product development. The success has come from the fact that I can direct people to this as a learning experience that they can get credit for."

In addition to the ongoing promotion provided by EdCuration, Elise plans to continue maximizing this content in the following ways:

- As a place to send prospects who want to understand decodable books better before purchasing
- In conference marketing, using cards with a QR code for easy distribution, reference and access to free professional learning
- As guidance for teachers who are shifting from leveled readers to decodable books
- As a linked resource on her website, as well as upcoming email and social media marketing campaigns
- In paid social media campaigns, using the promotional video created by EdCuration

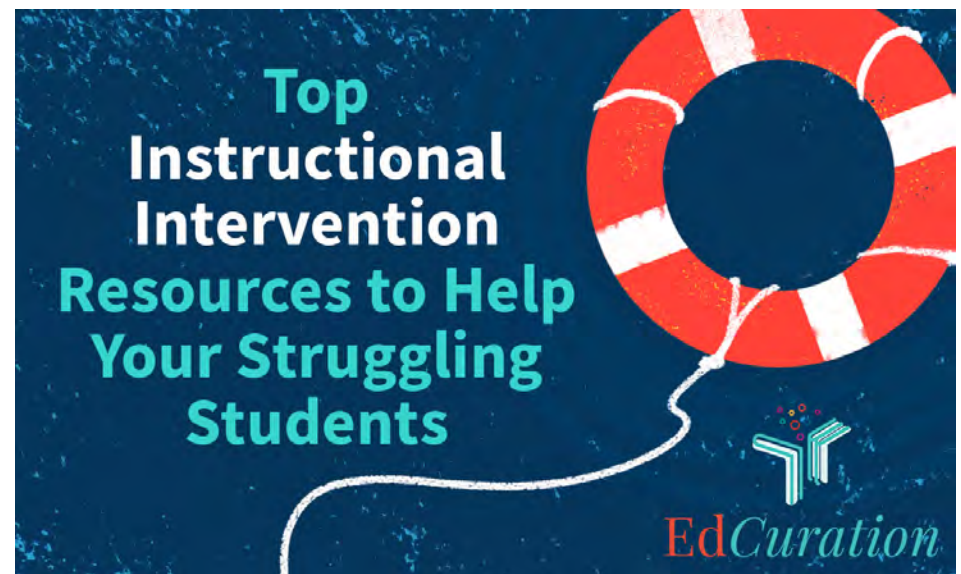
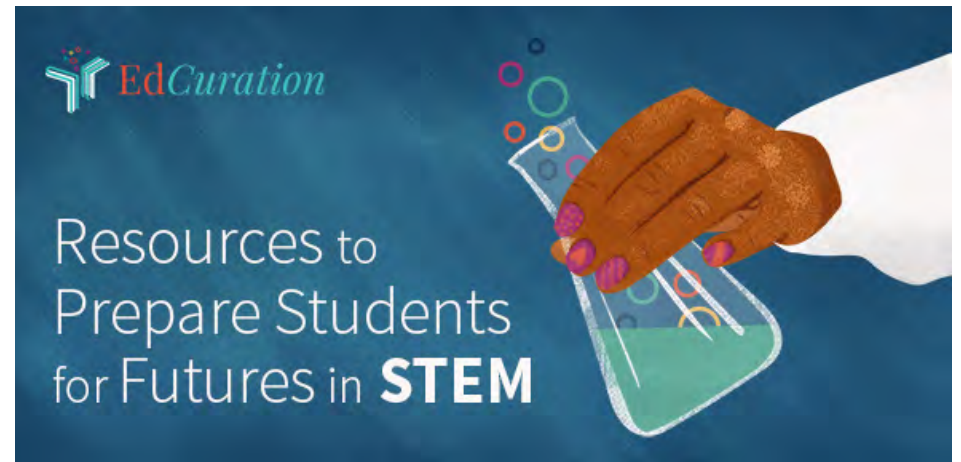


Newsletter Headers

2021-2023

Client: Edcuration

The client needed custom newsletter headers/ banner images for their monthly emails. These images were all custom created specifically for EdCuration, utilizing their brand colors.



2023 State of the Software Market

2023 ebook (12 pages)

Client: Thoma Bravo

Thoma Bravo is a private equity and growth capital firm. This ebook primarily functions as a cross between an annual report and a client outreach piece.

As the sole designer on this project, I worked within their brand guidelines to source photography, layout text, and create new and easy to understand charts from provided financial data.



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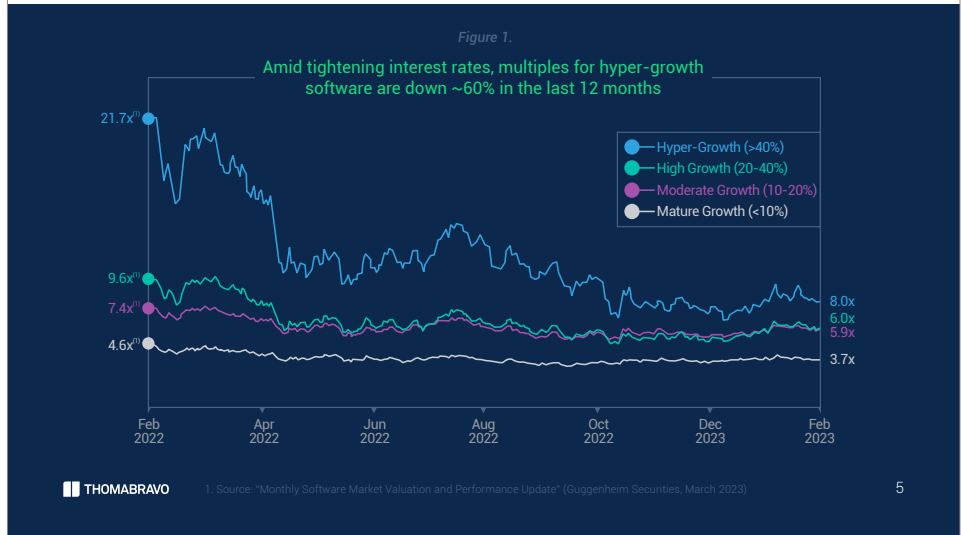
III. The Market in 2023: Navigating Challenges on the Horizon

We expect the macroeconomic environment in 2023 to remain challenging, with indicators of uncertainty such as continued inflation, an elevated interest rate environment, an inverted yield curve and more recessionary signals persisting. This is according to both leading macro indicators and analysis, and insights derived from our portfolio of more than 70 enterprise software and technology companies.

A significant shift in the software market has been the reevaluation of high revenue growth, low-or no-profit businesses, marking the end of the "growth at all costs" mentality which had dominated the market for many years. The Figure 1 chart below shows how revenue multiples have declined across different growth rates over the past 12 months. Meanwhile, the Figure 2 chart on page 6 demonstrates the hundreds of thousands of layoffs in the technology sector as companies moved to cut costs in search of profitable growth.

We believe challenges like these carry opportunities for investors who understand the evolving landscape. High-growth and moderate-growth companies, which typically make up Thoma Bravo's portfolio, are currently trading at attractive valuations. The possibility of generating 40% EBITDA margins with a focus on cash flow means these investments have the potential to yield positive returns.

Another positive development is the increased availability of top talent. As layoffs have occurred throughout the technology sector, many skilled professionals have become available for hire. Thoma Bravo's portfolio companies have seen attrition rates decrease and have been able to attract high-quality talent, which is crucial for driving growth and innovation.



V. Thoma Bravo's Approach to the New Macro Environment

Thoma Bravo has implemented several operational initiatives with our portfolio companies to drive value in 2023 and beyond:

Update budgets to reflect conservative topline expectations and a deepened focus on margins.

Incorporate offshoring programs to improve productivity and cost savings.

Pricing and packaging development to optimize product offerings.

Reduce spans and layers to streamline organizational structures.

Sales strategy refreshes to ensure optimal go-to-market deployment.

Evolve our playbook for large, multi-product companies.

By focusing on these operational initiatives, we expect the following outcomes:

- Our portfolio companies will be positioned to beat underwritten performance due to the current focus on profitability, with EBITDA margin targets pulled forward by 2-3 years.
- Incremental debt capacity will enable robust M&A activity over the next 12 months.
- An increased focus on clearly defined product strategy will drive product development and market penetration.

We aim to stay pragmatic and not rely on macro changes to improve performance within our portfolio. Instead, our teams focus on adjusting strategies and implementing changes that drive growth and profitability. By learning from past experiences and continuously evolving our playbook, we believe our portfolio companies are well-positioned to navigate the challenges of the new macro environment.

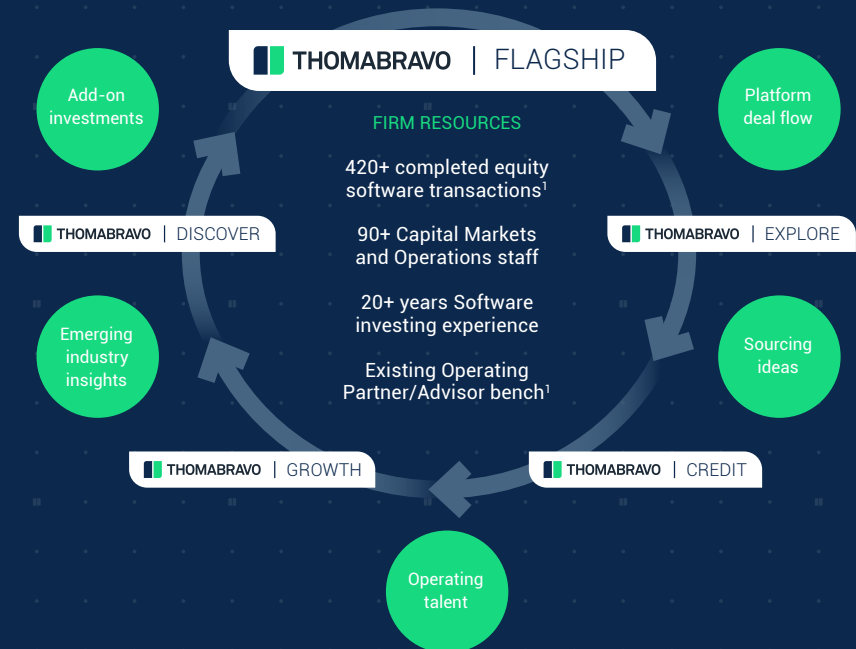


VII. The Thoma Bravo Advantage

Thoma Bravo's competitive edge lies in our "flywheel" effect, which is driven by the firm's resources, including 420+ completed equity software transactions, 90+ capital markets and operations staff, 20+ years of software investing experience and a strong Operating Partners/Advisors. These resources enable us to capitalize on M&A opportunities, platform deal flow, source ideas and talent and gain emerging industry insights.

Thoma Bravo's focus on the enterprise software sector allows our investors to benefit from strategic insights across both our private equity and credit platform. Our operating talent has also evolved significantly over the past decade, contributing to our competitive advantage in value creation.

In the current market environment, we differentiate ourselves by thriving in challenging conditions, as we did during the 2008-2009 financial crisis. By creating great companies, we believe that we can achieve strong results, reinforce our competitive moat and deliver differentiated value to our investors.



Frog and Toad

Logo + Font

2022

Client: Titmouse Animation

Titmouse, Inc. is an American animation studio that develops and produces animated television programming, feature films, music videos, title sequences, commercials, and short films.

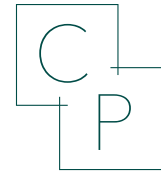
For this project I was asked to make the logo for their new animated series, Frog & Toad (Apple TV+ 2023). The logo is a refresh of Arnold Lobel's hand drawn book titles. This was delivered, along with a custom font (Shamrock) for use in credits, titles, etc.



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Brand Identity + Website

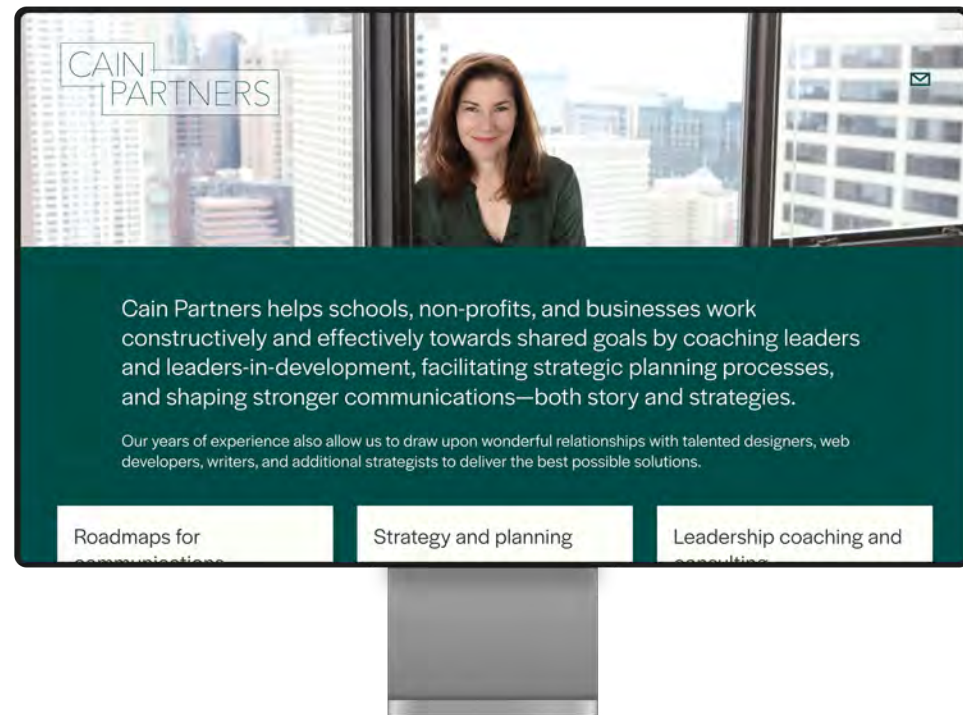
2022

Client: Cain Partners

Cain Partners helps schools, non-profits, and businesses work constructively and effectively towards shared goals by coaching leaders and leaders-in-development, facilitating strategic planning processes, and shaping stronger communications—both story and strategies.

Website available here.

www.cainpartnersllc.com



The Shoulder Tap: Educators of Color on the Leadership Representation Gap—and What We Can Do About It

2022 Case Study
Print + ebook (60 pages)

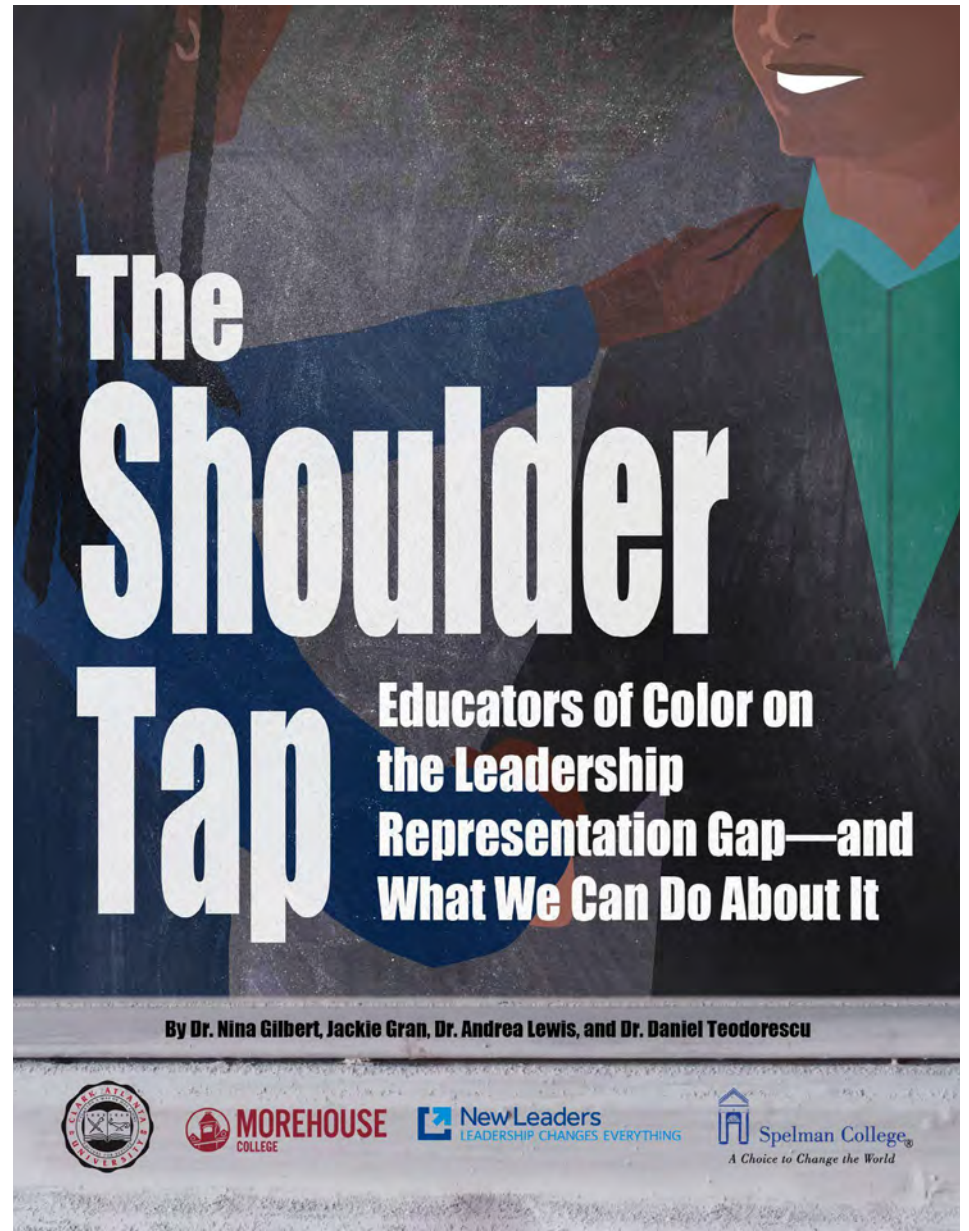
Client: New Leaders

In collaboration with Clark Atlanta University, Morehouse College, and Spelman College, The Shoulder Tap calls on policymakers to prioritize school leader diversity and advance policies that create more equitable opportunities for educators of color to grow as leaders and advance in their careers—to the benefit of all our nation’s schoolchildren.

This piece was the culmination of a series of work with this client. As the sole designer on this project, I created the styling for the piece which required merging the brand styles of the four collaborating units. I then formatted all the text as well as creating all of the custom illustrations/infographics and photo layouts.

Full PDF available online.

www.newleaders.org/policy/theshouldertap



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WHAT WE KNOW 16**Current Research on School Leader Diversity**

- 1 There is a wide and persistent representation gap between principals and the students they serve.
- 2 Principals of color directly improve opportunities and outcomes for students of color.
- 3 Principals of color attract and retain teachers of color, whose greater presence in schools improves student outcomes.
- 4 Because they attract and retain teachers of color at higher rates, principals of color can help to diversify the school leadership pipeline—up to a point.
- 5 School system leaders recognize the importance of diversity in leadership and need help closing representation gaps.

WHAT WE'VE LEARNED 23**Perspectives on School Leader Diversity from Educators of Color**

- 1 We can inspire and remove barriers for future leaders of color before they enter a classroom or school.
- 2 Cultivating the next generation of school leaders of color is deeply interpersonal work.
- 3 School leaders of color want pre-service preparation that focuses on addressing the dynamic needs of school communities and that recognizes their identities and lived experiences.
- 4 District hiring and onboarding processes can pose formidable challenges for school leaders of color.
- 5 Networks of support, especially mentors, are critical for sustaining school leaders of color.

WHAT WE'RE SEEING 37**Bright Spots for Closing the School Leader Representation Gap**

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The Shoulder Tap // Educators of Color on the Leadership Representation Gap—and What We Can Do About It

“That tap on the shoulder—when someone you trust sees your brilliance and leadership potential—can be miraculous.”

April D. Broussard

Spanish Teacher



A few years ago, Danielle Edwards began to notice that conversations about social justice and educational equity were taking place more frequently in her school system.

A graduate of Spelman College, she was thrilled to have more opportunities to support social change not only in her classroom, but in her larger community as well—a value shared by many of her fellow graduates of other Historically Black Colleges and Universities (HBCUs) in Atlanta and across the country. She knew her voice mattered: “I was typically one of only a handful of Black people in the room for those discussions,” she shares, adding that she was also often one of only a few people who had a direct relationship with students. Yet, as a teacher, she recognized the power dynamics at play that could limit her ability to effect change. She believed she could make an even bigger difference for her students by moving into a leadership role.

“Everywhere I looked, leadership didn’t look like me. But our students did.”

Danielle Edwards
Assistant Director of Diversity, Equity & Inclusion and Admission Counselor,
Harvard Westlake School, Los Angeles, CA

The lack of a clear leadership pathway and concrete guidelines complicated Edwards’ desire to make a career move. Motivated by her students, she began to chart her own path. Edwards relied heavily on her network of Spelman sisters, who helped her navigate what she quickly learned were a series of “unwritten rules” and “unspoken expectations” for moving into leadership—insider information to which she may not have otherwise had ready access. “How can you win the game if you don’t know it’s being played?” she explains. Inspired by other Black leaders and encouraged by a network of like-minded colleagues who recognized her leadership potential and understood the unique barriers she faced as a Black educator working in a U.S. school system, Edwards successfully navigated the uncertain landscape. She now serves in a leadership position through which she can mentor future leaders of color and shape decisions in support of her students.

April D. Broussard is also motivated by a desire to make the greatest possible difference for her students. She has served as a teacher for nearly twenty years and is actively working toward a principal role. Broussard is grateful for the colleagues who have supported and sustained her over the years, celebrating her strengths and encouraging her when she decided to pursue leadership training and an opportunity to serve as the summer academy director for a teacher preparation program. She didn’t get enough systematic support, she reflects, but the times when her talents were acknowledged and affirmed provided a powerful confidence boost to help her keep going.

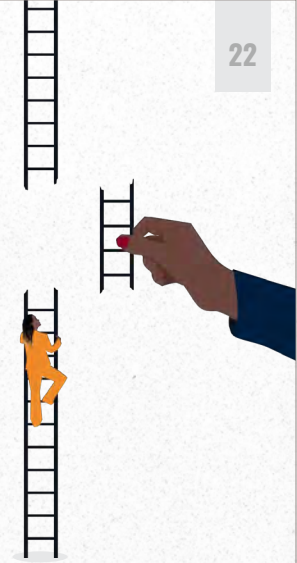


KEY FINDING 5
School system leaders recognize the importance of diversity in leadership and need help closing representation gaps.

In the summer of 2022, New Leaders deployed an anonymous survey to school system leaders. The survey was designed to ascertain whether local education leaders believe diversifying school leadership is a priority, and to better characterize the current state of leadership diversity in their districts or charter management organizations (CMOs). More than 100 leaders from across the country responded. Respondents served in a variety of senior leadership positions, including superintendent, assistant or associate superintendent, and chief academic officer, as well as directors overseeing curriculum and instruction, development and external relations, diversity and engagement, federal programs, human capital management, school improvement, and other functions.

Responses illuminated five key insights:⁵⁶

- (a) **There is a representation gap between district leaders and the students they serve:** Fewer than half of survey respondents indicated that their district/CMO leadership reflects the diversity of the student population they serve.
- (b) **District/CMO leaders are personally dedicated to making progress:** Eight out of 10 respondents said that they are personally committed to improving the diversity of school leaders within their district or charter network. In fact, 73% of respondents indicated that diversity in leadership is “very important” to them.
- (c) **There is a disconnect between the individual priorities of district/CMO leaders and those of the larger school system:** Despite overwhelming support from survey respondents themselves, only half reported that school leader diversity is “very important” to their school system as a whole.
- (d) **There is a need for clarity in leadership opportunities and pathways, especially for aspiring leaders of color:** Only half of survey respondents indicated that there is a clear leadership pathway for educators within their district or charter network. Only one-third told us that there are leadership pathways specifically for people of color.
- (e) **School systems need support developing effective strategies for increasing diversity in leadership:** More than 60% of respondents indicated that their district or charter network simply does not know how to build a diverse pipeline of leaders.

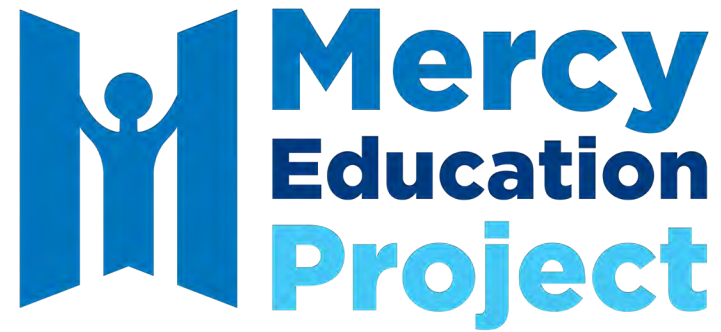


“While there is appreciation for racial diversity in our district, sometimes it is limited to that. Diversity in thought or experience is often seen as a threat.”

“Our district has prioritized increasing representation for one group; however, it has neglected increasing representation for the group that represents the majority of our population.”

“While the majority of our faculty/staff (including teachers, principals, and our superintendent) value diversity and equity, our school board is clearly opposed to exploring and embracing them.”

56. New Leaders. (2022). Invest in Leadership: Five Actions District Leaders Can Take to Increase School Leader Diversity. Retrieved from <https://www.newleaders.org/raising-educational-leadership/district-leader>.



Brand Identity

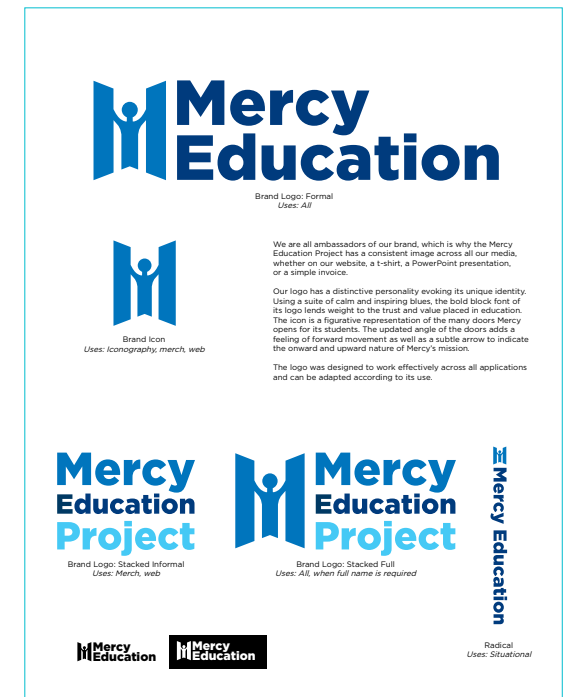
2021

Client: Mercy Education Project

Mercy Education Project's mission is to provide the tools for educational equity, economic stability and mobility; and cultural enrichment opportunities for Detroit's women and girls who have limited access to resources.

Website available here.

www.mercyed.net



PALETTE

The Mercy brand has its own specialty colours to be clearly identified. These colors share a cool tone allowing for harmonious compositions while still feeling like Mercy Education.

Mercy Blue is the most important color to the brand. It should be used sparingly to highlight interactions between the customer and the brand, and provide care, assurance, and delight.

Honorable Blue is the main color for headers and information. It is used for typography and backgrounds, and can also be used in other appropriate situations.

Resonant Blue can be used as a secondary colour for headlines and body text when sufficient contrast can be maintained for legibility. It can also be used as a background colour to create a hierarchy.

Verve Violet can be used sparingly as an accent color.

Turkish can be used sparingly as an accent color.

Mandarin can be used sparingly as an accent color.

Cherry can be used sparingly as an accent color.

Black is the primary color for body text.

White space allows information to breathe, while enhancing the composition's visibility and impact.

FONT

The Mercy brand utilizes the Gotham font family.

Mercy Blue 0075bd 87/49/0/0
Honorable Blue 003b7d 100/87/24/9
Resonant Blue 45c9f5 59/0/0/0
Verve Violet 9c4780 42/85/22/2
Turkish 009e99 81/16/44/1
Mandarin f59400 1/49/100/0
Cherry e73846 3/93/73/0
Black 000000 0/0/0/100
White ffffff 0/0/0/0

IMAGERY

Most imagery used in formal contexts should be used in black and white, at times with a blue/silver tint effect applied to the photo.



EVENTS

Mercy Education's many events are hallmarks of the fundraising experience. Event design should utilize Mercy's color palette, fonts, and bright, bold style.



MEP Annual Report

2021 Annual Report
Print PDF (7 pages)

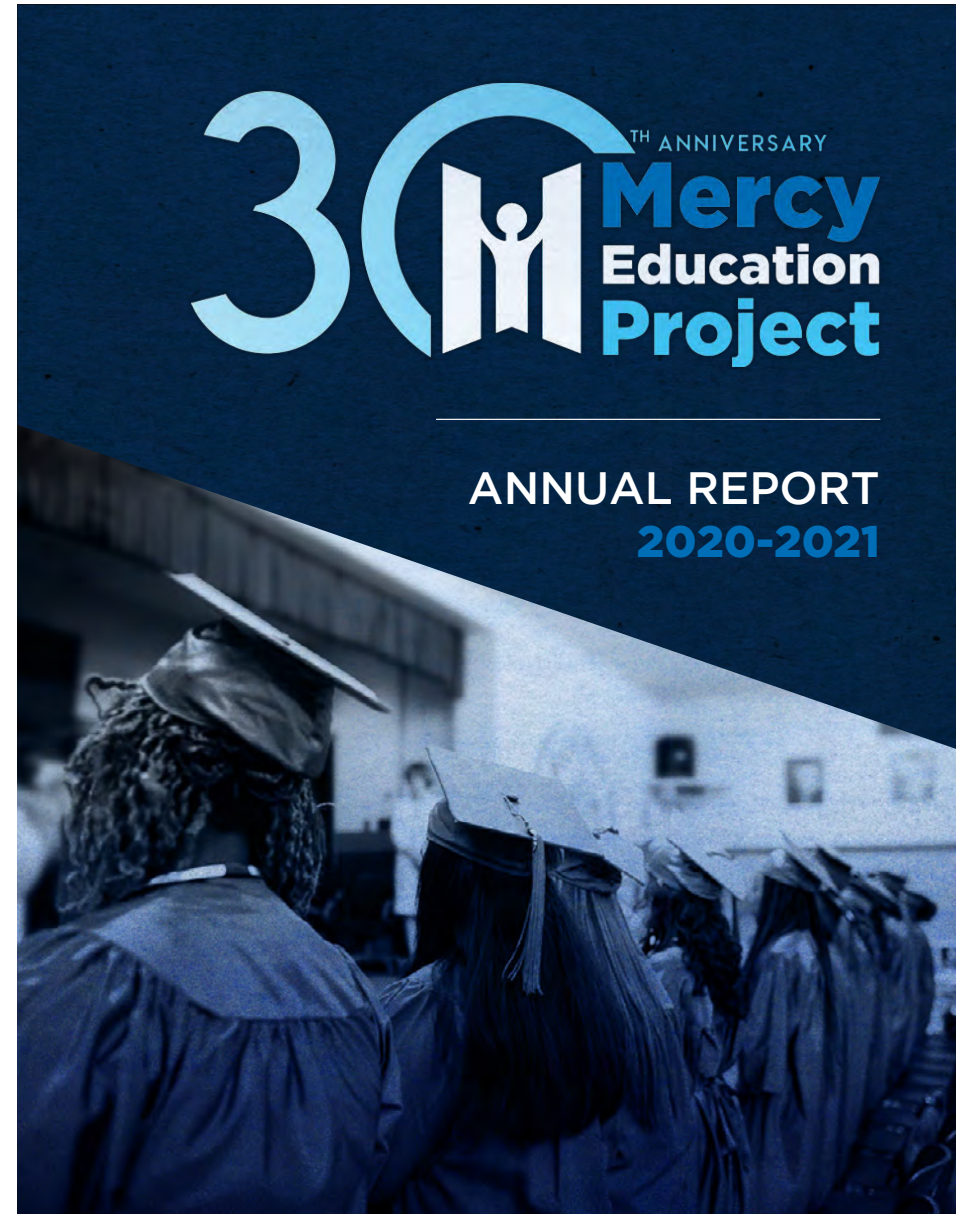
Client: Mercy Education Project

Mercy Education Project's mission is to provide the tools for educational equity, economic stability and mobility; and cultural enrichment opportunities for women and girls who have limited access to resources. Empowering them as they work towards a brighter future.

Needing to share the heavy lift of pandemic education, I worked with MEP in a massive refresh project. Redesigning their brand guidelines, this piece was the first in a series of refreshed documents. This document is available online and was printed as a booklet/magazine for in-office and event use.

Full PDF available online.

static1.squarespace.com/static/5e53ef889d7841545fa571a5/t/6216c840a1d3b0492e857126/1645660232496/MEP_AnnualReport2021_forweb.pdf



“ We must strive to do ordinary things extraordinarily well. ”

Catherine McAuley, RSM



Yvette and Mark

Mercy Education Project founder, Sr. Mary Canice Johnson, R.S.M., Ph.D.
November 1, 1933 – May 12, 2015



In 1992 **Sister Canice Johnson** along with a group of Sisters of Mercy, decided together that a strong educational assistance program for women and girls was needed in the city of Detroit. The initial goal was to break the cycle of illiteracy and lack of education particularly prevalent in southwest Detroit. Mercy Education Project was born. Sister Canice was appointed MEP's first executive director.

Earning degrees in English and a Ph.D. in Linguistics and teaching at both Mercy High School and Mercy College of Detroit, Sister Canice understood the importance of being educated. No issue was closer to her heart than the plight of children and adults in Detroit who lacked the ability to read. Former MEP Executive Director, Amy Amador called Sister Canice, “A trailblazer who took the vision the sisters had for creating MEP and made it a reality.”

A phrase commonly thrown about in education is **meet them where they are**. MEP Womens' Program Teacher, Mark Weisenthal took this adage to a whole new level during Covid.

Mark first met and started tutoring Yvette in Math at Sienna Literacy Tutoring Center in 2016. At that time, Yvette struggled with simple division. **Mark met Yvette where she was** mathematically by introducing an ordinary dot-method which slowly helped Yvette conquer division. That was just the beginning of their relationship. After some time away from MEP, Yvette returned in 2017 and soon started encouraging Mark to become a tutor at MEP.

Mark eventually took Yvette's advice and started tutoring in October 2019 and quickly became a GED Math teacher at MEP in January 2020. When Covid hit in March 2020, once again, **Mark met Yvette where she was**, this time literally. Mark started going to Yvette's home, met her husband, and continued tutoring Yvette for up to two hours per day, three days a week - FOR NINE MONTHS! All this time Mark was encouraging Yvette to keep practicing and to take the GED Math Test - “Keep at it, keep at it, you will pass.” In December 2020, Yvette took the test, and not only passed but earned the highest score ever by an MEP student!

Mark is a skilled Math teacher and tutor, yet so much more. Because **Mark met Yvette where she was**, he built a bond of trust and care. Together they built a relationship grounded in perseverance. When asked about Mark, Yvette said, “He'll stay with the problem until you get it - he wants you to get to where you want to be - he puts confidence and encouragement within you.” Reflecting on his four-plus year experience with Yvette, Mark realized, “Because of her, I will never give up on anybody.”

As a high school student, Yvette passed all her subjects, but Math. Her mother died when Yvette was 15. She dropped out of school to take care of her sisters. Although she struggled through years of addiction and recovery, Yvette always wanted to be a nurse. She is currently working in home healthcare and once she gets her GED she plans on getting a nursing degree.

As the new Executive Director of MEP, I have learned that our students, teachers, tutors, and staff often take what is commonly viewed as ordinary to a whole new level. As the world continues to struggle through the challenges of Covid, MEP is **meeting the women and girls we serve where they are** to educate, encourage and empower them to become who they are—**extraordinary people!**

Because of your generous support over the past two years, we were not only able to keep MEP's doors open virtually during lockdown but were able to open our doors to live instruction this fall. The girls and women we serve need all of us now more than ever. Thank you for partnering with MEP as we look forward to our 30th year of being that difference in the lives we help transform.

With Gratitude,
Mark Mals
Executive Director



The Covid Pivot. A New MEP.

In March 2020 the entire world changed overnight due to the Covid pandemic. In order to continue to serve, Mercy Education Project immediately transformed into an online learning facility.

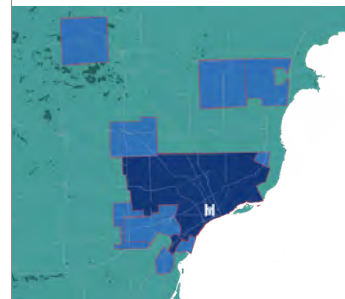
Our educational staff became the frontline workers and resource providers to our families, calling in weekly to make sure they were receiving the information and support they needed to endure the pandemic.

All MEP instructors and tutors became online school teachers and counselors, making sure our students had access to education and someone to talk to during a difficult time. As a community, MEP did what was necessary to continue our mission.

The Women's Program

In response to Covid, MEP Women's Program became a State of Michigan certified learning facility. Instead of entering our Howard St. classrooms, MEP brought the classroom to their living rooms. By utilizing and investing in several computer software programs and mobile apps, MEP was successful in transforming into an online Adult Basic Education, English as a Second Language, and GED Prep school for women 18 years and older.

This model relieved the barriers of childcare and transportation for our women. Not only was this new model a huge success, but it also allowed MEP to expand our reach to women living outside of Detroit proper. MEP Women's Program is currently serving women in Wayne, Macomb, and Oakland counties.



96% of incoming Women's Program students perform at a 1st-8th grade reading level

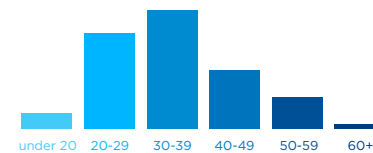
2020-2021 Placement Testing Adult Basic Education

DEMOGRAPHICS

Black/African American 57%
Latina 23%
Middle Eastern 17%
White 3%



AGES SERVED



INCOME LEVELS Reference Sample: Income Family of 4



COMMUNITIES SERVED

71% Detroit Residents

29% Non-Detroit

Clinton Twp.
Dearborn
Dearborn Heights
Harper Woods
Lincoln Park
River Rouge
Sterling Heights
Southfield
Waterford

Women's Program



College Bound!



Andrea

Attending: **Wayne State University**
Area of Study: **Medical**



Nazli

Attending: **University of Michigan-Dearborn**
Area of Study: **Business or Political Science**



Karla

Attending: **University of Michigan**
Area of Study: **Business or Political Science**



Ni'Matullah

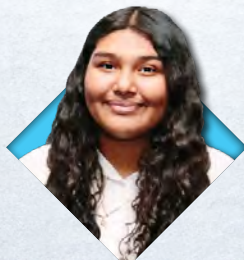
Attending: **Wayne State University**
Area of Study: **Performing Arts**



Ximena

Attending: **Wayne State University**
Area of Study: **Environmental Science**

Congratulations to these seven brilliant MEP College and Career Readiness scholars!



Jennifer

Attending: **Albion College**
Area of Study: **Undecided**



Nathalie

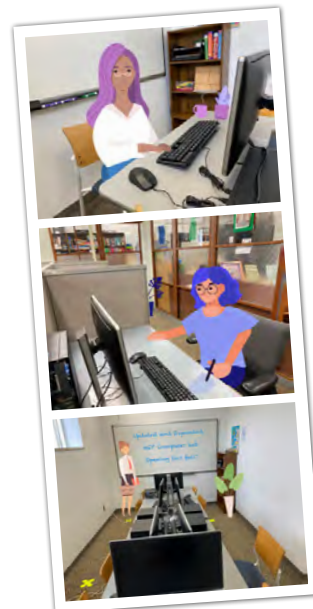
Attending: **Wayne State University**
Area of Study: **Nursing**

Embracing Digital Literacy

In February 2020, Verizon Wireless awarded MEP \$100,000, over the course of two years, to close the digital gap and embrace digital literacy in SW Detroit. Due to this innovative partnership, MEP and Verizon were able to get MEP students and their families through shelter-in-place.

Through these funds MEP was able to build and successfully execute a Technology Lending Library, that now serve over 50 MEP women by providing them with laptops, webcams, headphones, various computer accessories and WiFi hotspots in their home. All of MEP's GED graduates were able to complete their studies through online learning and software that was also made possible by Verizon.

To prepare MEP for the return of students to the building, Verizon once again lead the way by helping update and expand the MEP Computer Lab. This now allows more women to complete their assessment tests to enter the program and allows our girls to get additional support on their school work from their tutors. Thank you **verizon!**



MEP is pleased to acknowledge these annual donors from the fiscal year July 1, 2020 through June 30, 2021

McAuley Circle

gifts of \$5,000 or more

- Christine and Michael Allen
- Anonymous (2)
- Black Opal
- Carl L. Collins III
- Community Foundation for SE Michigan
- DTE Foundation
- Ford Motor Company Fund
- George R & Elise M Fink Foundation
- Dr. Richard J. Giuffillan & Carmen Caneda
- Sister M. Naomi Holysko, RSM
- Sisters of Mercy, West Midwest Community
- The Elizabeth, Allan, & Warren Shelden Fund
- Trinity Health

Sister Canice Circle

gifts of \$2,500-\$4,999

- Blue Cross Blue Shield of Michigan
- Robert and Kristin Bowen
- Margaret Cooney Casey & Brian Casey
- Facebook
- Joyce Jay Raymond Foundation, Inc
- Justgiving
- M. Kathleen Kirschenheiter & Kathleen Tkach
- Sister Maria Klosowski, RSM
- Colette & Christopher Rizik
- Wallace Scones
- Marina Williams

Thank you to our donors!



Connections 2022 Event Design

2022

Client: UChicago Laboratory Schools

Connections, Lab's gala fundraiser, brings hundreds of parents, faculty, staff, alumni, and friends together for an evening of socializing, dancing, and dining all in support of student financial aid and other specific initiatives.

For this annual gala event, held at Chicago's Museum of Science and Industry, the producers wanted a Gatsby-esque theme. This year's event was especially high profile as it celebrated the school's 125th anniversary. Using a classy black and bronze vintage theme, with architectural nods to point to the separate 125th logo, I created all needs for the event, from the Save the Date through the massive wall displays and bar covers for cocktail hour, through the animated running slideshow and program.



125 years of scholarship

When John Dewey founded what would become the University of Chicago Laboratory Schools in 1898, he envisioned a true educational "laboratory" where the experience of education was that of an ongoing continuity. In Dewey's philosophy, students learn best by doing. When Dewey's school merged with Chicago Francis Parker's teacher-training school in 1925, more attention to the governance of public education became a national priority. Chicago Lab school as the "laboratory of the future" was established with a mission to demonstrate the benefits of experiential education's value throughout the history of the Laboratory Schools.

While in training, Lab teachers have also maintained high levels of scholarship, expanding upon their practice in the classroom to pursue research, investigation, and professional development. In 1926, the faculty had 14 master certificates or diplomas in fields including French, math, and science. More recently, 11 Lab teachers have won Chicago's prestigious Gordon Parks Award for Excellence in Teaching, more than any other school in the area.

Today, whether studying 19th Century Latin American history or Film and Animation or Artificial Intelligence, we are proud to have students who have followed in his footsteps.

"Give the pupils something to do, and something to learn, and the thing is of such a nature as to demand thinking; learning naturally results."

125 years of curiosity

Lab students and faculty have always had an insatiable thirst for curiosity and a desire to discover more about the world around them.

Student questions have been a mystery of Lab since the 1901 founding of The Laboratory High School, as the time and one of our early high school papers in the country in 1916. It was reported by The Tribune, which continues to see some of the nation's top academics for student questions.

Lab's spirit of inquiry has also pushed teachers to the forefront of how to engage curious learners. Teachers have used everything from case-based Learning Guide readings to cutting-edge technology to enhance the educational experience.

Earlier this year, a group of 17 high school students visited the Advanced Research Center at Argonne National Laboratory to examine issues for such as air pollution. For 125 years, the Lab continues to be committed to the classic, creative, future, and changing topics.

"What's in a question you ask? Everything."

125 years of creativity

John Dewey's fresh and unconventional view of education has influenced the students, teachers, and other community members who have followed in his innovative footsteps at the Laboratory Schools.

Student artists at Lab in fact have been in the line Master in Wayne 214, where in the 1900s students put on professional productions of operas, plays, operettas, and variety shows. These performances were directed by talented music teacher Harry Hill, who first began working in 1922 taught both performance and music history, leading that by itself made his students could represent over 1,000 important themes from classical music.

In 1986, celebrated poet Langston Hughes joined the Lab faculty as part of research. During his residence he taught classes in creative writing and jazz and delivered a masterful example of collaboration with the History, English, and Music departments.

When Gordon Parks first met Robert in 1950, Lab asked special identically designed and exhibited in the arts. Students, then and now, have produced a digital media lab, relevant books, films, and historical and contemporary.

Whether in the historic Blaine Theater on the cutting-edge studios of Gordon Parks Arts Hall, Lab students have always been in every medium, from the traditional to our Masterpieces by publishing the Henry Dreyfus Laboratory. Our students continue to try the creativity and joy of the Lab community.

"The spontaneous tendencies of the child are the records of his own genius."

"We must prepare our children not for the world of the past, not for our world, but for their world—the world of the future."

125 years of confidence

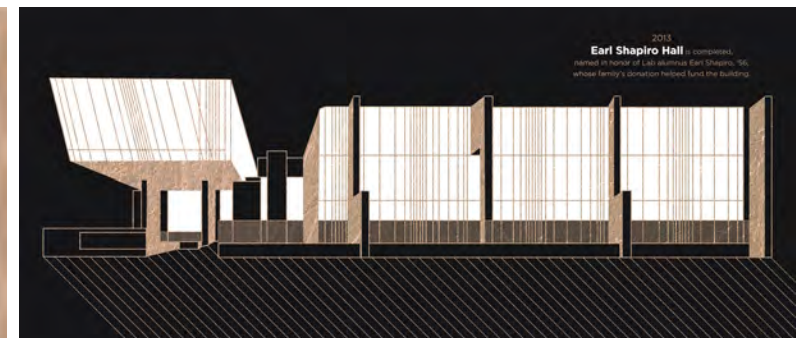
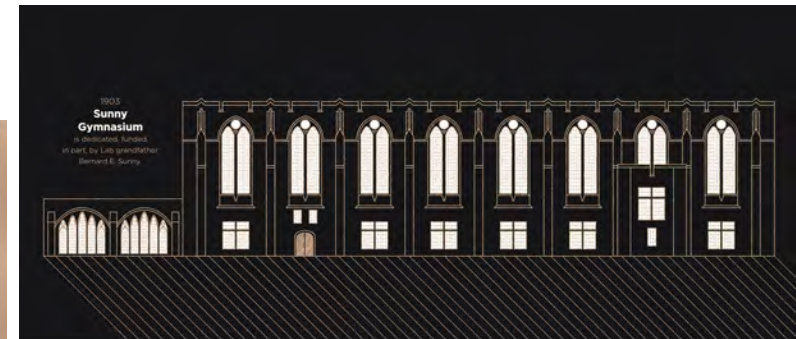
A solid spirit of confidence has helped Lab since its inception, inspiring confidence and leadership in the classroom and the world beyond Lab's doors.

In 1916, during its first 100 years, the Chicago National team represented Lab in the 100th anniversary "City of the Future" National Exhibition in the two-managers high school program to identify and select it as an inspiring school year.

Student athletes in the turbulent 1980s advanced energy for athletics, music and their voices at the time. In 1989's first female principal, Margaret Furtak, made further progress toward equity in 1972 by establishing the student representative office at Lab and establishing an annual awards dinner to honor athletes.

Today, Lab students continue the legacy of courage through service learning projects, social action clubs, the High School Leadership and Global Issues course, and their own initiatives for the community, at the Laboratory Schools, where students lead the education of children's literature and more on yearly awards.

The greatest testament to the power of a Laboratory Schools education has always been to produce and regularly show that Lab students continue to be a difference in the world as entrepreneurs, leaders, artists, educators, researchers, public servants, and more.





front cover



back cover



gate interior 1



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Save the date for Connections 2022!

Don't miss the gala celebration of the Laboratory Schools' 125 years of history as a leader in progressive education, inspiring and nurturing a spirit of scholarship, curiosity, creativity, and confidence among the University of Chicago's youngest students.

Connections 2022 promises to be an elegant evening of community that will include dinner, dancing, and entertainment. The event will support financial aid, a full-access fund to support additional needs for students on aid, and will supplement the Director's Impact Fund.

Watch your email for your invitation in December and we hope to see you there!

Heiji Choy Black, P'26, P'28, P'32
Nicola Halsall Idehen, P'27, P'28

Connections is Lab's biennial gala fundraiser—a 30+ year tradition that brings together parents, alumni, faculty, and staff to celebrate and support the Schools.

ucls.ejoinme.org/connections2022

SPECIAL THANKS TO

Laboratory Schools leaders and staff who supported Connections

Ryan Allen, Sylvie Anglin, Tony Baker, Paul Baekemeyer, Carla Ellis, Scott Griffin, Kelly Grimmett, Brian Hewlett, Victoria Juved, Brian Lukinski, Nicholas Littleton, Scott Mooney, Pam Nance, Valerie Reynolds, Kathryn Smidstra, Joe Wachowski

Laboratory Schools Board members for their tremendous support

Laboratory Schools faculty who helped with student performances

Alexandro Gonzalez, Ryan Hudac, Nichole Magliocco, Andrew Norle, Rozalyn Torto, Katy Sinclair

Laboratory Schools student groups

Maroon Key Society
Middle School Jazz Band
U-High Chamber Collective
U-High Dance Troupe
U-High Quartet

Laboratory Schools students, faculty, and staff who appeared in the Connections 2022 video

Yusuf Alami, Amy Atkinson, Emma Baker, Camille Baughin-Cunningham, Zoe Cobb, Michael Eldridge, Faith Hubbard, Stephanie Mitzromekis, Zola Orlov, Nayan Raji, Kira Sekhar, Erik Sveen Erling, Crystal Wren

Laboratory Schools Office of Alumni Relations and Development

Daman Cates, Drew Chaboyer, Sarah Jane Chrysler, Katrina Ferryris, Priya Loria, Ramya Shah, Heather Tamburo

Connections Volunteers

DJ Acosta (Sound Investment), DJ Vince Adams, David Epstein (wee Designs), Anna Elizabeth Johnson (Nellaemalozbem), Ben Kolak & Kyra Mitchell (Trust and Documentary), Jean Lachet, Eileen Mullin-Gauleter (D&S Consulting), Christie Springer (Softek and MSI)

INDIVIDUAL SPONSORS
(as of April 18, 2022)

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Luba Romantseva, AB'DO, MD'04 and Benjamin Blander '96, SB'98, SM'98, PhD '03

Diamond

Lena Jessen, MBA'04 and Andrew Jessen, MBA'04
Andrea Wishom Young and Charles Young

Sapphire

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Ruby

Cindy Cruise, MBA'04 and Stephen Cruise, MBA'92
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Ka Wei C. Lee and Thungo G. Van Hai
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Silver

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Enca Davidovic, '88 and David Davidovic
Kristina and Thomas Ehrhart
Izzy and Semu Hariprasad
Jingwen Tang, MBA'07 and Horan John Holt, MBA'06
Kelly and Matthew Kalela
Aarti and Nalin Khanna
Eric and Jonathan Lewis
Bryce and Arthur Minatz
Karyann and Jason Minton
Elizabeth Blair and Gregory Morin, MBA'04
John W. Rogers, Jr., '76
Lauren Parnauke, MBA'11 and Andrew Simmons, MBA'91
Dwayne and Alex Washington
Maira Hale, PhD '88 and Mark Wessner

Bronze

Briak Aschebrook-Kilfoy, AB'01 and Larry Aschebrook
Susan Boonstra Farmer, MBA'02 and Richard Farmer, MBA'02
Karen Ryan and Megan Ferenbacher
Coleen and Fred Gomes
Kirsta Hatcher, MBA'19 and Merrick Hatcher
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Sandy and Steven Davidson
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**We are pleased to recognize those senior families who have also a freely committed leadership support to the Class of 2022 Scholarship Fund.*

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SCIENCE-INDUSTRY

fully opened interior







Soccer Ball 2023 Event Design

2023

Client: Urban Initiatives

Urban Initiatives' mission is to use the power of sport and play to empower Chicago's youth to achieve academic success, develop social-emotional skills, and build social capital.

For this annual sports-themed gala event, UI needed full event design support, from logo creation to invitations to website to event slideshow, decor, and swag.

Website available here.

www.uisoccerball.org





fully opened interior spread

OUR SPONSORS

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Bakalar Family Charitable Fund • The Dower Family • ME & Chris Girgenti • Joseph Kelly • The Pigott Family • The Rakestraw Family

Get tickets and donate at uisoccerball.org! You may also cut out and complete the form below, and mail it to: Urban Initiatives c/o Nicole Meunier 650 W. Lake St. Suite #340, Chicago, IL 60661

YES! I want to support UI and attend the Soccer Ball!
I/we would like _____ tickets (\$150/ea).

I/we will be there in spirit and would like to make a Donation of \$ _____.

Total Amount \$ _____

Name (as it appears on your credit card) _____
Billing Address _____ City, State, Zip _____
Phone (required for online bidding) _____
Email _____
Guest Names (if applicable) _____

Enclosed is my check payable to Urban Initiatives
 Charge my credit card (Visa / Mastercard / AmEx)
Card No. _____
Exp Date ____ / ____ CVV _____
Signature _____
 Save this credit card for express check-in, checkout, and online bidding at the event.

invite back RSVP/donor card



custom envelope



Builds City-Wide Community

1 Chicago

45 Neighborhoods

63 Schools

15,000 Youth Impacted

urban initiatives

SOCCER BALL 2023

friday, january 27



January 27, 2023

Dear Friends,

Welcome to the 2023 Soccer Ball! We're thrilled you're here to celebrate another year of Urban Initiatives programming and the incredible youth we serve. We're impacting over 15,000 students, and at a time when our programs are in greater demand than ever before, we're grateful to have supporters like you on our team!

Before the party kicks off, we want to preview a word you're going to hear a lot tonight: COMMUNITY. Since day one, community has been at the heart of our work. It starts with the students who play on our teams, take on leadership roles as Team Captains, and move on to professional internships that prepare them for college, career, and beyond. We partner with parents, guardians, and siblings to ensure that we're building a wraparound network to support our youth at every step of their journey. From there, we bring in principals, teachers, and school staff to help ensure lessons our youth learn on the field carry over to the classroom. Then we mix in hundreds of coaches and assistant coaches who mentor, guide, and shape thousands of youth each day. Finally, we add an incredible staff and board that keep everything running and ensure our programs run at the highest level.

And then there's you, the incredible, supportive community members who have helped us grow and thrive for nearly 20 years. With a community like this, a stronger, brighter future for Chicago's youth is within reach. Thank you for making our work possible. Now let's have a little fun!

Jim Dower
Co-Founder & Executive Director

GAME PLAN

7:00 Let's get this gala going!
Food stations & bars open
Photo stations open
Silent auction continues

8:00 Welcome Address
Paddle Raise
Awards Ceremony

2023 UI Soccer Ball Award presented to:
UNIVERSITY OF CHICAGO MEDICINE

2023 Paula Armstrong Memorial Heart of a Champion Award presented to:
OPTIMUS

2023 Troy Cameron Team Captain of the Year Award presented to:
KEON PEOPLES

9:00 Dancing kicks into high gear with DJ Mike P

10:30 Silent Auction closes
Silent Auction Checkout begins at 10:45

11:00 AFTER PARTY!!!

You don't have to go home but you can't stay here!
Hop on the school bus to keep the party going in Logan Square at **The Owl** (2521 N Milwaukee Ave)!
Buses will be available beginning at 10:45 or you may meet us there.

THE UI SOCCER BALL AWARD

The Urban Initiatives Soccer Ball award is presented to an organization that demonstrates exceptional services and dedication to Urban Initiatives' mission. This year's honoree, University of Chicago Medicine has been a dedicated UI partner and a leader in the Chicago community. Of particular note are UChicago Medicine's years of support for our participants, families, and school communities as well as their leadership in championing chronic disease prevention and management, trauma resiliency, and health inequity reduction across our city.

UChicago Medicine has provided funding to support UI's program expansion across South Side neighborhoods, exposed UI's high school participants to medical career paths, and volunteered to provide first aid support at UI's community programming events. We are so grateful to University of Chicago Medicine for not only their monetary support but their enthusiasm, expertise, and passion when it comes to serving our students. We are thrilled to present University of Chicago Medicine with the 2023 Urban Initiatives Soccer Ball Award.

PAULA ARMSTRONG MEMORIAL HEART OF A CHAMPION AWARD

The Paula Armstrong Memorial Heart of a Champion Award recognizes volunteers who, like longtime Urban Initiatives volunteer Paula Armstrong, go above and beyond the call of duty. They are not only advocates for Chicago's communities but show up, roll up their sleeves, and put in time to support the youth that UI serves.

Optimus is a production company that has worked with UI over the last 15+ years to tell the story of our growth.

TROY CAMERON TEAM CAPTAIN OF THE YEAR AWARD

The Urban Initiatives Troy Cameron Team Captain of the Year Award is presented to a fifth through eighth grade student in UI's leadership development program who demonstrates exceptional leadership on the field, in the classroom, and in their community. This Team Captain shows commitment not only to UI's programming but also the improvement of their school community.

Keon Peoples joined the UI program in 2017. He started off as a shy, quiet player who loved to play soccer with his friends after school. Through this he developed leadership skills on and off the field. He became one of the most trusted team captains in the Take the Lead Program, attending all huddles, retreats and team practices. We are proud to have Keon Peoples as our Troy Cameron Team Captain of the Year.

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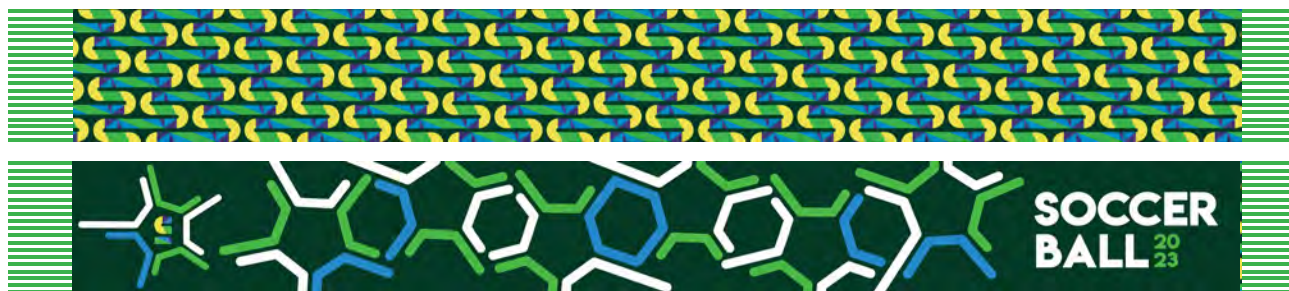
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Cannes Lions Festival Event Design

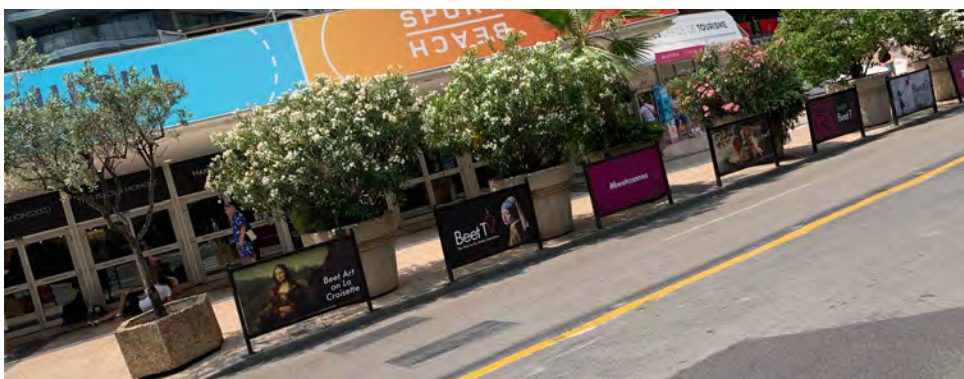
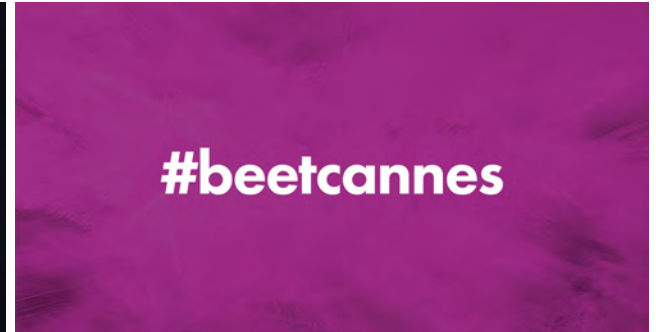
2023

Client: Beet.TV

Beet.TV hosts an annual program at the Villa des Fleurs as part of the Cannes Lions International Festival of Creativity. This four-day event featured live and recorded interviews, panels, and town halls with creatives from across the world of marketing and media.

For this year's event, Beet.TV had a new challenge: decorating La Croisette, the high profile promenade in front of the awards show. Initially they had concepted using an AI program to add beets into famous artwork. I sourced high resolution artwork and painted digitally added beets, matching the original artist's style. Additionally, I was tasked with updating their logo for 2023, and creating all other designed elements for the event: on-site signage and banners, video pre-and post-rolls, .gifs and other social media imagery, as well as online ads.





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—JUNE 20—

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events.beet.tv/santamonica

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March 6-8, 2024
events.beet.tv/sanjuan

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Animated Logo

2022

Client: Fun or Scary?

The logo for this Youtube channel needed to convey the nature of the show—a millennial couple traveling the world and exploring locations both fun and frightening.

See animation here.

youtube.com/watch?v=HOIEH_StglQ&feature=shares&t=36



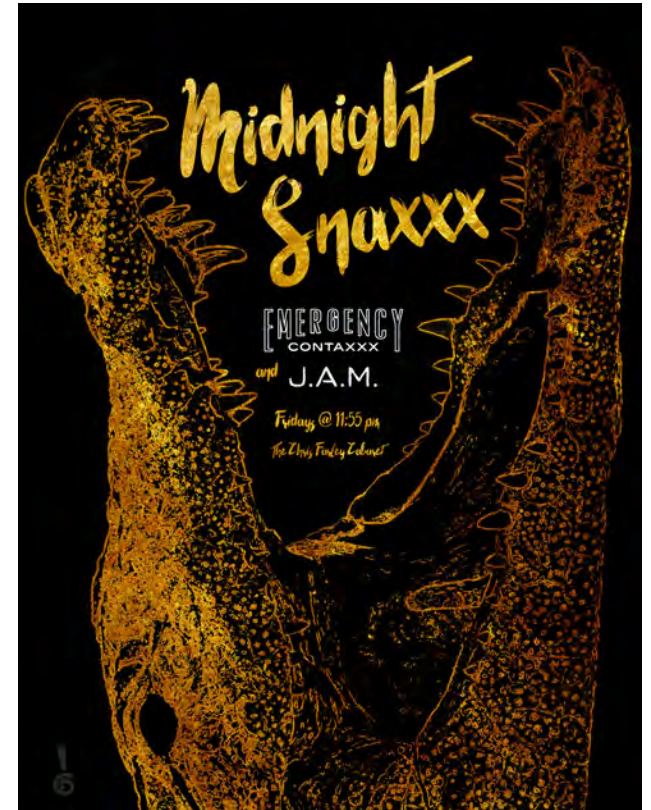
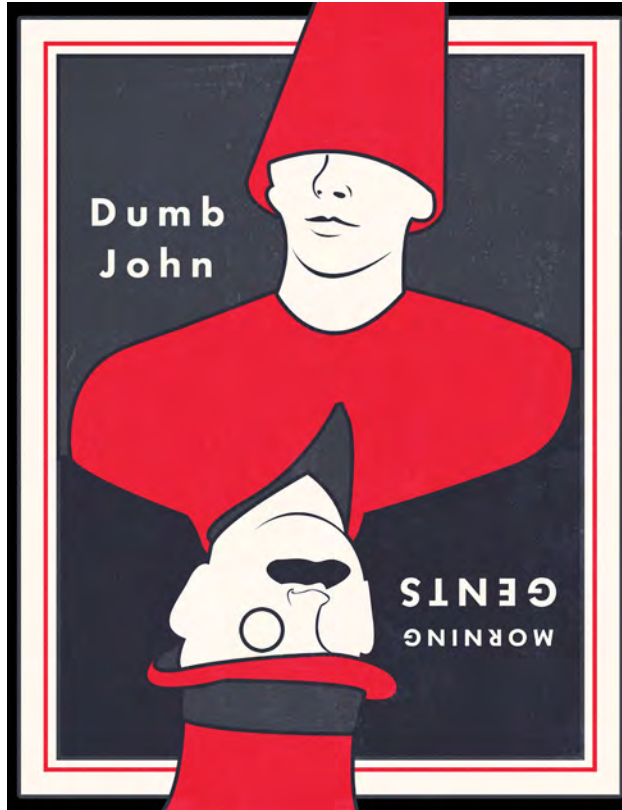
Entertainment
Posters + Logos

2021-2023

Multiple Clients







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 bad
 fair
 good
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success

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 renee hansel
 breanna lind
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