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Today, before settling in to read our 2018 Annual Report, you already read thousands of words. Written language surrounds you, and reading it is as natural as breathing. It is a skill you cannot forget or turn off. Not only are you able to enjoy books, stay current with news, and scan social media, but you can also follow signs to navigate the city. You can complete a form at the doctor’s office. You can add a fare to your Ventra card. You can vote.

For 28 years WITS has been building positive self-identity and foundational literacy skills in young readers, supporting their opportunities, agency, and goals. We are proud of the what we’ve accomplished.

Tena Kunik, Chief Executive Officer
Working in the Schools, WITS
ITS IN THE NUMBERS

92

CHICAGO ELEMENTARY SCHOOLS

From the Loop to West Garfield Park, from Uptown to Altgeld Gardens, WITS volunteers and educators shared their love of reading with students in 92 Chicago elementary schools.

38,725

HOURS OF LITERACY MENTORSHIP

WITS is proud to be the largest volunteer corps serving CPS. Our volunteers gave 38,725 hours of literacy mentorship to thousands of students in the 2018-2019 school year.
149 Rochelle Lee Teacher Awardees participated in 2,646 hours of free, educator-led professional development workshops.

WITS sent 30,708 books home with students to build their at-home libraries and reinforce positive reading behaviors.
To me the mission of WITS means that we are investing in the future of Chicago’s youth. Whether it’s working with teachers to improve their literary practice in the classroom or helping students foster a love of reading through one on one literacy mentorship, we know that this is going to benefit students for the rest of their lives.

The footprint of WITS is pretty big in Chicago. We serve students in Pre-K through eighth grade and we partner with schools in nearly every neighborhood in Chicago. For me, I believe our mission really shines in the small moments at WITS. Teachers from different schools sharing knowledge and ideas at workshops, students and mentors discussing books that they want to read, a student feeling comfortable to express that they feel safe with their mentor and they feel welcomed in the WITS space. Those small moments, to me, are really our mission coming to life.

Kristen Strobbe, Chief Program Officer
Working in the Schools, WITS

THE WITS MISSION
WITS sets students on a trajectory for success by building critical literacy skills and developing positive self-identity through teacher led professional development and volunteer powered mentorship programs.
WITS values student growth, which we measure through two outcomes: reading level growth and attitudes toward reading. One way that students show reading level growth is through increased confidence that develops over the course of the school year and throughout their years of involvement in WITS programming. Through our literacy mentorship programs, students are encouraged to develop a positive self-identity. By doing activities with their mentors, like writing “I am” poems, students are able to bring this self-awareness and strength to their lives.

Starting in kindergarten, WITS becomes a part of our students’ school day. Leaving their classrooms to read with volunteers for 15-20 minutes at a time becomes a routine, and students look forward to seeing their mentors. The growth students make in one school year, especially at this early age, is profound. Program staff can see students enthusiastically reaching for books, and even reading them on their own. This past school year, Ameera participated in the WITS Kindergarten program at John A. Walsh Public School, reading with her mentor Joe every Thursday. She also attended WITS on the Weekend with her brother, and used some of the skills she practiced during WITS time to help her on a scavenger hunt at the Garfield Park Conservatory. She wrote this note for her mentor at the end of the school year.

Note from Ameera to her partner, which reads:
“Thank you for reading with me. Thank you for letting me pick out a book. Thank you for reading words I don’t know.”
By the third and fourth grades, students are at a critical point in their literacy journeys – they make the transition from learning to read to reading to learn. With a more solid foundation of phonics and decoding words, they are able to harness that knowledge to help them tackle longer books, learning about topics that fascinate them and using books as a point of connection in their relationships with their mentors. Washington Irving Elementary School third and fourth graders headed to CME every Wednesday in the Workplace Mentoring program, where students and mentors worked on shared reading and homework. At the end of the school year, students shared their favorite parts of the program and the ways they have grown:

“I like coming to WITS every week because it has a lot of books I can chose from. I like comic books and you have a lot of those!”

- BAKARUS, 3RD GRADE

“I enjoy spending time with Bakarus and reading books and learning new things about him. I always have a good time.”

- STEVE, CME VOLUNTEER
My favorite part of coming to WITS is working on my homework and reading with my partners. My favorite book I’ve read is *Jake the Fake Keeps it Real* because it’s funny.

- JA’ZIAYA, 4TH GRADE

My favorite part is seeing Ja’ziaya every week and reading with her and teaching her new words. I love being a strong mentor and supporting her in her reading journey.

- CARLOS, 4TH GRADE

It’s cool that I have John as a partner again because I thought I was going to have to meet someone new but I didn’t! It’s nice having the same mentor again. I like that you get to finish your homework during WITS. My favorite book I read this year is *Lunch Lady* because it’s very fun.

- JA’ZIAYA, 4TH GRADE

I like taking care of the kids and helping them out every week at WITS.

- JOHN, CME VOLUNTEER
Fifth grade students at Chalmers School of Excellence commuted to Boston Consulting Group every Thursday after school to participate in the Workplace Mentoring program. There — for Amir, WITS was something he had planned to sign up for after having watched his brother Antwine go the year before. He was paired with Antwine’s mentors, Cade and Will, and together, they finished several chapter books. Two weeks before the end of the program year, Amir proudly finished the graphic novel *Pashmina*, a story of family, culture, and self-discovery. Amir had chosen this book with his partner Will, who knew about his passion for anime and thought graphic novels might be a good idea. Amir read the entire book aloud, using expressive voice and focusing to get as much done as possible.
For Ayman, WITS has been a part of school since he was in kindergarten. Now entering seventh grade, he had an unofficial “graduation” at the last day of WITS on the Weekend at Walsh this year. He proudly mentors his younger sister, Ameera (Kindergarten student mentioned above), and encourages his peers in the program to try their best both during reading time and throughout the STEAM lessons that are the cornerstone of the program. In his own words, “[Going to WITS] makes me happy because I get to go to such an awesome place every day and learn and do things.”

Ayman demonstrates that creating a culture of literacy can go beyond student-mentor relationships. Every week at program, he shows his younger classmates that a love of reading is something to be proud of and encourages them to actively participate. “I just act like their friend,” Ayman says. “Sometimes I grab something boring and put a twist on it to make it fun.” When asked about the impact of attending WITS throughout elementary school, Ayman shared his plans for the future: “WITS has really influenced me and now I’m going to go to a STEM school for high school and I’m going to become an engineer.”
HOW STUDY GROUPS IMPACT SCHOOL CULTURE

Written by Mia Valdez Quellhorst, Director of Teacher Programs

WITS believes that if we can develop a love of reading in students, it will positively impact their entire life. WITS knows that empowered readers change the world. Through the Rochelle Lee Teacher Award (RLTA), WITS’ flagship program for Chicago Public Schools teachers, we create communities of teachers who want to reconnect to their lifelong love of reading. If teachers are readers, they’ll foster that love of reading in their students.

Building communities in today’s schools come with unique challenges. Along with managing curriculum and testing demands, teachers are expected to help students become critical thinkers, responsible community members, and compassionate friends. Often, this leaves little time and space for inquiry, reflection, and collaboration. The Rochelle Lee Teacher Award has long served to provide avenues for teachers to collaborate and build community. WITS believes that teachers know best how to teach their students. Teachers know their students and their needs. Teachers know themselves and their practices. Teachers are looking for ways to improve. Using these beliefs as a guide, the Rochelle Lee Teacher Award empowers teachers to take charge of their own professional development. At the WITS Summer Institute, awardees choose from a catalog of hundreds of literacy focused professional development courses that align with their professional growth and the unique needs of their classroom.

WITS Study Groups are school-based professional learning communities that meet once a month, September through May, to tackle specific instructional gaps. Groups choose a topic and pick a text to guide their research. Teachers read, reflect, and try new techniques in the classroom before coming together with their group to examine progress in the context of the whole school community. At the monthly meetings, study group members collaborate, share student work, and problem solve, all while building community among peers. With doors open, teachers engage in a meaningful, sustained reflection-to-action process.

“Being a part of the Rochelle Lee Teacher Award (RLTA) program has opened many doors to improve my abilities to lead literacy instruction. Through the summer workshops, I have been able to learn and implement new ideas into my classroom... Through my experience with WITS I’ve been pushed and given the opportunity to grow as an educator, a professional colleague, and a leader.”

- VY NGUYEN, STUDY GROUP LEADER AT BRENTANO ELEMENTARY
During the 2017 school year, WITS began to examine the structure and outcomes of the RLTA Study Groups to find ways to improve. Study group members commented on a lack of continuity between program years and how abrupt it felt to end such an intensive study at the end of a school year. "After spending months thinking about and working with close reading, it felt strange to put that topic aside the next year. We immediately started a new project with little tangible, lasting results from the year prior," remarked one WITS study group leader. This led to the idea of "Going Public" as a way to showcase and synthesize study group learning.

The structure of Study Groups loosely follows the teaching strategy of inquiry projects. When embarking on an inquiry project, students ask a myriad of questions about a topic as each individual learner finds the most intriguing, interesting part to sink their teeth into. This is what Study Groups do: choose a topic of study and then examine it from different angles, using a collaborative, reflective trial-and-error process. What was needed was a way to synthesize a year's learning so that it could continue to live in the classroom, beyond the one-school-year RLTA cycle. Borrowing from the inquiry philosophy, WITS added Going Public Projects to Study Group curricula. Now, Study Groups define a goal to work on throughout the year, including final projects that synthesize the groups' year-long learning. In May, all Study Group members come together for a Going Public Showcase. All projects are displayed and shared. The school-wide impact of these projects is immense: curricula have been written, scopes and sequences adopted, parents engaged, conference presentations given, school-wide trainings led, and more. Study groups use the Going Public Project to share their learning with the school community. These projects have a noticeable impact on teaching and learning in the entire school, not just RLTA classrooms.

In 2018, teachers at Brentano Math and Science Academy in Logan Square saw a deficit in their teaching practice and used the RLTA study group model to enact positive, lasting change to their literacy teaching practices. The Brentano group chose to focus on adding diverse anchor books and text sets to their teaching. Many schools use packaged curriculum. These curriculum give teachers lesson plans, scope and sequence, activities, homework, even scripted lessons. These curriculum vary in scope and quality, but all assign anchor texts – books and reading material that serve as the foundation for learning. Many of these titles are “classics.” Chicago Public Schools classrooms have a diverse population of students with a broad cultural footprint. Many of the texts championed by prepackaged curricula are not relevant to the experiences of the students being taught.

The teachers at Brentano realized that while they’d found text sets to address instructional needs, they had more work to do to integrate this learning into the larger academic fabric of Brentano. Eight teachers from Brentano applied and were accepted into a WITS Study Group for the 2019-2020 school year, allowing them to have two years of focused work finding and integrating culturally relevant texts into the school-wide curriculum.

I have learned a great deal from our study group this year. Our discussions of diverse books and how to incorporate them has led to tangible results in my classroom, as I have added many of these books to my library throughout the year. I’ve seen the impact these books have on students as they encounter characters that look like them, share their background, or share some of the same challenges.

- LEAH STENSON, BRENTANO STUDY GROUP MEMBER

From the individual awardees who are just beginning to reconnect with themselves as readers, to Study Group members teaching and learning from their peers, to coaches and workshop leaders who guide RLTA participants, WITS is proud to have brought together over 8,000 passionate educators. In its 31st year, the Rochelle Lee Teacher Award continues to empower educators to improve their practices and deepen their impact in the lives of their students. Our teachers will come together soon in the 2019 Summer Institute and begin the study group process anew. We are excited to share in the discovery and reflections of our 2020 cohort as they work to change the world one study group at a time.

The Rochelle Lee Teacher Award Alumni Network consists of over 5,400 teachers.
For the past decade, Mark Andersen has volunteered as a WITS Mid-Day Mentoring (MDM) literacy mentor. Once a week for an entire school year, Mark visits Manuel Perez, Jr. Elementary school in the Pilsen neighborhood to read one-on-one with the same student. Mark reads out loud, modeling fluent reading (pausing at commas and periods, pronouncing words correctly, etc.) and helping his student comprehend the story by asking questions and reacting to the text. These techniques support his student in becoming a better reader, as well as sparking a lifelong love for reading.

HOW LONG HAVE YOU BEEN A WITS VOLUNTEER?
I have been a volunteer with the amazing WITS organization since 2006.

WHY DID YOU START VOLUNTEERING WITH WITS?
A friend at work had been a volunteer for a few years and she invited me to join. I could tell by her enthusiasm that this would be great way to get involved in the local community.

AS A WITS MENTOR, WHAT DOES GROWTH MEAN TO YOU?
Being able to help students grow in their reading ability and to help increase their interest in reading has been especially satisfying.

HOW WOULD YOU SAY YOU HAVE SEEN WITS GROWTH SINCE YOU STARTED VOLUNTEERING?
The WITS program has grown significantly in its ability to recruit even more dedicated volunteers since I first joined.

HOW HAVE YOU SEEN GROWTH IN YOUR LIFE FROM VOLUNTEERING WITH WITS?
I am proud to work for a company that places a high value on community involvement, and I have grown in my appreciation for a healthy work-life balance that provides time to help children with such a critical part of their development.

ARE THERE ANY WAYS YOUR STUDENTS HAVE EXEMPLIFIED GROWTH THIS PAST YEAR?
At the start of the school year, Karen stated that she wasn’t yet a big fan of reading. However, over the course of our time together, I witnessed a big change in her attitude toward reading and in her ability to read and comprehend the stories we read together. The WITS program is absolutely improving the lives of these young children, and I look forward to remaining a weekly volunteer for many more years!

70% of WITS students outperformed their peers in beginning of year to end of year reading level growth.
Partnerships between WITS mentors and students are the driving force of WITS volunteer programs. These relationships develop over the course of the school year through weekly reading sessions and provide a comfortable space for students to test concepts and grow. Over time, familiarity and commitment to shared goals result in a stronger, more effective program. Just as students benefit from consistent relationships with their mentors, WITS benefits from its trusted partnership with Deloitte.

Since 2004, Deloitte has contributed over 8,000 volunteer hours to Chicago Public Schools students. Since the first time Chavez students arrived at Deloitte, the program structure has evolved from its original iteration, WITS at Work. The hour-long sessions focused on reading one-on-one, but the time was not organized. In the current Workplace Mentoring model, time is allotted to shared reading, homework, and group activities aimed to help foster community. Students and mentors both report that their favorite times at WITS are when they get to engage in group activities with their partners and peers. Students know they can read the latest graphic novel and have time to tackle their hardest math problems. They know the routines and find them effective. The consistent schedule makes WITS a place that students can rely on and feel safe.

The program continues to prosper thanks to the Deloitte mentors’ commitment to building strong relationships with their students. This partnership gives all students the opportunity to have fun and achieve reading level growth. Even the shyest students become more confident in their voices as they grow more comfortable in the space. Every year, new Chavez students are welcomed to WITS, creating a positive culture that encourages students to remain in the program for multiple years.

Corporate coordinator Maria Seimenis shares, “WITS is positive in so many ways, but the fact that we have the ability to make a difference and make a direct impact in children’s lives is particularly rewarding. Seeing the smiles on the children’s faces alone is worth it.”

WITS is positive in so many ways, but the fact that we have the ability to make a difference and make a direct impact in children’s lives is particularly rewarding. Seeing the smiles on the children’s faces alone is worth it.

- MARIA SEIMENIS, DELOITTE CORPORATE COORDINATOR

Seimenis recalled especially memorable events throughout Deloitte’s history with WITS, including a special Halloween party in 2014 when the whole group came in costumes – including the mentors. This past school year, Chavez students and Deloitte employees came to the WITS office in the Literacenter for their session. They were able to hear more about the Chicago Literacy Alliance, check out the WITS office and libraries, and read with their partner. Outside of program, Deloitte partnered with WITS for their “Inside Deloitte” event for potential new-hires. These potential new-hires learned about Deloitte’s Corporate Responsibility and Sustainability initiatives in Chicago, then assembled over 150 bags of school supplies, winter clothes, and books for the schools that WITS serves.

Twice yearly, Deloitte throws a party for the students and the mentors and gives books (in addition to the ones given by WITS) to the students to build their at-home libraries. For the 2018-2019 school year, Deloitte gifted two popular graphic novels to students, Be Prepared by Vera Brosgol and Crush by Svetlana Chmakova.

Deloitte received the WITS 2018 Blackboard Affair Corporate Honoree Award in November.
Their support of WITS students significantly advances WITS’ mission and goals.

What started as an idea to bring students to the Deloitte office after school evolved into a program that helps students reach new academic success and be part of a community that embraces their unique personalities.

WITS thanks Deloitte for their partnership, and is excited to build on these successes together to invest in Chicago Public Schools’ students and their communities.

Deloitte received the WITS 2018 Blackboard Affair Corporate Honoree Award in November.
EVERY DOLLAR COUNTS

Our donors are our backbone. They make WITS possible. Over the past year, we have grown the depth of our programs while ensuring 81% of our donations go directly to program needs.

81% of every dollar given to WITS goes to support mission delivery.

WITS 2018 FINANCIALS

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<td>Workplace Mentoring</td>
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<td>Early Childhood Summer Program</td>
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<td>Classroom Reading Tutors</td>
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81 cents of every dollar given to WITS goes to support mission delivery.
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$25,000+

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Joel Petersson
Tom and Betty Philipsborn
Ashley Pierce
Melissa Pillars
Larry and Dorothy Pirovano
Nari Katharina Pohl
Kristin Pollock
Elizabeth Pollock
William Press
Nicole Press
Dana Price
Neal Price
Judy Prindable
Sally Pritscher
Phyllis and Dennis Propp
Jenny Prudhomme
Emily Quayle
Erik Quik
Nancy Quinn
Tom Rafferty
Vidya Ramanavarapu
Elie Ramel
Cynthia Raskin
Stacy Ratner
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<thead>
<tr>
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<tr>
<td>Erika Vogel</td>
<td>Alexander Williams</td>
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<td>Beth Vogel</td>
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<td>Tony Volpe</td>
<td>Dina Winder</td>
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<td>Gabbi Vrablik</td>
<td>Andrea Wise</td>
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<td>Elizabeth Wald</td>
<td>Elizabeth Wohileb</td>
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<td>Pei Wang</td>
<td>Arnie and Ann Wolff</td>
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<td>Karen Whalen-Ward</td>
<td>John Woodson</td>
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<tr>
<td>Myron and Carol Warshauer</td>
<td>Clark Wormer</td>
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<td>Bronna Wasserman</td>
<td>Sari Worsham</td>
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<tr>
<td>James Watts</td>
<td>Max Wurm</td>
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<td>Michael Weber</td>
<td>Tracy Wurzer</td>
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<td>Urs Weber</td>
<td>Yitao Yao</td>
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<td>Christine Wechter</td>
<td>Frank Yao</td>
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<td>Debbie Wedren</td>
<td>Michelle Yates</td>
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<td>Dean Weinberg</td>
<td>Margaret Yott</td>
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<tr>
<td>Lesley Weisenbacher</td>
<td>Susan Youdovin</td>
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<tr>
<td>Wendy and Ronald Weiss</td>
<td>Angela Young</td>
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<tr>
<td>Robert Weissbord</td>
<td>Andrew Youngling</td>
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<tr>
<td>Rise Wendt</td>
<td>Isaac Yun</td>
</tr>
<tr>
<td>Daniel and Julie Wheeler</td>
<td>Thomas Zidar</td>
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<tr>
<td>John Wiet</td>
<td>Larissa Ziemba</td>
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<tr>
<td>Jenna Williams</td>
<td>Jerrold and Nancy Zisook</td>
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<tr>
<td>Terence Williams</td>
<td>Jeffrey Zohn</td>
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</tbody>
</table>

THANK YOU FOR SUPPORTING WITS.
# BOARD OF DIRECTORS

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Role</th>
</tr>
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<tbody>
<tr>
<td>Joanne Alter</td>
<td>Co-Founder</td>
</tr>
<tr>
<td>Co-Founder</td>
<td>Civic Leader (1927-2006)</td>
</tr>
<tr>
<td>Rochelle Lee</td>
<td>Founder, Boundless Readers</td>
</tr>
<tr>
<td>Librarian, Educator (1922-2009)</td>
<td></td>
</tr>
<tr>
<td>Marion Stone</td>
<td>Co-Founder</td>
</tr>
<tr>
<td>Civic Leader (1921-2018)</td>
<td></td>
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<tr>
<td>Philip Hildebrandt</td>
<td>Chairman</td>
</tr>
<tr>
<td>Chief Executive Officer, Segall Bryant &amp; Hamill</td>
<td>(2011-2018)</td>
</tr>
<tr>
<td>Jeremy Cole</td>
<td>President,</td>
</tr>
<tr>
<td>Partner, Jones Day</td>
<td></td>
</tr>
<tr>
<td>Scott Lehman</td>
<td>Vice President, Global Investment Banking, Baird</td>
</tr>
</tbody>
</table>

| Laura Shroyer Liss                         | Vice President - Legal Associate General Counsel, Advocate Aurora Health |
| Carolyn Goldhaber                         | Vice President - Finance Chief Financial Officer, Segall Bryant & Hamill |
| John Martin                               | Treasurer, President, JFM OPS Consulting LLC       |
| Lauren Rocklin                            | Secretary, SVP, Marketing, The Parking Spot        |
| Olimpia Bahena                            | Principal, Talcott Fine Arts & Museum Academy      |
| Amy Best                                  | Senior Vice President & Chief Human Resources Officer, Exelon Corporation |
| Stephanie Braming                         | Global Head of Investment Management, William Blair & Company |
| Doug Buchler                              | Managing Director, CIBC US                         |
| Ginny Carlson                             | Educator, Civic Leader                            |
| Roger Carlson                             | Retired, Morgan Stanley Smith Barney               |
| Kanika Chakravorti                        | Senior Vice President, Bank of America Merrill Lynch |
| Brian Chmiel                              | Managing Director, Crowe LLP                      |
| Stephanie Curulewski                      | Head of Marketing and Origination, IST Oil Americas |
| Dorne Eastwood                            | Educator, Civic Leader                            |
| Frederico Flores                          | Education Leader                                   |
| Sydney Gollday                            | Principal, John B. Drake Elementary School         |
| Jesus Gonzalez                            | Chief of Staff, Aon Risk Solutions                 |
| Diane Graham-Henry                        | Owner, Diane Graham-Henry                         |
| Patrick Hatton                            | General Manager, The Chicago Athletic Association Hotel |
| Lisa Kastigar                             | Director of Business Development, GCM Grosvenor    |
| Tena Kunik                                | Ex-Officio, Chief Executive Officer, Working In The Schools (WITS) |
| Federica Flores                            | Vice President, General Counsel and Secretary, Astellas |
| Girish Mirchandani                        | Senior Principal, Howard Fischer Associates        |
| Stephen O’Neil                            | Owner, O’Neil Dispute Resolution LLC               |
| Diane Graham-Henry                        | Principal, ASR Group                              |
| Patrick Hatton                            | Portfolio Manager, Kinship Capital                 |
| Lisa Kastigar                             | Director of Business Development, GCM Grosvenor    |
| Thrupti Shivakumar                        | Chief Executive Officer, Cohesion iB               |
| Jennifer Alter Warden                     | Chief Operating Officer, Executive Vice President, Baird & Warner Real Estate |

## EMERITUS DIRECTORS

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timothy Bixler</td>
<td></td>
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<tr>
<td>Jamie Garard III</td>
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<tr>
<td>Jill Jacobs-Baar</td>
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<tr>
<td>Elaine Levinson</td>
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<tr>
<td>Robert “Bud” Lifton (1921-2016)</td>
<td></td>
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<tr>
<td>Terri Lind</td>
<td></td>
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<tr>
<td>Jennifer Mikulina</td>
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<tr>
<td>Tom Murphy</td>
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<tr>
<td>Roz Supera</td>
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<tr>
<td>Eileen Sweeney</td>
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<tr>
<td>Lili Ann Zisook</td>
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<tr>
<td>Ronald Sonenthal</td>
<td>Partner, Deloitte Tax LLP</td>
</tr>
<tr>
<td>Carl Tannenbaum</td>
<td>Executive Vice President, Chief Economist, Northern Trust</td>
</tr>
<tr>
<td>Craig Thessin</td>
<td>Senior Vice President of Commercial Banking, Associated Bank</td>
</tr>
<tr>
<td>Edward Tilly</td>
<td>Chairman &amp; Chief Executive Officer, Chicago Board Options Exchange</td>
</tr>
<tr>
<td>Jennifer Alter Warden</td>
<td>Chief Operating Officer, Executive Vice President, Baird &amp; Warner Real Estate</td>
</tr>
</tbody>
</table>

| Robert “Bud” Lifton (1921-2016)           |                                                    |
| Lili Ann Zisook                           |                                                    |
ASSOCIATES BOARD

Kira Moscowitz
President

Alex Acker
Vice President

Meg Hiestand
Marketing / Events Chair

Andrew Youngling
Membership Chair

Sunil Gowda
Secretary / Treasurer

Kelly Borneman
Abhinav Brahmamdam
Brett Bulthuis
Kristina Castaneira
Kate Colasanti
Kirsty Collins
Christopher Corbett
Darby Crane
Brienne Einstein
Eveart Foster
Kaitlin Gare-Frantzen
David Glazer
Emily Glazer
Janet Griffin
David Guerrero

Bret Hildebrandt
Carolyn Jaw
Lauren Kaderabek
Griffin Kinzie
Danielle Klene
Victor Kostecki
Nicholas Krammer
Blake Lantero
Paige Lee
Klaudia Liszka
Hannah Littman
Chris Mair
Mallory McShane
Jeremy Netzel
Laura Norris
Ashley Pierce
Will Press
Aishwarya Ravindran
Stephanie Ricker
Nate Roberts
Courtney Roldan
Ryan Ruggaard
Nicole Schutz
Elise Spadavecchio
Emmet Sullivan
Jenna Williams
Seth Williams
Armon Vakili
Kevin Yao