

Transformation

2013 Annual Report

Letter from the Executive Leadership

Dear Friends,

Instituto del Progreso Latino (Instituto) is proud to share with you the outcomes of our work over the past year. The impact of this work has been felt by over 9,000 families and can be seen in a number of new and expanded initiatives. In the fall of 2012 we launched the Instituto Justice and Leadership Academy's Rudy Lozano Campus, an alternative public charter school dedicated to restorative justice. In addition, thousands of individuals started on the road to citizenship, hundreds earned new jobs, and dozens volunteered their time and energy to further expand and deepen the quality of our services in the community.

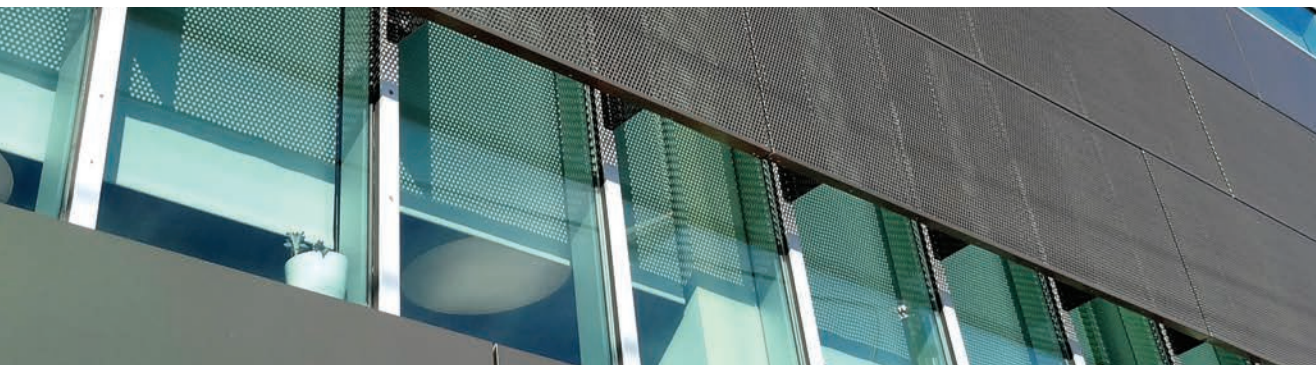
The theme of this publication is transformation — an experience we observe and participate in daily. We are inspired by the grandfather who challenges himself to learn a new language, the mother who turns a job into a stable career, and the student who is the first in their family to be admitted into college. Our collective story and subsequent triumphs are shared with you here.

We would like to thank you for your partnership, as the gains expressed in this annual report are because of your investments in our work. Together, we have transformed lives and contributed towards the journey of countless Latino families.

Best Wishes,


Juan Salgado
President & CEO


Mirna T. Holton
Chair, Board of Directors





About Instituto del Progreso Latino

INSTITUTO DEL PROGRESO LATINO (INSTITUTO) WAS FOUNDED IN 1977 WITH A MISSION TO **“CONTRIBUTE TO THE FULLEST DEVELOPMENT OF LATINO IMMIGRANTS AND THEIR FAMILIES THROUGH EDUCATION, TRAINING, AND EMPLOYMENT THAT FOSTERS FULL PARTICIPATION IN THE CHANGING U.S. SOCIETY WHILE PRESERVING CULTURAL IDENTITY AND DIGNITY.”**

IN THE LAST 36 YEARS, INSTITUTO HAS DEFINED ITS CHARACTER OF ACHIEVEMENT BY OFFERING HIGH-QUALITY PROGRAMS IN WORKFORCE DEVELOPMENT, ADULT EDUCATION, YOUTH DEVELOPMENT AND EDUCATION, AND CITIZENSHIP PREPARATION. THOUSANDS OF FAMILIES HAVE WALKED THROUGH INSTITUTO'S DOORS, TRANSFORMING THEIR LIVES BY LEARNING ENGLISH, EARNING THEIR GED OR HIGH SCHOOL DIPLOMA, INCREASING THEIR JOB SKILLS, FINDING EMPLOYMENT, AND BECOMING U.S. CITIZENS.

LAST YEAR, INSTITUTO ASSISTED NEARLY 9,000 FAMILIES THROUGH OUR FIVE STRATEGIC LOCATIONS IN PREDOMINANTLY LATINA/O COMMUNITIES IN SOUTHWEST CHICAGOLAND INCLUDING PILSEN, LITTLE VILLAGE, AND BACK OF THE YARDS. THE PRIMARY OBJECTIVES OF ITS PROGRAMS AND SERVICES ARE TO INCREASE CAPACITY FOR SELF-SUFFICIENCY; WORK WITH INDUSTRY PARTNERS TO MEET LABOR SHORTAGE DEMANDS; AND CREATE EQUITABLE ACCESS TO EDUCATION AND SKILLS TRAINING FOR LOW-INCOME ADULTS AND YOUTH.

SINCE 2003, INSTITUTO HAS OPERATED FROM A STRATEGIC VISION OF BECOMING A RECOGNIZED LEADER REACHING EVERY LATINO FAMILY IN THE CHICAGO METROPOLITAN AREA, WHERE **PARTICIPANTS ARE PROACTIVE AGENTS OF CHANGE IN THEIR COMMUNITIES AND HAVE SECURE ECONOMIC FUTURES IN AN ENVIRONMENT THAT RECOGNIZES AND VALUES EACH PERSON'S UNIQUENESS AND CULTIVATES THEIR GROWTH. TO ACHIEVE THIS VISION,** OUR PROGRAMS REFLECT A REAL UNDERSTANDING OF THE COMMUNITY IT SERVES AND AS SUCH THEY ARE UNIQUELY POSITIONED TO MEET THE ECONOMIC AND EDUCATIONAL NEEDS OF A FAST-GROWING LATINO COMMUNITY.

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Instituto del Progreso Latino Programs

At any given time, Instituto has a waiting list of up to 60 participants seeking to begin preparatory classes for the citizenship application test.

Con frecuencia Instituto mantiene una lista de espera de hasta 60 participantes que desean comenzar clases de preparación para el examen de ciudadanía.

Citizenship

The needs of aspiring new citizens in the Latino community remains as central to Instituto's activities today as it was when the organization was founded in 1977. Today, Instituto is the largest processor of citizenship applications in the state of Illinois jump-starting the pathway to citizenship for more than 2,200 individuals last year.

The application for citizenship can be both complex and costly for many low-income immigrants. Instituto helps applicants understand the misconceptions about the citizenship process that keep many would-be applicants from even exploring citizenship.

In addition to processing applications, the Citizenship Department also provides classes on US history and civics to help prepare applicants for the citizenship test. In the last two years, Instituto has seen over 1,500 applicants take classes



for the citizenship test and each year provided the class with the support of the U.S Department of Homeland Security.

Adult Education

Instituto's Adult Education programs offer a key resource for many low-literate adults in the Latino community. Last year alone, Instituto enrolled 700 students in its Adult ESL and GED. Nearly 400 others enrolled in Spanish Literacy classes, seeking to reach basic literacy in their first language.

Instituto's delivery of its Adult Education program is informed by an understanding

of the need in the community. Today, there are over 500,000 limited-English proficient individuals in Illinois, far more than can be served by any community college system. The program at Instituto thus provides a key educational resource that also meets the affordability and scheduling needs of low-income adults.

Last year, 85% of Instituto's Adult Education students completed GED and ESL classes, exceeding the state's goal of 70%. Similarly, 63% of the GED and ESL students reached a new grade level, exceeding the state's goal of 48%.

Many Instituto classes require more in-class time and minimize homework as instructors have found busy adults can more easily learn this way.

To improve retention, students are referred to additional support they may need with job placement, child care, transportation, or other social services through Instituto programs and community partners.

Muchas clases de Instituto no hacen énfasis en tareas hechas en casa pero a cambio requieren en su lugar más tiempo en el salón de clases, ya que los instructores han encontrado que los adultos tienen muchas responsabilidades fuera del salón y aprenden más fácilmente de esta manera.

Para mejorar la retención, los estudiantes reciben servicios adicionales como asistencia para encontrar trabajo, transportación, cuidado de niños y otros servicios sociales. Estos servicios son ofrecidos por Instituto o por organizaciones afiliadas.



Participant Story

Mr. and Mrs. Rodriguez

Maria, 67, and Febronio, 71, Rodriguez moved to the U.S. from Mexico in 1997. This year, they came to an Instituto workshop, seeking support to apply for citizenship. For many years, they feared their English was not strong enough to pass the citizenship exam. Febronio is also partially blind, making the prospect of learning a second language considerably more difficult. Further, Maria and Febronio live on a fixed income and could not afford the \$680 application fee.

With Instituto's help, Maria and Febronio were able to submit a special application to take the citizenship test in Spanish and have the fee waived. This spring, Maria and Febronio officially became U.S. citizens. They have since returned to Instituto to express their gratitude to the staff's counselors who helped walk them through the complex application process. Febronio, in particular, said he wanted to become a citizen as an example of perseverance and the importance of community and citizenship to his two adult children.



Participant Story

Graciela

Born and raised by her aunt in Durango, Mexico, Graciela Treviño came to the US at age 24. After getting married and having a daughter and son, she and her husband struggled for years to build a stable life. Graciela, 46, came to Instituto in 2012 interested in enrolling in Carreras en Salud to reach her dream of becoming a Registered Nurse. However, her ESL reading score did not meet the minimum requirement to qualify for the program and she was referred to Instituto's Adult Education department.

To take the classes, Graciela's daily schedule started at 5am and ended at midnight, as she worked at Target, went to school, and took care of her children. By the spring, Graciela passed the TABE 6.0 class, and by June 2013, she was admitted into the Carreras en Salud program, where she is now on her way to her dream career.

Center for Working Families (CWF)

Many individuals first come to Instituto with a motivation that is simple yet dire, the need to find a job that can sustain a household. In response, Instituto offers the Center for Working Families (CWF), providing over 700 participants each year with coaching on employment, finances, and job training.

Established in 2005, the CWF approach to participant support is based on methodology that shows the most effective way to move individuals out of working-poor status is to provide them with access to career support services, in addition to workshops on asset building and financial literacy.

Through CWF, participants gain the skills and perspective to manage their finances, develop new skills, and ultimately secure and retain higher paying jobs with the potential for pay increases. In fact, last year, with nearly 700 participants utilizing financial counseling, the average participant was able to gather average savings of \$2,454. Additionally, 193 participants were placed into jobs and earned an average of \$11.83/hour.



Participant Story

The Delgado Family

Juan M. Delgado, 26 and Ana Martinez, 24, are a young couple building a life together with the help of the Center for Working Families. After meeting while Ana was on vacation in Mexico, Juan moved to Chicago to be with Ana. They started out living with Ana's family and each took jobs earning just \$8.25 per hour.

Struggling to support themselves, the couple came to Instituto's CWF. Ana had little job experience and Juan spoke very little English, despite having many employable skills. Working with counselors, Ana was soon placed in a job as a cashier with the Museum of Science and Industry. Early on, Ana thought of quitting the job, nervous about handling cash and dealing with customers. But she continued with the support of CWF career counselors and her husband. Meanwhile, this April Juan was able to secure a position in construction, utilizing his existing skills and experience.

Today, Juan and Ana's financial picture is much more stable. They are working towards buying their first home and began seeking advice about the possibility of starting their own business. Juan and Ana recently welcomed their first child, Keyla, to the family.



Instituto's CWF has been recognized nationally by the Local Initiatives Support Corporation, a funding partner that supports the CWF model in communities across the country and has invited Instituto's leaders to present the CWF program model at local meetings and national conferences in multiple states. The Center for Working Families program enrolled 406 new participants last year, with over 700 new and continuing individuals utilizing career counseling services.

El Centro de Familias Trabajadoras del Instituto del Progreso Latino ha sido reconocido a nivel nacional por el Local Initiatives Support Corporation, una organización que ofrece apoyo financiero a Centros de Familias en comunidades en todo el país. Instituto ha presentado su Modelo en reuniones locales y conferencias nacionales en varios estados. En el año pasado, el Centro de Familias Trabajadoras inscribió a 406 participantes nuevos, con más de 700 personas que utilizaron estos servicios de consejería profesional.



Mujer Avanzando led to 23 post-program college enrollments.

Mujeres Avanzando ayudó a 23 mujeres a lograr su matrícula universitaria.

Mujer Avanzando

Each year, Mujer Avanzando has a profound impact, empowering a specific and important part of our community — our mothers. Last year, Mujer Avanzando enrolled 54 new individuals, serving 106 participants in all. Through financial coaching, Mujer Avanzando participants gathered nearly \$35,000 in savings, with an average of \$325 each.

Started in 2009, the program recruits hard-to-reach, working mothers who lack the skills to be fully self-sufficient household leaders. Mujer Avanzando focuses its support in three core areas:

■ **Financial Literacy:** All participants are assigned a personal financial coach to assist them with any financial issues, ranging from budget creation, home purchasing, asset development guidance, and other financial issues as they arise.

■ **Career Development:** Participants are directed in career development activities, helping them explore ways to improve their current employment situation, such as computer training, or discover pathways that may lead to a new career with higher potential for advancement.

■ **Latina Leadership:** Women in the program take group self-empowerment and leadership sessions that focus on topics and skills ranging from public speaking, to relationships and women's health.

Each graduate of Mujer Avanzando learns to embody a single, essential belief: Latina women are valuable, capable workers, and are worthy of significant investment.



Participant Story

Erica

Erica Rodriguez is a single mother with three children who came to Mujer Avanzando with little credit history, no savings, low income, and a seemingly unattainable goal of becoming a homeowner within two years.

Erica was very excited by the career and financial coaching she was receiving. She realized her spending habits were the root of many of her problems. After hearing a speaker on income tax during one of the financial wellness classes at Mujer Avanzando, she connected with a broker, seeking to learn more. She was so interested by the topic that Erica enrolled in an H&R Block training course.

Today, Erica is now working full time as an insurance and annuities sales representative, with a significantly increased income and savings. Her goal of homeownership is well within reach thanks to her more conscientious spending decisions and sticking to her budget. She was even able to clear up an unknown collection on her credit report and increase her credit score, another important step towards her dream of homeownership. She is now working with a home buying counselor at Instituto and taking steps towards this goal.



Participant Story

Rigoberto

Rigoberto Acosta, 23, came to Chicago from Cuba in 2009. Speaking very little English, his dream was to work in Medicine. Rigoberto enrolled in Carreras en Salud that year. At the time, he was unemployed and struggling to find work, supported only by family members. He began Carreras en Salud's in the English as a Second Language Healthcare Context class, the lowest level of the educational module for beginning English Speakers. It was the beginning of a long road, but Rigoberto was determined.

As a Carreras student, Rigoberto made significant gains in his English reading comprehension, which enabled him to pass the college placement exam and gain admission into the Basic Nursing Assistant Program by summer the next year. By summer 2013, Rigoberto, had earned a nursing license, a job, and was successfully continuing his education, having enrolled to the Practical Nursing Program at Wright College in Chicago, with graduation pending and expected in December 2013.



122 Career Pathways students earned training certifications.

122 participantes obtuvieron certificaciones industriales.



Career Pathways

Driven by a need for better jobs for low-income workers, Instituto has grown into the largest Latino-serving workforce development organization in the State of Illinois. Last year, Instituto's training programs enrolled over 300 new adults, serving more than 1,400 new and continuing students combined. Last year, its programs placed 142 individuals in jobs with an average wage of \$12.00 per hour.

Instituto's programs offer a connected series of culturally-contextualized education programs, with integrated support services, work experience, and on-the-job learning that enables adults to combine work and learning. Participants also benefit from strong linkages to programs offered by the City Colleges of Chicago. Instituto's programs currently include:

■ Carreras en Salud

is a training program for careers in healthcare, creating access to certifications in nursing for limited-English individuals. Started in 2005, Carreras has started over 2,000 low-income participants on a pathway to careers that earn over \$40,000 annually.

■ Computer Information Technology

provides an essential outlet to bridge the digital divide in the Latino community. The program gives participants a place to learn computer basics that are mandatory in a 21st century workplace.

■ Hospitality Management & Entrepreneurship

was piloted in 2012 to cover a broad range of skills needed to excel in hospitality careers – ranging from management, marketing, entrepreneur training and more.

Manufacturing Technology Training

Instituto's Manufacturing Technology Training program continues to make a major impact for new and experienced workers who need advanced training for high-tech careers in manufacturing. Last year, the program placed 47 participants in jobs earnings \$12.73 per hour last year.

Manufacturing Technology Training's most unique aspect is its direct connection to the manufacturing sector, as the curriculum is formed with input



The Manufacturing Technology Training program had 58 new enrollments last year.

El programa de Entrenamiento en Tecnología de Manufactura inscribió a 58 nuevos alumnos el año pasado.

about the most in-demand skills from local companies.

The program's success has meant its impact stretches far beyond Chicago. In September 2012, staff members accepted an invitation to present the program model with the National Association of Manufacturing (NAM) at the National Council of La Raza's (NCLR) Workforce Forum in Los Angeles. Then, in 2013, Instituto was contracted to provide and consult on the Manufacturing Technology Training curriculum for a community-based organization in Detroit looking to provide a manufacturing training program to community college students.



Participant Story

Antonio

Antonio Helms, 39, came to Chicago from Panama in 2007 with limited English vocabulary. Antonio chose to go back to school, starting the Manufacturing Technology Bridge Program in June 2012. After working with the program's Career Coach to help him with transportation barriers, he completed the Bridge Program and did not hesitate to continue with Advanced CNC Manufacturing Training at Wright College in August 2012.

Antonio has since earned eight certificates in machining and other manufacturing skills. He has credited the program's instructors "breaking lessons down into smaller, digestible bits that were easy to process." Subsequently, Antonio became a tutor in the program to help other students understand the material.

Antonio finished the program in June 2013 and had multiple job offers to choose from. He settled on a full-time position with General Machinery and Manufacturing Company (GMMCO), which is close to his home, has good opportunities for advancement, and pays \$13.50 per hour, with full benefits. Antonio is expected to quickly advance in his career and says he truly enjoys his job and the people with whom he works.



ManufacturingWorks

In the last eight years, ManufacturingWorks (MW) has placed 3,200 individuals at over 700 different employers. This success has come from the program's strategic design to identify and address the needs of manufacturing employers for customized recruitment and internal training programs.

As a collaboration between Instituto and the City of Chicago's Mayor's Office of Workforce Development ManufacturingWorks, the program partners with community-based organizations, workforce groups, area technical training providers, and others in order to screen and refer the best job candidates for area manufacturers.

Last year alone, ManufacturingWorks provided 88 different businesses with job placement consulting services and placed 232 individuals in jobs, with an average hourly rate of \$11.96.

Employer Profile

Kay Manufacturing

The Kay Manufacturing Company has been a partner of ManufacturingWorks since the beginning of 2012. Kay was looking to expand their current pool of potential candidates by working with the area's technical training providers. In an effort to increase their production levels with a higher caliber of skilled candidates. When MW was first brought in, the employer's 90-day retention rate was below 30%.

Kay utilized ManufacturingWorks to design a process, working with every training provider in the area to develop a structured referral process where all candidates were assessed for knowledge and work history, tested for level of specific skill and referred to Kay for an interview. This ensured that no candidate would fall through the cracks.

To date, utilizing the MW process design

This year, ManufacturingWorks, in partnership with Illinois Manufacturing Excellence Center and Chicago Manufacturing Renaissance Council, was selected by Chicagoland Workforce Funder Alliance to collaborate starting in fall 2013 on a region-wide Industry Workforce Partnership Intermediary.

Kay manufacturing were able to directly hire on 42 CNC machine operators at an average wage of \$12.80, with benefits and the opportunity to make an additional \$7 per hour through the employer's "Gain Sharing" program. ManufacturingWorks continues to work extremely close with Kay manufacturing for new ideas, outside the box workforce strategies to positively impact their bottom line.



Participant Story

Natalie

Natalie Juarez, 14, has been part of the KEY program at since November 2009. A student at a nearby neighborhood school, Natalie's mother, Lucina, first enrolled her in KEY when seeking for an after-school activity where Natalie and her two younger siblings could also get homework help. Immigrating from Mexico, Lucina and her husband spoke very little English and struggled to find resources to help their children. She was relieved to find KEY.

Natalie, started out very shy. She mostly talked only with her two siblings but was otherwise reserved. But soon, Natalie became a leader among the other students, helping others with their homework in addition to doing her own. Her ability to connect to other students soon grew, as she led a classroom fundraiser for cancer patients, raising over \$800 that they donated to Lurie Children's Hospital.

In 2013, after two years making the Honor Roll in elementary school, Natalie was accepted at Lane Tech College Prep high school, one of the city's top schools.



The average Escalera student obtained \$26,790 in scholarships last year.

El año pasado, los estudiantes del programa Escalera, recibieron un promedio de \$26,790, por estudiante, en becas universitarias.

Youth Development

In the last five years, Instituto has increased its work with youth, acknowledging the importance of inspiring educational achievement, while also providing a safe and constructive space to nurture the community's next generation of leaders.

The larger goal is to promote learning that is supported by the entire family and ultimately increase the rate of high school and college graduates in the Latino community. The program offers a comprehensive, multi-age youth program through two primary programs:

■ **Escalera**, started as a college-bridge program in 2003 with the National Council of La Raza, to date has supported 300 high school graduates through a 15-month program. Last year, the program reached 72

students, including 21 graduating seniors who started college in the fall. The program helps students address barriers to education, employment, and economic mobility that are common among Latina/o youth. In fact, the program has helped students earn over \$1.5 million in public and private aid for college.

■ **Keep Educating Youth (KEY)** is a year-round program based on the need to engage youth in positive activities after school. Last year, KEY provided 57 students a place to get help with homework, eat a healthy snack, and exercise in safe and supervised setting. During the summer, the program continue tutoring, field trips, sports, and other activities that help students grow and support working parents.

Volunteerism

Instituto sincerely thanks all volunteers for their commitment and dedication!

Over the last year, volunteer needs have grown tremendously in response to increased service provision across the organization. As a result, volunteerism at Instituto had a record-breaking year as seen in its 18 AmeriCorps members who served a total of 12,402 hours. This unique contribution is made possible by the National Council of La Raza who manages its Latino Empowerment through National Service (LENS) Program as part of the Corporation for National and Community Service. Along with the AmeriCorps LENS members, 60 additional volunteers from the community and educational partnerships served 4,987 hours for a total of 78 volunteers and 17,389 hours. *(continued)*



Volunteer Story

Tania

Tania Tovar served her second term as an AmeriCorps member at Instituto's Citizenship Department. She works to support Instituto's program participants by helping them to prepare for the United States Citizenship Exam. Since she began volunteering at Instituto, she has tutored up to six students each day. Over 100 of the participants that she personally worked with on a one-on-one basis actually passed the exam and became United States citizens. Tania also serves additional hours assisting Instituto Health Science Career Academy teachers in the classroom after her AmeriCorps work is done. The participants that Tania interacts with have relied upon her to become a leader, showing her how not to be afraid to speak up or in front of audiences, and to take initiative in group projects, such as fundraisers. Because tutoring has become her passion, Tania plans to continue volunteering at Instituto in order to see more participants become citizens.



Volunteers serve over 12 programs within Instituto with an impact reaching thousands of participants each year.

Los voluntarios sirven a más de 12 programas dentro de Instituto tocando la vida de miles de participantes cada año.

The impact of this combined volunteer workforce can be seen in a clothing drive held on Martin Luther King Jr. Day. Managed entirely by Instituto's AmeriCorps LENS members, 80 volunteers, including staff, helped make the drive possible. Over 65 program participant families received clothing, equaling 245 individuals. Additionally, 25 bags of clothes were delivered to the Pacific Garden Mission and Cook County Sheriff's Women's Justice Program. Volunteerism extended beyond Instituto programs and into the community when 15 volunteers participated on April 27th in the Comcast Cares Day at Dvorak Park.

Educational Partnerships

College of Education, University of Illinois at Chicago
Saint Xavier University
Loyola University
Northeastern Illinois University
Trinity Christian College

Thanks to all the following volunteers for your service!

Cynthia Avalos
Andrew Celis
Justin Del Rivero
Eladio Duarte
Erica Flores
Miguel Gonzalez
Sandie Gonzalez
Jesus R. Gradilla
Sara Guzman
Ricardo Lopez
Rosalinda Masson
Anel Montes
Uriel Montoya

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Jessica Perez
Ignacio Rosales
Manuel Sanchez
Elizabeth Suarez
Justin Tuffy
Rocio Villasenor
Tyesha Wells
Jennifer Zevallos



Alta Cocina

This year's *Alta Cocina: a Spring Chef's Gala* was held for the first time on a Saturday evening on April 13, 2013. This move elevated the event in its third year allowing its 500+ guests to invest in an evening out in support of Instituto del Progreso Latino and its charter schools.

Held in a new and modern space at the Radisson Blu Aqua Hotel Chicago, Alta Cocina raised nearly \$250,000 and included new elements beyond elevated cuisine, such as a live auction and awards. Specifically, State Representative Acevedo was honored with the Instituto Spirit Award along with the effervescent presence of auctioneer, Victoria Gutierrez and evening's Emcee Enrique Rodríguez, News Anchor with Univision.

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Featured Chefs and Mixologist

Jenny Kessler, Masa Azul (Logan Square)
Chef Laura Martinez, La Diosa (Lincoln Park, Summer 2013)
Chef Pedro Orduño, Radisson Blu Aqua Hotel
Chef Rafael Perez, Master Lead Chef of St. Augustine College's Culinary Arts Program
Chef Nicole Ramos, Radisson Blu Aqua Hotel



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July 1, 2012 - June 30, 2013

\$1 million+

Chicago Cook Workforce Partnership

\$400,000-\$999,999

Illinois Coalition for Immigrant and Refugee Rights
Illinois Community College Board
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Ray Duran
Lori and Robert Endre
Rita Esquiliano
Ricardo and Bea Estrada
Jesse Evans
Craig Fenne
May Fern Toh
Sol Flores
Dr. Joe G. Garcia
Marcelino Garcia
Adam Garcia
Amanda and Joe Gebhardt
Jorge Girotti
Brian and Lindsey Goetz
Hector Gonzalez
and Wendy Barberi-Gonzalez

Cesar and Victoria Gonzalez
Goodsearch
Maribel and Gino Guerrero
Rudy Guerrero
Sandy Guzman
Bethann Hester
Carmen and Bruce Hovanec
H&R Block
George and LeeAnn Huebner
Tom Kissane
Alberto Landa
Jeffrey Lewis
Emily Lifton
Jesus Lopez
Margarita Lopez
Dianne Lystlund
Annette Martinez
Frank Martinez
Vanessa Martinez
Simona McKinney
Raquel Meza
Uriel Montoya
Ald. Joe Moreno
Gabriel Najera
Maria Nealis
Margo Olson
Allison Parker
Jorge D. Perez and Jose Torres
Tania Ramirez
Eric and Wendy Raymer
Guadalupe Raymundo
Adrian Rivera
Andres Saldana
Jon and Adriana Segal
Jim Sifuentes
Luis Silva
Tony and Carolee Smith
Cristina Snipes
Jill and David Sommerfeld
Claudette Soto
Nancy Stankus
Steve Quick Jewelers
Shinko Tana
Trinity Christian College
Truist
Samuel I. Valle
Jennifer Vera
Jacqueline Villanueva
Rominna Villaseñor
David Waldherr
David and Lee Ellen Weihing
Kenwune Williams
Sana Yousuf
Anonymous

Workplace Matching Programs

Allstate Insurance Co.
Costco Wholesale
First Nonprofit Insurance Company
JP Morgan Chase

Staff

Stephen R. Alderson
Henrietta Barcelo
Christopher Boyce and Kimberly Mendoza
Rosemary Caruk and Scott Portman
Yesenia Cervantes
Kimberly Christensen
Tomas and Theresa DuBois
Dr. Ricardo and Nancy Estrada
Anthony and Melissa Garritano
Javier Gomez and Adriana Aranda
Javier Haro
Xavier Hernandez
Michael Y. Lee
Laura and Alexandro Lopez
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Cynthia and Alfredo Nambo
Claudia Regalado
Carolina and Jesus Rendon
Luz Y. Robles
Freddie Rocha
Grisela Rodriguez
Eric Salstrand and Mary Nell Murphy
Jesus and Rebeca Segura

In-kind

Atwood Café
AVT Event Technologies
Burke Beverage
Business Only
Broadband
Casa Noble Tequilla
Martha Casazza, Ed.D.
Chicago Bears
Chicago Botanic Garden
Chicago Cubs

Thanks to all investors and donors who make Instituto's mission possible!

Please note that every effort is made possible to ensure that the above listing is an accurate account of all gifts made during the 2013 fiscal year and as such regrets any omissions or errors that may have occurred in assembling this list. Additionally, if a gift was made at the Alta Cocina gala and is not listed here please check pages 34 or 46 for Academy Investor listings as the proceeds from this event are split between Instituto del Progreso Latino, Instituto Health Sciences Career Academy, and Instituto Justice and Leadership Academy.

To make a correction or to request further information, please contact Kim Christensen, Director of Development and Communications at (773) 890-0055 x4523

Chicago Opera Theater
Chicago River Canoe and Kayak
Chicago Symphony Orchestra
Chicago White Sox
Marilyn Christensen
Coconut Dolly
Photography
Comcast
Few Spirits LLC
Field Museum
Fleming's Prime
Steakhouse & Wine Bar
Folio Press
Gene Siskel Film Center
Greeley and Hansen
Hoy
Noe Huerta
Janelle Lake
Dr. Rosita Lopez
M&G Graphics
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Athletics
Old Town School of Folk Music
Juan Carlos Pelayo
Radisson Blu Aqua Hotel
Schaefer's Wines, Foods & Spirits
Simply Sweet Creations LLC
St. Augustine College
Theo Ubique Cabaret Theatre
Walt Disney World
Warehouse Direct
Whole Foods Market
Zanies

Instituto del Progreso Latino

Statement of Financial Position June 30, 2013

Assets

Current Assets	\$1,488,396
Non-Current Assets.....	\$42,873,176
Total Assets	\$44,361,572

Liabilities

Current Liabilities	\$2,195,681
Long-term Liabilities	\$27,766,626
Total Liabilities	\$29,962,307

Net Assets

Unrestricted	\$11,154,801
Temporarily Restricted	\$3,244,464
Total Net Assets	\$14,399,265

Total Liabilities and Net Assets \$44,361,572

2013 Revenues

July 1, 2012-June 30, 2013
\$11,760,771



Governmental	61%
Foundations and Private Grants.....	18%
Other	8%
Management Fees	7%
Contributions	5%

2013 Expenses

July 1, 2012-June 30, 2013
\$9,863,768



Workforce Development	45%
Management and General	20%
Adult Education	11%
School Management.....	7%
Citizenship	6%
Youth Development.....	6%
Fundraising.....	5%

IDPL's audited financials are posted at www.idpl.org.

Staff June 30, 2013

Executive Cabinet

Juan Salgado, President and CEO
Ricardo A. Estrada, Vice President of Education and Programs
Daniel J. Alexander, Chief Administrative Officer
Kimberly K. Christensen, Director of Development and Communications
Freddie Rocha, Executive Assistant
Grisela Rodriguez, Director of Human Resources
Eric Salstrand, Director of Finance

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Julie Calderon
Maria S. Calleros
Hector Castañeda, AmeriCorps LVI
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Oscar Jimenez
Julie Kalsow
Zulma Landeta
Darmara Lopez
Yomayra Lugo
Anabel Martinez
Jorge Martinez
Maria D. Mata
Hector Molina
Benito Mundo
Joseph Murray, AmeriCorps LENS
Ana Ochs, AmeriCorps LVI
Elsye Ortiz, AmeriCorps LENS
Jimmy Reyes
Guadalupe Robles
Luisa A. Sanchez
Gaby Santiago, AmeriCorps LVI
Herman Urena
Yesica Vazquez
Ana L. Vega
Osvaldo Villalpando
Marta Villanueva
Anthony L. Workman

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Mariela Diaz
Clara Diaz
Tania Huerta
Iffat Perveen

Jose M. Ramirez
Elizabeth Suarez
Sharon A. Taylor
Francisco Torres

Career Pathways Department

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Julian Areli
Gloria O. Amador
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Aurelia Calvario
Laura Calvario
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Agatha B. Demarchi
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Sergio A. Gonzalez
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Jacqueline Mendoza
Ines Montero
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Sara Palafox
Gabriel Perez, AmeriCorps LENS
Ginna Salaman
Claudia Regalado
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Teresa Robles
Lilia Trejo
Eva Torez
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Osvaldo Villagomez
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Alma R. Barragan
Osman Dubon
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Ana Flores, AmeriCorps LENS
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Maria G. Gonzalez
Maribel Grajeda
Ana R. Gutierrez

Raquel Murillo
Lubia Nunez-Montelongo
Imelda Padilla
Rosalba Ramirez
Maria Romero

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Denise Carranco
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Jesus Gonzalez
Nancy Gradilla
Yeferson Laverde, AmeriCorps LENS
Irma L. Lopez
Luis Rodriguez
Tania Tovar, AmeriCorps LENS
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Development and Communications Department

Christopher Boyce
Osvaldo Cardenas, Intern
Rosemary Caruk
Shannon M. Ghre
Yvonne Nieves
Karla E. Rivera
Tania C. Zuniga, Intern

Facilities and Reception

Gumersindo Cortes
Maria Galvan
Dora Garcia
Alicia Gutierrez
Javier Gutierrez
Carina Gutierrez
Jose A. Gutierrez
Juan A. Gutierrez
Ascencion Hernandez
German Jimenez
Maria Maldonado
German Martinez
Maria E. Mejia
Josefina Nolasco
Norma E. Quevedo
Antonio Salgado
Michael Ulreich
Saul M. Vasquez
Lizbeth Villarruel
Rosalina Zavala

Grant and School Compliance

Ramiro Arroyo
Isabel Buchanan
Karina Jimenez
Carolina Rendon

Human Resources

Department
Megan G. Kaplan, Intern
Gabriela Servin
YvetteSilva, Intern
Kendra Stevens, Intern

Information Technology Department

Marco Trujillo, Director
Muhammed K. Kurter
Adam Mach
Jose C Medina

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Betsy Calderon
Christopher D. Carstens
Rosalinda Masson
Delia Payne

ManufacturingWorks Department

Anthony Garritano, Director
Sandra Cortina

Xavier Hernandez
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Juanita Phillips
Maria S. Ramirez
Hortencia Rangel

Mujer Avanzando Department

Jessica M. Perez, Program Coordinator
Marina Becerra, AmeriCorps LENS
Yesenia Cervantes-Vasquez
Lorena Karadsheh
Teresa Robles

Youth Development Department

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Omar de la Cruz, AmeriCorps LENS
Jorge M. Garcia
Javier Gomez Jr.
Diana Hinojosa, AmeriCorps LENS
Karen Perez
Guadalupe Saenz, AmeriCorps LENS
Kirk Stanley, AmeriCorps LENS
Osvaldo Villagomez, AmeriCorps LENS



Instituto Health Sciences Career Academy

Dear Friends,

All of us at the Instituto Health Sciences Career Academy (IHSCA) are excited to share with you our many successes throughout the past year. IHSCA is proud to offer a new, innovative education opportunity in our community centered around health sciences to prepare students for the next steps in their lives as they continue their education and launch successful careers.

This year IHSCA grew to full capacity, enrolling 750 students. Our students reached new heights by fully engaging in their education as evidenced by a one-year drop out rate of only 2.1%. True to its mission of preparing students for college and beyond, IHSCA went past academics to coordinated university visits, pair students with professional mentors, and enroll students in post-secondary career training programs, such as Instituto's Carreras en Salud. IHSCA students have demonstrated their level of accomplishment by achieving high academic standards and demonstrating their commitment to furthering their education.

This spring, we are excited to graduate our first class. Our seniors will leave IHSCA prepared to dive into their next steps in college, post-secondary education, or their careers in healthcare. Thank you for supporting them in this effort and investing in their futures. The opportunities created by our school would not be possible without our community of supporters and we are thankful for your belief in IHSCA, its vision, and its students.

Many thanks,


Mary Anne Kelly
Chair, Board of Directors

Instituto Health Sciences Career Academy Board of Directors (June 30, 2013)

Mary Anne Kelly, Chair
Retired from Metropolitan Chicago
Healthcare Council

**Francisco M. Rausa III, Ph.D.,
Vice Chair**
Formerly of Baxter Healthcare
Corporation

Ana Maria Soto, Treasurer
EducateLatina.com

Raul Raymundo, Secretary
The Resurrection Project

Olga Camargo
Toroso Investments

Joe Miles
United Healthcare

Julio C. Silva, MD
Rush Medical Center



IHSCA Evolution

Since its founding in 2010, the Instituto Health Sciences Career Academy has grown rapidly. From its first class of 171 students, the school is now preparing to celebrate the class of 2014 – its first ever graduates – while still nurturing its entire population of 750 students.

The school remains steadfast in its mission: to prepare urban youth to succeed in competitive colleges and universities, obtain job-readiness certification for entry-level positions with higher wages in healthcare, and gain new awareness and seek a healthier lifestyle.

In the last year, the school has grown into a community, with parents and students growing more connected every day.

As a school designed to build a college bound population, IHSCA is answering a challenge in the community. As freshman, many students are arriving significantly behind the appropriate literacy and

achievement levels expected for their age. Yet students are learning to achieve. Over half of 11th graders recently post a 19 or better on ACT composite scores, a score that will earn acceptance into many quality colleges in the area.

This type of achievement is possible because the school's leaders have won the needed investment of time and energy from students and families, as seen with a one-year drop out rate of only 2.1%. Further, 100% of students have completed a Student Master Plan by committing to paper their students career goals, including a road map of understanding what education and professional steps will be necessary to achieve the goal. Similarly, 100% of students have attended career days and college visits, extending the learning environment beyond the classroom.

On the whole, these outcomes are indicative of a community that is developing a culture at IHSCA that spells excellence.

From its first class of 160 students, the school is now preparing to celebrate the class of 2014, its first ever graduates, while still nurturing its entire population of 720 students.

Después de iniciar sus clases cuatro años atrás con 160 estudiantes, IHSCA ahora se prepara para graduar su primera generación de estudiantes en el 2014. IHSCA cuenta, ahora, con un total de 750 estudiantes.

College Development

As part of preparing for college success, IHSCA adheres to the understanding that students must be readied for the college application process and given an understanding of what life is like in higher-education environments. To provide that insight, last year, over 300 students participated in college site visits which were guided by IHSCA's academic and college counselors.

To further enhance the college site visit experience, IHSCA's students visited with undergraduate and medical students at area colleges. At the University of Chicago's Pritzker School of Medicine, students were given a presentation on the importance of mathematics in anesthesiology. Illinois Institute of Technology hosted over 50 IHSCA students at Women's Day, a special outreach to engage more young women in engineering careers. Other school visits IHSCA *(continued)*



Student Profile

Jorge

As the eldest of three siblings, Jorge Pliego was the first to go to high school when he enrolled at IHSCA. He began as a shy, reserved student. But in January 2013, he was part of a 10-week internship program at Lurie Children's Hospital that made a major impact on him. His experience started out slowly as he helped the staff with stocking medical supplies. But soon enough Jorge was given more responsibility and had opportunities to see the impact that the hospital had on the lives of children.

At the end of the program, Jorge was chosen as one of five students to participate in a summer internship that would provide him with a \$1,000 stipend and teach him CPR, how to work with protective safety equipment in the hospital environment, and other skills training. He was also selected to give a presentation on the experience to a room of staff, including the hospitals' CEO. During his presentation, Jorge admitted that he used to speak with a lisp, but said this experience gave him new confidence in his speech abilities. Jorge's teachers say he came back from the summer program with a new level of enthusiasm. In fact, he ran for Student Council President and was recently selected as a finalist for a Posse Foundation Scholarship.



students have engaged include:

- **Northwestern** University's Lurie Children's Hospital
- **A college career** fair at Rush University Medical Center
- **U-Med Day** at the Hispanic Center of Excellence at University of Illinois-Chicago
- **A career open house** at Midwestern University's College of Pharmacy
- **Resurrection** University's special presentation, "Men in Nursing"

Internships & Professional Development

Some of the most important lessons learned by IHSCA students come outside of school. Last year, 100% of IHSCA students engaged in professional mentorship opportunities, meeting with cardiologists, engineers, and many other health sciences professionals. Further, about 60% of third-year students at IHSCA earned internships. These

important experiences provide students with more insight on their future callings.

In some cases, students have discovered the less glamorous parts of a profession while others have become even more enthralled with their dream jobs. These important experiences provide critical opportunities for students to find their calling.

Among partners who have provided IHSCA students with internships are:

- University of Illinois College of Medicine – Hispanic Center of Excellence – Medicina Academy Apprentice Program (MAAP)
- University of Illinois at Chicago – School of Public Health – Urban Health Program
- Midwestern University – Pharmacy Career Summer Program
- Chicago Police and Firefighter Training Academy
- Mallott Family Zoo Intern Program (ZIP)

- Ann & Robert H. Lurie Children's Hospital Of Chicago
- Rush University Medical Center
- Baxter International, Inc.
- Columbia College Chicago Science in Everyday Life Program
- Project Brotherhood

Chicago Scholars

In Spring 2012, IHSCA was proud to learn that 11 students were selected for the Chicago Scholars Program – a prestigious college support program for high-achieving, under-resourced students who are on the college track. The program will provide these students with five years of mentoring, taking them through the important milestones of completing college applications, going through the selection process, supporting them in obtaining financial aid, and seeing them through commencement.

Given the high level of mentorship and other support that the program provides,

the student application process is highly competitive. IHSCA's students are part of cohort comprised of 250 pupils who are selected from a pool over 500-750 applicants annually.

IHSCA is excited and proud of its 2013 Chicago Scholars: Annely Guerrero, Noemi Ortega, Maria Ortega, Janie Obrochta, Amanda Lopez, Ausar Bradley, Pedro Campos, Armando Barajas, Johana Paz, Christian Calderon, and Lesly Guzman. Congratulations!

Health Fairs and Trainings

IHSCA continues to emphasize practical, hands-on learning. Students understand that each school day will provide them with a chance to learn applicable skills. Important themes were provided through important workshop topics such as HIV/AIDS education and nutrition, as well as fun, physical and culturally-relevant learning experience such as jujitsu, yoga, and capoeira.


This year, IHSCA instituted programs and trainings that allowed students to earn certifications that can lead to employment. Specifically:

- 95% of freshmen earned babysitting certifications from Red Cross
- 95% of sophomores received First Aid certifications from Cardio Partners
- 95% of juniors obtained CPR, First Aid, Automated External Defibrillator certifications through Red Cross and Cardio Partners
- 78 students enrolled in a modified version of Carreras en Salud, an Instituto program that has been successfully training and placing adults in healthcare jobs since 2005. (See page 6 for more about the adult program's impact.) IHSCA students enrolled in these specially developed nursing and health career courses will have the chance to both earn their diplomas and train to be Certified Nursing Assistants during their junior and senior years.



In the last year, 100% of IHSCA students were able to engage with professional mentorship opportunities - from cardiologists to engineers, and many others in between.

En el último año, 100% de los estudiantes de IHSCA recibieron oportunidades profesionales de tutoría - que fueron impartidas por cardiólogos, ingenieros y muchos otros profesionistas.



100% of students have complied in making a Student Master Plan, including a road map of understanding on what education and professional steps will be necessary to achieve the goal.

Un 100% de los estudiantes completaron un Plan Oficial de Estudios, el cual incluye una lista detallada y un entendimiento de cuales pasos educativos y profesionales serán necesarios para alcanzar sus metas.

Athletics

In the 2012-13 school year, IHSCA launched its athletic program with over 100 student athletes signing up. Even as new programs, several teams felt the thrill of victory, including the girls varsity soccer team which won the Third Division South Championship in the Chicago Public Schools system. The team will be advanced to contend at a higher level of competition in just its second season. Similarly, the boys varsity soccer team

finished among the top three teams in its division. Other teams started included boys basketball and co-ed teams for intramural softball, poms dance team, cross country, and mixed martial arts.

Via a partnership with the Rauner Family YMCA, IHSCA also fielded enrollments in to its "Commit to be Fit" program, an exercise class geared towards upperclassmen interested in a path to certification in the physical education field.



After School Clubs

IHSCA has utilized input from its students in order to establish a number of after-school activities which offer a place for students to learn healthy socialization and explore arts, sports, and other interests. Student groups and activities have included:

- The Bizarre Traveling Club, a group of students with an aspiration of learning about different cultures by traveling the world. The club set a goal to hold small fundraisers to support a European tour. In the summer of 2013, the group sent 22 IHSCA students, three parent chaperons, and two teacher group leaders embarked on an incredible journey to England, France, and Spain.
- Phoenix Leaders is a group of student that serves as the ambassadors of the school and mentors to their peers. Comprised mainly of juniors and seniors, Phoenix Leaders are high academic achievers, well-established in their chosen career pathways, and have a passion for sharing the

school's mission with the public. Last year, the group hosted many visitors, including a group of executives from Baxter International to whom they made a special presentation of their research on the spread of bacteria in hospitals. In the summer, Phoenix Leaders work with incoming freshman to acclimate them to the rigor of the school. They truly have learned to become the leaders of the student body.

- This year, about 20 students enrolled in Aztec Dance Chicago at IHSCA, learning history, art, culture, and exercise in one space. With the support of After School Matters, Aztec Dance teaches students about the symbolism, songs, and cultural concepts of Meso-American dance. The program provides students with in-depth explanations on these dances which are believed to be derived from pre-Hispanic Nahuatl cultures in Mexico. After much practice, students have showcased songs and dances in public presentations and educational workshops.



Volunteer Story

Gabriel

Gabriel Pérez was an AmeriCorps member at Instituto del Progreso Latino in the Computer Information Technology Department (CIT), a program that delivers computer training to adults and students at Instituto. His direct service assisted in the successful program of over 20 IHSCA students in the Digital Connectors program, an advanced technology training curriculum delivered in partnership with Comcast. Gabriel supported students in learning to replace hardware inside of computers and edit digital video presentations. While helping students, Gabriel also took advantage a given opportunity to help shape the curricula, given his knowledge and interest in changing trends in technology. Gabriel greatly enjoyed his experience in working with both adult and youth and is planning to continue to a second term with Americorp in the school in the coming year.

Thanks to the following IHSCA volunteers for their dedication and commitment!

Brett Arrieta	Michelle Martin
Patrycja Czarna	Jonathan
Joji Kohjima	Vandervlugt

Events

For the first time in the schools' history, students planned and executed their homecoming week. Staff across the organization were excited when they were asked to assist in judging a hall decorating contest, as freshmen, sophomores, and juniors were each assigned to decorate and transform a themed floor of the school. Ultimately, the third floor was designated as the winning floor as the juniors created a living masquerade exhibit.

■ The week also featured themed dress days, including pajama day, and culminated in a soccer game with UNO Charter High School in which staff and students alike were thrilled to cheer their team to victory. Students celebrated the victory with the first homecoming dance, held in the school's cafeteria with sparkling views of the Chicago skyline.

■ IHSCA was proud to partner with the Chicago Health Executives Forum (CHEF) in December 2013 by hosting their annual holiday party. CHEF is an organization dedicated to cultivating the professional development of Chicago's health care leaders. IHSCA was their chosen nonprofit to highlight in the event and as such was also the recipient of their fundraising efforts. During this festive evening, students from the academic excellence group, the Phoenix Leaders, presented on projects and shared their future aspirations. Special thanks to Mary Anne Kelly, IHSCA Board Chair, Kevin Scanlan, President Metropolitan Chicago Healthcare Council, and CHEF for cheering on the students and for making the evening happen!

Instituto Health Sciences Career Academy Staff June 30, 2013

Administration

Patricia Muñoz-Rocha
Principal
Alicia Ramirez
Vice-Principal
Mayra Hernandez
Dean of Academic Affairs
Victoria Isaza-Rivera
Dean of Discipline
Aurea Nieves
Dean of Student Life
Paul Shafer
Dean of Administrative Affairs
Edith Arriaga
Registrar
Henrietta Barcelo-Gomez
Industry Liaison
Ruth D. Castillo
Nurse
Cathy Cruz
Recruiter
Alicia Diaz
Librarian
Gabriel Franco
TLC Curriculum Coordinator
Elizabeth Lopez
Front Desk Clerk
Laura Lopez
Social Worker
Rita Quizpi
Business Manager
Christopher Rakow
Learning Center Coordinator
Mayra Ramirez
Recruiter
Ana Rueda
Registrar
Jesus Segura
Security Coordinator

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Rosalia Lugo
Jose Morales

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Sabrina E. Anfossi
James Brooks
Guadalupe Galan
Rhonda Hartwell
Christina Tillotson
Brittany C. Walk,
Department Head

Health and Fitness Department

Emily Lifton
Linda Wojtowicz

Math Department

Sara Bellus
Joshua D. Cross
Felix Franco
James Malarski
Eralda Ortiz
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Shentil Mann
Department Head

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Donald J. Bibly
Katherine M. Hatcher
Lia A. Koonce
Michael Lee
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Department Head

Parent Patrol

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Tomas Avalos
Silvia Barragan
Rosa Calderon
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Laura Guerrero
Patricia Pereda
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Alida Brambila
Veronica Luna
Luis D. Peña
Renee M. De Bock,
Department Head

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Rafael Ochoteco
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Department Head

Special Education Department

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Matthew Butler
Cynthia N. Dominguez
Alejandro Guzman
Brian O. Haran
Todd Larue
Daniel Micallef
Diana Patino
Juliana Poshi
Lourdes I. Ramirez
Claudia Ramirez

Substitute Teachers

Adilene Aguilera
Arinne Clayton

Tutors

Rodolfo Aceves
Julius Aguas
Richard D. Alpert
Yonic Anaya
Allan Babu
Amaranta Cuesta
Shenitra A. Dunford
Jessica J. Fraghia
Sandie Gonzalez,
AmeriCorps LENS
Adina Graner
Guadalupe Gutierrez
Rafael Gutierrez
Jennifer L. Hutton
Kimberly A. Larson
Carlton McLendon
Carlos Moncada
Rosa Ortega
Diane Ortega
Jelsie Pacifico
Pedro Portillo
Samuel Rasche
Eileen Richards
AmeriCorps LENS
Nataly Torres
Tricia Uruchim



Instituto Health Sciences Career Academy

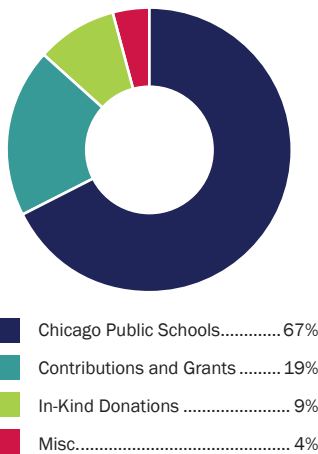
Statement of Financial Position June 30, 2013

Assets	
Current Assets	\$101,419
Non-Current Assets.....	\$857,492
Total Assets	\$958,911
Liabilities	
Current Liabilities	\$1,036,764
Long-term Liabilities	\$326,768
Total Liabilities	\$1,363,532
Net Assets	
Unrestricted	(\$404,621)
Temporarily Restricted	
Total Net Assets	(\$404,621)
Total Liabilities and Net Assets	
\$958,911	

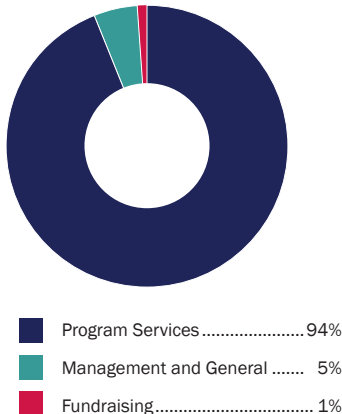
Investors July 1, 2012 - June 30, 2013

\$25,000- \$74,000 Offield Family Foundation VNA Foundation	\$500- \$999 Metropolitan Chicago Healthcare Council Dr. Francisco M. and Maggie Rausa
\$10,000- \$24,999 A Better Chicago Toroso Investments, LLC CS Insurance Strategies, Inc.	\$200- \$499 Jaime I. Santana Joe Miles
\$1,000- \$4,999 Baxter International Inc. Olga Camargo and Jaime Alvarez Gerardo Cardenas Chicago's Health Executive Forum CS Insurance Strategies, Inc. Mary Anne Kelly Raul Raymundo Dr. Julio C. Silva Toroso Investments, LLC	Workplace Matching Programs AARP Baxter International Inc.
	Inkind Tom Brigham
	In Memoriam Michael Orozco

2013 Revenues July 1, 2012-June 30, 2013 \$5,468,573



2013 Expenses July 1, 2012-June 30, 2013 \$5,599,648



IHSCA's audited financials are posted at www.idpl.org.

Instituto Justice and Leadership Academy

Dear Friends,

We are excited to share with you the incredible growth and success of the Instituto Justice and Leadership Academy (IJLA), its staff, and most importantly, its students. This year, we officially launched IJLA as a non-profit community school, founded in over 13 years of ground-breaking work as the Rudy Lozano Leadership Academy. IJLA continues to bring its innovative education opportunities to youth in southwest Chicago, giving students the resources they need transform their lives.

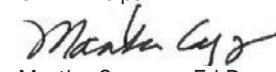
This year was marked by the accomplishments of IJLA's inspiring students. The school expanded to include 240 students - the most in its history. IJLA students achieved a graduation rate of 80% this year, out-pacing their peers in other Chicago schools. In addition, this year saw the largest ever jump in graduates enrolling in four-year colleges and universities. While we celebrate these accomplishments, the true impact of IJLA can be seen in its students' stories that speak to the transformation that occurs when social, emotional, and academic investments are made in their lives.

We are very proud of our students and the school that we have created to empower them and believe in themselves, their strengths, and their experiences. Today, we want to send our gratitude to all of you who have been a part of our growth. Our students have demonstrated just how far they can reach with your support and we thank you for believing in each one of them.

Best,



Cynthia Nambo
IJLA Principal



Martha Casazza, Ed.D
Chair, Board of Directors



Instituto Justice and Leadership Academy Board of Directors (June 30, 2013)

Martha Casazza, Ed.D, Chair
TRPP Associates Consulting

Alicia Gonzalez, Vice Chair
Chicago Run

Mario E. Moreno, Treasurer
MORZEP Consulting, LLC

Michael Rodríguez, Secretary
ENLACE Chicago

Jeff Bartow
Southwest Organizing Project

Alicia Ramirez
Dwight D. Eisenhower High School

Dr. Holly Stadler
Roosevelt University, College of Education

The illustration depicts a lush green field under a blue sky with soft clouds. In the center is a large, leafy tree. The trunk of the tree is composed of several human faces of various ethnicities, stacked vertically. A white and orange bird is perched on a branch of the tree. To the left of the tree, a deer with large antlers is running towards the left. To the right of the tree, a bison is running towards the right. The field is filled with yellow daisies and purple flowers, with several butterflies fluttering around. The overall style is colorful and artistic, with a focus on nature and human elements.

The 2012-13

School Year

The 2012-13 school year was a historic new beginning for the Instituto Justice and Leadership Academy (IJLA). After initially starting in 1996 as a school designed to support the children of immigrant families, the school had previously evolved into an out-of-school youth within a larger network of alternative high schools.

Last year, based on years of success and experience, IJLA began operating its own independent charter school — known as the Rudy Lozano Leadership Campus — within the Chicago Public School system.

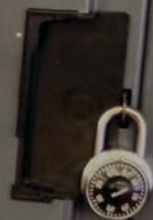
This remarkable achievement was earned through IJLA's progressive methodology on serving out-of-school youth. IJLA engages students ages 16-21 in a unique and rigorous social justice inspired curriculum, which is driven by a student-centered environment. The school's vision is to empower out-of-school youth to reengage as students who become decision makers in their own life, to take ownership of their education, and use it to become productive agents of change.

In 2013-14 school year, the school has opened a second site called the Mastery Campus which was created to advance its students nearest to graduation. Today, the two campuses serve 240 students.

Last year, IJLA continued to have tremendous impact in the lives of its more

than 150 students. The school takes a comprehensive approach with its students, tackling not only academics, but also the social, emotional, family, or community issues they may face that impede them in reaching their full potentials.

In reaching students, the school saw attendance rates over 82%, a critical outcome for any school, but particularly essential for students reconnecting with education. Further, the school achieved a 75% graduation rate among seniors significantly outpacing the 60% average the CPS system saw in 2012. And among all IJLA students, 50% were placed into jobs, internships, volunteer programs, or dual enrollment training programs last year.



"I realized at that moment I have to do what's best for me and I can't run away from my problems forever. I started here so I'm going to finish here."

Student Profile

Bonnie

For Bonny Trevino, 19, high school has been a challenge, much of which has been a battle with herself. Bonny arrived at IJLA in April 2011 at her mother's decision. Prior to that, she struggled to stay motivated at her neighborhood high school, skipping classes frequently. She said she felt like the classes were repetitive and re-taught lessons she had already completed.

When she arrived at IJLA, Bonny said, "I was challenged to actually think and understand things instead of just memorizing things from a textbook. Anybody can memorize things but you know you truly understand something when you are able to explain in detail what you did and why you did it."

Unfortunately, in November 2012,

Bonny stopped coming to school for a second time. She had taken a job that required her to work late hours. Then, a death in Bonny's family left her feeling depressed, she said. Unmotivated, she lost connection with the school and her classmates.

But in fall 2013, Bonny once again reached out. Very near to the deadline for enrollment, her mother had encouraged her to return to school. Although she was set to go to a different neighborhood school, Bonny felt called to come back to IJLA, saying, "My whole high school experience has been at IJLA. That school is my second home... I realized at that moment I have to do what's best for me and I can't run away from my problems forever. I started here so I'm going to finish here."



School Year Highlights

The first year of operating the new IJLA brought many new changes and achievements for the IJLA community. Among them were:

The school piloted its first Summer Bridge program designed to acculturate new students to its learning model. The month-long program met twice weekly, giving students a chance to meet their fellow students and new teachers.

Isaac Garcia, a new IJLA student said, "[The Summer Bridge program] has given me chance to give high school another chance... Some of the activities were really cool. I remember when we had to get a partner and talk about our life. Before, I never would have told anyone in the program about my life. But something made me open up to people in a really short period of time."

Principal Cynthia Nambo recruited an Associate Principal, Alejandra Fausto, to bring added support and leadership to the staff.

The role was also created to facilitate the school's multi-campus expansion. During the 2013-14 school year, Ms. Fausto provides more day-to-day leadership

at the Rudy Lozano Leadership Campus, while Principal Nambo focuses on developing the new Mastery Campus.

Last year, the students created the Beautification Project, a school-wide effort led by the graduating class.

The project allowed students to utilize classroom learning to create a lasting impact on the school's community. The concept was created with input from students forums leading up to the project, with students ultimately choosing to rehabilitate the school's courtyard.

Every student in the school was challenged to bring to the project various disciplines of learning, from math and science to the arts. This included writing proposals and developing blueprints, budgets, and work schedules for construction, among many other responsibilities. Students painted fencing, laid new soil for flowerbeds, and built an outdoor elevated stage for presentations.

In addition to providing the students with a beautiful space that they could use for classes, the project ultimately gave students a place that they could be proud of, as well as a feeling of ownership in the school's progress and success.



School Culture

IJLA encourages students to be community builders in many ways. Beyond learning academically, students are provided with various tools that further encourage learning.

Familias

Literally translated to “families,” this learning structure encourages students to discover their passions and build the resources, skills, and knowledge they need to be successful at pursuing those passions. Familias are comprised of groups of students with shared interests, and provides a cohort within which students are supported in growing expertise in their interests.

Familias are an integral part of IJLA’s school culture because we believe that students who have positive peer relationships, a sense of belonging and an adult mentor in the school have access to tools to support them when

barriers arise.

Among Familias that were selected last year were theatre, fundraising and event organization, soccer and fair-trade in sports, music, comic books, dance, and yoga.

LGBTQ

IJLA has built a supportive and inclusive group for the LGBTQ community. A handful of students consistently attended group sessions last year, which lead to many intentional activities that now engage all IJLA students.

The group activities featured movies and created a forum to spark conversation about the level of acceptance and inclusiveness for LGBTQ individuals among youth and in the Latino community. Specifically, students engaged in discussion about how terms and words impacted affected each other.

IJLA engages its students ages 16-21 to become decision makers in their own life, to take ownership of their education, and to use it to become productive agents of change.

IJLA tiene la visión de capacitar a los jóvenes (de edades 16 a 21 años) para tomar sus propias decisiones y tomar control sobre su educación y convertirse en agentes de cambio productivos.

Copa Unity

Students from IJLA were awarded a grant by The Mikva Challenge to create a project that addresses health issues in the community. IJLA students successfully developed Copa Unity, a co-ed soccer tournament to encourage gender equality and non-violence for youth from different neighborhoods.

During the event’s planning, Angel Cano, an IJLA student who would have played on the school’s team, fell victim to gang-related gun violence. As a result, Copa Unity was played in tribute to Angel. It included four teams from the Pilsen, Little Village, and Brighton Park neighborhoods. The players wore wrist bands that read, “Shoot soccer balls, not bullets.”

Weekly Student Forums

Each week, Student Forums provide an

avenue where the IJLA school community gathers to address a variety of community and/or school-wide issues. Students also created an “open mic” segment to the forums where the youth express themselves culturally and artistically. This is an important method that helps foster the student’s sense of community within the school and encourages students to talk about issues important to them that might not otherwise be addressed during classes.

The forums often feature external guest speakers, recently including local hip-hop artists, local youth advocacy coaches, and a professor from the University of Illinois-Chicago. Some of the topics addressed in the forum have ranged from the effectiveness of sex education for teens, youth empowerment, and LGBTQ issues.

Empowering Students



Launch of IJLA – Press Conference

In the IJLA tradition, Principal Cynthia Nambo made sure that students were included during a special press conference announcing the launch of the IJLA Mastery Campus.

Current and former students talked about the lessons learned and gave in-depth explanations about the theories behind the teaching methods of the school. Truly, students displayed the ways in which IJLA students inform how education is structured within the school.

Also in attendance was Randi Weingarten, President of the American Federation of Teachers (AFT). As the head of the nation's largest teachers union, Ms. Weingarten showed support for the involvement and input that staff teachers have in creating the model at IJLA.

Urban Student Symposium

The conference-style Urban Student

Symposium (USS) annually features student-led workshops and exhibitions designed to demonstrate competencies and academic content at IJLA.

In the 2012-13 school year, student exhibits challenged peers to think critically about food choices, the prison system, and college planning while also learning about services provided by Instituto in Career Pathways and the Center for Working Families. Workshops were led by small groups of students and reflected a broad range of subjects including the Mexican Revolution, Printmaking as a Social Force, expanding the understanding of LGBT issues and eradicating the use of hate speech.

In the spring semester, students also used the USS as a tool to work with local elementary students at Irma C. Ruiz Academy. Additionally, students worked with IJLA staff to lead activities surrounding peace and violence prevention in the community after the loss of one of their peers to gun violence.



The school takes a comprehensive approach with its students, tackling not only academics, but also the social, emotional, family, or community issues they may face that impede them in reaching their full potential.

Graduation

In 2013, IJLA saw 42 graduates cross the stage in an emotional and joyful afternoon before a packed theatre at the National Museum of Mexican Art in Pilsen. The class featured its first student in six years to enroll at a college outside of city limits; this student is now attending Northern Illinois University in DeKalb.

The graduation at IJLA was prepared during weekly senior seminars, where students voted to choose how their work would be represented in an award ceremony. Ultimately two seniors were selected to speak on behalf of the entire graduating class.

As a class gift, Principal Cynthia Nambo saw that each student was given a backpack as a representation of the learned lessons that they would carry away with them. The backpacks also represented that they would always be students of IJLA as they ventured on into the world.

Volunteer Story

After graduating with his Bachelors of

La escuela tiene un enfoque global y comprensiva con los alumnos, que aborda no solamente la jornada académica, pero también la problemática social, emocional, de familia, y de la comunidad que enfrenten, y que impide que alcancen su potencial máximo.

Arts in History from the University of Illinois at Chicago in 2011, community member Giovanni Guerrero enrolled as a part-time AmeriCorps LENS member at the Instituto Justice and Leadership Academy in January 2012. During his term of service in AmeriCorps, Giovanni worked as support staff by providing literacy tutoring to the students. Based on his commitment and success as a Literacy Tutor, Giovanni was hired on as a full-time Tutor Coordinator at IJLA in the fall of 2012, where he continues to work and serve the community today.

Instituto Justice and Leadership Academy

Staff June 30, 2013

Administration

Cynthia Nambo,
Principal
Alejandra Frausto,
Associate Principal
Katarzyna T. Sanchez,
Dean of Culture
Sixto Torres, Safety &
Security Counselor
Stephanie Calderon,
Business Coordinator
Rachelle R. Ernst, Post
Secondary Counselor
Joy M. Evans, Reading
Specialist
Karina Gomez, Registrar
Giovanni E. Guerrero,
Academic Assistant
Counselor
Krista E. Lewandowski,
Academic Counselor
Evelyn Villagomez,
Registrar

English Department

Lulua Al-Osaim

Art/English

Jonah Bondurant
Lisa Nickle
Monica Ybarra

Math Department

Patricia Buenrostro
Ricardo Diaz
Peter Jang
Woody Lajeune

Counselors

Carolina V. Velez
Victor Arroyo, Jr.
Alexander Lopez
Gema Gaete

Science Department

Matthew Carlson

Social Studies Department

Miguel A. Guevara
Jaclyn M. Rodriguez

Special Education Department

Karen Arana
Sharon D. Riley

Tutoring

Jenine Arteaga,
AmeriCorps LENS
Rebecca Morales,
AmeriCorps LENS
Cecilia S. Tobias

Volunteer

Brian Galaviz



Investors

July 1, 2012 - June 30, 2013

\$5,000- \$9,999

Dr. Martha and Lawrence
J. Casazza

\$1,000- \$4,999

Pritzker Traubert Family
Foundation
Dr. Holly Stadler and Jill
Schniepp

\$500- \$999

Alejandro Solorio

\$200- \$499

Jeff Bartow
Chicago Fair Trade Youth
Project
Christine Perille
Alicia and Javier Ramirez
Michael D. Rodriguez
Juan Salgado and Leticia
Almazan

\$1- \$199

Gary Dulaney
Alicia Gonzalez

In Memoriam

Angel Cano

Instituto Justice and Leadership Academy

Statement of Financial Position June 30, 2013

Assets

Current Assets \$465,851
Non-Current Assets..... \$152,078
Total Assets \$617,929

Liabilities

Current Liabilities \$541,718
Lease Payable Long-term Portion..... \$61,555
Total Liabilities \$603,273

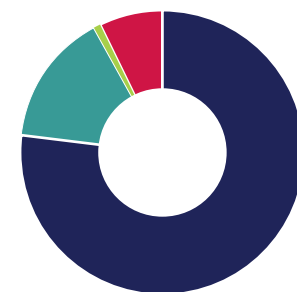
Net Assets

Unrestricted \$4,512
Temporarily Restricted \$10,144
Total Net Assets \$14,656

Total Liabilities and Net Assets \$617,929

2013 Revenues

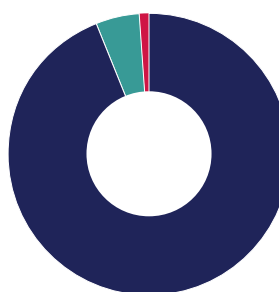
July 1, 2012-June 30, 2013
\$2,124,601



Chicago Public Schools..... 77%
Contributions and Grants 15%
In-Kind Donations 7%
Student Fees/Uniforms 1%

2013 Expenses

July 1, 2012-June 30, 2013
\$2,109,945



Program Services 94%
Management and General 5%
Fundraising..... 1%

IJLA's audited financials are posted at www.idpl.org.

INSTITUTO'S MISSION IS TO CONTRIBUTE TO THE FULLEST DEVELOPMENT OF LATINO IMMIGRANTS AND THEIR FAMILIES THROUGH EDUCATION, TRAINING, AND EMPLOYMENT THAT FOSTERS FULL PARTICIPATION IN THE CHANGING UNITED STATES SOCIETY WHILE PRESERVING CULTURAL IDENTITY AND DIGNITY.



- 2520 S. WESTERN AVENUE • CHICAGO, IL 60608 •
- 773.890.0055 • IDPL.ORG •
- FACEBOOK.COM/INSTITUTO1977 •
- TWEET US @INSTITUTO1977 •

www.idpl.org
(773) 890-0055

Chicago, IL 60608
2520 S. Western Avenue
Instituto del Progreso Latino





Education is Power. Fuel the Power!

Dear Friend of Instituto,

December 2013

Your gift this year will enable Instituto to provide over 9,000 families a pathway to education and self-sufficiency. Join us in transforming our community.

Warm Wishes,

A handwritten signature in blue ink, appearing to read "Juan Salgado".

Juan Salgado
President & CEO

P.S. A gift of \$100 will ensure safe transportation for 25 children on an educational field trip.

The mural featured on the front of the card embellishes Instituto's original building, which formerly housed all programs. Today, it is home to the Instituto Justice and Leadership Academy, Rudy Lozano Campus, and 240 students.

I WILL CREATE CHANGE by supporting programs that foster self-sufficiency.

The following examples show how your generous gift can make a difference at Instituto!

- ☐ **\$10** Gives a student his/her diploma and cap and gown for their graduation ceremony.
- ☐ **\$25** Provides snacks for children in Instituto's after-school education program.
- ☐ **\$50** Purchases the resources necessary to host U.S. citizenship informational sessions.
- ☐ **\$100** Ensures safe transportation for 25 children on an educational field trip.
- ☐ **\$250** Helps one healthcare student pay for his/her books and school fees.
- ☐ **\$500** Guarantees 16 hours of computer classes for women.
- ☐ **\$1,000** Covers school fees for 10 high school students for families who cannot afford them.
- ☐ **\$_____** Other

To make a secure online donation, visit our website at **www.idpl.org**
or **Facebook/Instituto1977**. Thanks!

Instituto del Progreso Latino
2520 S. Western Avenue
Chicago, IL 60608

Place
stamp
here.

Return Address:



Education is Power. Fuel the Power!

- ☐ Check enclosed (please make checks payable to appropriate organization)
- ☐ Please charge my credit card (also accepted at www.idpl.org)

☐ Visa ☐ Mastercard ☐ American Express ☐ Discover

☐ I want to make a one-time donation

☐ I want to make a recurring donation____Monthly____Quarterly____Yearly

Name: _____

Account Number: _____ Expiration Date: _____

Signature: _____ Billing Zip Code: _____

Phone: _____ Email: _____

I want my donation to go to: ☐ IDPL ☐ IHSCA ☐ IJLA

AR13

If you would like to make a gift in honor or memory of a friend or family member, please contact Instituto or visit us online at www.idpl.org.

(P) 773.890.0055 (F) 773.376.8571 www.idpl.org
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2013 Annual Report: *Transformation*