Dear “I Have a Dream” Community,

The 2021 year for “I Have a Dream” Boulder County was the beginning of our recovery from the devastating impacts COVID-19 had on our community. It was a year of adjustment and focus as we looked to getting back to “normal”, which as we now know will never quite be the same. It was also Dr. Perla Delgado’s first year with IHDF as Executive Director and CEO and she, along with our incredible staff and volunteer network, led the organization with relentless focus and compassion.

The academic gaps were significantly exasperated for students across the board, more specifically for some Dreamer Scholars. This meant that programming after-school had to design curriculum to help students get back on track. By the fall of 2021, students in both districts shifted back to in person learning, which required a second pivot in the same academic year. Even with all these external changes, we were able to successfully kick off a new class of 45 students in North Boulder.

As I write this letter in reflection of the last couple of years, I still haven’t fully processed how the impacts of COVID-19 will affect us as a society. However, I do know that IHDF has not only survived this pandemic, but we have grown stronger. We will continue to strengthen our mission to provide individualized social, emotional, and academic support to young people from under-resourced communities from first grade all the way through college, along with guaranteed tuition support. We believe that when given equal access to the resources they need to succeed, all children can ignite their innate potential and achieve their dreams.

Please join me in celebrating the challenges and successes of 2021.

With appreciation,

Danica Powell | Board Chair
“I Have A Dream” Foundation of Boulder County
As we enter our fourth decade working for the community, we are proud of what we have learned and how we have grown as we continue to invest in the dreams, pathways, and the agency of students (whom we call Dreamer Scholars) in our community. We believe that our purpose is to collaborate with and build upon the strengths of our community experiencing income inequality to achieve their dreams. The “I Have A Dream” Foundation was founded nationally in 1981 by philanthropist Eugene Lang in Harlem, New York City. His founding principle involved mentoring students from elementary to high school and providing each student with a scholarship for higher education upon graduation. Boulder County philanthropists learned of the model and founded a local nonprofit in 1990 to address the then 35% high school graduation rate among youth facing income inequality. IHDF has launched twenty-two Dreamer Scholar cohorts to reach over 1,100 students and 4,000 family members since 1990.

MISSION
Empower children from under-resourced communities to succeed in school, college, and career by providing academic, social, and emotional support from elementary school through college, along with post-secondary tuition assistance.

VISION
Our dream is a world where every child has equal access to the educational and career opportunities that will ignite their innate potential.
**Staff**

Dr. Perla Delgado, CEO & Executive Director  
Sandy Goldberg, Director of Finance  
Travis Herbert, Senior Program Director of Secondary Programs & Prevention  
Elena Mendoza, Senior Program Director of Primary Programs & Academics  
Dr. Nicole Sager, Senior Program Director of Health Equity & Community Centers  
Elyana Funk, Senior Director of Americorps & Volunteers  
Danielle Staunton, Director of Development & Communications  
Meg Clymer, Americorps Program Director  
Keelin McGill, Director of College & Career  
Carla Maniscalco, Director of Volunteers & Interim Human Resources & Equity Director  
Carlos Lerma, Director of Parent Partnerships  
Sophia Oliveira, Grants Manager  
Katharine Reece, Donor Relations Manager

**Program Sites**

Mario Martinez-Varelas, Program Director: Griffin Class  
Beatrice ‘Bea’ Salazar, Program Director: Griffin Class  
Seth Hays, Program Director: Aspen Class  
Olimpia Mejia, Program Director: Rocky Mountain Class  
Tracy Leffingwell, Program Director: Oak Class  
Aurora Santos, Program Director: Carbon Valley Class  
Francisco Mejias, Program Director: Broadway East Class  
Francisco Medina, Program Director: New Boulder Housing Partners Class, Summer 2021  
Natalia Luna, Program Director: Diagonal Class  
Lupita Crespo, Program Director: La Vista Class  
Sonia Rivera, Program Director: Alicia Class  
Karla Alvarado, Program Director: Elk Class

**Total Number of Students in 2021**

- **Dreamer Scholars**: 531  
- **Post-Secondary Partner Youth**: 25  
- **Alumni**: 184  
- **Graduation Rate**: 91%

**The Need**

- **14,600 students** in Boulder County are on Free or Reduced Lunch  
- **83% of Dreamer Scholars** are First-generation college students  
- **100% of Dreamer Scholars** face income inequality  
- **83% of Dreamer Scholars** identify as Latinx/a/o  
- **91% identify as BIPOC**

Data shows that there are more people in Boulder County who struggle to meet their basic needs without assistance than the government’s official poverty statistics capture.
The "I Have A Dream" Foundation of Boulder County has demonstrated sound fiscal management and accountability measures. A full audit report is available on our website.

### 2021 FINANCIALS

#### STATEMENT OF FINANCIAL POSITION

<table>
<thead>
<tr>
<th>Assets</th>
<th>Value</th>
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<tbody>
<tr>
<td>Total Current Assets</td>
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<td>Scholarship Investments</td>
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<td>Endowment Fund</td>
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<td>Restricted Cash</td>
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<td>Property and Equipment-Net</td>
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<tr>
<td><strong>Total Assets</strong></td>
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<table>
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<tr>
<th>Liabilities &amp; Net Assets</th>
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<tr>
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<td>Total Long-Term Liabilities</td>
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<td>Net Assets- Without Donor Restrictions</td>
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<td>Net Assets- With Donor Restrictions</td>
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<td>Board Designated Reserves</td>
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<td><strong>Total Liabilities &amp; Net Assets</strong></td>
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#### STATEMENT OF ACTIVITIES

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<td>Grants:</td>
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<td>Foundations</td>
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<td>Federal, State, and Local</td>
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<td>Net Investment Activity</td>
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<td>In-kind Contributions</td>
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<td>SBA PPP Loan Forgiveness</td>
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<td>Special Events</td>
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<td>Miscellaneous Income</td>
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<td><strong>Total Support</strong></td>
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<table>
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<th>Expenses</th>
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<td>Supporting Services:</td>
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<td>Management and General</td>
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<td>Fundraising</td>
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<td><strong>Total Expenses</strong></td>
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<td><strong>Change in Net Assets</strong></td>
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### EXPENSES

- Program Services: 83%
- Management and General: 16%
- Fundraising: 3%

### SUPPORT

- Contributions: 40%
- SBA PPP Loan Forgiveness: 36%
- In-kind Contributions: 6%
- Net Investment Activity: 10%
- Grants - State, Local: 10%
- Grants - Foundations: 6%
TELL US A LITTLE BIT ABOUT YOURSELF

My name is Alexander. I was born and raised in Boulder, CO and received my high school diploma from Boulder High School. I currently attend the University of Colorado Denver in my last semester of undergrad. I am working towards a degree in Film and Television. After graduation I plan on moving to Philadelphia, PA and to gain a MA in documentary filmmaking. As a filmmaker, I believe in telling diverse stories and I strive for authentic and proper representation for minority groups on the big and small screen. I hope to accomplish this mainly through documentary filmmaking but I also enjoy writing and directing scripted narratives.

How did the Dreamer program impact you as a student?

I can comfortably say that if not for the I Have a Dream Foundation I would not be as successful in my education (and overall life) as I am now. The help I received in the earlier years of the program as a middle and high school student with school work was extremely vital to shaping my ability to study and perform well academically. The long study sessions with the wonderful tutors allowed me to gain skills that were foreign to me prior to being a Dreamer. I remember learning the effective way to type long essays from Kay James, one of the many great tutors that volunteered their time IHAD and its Dreamers, and developing problem solving techniques from Richard (sorry can't remember his last name). These learned techniques are ones that I use today in my college courses. The extracurricular activities and field trips were also big in shaping who I am today. These activities exposed me to new experiences that I would not have been able to experience if not for I Have a Dream. This aspect of the program allowed me to see and assess potential hobbies and careers. The internship program offered by the I Have a Dream Foundation gave me hands-on experience in specific blue collar fields. These experiences allowed me to narrow down my interest and were key in helping me decide my dream of becoming a filmmaker.

Today it’s the college and career portion of the I Have a Dream Foundation that I have the most contact with. They have been very influential in my collegiate success. The wonderful people there (except Brian lol) helped me gain the financial support I needed to attend college. If not for the scholarships gained through IHAD, college would have been financially impossible for me. I am extremely grateful for the I Have a Dream Foundation.

What is one memory of your time in Dreamers that influenced your post-secondary pathway?

The memories I have from my time at Dreamers that have influenced me the most in my post-secondary pathway are the moments spent with the tutors. There were many tutors that came and went but the ones that stuck around the longest were the ones that were the most influential in my life. Kay James, Kenny (can’t remember his last name either) and Richard helped me realize my potential as a scholar. They always urged me to try harder and be better and because of their push I aimed higher. They believed in me and I am grateful to them for that.
What advice would you give Dreamer scholars?

My advice for Dreamer Scholars is to take advantage of the opportunities being offered by the foundation. Do as much as you can before leaving high school and Dreamers. These are the times and opportunities that help shape who you will become and I strongly believe that I Have a Dream shapes strong, smart, happy and successful lives. Allow others to help you and help others who need it. Lastly, find and pursue your dream. Dreams are important and Dreams are necessary.

DREAMER SCHOLARS

- **85%** of youth will report that they enjoy learning new things in school.
- **83%** of youth will report “I work as hard as I can in school.”
- **94%** of youth report feeling proud of who they are.
- **88%** of youth will report having goals in their lives.
- **95%** of youth report having an adult in their life that they trust.

PALS

- **15 eligible parents/caregivers** served (3 participants are fully bilingual, 1 is monolingual English speaker and 11 are monolingual Spanish speakers.)
- **$50,000** was distributed in scholarships to participants pursuing GED or high school equivalency completion and postsecondary education or training programs.
- **4** started their postsecondary education in the Fall of 2021 looking to study in the fields of Business Management, Nursing, Early Childcare Education and Massage Therapy. These 4 participants will be looking to start their journey at a community college, with 2 of them expressing interest in pursuing a Bachelor’s.
- **11** participants worked toward completing and receiving the HSE diploma and improving on their English language acquisition.
My name is Rosalba, I am thirty-six years old and I have been married for sixteen years. I have two beautiful girls. The oldest of them is a Dreamer scholar and, because of her, I was able to join the Parents as Learners Program. I am proud of myself for having achieved so much success.

I was born and raised in Mexico City. When I was thirteen years old, my mother decided to immigrate to the United States. Because I crossed the border illegally, I could not continue with my education right after I graduated from high school. However, this changed thanks to former president Barack Obama’s Deferred Action for Childhood Arrivals (DACA) immigration policy. DACA opened many doors for me; One of them is pursuing my dream of enrolling in college. I’m currently in my second semester of taking classes at the University of Northern Colorado (UNC) where I’m studying to be an early childhood education practitioner. I am looking forward to finishing my career so I can start helping my community.

Since I can remember, I have always wanted to be a teacher. Teaching children is something I love to do. I love to teach children, but more than anything, I love being an example and an inspiration for them. When I arrived in the United States, I did not speak English. However, with a lot of effort and dedication, I learned English, and now I’m bilingual: I speak Spanish and English. I want to show children that no matter what barriers we face along the way, everything is possible as long as we work hard and don’t give up!

Lastly, for the past few years, especially the first two years of COVID, I have experienced some financial barriers to furthering my education to positively impact my career. Going to school costs a lot, and I didn’t want the additional stress of taking on more student loans. The Parents as Learners Program has been a great resource for me. It has helped me further my educational goals. I look forward to completing my degree soon.

Sincerely,
Rosalba
A LITTLE BIT ABOUT MYSELF,

My name is España, I was born and raised in Colorado. I am 41 years old, married and have three adult daughters whom all have graduated High School. One has graduated from college and the other two currently attending. I became a teen mother at the age of 16, was married at age 17. I was not able to graduate High School or attend college as my husband and I had to work and raise our family. I always had the goal to eventually get my GED but life kept happening and it just seemed like it was never the right time.

I was introduced to the parents as learners program through the Griffin Class, which my youngest daughter is part of. I remember sitting through a zoom meeting in the middle of a pandemic listening to Mario explain this new program and thinking, should I go for it? After the meeting ended my daughter looked at me and said, "Mom you have to go for it" I submitted the application and got accepted for the program. I started the GED classes provided through the Bueno program and completed the program. Currently I am enrolled in business technology certification program at Aims Community College.

My journey as a parent as a learner has been one of the best decisions I have made. When I first asked myself, should I go for it? I was filled with intimidation and doubt, as I wanted to go back to school after many years and now in my 40’s. After the GED graduation ceremony, I was encouraged by family, fellow graduates and coworkers to continue with my education. I enrolled in a community college and the feelings of doubt and intimidation came back. I have had to learn how to juggle my insecurities, self-doubt, a fulltime job, school and my personal life and it has been challenging at times. Thanks to the opportunity and support of the Parents as learners program, I have been able to accomplish my goal 20 years later. This program, the people who have supported me, and this entire journey has made me realize and believe that it is truly, never too late!

España

SCOTT is a dedicated mentor as well as being a tutor and sponsor. When asked about the meaning of community, Scott shared, “[community is] simply all of us. I have many communities. My family, my neighborhood, city, state, country — everyone. We all need to work together so everyone is safe, successful and happy.” Scott’s mindset carries through his involvement with “I Have A Dream” as a mentor, tutor, and sponsor. Scott became a volunteer for “I Have A Dream” because of his strong belief in the importance of education. "Education is the key to success and happiness. By giving a bit of my time and money I might be able to support one kid on the path to a degree or a trade. Every kid is worth this effort.” Scott provides invaluable support to Dreamer Scholars academically through tutoring, and emotionally through his mentoring.

Scott mentors an Oak class student, Andy, and their bond has grown stronger during these challenging times. Prior to COVID-19, Scott and his mentee would attend the Dream Maker Luncheon together, carve pumpkins in the fall, and were even able to march during the Dr. Martin Luther King Jr. parade last February. Although they can’t connect in the same ways they did before, they still talk on the phone regularly and go for bike rides which they really enjoy. Volunteering is a two-way relationship, and Scott said that through this experience he has learned humility — “We are all in this together. Some of us have had more opportunities and, sometimes, a better starting point. By giving back to my community I hopefully help others access new opportunities,” he shares. “I Have A Dream” is a mighty community that has grown even more supportive during these times.

Scott’s story is like those of many other mentors who work alongside Dreamer Scholars and their families to build strong futures.
PROGRAMMING

ACADEMIC ACHIEVEMENT
(DREAMER SCHOLARS)
Dreamer Scholar Programming runs five days a week for 39 weeks a year for 10-12 years.
• Literacy proficiency in one-on-one and group activities
• Science, technology, engineering, arts, and math (STEAM) skills and hands-on activities
• Homework help and study skills
• 1:1 tutoring during daily in- and after-school program

COLLEGE & CAREER (C&C)
C&C programming supports Dreamer Scholars with a $10,000 scholarship as they begin, persist, and complete a post-secondary pathway.
• Career Exploration
• Campus Tours
• Case Management
• Professional Partnerships
• Professional Guest Panels
• Internship and Apprenticeship Program
• 13th year program for Freshman Dreamer Scholars

SOCIAL-EMOTIONAL LEARNING (SEL)-
SEL programming teaches youth through a strength based mindset, providing more opportunities for students to thrive as they grow up.
• Cultural pride and identity exploration
• Social-emotional health and Substance Use Prevention
• Identity exploration/cultural pride, anti-oppression, and sense of belonging
• Leadership skills training

RESTORATIVE JUSTICE (RJ)
We have partnered with the Longmont Community Justice Partnership to lead RJ practices at programming sites, using the Circles model to strengthen students’ connections to both staff and other students. IHDF’s core RJ values:
• Relationship
• Respect
• Responsibility
• Repair
• Reintegration

Those without a high school diploma had a median annual earning of $29,800, compared to $36,600 for high school graduates (no college),
PARENTS AS LEARNERS (PALS)

Financial stability is critical to a family’s economic and social mobility. A $3,000 difference in parents’ income when their child is young is associated with a 17% increase in the child’s future earnings. The program offers four avenues for support:

- High School Equivalency
- Postsecondary Education
- Trade and Tech Training
- English as a Second Language (ESL)

COMMUNITY CENTER

As a consequence of COVID, we found ourselves working in hybrid environments. This new type of doing work resulted in more vacant space in our main office building. Through community analysis, we have decided to convert the first floor of our building into a space where the Dreamer scholar community and others could use. The mission of our proposed Community Center is to create STEAM (Science, Technology, Engineering, Arts, and Mathematics) pathways for students—a progression of hands-on, problem-based programming based on their experience and interests—with a goal of supporting them in a postsecondary program that will lead them into a career in STEAM. As well as providing adult learners the opportunities to take courses in GED, or a post-secondary program of their choice. This 2GEN model ensures we’re providing opportunities for the entire family!

WEIKART

In 2022, we are excited to partner with the Weikart Center for Youth Program Quality to pilot a continuous improvement process to ensure that the programs we deliver are high quality and that the way our staff interact with youth is grounded in research. We know from research that high quality afterschool and summer programs are more likely to produce positive youth outcomes.

SEL

Social and emotional learning (SEL) is the process through which the Dreamer Scholars acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (Castle, 2019). We are excited to share that five IHDF sites in elementary and middle school will be trained to implement this process in 2021. This will help us understand and improve the staff practices that support SEL now and into the future.
2021 VOLUNTEER HIGHLIGHTS

351 VOLUNTEERS FILLED ROLES WHICH INCLUDED:

• 120 mentor/mentee matches
• 148 learning partners/academic mentors
• 19 event volunteers
• 3 interns
• 61 “Other” volunteers (e.g. board members, photographers, guest community partners or short term skills based volunteers or pro bono consultants)

There was a total of 13,783 VOLUNTEER HOURS recorded which is equal to an IN-KIND VALUE OF $393,367!

VOLUNTEER OPPORTUNITIES

LEARNING PARTNERS/TUTORS:
Learning Partners/Tutors are school-based, academic-focused mentors assigned to a program site for one semester or longer.

BOARD AND COMMITTEE MEMBERS:
Board members serve for three-year terms to provide guidance for programming, fundraising, and financial management. Committee members commit one year to support the Board of Directors by serving on one of the event fundraising committees.

A PRECIOUS CHILD MENTOR:
Support Dreamer Scholars in their social and emotional development, academic achievement, and/or workforce readiness by serving as a role model and mentor. We partner with A Precious Child to match Dreamer Scholars with a mentor.

To view all of our volunteer, work study, intern (course credit) opportunities and to apply to become a volunteer, please visit the Volunteer page on our website.