

LabLife

2019 Special Report on Philanthropy and Volunteerism

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Lab's Mission

The Laboratory Schools are home to the youngest members of the University of Chicago's academic community. We ignite and nurture an enduring spirit of scholarship, curiosity, creativity, and confidence. We value learning experientially, exhibiting kindness, and honoring diversity.

Dear Lab community



We kicked off the year with Jackman Field Day, a celebration of our new turf field, running track, and other Jackman enhancements.

Hundreds of students, parents, and employees came out to enjoy the revitalized Jackman

Field, cheer athletes, and later enjoy popcorn and a movie on a giant outdoor screen. Jackman is one of our most heavily used resources. On any given school day, the field may be used by more than 1,000 unique players, students, coaches, and instructors. We thank the donors and those who attended Connections 2018 for their support of this project.

A \$2.45 million gift to Lab from Fu-Shun Li will provide support for Lab to continue our work around cross-cultural education with China.

Li visited Lab as part of the Centennial Colloquium on Dewey that we hosted in May. He brought with him an exhibition of drawings commemorating Dewey's historic 1919 trip to China and was responsible for an accompanying book, *John Dewey's Educational Thought in China—In Commemoration of the 100th Anniversary of John Dewey's Lecturing in China* (Peking University Press, 2019).

Lab developed an age-appropriate version of Career Treks, a program offered by the University of Chicago to undergraduates.

To better understand the work world, a group of 17 rising juniors went to San Francisco to visit with Lab alumni and meet UChicago alumni at Facebook, True Ventures,

Google, Peet's Coffee, and Wag Hotels. We look forward to hosting more trips like this going forward and thank the UChicago Career Office for their partnership.

Alumni, families, retirees, and co-workers honored retiring N-2 Principal Carla Young.

Carla spent nearly 32 years at Lab during which time she taught, mentored, and inspired both children and adults. When guests around the world visit Lab's early childhood education classrooms (and they come in droves), they are seeing the fruits of Carla's leadership. In her honor, thousands of dollars have been contributed to the *Carla Young Fund for Reggio Immersion*, which will support professional development and study tours so that Lab teachers may deepen their understanding of Reggio pedagogy, which is foundational at Lab.

During our second annual Seniors Day, students in grades N3-11, faculty, and staff lined the first-floor corridors at the Historic Campus.

The Class of 2019 walked the entire perimeter of the school to thunderous applause, happy high fives, and a deep sense of pride. The parade ended with littles and bigs celebrating together at the now traditional Popsicle Party in Scammon Garden.

The arts brought adults and children together.

LabArts, Thought for Food (this year's Kistenbroker Family Artists-in-Residence program), three outstanding shows at Lab's own Corvus Gallery, and the unbelievable life-sized puppets, parade, and performances at Rites of May supplemented the dozens of musical and theater performances our students present for families and peers.

The Dewey Dance connected parents, faculty, alumni, and staff for a relaxed 90s-style gym dance in support of financial aid at Lab.

Community-building fundraising events like the Dewey Dance and Connections (which alternate each year) would not be as successful as they are, or as fun, without our parent co-chairs and the many parent and student volunteers who help make them happen.

As we head into the 2019-2020 school year, we look forward to working with Provost Daniel Diermeier and Vice Provost Daniel Abebe and engaging with people and departments across the University of Chicago to enrich the Lab experience for everyone in our school community.

Lastly, please join us in thanking the entire Lab Board, including Christopher McGowan who completed his board service in June, for their commitment to our school and our community.

On behalf of our entire school, we are grateful for your ongoing generosity. We are excited for all the ways our community will continue to contribute to the work at Lab. Your engagement is deeply valued, and we offer you our deepest appreciation for all that you do.

Warm regards,

David Kistenbroker
Board Chair

Charles Abelmann
Director

At the heart of Lab are people—students, families, alumni, faculty, and staff—who are passionate about inquiry and ideas, creative thinking, and constructive discourse. This intellectual passion very much reflects that we are part of the University of Chicago and it helps us create an outstanding educational experience for our students.

Throughout the year, we engaged in dozens of deep dialogues as we worked across our many constituencies to develop a strategic framework that will help us move forward as a community. Literally hundreds of you participated in one-on-one and small group conversations. Thousands more contributed ideas and shared priorities through a quantitative survey. That work revealed our shared and ongoing commitment to our students and our belief that experiences and community are foundational to Lab's educational excellence.

This past year brought many new opportunities to deepen Lab's student experience and to convene our community:

Parents' Association

Mission

To promote educational excellence by fostering a spirit of community through the facilitation of communication and cooperation among the Laboratory Schools' parents, administration, faculty, students, and board of directors, and to assist in the implementation of school activities.

Highlights of the Parents' Association activities include:

- > Welcoming new families through the mentor program, summer parties, and parent orientation events, and building community year-round with gatherings and opportunities to meet one another.

- > Supporting parents through PA-sponsored meetings and speaker events around important topics of interest as well as providing opportunities for parents to engage at Lab and encouraging all to get involved.

- > Supporting parent-organized affinity groups.

- > Helping to coordinate opportunities for students like book swap, the Holiday Book Fair and Bazaar, picture day, yearbooks, and the reusable center.

- > Organizing grade-level events for students like giant gym nights, ice-skating parties, and movie nights.

- > Bringing together students, families, faculty, and staff for events such as the annual Rites of May festival—this was the 50th anniversary of Rites of May!

- > Awarding over \$16,000 in faculty and student grants in support of teaching and learning.

- > Partnering with the Schools on student-driven events, team spirit and booster activities as well as graduation celebrations, and more.

- > Supporting teachers in the classrooms as room parents, guest speakers, and resources.

- > Honoring our teachers with faculty appreciation luncheons.

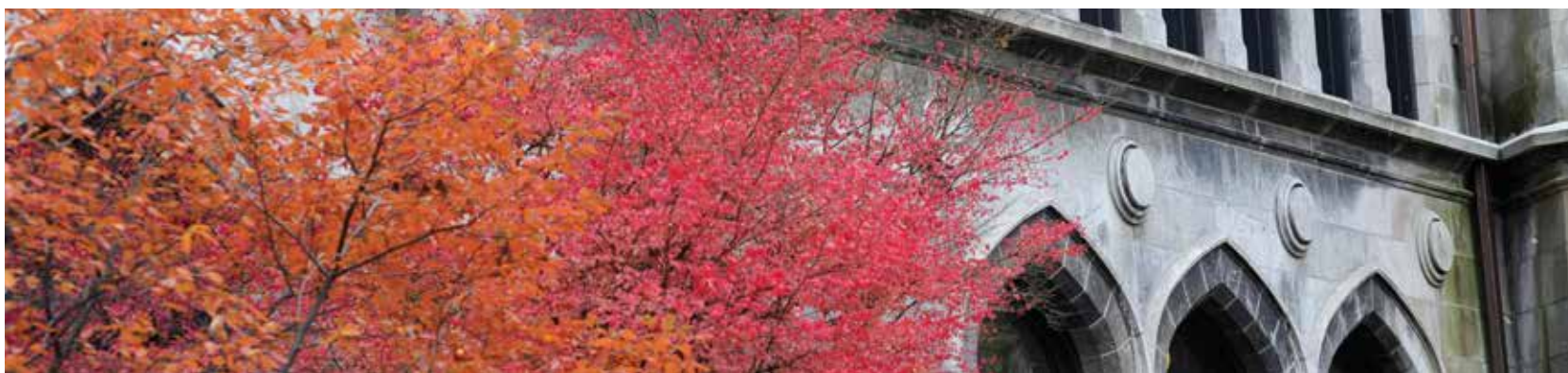
Hosting prominent thinkers through the PA Speaker Series

- > Carol Anderson, PhD, author of *White Rage: The Unspoken Truth of Our Racial Divide* and *We Are Not Yet Equal*

- > William Stixrud, PhD, and Ned Johnson, authors of *The Self-Driven Child: The Science and Sense of Giving Your Kids More Control Over Their Lives*

- > KJ Dell'Antonia, *How to Be a Happier Parent*

2018-19 Financials and Fundraising



Alumni and parent support is critical to sustaining and enhancing the Lab experience

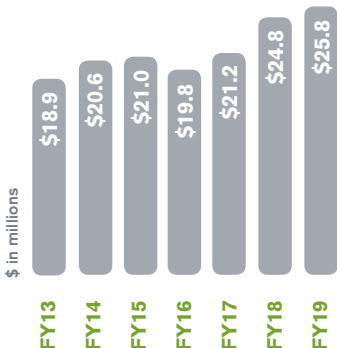
> **61%** of parents gave a gift to Lab

> Alumni participation in giving was **11%**

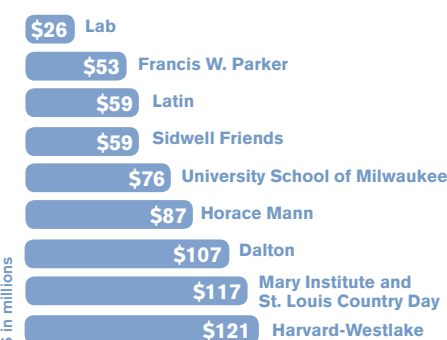
Fundraising Progress (FRP) at Lab: New pledge commitments and outright cash gifts



Lab's endowment, an important source of financial aid, continues to grow



Lab endowment in comparison to peer independent schools*



*Source: Lab FY19; Benchmark schools NAIS DASL FY18

Operating Statement as of June 30, 2019

(\$000s)

REVENUES

| | |
|---------------|-----------|
| Tuition | \$69,736 |
| Financial Aid | \$(5,343) |
| Net, Tuition | \$64,393 |

| | |
|-------------------|---------|
| Private Gifts | \$8,286 |
| Endowment Payout | \$1,226 |
| All Other Revenue | \$4,984 |

TOTAL REVENUES \$78,889

EXPENSES

| | |
|--------------------|----------|
| Teacher Salaries | \$29,606 |
| Staff Salaries | \$10,475 |
| Benefits | \$9,810 |
| Total Compensation | \$49,891 |

| | |
|-----------------------|----------|
| All Other Expenses | \$12,754 |
| Space Cost Allocation | \$13,965 |

TOTAL EXPENSES \$76,610

| | |
|-----------------------------|---------|
| Operating Surplus (Deficit) | \$2,279 |
| University Target | \$2,885 |

NET SURPLUS (DEFICIT) \$(606)

Fundraising Highlights

> Lab will award approximately \$3.5 million in need-based financial aid in 2019-2020

> Lab opened up the newly revitalized Jackman Field, funded by Connections 2018

> Alumni are stewarding 27 class scholarships

> Approximately 500 people—parents, faculty, staff, alumni—attended the Dewey Dance, raising \$200,000 for student financial aid

> Senior parents founded the Class of 2019 Scholarship Fund with more than \$71,000

> Lab hosted two Alumni Weekends in this year where we shifted from fall to spring reunions. Approximately 750 alumni came back to reconnect

> Donors made it possible for hundreds to convene at Lab's Centennial Colloquium on Dewey

The power of volunteerism

Angela Cobb, Lab parent



“How blessed are we? It’s like we won the lottery to get to be part of this community.”

—Angela Cobb

“How blessed are we? It’s like we won the lottery to get to be part of this community. I think Lab is a really, really special place and I feel lucky to be part of it. I deeply believe that when you are in a community you should be part of that community. Right? You need to be actively involved and part of shaping it and making it as strong as it can be for our families and community.

“When my kids were younger, they thought I worked at Lab. And I had a full-time job! I grew up with parents who were deeply involved in my school. They were working parents, but always in charge of something or doing something big. So for me it’s a natural inclination. It is how I was raised and how I was parented.”

Angela Cobb, parent to a fifth grader and an eighth grader, draws on her professional skills to help Lab. Her background in

diversity work prepared her to successfully relaunch a parent diversity committee and work with the school to create and support the Diversity Advisory Committee, which helped Lab develop its first diversity leadership roles and serves in an advisory capacity. She has also served on the Middle School Council, is PA co-president elect, and has volunteered in many other ways.

“I am clear that when I take on a role it does shape my children’s experience, whether its events that make us feel connected or things that foster deeper understanding, it changes how my kids will move through this space and place. It’s about being known, understanding my children’s experience, maybe being less isolated as a parent, and taking down barriers between home and school.”

Cheryl Cortez, '92, MBA'03



“I never thought I would be one of those people who’d show up. I was a ‘lifer’ who wanted to hightail it out of Hyde Park. But from college on through my 20s I was genuinely happy to run into and reconnect with Lab alums.”

—Cheryl Cortez

“My personal goal is to educate our alumni about how valuable their whole UChicago network is. I hope our alumni leave Lab feeling proud of the education they received and knowing that the network they walk away with is incredibly helpful.

“I never thought I would be one of those people who’d show up. I was a ‘lifer’ who wanted to hightail it out of Hyde Park. But from college on through my 20s I was genuinely happy to run into and reconnect with Lab alums.”

Cheryl’s formal involvement as a Lab volunteer leader started when she helped organize her 20th Lab reunion. From there she joined the Alumni Association Executive Board (AAEB), served on the UChicago Alumni Board where

she represented Lab with passion and focus, and ultimately served as AAEB president.

“I left Lab well prepared for college—while my college classmates struggled with the adjustment of leaving home and balancing their time, my Lab friends and I did not have difficult transitions to college life. What I learned at Lab also helped me immensely in my career; I learned to be resourceful, collaborate with others, and complete projects efficiently. At Lab, we learned to listen to other people’s opinions, have discussions, and glean all positions before coming to a well-supported conclusion. We learned that our voices mattered and we should participate in important conversations.”

Kevin Tan, MBA'87, Lab parent



“Through example I can influence this generation. I can do it and my daughter sees that. If not me, then who?”

—Kevin Tan

“One thing that drew me to the UChicago community was curiosity. Both at the business school and at Lab, students are given the tools, teachers, and environment that foster a curious mind. If you work to an exam, you stop learning as soon as you pass the exam. If you are curious about a topic, you have lifelong learning. That is what I see at Lab and I want to be part of the community that supports that not just for my kid but all our kids.

“When Jasmine went to junior high, I decided that she and I only had a limited amount of time before she went to college. I had a truly once-in-a-lifetime opportunity to retire early and get more involved in her life and give back to the community. Volunteering helps me connect to the school my daughter is attending and get first-hand context about what she experiences.

After educating their daughter, Jasmine, in China and then in public schools in the Chicago suburbs, the Tans became a Lab family when Jasmine joined U-High a year ago. Since then, Kevin has become a deeply involved volunteer and an elected member of the Parents’ Association High School Council. Fun fact: He regularly leads cheering at soccer games. And Jasmine does not even play soccer!

“I am a cheerleader—literally and figuratively! When you participate in your community, you’re modeling how to interact in a civil society. I am modeling for our teens the small ways one can contribute to the betterment of society and showing that small things can have tremendous influence. Through example I can influence this generation. I can do it and my daughter sees that. If not me, then who?”

“I feel a unique sense of community when I am at the school and that drives me to do more for Lab.”

—Chase Chavin

Chase Chavin, '97, and twin brother Grant Chavin, '97, Lab “lififers,” and Lab parents



Both Chase and Grant articulate a deep sense of belonging to the Lab community. Chase’s involvement with Lab began more than a decade ago (before he even had children) when he joined Lab’s Alumni Association Executive Board. He has worked to engage alumni in broader Lab events, like Connections, and served as his reunion class gift liaison. Now, as a parent to a third and a fourth grader, he tries to be at the school as much as he can and is a champion of Lab’s experiential, Reggio-based early childhood model. Grant has two children in the N-2 division this year.

Chase: “Lab was the only school I attended and it was incredibly formative. In addition to all the benefits of a Lab education and Lab teachers, my closest friends are all people I met at Lab. That community is very much like family to me. My brother and I were on financial aid, so Lab not only offered us opportunities, it helped us take full advantage of those opportunities.

“My very positive experience at Lab makes me want to give back and contribute to help students who are there now. I feel a unique sense of community when I am at the school and that drives me to do more for Lab. I not only have close friends who currently send their kids to Lab, I also see teachers who are Lab alums and others who have been at Lab for decades. Since we began at Earl Shapiro Hall with my son, I have been impressed by the progressive early childhood education model. Both of my children have benefited from experiential learning and the emphasis on being outdoors, but above all from the teachers who really get to know your kids and have the capacity to give personalized attention to their students.

“Among many other things, my time at Lab has taught me that what you learn and who you learn with is more important than where you go to college. With the right community, you can go on to find success and happiness in a lot of different places.”

Grant: “There are two things that I think about when I reflect on what Lab gave to me. One was a passion for learning. Starting as early as kindergarten and first grade and continuing through high school, the amazing teachers at Lab helped me develop my intellectual curiosity. They taught me to continue to ask questions and how to look for the best answers. The other: Lab gave me a sense of community. Some of my closest friends to this day are people who attended Lab with me. To this day I am as much defined by my close relationships as anything else.

“I only hope that my boys, Austin and Lucas, get just as much out of their Lab experience as I did.”

Finances and fundraising at Lab: frequently asked questions

How is Lab funded?

Lab's annual budget is funded by the following sources:



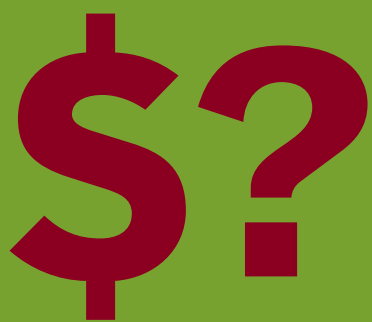
*Revenues from tuition transfers from the University on behalf of University employees whose children attend Lab.

What is the largest portion of Lab's budget?

Teacher and assistant teacher compensation accounts for around 50% of Lab's expense budget. Salaries, and what have generally been greater than 4 percent annual increases, are set and remain in place as part of the teachers' union negotiations held every several years. The contract negotiated in 2019 will be in effect until June 30, 2023.



Why does Lab have a fundraising program?



Fundraising at Lab closes a budget gap in annual operations and allows Lab to meet aspirational goals that would otherwise be impossible to reach.

Generous support from parents, alumni, faculty, and staff allows Lab to offer a first-rank educational program without having to rely solely on tuition increases. Furthermore, by connecting passionate philanthropists to programs and projects, fundraising also allows Lab to realize programs that further our vision and mission, and often go above and beyond in creative and meaningful ways.

Without this additional income, Lab would be forced to make difficult choices between tuition levels, financial aid budgets, and programmatic activities.

How is Lab's budget determined and who decides?

As a unit of the University of Chicago, Lab participates in both annual and multi-year University budgeting processes. With the guidance of Lab's Board, and under the director's leadership, Lab's finance team works with the principals, department chairs, and other administrators to determine staffing and capital needs and operating budgets. These programmatic costs, along with enrollment forecasts, the growth of net tuition, fundraising, and other revenues are incorporated into a multi-year budgeting model that guides Lab's annual budget choices.

What are the goals of Lab's financial aid program?

Our financial aid program serves to bolster Lab's commitment to diversity in all its forms by diversifying the varied socioeconomic backgrounds that make up our community. In short, our financial aid program seeks to remove financial barriers for students who contribute to and benefit from a Lab education.

How does Lab's financial aid program work?

All of Lab's awards are based on demonstrated financial need. Lab does not give merit-based aid. Approximately 10% of families receive aid—separate from any tuition benefit a family might receive as a full-time employee of the University. On average, Lab meets 100% of accepted students' demonstrated need.

Aid monies are distributed through two paths:

1. A scholarship is a formally designated award, usually funded by endowment payout or private gifts, and assigned to a particular student for his or her entire High School career.

2. Financial aid awards subsidize family tuition obligations and are awarded for tuition at any grade level.

Securing financial aid support is a fundraising priority for Lab and a core part of all our development efforts.

How does Lab raise funds?



> Lab's Alumni Relations and Development Office works with 100+ alumni and parent volunteers to facilitate all major fundraising efforts for the school.

> During the 2018–2019 school year 879 (61%) families and 858 (11%) alumni made a gift to the Schools. This year, Lab's participation goals are:

- Parent participation: 70%
- Alumni participation: 14%

> Our philanthropy program is comprised of several key elements:

- Annual giving (Parents Fund and Alumni Fund)
- Connections and Dewey Dance fundraising events
- Major gifts
- Bequests and planned giving
- Classroom gifts

> In 2014, Lab completed the \$82 million Lab+ Campaign, which enhanced every aspect of Lab including a \$192 million campus expansion and renovation that included the building of Earl Shapiro Hall and Gordon Parks Arts Hall.

What would a substantially larger endowment do for Lab?

Endowment income has historically been a stabilizing force in the operation of education institutions. Endowment income is less variable relative to other revenue streams and is available in perpetuity. By increasing the endowment, Lab could more reliably address ongoing programs, increase its ability to provide financial aid, and further reduce its dependence on tuition increases.

Please explain the tuition benefit for University of Chicago employees

The University's Lab Tuition Benefit Program is for full-time employees of the University (and associated units.) At minimum this program pays 50% of Lab tuition. That amount increases based on a sliding household income scale. Importantly, non-university families do not subsidize this benefit and the Schools do not lose any tuition income. The University makes a direct transfer of funds into Lab's accounts to cover this benefit. That transfer translates to about 30% of Lab's budget.



How much financial aid does Lab provide annually?

Lab will award approximately \$3.5 million in need-based financial aid in 2019–2020 (not including University remission). At Lab, about 10% of students receive financial aid. The National Association of Independent Schools median percentage of students who receive financial aid at day schools is 24%. Continued increases in Lab's financial aid budget, mainly achieved through philanthropy, are critical to Lab's aspirations around economic diversity and full access to all educational experiences at Lab.

Board

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Dechert LLP

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Greenhill & Co.

Erica Davidovic '85
Senior Director, Commercial
Operations
Merck & Co., Inc.

Juan de Pablo
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Laboratories
Liew Family Professor in
Molecular Engineering
Senior Scientist at Argonne
National Laboratory
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Daniel Abebe, AM'06, PhD'13
Vice Provost
University of Chicago

Charles Abelmann
Director
University of Chicago Laboratory
Schools



School Leadership

As of October 1, 2019

Charles Abelmann
Director

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Principal, Lower School

Paul Beekmeyer
Principal, High School

Sandra Bixby
Principal, Middle School

Catherine Braendel, '81, MLA'19
Strategic Advisor and Director,
Communications and
Marketing

Damon Cates, MBA'05
Executive Director, Alumni
Relations & Development

Carla Ellis
Assistant Director of Schools

Kiel Gray
Executive Assistant to the
Director

Brian Hewlett
Director, Innovation &
Technology

Nicole Neal
Director, Student Services

Betsy Noel
Coordinator, Wellness
and Equal Opportunity
Programs/Deputy Title IX
Coordinator

Irene Reed, '92
Executive Director, Admissions
and Financial Aid

Carol Rubin
Associate Director of the Schools

Priyanka Rupani, '06
Director of Diversity, Equity,
and Inclusion

Daniel Ryan
Principal, Nursery-Grade 2

DIRECTORS & DEANS

Sarah Abella, '93
Dean of Students, Nursery-
Grade 2

Asra Ahmed, AM'01
Assistant Principal, High School

Ryan Allen
Dean of Students, Middle
School

Uzma Bogwani
Assistant Principal, Lower School

Ana Campos
Dean of Students, High School

Katrina Ferreyra
Director, Development and
Campaign Operations

Jessica Hanzlik
Assistant Principal, Middle
School

Rickey Harris
Dean of Faculty, Nursery-Grade 2

Brian Lipinski
Director, Finance

Sonia Perez
Dean of Students, Lower School

Noah Rachlin
Dean of Teaching & Learning,
High School

David Ribbens
Director, Athletics

Elizabeth Spaepen
Dean of Teaching & Learning,
Nursery-Grade 2

Joseph Wachowski
Director, Operations

Kimberly Williamson
Director, Human Resources

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Parents' Association Board

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Secretary
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Coordinator**
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Cindy Marchessault
Christopher McGowan
Kevin Tan

Diversity Committee
Crystal Laura
Amanda Lewis
Beth Richie



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As of October 1, 2019

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Goldman Sachs

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Law Clerk/JD
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Smitha Arekapudi, '95
Staff Anesthesiologist
Lakeview Anesthesia
Associates LLC

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Property Markets Group

Chase Chavin, '97
Principal
Morgan Management

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Medicine and Biological
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John Oxtoby, '03
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Corporate Development
Ariel Investments

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Chicago Apartment Place,
Inc.

Tina Pompey, '79
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Andrew Rosenband, '99
Professional Soccer Player
Charleston Battery

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Robert Solomon, '78
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Susie Stein, '45

Leah Taylor, '78
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Advisor
JPMorgan Chase & Co.

Sari Weichbrodt, '94
Attorney
Daley, Mohan, Groble