

DREAM Ends Global – The Results We Aim to Create in the World

As a non-profit in Vermont, *we exist to benefit our members*, while recognizing our responsibility to all other stakeholders. We define our stakeholders as:

1. Children: Children include those involved in DREAM’s local programs as well as those additional children involved in DREAM’s summer program. All DREAM children live in affordable housing neighborhoods.
2. Mentors: Mentors are college students involved in DREAM’s local programs.
3. Parents: Parents include mothers, fathers, and legal guardians of DREAM children.
4. Alumni: Alumni include mentors who have graduated from college, children who have graduated from the program, and other people nominated to join the organization as “honorary alumni.”
5. Community: Community is defined as those people who have an impact on DREAM sites and members.
6. DREAM Staff: Staff are paid members of DREAM.
7. Environment: Recognizing our role as stewards of the environment in all our actions, the environment is a stakeholder in the DREAM activities.

We offer many services to our members, especially but not exclusively related to youth mentoring. All recipients of DREAM’s benefits are intimately interconnected, and spending resources on one subset of recipients often correlates to spending resources on another. Still, the following priority levels have been set for relative resource allocation to DREAM’s members:

1. Children
2. Mentors
3. Parents
4. Alumni
5. Community
6. Staff
7. Environment

In everything we do, we embody DREAM’s Core Values:

- Transparency
- Empowerment through Ownership
- Contagious Energy,
- Supportive Community
- Safety
- Encourage DREAMing

We strive to earn our stakeholders’ trust. For every program and service, we measure both the cost and the quantitative and/or qualitative benefit actually delivered. Annually, we report these costs and benefits and make the reports publicly available.

Ends 1 – Children

Our children will be contributing members of their communities, will have strong and caring connections to others, and will be able to recognize their options, make informed decisions, and achieve their dreams. Accordingly,

- 1.1 Our children will have lasting and positive mentoring and peer relationships.
- 1.2 Our children will have broadened horizons.
- 1.3 Our children have transferable skills that assist them in being contributing members of their communities and catalysts of change in their own lives.
- 1.4 Our children have a higher quality of life experience than they would have had without DREAM.

Ends 2 – Mentors

Our mentors will have an influential and personally satisfying role in their communities. Accordingly,

- 2.1 Mentors have lasting and positive mentoring and peer relationships.
- 2.2 Mentors gain an enduring caring for and commitment to the DREAM families.
- 2.3 Mentors have a higher quality of experience at college than they would have had without DREAM.
- 2.4 Mentors develop transferable skills that assist them in being catalysts of change.

Ends 3 – Parents

Parents are involved in their children's lives and are empowered advocates for their children's wellbeing. Accordingly,

- 3.1 Parents are empowered to have a positive impact in their community.
 - 3.11 Parents have positive, healthy interactions with their neighbors.
- 3.2 Parents are actively engaged in the running of DREAM.

Ends 4 – Alumni

Alumni remain connected to DREAM, and continue to work for the welfare of others. Accordingly,

- 4.1 Alumni maintain supportive relationships with their old partners.
- 4.2 Alumni continue to support the mission, activities, and sustainability of DREAM.
- 4.3 Alumni pursue work that enhances the welfare of others.

Ends 5: The Community respects, understands, and supports DREAM and its participating children, mentors, and parents.

A. Subsidized housing unit communities where DREAM operates:

1. The housing communities bond as a community from DREAM's presence
2. The housing communities are energized by DREAM's presence
3. The housing communities are invested in the communities' youth population

B. College campuses where DREAM operates:

1. The college community gains knowledge about poverty and the importance of youth mentoring in DREAM communities
2. The college is energized by DREAM's presence

C. Community Partners

1. Community partners develop knowledge and values from DREAM that strengthen their work and daily lives
2. The Community recognizes DREAM as an authority on child mentoring.

Ends 6 – Staff

DREAM Staff gain knowledge and experience to further their quality of life and career potential.

- 6.1 Staff achieve goals for personal growth set during their work experience at DREAM.
- 6.2 Staff acquire skills that will enable them to be competitive candidates for professional careers serving the welfare of others.
- 6.3 Staff gain transferable skills that will motivate them in being catalysts of change.

Ends 7: Environment

All land controlled by DREAM will be managed responsibly and sustainably, and children, mentors, and parents will be empowered as stewards of their local environment. Accordingly,

- 7.1 Camp (and any future DREAM property) will be a model of sustainable design, development, and management.
- 7.2 Children and mentors will have meaningful outdoor experiences through camp and other adventures.
- 7.3 Children and their families will take positive action to improve the environmental quality of their community.