



# PARTNERING WITH PURPOSE

LOVE YOUR SCHOOL CHICAGO  
SCHOOL YEAR 2022-2023 IMPACT REPORT



EDUCATION

TOGETHER  
**CHICAGO**  
ONE CITY. ONE MISSION.

# EDUCATION IMPACT REPORT | 2022 - 2023

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# PARTNERING WITH A PURPOSE



# LETTER FROM THE DIRECTOR



I believe that every child deserves a quality K-12 education which offers them a foundation to become successful adults!

I'm Damien Howard and I've been in the field of education for two decades, primarily as a Special Education teacher, mentor, and mentor trainer.

I've taught at schools like Phillips, Crane High School, and Urban Prep High School - with an emphasis on Chicago's South and West sides. Throughout my time teaching, I've experimented with different ways to combine Social Emotional Learning and Mentoring practices to help transform Chicago's Education landscape.

I now serve as the Director of Education Initiatives for Together Chicago. My heart is more impassioned than ever to serve as a change agent for Chicago children and youth. I love partnering with people as passionate as I am for Chicago Education Reform - i.e. lovingly coming alongside Chicago school leaders to impact positive change for students and families.



**Damien Howard**  
Director of Education Initiatives

# STATEMENT OF PURPOSE



We help churches and other organizations adopt schools to remove the barriers that disrupt a quality education for Chicago students.

We envision a thriving school culture and rich academic experience at ALL Chicago-land schools.

Love Your School 22-23 Initiative:

- 76 Schools Adopted
- 100+ Parents Trained
- 3000+ Students Impacted
- 30+ Churches Adopted Schools
- 11 Chicago School Managers Trained (who serve 600+ schools)
- \$102,500 Donated From Foundations and Families



# INTENTIONALLY PARTNERING



With our statement of purpose (above) in mind, we strategically partnered with over 20 organizations to enhance the culture of Chicago schools - especially on the South and West sides.

Through our partnerships with churches and community based organizations, 76 schools were adopted, receiving different support, based on their stated needs.

An exemplary partnership has been with The Promise Church of Chicago and their community outreach organization - Hope Excel Academy. This was our third year partnering with the leaders of this church, especially Reverend Chrystal Kyles. When we first received Out of School Time (OST) support to help grow existing programs (through the Department of Family and Support Services), we knew that Hope Excel would be an ideal partner. With the support of this partnership, Hope Excel now serves students from five Austin Schools. With a tenacious commitment to exposing students to post-secondary skills, Hope Excel has added robotics training and coding this past year. This past school year, Together Chicago and Hope Excel delivered book-bags, coats, and other items (such as gym shoes) to support families of the Austin community. With the support of this partnership, many Austin students and families are receiving holistic services to meet pressing needs.

Thus more, Together Chicago and The Chicago Partnership started off last year by purchasing 200 book bags and school supplies for six schools on either Chicago's West or South Side. These organizations will deepen our collaboration to expand our outreach for the 2023-2024 School Year.

# INTENTIONALLY PARTNERING



# INTENTIONALLY PARTNERING



Next year, we will deepen our commitment to our partner schools, resulting in greater impact across the city. Included in this goal, we aim to have at least 100 schools adopted during the 2023-2024 calendar year. As a backbone organization, we are very excited to see the formulation of networks that can focus services and increase capacity by serving schools together.

We are very excited about the growth of our "Village of Support" program this year. We led or supported Village of Support work for six Chicago schools to help address their top 1-3 priority needs.

In North Lawndale, we helped to lead a Village of Support that served three schools - Noble's DRW School, North Lawndale College Prep High School, and Holy Families School. This group met weekly, and entrusted Together Chicago to lead the school reform component of the work. This group has been able to decrease violence in the Homan Square community through regular correspondence on the "Group Me" app. A culminating effort, led by Together Chicago, was for this group to help all 9th grade male students to create Summer Engagement Plans. Village members met with Fifty (50) 9th grade boys during the month of May. At the end of the program, these boys had mentors who are helping them navigate employment and to stay safe during the summer. From this partnership, Together Chicago was asked to help this group to become an "Anchor Organization" with the City of Chicago. If awarded, this group will be tasked to develop a strategy for the ongoing improvement of the North Lawndale community. This group also decided to sponsor a community wellness fair during Together Chicago's Hands Across Chicago event on Memorial Day weekend.



# WHAT OUR PARTNERS ARE SAYING



## Pedro Martinez - CEO of Chicago Public Schools

*"Participating in the Together Chicago panel energized me. The collaboration I saw between school leaders, faith-based organizations, and other community partners made me feel confident that our students will be able to reach their full potential through support both from CPS and their broader communities. I am excited to see the Together Chicago pilot sites expand to ensure that more students, especially on the South and West Sides, receive the mentorship and guidance they need to excel academically and develop into the future leaders of our city."*

## Constance Jones - CEO of Noble Schools

*"Together Chicago's friendraiser was an opportunity to celebrate the innovation in our charter networks and school districts across the City of Chicago. I was inspired to see the incredible work happening not only in our schools but in our communities, supported by leaders and young people committed to making meaningful change throughout the city. It was energizing to share space with such a dynamic group of passionate and talented leaders who help to support our collective mission of providing our students with an excellent education and the skills to lead choice-filled lives."*



# COMPREHENSIVE WRAP-AROUND SERVICES



We would have never imagined that when asked, one of our partners would state that she needs laundry, showers, food, and clothes for her students and families. Unfortunately, these are all resources that have been stripped from this community - West Garfield Park. Over the last four years, we have onboarded psychology student interns to offer Social Emotional Learning (SEL) services, we offered SEL development for students and staff, and now we are committed to helping the school address the critical needs stated above. This school, Melody Elementary School, had and continues to have a strong partnership with Reborn Church. Our continued efforts have aimed to strengthen this partnership. In the past, we've had friends of Together Chicago to direct donations to Reborn and now, we've attracted friends who are willing to invest in what Damien calls the Tiffany Tillman legacy project. We are in the second phase of this project with hopes to have a new resource room (for food and clothes) before the end of the 2023 calendar year. We are in talks with The Greater Food Depository of Chicago and others to bring this dream to life.

Leveraging the Village of Support model mentioned previously, we will continue to do what we can to attract resources to schools with dire needs.

**THE TIFFANY TILLMAN LEGACY PROJECT**

For sustainable change of the Melody school culture, Principal Tillman (and colleague Ashley Hill) have a vision for showers, a resource room (with food and clothing), and a laundry space. This project will increase a sense of belonging for Melody students and West Garfield Park residents.

Principal Tiffany Tillman

Optimal space for laundry and showers

Optimal space for the resource room

# SOCIAL & EMOTIONAL LEARNING TRAINING



We are excited that nine schools took advantage of our Parent Champions program, impacting over 100 parents of Chicago students. Through this program, we use Social and Emotional learning skills and language to build parents' capacity for parenting and as local leaders in their communities.

The goal of the Parent Champions program is that each partner school will grow to have parent groups of at least 15 consistently engaged parents. Thus more, these parents will commit to school impact efforts such as mentoring or leading Villages of Support. Our Parent Champion from Suder Montessori School, Chamika, was elevated to the Local School Council chair person this year. This is an example of how parents who commit to our training are empowered as leaders within their communities. Next year will be Suder's third year partnering with the Parent Champions Program.

As another example of our increased influence, CPS' Family and Community Engagement (FACE) Department asked us to train their FACE managers in SEL practices. Damien helped this group to invest renewed commitment to their mantra, identify their values, re-commit to having a culture of empathy, and address internal matters hindering the team's togetherness and impact. It was stated that these three trainings were "just what the team needed" to grow a renewed commitment to investing in students and families across the entire Chicago Public School district (over 600 schools).

# SY 22-23 EVALUATION SUMMARY



**Overview:** Social-emotional skills encompass vital attributes for academic and personal success, such as self-awareness, self-management, relationship-building, and responsible decision-making. As such, measuring social-emotional skills among students holds immense significance for holistic development and well-being. By evaluating and tracking these skills, Together Chicago gains insights into students' emotional intelligence, empathy, and overall social competency. This data-driven approach enables us to identify areas of strength and areas that require additional support. Measuring social-emotional skills not only promotes a supportive and inclusive environment within Together Chicago, but also equips students with essential tools to navigate challenges, build positive relationships, and thrive academically, personally, and professionally in the long run.

To evaluate and monitor Together Chicago's programming in the 2022-2023 academic year, students were asked to rate their abilities in the following 6 key social-emotional components that are crucial to learning:

- **School Identification** - feeling pride in school and feeling respected by teachers
- **Emotional Engagement** - motivation and enjoyment in academic activities
- **Growth Mindset** - belief in intellectual growth through effort
- **Self-Management** - coming to class prepared and staying focused
- **Self-Efficacy** - confidence in mastering academic challenges
- **Social Awareness** - showing empathy and emotional intelligence

*View full summary in Appendix 1*



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Photogra

# IMPACT THAT LASTS



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# BRILLIANCE & EXCELLENCE



For the 2023-2024 School Year, our theme is "Impact That Lasts." We are committed to deepening partnerships with a stubborn commitment to transformation that can be defined and quantified.

One of the partnerships where we anticipate ongoing impact is with the Brilliance and Excellence movement. Together Chicago strongly supports this movement and helped this group to execute a 1000 person march for Boys and Young Men of Color. On June 10, 2023, 1000 people marched on Chicago's Historic King Drive to march for the safety of our boys. This group is committed to offering job support, mentorship, and parent support for youth march participants throughout the summer.

[www.brillianceandexcellence.org](http://www.brillianceandexcellence.org)



# SCHOOL YEAR 2023-2024 FOCUSED GOALS



Going into the 2023-2024 year, we are poised for "Impact That Lasts" like never before! We know exactly who our focal partners are, that we plan for 100 schools to be adopted, and how we will highlight our efforts at 25 of these 100 schools. The graphic below shares the different ways churches and partners can engage with schools for impact ("levels of engagement") and our clearly stated goals. The bottom of the graphic shows the partners we are most closely meeting with and have shared accountability with, so that the fabric of these highlighted schools is different because the Love Your School Initiative showed up.

Our partnership with North Park University will help us to continue enhancing the way we tell our Impact Stories. The Love Your School Initiative is making great impact across our city, impact that deserves to be widely shared and widely known.

Partnership & Testimonial Link 1:

Video Testimonials Link:

[https://onedrive.live.com/?](https://onedrive.live.com/?authkey=%21AH95nPj9cNixeEI&id=C8282056E0DE008B%216964&cid=C8282056E0DE008B)

[authkey=%21AH95nPj9cNixeEI&id=C8282056E0DE008B%216964&cid=C8282056E0DE008B](https://onedrive.live.com/?authkey=%21AH95nPj9cNixeEI&id=C8282056E0DE008B%216964&cid=C8282056E0DE008B)

Partnership & Testimonial Link 2:

Video Testimonials Link:

[https://onedrive.live.com/?](https://onedrive.live.com/?authkey=%21AH95nPj9cNixeEI&id=C8282056E0DE008B%216964&cid=C8282056E0DE008B)

[authkey=%21AH95nPj9cNixeEI&id=C8282056E0DE008B%216964&cid=C8282056E0DE008B](https://onedrive.live.com/?authkey=%21AH95nPj9cNixeEI&id=C8282056E0DE008B%216964&cid=C8282056E0DE008B)

# LOVE YOUR SCHOOL INITIATIVE



We help churches and other organizations adopt schools to remove the barriers that disrupt a quality education for Chicago students. We envision a thriving school culture and rich academic experience at all Chicago-land schools.

## LEVELS OF ENGAGEMENT

- 1

**PARTICIPATE**  
 Participate in an event or short-term program to establish a relationship with your school  
 (Care portal, LYS Prayer Corners, LYS events, LYS Service Projects)
- 2

**LEAD**  
 Lead or support an ongoing initiative to improve student academic outcomes
- 3

**BUILD**  
 Help build a 'Village of Support' group to address your school's top 1-3 needs

## 2023-2024 SCHOOL YEAR GOALS

- 100

 Schools adopted by churches
- 5

 Parent Champions school leaders
- 5

 Mentoring Programs
- 5

 Villages of Support
- 5

 Partner Org Programs
- 5

 Out of School Time Programs

## GET INVOLVED

Contact: Damien Howard, [damien.howard@togetherchicago.com](mailto:damien.howard@togetherchicago.com)







THANK YOU



# THANK YOU



Our foundation and corporate partners helped us to raise \$102,000. These funds were used to support local Champions leading education reform efforts across Chicago.

The flyer above has logos for all active partners collaborating to grow our impact across Chicago and beyond.

Thank you for your ongoing support and partnership!

To support our efforts, access the link below:  
[www.togetherchicago.com/donate-education](http://www.togetherchicago.com/donate-education)



# APPENDIX



# EVALUATION & KEY FINDINGS

**Overview:** Social-emotional skills encompass vital attributes for academic and personal success, such as self-awareness, self-management, relationship-building, and responsible decision-making. As such, measuring social-emotional skills among students holds immense significance for holistic development and well-being. By evaluating and tracking these skills, Together Chicago gains insights into students' emotional intelligence, empathy, and overall social competency. This data-driven approach enables us to identify areas of strength and areas that require additional support. Measuring social-emotional skills not only promotes a supportive and inclusive environment within Together Chicago, but also equips students with essential tools to navigate challenges, build positive relationships, and thrive academically, personally, and professionally in the long run.

To evaluate and monitor Together Chicago programming in the 2022-2023 academic year, students were asked to rate their abilities in the following *6 key social-emotional components that are crucial to learning*:

**School Identification-** feeling pride in school and feeling respected by teachers

**Emotional Engagement-** motivation and enjoyment in academic activities

**Growth Mindset-** belief in intellectual growth through effort

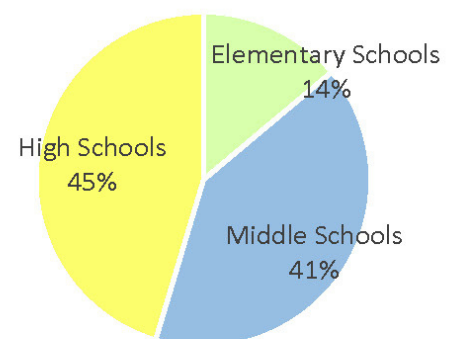
**Self-Management-** coming to class prepared and staying focused

**Self-Efficacy-** confidence in mastering academic challenges

**Social Awareness-** showing empathy and emotional intelligence

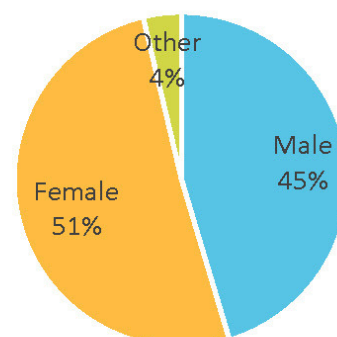
## Demographics Results

School Name	%
John B. Drake Elementary	24.1%
Wendell Phillip Academy	23.1%
Chicago Hope Academy	21.3%
Ronald E. McNair Elementary	8.3%
John T. Pirie	8.3%
Others	14.9%



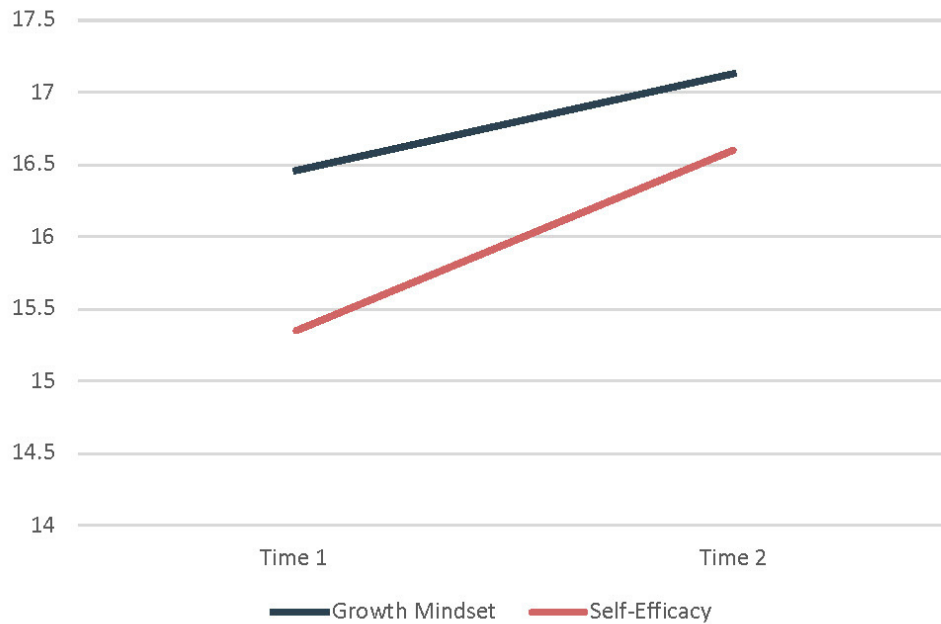
## 108 students were surveyed from 11 schools

- 92.6% of students reported as Black/African American, 5.6% identified as Hispanic/Latino
- 51% identified as female, 45.4% identified as male



## 2022-2023 Evaluation Summary

### Results

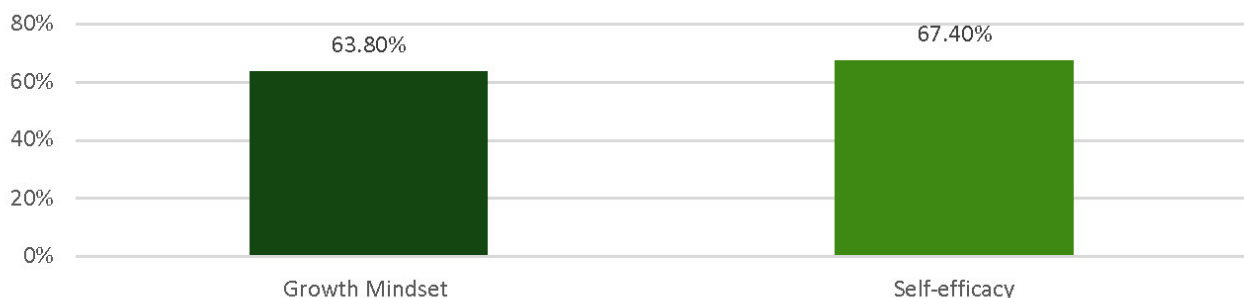


On average, at Time 2, participants gave higher ratings in growth mindset, self-efficacy, and emotional engagement in the classroom. This indicates students in Together Chicago felt they grew in their confidence to change their intelligence, tackle challenges, and felt more enjoyment from their classes.

#### Areas of Strength

- For example, statistically significant growth was found for the Emotional Engagement item, “When we work on something in class, I feel interested”
- Statistically significant growth was also found on the Self-Efficacy item, “I can do well on all my tests, even when they are difficult”
- Compared to their ratings at the beginning of the year, 63.8% of students reported higher perceptions of growth mindset.
- More than 2/3<sup>rd</sup> of students reported higher self-efficacy scores at the end of the year compared to the beginning of the year.

#### Percentage of students from Time 1 to Time 2 who report growth in....



## 2022-2023 Evaluation Summary

### Areas for Improvement

However, at Time 2 participants rated themselves slightly lower in self-management and self-awareness. This indicates students in Together Chicago reported more challenges focusing their attention, controlling their behaviors, or relating to classmates.

- For example, there were slight decreases in agreement in the Self-Management item, “I paid attention, even when there were distractions”
- Students declined ratings on the Social Awareness item, “in the last 30 days, how well did you get along with students who were different from you?”

Results were different, however, for boy and girl students.

On average, boys tended to report growth in self-management, and declines in school identification and social awareness.

Whereas girls tended to report declines in self-management and growth in school identification and emotional engagement. Girls also tended to report higher scores and more growth overall.

### Boys' Ratings From Beginning to End of Year



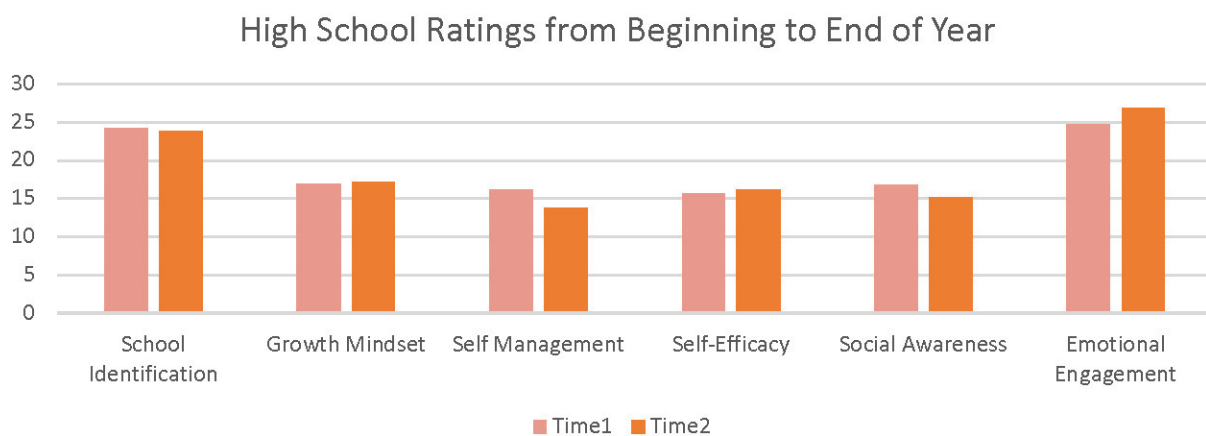
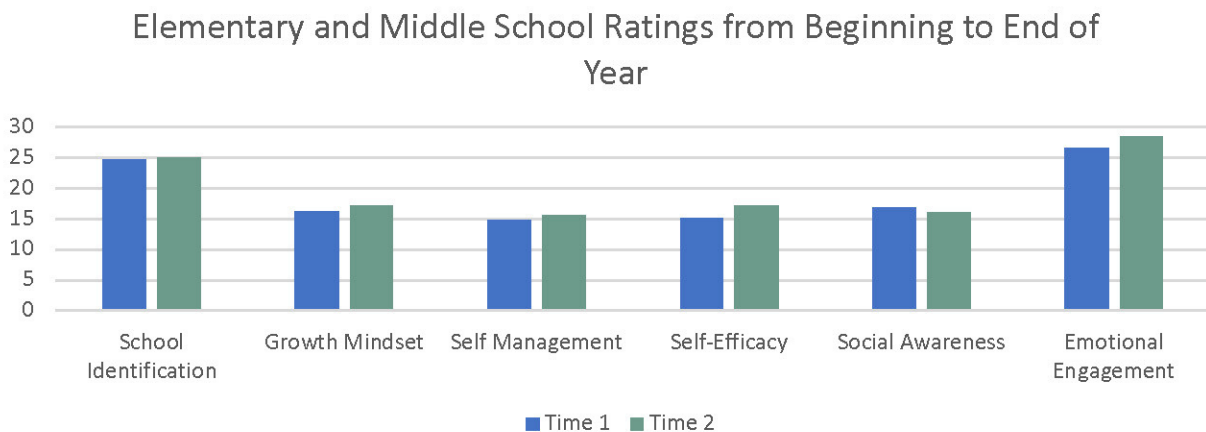
### Girls' Ratings from Beginning to End of Year



## 2022-2023 Evaluation Summary

### Perceptions of Social-Emotional skills by age showed similar patterns, with small exceptions

- Youth across all grades were likely to report growth in growth mindset, self-efficacy, and emotional engagement, while school identification was likely to stay stable.
- Elementary and middle schoolers reported growth in self-management while high schoolers reported declines. Both groups showed declines in social awareness, but high schoolers had a greater decline.



### Summary

Overall, students in Together Chicago appear to consistently give themselves high ratings in social-emotional skills. Two skills in particular showed growth across the majority of students, growth mindset (one's belief that you can grow your intellectual through efforts such as studying) and self-efficacy (confidence in mastering academic challenges). This suggests that Together Chicago's programming that emphasizes student's potential for academic achievement through hard work is effective at raising students' self-confidence and self-worth. The results also suggest students may need additional support in self-management and social awareness. Challenges emphasizing with other students or with paying attention in classrooms may reflect wider school environments. Moving forward, Together Chicago will continue to provide social-emotional training to students, teachers, and parents, in order to counter negative stereotypes and harmful environments that reduce student's self-regulation and social skills.