



BECOMING KIDS FIRST CHICAGO

2016-2018 IMPACT REPORT

WORLD-CLASS SCHOOLS.
WORLD-CLASS CITY.

**“Putting parent voices
at the center of our
work has become a
manifesto for how
our organization
approaches education
policy change.”**

-
DANIEL ANELLO
CHIEF EXECUTIVE OFFICER
KIDS FIRST CHICAGO

-
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Chairman's Letter



Dear Friends & Partners,

At the time of our founding in 2004, only 50% of students graduated from high school, a statistic that plagued the Chicago Public Schools and the city of Chicago for generations.

In response to this citywide crisis, the Civic Committee of the Commercial Club of Chicago created the Renaissance Schools Fund as the independent fundraising and strategic partner to the Chicago Public Schools' Renaissance 2010 effort.

For decades, student outcomes had lagged far behind national averages and Chicago families demanded change.

To meet the needs of students and parents, we invested \$100 million to create 81 new, innovative public schools.

To better reflect our work in supporting cutting-edge, quality school models our organization's name shifted to New Schools for Chicago, a name that would serve us through an era of unprecedented improvement brought on by the expansion of options for families, new accountability models, strong talent, and more.

In 2015 we developed **Kids First Chicago** (K1C) as a campaign to empower parents with the information to find the best schools for their children and to have a voice in the shaping education policy to better meet the needs of their children and communities.

Over the past three years, we've garnered positive feedback as a trusted and unbiased source of information on education quality and school performance to both communities and district leadership.

In August of 2018, I, along with the Board of Directors and staff, announced that moving forward **Kids First Chicago** would become the umbrella for all that we do.

“Our ability to evolve our strategies to meet the current needs of students is our greatest strength.”

While we no longer open “new schools,” we are proud to build upon the foundation of the Renaissance Schools Fund and New Schools for Chicago.

Our new name reflects an essential belief that kids should always come first. We are proud to share this belief with the many individuals, communities, and organizations who stand with us in their commitment to putting the education needs of our city’s children first.

Our ability to evolve our strategies to meet the current needs of students is our greatest strength.

Despite the many changes in both public education broadly and our own organization’s evolution, we’ve never wavered from our vision: **a high-quality, fair, world-class school system that serves as the foundation for a world-class Chicago.**

Thank you for being part of our journey and for taking the next leap forward with us as **Kids First Chicago.**

I invite you to learn more about our organization’s growth and development in the following pages, and I thank you for your continued support.

Together, we will create world-class schools for a world-class city.

Sincerely,



Patrick J. Canning
Board Chairman, Kids First Chicago
Managing Partner, KPMG LLP

OUR PATH TO KIDS FIRST CHICAGO



2004

Renaissance 2010
Launches.

2005

Renaissance
Schools Fund
welcomes its first
cohort of school
grantees.

2014

The organization,
now called New
Schools for Chicago,
welcomes its 10th
and final cohort of
grantees, concluding
a decade of
supporting 81 new
innovative schools
throughout Chicago.

In June 2004, Mayor Richard M. Daley, Chicago Public Schools (CPS) Chief Executive Officer (CEO) Arne Duncan, and leaders from the Chicago business community announced the Renaissance 2010 (Ren10) initiative.

The goal of this bold program was to open 100 new schools and provide all students, regardless of socio-economic background, with the opportunity to compete on the global playing field.

The Renaissance Schools Fund was established by the Civic Committee of the Commercial Club of Chicago as the independent fundraising and strategic partner to the Renaissance 2010 effort.

Our objective then, as now, was to catalyze dramatic improvement within Chicago Public Schools, which had languished with decades of dismal outcomes for kids. At the time, only half of students graduated from high school and low-income students of color were significantly more affected than their more affluent peers.

Initially supported with more than \$20 million in seed funding, we led the collaborative public-private partnership that catalyzed new school creation and functioned as the accountability partner to CPS in the school selection process.

From 2004 to 2014, with the support of the city's business community, philanthropists, educators, and innovators, we raised over \$100 million to start 81 new schools, inspiring the name New Schools for Chicago (NSC), which reflected our work and supported an era of amazing educational gains.

Today, graduation rates are at an all-time high of 78%. Since our initial efforts, college readiness scores have increased significantly; and reading and math scores in elementary schools improved at rates that rank in the top of urban districts nationally.



2015

New Schools for Chicago (NSC) “reboots,” working with families to design a world-class system of schools that works for them.

NSC launches Kids First Chicago as a campaign to support families. Together, we identify barriers to accessing a high-quality education.

2017

Kids First Chicago parents successfully advocate for a single application system at the high-school level.

2018

New Schools for Chicago changes its name to Kids First Chicago in August of 2018.

Despite remarkable progress, in 2015 nearly 75,000 students remained in failing schools that were not preparing them for success in college, career, and life. We saw that our low-income communities with predominantly African American and Hispanic families were disproportionately affected—an inequity that demanded renewed attention.

At the same time, we recognized that the district now had an influx of quality options, coupled with a shrinking student population. These circumstances meant that opening new schools would no longer have the positive impact of the previous decade.

More importantly, Chicago’s historically top-down approach to education created better options for many but also had unintended consequences that drove a wedge between grass-tops and grassroots stakeholders.

We relaunched in 2015 with a new strategy to place parents at the heart of the conversation and to shift the narrative to focus on school *quality*, rather than simply new choices.

A core strategy of our relaunch was to create **Kids First Chicago** (K1C), a campaign dedicated to empowering communities and families to navigate the complex school access and enrollment process, and activate their voices in guiding the direction of Chicago Public Schools.

To build on our rich legacy of improving access to high-quality schools in Chicago, while also recognizing the natural evolution of our work, in August 2018 **Kids First Chicago** became the new banner for all that we do.

SECTION

01

OUR WORK TODAY



Kids First Chicago CEO Daniel Anello conducts a community training event.



“Here’s the third-biggest school system in the country that’s dramatically outperforming not just the other big poor districts, but almost every district in the country, at scale. If we understood what was causing that, in Chicago and other disadvantaged but high-growth districts, that might help reduce educational inequality.”

— SEAN F. REARDON
PROFESSOR OF POVERTY AND INEQUALITY IN EDUCATION
STANFORD UNIVERSITY

From *The New York Times*
How Effective Is Your School District?
A New Measure Shows Where Students Learn the Most

CEO'S Letter



Dear Friends,

In 2015, we set out to change the dynamic around school reform in Chicago by creating a new parent- and community-centered approach fueled by data analysis around school quality.

Putting parent voices at the center of our work has become the manifesto for how our organization approaches education policy change.

We bring families and the district to the same table—to make decisions together, creating data-driven, kids-first policies that address systemic barriers to a high-quality education.

Our efforts around universal enrollment provide a powerful example of our approach in action. We effectively activated parents in advocating for an improvement to CPS's enrollment process and supported the district in implementing a new single application at the high school level. For two consecutive years, Chicago has seen record-breaking participation rates that outperform other urban districts with similar systems nationally.

At the same time, our latest analysis of CPS' quality ratings shows that the district has steadily improved since 2015—but the pace of change is slow, and additional challenges lie ahead.

26,000

8TH GRADE STUDENTS PROVIDED WITH BETTER ACCESS TO HIGH SCHOOL. KIDS FIRST CHICAGO ACTIVATED PARENT VOICES, AND LED THE ADOPTION OF ONE SINGLE APPLICATION—GoCPS.

10,000+

PARENTS, STUDENTS & COMMUNITY MEMBERS ENGAGED BY KIDS FIRST CHICAGO, BUILDING KNOWLEDGE AROUND PK-12 SCHOOL OPTIONS AND CAPACITY TO SHAPE DISTRICT POLICY.

“Chicago has already proven that we can defy the odds in terms of educating our highest-need students in select schools. Now we need to show we can do it for ALL students in ALL communities.”

Enrollment in CPS has been shrinking for almost a decade and that trend shows no signs of slowing down.

There are also significant programmatic and choice trends across CPS that require deeper exploration.

On the elementary school level, CPS has enough available high-quality seats to serve all of the students currently enrolled in the district—another finding that deserves more attention.

Much more complicated work lies ahead but we’re committed to partnering with our communities and the district to accelerate the progress underway.

Chicago has already proven that we can defy the odds in terms of educating our highest-need students in select schools. Now we need to show we can do it for ALL students in ALL communities.

We invite you to review our activities in the following pages and thank you in advance for your continuing partnership.

Best,



Daniel Anello
CEO, Kids First Chicago

1st EVER

UNIVERSAL FACT BASE, CALLED THE ANNUAL REGIONAL ANALYSIS, ON SCHOOL QUALITY, CHOICE/ENROLLMENT PATTERNS, AND PROGRAM OFFERINGS OF ALL PUBLIC SCHOOLS IN CHICAGO, CREATED BY K1C IN PARTNERSHIP WITH CPS.

33,000

ADDITIONAL STUDENTS ENROLLED IN HIGHER-QUALITY SCHOOLS SINCE 2015.

FACING INEQUITIES WITH **HUMAN-CENTERED DESIGN**



Facing Inequities

Despite tremendous progress, Chicago's public education system is still not equitable for all families. As our 2017 report **Who is Sitting in Those Seats?** highlighted, the number of children in “failing seats,” which do not prepare them for success in college, careers, or life, decreased from 161,531 in 2011 to 49,984 in 2017.

However, these “failing seats” are not shared equally—in fact, 1 in 4 African American students is in a “failing seat,” compared to 2 in 25 Hispanic students and 1 in 50 white students.

We wrestle with these inequities in our daily work. In order to eliminate disparities and ensure every child has access to a world-class education, our core strategies include:

- **Empower communities and families** to identify, navigate to, and advocate for high-quality public schools for their children and communities;
- With parent input, **shape education policy and systems** to better support communities and families; and
- Provide **unbiased data expertise** to communities and policymakers alike.

(Above) A family attends a free Kids First Chicago workshop.



Our approach uses both parent and community feedback, along with data analysis, to continually refine and improve solutions.

Human-Centered Design

We take a human-centered, design-thinking approach to implementing our core strategies.

First, we **listen and understand** by engaging with parents through a variety of methods. Then, we engage in comprehensive data analysis and use that information, along with parent input, to concretely **define barriers**.

Once we've outlined barriers, we bring parents and district leaders to the table to **design solutions—together**.

We pursue the changes that will ensure:

- Equal and fair access to schools
- Adequate and equitable funding for students
- Transparent information on quality, budgets, and decision-making

We then **implement** and **refine** those solutions over time. We monitor impact by analyzing data and soliciting parent feedback at every stage.

This approach is powerful in education.

SPOTLIGHT

UNIVERSAL ENROLLMENT



Chicago parents on the West Side gather in January 2017 for a focus group on the enrollment process.

In 2015, we began extensive engagement with families to understand their primary pain-points in education.

We heard overwhelmingly that Chicago's school enrollment process was "broken" for families. With hundreds of applications for programs and schools, the system favored parents with the time, resources, networks, and experience to overcome enrollment barriers.

In conversations with CPS leadership, we heard that the process was also "broken" from their perspective.

It did not provide timely, efficient, or

actionable data for the district and school leadership.

CPS's Office of Access and Enrollment made 51,000 offers to 20,000 students, resulting in 31,000 "unused" offers while 6,000 students received no offers.

Without a fix, the district struggled to make informed decisions around school and program offerings, while principals couldn't set budgets in time for school to start.

Many families struggled to find a school as late as October—well into the academic year.



Our response to tackle the “broken” process illustrates our core organizational strengths. We:

- Sought out national expertise;
- Researched and produced recommendations for district leadership;
- Provided transparent, digestible information to parents;
- Activated the parent voice in advocating for change;
- Offered trainings for schools and community-based partners; and
- Provided direct project management support for CPS.

“I never knew about an enrollment process. In high school, I just went to the neighborhood high school. I just didn’t know there were a lot of options for different types of schools—charter, public, etc. Some parents are lost. They don’t know where to start.”

— FOCUS GROUP PARENT



Elevating Parent Voices & Changing Policy

In January 2017, we enlisted the expertise of the Institute for Innovation and Public School Choice (IIPSC) and organized 10 focus groups with CPS parents from across the city. IIPSC released a summary of findings from these sessions and shared feedback with the district.

KEY FINDINGS

- Families were not getting enough information about schools and programs, and so could not adequately participate in the process of selecting schools and programs.
- The act of applying to schools and programs in Chicago was cumbersome and complicated.
- Parents were uncomfortable with the way choice results were determined and communicated. They wanted better and more reliable communication, explanations for results, and more information and a clear set of rules to follow regarding waitlists.
- Parents supported a Universal Application and a single-best-offer process for allocating seats.

In April 2017, the Chicago Board of Education voted unanimously in favor of moving to a single application for all public high schools in the city.

(Above) Neil Dorosin, Co-Founder and Executive Director of IIPSC, conducts a focus group with Chicago parents.

Kids First Chicago parent and community advocates attended the board meeting to lend their voices in support of this kids-first policy change and to deliver the petitions of parents who could not attend.



26,000

STUDENTS WITH BETTER ACCESS

93%

PARTICIPATION RATE

80%

MATCH RATE

Year One Process & Results

In the 2017-18 school year, the shift to a single application platform, called GoCPS, at the high-school level resulted in a 93% application rate and provided more than 26,000 students with more transparent and fair access to high-quality schools across the district. This participation rate is record-breaking for urban districts nationally.

According to a study from the University of Chicago Consortium on School Research and the Federal Reserve Bank, more than 80% of students who used GoCPS in Year One received an offer at one of their top three highest-ranked schools. And parents overwhelmingly described GoCPS in focus groups as “easy” or “easier.”

We continue to gather and respond to parent feedback about the new enrollment system. We conducted nine focus groups with 65 parents of CPS 8th graders across the city to better understand what parents liked and disliked, and how we can best support families through the new process. We compiled their feedback into a new report—[Parents Talk GoCPS](#).

Looking ahead, we will work with CPS to refine the high school application process, ensuring any families’ concerns from Year One are addressed and that participation rates among students remain high in the 2018-2019 school year and beyond.

CHICAGO'S INAUGURAL **ANNUAL REGIONAL ANALYSIS**



Chicago families struggle not only to find basic information about our schools but also to understand the implications on their children's education. Without digestible, accurate information, families are often left out of the decision-making process when it comes to schools.

We partnered with CPS to create a first-of-its-kind, comprehensive fact base called the **Annual Regional Analysis (ARA)**.

It is a consistent set of information on enrollment, student demographics, school quality, school choice, and program offerings for all students in all public schools, organized by region.

In developing the ARA, the district needed an independent intermediary that could undertake comprehensive analysis to uncover barriers to quality and access, build knowledge and capacity of grassroots stakeholders, and **create a model for community-driven school planning** that can be replicated in other neighborhoods/regions within CPS.

Kids First Chicago is uniquely positioned to serve in this intermediary role because of our track record of effectively engaging family and community stakeholders to support high-impact policy change.

(Above) CPS parents discuss information included in the Annual Regional Analysis.

“I became involved with Kids First Chicago simply trying to research and figure out the whole CPS system and how it works, and where I was going to find a place for my daughter. I’m very much a person that likes data and it was extremely eye-opening for me. As a parent, I plan to continue to be involved in order to make those positive changes. There just needs to be this equal amount of opportunity and access regardless of where you live. It’s great to be able to connect with like-minded people, and that we’re all here for education and we’re all here for kids.”

— HEATHER ARELLANO
CPS PARENT & ATTENDEE OF
KIDS FIRST CHICAGO ARA BRIEFING

Making Data Available & Understood

In 2018, we briefed more than 120 organizational partners on the ARA. Guided in part by the briefings that our team facilitated, CPS hosted ARA town halls in each of the 16 regions of the city in the fall of 2018.

Importantly, these briefings demonstrate a commitment to open dialogue between district leadership, schools, and community residents.

They are also a proof point that the ARA is working exactly as intended — to bridge the gap between grass-tops and grassroots stakeholders in creating solutions to our city’s most pressing education challenges.

This new resource has already guided strategic decision-making and investments by the district and dozens of other external education partners.

Last fall, guided by these data, CPS released a new request for proposals around enhanced school programming. This is the first example of how CPS is using the data to invest in schools.

We produced a [User Guide](#) to help stakeholders digest and apply the ARA to communities and schools.

With information on how to use the ARA and room for note-taking, the User Guide is an ideal companion to the full report.

“Kids First Chicago has given so much support to Clark and our community, and they’ve provided technical guidance so we could take advantage of opportunities to improve our school and our neighborhood. They are dedicated to making sure community voices are heard and listened to. We are so glad to count them as a partner.”

— CHARLES ANDERSON
PRINCIPAL, MICHELE CLARK HIGH SCHOOL
ON CHICAGO’S WEST SIDE

Using the ARA to Guide Our Strategy

According to the analysis, there are nearly 50,000 available elementary school seats in CPS’s highest-quality-rated schools.

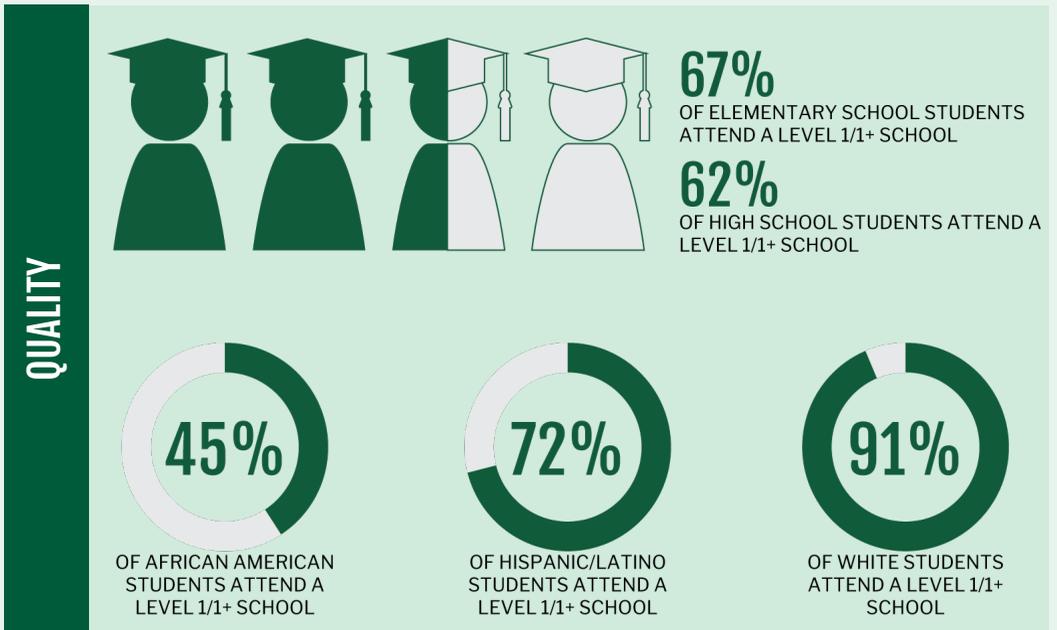
Nearly 15,000 of these available seats are in 52 high-performing elementary schools in underserved neighborhoods on Chicago’s West and South Sides. A new strategic priority for Kids First Chicago is to support families of elementary school children in navigating to available high-quality options, while diving deeper to understand and address the obstacles that have contributed to these “empty” quality seats in the first place.

In the analysis of ARA data, the West Side has emerged as a microcosm of the broader issues facing the district. The West Side is a historically underinvested, low-income, high-minority region of the city serving as many students as the entire Cleveland Public School system, for example. Fewer than half of students in both elementary and high school on the West Side attend a Level 1/1+ school. (For more information on school quality ratings, see pages 24-25.)

However, there are almost 10,000 unfilled Level 1+/1 elementary seats in the West Side Region alone. With these data in mind, we have made it a strategic priority for K1C to better understand the choices of families whose students attend low-quality schools in this area.

In partnership with families and community organizations in the West Side neighborhoods of Austin, North Lawndale, East Garfield Park, West Garfield Park, and Humboldt Park, we are helping families advocate for new investments based on data from the ARA, conducting additional fact-finding through polling and focus groups to understand families’ school choices, and continuing to empower families and community stakeholders through direct service and information-sharing. In the long term, we hope this revitalization will extend beyond the education space, achieving multi-sector solutions to empower West Side champions and promote sustainable change in the region.

KEY FINDINGS IN THE ARA



SECTION

02

MEASURING PROGRESS IN CHICAGO PUBLIC SCHOOLS



Kids First Chicago Community Engagement Director Sean Schindl and community volunteers at an enrollment workshop.



At Kids First Chicago, we believe that a fair and transparent method of measuring school quality is critical to making school choice work for families. Families cannot make informed choices about schools without a consistent “measuring stick” for whether students in a school are learning.

To measure districtwide progress, we rely on the same measure that CPS uses to measure the quality of every public school in the district—the School Quality Rating Policy (SQRP). We analyze quality over a 2-year average to understand if schools are maintaining strong performance over time. Measuring the consistency of a school’s activity over time provides a more accurate depiction of that school’s performance.

We believe that measurements of school quality should be applied consistently across all types of schools and that school quality levels should be communicated and made easily accessible to families. Yet, we recognize that SQRP is only one of many factors that families use when making decisions about school options.

In aggregate, we look at the breadth of all schools’ performance from year to year to better understand whether the district is providing a quality education for all students.

Understanding School Quality Over Time

When we compare the 2-year average SQRP scores of all schools' performance across the district, we see that from School Years (SY) 2014-15 through SY2017-18 district performance has steadily improved.

While the lowest-performing schools (Levels 2 and 3) have been addressed over time, the proportion of middle-performing schools (Level 2+) remains relatively stagnant.

At the time of our organizational relaunch, there were 75,000 students enrolled in Chicago's lowest-performing schools. In our 2016 Impact Report, we shared that that number had been reduced to approximately 50,000 and now we see it further **decreased to around 42,000**.

Improving Mid-Performing Schools

Since 2015, we have partnered with the following schools on school improvement: EPIC Academy, Perspectives, Madison Elementary, Foundations College Prep, CICS ChicagoQuest, and Northwest Middle School.

Our analysis shows that there are more than 75,000 kids in mid-performing schools with a 2-year average of Level 2+. Unfortunately, these mid-performers are often overlooked as the district and other partners focus on the lowest performers with more severe challenges—and fewer students. We believe that the return on investment for a strategy to improve middle-performing schools for CPS is likely to be far greater than turnaround strategies and more viable than opening new high-performing schools in a district with significant enrollment challenges.

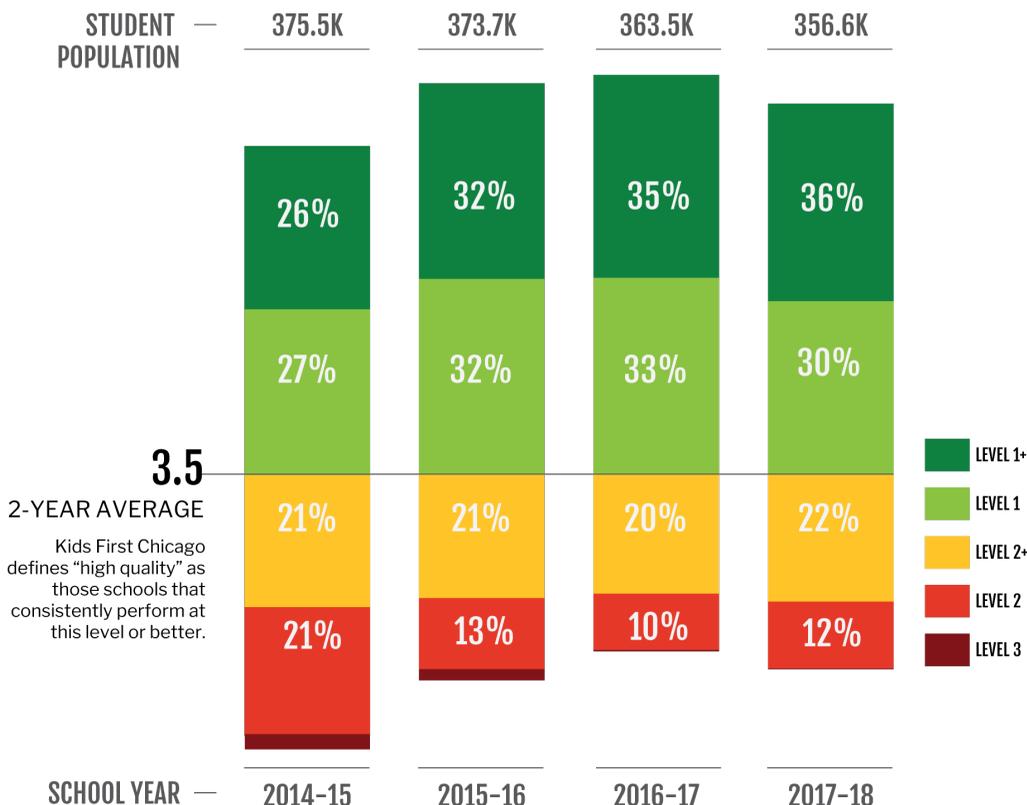
In the years ahead, we will pursue expanded school improvement research aimed at finding exemplary schools, understanding how they are structured for continuous improvement, and helping mid-performing schools apply best practices to catalyze improvements within their schools.

How does CPS measure school quality?

The district uses its School Quality Ratings Policy (SQRP) to standardize the way it measures performance and determine whether or not schools should receive additional supports. SQRP incorporates factors such as student growth and attainment on standardized tests, attendance, and school culture. For high schools, it also measures graduation rates, college enrollment, and college persistence.

A school receives a score between 1+ (highest performance) and 3 (lowest performance). Depending on its numeric score, a school is then assigned a Level Rating and Accountability Status.

025



LEVEL RATING	SCORE RANGE	DESCRIPTION
LEVEL 1+	4.0 or Higher	Above-average performance that far exceeds expectations.
LEVEL 1	3.5 to 3.9	Above-average performance that exceeds expectations.
LEVEL 2+	3.0 to 3.49	Average performance that meets expectations.
LEVEL 2	2.0 to 2.9	Below-average performance that does not meet expectations.
LEVEL 3	Less than 2.0	Far-below-average performance that does not meet expectations.

N/A

No Score

Not enough data. This often occurs when a school is new or serves only K-3rd grades.

SECTION

03

OUR ORGANIZATION



Kids First Chicago Community Engagement Coordinators Gerlisa Shipman and Mohamed Sow assist a CPS parent in navigating the enrollment process.



“I grew up in Humboldt Park and graduated from CPS. Now I’m a CPS parent and school leader. I’m proud to be a part of Kids First Chicago as we work to ensure equity and quality for every student in every neighborhood. Educating students in the 21st century requires creativity, collaboration, and a new way of thinking about the world we are preparing our students for. Kids First Chicago promotes high-quality, innovative education for students across the district and works to include parents and community members in this innovation.”

**— NATALIE NERIS
EXECUTIVE DIRECTOR OF NAMASTE CHARTER SCHOOL
& KIDS FIRST CHICAGO BOARD MEMBER**

SPECIAL THANKS TO

OUR SUPPORTERS

Kids First Chicago is 100% privately supported by a dedicated group of individuals, corporations, and foundations who share our commitment to ensuring that every Chicago child has access to a world-class education. We gratefully recognize the following donors for their generous financial commitments to Kids First Chicago since 2015. Donor list as of December 31, 2018.

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PARENT ADVISORY BOARD & STAFF



Kids First Chicago Parent Advisory Board members Consuelo Martinez (left) and Alma Sigala (right) volunteer at a community event.

We are firm in our belief that those closest to education and community challenges are best equipped to solve problems and adopt solutions.

With that in mind, we launched a parent advisory board as a critical component of our organizational makeup to ensure that all we do is infused with the perspectives of parents and community members.

Kids First Chicago Parent Advisory Board members act as key ambassadors of quality education for all Chicago students by:

- Advising on policies, structures, and new resources;
- Leading advocacy in their local communities;
- Supporting enrollment services; and
- Acting as Kids First Chicago ambassadors to communities, parents, media, and district/city leadership.

**PARENT
ADVISORY
BOARD
MEMBERS**

In July 2018, Kids First Chicago was excited to host our first Parent Advisory Board meeting.

Our parent advisory board is made of community-level volunteers and advocates who have been active champions of our work over the past several years.

CARMEN CABRALES

SAMELLA COLEMAN

MARIA DEL PILAR

TAWANA HARRIS

LORENA LOPEZ

CONSUELO MARTINEZ

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CATHY PALIGA

Executive Assistant to the CEO

KRISTIN POLLOCK

Chief of Development

GERLISA SHIPMAN

Community Engagement Coordinator

SEAN SCHINDL

Director of Community Engagement

MOHAMED SOW

Community Engagement Coordinator

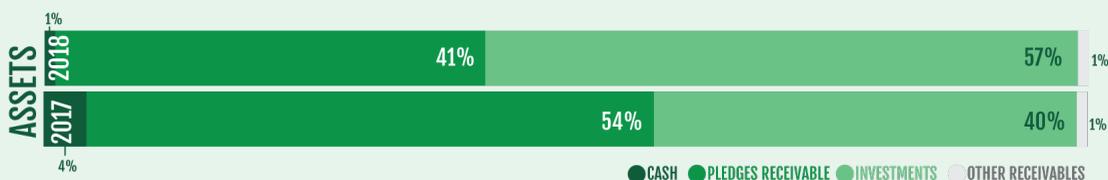
ALFONSO VACA-LOYOLA

Data Analyst

FINANCIAL INFORMATION

BALANCE SHEET

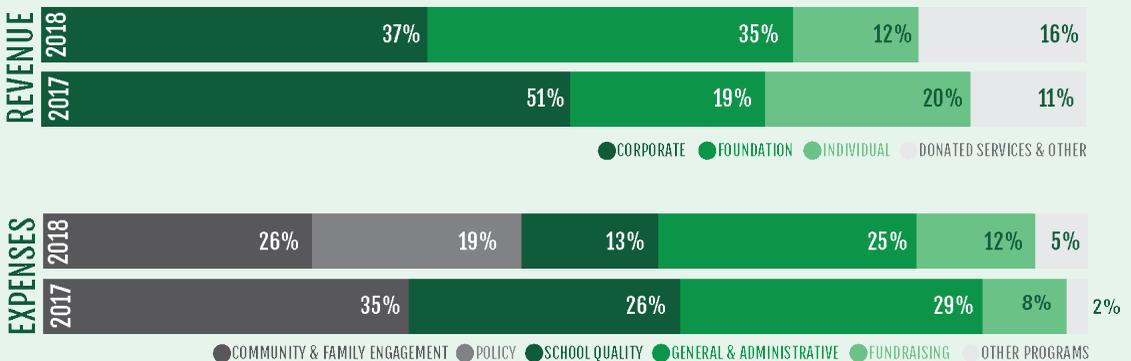
	End of June 30, 2018	End of June 30, 2017
ASSETS		
Cash	\$29,349	\$141,014
Pledges receivable, net	1,128,640	1,754,138
Investments	1,566,904	1,294,576
Other receivables	<u>40,833</u>	<u>44,507</u>
TOTAL ASSETS	\$2,765,726	\$3,234,235
TOTAL LIABILITIES	127,710	78,950
NET ASSETS		
Unrestricted	1,409,376	1,266,140
Temporarily restricted	<u>1,228,640</u>	<u>1,889,145</u>
Total net assets	<u>2,638,016</u>	<u>3,155,285</u>
TOTAL LIABILITIES AND NET ASSETS	\$2,765,726	\$3,234,235



STATEMENT OF ACTIVITIES

	End of June 30, 2018	End of June 30, 2017
REVENUES		
Corporate	\$747,141	\$1,055,407
Foundation	699,986	385,353
Individual	235,733	408,802
Donated Services & Other	<u>323,630</u>	<u>232,122</u>
TOTAL REVENUES	\$2,006,490	\$2,081,684
EXPENSES		
Parent/Community Engagement	646,954	757,574
Policy*	475,755	-
School Quality	335,008	560,998
Other Programs	130,764	49,923
General & Administrative	638,070	639,069
Fundraising	<u>297,208</u>	<u>184,909</u>
TOTAL EXPENSES	\$2,523,759	\$2,192,473
<i>Deficit of Revenue Over Expenses</i>	(517,269)	(110,789)
Net Assets at Beginning of Year	<u>3,155,285</u>	<u>3,266,074</u>
NET ASSETS AT END OF YEAR	\$2,638,016	\$3,155,285

* Policy expense category new for FY18.



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