



Recovery & *Renewal*

2022-23 PROGRAM SUMMARY

THE CHICAGO
PUBLIC
EDUCATION
FUND

The Chicago Public Education Fund (The Fund) is a nonprofit organization that improves Chicago's public schools by investing in the talented educators who lead them.

For more than 20 years, we have worked with our public, private, nonprofit, and philanthropic partners to redefine what it means to lead a school in our city.

Our programs support educators in strengthening their practice. We aim to serve leaders from all types of schools, in every neighborhood in the city, and at every stage in their careers. We also recognize that leaders serving in schools and communities most harmed by the history and currency of disinvestment require more. In the interest of serving those leaders first, our program model is flexible and adapts based the context of individual leaders and school communities.

In that context, our reports aim to elevate principals' success stories. In this report, we provide a snapshot of the ways in which the 11 programs in our portfolio will support more than 333 educators citywide in the 2022-23 school year.

Learn more about The Fund and the innovative educators in our network.

TheFundChicago.org

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Table of Contents

Introduction	2
+ Program Summary	2
Our Programs	6
+ For Principals & School Teams	6
+ For Aspiring Principals	12
+ Principal Fellowships	14
+ New Opportunities	14
Conclusion	16



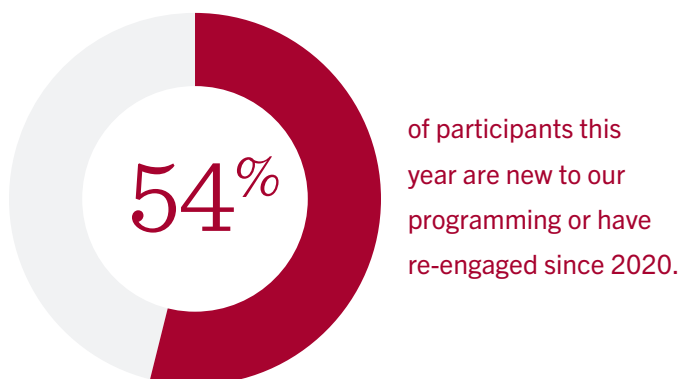
Introduction

After three years of learning disruptions, the 2022-23 school year started with stable, in-person instruction. Learning outcomes, social skills development, and mental well-being remain top-of-mind, but school leaders' visions for creating bold solutions are palpable. Together with their teams, Chicago's school leaders are launching school-based interventions, tailoring learning experiences to student needs, and harnessing resources in new ways.

PROGRAM SUMMARY

Participants in our programs lead 235 district-operated schools and 18 charter schools. Over half of our participants are leaders of color; 44.4% and 14.1% identify as Black and Latino/a/x, compared to the district average of 44.1% Black and 18.3% Latino/a/x.

Among our 2022-23 program participants, 153 (46%) previously participated in a Fund program in 2020-21 or 2021-22. The remaining 180 (54%) are either new participants or have been re-engaged since 2020.



Program Participation

178

Principals

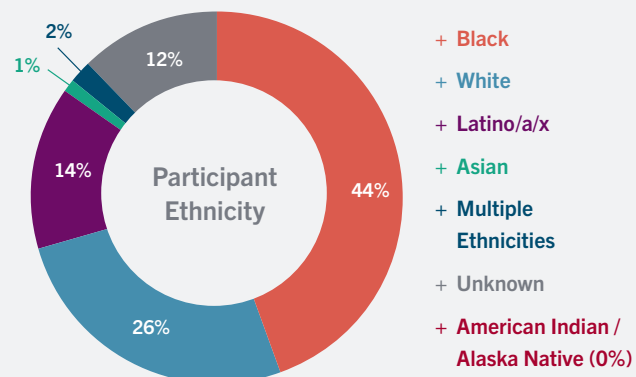
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Aspiring Principals *

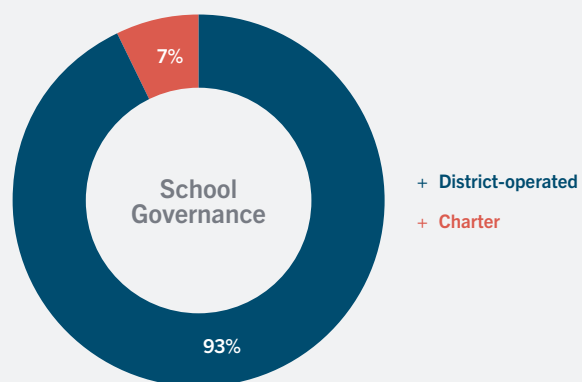
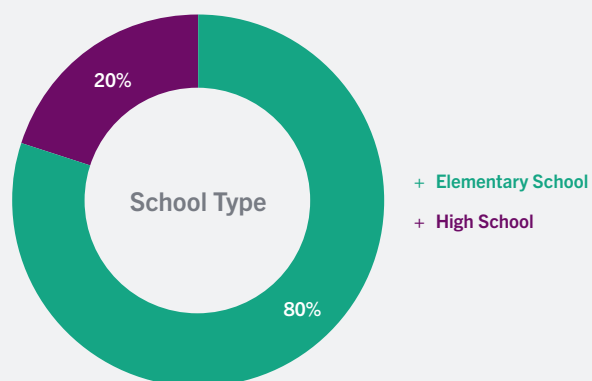
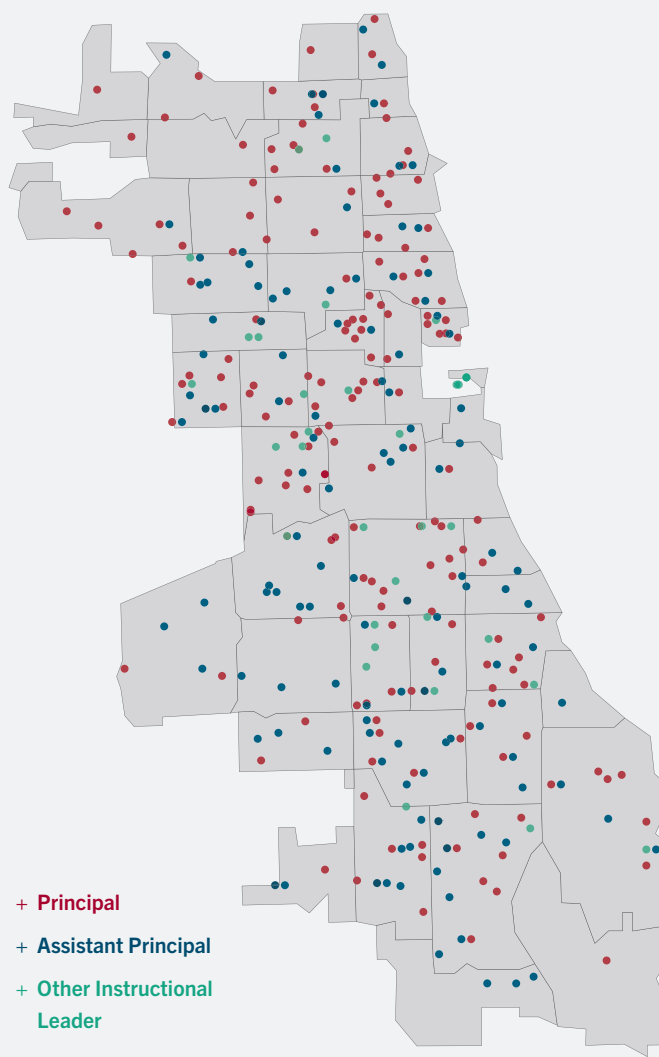
128k

Students

Participant Characteristics



Educators Served



* Aspiring Principals include assistant principals, teachers and other instructional leaders.

Program Investment
& Participant Demographics

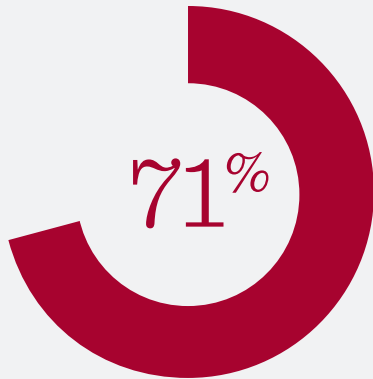
Program	Cost	Cost per Participant	Total Slots		Student Data					School Data		Community Data	
					Diverse Learners	FRPL	English Learners	Temp Living Situations	90%+ Black or Latino/a/x	Teacher Retention	Budget Change (FY19 to FY22)*	INVEST Neighborhoods	Life Expectancy
Chicago Average					17%	76%	20%	10%	82%	72%	21%	24%	77 yrs
Summer Design Program and Fall Design Studios	\$280,000	\$11,200	25		17%	72%	22%	5%	72%	82%	20%	25%	77 yrs
Executive Principal Program	\$54,625	\$6,830	8		18%	83%	13%	10%	88%	87%	22%	50%	74 yrs
The Cahn Fellows Program for Distinguished Principals	\$115,376	\$14,420	8		11%	58%	17%	2%	25%	88%	19%	0%	78 yrs
Leadership Bridge	\$335,180	\$13,970	24		16%	75%	16%	6%	75%	85%	27%	36%	76 yrs
Professional Learning Communities (PLC)	\$305,750	\$1,450	211		16%	68%	18%	6%	60%	86%	20%	28%	77 yrs
+ Modern Classrooms Chicago Innovation Collaborative (PLC)	\$15,000	\$1,875	8		11%	62%	35%	2%	13%	95%	23%	13%	79 yrs
+ AP Professional Learning Communities (PLC)	\$20,000	\$465	43		19%	80%	18%	8%	83%	89%	15%	28%	76 yrs
+ Charter Professional Learning Communities (PLC)	\$6,000	\$430	14		17%	89%	14%	9%	92%	N/A*	N/A*	29%	75 yrs
+ Chicago Principal Endorsement Professional Learning Communities (PLC)	\$10,000	\$1,000	10		21%	76%	15%	5%	78%	83%	22%	30%	75 yrs
Masterclass Learning Series**	\$8,000	\$240	33		15%	75%	23%	9%	70%	86%	21%	39%	76 yrs

Total Program Slots	384
Total Leaders in One Program	286
Total Leaders in More than One Program	47

* Limited Charter school data is available.

** This reflects leaders participating in the Masterclass Learning Series on Equitable Grading Practices, which involves consecutive sessions. Additional principals participated in the Budgeting and Time Management Series.

*** The free or reduced lunch eligibility average for CPS is 72.7%.



of served schools enroll more low-income students than the district average. ***



Our Programs

Our programs create pathways to innovation and support leaders at every stage of their careers. Each program provides space for school leaders to learn, build community, and improve their practice. In 2022-23, we are expanding programs and launching new pilots to meet our leaders—and ultimately, the students they serve—where they are.

FOR PRINCIPALS & SCHOOL TEAMS

Summer Design Program

+ 25 Principal- or Assistant Principal-Led Teams

+ Launched in 2013

The Fund's Summer Design Program (SDP) equips educators with the resources to engage in design thinking and create student-centered solutions to school-based challenges posed by the pandemic.

In summer 2022, we partnered with Chicago Public Schools (CPS) and Leadership + Design to engage 17 schools in developing a student-centered, empathy-based summer enrichment program. Each school was given up to \$35,000 by CPS to implement the program they developed in July and August 2022. School teams engaged in additional programmatic activities to receive support and feedback. Schools placed a particular emphasis on designing for students with chronic attendance issues by conducting empathy interviews and incorporating their input into the final design. The Fund will share an impact report on these summer programs by February 2023.

In fall 2022, we offered our first in-person design studio since the launch of Fund 5, serving eight new school teams who reflected and collaborated on solutions that were responsive to the strengths and needs of the students in their buildings. We will continue to offer opportunities to spur and deepen educator-led innovation through additional design studios, including a Design Challenge competition, in spring 2023. ■

DESIGN THINKING



An iterative process that seeks to understand the user, challenge assumptions, and define problems in a manner that identifies alternative strategies and solutions.

PRINCIPAL

Folasade

Adekunle

SCHOOL

**Sayre Elementary
Language Academy**



DEMOGRAPHICS

430 Students

17.2%

English Learners

60.9%

FRPL

13.5%

Diverse Learners

37.4%

Black

51.4%

Latino/a/x



For nearly seven years, Principal Folasade Adekunle has led Sayre Language Academy, a neighborhood school in Galewood. Sayre's Instructional Leadership Team (ILT) participated in SDP in 2021 to better meet the needs of a priority group of students. Through design-thinking exercises, the Sayre team realized that Black male students weren't receiving the support they needed to read on grade level. They asked, "How are our systems contributing to the success rate of our Black boys?"

In response, ILT members conducted over 40 empathy interviews with Black male students in grades 3-5 to learn about their school experiences.

Using these student experiences, and as part of the Design Challenge in spring 2022, the Sayre team created the initiative, "Minding Our Gap," which lays out a seven-step action plan to reimagine a classroom where Black male students feel seen, heard, and affirmed—a mindset that is critical to their academic success. Based on this multi-pronged plan, Sayre won the Design Challenge in April and received the \$10,000 grand prize.

"SDP was an opportunity for us to look up from our data charts and into the faces we serve."

Folasade and the Sayre team are implementing their action plan in 2022-23. They formed a Student Advisory Group that directly responds to student concerns and partnered with a social-emotional specialist to tailor students' learning experiences to their backgrounds and interests. Sayre's ILT also established a professional learning community focused on culturally responsive lesson planning and the use of asset-based feedback. As a next step, they will launch Parent Partnerships to track students' social and academic progress with support from caregivers. ■

Professional Learning Communities

+ 211 School Leaders *

+ Launched in 2016

Professional Learning Communities (PLCs) give school leaders the opportunity to participate in yearlong peer learning groups led by the city's top principals. PLC Leaders have at least three years of experience as a CPS principal and two years of consistently strong principal performance (at Distinguished or Proficient rating levels for principals in district-operated schools).

Participants engage in reflective journeys guided by PLC leaders to better understand their leadership, learn new skills in hopes of encouraging the use of innovative practices in their buildings, and advance positive school culture.

* Program participants include principals, assistant principals and other instructional leaders.

Our traditional model is the largest of our PLC series and provides school leaders in district-operated schools with time and space to reflect on and strengthen their leadership.

In 2022-2023, The Fund is offering 18 traditional PLCs covering learning areas such as the inclusion of student-centered instructional approaches, school management and community partnerships, differentiated instruction, and leveraging student data and assessments. ■

“I joined my first PLC, not knowing it would help propel me into my next career move. Chicago is fortunate to have The Fund.”

— Principal Raven Patterson-Talley, Emmett Till Elementary Math & Science Academy



PRINCIPAL

Maria Teresa Campos

SCHOOL

**Rodolfo Lozano Bilingual
& International Center
Elementary**



DEMOGRAPHICS

158 Students

34.8% English Language Learners

65.2% FRPL

38% Diverse Learners

22.8% Black

66.5% Latino/a/x



Maria Teresa Campos (Terri) is the principal of Rodolfo Lozano Bilingual & International Center Elementary, a school named after a labor activist and community organizer from Little Village. In addition to having a strong Latino/a/x heritage, Lozano Elementary strives to embrace diversity and teach students how to work with classmates from different backgrounds.

Terri's dedication to fostering inclusion and diversity is influenced by her educational experiences: Not only is she a first-generation college graduate, she also received a doctorate in education and several master's degrees. Attaining educational success entailed breaking down barriers and navigating unfamiliar systems without the support of anyone who shared her background. After a successful career focused on professional development in the corporate world, Terri became a bilingual teacher and eventually a principal. Throughout her education career, Terri has drawn on and applied her corporate background of developing talent to build capacity across instructional teams.

“I am passionate about getting Black and Brown principals and teachers into our schools and in front of students.”

Building on previous experiences in CPS leadership development programs like the [Great Expectations Mentoring \(GEM\) Program](#), in 2022-23, Terri is co-leading a PLC on Culturally Responsive School Leadership alongside Principal Ernest Williams. They aim to develop Black and Brown school leaders through mentoring and coaching. Combining her corporate experience and her commitment to inclusion, Terri is focused on helping aspiring leaders learn how to lead in a culturally sustaining way. Terri is also committed to helping these aspiring principals identify schools that are compatible with their interests and goals as leaders. ■



Charter School PLCs

- + 14 School Leaders
- + Launched in 2022

In partnership with the Office of Innovation and Incubation, and the Illinois Network of Charter Schools, The Fund's Charter School PLCs specifically support charter school leaders. Though the desired outcomes are the same as traditional PLCs, the structure reflects the unique challenges and leadership needs of charter school leaders.

In 2022-23, The Fund is piloting two charter PLCs on budgeting and implementing restorative justice. ■

Executive Principal Program

- + 8 Principals
- + Launched in 2018

The Executive Principal Program provides emerging leaders with the power of strategic thought partnership, peer accountability, and intentional engagement with feedback from CPS leadership. This program is a multi-year opportunity for Chicago's top leaders (Executive Principals) to mentor rising stars (Partner Principals) in the second or third year of their principalship. The program is funded by the Schwartz-Ward Family Foundation.

The program will continue to provide approximately 300 hours of mentoring through monthly school visits, one-on-one meetings, and group sessions. ■

Modern Classrooms Chicago Innovation Collaborative PLC

- + 8 School Leaders *
- + Launched in 2022

Modern Classrooms Project empowers teachers to build blended, self-paced, mastery-based classrooms to respond to—and meet—all students' needs. The Fund partnered with Modern Classrooms Project to create a leader investment-building strategy, which embeds components of our traditional PLC model.

This opt-in PLC allows principals to engage in virtual sessions with the Modern Classrooms team, enabling leaders to learn and support their educators while also nurturing and expanding innovation across their campuses. The Modern Classrooms Project team will be visiting classrooms in participating schools to provide feedback to teachers and support leaders as this work grows across the city. ■

MODERN CLASSROOMS CHICAGO INNOVATION COLLABORATIVE



A year-long training and coaching program designed to support school leaders and teachers in designing blended, self-paced, mastery-based learning environments, which research suggests increases student autonomy while still allowing for individualized attention where needed.

* Teachers from participating schools receive training from Modern Classrooms Project.

PRINCIPAL

Maureen Delgado

SCHOOL

DeWitt Clinton Elementary



DEMOGRAPHICS

1,006 Students

62% English Language Learners

76.9% FRPL

8.7% Diverse Learners

14.5% Black

26.9% Latino/a/x



A veteran teacher turned school leader, Principal Maureen Delgado has led DeWitt Clinton Elementary, a neighborhood school serving students from West Ridge and Rogers Park, for six years. She is passionate about enhancing the learning environment for Clinton's immigrant and refugee students, who collectively speak 45 different languages.

Shortly after becoming a principal, Maureen started exploring student-tailored learning through the Office of Personalized Learning at CPS and The Fund's PLCs. Participating in her PLC allowed Maureen to learn best practices for differentiated instruction from other school leaders and to test new strategies.

Drawing from her experience as a child of immigrants, Maureen knew that learning recovery in the wake of the pandemic would be especially difficult for students learning English. Thus, she seized the opportunity to participate in the Modern Classrooms Chicago Innovation Collaborative PLC.

"I enjoy providing students who are new to this country with the tools they need to be successful."

So far, 24 Clinton teachers have completed the collaborative's training and implemented personalized instruction in their classrooms. Maureen has seen the results of student ownership and effective small-group instruction while visiting classrooms. From 2021 to 2022, 5Essentials at Clinton showed an increase of 11 points on ambitious instruction and four points on collaborative teachers (compared with an average decrease in CPS elementary schools of one and nine points respectively). As Maureen shared, "Modern Classrooms [has] helped make our school community feel more cohesive and excited about learning." ■

Leadership Bridge

+ 21 Aspiring Principals *

+ Launched in 2019

Leadership Bridge helps aspiring principals acquire key leadership skills that help them secure positions as principals within one to two years. It aims to ensure that Chicago has a robust, high-quality, and diverse pipeline of school leaders.

The 2022-23 cohort is our largest and most diverse yet; 71% of participants identify as Black or Latino/a/x. Participants receive on-the-job professional development and coaching sessions from school leadership experts at New Leaders, The University of Illinois at Chicago, and Accelerate Institute. Participants also work closely with their principals to prepare for principalship and develop succession plans for their own role within their current schools.

Since the program's inception, more than 30% of participants have secured a principal role in CPS. ■

Principal Endorsement PLC

+ 8 Aspiring Principals

+ 2 Principal Leaders

+ Launched in 2019

Together with CPS and university partners, the Principal Endorsement PLC supports candidates enrolled in degree programs that award the General Administrative Endorsement, Illinois' statewide license for school leadership. This program includes teachers, network staff, and other school support staff who are interested in pursuing school leadership opportunities. Sessions focus on school leadership experiences and also include networking opportunities with key central office staff to elevate the profile of aspiring leaders. ■

Aspiring Principal PLCs

+ 38 Aspiring Principals **

+ 4 Principal Leaders

+ Launched in 2019

Aspiring Principal PLCs follow the same structure of our PLC model, while targeting the needs and professional development of aspiring leaders and assistant principals (APs). CPS principals—that also meet the same requirements for those of our other PLC leaders—mentor the participants in their cohort. These PLCs equip APs with skills that enhance their abilities and empower them to take on a principal role if they choose.

This year, The Fund is offering three AP PLCs on change management, culturally responsive school leadership, and putting theory into practice. ■



“Fund programming has helped me learn how to build capacity and develop others in addition to helping me reflect on my voice and practice.”

— AP Alexander Kmicikewycz, Curie High School

* Three additional participants became principals in this program.

** One additional principal is also part of this PLC.

PRINCIPAL

Anna Vilchez

SCHOOL

**Steinmetz College Prep
High School**



DEMOGRAPHICS

1,130 Students

33.9% 
English Language Learners

86.5% 
FRPL

18% 
Diverse Learners

17% 
Black

75.6% 
Latino/a/x



Anna Vilchez, a proud CPS alumna and first-generation college graduate, is the principal of Steinmetz College Prep High School in Belmont-Cragin. Anna is committed to creating school-community partnerships based on respect and mutual understanding. Under her leadership, Steinmetz is part of Northwest Center's initiative for sustainable community schools and has a successful parent university and International Baccalaureate (IB) Diploma Programme (DP).

Before leading Steinmetz, Anna served students and families across Chicago as a teacher, instructional leader, and assistant principal for over 18 years. Although Anna had a proven track record in the classroom, she often struggled to embrace new opportunities and to see herself as a leader. To change that, Anna's mentor, Dr. Paul Riskus, recommended she join Leadership Bridge in 2021-22.

Through Leadership Bridge, Anna examined what motivated her to lead and reflected on how her upbringing shaped her self-image. Growing up, Anna's family worked long hours to make ends meet while she helped care for her younger siblings. Despite receiving little support at school, Anna found refuge in her community and mentored neighborhood students.

“Being a school leader is my way of driving access and equity in my community. Leadership Bridge helped me develop the confidence and skills I needed to become a principal.”

Through coaching support, Anna gained a better understanding of her identity and honed her passion for assisting first-generation Latino/a/x students. This process ultimately helped her secure a principal role in 2022-23 and advocate for the students she serves. ■

The Chicago Principal Fellowship Alumni Series

+ Launched in 2022

The Chicago Principal Fellowship Alumni Series is a new program to provide support to Chicago Principal Fellowship alumni. Between 2014 and 2022, seven cohorts of principals participated in the Chicago Principal Fellowship, which provided executive leadership support to Chicago's most talented principals in partnership with CPS and the Kellogg School of Management at Northwestern University.

The Chicago Principals Fellowship Alumni Series consists of four academic sessions for up to 75 Fellowship alumni held in partnership with CPS and the Kellogg School of Management at Northwestern University. Topics were selected by surveying Fellowship alumni; they include: forming habits to sustain a model of excellence; creating and enhancing trust; leading through and following disruption; and creative conversations. ■

The Cahn Fellows Program for Distinguished Principals

+ 8 Principals and their Allies

+ Launched in 2016

The Cahn Fellows Program for Distinguished Principals develops Chicago principals' leadership through a curated curriculum delivered by faculty at Teachers College, Columbia University and other experts in the education field. Over 12 months, Fellows design leadership projects in their schools with guidance from professors and Cahn Alumni Advisors. In addition, each Fellow chooses an "ally"—another educator in their school who they have cultivated for leadership—to participate alongside them.

Throughout 2022-23, Fellows and allies will participate in sessions around personal leadership and stakeholder engagement. At the end of the program, Fellows will present their school-based projects at the Cahn Fellows Annual Leadership Conference. ■

NEW OPPORTUNITIES

Masterclass Learning Series

+ 18 Principals

+ 15 Assistant Principals

To provide school leaders across the city with accessible, digestible learning content, The Fund is piloting a virtual Masterclass Learning Series led by three veteran PLC leaders. The three series cover topics of equitable-grading practices, school budgeting, and time management.

Our Masterclass Learning Series targets assistant principals and principals who have not yet engaged in Fund programming and who want to learn from experienced school leaders in Chicago. As part of this program, participants gain access to resources on The Fund's website and can sign up for 1:1 office hours with the three leaders on a rolling basis. ■



“After each session, I always have an extra lens, a different way of approaching or looking at something.”

— AP Dewitt Love, Leadership Bridge,
Lincoln Elementary School

PRINCIPAL

Lisa Epstein

SCHOOL

Richard Henry Lee Elementary

DEMOGRAPHICS

629 Students

27.8% English Language Learners

84.9% FRPL

15.3% Diverse Learners

1.1% Black

97.6% Latino/a/x

Lisa Epstein is the principal of Richard Henry Lee Elementary in Westlawn on Chicago's South Side. Lisa began teaching in Hyde Park 29 years ago and has served as a reading specialist, school improvement coordinator, assistant principal and director in the Office of Literacy at CPS.

Lisa has participated in Fund programming for nearly a decade. In 2012, she joined Lee Elementary with a goal to implement social-emotional and personalized learning across classrooms. Participating in The Fund's SDP helped Lisa better understand her students' motivations and refine Lee's school vision to support student-centered learning. A 2017 Cahn Fellow, Lisa went on to serve as an executive principal and mentor to resident principals. Lisa currently serves on the Cahn Fellows Advisory Board and is a Cahn Fellow Advisor.

In 2022-23, Lisa is leading a Masterclass on school budgeting for first- and second-year principals who want to align their budgets with their school's mission and vision. This Masterclass aims to help principals with little experience managing budgets and those who wish to improve their administrative skills to expand opportunities for students and teachers.

"I believe that the next wave of new principals should have access to the same skills and tools that have helped me succeed in my career."

During Masterclass sessions, Lisa helps school leaders develop specific budgeting scenarios and maximize CPS' various applications and programs. She also hosts office hours for school leaders to tackle specific questions and challenges. ■

Conclusion

Both nationwide and locally, student outcomes data from 2021 and 2022 reinforce the need for learning acceleration. At the same time, 2022-23 is a year of optimism, as school leaders feel better equipped for the challenging work ahead.

Using data and reflecting on emerging needs, Chicago's school leaders are adapting their approaches and innovating in their schools to best serve their students. The Fund's programming plays a vital role in their efforts. Our programming connects school leaders across the city, provides space and resources to engage on important topics, prepares aspiring principals to lead, and elevates promising practices that emerge from these collaborations.

In this critical year, our leaders are learning from educators, parents, and students about what works and what doesn't; we are learning from these leaders in turn. In 2023, The Fund will publish four reports to share that learning with the broader community. Informed by results from existing and pilot investments, we will continue to evolve our programs to meet unmet needs in 2023 and beyond.



Data Definitions

Student Data	Diverse Learners	Students who receive special education and related services in accordance with their Individualized Education Programs (IEPs).
	FRPL	Students from families whose income is within 185% of the federal poverty line. This number reflects the percentage of students who are eligible for free or reduced price lunch meals.
	English Language Learners	Students who come from non-English speaking homes and who are learning English.
	Students in Temporary Living Situations	Students who lack a fixed, regular, and adequate nighttime residence.
School Data	Teacher Retention	The three (3) year average percentage of full-time teachers returning to the same school year to year as shown on the 2021 Illinois State Board of Education state report card.
	90%+ Black or Latino/a/x Students	Schools where more than 90% of the student population identifies as Black or Latino/a/x.
	% Budget Change (FY19 to FY22)	Percent change in CPS school budgets from FY19 to FY22.
Community Data	Located in INVEST South/West Neighborhoods	INVEST South/West is a community improvement initiative under Mayor Lori E. Lightfoot to marshal the resources of multiple City departments, community organizations, and corporate and philanthropic partners toward 10 communities on Chicago's South and West Sides.
	Community Life Expectancy	Life expectancy in the community area as measured on the 2010 census.

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Learn more about The Fund and the innovative educators in our network.

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