

CAPITALIZING ON EARLY SUCCESS

A CASE FOR SUPPORT



INFANT AND PRESCHOOL



ELEMENTARY SCHOOL



AFTER SCHOOL



PARENT SCHOOL

The image shows the exterior of a modern building with a sign that reads "CHRISTOPHER HOUSE". The sign is mounted on a dark blue panel and features three orange stars to the left of the text. The building has a white facade with horizontal siding and large windows with colorful frames in red, blue, and green. A blue vertical stripe is visible on the right side of the building. The foreground shows a concrete walkway with a blue metal railing and some greenery.

CHRISTOPHER HOUSE

More than two decades ago, Christopher House emerged as a national leader in providing high-quality early childhood education for at-risk children and their families.

Through our [continuum of education](#) we can accomplish even more.

CAPITALIZING ON EARLY SUCCESS

JOIN US IN TRANSFORMING LIVES. JOIN US IN COMPLETING THE FINAL PHASE OF OUR SEAMLESS EDUCATIONAL CONTINUUM IN A NEIGHBORHOOD IN NEED.

We focus on each child's academic and social/emotional development—from birth through eighth grade—and give parents the skills they need to be partners in their child's progress. It's an innovative model that gets results. No matter where they start in life, early education at Christopher House measurably increases children's readiness for kindergarten. In 2015–16, our preschool children increased their preparedness by 30 percent in math, 24 percent in literacy, and 16 percent in cognitive development compared to their peers in other programs.

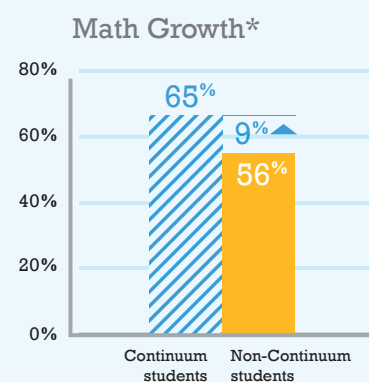
These successes have brought us recognition. National and international educators ask to learn about our reflective, evidence-based, and data-driven practice. *MIT Sloan Management Review* and *Stanford Social Innovation Review* examined—and praised—our leadership in data-informed program improvement.

We're proud of the achievement: transforming a child's first five years matters. But the ultimate goal of our work—the goal of education itself—is to transform not years, but lives. The long-term reality for our children is this: Ready and eager to learn, students move from our classrooms to low-performing elementary schools, where little by little, through no fault of their own, they lose their hard-won early gains, and with them, their best chance for long-term success.

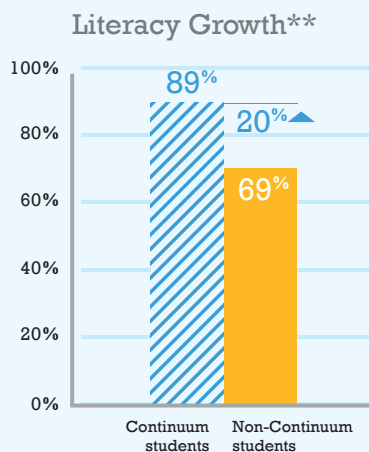
In 2010, the leadership of Christopher House saw an opportunity to do something about it. Building on our early childhood education successes and our experience working with children ages five to 18 in our after school programs, we would add an elementary school to our planned expansion into the high-need community of Belmont Cragin. We would create a seamless educational continuum—a direct path—that up to 648 children at a time could follow from infancy through eighth grade.

We decided on a phased approach to enable us to develop our educational resources and closely follow the progress of our first continuum students and families. Our Board of Directors secured \$16 million to build out the first two phases, the path from birth through fifth grade. In August 2013, the James and Jean Stewart Campus in Belmont Cragin opened its doors to 254 children and their families.

HIGHER OUTCOMES FOR CONTINUUM STUDENTS



*Percentage of elementary students reaching expected levels on the research-based NWEA assessment from Fall to Spring, 2015-2016.



** Percentage of elementary students on track to meet or exceed state reading standards per University of Chicago's STEP assessment, 2015-2016.



THE RETURNS TO DATE

Our educational model leads to significant gains; our continuum approach preserves those gains. We can give children a boost that will propel them through high school, college, and beyond. And, we can share a proven strategy for success with communities everywhere.

The data is more than promising, it's exciting! Today, 424 children, from curious infants to self-confident fourth graders, are on track to succeed. Among them is the critical "continuum" cohort: students who entered as infants or very young children and are now transitioning to the elementary school.

This year, 40 percent of our elementary students are part of that cohort. How well they do as they move along the path is the litmus test for our continuum. So, how are they doing? Last year, they outperformed non-continuum students—i.e., those entering Stewart in kindergarten or later—by an astonishing 9 percent in math and 20 percent in literacy as measured by research-based NWEA and University of Chicago STEP assessments. As more students enter the continuum each year—70 percent of our kindergarten class this year—we have every reason to think these results will only get better.

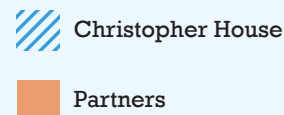
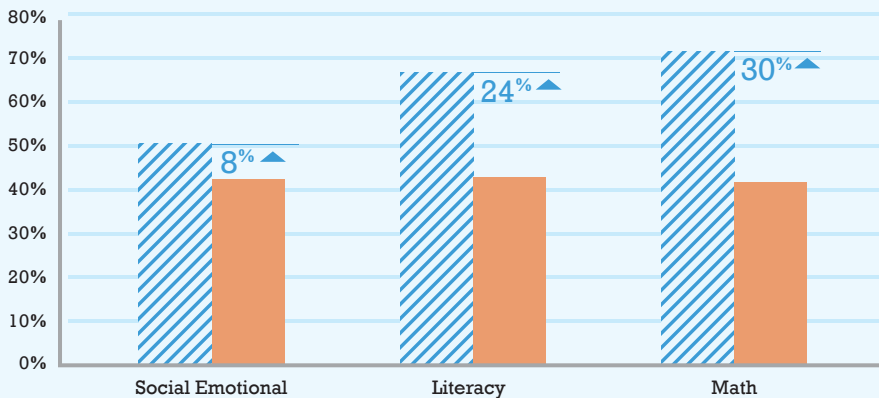
A PERFECT 10 ON THE "ESSENTIALS"

In 2015, Christopher House was evaluated using the University of Chicago's 5Essentials Survey. Per the report, "schools strong on at least 3 out of 5 Essentials are 10 times more likely to improve student learning."

In every eligible category, we received the highest possible rating. And from quality of student discussion, parent-teacher trust, and collective responsibility for student results to instructional leadership, we significantly outperformed the Chicago Public School average.

UChicago Impact. (2016). "5Essentials Full Report: Report for Christopher House Charter School."

INCREASED KINDERGARTEN READINESS*



*Based on Teaching Strategies GOLD® research-based assessment; percentage includes 3-5 year old children making a 1.0 gain from Fall to Spring, 2015-2016.

OUR REQUEST



WE'RE ASKING YOU TO JOIN US FOR THE LAST MILE OF THIS REMARKABLE JOURNEY.

Fall 2017 will bring phases one and two to a close. Now, we are beginning work on phase three, preparing to add grades six through eight. To do that, we must expand our school. That expansion—the last mile of the pathway that will connect at-risk children to Chicago's best high schools and the world beyond—will cost an estimated \$6.5 million.

★ A PROVEN TRACK RECORD.

In the last ten years, with leadership, support, and expertise of our board of directors, we successfully completed more than \$20 million in capital development projects—on-time and under-budget—that expanded our facilities in Uptown and successfully constructed new schools in the communities of Logan Square and Belmont Cragin. Board members were also our first investors in our Campaign for Thriving Families which secured more than \$16 million dollars. Included in our fundraising success was our first \$1 million capital gift from a private donor—a significant investment in our future.

★ WE INVITE YOU TO TAKE A CLOSER LOOK AT CHRISTOPHER HOUSE: WHO WE TEACH, HOW WE WORK, AND WHY WE SUCCEED.

Talk to the members of our community—educators, families, and funders—each doing their part to turn the dream of a better future into reality. Together, we are investing time, effort, and resources for the greatest return of all: a generation of children who will be ready—and able—to realize dreams of their own.



Virtual rendering of future middle school addition to Stewart Campus in Belmont Cragin.

“THANK YOU FOR INVESTING IN THE LIVES OF CHILDREN AND INDIVIDUALS YOU DIDN'T KNOW AT ALL, BUT WHO CAME TO YOU WITH A NEED..I WILL INVEST IN CHILDREN WHO I DON'T KNOW, BUT WHO I KNOW WILL BE IN GREAT CARE WITH ALL CHRISTOPHER HOUSE HAS TO OFFER IN ORDER TO SUCCEED.”

—Emmanuel Odiase, Christopher House alumnus, Purdue University, class of 2016



WHO WE TEACH



OUR NEIGHBORHOOD

Extending nearly four square miles on Chicago's northwest side, Belmont Cragin was flagged by Chicago Public Schools as a neighborhood in need of more quality educational options for at-risk children and working families. From 1990 to 2010, the number of children under 18 grew by more than 141 percent; today, children make up one-third of the population.¹ According to the most recent census data, 44 percent of adults in the community have not completed a high school education² and 37 percent of households earn less than \$20,000 annually.³ From 1980 to 2010, the percentage of Latino families increased from 6 percent to 77 percent.⁴

HOW WE WORK

For more than 100 years, Christopher House has been working with children from low-income families to help them succeed in school, the workplace, and life. Today, our birth to eighth grade education continuum is an incubator for rich, collaborative learning across programs and grades.

★ INFANT AND PRESCHOOL

stimulates cognitive growth and develops emotional intelligence in learners from six weeks to five years of age.

★ ELEMENTARY SCHOOL

ensures the educational quality and continuity that enable children to build on their achievements.

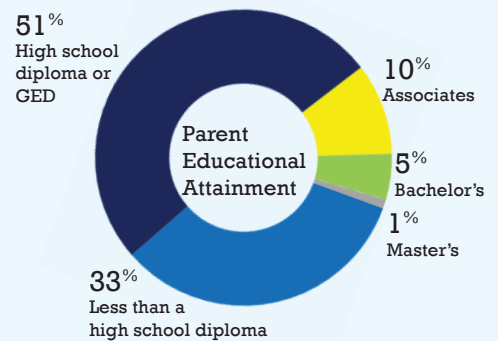
★ AFTER SCHOOL

guides and supports students aged six to 18 toward healthy behaviors, wider opportunities, academic excellence, and post-secondary success. After School is a full-day program in summer.

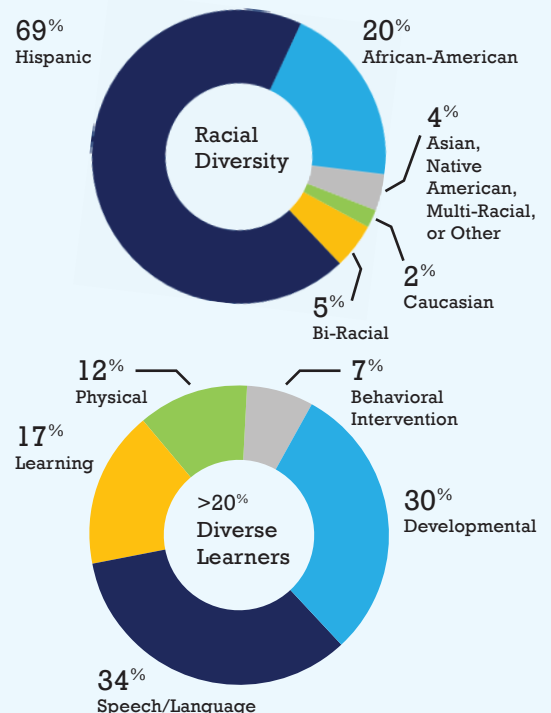
★ PARENT SCHOOL

gives parents the tools and resources they need to create a healthy and nurturing home environment and increase their children's educational success.

OUR FAMILIES



OUR STUDENTS



¹ Clary, Dilts, Goerge, Wasserman, Yang. (2007). "Chicago Children and Youth: 1990-2010: Changing Population Trends and Their Implication for Services." Chapin Hall Center for Children at the University of Chicago.

² Available at: <http://statisticalatlas.com/neighborhood/Illinois/Chicago/Belmont-Cragin/Educational-Attainment>.

³ Williams, S. (2003). "Whites Struggle to Adjust to Newly Latino Neighborhood." *The Chicago Reporter*.

⁴ Available at: <http://statisticalatlas.com/neighborhood/Illinois/Chicago/Belmont-Cragin/Race-and-Ethnicity>.

WHY WE SUCCEED



WE START IN INFANCY

We know that the earliest investments can yield the greatest returns, so we begin with children as young as six weeks, when first smiles signal the capacity for recognition and a readiness for reciprocity.

★ WE EDUCATE THE WHOLE CHILD.

Supporting a child’s social and emotional development is part of the curriculum at Christopher House. Jack P. Shankoff, M.D., director of Harvard’s Center on the Developing Child, summarizes the reason in just a few words: “Mental health can’t be separated out from cognitive development, language development, and social confidence.”⁵

★ WE ENGAGE PARENTS AS PARTNERS.

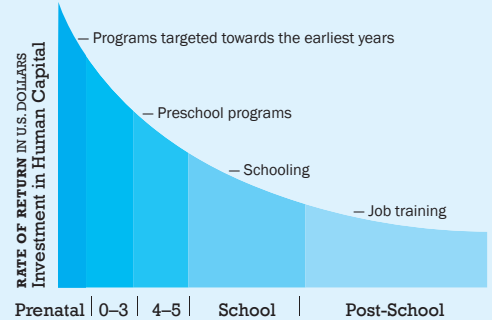
Well-educated parents usually know how to influence their children’s development in and out of class; less educated parents often don’t. We help parents understand how daily interactions—reading to their children, responding to their cues, talking to them—contribute to healthy brain development. Special workshops focus on everything from developmental milestones and learning through play to getting help with homework and understanding post-secondary education.

★ WE SET GOALS AND RAISE EXPECTATIONS.

Depth and individualization is what sets Christopher House apart—a difference that directly translates to higher achievement for our children. We get to know each family and help them set individual goals toward self-sufficiency. We regularly check in to make sure no obstacles are getting in the way of progress. And we offer a wealth of resources on site—from a food pantry to free counseling services—to make sure our children go home to healthy environments.

RETURNS TO A UNIT DOLLAR INVESTED

Source: Heckman, James J. (2008). “Schools, Skills and Synapses,” Economic Inquiry, 46(3): 289-324



“THE RATE OF RETURN HAS BEEN ESTIMATED TO BE BETWEEN 7 TO 10 PERCENT PER ANNUM, WHICH IS MUCH HIGHER THAN THE RATE OF RETURN ON THE STOCKS IN THE AMERICAN ECONOMY BETWEEN 1945-2008.”

—James J. Heckman of the University of Chicago and Nobel Laureate in Economics

WHY WE SUCCEED



★ WE SUPPORT TEACHERS AS RESEARCHERS.

Effective teachers begin by gathering the data they need to individualize instruction for every student, including those learning English or who have special needs. Effective teachers continually research and experiment with new techniques and tools and measure their effects using nationally normed standards such as Common Core and Teaching Strategies GOLD®. They work in teams to address complex problems. They share results, and they're constantly refining the next iteration of what works. When teachers are researchers, students benefit.

★ WE LISTEN TO DATA.

Data talks and can answer important questions. Who's falling behind? When exactly does it happen and why? Does this tool or approach work? Is this 15 percent bump in performance great, good, or below what it should be? We track, use, and share individual and classroom data to improve our operations and increase our effectiveness.

USING DATA TO IMPROVE RESULTS

2009 We establish the Chicago Benchmarking Collaborative, six agencies joining forces to track common metrics, share effective practices, and develop data-informed improvement plans.

2013 We launch a partnership with Northwestern University to develop a case study on the impact of collective data sharing.

2015 We are featured in *MIT Sloan Management Review* and *Stanford Social Innovation Review*, which calls the Benchmarking Collaborative "an exemplar in the art and science of data sharing."

2016 We partner with Chapin Hall at University of Chicago to assess our metrics and data-use capacity. The published report cites our "clear culture of valuing data" and our "established and codified structures and processes for using data to guide continuous quality improvement."¹

¹Chapin Hall at the University of Chicago. (2016).

"Organization Capacity for Data Use: Report Prepared for Christopher House."



PLEASE JOIN US FOR THE LAST MILE OF THIS REMARKABLE JOURNEY.

