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## Life Long Learning Meeting #10


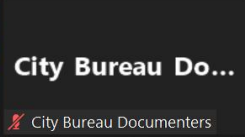
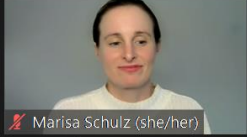

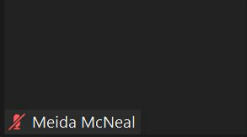











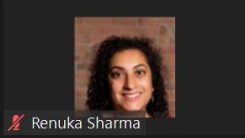


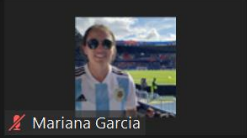
February 24, 2022, 2:00PM | 2 hours

*Documented by: Karmeisha Boyd*

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### ATTENDEES

- Guillermo Cruz
- Mark Potter
- Aaron Cortes
- Aimee Davis
- Alicia Bunton
- Jacob Watson
- Dr. Jane Flemming
- Kathleen Dickhut
- Meida McNeal
- Patrick Day
- Peter Fitzpatrick
- Rebecca Amato
- Renuka Sharma
- Shenika S. Jackson
- Emilia Chico
- Irma Ortiz
- Marisa Schulz
- Terry Hogan
- Abigail Rose
- Mariana Garcia

 Terry Hogan	 City Bureau Documenters	 Marisa Schulz (she/her)	 Mark Potter	 Meida McNeal
 Irma Ortiz she/her/ella	 Dr. Jane Fleming	 Guillermo Cruz	 Patrick Day (he/him)	 Aaron Cortes
 Emilia Chico	 Abigail Rose (she/her)	 Alicia Bunton	 Shenika Jackson	 Rebecca Amato
 Jacob Watson	 Renuka Sharma	 Peter Fitzpatrick	 Kathleen Dickhut	 Mariana Garcia

## MEETING GOAL

*Policy Creation for Guiding Questions #3 and #4*

## WHERE WE ARE



Step 1

**We Are***Setting the Stage*

Step 2

**We Have and Need***Develop A Policy Toolkit*

Step 3

**We Will***Set Policy Framework*

## KEY TAKEAWAYS

1

The meeting started with “Innovative Policy Direction Presentation” by Irma Ortiz, Interim Director at the Center for College Access and Success at Northeastern Illinois University. Next, to inform and help guide policy suggestions, pillar metrics were presented by Emilia Chico, Clinical Assistant Professor, University of Illinois at Chicago.

2

Guiding Question #3: How can we build on existing programs and academic curricula to create learning opportunities and deliver on personal growth?

3

Guiding Question #4: How might we elevate existing social support systems to increase formal and informal learning opportunities?

CONVERSATION HIGHLIGHTS

*“Who are the preschool teachers and home health aides? Primarily Black and Brown women... committed to this work, yet entering a field that does not value them when we look at the numbers here in terms of pay.”*

**Emilia Chico** | University of Illinois at Chicago, Clinical Assistant Professor

*“You can do a lot of work, but not have impact.”*

**Mark Potter** | City Colleges of Chicago, Provost and Chief Academic Officer

*“Black and Brown communities have a rich history of being invalidated by the dominant culture.”*

**Alicia Bunton** | Illinois Institute of Technology, Assistant Vice President, Community Affairs

## NOTES

### **Innovative Policy Direction Presentation**

Presented by Irma Ortiz, Interim Director at the Center for College Access and Success, Northeastern Illinois University (NEIU)

#### Center for College Access and Success

- Formerly known as Chicago Teacher's Center, founded in 1978, changed to Center for College Access and Success in 2014
- Originally located in River North, location changed in September 2020 to El Centro Campus (Avondale)

#### Grants Information

- Grants connected to 45+ Chicagoland area schools
- 40 Chicago public schools are connected to NEIU grants
- 14 Chicago public high schools are connected to 2+ NEIU grants
- 155 incoming NEIU students come from a school that is connected to an NEIU grant

#### Grant Activities

- Academic Support, 6th-12th grades
- Art Inquiry & Art Education
- College Access & Success
- Dual Enrollment
- Enrichment
- Experiential Education
- Parent Engagement
- Teacher Professional Development
- STEM
- After-school, Saturday, Summer Programs
- International Study

Chicago public high school graduation rates and the number of graduates have consistently climbed.

However, Chicago Public Schools (CPS) enrollment at NEIU is declining. The Center for College Access and Success is looking to change that trajectory.

### **Pillar Metrics**

Guiding Question #3: How can we build on existing programs and academic curricula to create learning opportunities and deliver on personal growth?

#### Objectives

1. Validate and expand the work of existing programs in Black and Brown communities
2. Increase the equitable accessibility and quality of existing programs
3. Expand existing programs to accommodate individuals at different stages of life
4. Expand the reach and impact of Chicago Public Schools and City Colleges programs

### Metrics

- Four-year high school graduation rates, 2019
  - Non-Hispanic White, 95%
  - Asian or Pacific Islander, 87%
  - Non-Hispanic Black, 85%
  - Hispanic or Latino, 68%
- Four-year college graduation rates, 2019
  - Non-Hispanic White, 64%
  - Asian or Pacific Islander, 60%
  - Non-Hispanic Black, 21%
  - Hispanic or Latino, 17%
- Between 2017-2018 and 2020-2021, enrollment in Chicago Public Schools (CPS) declined, by:
  - 7,800 pre-enrolled and pre-kindergarteners
  - 20,600 K-8 students
  - 2,000 high schools
- 52% of CPS students travel less than one mile to school, 8% travel six miles or more, with the highest concentration of long-distance commuters on the Near South and Far South Sides
- Despite a short-term decline in enrollment in other programs, enrollment in City Colleges of Chicago's Continuing Education programs doubled between 2020 and 2021
- 89% of those enrolled in a CCC program are non-White, compared to 69% of the City's overall population

Guiding Question #4: How might we elevate existing social support systems to increase formal and informal learning opportunities?

### Objectives

1. Increase support for and access to childcare and elder care
2. Develop programs and create spaces that promote intergenerational encounters
3. Increase support for individual and small business-led teaching initiatives
4. Address inequities in pay and resource availability for educators and care professionals

### Metrics

- Out of an estimated 318,756 older adults living in Chicago, an estimated 84,943 (27%) live in areas of high economic hardship
- One quarter of Chicago's older adults speak English less than "very well"
- In Illinois, on average, preschool teachers and home health aides do not make a living wage (defined as \$40,000/year)
  - Preschool Teacher (2020), Mean Annual Pay: \$35,140
  - Home Health and Personal Care Aide (2020), Mean Annual Pay: \$28,250

**The team separated into two breakout groups, each to discuss either Guiding Question #3 or #4.**

## RESOURCES

### [WE WILL CHICAGO, LIFELONG LEARNING](#)

The Lifelong Learning pillar acknowledges that learning almost never stops for anyone who consistently seeks self-improvement

### [CENTER FOR COLLEGE ACCESS AND SUCCESS, NORTHEASTERN ILLINOIS UNIVERSITY](#)

The Center for College Access and Success (CCAS) is Northeastern Illinois University's educational outreach center to PreK-12 schools and their communities in the Chicago area.

### [LEARN.PLAN.SUCCEED.](#)

Learn.Plan.Succeed. is a high school graduation requirement intended to help guide students in reaching postsecondary success.

#### NEXT STEPS

- The next We Will Chicago Lifelong Learning meeting will be held on March 24, 2022.