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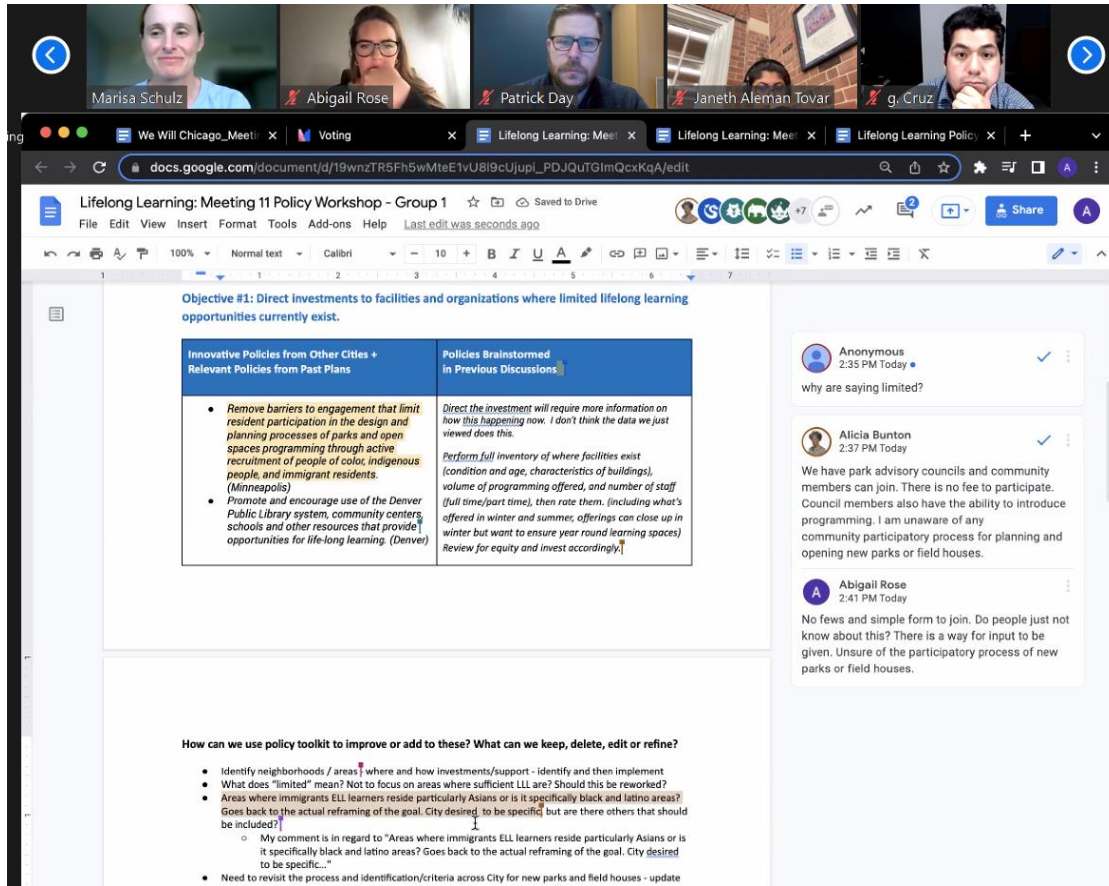
Lifelong Learning Meeting #11

March 24, 2022, 02:00PM | 2 hours

Documented by: Jonah Nink

ATTENDEES

- Maria Schulz
- Terry Hogan
- Emilia Chico
- Alicia Bunton
- Janeth Aleman Tovar
- Kate Lapinski
- Kathleen Dickhut
- Mark Potter
- Patrick Day
- Renuka Sharma
- Jacob Watson
- Kimberley Egonmwan
- Peter Fitzpatrick



The screenshot shows a Google Docs interface during a meeting. At the top, a video call window displays five participants: Marisa Schulz, Abigail Rose, Patrick Day, Janeth Aleman Tovar, and g. Cruz. Below the video call, the browser address bar shows the Google Docs URL. The document title is "Lifelong Learning: Meeting 11 Policy Workshop - Group 1". The document content includes:

Objective #1: Direct investments to facilities and organizations where limited lifelong learning opportunities currently exist.

Innovative Policies from Other Cities + Relevant Policies from Past Plans	Policies Brainstormed in Previous Discussions
<ul style="list-style-type: none"> Remove barriers to engagement that limit resident participation in the design and planning processes of parks and open spaces programming through active recruitment of people of color, indigenous people, and immigrant residents. (Minneapolis) Promote and encourage use of the Denver Public Library system, community centers, schools and other resources that provide opportunities for life-long learning. (Denver) 	<p>Direct the investment will require more information on how this happening now. I don't think the data we just viewed does this.</p> <p>Perform full inventory of where facilities exist (condition and age, characteristics of buildings), volume of programming offered, and number of staff (full time/part time), then rate them. (including what's offered in winter and summer, offerings can close up in winter but want to ensure year round learning spaces) Review for equity and invest accordingly.</p>

How can we use policy toolkit to improve or add to these? What can we keep, delete, edit or refine?

- Identify neighborhoods / areas where and how investments/support - identify and then implement
- What does "limited" mean? Not to focus on areas where sufficient LLL are? Should this be reworked?
- Areas where immigrants ELL learners reside particularly Asians or is it specifically black and latino areas? Goes back to the actual reframing of the goal. City desired to be specific but are there others that should be included?
 - My comment is in regard to "Areas where immigrants ELL learners reside particularly Asians or is it specifically black and latino areas? Goes back to the actual reframing of the goal. City desired to be specific..."
- Need to revisit the process and identification/criteria across City for new parks and field houses - update

On the right side of the document, there is a chat window with the following messages:

- Anonymous** (2:35 PM Today): why are saying limited?
- Alicia Bunton** (2:37 PM Today): We have park advisory councils and community members can join. There is no fee to participate. Council members also have the ability to introduce programming. I am unaware of any community participatory process for planning and opening new parks or field houses.
- Abigail Rose** (2:41 PM Today): No fees and simple form to join. Do people just not know about this? There is a way for input to be given. Unsure of the participatory process of new parks or field houses.

MEETING GOAL

Create policy suggestions for pillar Goal #5 and refine policies for Goals #1 and #2 based on feedback.

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 pillar received feedback from the city on the policies that they have drafted together.

2

As noted by some pillar members, simply building new learning spaces like libraries and community centers won't do much considering the impact of historic divestment on K-12 education.

3

A common piece of feedback received on policies was that language should be more concise and direct. It should be absolutely clear what the policy is addressing.

CONVERSATION HIGHLIGHTS

“We’re really happy about this idea of spaces, unique spaces and utilizing that work, but the deficits that are in these communities that we’re expecting to overcome by opening a community center or by opening a public library, it just seems almost insurmountable.”

Kimberley Egonmwan | National Pan-Hellenic Council of Chicago, Social Action Chair

“We need to be bold with our policies. We need to really say the thing.”

Emilia Chico | University of Illinois Chicago, Assistant Professor of Educational Psychology

“We do have Park Advisory Councils, and you can join. There’s no membership fee, there’s the fairest of applications that you have to complete and once you submit it, you’re in. ... I don’t know if people just don’t know about this or what, but there is a way for input to be given.”

Alicia Bunton | Illinois Institute of Technology, Director of Community Affairs

“We know that these deficits exist, and so how can an objective raise that and identify ways to address those deficits while creating that more equitable landscape?”

Emilia Chico | University of Illinois Chicago, Assistant Professor of Educational Psychology

NOTES

- Meeting begins at 2 p.m.
 - Marisa Schulz gives an overview of the agenda for the meeting.
- The group begins the meeting with three sets of data, presented by Emilia Chico. The data pertains to Goals #1, #2 and #5 respectively. Chico begins with reintroducing Goal #1: Increase awareness and interest in learning resources accessible to Chicagoans in all stages of life. Chico then reviews data related to Goal #1:
 - English language learning and English language proficiency:
 - 21% of Chicago residents are foreign-born.
 - 8% of Chicago residents have limited English proficiency (Residents 5 years and older.)
 - For Armour Square, Brighton Park, West Ridge and South Lawndale, at least 40% of residents are foreign-born.
 - Digital literacy:
 - Nationally, one-third of working-age Americans possess limited digital skills.
 - One-sixth are unable to use email, web search and other basic online tools.
 - Digital skills are critical for higher-wage jobs.
- Chico reintroduces Goal #2, which focuses on creating new sustainable education pathways for the workforce, especially for Black and Latino residents and those negatively impacted by the criminal-legal system. She shares data relevant to this goal.
 - In Chicago, white workers are 53% of the workforce but represent over 60% of the “good jobs” that do not require postsecondary education.
 - “Good jobs” is defined as providing living wage compensation (\$40k+), stable or growing base of employment, automation resilient.
 - Black Chicagoans experience the highest rate of unemployment, at 16.4%, according to Chicago Health Atlas.
- Chico then reintroduces Goal #5, which focuses on expanding the availability and accessibility of spaces for lifelong learning in Black and Latino community areas. Once again, she shares related data to get the conversation going.
 - 15 community areas in Chicago do not have a local high school. Those areas have a combined population of 246,300 residents.
 - A heat map showed a number of areas, mostly in outer neighborhoods and central areas of the city, that had insufficient park access.
 - Defined as within more than 0.25 miles of a park.

- Park district event permit issuance has declined since 2015, with 5,608 permits issued in 2021.
- Maria Schulz shares a collaborative Google document for policy ideation on Goal #5, expanding the availability and accessibility of spaces for lifelong learning in Black and Latino community areas. Note: Part of the city refining language included shifting original “guiding questions” to “goals.”
 - The document covers four objectives:
 - Objective #1: Direct investments to facilities and organizations where limited lifelong learning opportunities currently exist.
 - Objective #2: Create and support intergenerational community learning hubs in all neighborhoods.
 - Objective #3: Design learning environments to meet the needs of all.
 - Objective #4: Reduce barriers to accessing public assets for community programs.
 - The document also includes innovative policy solutions from past Chicago plans and other cities such as the city of Minneapolis.
 - Kimberley Egonmwan shares that while she and her organization, the National Pan-Hellenic Council of Chicago, are happy about the idea of building more community spaces, in many communities where there are insufficient and failing K-12 schools, people face a learning deficit that is difficult to compensate for with community centers or libraries.
 - Egonmwan also raises concerns about whether We Will Chicago leaders are receiving the forms submitted as part of the meeting-in-a-box planning forum. She emphasizes that she has not seen these suggestions incorporated and wants to ensure they’re captured in policies.
 - Chico responds, thanking Egonmwan for raising this point and reiterates the needs to integrate policies specific to improving K-12 offerings in neighborhoods or policies that address tackling deficits. Chico also says the city’s feedback suggests they collect more data on K-12 education.
 - Egonmwan suggests looking into data on school performance and offerings (e.g. community centers, libraries) by neighborhood. Chico makes a note for Goal #5.
 - For Objective #1, Kate Lapinski notes that the library does not have advisory councils. Pillar members also suggest that policy should emphasize who is being served specifically by the policy and not conflating geography with demography.
 - Alicia Bunton notes it is simple to get involved in Park Advisory Councils but it’s unclear how to request a new park be built.
 - For Objective #4, Bunton suggests the more widespread adoption of ASL and non-English interpreters.

- The pillar discusses feedback received on policies generated for Goal #1 and Goal #2. Feedback was given via a survey before the meeting, and policies were flagged based on what kinds of feedback was received.
- Pillar members discuss and give their own feedback. Chico explains that she and Marisa Schulz left comments on the document based on results of a survey completed by the city's review team.
 - Policy A for objective 1.1: "Elevate the status of neighborhood organizations within City government and decision making."
 - Schulz commented on this policy on behalf of survey data asking "this can be moved to the Civic and Community Engagement pillar."
 - Policy B for objective 1.1: "Create a City advisory committee of neighborhood organizations to enhance collaboration with places of learning and decision making within City government."
 - Chico noted that lifelong learning comes up against "ownership issues" since there's no designated department of lifelong learning. This objective was shifted to make a department focused on implementing these policy suggestions.
 - Policy A for objective 1.3: "Strengthen capacity for City communication campaigns about lifelong learning to foster greater community participation."
 - Feedback noted that a citywide campaign may not be effective and there should be a higher capacity for communications.
 - Policy C for objective 2.1: Increase local hiring initiatives for employers that locate in or hire from economically disadvantaged areas.
 - This policy may be moved to objective 2.3.
 - A general note from the city said that there were already projects in place within the workforce development space that might conflict with policies
 - Members noted that policy cannot ensure job training and opportunities.
 - Alicia Bunton asked if programs ultimately exist to make a candidate more enticing to employers. Chico responded that programs were geared towards increasing skill sets and workforce equity.
 - Policy D 2.1 for objective 2.1: Encourage employers to expand the number of entry-level and early-career positions with clear pathways for career advancement within the City and in economically disadvantaged areas.
 - It was noted that "encouraging employers" has not always worked in the past, and that the language should be reconsidered.
 - For objective 2.2: "Develop new workforce training programs and partnerships for people negatively affected by the criminal-legal system," it was suggested the language be changed from "new" to "meaningful."

- Policy A for objective 2.3: Guarantee best practices for adequate protections for all Chicago workers by enforcing fair labor standards and responding to all workers' needs.
 - Members said that it was unclear what this policy was trying to accomplish.
- Policy A for objective 2.5: Explore successful models that incentivize participation in workforce development programs.
 - The city said that there can be negative consequences to this model, such as attrition in program participation.
- Policy C objective 2.5: Optimize the physical locations of workforce training programs to reduce transportation costs and travel times for participants.
 - Programs for this exist, so members will rewrite or delete entirely.
- The meeting ends promptly at 4 PM. Hosts inform team members that there are two meetings left. The next meetings will continue the discussion on policy refinement.

RESOURCES

IC STARS

[Mentioned as an example of a career development program.](#)

NEXT STEPS

- The next meeting on April 28 will continue to focus on the refinement of policies based on survey feedback.
- Members were encouraged to continue to add notes on both documents if they have further ideas.