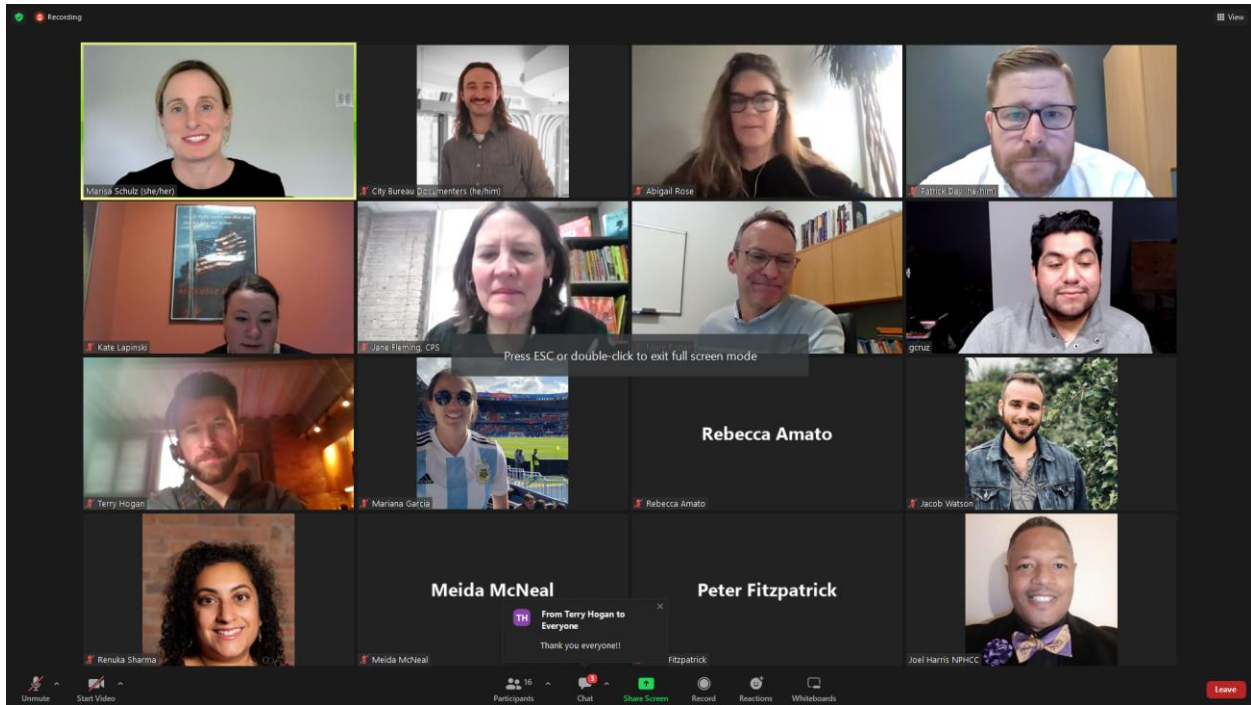# Lifelong Learning Meeting #12

April 28, 2022, 02:00PM | 2 hours

Documented by: Ryland Pietras

ATTENDEES

- Marisa Schulz
- Terry Hogan
- Abigail Rose
- Renuka Sharma
- Kate Lapinski
- Joel harris

- Guillermo Cruz
- Mariana Garcia
- Patrick Day
- Meida McNeal
- Janeth Tovar

- Jacob Watson
- Rebecca Amato
- Mark Potter
- Kimberley Egonmwan
- Peter Fitzpatrick

MEETING GOAL

Review the entire outline and refine the policies of goals 3-5.

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 team emphasized a focus on accessible language and resources as a prevailing theme throughout goals 3-5.

2 | Providing access to childcare for those with children is a key consideration. If child care was available at a public facility, more community members would be willing to participate.

3 | Pillar members agreed that utilizing existing city or public institutions would accelerate many of the policies outlined in these goals.

CONVERSATION HIGHLIGHTS

"If we frame social cohesion around community building, it is something that is more powerful and an actual realistic objective."

Kate Lapinski | Chicago Public Library

"I totally understand how we want to address historical reckoning and the reality that there have been groups that have been denied services, but we want to make sure that Chicagoans see themselves in this plan."

Mark Potter | Chicago City Colleges

"No matter where you live, no matter your background, this plan is to make life better for every Chicagoan."

Kimberley Egonmwan | Esq.

"We talk a lot about increasing equity of opportunity for effective, rigorous, and joyful learning experiences across the district. And this could happen, in part, by utilizing under-resourced schools as places where this learning can happen."

Jane Fleming | Chicago Public Schools

"Is there a reason we don't just say "learners of all ages"? Why these two groups specifically? Is it about offering something that formal institutions don't offer or is it more about building better community engagement?"|

Jacob Watson | Honeypot Performance, Artist-Organizer

- **Advisory Committee Updates**
  - Mark Potter mentioned that the April Advisory Committee met and the agenda for that meeting consisted of pillar team report-outs. Potter reported that the Lifelong Learning pillar was neither ahead nor behind other teams in terms of progress. Potter also added that there is overlap between the new pillar and Lifelong Learning.
  - Next, Potter noted updates to the Advisory Committee language since they were asked to be as specific as possible in regard to community policies. The pillar should not use words such as "underserved,""low-income," or "BIPOC".
  - The Advisory committee found an interesting number of proposed policies that invoked City and government agencies as accelerators of work already being done in communities. Potter completed the committee updates by declaring that the pillar should work to bring people together, channel their energy, and generate an outcome.
- **Policy Refinement**
- Marissa Schulz, who led the meeting in place of Emilia Chico, stated the city wants to submit Goals 1-2 for public input through a survey..
  - **Goal 1**: "Support increased awareness, interest, and belonging to learning resources accessible to all Chicagoans at all stages of life [regardless of race, gender, income level, age, ability, citizen status, and language proficiency]."
    - Jane Fleming responded, "Rather than saying 'regardless of' replace it with 'particularly for'. Patrick Day disagreed with Fleming's suggestions because he thought it would discourage broader inclusion.
    - Potter responded, "As we identify the groups within that clause, we're implicitly excluding others. Whereas now, it really is written in an inclusive manner. There's definitely a balance to be struck… I totally understand how we want to address historical reckoning…but we want to make sure that Chicagoans see themselves in this plan."
    - Kimberley Egonmwan added, "No matter where you live, no matter your background, this plan is to make life better for every Chicagoan." 'Particularly of' limits that. 'Regardless of' works toward the objective that we've all been working toward".
    - Schulz said she will follow up on the language with Fleming and that the document will be open until the 6th.
    - Media McNeal asked if there was a way to do both by naming some of the communities most impacted while also including some of the more general language.
    - The first objective in Goal 1 was struck out and added to pillar 8.
  - **Goal 2**: "Create new, sustainable educational pathways to the workforce, especially for Black and Latino residents, and those negatively affected by the criminal legal system."
    - Objective 2.1: "Create new, quality, job training programs that provide employment opportunities after completion."
    - Schulz proposed changing the objective from 'create new quality' to 'strengthen'.
    - Peter Fitzpatrick responded that maybe they can add both.
    - Schulz added that the same edit, 'develop new and strengthen existing', could be made for Objective 2.2 as well.
    - Schulz asked Renuka Sharma if ScaleLIT can be part of this equation as a resource to access job training programs.

- ■ Sharma responded that ScaleLIT exists as an organization that works within the American Job Centers that are housed in City Colleges and that she would like to see how ScaleLIT can be a resource in this particular goal.
  - ■ Schulz mentioned that if this is an action item, they should reach out and coordinate in the next phase.
- ● For Goals 3-5, Chico and Schulz proposed themes to consider while refining the language. Those themes were:
  - ○ Unintended consequences and how might this play out in five or ten years
  - ○ Specificity to audiences and considering developing different policies for different age groups; resources and accessibility levels.
  - ○ **Goal 3**: "Build on existing programs to create opportunities for learning and personal growth."
    - ■ Objective 3.1: "Identify quality programs throughout the city and expand access to all neighborhoods."
    - ■ Schulz said survey participants for this goal found that it is really hard to work with "adults" when the group included people ages 18-98. Participants added that retirees may want to take art classes while young people may need tech training.
    - ■ Guillermo Cruz responded that it makes more sense to categorize by category and not so much age. For example in learning about tech, if an 18-year-old doesn't know tech and a 65 doesn't know tech, they are in the same place.
    - ■ Jacob Watson suggested categorizing adults by purpose and gave examples such as workforce development and personal fulfillment.
    - ■ Potter provided a point of clarification in regard to resident-focused input. He stated that collaboration with local school councils will help the pillar members inform the program criteria data.
    - ■ Objective 3.1B: "Identify Chicago's best-in-class programming."
    - ■ Schulz asked if 'best-in-class' is the best framing.
    - ■ Potter responded that there was a lot of subjectivity in this and that it should be tied to criteria in policy A. He also added that a quality program is one in which learning outcomes are met. He thinks language such as "highest-quality" or "more impactful" would be better.
    - ■ Watson also suggested defining what "quality" is.
    - ■ Rebecca Amato agreed that A and B should be connected, but with C as well. "It seems like in this conversation we're saying instead of program criteria, we need a measure."
    - ■ Participants argue that qualitative data, resident input, and collaboration with local school councils is too specific for all audiences. For example, why would a local school council have input on a digital literacy program for aging seniors?
    - ■ Watson suggested providing support to organizations to define and replicate notions of quality to help build a culture that values quality programming .
    - ■ Objective 3.2: "Validate and expand the work of existing programs in Black, Immigrant, Indigenous, Latino and low-income communities."
      - ● Lastly, the committee agreed to add 'institutions' to the end of policy C.
    - ■ Objective 3.3: "Expand existing programs to accommodate individuals across the lifespan."

- Mariana Garcia asked if the pillar should include learners with disabilities. Garcia then asserted, "We want to include everyone. Ideally we want to say accessible and that includes every type of learner."
- Next, McNeal suggested adding 'remove cost barriers' to the objective..
- Objective 3.4: "Bridge the reach and impact of Chicago Public Schools and higher education programs."
  - The first word in Objective 3.4B was changed to "expand" rather than "use".
- **Goal 4**: "Elevate existing support systems to increase formal and informal learning opportunities."
  - Objective 4.1: "Develop programs and create spaces that promote intergenerational encounters."
  - In the chat Watson asked, "Is it about supporting innovation or diversifying program offerings to reach more people?
  - Schultz asked if they should focus more on the intergenerational aspect and less on skill building or if they could coexist.
  - Cruz said it is great if families want to learn together and that if someone wants to learn something, regardless of age, it shouldn't matter.
  - Schulz then asked, "How do you define youth and older adults?"
  - In the chat Watson asked, "Is there a reason we don't just say "learners of all ages"? Why these two groups specifically? Is it about offering something that formal institutions don't offer or is it more about building better community engagement?"
  - McNeal responded that part of social cohesion is working on and strengthening communities. Using social cohesion as part of the language can be powerful, but it isn't being highlighted enough in the objective.
  - Schulz responded by asking if social cohesion was the end goal of the policy.
  - Potter suggested possibly removing this from Lifelong Learning and adding it to the Civic and Community Engagement pillar.
  - Patrick Day mentioned there could be an addition of community benefits to this.
  - Objective 4.2: "Increase support for and access to childcare and older adult care."
    - Watson stated that Objective 4.2 sounds like getting rid of obstacles whereas 4.1 sounds like increasing participation.
    - In reference to policy D, Schulz asked, "Who would provide childcare or adult care in public facilities? Do we include it or is it outside of our purview?"
    - Cruz responded that it makes more sense to increase policy specificity. If a facility had for elderly people and children then it would make it easier for people to attend events.
    - Potter said that five of the City Colleges of Chicago (CCC) have child care centers, but they are similar to lab schools because they require registration for participation. Potter added if a parent or student needed care from 2-4 on Tuesdays and Thursdays only, then the child care centers at CCC wouldn't work because there is the expectation that the child will attend every day.
    - McNeal and Lapinski added that this would not be feasible for libraries or parks because those programs require registration for children as well.

- ■ Schulz then asked if they should further define D and exclude libraries. He also requested clarification as to whether this could be accomplished at libraries. Lapinski said it wouldn't make sense to include it and Potter agreed there would be significant resource challenges.
- ○ Schulz suggested moving Objective 4.3: "Increase support for individual and small business led learning initiatives," to the Workforce pillar.
- ○ Objective 4.4: "Address inequities in pay and resource availability for educators and care professionals."
  - ■ Watson asked if it made more sense for 4.4 to address working conditions and treatment of teachers, rather than pipelines and funding.
  - ■ The pillar agreed to exclude policy B and Schulz suggested changing policy C to "highlight existing work being offered by organizations working on career pathways and move toward implementing some of their solutions/plans OR better resourcing their ongoing work and interventions," and to move it to Objective 2.4.
- ○ **Goal 5**: "Expand the availability and accessibility of spaces for ll learning in BII&L comm areas."
  - ■ Objective 5.1: "Increase the quality and equity of the K-12 school system, especially in communities affected by school closures."
  - ■ Chico, who was not in attendance, asked in the working document, "Is the inclusion of Indigenous communities enough? Or do we need to delve deeper into policies?"
  - ■ Watson added that the objective was more about utilization and valuation of different schools and how that space is treated.
  - ■ Harris added that if you are going to increase the quality, you want to make sure that it is a place that's accessible and able to service their needs.
  - ■ Objective 5.2: "Direct investments to facilities and organizations where inequitable lifelong learning facilities currently exist."
  - ■ Potter suggested adding 'and access to' after 'Direct investments'.
  - ■ Objective 5.5: "Reduce barriers to accessing public assets for community programs."
  - ■ Watson offered an example of a situation where a group wants to rent or use a space but isn't financially able to or if someone wanted to start peer tutoring, but couldn't afford access to rent a room and suggested modifying the language of policy A.
  - ■ Cruz asked if the pillar should remove B from the objective. Instead Watson suggested replacing 'reduce' with 'streamline'. The pillar members agreed with Watson's suggestion.
  - ■ Day added that this decision might spread to other pillars, especially to civic engagement permit pulling.

RESOURCES

THE QUALITIES OF QUALITY
Wallace Foundation explains quality means in arts education.
https://www.wallacefoundation.org/knowledge-center/arts-education/pages/default.aspx

SCALELIT
 Chicago's Citywide Literacy Coalition. https://www.scalelit.org/

NEXT STEPS

- Run through draft report next meeting

- The next meeting is set to occur around June 28th, but would coincide with primaries, so there is possibility for a potential schedule change.