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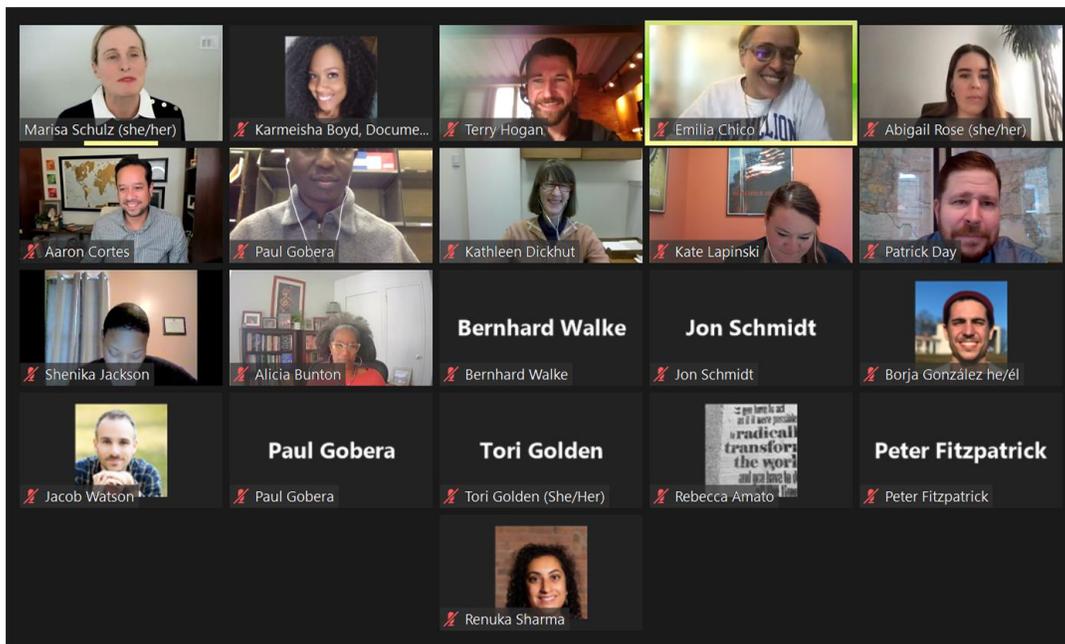
Life Long Learning Meeting #9

February 3, 2022, 2:00PM | 2 hours

Documented by: Karmeisha Boyd

ATTENDEES

- Guillermo Cruz
- Kate Lapinski
- Rebecca Amato
- Marisa Schulz
- Kathleen Dickhut
- Renuka Sharma
- Aaron Cortes
- Matiana Ovalle
- Shenika S. Jackson
- Alicia Bunton
- Patrick Day
- Tori Golden
- Bernhard Walke
- Paul Gobera
- Jon Schmidt
- Borja González
- Alicia Bunton
- Bernhard Walke
- Jon Schmidt
- Borja González he/él
- Jacob Watson
- Paul Gobera
- Tori Golden
- Rebecca Amato
- Peter Fitzpatrick
- Jennifer Farrand
- Jane Fleming
- Renuka Sharma



MEETING GOAL

Brainstorming policy suggestions for each objective.

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 a presentation by Jon Schmidt of Loyola University Chicago on lifelong learning.
- 2 | The first of two breakout groups discussed potential policies to answer Goal Question #1: “How do we 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)?”
- 3 | The second of two breakout groups discussed potential policies to answer Goal Question #2: “How do we create sustainable pathways to the workforce for communities who have been historically disenfranchised, including individuals negatively impacted by the criminal justice system?”

CONVERSATION HIGHLIGHTS

“Chicago is resource-rich in its universities and colleges spread across the city.”

Jon Schmidt | Loyola University Chicago School of Education, Professor

“Schools have all of this physical capital that is underutilized that could be helping create more spaces for learning, not just for school-age children, but for parents, for elders in the community, for anybody.”

Jacob Watson | Honey Pot Performance, Artist-Organizer

“... elevating the role of these neighborhood associations with that of a City advisory committee, because being associated with the City comes with far more resources and connections. ... If you bring all of these neighborhood associations together under the umbrella of the City Communities Advisory Committee, then there’s an opportunity for sharing of best practices. It would not normally occur.”

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

“How have you all increased interest and belonging from community members, specifically to participate in university initiatives? We’ve talked a lot about [how] there’s a disconnect between communities and universities or places maybe not being welcoming historically, or maybe universities having not played a great role in certain communities across the city.”

Emilia Chico | University of Illinois Chicago School of Education, Clinical Assistant Professor

NOTES

- The team discussed the “Anatomy of a Good Policy,” which includes a measurable action, policy lever, policy focus, and outcome.
- The team was also asked to consider short-term (“symptom relief”) and long-term (“structural change”) policy ideas.
- The team was reminded to craft equity-oriented policies.

Lifelong Learning Presentation

- Jon Schmidt, a professor of education at Loyola University of Chicago, presented on lifelong learning partnership opportunities with universities and community schools.
- Schmidt previously worked in small community organizations and public-school contexts and shared that he was relatively in awe of the physical, human, academic, and economic resources he found at universities.
- Universities think of themselves as community anchor institutions and a relatively untapped resource for community learning.
- The Chicago Public Schools (CPS) Community Schools Initiative (CSI) facilitates local stakeholder partnerships to reimagine schools as community hubs.
 - Pillars
 - Expanded and enriched learning time and opportunities
 - Active family and community engagement
 - Collaborative leadership and practices
 - Integrated student supports
 - Strategies include out-of-school programs for students, parent/community programming, family supports, and collaborative leadership

Breakout Groups

- Participants went into two breakout rooms, with each focusing on a different guiding question. They discussed policy ideas for addressing each of the objectives. (This Documenter was in Group 1.)
- Guiding Question #1: How do we 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)?
 - Objectives
 - Improve collaboration between citywide organizations and formal institutions to share systems-wide learning opportunities.
 - Leverage informal learning opportunities to create pathways toward more formal learning opportunities.

- Develop an accessible citywide awareness campaign about the importance of and opportunities related to lifelong learning.
- Discussion Notes
 - A popular suggestion typed in the team document by Patrick Day was to “require annual collaboration summits for city agencies to link resources and curricula.”
 - Jacob Watson also spoke to being mindful of representation and the inclusion of a variety of demographics, sharing an article about the Art Institute’s decision to “fire” its volunteer docents, which were predominantly well-off older white women, in order to revamp the program and make it more inclusive.
 - They also discussed how they might reduce barriers to participation for smaller organizations, such as simplifying processes and making all meetings virtual so employees are able to attend without having to worry about office coverage (considering limited staff).
 - They noted the need for incentivizing large organizations (universities, museums, etc.) to offer additional community benefits and relevant programming, such as earmarking funds.
 - Finally, they brainstormed opportunities for neighborhood organizations to more easily share information, including adding paid positions for community members, which increases accessibility for those that do not have the time or resources to volunteer.
- Guiding Question #2: How do we create sustainable pathways to the workforce for communities who have been historically disenfranchised, including individuals negatively impacted by the criminal justice system?
 - Objectives
 - Create new quality training programs for 21st century industries that provide guaranteed employment opportunities after completion.
 - Develop new workforce training programs and partnerships specifically for those negatively impacted by the criminal justice system.
 - Remove physical barriers and constraints to participating in the workforce.
 - Align educational providers and key employers to create well-supported workforce pipelines.
 - Reduce the financial burden of participating in workforce training programs.

RESOURCES

COMMUNITY SCHOOLS INITIATIVE (CSI) | CHICAGO PUBLIC SCHOOLS

[Webpage with information about school and community stakeholder partnerships in CPS](#)

LIFE LONG LEARNING | WE WILL CHICAGO

[The pillar's webpage](#)

COALITION FOR COMMUNITY SCHOOLS

[An alliance of organizations working to promote public schools as centers for community flourishing](#)

NATIONAL CENTER FOR COMMUNITY SCHOOLS

[An organization that supports partnerships between schools, districts, community partners, government agencies, and other stakeholders](#)

HEALTH IN ALL POLICIES: A GUIDE FOR STATE AND LOCAL GOVERNMENT

[A guide to embedding public health best practices in all policies created by the California Department of Public Health and other organizations](#)

JON SCHMIDT

[Presenter bio](#)

A CHICAGO MUSEUM 'FIRED' ITS VOLUNTEERS. WHY DIVERSITY CONSULTANTS SAY IT WAS THE RIGHT MOVE.

[USA Today article about the revamping of the Art Institute volunteer docent program](#)

NEXT STEPS

- Team facilitators will continue to collect ideas, further organize, and refine brainstorming notes.
- Updated documents will be sent to team members before the next brainstorming session later this month.