

Lifelong Learning, Meeting #3

September 02, 2021, 02:00 PM | 2 hours

Documented by: Sonal Soni

MEETING MATERIALS

[Agenda](#)

[Presentation](#)

ATTENDEES

- Emilia Chico
- Marisa Schulz
- Guillermo Cruz
- Quenna Barrett
- Adam Levine
- Jacob Watson
- Rebecca Estrada
- Peter Fitzpatrick
- Mark Potter
- Abigail Rose
- Jane Flemming
- Kathleen Dickhut
- Kimberly Egonmwan
- Marian Garcia Torres

Recording You are viewing Abigail Rose's screen View Options

Breakout Group #4

Workspace

PS/CC, getting youth neighborhoods, ...

- Adult learning to improve children's trajectories
- Improve Access to Resources that Improve Skills
- Very interested in Pathways that deal with coding and programming. Diversity within field is v low. Sometimes workforce development is also about partners and how we support and grow interests within areas.
- Interested in free higher ed opps for adults (those leaving HS, and adult learners). Co specific courses? A private training program can be a barrier, and obtaining loans.
- Apprenticeship/job training programs, have been surprised with who is participating. It was older than i expected.
- Funding (and childcare) can be difference maker for many. (CCs do this, not all Comm Based Organizations)
- Collaboration helps effectiveness. And helps avoid duplication.
- How can we pay back historical educational debts and reinvest in adults who have disproportionately experienced barriers to the development of advanced literacy skills?
- How do we ensure quality programs are known about?
- How can we improve access and ensure better diversity within coding and programming workforce development?
- Letting people know about the resources (Priority, existing resources/issues can have low attendance if the info is not disseminated. Get the information to the community orgs like College of Performing Arts, etc. are known, and dissemination of info is important.)
- It should have been program even if word doesn't get out- it just sits there.

How do we build more welcoming, equitable learning institutions so that more people feel like it's "for them"?

How do we support people pursuing learning for learning's sake (personal fulfillment)?

From Jacob Watson (he/him) - Arti...
Yes! Which would also create more...

Marisa Schulz
Sonal Soni
Mark Potter
Guillermo Cruz
José Luis

MEETING GOAL

The primary objective for this meeting is to refine previously discussed priority topics and develop associated guiding questions to help the lifelong learning pillar move forward in its process.

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

Public engagement will continue in the pillar's upcoming phases to inform the proposed plans and projects. Engagement is structured in a feedback loop between the plan development and community input.

2

Predetermined guiding topics from phase one informed a revised set of priority objectives. These topic areas of focus include workforce development, civic responsibility and access to jobs. The topic areas of focus also informed guiding questions for this meeting.

3

Guiding questions embody equity and resiliency, the two core pillars of We Will Chicago. They also encompass five themes: Historical reckoning and trust building, evaluation of equity impacts, community engagement, accountability, interagency and cross collaboration. Many of the guiding questions developed in this meeting centered on creating equitable educational opportunities for all learners regardless of age, ability and language proficiency.

CONVERSATION HIGHLIGHTS

“One thing that is definitely clear is that there are a lot of people that are excited to talk about learning at all ages... people have a lot to say about what that means to them and what it could mean for them... It takes time to build those relationships, and to really get that genuine, honest feedback and investment from communities.”

Jacob Watson | Program manager for interdisciplinary initiatives, Columbia College Chicago

“We Will's lifelong learning pillar acknowledges that lifelong learning almost never stops for anyone who consistently seeks self-improvement. The pillar recognizes that learning goes well beyond grammar school, high school, college and postgraduate work. It occurs in many shapes, forms and locations that are both formal and informal.”

Emilia Chico | Assistant professor, University of Illinois at Chicago

“The guiding questions will be used to help inform the research and analysis that we will conduct in meetings four and five by determining which trends we should analyze and which city and neighborhood level assets we will identify... Going forward, they're really going to set the policy framework for the whole We Will process.”

Emilia Chico | Assistant professor, University of Illinois at Chicago

“We spent a long time with the full cohort of artist organizers across the pillars getting to know each other and getting an understanding of what this project was... I think we [struggled] a bit to sort of put some framing... but we looked at a number of reports and ourselves came up with a number of priority issue areas.”

Quenna Barrett | Associate Director of Education, Goodman Theatre

NOTES

Kickoff and Introductions

- Introductory reflective prompt: How do you experience lifelong learning in your neighborhood?
 - A: libraries, community gardens, public parks, etc.

Overview

- This meeting will build on what team members learned from phase one, historical reckoning, to develop a set of guiding questions.
- In today's meeting team members will start as a group to refine and add to priority topics areas.
- Members will then break into groups to design guiding questions, which will serve as a framework for the objectives
- Presented by Quenna and Jacob, engagement team artists. Assigned neighborhoods: Albany Park, Jefferson Park and Uptown.
- The team's task was to engage neighbors in those communities around the idea of lifelong learning, which has been sorted into specific focus areas. They were also tasked with creating a report based on those findings titled "Syllabus of the City."
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- Engaged with students at Von Steuben High School through the school's summer program as well as young people at the Albany Park Theater Project
 - Main takeaways: the notion of lifelong learning can be difficult to grasp, especially for young people because the concept is not something that can be touched in a physical or tactile way
- Lifelong learning exists outside traditional avenues like schooling. What are other ways to promote and engage in lifelong learning outside of academia?
- Learning about mental health resources among top community feedback
- Two engagement events held in Uptown at Buena Library
 - Community needs included more support during early childhood for all family members, not just the child. For instance, when a young person is going to kindergarten or pre-kindergarten, there should also be resources and support for the parents, grandparents, etc
 - Also important to connect to the broader community like neighbors and those without kids
 - An upcoming engagement event at Buena Library is scheduled for Sept. 9

- The lifelong learning pillar team is composed of volunteers and community partners that represent a range of demographics, backgrounds and voices to shape the policy direction of this plan.
- The city conducted community conversations in phase one to determine an initial set of priority topics for the plan. As part of phase two, these will be refined, prioritized and involved into a policy framework.
- Phase two, the research and policy report development phase, is underway. Public engagement that started in phase one is continuing in phase two and will continue into phase three and beyond.
- Phase two includes an extensive community engagement plan to raise awareness through activities such as a virtual kickoff, billboards and informational presentations.
- The goal is to structure the engagement to create a feedback loop between the plan development and community voices so that each informs and builds on the other.
- The final policy plan is expected to come out in 2023 but draft research and policy reports which will be published in Winter 2022.
- 50 community partner events and the other engagement activities are currently being planned. These events will utilize the content developed from community outreach to structure engagement and get targeted feedback from constituencies across Chicago.
- Documents will be developed and posted on the We Will Chicago website.
- The overall planning process will include the health and race equity impact assessment (HREIA) to build on historical reckoning work and embody the core principles of equity and resilience. HREIA is a community engagement process to assess positive and negative health impacts that could result from a proposed plan. The assessment also analyzes potential equity impacts, benefits and burdens for communities most impacted by a decision, and it develops recommendations to make the policy or project racially equitable and maximize benefits, mitigate threats or burdens.
- Predetermined high-level agendas give a sense of the structure and progression, but will be revised as needed.
- The pillar will conduct a process of collaborating and decision making to develop content and recommendations for the final pillar report.
- Overview of the topic areas from phase one
 - Workforce development, civic responsibility and access to jobs:
 - Teach young people about the economic opportunities that exist in Chicago

- Address violence
 - Workforce development
 - Enhance understanding of middle and lower skilled jobs
 - Provide a resource map of workforce providers
- Top priority topic areas: workforce development, job training, access to higher education, civic responsibility, public and digital spaces, practical and life skills not always taught in school's, education for all ages
 - The guiding questions will be used to help inform the research and analysis in meetings four and five. They will determine which trends to analyze and which city and neighborhood assets to identify.
 - Questions will help define what kinds of practices are best based on what is being done in other cities. Going forward, these questions will set the policy framework for the We Will Chicago process.”
 - Guiding questions must embody the two principles of equity and resiliency and the five themes of historical reckoning and trust building, evaluation of equity impacts, community engagement, accountability, interagency and cross collaboration.
 - Questions must be described as reflecting on the past, reclaiming the present, and or reimagining the future and must align with the lifelong learning pillar definition.
 - Breakout groups spend 25 minutes developing guiding questions
 - Group 1: How can we create opportunities for lifelong learning in adulthood and later stages? How can we create equitable educational opportunities for all learners regardless of age, ability and language proficiency? How do we define civic engagement? What are some helpful models at the city level that use civic engagement frameworks?
 - Group 2: How are we able to increase civic participation? How can we make educational institutions a big umbrella for all kinds of accessible learning opportunities?
 - Group 3: How do we ensure equity across the board and create programs that offer technology literacy? How do we ensure everyone has access to higher education resources?
 - Group 4: How can we secure funding for childcare so adults with kids can have support in accessing education? How can we promote awareness of available resources to communities? How can we create more diversity in underrepresented industries like coding, technology, etc.?
 - In meetings four and five, the pillar's research team will start presenting information on relevant trends, data and maps that will help advance the refined guiding questions into objectives.

- Information will also be presented in the context of historical reckoning to move the discussion forward
- The results of the past plan review will also be included in upcoming discussion. The past plans related to lifelong learning were circulated in meeting two and includes a list of anything that the city has prepared that might be relevant to the pillar.
- Guiding questions will be compared to any present city initiatives. If there are any, they will be evaluated to determine if the city is doing an effective job, and if not, why?

RESOURCES

Lifelong learning pillar webpage

This [webpage](#) outlines the pillar, its core mission and guiding principles.

Community discussion webpage

This [discussion](#) provides community members a virtual opportunity to submit their questions, concerns, ideas and feedback to the lifelong learning pillar.

NEXT STEPS

- After today's meeting, members of the research team will refine the guiding questions and send the final set to team members to vote on the top three to five guiding questions.
- The research team will take the top ranked guiding questions and begin to provide resources for the pillar members, specifically ideas, examples and solutions that can help answer the guiding questions.
- Meetings five and six will identify a set of objectives that are believed to be the most promising ways to answer the guiding questions using data and trends that will be discussed in meeting four.
- A comprehensive list of objectives will be filtered into a final set of objectives.
- Meetings seven through nine will be dedicated to designing a series of specific policy recommendations to achieve each objective.
- The final set of recommendations will form the basis of the pillar's report, which will help Chicago and city partners achieve these objectives.