

CHICAGO BOARD OF EDUCATION
EARLY CHILDHOOD COMMITTEE MEETING

held on
January 14, 2020

STENOGRAPHIC REPORT OF PROCEEDINGS
had in the above-entitled matter at Mariano
Azuela Elementary School, 4707 West Marquette
Road, Chicago, Illinois, commencing at 5:42 p.m.
and concluding at 7:26 p.m.

BOARD MEMBERS PRESENT:

MS. LUISIANA MELENDEZ, Committee Chair
MR. MIGUEL del VALLE, President
MR. SENDHIL REVULURI, Vice President
MS. ELIZABETH TODD-BRELAND
MR. LUCINO SOTELO

Reported By: Karen Fatigato, CSR
License No.: 084-004072



1 (Whereupon, the proceedings
2 began at 5:42 p.m.)

3 BOARD MEMBER MELENDEZ: Good evening.
4 Buenos noches. Welcome to the Chicago Board of
5 Education's Early Childhood Committee. Yeah,
6 it's on. It wasn't on. Sorry about that.

7 Good evening. Buenos noches. Welcome
8 to the first meeting of the Board of Education's
9 Early Childhood Committee. Please note that we
10 have Spanish and sign language translation
11 services available. Okay, that's better? Okay.
12 Thank you.

13 Today is January 14th, 2020. We are
14 holding this meeting at the -- in the gym at the
15 Azuela Elementary School located at 4707 West
16 Marquette Road. I am Luisa Melendez, Chair
17 of this Committee.

18 I would like to acknowledge my fellow
19 Board Members who are here tonight: President
20 Miguel del Valle, Lucino Sotelo, Elizabeth
21 Todd-Breland. And on behalf of my fellow Board
22 Members and myself and my guests here, thank you
23 for coming tonight, we really, really appreciate
24 it.

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1 I would also like to thank the 17:44:21
2 principal of Azuela Elementary, Carmen Navarro, 17:44:23
3 for hosting us this evening and invite her to 17:44:28
4 say a few words. 17:44:31

5 PRINCIPAL NAVARRO: Good evening, 17:44:34
6 everyone. How is everyone doing? We're honored 17:44:41
7 that we were chosen to have such an important 17:44:47
8 meeting, and I know that we're going to learn a 17:44:49
9 lot about the plan. And I'm really, really 17:44:53
10 excited that all voices are going to be heard, 17:44:57
11 right. Hopefully we're going to have a lot more 17:45:01
12 people coming in. 17:45:04

13 But 30 seconds. I've been here for ten 17:45:05
14 years. I was the principal that had the 17:45:07
15 privilege of opening this school. Our kids are 17:45:10
16 fabulous. The teachers are fabulous. The 17:45:13
17 community is wonderful. So it has been my honor 17:45:15
18 to serve this community for the past nine years. 17:45:18
19 So we were multi-track, now we are -- we follow 17:45:21
20 regular calendar. 17:45:26

21 Thank you to the Board Members, to 17:45:28
22 my -- to the distinguished guests. Thank you to 17:45:30
23 my colleagues like Ms. Sobhy that came to 17:45:32
24 support us. Thank you for the parents. Thank 17:45:35



1 you for everyone, my APs that are always doing
2 the work. And again, thank you, and please
3 maybe you're going to go through housekeeping
4 procedures so anything that you need, let us
5 know. Thank you again and welcome.

6 BOARD MEMBER MELENDEZ: Notice of this
7 meeting was posted on January 10th, 2020, at
8 least 48 hours before this meeting at Mariano
9 Azuela Elementary School 4707 West Marquette
10 Road, the Board office at One North Dearborn,
11 the Madison Street Lobby of 42 West Madison
12 Street, and on our website cpsboe.org.

13 So I would like to say -- to again
14 welcome you and say that I, like many of you,
15 have been in Early Childhood Education for a
16 long, long time. I was a teacher. I am now --
17 I have the privilege of training future teachers
18 and, of course, since June of last year serving
19 on the Board and have the honor of chairing this
20 Committee.

21 So I'm saying that because I want to
22 acknowledge the importance of this tough topic
23 and also thank you for being here to talk about
24 something that is vital to our city and as I

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1 know many of you feel to our whole country. 17:47:17

2 So one of the things that we are going 17:47:22
3 to talk about is going to briefly give an 17:47:27
4 overview of the City's vision in regards to 17:47:31
5 early learning. And then we're going to focus 17:47:36
6 on the pre-K/4-year-old program at Chicago 17:47:38
7 Public Schools. 17:47:46

8 We are well-aware that the issues 17:47:46
9 pertaining to Early Childhood Education in our 17:47:53
10 city are many and complex, so -- but tonight 17:47:56
11 we're going to focus on that particular -- that 17:47:59
12 particular issue and programs and initiatives. 17:48:03
13 So hopefully we will have further opportunity to 17:48:07
14 have other meetings and run the conversation. 17:48:13
15 This is just the first -- the first dialogue, 17:48:17
16 let's say. And we very much hope that it will 17:48:21
17 be a dialogue. It is important for us to hear 17:48:25
18 from you, that's why we have invited you, and I 17:48:28
19 know that that's why you've come because you 17:48:33
20 have important things to say that we also want 17:48:36
21 to hear. 17:48:40

22 And I will go through the program for 17:48:40
23 the night. The welcome is -- it's ongoing. 17:48:46
24 Then we're going to have a presentation from our 17:48:51



1 guests from the Mayor's Office, which I'll
2 introduce formally in a couple of minutes, and
3 also from the Division of Early Childhood at
4 Chicago Public Schools. We will then have a
5 Q-and-A question -- session in which you will
6 all be invited, and hopefully we'll have time to
7 hear from you, to ask one question of the
8 panelists and of myself, of course, regarding
9 the presentation that they're going to give and
10 issues arising from that presentation, questions
11 that you may have. We very earnestly ask that
12 you limit one question -- to one question. We
13 will have at the end be able to give you the
14 opportunity to give further feedback in writing,
15 and I'll give more details once the Q-and-A
16 session is over. Then we will have a 20-minute
17 public participation in acknowledgment of the
18 Open Meetings Act to which we have to abide at
19 the Chicago Board of Education. And then some
20 very brief closing remarks and some information
21 about where the -- this -- the information that
22 arises from this meeting will be posted and how
23 you can have access to it, you know, in a few
24 weeks. So all those details will be

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1 forthcoming.

2 I just want to welcome you again and --
3 to the conversation and look forward to hearing
4 your voices in regards to, you know, the
5 learning of our youngest children in Chicago.

6 I want to introduce Christi Chadwick
7 from the Mayor's Office, and she is the Director
8 of Early Learning Infrastructure at the Mayor's
9 Office, and she will start our presentation. It
10 will be followed by Jennifer Alexander also from
11 the Mayor's Office, who is the Director of Early
12 Learning Implementation. So I also invite to
13 tell our audience a little bit about yourself,
14 but I leave you with Christi Chadwick.

15 MS. CHADWICK: Thank you. Can you hear
16 me okay? Great.

17 Yes, I'm Christi Chadwick, Director of
18 Early Learning Policy for Infrastructure in the
19 Chicago Mayor's Office here with my colleague
20 Jennifer Alexander. We are both on the
21 Education and Human Services Team, and we focus
22 primarily issues around Chicago Early Learning.

23 So I wanted to thank the Board for
24 asking us to be here today to participate in

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1 this conversation that CPS and the Board has 17:51:57
2 convened. I am only going to make a few brief 17:52:00
3 remarks because we really want to get to the 17:52:03
4 dialogue part of the conversation that Louisiana 17:52:05
5 referenced. 17:52:12

6 But we were asked to, you know, talk a 17:52:12
7 little bit about, you know, what is happening in 17:52:15
8 the Mayor's Office and what's happening with our 17:52:17
9 visioning. And so Chicago has a long and rich 17:52:19
10 history of providing high-quality Early 17:52:25
11 Childhood services in the city from being one of 17:52:27
12 the first Head Start grantees in the '60s to our 17:52:30
13 early innovative infant and toddler delivery 17:52:36
14 model in our community-based organizations. 17:52:38
15 From the programs that we provide through our 17:52:40
16 park district to the array of services in our 17:52:42
17 libraries, Chicago has a lot going on in terms 17:52:45
18 of Early Childhood and high-quality services. 17:52:48

19 However, this administration recognizes 17:52:51
20 that we still have a long way to go. We have a 17:52:53
21 long way to go to make sure that every young 17:52:57
22 child birth through 5 in our city has access to 17:53:00
23 high-quality services in the way and programs 17:53:03
24 that the parents are interested in, be those in 17:53:07



1 schools or community-based settings or in homes. 17:53:10
2 That's why this administration is really 17:53:14
3 committed to building upon Chicago's history of 17:53:16
4 high-quality programming. 17:53:20

5 Our office is committed to building on 17:53:22
6 that history but also to looking forward to the 17:53:25
7 future and thinking about over the next three 17:53:27
8 years in this administration, beyond this 17:53:31
9 administration, what does the vision for early 17:53:33
10 learning look like for Chicago. We are 17:53:37
11 interested in a bold vision and a vision that's 17:53:41
12 built collectively through transparent and 17:53:44
13 inclusive processes. We have started some of 17:53:48
14 that visioning in our office already over the 17:53:51
15 last few months. We have been engaging with 17:53:54
16 stakeholders and individuals to learn more about 17:53:57
17 what various community members, community-based 17:54:01
18 organizations, principals, parents, what they're 17:54:05
19 interested in and what they're looking for in 17:54:09
20 Chicago Early Learning in the future. And we 17:54:10
21 plan to continue this visioning going forward 17:54:12
22 over the next few months. 17:54:14

23 And that's why we're really excited to 17:54:16
24 be here today to be a part of this dialogue and 17:54:19



1 conversation to really ask for your input on 17:54:22
2 what a collective, bold, ambitious vision for 17:54:26
3 Chicago Early Learning can and look like -- 17:54:29
4 should look like moving forward. 17:54:32

5 So I'm going to turn it over to 17:54:34
6 Jennifer who is going to talk a little bit about 17:54:35
7 Chicago Early Learning today. 17:54:38

8 MS. ALEXANDER: Hi, everybody. Hi, 17:54:41
9 everybody. This is all about early learning, 17:54:44
10 right, so let's get excited. 17:54:48

11 Hi I am Jennifer Alexander, the 17:54:50
12 Director of Early Learning Policy Implementation 17:54:54
13 at the Mayor's Office. And some of you ask what 17:54:56
14 does that mean. So under my portfolio I'm 17:54:59
15 focusing on quality, service delivery, along 17:55:02
16 with professional development. And Christi and 17:55:05
17 I work in tandem as we work towards making this 17:55:07
18 a better place for our children and families in 17:55:11
19 the City of Chicago. 17:55:13

20 I went past and I hope -- okay, I got 17:55:14
21 it right. There we go. So Christi shared a 17:55:16
22 little bit about the vision and where we're 17:55:20
23 going, some of the conversations that we've been 17:55:24
24 having with some of you around the room even. 17:55:26



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And from that what we have come up with is what we're calling our five pillars. And you'll hear this a lot as we talk about the work that we're doing and continue to decide on what a vision looks like, but we are definitely committed to high-quality, intentional, unified, prenatal birth to 5 services for those in the least resource communities, so the children and families that need the services most. We're focused on ensuring readiness for kindergarten but not just kindergarten, we're looking for life-long learners, so beyond kindergarten. We're talking about partnerships that we have not only with the Chicago Public Schools but the work that we're doing towards higher learning, some of our partnerships with City colleges.

Christi didn't say anything about the workforce development work that she's doing, which is making a huge impact, and we're hoping it will lead to addressing some of the teacher shortage issues that we're dealing with. So with that being said, we're focusing our attention on what we're calling here the five pillars. And again, I just highlighted some of

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1 that work very quickly. 17:56:32

2 The unified intentional services, and 17:56:34
3 I'll say it again, for prenatal through birth. 17:56:35
4 Of course, we're looking at high-quality 17:56:37
5 supports and services for those in some of the 17:56:39
6 least resource communities. And then ensuring 17:56:43
7 that our children are ready not only for 17:56:44
8 kindergarten but beyond. So again we're looking 17:56:47
9 at creating life-long learners. 17:56:49

10 And then in alignment with that, just 17:56:52
11 to talk about some of the other prenatal to 5 17:56:54
12 work and initiatives that we have that are 17:56:57
13 rolling out of our office, we're really excited 17:56:59
14 about the Family Connect services that some of 17:57:02
15 you may have heard about. I don't even think 17:57:04
16 it's even been over a month when the Mayor made 17:57:05
17 the announcement. But Family Connects, it's a 17:57:08
18 home visiting program, and it's a universal home 17:57:10
19 visiting program. So what we're doing is we're 17:57:14
20 working with I believe it's five hospitals in 17:57:16
21 the City of Chicago on the south and west sides 17:57:18
22 and we're connecting moms at the bedside with 17:57:21
23 nurses. Those nurses are doing home visiting 17:57:24
24 services with -- it's post three weeks I believe 17:57:27



1 of delivery, and they're getting like three home 17:57:30
2 visits. And with that the intent is to connect 17:57:33
3 those families with services and providers that 17:57:36
4 they need most. So they're having those 17:57:38
5 conversations with trusted nurses who have been 17:57:41
6 trained to provide them with what they need 17:57:45
7 moving forward in that trajectory. 17:57:47

8 Some of you know a lot about our 17:57:49
9 preschool work, child care work that's happening 17:57:51
10 in schools and community settings. And again 17:57:54
11 highlighting the Workforce Scholarship Program 17:57:56
12 that we have that Christi leads out of our 17:57:58
13 office. And, of course, the Universal Pre-K for 17:58:00
14 4-year olds. 17:58:03

15 That's just a high level overview of 17:58:04
16 some of the things that we're doing and some of 17:58:06
17 the priorities that are coming out of our 17:58:08
18 administration. And at this point I'm going to 17:58:10
19 turn it back over to you, Louisiana. Thank you 17:58:12
20 for having us. 17:58:14

21 BOARD MEMBER MELENDEZ: Thank you for 17:58:15
22 being here. And I stand up because I'm very 17:58:16
23 short. So thank you for being here and for 17:58:18
24 providing that high level, which I think 17:58:21



1 summarizes some of the things that I believe 17:58:24
2 everybody here shares, the acknowledgment of the 17:58:28
3 first years, the importance and how vital it is 17:58:31
4 to provide services that start right at birth 17:58:35
5 and go on through life that is just not getting 17:58:40
6 the kids ready for kindergarten, although that's 17:58:44
7 very important, that is the longer term. And 17:58:46
8 also I think highlighting also the tradition of 17:58:49
9 quality early care in Chicago and the road 17:58:55
10 ahead, which is -- has some challenges and 17:58:59
11 things we need to work out but also has a 17:59:04
12 community that is absolutely committed to 17:59:08
13 partnerships and to -- from the community, from 17:59:10
14 the institutions that work in early care and 17:59:13
15 education. 17:59:20

16 I am particularly excited about the 17:59:21
17 Workforce Scholarship because workforce 17:59:25
18 development is something that I work on every 17:59:28
19 day. And as a former teacher, as somebody who 17:59:30
20 was a preschool and kindergarten teacher for 17:59:34
21 over 20 years, I know how important it is to 17:59:37
22 have quality educators in every step of the way 17:59:40
23 of the Early Childhood Programs. 17:59:46

24 So to speak to one of the pieces that 17:59:48



1 Jennifer and Christi highlighted, I'm going to 17:59:53
2 pass it over to Leslie McKinily, who is the 17:59:55
3 Deputy Chief of Early -- Deputy Director of 18:00:00
4 Early Childhood Programs at Chicago CPS. Thank 18:00:04
5 you, Leslie, for being here. 18:00:08

6 MS. MCKINILY: Thank you, Board Member 18:00:11
7 Melendez. 18:00:11

8 As Board Member Melendez mentioned -- 18:00:12
9 how's this? As Board Member Melendez mentioned, 18:00:18
10 I am the Deputy Chief of Early Childhood for 18:00:21
11 CPS, and I am grateful to have this opportunity 18:00:24
12 to talk to you today. As you can see from our 18:00:28
13 mission in the District, the work of Early 18:00:31
14 Childhood is fundamental to the work that we are 18:00:34
15 embarking in our office of Early Childhood 18:00:39
16 Education. 18:00:42

17 The core values also speaks to the work 18:00:43
18 of Early Childhood particularly as it relates to 18:00:47
19 student centered. Everything we do in the 18:00:50
20 District, particularly in the Office of Early 18:00:53
21 Childhood, is student centered. We take the 18:00:55
22 whole child approach to our curriculum and 18:00:57
23 development, looking at social/emotional, 18:01:01
24 cognitive, physical development of each child. 18:01:04



1 Also, we understand that the impact that
2 community and family have on early learning is
3 essential.

4 When we look at the commitments within
5 the District, the academic progress, integrity
6 and fiscal sensibility, they are all aligned to
7 the work that's happening within the Office of
8 Early Childhood. And I'll talk more about how
9 this work relates to academic progress later in
10 the presentation.

11 The board launched its five-year vision
12 document with these goals that we are to
13 accomplish and working to striving for over the
14 next couple of years. Particularly look at the
15 blue which highlights the work of Early
16 Childhood. So we have some work to do. Early
17 Childhood is the foundation, we are working to
18 ensure that 50 percent of our children that
19 there's an increase in the number reaching
20 kindergarten-readiness benchmarks. We're also
21 working to look at grade 2 to see that there is
22 an increase of students at or above grade level
23 in 2nd grade. This work is instrumental, and it
24 begins in pre-K.

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1 Here is a little bit about our 18:02:18
2 landscape within the Office of Early Childhood 18:02:19
3 in the District. We serve a little over 18,500 18:02:22
4 students across schools and centers. You see 18:02:25
5 that we have 336 schools, 19 child/parent 18:02:29
6 centers and eight early learning centers across 18:02:33
7 the District. I want to highlight all of these 18:02:36
8 schools and centers provide a diverse way of 18:02:39
9 supports and services to families and students. 18:02:43
10 With our child/parent centers being a little 18:02:46
11 unique, those support services are embedded 18:02:49
12 inside of those child/parent center buildings. 18:02:52
13 The other services and supports for our schools 18:02:55
14 and early learning centers are pushed in from 18:02:58
15 our office, and I'll talk to that a little bit 18:03:01
16 now. 18:03:04

17 So when we think about preschool 18:03:04
18 services and supports from the Office of Early 18:03:06
19 Childhood, we have three buckets that we support 18:03:08
20 schools around, instruction, comprehensive 18:03:11
21 services and family engagement. Our Early 18:03:14
22 Childhood specialists are committed to working 18:03:18
23 not only with the teachers to improve 18:03:22
24 instructional practice, but they also work to 18:03:24



1 build administrator capacity around Early
2 Childhood in the District. We also work along
3 the pre-K to 2nd grade continuum with our ISLs
4 to ensure that the District's vision around
5 balanced literacy is successful and implemented.

6 Our comprehensive service coordinators
7 really work to support schools on building
8 partnerships around health, nutrition, mental
9 health, development. They also work in close
10 collaboration with our Office of Nutrition
11 Services, as well as our Office of Student
12 Health and Wellness to ensure that the Start
13 Well policies are implemented and the healthy
14 CPS schools are implemented from birth to 12th
15 grade.

16 Our family engagement coordinators work
17 in collaboration with our FACE Department and
18 our Network supports to ensure that we are
19 working with schools to ensure that families
20 have access to nice programs around -- that
21 meets the needs of their families and also that
22 their activities within our parent university
23 centers that speak to the needs of early
24 learning family.

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1 So here's -- this slide talks a little 18:04:49
2 bit about what our focus is this year. We heard 18:04:51
3 Christie and Jennifer talk about the Mayor's 18:04:54
4 Office and the focus around early learning from 18:04:57
5 a birth to 5 prospective. Here's the work 18:05:00
6 that's happening within the District. 18:05:03

7 Our priorities in the Office of Early 18:05:05
8 Childhood is around preschool access and 18:05:07
9 expansion, strategic partnerships and also 18:05:10
10 high-quality programming. Within preschool 18:05:14
11 access and expansion we are going to align and 18:05:18
12 we are aligning with not only the Mayor's Office 18:05:21
13 but with DFSS around universal preschool. We 18:05:25
14 are also working around application enhancements 18:05:31
15 to our COPA system. We know that the Chicago 18:05:33
16 Early Learning application process experiences 18:05:36
17 some challenges or exposes some challenges for 18:05:39
18 families. We are aware of that and we are 18:05:42
19 thinking about ways that we can enhance that 18:05:44
20 process. 18:05:47

21 We also know that as we move towards 18:05:48
22 universal there's going to have to be some 18:05:52
23 conversations and some changes around how we 18:05:55
24 enroll children. So we're looking at how we can 18:05:58



1 enhance and create better enrollment policies in 18:06:01
2 the District. When we think about strategic 18:06:04
3 partnerships it really starts with family 18:06:07
4 engagement. How are we engaging families? And 18:06:09
5 I want to commend -- take a moment and commend 18:06:13
6 Board Member Melendez about setting this vision 18:06:16
7 for this conversation because this is one 18:06:18
8 strategy of how we begin to engage families in 18:06:21
9 this process, how we begin to hear from families 18:06:25
10 so that the conversations that happen in this 18:06:29
11 safe space help to align the work that's 18:06:32
12 happening across the city, not only in the 18:06:35
13 District. Our community partnerships, how we 18:06:38
14 work with our sister organization DFSS, how we 18:06:39
15 work with the Mayor's Office is all aligned 18:06:43
16 under these community partnerships. How do we 18:06:47
17 better support schools to have partnerships 18:06:49
18 within not only community organizations but CBOs 18:06:53
19 really to align this work of early learning? We 18:06:57
20 can't do it alone. 18:07:00

21 We also are focusing on high-quality 18:07:04
22 programming, that goes back to our academic 18:07:06
23 progress commitment in the District. And so we 18:07:08
24 are looking at how do we align professional 18:07:12



1 development not only within the Office of Early
2 Childhood but across preschool to 2nd grade to
3 meet those five-year goals. So we're looking at
4 how are we designing professional development
5 that supports administrators but also supports
6 the work of classroom teachers as well as
7 teacher assistants.

8 Our instruction and coaching is another
9 arm of our strategic priority. How are we
10 providing coaching support to those 300-plus
11 classrooms? How are we ensuring that the whole
12 child approach to instruction is taking place
13 with our teachers and our students? So one way
14 to do it is we're looking at P2 instructional
15 alignment, so we're working more closely with
16 our kindergarten, 1st and 2nd grade teachers.
17 We're also working more closely with our Network
18 ISLs to align this work.

19 So where are we now? We talked about
20 what we look like, our landscape. We talked a
21 little bit about our strategic priorities. So
22 where are we now in this work? So we've made
23 some progress and we're excited about it. So
24 we've expanded pre-K across the District by 24

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1 percent. It's our largest expansion to date. 18:08:31

2 We also identified expansion 18:08:34
3 opportunities within the District. As we think 18:08:37
4 about Universal Pre-K expansion, we have to have 18:08:40
5 a plan and a road map of where there may be 18:08:44
6 opportunities to expand. So we started to think 18:08:47
7 about that. We also launched initiatives like 18:08:50
8 the Summer Institute Winter Institute 18:08:53
9 Professional Development. We are also partners 18:08:56
10 in the workforce work that Christ is spearheading up 18:09:00
11 heading out of the Mayor's Office. And we also 18:09:04
12 are collaborating across the city with the 18:09:06
13 Mayor's Office and DFSS around our preschool 18:09:09
14 city-wide application and enrollment process. 18:09:13

15 Additionally, new this year we've 18:09:17
16 created a tiered support. So we talked about 18:09:20
17 those different centers and schools. We talked 18:09:22
18 about 300-plus schools that we're supporting. 18:09:25
19 How can we work together with limited resources 18:09:29
20 and staff? And we saw that we had ten, 15, 18:09:33
21 Early Childhood specialists, so how are we 18:09:37
22 utilizing those staffing resources to ensure 18:09:40
23 that schools have what they need? So one way 18:09:43
24 that we've approached it this year is a tiered 18:09:46



1 support model. So we're providing intense
2 support around education, around comprehensive
3 services, around family engagement to schools.

4 As we work to meet our strategic
5 priorities, we're going to continue the
6 collaboration with the Mayor's Office and DFSS
7 and our own Network supports to ensure that we
8 are assessing the future of our technology and
9 application system. We're going to continue the
10 work around a collaborative process, around
11 building new enrollment policies for pre-K. And
12 we also are going to continue to do things like
13 this, establish work groups and opportunities
14 for community engagement and collaboration.

15 I thank you for the time to talk with
16 you. I will now turn it over to Board Member
17 Melendez. Thank you.

18 BOARD MEMBER MELENDEZ: Thank you,
19 Leslie. Thank you.

20 I think that our guests have provided
21 us -- given us, you know, a picture of the early
22 learning landscape in Chicago as complex, rich,
23 full of opportunities and also some challenges
24 that we need to address. And that's why we are

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1 here and that's why we're seeking partnership
2 with you and want to hear your voice as we move
3 forward.

4 There's many exciting things happening,
5 the expansion of more spaces for children in
6 pre -- in Chicago Public School classes but
7 other alternatives that need to be further
8 developed and revised and, you know, made better
9 every day because every child in our city
10 deserves that.

11 So I think also, you know, the
12 awareness that -- one thing that I am
13 particularly excited about is this multi-grade
14 alignment. I come from Erikson Institute. I
15 was a student at Erikson, I now work there. And
16 we have a firm belief that early childhood is
17 not just birth through 5 or 3 to 5, it extends
18 into 2nd or 3rd grade. And alignment along
19 those grades that we've seen tons of research
20 and very, very valid evidence that leads to
21 better outcomes during the early years of the
22 3rd grade but also beyond the early years.

23 And I'm going to before starting the
24 Q-and-A session because I know that that's why

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1 you're here, I want to say that something that I 18:12:35
2 am particularly passionate about and that I know 18:12:40
3 is very much part of the vision of CPS and also 18:12:45
4 the city is that, you know, creating services 18:12:51
5 that in order to be of quality need to be 18:12:55
6 linguistically and culturally responsive to the 18:12:58
7 communities that we serve across the city. So 18:13:02
8 that is my little soapbox. So that is something 18:13:05
9 that is very important and that I assure you is 18:13:10
10 very much in the minds of all that are -- the 18:13:13
11 people that are collaborating as I'm sure it is 18:13:18
12 on yours too. 18:13:20

13 So we now have a Q -- we're going to 18:13:21
14 start a Q -- we're going to give you a couple of 18:13:24
15 minutes just to gather your thoughts and to take 18:13:27
16 a look at the questions that our panelists 18:13:29
17 created to sort of jump start the Q-and-A 18:13:35
18 questions. There are six questions there that 18:13:41
19 we would like you to consider as you line up. 18:13:45
20 We will tell you how to do it to ask questions 18:13:50
21 of our guests and also to provide your voice and 18:13:57
22 your input in this conversation. 18:14:04

23 So we -- again, I want to remind you 18:14:05
24 that we ask that you limit your question to one 18:14:10



1 question per participant. If you have many more 18:14:16
2 questions, as I'm sure many of you will have, we 18:14:20
3 will have some -- we had at the sign-in table 18:14:23
4 some feedback questions -- sheets that we will 18:14:27
5 provide, you can fill those out, and they'll be 18:14:30
6 a place to leave them with us at the end. 18:14:35

7 If you have more than one question, 18:14:41
8 again, you know, don't fret, we will give you 18:14:43
9 the opportunity to write it down and we will 18:14:45
10 answer it. Please write clearly when you -- if 18:14:48
11 you choose to fill out one of those sheets so we 18:14:53
12 can get, you know -- answer your question 18:14:58
13 correctly. And also if you so choose please 18:15:01
14 leave us your name and e-mail so we can get back 18:15:07
15 to you. Those questions will be collected, will 18:15:09
16 be summarized and then posted in our website 18:15:15
17 www.cpsboe.org and -- in a couple of weeks. You 18:15:19
18 just have to give us some time to put those 18:15:28
19 together, and they will be available for 18:15:31
20 everybody to see. Once those -- the materials 18:15:32
21 that emerge from the Q-and-A session, we will 18:15:37
22 let you know via e-mail, but if you, you know, 18:15:42
23 do not leave your e-mail with us, please look at 18:15:45
24 the website, the Board website. 18:15:48



1 Also, if there's -- there's a special
2 website for the Early Childhood Committee that I
3 will give you later because I think it's -- I
4 don't have it right here in front of me, okay.
5 So we will have -- what we are going to do now
6 we will have two lines for the Q-and-A, and I'll
7 alternate between them. And then we are lining
8 up on both -- here and here and Susan Narrajos
9 and Estel a Bel tran will help you get organized.
10 And as you come up please state your name and,
11 you know, your affiliation or why you are here.
12 And as a reminder we have Spanish translators
13 available for you if you should need them.
14 so -- I'm sorry? Oh, the Q-and-A session will
15 be -- will end promptly at 7:00. And we will
16 start in one minute as we give you some time
17 just to consider some of the questions that the
18 panelists have brought, but in a minute sharp
19 we'll begin.

20 (Whereupon, a short break was
21 taken.)

22 BOARD MEMBER MELENDEZ: Okay. Before
23 we begin in about 30 seconds, I want to
24 acknowledge Sendhil Revuluri, our Board Vice

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President. And also our Student Representative, Joshua Torres, yes, who has been very, very -- attends all our meetings, and we're so proud of him.

So also I just wanted to mention that we will all try to answer your questions to the best of our ability. There may be questions that come up that we may not and we will make sure that -- make note of those so you can hand them in at the end so we can go and do some research and post those answers in the summary of the meeting that will be available.

So let's begin.

MS. BELTRAN: So we'll start on this side.

BOARD MEMBER MELENDEZ: Okay, great.

MS. ROBERTS: Hi. Thanks, everybody, for being here. My name is Kirstin Roberts, I'm a preschool teacher at Brentano Elementary in Logan Square neighborhood teaching a blended classroom, which means a classroom of preschoolers who are enrolled in general education, as well as dedicated spots for children with Individualized Education Plans, so

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1 a special education component.

2 So, you know, I'm also the chair of the
3 Early Childhood Committee of the Chicago
4 Teachers Union. So I want to make an invitation
5 as well as ask a question, which is, I heard a
6 lot of stakeholders mentioned, and I'm glad that
7 there seems to be at least rhetorically a
8 commitment towards collaboration. I didn't hear
9 teachers and preschool teachers in particular
10 mentioned as one of the stakeholders and
11 partners that you'd like to collaborate with.
12 And I'll tell you, we have a lot of insights
13 into all the questions that you have up. We
14 also have more questions, more issues we'd love
15 to bring to the table and talk with you about.
16 It's one of the things we did during the
17 negotiations with the Board during the strike,
18 which is why we now for the first time in the
19 history of the Chicago Teachers Union have an
20 article entirely devoted to ensuring the rights
21 of our youngest learners, their teachers and
22 their families, including the right for nap
23 time. We shouldn't have had to fight for it,
24 but we did.

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1 So my question really is, I heard you
2 say that we expanded pre-K to 24 -- about 24
3 percent, 2019/20. Fantastic. That almost makes
4 up for all the spots we lost over the past
5 several years when we went to website-based
6 centralized registration. That is the biggest
7 barrier to access in my experience. Families
8 who do not speak English are having an extremely
9 difficult time. All families, no matter what
10 language you speak, have an extremely difficult
11 time with this website. It is not transparent.
12 It is difficult. We took a great system, which
13 was going to your local school, forming
14 relationships with teachers and administrators
15 and getting our youngest learners and their
16 families into the schools that way, we took that
17 great system and we really ripped it apart with
18 centralized registration.

19 So I was really curious to hear, you
20 said, Leslie, thank you for saying that changes
21 are coming to enrollment process now that we're
22 moving to full day, we're adding a grade.
23 That's the first time that I know of that
24 happening in the Chicago Public Schools. We're

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1 adding a grade for 4-year-olds, that's exciting. 18:22:43
2 How are we going to deal with registration when 18:22:46
3 we do that? How are we going to make access 18:22:49
4 equitable, especially for our black and brown 18:22:53
5 students and especially in our poorest 18:22:56
6 communities and our learners with special needs? 18:22:58

7 Thank you. 18:23:00

8 MS. McKINILY: Thank you. 18:23:07

9 So, yes, I did mention that we 18:23:13
10 increased full-day access by 24 percent this 18:23:15
11 school year. I also did mention that we are 18:23:21
12 looking at ways to enhance the preschool 18:23:25
13 application process. We know that it is 18:23:29
14 challenging and that is -- there are some 18:23:31
15 barriers for families. 18:23:34

16 One of the things that we are doing is 18:23:37
17 we've held Think Tank sessions where we did ask 18:23:39
18 preschool teachers, principals and clerks to 18:23:45
19 come in and give insight onto ways that we can 18:23:48
20 improve that process. We are also talking 18:23:51
21 across organizations, DFSS, Mayor's Office and 18:23:54
22 CPS, on ways that we can begin to look at how we 18:23:58
23 can, one, think about new enrollment policies as 18:24:03
24 we expand, but also thinking about the impacts 18:24:06



1 that we need to change around the application
2 process.

3 We did do a study where we looked at
4 our current application and enrollment process
5 in hopes of informing the work that needs to
6 happen as we change and enhance the system for
7 enrollment.

8 BOARD MEMBER MELENDEZ: If I may also
9 address the issue of the teachers. This is our
10 first meeting, and we are a new Committee, and
11 definitely I think that my partners in crime at
12 the Board have been -- heard me say we have to
13 hear from families and we have to hear from
14 teachers. Those are very important
15 stakeholders. This first meeting is -- was for
16 the community because -- you know, including
17 teachers as members of the communities. But in
18 the future I anticipate that definitely we want
19 to hear from you and, you know, what's working,
20 what's not, as I'm sure also, you know, that
21 Chicago Public Schools' division of Early Child
22 also wants to. But that is very much at the
23 center of my work as the Chair of this
24 Committee.

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MS. O' BANNER: Hi. Good afternoon. My name is Darlene O'Banner, and I am in the Englewood community. I'm from Earle STEM Academy. I'm also the chairperson -- co-chairperson of Englewood Community Action Council. I have served on Early Childhood. As a matter of fact, I was the chairperson for the Early Childhood Policy Committee. And I don't want nothing I'm saying to come negative because I'm not negative, I love CPS, I love the City of Chicago, but you're not listening to what we need. We have children that's coming to school, coming to kindergarten because the laws say a child technically don't have to come to school until they get to kindergarten. So right now we have a kindergarten class and she has 15 students that has never had any type of pre-K. Then you want to say 2nd grade. If you have a child that's in kindergarten, if you're going to go to pre-K, you need to be already knowing -- introduced to those first hundred sight words. It's not happening. Then when you get in kindergarten you're supposed to be at a level A kindergarten ready. Then to get into

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1 2nd grade you need to be like an E or F level 18:26:43
2 for 2nd grade or I. Then you want to say how 18:26:46
3 you going to keep the attainment for 2nd grade, 18:26:50
4 you're not going to get the attainment. Then 18:26:53
5 when they get to 3rd grade benchmark they're 18:26:55
6 already off track because you're not coming to 18:26:57
7 the school listening to what exactly we need and 18:27:00
8 the help and support that we need. 18:27:03

9 I just tried to register my baby 18:27:05
10 yesterday for Early Childhood because my 18:27:07
11 great-grandbaby is going to go to pre-K, she's 18:27:11
12 3. When I went in there, and I know the system, 18:27:14
13 the only option they gave me, they said I had to 18:27:16
14 go to a FACE-based. I don't want her to go 18:27:21
15 there. I want her to go to half-day Earle. So 18:27:24
16 how come at an early stage of registration why 18:27:29
17 didn't the option -- give me the option to say 18:27:32
18 whether I want her to be in the CPS school or 18:27:33
19 the day care? I don't believe in day cares on 18:27:36
20 none of any children. 18:27:39

21 So I want someone to call me and talk 18:27:40
22 to me. I don't think pre-K -- and I talked to 18:27:43
23 Leslie several times, I don't think that pre-K 18:27:46
24 is fair around the board from the north side to 18:27:50



1 the south side to the west side. It's not fair. 18:27:54
2 You're doing expansion in communities, you're 18:27:55
3 doing expansions in school. If you're doing an 18:27:55
4 expansion and having a pre-K student go there, 18:27:56
5 whether it's selective-enrollment like Miles 18:27:59
6 Davis, you're doing a \$50,000 expansion there, 18:28:02
7 that child can go to pre-K, but when that child 18:28:04
8 gets to kindergarten that principal is not going 18:28:08
9 to allow that child to stay at Miles Davis from 18:28:10
10 kindergarten to 8th grade. That's not fair. 18:28:13

11 So I need to talk to someone because if 18:28:15
12 we're not -- if our students is not on a level 18:28:17
13 of reading, parent involvement, parent 18:28:21
14 engagement is hard. I do the work. I volunteer 18:28:24
15 with Parent University. I do everything I can. 18:28:28
16 Parent engagement is hard, but you can't take it 18:28:31
17 out on the child, you have to be there for those 18:28:33
18 students that's in those schools. And if you 18:28:36
19 all does not really listen all that right there 18:28:38
20 you put up there, I seen that, done that, you 18:28:41
21 could say that you did a lot of stuff then 18:28:43
22 you -- Mayor's Office, I've talked to you, 18:28:45
23 Ms. Alexander, several times on the e-mail, and 18:28:47
24 you could say that you're doing all this 18:28:50



1 different stuff to make it look good for a 18:28:52
2 meeting, but it's not actually happening in the 18:28:54
3 schools. It's not happening, and I'm a witness 18:28:56
4 to it and I'm seeing it. So I would just want 18:28:58
5 you to be fair with your expansion, give 18:29:00
6 everyone opportunity in the way that we're 18:29:02
7 enrolled and we know it's been a problem. 18:29:04

8 My baby now is in 2nd grade, it's been 18:29:07
9 a problem with registration with pre-K for the 18:29:10
10 last three years. And your study keeps saying 18:29:13
11 it's a problem, it's a glitch. You're not 18:29:17
12 fixing it because no one -- you're trying to 18:29:19
13 take a set of kids and put them in certain 18:29:20
14 places, then you want to leave it open and say 18:29:23
15 that you want to let this many to go to CPS. 18:29:26
16 That's not fair. Parents should have the 18:29:28
17 opportunity to say whether they want to go to a 18:29:31
18 FACE-based or whether they want to go to CPS, 18:29:33
19 and it's not happening. 18:29:34

20 BOARD MEMBER MELENDEZ: Thank you for 18:29:36
21 your -- you know, I don't know if you want to 18:29:37
22 comment on that or, you know. 18:29:40

23 MS. McKINILY: As Ms. O'Banner said, 18:29:43
24 we've had several conversations and she has been 18:29:47



1 with us a part of the process as we have been 18:29:50
2 working out -- we have been working out the 18:29:52
3 kinks to enhance our application and enrollment 18:29:54
4 process. Although, we have made strides, we 18:29:58
5 have made some adjustments, there is still some 18:30:01
6 work to go and some things that we still need to 18:30:03
7 think about, particularly around the point that 18:30:05
8 you made around Miles Davis and being a magnet 18:30:09
9 school and students not having the ability once 18:30:13
10 they go to pre-K to remain at that site. Again, 18:30:16
11 when I talked about making new enrollment 18:30:19
12 policies that's some of the work that we will be 18:30:23
13 addressing. We will be looking at how we can 18:30:25
14 create enrollment policies within the District 18:30:28
15 that allow for that choice for families but also 18:30:31
16 align to current K-12 enrollment policies and 18:30:34
17 structures. 18:30:38

18 BOARD MEMBER MELENDEZ: Thank you for 18:30:44
19 your feedback. 18:30:44

20 MS. CHEN: Hi. I'm Jieqi Chen, I'm a 18:30:46
21 senior vice president of Erikson Institute. I 18:30:52
22 come here just want to tell you we want to work 18:30:57
23 with you, okay. Erikson Institute is a graduate 18:31:00
24 school, and we are really focusing on birth to 8 18:31:05



1 years old, so exactly the age you're focusing on 18:31:10
2 here. We have a staff and the faculty who 18:31:14
3 really -- and Louisiana is one of our pride, 18:31:18
4 okay. And we really have the expertise in all 18:31:21
5 the content areas from birth to 2nd grade and 18:31:26
6 the coaching and teacher professional 18:31:30
7 development and leadership development and also 18:31:33
8 family engagement. 18:31:35

9 We have been working with the 18:31:38
10 Chicago -- whole Chicago, particularly CPS, 50 18:31:41
11 some years ago when Barb Bowman founded our 18:31:45
12 institute, and she is still here want to work. 18:31:49
13 And she told me, come there, tell them we want 18:31:52
14 work with Chicago and we want get involved. 18:31:55
15 Sometimes we don't know how to, and we really 18:31:59
16 wanted to come to sit down with you to talk 18:32:02
17 about our whole institute wants to be in this 18:32:04
18 initiative to work together with all the people 18:32:10
19 here. Thank you. 18:32:14

20 BOARD MEMBER MELENDEZ: Thank you, 18:32:16
21 Jackie. 18:32:18

22 LINDA: Hi. My name is Linda. I'm 18:32:19
23 actually the director of Hunter Early Childhood 18:32:23
24 Center, which is a community-based organization 18:32:26



1 and a delegate of DFSS in providing preschool
2 care and education.

3 I just wanted to talk a little bit
4 about parent choice and Universal Pre-K options.
5 I have many families who choose to come to
6 community-based organizations for a variety of
7 reasons that they feel that their family needs
8 that they cannot get from a school-based
9 program. However, when it comes down to
10 eligibility, they may just barely go -- barely
11 meet the eligibility and no longer qualify for
12 government subsidy so then they are forced to
13 either pay tuition prices or a very steep
14 co-payment. And if you compare that to their
15 other option of CPS preschool, which is
16 completely free, is that really parent choice?
17 You are comparing \$15,000 a year in tuition to
18 completely free, none without any socioeconomics
19 in its background.

20 So it has been a very difficult road
21 for our families who want to stay in our center
22 who have been with us since 15 months and wants
23 to continue that continuity of care or they need
24 the before and after school care along with it.

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1 But when it comes down to it, money wins, and 18:33:46
2 you can't beat free, but then they struggle to 18:33:49
3 find the before care and the after care and so 18:33:52
4 forth making it that much more difficult for -- 18:33:54
5 to lead and provide for their families. 18:33:57

6 So I just wanted to bring that to light 18:33:59
7 and see how we can make this process truly 18:34:02
8 equitable and truly universal for all families 18:34:05
9 despite a socioeconomic background. Because 18:34:10
10 just because they're not eligible doesn't mean 18:34:14
11 they're out rich and fancy going out to Disney 18:34:19
12 World. They just barely meet the cutoff by 18:34:20
13 maybe \$100 and so forth. And they're the ones 18:34:24
14 are who we find to be the most struggling and 18:34:24
15 the most vulnerable that we really need to 18:34:25
16 support and catch them to continuously give them 18:34:28
17 the support that they need. 18:34:31

18 And so on that realm, my question is, 18:34:32
19 of the 24 percent expansion of the preschool 18:34:36
20 classrooms, what percentage of them are fully 18:34:39
21 enrolled -- how much of it is enrolled? 18:34:42

22 MS. McKINILY: I don't have the exact 18:34:45
23 number for the new expansions, but I can tell 18:34:51
24 you preschool enrollment day 20 for the District 18:34:54



1 we were close to 90 percent enrolled. 18:34:59

2 MS. SUAREZ: Buenos noches. Good 18:35:03
3 evening. My name is Astrid Suarez, and I'm the 18:35:07
4 Director of Education for Enlace Chicago. We 18:35:11
5 have been working in collaboration with CPS 18:35:12
6 partners and CBO's partners and Chicago Public 18:35:15
7 Schools in our community on policy makers. 18:35:18

8 I would like to echo some of the issues 18:35:22
9 that have been brought already about the online 18:35:25
10 registration process and really to make the 18:35:28
11 parents what they are. So we have parents who 18:35:31
12 don't have access to Internet at home. We have 18:35:33
13 parents who don't know how to navigate the 18:35:36
14 online system, the existing system. We have 18:35:39
15 parents who are undocumented and they are like 18:35:41
16 really afraid with the situation that we are 18:35:46
17 living right now in this country to provide any 18:35:48
18 specific information to a site that they don't 18:35:51
19 know how protected would be the information. 18:35:54

20 So this year with the support of our 18:35:59
21 partners, we were able to hire parent advocates 18:36:01
22 to really help the parents to do -- to navigate 18:36:05
23 to bring parents to register their kids to the 18:36:09
24 Chicago Public Schools in our community, as well 18:36:11



1 to CBOs in our community. 18:36:14

2 So I am hoping with the plans that you 18:36:15
3 have expressed today that looking into these 18:36:18
4 collective work that we are doing and 18:36:21
5 collaborative work with our partners really meet 18:36:25
6 the families and the communities where they are. 18:36:28
7 Our communities in Chicago have a lot of quality 18:36:29
8 of life plans already in place. Let's look into 18:36:31
9 the quality of life plans our neighborhood has 18:36:34
10 and how to really align the policies, the 18:36:36
11 funding and the work that we are doing, the 18:36:40
12 collective work to the parents and family needs. 18:36:45
13 We have a big gap in our community, we have over 18:36:48
14 7,000 0 to 5 children in Little Village, so we 18:36:51
15 have kids to enroll. But also we have a 18:36:55
16 different practice in our families. So 18:36:57
17 education is about registration in the CPS or 18:37:01
18 CBOs or a home provider, but also meet the 18:37:04
19 families where they are and provide services and 18:37:06
20 access to information on education to their 18:37:08
21 families. So that has been important for us. 18:37:11

22 Also, about the data. So this year 18:37:15
23 working in collaboration with many of you, we 18:37:18
24 have a lot of families (inaudible) until 18:37:22



1 October, November. And we ask about where we 18:37:25
2 can place families in the CBO and the CPS. And 18:37:28
3 was the confusion about the current data but 18:37:31
4 also confusion about the 3 year child supposed 18:37:33
5 to be in community-based provided not in the 18:37:36
6 CPS, but it's still we're in limbo. So we 18:37:40
7 really need -- I know it's a big effort, I know 18:37:43
8 it's a big system, but what about be very 18:37:45
9 intentional about those communities who are 18:37:49
10 doing a lot of work in the base, in the ground 18:37:51
11 and really be mindful about the needs, at least 18:37:55
12 in the community needs. I think there is an 18:37:59
13 effort in place, I appreciate that, but we need 18:38:01
14 to do more because our kids need that, that 18:38:02
15 pipeline, like when you say the pipeline is 0 to 18:38:07
16 90, and we need to support our students 0 to 18:38:11
17 college at least. It begins there zero, zero, 18:38:15
18 zero months, like one, two months, like we have 18:38:19
19 to do that. So I'm hoping that we can do that 18:38:21
20 moving forward with the new -- with this 18:38:26
21 approach that you are having. Thank you so 18:38:28
22 much. 18:38:30

23 BOARD MEMBER MELENDEZ: Thank you for 18:38:31
24 your feedback. And, you know, the application 18:38:32



1 issue has been -- I think we understand how 18:38:37
2 important it is. 18:38:41

3 I also appreciate your comments 18:38:42
4 regarding families that may be undocumented or 18:38:45
5 fearful of how the information that is online 18:38:49
6 may be accessed. And I also heard you say that 18:38:53
7 you -- all of us need further clarity regarding 18:39:00
8 the placement of 3-year-olds. So is that -- my 18:39:05
9 summary accurate? I just want to make sure that 18:39:09
10 we, you know, have all the points that you made, 18:39:12
11 which were, you know, they were very important, 18:39:16
12 all of them. 18:39:19

13 MS. SUAREZ: Yes, I also take your 18:39:20
14 response. But I also forgot to mention that we 18:39:29
15 lose the CBO partner (inaudible) Head Start 18:39:32
16 Program, and we need it. So we have a gap. We 18:39:36
17 have a gap in the community. We have a gap for 18:39:39
18 0 to 2s as well. So how we are losing partners 18:39:42
19 when we have the children and families who need 18:39:44
20 that support. 18:39:48

21 So I'm really hoping that we have to 18:39:48
22 work hard on these in doing the right things for 18:39:51
23 our communities now. Thank you. 18:39:53

24 BOARD MEMBER MELENDEZ: That's why 18:39:55



1 we' re here. 18:39:56

2 MS. SUAREZ: Yeah. Thank you. Thank 18:39:57
3 you. 18:39:59

4 BOARD MEMBER MELENDEZ: If any of you 18:39:59
5 would like to comment on, you know, the feedback 18:40:00
6 that we just heard. 18:40:04

7 MS. McKINILY: I can say a little bit. 18:40:09
8 Sorry. Astrid mentioned the center that closed 18:40:12
9 in your community. I just wanted to let you 18:40:17
10 know that we did work in collaboration with DFSS 18:40:20
11 to support those families with accessing the 18:40:25
12 classrooms that were in our CPS sites within a 18:40:30
13 2-mile radius and beyond. So just to let you 18:40:33
14 know we did try to ensure that there was support 18:40:36
15 there. 18:40:38

16 Relating to 3-year-olds, absolutely, 18:40:39
17 that is a concern that we heard loudly this 18:40:41
18 year, and it is something that we are currently 18:40:45
19 talking about ways to enhance. So we do still 18:40:48
20 serve 3s in the District. So I know that that 18:40:53
21 is a little bit confusing. So we'll have to 18:40:55
22 think about, one, how do we provide access to 3s 18:40:58
23 and how do we message the different 18:41:01
24 opportunities that are available for 3-year-olds 18:41:04



1 across the city. 18:41:06

2 MS. OTTINET: Hi. My name is Mary 18:41:08
3 Ottinet. I am on the Parent Board of Governors 18:41:14
4 here for Chicago Public Schools. I'm also an 18:41:19
5 ODLSS, which is special ed department, parent -- 18:41:23
6 I'm on the Parent Advisory Council. I also 18:41:27
7 chair as the Parent Advisory Council chair for 18:41:30
8 Beard Elementary, which is a specialty school 18:41:34
9 for children with disabilities on the northwest 18:41:37
10 side. I'm also on the Lawn (phonetic) LSC as a 18:41:39
11 community rep. I am on El Hogar Del Niño's 18:41:46
12 Parent Policy Committee, it's a CBO, 18:41:50
13 community-based organization, in the Pilsen 18:41:54
14 neighborhood. I am also on the Kids First 18:41:55
15 Chicago Parent Advisory Board. I'm saying all 18:42:02
16 of that just to make sure that you understand I 18:42:08
17 believe in volunteering and being a part of 18:42:10
18 Chicago Public Schools, as well as serving as 18:42:13
19 community reps like I am in the Parent Policy 18:42:17
20 Committee at El Hogar Del Niño because I believe 18:42:22
21 in our children and I believe in the education 18:42:27
22 of our children starting at 0. I'm the parent 18:42:28
23 of three children with disabilities. I'm also a 18:42:32
24 pediatric nurse. 18:42:35



1 As you guys saw me passing out my 18:42:39
2 handout today, I'm also part of the larger 18:42:41
3 campaign for Equitable Early Learning Funding, 18:42:45
4 and I represent hundreds of families who have 18:42:49
5 been disenfranchised by this whole entire 18:42:51
6 process as CPS rolls out Universal Pre-K. I was 18:42:54
7 happy to hear that this young -- that it was 18:42:59
8 mentioned that there were Think Tanks that took 18:43:01
9 place. I didn't really hear that that -- or 18:43:05
10 maybe it did happen with parents who, you know, 18:43:09
11 this information was rolled out to them and they 18:43:12
12 were allowed to scrutinize the process that you 18:43:15
13 were using in the communities, that it was 18:43:18
14 transparent, that you made sure that focus 18:43:21
15 groups were happening early and often, that they 18:43:25
16 continue to happen. And who are you selecting 18:43:28
17 to be part of this scrutinizing process? 18:43:31

18 I'm very concerned. I'm very concerned 18:43:34
19 about the 5,000 kids that CPS gave back that are 18:43:38
20 no longer receiving Head Start services. I'm 18:43:42
21 still trying to find out where these children 18:43:45
22 are. My daughter was saved by Head Start that 18:43:48
23 was facilitated and administered at El Hogar Del 18:43:51
24 Niño. And she came to CPS whole, ready to learn 18:43:54



1 because she was provided whole education and 18:43:57
2 services at the age of 15 months. 18:44:02

3 I'm really standing here to make sure 18:44:07
4 that this conversation around the understanding 18:44:10
5 of what needs to happen starting at the age of 18:44:13
6 0, and what happens there is a direct impact on 18:44:16
7 what that child and the amount of supports and 18:44:20
8 services they're going to need when they get to 18:44:23
9 CPS. Our 0 to 3, I'm sorry, are more important 18:44:25
10 than my 4-year-old. My 4-year-old is great, but 18:44:30
11 she got to you, CPS, and the way that she got to 18:44:34
12 you because she was in an appropriate program 18:44:37
13 that provided for the services that she needed. 18:44:39

14 I'm very concerned when I understand 18:44:42
15 the city-wide assessment team that I went 18:44:44
16 through stripped my daughter of all of her 18:44:45
17 services. That was CPS that did that that. It 18:44:48
18 wasn't El Hogar that provided my daughter all 18:44:50
19 the supports and assisted me with getting her 18:44:53
20 all of the supports that she needed. 18:44:55

21 So I'm very concerned as we're 18:44:57
22 continuing to rollout Universal Pre-K in a 18:45:00
23 system within Chicago Public Schools that I 18:45:02
24 don't believe is ready. We have a talent 18:45:05



1 problem. We have a trust problem. You have 18:45:08
2 families who don't trust CPS like that. I work 18:45:11
3 in various capacities where I'm engaging parents 18:45:14
4 and I'm trying to bring them into the system, 18:45:18
5 but they are afraid, and rightfully so, they've 18:45:21
6 seen some things. It's not all parents who have 18:45:24
7 had a good experience with CPS, as well as the 18:45:27
8 City of Chicago and needing to build trust. 18:45:29

9 As we're embarking on this new 18:45:32
10 endeavor, and as Chicago is actually being 18:45:35
11 utilized as guinea pigs because this is not 18:45:37
12 going on -- this rollout of Universal Pre-K is 18:45:39
13 only happening here in Chicago, it's happening 18:45:43
14 in other parts of the State, and they're working 18:45:44
15 out the kinks on people's babies. We need to 18:45:45
16 really understand and have a real robust and 18:45:47
17 honest conversation because the last time I 18:45:50
18 checked our schools are set up to have Local 18:45:52
19 School Councils. Local School Councils ain't 18:45:55
20 nowhere but in the City of Chicago. Do we 18:45:58
21 really understand what it is, the politics, the 18:46:00
22 understanding of ecosystems, how people receive, 18:46:02
23 you know, services in their back yards? It's a 18:46:06
24 more in-depth conversation that's needed than 18:46:09



1 what's happening. 18:46:13

2 And I think that as policy makers and 18:46:14
3 as, you know, you're making decisions about 18:46:17
4 people's babies, engage us, engage us as 18:46:20
5 parents. And I think that we have a lot of 18:46:22
6 parents who have a lot to say, but we're not 18:46:24
7 being engaged. I have been to many meetings 18:46:26
8 with these people sitting right here and we're 18:46:30
9 not getting the answers that we need. I was at 18:46:33
10 another meeting with -- what's the gentleman's 18:46:35
11 name who just stepped down? Your head of Early 18:46:38
12 Childhood, Anthony Abello. And honestly, what I 18:46:41
13 heard out of his mouth when he was at a Teach 18:46:44
14 for America conference, I didn't really like it 18:46:46
15 either. I don't feel like there's a true 18:46:49
16 understanding of what's happening in people's 18:46:51
17 back yards. What is it that I need to make me 18:46:52
18 whole as a family so that my child can be whole 18:46:55
19 and gets to you, CPS, in one piece? That 18:46:58
20 conversation needs to take place. 18:47:03

21 And so my question is around the whole 18:47:05
22 notion of transparency and having ongoing type 18:47:06
23 of focus groups and putting it out there and 18:47:12
24 making sure that it's out there and that what 18:47:16



1 does that look like, how are we doing it, how
2 are we engaging parents and families in their
3 back yards. Those parents who got all their
4 programs stripped, who contacted those parents?
5 What do they need? I'd like to understand that.

6 BOARD MEMBER MELENDEZ: Thank you for
7 your feedback.

8 And, distinguished ladies, which one
9 would like to start?

10 MS. MCKINILY: I'll start with just how
11 we engage families around our Think Tank
12 conversations. So families who apply to
13 preschool through Chicago Early Learning, we
14 sent out an invitation to join our Think Tank
15 conversations. We also put it in our principal
16 newsletter to gain principal support. And we
17 also put it in our early childhood blast that
18 goes to all of our preschool teachers. So
19 families were connected directly through the
20 COPA application platform. And school-based
21 staff was connected through our office,
22 particularly around the Think Tank.

23 MS. CHADWICK: And I just want to say
24 thank you for your comments as well. I think

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1 that one of the things that we value most in our 18:48:36
2 office is parent choice and what families want 18:48:39
3 and how we, you know, build and expand the 18:48:42
4 systems to allow for parent choice. We know 18:48:44
5 that more engagement of parents needs to happen. 18:48:47
6 There have been Think Tanks. We have done some 18:48:51
7 focus groups. We know that we need to do more 18:48:54
8 and we need to do this on an ongoing basis. 18:48:56

9 We also are looking into what it means 18:48:59
10 to have more parent choice in the city, and it's 18:49:02
11 something that we're, you know, committed to 18:49:04
12 continuing to have a conversation around. 18:49:05

13 MS. ALEXANDER: Thank you for your 18:49:09
14 passion. What I do want to say is to your point 18:49:11
15 about transparency and engagement and, yes, we 18:49:14
16 have had several conversations with many of you 18:49:17
17 around the room, but a lot of those 18:49:20
18 conversations have been about taking stock and 18:49:22
19 where we currently are and where we're going 18:49:26
20 next. So I think a lot of those conversations 18:49:29
21 are still ongoing and we do need to leave room 18:49:32
22 for that. But thank you very much for your 18:49:35
23 passion. 18:49:37

24 STUDENT MEMBER TORRES: Good evening, 18:49:45



1 everyone. My name is Joshua Torres, I am the
2 Honorary Student Board Member. And just to get
3 straight to the point, my question is, how will
4 CPS ensure that restorative justice practices
5 are implemented in preschools District-wide to
6 reform how misbehaving children are, you know,
7 treated?

8 MS. McKINILY: One of the support
9 structures that we have in places utilizing our
10 Early Childhood specialists to work directly
11 with teachers and also ensuring that we engage
12 our social workers, school social workers, our
13 SEL Department in that process to ensure that
14 the work and the training that's happening for
15 our preschool teachers is on par with diffusing
16 some of the social/emotional concerns that are
17 happening in classrooms.

18 So we're working with our SEL
19 Department, our education specialists to ensure
20 that there is a concise message around that.

21 MS. GARNER: Good evening, everyone.
22 My name is Dana Garner, and I represent over 40
23 community-based organizations in the City of
24 Chicago that provide early childhood services to

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1 children and families. It's easier for me to 18:51:11
2 start off with a small story that I've told 18:51:14
3 before. And I'll say, Ms. Alexander, 18:51:17
4 Ms. Chadwick and Ms. McKinily, there were -- 18:51:20
5 about two years ago I was driving right around 18:51:23
6 this time down the street and there were two 18:51:26
7 girls, it was 7:30 in the morning and there was 18:51:28
8 two girls walking down the street. What I think 18:51:31
9 was oxymoronic about the two girls walking down 18:51:33
10 the street were they had backpacks on. One was 18:51:36
11 about 6, one was about 4. The 6-year-old was 18:51:40
12 crying uncontrollably. Now, it was 7:15 in the 18:51:42
13 morning. She was crying uncontrollably with a 18:51:46
14 backpack holding her daughter's hand -- holding 18:51:50
15 her sister's hand on their way to school. And I 18:51:52
16 stopped -- I didn't stop, but I stopped in my 18:51:54
17 mind like what could she be crying about at 7:15 18:51:56
18 in the morning? What did she see at 7:15 in the 18:51:59
19 morning? How oxymoronic is it for somebody to 18:52:02
20 be whaling the way she was whaling because you 18:52:08
21 could hear her crying but going to school. 18:52:11

22 So being an early -- I was the 18:52:14
23 executive director at the time, I was wondering 18:52:15
24 is that child going to my program. And I felt 18:52:17



1 comfort knowing that she would come into my 18:52:20
2 program and the one that was crying would be 18:52:23
3 received with open arms saying, baby, what's 18:52:25
4 going on before she's whisked into the classroom 18:52:28
5 saying you better open your minds up to learn. 18:52:32
6 And I didn't know where the other one was going. 18:52:33
7 It concerned me because I was trying to figure 18:52:35
8 out where and how would they be received. What 18:52:37
9 that made me realize is parent choice. 18:52:40

10 There was someone over here talking 18:52:44
11 about that she liked CPS schools for early care. 18:52:46
12 There are some people here that like 18:52:51
13 community-based organizations. But those two 18:52:54
14 girls that are constantly haunting me every day 18:52:56
15 because I wish I would have stopped and said 18:52:59
16 what did you see at 7:15 in the morning that has 18:53:01
17 you walking towards school whaling. What I 18:53:04
18 recognized with parent choice, one of those 18:53:07
19 students could have gone to CPS and they could 18:53:09
20 have got everything they needed out of CPS Early 18:53:11
21 Childhood Programs or Universal Pre-K or another 18:53:13
22 one could have went to a community-based 18:53:16
23 organization and got everything they needed. 18:53:19
24 They needed the social/emotional. They needed 18:53:21



1 the support. They needed that social worker on
2 site, on staff right there depositing what she
3 needed to make it through the day. Fair parent
4 choice.

5 I start off with that story to ask the
6 question, what would a bold ambitious vision of
7 the future of your Early Childhood -- of Early
8 Childhood in Chicago look like? I say to the
9 three -- four of you all. We talked about a
10 transparency. We're now in January, January
11 resolutions are made all the time, and typically
12 resolutions are about planning what's going to
13 happen over the next several years, months,
14 weeks in your lives. Part of transparency is
15 knowing where you're going. Part of planning is
16 knowing where you're going. Transparency is
17 knowing what obstacles may stand in your way.

18 So as I think about a bold ambitious
19 vision, it is all about transparency. It is all
20 about what are the plans of Mayor Lightfoot?
21 What are the plans of Lisa Morrison Butler?
22 What are the plans of CPS, Janice Jackson, as it
23 relates to Early Childhood Education? What are
24 your concrete plans at least over the next 18

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1 months? Because as community-based
2 organizations we need to know how we can plan
3 using the guidance of three strong powerful
4 women to set us in the right path because again
5 the ecosystem in Chicago has -- the Early
6 Childhood ecosystem has been traumatized in the
7 City of Chicago, that is a national fact. And
8 what we want to do as Early Childhood educators
9 and as community-based organizations is to
10 restore it but do it with the children in mind.

11 Again, for the past 18 months I've been
12 haunted by those two little girls wondering
13 where they are. They are probably like 8 and 9
14 at this point in time. It was about two years
15 ago.

16 So what's important to me as we talk
17 about what is the vision, a true ambitious
18 vision is the transparency that you all created
19 having these engaging conversations, and I'm
20 grateful for that. Allowing the Mayor's Office
21 to create a team that works directly with
22 community-based organizations and CPO. So I do
23 say we're on the right track, I just think what
24 we do need to know is at the end of the line

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where do we see ourselves.
Ms. Alexander, you said earlier, and I appreciate it, we're trying, we're meeting, we're engaging with people, but we still don't have the plan. For example, we're meeting with people for six months, after six months we'll deliberate, talk about what comes out of that, after that we'll do this, that allows community-based organizations and CPS to plan and plan effectively.
So again I leave you with those two little girls and fair parent choice. What do those children need as far as equitability, support and education? So I thank you again. My name is Dana Garner.
BOARD MEMBER MELENDEZ: Thank you, Ms. Garner. Thank you, Ms. Garner, for those words and your powerful story. Thank you. And I think as you acknowledge transparency it's very important in listening to the voices.
I also want to add to that that I know that the Mayor's Office and Chicago Public Schools are working diligently, and I hope you will continue to be engaged and everyone here as

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we move forward and to be patient with us, you know. This is a big challenge, a complex challenge and one that we need to get right. So thank you. Do you ladies, lovely ladies, want to add anything?

Okay. Just last two questions because we have to move on -- allow time for the public participation.

MS. SAURI: I came on this side because Beltran took the mic the last time I was there. And she's one of our graduates from Edwards.

So I am Judy Sauri, Principal of Edwards. This young lady here is on more boards than I thought I could be. So I'm right now the President of the Illinois Association for Multilingual Multicultural Education. I'm also the treasurer for the National Association for Bilingual Education and also working with many people here.

My question is regarding -- because this is no small matter. And my question has to be with what plans do you have to develop bilingual teachers and also special education bilingual teachers and special education

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teachers generally?

When are you going to have university partners to work with paraprofessionals to allow them to do their required observation hours and student teaching in the schools where they work without losing their jobs having to have to go to other places?

What support is provided also for bilingual students?

What assessment tools are being developed to validate the learning and the teaching that's going on in Spanish in our bilingual classrooms?

And before I end I wanted to thank Leslie for stepping up because we have some hope with you still there. And, you know, this is something that touches me dearly and just with these community organizations we could be partnering. I had a waiting list of 200 kids after full enrollment, and I wonder where are they? Where are those 200 that were on my waiting list? And we are already are serving how many -- this is my wonderful head teacher here, Oriana Wilson. How many kids are we

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servicing right now in preschool?

MS. WILSON: 165.

MS. SAURI: 165. In a building that I have fought for ten years to maintain because I'm also threatened to take that building away from me because I believe in Early Childhood and not all the principals do in Chicago. So we need to also have some staff development for those principals to understand that this is where they start and this is what they need.

So what are the plans for staff development and talent?

MS. McKINILY: So within CPS we have a teacher residency program that is housed through our Talent Office. And so that is a program that allows teacher assistants or other teachers with a degree that is other than Early Childhood an opportunity to get certified Fast Track and Early Childhood and still continue to do their course work and do some work inside of a CPS classroom.

MS. SAURI: I have seven right now. And I am sorry because I am paying. So I'm doing CPS a favor, but why am I being punished

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1 because I'm doing them a favor? So at our Early
2 Childhood we have three that are doing special
3 ed right now, and I have four that are becoming
4 bilingual teachers, and I have to pay part of
5 that. So that's something that we have to talk
6 to with Matt Lyons or whoever or Felicia Butts
7 because that shouldn't be. My colleagues are
8 not going to want to volunteer if they have to
9 pay for it.

10 MS. MCKINILY: I'll take that feedback.

11 Thank you.

12 Additionally, we have an Early
13 Childhood recruiter who is focused on Early
14 Childhood talent. We also -- the Talent Office
15 is now bringing on someone additional to focus
16 on SPED and bilingual candidates. So they will
17 be recruiting for that specifically.

18 And I'll turn it over to Christi to
19 talk about the Workforce Scholarship, which is
20 also in collaboration with the District.

21 MS. CHADWICK: Thanks. So I will talk
22 just for a minute about the Chicago Early
23 Learning Workforce Scholarship. We launched the
24 scholarship in the fall of 2018, and since that

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1 time the City has invested over \$8 million in 19:01:42
2 scholarships to support our incumbent workforce, 19:01:46
3 so those who are currently working in our 19:01:51
4 community-based programs and in Chicago Public 19:01:53
5 Schools and then also those who are interested 19:01:56
6 in coming into the field. So this is something 19:01:58
7 that we have been building and working towards 19:02:01
8 building up and engage more university partners. 19:02:06

9 It's funny that you mention the student 19:02:10
10 teaching conversation. I was actually in the 19:02:12
11 same conversation earlier today with one of our 19:02:15
12 university partners about the complexities 19:02:18
13 around staying in your work environment and 19:02:21
14 being able to do your student teaching. And we 19:02:23
15 were talking about how you sort of balance and 19:02:25
16 uphold what the State requires for a 19:02:29
17 professional educator license and when people 19:02:31
18 sort of need to step in and out of the 19:02:35
19 classroom. 19:02:38

20 So one of the things that the State 19:02:38
21 requires is that your student teacher -- 19:02:40
22 teaching is done in a variety of settings. So, 19:02:43
23 you know, if somebody is working in a current 19:02:45
24 program, in SEBO or CPS in a certain grade, they 19:02:47



1 can't necessarily do all of their practicum 19:02:50
2 experience in that particular job site. So one 19:02:54
3 of the things that we were brainstorming for 19:02:55
4 some of the student teachers in our scholarship 19:02:58
5 program were things like, you know, if there 19:03:00
6 is -- if they're in a preschool program but 19:03:03
7 there's an infant/toddler class and they end 19:03:05
8 their day, you know, at 2, could they then go 19:03:07
9 and spend, you know, some more time in 19:03:10
10 infant/toddler class? Or how do we work with 19:03:13
11 directors for them to think about, you know, 19:03:16
12 ways that we can do interesting and flexible 19:03:18
13 scheduling? And does the student teaching 19:03:21
14 experience need to be two hours a day across the 19:03:22
15 semester or could you get it all done within a 19:03:25
16 few days? So those are some of the conversation 19:03:28
17 that we're continuing to have. 19:03:30

18 My understanding too is that last year 19:03:32
19 the State also put some legislation into place 19:03:34
20 to make sure that folks understood that you 19:03:39
21 could do some of your student teaching within 19:03:44
22 your current placement and be paid for that 19:03:47
23 placement. So it's something that is allowable, 19:03:49
24 it's just there's a lot of complexities about 19:03:52



1 making sure you get all those other experiences 19:03:55
2 for that professional educator license. 19:03:58

3 MS. SAURI: I did my student teaching 19:04:00
4 in my classroom 20 years ago, but I had working 19:04:01
5 for us in the State and making sure that the 19:04:07
6 universities were doing what they're supposed to 19:04:09
7 do. We're giving a lot of money to National 19:04:11
8 Louis, to Northeastern, and teacher assistants 19:04:15
9 are losing their jobs because they have to do 19:04:18
10 those hours and some principals are not aware or 19:04:20
11 not helping or supporting them. So this has to 19:04:23
12 be an understanding through the Mayor's Office, 19:04:28
13 through CPS that if they're doing their student 19:04:30
14 hours, allow them to do arrangements, you know, 19:04:33
15 in their classrooms or in the schools where 19:04:39
16 they're at. 19:04:42

17 MS. CHADWICK: Thank you. 19:04:42

18 MS. YANGUAS: Hi. Josie Yanguas, I'm 19:04:44
19 Director of the Illinois Resource Center. I'm 19:04:49
20 also a member of the Illinois Early Learning 19:04:50
21 Council. So thank you for this opportunity. 19:04:53
22 And I'm a resident of the City of Chicago. 19:04:54

23 A few comments. I want to underscore 19:04:57
24 what Judy is saying. I'm delighted to hear that 19:05:00



1 there's efforts for bilingual recruitment. It's 19:05:03
2 going to be you and 350 other school districts 19:05:06
3 across the State that are looking for bilingual 19:05:10
4 candidates. So the State has to become -- the 19:05:11
5 City has to become very creative particularly in 19:05:12
6 trying to encourage parents who speak other 19:05:15
7 languages to, even though that's a long road, to 19:05:19
8 consider going into the field of teaching 19:05:22
9 because otherwise we are not going to dig 19:05:25
10 ourselves out of this hole. 19:05:27

11 But one of the reasons why I wanted to 19:05:29
12 come up here is I think this is a challenge to 19:05:30
13 all of us, and I don't know what the political 19:05:32
14 ramifications are. We first have to get the 19:05:35
15 State to make kindergarten compulsory for 19:05:38
16 full-day programming. And I realize here in the 19:05:41
17 City of Chicago that might not be a difficult 19:05:43
18 lift. Downstate in rural areas where you don't 19:05:45
19 have enough students, where they're already 19:05:48
20 struggling, that's an issue. But I think to me 19:05:51
21 this is part of a fundamental problem. If we're 19:05:55
22 not even making kindergarten compulsory as a 19:05:55
23 grade for our students to attend, how can we 19:05:58
24 expect -- how can we expect -- what kind of 19:06:01



1 expectations are we communicating? 19:06:02

2 Going back to the issue of bilingual, 19:06:04
3 Luisiana was just on the steering committee for 19:06:07
4 the University of Chicago for a fabulous report 19:06:08
5 about what great strides bilingual students are 19:06:12
6 making. If we were to start that program even 19:06:15
7 earlier, can you imagine what that would result 19:06:17
8 in? 19:06:20

9 BOARD MEMBER MELENDEZ: Thank you, 19:06:20
10 Josie. Thank you. We have time for just one 19:06:21
11 more before we go into public comment. 19:06:26

12 MS. PATRON: Thank you so much. My 19:06:28
13 name is Carmen Patron. Good evening, everyone. 19:06:29
14 I work for Early Intervention, that is the 19:06:31
15 Statewide program for children with 19:06:34
16 developmental delays from birth to 3. 19:06:37

17 And so my question is, how can we 19:06:40
18 support each other not really taking, you know, 19:06:44
19 the place of another program? We have 16 19:06:49
20 services specialized for children with 19:06:53
21 developmental delays, and we mainly provide 19:06:55
22 services in the home. So what I have noticed 19:06:58
23 recently is that we have families declining 19:07:01
24 services, even though they have children with a 19:07:05



1 specified diagnosis, such as, Down Syndrome 19:07:08
2 cerebral palsy or very low birth weight and 19:07:11
3 premature kids, and I wonder why. And I think 19:07:16
4 that we are maybe having other services coming 19:07:19
5 in their home and we are not allowed because 19:07:23
6 families get overwhelmed when so many people 19:07:27
7 come. 19:07:31

8 So my question is, who can I talk to -- 19:07:31
9 so because I'm on the LIC coordinator, Local 19:07:34
10 Intervention Council, so we can partner and we 19:07:39
11 can support families without overwhelming, 19:07:42
12 without providing double services that are not 19:07:45
13 necessary. So I need to know who to talk to. 19:07:47
14 Thank you. 19:07:50

15 BOARD MEMBER MELENDEZ: That one is for 19:07:57
16 you, all of you. 19:07:57

17 MS. ALEXANDER: So just to clarify 19:08:03
18 we're talking about birth to 3, 3 to 5, when 19:08:07
19 we're saying parents are declining EI services, 19:08:12
20 birth to 3? 19:08:18

21 MS. PATRON: Birth to 3. 19:08:18

22 MS. ALEXANDER: So part of the beauty 19:08:19
23 of working with community-based organizations is 19:08:20
24 the fact that they do offer wraparound services. 19:08:23



1 So I think someone indicated, if it was not the
2 principal, who said that we should be partnering
3 with those community-based organizations. So I
4 think that there's value in leadership wherever
5 to have those conversations to say, hey, what
6 services are you offering? I'm looking at
7 someone who is an awesome family support worker
8 who is sitting in the audience right now who
9 probably could share some more information with
10 you as well, but I think that that may be the
11 gap and the disconnect.

12 You're right, sometimes our parents are
13 oversaturated with services, but when we're
14 talking about parents who are in least resource
15 communities, part of the challenge is just
16 survival. So I don't know what my child may be
17 to the point that the parent may when she says
18 she has three children who have IEPs who have
19 been in special ed services, we need to meet
20 parents where they are, as someone indicated,
21 but that we need to take the initiatives to have
22 conversations with some of our partners that are
23 serving these families that show up at their
24 door.

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1 So I would say that that's a starting
2 point. I know that our early Head Start
3 services are awesome services. We have our FACE
4 team here from CPS who have connections as well
5 that could probably link those families to those
6 services so that we can stop over-duplicating
7 and basically stressing our families out. I
8 hope that helps.

9 BOARD MEMBER MELENDEZ: Well, thank you
10 everyone for participating. We're going to move
11 now into the public participation part of the
12 meeting. And each speaker will have 2 minutes
13 each to present their remarks. For members of
14 the public who wish to submit written comments
15 they can be submitted at the Committee meeting
16 via e-mail at boeccc, which is the website that
17 I forgot before, it's the Early Childhood,
18 cps.edu or One Dearborn, Suite 950. Written
19 comments will be accepted until 5 p.m. tomorrow,
20 January 15, 2020.

21 So if there is -- do we have some
22 people signed up for public participation?

23 Thank you. If you want to address the
24 public and, of course, the panel, you can line

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1 up. And the topics here are a little bit -- you 19:10:48
2 will have 2 minutes and Adam and Susan Narrajos 19:10:55
3 from the Board will be in charge, I believe, of 19:11:03
4 tracking the time. 19:11:05

5 MS. OTTINET: My name is Mary Ottinet. 19:11:06
6 I'm just looking for the list or where it's 19:11:08
7 publicly advertised for these community meetings 19:11:12
8 that are taking place in regard to the rollout 19:11:18
9 of Universal Pre-K. I'd like to see where that 19:11:21
10 list is, where it's written. I'd like to have 19:11:24
11 early and often communications about it. So I'm 19:11:26
12 looking for it. So please find it, post it, 19:11:30
13 have a whole bunch of them. That's what I'm 19:11:33
14 looking for. 19:11:35

15 BOARD MEMBER MELENDEZ: Thank you. 19:11:37

16 MS. ROBERTS: Hi. Sorry to come up 19:11:38
17 again. Kirstin Roberts, Chicago Teachers Union 19:11:41
18 and preschool teacher in Chicago Public Schools. 19:11:44

19 I do really want to underline what 19:11:47
20 people are saying about Early Childhood trauma. 19:11:49
21 In this City the past few years of teaching, 19:11:54
22 walking into my classroom have been children 19:11:57
23 with much more severe disabilities, not 19:12:00
24 misbehavior, trauma, trauma-induced behavioral 19:12:05



1 difficulties. They are not getting the kind of
2 supports they need.

3 Kids used to when I first started
4 teaching most of those children were coming into
5 my classroom with IEPs because they had received
6 early intervention, which is a 0 to 3 program.
7 They got IEPs as they exited early intervention
8 and they were sent into preschool. Now we get
9 them, they have not had early intervention, they
10 do not have IEPs. Many of my students are
11 exited from early intervention, show up still
12 with demonstrated need for special education. I
13 then have to file a referral or request for them
14 to receive services and be evaluated for
15 services, and there's a six to seven month delay
16 in those children getting special education
17 services because of that.

18 This is a big deal in this City. We
19 know what is happening to our kids. Children of
20 undocumented families who are living in terror.
21 Children who live in extremely violent
22 communities. Children who are not receiving
23 decent healthcare early in their lives. They
24 are coming into our classrooms, they have big

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1 needs. This year I'm in a blended program so 19:13:29
2 I've already got my slots filled for special 19:13:32
3 education, I'm referring seven of my general 19:13:36
4 education students this year. It's worse and 19:13:38
5 worse, and I'm hearing that from lots of 19:13:42
6 teachers in other communities. If that's 19:13:45
7 something you're facing, please come and talk to 19:13:47
8 me. I feel like we need to -- teachers who are 19:13:49
9 seeing this, families who are seeing this, need 19:13:52
10 to start to raise some alarm bells. Thanks so 19:13:55
11 much. 19:14:02

12 MS. TRUSS: Good evening. My name is 19:14:02
13 Cata Truss. And one of my concerns is with the 19:14:10
14 rollout of the pre-K programs in the CPS 19:14:13
15 schools, there's going to be a fight for funding 19:14:17
16 with private child care centers. My concern is 19:14:21
17 that CPS has not began to address the needs of 19:14:25
18 working parents. 19:14:30

19 You know, the normal CPS school day is 19:14:32
20 not going to be very beneficial to parents who 19:14:36
21 work prior to 8:00 and then parents who get off 19:14:39
22 after 5:00. And I think that you would be 19:14:44
23 remiss if you did not address the needs of 19:14:49
24 working parents and what they're going to do 19:14:51



1 with their children if the school day for pre-K 19:14:53
2 ends at 3:00 and we don't get off work until 19:14:58
3 5:30 or 6. We certainly have not seen any plans 19:15:01
4 for that thus far, but it needs to be a part of 19:15:04
5 the conversation. 19:15:07

6 BOARD MEMBER MELENDEZ: Thank you. 19:15:11

7 Thank you. 19:15:12

8 Do we have anybody else for public 19:15:15
9 comment? 19:15:18

10 MS. HALOW: I do have one. 19:15:19

11 BOARD MEMBER MELENDEZ: Okay. Coming 19:15:21
12 up. 19:15:22

13 MS. HALOW: Hi, everyone. My name is 19:15:22
14 Tola Halow, I'm a parent, and I'm also a 19:15:31
15 parliamentarian for (inaudible) Parent Policy 19:15:35
16 Council. And I wanted to know what is the plan 19:15:39
17 with all these proposals that look so good, 19:15:43
18 awesome, you know, yummy, but sometimes 19:15:47
19 implementation of these things, you know, is 19:15:50
20 nothing to talk about? So I've seen things, you 19:15:56
21 know, as a parent, I've seen most of these 19:15:58
22 things that we say, oh, it looks good on paper, 19:16:01
23 but when we see those things we don't see that 19:16:04
24 kind of thing. Our kid doesn't experience 19:16:06



1 anything of those things. 19:16:09

2 So, I don't know, what is your plan in 19:16:10
3 terms of implementation of these thing? What 19:16:13
4 does it look like and how -- I know that you all 19:16:15
5 tell us that you have monitors or inspections or 19:16:21
6 something that goes around to monitor these 19:16:23
7 programs, but I still want to know because as a 19:16:27
8 parent I believe -- and I've been in the policy 19:16:30
9 council for a while so there is an issue of a 19:16:32
10 conflict of interest, which I wanted to know 19:16:36
11 what is the plan to address that? Because I 19:16:39
12 don't believe that the Parent Policy Council ** 19:16:41
13 should be on DFSS. I believe it should be two 19:16:45
14 different bodies, the governing body for DFSS as 19:16:48
15 a grantee should stand independently and the 19:16:53
16 parent policy should be independent as well. 19:16:57
17 Putting them on each other is a conflict of 19:17:00
18 interest because you cannot request for your 19:17:03
19 funding and again evaluate and do everything and 19:17:06
20 request your funding, I believe is not okay, 19:17:08
21 it's violation. Thank you. 19:17:10

22 BOARD MEMBER MELENDEZ: Thank you for 19:17:12
23 your comment. And I believe that that is an 19:17:12
24 issue that pertains mostly to DFSS out of -- so 19:17:18



1 we will take note and we will follow up, you 19:17:23
2 know, we will share with DFSS some of the -- 19:17:27
3 everything that has transpired in this meeting, 19:17:30
4 but that is a question that I don't know if any 19:17:35
5 of the panelists feels that they can answer 19:17:37
6 fully at this moment. So -- but we do -- we 19:17:40
7 will take note of that and it will be part of 19:17:46
8 the information that will be posted on the 19:17:49
9 website. So thank you for bringing that concern 19:17:52
10 to us. 19:17:55

11 Any other comments or questions? Yes. 19:17:59

12 MS. COFFMAN: My name is Valerie 19:18:02
13 Coffman. My comment right now is as a parent of 19:18:07
14 a former CPS student. You made a comment 19:18:12
15 earlier about being patient with you as a new 19:18:16
16 Committee. And while I understand that, my 19:18:19
17 daughter doesn't. I can't say to her you need 19:18:22
18 to stop growing because we're implementing this 19:18:24
19 whole new program and we're working out the 19:18:27
20 kinks so just stay for one more year until next 19:18:29
21 year we can figure it out and then you'll be 19:18:33
22 good. 19:18:36

23 So like this parent was saying, she 19:18:36
24 has -- you know, she has needs. We all have 19:18:38



1 needs. And so while I do understand that there 19:18:41
2 are things that need to work out, what is the 19:18:43
3 accountability for you as Committee members and 19:18:47
4 us as the public? So I think we have to hold 19:18:49
5 each other accountable but also recognize that 19:18:52
6 our kids cannot be patient. They will continue 19:18:55
7 to grow and they need to thrive. 19:18:57

8 BOARD MEMBER MELENDEZ: And I fully 19:19:00
9 understand that children do not wait to develop. 19:19:01
10 I think what I meant when I said patient is that 19:19:07
11 we cannot promise that things are going to 19:19:11
12 change tomorrow, and the accountability has to 19:19:13
13 come from each and every one of you and also 19:19:16
14 from ourselves that hold ourselves accountable. 19:19:19

15 I am a recently appointed member of the 19:19:24
16 Board. I've only been there for less than six 19:19:28
17 months, and I take my work very seriously. And 19:19:31
18 I also -- I am -- have no doubt that my fellow 19:19:33
19 panelists do too. But, of course, we need you 19:19:36
20 to continue to bring this and to, you know, push 19:19:39
21 us and probe us and say, okay, what's going on? 19:19:45
22 And that is why we are so, so committed to 19:19:47
23 transparency because accountability cannot 19:19:52
24 happen if things are not transparent, at least 19:19:54



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it becomes a lot more difficult as a task, which is already by -- you know, by nature.

So, yes, I really appreciate, and I think that we need to hold each other accountable, and in particular your voices are going to be foundational to make this effort to -- and I'm going to be very daring and speak on behalf of my -- our guests that we all are committed too. So thank you.

Any other? Okay. So thank you -- oh, one more question or, I mean, comment.

MS. GUTKANST: This actually is a question. Hello, everyone. My name is Norine Gutekanst, and I'm a staff member with the Chicago Teachers Union, and I'm a veteran primary teacher.

Something that you just said, Ms. Melendez, reminded me that it's not completely clear to me what -- if you could describe a little bit about what's the process of the Committee? What's the timeline? What are the goals? Will there be a report? How many meetings will be held? Because we talk -- we talk about accountability, so will there be

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1 some kind of final recommendations that come out 19:21:31
2 of these hearings, and how will they be 19:21:33
3 communicated? And how will we be invited to 19:21:36
4 report giving or to further -- to further 19:21:41
5 meetings of the Committee? So if you could just 19:21:47
6 speak a little bit about that. 19:21:50

7 BOARD MEMBER MELENDEZ: Absolutely. 19:21:51

8 The first thing I need to clarify is 19:21:53
9 that I am the Committee. It's just me. And, of 19:21:55
10 course, I am very fortunate to have the support 19:22:01
11 of the Chicago Board of Education staff and of 19:22:04
12 my partners, you know, who are diligently 19:22:08
13 working on behalf of Early Learning. 19:22:12

14 In terms of the purpose of the 19:22:15
15 Committee, the goal of the Chicago Board of 19:22:17
16 Education Committees, which were the brainchild 19:22:20
17 of our President, Miguel del Valle, is to engage 19:22:23
18 in activities like these, and there was one 19:22:27
19 about Workforce Development that happened in 19:22:31
20 December, there's one on the Whole Child that is 19:22:35
21 happening at the end, is to engage communities 19:22:38
22 and gather feedback about issues that are 19:22:41
23 pertinent to our work as Board Members. 19:22:44

24 We will post everything -- the 19:22:47



1 proceedings and the questions and all the things 19:22:49
2 that I hope you will write for us as well as, 19:22:52
3 you know, the contributions that you have made 19:22:55
4 so far, we will post them on our website. They 19:22:57
5 will be up in a couple of weeks, so we need to 19:23:01
6 summarize and we can share them with our 19:23:04
7 partners, but they will all be there, written 19:23:09
8 comments, anything, will be up there. 19:23:11

9 And it is -- I think one of the main 19:23:13
10 goals is to provide a forum for feedback and 19:23:17
11 community engagement but also a way of informing 19:23:23
12 our work as Board Members individually and 19:23:28
13 collectively. And someone asked me yesterday 19:23:31
14 about, you know, these different Committees, and 19:23:35
15 they -- each one -- the Committee is one Board 19:23:38
16 Member for the most part, there's one that has 19:23:41
17 more than one, but we will be sharing this 19:23:44
18 information. How? Aside from the posting on 19:23:46
19 the board, it might take the place of, you know, 19:23:51
20 a presentation during an open public meeting 19:23:54
21 that we share, okay, we've been engaged in these 19:23:56
22 actions and this is what we've learned so far, a 19:24:01
23 summary, and this is what we see our next steps. 19:24:05

24 I cannot give you a timeline, but that 19:24:08



1 is -- we do have what I would say are -- you
2 know, have clear goals. Some of them are very
3 clear, others are emerging in the process.

4 Does that answer your question?

5 MS. GUTKANST: Yes.

6 BOARD MEMBER MELENDEZ: Thank you. So
7 I think that it is now closing time so last
8 call?

9 So I want to thank you again for your
10 generous participation for your presence here
11 and for making so clear, you know, both the
12 opportunities that we have to change, grow and
13 be better. And also, you know, highlighting
14 with your comments, with your talk the
15 complexities of this process. And with the
16 complexities also is urgency and it's important
17 because it pertains to young children and
18 families with young children.

19 So thank you on my behalf and on behalf
20 of the panelists and of the Board. And I want
21 to ask you to complete your question sheets and
22 submit them on the way out. If you would like
23 to submit further written comment you have until
24 tomorrow, is it? We can collect them tonight or

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1 send them via e-mail at boeccc@cps.edu or bring
2 them to the Board Office at One North Dearborn,
3 Suite 950. Written comments will be accepted
4 until 5 p.m. tomorrow.

5 So I also want to ask for a big round
6 of applause for our guests and their generosity
7 in taking time from their very, very busy
8 schedule. These are big problems, and they're
9 working hard at addressing them. And a big
10 round of applause to each and every one of you
11 who came tonight. Thank you.

12 (Whereupon, the meeting
13 adjourned at 7:26 p.m.)

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STATE OF ILLINOIS)
) SS:
COUNTY OF C O O K)

Karen Fatigato, being first duly sworn,
on oath says that she is a court reporter doing
business in the City of Chicago; and that she
reported in shorthand the proceedings of said
meeting, and that the foregoing is a true and
correct transcript of her shorthand notes so
taken as aforesaid, and contains the proceedings
given at said meeting.

Karen Fatigato



Karen Fatigato, CSR
LIC. NO. 084-004072

