



Chicago
Communities
Co-Creating
Education

***Tuesday April 8th 2025
SADT Meeting***

Agenda

- 1 Reintroductions**
- 2 Former Business**
- 3 Timeline - what is before us**
- 4 Core Activity**
- 5 Preview/Homework Education Plan Review**
- 6 SADT Meeting Scheduling**

SADT Introductions & Community Connector

1. What's your name?

**2. Which community
do you represent?**

**3. One word to
describe how you
are entering the
space?**

Former Business – Norms

- We are aware of our power and our privilege
- We embrace different communication styles, especially the ones farther apart from ours
- We are mindful of speaking time to avoid a few people dominating the meeting
- We listen with an open mind
- We give and receive feedback, criticism and questioning
- We seek multiple points of view
- We check for diversity gaps (who is missing) and propose solutions for it
- We actively pursue engagement of less vocal members
- We assume good faith

Norms from 3/15/25 Orientation

- Come to participate *
- Do our best to start on time and end on time
- Make sure to use common language, avoid jargon talk / CPS talk **

Norms from 3/19/25 Orientation

- Présence *
- Avoid interruption and over talking ***
- Language shapes the way we understand the word and we need to be mindful of how we are talking about things (is stakeholder the right term to be using?)**

Norms from 4/4/25 Orientation

- Respectful and allow for open communication with others ***
- We seek understanding and confirmation for what we don't understand ****
- Taking things in to really understand what is being said ****

Mission and Purpose of SADT

The SADT will convene to support the effective planning of townhall meetings and provide expertise for local engagement campaigns, resulting in the creation of community Education Plans.

What CPS is committing to:

- Convening this group and facilitating SADT meetings, town halls and focus groups
- Providing resources to support the creation of community Education Plans
- Engaging in transparent and open communication

What SADT members are committing to:

- Actively attending and participating in at least 85% of virtual meetings
- Attending a minimum of one in-person meeting
- Sharing your insights and the work of this project with your community



Former Business – Parking Lot

Grounding Principal

Today, we are sharing this information with you -- if it was accessible to the general public. However, moving forward the SADT will be collectively responsible for conducting research about factors impacting education in our communities. When feasible CPS commits to providing and discussing data that is owned by CPS (student specific data cannot be shared).

What additional research or data would you like to see that impacts education in your community?

- What is the CPS attendance data and tardiness rates?
- Educational Master Facilities Plan - Meetings and Surveys were released on Friday
- What is the income for CPS graduates up to three years post?
- What are the health care statistics, access and percentage of people with diabetes and other health ailments?
- What is the percentage of people with full time employment?
- Are the geographic areas and density of the populations similar or different for each community?

[Link to resources](#)

Timeline – What is before us



***Stakeholder Advisory
Design Team (SADT)***



Town Halls (TH)



Focus Groups (FG)



Community Survey (CS)



1

***Gather
Community
Insights***

2

***Co-Creation
lead
by SADT***

3

***Create first draft
of community
Education Plans***

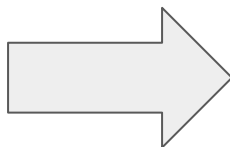
Approach to Community Education Planning

Healing and Trust

Gather Community Insights		Co-Creation		Draft Plan & Beyond
Listening	Framing	Sense Making (Themes and Insights)	Ideating (Draft a preliminary plan)	Iterating, Prototyping, & Testing
to get more in-depth details of community members' experiences and understand historical context of this community, key strategic objectives, and any other existing initiatives already in motion.	define the intent or opportunity to be addressed by using the opinions of different stakeholders	to make sense of the information collected during the story circles and interviews and identify key insights from the current experiences	Connecting the themes and insights to the community's goals and the educational plan template	Continuing to invite other voices to the table, evaluating quality of plan and collectively adjusting the plan

CPS Community Toolkit

Our Work Together



Future Efforts



Listening Activity – Do we have all the voices at the table? – 4/8/25 PM Session

Grounding Question: How can we better listen to the community?

Who is not here and should be?

- We also need non-parents... adults thinking about having children
 - Usually it's the traditional people either parents or people that work with students
- We need students and the perspectives of the youth
- Parents who may be homeschooling
- Parents of students who are going to school elsewhere / not in their community
- Students in school currently and students who have recently exited the school system (what might they have liked to see when they were in CPS)
 - We need to hear from both the ones we failed and the success stories
- Alderperson
- Teachers - may not be speaking up because of fear and red tape
- Opportunity youth. Those who have dropped out of school
- We may want to invite the Austin CAC to the table as well. They have monthly meetings that address the needs of the community. (They are meeting at the same time as us right now)

How are you talking about this project with your community?

- We advocate and destigmatize the old way of thinking where they could not challenge the teacher - unless parents speak up they won't be heard - I advocate with the parents and help them understand the processes and how to get these service for themselves and their students... educate them on their rights and let them know that their voice does have power
- I have an active parent who is involved in the PAC... I have an open door policy... we have a closet where we give out clothing and household goods to the community... This is when a lot of people come and talk to us.... Parent room is another place where people come and share their thoughts

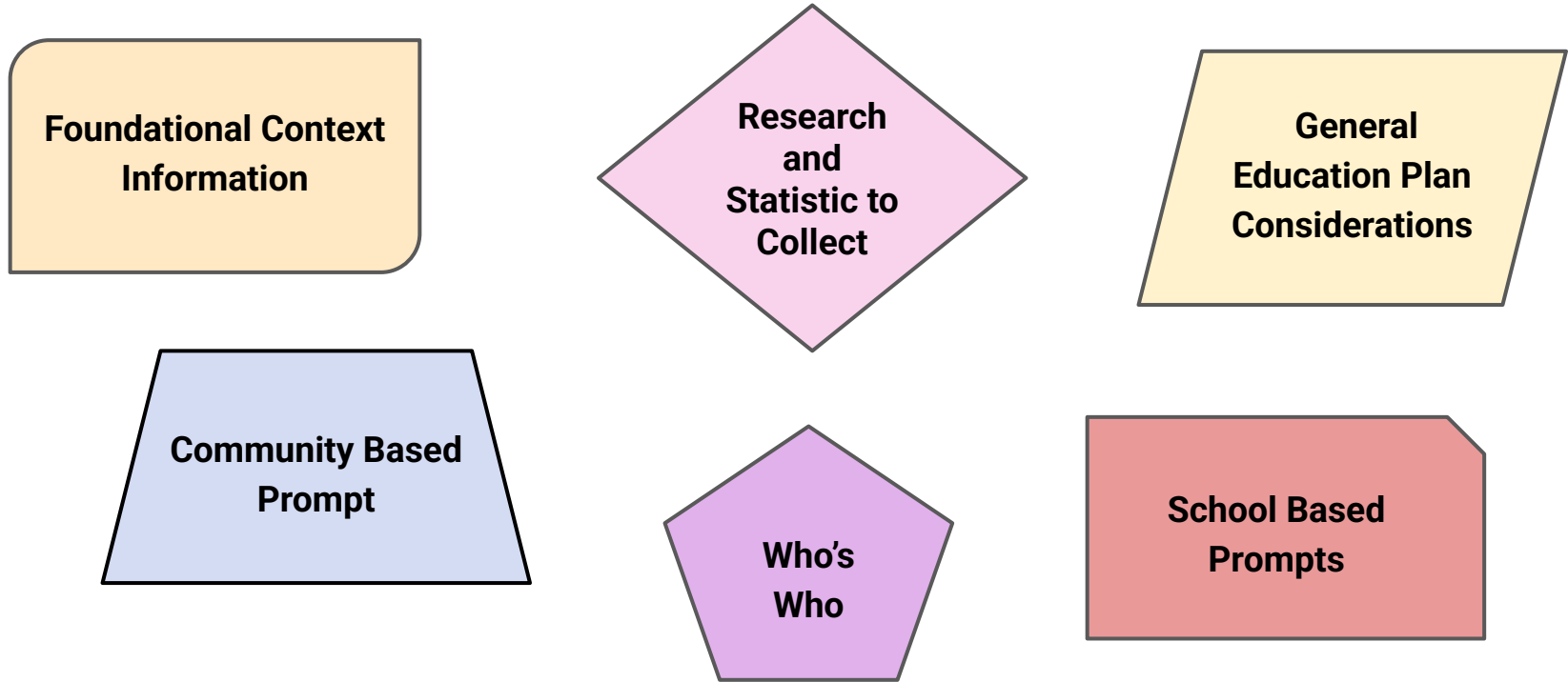
How can you bring people to get involved in this process?

- We try to get the perspective of everyone involved in the school, teachers, admin, and secretaries....we host community events and at these events we ask the parents their insights
- A lot of CAC members hold various position on different boards and committees

How are you collecting insights that you hear?

- Far South CAC does a lot of surveys and also participate in various CPS roundtables - we are then able to get data directly from those round tables

Approach to Community Education Planning





Q&A

Next Steps

Fill out Exit Slip with availability for future SADT meetings >>

★ ***Next SADT Meeting: April 23 at 3PM***

