



Chicago
Communities
Co-Creating
Education

Thursday July 10th 2025
SADT Meeting

Agenda

01

**Updates &
Norms**

02

**Feedback
Analysis**

03

**Belief
Statement
Review**

04

**Priorities
Activity**

05

**Info on
Next
Meeting**

Meeting Norms

- We are aware of **our** power and **our** privilege
- We embrace different communication styles, especially the ones farther apart from ours
 - Taking things in to really understand what is being said
- We are mindful of speaking time to avoid a few people dominating the meeting
 - We actively pursue engagement of less vocal members
 - Make sure to use common language, avoid jargon talk / CPS talk / 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?)
- We listen with an open mind
 - Come to participate / Presence
 - Avoid interruption and over talking
- We give and receive feedback, criticism and questioning
- We seek multiple points of view
 - Respectful and allow for open communication with others
 - We seek understanding and confirmation for what we don't understand
- We check for diversity gaps (who is missing) and propose solutions for it
- We assume good faith
- Do our best to start on time and end on time

Normas de reunión

- Somos conscientes de nuestro poder y nuestro privilegio.
- Aceptamos diferentes estilos de comunicación, especialmente los más alejados de nosotros.
 - Asimilamos las cosas para comprender realmente lo que se está diciendo.
- Somos conscientes del tiempo para evitar que algunas personas dominen la reunión y evitemos las interrupciones y hablar demasiado.
 - Buscamos la participación de los miembros menos vocales
 - Aseguramos usar un lenguaje común y evite la jerga o el lenguaje de CPS. El lenguaje influye en nuestra comprensión y debemos ser conscientes de cómo hablamos.
- Venimos a participar y escuchar con una mente abierta.
- Damos y recibimos retroalimentación, criticismo y preguntas.
- Buscamos múltiples puntos de vista y respetamos y permitimos la comunicación abierta
 - Buscamos comprensión y confirmación de lo que no entendemos.
- Buscamos brechas de diversidad y proponemos soluciones para quién falta
- Asumimos que la comunicación es de buena fe.
- Hacemos todo lo posible para empezar y terminar a tiempo.

Qualitative data analysis

Nadia Ochoa (Facilitator) (08:10):

Okay. Anyone else have any thoughts? You're also more than welcome to add comments. So if you're not a person that really likes to be vocal on here and you're like, you know what, I'm a better writer. That's like me. You can go ahead and add comments to the document. You can add your thoughts, your feedback, some of the things that pop out to you, you can highlight it, comment, you can just write it on there because it is all documented Google Docs. So it all has the little timestamp. But otherwise, what else are we noticing? What else pops out to us? Natasha, I haven't heard from you. I know some of you may be on your phone, so maybe you can't really see it as well or interact as well. But anything that you're hearing or just want to react to?

LaTacia Green (A: Educator: Principal) (08:58):

Yes, I did want to share. I- remem-. Recall I said that I was driving because I'm leaving the principal meeting, so I cannot directly access the document, but I wanted to ask if there's anything on there about, we talked about schools, but a way for the community to learn more about what's going on at the schools because often assumptions are made about what programming is available at the schools without actually knowing. Is there a way, is anybody addressing lines for open communication between the schools and the community?

Nadia Ochoa (Facilitator) (09:36):

So I do, okay, go ahead. Sorry.

Natasha (A: Community Member) (09:38):

No, no, no. I cannot answer Principal Green's question, but as far as I'm reviewing it, I mean I think that this notion of clear timeline, I would like to know a little bit more about what that means. Are we talking about do people know what's happening? And that may actually speak to Dr. Morgan Green's statement about how are things being communicated. I think perceptions is an interesting notion

Code	Description
0. Great Quotes	Quotes that express the essence of a theme
▶ 1. Strengths	Community/education strengths: captures pa
▶ 2. Areas for Improvement	Participants talk about issues, problems, or a
▶ 3. Historical Context	Participants provide context about the commi
▶ 4. Planning Process	Talk, on the part of facilitators or participants,

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▼	2. Areas for Improvement	Participants talk about issues, problems, or a
	2.1 Problem theories	Participants articulate a problem through sor
	2.2 Clarifying goal/stan...	Participants describe a goal standard against
	2.3 Call to action	Participant suggests some solution or pathwa
►	2.4 Emerging areas	Participants talk about areas of improvement

Wisdom (from your own words)

Instructions:

1. **Divide up the quotes** among your community group.
2. For each quote, write down a few words naming **the deeper issue at play**.
3. Take turns **sharing the deeper issues** you identified.
4. Come up with a **unifying theme** as a group. Are there some that don't seem to fit in?

Wisdom (from your own words)

“I'm an afterschool provider in the Roseland community. So one of the things, from my perspective, that we struggle with is **a lot of parents go to the schools seeking to find information on afterschool programs. [But] a lot of the afterschool programs that are in the community aren't able to come in and promote those programs.** So I really wanna uplift like the challenges that the families and youth are facing when it comes to accessing those programs and resources that are right there in their backyard... Unless it's report card pickup, that's usually the only time that schools allow us to come in twice a year where all the parents actually come out.... So how do we, how do we bridge that gap? **How do we make finding these resources more accessible to families?”**

*Schools don't let
the community in*

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Set A:

https://bit.ly/sadt6_a

Set B:

https://bit.ly/sadt6_b

Set C:

https://bit.ly/sadt6_c

Wisdom (from your own words)

Where is this going?

- Your theories/experience should **inform your plans**
- Quotes will help to **justify and support your proposals** in report
- Get a sense of **what stories/experience are missing**

Belief Statement Review

Let's Review

1. Take 7 minutes to individually review the [Belief Statement](#) → Annotate on the worksheet or your scratch paper, circle what's meaningful, cross out things that do not feel aligned, comment on the margins
2. Select a recorder to capture recurring themes and edits.
3. As a group take 10 minutes to discussion the prompts:
 - a. What suggestions came up more than once?
 - b. What edits strengthen the clarity or authenticity of the statement?

Priorities Activity



01

Looking at your annotated Belief Statement – pick no more than three themes as a group (from your bullet points) that stood out the most and add them to your post-it board



02

Spend 5 minutes of individual time to dissect these idea further using your sticky notes. What comes to mind:

- **What does this look like in practice i.e. Programs, Services , Extracurricular Activities, After-school programming**
- **Who needs to be involved?**
- **What resources are needed?**
- **How will we know it is working?**



03

On the group poster board add you sticky notes and discuss an similarities in the group

Next Steps

Fill out **Exit Slip** >>

Upcoming SADT Meetings

- ❖ ***HYBRID:*** Monday July 21st,
1:00PM-3:30PM at Burke Elementary in
Washington Park

