

CHICAGO BOARD OF EDUCATION  
WORKFORCE DEVELOPMENT AND EQUITY MEETING

held on  
December 16, 2019

STENOGRAPHIC REPORT OF PROCEEDINGS  
had in the above-entitled matter at Richard T.  
Crane Medical Preparatory High School, 2245 West  
Jackson Boulevard, Chicago, Illinois, commencing  
at 5:33 p.m. and concluding at 7:17 p.m.

BOARD MEMBERS PRESENT:

MR. MIGUEL del VALLE, President  
MR. SENDHIL REVULURI, Vice President  
MS. ELIZABETH TODD-BRELAND  
MS. AMY ROME  
MS. LUISIANA MELENDEZ

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



(Whereupon, the proceedings  
began at 5:33 p.m.)

MEMBER TODD-BRELAND: Good evening,  
welcome to the Chicago Board of Education  
Workforce Development and Equity Meeting. There  
is Spanish translation services tonight with  
headsets available at the front desk. If you  
need one, please feel free to go and get one.

Today is December 16th, 2019. We are  
holding this meeting in the cafeteria at 2245  
West Jackson Boulevard, and I am Elizabeth  
Todd-Breland, Chair of the Workforce Development  
and Equity Committee and a Member of the Chicago  
Board of Education.

I would like to acknowledge my fellow  
Board Members who are here, President Miguel  
del Valle. Board member -- you could clap for  
him. Board Member Amy Rome. And Board Member  
Luisiana Melendez. Vice President Sendhil  
Revuluri and Dwayne Truss and Lucino Sotelo were  
not able to attend tonight but send their best  
wishes as well.

On behalf of my fellow Board Members, I  
want to thank you all for coming out tonight. I

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1 am really excited to see all of you in this 17:34  
2 space. It's very meaningful to me on many 17:34  
3 levels. So there's some statutory things I have 17:34  
4 to say so I'll get back to the script. 17:34

5 Notice of the meeting was posted on 17:34  
6 December 13th, 2019, at least 48 hours before 17:34  
7 this meeting at Crane High School at door one, 17:34  
8 the main office and on the cafeteria door on the 17:34  
9 third floor. The notice and agenda was also 17:34  
10 posted at the Board Office, One North Dearborn, 17:34  
11 42 West Madison lobby and on cpsboe.org. 17:34

12 So this is the first meeting of our new 17:34  
13 Board of Education committees, and this is the 17:34  
14 committee, as I mentioned, on Workforce 17:34  
15 Development and Equity. And as you all know, 17:34  
16 our student population is overwhelmingly Latin X 17:34  
17 and black, however, our workforce does not match 17:34  
18 the diversity of either our student population 17:34  
19 or our city at large. And so this committee 17:35  
20 aims to convene public meetings with our 17:35  
21 communities to address and work to remedy these 17:35  
22 issues. 17:35

23 I also want to say that for myself in 17:35  
24 particular I'm very deeply committed to this 17:35



1 work on both a professional and personal level.  
2 I am a historian. I'm a historian of African  
3 American history and education, and particularly  
4 black education organizing here in the City of  
5 Chicago. I'm also an education researcher. And  
6 the research on the importance of a diverse  
7 teacher workforce is vast and quite definitive  
8 in its conclusions.

9 One is that the social/emotional and  
10 learning outcomes for students of color improve  
11 when they are taught by teachers of color.  
12 There is a power of black and Latin X teachers  
13 serving as role models for our students. There  
14 are benefits also of teachers of colors --  
15 teachers of color for all students. So white  
16 students also benefit from having teachers of  
17 color. It breaks down stereotypes that are  
18 often prevalent within society. For many people  
19 it may be the first time they have ever had a  
20 person of color in a position of authority in  
21 front of them.

22 My own historical research on black  
23 teachers in Chicago and the impact of these  
24 teachers also shows the many ways that I know

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1 many in this room already know that teachers of 17:36  
2 color impact -- their impact goes beyond the 17:36  
3 schoolhouse, so impacting communities, being a 17:36  
4 stable force in neighborhoods, other mothering, 17:36  
5 many women tend to be the ones that are 17:36  
6 educating our children, women of color, 17:36  
7 educating people beyond the school building. 17:36  
8 And so all of these things are important reasons 17:36  
9 why this is an important charge. And I think 17:36  
10 the other thing that clearly is evident from 17:36  
11 tonight is that a lot of people in the city feel 17:36  
12 this way as well. So thank you again for coming 17:36  
13 out. 17:36

14 Personally I guess I also just want to 17:36  
15 say something about for myself the power of 17:36  
16 black and Latin X teachers in my own life. So I 17:36  
17 remember the nurturing and love of my 17:36  
18 kindergarten teacher, Ms. Jenkins. I remember 17:36  
19 my 4th grade teacher, Ms. Bartsdale. I remember 17:37  
20 Mr. Brown and how they saw me as a leader when I 17:37  
21 didn't necessarily see that for myself. And 17:37  
22 when I didn't meet that expectation they held me 17:37  
23 accountable. 17:37

24 I also remember the importance of 17:37



1 Mr. and Mrs. Baez. I remember that they made my  
2 middle school feel like a family, but they also  
3 were part of my community. Mr. Baez was the  
4 referee for my brother's rec league sports. So  
5 again, the importance of teachers of color go  
6 well beyond the schoolhouse.

7 So there are many aspects of the  
8 challenge before us, certainly school culture,  
9 issues of retention, opportunities for  
10 promotion, issues around the principalship and  
11 administration. We're not going to be able to  
12 address all of these tonight, but I do want you  
13 to know that the committee recognizes all of  
14 the -- and by the committee, let me just say  
15 something about the committee for a second. The  
16 committee is not some like secret working group,  
17 it's just -- it's me. And we have to call it a  
18 committee in order for us as a Board to convene  
19 as more than just two of us at a time and have  
20 public engagement. So you all are the committee  
21 right now, it's me and you right now.

22 But we're not going to be able to  
23 address all these issues tonight. Tonight we're  
24 going to take a look at one particular slice of

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1 this large work, developing and supporting a 17:38  
2 more diverse teacher pipeline specifically in 17:38  
3 alignment with the CPS five-year vision goal of 17:38  
4 hiring 3,000 more black and Latin X teachers 17:38  
5 over the course of the next five years. 17:38

6 I also want to say that CPS already has 17:38  
7 many existing recruitment and retention 17:38  
8 programs, some of which we're going to be 17:38  
9 sharing with you in a moment. And I'll say for 17:38  
10 myself, even as an education researcher, I was 17:38  
11 not aware of all of the different programs that 17:38  
12 existed. So part of tonight is to be 17:38  
13 informational. 17:38

14 Also, this is a national problem, but I 17:38  
15 really do believe that in Chicago we have a 17:38  
16 unique opportunity to be a leader in this work. 17:38  
17 Building on the work that many of you in this 17:38  
18 room have already been doing and have been doing 17:38  
19 for years in our communities, we as a District 17:39  
20 are also shifting from asking how we can get a 17:39  
21 bigger share of the existing black and Latin X 17:39  
22 teacher candidates that may already exist, to 17:39  
23 asking how we can better support and prepare our 17:39  
24 own students to become the future teachers in 17:39



1 Chicago Public Schools.

2 So again, we're not going to solve this  
3 problem in one meeting, but I really do believe  
4 that by drawing on your wisdom that is how we  
5 get to solutions to these problems. And so I'm  
6 going to quickly go over the agenda for tonight,  
7 which will sort of get us on to that.

8 So I just welcomed you. Next we'll  
9 have a brief presentation about some of the  
10 existing programs that already exist in CPS  
11 around this issue. And then this is the really  
12 important work to me, you are all sitting at  
13 tables, and we are going to have breakout group  
14 discussions that will be facilitated to really  
15 gather your feedback and contributions about  
16 what shape this work should take moving forward.  
17 After that they'll be an opportunity to share  
18 out a few of those items that came up in  
19 conversation, but I know that there will be a  
20 lot more generated so we are keeping track with  
21 chart paper at each table that will become part  
22 of the public record of this meeting. And then  
23 finally because it's a Board of Education  
24 meeting of some kind we have to have some public

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1 participation. It will be shorter because I 17:40  
2 really do want to focus on the small group 17:40  
3 discussion part of this meeting tonight, but 17:40  
4 there will also be opportunities for additional 17:40  
5 feedback beyond tonight. 17:40

6 So with that I am going to turn it over 17:40  
7 to the Chief Talent Officer at Chicago Public 17:40  
8 Schools, Matt Lyons, to tell you a little bit 17:40  
9 about some of the existing initiatives and 17:40  
10 programs that are already taking place at 17:40  
11 Chicago Public Schools. 17:40

12 MR. LYONS: Thank you, all. Thank you, 17:40  
13 Elizabeth. And thank you for coming. I'm 17:40  
14 really excited about tonight and the opportunity 17:40  
15 to both share the work, but also, you know, 17:40  
16 tonight I think is a start, and I'm going to try 17:40  
17 to get through this exactly on time so we make 17:40  
18 sure we protect the small group discussion, 17:40  
19 which is really the intent of the format 17:40  
20 tonight. 17:41

21 I do want to just recognize though that 17:41  
22 we're sharing one perspective. It's not the 17:41  
23 perspective, it's not the right perspective, it 17:41  
24 is our perspective, and I'm going to talk 17:41



1 through a little bit about how we arrived at it  
2 and why. But I want to recognize, you know,  
3 first that teacher diversity, and Board Member  
4 Todd-Breland knows this as an expert actually in  
5 the field, but it is an academic issue. This is  
6 about student outcomes. There's a lot of other  
7 benefits to enhancing teacher diversity in  
8 Chicago Public Schools, but I do want to start  
9 by recognizing that this is a core issue. And  
10 our goal, as she mentioned, is to have a teacher  
11 workforce that better reflects student diversity  
12 in the city and also is reflective of the  
13 diversity of the City of Chicago.

14 On the slide you see this represents  
15 CPS student populations. I know this is small.  
16 Kind of left to right is black students, Latin X  
17 students, white, Asian and then other groups,  
18 that's the diversity of the City of Chicago  
19 roughly, and this is our teacher workforce. So  
20 this is obviously a statement that we're not  
21 where we want to be. As you look over time this  
22 is the diversity of CPS students. You can see  
23 the increasing percentage of Latin X students in  
24 the City of Chicago, and that is the CPS -- kind

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1 of the long-term CPS trend in teacher diversity. 17:42

2 Some things have changed and some have not I 17:42

3 think is the major takeaway here. 17:42

4 And a lot has gone into this trend. 17:42

5 There's large economic factors. There are 17:42

6 demographic shifts. There are State, Local and 17:43

7 Federal actions that are related to this as 17:43

8 well. But as we -- you know, as we essentially 17:43

9 look at what we need to do to move ahead and 17:43

10 achieve our goal, one thing is clear as you get 17:43

11 into this, which is there are a lot of aspects 17:43

12 of enhancing teacher diversity, and Elizabeth 17:43

13 mentioned many of them, focusing on retention, 17:43

14 focusing on the kind of work environments that 17:43

15 people go to every day, but there really can be 17:43

16 no significant change in what's on this slide 17:43

17 without a real dramatic shift in how the makeup 17:43

18 of teachers being hired into the District look. 17:43

19 So that's a national challenge. And in a lot of 17:43

20 ways Illinois has it tougher just in terms of 17:43

21 the numbers. 17:43

22 There's a Center for American Progress 17:43

23 report last week that actually talks about this 17:43

24 issue, and it highlighted a 35 percent reduction 17:43



1 since 2010 in the number of students of all  
2 races who are enrolled in teacher education  
3 programs. In Illinois back in 2010, 16 out of a  
4 hundred degrees given out in the state were in  
5 education. In the most recent data of 2017 that  
6 16 out of a hundred had dropped to 8 out of a  
7 hundred. And when you look at the impact that  
8 that has on black college graduates coming into  
9 teaching or Latin X college graduates coming  
10 into teaching, you see some pretty stark  
11 numbers. So in the same time period a 54  
12 percent reduction in the -- it says black  
13 enrollment, I believe this is actually degrees  
14 conferred in education since 2010 and a 28  
15 percent decline. That's fifth worst in the  
16 country and 11th worst in the country according  
17 to the Center for American Progress report.

18 So essentially there are fewer  
19 candidates coming through what we would consider  
20 the traditional pathways to teaching. But that  
21 doesn't change our goal and the need for it and  
22 the fact that students and families are counting  
23 on us to make progress despite these challenges.  
24 And so we, as was referenced, set a goal in the

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1 District's five-year vision to hire 3,000 black  
2 and Latin X educators by 2024. That represents  
3 about a 40 to 50 percent increase over prior  
4 trends.

5 So how are we going to do that? There  
6 are essentially two ways to think about hiring,  
7 and this is really just from kind of a framework  
8 for thinking about it conceptionally. One is  
9 you can hire a larger share of the candidates  
10 that are available. You know ten candidates are  
11 available and you're hiring three, you can try  
12 to make that six. You know, we kind of just in  
13 dialogue about this internally we talk about  
14 this like getting a bigger slice of the pie if  
15 you think about it that way.

16 There's -- the second way is to  
17 increase the number of candidates that are  
18 available. And the power of that can be pretty  
19 obvious if you think about it. Rather than ten  
20 candidates being available, of whom you're able  
21 to recruit maybe six or three, you can  
22 dramatically increase the number of candidates  
23 that are available and help to diversify the  
24 workforce.

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1           So when you think about that, you know,  
2 we talk about that as kind of growing the pie.  
3 So we've been working on this, and I recognize  
4 that many of you have been working on this  
5 longer certainly than I have potentially, maybe  
6 even longer than CPS has had meetings like this  
7 and focused on them and stood up and talked  
8 about them, and we're excited to learn from you.

9           I want to spend just a couple of  
10 minutes talking about what's kind of been in  
11 motion and already taking place to assist.

12           There's some quick things that we can  
13 do as an organization and have done. So one is  
14 the earlier budget release, and in doing that we  
15 compete for more candidates. For the last  
16 several -- two years the budget has been  
17 released out to schools in April and in March  
18 and that allows schools to interview and hire  
19 when candidates are on the market, candidates of  
20 all types, but again we're not the only ones  
21 trying to have a more diverse teacher workforce.

22           We've engaged in an early offer process  
23 even before that, starting sometimes as early as  
24 December, we're making offers to candidates.

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1 we've had a lot of success in 17:48  
2 recruiting teachers, and specifically teachers 17:48  
3 of color, to opportunity schools. About 60 17:48  
4 percent of teachers we've recruited to 17:48  
5 opportunity schools, almost 60 percent, identify 17:48  
6 as black or Latin X. 17:48

7 we have been and continue to maintain 17:48  
8 relationships with HBCUs. The challenge there, 17:48  
9 of course, is that there is -- so is every other 17:48  
10 district that wants to diversify its teacher 17:48  
11 workforce. 17:48

12 we have partnerships with Golden Apple 17:48  
13 and Grow Your Own, which we're looking to 17:48  
14 expand. 17:48

15 And we've also started to get more 17:48  
16 sophisticated about actual social media and 17:48  
17 website, and some of that will be rolling out 17:48  
18 early in 2020. 17:48

19 On the second side, the quote, grow the 17:48  
20 pie part of the strategy, we start a teacher 17:48  
21 residency program. And that is a full-time 17:48  
22 training program, one year to -- at a Master's 17:48  
23 level to essentially be someone's bridge to 17:49  
24 teaching. These are career changers for recent 17:49



1 college graduates who may have majored in  
2 another field. And we've expanded that program  
3 from 25 or 26 last year, there are 90 residents  
4 currently and we are aiming to get to 150 next  
5 year. Two thirds of the 90 residents are  
6 identified as black or Latin X. There's also a  
7 Bachelor's program as well that we're building  
8 out with a different partner in early childhood  
9 education.

10 The second thing that's been underway  
11 has been expanding the Pathways program under  
12 the umbrella of CTE programming at CPS. And  
13 these are career and technical education  
14 programs that also have dual credit with  
15 four-year universities and essentially relaunch  
16 these to include an internship experience with a  
17 teacher in a classroom for high school students  
18 in CPS schools. So there were three schools  
19 last year that operated a program like this, we  
20 added two more this past fall or this fall, and  
21 we're looking to actually expand to six more  
22 schools, four of which are at the Little Village  
23 campus next fall. So again, trying to expand  
24 the likelihood of our CPS graduates, CPS

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1 students going into teaching as a career. 17:50

2 of course, the residency hasn't 17:50  
3 produced the 90 candidates yet, they'll become 17:50  
4 available for hiring next fall, and the CTE 17:50  
5 programs have a longer lead time. And so as we 17:50  
6 look at our progress, those things haven't kind 17:50  
7 of come online yet for teachers to be hired, but 17:50  
8 as of the start of school this year on our path 17:50  
9 to 3,000 we were at 512. 17:50

10 But it begs this question, what's 17:51  
11 beyond that vision goal, that five-year vision 17:51  
12 goal in 2024? And how do we just dramatically 17:51  
13 expand the efforts that we have? And that has 17:51  
14 led to a question I think we've heard over and 17:51  
15 over and we had for a long time been asking over 17:51  
16 and over, which is about how we attract -- how 17:51  
17 we make teaching a profession of choice, a 17:51  
18 preference for young people across the city. 17:51  
19 And when we started to dig into that, we looked 17:51  
20 at some data from Naviance career interests and, 17:51  
21 you know, one in ten of our high school students 17:51  
22 say that they have an interest in a potential 17:51  
23 career of teaching. That's about 10,000 kids. 17:51  
24 When we look closer out of those one in ten, 17:51



1 roughly one in a hundred CPS grads end up coming  
2 back to CPS as teachers. And we, like many of  
3 you long before us, and I want to acknowledge  
4 that honestly, see a real opportunity here.

5 And so, you know, while we've been  
6 asking how we make teaching a more attractive  
7 profession for young people, how we market it,  
8 how we hold people in and recruit people to it,  
9 we also want to increasingly start to ask how we  
10 as a community, because it goes larger than CPS,  
11 how we support students who are interested in  
12 becoming teachers into that career, into  
13 college, through college and back into our  
14 classrooms where they can serve a new  
15 generation.

16 And so that is really what we're here  
17 tonight about and what we want to engage in a  
18 discussion about how we do that, what's most  
19 important and to leverage the kind of collective  
20 voice that's in this room. And in future  
21 meetings, not necessarily in -- always in the  
22 same forum, to leverage the voices of people who  
23 aren't in the room also.

24 So with that said, I'm going to turn

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1 this back over to Board Member Todd-Breland. 17:53

2 MEMBER TODD-BRELAND: Thank you, Matt. 17:53

3 So as Matt mentioned this really is the 17:53  
4 focus for today, this question of a shifting to 17:53  
5 think about how we better nurture and support 17:53  
6 the young people who are in our school buildings 17:53  
7 today to become the educators of tomorrow in our 17:53  
8 District. And to do that, as he mentioned, 17:53  
9 certainly CPS has to take a lead in this work, 17:53  
10 but we also need the contributions, ideas, 17:53  
11 suggestions, input of all of you in this room as 17:53  
12 interested stakeholders. We need students' 17:53  
13 insights about how to make this work. We need 17:53  
14 educators' insights. We need administrators' 17:53  
15 insights, school staff, community organizations, 17:53  
16 folks in higher education, of which I am one as 17:53  
17 well, right. We need all of those voices to be 17:53  
18 part of this conversation, folks in the advocacy 17:53  
19 and funding community. 17:53

20 And so that's what we're going to do 17:53  
21 now. So I mentioned this is sort of the 17:54  
22 informational part of tonight's meeting, now 17:54  
23 we're going to get to the real important work, 17:54  
24 which is getting that feedback from you, getting 17:54



1 your contributions.

2 And I want to say something before we  
3 started. Because if you're like me we've all  
4 been to a meeting like this before where you sit  
5 and give your good ideas and you're like what  
6 happened to all those good ideas, nothing  
7 happened? So I am promising you that before we  
8 leave tonight I will be very clear about how we  
9 are going to be following up with the ideas that  
10 you put forth at your table groups. So I really  
11 encourage you to be engaged in these  
12 conversations about how we do this work together  
13 to meet these goals that clearly there is a  
14 large group of people in the city very committed  
15 to.

16 I also want to recognize Board Member  
17 Sendhil Revuluri who came in during the  
18 presentations as well.

19 And so on that note I'm going to turn  
20 it over to Felipe who is going to talk more and  
21 give an introduction to the facilitation.

22 MR. PEREZ: Good evening, everybody,  
23 Felipe Perez, Chicago Public Schools. My name  
24 is Felipe Perez, I'm Director of Diversity

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1 Pipelines for Chicago Public Schools, and I 17:55  
2 couldn't be more thrilled to be here tonight. 17:55  
3 This, as Board Member Todd-Breland said, an 17:55  
4 amazing opportunity for us to learn from the 17:55  
5 collective wisdom here in this room. So we are 17:55  
6 thrilled to get going. 17:55

7 So for this next 35 to 40 minutes we 17:55  
8 are going to break up into small group 17:55  
9 discussions. Our target number was discussion 17:55  
10 at table groups of about ten. Many of you have 17:55  
11 sorted yourselves in a ten-person table, some 17:55  
12 are a little bigger, some are a little smaller, 17:55  
13 let's make it work. 17:55

14 What is really exciting tonight, we've 17:55  
15 got a really powerful opportunity to learn from 17:55  
16 one another across different perspectives. We 17:55  
17 are incredibly blessed tonight to have so many 17:55  
18 students and educators in the room. I know 17:55  
19 we've got a few parents in the room. It's 17:55  
20 amazing, we do not create enough of these 17:55  
21 opportunities to hear from and learn from you. 17:55  
22 We are all blessed to have you here and excited 17:56  
23 to learn from you and hear from you. The rest 17:56  
24 of us that talk about this a lot, it's an 17:56



1 opportunity for us to really exercise our equity  
2 of voice and give perspective and voice to folks  
3 that we don't create these opportunities for  
4 enough. So we're really thrilled about that  
5 chance tonight.

6 And as Board Member Todd-Breland said,  
7 we are here, we, CPS, we are here to learn. The  
8 purpose of tonight is for the insight that we  
9 are -- that we can gain tonight from you all,  
10 for that insight to go into informing and  
11 engaging the development of CPS policy and  
12 programs moving forward as we address this  
13 issue. So we're very excited.

14 Our focus again is really about how we  
15 support CPS students, CPS young alumni. We're  
16 thinking more about sort of the traditional  
17 college students in tonight's framework. How do  
18 we support CPS students and young alumni in  
19 achieving their teaching credential, achieving  
20 that dream?

21 Three central questions to really frame  
22 that discussion, right.

23 What barriers stand in the path of a  
24 young person looking to achieve this career?

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1 How do we identify these barriers so that we can 17:57  
2 begin to address them? 17:57

3 Number two: What programs exist? 17:57  
4 There's many educators, many people who have 17:57  
5 navigated in this teaching pipeline, we'd love 17:57  
6 to hear from you as to what made a difference in 17:57  
7 the success of your path. And also we would 17:57  
8 love to hear what you wish would have been 17:57  
9 present. 17:57

10 That's a couple of opportunities there: 17:57  
11 Barriers, programs of opportunities, and third I 17:57  
12 think a question about who should be at the 17:57  
13 table and who is part of this work? who are the 17:57  
14 influencers, right? who are those voices? who 17:57  
15 are those individuals, those organizations, 17:57  
16 those people that really made a difference not 17:57  
17 only in our choice to become an educator but in 17:57  
18 your choice to persist through an educator 17:57  
19 pipeline and persist in this career? 17:57

20 So three things really guiding our 17:57  
21 discussion. We are here to learn about 17:58  
22 barriers, about supports and about influencers. 17:58

23 With that, I will turn to over to small 17:58  
24 group discussions of about 40 minutes. If I 17:58



1 could ask our facilitators to please raise their  
2 hands. Facilitators, please raise your hands.  
3 There should be one at each table, and if  
4 there's not a facilitator at each table we can  
5 do a little shifting. About 40 minutes of table  
6 discussions, and we'll reconvene and share out.

7 (Whereupon, small group  
8 discussions began at  
9 5:59 p.m.)

10 MEMBER TODD-BRELAND: Just a quick  
11 announcement on time. We have about five  
12 minutes left for discussion. Please also make  
13 sure you're recording down on the chart paper  
14 some of the main takeaways and points from your  
15 conversation because we'll be collecting those  
16 and processing them as well.

17 (Whereupon, group discussion  
18 was continued.)

19 MEMBER TODD-BRELAND: Okay. So at this  
20 point we're going to get ready to transition  
21 into sharing out some of your ideas. Because of  
22 our time constraints -- if I can have everyone's  
23 attention please. Can my educators in the room  
24 help me out please?

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1 UNKNOWN PERSON: I say waterfall, you  
2 say?

3 UNKNOWN PERSONS: Shhhh.

4 MEMBER TODD-BRELAND: That's what  
5 happens when you have a room full of teachers.

6 So with these final five minutes what I  
7 would ask that you do is:

8 One, make sure that all of your notes  
9 have been recorded because we will be collecting  
10 these as part of our feedback of information.

11 But also I would like for the table to  
12 come up with one, and there's a lot of tables so  
13 this is important, one key idea, theme, topic,  
14 something that you want to share with everybody  
15 else here because we're going to do a lightning  
16 round of sharing out of those one thing. So you  
17 have five minutes to pick your one thing.

18 (Whereupon, group discussion  
19 ended at 6:39 p.m.)

20 MEMBER TODD-BRELAND: Okay. If I can  
21 have everyone take a seat. Again, a couple of  
22 things because I know some folks might start to  
23 have to leave, if everyone can take a seat  
24 please.

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1           Okay. So quickly, and I'll say more  
2 about this after we do our individual table  
3 share-out, but there is a piece of paper that  
4 looks like this at your table, this is one of  
5 the main ways that we'll know how to get back in  
6 contact with you. So if you have to leave  
7 early, please do make sure you put your contact  
8 information on here so that we could follow up.

9           Okay. I'm going to start over here,  
10 okay. And if I could have everyone's attention,  
11 we're now going to do our lightning round of  
12 most important thing share-out. So who would  
13 like to speak for this table?

14           MS. NEVELS: So the main thing that our  
15 table really talked about was mainly the  
16 supports for our educators and making sure that  
17 we do that either as teachers, either as having  
18 other students be that voice for them, but like  
19 being that support and then providing those  
20 resources so that our students can get what they  
21 need, but they also have to see people who look  
22 like them saying that and sharing that with  
23 them. My name is Tamiko, Tamiko Nevels.

24           MEMBER TODD-BRELAND: Thank you,

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1 Tamiko. I'll come this way.

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2 MS. BUTTS: Hi, I'm Felicia Butts.  
3 Hello. And I am sharing out on behalf of this  
4 group right here. And some of the big  
5 takeaways --

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6 MEMBER TODD-BRELAND: One.

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7 MS. BUTTS: One. One of the big  
8 takeaways we had -- one, the single takeaway  
9 that we had from this group was about early  
10 exposure and experience for students interested  
11 in teaching. And we were able to identify  
12 several suggestions for how to do that,  
13 mentorship programs to supports training  
14 and an induction, but early exposure and  
15 experience.

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16 MEMBER TODD-BRELAND: Thank you very  
17 much. I'm going to come back here.

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18 MS. GALITO: Hi, I'm Samantha Galito, I  
19 am a student teacher. So our takeaway was paid  
20 student teaching because this is very stressful,  
21 very difficult, you know. I mean, I come  
22 from -- I'm an immigrant myself coming from an  
23 immigrant family trying to like not end up in  
24 poverty, so taking out these loans is not

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1 helping. So more help with that. And, you  
2 know, we're not going to be getting paid so  
3 we're not going to have insurance and stuff like  
4 that. So just more help to make sure that we  
5 are okay while we're student teaching because, I  
6 mean, it's hard. And if we're not okay, we  
7 can't do the job.

8 MEMBER TODD-BRELAND: Thank you very  
9 much. I'll come over here.

10 [REDACTED]  
11 [REDACTED]  
12 [REDACTED]  
13 [REDACTED]  
14 [REDACTED] So we work in the CTE program.  
15 What our group was talking about was basically  
16 how scholarships is a very big, big thing and  
17 also social/emotional. I know as growing up I  
18 had a lot of difficulty, frustration came up a  
19 lot, so I think one-on-one conversations is  
20 really, really good.

21 [REDACTED] Like teachers that support us  
22 and even at home support is like -- guidance is  
23 one of the big factors in like helping us reach  
24 our goal to be, you know, a CPS teacher and

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1 teach at all.

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2 MEMBER TODD-BRELAND: Okay.

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3 [REDACTED] Hi, I'm [REDACTED], I'm a  
4 student at [REDACTED]. I'm also in the CTE teaching  
5 program.

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6 [REDACTED] I'm [REDACTED], I also go to  
7 [REDACTED], and I love what I do, which is CTE.

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8 [REDACTED]: We were talking in our group  
9 and one big thing that is a barrier that I think  
10 teachers don't build good bonds with their  
11 students. And making a good impact on a student  
12 can like reflect on what they want to do when  
13 they grow up. So I feel like if they make a big  
14 impact, they'll be like, oh, I want to do that  
15 for some student because they did that for me.

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16 [REDACTED]: To get straight to the  
17 point, we think that connection and  
18 relationships with the students is like really  
19 big and it's like -- it's a lot because if we're  
20 not comfortable with talking to teachers like  
21 we're going to have it all bottled up and have  
22 no one to talk to so it's like a lot.

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23 MEMBER TODD-BRELAND: This table.

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24 [REDACTED]: Hi, I'm [REDACTED]

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1 [REDACTED], I'm in the CTE program at [REDACTED]. One  
2 of the main points that my group went over today  
3 that stuck out to me the most would be  
4 counselors and how they interact with students.  
5 Because I know mainly me I barely even speak to  
6 my counselor because there are more troubled  
7 students that need more of their attention. So  
8 either I believe we should train counselors to  
9 like distribute their time evenly or get more  
10 counselors.

11 [REDACTED]: My name is [REDACTED], I go to  
12 [REDACTED], I'm also in the CTE program. One of the  
13 things that like we talked about was income  
14 mobility, and I think that's a big factor  
15 because we also want to support our parents and  
16 I think it's a big deal so that we can -- we  
17 need more like money.

18 MEMBER TODD-BRELAND: Thank you very  
19 much.

20 MR. LaRAVIERE: Good evening, beautiful  
21 people. I think you're good. I think you're  
22 good. One thing, we actually convened a group  
23 of principals, the Chicago Principals and  
24 Administrators Association. Well, we convened a

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1 group of -- they asked me to do this. I told 18:47  
2 them I did it and they want me to share. So I 18:47  
3 told them we convened a group of principals this 18:47  
4 weekend to address this very question, and we 18:47  
5 came out with -- there were several great ideas. 18:47  
6 One of them I shared at this table they wanted 18:47  
7 me to report on. And that idea was the people 18:47  
8 who can be the greatest promoters of teaching to 18:47  
9 our students don't want to promote it to them. 18:47

10 One of the principals in our group said 18:47  
11 quite plainly, if my daughter said she wanted to 18:47  
12 be a CPS teacher, I would tell her absolutely 18:47  
13 not, not in this city. That so many teachers 18:47  
14 feel disrespected. They feel micromanaged. 18:47  
15 They don't feel like there is respect for the 18:47  
16 profession, that there is too much coming from 18:47  
17 the Networks and Central Office that seems to 18:47  
18 take them for granted. And so the people who 18:47  
19 could be the greatest promoters of teaching to 18:47  
20 the students don't feel like they can honestly 18:48  
21 tell their students or encourage them to get 18:48  
22 into this profession, at least not in this 18:48  
23 District. 18:48

24 And so you have to change what teaching 18:48



1 is like for the people doing it so it will be  
2 something they want to honestly and genuinely  
3 promote. Is that okay?

4 MEMBER TODD-BRELAND: Thank you.

5 MR. THORIAN: Oh, man, how do I follow  
6 that? I'm Tom Thorian from Roosevelt  
7 University. We have our student.

8 VERONICA: Hello, my name is Veronica.  
9 I was just finishing my student teaching  
10 experience at SoJo. One the things that we  
11 discussed a lot was the traditional programs of  
12 education. I know from my experience I at one  
13 point worked two jobs, I interned at Guerra,  
14 which is a program in CPS, and then I also  
15 worked -- I went to school full time. So it was  
16 something that was very difficult to manage  
17 since a lot of classes are during the day and  
18 then sometimes I couldn't go at night so it was  
19 just like that whole experience.

20 MEMBER TODD-BRELAND: Thank you.

21 MS. STEWART: Hi, I'm Stacy Stewart,  
22 I'm the principal of Belmont Cragin Elementary  
23 School. And I'm a proud CPS parent who has a  
24 child who is in education at Alabama State

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1 University because she wants to be a teacher. 18:49

2 So to this other group's point, we feel 18:49  
3 like the biggest thing you could do is elevate 18:49  
4 the status of the profession and we do that by 18:49  
5 several ways: 18:49

6 One, by the CTU and CPS coming together 18:49  
7 to restore the relationship that's been severed 18:49  
8 by this last work stoppage. So we know the 18:49  
9 messaging is out there that teaching is not a 18:50  
10 valued profession, and that this is something 18:50  
11 that is really having an impact on our students. 18:50

12 We also felt to that point how do we 18:50  
13 elevate bringing back programs like the Dram 18:50  
14 Award, bringing back opportunities for kids to 18:50  
15 be able to job shadow in schools so they see 18:50  
16 this profession that we love so much and we 18:50  
17 dedicated 27 odd years to this work. 18:50

18 And then the last thing, how can we 18:50  
19 help them elevate the status by getting out and 18:50  
20 being ambassadors? So how do we centralize 18:50  
21 teachers being ambassadors in the black 18:50  
22 community, in the Latin community, and going out 18:50  
23 and being those champions of this work because I 18:50  
24 think we need to change the conversation, the 18:50



1 messaging, and it starts with us. And so in  
2 that way we radiate that and we really elevate  
3 this work that we love in our District.

4 [REDACTED]: Hi, my name is [REDACTED]  
5 [REDACTED], and I'm part of the CTE program at  
6 [REDACTED]. And one of the things my  
7 group talked about was like teachers that  
8 actually care about us and support us. Like we  
9 wouldn't want to be a teacher if the teachers  
10 don't show us why we should be a teacher, like  
11 not being miserable all the time and like  
12 actually showing the fun in being a teacher.

13 MEMBER TODD-BRELAND: She was like,  
14 that's it. And thank you, Curie, for  
15 representing tonight.

16 Who's next?

17 MS. DOMINICCI: Hi, my name is Clariza  
18 Dominicci, and I'm the principal of Marvin  
19 Camras Children's Engineering School. And we  
20 had similar conversations to what each and every  
21 one of you have said, but it really was about  
22 changing the narrative of what teaching and  
23 learning is and talking about the really  
24 powerful teaching and innovative experiences

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1 these kids are in front of.

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2 MEMBER TODD-BRELAND: Thank you.

18:52

3 So thank you all very much for taking  
4 the time to have these conversations. Thank you  
5 for this really valuable feedback. And I also  
6 really want to say that I really appreciate and  
7 value the range of perspectives that we heard  
8 tonight and that I know are down on these sheets  
9 of paper, and that all of those things are going  
10 to help us contribute to doing this work better  
11 in the District.

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12 And to the point I made at the  
13 beginning, I will just say it again, tonight  
14 we're talking specifically about teacher  
15 pipeline, but that is not to suggest that we are  
16 not clear that there are issues around  
17 retention, that there are issues around school  
18 climate, that there are issues around bias and  
19 all of the many other issues that were brought  
20 up in this room tonight, and I just want to  
21 voice that explicitly to say that we are not  
22 looking at this to the exclusion of these other  
23 issues, but this is just sort of a first swing  
24 at like what's this committee going to do.

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1           So next I want to say something before  
2 we transition to public comment about what  
3 follow-up is going to look like so everyone is  
4 clear about that.

5           So as I mentioned before, if you have  
6 not yet and you are interested in us continuing  
7 to reach out to you about this work, please do  
8 make sure that you put your contact information  
9 on those sheets that look like what Felipe is  
10 holding up right now at your table and that will  
11 allow us to reach back out to you, that will  
12 allow the Talent team to reach back out to you  
13 in specific ways. So there may be particular  
14 parts of this that we want to draw students who  
15 are here tonight in to talk about and so we'll  
16 know that because you wrote student next to your  
17 name and we'll be able to reach back out in that  
18 way, et cetera, for whatever affiliation you  
19 have here.

20           I also want to say that all of the  
21 paper that we have here tonight, all of these  
22 notes that you're taking -- that you've taken  
23 will be entered into the official public record  
24 for this meeting, that will all be posted on the

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1 Board of Education website so that the broader  
2 public can be aware of what happened here  
3 tonight too if they were not able to come. And  
4 that explicitly that this feedback is going to  
5 be used to inform the work and what this work  
6 looks like around these specific issues moving  
7 forward. This is not a situation where there is  
8 an existing program that we're going to roll out  
9 or something, this feedback will be incorporated  
10 into what movement looks like in this area going  
11 forward.

12 If you know people who couldn't attend  
13 tonight but would like to be engaged, please  
14 contact the Board office, and this information  
15 will be on the website as well, at  
16 (773) 553-1600 or you can submit your comments  
17 at cpsboe.org slash contact.

18 And also I want to say for members of  
19 the public who wish to submit written comments,  
20 whether you have them here with you tonight or  
21 not, these can be submitted here. If you have  
22 something in writing you want to give to me  
23 tonight, I will collect it, we will collect it.  
24 But it also can be sent to the Secretary of the

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1 Board of Education, Ms. Estela Beltran via 18:55:12  
2 e-mail at ebeltran@cps.edu or you can take it in 18:55:15  
3 person to One North Dearborn, Suite 950. And 18:55:21  
4 these comments to be included as part of this 18:55:24  
5 larger public record will be accepted until 18:55:27  
6 5 p.m. tomorrow, December 17, 2019. That 18:55:29  
7 doesn't mean we're going to stop engaging in 18:55:32  
8 these issues but for what we're putting on the 18:55:35  
9 website. 18:55:38

10 All right. So with that I'm going to 18:55:38  
11 move now to public comment. We will have 20 18:55:39  
12 minutes of public comment tonight, each is like 18:55:43  
13 downtown public comment, there will be 2 minutes 18:55:49  
14 each, so that's about ten speakers. I notice 18:55:49  
15 there are a lot more than ten speakers here 18:55:52  
16 tonight, so again if you have things to say and 18:55:55  
17 there is not time, please do get in touch with 18:55:57  
18 us in these other ways. And, of course, you can 18:55:59  
19 comment on whatever you'd like, but we'd like 18:56:03  
20 feedback in particular on some of the topics we 18:56:04  
21 discussed tonight. 18:56:06

22 So the way that's going to work is that 18:56:07  
23 Susan is right here, we can have a line of 18:56:09  
24 people there. Estela is right here, we can have 18:56:12



1 a line of people there. Please line up now,  
2 again understanding ten people really.

3 We'll begin. Go ahead.

4 MR. LaRAVIERE: Again, we convened a  
5 group of principals.

6 MEMBER TODD-BRELAND: And state your  
7 name please.

8 MR. LaRAVIERE: Troy LaRaviere,  
9 President of Chicago Principals and  
10 Administrators Association. And I want to give  
11 one of the other ideas and then we'll report out  
12 the rest in the report to you guys.

13 So one of the principals identified the  
14 fact that although a majority of Chicago's  
15 teaching force is white, a majority of the  
16 paraprofessional force is black and brown. And  
17 that it would make an outstanding pipeline that  
18 paraprofessional force into the teaching  
19 profession. And so take programs like the  
20 teacher residency and expand it beyond just  
21 bilingual and special ed and the other -- the  
22 narrow fields that it currently focuses on and  
23 identify these black and brown paraprofessionals  
24 who have some potential to become great teachers

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1 and give them the supports that they need, both  
2 financial and professional, to become teachers.

3 And so that was one of the others. And  
4 again, we'll have a report for you guys. The  
5 stuff that we got from these principals was  
6 brilliant, and we're looking forward to sharing  
7 it with you. So thank you.

8 MEMBER TODD-BRELAND: Thank you.

9 MS. DICKSON: Hi, my name Joy Dickson,  
10 I am a teacher at Simeon Career Academy. I also  
11 am a CTE teacher, and I'm one of the -- Bella is  
12 here too. We're one of the seven teachers who  
13 teach teaching academy. My student [REDACTED] is  
14 here from [REDACTED], and she's a senior. And when  
15 I first met her she said she wanted to be a  
16 pediatrician, but I found out tonight she wanted  
17 to go into teaching so I'm excited about that.

18 I say that because our program is  
19 extremely unique. I am a product of CPS, never  
20 wanted to go into teaching, but I fell into it.  
21 And Ms. Watkins who is over there, she's  
22 probably hiding, she is my partner in the sense  
23 that every Wednesday my students go over to her  
24 Head Start. She's a product of Simeon. So when

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1 I can't get to them, she will tell them, now, 18:58  
2 look, I didn't have this program, don't mess it 18:58  
3 up, you better get it together. 18:58

4 I say all this because I have done 18:58  
5 numerous things within CPS beyond graduating. 18:58  
6 I've taught different places at different 18:58  
7 positions. If you want to grow teachers of 18:58  
8 color, if you want to grow teachers, period, we 18:58  
9 have to be committed to these programs. I am a 18:58  
10 team of one plus one when we go over to Wescott, 18:58  
11 and it is extremely hard when there is so much 18:58  
12 turnaround within our programs. We start off -- 18:59  
13 and I tell my students we can do this. [REDACTED] 18:59  
14 is disappointed because the current sophomores I 18:59  
15 have by the time they finish with me they will 18:59  
16 have three college credits -- three college 18:59  
17 classes, she's getting one. So it's hard to 18:59  
18 constantly recruit for our program when our 18:59  
19 programs keep changing, money, budgeting, 18:59  
20 college support we need. 18:59

21 And also pray for us because on 18:59  
22 Wednesday we're going to have about 80 18:59  
23 preschoolers and about 26 teenagers running the 18:59  
24 class. But you have to talk to us who are 18:59



1 actually doing this program because that's the  
2 other thing too, CPS tends to do things in  
3 isolation, and it is the teachers and students  
4 that are impacted directly so you need to  
5 include us as well.

6 MEMBER TODD-BRELAND: Thank you.

7 MR. THORIAN: Tom Thorian again, didn't  
8 get a chance to speak. I just wanted to respond  
9 to my colleague letting him know that, you know,  
10 CPS is partnering with Roosevelt University to  
11 prepare paras. So we're working with a small  
12 group of 20 paraprofessionals in early childhood  
13 and special education to getting them to  
14 licensure. Our normal graduates are about 35  
15 percent black and brown, that initial cohort is  
16 100 percent black and brown.

17 So in one way that we might expand it  
18 that I would suggest to all of you is just in  
19 Denver they do this with their  
20 paraprofessionals, they have para interns they  
21 call them. They're actually half-time para  
22 positions. And a first-year student at any of  
23 the universities in the Denver area can go into  
24 that role as they're enrolled in their studies.

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1 So they're a part-time worker, part-time student 19:00  
2 moving forward. So it's a way to kind of 19:00  
3 recruit people to your para positions and also 19:00  
4 support, you know, graduates hopefully of CPS 19:00  
5 and CTE programs as they move towards licensure. 19:00

6 MEMBER TODD-BRELAND: Thank you. 19:00

7 MS. CLARK: My name is Ashley Clark, 19:01  
8 and I am the director of recruitment for AUSL 19:01  
9 Chicago Teacher Residency. I just wanted to 19:01  
10 reiterate a point that our team discussed, which 19:01  
11 was really partnering with organizations that 19:01  
12 have been doing this work for some time to think 19:01  
13 creatively and innovate and be strategic about 19:01  
14 how we build on the success that we already 19:01  
15 have. AUSL has graduated over 1100 graduates in 19:01  
16 our teacher preparation program over the last 19:01  
17 15-plus years, and I think it would just be 19:01  
18 remiss if we did not think critically together 19:01  
19 about how we create interest and support 19:01  
20 interest in students earlier on. 19:01

21 MEMBER TODD-BRELAND: Thank you. 19:01

22 MR. NEWMAN: Hi, I'm Kenneth Newman, 19:01  
23 I'm on the Hyde Park Kenwood CACC, and I'm also 19:01  
24 on some park advisory councils, and I referee 19:01



1 soccer so I get around in CPS.

2 Anyway, the entire atmosphere and lack  
3 of encouragement from the Human Resources office  
4 for people to become a substitute teacher has to  
5 change. I've been through the ringer with that,  
6 it's very discouraging. You need to know six  
7 things, name, address, phone number, social  
8 security number, do they have a college degree  
9 and the background check. There shouldn't be --  
10 you shouldn't have to put a huge resume in of  
11 what your background is, you should simply give  
12 the basic information to CPS, you pass the  
13 background check, you're a substitute teacher.  
14 It shouldn't be any harder than that. But  
15 instead CPS just keeps putting road blocks in  
16 your path. And meanwhile there are what, 200  
17 classrooms a day throughout the city that don't  
18 have teachers? Think about that.

19 MEMBER TODD-BRELAND: Thank you.

20 MS. SAURI: (Speaking in Spanish) I am  
21 Judy Sauri --

22 UNKNOWN PERSON: (Speaking in Spanish).

23 MS. SAURI: You can tell I've been in  
24 the system for over 32 years. I'm here

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1 representing the Illinois Association for 19:03  
2 Multilingual Multicultural Education, right now 19:03  
3 I'm the president. I'm also the treasurer of 19:03  
4 NABE. My full-time job is principal. So my 19:03  
5 recommendation is we ask the state for Grow Your 19:03  
6 Own Illinois, President Miguel del Valle, one of 19:03  
7 the founders, for \$5 million so they can help 19:03  
8 our students. That has created so many 19:03  
9 positions and so many teachers, mostly in the 19:03  
10 areas that we need. 19:03

11 My second recommendation is the 19:03  
12 students that are right now in the dual language 19:03  
13 or the biliteracy receiving that, we brought it 19:03  
14 to Illinois, it's approved. I have one of our 19:03  
15 pioneers here. We need to honor those students 19:03  
16 and give them a pathway of a free financial in 19:03  
17 helping these girls, to be able to also get to 19:03  
18 become teachers. So that's what we need, we 19:04  
19 need to help them, give them a support system, a 19:04  
20 network of support for these candidates. 19:04

21 As also the DACA students, they are 19:04  
22 people that we have to honor and we have to give 19:04  
23 them a pathway. I have DACA teachers, oops, but 19:04  
24 all of us in the whole United States have DACA 19:04



1 teachers, and we should give them the  
2 opportunity.

3 We also have parents, I know already  
4 three of our parents that became teachers. We  
5 have -- I mean, so we have to help them also.

6 And another thing is our  
7 paraprofessionals. Why are the universities  
8 putting so many hurdles? If they have been --  
9 and I have residents -- it's a beautiful  
10 program, but we have to talk, I shouldn't be  
11 paying for it, you should be paying me for it.  
12 So why are we putting hurdles? They are having  
13 them -- this is my last point. Let me close.  
14 Why are paraprofessionals losing their jobs  
15 because they're doing observations because they  
16 are asking them? And they have to leave their  
17 job to do their student teaching. I did my  
18 student teaching in my classroom. If they've  
19 been a paraprofessional, and I already have the  
20 written statement that I gave, if I've been a  
21 teacher for over -- a paraprofessional for more  
22 than five years, I think I'm already ready to be  
23 a teacher. Why do I have to leave my job to be  
24 able to get the degree? So thank you.

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1 MS. JOHNSON: This is Jen Johnson, I'm 19:05  
2 with Chicago Teachers Union, but I was a high 19:05  
3 school history teacher for ten years at Lincoln 19:05  
4 Park. 19:05

5 I just want to say it's great that 19:05  
6 we're having this conversation. CPS did do a 19:05  
7 year long set of working groups and summits over 19:05  
8 this. So I guess one of my questions -- I'm 19:05  
9 just going to raise questions. 19:05

10 what happened to some of the 19:05  
11 recommendations that were already established? 19:05

12 Like I think we have a lot of this 19:05  
13 wisdom in the room, but we're not necessarily 19:06  
14 saying something that's new that we don't 19:06  
15 already know. So I think it's really the time 19:06  
16 to make good on the work that's already been 19:06  
17 done, the research that's already been 19:06  
18 identified. 19:06

19 And I do want to say one thing that I 19:06  
20 didn't hear is Chicago State University was 19:06  
21 starved under the Rauner administration and it's 19:06  
22 time that that university be brought back to 19:06  
23 life. It was one of the key hubs, right, of 19:06  
24 building black educators in the city, and I 19:06



1 would like to see CPS take an advocacy position  
2 around Chicago State. It's great that there are  
3 partnerships behind like closed doors and that  
4 we are aware of, but we should see public  
5 advocacy around pipeline, especially if you're  
6 Chicago State and programs that produce quality  
7 teachers. You know, I know we want quick and we  
8 want quantity, but we want quality educators,  
9 and that's expensive. It's very expensive.

10 And then I'll just say I hope that the  
11 Equity Office is a part of this conversation.  
12 I'm not sure if somebody is here from the Equity  
13 Office, but I hope that this is a part of that  
14 office's work. I know they have a report out so  
15 I'd love to hear the connection with that  
16 specific office and how they're going to be  
17 working on action steps around teacher  
18 diversity, particularly black educators.

19 And then I'll just ask when is the next  
20 meeting about retention because I'll be there?

21 MEMBER TODD-BRELAND: Thank you.

22 MS. ABREU: Hi, my name is Nicole  
23 Abreu. Excuse my voice, I'm getting a little  
24 cold here. And I am an LSC member at my kids'

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1 school, my kids' school's PAC and BAC and pretty 19:07  
2 much everything. I am a graduate cohort one of 19:07  
3 the Urban Teacher Education Program out of the 19:07  
4 University of Chicago. 19:07

5 And I agree with everything that's been 19:07  
6 said here, but we're really struggling with the 19:07  
7 lovely young lady who spoke towards the back 19:07  
8 table about the attitude of her teachers and the 19:07  
9 climate. I know we're not talking about school 19:07  
10 climate, we're talking about the pipeline, but 19:07  
11 she said it like if my teachers don't seem happy 19:08  
12 in their job, why would I want to go into 19:08  
13 teaching? And I just -- I really think that you 19:08  
14 can't really get around talking about teacher 19:08  
15 retention because it's what is inspiring kids to 19:08  
16 become teachers. 19:08

17 I remember going back my first year of 19:08  
18 college and visiting my 3rd grade teacher in 19:08  
19 elementary school, in the same elementary school 19:08  
20 that I grew up in. Like how many kids in CPS 19:08  
21 could do that, you know? How many could do 19:08  
22 that? 19:08

23 Talking about paraprofessionals, a 19:08  
24 wonderful paraprofessional I understand at my 19:08



1 kids' school had to stop working to do her  
2 student teaching, which was very burdensome for  
3 her. A wonderful bilingual special ed teacher  
4 candidate. And honestly, we have so much  
5 turnover in some of these schools with  
6 paraprofessionals and the way they get treated,  
7 which I don't know -- I didn't hear anyone  
8 identify as a paraprofessional, but I would love  
9 to have that conversation because I heard a lot  
10 of para -- I mean, I have a lot of contact with  
11 paraprofessionals because my daughter is a  
12 diverse learner and requires dedicated  
13 paraprofessional support. They're so unhappy  
14 with their jobs, why would they want to go on to  
15 become teachers?

16 So I think that the current contract I  
17 think is going to hopefully go a long way to  
18 helping teachers and SECAs and paras feel more  
19 respected. And I hope we could do like more  
20 towards that work. And I'd love to as a parent  
21 like see what I could do to be helpful in that  
22 work too.

23 MEMBER TODD-BRELAND: Thank you.

24 MS. FRANCOIS: Good evening, everyone,

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1 my name is Jesenia Francois, I'm currently an 19:09  
2 educator at Marvin Camras Elementary School in 19:09  
3 Belmont-Cragin. 19:09

4 Prior to actually being a part of the 19:09  
5 faculty at Marvin Camras I actually was a CPS 19:09  
6 teacher resident. So, you know, a lot of the 19:09  
7 concerns in regards to the program that is 19:09  
8 established currently and where it's going in 19:09  
9 the future, I do want to say that there was an 19:09  
10 extremely diverse group of individuals who 19:09  
11 participate in the interview process, but there 19:10  
12 are also requirements that you need to have 19:10  
13 prior to actually being admitted into the 19:10  
14 program. And one of the hurdles that I found 19:10  
15 that individuals were having, whether they were 19:10  
16 minority or not, was that they did not have 19:10  
17 sufficient enough educational background to 19:10  
18 actually participate in the program. Not so 19:10  
19 much as I don't have my Bachelor's Degree, but 19:10  
20 the experience within the education system. So 19:10  
21 if we want to help navigate that concern, it 19:10  
22 would be allowing paraprofessionals sooner to 19:10  
23 actually participate in the professional 19:10  
24 development. 19:10



1           Also, internally acknowledging those  
2 who show an interest and help mold and shape  
3 those individuals. So if they only have an  
4 Associate's at this time, how could we lend a  
5 hand helping them either find scholarship  
6 opportunities or give them other opportunities  
7 within the school? I absolutely adored the  
8 community that I was a part of prior to being at  
9 Marvin Camras and understand concerns with  
10 having to lose staff as they transition into  
11 other schools. However, and my administration  
12 is here today to the current school that I'm in,  
13 I wouldn't change my placement where I am  
14 currently. I have an opportunity now to not  
15 only impact students of color, other ethnicities  
16 as well, but I have an opportunity to touch  
17 other lives that necessarily if I would have  
18 stayed within the community that I was in I  
19 wouldn't have had. Thank you.

20           MEMBER TODD-BRELAND: Thank you.

21           MS. BELTRAN: Before we proceed with  
22 the next speaker, we will have time for one  
23 additional speaker on Susan's side.

24           MS. GARCIA: My name is Anna Garcia,

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1 representing the Illinois Coalition for 19:11  
2 Education Leaders. The point that we really 19:11  
3 would like to address tonight is about, you 19:11  
4 know, calling the universities. You know, 19:12  
5 higher education institutions really need to 19:12  
6 come together, and they need to come together 19:12  
7 because we're lacking right now 370,000 teachers 19:12  
8 in the United States. And the critical point is 19:12  
9 Illinois, Michigan and Oklahoma, those are up 19:12  
10 there. 19:12

11 If we don't do intentional programs at 19:12  
12 the university level, an intentional program 19:12  
13 means that it has to be intentional for brown 19:12  
14 teachers, it has to be intentional programs for 19:12  
15 bilingual teachers. So that intentionality, 19:12  
16 which is intentional leadership, that has to be 19:12  
17 present in every program or every new program 19:12  
18 that the university is holding because if you 19:12  
19 see the website of CPS you will notice that 50 19:12  
20 percent of the teachers in CPS are white 19:12  
21 teachers, but we have almost 50 percent of our 19:12  
22 students are Latino teachers -- Latino students. 19:13  
23 They are brown kids. So they don't see 19:13  
24 themselves represented in any of those faces in 19:13



1 the classroom. That's the reason why  
2 intentionality in the programs created by higher  
3 education institutions it has to be present. So  
4 we need to call the institutions because we have  
5 in the State of Illinois many, many  
6 universities, many colleges of educations, and  
7 those colleges of education they really has to  
8 come together and then intentionally creating  
9 those programs for brown teachers.

10 MEMBER TODD-BRELAND: Thank you.

11 MS. BELTRAN: Anyone else? Last  
12 speaker?

13 CHEEKA: Hello, my name is Cheeka, I  
14 actually taught for five years at Gary Comer  
15 College Prep. I recently just left education,  
16 and the reason why is because -- there was  
17 actually a bunch of reasons.

18 One, I was tired all the time, like I  
19 could not deal with the tiredness because I was  
20 a counselor, I was a teacher, I was a  
21 psychologist, I was everything to so many  
22 different kids. The class sizes were too much.  
23 I taught about 350 kids, eight different  
24 classes, and each class was from about 35 to

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1 about 45 kids. So there's -- there are so many 19:14  
2 reasons why I felt like that job for me was just 19:14  
3 not sustainable. 19:14

4 So -- and I'm very curious as to how -- 19:14  
5 I love these questions and I'm really excited 19:14  
6 that we got to talk about them, but one thing 19:14  
7 I'm wondering is like I am -- I'm just wondering 19:14  
8 about why we're focusing really on the pipeline 19:14  
9 to get teachers in when we can't even keep them? 19:15  
10 Because at the end of the day all we're doing is 19:15  
11 treating symptoms because you can treat that 19:15  
12 symptom of, oh, let's get more teachers in, but 19:15  
13 if they're not staying, it doesn't matter. So 19:15  
14 that's all I wanted to say. 19:15

15 MEMBER TODD-BRELAND: So once again I 19:15  
16 really do want to thank you all for taking time 19:15  
17 out of your night to come out and have these 19:15  
18 conversations. I want to reinforce again that 19:15  
19 this is -- this will not be the last of these 19:15  
20 conversations, and I hear retention loud and 19:15  
21 clear, I'm hearing it -- and amongst other 19:15  
22 issues. And I will say just going table to 19:15  
23 table amongst other issues, and that's part of 19:15  
24 why we want to collect and process this 19:15



1 information.

2 Also that we're not solving this  
3 problem tonight, but it really for me is an  
4 encouragement to see you all take time out of a  
5 Monday night the week before vacation or holiday  
6 break to come out. So thank you very much. We  
7 will be having future meetings. I can't tell  
8 you when yet because I think part of what we're  
9 trying to process is to get all this  
10 information, see what you said and plan based on  
11 what you said. So that's part of why I'm not  
12 announcing a next meeting date. And that they  
13 may not all be in this format, depending on what  
14 the topics that rise to the top in terms of the  
15 next form of engagement.

16 As I said before, we will be reaching  
17 back out to you though based on the pieces of  
18 paper that are at the table, so please fill  
19 those out. Also, please look out for  
20 information about the additional committees that  
21 the Board has established. So one is on whole  
22 child, that will be led by Board Member Amy  
23 Rome, who is here this evening. And they will  
24 be meeting in January, as well as Early

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1 Childhood Education by Board Member Luisiana  
2 Melendez, who is also here tonight.

3 So again, I want to thank you all for  
4 coming out. Please talk to someone if you  
5 haven't already, but I think you already have,  
6 get their information, stay in touch, and we  
7 will definitely be in touch. Have a good night  
8 and get home safely.

9 (Whereupon, the proceedings  
10 concluded at 7:17 p.m.)  
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1 STATE OF ILLINOIS )  
2 ) SS:  
3 COUNTY OF C O O K )  
4

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

13 *Karen Fatigato*



14 \_\_\_\_\_  
15 Karen Fatigato, CSR  
16 LIC. NO. 084-004072  
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