

To: Mayor Lightfoot's Education Transition Committee Facilitators
From: [Raise Your Hand for Illinois Public Education](#)
Re: Feedback on the final Report of the Transition Committees



May 31, 2019

We would like to submit the following feedback on the final report.

- There is not enough mention of neighborhood schools throughout the education sections. These schools must accept all children who live within their boundaries and should be prioritized.
- Inclusive Voice for Equity and Impact
 - “Investing in community-based and collective-impact organizations to facilitate the dialogue would be a powerful signal of priorities and a way to build relational trust.”
 - We advise that there be an accountability and transparency piece here. Which department would be in charge of vetting these organizations? If a department already exists which should be doing this work, will they be downsized to give space to these organizations? What is the mechanism for communication and workflow? Who will these organizations report to?
 - “Support and listen to members of elected and advisory parent groups, including Local School Councils (LSCs), Bilingual Parent Advisory Councils, and Community Action Councils.”
 - Add Title I Parent Advisory Councils, Diverse Learners Parent Advisory Council, and Parent Mentors.
- Diverse Talent
 - “Invest more in diverse candidates and young people who want to teach, and in staff and mentors who want to obtain needed certifications; expand paid teaching residencies.”
 - Add Parent Mentors and Grow Your Own.
- Equitable Funding
 - “Continue to provide agencies, principals, and other partners with timely budgets.”
 - Instead: “Provide principals, schools (LSCs), agencies, and other partners with timely budgets.” Note that this is the first school year in many that CPS provided budgets according to the suggested timetable- this practice needs to be an absolute priority.

“Complete and publish an equity analysis and plans for all capital, program, center, and school budgets; consider the creation of a related task force; revise policy as necessary.”

- A task force existed: [Chicago Education Facilities Task Force \(CEFTF\)](#). We recommend speaking with members of the CEFTF and starting it again.
- The Early Childhood section needs to include children with special needs.
- K-12 Schools
 - “Expand high-quality opportunities like STEM, International Baccalaureate, dual credit, and Career and Technical Education, in partnership with schools and communities.”
 - Instead: “Engage in an authentic process with communities to define what high-quality opportunities mean to them- does it mean STEM and IB or are there other things? Support what communities ask for.”
- The Postsecondary Access and Success section needs to include those with special needs.
- Community Schools and Coordinated Learning Citywide
 - “Continue supporting diverse funding streams for Community Schools, mentorship, social-emotional learning, and models including arts programs and personalized learning.”
 - Remove personalized learning.
- Appendix: Community Outreach Survey
 - The *My Voice, My School* survey has become a fraught tool as it is part of the CPS high-stakes ratings policy. Some schools try to game it often by not providing this survey to parents so that there is “not enough data” and it doesn’t hurt their rating. Or vice versa. Talking up the importance of positive surveys so ratings go up.
 - The CPS Annual Regional Analysis (ARA) is extremely problematic and needs to be tabled. It is based on flawed assumptions and led by a group with a clear ideology. Instead, the “newer engagement processes” used for the ARA should be used to [update and finalize the 10 Year Educational Facilities Master Plan \(which is required by law\)](#), reflecting a long term, overarching, citywide plan for school facility and programmatic need and investment.