

February 22, 2023 Board Meeting Written Comments
Received between Friday, February 17th and Thursday, February 23rd
Submitted via Written Comments Form

1

My name is Walter Brzeski (Bres-key) and I'm a former CPS employee and lifelong Chicago resident.

Last month, I asked the Board, Mr. Del Valle, and CEO Martinez for their help to get (8) FOIA Requests responded back to me.

As of today, only 2 of the requests were responded to by CPS. These FOIA Requests date as far back as April 6, 2022 and range from not being responded to from 4 to 10 months. This when the average FOIA Request is responded to within 26 days. (The specific requests are below)

In addition, CPS has refused to release the 2011 security video of a Steinmetz HS assistant principal choking and dragging a female student that resulted in the APs arrest and a \$10,000 settlement made to the student. CPS first denied the release of the video and then I filed a Request for Review with the IL Attorney General's Public Access Counselor (PAC) and they ruled in my favor for the release of the video. However, whereas CPS and the CPS FOIA Dept under Joseph Moriarty refuses to release the video month after month and its going on 9 months.

Here's the CPS FOIA Request for the 2011 security video: "The security video for CPS Event Detail Report #678534, submitted on Thursday, January 13, 2011 for an event on either Tuesday, January 11, 2011 or Wednesday January 12, 2011. More specifics are: A CPS Investigative Memorandum was created on March 14, 2011 for this event/incident with File #5134 and sent to James Ciesil from Michael Mahone with: Subject: Jaime Jaramillo, Type of Incident: Physical Abuse, School: Steinmetz High School, Region: 1, Area: 26. Please provide the video in a copy of the current form and available for pickup or mailing to or by myself or a representative OR electronically in a form suitable to be attached to an email response back to this FOIA Request or through the CPS FOIA Center."

I'm once again requesting the Board, Mr. Del Valle, and CEO Martinez help me to get those (6) FOIA Requests responded back to me and to get the 2011 video released to me as well.

CPS FOIA Requests NOT responded to by CPS:

1. N010796-040622
2. N011232-053122
3. N011233-053122
4. N011308-061622
5. N011599-082222
6. N011600-082222

2

The Chicago Board of Education has a policy of not allowing employees of the Board to work as vendors. What this means is that teachers are not allowed to tutor their own students for a fee to the families of said students. In addition, services such as

babysitting, transportation, tee shirt making, catering, and other good and services that could be provided by the very staff who educate and work with Chicago Public School children; are unable to do so. Neither CPS children nor CPS staff are able to benefit from the plethora of goods and services that could be provided by staff who have already cleared background checks. This was not always the case with CPS. It is not clear as to why this changed and who proposed the changed, nevertheless, it needs to be put back to allow for CPS staff to become vendors. The Chicago Board of Education is fully away that CPS staff members do not receive pay during the summer months. Sadly, if staff members are not able to be hired for summer school/summer programming with the Chicago Public Schools they have no income for 2 1/2 months. Having the ability to teach CPS swimming, cooking, coaching, tutoring, transportation or other services would help to create a summer income for staff and provide goods and services to CPS students and families. By not allowing CPS staff to sell goods and services as approved vendors with Chicago Public School students and their families, this hurts CPS staff that own small businesses. The CBOE needs lift the ban on CPS staff members not being allowed to be CPS vendors. This is a disservice to all citizens of Chicago by allowing this travesty to continue.

3 My name is Mae McGannon and I am an 8th grade student at Tubman Elementary School. As students we collectively feel greatly impacted by the fact that we have not had a principal who was present in the building daily for the last 2 years. As an 8th grader and the LSC student rep I have noticed a decline in student involvement at the school because it feels like CPS does not care how students feel or how students are affected by the decisions they make.

An actual full time principal at our school would make the student body feel cared for, heard, and represented. We feel as though CPS isn't connected or supportive of the students at our school as we've had a lack of a stable administration for the past 2 years. Many 8th graders especially don't feel like there is anyone to go to with their issues or concerns, and feel a sense of abandonment from CPS as it is so close to the end of their stay at this school, and nothing seems likely to be resolved before graduation. We like to think that the each individual student at Tubman Elementary is worthy of a formally appointed principal present every day at school.

4 During my short tenure as a Chicago Public School teacher, I've had the pleasure of meeting many passionate and dedicated employees whose sole purpose is to improve the education of our students. I was one of those employees. After 40 years in corporate America, I left my job...and for the subsequent two years, I began my full-time pursuit of a Master of Education degree. God led me back to Chicago even though my choice was to stay in Champaign to teach. I wasn't coming for fame, notoriety, awards, or power. I returned to my birthplace to help children become productive members of society by delivering the best education possible and imparting my years of corporate experience upon them so they can be successful. Never did I imagine that following an administrative bathroom directive, making a split-second decision to prevent a student from running into a door, and what 5 – 6 students said, would end my CPS employment and put my purpose-driven career in jeopardy.

This school district needs to create more empowerment for teachers and remove the extemporaneous control given to students and/or parents during an inefficient investigatory process. There are countless stories of teachers who acted in the interest of student safety and yet endured consequences that ranged from temporary displacement to loss of their professional license. In today's climate, teachers are not innocent until proven guilty (as our justice system supposedly affords its citizens); teachers are guilty and charged with proving their innocence. It's not that investigations

aren't necessary, but because of the Tribune's 2018 article, you took the door and swung it too far in the other direction.

Having been in several different corporations and a couple of other school districts through the years, I can arguably discuss best practices and inefficiencies. You may be surprised that I have observed the following. For example, why do LSCs exist that are controlled by uneducated and/or uninformed parents who allow administrators without critical leadership skills to bully teachers and undermine the delivery of a quality education? Why are there network offices whose purpose is to navigate and facilitate school improvement but only serve as black holes to the district's budget? Why aren't principals audited biennially (at the minimum) regarding the use or misuse of school funds? How can a school get away with continual violations with regards to its special needs programs?

There are many more inconsistencies than I have time to state. Chicago Public Schools clearly has an uphill battle on its hands. However, the problem stretches beyond Chicago and even Illinois. Our country has clearly indicated that it does not want to elevate the educational system to its limitless capabilities. Our allies and even some of our enemies have leapfrogged our educational ranking using the ideas of one of our own citizens. With the money that flows through this country, why wouldn't we take the ideas of John Dewey and create the exemplary educational systems that European countries have used to surpass us? We say we want progressive education but can't agree on a national curriculum. Why are test scores used for accountability? Why aren't curriculums and class sizes conducive to facilitate the differentiation our students need? It's because the powers that be don't want competitive minds challenging their financial domination, or their unethical and outdated practices. The rote education with which I was raised was designed to produce factory workers. There are some that would say we moved away from that to promote the creativity of thinkers. There are far too many schools in CPS that don't allow teachers the capability to produce creative thinkers. Teachers need the resources to close the opportunity gap that plagues our low-income and underserved communities. Because of misuse and mismanagement, the assets to reduce class size and increase supplies are inequitably distributed. Our country says that education is to be regulated on the state and local level yet uses federal funds to dictate and stipulate the governance of those regulations. IT ALWAYS COMES DOWN TO MONEY!

Ladies and gentlemen, our educational system is broken and there are times where it is difficult to draw lines between politics, administrations, and unions. It needs to be fixed immediately. Not for the sake of bragging that we are the best. Not for another feather in the cap of a politician. Not even for the funding given to school districts with increased population and test scores. We need to do it for our children's future. Thank you and God Bless You.

5 February 22, 2023

Statement to Chicago Board of Education

My name is Charlotte Thoresen. I am a parent of two students at our neighborhood school, Harriet Tubman Elementary.

I am here today to request the Board's assistance in the immediate approval of the Tubman LSC's motion to remove our principal based on violations to the district's Title IX policies around student safety which were submitted to CEO Martinez in July 2022.

Our Tubman community is strong but the district's inaction is negatively impacting all facets of the school we love including enrollment (we saw a 20% loss in enrollment between last school year and this, dramatically higher than the district average of 2.5%), staff retention (we lost 12 staff members last year, many due to our principal situation), school performance (our 5Essentials survey from 2022 showed a drop in performance against all surveys), climate and culture (our community is plagued by confusion and frustration) and vision and growth (without a permanent leader, we cannot adopt new curriculum, properly update our CIWP or plan for Tubman's future). Every day that this matter with our principal goes unresolved does irrevocable damage to our school and community.

It is my understanding that the investigation by the CEO's office is currently on an indefinite hold because our principal has gone on an unspecified leave. Tubman needs the CEO's approval to remove our principal to open the way for our school to begin a search for a new, full time leader.

I would like to voice to the desperation and abandonment our community feels in the face of inaction - we have put our trust in CPS's processes, we have been patient and we have continued to send our children to a school in turmoil believing that this matter would be resolved and our community would be able to move forward. Tubman is a truly special place and one that can be successful for our students with your help. I implore you to act now.

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- 6 I am a proud Tubman parent and LSC member. I, too, am here to ask for the CEO's immediate approval of our previous LSC's motion to remove our contract principal based on violations to the district's Title IX policies around student safety.

I want to speak to you about our incredible faculty and staff, starting with Assistant Principal Bernadette Moore and Administrator-In-Charge Retired Principal Wanda Carey. Both are committed and diligent, but neither has the authority of a sitting principal. With respect and gratitude I say--cohesive, effective leadership cannot come from an AP (doing the principal's job in addition to her own) and a part-time AIC.

Here is what I've heard from Tubman staff.

* They feel abandoned by CPS. One person told me, "When we got the AIC, it felt like CPS said, 'Okay, now you're good.' But we're not good. We need a sitting principal in the building to be able to move forward with curriculum selection, budget planning, professional development... with anything."

* They see a lack of continuity in professional development, including classroom observations, personal development goals, and PD sessions, which they say are disjointed and lack a cohesive plan or goals.

* Several mentioned staff burnout, saying people are taking on additional responsibilities--without compensation. But because so many of them are wearing so many different hats, they feel aimless and uncertain of any one person's authority.

* Staff morale is lagging. They miss the sense of unity a leader brings. "Sure, the school has mission and vision statements," one teacher said, "but I don't see a lot of buy-in. That's what a leader brings."

* In terms of our falling enrollment and staff retention, a teacher said, "Every year the principal has to fight to keep our staff numbers up. Who is going to fight for us?"

So I'm stepping up and saying, "I will. We, your community, will fight for you." I'm asking CPS to fight for us, too.

Thank you for your time

7 Good afternoon, Board members. My name is Patti Lenkov.

I am the parent of a 7th grade student at Harriet Tubman Elementary School and also have a student who graduated in 2019.

The purpose of speaking here publicly today (in addition to the countless emails I've sent to CEO Martinez, Network Chief Asaf, CPS Legal Department and more - as well as meeting with Board Member Todd Breland in October) is to request the immediate approval of our LSC's motion to remove our principal based on violations of the district's Title 9 policies around student safety. This was submitted to CEO Martinez in July 2022. SEVEN MONTHS AGO. We understand that the investigation is on an indefinite hold because our principal has gone on leave. We are strongly requesting that the CEO approve to remove our principal to pave the way for our school to begin a search for a new, full-time leader. The district's inaction is negatively impacting all facets of the school that we love.

In my 14 years as a parent at the school, we have faced many ups and downs including a failed attempt to change our school name several years ago, a global pandemic, subsequent success in changing the name in 2021, and finally a transition to new leadership after our long-standing principal left to become Deputy Chief. Throughout it all, I have remained steadfast in my belief that this school excels in the area of employing solid teachers and staff and I'm grateful that despite some of the many challenges, my children have thrived both academically and socially. Thankfully, our staff remain passionate and strong and continue to prioritize teaching our children even though they have been let down by CPS time and again. I can honestly say that this current state of limbo we have been in for over seven months has led many of us to re-evaluate our trust in CPS.

Simply said, we need your help. We need you to formally (and immediately) remove our principal so that our community can move forward. Take the time you need to conduct your investigations but give our school the respect it deserves by allowing us to move forward and begin the process of hiring a new principal. CPS often states that we are partners in educating our children, so please do your part now.

Thank you.

8 Good morning. My name is Ileana Inserni. I am a parent of 2 second graders at Harriet Tubman Elementary School and currently serve as the Chair of our Local School Council.

I am here today to request, yet again, the immediate approval of the Harriet Tubman Elementary School LSC's motion to remove our principal based on violations to the district's Title IX policies around student safety which was submitted to CEO Martinez in July 2022.

Although we understand that the CEO office's investigation is on an indefinite hold because our principal has gone on a leave, and this is us assuming because we have not been formally notified, we need the CEO's approval to remove our principal to be able to begin a search for a new, full-time leader.

As I mentioned, this ordeal began in July 2022 when the LSC submitted a formal request to remove the Principal for not only violating the district's Title IX policies, but serious concerns about her negative impact on the climate and culture of the school as well. On August 2022, CEO Martinez replied indicating that the investigation had not concluded. Then came October 2022, last time we saw our Principal without any previous notification of her prolonged absence. That same month, October, the LSC requested another update and received no response until January 25, 2023 when the Law Department of this Board informed us the investigation was ongoing and that they understood we were "anxious". With all due respect, "anxious" is not the word that adequately describes how our community is feeling. Abandoned, ignored, neglected would be more accurate epithets.

You will now hear from other parents and caregivers who, like me, demand action from CPS. Our staff deserves better, our community deserves better...our kids deserve better. I am confident that after today, CPS will finally understand that each day that goes by is another day failing our staff, failing our community, failing our kids.

Thank you.

9 I'm a parent of 2 CPS students in Harriet Tubman Elementary School.

I am here to request the Board's assistance in the immediate approval of the Tubman LSC's motion to remove our principal based on violations to the district's Title IX policies around student safety.

I am an immigrant and have experienced discrimination. As such, it is very important for me to find a school that not only can provide strong academic support for my children to succeed in life, but also the right social environment where they are celebrated for their differences. Harriet Tubman is that school for us. Thanks to the IB program, paired with caring staff who put emphasis on empathy and awareness of different cultures, I have seen my kids grow into caring empathetic individuals who see themselves as citizens of the world.

That's why it really breaks my heart when I witness all the trials and challenges that we have been going through as a Tubman community. For one year now, we have been without clear leadership. In the past year we have lost almost 100 students or 20% of our students (a staggering number compared to the 2.5 percent average loss rate in the district). Without a full-time principal, our teachers can not adopt a new curriculum. Our school is entering a review year for our IB authorization and we have no singular leader to lead this process. I see this great school that we love struggling and I truly feel that CPS has abandoned us. Please help us keep this wonderful school alive and thrive again. The parents are putting so much of our time and resources to keep us going. Please help us remove our current principal so we can proceed with finding a new principal. Thank you.

ATTACHMENTS



ChiS&E

Chicago
Pre-College
Science and
Engineering
Program

**Celebration
of our
2022 ChiS&E Seniors**

A Message from ChiS&E

Greetings All,

We hope you have had an extraordinary 2022 and we look forward to what 2023 has in store for our staff, students, and families!

[A recent Pew Research Center analysis](#) of data on African American and Latino participation in the STEM workforce shows that there has been little progress nation-wide in the share of Black and Brown graduates from collegiate or higher-level STEM training programs over the past decade.

Yet, here in Chicago, thanks to the Chicago Pre-College Science and Engineering Program (ChiS&E), African American and Latino students are taking their place in college and university STEM programs here in Illinois and across the country! ChiS&E is a major catalyst in developing the nation's next generation of scientists and engineers—the STEM leaders who will make a difference for our country and for the world. ChiS&E's second graduating class—the class of 2022—has made their secondary education choices and it is evident that their ChiS&E experience has made an indelible impact on them. Over 90% of those surveyed said that the program has had a positive impact on their educational journey. Many began in ChiS&E's K-3 Little Engineers program. Thanks to accelerated math learning, hands-on science activities, involvement with top universities, highly trained teachers, exposure to minority STEM professionals, and active parent engagement, by their final year of high school most were enrolled in advanced math and science courses, with many in pre-calculus, calculus, and AP calculus, and a good number in AP physics.

We are proud to report that 76% of 2022 ChiS&E program graduates surveyed are planning on majoring in STEM, with 40% choosing “science,” 28% “engineering,” 8% “computer science” and 24% “other.” Their choice of institutions is as varied as the students themselves with schools in Illinois, the Midwest south, and east coast as well as HBCUs, ensuring that their impact will be felt nationwide.

The feedback from ChiS&E's first two cohorts of graduates is valuable. We listen to them. We learn in what ways our programs have inspired them and prepared them for post-secondary success, how we can improve, and how we can support our graduates as they enter demanding college and university programs.

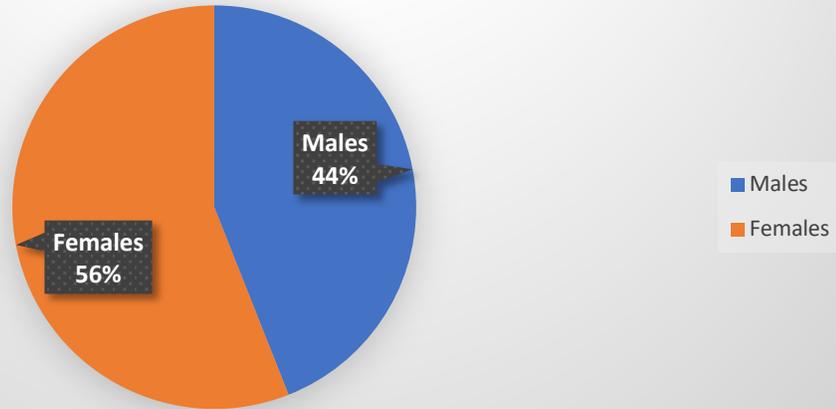
Here's how one of our 2022 graduates remembers this year's STEM Enrichment Program: “It was very helpful! It wasn't always fun getting up early on Saturday mornings to be honest, but in the end, I made a lot of friends and learned a lot. I definitely understand a lot more because of it! Especially in regard to seeing if a particular university was right for me or not.”

If you get the chance to contribute in some way to a program like this, you get to be a part of a process that can change a young person's life in a powerful way. That's what we do in ChiS&E! Kudos to our students for their focus and hard work, which will lead them to a promising future. Congratulations to all the 2022 graduates! We can't wait to see how you impact the world of the future!

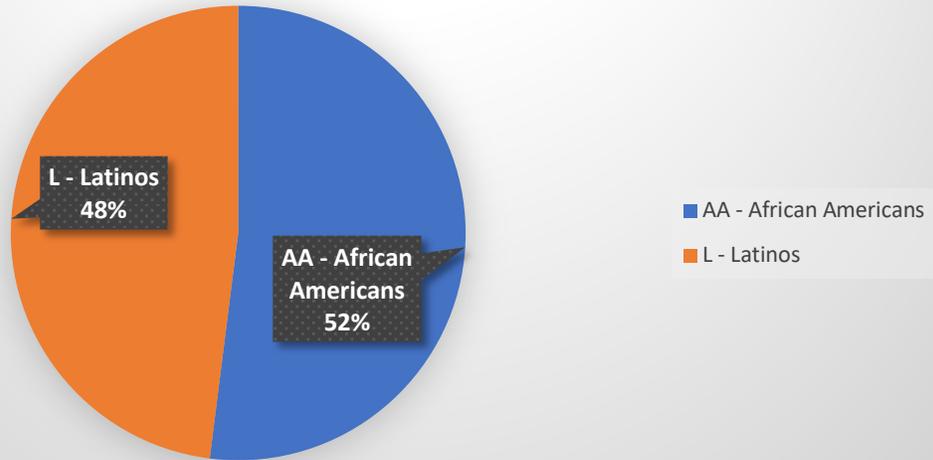
Chair Kay Volk
Chicago Pre-College Science and Engineering Program

Kenneth Hill
President & CEO, Chicago Pre-College Science & Engineering Program

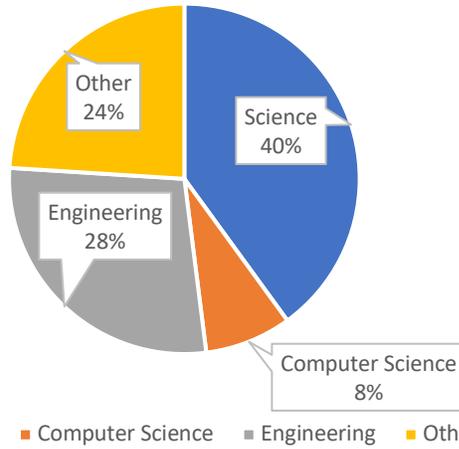
ChiS&E 2022 Seniors by Gender (25 Respondents)



ChiS&E 2022 Seniors by Ethnicity



ChiS&E 2022 Senior by College Majors



2022 Seniors - List of Colleges and Universities

What college do you plan to attend in the fall?

1. Howard University
2. Illinois Institute of Technology (2)
3. Illinois Wesleyan
4. Loyola University Chicago (2)
5. McKendree University
6. Moraine Valley College
7. Morehouse University
8. National Louis University
9. Northern Illinois University
10. Northwestern University
11. Olive-Harvey College
12. Southern Illinois University (2)
13. Southern University and A & M College
14. Tennessee State University
15. University of Illinois Chicago (2)
16. University of Illinois Urbana-Champaign
17. University of Toronto

Also: United States Air Force



- Adam Gonzalez, Whitney M. Young Magnet High School
- UIC
- Anticipated Major: Electrical Engineering

How has ChiS&E impacted your Educational Journey? CHiS&E has fueled my passion to code and make electronic devices.



- Kelly Acosta, Lane Tech College Prep
- Loyola University Chicago
- Anticipated Major: Undecided, pre-med

How has ChiS&E impacted your Educational Journey? It allowed me to learn about computer science, and advanced math skills.



- Xavier Glanz, Niles North High School
- University of Illinois at Chicago
- Anticipated Major: Physics

How has ChiS&E impacted your Educational Journey? It influenced the growth of my desire to do something science-related as a career.



- Madison Miller, St. Ignatius College Prep
- Illinois Wesleyan
- Anticipated Major: Undecided

How has ChiS&E impacted your Educational Journey? Inspired me to take more rigorous AP classes in HS.

Comments:

How has ChiS&E impacted your educational journey?

- It was very helpful! It wasn't always fun getting up early on Saturday mornings to be honest, but in the end, I made a lot of friends and learned a lot. I definitely understand a lot more because of it! Especially in regard to seeing if a particular university was right for me or not.
- It allowed me to learn about computer science and advanced math skills.
- ChiS&E has given me multiple opportunities to explore new career paths in engineering, learn new things in STEM and exposed me to STEM professionals and other peers who are also interested in STEM.
- It influenced the growth of my desire to do something science-related as a career.
- It's has made me interested in technical and engineering programs. I also enjoy working with Media technology.
- Inspired me to take more rigorous AP classes in HS.
- ChiS&E was the foundation of my love for math and science.
- It has helped me gain a better understanding of my classes, especially computer science which I wasn't as interested in at the beginning of the year.
- It has really helped me in my math and science classes.
- The program helped me learn subjects that were later taught in my school and taught me subjects such as programming, which is a rare opportunity to find.
- ChiS&E has allowed me to learn about different areas in Engineering.
- Learned Calculus before being a senior.

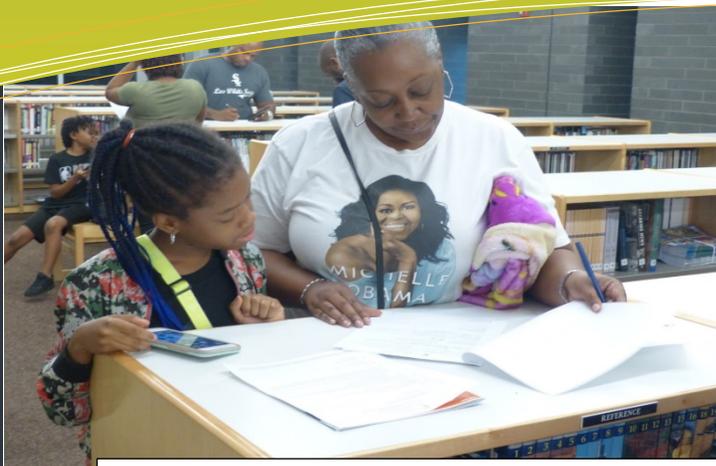
Based on your experiences with ChiS&E, what could have been improved and how?

- Not much, I personally like the way it was structured. I became a little lost towards the end but by no fault of ChiS&E; it just happened that way because of the pandemic.
- Take the older kids to field trips too, due to COVID I know it wasn't possible.
- Connecting and exposing high school seniors to internships, having more creative career interests such as digital design. Introduce a math and science tutoring program.
- I had a very positive experience. I don't remember anything lacking that would need improvement.
- I would have liked to continue the program after leaving the Chicago area.
- More engaging classes and more consistency in location and activities.
- We could have had more organized gatherings throughout the year.
- ChiS&E could have been improved by allowing more ages to participate, like I know I would have loved to have been in it as a high schooler.
- I liked all aspects of CHIS&E, but I also believe that it would be helpful if high school students were given the ability to learn about the college process and options.

Looking to the future.....What type of support would you like ChiS&E to provide you in the next steps of your educational journey?

- Maybe in the far future I could come back and work as a volunteer. I think this work experience and being on the other side as a volunteer as opposed to a student would be very helpful. especially in regard to my aspirations of going to graduate schools to pursue a Master's degree and then med school.
- Networking, provide different program opportunities/internships and mentorship programs.

- Mentorship and collaboration with others in similar fields and peer group opportunities.
- Scholarships.
- Information on scholarships or assistance with higher education. Mentoring opportunities to assist younger participants.
- Resources Alumni Network and internships.
- ChiS&E was a good Foundation when I was younger and I have not been with program since 5th grade. I would like to maybe join CHiS&E in the future to help impact other children.
- I think ChiS&E has been a great help this year which, alone, has provided a great amount of support.
- I think ChiS&E has great connections so maybe helping find programs in or out of college that can help with my career.



this issue

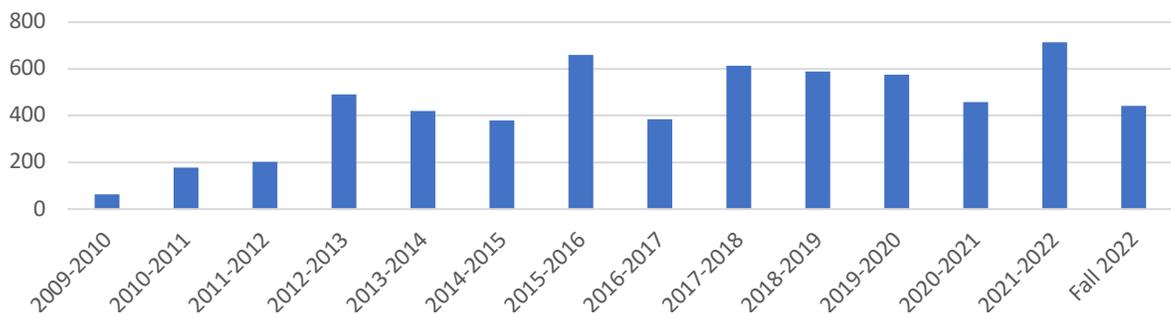
Participation Level(s) **P.1**

STEM Knowledge & Benchmark Data **P.2**

Student Data **P.3**

ChiS&E Is on Track to Reach Its Highest Enrollment Levels Ever!

Students Enrolled in ChiS&E Programs
Fall, Spring, and Summer
Fall 2002 - Fall 2022



ChiS&E enrollment numbers have grown over the years, varying in response to program development, resources available, new partnerships, and external contexts.

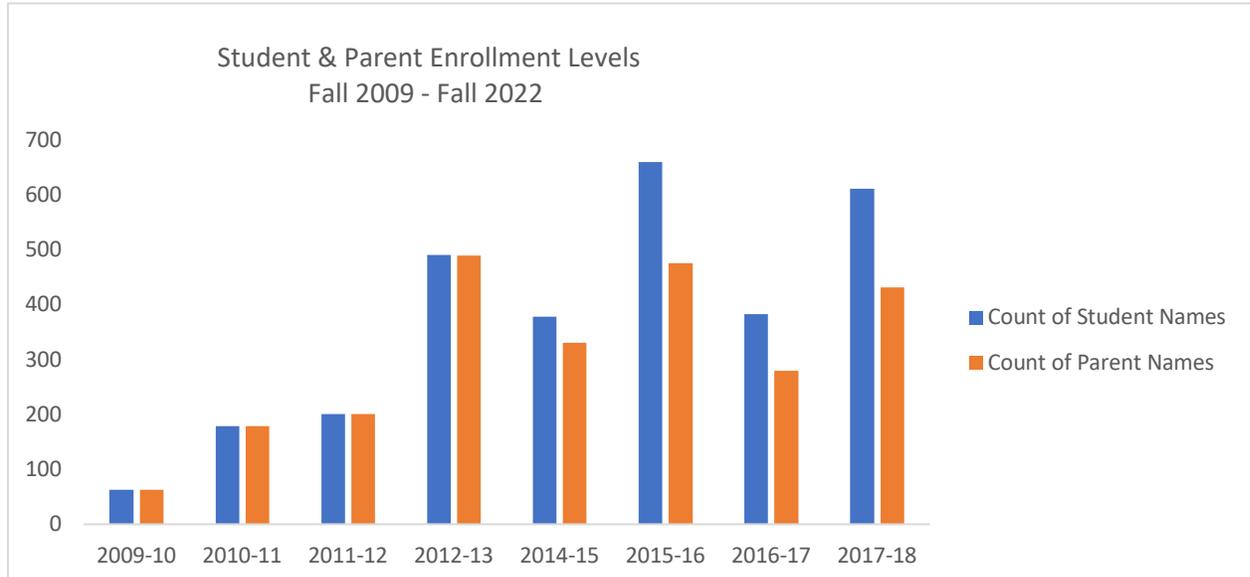
ChiS&E has weathered the “Covid-19” storm, showing strong enrollment in the spring and fall of 2022.

Strong enrollement numbers in all ChiS&E programs in fall of 2022 indicate that enrollment over the 2022-2023 academic and summer 2023 are likely to be the highest ever!

ChiS&E innovates and seeks new partners continually, offering, in fall of 2022, a new Robotics program for grades 9 and 10 in partnership with the “Duckietown” initiative of the Toyota Technical Institute housed at the University of Chicago.



Parent Engagement is Key to Children's Success as STEM Learners



STEM education researchers have studied the factors contributing to students' success in entering and completing four-year college programs in STEM. They have concluded that parent involvement is essential in developing the STEM leaders of the future. Parents need to support their children from early ages, learn how best to support them, learn about STEM professions, and explore higher education options with their children.

For ChiS&E this means children and parents learning side-by-side on Saturdays in grades K – 3 and 5.

But ChiS&E parent engagement is more than that. It involves attending a Parent Orientation every semester, regardless of student grade levels; going on field trips, including to universities; attending end-of-the-program student showcases, attending Zoom presentations by African American and Latino STEM leaders; and reading the Engineer of the Week emails sent to all ChiS&E families.

Thanks to all these approaches, parents in ChiS&E become true partners with their children's teachers in preparing their children for future academic success.

Why does our chart show lower numbers of parents compared to students as ChiS&E's programs have grown? Because about a quarter of ChiS&E families have more than one child in its programs! Some families have three or four ChiS&E participants!



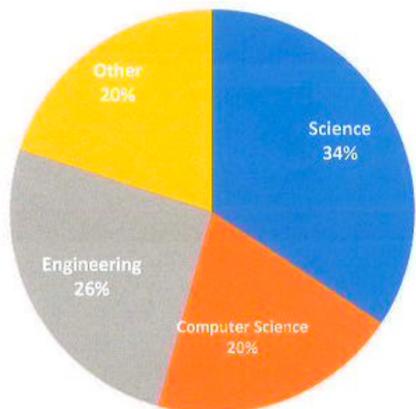
Student Data

CELEBRATION OF ChiS&E Seniors 2021-2022

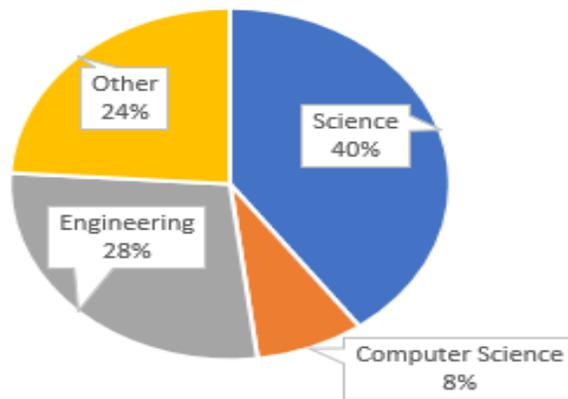
2021 - 80% of ChiS&E Seniors selected a major in a STEM field
2022 - 76% of ChiS&E Seniors selected a major in a STEM field

ChiS&E 12 Grade "Class of 2022" College Majors

The 12th Grade Class of 2021 had 80% of the student's selecting science, computer science or engineering.



■ Science ■ Computer Science ■ Engineering ■ Other



■ Science ■ Computer Science ■ Engineering ■ Other

Newsletter Issue 01 December 2022



Chicago Pre-College Science
and Engineering Program
P.O. Box 805791
Chicago, IL 60680

info@chiprep.org

MISSION

ChiS&E's mission is to increase the number of historically underrepresented minority students (African American and Latino American) who are motivated and academically prepared to pursue science, technology, engineering, and mathematics (STEM) related careers.

ACTIVITIES

ChiS&E provides highly-engaging, hands-on, age-appropriate science, engineering, computer science and mathematics activities for K – 12 students and their parents on Saturdays and in the summer at the University of Illinois at Chicago, the University of Illinois at Urbana-Champaign, the University of Chicago, the Museum of Science and Industry, Kenwood Academy High School, South Shore International College Prep High School, Bronzeville Children's Museum and Langston Hughes STEM Elementary School.

CURRICULUM 2021 - 2022

Kindergarten

"Little Civil Engineer" + Algebra concepts

Grade One

"Little Chemical Engineer" + Algebra concepts

Grade Two

"Little Electrical Engineer" + Algebra concepts

Grade Three

"Little Mechanical Engineer" + Algebra concepts

Grade Four

"Little Structural Engineer" (Bridge Building)

Grades Five & Six

"Young Mathematicians" (Geometry)

Grade Seven

"Young Physicist's" (Physics and Algebra)

Summer: Algebra, Raspberry Pi, and Engineering

Grade Eight

"Young Computer Scientist" (Coding) +
Chemistry, Organic Chemistry, and
Bioengineering Concepts

Summer: Engineering, Algebra, and Raspberry Pi

Grades Nine & Ten

Algebra Concepts for Calculus

Summer: Engineering, Raspberry Pi, and more
Algebra Concepts for Calculus

Grade Eleven & Twelve

Electrical and Computer Engineering with Arduino
Summer internships

www.chiprep.org



GOALS

Goal I: Increase the knowledge, skills, and interest in science and engineering of K – 12 students from underrepresented population groups.

Goal II: Increase parents' knowledge and skills in science and engineering and their capacity to support their children in pursuing education and careers in these fields.

Goal III: Increase the effectiveness of teachers in engaging students and parents in engineering and science-related learning activities.

BACKGROUND

ChiS&E is based on the Detroit Area Pre-College Engineering Program, founded in 1976 by Kenneth Hill, with over 50,000 graduates by 2018 (the 1996 Tracking Report indicated, approximately 70% completed four-five year degrees in computer science, science, mathematics or engineering). In 2008 Hill founded ChiS&E, with support from The Chicago Community Trust, Chase Bank Foundation, and the National Science Foundation. ChiS&E has grown from serving 60 first graders from seven schools in 2009 to 430 K – 10 students from over 80 schools in 2019.

APPROACH

Following the DAPCEP model, ChiS&E has the following unique features:

- Parent participation requirement in Saturday sessions in K-3 and 5. Required attendance of parents in all grades at Parent Orientations each semester and grades 6-10 Saturday field trips.
- Sustained, multi-year student participation through the K-12 grade levels.
- Early, accelerated mathematics, aimed at preparing students for algebra in grade 8 and calculus in grades 9&10; pre-algebraic concepts are woven through the curriculum starting in kindergarten.
- Continued enrollment permitted regardless of a student's change in school or community.
- Involvement of Chicago Public School teachers in instruction and curriculum development, building their capacity as STEM educators.
- Connections with major universities with science and engineering programs.





Children and Parents Learning Side-by- Side to Acquire STEM Knowledge:

A Case Study of the Chicago
Pre-College Science and
Engineering Program

November 10, 2017

Submitted to:
W. K. Kellogg Foundation

Submitted by:
ICF

W. K. Kellogg Foundation Family Engagement Case Study Series

Acknowledgements

This case study was prepared by ICF authors Kenneth Goodman, Dana Keener Mast, Shefali Pai-Samant, and Caitlin Howley with additional input from Howard Walters and Jenefer O'Dell of the W. K. Kellogg Foundation (the Foundation). We thank the staff and families of the Chicago Pre-College Science and Engineering program for generously sharing their stories to inform this report.

W. K. Kellogg Foundation Family Engagement Case Study Series

In 2014, the Foundation invested \$13.7 million to support a cohort of 30 grantees to implement a wide range of family engagement projects in the field of early childhood education. As part of an evaluation commissioned by the Foundation, ICF conducted in-depth case studies with six of the 30 family engagement grantees. The purpose of the case studies was to illustrate diverse approaches to building institutional and systems capacity and developing family leadership. In addition, each case study presents implementation facilitators and challenges encountered by each program as well as lessons learned for the wider family engagement field.

Children and Parents Learning Side-by-Side to Acquire STEM Knowledge: A Case Study of the Chicago Pre-College Science and Engineering Program

The Chicago Pre-College Science and Engineering (ChiS&E) program's mission is to increase the participation of historically under-represented, low-income minority students (primarily African American and Latino) in the science, technology, engineering, and mathematics (STEM) fields and strengthen the capacity of their families. The program's long-term goal is to motivate and prepare participants to complete higher education programs and pursue careers in STEM fields.

This case study illustrates how delivering innovative STEM education to low-income minority children and their parents in Chicago increased their confidence and knowledge about pursuing higher education and careers in STEM fields.

ChiS&E provides Saturday classes in STEM concepts throughout the year, including during summer, for children in kindergarten through eighth grade. Grade-level sessions are held in classrooms on the University of Illinois at Chicago (UIC) campus. The W. K. Kellogg Foundation (the Foundation) supported ChiS&E's K-3 program, which requires a parent or other family member to attend every session with their child as partners in hands-on, interactive learning. Along with ChiS&E's academic goals for children who participate, the program also seeks to educate parents about STEM concepts, share with them techniques for increasing their child's desire to learn, and provide them the knowledge and skills to advocate for their child's education with schools and districts.

History of ChiS&E

The inspiration for ChiS&E came when its founder, Kenneth Hill, was teaching calculus and physics to high school students in the Republic of Zambia in the early 1970s. Mr. Hill noticed that his students in Zambia received more hours of math over the course of their education and achieved higher math scores than his African American students in the United States. This observation led him to believe that more exposure to math and science among low-income minority students in the United States would also result in higher performance in those fields.

After returning to Michigan to pursue a graduate degree, Mr. Hill learned of a grant opportunity to provide Detroit public school students with extra math and science instruction on Saturdays, supplementing what they were learning during the school week. In 1976, he founded what became the Detroit Area Pre-College Engineering Program (DAPCEP) and led the program until his retirement in 2004. Mr. Hill left DAPCEP with strong support from the local government and school board as well as from large local corporations such as Ford, General Motors, and Chrysler. This support has provided the program with the sustainability to continue operating and to serve 6,000 K-12 students annually in Detroit.

After his retirement, Mr. Hill met a philanthropist from Chicago with a strong interest in improving educational opportunities for low-income minority students. The philanthropist invited him to replicate DAPCEP for children in Chicago Public Schools (CPS). Mr. Hill agreed to launch a K-3

program in Chicago, and ChiS&E was formed in 2008 with \$370,000 funding over three years from the Chase Bank Foundation. The ChiS&E program started by serving first grade students in 2009 and added kindergarten students the next spring. The program has added a new grade level each consecutive year as the first cohort of students advance to the next grade. In 2010, the ChiS&E program received \$1.2 million from the National Science Foundation (NSF) to continue expanding the program.

With these early funding sources, ChiS&E served families from seven public schools on the South and Southwest sides of Chicago. As participating families moved their children to other schools in Chicago, they shared information about the program with parents from those schools, thereby generating increased interest in ChiS&E. This led to the program's expansion and recruitment from more Chicago schools. The ChiS&E program currently serves about 400 K–8 students from over 80 Chicago schools each year.



Mr. Hill addressing supporters of ChiS&E

In 2014, ChiS&E received funding from the Foundation for its K–3 program. With this funding, the ChiS&E program added two new goals: (1) to demonstrate that a family engagement approach to early, accelerated math learning leads to improved student academic achievement and (2) to build support for the program model among key stakeholders, including school and district administrators, civic leaders, and funders. Foundation support also enabled the program to integrate algebraic concepts into the K–3 engineering curriculum.

The ChiS&E Program

The main components of the ChiS&E K–3 program include a STEM curriculum for children and their parents delivered on Saturdays, trainings for parents to become co-learners and advocates for their children's education, and professional development for teachers to improve their skills in delivering STEM education to children and families. Students and families are recruited into the ChiS&E program through presentations, promotional materials, and word of mouth among parents and teachers. Orientation sessions are held for interested families to learn more about the program and decide whether to commit and register for the program.

STEM Curriculum

At the core of ChiS&E is a grade-specific STEM curriculum for students in kindergarten through eighth grade. The curriculum is taught to students during three-hour sessions on Saturdays in lecture hall classrooms on the UIC campus on the city's Southwest side. Each grade-level course is focused on a different engineering field, consisting of eight to 12 lessons per school year, except kindergarten, which is

ChiS&E K–3 Curriculum

- Kindergarten – Little Civil Engineers, plus algebraic concepts (four classes)
- First Grade – Little Chemical Engineers, plus algebraic concepts (eight classes)
- Second Grade – Little Electrical Engineers, plus algebraic concepts (eight classes)
- Third Grade – Little Mechanical Engineers, plus algebraic concepts (eight classes)

comprised of four lessons during the summer. Parents or other family members of K–3 students are required to participate in the entire lesson, sitting side-by-side with their children, learning the material, and participating together in hands-on experiments and activities.

Examples abound of the types of hands-on lessons children and their parents experience in ChiS&E. For instance, Little Electrical Engineers in second grade learn about atoms, electrons, and the periodic table of elements, along with algebra, while doing experiments to learn how various household products conduct electricity. Little Mechanical Engineers in third grade learn about slopes, circumferences, and diameters by partnering to design and construct a complex machine (a car) using parts like wheels, axles, and screws. Students then use three different inclines (slopes) to determine which slope makes the car travel farthest. The program also includes hands-on field trips to sites such as the Chicago Science and Industry Museum, which ChiS&E's K–3 families have visited each semester since the program's inception.

Support for Parents

The ChiS&E K–3 program requires the active participation of a parent or family member in every three-hour Saturday session. Parents who have registered their children for the program are required to attend parent orientation sessions each semester. During orientation sessions, staff describe the program for that grade level and remind parents of their commitment to attend the program with their children. Program staff hold a parent symposium during each course, as well as a cyber-learning seminar afterward.

A notable component of the parent orientation is digital technology instruction, enabling parents to create video essays, for instance, to document and share their experiences with students, teachers, and other family members involved in the program. The ChiS&E program also includes a family support team comprised of teachers and other professionals trained in psychology, counseling, and social work.

ChiS&E Program Objectives

- **Accelerated Learning** – Boost participating students' academic achievement as shown in classroom grades (first through third grades) and standardized tests (third grade).
- **Family Capacity** – Increase parents' understanding of math concepts and math learning processes as well as their knowledge of and skills for advocating for their child at the classroom, school, and district levels.
- **Systems Change** – Increase the number of Chicago public elementary schools in low-income and minority communities that take steps to implement the district's Algebra Initiative and incorporate parents as co-educators in STEM learning.
- **Broader Impact** – Seek partnerships with school and district leadership, civic leaders, education policymakers, and philanthropists to ensure program sustainability.

Case Study Methods

The ICF evaluation team collected data for this case study during four phone interviews followed by a two-day site visit to the South side of Chicago. During the site visit in July 2017, the evaluation team interviewed the program director and members of the board of directors, conducted focus groups with teachers and a group of parents whose children have participated in ChiS&E for multiple years, and observed the classroom activities of ChiS&E for multiple grades. The evaluation team also reviewed program documents and reports to inform the case study. The team conducted a thematic analysis of the data to identify themes and lessons learned for the field of family engagement.

Professional Development for Teachers

To jumpstart the ChiS&E program in 2009, staff hired master teachers from DAPCEP in Detroit to travel to Chicago on weekends to implement the program while training and mentoring CPS teachers on the program philosophy, curriculum development, instructional content and pedagogy, and program coordination. The first cohort of Chicago teachers involved in the ChiS&E program were recruited by the program founder, school administrators, or through word of mouth among teaching colleagues. After two years of the ChiS&E program being led primarily by Detroit teachers, Chicago teachers were ready to take over the teaching, curriculum development, and program coordination responsibilities. Participating teachers brought backgrounds in math and science instruction, but many nonetheless needed to learn new content and skills in STEM topics; hands-on, participatory teaching methods; and methods for teaching parents alongside their children.

ChiS&E's Focus on Child Learning Outcomes

ChiS&E Gives Children the Confidence to Speak Up as Learners

Many parents pointed out that the ChiS&E program enhanced their child's confidence in the classroom. Program teachers encouraged children to speak up and reminded them that wrong answers are part of the learning process. Parents and teachers alike reported that the positive encouragement made students more enthusiastic about learning.



When describing changes they observed among ChiS&E participants, teachers used words like "confidence" and "grit." They said that children were more willing to "roll up their sleeves and dig in" and persevere even if their first answer was not correct. Instead of giving up, participating children learned to problem solve to find a better answer.

ChiS&E Teaches Children Life Skills and a Positive Outlook on Education

Many parents reported that their attendance in the Saturday sessions demonstrated to their children that they believe education is important. At the same time, all parents agreed that it was their children who were most enthusiastic about attending ChiS&E and who told their parents "come on, let's go" to make sure they arrived on time. Asked what nonacademic skills their children acquired by attending ChiS&E, parents repeatedly mentioned communication, public speaking, teamwork, problem solving, project management, time management, and listening.



Positive attitudes toward education also resulted from ChiS&E sessions on the UIC campus. Teachers frequently reminded children that they are learning on a college campus and that college is a place they belong. Parents agreed that this experience bolstered children's confidence and allayed their anxieties about college. Additionally, teachers reported that the experience also prepared parents for the idea that their child can attend college.

Introducing an Organizing Framework for the Case Study Series

Recognizing that there are numerous ways to effectively engage families in their children’s education while applying a racial equity lens, the Foundation emphasizes two strategies—building institutional and systems capacity and developing family leadership—to serve as a framework for describing a diverse landscape of family engagement projects. Firmly grounded in the family engagement literature¹⁻⁷, the framework includes a list of possible approaches for achieving each strategy. The ChiS&E case study illustrates five of the approaches highlighted in the framework below.

W. K. Kellogg Foundation’s Family Engagement Strategies and Approaches

Building Institutional and Systems Capacity

- [Actively Recruit Marginalized Communities and Address Power Dynamics](#)
- [Recognize Families as Assets, Valued Partners, and Experts About Their Children](#)
- Identify Goals and Resources in Partnership With Families
- Integrate Family and Community Culture Into the Early Learning System
- Develop Continuous Two-Way Communication
- Commit to Co-Governance and Shared Leadership
- [Institutionalize Structures and Processes That Strengthen Families and Organizations](#)

Developing Family Leadership

- Build Strong Networks Among Families and Communities
- [Mobilize Family Skills and Knowledge to Increase Their Control Over Resources](#)
- [Support Families to Develop and Assert Their Role as Leaders and Agents of Change](#)
- Coordinate Family Engagement Efforts Within and Across Different Systems

ChiS&E’s Approaches to Building Institutional and Systems Capacity

The ChiS&E case study reflects three approaches from the organizing framework related to building institutional and systems capacity.

Actively Recruited Marginalized Communities and Addressed Power Dynamics

The ChiS&E program intentionally focuses on delivering STEM education to under-represented minority children mainly from the South and Southwest sides of Chicago. Because African Americans and Latinos are under-represented in postsecondary STEM programs and careers, the program aims to demonstrate to children and their families from these communities that they are capable of both learning STEM content and pursuing STEM college degrees and careers.

According to many ChiS&E participants, the program raised children’s awareness of STEM careers; they noted that, prior to participation, children tended to envision a train conductor when they heard the phrase “black engineer.” After the program, children were able to envision an African American technical specialist working in the field of engineering.

To overcome a lack of knowledge about the opportunities for careers in STEM fields, the program invited African American and Hispanic engineers and scientists to speak with the families during orientations and classroom sessions and to participate as program team members. This provided role models for young minority students and their parents, demonstrating that STEM careers are attainable for people of color. Through the program, parents discovered, sometimes by surprise, that their child had an aptitude for learning and applying STEM concepts. This insight further augmented their support for their child’s STEM abilities and interests.

Through orientation sessions and parent trainings, family members became better informed about the STEM concepts that their child should be learning throughout their school years. Studying such concepts through the ChiS&E program helped low-income minority families ensure that their children keep pace academically with students from higher-income neighborhoods. In addition, ChiS&E sessions are conducted in lecture halls on a college campus, providing participants with positive learning experiences in a postsecondary environment and enabling them to envision their child attending such an institution as a student.

Parents also reported that the ChiS&E program exposed their child to cultural diversity by recruiting and welcoming African American, Hispanic, and White students. Additionally, ChiS&E provides all written session materials in Spanish and English and provides a translator for Spanish-speaking parents. African American parents noted that this helped their children embrace other cultures and sometimes inspired an interest in learning to speak Spanish. Together, these program components ensured that families from marginalized communities participated in positive STEM instruction experiences that built their capacity to support their child's academic goals.

Recognized Families as Assets, Valued Partners, and Experts About Their Children



ChiS&E integrated parents and other family members into every aspect of its K–3 classroom sessions and other activities, demonstrating the program's recognition of families as assets, valued partners, and experts about their children. Numerous program administrators and teachers pointed out that, irrespective of their socioeconomic status, education, and/or personal challenges, all parents want the best for their children and are willing to sacrifice and give their time to ensure that their children receive the best

education possible. As such, ChiS&E teachers found that their experiences as instructors helped them improve their family engagement skills and enabled them to help parents become better teachers for their own children.

In contrast to more conventional parent-teacher interactions typical in school settings, the ChiS&E program directly involved parents and other family members in every aspect of their child's education in the classroom setting. Specifically, parents learned subject material alongside their child, participated as partners in experiments and other hands-on activities, served as teaching assistants by keeping children on task and monitoring behavior, and helped their child with homework in preparation for the next week's session.

The ChiS&E model—with large classrooms of young children (K–3) participating in hands-on activities and experiments throughout sessions—is possible because parents partner with their children in the activities. As one parent said:

I just had to wrap my brain around it, because I needed to get it. This program, initially, you're like, "Okay, am I going to be able to help my kid?" The way that it's set up, it's not insulting, the simplicity of the presentations, but it's not intimidating, and the instructors welcome your questions.

As a result, the parents learned the material and pedagogy ChiS&E teachers used, making them better teachers for their child while taking some of the pressure off the teachers for individual-level attention and classroom management. Parents reported that their attendance at the Saturday sessions improved their ability to help their children with homework, and teachers gave many examples of parents who learned how to better encourage their children to work through problems rather than telling them they are wrong or giving them the correct answer too quickly.

As co-learners with their child, adult family members' knowledge and understanding of STEM improved, as did their recognition that their young child has the capacity to learn STEM concepts. The ChiS&E program taught parents to support and encourage their children's creativity and problem-solving skills, to advocate for their children's STEM education within their schools, and to recognize their child's potential capability of attending STEM college programs and of pursuing careers in STEM fields.

Institutionalized Structures and Processes That Strengthen Families and Organizations

Although ChiS&E operates as an independent non-profit organization, most of the ChiS&E teaching staff work full-time in other schools and thus are in a position to cross-fertilize their skills across education settings and recruit eligible students from their home school to ChiS&E. ChiS&E teachers learned to teach STEM concepts in more participatory, hands-on ways; develop curricula that are engaging for young children and their parents simultaneously; and integrate technology into instruction.



Although teachers came to ChiS&E with existing relevant content knowledge, many ChiS&E teachers reported that they needed to improve their knowledge and understanding of particular STEM concepts in order to teach them effectively and answer questions from students and parents. Teachers learned new STEM content from the curriculum, self-study, and their fellow ChiS&E teachers. For example, one elementary math teacher may learn physics, chemistry, or engineering from other ChiS&E teachers who specialize in those disciplines, broadening the entire ChiS&E teacher cohort's STEM base. Many teachers reported that their work with ChiS&E was valuable to their overall professional development.

Over time, participating teachers employed new knowledge and teaching strategies from ChiS&E in their regular classrooms and shared them with colleagues. As one teacher said, "I always say when I'm doing lessons, 'What would I do with ChiS&E?' or 'What would ChiS&E do?'" Some ChiS&E teachers even provided professional development on STEM teaching to their fellow CPS teachers. Although not all CPS students can participate in ChiS&E, the program's teaching philosophy and innovative approach has a positive effect on STEM instruction in Chicago schools.

ChiS&E's Sustainability Efforts

ChiS&E has sustained itself over the last nine years through grants and in-kind contributions. The program has successfully acquired funding over its lifetime (e.g., from Chase Bank Foundation and NSF) for implementation and expansion to new grades each year. Funding from the Foundation has sustained the K–3 program for the past four years and enabled the program to incorporate more math training into its curriculum. However, the program's growth (in terms of the number of children it can serve and its future expansion into new grade levels) is limited by the challenges associated with maintaining and increasing its funding base.

ChiS&E partners with CPS and receives in-kind support from UIC and the Museum of Science and Industry, which allow the program to use their facilities free of charge. ChiS&E has received some funding from local corporations but not as much relative to DAPCEP. To achieve sustainability similar to that of DAPCEP, which serves 6,000 K–12 students annually, ChiS&E will need larger, longer-term, and institutionalized funding streams.

To build a larger and more sustainable funding stream for the program, ChiS&E's leaders regularly write proposals requesting grant funds, meet potential funders, and network with local corporations and universities. Board members established a fundraising committee and are considering forming a public organization to be called Friends of ChiS&E that could involve more parents and community organizations. ChiS&E has also received positive media coverage in the last year, with coverage in the *Chicago Defender*, *Chicago Crusader*, *Chicago Citizen*, *Hoy* (a Spanish-language publication), and a recent television news story on the local CBS affiliate. Ongoing plans also include incorporating more representatives from local major corporations to serve on the board of directors to ensure wider access to resources for the organization.

More robust data on ChiS&E's effects on participants' grades and academic advancement could help board members and others better advocate for the program's value. ChiS&E's leaders recently secured funding from the Boeing Company to develop a database where they will be able to track these types of data on education achievement and better demonstrate program effectiveness.

ChiS&E's Approaches to Developing Family Leadership

The ChiS&E program benefitted parents by enhancing their knowledge, expectations, and skills related to their children's education and the education system.

Mobilized Family Skills and Knowledge to Increase Their Control Over Resources

ChiS&E developed family leadership in their children's education by informing parents about the opportunities available and the steps necessary for their children to advance to a college program in STEM education and eventually to STEM careers. Parent sessions clearly laid out STEM content knowledge that children should acquire at each grade level and raised parents' expectations for the quality of education their children should receive at each grade level.

Parents noted that the ChiS&E program helped both parents and children understand the level of math and science students should learn at each grade level as well as what STEM preparation is required for success in STEM majors in college. Participating parents and teachers noted that parents may not have been aware of such expectations before program involvement, and their children likewise may not have understood the STEM preparation needed to pursue their goals. By starting early—often in kindergarten or first grade—students can take the early steps needed to stay on track for college throughout middle and high school.

ChiS&E often invited African American and Latino professionals such as engineers, university professors, and the head of a university engineering department to speak to parents and children during orientations. Speakers discussed their own backgrounds, served as role models for participating children, and described STEM education and career opportunities. These experiences offered children and their parents additional information they can use to advocate for themselves. One parent described the words of a program speaker:

Heads up, parents, this is what your children should be learning. If you don't have it in your schools, request it, because this is what you're going to need in order to prepare to compete nationally or internationally.

Knowledge of what their children should be learning, along with positive attitudes among parents about their child's capacity to learn STEM content, motivated children to work toward acceptance into Chicago's selective enrollment (gifted and talented) and magnet secondary schools. ChiS&E parents also gained knowledge about colleges and universities that provide support for minority STEM students as well as information they can employ to ensure that their children seek and obtain additional support.

Supported Families to Develop and Assert Their Role as Leaders and Agents of Change

After experiencing the hands-on, activity-based curriculum and teaching methods of ChiS&E, parents reported that they had higher standards and expectations for teaching and became increasingly vocal advocates for high-quality teaching in their children's schools. Voicing the views of many parents, one mother said, "I would say, these teachers here set a standard. It's what you would expect at other—at your schools, of how they teach, and how involved they are, and how excited they are." ChiS&E teachers provided many examples of parents becoming more active in their children's schools. Parents were able to compare their children's science or math curriculum with that of ChiS&E and, as a result, demanded better-quality academic materials and instruction in schools.

Summary of Positive Changes Achieved by ChiS&E

- Low-income minority children and families learned that they are capable of academic and professional careers in STEM fields.
- Children developed confidence to speak up as learners.
- Parents and children learned of requirements for advancement to college.
- Children learned life skills and developed positive attitudes toward education.
- ChiS&E contributed to racial equity by improving opportunities for low-income minority children and families.
- Parents learned teaching techniques to support their children's learning.
- Parents raised their standards and expectations for their children's education.
- Teachers improved their ability to engage and teach parents.
- Teachers improved their knowledge and ability to teach STEM concepts.
- Teachers applied the skills they gained from ChiS&E in their home schools.

Note: Positive changes are based on observations reported by staff and parents and do not reflect measured outcomes, unless otherwise noted.

Implementation Facilitators

- ***ChiS&E's founder inspired others to champion the program.*** ChiS&E's founder and director was instrumental in mobilizing others to support the program. In the program's first year, teachers from Detroit commuted to Chicago on the weekends to teach classes until teachers in Chicago were recruited and trained to take over curriculum development and teaching. Leadership also recruited board members, led fundraising efforts, and inspired families to believe that they can succeed in STEM education and professions.
- ***Enthusiasm among children, families, and teachers propelled ChiS&E forward.*** The children's enthusiasm to attend ChiS&E sessions drives the continuation of the program. Although it can be a sacrifice for parents to attend the Saturday sessions due to competing family and work schedules, they made the commitment to do what was required for their children to participate. The teachers who delivered the Saturday sessions also expressed enthusiasm, devoting their personal time on the weekends to develop curricula and teach children and parents, all for the love of teaching.
- ***Parent participation in education sessions with their K–3 children facilitated the program's success.*** Parents' participation demonstrates their commitment to education for their children, which in turn promotes their children's commitment to the program. In addition, having parents in the sessions increases support for hands-on learning activities and assists teachers in managing individual behavioral issues among the students.
- ***ChiS&E teachers reflect the racial/ethnic diversity of the student population they serve.*** The diversity of ChiS&E's leadership and teaching staff demonstrates to participating minority children and families that people who look like them and come from their neighborhoods can master STEM material. Similarly, inviting African American or Hispanic engineers and scientists to speak at program events presents children and their families with additional role models of minority STEM professionals.

Implementation Challenges

- ***Lack of financial support from the school system and corporate sponsors has constrained expansion and sustainability of the program.*** Although CPS school administrators market the program to families and teachers, the district cannot provide financial support to ChiS&E due to budget constraints. A high turnover rate in CPS leadership has also limited the district's ability to support the program over time. ChiS&E has not achieved strong, committed, and ongoing relationships with local corporations and foundations to the same degree as the longstanding DAPCEP in Detroit.

Lessons for the Field of Family Engagement

- ***Parents of all backgrounds can acquire skills to support their children's learning.*** One of the key lessons expressed by program leaders, teachers, and others was that all parents want the best for their children's academic achievement. No matter what obstacles and struggles parents face, they will do what they can to facilitate their children's academic success. By showing parents that their young children are capable of learning STEM concepts and that they have a path to academic and career success in STEM fields, the program inspires parents to do what is necessary to get their children to ChiS&E sessions and to advocate for their education.

- ***Parents' direct involvement in their children's education has a positive effect on attitudes toward education as well as parent-child relationships.*** Asked what they liked best about the program, participating children most frequently reported that they liked spending time with their parents. During each Saturday session, children had three hours of uninterrupted one-on-one attention from their parents, communicating and solving problems together. As several teachers noted, one participating father reported at the close of a program year that he did not know how to interact with his son before ChiS&E but that the program pushed and challenged him to do better, providing him the opportunity to build a stronger relationship with his child.
- ***Early STEM education establishes a strong foundation for academic success among low-income minority students.*** Most people involved with the ChiS&E program believed strongly that it is important to begin STEM education early to ensure that low-income minority students in Chicago succeed in their STEM studies. The ChiS&E program engages young children in fun and interactive STEM instruction. These formative experiences encourage children (and their parents) to recognize that they are capable of learning STEM content, increase their enthusiasm for learning, provide them with new academic goals, and orient them toward the pursuit of careers they may not have otherwise considered. More broadly, regardless of whether participating children eventually elect to pursue STEM studies and careers, ChiS&E prepares them for success in whatever academic path they choose.
- ***Family engagement programs need institutional support from education and funding partners to be sustained long term.*** ChiS&E has struggled to match the same level of institutional sustainability achieved by DAPCEP. To ensure continuity, program leaders should cultivate partnerships with stakeholders who support the program's mission and can contribute funding, participate in cost-sharing, and provide services. Another strategy is to join advocacy groups with representatives from other like-minded programs, both to stay informed of new funding opportunities and to collaborate with similar programs elsewhere. Finally, family engagement program leaders should recognize that sustainability planning is an ongoing endeavor given that funding sources, relevant policies, and potential partners are likely to change over time.

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My name is Walter Brzeski (Bres-key) and I'm a former CPS employee and lifelong Chicago resident.

Last month, I asked the Board, Mr. Del Valle, and CEO Martinez for their help to get (8) FOIA Requests responded back to me.

As of today, only 2 of the requests were responded to by CPS. These FOIA Requests date as far back as April 6, 2022 and range from not being responded to from 4 to 10 months. This when the average FOIA Request is responded to within 26 days. (The specific requests are below)

In addition, CPS has refused to release the 2011 security video of a Steinmetz HS assistant principal choking and dragging a female student that resulted in the APs arrest and a \$10,000 settlement made to the student. CPS first denied the release of the video and then I filed a Request for Review with the IL Attorney General's Public Access Counselor (PAC) and they ruled in my favor for the release of the video. However, whereas CPS and the CPS FOIA Dept under Joseph Moriarty refuses to release the video month after month and its going on 9 months.

Here's the CPS FOIA Request for the 2011 security video: "The security video for CPS Event Detail Report #678534, submitted on Thursday, January 13, 2011 for an event on either Tuesday, January 11, 2011 or Wednesday January 12, 2011. More specifics are: A CPS Investigative Memorandum was created on March 14, 2011 for this event/incident with File #5134 and sent to James Ciesil from Michael Mahone with: Subject: Jaime Jaramillo, Type of Incident: Physical Abuse, School: Steinmetz High School, Region: 1, Area: 26. Please provide the video in a copy of the current form and available for pickup or mailing to or by myself or a representative OR electronically in a form suitable to be attached to an email response back to this FOIA Request or through the CPS FOIA Center."

I'm once again requesting the Board, Mr. Del Valle, and CEO Martinez help me to get those (6) FOIA Requests responded back to me and to get the 2011 video released to me as well.

CPS FOIA Requests NOT responded to by CPS:

1. N010796-040622

You have requested the following records: Most recent unredacted list of CPS employees under paid and unpaid suspension, each employee's current salary, and explanation for each employee's suspension. FYI: CBS 2 Chicago and their reporter Lauren Victory FOIA Requested such a list in the past and CPS responded with one. See link to CBS 2 Chicago report as it includes the CPS' list in the report. (<https://www.youtube.com/watch?v=Rtla-SvflQE>)

2.

N011232-053122

You have requested the following records: The employee warnings, employee disciplinary notices, and incident files/reports involving the following Steinmetz security guards for the 2020-2021 and 2021-22 school years: Marcelo Rosa III, Kimberly Members, Richard Dean, Noah Washington, Leonard Guzic, Andres Lorenzo, Yvonne Gonzalez, Christopher Carrera, and Candaice Brackenridge. Please also include the resume and initial CPS employment applications of Christopher Carrera, including but limited to the employee's previous work experience and educational experiences.

3. N011233-053122

You have requested the following records: The employee warnings, employee disciplinary notices, and incident files/reports involving the following Steinmetz employees for the 2020-2021 and 2021-22 school years: Ofelia Dang, Christopher Javier, Anjelica Roman, Angel DeJesus, Angel Gonzalez, Vincent Caputi, Richard Bilkey, Robin Russo, and Hugo Miranda. Please also include the resume and initial CPS employment applications of all the above-mentioned Steinmetz employees, including but limited to the employee's previous work experience and educational experiences.

4. N011308-061622

Documents Requested: The itinerary and school schedule for Steinmetz College Prep high school's teachers, staff, administrators, and students for the following period of time: June 6, 2022 through June 16, 2022 per period and hours of each school or teacher in-service/institute/professional day. Please include all class schedules, exam schedule, meeting schedules, presentations, activities, etc. to show what was taking place for these (9) days. It's my understanding all final assessments were to finish on Tuesday, June 7, 2022 by the end of the school day. Please also include the schedule for final grades to be submitted by all Steinmetz teachers. Also, please indicate whether teachers will be able to participate online or in-person. It's come to my knowledge that Steinmetz principal Jaime G. Jaramillo, Jr. never sent any communication to the faculty and staff on what was to take place on June 15, 2022, and June 16, 2022 Respond electronically to walterbrzeski@aol.com with documentation in .pdf form or best possible form.

5. N011599-082222

You have requested the following records: ALL federal and state court orders regarding ADA issues at Steinmetz HS from 2016-2022 along with CPS' response to those orders. In addition, please furnish all facilities/construction, law, and other documents regarding all ADA work done and proposed work to be done at Steinmetz HS from 2016-2022.

6.

N011600-082222

You have requested the following records: 2022-23 Master Teaching Schedules for the following the high schools: Lane Tech, Lake View, Prosser, Amundsen, Curie, Steinmetz, North Grand, Taft, Mather, Senn, Kelvyn Park, Von Steuben, Austin, Foreman, and Schurz. Please provide the information in .pdf format or the most easily read-compatible format.



12,000+
STUDENTS

98%
STUDENTS
OF COLOR

16%
DIVERSE
LEARNERS

College Acceptance



97%

Percent of the Class of 2022 that received a college acceptance
(of those that applied)



6

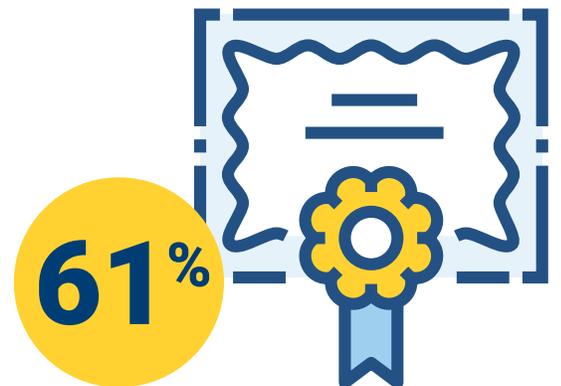
Average number of college acceptances per Noble student



SUMMER OF A LIFETIME

A NOBLE SCHOOLS PROGRAM

Noble's Summer of a Lifetime program creates college access opportunities for students to immerse themselves in summer academic programs at colleges and universities nationwide. Participants who attend after their sophomore year, return with increased confidence and understand that college is a tangible reality. Summer of a Lifetime has a proven track record of success by increasing college graduation rates for its participants since its inception in 1997.



of Summer of a Lifetime Alumni go on to earn Bachelor's degrees. That is 2.5x the rate of all Chicago Public School Graduates and almost 5X the rate of students from underresourced communities nationally.

Scholarships & College Affordability



\$505 Million

Total scholarship dollars (4-year value) awarded to Noble's Class of 2022



\$174,218

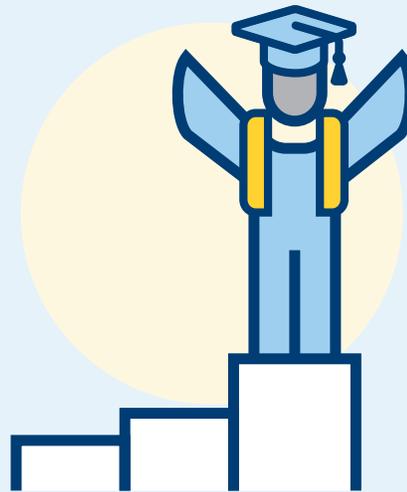
Average 4-year value of scholarships per student in the Class of 2022



\$3,073

Average annual out-of-pocket cost of 4-year & 2-year college for Noble's Class of 2022

College Graduation



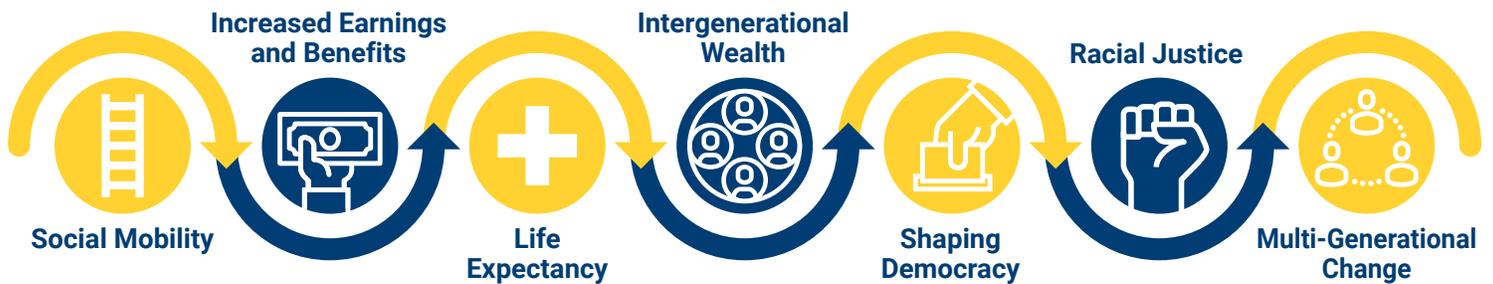
42%

of all Noble alum in the Classes of 2003-2015 have a college degree. This breaks down to 35% with a 4yr degree and 7% with a 2yr degree. National US 13%.

Black boys and Latinx boys graduating from Noble have a **more than double** chance of obtaining a Bachelor's degree.

More context: Only 13% of Americans in the lowest income quartile have a Bachelor's degree. Noble is approaching 3X that rate. Additionally, only 19% of CPS 9th graders earn a Bachelor's degree.

Noble's vision for college extends beyond matriculation



"I have a traditional public high school two blocks from my house, but I wanted a school with rules and discipline that would help my children. Noble gave me and my family access to a high quality public school that offered a strong discipline and academic culture. Noble has been the best for my family. My children are my treasure and investment, and Noble is my public school of choice!"

– Angelina Martinez, Muchin College Prep parent



Noble is the largest and highest-performing network of public high schools in Chicago.