COAL COALITION OF AFRICAN AMERICAN LEADERS

Chicago Board of Education
Candidate Questionnaire
for the
General Election - November 3, 2026

The purpose of this candidate questionnaire is to ascertain each candidate's qualifications and preparedness for, and commitment to, participating as a member of the Chicago Board of Education and for President of the Board.

The Coalition of African American Leaders (COAL) encourages an informed community towards casting an informed vote. The goal is to seat a professional, qualified, independent and engaged school board, responsible to the community, that has a laser focus on providing the best K - 12 educational experience for all of the children of Chicago, regardless of family income or zip code; the high quality educational system our children deserve.

INSTRUCTIONS

Please complete and return this fillable pdf candidate questionnaire for the position of Chicago Board of Education member and president, responding to all questions. There are a few yes/no questions which include space to expound on your response. Once completed, please return via email to: publicpolicy@coalchicago.com. **This questionnaire should be returned no later than end of day on September 21, 2026.**

We welcome any query regarding this questionnaire or individual question(s) which will help you provide your best response. Please contact Education Committee co-chairs:

Dr. Kimberly Dulaney at 312.287.4571 / readme4000@aol.com
or
Principal Gerald Morrow at 773.593.5428 / gjmorrow86@gmail.com

Chicago Board of Education
Candidate Questionnaire
General Election - November 3, 2026

Candidate Information

Name on Ballot: Angel Alvarez

School Board District: 4A

Home Address 1050 W Foster Ave, Apt H
Chicago, IL 60640

Employer/Your Title Northwestern University Feinberg School of Medicine / Director, Human Stem Cell Technologies

Phone 872-762-6435 **Email** AngelForCPS@gmail.com

Candidate signature attesting to the truthfulness, accuracy, and authorship of this Questionnaire.

9/25/2026	Dr. Angel Alvarez	Angel Alvarez
Date	**Print**	**Signature**

[Please feel free to attach primary campaign literature, bio or vita]

Campaign Information

Campaign Manager Dr. Angel Alvarez

Phone 872-762-6435 **Email** AngelForCPS@gmail.com

Website AngelForCPS.org

a. Have you held or run for public office before, and if so, what office[s] with what results?

This is my first campaign for a major public office. I was undergraduate student government president at UIC (the first freshman ever elected) and served two non-consecutive terms, along with holding other student offices. I have served on two Local School Councils, at Poe and Edison, and have been elected and appointed to other CPS roles, including being re-elected President of the

b. COMMUNITY. In what community roles do you currently serve? Or in what capacity have you served the community in the past? Have you been appointed to any public committees, commissions, task forces?

I am president of the CPS Office for Students with Disabilities Family Advisory Board. I have more than a decade of CPS policy advocacy, including local school council membership and service on the CPS Parent Leadership Council, where I was appointed and helped form three committees that I served on: Special Education & Transportation, Budget, and Evaluations & Accountability. I'm a former CPS student and CPS parent. I advise STEMResearcHER, a nonprofit addressing the gender gap in STEM, and volunteer with other organizations, including Men in Medicine and Science, which aims to bring more Black and Latino men into the field. During the pandemic, I also called for CPS schools to serve as vaccine sites, particularly in the neighborhoods I identified as having the greatest need.

Chicago Board of Education
Candidate Questionnaire
General Election - November 3, 2026

c. Please list your top three contributors who have donated $1,000 or more, and include the corresponding amounts as reported on your D-3 form (if applicable):

Contributor	Amount

d. Who has endorsed you and what are your political/stakeholder alliances (if any)?

I have no political alliances, and I screen all donors and volunteers. I have been endorsed by Northside Democracy for America.

Candidate's Plans and Goals for the School Board

e. Why are you running for *this position*? What expertise do you bring to the board? What makes you the best candidate for *the School Board*?

I'm running for the Chicago Board of Education as the parent of a child with a disability, a former CPS student, and president of the Family Advisory Board for Students with Disabilities. I grew up on the Southside and know what it's like to experience trauma, homelessness, and an educational system that fails the students who need it most. That motivates me to make sure others like me are supported. Professionally, I'm the Director of Human Stem Cell Technologies at Northwestern, where I manage budgets, personnel, and quality standards. Under my leadership, I increased output by seven times with a smaller workforce, saving millions of dollars, so I know how to do more with less. For the past decade, I've advocated for CPS families from the outside. I served on two Local School Councils, was a leader in the Parent Leadership Council, and created a district-wide survey of families of students with disabilities that goes further than what the State collects. My advocacy extends to other disparities in CPS. My research has addressed problems with early literacy and math supports for low-income students, racial disparities in gifted educational opportunities, lack of support for English language learners, racial disparities in police use and discipline, and fiscal accountability: because the same failures of identification, transparency, and follow-through show up in all of them. CPS needs a Board member

f. Please describe your Educational agenda.

The most pressing issue is that CPS's budget is unsustainable, which limits schools' ability to meet students' needs. Schools can't plan programs, staffing, or support services when funding is uncertain and school-level budgets aren't transparent. I would give schools more control over their budgets. Within that constraint, I would focus on five academic priorities:

Evidence-based curriculum. CPS does not know what curriculum its own schools use or whether it works. I would require independent evidence of effectiveness before the district adopts or renews any curriculum or digital software, and public reporting of results by school and student group, including students with disabilities.

Early literacy. I support clear literacy standards and a required educational foundation by second grade, with screening and intervention for students who fall behind.

Early identification and support. Early identification and intervention are the most effective ways to improve outcomes. I support universal screening to find students with disabilities early and correct CPS's lack of compliance with Child Find. I would also

Chicago Board of Education
Candidate Questionnaire
General Election - November 3, 2026

ACCOUNTABILITY / TRANSPARENCY

1) We believe that it will be important for you to communicate with District constituents on a monthly basis. Communications should include, but not be limited to, updates to inform and receive feedback on upcoming CPS votes and initiatives, as well as progress monitoring. Will you commit to implementing some form of monthly communications for your constituents?

YES ☑ **NO** ☐ **(Please provide an example)**

YES. I will hold regular virtual and in-person office hours. I will send a monthly update covering upcoming Board votes, my position and reasoning, and progress on district initiatives. Moreover, I will push for transparency and share my research into critical issues from budget sustainability (I discovered inaccurate budget reporting, predicted cost overruns, and warned last year that the EPIC and ACERO closures were "the canary in the coal mine" for more closures: six months before ASPIRA announced it was closing its own schools), student achievement (I showed that CPS was misrepresenting post-pandemic gains and hiding racial disparities in academic declines), and discipline (I discovered the greatest racial disparities in discipline were in elementary schools, not high schools). Finally, I will go where families are: to LSC meetings, community events, and other gatherings, as I have done for 10

2) What measures do you want to put in place to promote transparency in the school board system?

I will continue to push for accurate school-level budget transparency and forward-looking projections. CPS does not properly fund schools and deviates from their funding formula.
CPS needs vendor reform and a clear and searchable database of service providers and costs. I showed how some transportation vendors had better contracts and overcharging for the same service others were offering for less.
Public accurate student academic outcomes for each school with curriculum information to identify what curricula are the most effective. All this information empowers LSCs to make better decisions on supporting the success of our students.

3) What methods will you put in place to understand the interests / positions of your constituents, to ensure your Board votes align with your constituents, and not political funders or special interests? **(Please be specific)**

I have always been independent because my only allegiance is to what's in the best interest of students. I screen my own donors, I'm not supported by special interest groups, and I won't advocate anyone's talking points when it doesn't benefit our children. To understand what constituents actually want, I rely on the same tools I've built over a decade of advocacy: regular surveys, office hours at times that work for working families, and consistently showing up at LSC meetings and community events, not just during an election. If a conflict ever arose between a contributor's interest and what the evidence shows helps students, I'd recuse myself from that vote. My positions are clear, and I've spent the past decade advocating for them, long before anyone was funding my campaign.

4) What measures do you suggest the school board implement to ensure that CPS is held accountable and is responsive and transparent to school stakeholders?

CPS needs to clearly report all school-level funding, so LSCs, parents, and community members know exactly how much money a school receives and where the money goes. Schools need more control over their budgets so they can direct it to where it's needed most for their students.
CPS needs to clearly report student outcomes on standardized assessments, not just the IAR, and disaggregate data by race, income, and other factors. However, rather than just focusing on the top-line number, we need to emphasize student growth to ensure that students who are below grade level, are making gains quickly so they can catch up and excel.
LSCs need to be provided with proper training and resources to be able to address the needs of their students.

Chicago Board of Education
Candidate Questionnaire
General Election - November 3, 2026

5) Will you support a third-party independent audit of Chicago Public Schools? **YES** ☑ **NO** ☐ **(and why?)**

I would support a third-party audit, but the reporting has to show school-level funding, central office spending, and the effectiveness of large initiatives, such as the Skyline curriculum, Office for Students with Disabilities cluster programs, and transportation. I'm already pursuing that kind of accountability on disparities for students with disabilities and transportation myself, through Freedom of Information Act requests and a formal compliance complaint with ISBE over CPS's lack of support for students with disabilities and transportation practices, so I know firsthand how much a genuine audit could uncover. What I don't

6) Recognizing that parents of CPS students are a critical portion of your constituency, what will you do to build and nurture a relationship with parents in the District?

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From my work on LSCs and the Family Advisory Board, I know what makes parents feel heard and supported. I will hold regular meetings during lunch hours, evenings, and occasional weekends because we want to make sure parents can attend. I created a

BUDGET / FINANCE

7) In what ways should the school district engage Springfield for funding? In what ways will you engage external partners to assist with funding CPS initiatives?

I have advocated for greater funding from State legislators and have spoken with them about the deficit we face now. That's how I know the legislature will not pass the spending measure needed to close CPS's budget deficit. However, I will make the data-driven case in Springfield that Illinois should fully fund its own adequacy targets under the Evidence-Based Funding formula, because of significant future economic benefits.

8) What are your ideas to address the School District's consistent $500-$700 million budget gap?

In 2013, CPS closed 50 schools while operating a $5.2 billion budget for over 400,000 students. Today, the budget exceeds $10 billion to educate nearly 100,000 fewer students, and enrollment keeps declining. That trajectory should alarm anyone paying attention to how this district spends. The real gap is larger than CPS reports, too: closer to $750 million once you account for how the district's own budget documents have understated costs, and will keep rising, something I flagged years before this became public knowledge. Closing it responsibly means three things: an independent, line-by-line review of central-office spending and outside contracts, opening the bidding process to greater competition and cracking down on the kind of vendor overcharging I've already documented in transportation; a hard push in Springfield to fully fund the state's own adequacy targets under the Evidence-Based Funding formula, since Illinois is not meeting its own commitment; and an end to budgeting practices that hide

9) How will you hold CPS accountable for ensuring equitable funding for all schools? And how should the Board / CPS prioritize to ensure funds are allocated where needed?

CPS deviates from its own funding formula, and most families have no way to see that it's happening. I would require CPS to publish per-pupil funding by school against what the formula says that school should receive, with any gap explained publicly. Priority should go to schools carrying the highest concentrations of need and provide the needed financial support for students with disabilities, English language learners, and low-income students, because that's where the formula is most often shorted and where the consequences of underfunding are most severe.

Chicago Board of Education
Candidate Questionnaire
General Election - November 3, 2026

10) What are your ideas for **funding** the mental health needs of students, faculty, and staff?

CPS should maximize Medicaid reimbursement for school-based mental health services, which the district currently leaves on the table, and pursue state and federal grants built for this purpose. I would also build partnerships with university and hospital systems, the kind of partnership my own institution is positioned to offer, to extend clinical capacity without waiting on the general fund. Whatever the revenue source, counselor, social worker, and psychologist positions need to be protected in the core budget, not treated as the first thing cut when money is tight.

EDUCATION / STUDENTS

11) Achievement Gap: The data show persistent disparities in measures of educational performance among subgroups of students, especially groups defined by socioeconomic status, race/ethnicity and gender. How do you plan to address/close the intransigent achievement gap for African American students?

The racial disparities in educational performance widen the longer students stay in CPS, and the root cause is foundational, not disciplinary. Without universal screening and a required literacy and math foundation by second grade, students who start behind fall further behind every year that follows: that gap in foundational skills, more than any other single factor, is what limits learning growth. Closing it starts with universal early screening and real intervention, and more money given to schools to address the disparities early before students fall further behind. Discipline disparities are a real but secondary contributor: I found that the greatest racial disparities in discipline aren't in high schools, where most attention goes, but in elementary school, which pulls Black students out of instruction before third grade even ends. None of it works without honest, disaggregated reporting on how each school is actually doing.

12) Opportunity Gap: The disparities in providing access points and multiple pathways to position students for post-secondary success. How do you plan to address/close the opportunity gap for African American students?

I've advocated for years against how CPS handles gifted and accelerated placement, where racial disparities in access are well documented and largely unaddressed. In fact, my research has found that racial disparities increased after CPS implied one of their "equity initiatives." I would reform identification so it finds talent CPS is currently missing, expand access to AP, dual credit, and CTE pathways regardless of zip code, and fix the drop in English language learner proficiency after fourth grade with earlier, more targeted intervention rather than letting students fall further behind before anyone acts. If students are given a strong foundation, they will build to the heavens.

13) What are your thoughts and/or ideas on **policies** to address the mental health needs of students, faculty, and staff?

I grew up experiencing trauma and homelessness in a school system that wasn't built to help students like me, so this isn't an abstract issue for me. I would push for trauma-informed practice district-wide, staffing ratios that meet recommended standards for counselors and social workers, and less reliance on punitive discipline that often punishes the symptoms of unmet mental health needs rather than addressing them. Staff wellness matters too, you cannot ask burned-out adults to hold traumatized kids. That's why I call for schools to have more control over their budgets. I trust them, not some central office bureaucrat, to invest where our children have the greatest need.

Chicago Board of Education
Candidate Questionnaire
General Election - November 3, 2026

14) How will you work towards all schools providing recess and physical education equipment, healthy food offerings, and classes in the arts, shop, and technologies, as well as foreign languages?

CPS doesn't currently have a clear public inventory of what each school actually offers, which is itself a problem. I would start by publishing that inventory school by school, then build a district-wide floor for these offerings into the budget formula so schools with the least fundraising capacity aren't the ones going without. Enrichment shouldn't depend on which school has the most active parent fundraising committee. We also have to be realistic and understand all schools cannot offer all programs. I want the LSCs and those leaders in the school community to be trusted with where to allocate additional funding given to them.

15) The elected representative school board legislation includes the establishment of a board-level *Black Student Achievement Committee*, to develop actionable strategies to close the achievement gap for Black students. What actions will you take to ensure that this committee is staffed appropriately to give it its best chance of achieving measurable improvements in the education of Black students, system-wide? And, importantly, will you commit to the African American community having a strong voice / autonomy in the selection of Black Student Achievement committee members? **YES** ☑ **NO** ☐ **(and why?)**

Yes. This committee needs diverse expertise and talented people with the analytic skills to actually track progress, a dedicated budget line, and direct access to district data, not just an advisory title. I've attended their meetings and shared my research with CPS. I commit to a transparent, community-driven nomination process in which the African American community, including organizations like COAL, has a strong and genuine voice in who serves. Anything less turns the committee into a symbolic gesture instead of the accountability mechanism the legislation intended.

GOVERNANCE

16) What are your thoughts on the role of Artificial Intelligence (AI), Career and Technical Education (CTE), Computer Science (CS), and other emerging technologies in education for students, faculty, and staff?

As a scientist, I support students and staff learning to use these tools well and thinking critically about them, but I do not want technology to replace teachers. CPS has been over-reliant on technology as a way to paper over inequity rather than solve it. Students, especially young children, need less screen time and more person-to-person interaction: with each other, and with teachers who can adapt instruction to how a child is actually learning. Student data privacy has to come first: we should not be placing private student information in AI systems. My priorities are computer science and CTE pathways tied to real credentials in every high school, clear guardrails on student data privacy, and teacher training and evidence of effectiveness before any tool is deployed district-wide. That is the same standard I want applied to curriculum generally. Technology should support teachers, not replace the judgment they bring to a classroom.

Chicago Board of Education
Candidate Questionnaire
General Election - November 3, 2026

17) Do you think the school board should have autonomy to override LSC decisions that are made at the local level? **YES** ☐ **NO** ☑ Please explain your answer with an example.

Generally, no. My whole approach to this campaign is built on empowering LSCs, not central office, because the people closest to a school's students usually know what that school needs. The Board should only intervene where a decision violates the law, endangers student safety, or violates civil rights, not simply because central office would have chosen differently. I served on LSCs and I trust school-level leadership to know what works for their students more than someone who sits at a desk at 42 W Madison.

18) LSCs are responsible for principal selection; should CPS be required to obtain LSC review to remove a principal? **YES** ☑ **NO** ☐ **(and why?)**

Yes. LSCs select principals, so they should have a formal role before one is removed. That protects both due process and the trust LSCs have built with their communities. The exception is an immediate safety or misconduct emergency, where the district can act quickly with LSC notification and review to follow.

19) What are your thoughts on establishing an independent review board for terminations within CPS?

I support the concept. A fair, independent, and timely process protects both employees and students, but it has to be designed carefully. We need clear rules on which terminations it covers, protections for confidentiality and student safety, and firm timelines so it doesn't become a way to stall necessary personnel decisions. I've seen CPS game the system and delay justice long enough so it gets denied.

OPERATIONS / POLICY / PERFORMANCE

20) What is one challenge or area of growth you see within CPS? What are your solutions for addressing this challenge?

I want universal screening of children by age five for disabilities and again at second grade to ensure they have the needed foundational skills to be successful. When we identify need, those resources have to be directed to allow that child the opportunity to succeed. CPS's noncompliance with Child Find, its legal obligation to identify students with disabilities early, is the challenge I know best, both professionally and as a parent. Families wait too long for evaluations, and by the time a student is identified, the most effective window for early intervention has often passed. I would require universal early screening, public reporting on evaluation and service timelines by school, and real accountability when CPS misses its legal obligations, not just after-the-fact apologies.

Chicago Board of Education
Candidate Questionnaire
General Election - November 3, 2026

21) What are your thoughts on the financial and academic oversight of school choice, and do you believe guardrails should be put in place? If so, why?

Yes, guardrails are necessary. Every school that uses public dollars (charter, selective enrollment, magnet, etc) should report finances, admissions, enrollment, attrition, and discipline data using the same standards as district-run schools. The Board should also track how choice programs affect enrollment and budgets at neighboring neighborhood schools, so no community is left quietly hollowed out while resources concentrate elsewhere. My research has shown where CPS falls short on this and I will be releasing more findings on this in the near future.

22) What are your thoughts on school closings and consolidation?

Closures should be rare and evidence-based, not a budget shortcut, and only pursued when it is genuinely in students' best interest. Any decision has to be made with LSCs and real community input, not imposed on a community after the fact. Where savings do result, that money should go directly back to the students and communities who bore the harm of the closing.

23) What criteria should be used to identify which schools should be considered for closure/consolidation?

Criteria need to be published in advance and applied consistently: enrollment trends and building capacity, building condition, academic and fiscal performance adjusted for student need, whether alternatives like investment or co-location were actually tried, the impact on receiving schools including travel and safety, and documented community input, not a box-checking exercise after the decision is already made. I have called on school leadership to have more control over their budget and decide on the fate of their schools. When closures or consolidations are determined to be in the best interest of their students, those students and the communities impacted should receive the money that is saved to help offset the harm.

24) What existing CPS policies would you like to change, or what new policies would you like implement?

I would require independent evidence of effectiveness before CPS adopts or renews any curriculum or digital tool. We also have to give schools some flexibility and be involved in the process to try new things. Right now the district often doesn't even know what curriculum its own schools are using, let alone whether it works. I would enforce Child Find compliance with real consequences, reform the vendor and procurement process to stop the kind of overcharging I've documented in transportation, and require transparent, formula-consistent, school-level budgeting district-wide. Finally, I would control spending and limit deficits by empowering schools to have more control over their budgets and eliminate waste in central office.

Chicago Board of Education
Candidate Questionnaire
General Election - November 3, 2026

CHARTER SCHOOLS

25) Funding Equity: Chicago Public Schools provides funding to both district-operated and charter public schools. Do you support funding parity between charter public schools and district-operated schools? **YES** ☑ **NO** ☐ **(and why?)**

I support funding that follows students equitably and reflects actual need, charter students shouldn't be funded as second-class public school students. That said, "parity" has to be evaluated on the full picture, including services the district provides or absorbs on behalf of the whole system, like special education, facilities, transportation, and legacy costs that district-run schools carry and charters generally don't. Providing school-level budgets and greater transparency would help address this issue.

26) Equitable Access to Resources: Do you believe funding for student support services should be allocated equitably to all students, regardless of whether they attend a district operated or charter school? Yes or No If a school accepts public funding for a student should it also be responsible for continuing to serve that student the entirety of the year? **YES** ☑ **NO** ☐ **(Please explain in detail.)**

Student support funding should be allocated equitably to all public school students, regardless of school type. If a school accepts public funding for a student, it should serve that student for the full year or return funding proportionally if the student leaves. That includes actually delivering the special education services that students are legally entitled to, not passing that obligation back to the district.

27) Parent Choice and Educational Options: Well-to-do families have the resources to afford the type of education they want for their children. Many Black and Brown families who may be unable to afford private or parochial schools, choose charter schools because they believe those schools best meet the educational, social, emotional, or cultural needs of their children. What role do you believe charter schools should play within the Chicago Public Schools system, and how would you ensure families continue to have meaningful educational choices?

I respect why Black and Brown families who can't afford private or parochial school choose charters. They're often responding to real gaps in what neighborhood schools currently offer. My goal is to make that choice meaningful rather than necessary: common enrollment and information across all public options, the same transparency and accountability standards for every school type, and real investment in neighborhood schools so families are choosing based on fit, not settling based on which school actually has functioning supports.

Chicago Board of Education
Candidate Questionnaire
General Election - November 3, 2026

28) Charter Renewal Stability: School board meetings can involve lengthy discussions on charter renewals. What are your thoughts on charter school renewals, including multi-year renewals?

I support multi-year renewals for charters that meet clear, published academic, financial, and compliance standards. Predictability helps school leadership, students, and families plan, and it frees up Board time for renewals that are genuinely contested. The Board should still retain the ability to intervene mid-term if performance or compliance slips; a multi-year renewal isn't a pass from oversight. There are serious problems that I have identified with the finances of charter schools and the board needs to make sure these students are supported to avoid more unnecessary school closures.

29) Accountability and Student Outcomes: Should charter schools and district-operated schools be evaluated using the same academic, financial, operational, and student-outcome standards?
YES ☑ **NO** ☐ Where might they differ?

Yes. Charter and district-operated schools should be measured against the same academic, financial, operational, and outcome standards. Where they might reasonably differ is in accounting for context (e.g. student mix, mid-year attrition patterns, and charter-specific governance and facilities arrangements) but the bar for what counts as success should be identical.

30) Long-Term Vision: What is your vision for the relationship between Chicago Public Schools and public charter schools over the next five years, and how would your policies support improved outcomes for all Chicago public school students?

I want one accountable public school system: shared data, shared standards, and shared services like special education, with transparent enrollment planning so schools aren't competing in ways that quietly hurt students on either side. Strong schools of every type should be sharing what works, and every family, regardless of which kind of public school they choose, should be able to see clearly how that school is actually performing. We can do this without running billion dollar deficits.

Chicago Board of Education
Candidate Questionnaire
General Election - November 3, 2026

Thank You

for your response

COAL COALITION
OF AFRICAN AMERICAN LEADERS

About COAL
COAL is an umbrella organization founded by 13 of Chicago's historic African American mens clubs. COAL's overarching mission is to identify, examine, illuminate and find resolution to issues impacting the greater community. We strive to use our collective experience, expertise and resources to improve the quality of opportunity, quality of preparedness and the quality of outcomes (expressed as 'quality of life') for our community.

What We Believe
The Coalition of African American Leaders believes that it is important to examine the critical issues confronting the African American community where injustice, inequality and the absence of access and opportunity continue to prevail, thereby negatively impacting us as a people. COAL is an assemblage that advocates and organizes for appropriate and responsible public policy change, system behavior change and equality of opportunity. We aim to achieve for all of our people the fullness of the life experience without any form of racism or exclusion as a deterrent. We believe we must prepare ourselves for the opportunity of this full participation, thereby achieving the necessary education and training to participate.

Founding Member Organizations
100 Black Men Of Chicago ■ Chicago Assembly ■ Chicago Connection ■ Druids Club ■ Frogs Club ■ Lunch Bunch ■ New Committee ■ Original 40 Club Of Chicago ■ Rat Pack ■ Royal Coterie Of Snakes ■ Saints ■ Sigma Pi Phi Beta-Boule ■ UIC Male Forum / Chicago Good Health Group

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