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

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Candidate Information

Name on Ballot: Jason Dónes

School Board District: 3B

Home Address 1711 N. Mozart St., Chicago, IL 60647

Employer/Your Title Beyond100K, Chief of People & Operations

Phone (773) 964-6023 **Email**

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

10.1.2026	Jason Dónes	
Date	**Print**	**Signature**

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

Campaign Information

Campaign Manager Audrey Sekendur

Phone 312-371-6642 **Email** info@donesforschoolboard.com

Website www.donesforschoolboard.com

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

I have served the last four terms as an elected Local School Council member at Moos Elementary, where I have also served as Chair for the past two terms. In 2024, I ran for the District 3 seat on the Chicago Board of Education, where I gained 47% of the vote.

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 have spent the last 16 years serving Black and Brown communities in a variety of educational roles. My sons now go to Moos Elementary, where I have long served as an elected LSC member and chair. My education leadership journey started as a near-peer mentor and teacher in the West Garfield Park community. I was a member of CPS' Instructional Equity Working Group (a public task force) as well as an appointed member of ISBE's Diverse & Learner Ready Teacher Network (a public commission). During that time, I co-wrote and helped pass the state's first-ever culturally responsive teaching standards.

I also serve as co-chair of United Neighbors of the 26th Ward, where I organize neighbors around affordable housing, mutual aid, education, and government accountability. I am a trained rapid responder and a member of the Puerto Rican

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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
Our Schools PAC	29015.86
Friends of Jessie Fuentes	11250.00
Friends of Omar Aquino	10000.00

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

Organizations: United Neighbors of the 26th Ward; United Neighbors of the 35th Ward; 1st Ward United; Democratic Party the 35th Ward; Cook County Latino Democrats; Our Schools Alliance (Our Schools Action); Chicago Teachers Union; Coo County College Teachers Union Local 1600; Sunrise Chicago; Girl, I Guess

Elected officials: Congresswoman Delia C. Ramirez (IL-03); State Senator Graciela Guzmán (SD20); State Representative

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 am a Puerto Rican Humboldt Park native, only child to a single mom who has earned minimum wage her entire life, a product of Chicago Public Schools (K-12), former West Side HS teacher and lifelong leader in education. I went to a neighborhood school, magnet school, and selective enrollment HS and understand a low-income parent's struggle to find the highest quality education for their child in this town. I also deeply understand the systemic inequities that have created that struggle. I have spent the last 16 years serving Black and Brown communities in a variety of educational roles, including coaching educators at schools throughout the city. My sons now go to Moos Elementary where I am in my 4th term as an elected LSC member. I am a highly involved, well-respected, and deeply collaborative member of my school community. With my day job, I serve as Chief of People & Operations at an organization dedicated to ending the STEM teacher shortage by improving the school and teaching conditions for Black, Latine and Indigenous communities and educators, where I steward a multimillion-dollar budget. Public education is what I live and know and I'm running to give back to my city.

f. Please describe your Educational agenda.

My life's work is centered on empowering parents and working-class families; my top priorities as a CPS board member reflect that: (1) Equitable school funding and reinforcement of our neighborhood schools, (2) Improving achievement for all students and closing the gap experienced by marginalized groups (race, ability, etc.), and (3) the recentering of culturally responsive pedagogy across the district.

Working-class families depend on their neighborhood schools and they deserve equitable school funding. You do not have high-quality schools for all Chicagoans without equitable funding. CPS students, regardless of zip code, deserve a world-class education, and that means we have to focus on improving achievement outcomes across the city. Commitments like fully staffed and supported SPED teams, safe and affirming learning environments for all students, expanded bilingual programming and more round out my educational agenda. Closing the gap also means following through on the commitments this district has already made. I am committed to full implementation of the Black Student Success Plan with public benchmarks and accountability.

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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)**

Co-governance and responsibility to the public is at the core of why an elected board matters. I am running to make good on that promise and love the idea of a monthly communication structure, such as sending out a monthly email newsletter or maintaining a public blog or webpage that archives monthly updates.

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

I want the board to do the 'little things' right. Ensuring meetings are well-publicized and provide a consistent experience for the public. Creating regular updates and feedback measures and making sure documentation and evidence is available to the public well in advance. I would push for an accessible and well-maintained online platform where meeting agendas, minutes, and reports are published regularly, providing the community with straught-forward access to critical information.

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 would use the Co-governance strategies we know work. This includes participating in public forums on key issues, distributing surveys and polls for widespread reach, and creating sub-committees for those constituents who are able to give more and play a more direct role. It is rare you find a position that absolutely all will agree on, but I will present rationale and share the data/priorities used in decision-making. I will also create a website and email inbox that I will personally monitor so that local stakeholders and constituents can reach me and submit their ideas, questions, and feedback directly.

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?

Having a fully elected school board is one big step in the right direction. Organizers have been advocating for this move for years and one new accountability measure is the ability for people to lead with their vote. Beyond all the moves I mentioned in previous responses, I suggest all board members and CPS leadership take formal co-governance and grassroots organizing courses. There is a collection of beliefs and practices we should model which give the power back to the people. Public meetings and forums, widely available documentation, regular updates and rationale-sharing. These measures work.

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

I would absolutely support a third-party independent audit of Chicago Public Schools. Transparency and accountability are crucial elements in building a public education system that genuinely serves students, teachers, and families. An independent audit would provide a thorough and unbiased assessment of CPS's financial practices and resource allocations, which is essential for identifying inefficiencies and ensuring funds are directed to the most impactful areas, such as special education, mental health services, and ensuring our schools are fully staffed and equipped. This is about making

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?

There is nothing that compares to conversation and being in community with parents. I understand that as an LSC member and organizer and I will continue that work when nurturing that relationship as an elected official. Recognizing that parents have different access levels to technology and different cultural preferences for engagement, I will ensure that my outreach and communication efforts are initiated through both digital platforms and traditional methods (like mail and in-person community events).

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?

Anyone who believes in our students and who holds power and influence should engage. Illinois has an evidence-based funding formula that tells us exactly what our schools need, and we are not meeting the funding threshold outlined in the state's own formula by $1.6 billion. I believe an elected board that represents the voice of its constituents is in a better position to secure that funding. We need to be collective and clear that we are not fully funded and that is not ok. My approach would focus on a combination of securing additional revenue streams and improving financial transparency to maximize efficiency and impact.

CPS should balance its budget by protecting students and classrooms first. That means pursuing every available revenue

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

We need access to the funding we are owed by the state in compliance with our own evidence-based funding formula. I believe an elected board that represents the voice of its constituents is in a better position to secure that funding. We need to be collective and clear that we are not fully funded and that is not ok. My approach would focus on a combination of securing additional revenue streams, improving financial transparency, and reallocating existing resources to maximize efficiency and impact. We must pursue progressive revenue at the state and local level while better distributing the resources we do have. Clearly identify the need and share that analysis with constituents (not only LSCs) so that they may contribute to this equitable funding vision. I would also expand programs that are working and maximize dollars spent on wraparound services pulled directly from the surrounding community. My district of students and families will not accept a funding gap

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?

We should fully fund our schools and distribute resources equitably. We have a new staff allocation model which raised the bar for what it means to resource a neighborhood school. I want to collect data and analyze the impact of this new model to ensure it is working. The board should continue to define and prioritize the need. Where are we performing the best and in what ways is that directly tied to funding? Learn from that. Where are we underperforming and is that a result of regular disinvestment and systemic racism? Reverse that. We should be using a combination of historical evidence, rigorous analysis, and community dialogue to guide our funding strategy. The goal is to better resource all schools and only through an equity lens can we see and address the need.

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

CPS needs to first understand the underlying causes and needs. Faculty are often stretched thin. For faculty and staff, the most cost-effective mental health investment is a sustainable job: protected prep time, fully staffed buildings so no one is covering three roles, and affinity spaces and mentorship for Black and Brown educators, which also strengthens retention. For students, we should expand work dedicated to student well-being like trauma-informed practice and social-emotional learning. This means we should also stop leaving money on the table. Every school should have the counselors and social workers its students need as part of its baseline staffing, funded through the full Evidence-Based Funding the state owes us and progressive revenue rather than year-to-year grants. CPS should also maximize Medicaid reimbursement for eligible school-based health and behavioral health services, and partner with local community mental health providers to bring care

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?

Members of the Black Student Success Working Group (BSSWG) provided a well-researched blueprint for closing this gap, and that work is now the district's Black Student Success Plan: ensuring that curriculum at all CPS schools is culturally relevant, leaning on wraparound services already available in African American communities, recruiting more Black educators and more. These are practices that work and lead to greater achievement.

As a co-author of Illinois' culturally responsive teaching standards, I know how important it is to turn these commitments into classroom-level practices. My job as a board member is to make sure this plan does not sit on a shelf. The plan sets clear five-year goals (including doubling the number of Black male educators hired and raising Black teacher retention, reducing out-of-school suspensions and expulsions for Black students by 40%, increasing the share of classrooms using culturally responsive practices and teaching Black history). I will push for public benchmarks on each of these goals,

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 would address these disparities by first reinforcing our neighborhood schools with equitable funding and wraparound community services. It is hard to provide diverse pathways and educational opportunity when facing annual disinvestment. STEM, arts, trades. Access to high rigor advanced curriculum and world languages. It must all be made available to our African-American students. For schools where this opportunity gap is smaller, I would ensure that our African-American students are given access to these programs. We need to account for bias–and how our students are perceived–and acknowledge where they are denied access points even at some of our most successful schools.

The Black Student Success Plan names inequitable travel distances to school as one of these gaps. Black students should not have to leave their neighborhoods to find advanced coursework, career and technical pathways, and STEAM programs, and while they do, CPS must provide reliable transportation to reach them.

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

CPS needs to first understand the underlying causes and needs. Faculty are often stretched thin. We can start by protecting prep times and ensuring staff like SECAs aren't pulled for 'extra' duties unrelated to their roles. Admin need access to support groups so that they do not feel alone in their charge. Black and Brown teachers need access to mentorship and affinity spaces designed to help process the unique educator experience. We should expand work dedicated to student well-being like trauma-informed practice and social-emotional learning. Students share their needs daily and we need to be set up to listen and act. Expanding the Sustainable Community Schools model districtwide is how we coordinate those partners, turning schools into hubs for mental health and wraparound support for students and their families.

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?

Everything listed here describes an excellent school, and all of our schools should be excellent and provide. Our greatest misstep was talking about these programs as though they are 'extra' curricular but parents, educators, and students know how much of an impact these programs have on achievement.

I will work toward this by fighting for a staffing model that funds arts, physical education, and world language teachers as

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?)**

The African American community, particularly parents and the students themselves, should have the strongest voice in the selection of the Black Student Achievement Committee. I will ensure this committee is staffed and well supported, with dedicated district staff, access to disaggregated data, and a budget to do its work. I will start by reinforcing the recommendations already put forth by the Black Student Success Working Group, which are now the foundation of the Black Student Success Plan. After much research and community engagement, and early vision is already there for us. I will help turn considerations into policy and practice using my experience as a culturally relevant educator and policy leader. I helped draft our state's first-ever culturally responsive teaching standards and want to see that work reach classroom-level tactics. In my day job, I help lead institutional change focused on bettering recruitment, retention, and belonging for Black and Brown educators. I see these priorities from the committee, and I will reinforce that work.

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?

AI can be a useful tool for students and educators, but it should support teaching and learning, not replace the relationships and critical thinking that make schools unique. We need serious guardrails around student privacy, data security, bias, academic integrity, and the use of AI for high-stakes decisions about students. Bias is not a hypothetical concern for Black students, who already face disproportionate discipline and gatekeeping; any tool that sorts, flags, or scores students must be reviewed for disparate impact before it is used. I signed the Chicago Families for Public Schools Pledge to Protect Human-Centered Education because I believe CPS should slow down and bring educators, students, and families to the table before putting generative AI in front of students.

At the same time, our students deserve to lead in the industries these technologies are creating, not just consume them. My day job is focused on ending the STEM teacher shortage, and I know that access to strong computer science and STEM

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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.

I view these teams as having similar responsibilities at a different scale however an elected school board should remain accountable to the public at large. The School board should not override the decisions that are made available to a local school council. For example (and from my experience as LSC chair), the LSC may deliberate and decide on the best possible ways to use flex funding. We chose to prioritize culturally relevant development for our teachers. We have that authority in partnership with the faculty. The school board should not overturn that decision which we clearly see as a priority, a decision we have the authority to make and have made in partnership with our community. There may be exceptional circumstances where the school board needs to intervene, particularly if an LSC decision conflicts with district policies, legal requirements,

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

LSCs should be an integrated partner in these processes. Parents and community members must be consulted. We do have a responsibility to protect student confidentiality (meaning not all information can be shared with community members), but LSC involvement is a must. LSCs are deeply connected to their school communities and have firsthand insight into how a principal's leadership impacts students, staff, and parents. Requiring LSC review means that the decision to remove a principal is not made unilaterally, but rather in consultation with those who are most affected by the leadership changes.

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

I support the idea, and I would want to build it in partnership with the people it would affect. In 2024, I committed to a formal written policy for the removal of principals in light of troubling reports about the removal of high-performing Black principals. When there is a concerning pattern, a fair and transparent process matters even more. An independent review board could provide that check: reviewing terminations for consistency, tracking outcomes by race and school community, and reporting patterns to the Board and the public.

Any review board must strengthen, not replace, the due process rights that educators and school leaders have already won through collective bargaining, including the grievance processes negotiated by the CTU and CPAA. I would want those unions, LSCs, and community leaders at the table in designing it so that it adds accountability without adding delay or

OPERATIONS / POLICY / PERFORMANCE

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

We are experiencing a funding crisis and all schools are feeling the burn. We leaned on additional funding to become one of the fastest-recovering districts in recent years, proving you can bounce back from the effects of COVID when well resourced. As an elected school board member, I believe we will have the grassroots power to secure the funding we need, and that will be my first priority. You do not have high-quality schools for all Chicagoans without equitable funding.

My solutions are to organize for the full Evidence-Based Funding the state owes us and for progressive revenue, to audit our biggest contracts and most avoidable borrowing fees, and to protect classroom positions and student supports first in every budget decision.

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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?

My vision for Chicago is that all families have a quality school within walking distance of their home. I believe there is a strong argument to make that we do not currently have a true system of 'school choice'. If we have a system that relies on limited spots, barriers to entry and retention, and privatization then there is no real choice. I understand the desire for more agency but we cannot depend on a system where the school does the choosing.

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

My thoughts are that the potential for harm is too great. We already tried that and the traumatic impact on those communities is well documented. An under-enrolled school is still an enrolled school and closing it in the name of efficiency is a broken, inhumane strategy. We are responsible to those students and instead of closing that school, we should be asking ourselves how to rally around those schools and provide for the children of our great city. The district's own Black Student Success Plan reminds us that 88% of the students affected by the 2013 closures were Black. We cannot repeat that history.

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

Barring deep corruption or direct harm to students, I cannot advocate for the closing of schools. No matter the criteria we create, the negative impact of this move would uniquely and dramatically fall on Black and Brown communities. We should instead focus on creative ways to fully utilize our school buildings where enrollment is down. A local grocer, a pharmarcy, or community center can provide added revenue and community engagement that can boost a school community. If we invest in schools, enrollment can grow as we have seen on the northside. We should explore every creative option we can before repeating our past mistakes.

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

I believe we have seen thoughtful changes and experiments to the ways in which we resource our schools and I would like to continue to analyze the impact of these moves (i.e the new staff allocation model). I would ensure every school has a full-time case manager. I would expand the number of Sustainable Community Schools which provide wraparound services to students. I would expand community-driven educator pipeline programs like Grow Your Own and Ladders of Opportunity to address teacher shortages. We need to invest in the models we already know work and see that our policies are equitable and responsive to the needs across the district. I would also like to explore policies I've collected from teachers and parents of the district: what it would take to centralize middle school sports and arts programming, recenter culturally responsive practices for all grades, and more. Finally, I would push for a Board policy requiring public progress reports on the Black Student Success Plan's goals, so that commitments to Black students are measured and visible.

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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?)**

A student in a charter school is a Chicago public school student, and that student's needs, whether an IEP, English learne services, or mental health support, should be funded equitably. I do not want any child to receive less because of the governance model of the building they attend.

Funding parity must come with accountability parity. Schools that receive the same public dollars should meet the same standards for transparency, open meetings, financial reporting, serving students with disabilities and English learners, and keeping every student they enroll for the full year. I also cannot support charter expansion while our neighborhood schools

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 services follow the student's needs, not the school's governance model. A non-verbal second grader like my godson is entitled to the full set of services in his IEP, and those services should be funded no matter what kind of public school he attends.

And yes, a school that accepts public funding for a student must serve that student for the entire year. Mid-year transfers, counseling out, and push-outs disproportionately affect Black students, students with disabilities, and students who have been disciplined, and they shift both the student and the cost onto neighborhood schools that do not receive the funding that left with them. I marched alongside Acero families when their schools faced closure in 2024 because families were being left without a plan. Every publicly funded school should be held to a clear rule: the funding stays with the commitment

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 understand why families make that choice. My own mother was told by my neighborhood school teacher that she needed to put me in a lottery because our school could not provide for me. Black and Brown families have been searching for the schools their children deserve for generations, often because the schools closest to them were systematically underfunded. I will never fault a parent for that search.

Our existing charter schools serve thousands of students, and I want those students to succeed. They should be strong, stable, and accountable members of our public school system, and the ones that are doing right by students should be supported and learned from. But I cannot support expanding the number of charters while our neighborhood schools remain underfunded, because expansion draws from the same limited resources.

Meaningful choice means a family can choose a high-quality school close to home. My vision expands choice by ensuring neighborhood schools receive the programming and resources they need, from arts and world languages to STEM, CTE, and fully staffed special education teams, so that every family's choices are real ones.

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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?

Families deserve stability, and renewal decisions made at the last minute create exactly the kind of uncertainty that hurt Acero families in 2024. I support clearer, published renewal standards that every operator knows in advance, covering academic growth, financial health, governance, and how well a school serves and retains students with disabilities, Englis learners, and Black students.

Multi-year renewals make sense for schools that consistently meet those standards; they give families, staff, and operator room to plan. Schools that fall short should receive shorter terms with clear improvement benchmarks and support, rather than surprises. And every renewal decision should come with enough lead time and a transition plan so that no student is ever left without a school mid-year.

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?

Every publicly funded school should be held to the same standards for student outcomes, financial stewardship, and operations, and evaluated with the same rich school profiles, not oversimplified ratings, that show families data on staffing, budgets, programming, and accommodations.

Where they differ is in governance and financial structure, and accountability should account for that. Charter operators should report finances at both the school and network level, including management fees and related-party contracts. Because most charters do not have elected Local School Councils, I support creating comparable parent and community governance bodies at charter schools so families have the same voice in principal selection, budgets, and school improvement plans.

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?

My long-term vision for Chicago Public Schools is a world-class school system where all students have access to an affirming and high quality education close to home. Over the next five years, I want the relationship between CPS and its charter schools to be one of shared accountability rather than competition: one public system, with consistent standards, transparent finances, and a shared commitment to every student who walks through the door.

My policies would support that by stabilizing funding for all schools through progressive revenue, publishing clear renewal standards, guaranteeing that publicly funded schools serve their students for the full year, giving charter families a governance voice comparable to LSCs, and sharing what works across every school type. The Black Student Success Plan should apply to every Black student in CPS, including the thousands who attend charter schools. If we measure ourselves by whether every child is well served, regardless of the sign on the building, all of our students win.

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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

WWW.COALCHICAGO.COM publicpolicy@coalchicago.com
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