CPS EQUITY FRAMEWORK

CREATING AND SUSTAINING
EQUITY AT THE INDIVIDUAL,
SCHOOL AND DISTRICT LEVEL





IN SEPTEMBER 2018

CPS launched the Office of Equity to ensure every district initiative, from capital improvements to curriculum design, is pursued with equity as a goal.

This is the City of Chicago's first office devoted solely to equity in education.

The Office of Equity develops, supports, implements, and reports on district efforts to eliminate the opportunity gaps in education quality, policies, and supports for students and adults.

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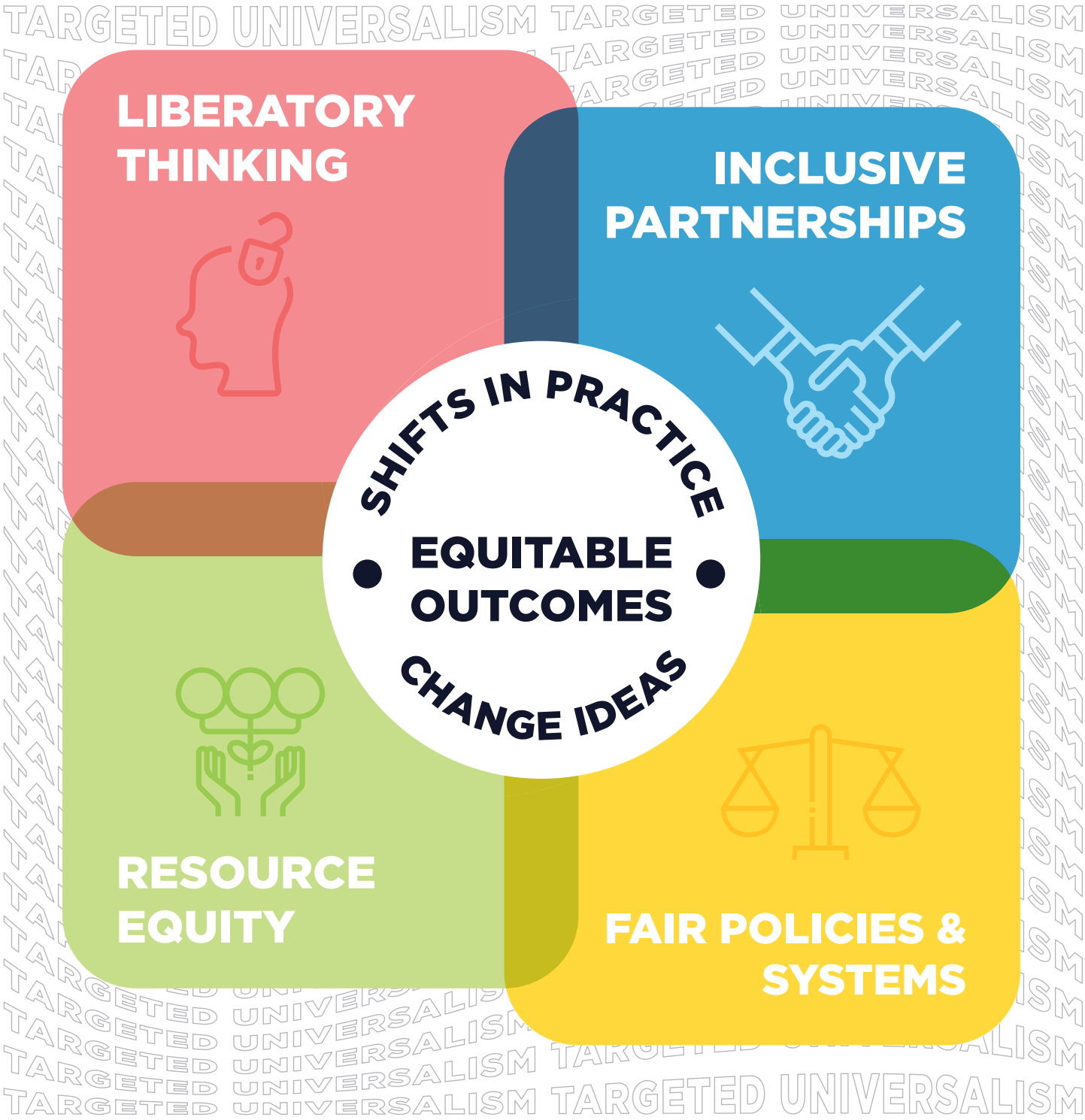
Design Concept and Strategy by Convergence Design Lab, LLC

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* indicates terms in the glossary

THEORY OF ACTION



If we believe that all students—no matter their race* or background—can reach the same ambitious goals through targeted approaches (Targeted Universalism), then we must critically examine and improve our mindsets, relationships, resource allocations, and policies (known as the four dimensions) to shift our practices to get equitable outcomes for all students.



“MY TEAM MAKES SURE THAT THE CURRICULUM WE USE REPRESENTS OUR STUDENTS AND THEIR EXPERIENCES. WE ARE UNAPOLOGETIC ABOUT AFFIRMING OUR STUDENTS’ IDENTITIES.”

- Principal JuDonne Hemingway, Comer College Prep

“AS A SCHOOL LEADER, WHY DO YOU GET TO MAKE THE DECISIONS? INSTEAD, VIEW YOUR ROLE AS ONE RESPONSIBLE FOR ELEVATING THE VOICES OF ALL—STUDENTS, STAFF, PARENTS, AND THE BROADER SCHOOL COMMUNITY. BY ACTIVELY LISTENING AND INTEGRATING DIVERSE PERSPECTIVES, WE CAN TRANSFORM OUR SCHOOLS INTO COLLABORATIVE ENVIRONMENTS WHERE EVERY VOICE CONTRIBUTES TO OUR COLLECTIVE SUCCESS AND GROWTH. LET'S FOSTER A MORE INCLUSIVE AND EQUITABLE SCHOOL SETTING WHERE EVERYONE FEELS VALUED AND EMPOWERED.”

- Principal Jasmine Juarez, Pilsen Community Academy

"STUDENTS AND FAMILIES WANT TO KNOW THERE'S A COMMITMENT TO PROVIDING PROFESSIONAL DEVELOPMENT FOR STAFF TO CREATE INCLUSIVE ENVIRONMENTS WHERE STUDENTS FEEL SAFE AND CREATING A CURRICULUM THAT SPEAKS TO THE IDENTITY AND CULTURAL EXPERIENCES FOR ALL STUDENTS."

- Principal Christopher Shelton, Englewood STEM High School



Chicago is one of the most diverse cities in the country, but, as we know, it is also very segregated. There are parts of the city that look completely different than they did 20 years ago because of all the investment and development, and there are other parts that look exactly the same. The question that remains is this: How do we scale our commitment to equity so it touches every neighborhood in Chicago?

It starts with bringing people from different neighborhoods together. Of course, as a school district, we're not going to solve all of our city's problems on our own. But no one is better equipped than us to ensure that equity is the foundation of our schools, and that foundation emanates outward to support our communities.

The CPS Equity Framework is our District's shared language and tools that guide us to take every opportunity we can to engage with our school communities and dismantle systems that perpetuate opportunity and achievement disparities. When we apply an equity lens to plan for the future, we must also acknowledge the past, and, most importantly, listen and act on our communities thoughts and needs. As CEO, I believe in equity as a core value and driver for all decision-making.

We're a district on the rise, and we rise by lifting others.

Sincerely,

Pedro Martinez
Chief Executive Officer
Chicago Public Schools



Dear CPS Community,

As we journey through the landscape of education, we must navigate with a compass pointing towards equity for all. I'm honored to serve as the Chief Equity Officer entrusted with operationalizing the CPS Equity Framework. Since assuming this role in July 2022, I've drawn upon my diverse experiences as a teacher, principal, parent, and network leader to steer our district toward a future where every student has equal opportunities to thrive.

In the tapestry of my career, I've witnessed firsthand the transformative power of equity in action. From the classroom to the boardroom, I've seen its profound impact on shaping not just individual lives but entire communities. Now, it's our collective duty to weave this thread of equity into the very fabric of our educational system.

Expanding the reach of the Office of Equity is not just about creating policies or implementing programs—it's about fostering a culture where collaboration, courageous conversations, and inclusivity are ingrained in every decision we make. It's about recognizing and dismantling the barriers that hinder the success of our most marginalized students. It's about ensuring every child has the tools and support to excel regardless of background or circumstance.

But this journey is not one that I, or any one individual, can embark upon alone. It requires the collaborative efforts of educators, administrators, parents, and community members alike. Together, we must be architects of change, committed to building a future where equity is not just a buzzword but a lived reality for all.

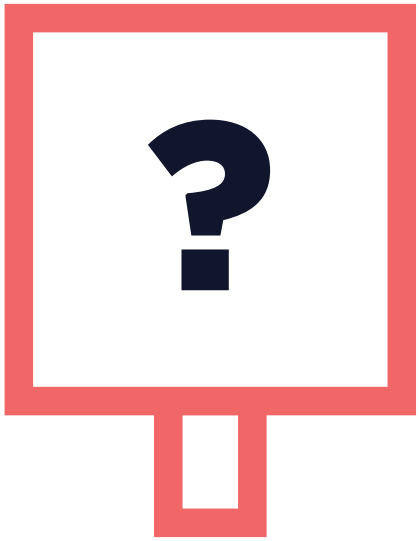
As we press forward, let us be guided by the principles of empathy, understanding, and justice. Let us confront our biases and challenge the status quo. Let us create spaces where every voice is heard and valued.

In the words of Nelson Mandela, "Education is the most powerful weapon which you can use to change the world." Let us wield the weapon of education with intentionality, purpose, and a steadfast commitment to equity.

Together, we will chart a course toward a brighter, more equitable future for all.

With hope and determination,

Dr. Fatima Cooke
Chief Equity Officer

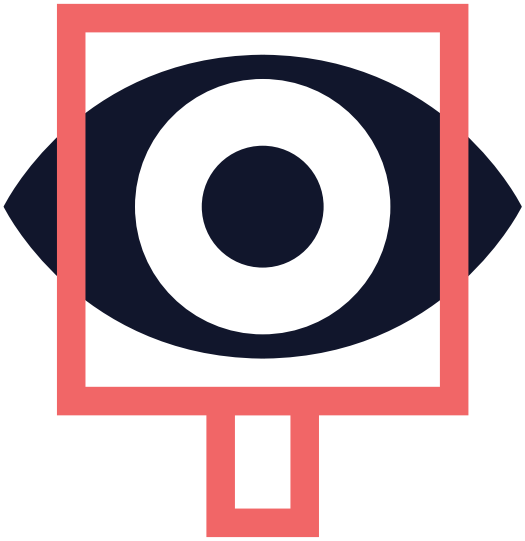


The CPS Equity Framework holds three essential questions at its core:

Even with our best efforts and intentions, why do differences in achievement, educational experiences, and outcomes persist for some student groups?

Each individual has a role in the system. What can each of us do to advance equity in Chicago Public Schools?

How can we increase transparency and engagement, resulting in better, sustainable outcomes and productive relationships?



The CPS Equity Framework is the product of:

Extensive and ongoing dialogue with students, parents, caregivers, and educators; numerous school visits; and active participation in CPS steering committees.

Reviewing current research on equity and inequity in schools, districts, cities, and levels of government.

Collaboration with the Building Equitable Learning Environment (BELE) Network.

WHY:

It is our shared responsibility to ensure every student in every neighborhood in Chicago has access to a high-quality educational institution. Equality is giving every student the same tools and support, which may not respond to students' individual needs. Equity is equipping every CPS student and school community with the tools and supports each needs to be successful. To achieve equity in our district, we must take a targeted approach to eliminating racialized outcomes caused by structural racism*. The Equity Framework grounds us in the values and structures essential to doing the transformative personal, relational, and institutional work necessary to create more equitable learning experiences and outcomes.

Our shared goal is to give every student what they need to move forward. By 2024, through ongoing transformation, we will have narrowed opportunity gaps for our students, particularly for our young men of color—who are furthest away from opportunity.

WHAT:

To achieve equitable outcomes, we must have shared language, tools, and accountability for supporting our students and communities. Focused on our students most impacted by inequity, the CPS Equity Framework will guide our school district toward providing every youth with a great education that is grounded in the CPS Vision.

HOW:

Because racial and educational equity require processes, initiatives, and outcomes, the Equity Framework is designed to serve as a starting point to create meaningful and impactful change in our district, schools, and communities.



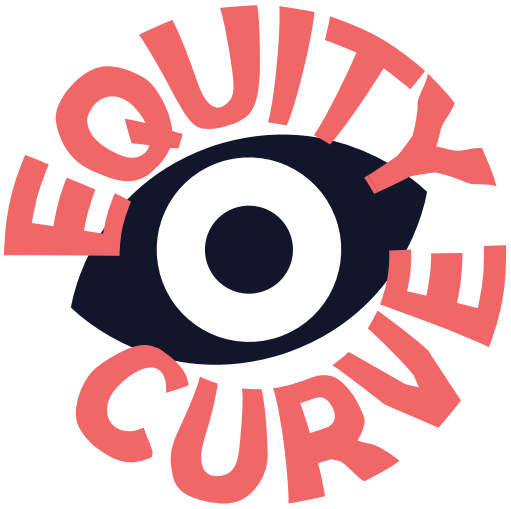
WHEN WE ARE WORKING IN EQUITABLE WAYS AND MAKING PROGRESS ON EQUITY:

We acknowledge and account for past and current inequities, and we provide all people the infrastructure needed to thrive.

We prioritize people of color and other groups in the decision-making process who have been historically marginalized or are negatively impacted by recent events related to racial injustice.

We believe everyone benefits from a more just, equitable system[1].

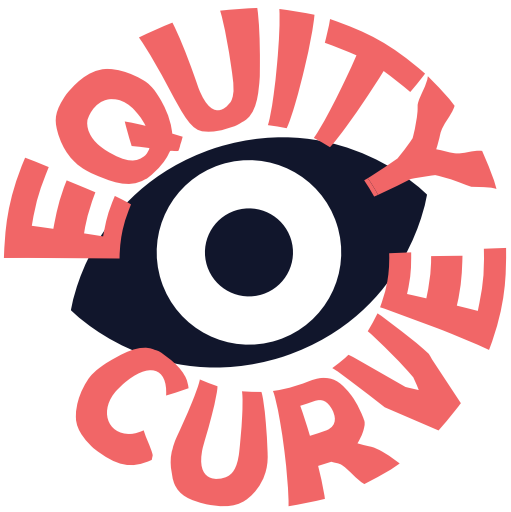
EQUITY WORK REQUIRES



CURIOSITY
URGENCY
RESILIENCY
VULNERABILITY
EMPATHY

SETTING NORMS ARE ABOUT HOW WE COMMUNICATE IN A SPACE WITH OTHERS. THE EQUITY CURVE SUPPORTS THIS COMMUNICATION.

THE CPS EQUITY CURVE IS ABOUT THE INDIVIDUAL (ME/YOU). IT IS A TOOL FOR HOLDING SPACE TO REFLECT ON ONE'S DISPOSITION AT THAT MOMENT.



C - Withhold judgment and be in a space of inquiry - be **curious** to gain a better understanding of an issue.

U - Work with a sense of **urgency** when championing the success of our students. We have to respond in a timely manner.

R - Acknowledge that this work can be difficult and requires **resiliency**.

V - Recognize that each of us may not know a solution, but we can be **vulnerable** to collectively learn and problem-solve together.

E - Build connection. Show **empathy** across differences, with someone who you think may not share your experiences.

REFLECTION QUESTIONS

WHICH WORD FROM THE EQUITY CURVE CHALLENGES YOU AT THIS MOMENT?

WHICH WORD IN THE CURVE RESONATES WITH YOU?

ALLOW YOURSELF THE SPACE TO ACKNOWLEDGE YOUR DAILY DISPOSITION. SELECT A KEYWORD FROM THE CURVE AND REPEAT IT TWICE. THE FIRST TIME IS TO ACKNOWLEDGE YOUR DISPOSITION. THE SECOND TIME IS TO GROUND YOURSELF.

The construction of the CPS Equity Framework formally began with the launch of the **CPS Race & Equity Working Group[2] (REWG)** in 2016.

One of the goals of the REWG was to develop a framework that would guide the district toward its commitment to equity. When the Office of Equity was established in September 2018, we met with students, parents, teachers, leaders, partners, and community members to learn and actualize the vision of equity within CPS. Their candor, openness, and insights are reflected in the framework and will guide our district's work.

Race & Equity Working Group (REWG)

The REWG was established to address the disparities, opportunities, and outcomes persisting for student groups based on race, neighborhood, socioeconomic status, learning pathway, and other identities and experiences. The REWG was composed of Central Office department staff, Network chiefs and staff, and community partners (CASEL, Chicago Consortium on School Research, Chicago Public Education Fund, Facing History, Joyce Brown Consulting, Umoja, Youth Guidance). The group organized into three subcommittees: communications and stakeholder engagement, research, and toolkit development. After a year of listening, analysis, synthesis, and documentation, the REWG released initial recommendations for the district, including: (1) Release a public commitment and action plan on equity while continuing to push on more equitable state funding structure (2) Develop an Equity Office with a chief equity officer reporting directly to the chief executive officer.

The REWG and Steering Committee, composed of representative leaders from the REWG, established a working definition for equity within CPS—which we have expanded and included in the Framework. These CPS equity champions have collaborated with us on this framework to ensure it aligns with CPS' shared vision for our students.

We've heard from over 3,000 voices across the city.
After the Equity Framework Draft was released, we spoke with over 1,500 CPS stakeholders to finalize the Framework - including engaging parents in their communities and re-engaging school leaders.

STUDENTS
including Student Voice and Activism Fellowship members, critiqued, strengthened, and informed the high-impact change ideas that will spark innovation for equity at CPS. Students at elementary and high schools shared their experiences in their learning environments. Their candor on what works and does not work for them was key to developing the CPS equity lens.

PARENTS
at Parent Advisory Council (PAC) meetings voiced their celebrations and concerns in spaces facilitated by the CPS Office of Family and Community Engagement (FACE). Parents spoke proudly of how they designed and delivered beginning-of-year orientation opportunities for educators on the curriculum their students would experience. They shared the experiences that made them feel welcome in schools and how they motivated their young people academically at home.

EDUCATORS
opened their schools and classrooms, where we saw them delivering curriculum with a growth mindset. Educators shared their deep commitment and wins through student stories. They reflected critically on their challenges and generously provided their expertise on how different schools operate and where equity challenges are concentrated. Their input was critical for developing the Framework's high-impact change ideas.

EXTERNAL PARTNERS
re-confirmed that we cannot do this work alone. CPS is a system that operates within the much larger, asset-rich city of Chicago. External Partners, including school districts and equity organizations across the country, willingly shared their lessons learned, tools, and practices to support the achievement, aspirations, and potential of CPS students.

COMMUNITY MEMBERS
including Community Advisory Councils and local community-based organizations, shared their experiences directly providing support to the young people of Chicago. They emphasized the need to work together to boldly move forward on equity within our city. Community members want to be engaged in designing solutions in their community.

Since November 2019, we re-engaged stakeholders to refine the framework language and tools, and begin to build a roadmap to move from theory to action.

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Applying an Equity Lens to an Equity Challenge

See the system differently to inform the ways we work together to create a more equitable system.

** indicates terms in the glossary*

SECTION 1

WHAT IS EQUITY?
WHAT DOES EQUITY MEAN IN CPS?

EQUITY MEANS

CPS defines equity as championing the individual cultures, identities, talents, abilities, languages, and interests of each student by ensuring they receive the opportunities and resources that meet their unique needs and aspirations[4]. In an equitable school district, every student has access to the resources, opportunities, and educational rigor they need, irrespective of their race, ethnicity*, gender, gender identity*, sexual orientation, language, learning path, accessibility needs, family background, family income, citizenship, or tribal status.

Prioritizing racial equity because racial and ethnic minorities have been historically prohibited and structurally excluded from educational opportunities;

Promoting just and fair inclusion* and creating the conditions in which everyone can participate, prosper, and reach their full potential;

Ensuring that every child receives what they need to develop to their full academic and social potential;

Examining biases to interrupt inequitable practices and to ensure inclusive school environments for all;

Discovering and cultivating the unique gifts, talents and interests that every human possesses;

Removing the predictability of success and failure that currently correlates with race, class, gender, gender identity, or any other social or cultural factors; and

Taking accountability for historical inequity and advancing solutions to address root cause* through an equity-based continuous improvement approach.



We recognize the immediate and pressing need for racial equity to transform the experiences of young people within CPS and the City of Chicago. CPS prioritizes racial equity because of its predictable power across intersecting identities of gender, gender identity, socioeconomic group, and health status. At CPS, the Office of Equity believes all staff must take an anti-racist stance*, which means disrupting the racism, othering*, colorism*, and the uneven playing field our students and staff face at the classroom, school and district levels. We must not perpetuate the historical inequities faced by our students, schools, and communities of Color.

RACIAL EQUITY requires processes, initiatives, and outcomes that eliminates all forms of racial oppression and co-creates conditions that enable those most impacted by structural inequity to reach their full potential centering their agency. Racial equity is a **process.** We inclusively partner in affinity* and accomplice across difference* with those most impacted by structural inequity to design and implement a more equitable school district and learning environment. We will focus on the greatest needs groups by people, place, and time.

The four dimensions of the equity lens must be central to this process in order to create equitable initiatives and outcomes. Racial equity requires accounting for past inequities and centering those most impacted for targeted support by eliminating policies, practices, and attitudes at the individual, interpersonal, and

institutional level. The process of racial equity also requires the work of personal, internal transformation: each of us holding up the mirror to how we show up in order to analyze how we perpetuate or interrupt inequity. By engaging in a truly equity-driven process—where the equity lens is always engaged—we can develop and implement **initiatives** to make meaningful change for our students.

While these initiatives may benefit all students, they should specifically benefit our greatest needs groups while prioritizing racial identity. As an **outcome**, racial equity means academic, socioeconomic, and opportunity differences are not predicted by race, and all forms of oppression are eliminated to liberate those impacted by structural racial inequity to reach their full potential. Outcomes are indicators of the progress we are making towards established goals. Although outcomes guide the direction of change that drives our work, we must be driven by process (i.e., listening to students on what works, continuous improvement) rather than solely numerical outcomes.

Examples of Anti-racist Practices

- Set targets for hiring and retaining Black, Brown and Indigenous staff
- Develop an anti-racist stance as a classroom, school, or district team
- Ensure the physical environment affirms the cultures of students who are low-income, LGBTQ+, and students of color
- Change policies negatively impacting protected groups

We need to do the hard work of creating thoughtful, adaptive practices that address structures or circumstances that either support or prevent students from reaching the universal goal—a shared ambition or target that everyone is expected to meet regardless of their backgrounds. Racial equity work requires a targeted universalist approach[5].

The CPS Five-Year Vision made concrete commitments to advance Black and Latinx male students, which are reflective of our targeted universalism and racial equity guiding principles. A racial equity lens always asks the question: how will this shift in practice affect the lived experiences of Black, Brown, Indigenous, and all

students of color? If the answer is it will negatively affect them or contribute to accumulated burden, we need to redesign the policy or practice. In designing or redesigning policies and practices, we must ensure our students and communities of color, and especially those most impacted by inequity, are at the table to co-create solutions.

TARGETED UNIVERSALISM

The **Targeted Universalist (TU)** approach to equity, articulated by the **Othering and Belonging Institute[6]:**

- **organizes members of a school community around a shared universal goal;**
- **uses quantitative and qualitative data to understand how student groups in that community currently perform in relation to the goal; and**
- **focuses the work of the community on developing short- and long-term targeted solutions to support different groups within the community in reaching the shared goal.**
- **leads with those who are furthest away from opportunity.**

TU recognizes the critical role of systems and structures in students' everyday experiences and acknowledges that the way students interact with those systems and structures differs depending on identity and students' life circumstances, both of which can affect how they perform in school. Many of the systems and structures students encounter in the educational system, in school, and in life enable the predictive power of race and socio-economic status and other factors on student outcomes. To be successful in this work, we believe we must take a racial equity stance through targeted approaches to eliminate racialized outcomes caused by structural racism. Gaps in opportunity are driven by differences in how students are situated in relation to the educational system and the universal goal. By focusing on the structural changes necessary (rather than locating the problems of inequity in our students), the shared responsibility is on the adults and the system.

While we recognize how existing systems and structures can create and maintain inequitable opportunities, we also understand the power of teachers, principals, school communities—those who do work in CPS on behalf

of our students—to create school environments that support equitable outcomes for all students. We believe the most effective way to reduce disparities in opportunities is to empower all educators, staff, and students across the district to identify the challenges within their individual classroom, school, network community, or district department, and implement thoughtful, data-driven practices to help all students reach our shared, universal goal. The TU framework allows us to:

- take a collaborative, outcome-oriented approach;
- respond to immediate challenges while simultaneously pursuing a more durable, transformational change;
- operate with sensitivity to structural and cultural dynamics; and
- focus our attention on the structural changes needed, rather than locating the problems of inequity in our students.

TU in Practice

Everyone has room for growth and should be afforded the resources, opportunities, and rigorous educational experiences to achieve the universal goal. We must avoid taking a "one size fits all" approach to equity as we recognize that students have different needs based on how they are situated in their daily lives. For example, if a high school's universal goal for graduation for all students is 95%, then one must examine how student groups (based on race, gender, gender expression, economic disadvantage, diverse learning needs) are positioned toward the goal. Here are some sample questions:

- What are the current graduation rates for each student group? (considering intersectionalities of race and gender)
- What are the factors internal and external to the school that affect the experiences of different groups?
- What are the neighborhood assets and challenges where students live and how might those affect their experiences inside or outside of school?
- What are the different conditions and resources necessary for each student group to thrive?
- What policies benefit or burden each student group?

As noted in the example above, TU encourages us to seek out what is working and develop

diverse solutions to create change. When we better understand what students need, we can create the practices that will best support all students in reaching the universal goal. Solutions developed via a TU approach support the most marginalized groups while simultaneously helping all students advance toward the shared goal.

The TU approach calls for an on-going process of collaborative inquiry to prioritize and understand equity challenges from multiple perspectives and design, identify, and implement approaches that create greater equity in terms of goals and outcomes. In the graduation example, teachers and staff would co-construct practices and policies that support all student groups in attaining the universal goal. They would then meet regularly to assess progress and adjust practices as needed.

> ***Teachers, principals, and school staff are on the front lines of leading for equity, by implementing promising practices and creating school cultures that support all students.***

Leadership for equity is a "both/and" proposition. Leading systems change for equity requires quick technical wins as well as adaptive changes that will take longer to happen, but have to happen.

Real, sustained systems change is only possible when everyone within the system is leading for equity. Each one of us has an important role to play in reducing disparities in opportunity and creating a more equitable district.

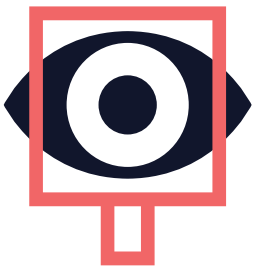
Once we know how students are situated in relation to our universal goal, we can think about how to move forward. In order to move forward, we need to apply an equity lens that helps us understand what is necessary to advance equity.

We offer four dimensions that formulate an equity lens through which each of us can engage in transformational work across CPS:

1. (Use) Liberatory Thinking;
2. (Catalyze) Inclusive Partnerships;
3. (Direct) Resource Equity; and
4. (Design) Fair Policies and Systems.

The layering of these dimensions creates the lens that each of us can use to re-imagine the current system so that we can accelerate change.

WHAT RESONATES WITH YOU ABOUT EQUITY AND RACIAL EQUITY?



WHAT CHALLENGES YOU?

WHAT RESONATES WITH YOU ABOUT TARGETED UNIVERSALISM?

WHO DO WE NEED TO FOCUS ON?

CALL TO ACTION

Driving equity in CPS demands constant attention and commitment from everyone in the system and community: district leaders, district personnel, principals, administrators, support staff, students, parents, teachers, volunteers, communities, and other government agencies have a critical role to play to ensure that time spent outside school is safe and engaging for young people of all ages. Employers and others cannot see themselves as disconnected from the schools. Our neighbors, colleagues at work, customers, and business partners have a direct or indirect link to our public schools.

WHICH THREE STUDENT GROUPS DO I NEED TO PUSH MYSELF TO BETTER SERVE?

WHAT DO I NEED TO UNDERSTAND ABOUT THE BEAUTIFUL CULTURES, IDENTITIES, ASSETS, AND EXPERIENCES THAT STUDENTS AND THEIR FAMILIES BRING INTO OUR CLASSROOMS, SCHOOLS, OR DISTRICT ?

SECTION 2

FOUR DIMENSIONS OF AN EQUITY LENS

HISTORICAL LENS

MAINTAINS OPPORTUNITY GAP

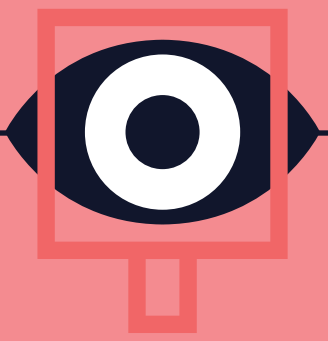
Engages in conversations about others' limited abilities.

Prioritizes voices of loudest & powerful.

Allocates resources based on potential highest # of students impacted in school.

Creates barriers by setting criteria to access opportunity.

EQUITY LENS



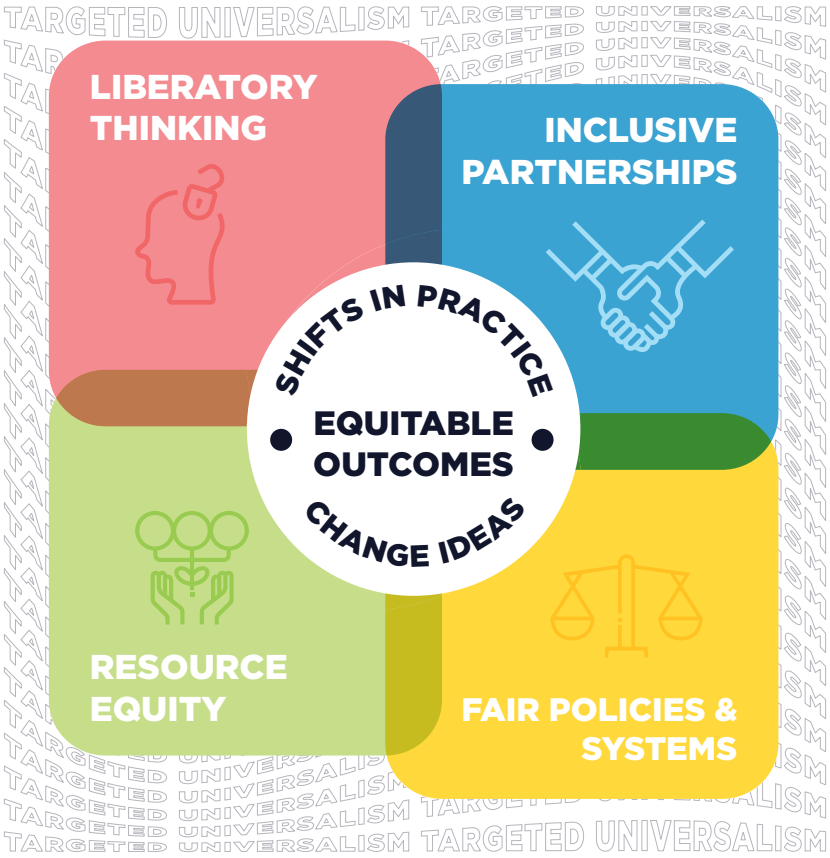
MITIGATES OPPORTUNITY GAP

Engages in conversations that create fairness, liberation, no matter background.

Prioritizes least served & under-represented group(s).

Allocates resources based on greatest needs of schools & student groups in schools.

Creates opportunity by eliminating barriers that inhibit access.



To become a more equitable school district, we must adopt a new way of understanding the work of equity. Shifting from a historical education lens that upholds structural racism to an equity lens that creates fair access and opportunities for all requires a theory of change for re-imagining what our district could look like and do.

The dimensions of the equity lens provide a descriptive, conceptual understanding of what equity work requires of individuals and groups, and how we can think and act in service of our students, especially those most impacted by inequity and historically underserved. The equity lens is an important tool because it helps us create the conditions that enable students to advance toward the universal goal. **The lens questions and unpacks the current situation, and reimagines it in a supportive and inclusive way that prioritizes those who are furthest from opportunity.** An equity lens using targeted universalism will help each of our schools and administrative offices have a clearer understanding of the student groups they are serving. Each of us must analyze, reflect, and strengthen our practices in these areas to better serve our students.

"Do the best you can until you know better. Then when you know better, do better."
- Maya Angelou

(USE) LIBERATORY THINKING

"People would say 'Who is a leader?' A leader is a person that does the work. It's very simple. It's a personal choice for people who choose to put in their time and their commitment to do the work. It's a personal choice."
- Dolores Huerta

DEFINITION

Liberatory thinking is the re-imagining of one's assumptions and beliefs about others and their capabilities by interrupting internal beliefs that undermine productive relationships and actions. Liberatory thinking goes beyond simply changing mindsets to creating concrete opportunities for others to experience liberation. The opportunities provide cover for and centers underrepresented and marginalized people. It pushes people to interrogate their own multiple identities in relation to others and to think about the consequences of our actions, especially for students of critical need. It explores how mindsets can impede or ignite progress in the classroom, school, and district.

Liberatory thinking lifts up and institutionalizes culturally relevant and sustaining opportunities that celebrate students' identities and offer positive developmental experiences.

> ***Liberatory thinking pushes us to think about what we want for students as a result of equity - beyond only working to stop the negative consequences of inequity.***

Liberatory thinking requires working toward a common vision for equity and racial justice. Liberatory thinking appreciates and honors the differences among people, which includes but is not limited to, race, ethnicity, gender, gender identity, sexual orientation, language, learning path, accessibility needs, family background, family income, citizenship, or tribal status.

(USE) LIBERATORY THINKING

IN-PRACTICE

Those who use liberatory thinking:

Broaden how they interpret data to be inclusive of student experiences instead of creating exclusionary practices.

Engage in deep reflective work to understand their biases, multiple intersecting identities, and personal stories.

Examine how they have been impacted by structural racism or systematic oppression while considering how they might be unintentionally perpetuating these conditions.

Disrupt historical ways of using data on assessment outcomes to compare students to dominant groups.

Develop individual and systemic equity purpose statements to guide decision-making.

Build relationships in affinity and across difference to lead change toward greater equity.

Advocate for fair treatment and opportunities for others.

Engage in courageous conversations on racial equity, internal biases, systemic inequities, and system redesign, including rethinking how they use data and how data impacts student experiences[7].

Manage privilege* and bias by acknowledging and mitigating their personal bias.

Set conditions for safe/brave spaces where both healing and interruption can occur.

Push to include diverse affirming (positive) traditions, cultural lived experiences and culturally relevant curriculum in school life

Liberatory Thinking Tool is available at: https://equity.cps.edu/tools/cps-equity-framework-liberatory-thinking-tool

(CATALYZE) INCLUSIVE PARTNERSHIPS

"We cannot seek achievement for ourselves and forget about progress and prosperity for our community. Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own."
- Cesar Chavez

DEFINITION

Inclusive partnerships (IP) value and prioritize the diverse voices of students, families, caregivers, and communities when making decisions that affect their lived experiences. This relationship requires the people and institutions who hold power to account for past inequities and to create conditions for healing and co-design* an equitable future. In the process of creating inclusive partnerships, an equity leader will always acknowledge and publicly recognize communities and cultures, and their solutions and ideas will be leveraged for shared benefit. The outcome will be both authentic engagement and diversity*, as well as more equitable decisions as a result of the engagement process. We prioritize three key stakeholder groups:

- People with institutional or historical memory,
- People most impacted by inequity, and
- People responsible for implementing and driving change.

Prioritizing the voices of those with the most critical needs by providing accessible authentic and collaborative experiences in schools, communities, online, and beyond furthers transparency and power sharing. Inclusive partnerships bring together a diverse array of stakeholders to engage in authentic, collaborative experiences and co-design* community-centered solutions to complex and challenging issues caused and upheld by systemic oppression. Internal partners include students, caregivers, school, district staff, and volunteers External partners include community organizations, research organizations, and funders, among others. All partners must remain committed to sharing power and responsibility as they move toward greater equity.

This requires inviting and allowing students[8], families[9], caregivers, and underrepresented employee groups to speak about their needs to inform improvement efforts.

(CATALYZE) INCLUSIVE PARTNERSHIPS

IN-PRACTICE

Those who catalyze inclusive partnerships:

Prioritize the perspectives and voices of stakeholders with institutional and/or historical memory, those most impacted by inequitable decisions, and those responsible for implementing and driving change.

Shift from competition to cooperation mindset to productively address conflict, promote healing, and rebuild trust, using tools like meeting norms and the Equity CURVE, with much greater transparency in service of students.

Listen to diverse stakeholders to understand how culture, differences, and lived experiences can be leveraged as assets.

Engage in ongoing, inclusive partnerships with those most affected by structural inequity to design and implement a more equitable education system that empowers underrepresented students and adults.

Elevate student voice data and opportunities for student input across the district and city to understand students' lived experiences in order to make decisions that are made with students for students.

Embrace families across Chicago community areas as allies who engage and inform student learning opportunities, including continuous dialogue about allyship and anti-bias and how to leverage the community's strengths and assets inside and outside of school.

Set high, clear expectations for all parties to promote trust and transparency.

Finds ways to include voices and ideas that may have been previously ignored.

Spectrum of Inclusive Partnerships Tool available at: https://equity.cps.edu/tools/cps-equity-spectrum-of-inclusive-partnerships

(DIRECT) RESOURCE EQUITY

"The knowledge and skills to educate all children already exist. There are no pedagogical barriers to teaching and learning when willing people are prepared and made available to children."
- Asa G. Hilliard

DEFINITION

The goal of resource equity is to create equitable student experiences in learning-ready Environments[10]. Resource equity means consistently prioritizing and allocating people, time, and money to align with levels of need and opportunity.

> ***Resource equity recognizes that providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement.***

The resources people need vary based on their quality of life. Resource equity creates opportunities to share resources within a school or institution or across schools to meet the diverse needs of all students.[11] Advocating for resource equity involves tracking level of opportunity in relation to performance or impact and creating progressive spending patterns.

The levers that impact student experiences occur at all levels of the district, including classrooms, schools, and district departments and offices. District leaders, school administrators, teachers, and support staff engage in continuous learning to identify ways to disrupt, and design their own policies and practices to promote responsive, timely resource equity for students across the district. Resource equity balances immediate solutions with sustainable, long-term distribution of resources to close opportunity gaps for students.

(DIRECT) RESOURCE EQUITY

IN-PRACTICE

Those who direct resource equity:

Make allocation decisions across schools and within schools based on data that presents the needs and assets of each community, school, and/or student group—and where they are currently situated within outcomes—to support achieving universal goals.

Use a broad range of data, including qualitative and multi-sector data, to assess the current and future impact of resource distribution in relation to the distribution of opportunity and how each of these correspond with outcomes.

Advocate for equitable resource allocation in their context or role.

Engage in an extensive, sensitive dialogue with an array of stakeholders, building public moral, economic, and political will to provide the resources and support to co-construct opportunity and give all students access to the resources, opportunities, and educational rigor they need to succeed.

Re-organize themselves to allocate the time and resources within their locus of control to focus on students and schools in areas of concentrated disadvantage.

Facilitate opportunities for schools and networks to share resources within and between schools including human capital, materials, and promising practices to address common problems.

See themselves as resources with agency and prioritize students with the most risk factors working against them in their efforts and actions to support schools and communities.

Resource Equity Tool is available at: https://equity.cps.edu/tools/cps-equity-framework-resource-equity-tool

(DESIGN) FAIR POLICIES AND SYSTEMS

"One does not understand structures or systems by looking at intent. Instead, we have to examine what they actually do—how they operate and what the outcomes are. Certainly a system or structure could be established for the purpose of excluding or discriminating. However, most structures produce racialized outcomes without intent."
- john a. powell

DEFINITION

Fair policies and systems promote equitable opportunities to reach equal positive academic and socioemotional outcomes for all student and stakeholder groups with an emphasis on those who are most impacted by structural inequality and inequity. Fair policies and systems happen after examining the impact of key policies, practices, and budgets on students and communities[13] followed by recommending and implementing actions for change. All policies require systems within which to operate; not all systems require policies. A system can function equitably with or without policies and policies can be used to positively impact systems to function equitably for students.

> ***To examine policies and systems, we must ask who is burdened by past and present policies and practices and who benefits in order to chart a future plan to address the impact of inequity and promote access and opportunity.***

The impact of inequity can include, and is not limited to, racial predictability of student success and community and school push out and displacement. Because policies and systems exist at the classroom, school, district, and city level, examining connections between policies and systems is critical for transformation.

> ***All policies and systems should be continuously improved with equity and social justice at the center.***

(DESIGN) FAIR POLICIES AND SYSTEMS

IN-PRACTICE

Those who design fair policies and systems:

Examine the impact within their control and explore possible equity-based solutions.

Create conditions that foster mutual trust and understanding, and which help stakeholders at all levels to be accountable for equity.

Check to see if their efforts marginalize a group of people or cause an undue burden*.

Ensure inclusion and equal treatment of greatest needs groups* in their school context.

Find root causes and generate a plan to redesign a policy or system.

Center policy decisions within students' lived experiences.

Inform those who currently hold the power and responsibility to impact the inequity that is uncovered.

Redesign policies and systems to address the pressing need for racial equity and to meet the needs of those most impacted by inequity.

Ask a set of agreed upon questions when assessing any policy or system to reduce bias.

Monitor the impact of policies and systems to ensure success for all student groups.

Utilize the strengths of Chicago's diversity to incorporate the social and cultural capital of its communities in all decision making.

Strengthen the links between school, classroom, and home to increase access and opportunity for parents.

Framework tool available at: https://equity.cps.edu/tools/chicago-public-schools-racial-equity-impact-assessment

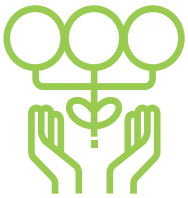
WHAT IS YOUR UNDERSTANDING OF THIS DIMENSION?



LIBERATORY THINKING

WHAT ARE YOU STILL WONDERING?

WHAT IS YOUR UNDERSTANDING OF THIS DIMENSION?



RESOURCE EQUITY

WHAT ARE YOU STILL WONDERING?



INCLUSIVE PARTNERSHIPS

WHAT IS YOUR UNDERSTANDING OF THIS DIMENSION?

WHAT ARE YOU STILL WONDERING?



FAIR POLICIES AND SYSTEMS

WHAT IS YOUR UNDERSTANDING OF THIS DIMENSION?

WHAT ARE YOU STILL WONDERING?

SECTION 3

APPLYING AN EQUITY LENS
TO AN EQUITY CHALLENGE



LEADING FOR EQUITY

Leading for equity and engaging in equity work requires us to move away from the historical ways we educate our students toward a model that understands and prioritizes student needs, particularly those most affected by inequity. **What is perhaps most challenging and most necessary is that leading and engaging for equity requires all of us to recognize the ways in which we need to shift our own perspectives and practices to support more equitable outcomes for students.** Doing this requires self-reflection and a recognition of how existing systems and beliefs maintain opportunity disparities. We must give ourselves the space and time to reflect, listen, learn, innovate, and develop so that we can do the same for our students. Leading for equity also requires us to grapple with complicated and complex challenges, and to be persistent and flexible in developing promising practices to address these challenges.

UNDERSTANDING THE EQUITY LENS

An essential component of collective leadership for equity is the equity lens. We must apply an equity lens that enables us to see and understand the existing structures and conditions that create inequities, as well as the changes that are necessary to create more equitable learning environments. This is a shift from a historical education lens that upholds structural racism to an equity lens that creates fair access and opportunities for all. Doing so requires using a shared lens when re-imagining what our district could look like and accomplish. An

equity lens has four dimensions:
1. (Use) Liberatory Thinking;
2. (Catalyze) Inclusive Partnerships;
3. (Direct) Resource Equity; and
4. (Design) Fair Policies and Systems.

> ***We can think of these dimensions as similar to what happens when an artist mixes colors on a palette to create just the right shade. Individually, the colors are simple and straightforward, but when they are mixed together, the resulting shade has depth and nuance that the individual colors do not possess on their own.***

We would never have seen the nuances and the depth if the colors had not been mixed together. Similarly, the dimensions of the equity lens work together to allow us to "see" the system differently. We cannot see the nuances if we are only using one dimension of the equity lens. All the dimensions must be engaged in order for equity work to succeed. If we developed and implemented a promising practice after only engaging the liberatory thinking dimension, the practice would likely not be as successful as it would had we engaged all of the dimensions of the equity lens simultaneously. In this way, the equity lens provides a descriptive, conceptual understanding of what equity work requires so individuals and groups can think and act in service of our students, especially those most impacted by inequities. Using an equity lens is critical for this work. When we use an equity lens, we create the conditions within ourselves and among our colleagues that lay the foundation for more equitable learning environments.

APPLYING AN EQUITY LENS

Without an equity lens, we will maintain the opportunity gaps we are working to mitigate. We must apply the equity lens to every equity challenge we seek to solve.

The interaction between the four dimensions of the equity lens is what creates disruption in the status quo and opens the door for change. When using the four dimensions of the equity lens, we begin by understanding and re-imagining our own assumptions and beliefs (Liberatory Thinking). Second, we consider how we can create inclusive partnerships that recognize differences as assets and prioritize the voices of those most affected by a proposed change (Inclusive Partnerships). Third, we prioritize and allocate people, time,

and money to align with level of opportunity (Resource Equity) in order to create opportunities that meet the diverse needs of all students. Finally, we design policies and systems that promote equitable opportunities to reach equal outcomes for all student and stakeholder groups, with an emphasis on those who are most affected by structural inequality and inequity (Fair Policies and Systems).

The equity lens is applicable to any context—classroom, school, or district. To create the real, transformational change that will support all students, we must use an equity lens to engage with our colleagues on complicated and complex problems of equity. Everyone is accountable for having an equity lens and is expected to continuously improve their lens; this is how we transform our district to advance equity for students.

An equity challenge is a clear concise statement that articulates who is most negatively impacted in a given situation or system and what inequitable outcomes or experience need to be disrupted or interrupted (e.g. African American males do not have equitable access to advanced placement courses.).

Applying the equity lens allows us to deeply clarify the equity challenge we are solving. Applying the equity lens helps us to clearly understand what our true universal goal is and how different people are situated to that goal. Applying the equity lens helps us to determine what high-impact change ideas we need to implement to ensure that all students meet or obtain the universal goal. Applying the equity lens helps to determine practices to implement high-impact change ideas.

See school-based examples on pages 42-44. Note: The district is committed to solving other equity challenges at the institutional level.



CENTERING STUDENT NEED, AGENCY, AND VOICE IN LESSON PLANNING.

DEVELOPED BY ABIGAIL WILBERDING, TEACHER, WALTER PAYTON COLLEGE PREP HIGH SCHOOL.

(USE) LIBERATORY THINKING

Self reflection & shared power in planning pedagogy and building curriculum.

- **Tripod/Gates Survey:** Engaging students in anonymously reviewing pedagogy to identify teacher cultural competencies as well as biases and room for educator growth.
- **Curriculum reflection/audit:** Facilitate students' review of curriculum at the end of a unit to determine if it is equitable and representative for them.

(CATALYZE) INCLUSIVE PARTNERSHIPS

Value students as partners in education and honor student knowledge as an asset.

- **Empowering Student Solutions:** Transparently adjusting lessons with students based on student feedback.
- **Assessing Student Expertise:** Create access points within lessons for students to contribute knowledge.

(DIRECT) RESOURCE EQUITY

Identify inequities in lessons and advocate for solutions

- **Teacher as Resource:** Reflect on gaps in educator's knowledge and partner with organizations that can supplement with added curriculum.
- **Student Access:** Identify resource inequities for students and advocate for additional resources.

(DESIGN) FAIR POLICIES & SYSTEMS

Collaborate with students on integration of policies.

- **Shared Policies:** Build classroom policies with students both annually and daily.
- **Redesign Policies:** Give students access to institutional power by supporting reflection on policy impacts and inequities.

STUDENT ACCESS AND ENGAGEMENT DURING COVID-19 REMOTE LEARNING.

DEVELOPED BY ABIGAIL WILBERDING, TEACHER, WALTER PAYTON COLLEGE PREP HIGH SCHOOL.

(USE) LIBERATORY THINKING

- **Reflective Discussion:** Acknowledge issues of inequity within the crisis and engage students in supportive discussions based on their experience and perspective.
- **Honor Student Experience:** Empower students voice to identify needs, adjust learning, and build solutions (both in your classroom and outside).



(CATALYZE) INCLUSIVE PARTNERSHIPS

- **Partner with Students/Families:** Listen to the needs of students/ families, advocate within school/ district, and connect students/ families with community members that can offer support.





- **Technology Inequities:** Identify students who do not have access to technology. Advocate for that student and adjust lessons/curriculum to their need.

(DIRECT) RESOURCE EQUITY



- **Reflect & Adjust:** Assess the effectiveness and ineffectiveness of policies (classroom, school, district) with students and support them in developing solutions and recommendations (i.e. grading).

(DESIGN) FAIR POLICIES & SYSTEMS

SUPPORTING AFRICAN AMERICAN MALES IN MATH ACHIEVEMENT.

DEVELOPED BY ERNEST WILLAMS, ED.D. ASSISTANT PRINCIPAL, EDWARD K. "DUKE" ELLINGTON ELEMENTARY.

(USE) LIBERATORY THINKING

- Look beyond identifying deficits of students to ask teachers whose Black students are not doing well in their classes to start identifying with those students
- Engage in deep reflective work. How do I need to think differently? As an educator and person, what do I need to change about me?



(CATALYZE) INCLUSIVE PARTNERSHIPS

- Multiple stakeholders, including students and teachers practice asset-based data analysis.
- Approaches to culturally responsive pedagogy are co-constructed.





- Examine what resources I currently have. How are we using them? What resources do we need? Does the talent/ materials match student needs? Do students with larger opportunity gaps receive the highest quality teaching?

(DIRECT) RESOURCE EQUITY



- Change systems and structures in your school. Measure impact of systems. Young men end up in summer school more than other student groups. Plan for change.

(DESIGN) FAIR POLICIES & SYSTEMS



When leading and designing change for equity, we must take into account how students and adults are situated differently towards the universal goals. **(TARGETED UNIVERSALISM).**

The equity lens helps us to **UNPACK the CURRENT SITUATION to IDENTIFY the EQUITY CHALLENGE** that we must solve/mitigate to help all students—especially those furthest away from opportunity—meet the universal goals.

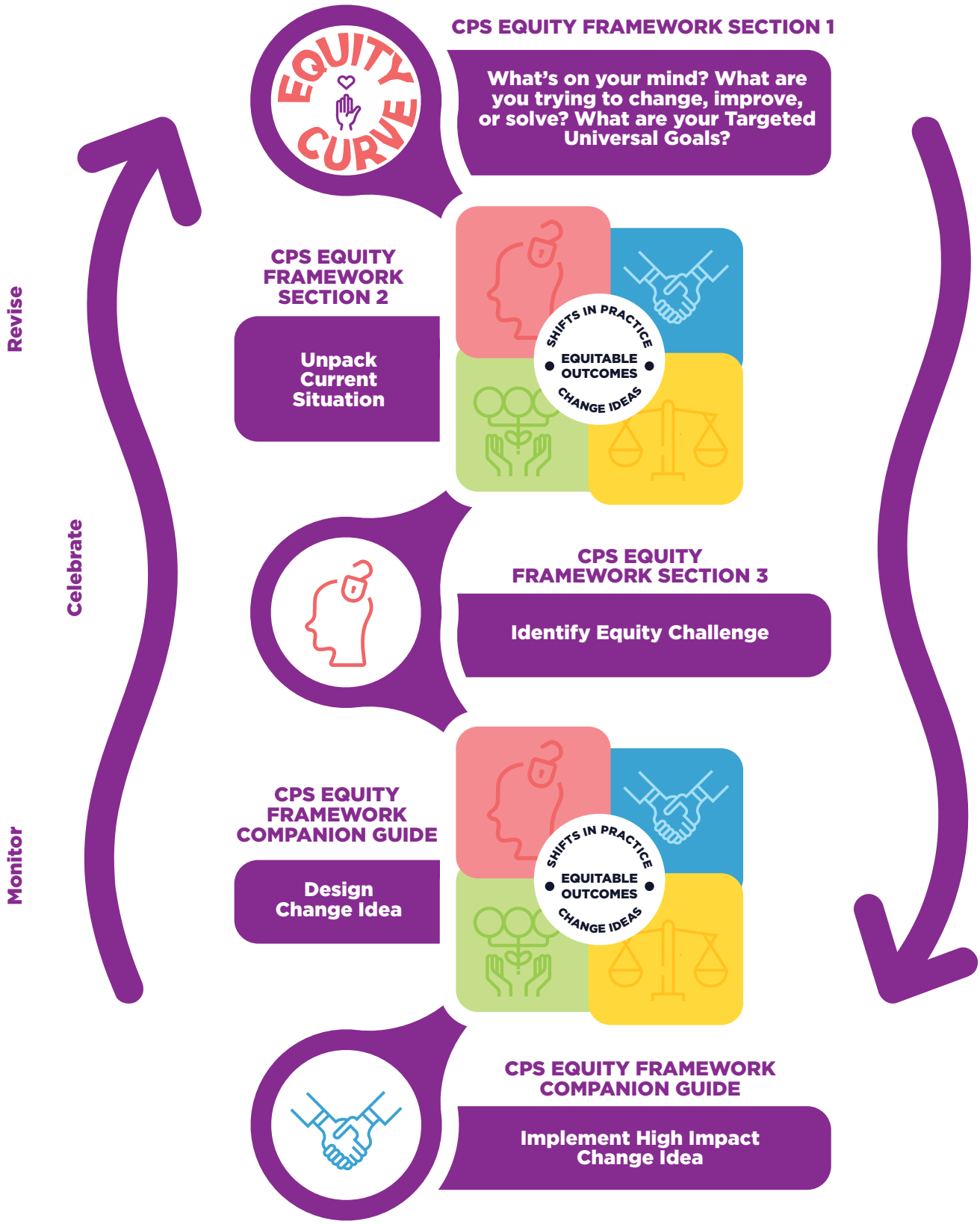
We can then apply the equity lens (again) to **DESIGN & IMPLEMENT CHANGE IDEAS** that transform adult practices and student experiences in schools to improve student outcomes.

To dive deeper in equity work, here are guiding questions for all equity champions at every phase of equity work. Use the CPS Equity Framework Companion Guide to learn the four areas where change must happen to improve experiences and outcomes for students and adults.

Thank you to members of the Instructional Equity Working Group for designing and documenting the implementation of change ideas during the 2019-2020 school year. We look forward to sharing our progress.

ACTION ROADMAP

The purpose of the Roadmap is to help you navigate the CPS Equity Framework and Companion Guide to transform practices to eliminate inequities.



WHAT'S ON YOUR MIND? WHAT ARE YOU TRYING TO CHANGE, IMPROVE, OR SOLVE? WHAT ARE YOUR TARGETED UNIVERSAL GOALS?

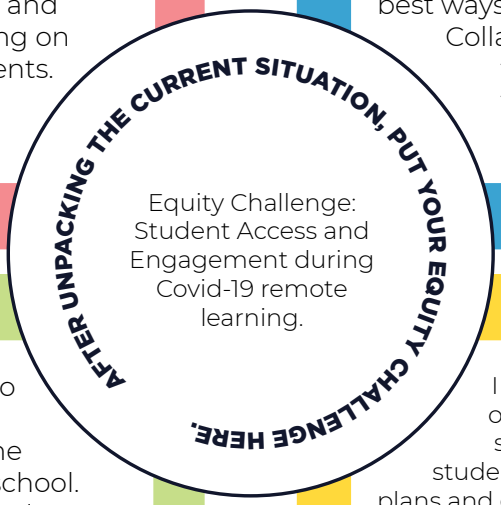
All students access and engage in remote learning during COVID-19 driven virtual learning period.

WHAT CONVERSATIONS DO I NEED TO HAVE WITH MYSELF AND OTHERS?

Reflect on your lived experience and identity. Listen to students and caregivers to learn issues of inequity based on their experience and perspective. Question and push your own thinking on expectations for students.

WHO SHOULD PARTICIPATE? HOW SHOULD PEOPLE PARTICIPATE?

I speak with my students (especially those most impacted) and caregivers about their needs during this time, so I can figure out the best ways to support them. Collaborate with students to design study plans that work for them.



WHERE ARE THE RESOURCES NOW? WHAT ARE WE CURRENTLY USING?

I identify students who do not have access to technology. Look at the resources within the school. I work with the Principal to distribute devices to students who present greatest need first. I advocate for that student and adjust lessons/ curriculum to their need.

WHAT POLICIES OR PRACTICES SHOULD WE EXAMINE?

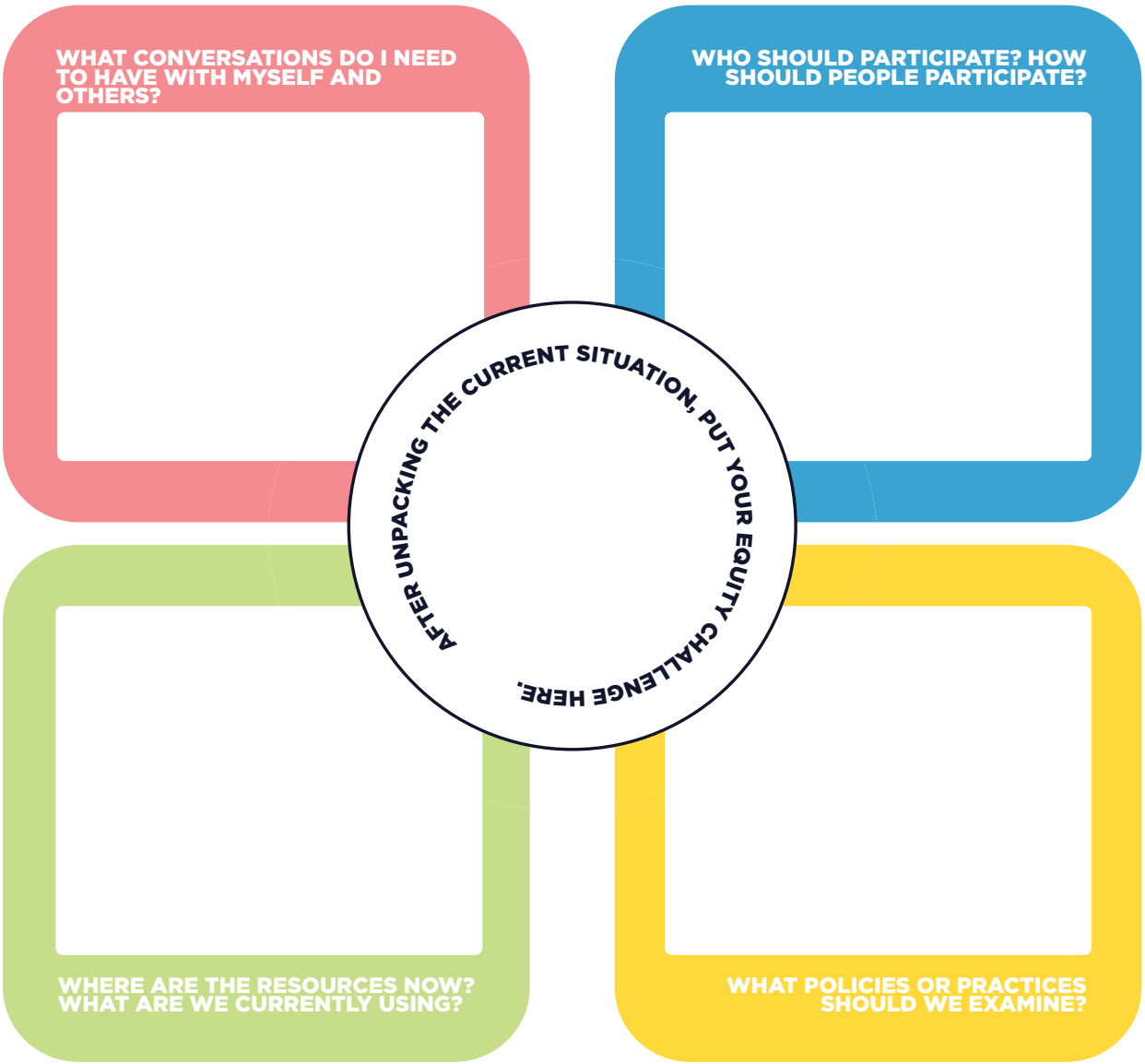
I access the effectiveness of policies (classroom, school, district) with students. Do remote learning plans and grading policies match student needs and aspirations? What aspects of remote learning are working? What is not working? I figure out how to redesign classroom procedures to meet student need.

WHAT ARE THREE ACTIONS TO TAKE TO GET STARTED?

1. Complete the Liberatory Thinking tool. What areas affect student access and engagement?
2. Use TU tool to identify student groups furthest from the goal.
3. Listen to students, other teachers and staff for varying perspectives.

REFER TO THE QUESTION MATRIX FOR ADDITIONAL QUESTIONS." [LINK QUESTION MATRIX]

WHAT'S ON YOUR MIND? WHAT ARE YOU TRYING TO CHANGE, IMPROVE, OR SOLVE? WHAT ARE YOUR TARGETED UNIVERSAL GOALS?



WHAT ARE THREE ACTIONS TO TAKE TO GET STARTED?

REFER TO THE QUESTION MATRIX FOR ADDITIONAL QUESTIONS." [LINK QUESTION MATRIX]

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GLOSSARY

The following terms and phrases are commonly used in educational and racial equity texts. Some of them are used in the framework. Note: this is not meant to be an exhaustive list, but rather supportive to learning.

Accomplice Across Difference: A person not from the same affinity group as you with whom an honest, open, and communicative relationship is built fostering discussions leading toward the goals of educational equity *(Source. Race & Equity in Education Seminars: Glossary of Commonly Used Words and Ideas).*

Affinity: A group of people who choose to meet to explore a shared identity such as race, gender, age, religion, or sexual orientation. These groups gather both formally and informally in school, community, and workplace settings. For the purpose of Race and Equity in Education Seminars, groups are designated based on racial affinity, broken first into 'Dominant Culture/White Affinity' and 'People of Color Affinity' groups. These groups can be further broken down into smaller groups within the two major affinities *(Source. Race & Equity in Education Seminars: Glossary of Commonly Used Words and Ideas).*

Anti-blackness: Anti-blackness, or the socially constructed rendering of black bodies as inhuman, disposable, and inherently problematic, endures in the organizational arrangement and cultural ethos of American social institutions, including her K-12 schools, colleges, and universities. The origins of anti-blackness are rooted in plantation and chattel slavery, and its logics endure to the present day (cited in Chezare A. Warren & Justin A. Coles (2020) Trading Spaces: Antiblackness and Reflections on Black Education Futures, Equity & Excellence in Education).

Anti-racist: The work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach set up in opposition to individual

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racist behaviors and impacts (Race Forward. Race Reporting Guide). An anti-racist is someone who is supporting an anti-racist policy through their actions or expressing anti-racist ideas. This includes the expression or ideas that racial groups are equals and do not need to be developed, and supporting policies that reduce racial inequity *(Ibram X Kendi, How to be an Antiracist, Random House, 2019)*.

Belonging: Connotes something fundamental about how groups are positioned within society, as well as how they are perceived and regarded. It reflects an objective position of power and resources as well as the intersubjective nature of group-based identities *(Othering and Belonging Institute, 2019)*.

Co-design: "People come together to conceptually develop and create things/Things that respond to certain matters of concern and create a (better) future reality. People come together despite, or because of, their different agendas, needs, knowledge and skills. The task may involve academics, practitioners and communities of place/interest that work together in order to make sense of certain situations and conceptually develop ideas into solutions" *(Connected Communities: Co-design as Collaborative Research 2018)*.

Community Indicator: The means by which we can measure socioeconomic conditions in our communities. All community indicators should be disaggregated by race, if possible *(Government Alliance for Race & EQuity. Advancing Racial Equity & Transforming Government: Resource Guide)*.

Colorism: Discrimination based on skin color, which often privileges lighter-skinned people within a racial group and positions people with darker complexions at the bottom of the racial hierarchy. Colorism is an example of how White supremacy can operate amongst the members of a single

GLOSSARY

racial or ethnic group. This form of prejudice often results in reduced opportunities for those who are discriminated against, and numerous studies have revealed differences in life outcomes by complexion *(Race Forward. Race Reporting Guide)*.

Cultural Competence: A process of learning that leads to the ability to effectively respond to the challenges and opportunities posed by the presence of social-cultural diversity in a defined social system *(National Multicultural Institute. "Diversity Terms" 2003)*.

Cultural Relativism: The ability to understand a culture on its own terms and not to make judgments using the standards of one's own culture.

Cultures: Social systems of meaning and custom that are developed by a group of people to assure their adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors, and styles of communication. Institute for Democratic Renewal and Project Change Anti-Racism Initiative *(A Community Builder's Tool Kit. Diaspora "The Culture of Diasporas in the Postcolonial Web" Leong Yew)*.

Diversity: Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender—the groups that most often come to mind when the term "diversity" is used—but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values *(UC Berkeley Center for Equity, Inclusion and Diversity, Glossary of Terms)*.

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Ethnicity: A social construct which divides people into smaller social groups based on characteristics such as values, behavioral patterns, language, political and economic interests, history, and ancestral geographical base. (Adams, Maureen, Lee Anne Bell, and Pat Griffin, Eds. Teaching for Diversity and Social Justice: A Sourcebook. New York: Routledge, 1997).

Ethnocentrism: making false assumptions about others based on our own limited experience.

Future State: the equitable future, especially with a focus on race relations, you hope to foster through your change idea and other strategies.

Gatekeeper: Anyone in an institutional or organizational role or position who can grant or deny access to institutional resources or equity. Gatekeepers are, by structural design, accountable to the institutions they work for, and not the people they serve. They function as buffers between their institutions and the community *(Washington University. Racial Equity Glossary)*.

Gender identity: A person's individual and subjective sense of their own gender; gender identities exist in a spectrum, and are not just masculine and feminine. (Carthage College. Glossary of Working Language or Conversation).

Greatest-needs groups: groups of people who have been historically and presently marginalized due to systems of oppression and resource inequity. These groups include, and are not limited to, English Learners; students with diverse learning needs; Students in Temporary Living Situations; and African-American, Latinx, LGBTQ, and low-income students *(UIC Great Cities Institute. CPS Hardship Index)*.

Implicit Bias: Also known as unconscious or hidden biases, implicit biases are negative associations that people unknowingly hold and express

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automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to trump individuals' stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that many people profess. The Implicit Association Test (IAT) is often used to measure implicit biases with regard to race, gender, sexual orientation, age, religion, and other topics *(State of the Science Implicit Bias Review 2013, Cheryl Staats, Kirwan Institute, The Ohio State University)*.

Inclusion: Being included within a group or structure. More than simply diversity and quantitative representation, inclusion involves authentic and empowered participation, with a true sense of belonging and full access to opportunities *(Race Forward. Race Reporting Guide)*.

Intersectionality: The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage *(Washington University. Racial Equity Glossary)*.

Least-served: Students or groups who have been/are oppressed or marginalized and have received less resources.

Liberation: A state of being in which one is free from ALL forms of oppression; liberation can be both personal and communal with a deep connection to one's self, body, mind, and spirit. We believe collective liberation is possible when we work at the individual, interpersonal, and institutional level *(Young Women Envisioning Liberation: Move to End Violence)*.

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Opportunity gap: An inequitable distribution of resources and opportunities, which sustains achievement differences.

Othering: A system of discrimination whereby the characteristics of a group are used to distinguish them as separate from the norm (2009) *Key Concepts in Political Geography*.

Privilege: Unearned social power accorded by the formal and informal institutions of society to ALL members of a dominant group (e.g. White privilege, male privilege, etc.). Privilege is usually invisible to those who have it because they are taught not to see it, but nevertheless, it puts them at an advantage over those who do not have it *(Colors of Resistance Archive Accessed June 28 2013)*.

Race: A powerful social idea that gives people different access to opportunities and resources. Race is not biological, but it is real. A political construction created to concentrate power with White people and legitimize dominance over non-White people.

Racial Equity: A combination of processes, initiatives, and outcomes that eliminates all forms of racial oppression and co-creates conditions that enable those most impacted by structural inequity to reach their full potential centering their agency. If the processes and intivitates don't achieve the outcomes of racial equity,

Racial Microaggressions: Brief and commonplace verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color.

Root Cause: The deepest underlying cause or causes of positive or negative symptoms within any process that, if dissolved, would result in elimination or substantial reduction of the symptom.

Solidarity: Unity or agreement

GLOSSARY

based on shared interests and objectives; long-term mutual support within and between groups.

Structural Racism: A history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color *(Government Alliance for Race & EQuity. Advancing Racial Equity & Transforming Government: Resource Guide).* Institutional racism is expressed in the practice of developing organizational programs, policies, or procedures that work to the benefit of White people and to the detriment of people of color, usually unintentionally or inadvertently *(Seattle Race and Social Justice Initiative).*

Undue Burden: A significant difficulty or expense used in United States constitutional law. Result(s) of decisions benefit some (winners) and burden others (losers) *(CUE REIA)*



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