NAME

SCHOOL/OFFICE/DEPARTMENT

NETWORK CHIEF/SUPERVISOR

CPS EQUITY FRAMEWORK

RESOURCE EQUITY TOOL

To edit this tool in Google Drive: Upload the PDF to Google Drive. Using Google Chrome internet browser, click the “Open with” down arrow and select the “DocHub- PDF Sign & Edit” Google Drive Add-on.Select your CPS Gmail account and allow access. Complete and select download/export arrow to export to Google Drive.

At CPS, we are committed to preparing our students for success academically and socioemotionally. Our district commitment to equity, documented in the CPS 5-Year Vision, is our public and internal call to action for our students. To fulfill our mission for our students, we have to be able to provide them with the right resources at the right moment. Resource equity is one of the four dimensions of the CPS Equity Lens documented in the CPS Equity Framework.

The goal of resource equity is to create equitable student experiences in learning-ready environments. 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. One initial component of resource equity creates opportunities to share resources within a school or institution or across schools to meet the diverse needs of all students. The cross-utilization of resources highlights that we are not and should not be working in silos.

Individuals (students, teachers, school leaders) work within classrooms in Schools, which are part of Networks within the CPS District, which operates within, impact on, and is impacted by different sectors (i.e. housing, health, criminal justice) in the City of Chicago, which in turn is situated within the systems operating in the State of Illinois.

The Resource Equity Tool has 5 Phases. The different phases vary in time needed for completion and in most cases completion will not occur in one meeting. The purpose of the resource equity tool is to assist leaders to make decisions or acquire resources to transform the student experience in schools. The approach is to use **liberatory thinking** and **inclusive partnerships** as an opportunity to build pathways to resource equity. This document can be used by multiple users including principals, assistant principals, students, Instructional Leadership Teams (ILT), teachers, staff, and department chairs.

Each phase requires you to **VALIDATE** by having discussions with people from your school community. Validation can be informal (e.g. phone calls or conversations) or formal (e.g. focus groups or town halls). The tool provides space to consider multiple levers for accessing resources. The tool prepares you to consider data, assets, and multiple sources to strengthen our work in finding resources for students. It helps to have a process to be able to say what you need to say as you lead and advocate for your students. Please adapt this tool for your purposes (e.g. to support documentation that can be used for requesting resources or grant applications).

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Note for CPS school leaders: This tool can be used on an ongoing basis, as well as during the spring review of school budgets. Data will be reviewed by Office of Networks Supports (ONS) and the Office of Equity. Completing the tool does not guarantee the resource will be available that year. However, documenting your current resource needs will better position your Network Chief to advocate for resources for students at your school and in your network. This documentation will also inform changes in decision-making, based on need, by Central Office departments and offices, including the Office of Equity and ONS.

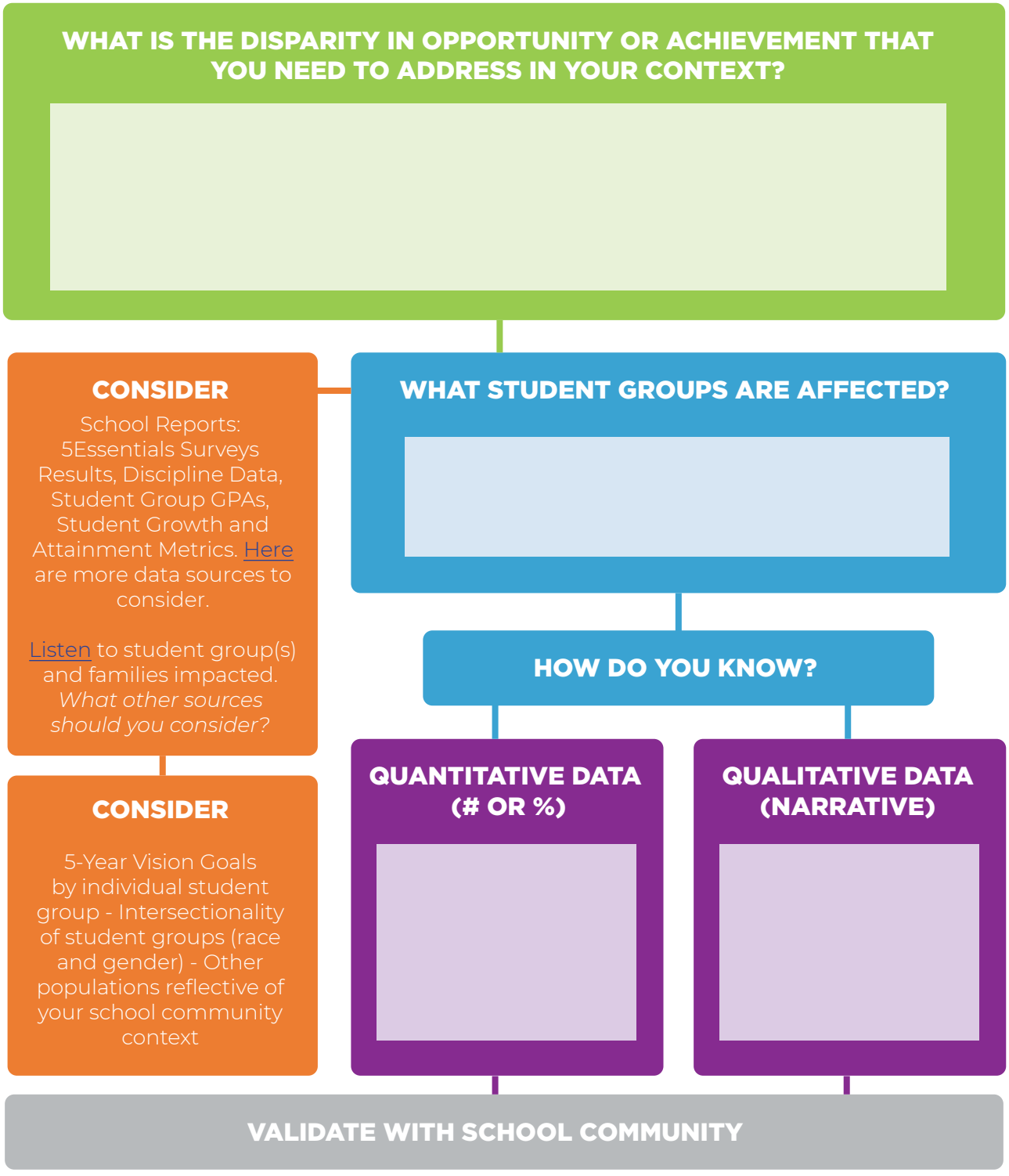
Refer to the CPS Equity Framework for more information.

PHASE 1: IDENTIFY THE OPPORTUNITY

Refer to the CPS Equity Framework (Resource Equity Dimension) for more information. Phase 1 supports the identification of an opportunity to address a need. You may have completed some of this information when establishing strategies and goals in your school's Continuous Improvement Work Plan (CIWP).

CRITICAL INFORMATION GUIDING QUESTIONS STOP TO CONSIDER

DATA VALIDATE



PHASE 2: CONDUCT ROOT CAUSE ANALYSIS 04

Phase 2 guides a root cause analysis to identify resources needed to eliminate the disparity. It requires inclusive partnerships with students, school community, teachers, staff, Local School Councils, etc. Refer to the CPS Equity Framework (Resource Equity Dimension). You may have completed some of this information when completing the root cause analysis process for your school's Continuous Improvement Work Plan (CIWP).

CRITICAL INFORMATION GUIDING QUESTIONS STOP TO CONSIDER

DATA VALIDATE

USING DATA FROM PHASE 1, WHAT ARE THE 2-3 ROOT CAUSES IDENTIFIED FOR THE DISPARITY?

CONSIDER

5-Year Vision Goals by individual student group - Intersectionality of student groups (race and gender) - Other populations reflective of your school community context. Consider resource examples from the School Excellence Framework (SEF) or in the ERS paper.

WHICH ROOT CAUSE(S) NEED RESOURCE IDENTIFICATION?

WHAT ARE THE RESOURCES REQUIRED TO ADDRESS THIS DISPARITY IN YOUR CONTEXT?

LIST RESOURCE IDEA(S):

VALIDATE WITH SCHOOL COMMUNITY AND/OR NETWORK CHIEF

PHASE 3: IDENTIFY THE AVAILABLE RESOURCES 05

Phase 3 supports the examination of what resources you have within your locus of control. It requires inclusive partnerships with students, school community, teachers, staff, Local School Councils, etc. School community includes students, families and caregivers, staff, and external partners. We must co-design approaches to resource equity with students, talk to students, especially those who are most impacted. We must co design approaches to resource equity with students, talk to students, especially those who are most impacted by inequity. Refer to the CPS Equity Framework (Resource Equity Dimension). Please complete only the relevant green and purple boxes below. For example, there may be only two resource ideas.

CRITICAL INFORMATION GUIDING QUESTIONS STOP TO CONSIDER

DATA VALIDATE

FROM THE RESOURCE IDEAS IN PHASE 2, WHICH THREE IDEAS MAY HAVE THE GREATEST IMPACT? WHY (BRIEF)?

RESOURCE IDEA 1

RESOURCE IDEA 2

RESOURCE IDEA 3

WHO OR WHAT DO YOU ALREADY HAVE TO HELP YOU MAKE PROGRESS? LIST AND ORGANIZE USING THE CATEGORIES BELOW.

PEOPLE

FUNDS

SCHOOL COMMUNITY

TIME

OTHERS _____

HOW CAN THESE SCHOOL RESOURCES BE RE-ORGANIZED TO NARROW THIS SPECIFIC DISPARITY?

Consider asking a principal colleague

SHORT-TERM

LONG-TERM

NOT POSSIBLE YET

(use these ideas for page 6)

VALIDATE WITH SCHOOL COMMUNITY, COLLEAGUE, AND/OR NETWORK CHIEF

PHASE 4: ADDITIONAL REQUESTS (IF NECESSARY) 06

Phase 4 supports the identification of potential resources, the development of a justification, and the plan for resource location. Select resources from "not possible yet" on page 5. Please complete the column for each selected resource focusing only on relevant green and purple boxes below.

CRITICAL INFORMATION GUIDING QUESTIONS STOP TO CONSIDER

DATA VALIDATE

RESOURCE NEED 1	RESOURCE NEED 2	RESOURCE NEED 3

WHICH OF THESE RESOURCES WILL MAKE THE BIGGEST IMPACT? HOW DO YOU KNOW?

CONSIDER

Talk with colleague(s), students, former graduates, families, Local School Council (LSC), community members, community-based organizations, nonprofits, other schools and districts, local businesses, etc.

LIST RESOURCES ABOVE: DOCUMENT TIMING, SUSTAINABILITY, AND EFFECTIVENESS FOR EACH.

HOW MIGHT YOU CONNECT WITH THE RESOURCE(S)? WHO MIGHT YOU REACH OUT TO?

PHASE 5: ASPIRATIONS AND PROGRESS 07

Phase 5 is a vision planning section and request for additional resources.

CRITICAL INFORMATION GUIDING QUESTIONS STOP TO CONSIDER

DATA VALIDATE

"AS A RESULT OF SECURING THE RESOURCE(S) AT THE END OF PG 6, WHAT MIGHT BE THE VISIBLE CHANGE..... HOW?"

CONSIDER

Consider planning time, caregivers, nonprofits, professional learning days, etc.

WHAT DOES PROGRESS LOOK LIKE IN 3-6 MONTHS?

WHAT DOES PROGRESS LOOK LIKE IN 9-12 MONTHS?

IN 3 SENTENCES OR LESS, WHAT IS YOUR ASK?

(1) Why, what, how much? (2) Use?

(use these ideas from page 6)

EVERY 3 MONTHS, NOTE YOUR PROGRESS IN YOUR CONTINUOUS IMPROVEMENT WORK PLAN

Thank you for the time you took to complete the resource equity tool. Please submit the PDF to equity@cps.edu. This request will be reviewed by your Network Chief/Supervisor, ONS, and the Office of Equity to determine realignment of resources. While it may not be possible to allocate that resource this year, this will serve your students by better positioning your chief/ supervisor to advocate for resources.