

Chicago
Communities
Co-Creating
Education

COMMUNITY HANDBOOK

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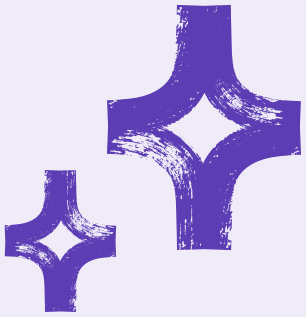
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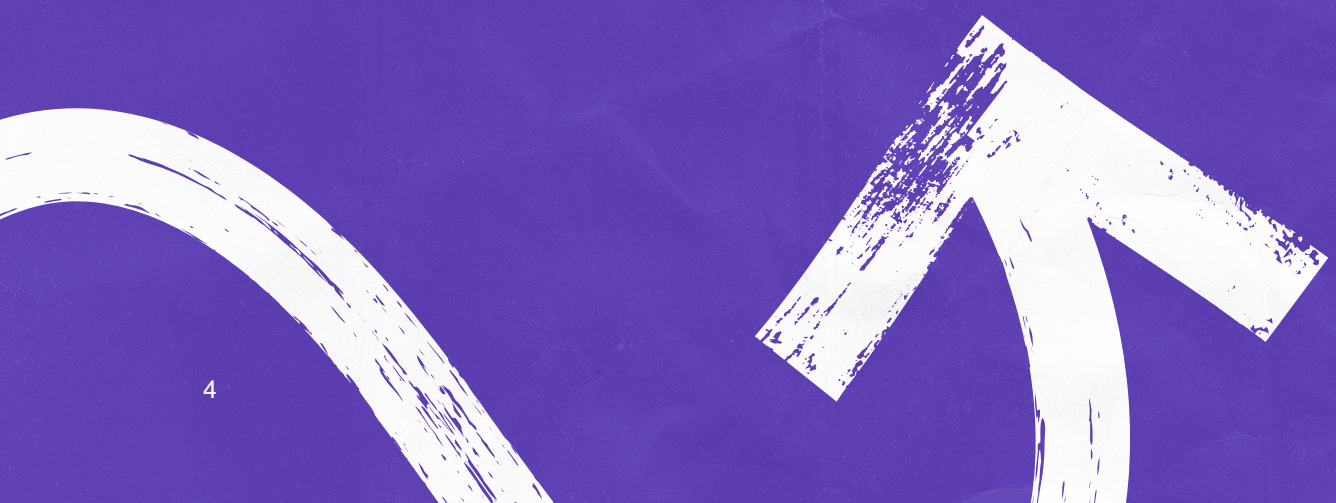
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SECTION I. INTRODUCTION



These materials were created to act as a guide for individuals participating in the Stakeholder Advisory Design Team (SADT) as part of the Chicago Communities Co-Creating Education (CCCE) initiative. The goal of this document is to provide context and information on the process of co-creating community specific Education Plans. The hope is that this document can be used as a resource and serve as a jumping off point but that the heart of the work will be community driven and led.

PROJECT INTRODUCTION

Chicago Public Schools' (CPS) mission is to provide a high-quality public education for every child, in every community. Our community schools are integral parts of this ambitious goal to prepare each student for success in college, career and civic life. Community schools must be supported and bolstered to ensure all students can benefit from quality daily student learning experiences. The heart of this work is ensuring those affected by our policies and systems are empowered to collaborate with CPS.

In response to this need, CPS applied to the U.S. Department of Education (USDE) for the Fostering Diverse Schools (FDS) Demonstration Grant to reimagine local education with disinvested communities. The grant provides funding to CPS to authentically engage three disinvested communities, Austin, Roseland, and Washington Park, to co-create a transformative local Education Plan with our core values in mind. With the goal of creating a new vision and plan for education, community stakeholders, including CPS and non-CPS parents, students, educators, community leaders, residents and business owners will be provided with opportunities to participate in a series of planning sessions.

At the conclusion of this work, communities will gain a vital resource to shape education and serve as a roadmap for broader community aspirations. While CPS cannot commit future funding at this time, the plan will guide transformative efforts for schools in these communities. We hope stakeholders can collectively seek funding and support from other City of Chicago agencies, elected officials, philanthropic organizations, and others to realize facets of the plan.

OFFICE OF PORTFOLIO MANAGEMENT (OPM) GRANT TEAM

Leading this critical work is the Office of Portfolio Management (OPM). Within this department, CPS has hired key personnel to oversee the engagement of community members and onboarding of critical partners to assist with developing and shaping an Education Plan.



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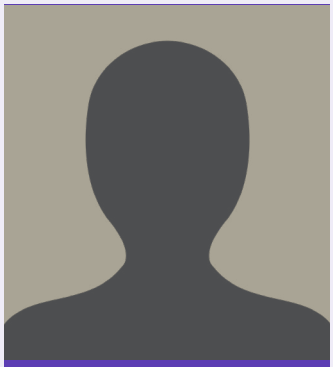
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SECTION II. GLOSSARY



COMMUNITY ASSET

Also known as a community resource — is anything that can be used to improve the quality of life for a community, and can be physical or intangible. Community assets can be any of the following:

- People: Residents who can use their abilities to uplift and improve the community
- Physical structures: Buildings or places that are used for the community's benefit, such as a school, library, or park
- Services: Community services that improve life for community members, such as public transportation or early childhood education center
- Businesses: Businesses that provide jobs and support the local economy
- Other: Natural resources and/or tools that can be used to improve the community

COMMUNITY MAPPING

An effective process for identifying resources in the community that match students' needs and interests.

COMMUNITY MEMBERS

For this grant, community members are defined as individuals residing in the communities who do not identify as educators and/or are not parents/caregivers of students attending zoned schools in the community.

COMMUNITY ONE-ON-ONES

Follow-up discussions with stakeholders to ensure topics discussed in the meeting are clarified, supported, and understood by stakeholders.

COMMUNITY PARTNERS

For this grant, community partners are defined as community entities (not individuals) who do not identify as parents/caregivers, students, and/or educators but who identify as community-based organizations (CBOs), local businesses, and/or community members of Local School Councils (LSCs).

COMMUNITY SURVEY

A tool used to collect input from the broader community to ensure various community constituents have the ability to provide input even if they are unable to attend meetings.

EDUCATION PLAN

An Education Plan is the collaborative process of outlining a strategy for providing quality education to students that culminates in the creation of a tangible plan.

EDUCATORS

For this grant, educators are defined as school staff who reside in the community and/or are currently staff at schools in the community.

ENGAGEMENT SURVEY

A survey for Stakeholder Advisory Design Team (SADT) members and town hall attendees to share input on the engagement process.

FOSTERING DIVERSE SCHOOLS (FDS) GRANT

In July 2023, CPS submitted a planning grant proposal to the United States Department of Education (USDE), Fostering Diverse Schools (FDS) Grants Program. This program is intended to provide competitive grants to local educational agencies (LEAs) to develop or implement school diversity plans that improve school conditions for student learning by supporting voluntary efforts to increase school socioeconomic diversity in preschool through grade 12. This USDE planning grant will enable the district to build capacity and to develop a plan that aligns with its existing strategic initiatives and priorities around diversity and equity. These initiatives intentionally overlap to prioritize equity and community engagement. The four strategic initiatives include:

1. Success 2029: Together We Rise
2. Equity Framework: Creating And Sustaining Equity At The Individual, School And District Level
3. Accountability Redesign
4. District Policy For Continuous Improvement And Data Transparency

FOCUS GROUPS (FG)

A feedback tool used to collect feedback from specific groups or regarding specific topics.

PARENTS/CAREGIVERS

Parents/Caregivers are defined as legal adult guardians with whom the student lives and who assumes responsibility and provides daily care to the student.

STUDENTS

For this grant, students are defined as students who reside in the community, are eligible to attend a zoned school in the community, and/or currently attend zoned schools in the community.

TOWN HALLS (TH)

A combination of in-person and virtual meetings for the purposes of co-designing an Education Plan.

SECTION III. ROLES AND RESPONSIBILITIES



FACILITATOR

A facilitator's role is to plan, guide, and manage a meeting or event to achieve its goals. They foster an environment where participants collaborate, innovate, and excel. Facilitators should remain objective and focus on the group process — how the group works together to solve problems, make decisions, and perform tasks.

STAKEHOLDER ADVISORY DESIGN TEAM (SADT)

The SADT will be a group of 20-25 members composed of parents/caregivers, educators, students, principals, community members, and CPS staff. The SADT will convene to support the effective planning of townhall meetings and provide expertise for local engagement campaigns, resulting in the creation of community Education Plans.

CPS OFFICE OF PORTFOLIO MANAGEMENT (OPM) COMMUNITY COORDINATOR

CPS OPM Community Coordinators' role is to oversee the engagement of community members and to assist with the developing and shaping of an Education Plan.

SUBJECT MATTER EXPERTS (SMEs)

A subject matter expert (SME) is a professional, either CPS staff or an external partner, with extensive knowledge in a specific field or topic and can provide guidance and strategy.

STAKEHOLDER ENGAGEMENT PARTNER

A non-CPS third-party organization to ensure community members trust the process, and understand that CPS is not driving decision-making. Their role is to support the district with the outreach, collection, and synthesis of all stakeholder feedback data through town hall meetings, focus groups, surveys, local engagement efforts, and more. The two stakeholder engagement partners for this process are Fulcrum Education Solutions LLC and Vera Creative, Inc.

SECTION IV. CCCE MEETINGS AND NORMS



Stakeholders from the three communities will make up a single SADT tasked with co-creating three distinct Education Plans (Section VI). The high level meeting structure is listed below:

- There will be a maximum of fourteen (14) SADT meetings.
  - SADT members will be notified of the exact dates and platform of each meeting in advance.
  - The SADT orientation meeting will be held in-person and virtually.
- There will be an optional five (5) town hall meetings per community.
  - SADT members may co-facilitate town hall meetings. SADT members will help determine if meetings will be held virtually or in-person.
- There will be an optional twelve (12) focus groups.

The cadence and quantity of meetings will depend on the time and effort it takes to complete the Education Plan. The SADT will assist with determining when the Education Plan can be published for feedback from the broader community, support integration of community feedback into the plan, and will determine if the Education Plan is final. Please note that an Education Plan must be published at the end of the project; however, the SADT can determine if it is considered a draft or final. Finalized plans are expected by December 2025.

SADT RULES OF ENGAGEMENT

SADT Community Agreements - Are agreements on what every person in our design team needs from each other and commits to each other in order to feel safe, supported, open, productive and trusting, so that we can do our best work, achieve our common vision, and serve our students and communities well.

Here are examples of how CPS initiatives have composed rules of engagement in the past. As SADT members collaborate:

- We are aware of our power and our privilege
- We embrace different communication styles, especially the ones farther apart from ours
- We are mindful of speaking time to avoid a few people dominating the meeting
- We listen with an open mind
- We give and receive feedback, criticism and questioning
- We seek multiple points of view
- We check for diversity gaps (who is missing) and propose solutions for it
- We actively pursue engagement of less vocal members
- We assume good faith

The above norms reference the Community Engagement Principles & Recommendations (“Elevated Chicago,” 2022) resource created by Elevated Chicago.

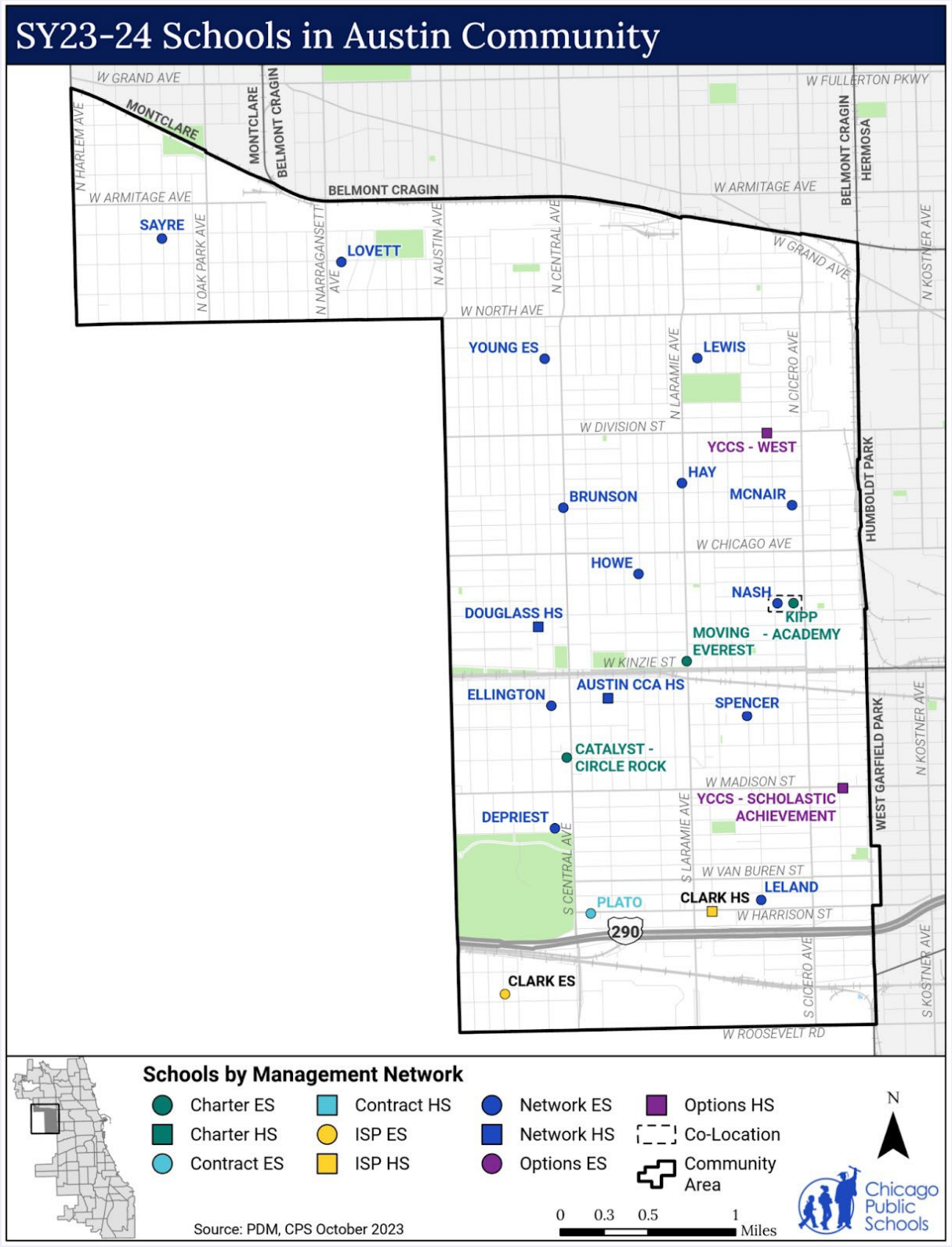
SECTION V.
CCCE COMMUNITIES

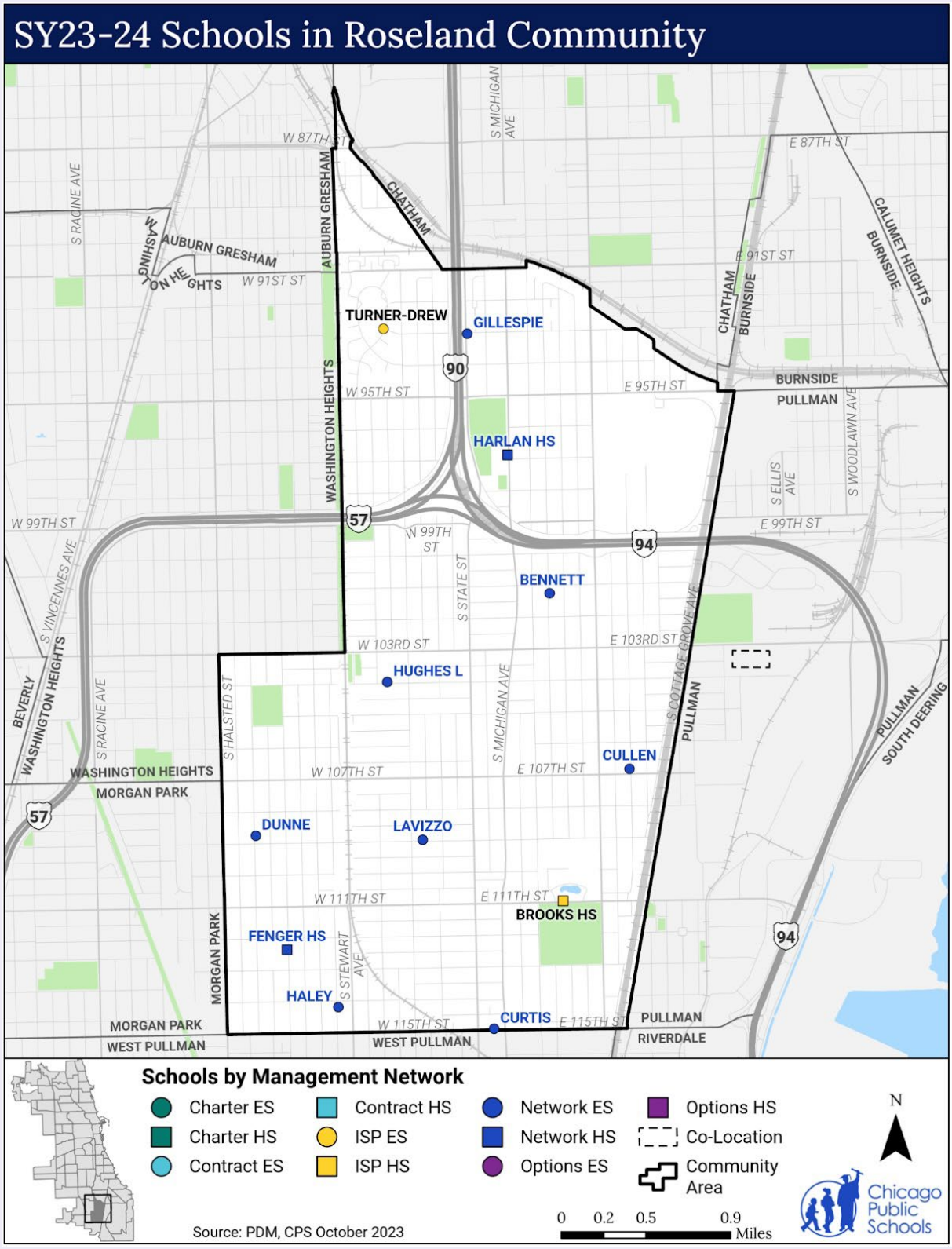


CCCE COMMUNITIES

From the 77 Chicago communities (Burgess & Newcomb, 1931; Chicago Historical Society, 2005; The University of Chicago, 2024) the following three distinct geographical communities were identified; Austin, Roseland, and Washington Park. In this process, data was gathered to help illustrate the present educational environment. Communities were identified based on grant requirements, which included historical disinvestment and geographical diversity, amongst other considerations. We also used the CPS Opportunity Index, demographic data, and community interest when considering which communities to work with for this grant. A mixed methods approach was utilized using primarily quantitative data to narrow down disinvested communities followed by a qualitative review of existing characteristics to identify Austin, Roseland, and Washington Park. The CPS communities are outlined by the geographical boundaries of Austin, Roseland, and Washington Park; they also feature CPS network and charter schools.



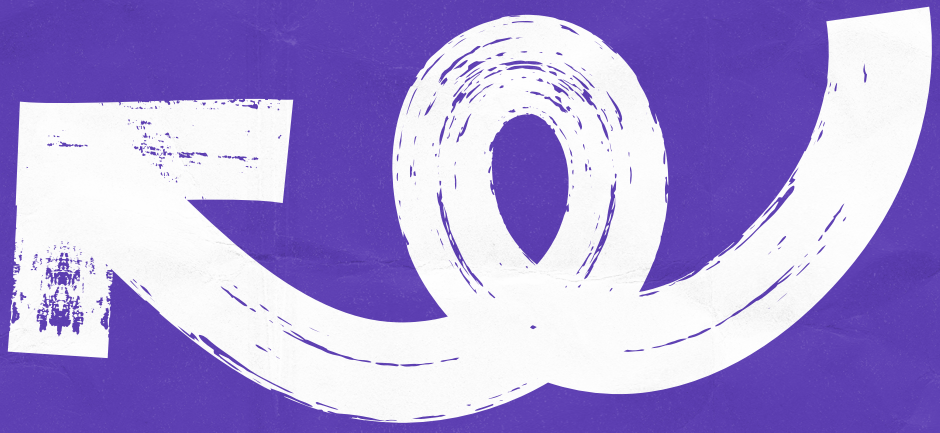

SY23-24 Schools in Austin Community
W GRAND AVE
MONTCLARE
MONTCLARE
BELMONT CRAGIN
N HARLEM AVE
W ARMITAGE AVE
BELMONT CRAGIN
W FULLERTON PKWY
BELMONT CRAGIN
HERMOSA
W ARMITAGE AVE
SAYRE
N OAK PARK AVE
N NARRAGANSETT AVE
LOVETT
N AUSTIN AVE
N CENTRAL AVE
W GRAND AVE
N KOSTNER AVE
W NORTH AVE
YOUNG ES
LEWIS
N LARAMIE AVE
N CICERO AVE
W DIVISION ST
YCCS - WEST
HAY
BRUNSON
MCNAIR
HUMBOLDT PARK
W CHICAGO AVE
HOWE
NASH
KIPP
DOUGLASS HS
MOVING - ACADEMY
EVEREST
W KINZIE ST
ELLINGTON
AUSTIN CCA HS
SPENCER
WEST GARFIELD PARK
N KOSTNER AVE
CATALYST - CIRCLE ROCK
W MADISON ST
YCCS - SCHOLASTIC ACHIEVEMENT
DEPRIEST
S LARAMIE AVE
S CENTRAL AVE
W VAN BUREN ST
LELAND
CLARK HS
PLATO
W HARRISON ST
290
CLARK ES
S CICERO AVE
S KOSTNER AVE
W ROOSEVELT RD
Schools by Management Network
Charter ES
Charter HS
Contract ES
Contract HS
ISP ES
ISP HS
Network ES
Network HS
Options ES
Options HS
Co-Location
Community Area
N
0 0.3 0.5 1 Miles
Source: PDM, CPS October 2023
Chicago Public Schools


SY23-24 Schools in Roseland Community
W 87TH ST
S MICHIGAN AVE
E 87TH ST
S RACINE AVE
AUBURN GRESHAM
CHATHAM
CALUMET HEIGHTS
BURNSIDE
E 91ST ST
W 91ST ST
TURNER-DREW
GILLESPIE
90
W 95TH ST
E 95TH ST
BURNSIDE
PULLMAN
HARLAN HS
S WOODLAWN AVE
S ELLIS AVE
W 99TH ST
57
N 99TH ST
94
E 99TH ST
S VINCENNES AVE
S STATE ST
BENNETT
W 103RD ST
E 103RD ST
S COTTAGE GROVE AVE
HUGHES L
BEVERLY
WASHINGTON HEIGHTS
S HALSTED ST
S MICHIGAN AVE
PULLMAN
SOUTH DEERING
CULLEN
WASHINGTON HEIGHTS
MORGAN PARK
W 107TH ST
E 107TH ST
DUNNE
LAVIZZO
W 111TH ST
E 111TH ST
BROOKS HS
FENGER HS
MORGAN PARK
S STEWART AVE
HALEY
CURTIS
W 115TH ST
E 115TH ST
MORGAN PARK
WEST PULLMAN
WEST PULLMAN
PULLMAN
RIVERDALE
Schools by Management Network
Charter ES
Charter HS
Contract ES
Contract HS
ISP ES
ISP HS
Network ES
Network HS
Options ES
Options HS
Co-Location
Community Area
N
Source: PDM, CPS October 2023
0 0.2 0.5 0.9
Miles
Chicago Public Schools



For the complete list of Chicago Public Schools per community, please see Appendix II.

SECTION VI. EDUCATION PLAN RESOURCES

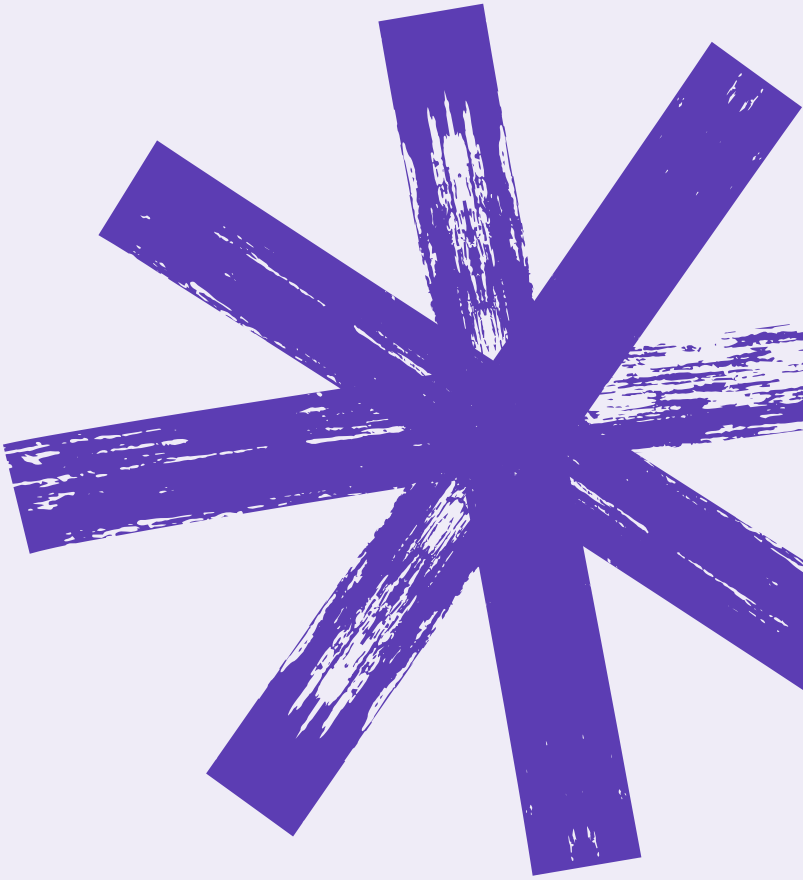


CPS EQUITY FRAMEWORK

The final version of the CPS Equity Framework is the result of ongoing thoughtful partnerships with stakeholders committed to advancing educational equity, including central and network office staff, principals, educators, parents, students, and community partners. By incorporating the CPS Equity Framework into the CCCE project, stakeholders will be empowered to identify areas of growth within their schools and implement data-driven practices to help students excel in the classroom (Chicago Public Schools, August 2020).

The Targeted Universalism (TU) approach of equity, articulated by the Othering and Belonging Institute:

- Organizes members of a 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
- 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



TARGETED UNIVERSALISM 5 STEPS

01 ESTABLISH
Establish a universal goal

02 EVALUATE
Evaluate where people are relative to the universal goal

03 IDENTIFY
Identify groups and places that are performing differently

04 ASSESS
Assess and understand the structures that support or impede each group goal

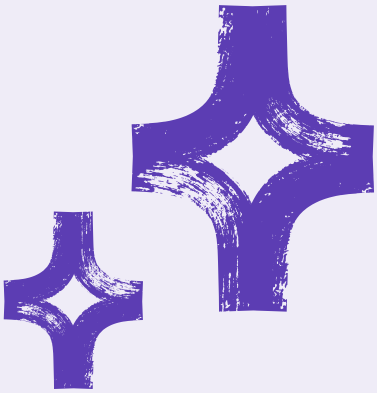
05 DEVELOP
Develop and implement target strategies



Taking guidance from the CPS Five-Year Strategic Plan Success 2029: Together We Rise "For every major decision, we will engage stakeholders by centering CPS' spectrum of inclusive partnerships, prioritizing the voices of those most impacted by structural inequity, to design and implement a more equitable school district and learning environment. We will ensure our students, their families, staff, and their communities are represented in our decision-making and are engaged in the design of policy and practices. We are committed to centering our students' voices in the decision-making process by ensuring every high school has a student voice committee and by using our student voice survey, Cultivate, to drive District decisions." (Chicago Public Schools).

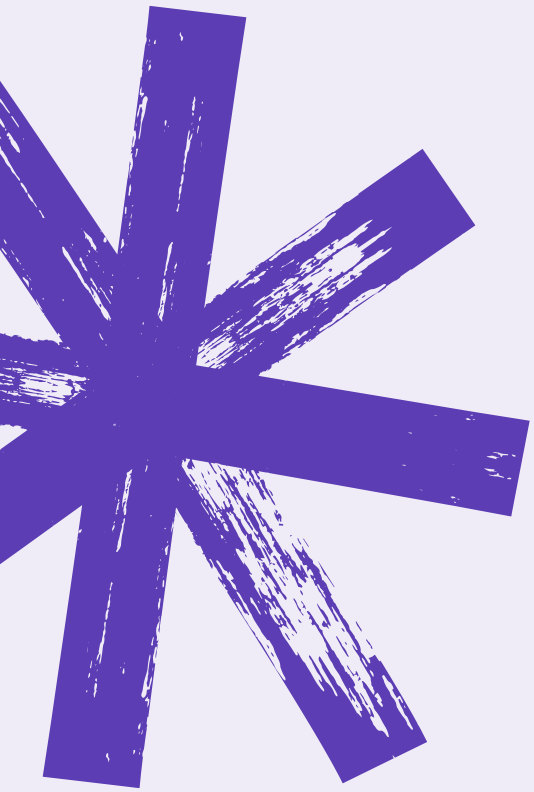
Inclusive partnerships (IP) value and prioritize the diverse voices of students, families, caregivers, and communities when making decisions that affect their lived experiences. By engaging in ongoing, inclusive partnerships with those most affected by structural inequity to design and implement a more equitable education system that empowers underrepresented students and adults. The CCCE project aims to embrace stakeholders across Chicago community areas as allies who engage and inform student learning opportunities, including continuous dialogue about allyship and how to leverage the community's strengths and assets inside and outside of school.

Additional resources from the Equity team can be found in the Appendix III.



SPECTRUM OF INCLUSIVE PARTNERSHIPS

The **Spectrum of Inclusive Partnerships** is a tool to assist with transparency and trust around the level of participation of partners – those with institutional memory, those impacted by decisions, and those responsible for implementation – to set expectations, and to define the stakeholder's role by inequities to 1) value and publicly acknowledge a diverse array of perspectives; 2) engage in authentic and collaborative experiences and; 3) recognize and prioritize communities' and cultures' solutions and ideas, which may have previously been ignored. Although the tool appears linear, inclusive partnerships are flexible within a specific process stage and at different points in time. For example, a parent group that represents our least-served students could collaborate on decision-making at one stage and then be informed or consulted during the implementation of the subsequent plan. As you move further right on the spectrum, the stakeholder has higher impact on the decision. To start, select the role(s) of engagement needed and plan with the role in mind to engage the public.



ROLES	LISTEN	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
STAKEHOLDER PARTICIPATION GOAL	To provide stakeholders space and time to be heard.	To provide stakeholders balanced and objective information to assist them in understanding the problem, alternatives, opportunities, and/or solutions	To obtain stakeholder feedback on analysis, alternatives, and/or decisions. To provide an opportunity for the stakeholders to contribute their perspectives.	To work directly with stakeholders throughout the process to ensure that stakeholders concerns and aspirations are consistently understood and considered.	To partner with stakeholders in each aspect of the decision, including developing alternative solutions and identifying the preferred solution.	To place final decision-making in the hands of the stakeholders
PROMISE TO THE STAKEHOLDERS	We will listen to your concerns with the intention of understanding and not only to reply.	We will keep you informed.	We will keep you informed, listen to and acknowledge your concerns and aspirations, and provide feedback on how public input influenced the decision. We will seek your feedback on drafts and proposals.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will keep you informed, listen to and acknowledge your concerns and aspirations, and provide feedback on how public input influenced the decision. We will seek your feedback on drafts and proposals.	We will implement what you decide.
EXAMPLES	• Constructivist listening • Listening to learn	• Fact sheets • Websites • Newsletters	• Town hall meetings • Focus groups • Surveys	• Workshops • Deliberate polling	• Steering committees • Participatory decision-making	• Votes • Delegated decisions • Consensus
NOTES	Diversity and inclusion drive the spectrum of inclusive partnerships. Diversity adds value to all decision-making processes. Practicing inclusive partnerships requires progress on liberatory thinking. By managing privilege and bias, liberatory thinkers disrupt historical ways of engaging stakeholders. Adapted from IAP2 International Federation 2018 Spectrum of Public Participation – (CPS Equity Framework, p.30-31)					

EDUCATION PLAN FRAMEWORK

This framework is intended to assist each community with the creation of an Education Plan. Below are considerations that will prompt you to explore some of your community's desired educational goals. Please note that this is an iterative process, so as planning unfolds, not all questions or prompts will be completed or needed in various stages of the process. Answer the prompts with one word, short answer, or sentence format to help you brainstorm and capture your insights. The answers can be used to pool together and collaborate with other community members to align on your desired goals

FOUNDATIONAL CONTEXT INFORMATION

1. What are some research and statistics relating to education that should be considered?

2. What are some significant historical community events?

3. What are other considerations?

4. What are your community assets?

5. What may prevent you from sending your child to your neighborhood school?

6. What factors did you consider when enrolling your child in school?

RESEARCH AND STATISTICS TO COLLECT

7. What are the population demographics of your community?

8. Which statistics can provide evidence for the direction of your Education Plan?

9. What is your community's enrollment data?

10. What are other research and statistics that should be considered?

SCHOOL BASED PROMPTS

11. What are some desired Academic Programming that you'd like to see in your community?

12. What are areas of improvement in education in your community?

13. What are some areas of improvement in Social-Emotional health?

14. How do you define Student Performance and how is it measured?

15. What are other school based considerations that should be included?

COMMUNITY BASED PROMPT

16. What are some ideas to increase Parent Engagement?

17. What are some Family Resources that can be implemented?

18. How can Early Learners be incorporated into the Education Plan?

19. Name some recreational activities the community would like to see.

20. What additional resources are needed to improve education in your community?
(Ex: access to healthcare, fresh food grocery store, access to school supplies)

21. What are other community resources that should be considered?

WHO'S WHO

22. Who has been a significant part of the community?

23. Who were the major key contributors that helped develop this Education Plan?

24. Are there any missing voices or perspectives that should be included in this Education Plan?

GENERAL EDUCATION PLAN CONSIDERATIONS

25. What is the vision for this Education Plan?

26. How can you draw connection and alignment between this plan and the CPS Continuous Improvement and Data Transparency (CIDT) plan?

27. What should the daily student experience be?

28. How do we need to shift the student experience to meet our education goals?

29. As you build out your Education Plan, are you considering the costs associated with each portion of the plan?

30. What are some potential barriers to executing the Education Plan?

31. What technology is needed for your Education Plan?

32. What are potential strategies and pathways that can be explored to further iterate on this plan?

33. Who are stakeholders/partners that could support the work of this plan?

34. What will the community use to measure successful outcomes?

35. What are some desired projects, programs or initiatives that you'd like to see in your community related to this Education Plan?

36. What are the next steps to continue making progress on your Education Plan?

37. Additional considerations?

NOTE CATCHER

NOTE CATCHER

NOTE CATCHER

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APPENDIX I. FREQUENTLY ASKED QUESTIONS



GENERAL QUESTIONS

1. WHAT IS THE OUTCOME OF THIS PROJECT?

The main outcome is for each community to co-create an Education Plan that addresses the specific educational needs of that community. Additional outcomes include fostering a collaborative environment to support continued education planning among community members after the project concludes. Moreover, it will build socioeconomic diversity by bridging disparities within the community and include CPS as active agents in change.

2. WHY DID CPS APPLY FOR THIS GRANT AND HOW WAS FUNDING PROVIDED?

Chicago Public Schools applied for this grant to partner with community stakeholders, leveraging diverse perspectives to identify educational needs and co-create meaningful solutions. CPS was awarded the FDS grant in 2023 (see: Fostering Diverse Schools Grants Program).

3. HOW WERE THE COMMUNITIES IDENTIFIED?

Communities were identified based on grant requirements, which included historical disinvestment and geographical diversity, amongst other considerations. We also used the CPS Opportunity Index, demographic data, and community interest when considering which communities to work with for this grant. A mixed methods approach was utilized using primarily quantitative data to narrow down disinvested communities followed by a qualitative review of existing characteristics to identify Austin, Roseland, and Washington Park.

*Please note that while these particular communities were identified for this grant, community groups have the autonomy to develop an Education Plan for their schools separate from this grant.

4. HOW WILL THIS IMPACT SCHOOLS IN MY COMMUNITY?

This is a community-led effort start to finish. Community members have the autonomy to leverage the Education Plan as they choose once it is completed. CPS acknowledges that certain components of the plan will need to align to CPS policies and processes in order to occur.

5. WHAT WILL PARTICIPATION LOOK LIKE AND WHAT ARE THE DIFFERENCES?

There are multiple ways to become involved in the CCCE project. These include surveys, town hall meetings, focus groups, and becoming a Stakeholder Advisory Design (SADT) member. Here is how they differ:

- Electronic surveys will be sent to community members to broadly gauge their ideas about education.
- Town hall meetings are larger gatherings of community members who are welcome to join to contribute their ideas and listen to input from others.
- Focus groups are by invitation only, and consist of stakeholders who fit a specific category (e.g., teachers, students, principals, parents, etc.).
- The SADT is a small group of individuals who directly contribute to the Education Plan by guiding community outreach, providing expertise, and offering critical input regarding the Education Plan.

6. WHO CAN PARTICIPATE IN THE CCCE PROJECT?

Anyone who resides within the Chicago communities of Austin, Roseland, or Washington Park, attends a CPS or non-CPS school, works, or is part of an organization within the CCCE communities.

7. WHEN WILL THE CCCE PROJECT TAKE PLACE AND WHEN WILL WE KNOW THE SCHEDULE ?

The CCCE project funding is set to end in December 2025. The project will continue as long as funding is available to co-create Education Plans or until Education Plans are complete. The number of meetings will be community driven. SADT members will be pioneers in deciding how many meetings are necessary to accomplish the Education Plan before or by the December 2025 deadline.

8. WHO WILL BE A PART OF THIS PROJECT?

Chicago Public Schools (CPS) was granted funding to hire CCCE project staff along with two stakeholder engagement partners - Fulcrum Education Solutions LLC and Vera Creative, Inc. Community members and stakeholders from district, charter schools, private schools as well as local businesses and organizations may contribute to the CCCE project.

9. IS THERE ANY COMMUTING INVOLVED?

Most CCCE participation methods will be virtual, however for inclusive purposes we will have at least one in-person/hybrid event per involvement level (ie. focus group, town hall) unless SADT members decide otherwise.

10. WHO DO I CONTACT WITH MORE QUESTIONS ABOUT CCCE?

You can email any questions to ccce@cps.edu to reach a CCCE team member. Additional contact information can be found on our website, cps.edu/ccce.

EDUCATION PLAN

11. WHAT IS AN EDUCATION PLAN?

An Education Plan is a unique collaborative process that outlines potential strategies for providing quality education for students in the community and culminates in the creation of a tangible plan. The plans will incorporate multiple views from various stakeholders addressing the educational needs in the community. There will be three Education Plans, one per community.

12. HOW WILL FUNDING BE PROVIDED FOR THE EDUCATION PLANS?

There is funding to support the creation of the Education Plan, however, currently no federal funding is identified for implementing the community Education Plans.

STAKEHOLDER ADVISORY DESIGN TEAM (SADT)

13. IS THE SADT A PART-TIME JOB?

No, SADT participation is a short-term commitment to the Chicago Communities Co-Creating Education (CCCE) project and will be provided monetary incentives based on hourly participation.

14. WHAT ARE THE BENEFITS OF PARTICIPATING IN THE SADT?

As an SADT member, you will be contributing directly to the community Education Plan by co-designing with other stakeholders using community input derived from focus group, survey and town hall meetings. Hourly contributions will result in monetary incentives.

15. HOW MANY SADT MEETINGS WILL THERE BE AND WHERE WILL MEETINGS TAKE PLACE?

There is a maximum of fourteen (14) SADT meetings total with an optional five (5) town hall meetings per community which SADT members may co-facilitate and twelve (12) focus groups.

Most meetings will be held virtually. The remaining meetings may be held in-person or virtually based on SADT input. Recurring meetings are dependent on Education Plan finalization. The SADT decides when the Education Plan is final.

Please contact one of the CCCE team members to receive an electronic or print version of the SADT handbook if new to the SADT.

16. DO I HAVE TO ATTEND EVERY SADT MEETING, COMMUNITY TOWN HALL, AND FOCUS GROUP?

No, all CCCE events are voluntary. SADT participation will be reviewed, and spots may be reallocated to those demonstrating greater commitment. Community town hall meetings and focus groups may or may not include SADT members. SADT members may co-facilitate town hall meetings.

17. HOW MANY HOURS AM I EXPECTED TO CONTRIBUTE?

Participation is voluntary. The number of meetings will be determined by the SADT members collaboratively, to meet the goal of co-creating an Education Plan.

APPENDIX II. LIST OF NETWORK AND CHARTER SCHOOLS BY COMMUNITY AREA

AUSTIN SCHOOLS	SCHOOL ADDRESS	SCHOOL TYPE
BRUNSON	932 N CENTRAL AVE	Network ES
CATALYST - CIRCLE ROCK	5608 W WASHINGTON BLVD	Charter ES
CLARK ES	1045 S MONITOR AVE	ISP ES
DEPRIEST	139 S PARKSIDE AVE	Network ES
ELLINGTON	243 N PARKSIDE AVE	Network ES
HAY	1018 N LARAMIE AVE	Network ES
HOWE	720 N LOREL AVE	Network ES
LELAND	512 S LAVERGNE AVE	Network ES
LEWIS	1431 N LEAMINGTON AVE	Network ES
LOVETT	6333 W BLOOMINGDALE AVE	Network ES
MCNAIR	4820 W WALTON ST	Network ES
MOVING EVEREST	416 N. LARAMIE AVE	Charter ES
NASH	4837 W ERIE ST	Network ES
PLATO	5545 W HARRISON ST	Contract ES
SAYRE	1850 N NEWLAND AVE	Network ES
SPENCER	214 N LAVERGNE AVE	Network ES
YOUNG ES	1434 N PARKSIDE AVE	Network ES
CLARK HS	5101 W HARRISON ST	ISP HS
DOUGLASS HS	543 N WALLER AVE	Network HS
YCCS - SCHOLASTIC ACHIEVEMENT	4651 W MADISON ST	Options HS
YCCS - WEST	4909 W DIVISION ST	Options HS
AUSTIN CCA HS	231 N PINE AVE	Network HS

ROSELAND SCHOOLS	SCHOOL ADDRESS	SCHOOL TYPE
BENNETT	10115 S PRAIRIE AVE	Network ES
CULLEN	10650 S EBERHART AVE	Network ES
CURTIS	32 E 115TH ST	Network ES
DUNNE	10845 S UNION AVE	Network ES
GILLESPIE	9301 S STATE ST	Network ES
HALEY	11411 S EGGLESTON AVE	Network ES
HUGHES L	240 W 104TH ST	Network ES
LAVIZZO	138 W 109TH ST	Network ES
TURNER-DREW	9300 S PRINCETON AVE	ISP ES
BROOKS HS	250 E 111TH ST	ISP HS
FENGER HS	11220 S WALLACE ST	Network HS
HARLAN HS	9652 S MICHIGAN AVE	Network HS

WASHINGTON PARK SCHOOLS	SCHOOL ADDRESS	SCHOOL TYPE
BEASLEY	5255 S STATE ST	Network ES
BURKE	5356 S KING DR	Network ES
CARTER	5740 S MICHIGAN AVE	Network ES
CICS - WASHINGTON PARK	110 E 61ST ST	Charter ES
DYETT ARTS HS	555 E 51ST ST	Network HS

APPENDIX III. WEBSITES AND ADDITIONAL RESOURCES



INTRODUCTION TO THE COMMUNITY TOOLKIT
https://www.cps.edu/resources/community-toolkit/toolkit-overview/

CPS EQUITY FRAMEWORK RESOURCE EQUITY TOOL
https://www.cps.edu/globalassets/cps-pages/sites/equity/tools/resource-equity-tool-interactive-201709.pdf

CHICAGO PUBLIC SCHOOLS RACIAL EQUITY IMPACT ASSESSMENT
https://www.cps.edu/globalassets/cps-pages/sites/equity/tools/reia-v7-220627.pdf

CPS EQUITY FRAMEWORK LIBERATORY THINKING TOOL
https://www.cps.edu/globalassets/cps-pages/sites/equity/tools/liberatory-thinking—022122.pdf

Chicago
Communities
Co-Creating
Education

COMMUNITY HANDBOOK

