



Chicago, IL **COPPER**

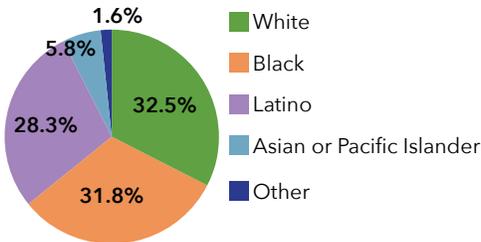
Chicago has a long and complex history as one of the most economically important cities in the world. The city first surged in size in the late 19th century, following the completion of multiple major rail lines and a project linking it to the Great Lakes and the Mississippi. Throughout the late 19th and the early 20th centuries, Chicago was a major hub for European immigrants, and saw exponential growth in the African American population, with the Great Migration from the rural South.¹

Today, the impact of systemic housing discrimination and redlining that segregated the city following the Great Depression remain relatively intact, offering drastically disparate opportunities to people based on race, immigration status, and language ability.

While Chicago is a major financial hub and home to several Fortune 500 companies and one of the most prominent international central business districts, Illinois ranks among the top ten most unequal states, with incomes of the top 1% of households 25 times as large as the bottom 99%, and the former gaining over 55% of all income growth between 2009 and 2013.² Health and safety outcomes among young Black children are also troubling, with Black infant mortality at three times that of White children, and youth mortality rates nearly four times the rates of White children. In 2016, Chicago's homicide rate was the city's highest in 20 years. "Between 2015 and 2016, Chicago experienced 58 percent more homicides and 43 percent more non-fatal shootings... A total of 764 people were murdered in Chicago in 2016."³

36%
of supports measured through Index

Racial/Ethnic Composition: 2014



U.S. Census Bureau; NHGIS; Woods & Poole Economics, Inc. Policy Link/PERE National Equity Atlas, nationalequityatlas.org

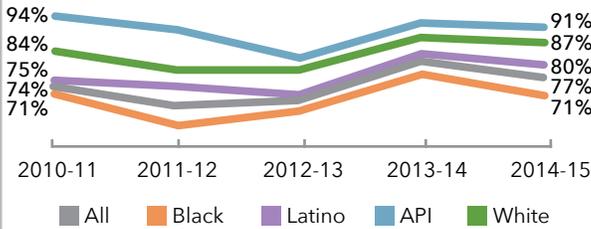
In the 2016-17 school year, Chicago Public Schools served 380,000 students (38% Black, 47% Latino and 10% White) in over 500 instructional facilities, placing it among the largest public school districts in the nation. 17% of students in the district are limited English proficient, and nearly 86% come from economically disadvantaged backgrounds. Chicago's Black youth are more than six times as likely as White youth to be living below the poverty line, and Latino youth are more than four times as likely. We see these same patterns in socioeconomic disparities in educational outcomes, with nearly a 14% difference in graduation rates between Black students and White students.

THERMOMETER INDICATORS

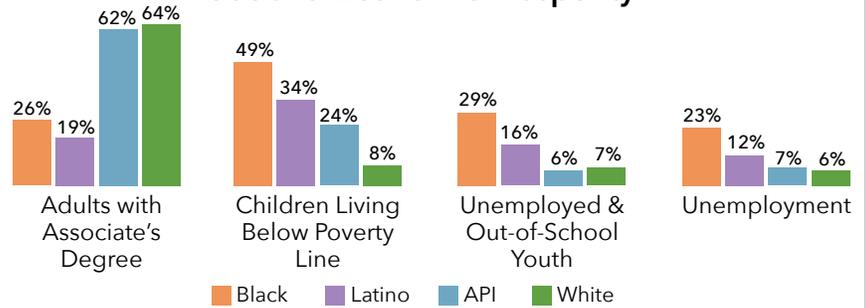


Current conditions for childhood success

5-year Graduation Rates



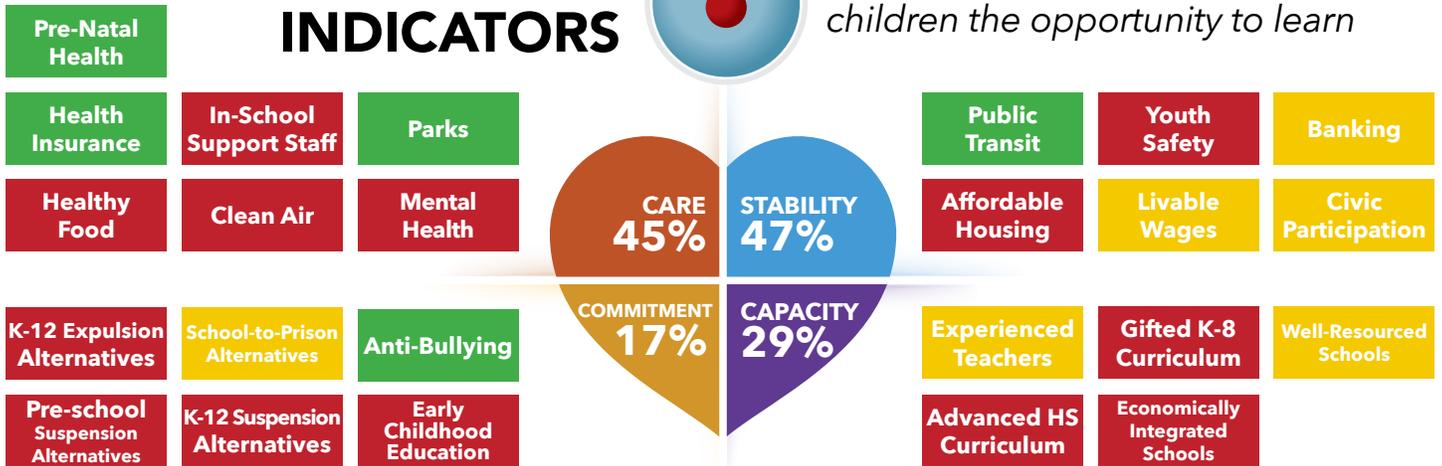
Social & Economic Prosperity



THERMOSTAT INDICATORS



Access to supports that provide all children the opportunity to learn



State of Healthy Living and Learning in Chicago

Chicago has 36% of the supports measured through the Index. Chicago earned points related to healthy living environments by having the highest voter turnout in the 2016 general election (72%) and access to healthy food and parks compared to the other cities. At the same time, Chicago has the lowest number of in-school support staff in the group of 10 (.65 support staff per 100 students), which has proven to be a critical resource for schools to help provide students with holistic, wrap-around supports, and one of the weakest youth safety rates due to high numbers of youth deaths per capita. There is also progress needed in healthy learning environments to ensure students can succeed. In Chicago, the number of students attending high poverty schools is exceptionally high at 83%, and the rate is over 54 percent higher for Black and Latino students compared to White. The system of segregation instituted through federal, state and local housing policies in the 20th century deeply affects segregation of schools and gaps in the opportunity to learn for low-income students and students of color. In addition, low access to advanced K-8 and high school AP curricula (particularly for students of color) means that many students are not receiving

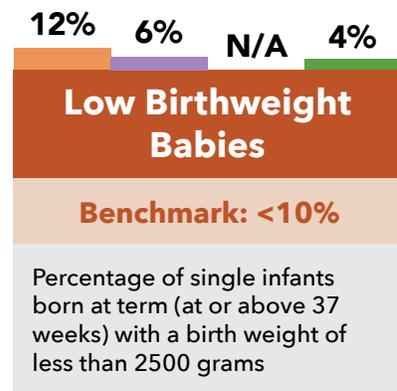
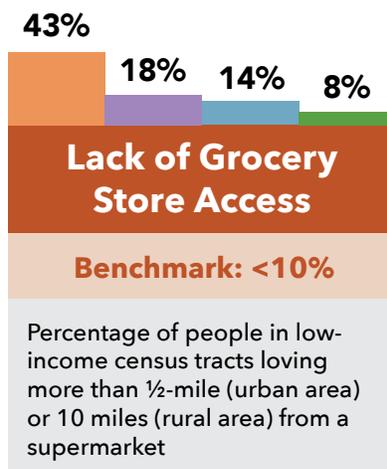
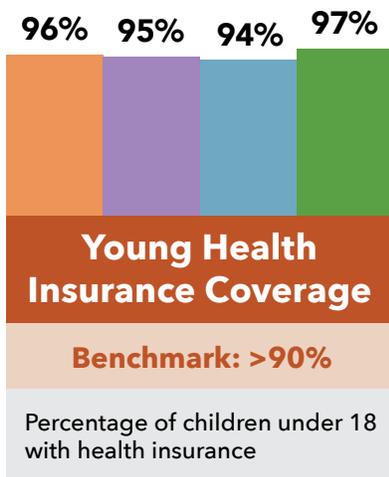
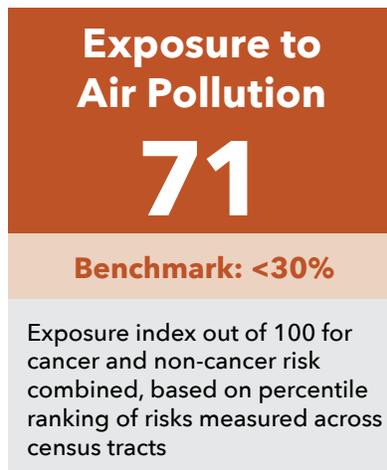
rigorous curricula that puts them on track for post-secondary attainment. Chicago also has one of the highest levels of suspension rates (25% of K-12 students), with 44% of Black students receiving at least one suspension compared to only 7% of White students. This overarching trend of a highly punitive climate in communities of color extends to several Chicago neighborhoods. Following the investigation of the shooting of 17-year old LaQuan McDonald by a Chicago police officer, the U.S. Department of Justice issued a 2017 report highlighting a trend of excessive use of force by the Chicago Police Department. Local advocates highlight that their communities are often under-protected but over-policed. Recognizing the connection between community violence and concentrated poverty, segregation and over-incarceration of Black males, Chicago recently established an unprecedented collaborative effort with multiple service organizations called "Partnership for Safer Chicago" that will create systems for violence prevention services and re-entry services, as well as deep social service supports for employment and development.⁴

CARE

Chicago has 45% of supports to provide children with care as measured through this Index, including access to health insurance, pre-natal care, healthy foods, parks, clean air, and in-school mental and physical health services.

Chicago children are largely covered with health insurance, although coverage is relatively low for Asian children. There are ample parks in the area, allowing 97% of residents easy access to physical activity and recreation. Healthy foods are generally accessible for most residents, although significant improvements are needed to provide Black communities in the city with better access to grocery stores – nearly 43% of Black people in Chicago live in food deserts, more than ½ mile away from a full-service grocery store.

Chicago has the lowest number of in-school support staff compared to other cities examined. The Chicago school district has provided, on average, few than one in-school support staff person per 100 students, while the state of Illinois has nearly 3 support-staff per 100 students on average. There is strong evidence suggesting that guidance counselors, special educators, and other non-teaching staff play an essential role in bolstering student academic success.⁵



Black Latino API White

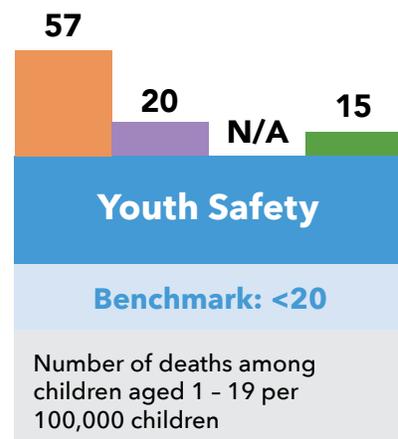
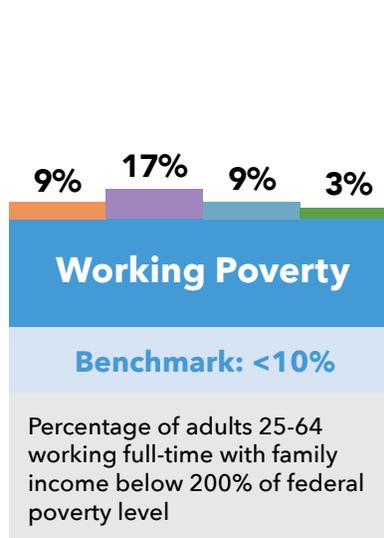
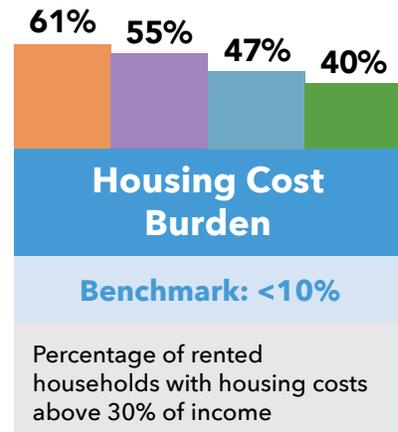
STABILITY

Chicago has 47% of the supports needed to provide children with *Stability*, measured by housing affordability, transit access, child safety, civic engagement, working poverty and financial security. Like other cities in this report and across the country, Chicago communities and schools are highly segregated by race and income because of a system of federal, state and local policies established throughout the 20th century that mandated separate housing by race, and invested massive public dollars exclusively in white homeownership and neighborhood development.⁶ Today, rising housing costs leave 51% of renters in Chicago with housing costs more than 30% of household income – Black and Latino families experience housing cost burden at significantly higher rates than white families. 13% of the population is also unbanked, which can also put financial strains on low income families by impacting their ability to save for life events like post-secondary tuition or unexpected loss of a job.

In addition to increasing affordable housing option, particu-

larly for people of color in Chicago, there is also a need to address inequities in income. A look at Latinos in Chicago reveals the challenges families are facing in low income communities: Nearly 1 in 5 Latino adults in Chicago that works full time receives a family income below 200% of the federal poverty level, and more than half of Latino households (55%) must spend more than 30% of their household income on housing. In these places, grassroots advocacy organizations – like Chicago’s Latino Policy Forum and Latinos Progresando – are playing an important role in addressing these living environment issues that ultimately affect student outcomes.⁷

While Chicago had one of the higher voter turnouts across the ten cities with 72% of the eligible voting population participating in the last presidential election, the needs and interests of nearly 30% of the population may not be represented in local, state and national public leadership.



Black Latino API White

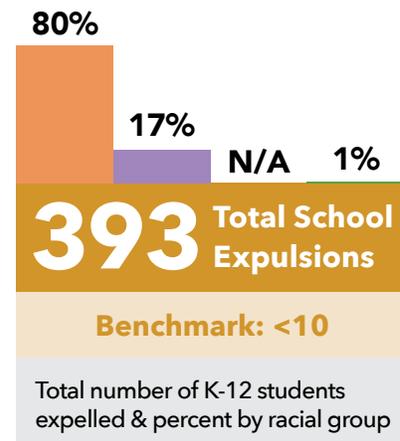
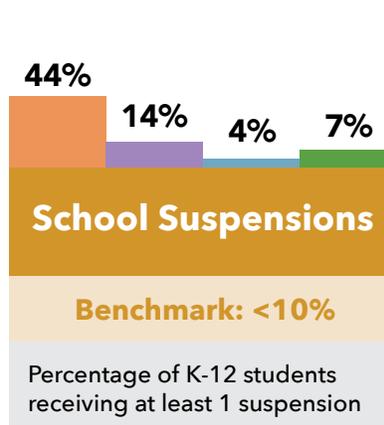
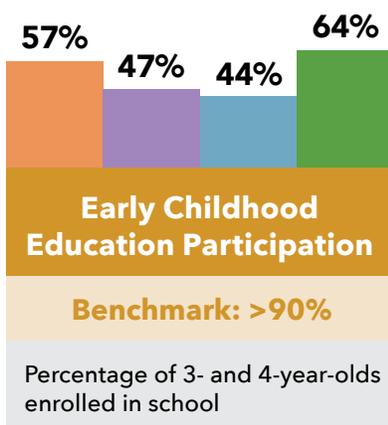
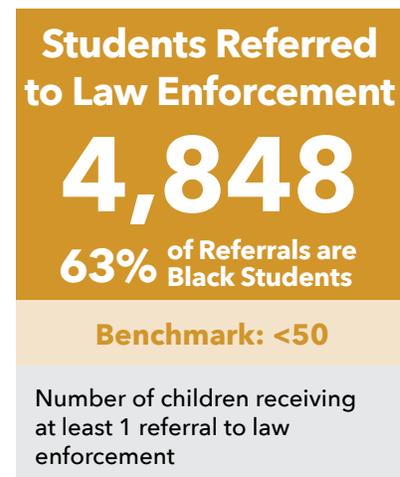
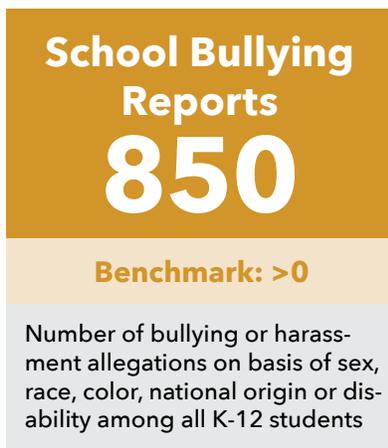
COMMITMENT

Chicago has 17% of the supports needed to demonstrate *Commitment*, as measured by access to early childhood education, positive discipline practices, anti-bullying efforts and ending policies that create a school-to-prison pipeline.

Chicago scores among the lowest in Commitment due to systemic issues in school discipline and access to early childhood education. Harmful discipline practices disproportionately affect Black students: 80% of expelled students are Black and 63% of students referred to law enforcement are Black. Additionally, a staggering 44% of Black students received suspensions in the 2013-14 school year highlighting the unacceptable extent to which Black students are pushed out of schools and into prisons. Research has shown that racial bias creates the disproportionate use of punishment against Black and Latino students in schools across the country, and transformational changes are needed in pol-

icies and practices to heal communities and demonstrate love and support for all children to learn.

Since many cities report zero instances of school bullying, it is a positive sign to see that Chicago does have a number of bullying and harassment allegations because it indicates an ability for students to raise and report these negative experiences. However, more data is needed to better understand how these issues are addressed and how well the school system is doing at creating an inclusive culture free of bullying. Restorative justice in schools is a priority for many Chicago organizations, including Alternatives, Inc. and the Chicago Area Project. “With grants from the Robert Wood Johnson Foundation’s Forward Promise Initiative, and Get IN Chicago, Alternatives develops and expands its intensive full-school model of Restorative Justice to focus on creating a culture shift within Chicago’s public schools.”⁸



Black Latino API White

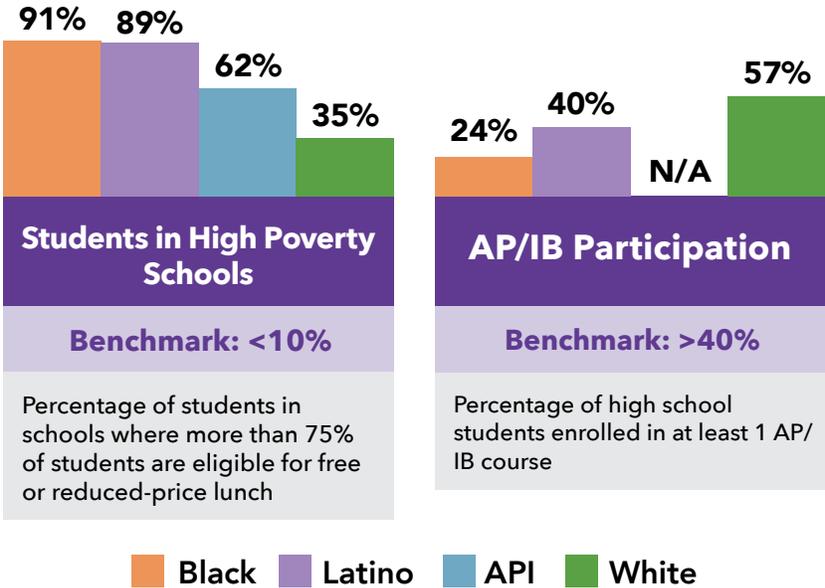
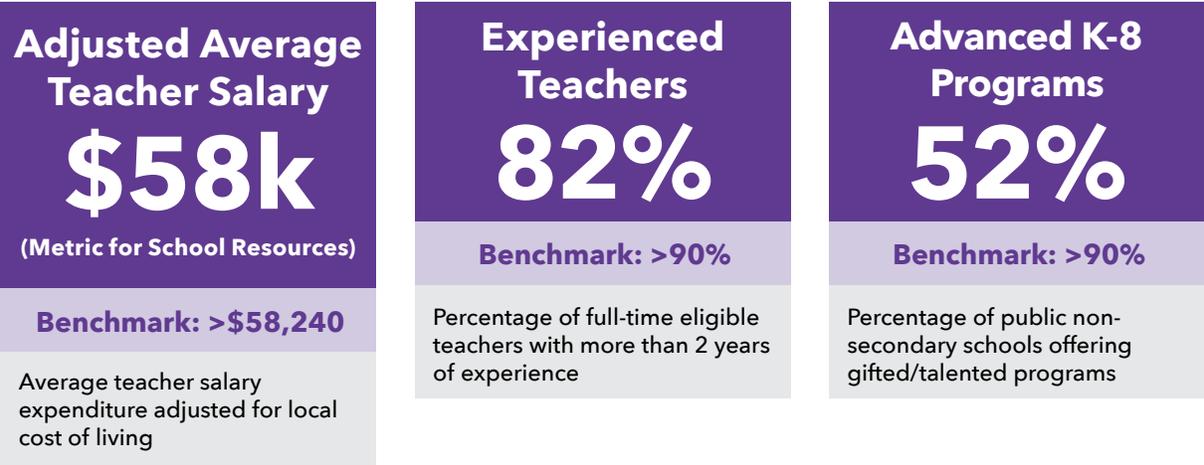
CAPACITY

Chicago has 29% of the supports for *Capacity*, measured by access to challenging curricula, experienced teachers and integrated, well-resourced schools.

School segregation is perhaps the most staggering in Chicago compared to other cities. While approximately one third of White students in Chicago attend high-poverty schools, the vast majority of students of color in the city are concentrated in high-poverty schools: 91% of Blacks, 89% of Latinos, and 62% of Asians. Additionally, there is a dearth of access to advanced coursework in K-8 and High school, with only 52% of K-8 public schools offering advanced programs and only 76% of public high schools offering Advanced Placement (AP) or International

Baccalaureate (IB) programs. The schools that do not offer AP/IB classes are largely schools serving Black students, contributing to large gaps in enrollment in AP classes by race.

Challenging curricula are linked with postsecondary success, and is critical to ensure that all students that have the potential to succeed in an advanced class are enrolled. Research by College Board found universally that there were large gaps in students of color that have the aptitude to succeed in advanced courses based on PSAT scores and the number that are enrolled, suggesting that the gap is not about ability but rather not having the encouragement and mentorship to enroll in more rigorous courses.





LOVING CITIES CALL TO ACTION

Across the country, we see powerful examples of organizations and community members taking steps to provide systems of supports that give all children an opportunity to learn. While each city may identify their own priorities, there are four key things that all cities can do to strengthen their system of supports. These are outlined below along with promising models and approaches to learn and build from.

1. Increase Adoption of Models for Delivering a System of **CARE** to all Children and Families

To address childhood trauma and other mental and physical health needs, cities need to equip each and every public school to be a hub for assessing and meeting healthcare and other resource needs. Models like **Communities in Schools** and **City Connects** equip schools with staff and tools to provide a system for addressing individual student and family needs at scale. For more information on CIS's model go to: www.communitiesinschools.org/our-model/.

For more information on City Connects model go to: www.bc.edu/bc-web/schools/lsoe/sites/cityconnects/our-approach.html.

In addition to school models that refer students to providers, **School-Based Health Alliance** is a network of local, state and national nonprofits working to “complement the work of school nurses by providing a readily accessible referral site for students who are without a medical home or in need of more comprehensive services such as primary, mental, oral, or vision health care.”⁹

SBHA and its state affiliates help schools establish and effectively run school-based health centers. For more information on SBHA affiliates, go to www.sbh4all.org/about/state-affiliates/.

2. Elevate Policies and Practices That Integrate Communities and Schools to Increase Community **STABILITY** and Equitable Allocation of Community Resources

To address community and school segregation, we need to build mainstream understanding of the history of policies in the U.S. that created segregation and wealth inequity and come to terms with the damage those policies continue to have on communities today. In his book *The Color of Law*, Richard Rothstein recognizes that we as a society have largely “forgotten the history of how our government segregated America,” and schools widely teach curricula that has been

white-washed, failing to educate the public on our history of oppression and de jure racial segregation.

The Color of Law outlines several examples of affirming policies that could be adopted if there were greater political will to reverse the damage of past policies and supports rooted in racism. One key policy change communities can adopt is inclusionary zoning policy, which can “require housing developers to set aside

a portion of the homes they build at below-market rates, and reserve the right for the public housing commission to purchase one-third of those units to operate as subsidized public housing.”¹⁰

Reforming the Section 8 Housing Choice Voucher program can also lead to greater community integration.

Increasing subsidies to be on par with housing costs in more affluent neighborhoods and increasing the number of vouchers allocated to serve all families that have been damaged by historically racist policies would be a large step in beginning to heal and repair communities.

3. Increase **COMMITMENT** to All Children Through Increased Early Childhood Education Opportunities and Greater Training for Teachers and Administrators in Anti-Racist Practices and a Culture of Inclusion and Healing

Federal programs that provide access to early childhood education need increased funding to meet the scale of need that exists.

Racial opportunity gaps are not just about gaps in access to resources; they also result from unintentional differences in the ways adults and other students treat children of color.

These “invisible forces” are hard to measure, but are becoming clearer through research from groups like GLSEN and Georgetown Law Center that put data to the implicit biases and harassment that students, teachers, administrators and other adults within the system inflict against girls and boys of color. For recommendations on practices for increasing inclusion and reducing bullying in schools see GLSEN’s report at: www.glsen.org/sites/default/files/TeasingtoTortment%202015%20FINAL%20PDF%5B1%5D_0.pdf

For recommendations on policies and practices to address bullying without using zero tolerance approaches that are more harmful than helpful to school safety and culture, go to www.schottfoundation.org/resources/two-wrongs-dont-make-right-why-zero-tolerance-not-solution-bullying.

The Communities for Just Schools Fund (CJSF) is a leader in strengthening the organizing infrastructure in local communities by giving grants to local and regional groups that organize young people, parents and caregivers, educators and other community members to advocate on behalf of students impacted by exclusionary school discipline practices. For individuals and foundations interested in contributing to local organizing, CJSF shares several ways to get involved: www.cjsfund.org/get-involved

4. Deepen Public and Private Commitment to Increasing **CAPACITY** of Public Schools

According to research by the Education Law Center and Rutgers Graduate School of Education, states are largely failing to invest adequately and fairly to provide all students with the resources and supports that they need to succeed.

For data and resources to advocate for fair school funding, go to: www.schoolfundingfairness.org/is-school-funding-fair

Endnotes

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