

# Introductions

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# Agenda

- A brief overview of the D, the E, and the I
- Where Educational Equity and Fiscal Equity meet
- Moving towards Educational Equity
- Pop Quiz!
- What Board Members and Administrators can do to Support and Promote Educational and Fiscal Equity



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## DIVERSITY



of people and perspectives

## EQUITY



in policy and practice

## INCLUSION



of all voices and visions

# THE D, THE E, AND THE I



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# Defining Diversity

People ARE NOT diverse, but organizations should be.

## Diversity

...is a relational concept. It is measured based on a collective whole

...is about the psychological, physical and social differences that occur among individuals

...includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another

...refers to differences within a given setting



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# Defining Equity

- Acknowledges that everyone has different needs, experiences and opportunities
- Acknowledges that some people have more barriers to overcome when accessing resources and opportunities than those from dominate or privileged groups
- Is fair treatment, access, opportunity and advancement for all people, while at the same time **striving to identify and eliminate barriers** that have prevented the full participation of some groups (i.e. EBF)

Treating everyone equally maintains INEQUITY



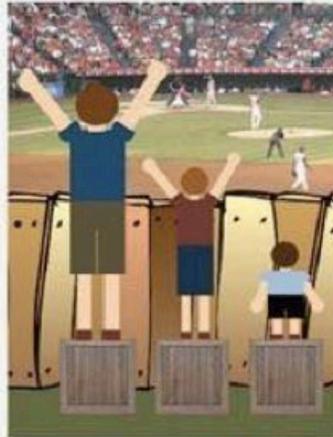
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# Equity Refined

## EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.



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# Defining Inclusion

- Inclusion relates to the quality of human experience
- Is about people feeling valued and connected
- The act of **creating** an environment in which individuals or particular groups feel welcomed, respected, supported and valued and that they can fully participate
- IS NOT a natural consequence of a diverse team or organization
- Doesn't just happen, we must design for it



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## WHERE EDUCATIONAL EQUITY AND FISCAL EQUITY MEET



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# Where Educational Equity and Fiscal Equity Meet



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# Educational Equity Gaps

- Low-income students are more likely to experience “summer melt” than higher-income students
- First-generation students are less likely to graduate on time
- Black and Hispanic community college students are more likely to enroll part-time or stop at least once
- Students from underserved backgrounds are more likely to face basic needs insecurity
- First-generation students earn less than their peers after graduation
- Black students graduate with more debt
- Diversity among faculty continues to lag compared to student diversity



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# What is Educational Equity?

- Educational Equity is.....*when every student matters and is afforded the opportunity, resources, and supports necessary to succeed while in District and beyond.*
- Efforts to achieve educational equity must be intentional, accountable, and contextual.
  - Requires an examination of systemic policies and practices, school climate, student access to support for rigorous curriculum, and teaching and learning.
  - Requires a review of the cultural, structural, and material dimensions necessary for making transformational change



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# Fiscal Equity is....

- Fiscal Equity is.....
  - Taking into consideration the needs of students BEFORE the allocation of funds
  - Measured in fiscal expenditures AND academic outcomes
  - Analyzed by tying dollars to the level of use (i.e. school, program)



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# Are your dollars being spent Equitably?

## Prove It!



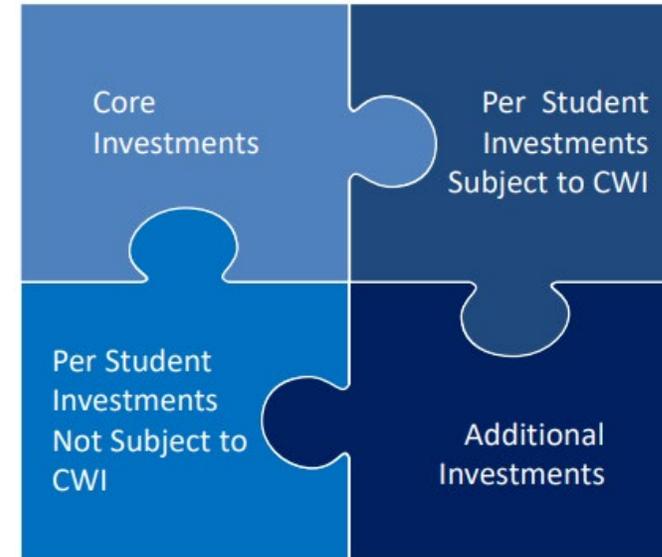
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# Equity and Illinois' Evidence Based Funding Model

- The model calculates the cost of education ALL students to determine each district's "adequacy target"
  - Core Investments
  - Per Student Investments
  - Additional investments for Low Income, Special Ed, and English Learners
- The districts furthest away from adequacy receive the greatest proportion of the Tier Funding
- The model is designed to move districts closer to equity



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# Moving Towards the Intersection of Educational and Fiscal Equity



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# Traditional Budgeting

- Assignment of teachers is based on seniority and preferences
- Financial resources are allocated equally among students
- No consideration for the unique needs of individual students



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# Student-Based Budgeting

- A funding system whereby dollars follow students based on student need
- A funding model that allocates dollars instead of staff or materials
- Based on the number of students and utilizes objective and measurable student characteristics as weights



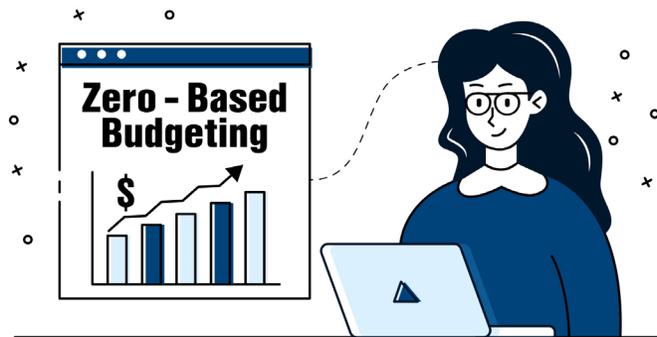
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# Zero-Based Budgeting

- Zero-based budgeting (ZBB) is a budgeting method where all expenses must be justified and approved in each new budget period
- Modified Zero-Based budgeting is budgeting at 0 with adjustments based on demographics and specific needs



# Budgeting with an Equity Mindset

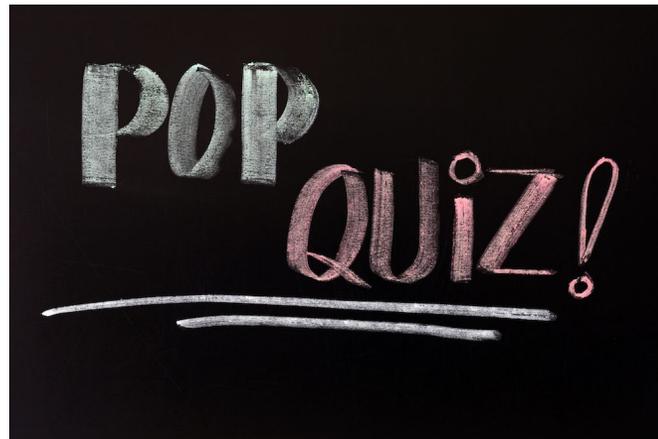
- This three-step approach can be used to identify inequities in financial resources allocation among schools in the district.
  - Compare funding levels across schools with different student populations
  - Look for variation
  - Analyze funding levels by category to see who is getting more or less than their share

## Uncovering Inequities



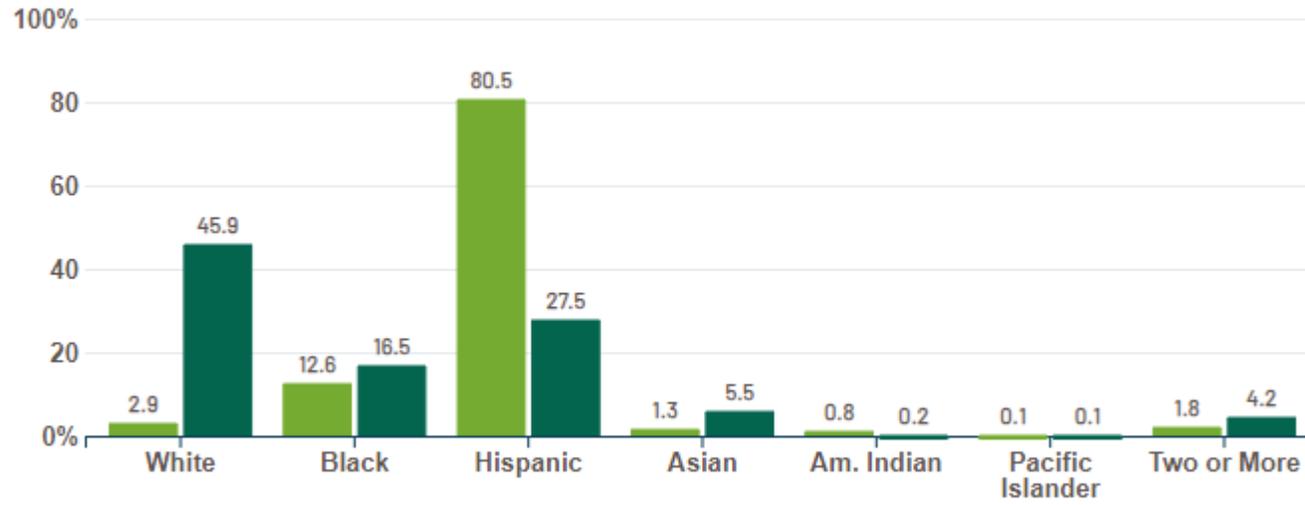
# POP Quiz

- Based on the provided data sets what would be your top financial priorities for the District?
- Please provide three examples of how you would budget for this district based on the principles of DEI?



13,584

Enrollment



1,763  
Students

4,507  
Total Incidents

Student Discipline

67%

Low Income Students

14%

Students with IEPs

4%

Homeless

48%

English Learners

88%

Student Attendance

14%

Student Mobility

48%

English Learners

88%

Student Attendance

14%

Student Mobility

43%

Chronic Absenteeism

8%

Dropout Rate

46%

Chronic Truancy Rate

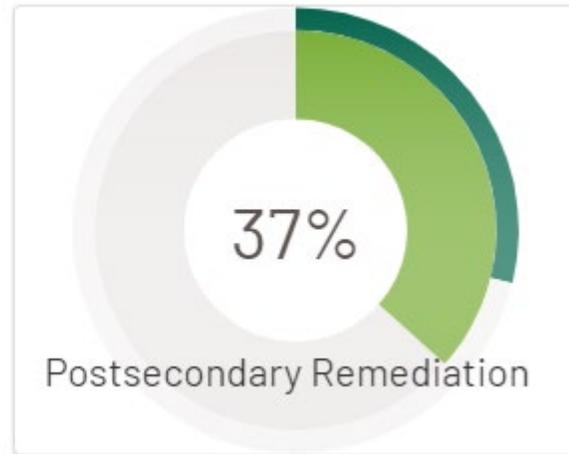
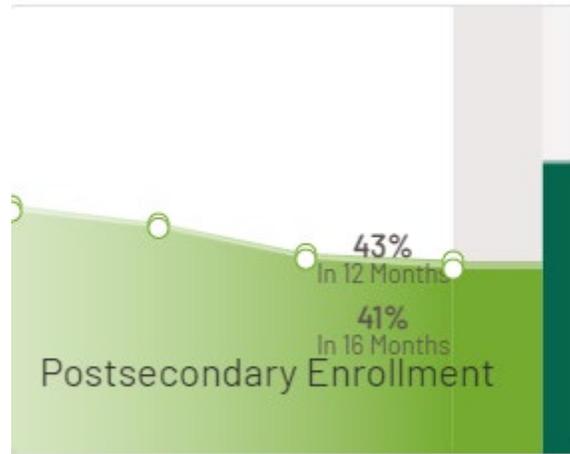
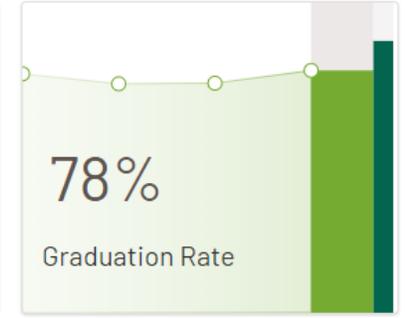
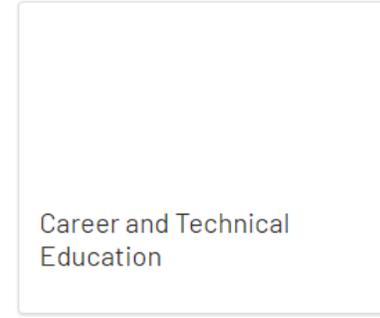
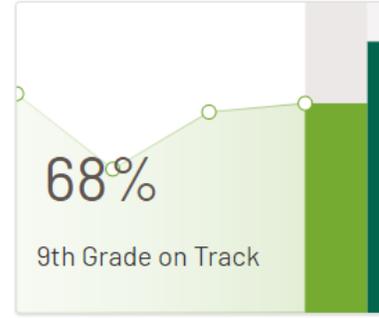
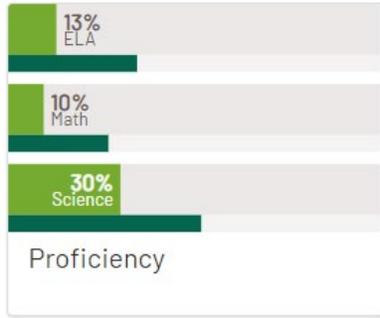
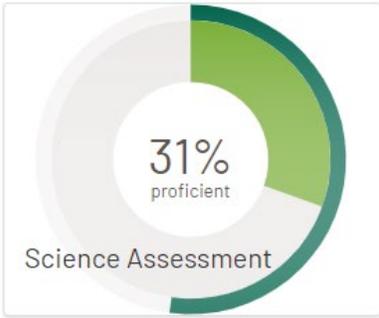
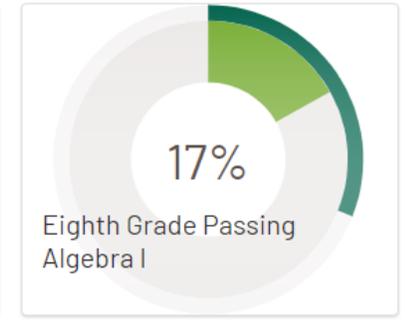
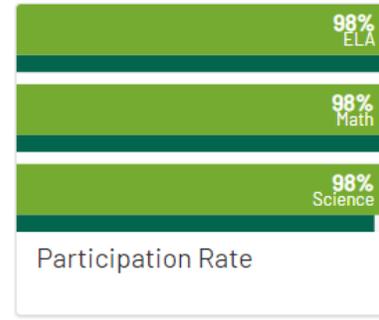
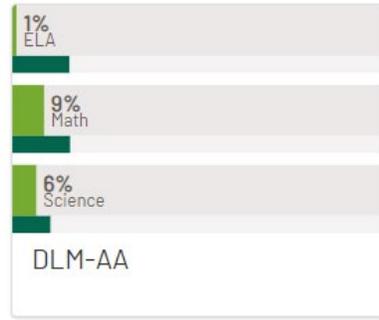
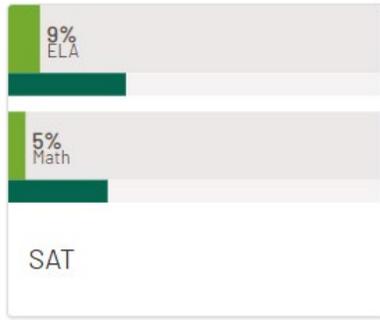
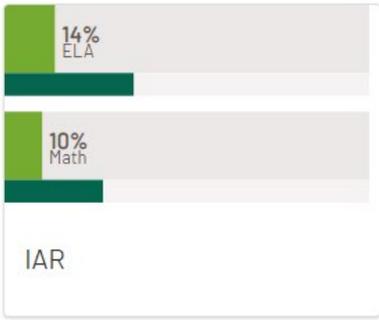


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# Making Data-Driven Budgetary Decisions

- Know your data!
  - Racial demographics
  - Socioeconomic Statistics (e.g., low-income population)
  - Special education population
- Engage Stakeholders
  - Administrators & union leadership
  - Parent Groups
- Create a Spending Plan
  - Start with a base dollar amount per student
  - Supplement for special populations



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# In Summary...

- Board members and administrators have a responsibility to use an equity lens when considering spending district funds
- Fiscal Equity can help us close educational equity gaps
- Educational Equity & Fiscal Equity meet when
  - There is equitable funding that is directed to area of priority and need
  - Consideration for the demographics of the District
  - Insight of the curricular needs of the district as a whole and its schools individually



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