



Chicago HOPES for Kids
Inequities In Access to Education
Learning Series: Day 9

Learning Objectives:

- Members will gain a basic understanding of the Chicago Public Schools' structure.
- Members will be able to connect inequities in educational funding to housing segregation and redlining.
- Members will be able to articulate the correlation between zip code, cultural capital, and a student's academic trajectory.
- (something about sharing culturally relevant books for program)
 - A lot of books that have "diverse" characters are about diversity..
Rarely do we see a Latina in STEM just as another women in STEM

Intro:

Activity 1: Understanding the Chicago Public School System

- What are the options?
- What if you don't have this knowledge? (cultural capital)
- The difference this knowledge can make in a child's academic trajectory
- ❑ Watch "[Housing Segregation and Redlining in America: A Short History](#)"

Activity 2: Connecting Housing and Educational Inequities

- Tier system: why does it HAVE to exist?
- ❑ Watch "[How the U.S Government Segregated Chicago](#)"

Activity 3: McKinney-Vento

- What happens when a child doesnt see someone who looks like them?
How does this impact the expectations they set for themselves?
- ❑ Read: "[Black, Homeless, and Burdened by L.A.'s Legacy of Racism](#)"
 - a. If that link doesn't work, use [THIS google doc version](#)
- ❑ Complete Reflection Question in Journal (to be shared with group)
 - a. Do the materials in this lesson change the way in which you think about the experience of homelessness? Why or why not?