

DTL Team: CHICAGO 3



Addressing Inequity in Underserved Communities Symposium

Students At : Adlai E. Stevenson HS, Buffalo Grove, IL

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PHASE 1



Background of Need statements

- **Problem: Educational Inequalities in Underserved Communities**
- **Educational Inequality:** Educational inequality can be defined as children of the same ages being educated with different qualities of education due to pre-determined factors (their race, gender, and the geographical area that they are living in)
- We wanted to find a way to identify educational inequality among youth along-with the challenges they face in their local communities of NE Illinois, bordering north Cook County and Lake County
- In some of these socio-economically depressed communities, children tend to have disparate educational opportunities. Our need statements focus on the different challenges they face and attempt to highlight opportunities that can be offered to them to remove such obstacles and be empirically measurable to gauge the impact of any solutions.



Key Insights from Secondary Research

- Underfunding in certain schools districts in NE Illinois
- Schools with students from diverse socio-economic and racial populations lack access to various educational opportunities
- Students are treated unfairly in school because of race
- School districts get less funding because of the demographic makeup of local neighborhoods
- Minority students comprising of African-American, Latino and new immigrant communities are found to be struggling in school
- Schools with less overall academic performance are funded less by the government, making it harder for them to provide students with the help they need

Final Need Statements

- A way to address educational struggles due to underfunding in Jack London Middle School in order to improve students' EBRW and Math grades by 10%.
- A way to address diminished educational resources in middle schools in order to see improvement in students' math and reading proficiency.
- A way to address the lack of mental health support in underprivileged high school communities in order to increase voluntary participation of students in successful education.
- A way to resolve mental health difficulties due to racial marginalization for students K-12 for a better learning environment for minorities and other marginalized groups in learning institutions.
- A way to address a lack of understanding of immigrants (low resources devoted to them) in communities with a high percentage of new immigrants in order to increase ESL proficiency for these students.

PHASE 2



Takeaways from Stakeholder Meetings

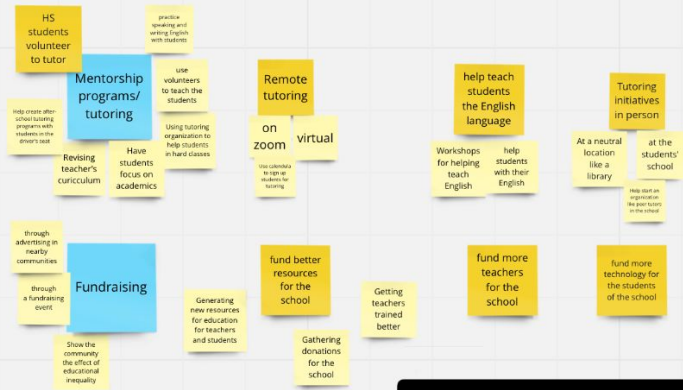
- Student's school education and resulting performance are affected by many varying factors (demographics, ethnicities, age, overall school performance, etc.)
- Between different school districts and even areas of IL, school performance and funding varies greatly
- Inequity can be caused by factors such as households without a strong family structure
- Immigrant families are seen to struggle the most in the field of underfunded schools
- The COVID Pandemic increased the gap of inequity among the youth
- Schools try to address such underfunding currently by looking at the impact of every single student as opposed to the majority to account for inclusivity

Among our stakeholders: Jack London school board, Education Systems Center at Northern Illinois University, Hands On Education, the President of IARSS.



Brainstorming of Solutions

Solutions Brainstorming



Final Need Statement: A way to address educational struggles due to underfunding in Jack London Middle School in order to improve their students' grades.

Parameters



General ideas



less likely to work/not for our focus



how of implementation

