

Researchers and volunteers with the nonprofit will present the findings from a multi-year study funded by Northwestern University and conducted by professors and graduate students, on Amplifying Black Voices in Educational Equity in Evanston.

Assistant Professor of African American Studies kihana miraya ross, the project's lead researcher, and her team interviewed nearly 400 Black Evanstonians about their personal experiences with public education in Evanston and what they want to see done differently for their children and grandchildren. *(After discarding surveys that were unusable for a variety of reasons, we were left with 371 respondents).*

Regarding respondents' own educational experiences or the experiences of their children/grandchildren etc. in Evanston schools

	Elementary	Middle
Overall, teachers wanted Black students to succeed	50%	50%
There were enough Black teachers and administrators in the school	28%	26%
Curriculum meaningfully included Black history and culture throughout the year	26%	22%

Regarding respondents' perceptions of Evanston Schools (beyond their own educational experiences)

	Elementary	
Midd		
Overall, teachers want Black students to succeed	37%	34%
I trust District 65/202 leaders to make decisions that will meet the needs of Black students	35%	34%
I trust District 65/202 teachers to make decisions that will meet the needs of Black students	30%	27%
Black students are offered just as many opportunities as non-Black students	28%	29%
Curriculum meaningfully includes Black history and culture throughout the year	26%	25%
There are enough Black teachers and administrators in the school	22%	22%

We asked respondents to rate a variety of things by importance level (5 being highest importance and 1 being lowest importance). The percentages below represent the percent of respondents who rated these as a 5 (highest importance).

Having enough Black teachers and administrators in the school	73%
Having a curriculum that meaningfully includes Black history and culture throughout the year	72%
Having a school help create a sense of community	69%

We asked respondents: “What is better, in your opinion, in terms of grouping grades in a school building?”

K-8 (kindergarten through 8th grade)	29%
K-5 (kindergarten through 5th grade)	49%
No opinion	22%

We asked respondents: “In your opinion, should early childhood care and education be included in a grade school building?”

Include early childhood care and education	56%
Do not include early childhood and education	17%
No opinion	27%

In the following questions, we asked respondents about the 5th Ward School in particular. The percentages represent a Top 2 Box score (% of respondents who rated resource as a #1 or #2)

We asked respondents: “What about having other resources on-site (or very nearby)? Select up to three that would be important.”

Library branch	58%
Outdoor recreational space	53%
Indoor recreational space	45%
Multipurpose space for engaging in STEAM learning (STEAM = Science, Technology, Engineering, Arts, and Math)	81%
Performance space	27%
Other - WRITE IN:	6%

We asked respondents: “With other resources, like those described above, the school has been referred to as a “campus model” that would make use of more than one building (e.g., Fleetwood-Jourdain, Family Focus Evanston building). Which do you prefer?”

A stand-alone model that focuses its use solely on the school	27%
A campus model that uses multiple buildings (e.g., Fleetwood-Jourdain, Family Focus Evanston building)	73%

We asked respondents: “What would be your preferred curriculum focus? Select up to three that would be important.” The percentages represent a Top 2 Box response (% of respondents who rated resource as a #1 or #2)

Standard curriculum	37%
STEAM based (Science Technology Engineering Arts and Math)	79%
Arts focused	29%
ACC (African Centered Curriculum)	53%
TWI (Two-way Immersion) - English/Spanish	29%
No opinion	6%
Others: WRITE IN:	5%

Major takeaways:

1. Only half of Black respondents believe teachers want Black students to succeed.
2. Black respondents do not believe the curriculum in schools meaningfully includes Black history and culture.
3. Black respondents do not believe there is enough Black representation in schools (i.e. Black teachers, administrators, staff etc.).
4. [Likely related to #2 & #3], it is very important to Black respondents that there be meaningful inclusion of Black history and culture in curriculum and that there be more Black teachers/administrators in schools.
5. Black respondents do not trust D65/D202 teachers and leaders to make decisions in the best interest of Black students.
6. Black respondents are most interested in STEAM/ACC as curricular programming in the new 5th Ward school*.

*Note: Many respondents had not heard of ACC. This makes sense since ACC is only at Oakton. Still, when asked, ACC is the second choice for curricular programming. This suggests that Black respondents want curricular programming specific to Black students even if they are unclear about or unsure about what currently exists. This is in line with respondents’ opinion that overall, curriculum does not meaningfully include Black history and culture throughout the year.