



Office of the Superintendent Equity, Strategy, and Opportunity Gaps

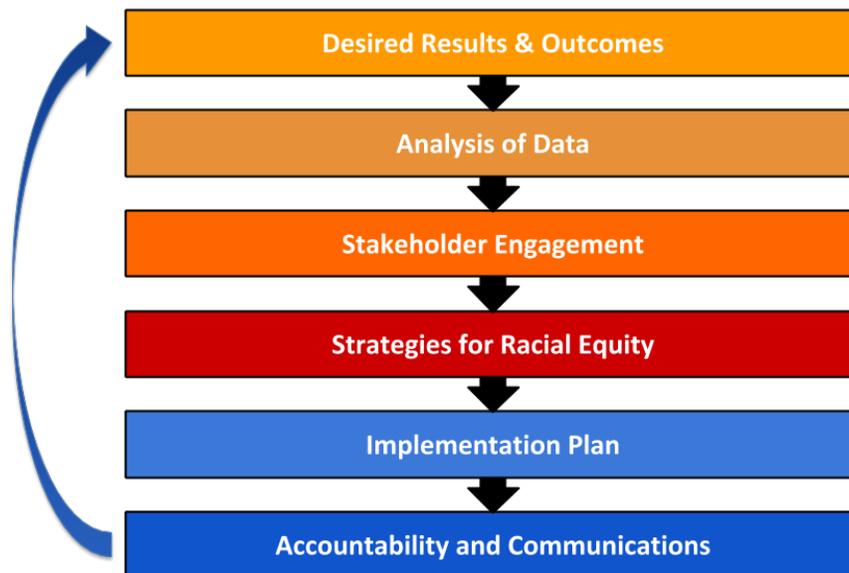
BPS RACIAL EQUITY PLANNING TOOL¹

There is no higher priority for the Boston Public Schools than providing equitable access, and opportunity for every student. Research indicates that racial disparities exist in virtually every key indicator of child, family, and community well-being. Individual, institutional and structural impacts of race, racism, and other biases are pervasive, and significantly affect key life indicators of success.

Advancing racial equity is **OUR** work. Every member of the BPS community is expected to share an awareness of inequities, and a personal commitment to eliminating them through deliberate action.

The BPS Racial Equity Planning Tool lays out a clear six-step process to operationalize this commitment to ensure each decision we make is aimed at closing opportunity gaps and advancing racial equity. The toolkit presents resources to guide the development, implementation and evaluation of significant policies, initiatives, programs, professional development, instructional practices and budget decisions. Advancing equity requires ending individual, institutional, and structural racism and bias, and deliberately, thoroughly, and consistently applying a rigorous equity lens to our work. To foster a barrier-free environment where all students, regardless of their race or ethnicity, have the opportunity to achieve, we must disrupt status quo methods of decision-making, differentiate resource allocations, include community voice, and provide the support and authentic opportunities students need to thrive.

BPS RACIAL EQUITY PLANNING TOOL COMPONENTS



¹ Adapted from the Seattle Public Schools Racial Equity Analysis Tool, and the Government Alliance on Race and Equity *Racial Equity Toolkit* (see www.racialequityalliance.org).

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Table Of Contents

Glossary	3
Purpose & Utilization	5
Why do we have to use this planning tool?	5
When and how should this planning tool be used?	5
How can we use the tool to review decisions, policies or processes after implementation?	6
Research & Data Resources	6
BPS Resources	6
City Resources	6
State Resources	7
Federal/National Resources	7
Community Engagement Resources	7
Why is community engagement important?	7
Community Engagement Spectrum	8
Best Practices in Stakeholder Engagement	8
BPS Engagement Resources	10
Other Engagement Resources	11
Strategies for Racial Equity	11
Equality vs. Equity	11
Why target our strategies?	11
Support and Submissions	12
Racial Equity Planning Tool	13
Cover Sheet	13
BPS Racial Equity Planning Tool	14
Racial Equity Planning Tool Summary	15

Glossary

Race: A powerful social construction that historically has been used to differentiate groups and maintain a hierarchy of human beings. While race is not biological, it is real and affects everyone, whether we are aware of it or not, providing people different access to opportunities and resources (Haney-López, 2000; Omi & Winant, 1994; Solorzano & Yosso, 2002; Banks, 1995; Perez-Huber, 2010).

Culture: The ways that we each live our lives, including values, language, customs, behaviors, expectations, ideals governing child-rearing, the nature of friendship, patterns of handling emotions, social interaction rates, notions of leadership, etc. Culture is how the brain makes sense of the world (Hammond, 2015).

People of Color: Individuals whose heritage includes African, Asian, Indigeneous, Latinx, and/or Pacific Island ancestry, and have been impacted by the history and current reality of racism, colonialism, and genocide.

Racism: The belief and dominance of one race over all others, manifested in practices, beliefs, social relations, phenomena, institutions, structures, and systems. The reproduction and maintenance of a racial hierarchy and social structure that yield superiority, power, resources and privilege for some, and discrimination, exploitation and oppression for others. In the US, this racial hierarchy has White people (“Caucasians” or “people of European heritage”) at the top (Lorde, 1992; Marble, 1992; Solorzano & Yosso, 2002; Perez-Huber, 2010; Bonilla-Silva, 2001; Dubois, 1999; Roediger, 1999; Cole 2019).

Individual Racism: The interpersonal manifestations of racism, whether overt or covert, that include expressions of hate or discrimination, or support the reproduction of a racial hierarchy (Government Alliance of Racial Equity, 2016; Aspen Institute, 2016; Marble, 1992; Solorzano & Yosso, 2002).

Institutional Racism: Policies, practices and procedures within and across institutions that, intentionally or not, yield better outcomes for White people than for People of Color (Government Alliance on Racial Equity, 2016; Aspen Institute, 2016).

Structural/Systemic Racism: The historical and current system in which public policies, institutional practices, cultural representations, and other norms work to reinforce a racial hierarchy that distributes privileges associated with “whiteness,” leading to adverse outcomes and conditions for Communities of Color (Government Alliance of Racial Equity, 2016; Aspen Institute, 2016; Tuck & Yang, 2012).

Internalized Racism: Acceptance of negative attitudes, beliefs, ideologies, and stereotypes perpetuated by the White dominant society as being true about one’s racial/ethnic group. (Molina & James, 2016).

Settler Nativism: A belief born out of the erasure of Indigenous Peoples and the history of White settler colonialism in the United States, that holds Whites as the *native* and relegates People of Color, particularly immigrants of Color as *foreigners*. Settler Nativism has three critical components: (1) an intense opposition to the “foreigner,” which (2) creates the defense and protection of a nationalistic - White - identity, where (3) the foreigner becomes a perceived threat to that nationalistic identity. Settler Nativism and its intersection with racism impacts the lives of a large segment of the BPS population. (Tuck & Yang, 2012; Galindo & Vigil, 2006; Higham, 1955; Pérez Huber, 2010).

Racist: One who supports racism through action or inaction. One who expresses an idea stemming from racism or acts in accordance with racism. Being racist is not always a fixed state (Kendi, 2019).

Anti-Racist: One who supports policies, practices, and action aimed to dismantle racism and racial hierarchies. One who expresses an idea that counters racism, and acts in accordance with that idea (Kendi, 2019).

Bias: Lending disproportionate weight in favor of or against one thing, person, or group compared with another. Biases are not always negative, but are cognitive shortcuts that can distort the nature or impact of our actions, and can lead to rash decisions or discriminatory practices. Keeping biases in check requires a delicate balance of self-awareness and deliberate action. See [7 Forms of Bias](#).

Equality: When everyone receives identical treatment and services.

Equity: Providing people what they need to achieve a desired outcome. In light of equity, the desired outcomes can be debated, but what is indisputable is that people bring different assets and require different supports to achieve it. This calls for targeted universalism. (Rose, 2020)

Racial Equity: When race can no longer be used to predict outcomes. This is what a genuinely non-racist society would look like (Government Alliance for Racial Equity, 2016; Aspen Institute, 2016).

Educational Equity: Providing access to opportunities, resources and support for each and every child by intentionally recognizing and eliminating historical and current barriers, as well as the predictability of personal and academic success based on race, background and/or circumstance.

Inequity: When historically marginalized/oppressed communities do not have access to opportunities and a person's race/circumstance can predict their outcomes (Government Alliance for Racial Equity, 2016; Aspen Institute, 2016).

Targeted Universalism: A strategy that addresses everyone's needs by focusing resources on those with the highest needs first. In education, targeted universalism addresses all students' learning and flourishing by focusing resources on highest needs students and historically marginalized students, and addressing these needs first (Powell, 2009).

Accountable: Those who are charged with meeting the needs and concerns of those most impacted by the issues you are working on, are held responsible for the depth of their efforts and the measurable results.

Stakeholders: Those students, families and community groups impacted by proposed policy, program or budget decision. A commitment to racial equity requires BPS to center the voices and priorities of those whose lives are most impacted by the decision, namely Black/Latinx students and families.

Expected Outcomes: The measurable results a plan seeks to achieve as identified by using the equity tool.

Purpose & Utilization

Why do we have to use this planning tool?

In addition to expecting every member of the BPS community to hold equity as a core value, the [2016 Opportunity and Achievement Gaps Policy](#) calls on every staff member in each district department, office and school to take deliberate action to identify and dismantle cultural, structural, racial and social barriers that create opportunity gaps for students. Goal 5 of the policy speaks directly to this:

*GOAL 5: DISMANTLING STRUCTURAL BARRIERS AND PROVIDING GREATER ACCESS TO OPPORTUNITIES
To create a District that prioritizes its capacity to give each child equitable access to opportunity and achievement, while vigilantly identifying and dismantling cultural, structural, racial and social barriers that could hinder their access to high quality learning environments.*

Additionally, Goal 6 of the policy elevates the district's commitment to ensuring that students, families and communities are an integral part of BPS decision-making processes.

*GOAL 6: STUDENTS, FAMILY, AND COMMUNITY AS AUTHENTIC PARTNERS
To create a District that views students and families as incalculable assets and optimizes opportunities for each school across the District to productively engage its students, families, and the array of community partners within and around them.*

The BPS Racial Equity Planning Tool operationalizes these goals, establishing a protocol for decision-making centered on equity, and offering resources at each stage. The protocol ensures that we include the voices and focus on the experiences and needs of those historically marginalized in Boston, including Black, Latinx, and Asian students, families, and staff members, English learners, students with disabilities, and all of their intersections. The BPS Racial Equity Planning Tool directs us to make every effort possible to advance racial equity consistent with the OAG policy goals by facilitating intentional and continuous community engagement, deliberately mitigating bias, and forging strategies most likely to produce equitable outcomes. Conducting racial equity analyses moves BPS closer to becoming an [Anti-Racist, Multicultural Institution](#).

When and how should this planning tool be used?

Apply the BPS Racial Equity Planning Tool at the start of your school or department's decision-making process. It is strongly recommended that your team map out the major decisions you will undertake this year to plan for the use of the planning tool. This tool deliberately slows down processes to ensure equity is not overlooked or considered as an afterthought; it should not, however, be the reason a decision is delayed.

Examples of decisions that require the use of the planning tool to ensure equity is "baked in" at every stage:

- Proposals that will go before School Committee for a vote.
- Allocation of financial or other resources.
- Circular, policy, practice or protocol development or significant modifications.
- Major initiatives, such a new professional development program or a school closure.
- Any school-based curricular or extracurricular program or operational change that will impact more than one classroom.

Fidelity to the six steps of the tool will provide the best outcomes. The sub-questions can be reshaped to suit your decision process; some will require deep analysis, while others will not. The conversations will

be most effective if a broad range of perspectives are represented in the room, including individuals with a variety of racial/ethnic identities, and stakeholders who will be most impacted by the decision. Using the planning tool early, thoroughly, and frequently will ensure the key people, relevant data, and conducive conditions are present for a thoughtful, inclusive decision-making process. This will produce decisions that move the needle on closing opportunity gaps and other racial disparities for historically marginalized populations in BPS, including students, families, and employees.

The tool is less effective if it is not introduced at the start of a decision-making process, thus it should be applied as early as possible. Consider how often and when the tool should be reapplied in whole or part as the proposal evolves, and as an evaluative analysis once the proposal is finalized and implemented. The tool is cyclical, as depicted on page 1, to facilitate evaluation and monitoring.

How can we use the tool to review decisions, policies or processes after implementation?

The BPS Racial Equity Planning Tool can be used to review decisions, policies and processes that are currently in place, whether they were implemented recently or established many years ago. Such a review may identify lessons learned that can be applied to future decisions and/or modifications that can be made to the policy, program or process to more effectively advance equity. When applying the tool in this context, rephrase the questions as needed without skipping any section of the tool. For example, if you are evaluating a current program or policy and have no plans to reopen stakeholder engagement, state that in your analysis and explain what conditions have led to this not being a priority. Your analysis should then include the fact that it is shaped by the limited perspective of those who are at the table, and excludes the perspective of those who are not (such as students or parents).

Research & Data Resources

Boston Public Schools is committed to utilizing data to inform our strategies and understand our impact. Data must be used to provide a clear understanding of the issue we are addressing, identify inequities, and assess if we are achieving our desired impact and program/policy goals. To make data-driven decisions that advance educational equity, opportunity, and achievement for all students, we must take into account different levels of performance and impact data. To help with the data analysis section of the tool, below are some data resources.

BPS Resources

- [Student Information System](#) (ASPEN): Real-time data on students and staff in BPS
- [BPS Data Warehouse](#): Online portal for data analytics
- [Opportunity Index](#): Measures and quantifies schools that serve the highest concentrations of students in need
- [BPS Data & Reports](#): Publicly available data
- [ODA Data Request Form](#): For use by BPS staff
- [Office of Opportunity Gaps Suggested Reading](#)
- [Community Asset Map](#)
- [PartnerBPS](#): BPS partnership portal

City Resources

- [Analyze Boston](#): The City of Boston's open datasets
- [Boston Public Health Commission Data & Research](#): Provides information on the health status of Boston residents, including social determinants of health

- [Health of Boston Report](#): Biannual report on the health status of Boston residents
- [Boston Maps](#): Tool to create data maps to view and analyze data geographically
- [Boston Planning and Development Agency](#): Research publications and targeted information about Boston and its residents

State Resources

- [MA Department of Elementary and Secondary Education](#): State, district and school level data
- [MA Department of Higher Education](#): Data Center
- [MassData](#): Open dataset for the Commonwealth of Massachusetts
- [Mauricio Gaston Institute for Latino Community Development and Public Policy](#): Latinx community-focused research publications from UMass Boston
- [Annenberg Institute](#): Educational research publications from Brown University

Federal/National Resources

- [US Census Bureau American Fact Finder](#)
- [US Census Quick Facts](#)
- [Center for Disease Control](#)
- [Data.gov](#): Federal government's open data source
- [Google Scholar](#): Scholarly literature search engine
- [Addressing Racial Disproportionality in Special Education](#): Inquiry and planning tool recommended by the Office of Special Education
- [Annotated Checklist for Addressing Racial Disproportionality in Special Education](#): Inquiry and planning tool recommended by the Office of Special Education

Community Engagement Resources

GOAL 6: STUDENTS, FAMILY, AND COMMUNITY AS AUTHENTIC PARTNERS

To create a District that views students and families as incalculable assets and optimizes opportunities for each school across the District to productively engage its students, families, and the array of community partners within and around them.

Why is community engagement important?

While data and scholarly literature are important in understanding issues and determining strategies to address them, they are not enough. Centering the voices and experiences of the communities who have been historically precluded from decision-making processes that affect their lives, and involving them throughout all phases of the decision-making process is essential to racial equity.

What is equitable and inclusive engagement?

Equitable and inclusive community engagement is a key component to successful planning and decision-making. Without equitable and inclusive engagement, there is risk of making decisions that could have negative unintended consequences on residents and communities, particularly vulnerable populations and under-resourced communities. Decisions made about policies, public benefits, and the distribution of resources will serve best if made in partnership with the people they affect.

Source: Boston Public Health Commission 2016- 2019 [Community Engagement Plan](#)

This section is intended to provide tools and best practices for stakeholder/community engagement, particularly to ensure that we listen to communities of Color.

Community Engagement Spectrum

The International Association for Public Participation (IAP2) developed an internationally recognized and adopted spectrum of engagement that helps identify the levels at which the public can be engaged, and the corresponding commitments to stakeholders. An adapted version of this spectrum can be found in the Boston Public Health Commission Community Engagement Plan. Government-led community engagement has historically lived between *Inform* and *Consult*. This planning tool asks you to *Involve*, *Collaborate* and *Empower* and prioritize the voices of Black and Latinx students and families, especially those who are receiving English Learner and/or Special Education services as much as possible.

INCREASING IMPACT ON THE DECISION					
	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

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Source: [International Association for Public Participation](https://www.iap2.org/)

Best Practices in Stakeholder Engagement

- **Examine your lens and bias.** Our experiences and that of our families and communities shape the lens through which we see, understand and engage with the world. They also give way to biases regardless of our best intentions. Understanding our lens and biases is the first competency in the [CLSP Continuum](#) because it is a necessary prerequisite in order to disrupt these biases in our practice. Biases will impact how we think about, plan and implement our engagement strategies; recognizing this is critical to ensuring an inclusive and successful engagement effort.
- **Start now.** The best way to ensure that your community engagement will be successful is to develop strong relationships with stakeholders before you need their involvement, and this takes time. Stakeholders are more likely to engage when there is trust and established two-way, responsive communication. Avoid reaching out only about emergent issues or to make asks. This means that every educator, school and district staff member must embrace building positive relationships with students and families as part of their job; they are our constituents.

- **Conduct a Stakeholder Analysis.** Identifying who your key stakeholders are is critical to a meaningful and equitable engagement for the step #3 analysis. The [Interaction Institute for Social Change](#) proposes looking at those whose stakes can be defined as:
 - *They are responsible for making the final decision*
 - *They are responsible for implementing the final decision*
 - *They are supporters of the initiative*
 - *They are possible or likely blockers of the initiative*
 - *They have relevant resources or expertise*
 - ***They will be affected by the outcome of the initiative***

Vital to this stakeholder analysis is consideration of the various stakeholders' needs and access, and the power dynamics among them. This will inform your engagement strategy (i.e. is one stakeholder meeting sufficient, or should we have multiple smaller language-specific meetings, at the school or in the local church or mosque, etc.).

- **Meet people where they are.** Historically marginalized, disenfranchised and muted communities have legitimate barriers to engaging with institutions that have not consistently listened to them or served them well. In Boston, it is important to recognize the history of segregation, violent resistance to desegregation, and racism that played out in our public schools, and the resulting distrust and damage this has done to generations of families. The onus is on BPS educators and other staff to ensure we go beyond an invitation to a meeting at the school or central office. Identify how you access your stakeholders, directly or with the help of other people, organizations/institutions, and the district offices, and integrate this into your strategies.
- **Clarify the why.** Stakeholders have varying levels of information and understanding of the decision to be made, and therefore may be apprehensive about engaging in the decision-making process. Lack of experience in the education field and with schools, language, transportation, childcare, and other demands on time are common barriers to low engagement. Beyond this, many BPS stakeholder communities, such as Latinx and Caribbean families, carry a deep respect for and deference to educators embedded in their culture. Help stakeholders understand how their perspectives, aspirations and needs are important in shaping the decision, and with families in particular, make the connection to the quality of their child's educational experience.
- **Employ multiple strategies with partners.** Consider what the best vehicle for stakeholder engagement would be. While efficiency, budget and expediency tend to drive engagement processes, these often preclude equity. Partner with trusted advocates and community members; this may be an organization, faith-based institution, or teachers. Be protective of the most vulnerable among your stakeholders, and employ methods that will elevate their voices. Written invitations/letters, flyers, emails and robocalls may not be enough. Personal invitations, phone-banking, social media outreach, texting, door-knocking and canvassing areas where you stakeholders spend time may be necessary. Making connections between the decision, decision-making process, and classroom learning is an effective way to engage students.
- **Incorporate these factors in your engagement planning:**
 - Apply the 80/20 rule: 80% of the time the community members should be talking; 20% of the time, the BPS staff members should be presenting or facilitating. Make sure participants leave your engagement feeling seen and heard.
 - Whether large or small, consider space (break out rooms, facilities), transportation access, day of the week, time of day, and interpretation.

- Kinesthetic activities, discussions, think-pair-share, and small group share outs.
- Elicit comments and questions verbally and in writing to accommodate those who do not want public attention.
- Incorporate visual documentation, such as slides and note-taking on large newsprint.
- When possible and appropriate, employ online/technology tools such as [Kahoot](#) and [Poll Everywhere](#) for real-time audience participation.
- Document feedback, and be transparent with stakeholders about if and how their engagement will feed into a larger process.
- Document participation; number and demographics of participants relative to the stakeholder group is an important data point to reflect the quality of the engagement and to inform future processes. Be sensitive to the concerns and sensitivities of vulnerable communities, such as those who may be undocumented.
- In some instances, it may be necessary to support your partners to host and/or lead the conversation to increase participation and obtain honest input.

BPS Engagement Resources

The BPS [Office of Engagement](#) is comprised of several departments that have established vehicles for stakeholder engagement, including

- [School Site Councils \(SSC\) and School Parent Councils \(SPC\)](#): Every school should have an SPC, and must have an SSC. The SSC comprises parents/guardians representative of the racial and ethnic diversity in the school, educators (BTU members), and school administrators, and should be well-prepared to make major decisions for the school.
- [Boston Student Advisory Council \(BSAC\)](#): BSAC aims to include at least one student representative from every high school. They can offer a student perspective, and also host town halls on varying topics over the course of the school year.
- [Student Government](#): Every high school should have an active student government body.
- [School Partners](#): A list of partners for each Boston Public School can be found at [partnersbps.org](#). Partners can play a key role in supporting engagement efforts around key decisions at a school and in the central office. We encourage you to reach out to them to seek their input and to their help in activating their networks of students and the communities they serve.
- [Community Engagement Team](#): Members of this central office team can help you connect with community partners: nonprofits, advocacy groups, faith-based organizations, and civic groups.

The [Office of English Learners \(EL\) Parent Engagement Team](#) is dedicated to reaching out to the families of EL students and the agencies that service them. The team reflects the cultural communities of the largest EL populations in Boston and speak the languages of these cultures, including Arabic, Cape Verdean Creole, Haitian Creole, Portuguese, Somali, Spanish, and Vietnamese.

The [Office of Special Education](#) supports family and community engagement efforts by providing guidance and content to ensure the families of students with disabilities are engaged and informed. Office contact: Lisa Connor <lconnor2@bostonpublicschools.org> or 617-635-8599.

- [SPEDPAC](#): A citywide parent advocacy organization that shares information and resources to help all families of special education students understand their rights and options.

Other Engagement Resources

- [Boston Public Health Commission’s Community Engagement Plan](#)
- [Racial Equity Tools: Civic or Community Engagement](#)
- Boston [Community Asset Map](#)
- [Mayor’s Youth Council](#): Managed by the Department of Youth Employment and Engagement, this youth advisory body is representative of all Boston neighborhoods

Strategies for Racial Equity

Equality vs. Equity

Often conflated, equity and equality can in fact stand in opposition to each other. To eliminate opportunity gaps persistent for Black and Latinx communities in Boston Public Schools, we must make a hard pivot away from a core value of equality - everyone receives the same - to equity: those with the highest needs are prioritized.

EQUITY vs EQUALITY

To close these gaps, we must **target strategies to focus on gains for those most marginalized**



and move beyond “services” and to **changes in policies, institutions and structures**

Why target our strategies?

Given our finite resources, we must make decisions about where to target our resources, time and energies, opting for strategies that produce the best results for the most vulnerable. While this may at times feel as though some are being left out of services or benefits, what we know is that when the most vulnerable are served, everyone benefits. This is argued in the article, [The Curb-Cut Effect](#), offering sidewalk curb-cuts as an example of a change which the disability community championed that has benefited society broadly, including those pushing strollers or making deliveries. For this reason, we should seek targeted universal strategies, as defined below. ([Link to video and information on Targeted Universalism](#))

Targeted Universalism: Same high standards; targeted approaches



A targeted universal strategy is one that is inclusive of the needs of both the dominant and the marginal groups, but pays particular attention to the situation of the marginal group. Targeted universalism rejects a blanket universal, which is likely to be indifferent to the reality that different groups are situated differently relative to the institutions and resources of society. It also rejects the claim of formal equality that would treat all people the same as a way of denying difference.

- John Powell, Post-Racialism or Targeted Universalism?, *Denver University Law Review* (2009)

BPS has several examples of excellent targeted programming and initiatives, however, these will not be sufficient to achieve racial equity. Structural and systemic change is necessary for this. While developing the strategies to advance racial equity, consider the complementary policy and system changes that can make the need for your initiative or program obsolete.

Support and Submissions

Schools and Central Office departments looking for support or technical assistance in conducting a BPS Racial Equity Planning Tool analysis should reach out to the Office of Opportunity Gaps and/or the Office of Equity. Once a BPS Racial Equity Planning Tool has been completed, please email a copy of the [Racial Equity Planning Tool Summary](#) to the contact below.

For support, email the Office of the Superintendent - Equity, Strategy, and Opportunity Gaps at: REPTsuptoffice@bostonpublicschools.org

Racial Equity Planning Tool New Skills Boston Eligibility and Selection Criteria Cover Sheet

Title: New Skills Boston
Name of the policy, practice initiative, program, or budget decision under consideration

Dept./School: _____

Main Contact: _____

Name	Email	Phone
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Participants

List of core participants’ names, affiliations/membership to a stakeholder group (staff, students, families, community advocates, partners, etc.), and their racial/ethnic identities. Add rows as needed.

Name	Affiliation/Stakeholder Group	Race/Ethnicity
Velevia Saunders	Opportunity Gap; Sped Disproportionality Specialist	Black/African American
Marsha Inniss-Mitchell	BPS - Postsecondary Initiatives	Black/African American
William Thomas	Head of School: New Mission and BCLA	Black/Asian
Michelle Sylvaria	Executive Director of CTE	White
Marinell Rousmaniere	EdVestors CEO (and BPS parent)	White
LaVonia Montoute	EdVestors	Black/ African American
Eva Mitchell	BPS Deputy Equity and Strategy Office	African-American
Bethany M. Allen	BPS Strategy & Innovation	Black American
Elia Bruggerman	High School Supt, working on Pathways + Core 4	Latinx
Steve Prudent (joined 3/3/21)	BHCC	
Joan Becker (joined 3/3/21)	UMass Boston/higher education	White
Monica Hogan (joined 3/3/21)	BPS Office of Data and Accountability	White
Liya Escalera	UMass Boston/higher education	Latinx

Are the participants reflective of the population that this decision impacts/involves? If not, please explain barriers to representation and the efforts to overcome them.

- Other Lenses represented:
 - SPED (Velevia)
 - Non-profit-BPS connection and attended a high school with strong career pathways model (Marsha)
 - School leader with experience implementing Pathways at multiple schools (Will)
 - Equity lens across the district (Eva)
 - BPS Parent (Marinell, Will)

- New Skills Boston strategy, career connected learning grantmaking, and summer internship host for BPS students (Lavonia)
- Background in creating spaces for young people to thrive (Bethany)
- Student of color high school parent experience (Bethany, Velesia, Eva, Will)
- Personal experience in pathways as a student (Elia)
- Post-secondary institutions (Joan, Steve)

BPS Racial Equity Planning Tool

Your planning process using the [BPS Racial Equity Planning Tool](#) should produce a write-up that responds to the following six sets of questions. Please also include the [Cover Page](#) (page 12) describing the core team leading the drafting of this proposal, and submit the [Summary](#) (page 14) as directed.

Step 1: Desired Outcomes

What is the proposal under consideration and the desired outcomes?

- Describe the proposal. What are its intended outcomes, internally and externally? Frame this through the experience of those most impacted: how does this proposal impact the students/communities with the greatest needs, particularly Black and Latinx students and families?
- How will the proposal address racism and close opportunity gaps?

FIRST ITERATION: SCHOOL ELIGIBILITY AND SELECTION

1. See [2.8.21 New Skills Boston: Leadership Team Meeting](#) (Draft criteria: open enrollment schools with 1 or fewer HQCCP)
 - 1.1. **BINCA**
 - 1.2. **Brighton**
 - 1.3. **Burke**
 - 1.4. **CASH**
 - 1.5. **Charlestown**
 - 1.6. **Excel**
 - 1.7. **Snowden**

4/16/21 Discussion:

Proposed: Expanding to include schools that have experience, specifically Charlestown and Madison Park, where the college partners have existing relationships. The data from earlier conversations shows that these schools have need, especially around college completion.

BPS: We have data that show students at these schools *do* go on to jobs/technical careers, whereas some schools that have zero or no pathways do not. Are there data that supports including schools with existing pathways as equitable? Early college data could be helpful.

Liya: What is the theory of change around starting with schools with no pathways? Nuri: When do you start onboarding new schools as a strategy? How many and when? In terms of new data, should we be benchmarking against schools with no pathways or high-performing schools? If that's the benchmark, we're not close yet. Michelle: We use the state data to

benchmark in CTE. It would not be helpful to compare to exam schools because it is a completely different program of study. The goal of NSB is to increase the number of students accessing career pathways. Eva: District should support core systems/work. Vision is that every student will have access to pathways, NSB is an opportunity to work toward creating *new* pathways. Significant funding from ESSER will go toward building better foundational systems, so partner funding directed toward innovative/new work. Whatever we do we need to take before CERT and start with those who don't have it at all.

Liya: Larger structure that this project fits into and not everyone is aware of. We all need to understand larger scaffolding so that they can be in conversation with each other/how things fit together so we can make smarter choices about how to use resources.

3/3/21 Discussion:

- Relationships matter, what is impact if we select schools without existing connection to BHCC and UMB? If we have all schools that have no experience, does that give any models of how to do this work successfully in the first round?
- For every level of growth expectation for a school, we need a commensurate level of support to help them get there. If we choose the schools with most need, we need to provide the most support. What are the right entry points?
- Lee Santos' questions [slides 1-2 from 2.8.21 meeting](#), could help inform selection criteria
- [Opportunity Index](#) -- should this be included in selection criteria?
- Initial cohort and second cohort recognizing readiness to launch after a year or planning vs. two years of planning? Take into consideration as we're thinking about messaging to school around selection. Assess what's needed to really deepen relationships, position for success
- Innovation pathway model: important that there's the ability to cohort students; to accommodate model, there are parameters that will be required to make it work for a school ([Innovation Pathway Criteria](#)).
 - If we're replicating things that already exist, what's different about this initiative if we don't push some of the places of rigidity? e.g., if size/ability to cohort students is an issue, McKinley would never be able to participate. Other bucket of work happening at BPS (e.g., @ BDEA) provide other avenues/entry points for smaller schools, schools that won't be able to participate; NSB is one part of a broader scope of work.
- Class of 2025 is the target cohort; there's an opportunity to mitigate students feeling left out if we tackle HS assignment process as a core equity strategy
- School's willingness to participate is typically an indicator for success (can we unpack this -- school's willingness is tempered by what they know they can handle; again, the capacity of schools with most need is often a limiting factor)
- Proposed next steps: craft language for this opportunity in smaller group based on feedback we heard today (see below). Other option: reconvene this group to have

more time to come to a collective decision. BMA will follow up with summarizing: where did we land.

- Expand to all open enrollment schools
- Don't need to message *eligibility* criteria, but make it clear who is most likely to be accepted for this opportunity (i.e., selection criteria); may or may not say we have some must-have criteria based on grant/funder criteria
- Communicate that we have different ways for all schools to engage in pathways at some level
- Part of selection is defining who makes the ultimate decision, who's a part of that process (note: REPT analysis is not decision making body, but to get information back to those who are)

2/16/21 Discussion:

- Should there be schools with poor pathways that should be included e.g. English High, East Boston, where pathway accessibility and demographics are similar?
- Does BCLA-McCormack fit? TechBoston? (pilots but also open enrollment)
- Charlestown -- there are pathways but not more than 1 HQCCP / innovation pathway. Should they be included on the list?
- McKinley is not included because these SWD students can attend pathways at other schools (question: is that enough access?) McKinley only has access to Madison which only has the capacity to include 12 students. Which limits access. Most importantly, it's been my understanding that the satellite program at Madison for McKinley students will be dismantled as the satellite at the King was dismantled this past year due to issues regarding students' IEP's. The exclusion of SWD students at McKinley is concerning.
- The ability to cohort student for any school participation dictates some sense of size
- Overall we need to answer as a district (and have schools answer this question in the selection process)-- how is this going to get the school out of the hole they are in, with respect to closing gaps in student performance and raising achievement? Is this a long term or a short term perspective? What is the frame that shows this is the right thing to do for students, not distracting from other strategies to close achievement gaps? How are we going to provide them support to make sure they are not stretched so thin, they cannot serve students' needs in other areas?
- Below is the NSB vision...
 - A city where social, institutional, and systemic barriers to entry and success are removed so that all young people can access quality career learning opportunities that support their exploration, informed decision making, and preparation for their future opportunities and postsecondary paths.
 - A transformed system that recognizes students of color as "holders and creators of knowledge" and values the cultural wealth they bring to schools through their knowledge, skills, abilities to navigate their context despite systemic barriers, such as structural racism which threaten equitable outcomes.

- A learning environment, inclusive of settings from the schoolhouse to the workplace, with connected systems across sectors that employ equity-minded and asset-based strategies and accountability measures which prioritize the inherent strengths of students, their networks, and community, while also eliminating immediate barriers and addressing systemic inequalities
- A public-school district where every student can progress through pathways that are engaging and relevant, enhance their community, offer direct connections to postsecondary, and prepare young people to enter meaningful careers.

Desired outcomes as stated here: [DRAFT New Skills REPT preparation](#)

What is the proposal under consideration and the desired outcomes? School eligibility criteria for New Skills Boston which will identify 3-5 schools to develop and launch industry aligned career pathways programs starting in high school and moving through postsecondary to the workforce.

Problem to solve: With the goal of developing high quality pathways in collaboration with partners to increase student access to career learning experience, what eligibility criteria should be included for schools to participate initially and deeply in this 4.5 year initiative?

Intended outcomes, external and internal?

External

- A collective vision that ensures equitable outcomes for students which includes shared accountability across secondary, postsecondary, and workplace settings evidenced by shared definitions, equitable strategies, and metrics reviewed iteratively through a continuous improvement approach
- High quality pathways which incorporate core career learning activities such as career exploration, industry relevant course sequences, and work-based learning experiences within multiple settings
- Flexible pathways with clear on and off ramps that allow all students and their families to recognize their strengths, make informed choices, and access /deepen their career learning
- An established, cross sector infrastructure (secondary, postsecondary, workplace, and community partners) that supports a shared definition of pathways, collaborative goal setting around new, labor market aligned pathways, seamless transitions, and a collaborative data strategy that monitors progress to and through a pathway
- Student enrollment and completion of high priority pathways that is demographically representative of the city
- Aligned strategic policy, financial models, and community resources that support pathway coordination between sectors and ensures effective supports are accessible to all students
- Policies and practices that foster continued learning and exposure for educators and staff and facilitate cross sector dialogues around high quality pathways

Internal

- A transparent eligibility, application, and selection process
- Clear communication strategy that will ensure shared understanding of the

- expectations of developing new career pathways
- Increasing access to career pathways for students and school communities that considers equity for students and school readiness for this opportunity

DRAFT CRITERIA FOR SCHOOL SELECTION AND PARTICIPATION

Initial Eligibility for Discussion

- An open enrollment/traditional school serving students in grades 9-12 (schools with 7-12 or 6-12 grade configurations are also welcome to apply)
- Priority will be given to schools with 1 or no High-Quality College & Career Pathways (Chapter 74, Perkins/non-Chapter 74, Innovation Pathways, Early College)

Expectations for Participating Schools and Educators

Selected schools will be expected to:

- Develop an industry aligned pathway in one of the high demand, high growth labor market areas that meets all [requirements](#) for Innovation Pathways and is eligible for MA designation
- Participate in a cohort of schools through New Skills Boston receiving technical assistance to develop and maintain pathways through June 2025. Technical assistance in Year 1 will include planning support from the BPS CTE Office
- Design a pathway with embedded postsecondary opportunities in coordination with programs at Bunker Hill Community College and/or University of Massachusetts Boston
- Recruit and enroll students in the pathway starting in Fall 2022 and annually thereafter.
- Work collaboratively with pathway partners in postsecondary and work-based learning through June 2025, at a minimum, to support students participation, retention, and transitions in the career pathway
- Provide updates on student outcomes related to college and career readiness; and
- Participate in data collection and research activities related to the New Skills Boston initiative

Expected Outcomes for this work:

- Increased student access to high-quality career pathways and career learning opportunities
- Increased coordination and collaboration among college and career stakeholders on school day-based efforts;
- Articulated model and implementation strategy that can be leveraged for success in future years.

Resources Provided to Selected Schools:

- Technical assistance from CTE office for Year of Planning
- Financial resources to support both planning and implementation of resources

SECOND ITERATION: IMPLEMENTATION AND MONITORING/EVALUATION**THROUGHOUT ITERATIONS:**

- **Build on student’s cultural wealth and how we might leverage it in this work: aspirational, navigational, social, linguistic, familial and resistant capital, as we simultaneously define what our “equity lens” needs to look like for this initiative (Yosso/cultural wealth)**
- **Provide excellent and equitable pathways for BPS schools to ensure students are well prepared to achieve their goals, including securing family sustaining wages**

Step 2: Analysis of Data**What does the data tell us about the current situation for Black, Latinx, EL, and Special Education students?**

- What existing data is available to help shape this proposal, and is that data disaggregated by race?
- What does quantitative and qualitative data tell us about existing racial inequities and their root causes?
- How will the proposal impact Black, Latinx, EL and Special Ed and economically disadvantaged students?
- What additional data would be helpful in analyzing the proposal and how can we obtain it?

FIRST ITERATION: SCHOOL ELIGIBILITY AND SELECTION**Data presented at the [2.8.21 New Skills Boston: Leadership Team Meeting](#)**

- Note: we decided not to include MCAS achievement data with New Skills large group--should that be a REPT consideration or is the data we included sufficient?
- Actual post-graduation college and work outcomes (What are the results for students over time? Measuring student success over time (Data working group)

Data presented at 3.3.21 REPT Meeting:

- 1) [2018-19 Graduates Attending Institutions of Higher Education - All Colleges and Universities](#)
- 2) [2019 & 2020 Immediate Enrollment](#)
- 3) [6-year College Enrollment & Completion - Class of 2011](#)

Notes: Might be helpful to compare both the enrollment and completion rates by school, not the subgroups, because of the small N sizes at most schools. Data based on the same definitions PIC uses for Success Boston reporting. First-year enrollment captures enrollment of high school grads in the immediate fall or following spring semester (e.g., Fall 2020 or Winter 2021 for a spring 2020 graduate). PIC tracked this first-year enrollee cohort through 6 years for the completion rate analysis. Completions are at any college (transfers are included) and include certificates, Associate’s, and Bachelor’s degree.

- 4) [Opportunity Index FY22](#)

School	OI Score*
BINCA	0.652
Brighton	0.671
Burke	0.668
CASH	0.663
Charlestown	0.626
Excel	0.633
Snowden	0.559
<i>Dearborn</i>	0.622
<i>East Boston</i>	0.480
<i>Madison Park</i>	0.664
<i>BCLA</i>	0.544
<i>TechBoston</i>	0.592
<i>English</i>	0.647
<i>Quincy Upper</i>	0.373
ACC	0.562
McKinley	0.891

*A higher score indicates a higher average level of student need, as [defined by the index](#)

Data collected for 4.16 meeting

[limited early college data for Charlestown and Madison Park](#)

[Senior Exit Survey plans for after high school](#)

[Special populations by CTE program](#)

[Race/Ethnicity by CTE program](#)

[Class of 2018 Positive Perkins response for grad survey follow up](#) (employed, in college/training, or military)

Note: Where there are duplicate programs in the district, the data is combined for all programs in that CTE content area. For example, Health Assisting represents the Health Assisting students in 2 schools: Madison Park and EHS.

Step 3: Stakeholder Engagement

How have Black, Latinx, EL, Special Education and economically disadvantaged students, families, staff, and other key internal and external stakeholders been engaged in considering and shaping the proposal?

- Who are the stakeholders most impacted by the proposal and how have we involved them and those from historically marginalized communities in developing the proposal?
- What has our engagement told us about the potential positive and/or negative impacts of the proposal for different groups and how this proposal might produce or perpetuate racial inequity?

FIRST ITERATION: SCHOOL ELIGIBILITY AND SELECTION

Discussion

- Have not yet engaged the key stakeholders (Black, Latinx, EL, Special Education and economically disadvantaged students, families, staff) directly. We have brought our understanding/experience with these stakeholders
 - Potential negative impact identified: McKinley does not meet draft eligibility criteria but has the most need by many metrics (e.g., highest Opportunity Index).
- Higher ed students: missing perspective often shared re pressure to be industry-focused
- Have engaged HS principals, have not engaged higher ed equivalents (e.g., deans)
 - Also important to engage HS families, students, as communities (not just school leads) as they often express frustration when they hear about opportunities that the principal is seen as having “passed” on (might not have the full picture, but the sense is, “why wasn’t this offered at our school?”)

Step 4: Strategies for Racial Equity

Given what we learned from steps #2 and #3, what are our strategies for advancing racial equity?

- Do our strategies address conditions that perpetuate inequities instead of “fixing” students/other people?
- Who may benefit from or be burdened by the proposal? What are potential unintended consequences?
- How could the proposal be modified to enhance positive impacts or mitigate negative impacts?
- Are there complementary strategies that we or our partner(s), can implement?

- How will we collaborate with stakeholders for long-term positive change?
- Are the impacts aligned with our desired outcomes defined in Step #1?

FIRST ITERATION: SCHOOL ELIGIBILITY AND SELECTION

Discussion

- Need to assess capacity to position this for success--and capacity not just at the school level but also at the pse level. Need to look at a number of variables that impact capacity.
- envision strategies that leverage both the systems focus and specific school delivery focus of the grant project; ensure that conversations are balanced about the work that can be done to support all students
 - Be intentional about ensuring our system-level strategies meet the needs of the groups identified as being repeatedly left out
- Be explicit about strategies we will adopt that will get to longstanding perceptions of career pathways, such as linear occupational trajectories, limited flexibility in changing education and career direction
- The equity question seems to be weighted toward equity for schools rather than equity for students: by and large the student populations are the same - how are we differentiating here?
- Is it possible that we could be alienating students who would benefit, simply because they attend a certain school with a low OI score?
 - what can we do for those students?
- Unintended consequences are trust and transparency with secondary schools - how do they know what is happening and why or why not it is a match for their school community? If they can't see themselves in the frame for this work, where do they see themselves?
- The opportunity index model is an example of how we have provided schools with clarity on why they fall into a certain criteria. Even though some were disappointed, they understood the WHY.
- Mitigation strategies: Be really really clear about the selection criteria are for schools that apply, and what the resources are they will receive
- ensuring we have complementary strategies to meet the needs of education settings serving small populations - alt ed, etc.
- Provide clarity on what supports will be provided to schools that do apply, to ensure they fully understand what the commitment is
- OI score aligned with partnership fund qualification- >.57
- Open enrollment schools to eliminate barriers to entry and access
- one or no pathways asa strategy to increase equity and access

Step 5: Implementation Plan

What is our plan for implementation?

- Is the plan realistic and adequately resourced?

- Does it include leadership and personnel who are Black, Latinx and bring a racial equity lens?
- Does it ensure ongoing data collection, public reporting, and community engagement?
- If any of these answers is no, what resources or actions are needed, who will perform them and when?

FIRST ITERATION: SCHOOL ELIGIBILITY AND SELECTION

- N/A

Step 6: Accountability & Communications

How will we ensure accountability, including evaluating and communicating results?

- How will impact be documented and evaluated, including whether we achieve the anticipated outcomes, advance racial equity and close opportunity gaps?
- How are we disaggregating and presenting data to highlight how this strategy is impacting Black, Latinx, EL, Special Education, and other historically marginalized communities?
- How will we continue to partner and deepen relationships with students, families, and communities of color to make sure our work to advance racial equity is effective and sustainable for the long-haul?

FIRST ITERATION: SCHOOL ELIGIBILITY AND SELECTION

- [Announcement to schools - Final version](#)

Racial Equity Planning Tool Summary

The purpose of this tool is to ensure students from historically marginalized populations are at the center of our decision-making, such as students of Color, English learners and Special Education students. Use this form to summarize your process. Submit this completed form to REPTsuptoffice@bostonpublicschools.org

Title: _____ **Date** _____
Name of the policy, practice initiative, program, or budget decision under consideration

Racial Equity Tool Sections	Summary
<p>Proposal Leadership <i>Who led this process, what are their affiliations and racial/ethnic identities? Is there Black and Latinx representation?</i></p>	
<p>Strategic Plan Alignment <i>How does the proposal align with the district’s strategic plan?</i></p>	
<p>1. Proposal & Impact <i>What is the proposal, its desired outcomes and impact on traditionally marginalized communities, such as Black, Latinx, EL, and Special Ed students</i></p>	

<p><i>and their families (most impacted)?</i></p>	
<p>2. Analysis of Data <i>What data did you use? Was it disaggregated by race and other key factors? What did it show?</i></p>	
<p>3. Stakeholder Engagement <i>Who was engaged (quantity, demographics, and roles), how and what did it yield? What did the students/families most impacted say?</i></p>	
<p>4. Racial Equity Strategies <i>How does this proposal mitigate disparities and increase equity, particularly racial equity? What are the unintended consequences? What complementary strategies will further advance equity?</i></p>	
<p>5. Budget & Implementation <i>What are the budget impacts? How will implementation ensure equity objectives are met? Are there leadership and personnel who are Black, Latinx and bring a racial equity lens?</i></p>	
<p>6. Accountability & Communication <i>How will impacts be documented and communicated to stakeholders?</i></p>	