



## Equity Impact Statement: Annual Hiring Report

**Title:** Annual Hiring & Workforce Diversity Report

**Date:** November 1, 2023

Was the [Racial Equity Planning Tool](#) used?  Yes  No

If yes, insert date(s) of REPT meetings and link to completed REPT here: \_\_\_\_\_

Did a member of the Division of Equity, Strategy and Opportunity Gaps review this statement?  Yes  No

BPS Racial Equity Planning Tool Sections	Summary/Rationale
<p><b>1. Proposal/Presentation &amp; Impact</b> <i>What are the proposal's/effort's desired outcomes, including in eliminating disparities? Who led this work/planning, and do they reflect BPS students' and families' group identities (key groups include individuals who are Black, Latina/o/x, Asian, indigenous, immigrant, multilingual, and have Special Education experience)?</i></p>	<p>This presentation is the Office of Human Capital's annual update about the district's hiring and workforce diversity as we seek a workforce that reflects the racial, ethnic, and linguistic diversity of our students, and to meet all of their learning needs. The primary focus of the presentation is on teachers and guidance counselors because these two groups are the focus of the 1974 "Garrity" court order that remains in effect regarding district staff diversity.</p> <p>This work is led by the following Office of Human Capital (OHC) staff:</p> <ul style="list-style-type: none"> <li>● Francesse Canty, Chief of Human Capital</li> <li>● Hannah Hall, Deputy Chief of Human Capital</li> <li>● Rashaun J. Martin, Acting Managing Director of Retention, Cultivation &amp; Diversity Programs (RCD)</li> <li>● Sonya Dhanpat, Director of Recruitment</li> <li>● Adriana Heady, Director of OHC Systems, Data and Analytics</li> </ul> <p>The broader team leading this work is representative of the racial and ethnic demographics of BPS students and families, including the recruitment managers, pipeline programs specialists, and Retention team. This includes individuals who have expertise in multilingual learners and Special Education.</p>
<p><b>2. Alignment with the Strategic Plan</b> <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>This effort is aligned with the following Superintendent goals:</p> <ul style="list-style-type: none"> <li>● Increase Accountability for Both the Central Office and Our Schools</li> <li>● Develop Authentic Family and Community Engagement Practices</li> </ul> <p>In addition, this effort aligns with Commitment #5 and Anchor Goal #5 of the 2020-25 Strategic Plan:</p> <ul style="list-style-type: none"> <li>● 5.1 Hire, support, and retain a workforce at every level that reflects our students' diverse cultures and languages; and address the structural barriers that impact staff and educators of Color.</li> <li>● 5.4 Make BPS a place where educators and staff want to be employed because they are focused on serving our students, and feel valued and supported in their work.</li> </ul>
<p><b>3. Analysis of Data</b> <i>What data was analyzed? Was it disaggregated by race and other key groups? What did it show regarding disparities?</i></p>	<p>The OHC Systems, Data and Analytics Team used BPS workforce diversity data to monitor, assess, and report on hiring and retention. This data is collected by OHC each year on October 1, and includes:</p> <ul style="list-style-type: none"> <li>● Educator hiring data by race and language ability</li> <li>● Overall educator and district workforce by race</li> <li>● School Diversity Hiring Goals based on current staff demographics in contrast to student demographics (including race and language ability), and number of open positions</li> <li>● BPS educator exits and retention by race</li> </ul> <p>This analysis shows that the district has increased its hiring of teachers and counselors of color. More than half of this year's educator hires are of color. While there was a slight increase in the overall percentage of teachers and counselors who identify as of color, the</p>

	<p>percentage of Black teachers and counselors remains approximately the same.</p> <p>This year’s key accomplishments related to racial and linguistic equity include:</p> <ul style="list-style-type: none"> <li>• The majority of school leaders are people of color, with an increase of 4%.</li> <li>• A 4% increase in the hiring of Garrity educators of color.</li> <li>• 70% of provisional teachers rehired into a Garrity educator position are of color.</li> <li>• Since 2020, exits of Garrity educators of color are trending downward. However, we will continue to address the challenges of licensure, hold affinity spaces, and offer targeted professional development opportunities to support retention.</li> </ul>
<p><b>4. Stakeholder Engagement</b> <i>Who was engaged (quantity, key groups, and roles) and how, and what did that yield? What did students/families most impacted say?</i></p>	<p>This presentation was compiled by a cross-departmental team representing the Divisions of OHC and Equity, Strategy, and Opportunity Gaps, particularly the RCD Office. Members from both divisions meet regularly with external stakeholders throughout the hiring season to engage with and get input from advocates, such as leaders from the Opportunity Gaps Task Force and the English Language Learners Task Force.</p>
<p><b>5. Racial Equity Strategies</b> <i>How does this proposal/effort mitigate disparities and increase racial and other equity? What are possible unintended consequences? What complementary strategies will further advance equity?</i></p>	<p>BPS is committed to achieving a workforce that reflects our students’ identities, cultures, and languages, and is highly skilled in inclusion of students with IEPs. The RCD team implements several programs and services that aim to increase workforce diversity, with a specific emphasis on racial diversity and language ability:</p> <ul style="list-style-type: none"> <li>• New to district candidate cultivation - early hiring pools for teachers, support staff and paraprofessionals</li> <li>• Retention programs and services</li> <li>• “Grow our own” pipeline/educator preparation programs and paraprofessional supports</li> <li>• Massachusetts Tests for Educator Licensure (MTEL) preparation programs</li> <li>• Degree completion programs in partnership with local universities</li> </ul>
<p><b>6 Budget &amp; Implementation</b> <i>What are the budget impacts? How will implementation ensure all objectives, particularly equity-related objectives, are met? What are the group identities of the implementation team, and will they bring an equity lens?</i></p>	<p>The cross-functional team that monitors progress throughout the hiring season is a diverse group of staff reflective of the students and community we serve, and consistently applies an equity lens. The team is committed to helping the district reduce representation gaps so that our staff more closely reflects the population of students that we serve.</p> <p>An Elementary and Secondary Elementary Relief (ESSER) Fund allocation supported the hire of another recruitment manager, addition of two George B. Cox Equity in Urban Education Fellows, and the expansion of our programs and services including paraprofessional exam support, MTEL Prep Support, and other retention programming for educators of color.</p>
<p><b>7. Accountability &amp; Communication</b> <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>Accountability for the BPS workforce diversity strategy is shared across three divisions.</p> <ul style="list-style-type: none"> <li>• The Chief Human Capital Officer holds overall responsibility for these efforts and communication of staffing data.</li> <li>• The Division of Schools &amp; Accountability requires all school leaders to set annual diversity hiring goals. School superintendents hold school leaders accountable to meet those goals.</li> <li>• The Equity, Strategy, and Opportunity Gaps Division and Opportunity Gaps Task Force help ensure rigorous implementation based on the BPS Opportunity Gaps Policy. The Office of RCD implements diversity recruitment, cultivation, and retention strategies to meet district goals in partnership with school leaders, other hiring managers, school superintendents, and OHC.</li> </ul>