



Equity Impact Statement: Annual Hiring Report

Title: Annual Hiring & Workforce Diversity Report

Date: December 1, 2021

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>1. Proposal/Presentation & Impact <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, Latinx, Asian, indigenous, immigrant, multilingual, and have Special Education experience)?</i></p>	<p>This presentation is the Office of Human Capital's annual update to the School Committee about the district's hiring and workforce diversity. The primary focus of the presentation is on teachers and guidance counselors.</p> <p>This work is led by: Office of Human Capital (OHC):</p> <ul style="list-style-type: none"> ● Albert Taylor, Jr., Chief Human Capital Officer ● Raecia Catchings, Deputy Chief Human Capital Officer ● Jon Barrows, Director of Human Resources <p>Division of Equity, Strategy and Opportunity Gaps (ESOG)</p> <ul style="list-style-type: none"> ● Charles Grandson IV, Chief Equity and Strategy Officer ● Ceronne B. Daly, Managing Director, Office of Recruitment, Cultivation, & Diversity Programs (RCD) <p>Division of Schools:</p> <ul style="list-style-type: none"> ● Corey Harris, Chief of Schools <p>This group is somewhat representative of student demographics. The broader team is a more representative group, including individuals who are multilingual, and have expertise in English learners and Special Education.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>This proposal aligns with Commitment #5: Cultivate trust - Fair and equitable funding and welcoming environment, and Anchor Goal #5: BPS school and central office staff will reflect the students we serve.</p> <ul style="list-style-type: none"> ● 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. ● 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.
<p>3. Analysis of Data <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 Data and Analytics Team used BPS workforce diversity data in monitoring, assessing, and reporting on hiring and retention. This data is collected by OHC each year on October 1st, and includes:</p> <ul style="list-style-type: none"> ● Educator hiring data by race and language ability ● Overall educator and district workforce by race ● School Diversity Hiring Goals based on current staff demographics in contrast to student demographics (including race and language ability), and number of open positions ● BPS educator exits by race <p>Our continuous analysis of data shows how low numbers of educators of Color statewide correlates with low numbers of candidates and educators of Color at BPS, and parallel disparities regarding language ability. While educators of Color and multilingual educators are selected at a higher rate than they exist in the selection pool, and exits by race do not show disparities, continued deliberate and comprehensive</p>

	<p>efforts are needed to achieve hiring goals at the school and district level.</p> <p>The Office of RCD team has included data in the presentation regarding the programmatic strategies implemented by its team to yield the educator hiring data, with a specific emphasis on racial diversity and language ability:</p> <ul style="list-style-type: none"> ● New to district candidate cultivation: BPS early hiring pool ● Impact of retention programs ● Outcomes from “grow our own” pipeline programs ● Impact of MTEL prep support programs on retention and cultivation of new to teaching candidates <p>Throughout the hiring season, a cross-functional team meets weekly to monitor and respond immediately to the following school- and position-level data disaggregated by race and language ability:</p> <ul style="list-style-type: none"> ● Applications ● Interviews ● Offers ● Acceptances
<p>4. Stakeholder Engagement <i>Who was engaged (quantity, key groups, and roles) and how, and what did that yield? What did students/families most impacted by this proposal/effort say?</i></p>	<p>This presentation was compiled by a cross-departmental team representing the following offices/divisions:</p> <ul style="list-style-type: none"> ● Office of Human Capital ● Division of Equity, Strategy and Opportunity Gaps - Office of Recruitment Cultivation and Diversity ● Division of Schools <p>Members from these divisions also meet regularly with external stakeholders throughout the hiring season to engage with and get input from advocates such as leaders from the Black Educators Association of Massachusetts.</p>
<p>5. Racial Equity Strategies <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>Key accomplishments related to racial and linguistic equity highlighted in this presentation include:</p> <ul style="list-style-type: none"> ● An increase in the percentage of educators who identify as of Color of 1% in the last year, with roughly half of this increase comprised of Black educators. ● The highest proportion of educators of Color hired in the last 8 years: 59% of overall hires identify as a person of Color, and 56% of external hires identify as a person of Color. ● For the first time in the documented history of this data collection, the percentage of external hires who identified as Black was higher than 25% (Garrity threshold), and in fact was 27% this year. ● The district continued to show growth in the percentage of hires who self-identify as speaking one of BPS’ official languages, with 49% of hires fluent in one or more of those languages (other than English).
<p>6 Budget & Implementation <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 applying 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>The Office of RCD did receive some ESSER funds to support the office’s programmatic expansion needs.</p>



<p>7. Accountability & Communication <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> <p>The Division of Schools, led by Chief Corey Harris, has required all school leaders to set annual diversity hiring goals beginning in SY 20-21. School superintendents hold school leaders accountable to meet those goals, and Chief Harris holds the school superintendents accountable through the evaluation process.</p> <p>The Office of Human Capital, led by Chief Al Taylor, will continue to present annual hiring and workforce diversity data to the School Committee and the public. The Chief Human Capital Officer holds overall responsibility for these efforts, and that communication, in close collaboration with the Division of Schools and Division of Equity, Strategy, and Opportunity Gaps.</p> <p>The Division of Equity, Strategy and Opportunity Gaps (ESOG), led by Chief Equity and Strategy Officer Dr. Charles Grandson, provides coordination and facilitation of the cross-functional hiring and retention work across the three divisions, and monitoring for rigorous implementation centered in equity. The Office of RCD in ESOG implements diversity recruitment, cultivation, and retention strategies to meet district goals in partnership with school leaders, other hiring managers, school superintendents, and the Office of Human Capital.</p>
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