



## Equity Impact Statement for Fiscal Year 2022-23 Budget Proposal

**Title:** FY23 Budget Development

**Date:** March 16 2022

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><br/><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>The Fiscal Year (FY) 2023 budget for the Boston Public Schools is guided by the belief that every child, in every classroom, in every school deserves the opportunity to learn, grow, and thrive. As we strive to ensure equity of opportunity and enact anti-racist decisions, we are called upon to maintain focus on our values and how those values are demonstrated through our budgets, applying targeted additional resources to students from historically marginalized populations.</p> <p>In FY23, we will make progress towards these goals with new investments from Mayor Wu and the City of Boston. We have leveraged the City's unparalleled financial support to build our "Quality Guarantee." Using a three-year, \$100M operating investment, we are working to ensure a baseline of high quality services across all schools regardless of school, program, or neighborhood. This quality guarantee will grow to include student and family supports, curriculum and academics, facilities, and enrichment.</p> <p>The Finance Division leads the drafting and honing of the budget. The Division includes the staff listed below.</p> |                                      |
| <b>Staff Member</b>  | <b>Title</b>  | <b>Racial and/or Ethnic Identity</b> |
| <b>Finance Leadership</b>  |   |                                      |
| Nathan Kuder   | Chief Financial Officer (CFO)   | White                                |
| David Bloom  | Deputy Chief Financial Officer  | White                                |
| Miriam Rubin   | Budget Director   | White                                |
| Yvonne Macrae  | Director of Grants and External Funds   | Black                                |
| Naveen Reddy   | Business Manager  | Indian                               |
| Jamie Racanelli  | Director of Planning & Analysis   | White                                |
| <b>Finance Team</b>  |   |                                      |
| Atheena Arasoo   | Budget Team   | Asian, Native Hawaiian               |
| Blair Dawkins  | Budget Team   | Black                                |
| Ra'Jene Martin   | Budget Team   | Black                                |
| Mary Gillen  | Budget Team   | White                                |
| Tressa Janati  | Budget Team   | White, Middle Eastern                |
| Chris Williams   | Budget Team   | White                                |
| Salem Gebrezgi   | Budget Team   | Black                                |
| Karen Book   | Planning & Analysis   | White                                |
| Keith Hellmold   | Planning & Analysis   | White                                |

|  |   |        |
|--|---|--------|
| Daniela Reyes Saade  | Planning & Analysis   | Latina |
| Dane Holding   | Planning & Analysis   | White  |
| <p><b>2. Alignment with the Strategic Plan</b><br/> <i>How does the proposal/effort align with the district's strategic plan?</i></p>  | <p>The district's budget is a statement of our values, and each investment proposal is aligned to a Strategic Plan item. Specifically, proposals are focused on:</p> <ul style="list-style-type: none"> <li>● 1.8 Develop capacity to address health and social contributors to opportunity gaps, such as hunger, chronic illness, mental health, sexual health, homelessness, and LGBTQ+ identity.</li> <li>● 2.1 Redesign secondary schools, including alternative schools, in alignment with MassCore, career preparedness, and other advanced coursework opportunities to prepare students for college, career, and life.</li> <li>● 2.3 Provide rigorous culturally and linguistically affirming curriculum and instruction that includes learning opportunities in the arts, science, literacy, world languages, physical education, health education, and civics, access to athletic programs and technology, and fully integrates student wellness into the educational experience.</li> <li>● 2.5 Implement rigorous and consistent elementary learning expectations and curriculum that prepare all students for high school, including strong science and math programming.</li> <li>● 3.4 Increase feedback systems for families and central office and other staff through tech-based communication portals, and regular access to district- and school-based leaders during regional, school-based and district level meetings.</li> <li>● 4.1 Fund all schools in a manner that meets the unique needs of the students they serve, with consideration given to English learners, students with disabilities, economically disadvantaged students, students at risk of dropping out, off-track youth and other historically marginalized groups.</li> <li>● 5.6 Increase transparency and accountability by providing new data tools, dashboards, and public reporting.</li> <li>● 6.4 Champion college and career awareness and work experiences creating visible pathways to postsecondary education, training, trades and career opportunities.</li> </ul> |        |
| <p><b>3. Analysis of Data</b><br/> <i>What data was analyzed?</i><br/> <i>Was it disaggregated by race and other key groups?</i><br/> <i>What did it show regarding disparities?</i></p> | <p>Equity analysis of investments takes the dollar amount per school for each investment, calculates a per pupil investment, and applies that to the currently enrolled students at that school. Using the racial and other key demographics of each currently enrolled student, we then calculate the district average per pupil investment by demographic. The demographics that are currently included in this analysis include students with disabilities, English learners, students from low income families, and Asian, Black, Latinx and White students.</p> <p>For the second year, we will make major investments to maintain programming for students in all schools, especially those experiencing declining enrollment. These investments will direct over \$200 more per pupil to Black and Latinx students than to Asian and White students. This investment similarly allocates almost \$300 more per pupil to low income students than higher income students. Investments serving students with disabilities and English learners exceed the average investment for all students.</p> <p>This year the district invested in at least one school counselor for every 150 students in grade 9. As this was a parity investment (across all schools), this nevertheless yielded an average per pupil investment for all students of \$81 compared to \$91 for Black students, \$83 for Latinx students, \$81 for Asian students, and \$57 for White students. Similarly, an average of \$92 was invested for students with disabilities, but only \$82 for low income students and \$65 for English learners. However, the English learner amount may reflect the smaller number of English learners in high schools compared to elementary schools.</p> <p>Overall, FY22 spending continues to be higher per pupil for Black and Latinx students than White or Asian students.</p>  |        |



|  |  |
|--|--|
| <p><b>4. Stakeholder Engagement</b><br/> <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>The Division of Finance sought feedback from key constituencies at the following meetings:<br/> 10/21/21 Community Engagement Advisory Council meeting<br/> 11/30/21 Community Budget Season Training<br/> 12/6/21 School Leader Cabinet<br/> 12/6 &amp; 12/13/21 School Site Council Trainings<br/> 12/10/21 Community Equity Roundtable<br/> 12/13/21 to 2/2/22 School Site Council/Governing Board meetings at every school</p> <p>Community and School Site Council members emphasized the importance of school-led engagement sessions, and making budget materials accessible and promptly available. School leaders and community members asked us to integrate the Elementary and Secondary School Emergency Relief budget process with the operational budget process as much as possible. Community members asked for equity analyses based on student demographics, and for us to clearly communicate the specific impact of the data. Lastly, they requested a thorough review of the equity impacts of the Weighted Student Funding (WSF) strategy.</p> <p>We will continue to seek feedback and incorporate feedback over the next two months, including the following meetings:<br/> 2/2/22 Boston School Committee (BSC) Meeting<br/> 2/4/22 Community Equity Roundtable<br/> 2/10, 3/1, and 3/16/22 Public Budget Hearings</p> <p>The BSC will vote on the Budget proposal on 3/23/22.</p>   |
| <p><b>5. Racial Equity Strategies</b><br/> <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>The BPS WSF allocation methodology is our primary strategy for ensuring an equitable distribution of resources determined by key factors related to levels of student need. WSF distributes funds based on the number of students at each school, providing supplementary funds for each student with an Individualized Education Plan and each student who is currently an English learner.</p> <p>In addition, as a part of our FY23 budget, the district committed to a mitigation strategy of holding schools harmless for enrollment decline. Enrollment reductions have disproportionately impacted schools that serve the highest proportion of students of Color. This support will follow similar guidelines applied during FY22.</p> <p>Schools will be asked to:</p> <ul style="list-style-type: none"> <li>● Reduce classrooms and adjust positions (teachers and paras).</li> <li>● Review specialists to determine if/when to reduce the overall number of staff.</li> <li>● Pay for the cost of actual salary increases (applies to autonomous schools only).</li> <li>● Identify trade offs to pay for any new positions or programs schools want to create outside of District investments.</li> </ul> <p>Schools were not asked to:</p> <ul style="list-style-type: none"> <li>● Cut positions or programs outside of instruction positions in closed classrooms, unless related to an actual salary increase as listed above.</li> </ul> <p>FY23 investments include:</p> <ul style="list-style-type: none"> <li>● Increased number of 9th grade school counselor staff to ensure students get the support they need to succeed as they enter high school.</li> <li>● Additional school psychologists for our most vulnerable learners.</li> </ul> |

|  |   |
|--|---|
| <p><b>6 Budget &amp; Implementation</b><br/> <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>We expect the City’s FY23 Budget Proposal to include a \$40M increase for BPS.</p> <p>Budget Collaboratives (“Collabs”) are meetings for all parties to review a school’s budget for the upcoming school year to ensure it meets the needs of all projected students, and complies with state and federal law and district policy. School leaders and liaisons from various central office departments discuss aspects of a school’s structure that are connected to or require funding. Budget Collabs aim to co-construct a balanced, compliant, and strategic budget to meet the needs of all students.</p> <p>Budget Collab and implementation team members are part of the following central office groups:</p> <ul style="list-style-type: none"> <li>- Budget Team</li> <li>- Office of Human Capital - Staffing</li> <li>- School Superintendents</li> <li>- Office of Special Education</li> <li>- Office of English Learners - Equity &amp; Accountability</li> <li>- Office of School and District Transformation</li> </ul> <p>The new School Budget Review Committee (SBRC) evaluates school budget requests that depart from our guidance and makes recommendations to the CFO. The SBRC, composed of central office and school-based staff involved in the Collab process, applies an equitable, consistent, and transparent decision-making process. The SBRC is accountable for highlighting key themes across school requests, allowing the district to react swiftly and diligently to school communities’ needs.</p> <p>Prior to the Collabs, Budget Collab liaisons and school leaders worked closely to identify any items that should be escalated to the SBRC. The SBRC reviews requests in the following categories: updates to WSF factors, supplemental funding, exemptions from compliance rules, and exceptions to investment positions.</p> <p>This year, the SBRC met weekly to deliberate on requests and provide recommendations to the CFO. Once his final decision was confirmed, the SBRC informed the school leader and Budget Collab liaisons.</p> |
| <p><b>7. Accountability &amp; Communication</b><br/> <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>  | <p>The Finance Division will continue to engage with the community through the City Council budget process, Community Equity Roundtables, and updates to the School Committee.</p> <p>In addition, we will update our Explore Budget website with additional data for public engagement. A new partnership with Allovue, an Education Finance Technology company, will help us tie budget line items directly to the district’s Strategic Vision and Opportunity and Achievement Gap policy.</p> <p>The Finance Division will be responsible for honing and implementing the FY 23 budget.</p>  |