



Equity Impact Statement: Green New Deal Planning

Title: Green New Deal Planning

Date: October 26, 2022

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

If yes, insert date(s) of REPT meetings and link to completed REPT here: August 24, 2022 [Completed Racial Equity Planning Tool](#)

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>The proposal is to create a new process for the strategic planning of large capital projects. This four-phase process will be implemented for the FY24 capital planning cycle, including ideation, leadership review, alignment, and mobilization.</p> <p>The Green New Deal is a partnership between various BPS departments, City of Boston departments, the Mayor's Office, and other relevant stakeholders. BPS Operations along with the City of Boston Operations are leading the planning behind this initiative. The plan is rooted in the district's academic vision and programmatic needs. Representatives of the BPS Academic and Schools Divisions are essential to the initiative.</p> <p>There is Black, Afro-Latina, Asian, and White representation on this team, and we look forward to expanding stakeholder engagement as we proceed.</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 process aligns with the district's strategic commitment to provide all students with a Quality Guarantee that includes new buildings, renovations, solidifying predictable pathways, and combining school communities. The FY24 Capital Planning process is creating an action plan for new buildings and other large capital projects.</p>
<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 FY24 Capital Planning Process is driven by the following data:</p> <ul style="list-style-type: none"> ● Enrollment projections (BPS Planning and Analysis Department) ● Building conditions (BPS Facilities Building Dashboard) ● City of Boston Public Facilities Department input on progress to date for current projects owned by their department ● BPS Opportunity Index, which identifies the proportion of high needs students at each school <p>While consideration of issues racial and other forms of equity is always central to our work, often capital projects are prioritized based on other contextual factors, such as enrollment trends, current building conditions, school configurations and pathways, academic needs, school leader input, and the availability of swing space. The Planning Process will create an action plan that will incorporate these factors, equity concerns, and broad, inclusive input from school communities.</p>
<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>The City of Boston Operations and Public Facilities Departments and School Committee Chair were engaged in this process along with various BPS departments. As we begin this planning process, additional outside stakeholders and school communities will be thoroughly engaged, particularly the perspectives of students and families from traditionally marginalized groups.</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>Each new building and facility upgrade aims to close opportunity gaps by providing BPS students with 21st century schools. As often as possible, projects will be prioritized through an equity analysis. The Capital Planning process will mitigate racial and other disparities through:</p> <ol style="list-style-type: none"> 1) Early, rigorous, and inclusive engagement with students, families, and staff, especially in the school communities with the greatest impacts, , 2) Timely, transparent communication with school communities and other stakeholders, and 3) Clear timelines and accountability structures, including a website with objectives and progress reports.
<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 FY 24 Capital Planning recommendations will have significant budget impacts. Specific investment budgets will be shared in the coming months and years as projects are selected and designed.</p> <p>Implementation will ensure that equity objectives are met by examining key data sets to inform decision-making, and by gathering diverse perspectives from committee members, leadership, and especially school communities. The planning team represents numerous BPS and City of Boston departments, and is increasingly reflective of BPS student and family demographics.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>The Capital Planning team is currently gathering and reviewing key data and working with BPS Family Advancement to collect family surveys. We are committed to engaging with each impacted school community before moving forward with capital project proposals, and incorporating their feedback, and look forward to launching the online dashboard and future public presentations regarding our progress.</p>