



## Equity Impact Statement: Homeless Services

**Title:** Homeless Services Overview & Impact Presentation

**Date:** 1/12/2022

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

If yes, insert date(s) of REPT meetings and link to completed REPT here: [REPT](#) 10/6/2020; 12/1/2020; 2/2/2021; 4/6/2021; 6/1/2021

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, Latinx, Asian, indigenous, immigrant, multilingual, and have Special Education experience)?</i></p>	<p>Beginning in SY16-17, the Homeless Education Resource Network (HERN), within the Boston Public Schools (BPS) Department of Opportunity Youth, implemented a school-based model to better support students and families experiencing homelessness. Through this model, BPS has improved access to services, expanded services, and removed barriers to education for students facing housing insecurity. This presentation will highlight the strategic vision for homeless services in BPS, as well as key initiatives, outcomes and impacts.</p> <p>Led by the steering committee that oversees services for students experiencing homelessness in BPS called the HERN Community Coordination Council (HERNccc), a strategic plan has been developed to guide this work. This group of internal and external stakeholders reflects the key BPS student and family group identities impacted by the work, and includes representatives of Action for Boston Community Development, Justice Resource Institute/YouthHarbors, FamilyAid Boston, and Rosie's Place.</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>BPS homeless services goals and implementation align with the following strategic plan goals:</p> <p>Eliminate Opportunity and Achievement Gaps</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> </ul> <p>Amplify All Voices</p> <ul style="list-style-type: none"> <li>● 3.4 Increase feedback systems for families and central office and other staff through...regular access to district and school based leaders during regional, school-based and district level meetings.</li> </ul> <p>Expand Opportunity</p> <ul style="list-style-type: none"> <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> </ul> <p>Cultivate Trust</p> <ul style="list-style-type: none"> <li>● 5.2 Restructure central office for effectiveness and accountability in ways that provide appropriate engagement, support and accountability for school communities, with child and family friendly services.</li> </ul> <p>Activate Partnerships</p> <ul style="list-style-type: none"> <li>● 6.5 Engage key partners in decision making in order to guide and develop coherent year round wraparound services, and learning experiences and programming for students.</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>Historical BPS data regarding homeless students was disaggregated by race, English learner, and Special Education status. The data shows that students experiencing homelessness are disproportionately students of Color (95%, compared to 85% for all students in the district). Also, students experiencing homelessness are in English Language Development (ELD) programs at a much higher rate (42%, compared to 32% of all students). In addition, the average attendance rate for students experiencing homelessness is 3.5% lower than for all students.</p>
<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 by this proposal/effort say?</i></p>	<p>The district’s homeless services steering committee, the HERNccc, monitors and oversees the implementation of related initiatives and strategic priorities. These include:</p> <ul style="list-style-type: none"> <li>● Building the capacity of schools to support students and families experiencing homelessness, with a clear menu of supports and an inventory of referral partnerships at each school.</li> <li>● Improving the ability of the district to effectively identify and assess the needs of students experiencing homelessness, while enhancing the quality, quantity and equity of services.</li> </ul> <p>The HERNccc group regularly reviews and discusses the latest trends and student and family experiences in the field. Relevant input is derived from members, including social workers, case managers and school homeless liaisons, as well as representation from the Citywide Parent Council.</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>Specific strategies have been designed and implemented to mitigate disparities and increase racial equity, including creating clear pathways and equitable access to services and supports at the school level for students and their families experiencing homelessness. For example, all housing stabilization programs are designed to enable easily accessible preliminary referrals directly through school staff serving in the homeless liaison role. In addition, BPS has prioritized access for students experiencing homelessness to multiple extra supports, including summer enrichment programming, exam school admission, and the Academic Mentoring Program.</p>
<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>There are no budget impacts associated with this presentation. However, significant investments have been made in the last five years using City and state funding to improve services for students and families experiencing homelessness. This includes \$1.7 million annually from the City of Boston allocated directly to school budgets using the weighted student funding formula; \$1.2 million in Elementary and Secondary School Emergency Relief Funding for housing stabilization and case management services across three years; and \$1.6 million in American Rescue Plan funding for homelessness prevention, emergency financial assistance and associated wraparound services. In addition, a total of \$1.8 million has been allocated to expand the Academic Mentoring Program over three years, with specialized support for vulnerable students, including those experiencing homelessness.</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>With consistent ongoing reporting to the HERNccc, the BPS Department of Opportunity Youth will continually report outcomes based on the goals and objectives in the HERN strategic action plan. The plan is reviewed at least twice annually, with a formal report of progress toward goals and outcomes at the end of each school year. In collaboration with the HERNccc, the plan is revised and updated in three year increments, with specific goals set for each school year. In addition, there is annual reporting to the Boston School Committee.</p>