



Equity Impact Statement: School Registration and Assignment Update

Title: School Registration and Assignment Update

Date: March 23, 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>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 an update on Welcome Services' work on registration and assignment, including updates on processes, enrollment numbers, and recent innovations.</p> <p>Welcome Services is engaged in concerted efforts to conduct outreach to and support students and families from traditionally marginalized populations in the registration process, including Black, Latinx, Asian, multilingual, and low income students and families. Targeted, multilingual outreach is directed to communities with low turnout in priority rounds for enrollment.</p> <p>Registration specialists, who are the backbone of support at the Centers, are both multicultural and multilingual. Specialists are hired, trained and supervised by Center Directors, in part based on alignment with neighborhood demographics and ability to provide high quality service.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>5.5 Revamp central office operations to ensure the highest quality of services to families including school registration / transportation / food and nutrition services and safety.</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>Data about which families register at each stage of the process, disaggregated by race, language and zip code, is reviewed at least annually to identify trends and disparities, and hone strategies to improve overall outcomes and close gaps.</p> <p>For example, data from last year's Priority Rounds for K0, K1 and K2, revealed that Spanish and Haitian Creole speakers in two zip codes were among the largest populations to miss out on this important round.</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>Families are continuously engaged in numerous ways to inform registration processes, including feedback forms, listening sessions, conversations, and written communication. This feedback has driven continuous improvement in the Centers, to include more efficient ways to share required documents, providing children's spaces in the centers, and continued expansion of remote appointment options, including the ability to schedule appointments online, in person or by phone.</p> <p>This fall and winter, 28 registration information sessions were held in multiple languages, where Welcome Services staff detailed the process, responded to families' questions and learned from their experiences and concerns. These often centered on the uncertainty of the lottery system, access to schools in their neighborhood and/or to high quality schools, transparency around the assignment process and if they would find out about their assignments in a timely way.</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>Based on our data analysis and stakeholder engagement, Welcome Services conducted a new targeted marketing campaign which launched this February and emphasized the importance of early registration to access to high quality seats, to continued deployment of Pop Up Enrollment Centers and supports, including support for recently closed grades 7 and 8 at the Trotter and King Schools.</p> <p>Welcome Services also launched a new cross-departmental workgroup examining assignment round and timelines, with the goal of identifying any changes that could shorten the timeline for families, support earlier K2 assignments and provide equitable notification for assignments at grade 7, which is complicated by exam school admissions processes.</p> <p>Additionally, when families from closing schools or grades, or in transition grades, do not submit choice forms in the priority round, staff call them individually to provide support, review options, and ensure completion.</p> <p>Welcome Services is partnering with a marketing firm to target families of English learners who live in zip codes with lower registration rates in earlier rounds to expand efforts to communicate about the district’s quality programming, and timelines and steps for registration. In addition, Welcome Services staff will focus their efforts in these communities, meeting with community partners and families to drive timely enrollment, thereby increasing access to more high quality seats.</p>
<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>This update does not include a request for additional funding for FY22-23. However, funding investments already committed will include increased staff to deploy into key neighborhoods, purchase of pilot technology that provides live interpretation in hundreds of languages, and enhanced virtual registration options, such as online appointment scheduling and remote appointments with registration specialists.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>Led by Welcome Services and the broader Family and Community Advancement team, these efforts will result in publicly shared, detailed data regarding registration and assignment numbers and trends, and will be reported to the School Committee at least annually.</p>