

Equity Impact Statement Template for School Committee Proposals and Presentations

Title: Summer Learning 2021

Date: 3/17/21

Was the [BPS RACIAL EQUITY PLANNING TOOL](#) used? (Yes or No): No

BPS Racial Equity Planning Tool Sections	Summary/Rationale
<p>1. Proposal/Presentation & Impact <i>What is the proposal's/presentation's desired outcomes and impact? Who led this process and do they reflect the diversity of BPS students/families?</i></p>	<p>Summer presents an opportunity to address learning loss and other impacts of systemic racism exacerbated by the COVID-19 pandemic, including inequitable access to the internet and lack of student engagement. BPS will provide culturally and linguistically relevant programs concentrated in neighborhoods with the largest numbers of high need students, and families will have the opportunity to make well-informed choices about which programs best meet their child's needs and interests. There will be over 15,000 academic program seats (Early Childhood, Extended School Year, 5th Quarter and Office of English Learners), 10,000 enrichment seats (Boston After School & Beyond) and 1,800 employment opportunities for BPS students this summer (Boston Private Industry Council, and Learn & Earn). The planning process is led by the Department of Early Childhood, Office of English Learners, Office of Special Education, and Office of Expanded Learning Opportunities, in collaboration with Academics, the Office of Data and Accountability, and our partner, Boston After School & Beyond. The planning group is 40% Black/African American, 33% White, 13% Asian, 7% Latinx, and 7% Biracial.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/presentation align with the district's strategic plan?</i></p>	<p>The summer plans in this update directly align to Priority 6 of the BPS Strategic Plan 2020-2025, Activate Partnerships, by working with community partners to engage students in high-quality, meaningful summer academic and skill-building opportunities, and to work toward closing academic opportunity gaps by expanding learning beyond the classroom to experiential opportunities for BPS students.</p>
<p>3. Analysis of Data <i>What data did you use to analyze the issue/subject? Was it disaggregated by race? What did it show regarding disparities of historically marginalized populations?</i></p>	<p>The data being used to inform our initial plan includes:</p> <ul style="list-style-type: none"> ● Neighborhoods where students live, disaggregated by race, English Learner Development levels, and students on Individualized Learning Plans (students who did not make progress on ACCESS testing over the last year). ● SY 2020-21 formative assessment data for all grades, and course grades data for high school students. ● Student engagement data for SY 2020-21, including attendance and survey results. ● Opportunity Index (OI) for schools proposing summer programs, and schools served by proposed partner programs.

	<ul style="list-style-type: none"> ● Information about students experiencing homelessness and students in Department of Children and Families custody. ● Summer 2019 and Summer 2020 data for 5th Quarter programs detailing program quality measures that relate to supportive environment, engagement in activities and learning, and youth social-emotional skill development.
<p>4. Stakeholder Engagement <i>Who was engaged (quantity, demographics, and roles), how and what did it yield? What did the students/families most impacted by the proposal/presentation say?</i></p>	<p>The Office of English Learners (EL) is making phone calls to survey 233 EL parents of students in the compensatory list to gather input regarding student needs. These calls are expected to complete by March 31. On March 18, the stakeholder engagement process will continue with the launch of a Summer Advisory Group that includes Boston Teachers Union members, district EL advisory committee members, and parents to provide input on communication, student prioritization, staffing, and assessments. For all students who have Extended School Year (ESY) in their IEP, summer programming options are discussed at their IEP meeting and the Office of Special education will make individual outreach to every family that has a child with ESY in their IEP, including text messaging, phone calls, and direct mailing. There will also be an open house for all families before the start of ESY. BPS works year-round with Boston After School and Beyond regarding 5th Quarter programming and other summer enrichment programs BASB offers to Boston children. Furthermore, we continue to meet and plan with Boston Private Industry Council and Learn & Earn to create summer work opportunities for our students.</p>
<p>5. Racial Equity Strategies <i>How does this proposal/ presentation mitigate disparities and increase equity, particularly racial equity? What are the unintended consequences? What complementary strategies will further advance equity?</i></p>	<p>Summer programs will be concentrated in neighborhoods with the highest populations of Black and Latinx students, students with disabilities, and English learners, specifically those with Individualized Learning Plans (students who did not make progress on ACCESS testing over the last year). The location, Opportunity Index of schools served, and previous summer data have been taken into consideration as programs are proposed, selected, and built. While facility availability will constrain program locations to some extent, we will mitigate those limitations through intentional transportation planning and communication strategies. Students experiencing homelessness and students in the care of the Department of Children and Families will have priority access to seats in school-based and partner-run programs, and will receive transportation if living outside of Boston. Based on formative assessment and student engagement data, as well as program quality data from previous summers, program staff will receive professional development on implementing curriculum targeting academic power standards, culturally and linguistically sustaining practices, and best practices for student engagement.</p> <p>In addition, based on SY 20-21 high school course grades data, additional high school credit recovery programs have been added for summer 2021, an increase of five programs from summer 2020</p>

	<p>and and 10 more than in summer 2019. These credit recovery programs are run by schools, and provide a critical opportunity for students to complete or recover course credits with social-emotional supports and student-centered, differentiated tasks consistent with each school's instructional focus.</p>
<p>6 Budget & Implementation <i>What are the budget impacts? How will implementation ensure equity objectives are met? Are there leadership and personnel who are Black, Latinx, and Asian, and bring a racial equity lens?</i></p>	<p>CARES Act funding will be budgeted for summer programming. The total cost for all summer learning programs projected at this time is \$16.5 million. The leadership and personnel for these programs will be hired between April and June, and the goal is that these staff will reflect the racial diversity of students and families.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible for this?</i></p>	<p>Program impact will be measured based on student enrollment tracked from April through July, student attendance and engagement during Summer 2021, pre- and post-assessments for non-credit-bearing academic programs, and credit completion for credit recovery programs. The Summer Advisory Group will provide additional input on the best ways to document and communicate program impacts. Data on participation rates and impacts of the summer programs will be reported back to the School Committee by the Chief Academic Officer this fall.</p>