

Racial Equity Planning Tool

Cover Sheet

Title: Long-Term Facilities Planning: School Design Study
Name of the policy, practice initiative, program, or budget decision under consideration

Dept./School: Capital Planning

Main Contact: Delavern Stanislaus - dstanislaus@bostonpublicschools.org - 857-398-8097

Name	Email	Phone
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Participants

List of core participants' names, affiliations/membership to a stakeholder group (staff, students, families, community advocates, partners, etc.), and their racial/ethnic identities. Add rows as needed.

Name	Affiliation/Stakeholder Group	Race/Ethnicity
Delavern Stanislaus	BPS Central Office - Capital Planning	Black
Daphne Germain	BPS PM for the project, BPS Alum, BPS parent (Dual language program), Former Multilingual learner.	Haitian
Emily Brown	BPS Central Office - Capital Planning	White
Yozmin Draper	BPS Central Office - Division of Equity, Strategy and Opportunity Gaps	Black, African American
Dr. Charles Grandson	BPS Central Office - Division of Equity, Strategy and Opportunity Gaps	Black/ African American
Velesia Saunders	Office of Opportunity Gaps Executive Director of Immigrant & Targeted Populations	Black, African American
Lesley Ryan Miller	BPS Central Office - Teaching & Learning	Black
Drew Echelson	Boston Public Schools	White
Sarah King	BPS Central Office - Capital Planning	White
Myriam Ortiz	BPS Central Office - Family & Community Advancement	Latina
Rebecca Grainger	City of Boston - Mayor's Office	Black/White
Tali Robbins	City of Boston - Mayor's Office	White
Anshi Moreno Jimenez	City of Boston - Mayor's Office	Latina
Tara Coughlan	City of Boston - Public Facilities Department	White
Evan Brinkman	Assistant Director for Design, Public Facilities Department	White
Kerrie Griffin	City of Boston - Public Facilities Department	White

Susan Rice	City of Boston - Public Facilities Department	White
Pedro Hernandez	City of Boston - Public Facilities Department	Latino
John Chadwick	DLR Group	White (non-Hispanic/Latinx)
Jana Silsby	DLR Group	White (non-Hispanic/Latinx)
Tom Rudary	DLR Group - Architect/PM	White (non-Hispanic/Latinx)
Anton Blewett	DLR Group - K-12 Planning	
May Sein Win	DLR Group	Asian
Laura Gomez Montoya	DLR Group	Hispanic/Latina
Grace Corsi	DLR Group - Planner	White
Benjamin Friedman	DLR Group	White/Jewish
Caroline Thompson	DLR Group	White (non-Hispanic/Latinx)
Philip Gray	Jonathan Levi Architects	White (non-Hispanic/Latinx)
Jonathan Levi	Jonathan Levi Architects	White (non-Hispanic/Latinx)

Are the participants reflective of the population that this decision impacts/involves? If not, please explain barriers to representation and the efforts to overcome them.

BPS Racial Equity Planning Tool

Your planning process using the [BPS Racial Equity Planning Tool](#) should produce a write-up that responds to the following six sets of questions. Please also include the [Cover Page](#) (page 12) describing the core team leading the drafting of this proposal, and submit the [Summary](#) (page 14) as directed.

Step 1: Desired Outcomes

What is the proposal under consideration and the desired outcomes?

- Describe the proposal. What are its intended outcomes, internally and externally? Frame this through the experience of those most impacted: how does this proposal impact the students/communities with the greatest needs, particularly Black, Latina/o/x, and Asian students and families?
- How will the proposal address racism and close opportunity gaps?

To address the problems of BPS buildings, the Planning Team (the Team) set out to develop a PreK-6 and 7-12 School Design Study (the Study) to guide and accelerate future school renovations and new construction projects, in accordance with the scope of services provided in the City of Boston Public Facilities Department (PFD) Request for Proposal for project number 7259, dated February 2022. The Team will coordinate the Study with the educational vision and goals for physical improvements to BPS schools. The desired outcomes for the Study are:

- Define the student experience that BPS aspires to provide to all students.
- Position BPS to increase equitable access to high-quality learning experiences for student groups identified in the Opportunity and Achievement Gaps policy (students of color, students with disabilities, students with a low socioeconomic background, multilingual learners with and without disabilities).
- Create tools and processes that will help the BPS community prioritize facilities investments to support the high-quality student experience for more students closer to home.

Step 2: Analysis of Data

What does the data tell us about the current situation for Black, Latina/o/x, Asian, EL, & Special Education students?

- What existing data is available to help shape this proposal, and is that data disaggregated by race?
- What does quantitative and qualitative data tell us about existing racial inequities and their root causes?
- How will the proposal impact Black, Latina/o/x, Asian, EL and Special Ed and low income students?
- What additional data would be helpful in analyzing the proposal and how can we obtain it?

1) What existing data is available to help shape this proposal, and is it disaggregated by race?

- School locations
- School Opportunity Index
- BuildBPS dataset
- DESE school profile (disaggregated by race)
- Census data at the block group/tract levels (disaggregated by race)

2) What does quantitative and qualitative data tell us about existing racial inequities and their root causes?

- **Students** - To create facilities plans that disrupt inequities, the Team must center students first. Disaggregating student data can help the Team understand the unique experiences of specific student groups and determine who does not have access to the conditions to succeed. These findings can become the foundation for targeted engagement to understand the issues more deeply. For example, finding that economically disadvantaged students had higher absenteeism rates than their peers might lead to targeted engagement to understand that group's challenges getting to school.
- **Neighborhoods** - Inequities are place-based. Historical planning decisions about where to invest, or divest, from neighborhoods and facilities have shaped neighborhoods and school communities today. By investigating neighborhood conditions, the Team can identify the factors that influence the student

experience. We can also understand the role schools play in their communities.

- **Ecosystem** - Schools are part of a broader, connected system of student, neighborhood, and community networks. Neighborhood conditions affect both schools and students, and schools can be anchors for neighborhood support.

3) How will the proposal impact Black, Latinx, EL, and Special Ed and economically disadvantaged students?

The District's goal is to expand access to a high-quality student experience close to home. The Study will produce the vision for teaching and learning (through the Education Specifications) and tools to guide facilities investments and planning. The Team will use student-level demographic data and various other sources of data to identify how proposed facilities investments and improvements may impact the educational experience of students, disaggregated by race, ethnicity, language, and disability. This set of resources will help close opportunity gaps by assisting planners to prioritize traditionally underserved student populations and expand their access to a high-quality student experience—and accelerate the City and District's ability to complete more facilities projects, faster.

4) What additional data would be helpful in analyzing the proposal, and how can we obtain it?

- Student data will help identify how proposed investments and improvements will impact the educational experience of learners by race, ethnicity, language, disability, and other attributes historically related to student outcomes. We know that many students are members of multiple historically underserved groups; student-level data allows us to view students through multiple lenses.
- Given that BPS does not use neighborhood attendance zones, anonymized student-level home location data enables us to better understand student travel and neighborhood characteristics.

People:

- BPS Opportunity Index dataset (tables)
 - Raw inputs
 - Final scores
 - Student level
 - Facility level
- Student addresses, with individual student demographics attached:
 - School of attendance
 - Grade level
 - Race/ethnicity
 - Gender
 - Special education services (specific services received, and designated with disability if possible)
 - Socioeconomic status
 - Multilingual learner / English Learner status
 - Transfer status and transfer code where available
 - Method of transportation (bus, parent drop-off, walk, MBTA, etc.)
- Teacher and staff demographic data at the individual level
 - Race/ethnicity
 - Years of educator/staff experience
 - Role & department
 - School of employment
 - School Quality Framework
 - List of Option Schools
 - Educational attainment data

Facilities:

- Facilities addresses
- Verified list of facility names to be used throughout project

- Facilities Condition Assessment data once available
- Past major investments/improvements by Facility – including work done & amount spent (e.g., MSBA-funded projects)
- Energy use for each facility (e.g., BERDO report or equivalent data)
- DiscoverBPS data
 - Applicant inputs + searches
 - Back-end data on school facilities, programs, features + support services, etc.

Programs & Resources:

- Academic and special programs offered by school, and transportation accommodations
- After school programs offered by school, and transportation accommodations
- List of school & community partners, and schools these partners engage with (pre-K, preschool)
- Park-sharing agreements with school facilities

Step 3: Stakeholder Engagement

How have Black, Latina/o/x, Asian, EL, Special Education and economically disadvantaged students, families, staff, and other key internal and external stakeholders been engaged in considering and shaping the proposal?

- Who are the stakeholders most impacted by the proposal and how have we involved them and those from historically marginalized communities in developing the proposal?
- What has our engagement told us about the potential positive and/or negative impacts of the proposal for different groups and how this proposal might produce or perpetuate racial inequity?

The Team generated a roster of hundreds of community partners and internal and external stakeholders to engage in the development of the Study. Planned meetings included:

- Visioning workshops
- Focus group meetings
- Community meetings
- Meetings with School Leaders
- Meetings with the BTU
- Community stakeholder design charrettes
- Community stakeholder follow-up meetings
- Meetings with BPS and CoB Leadership and internal teams

Fall 2023 Update: The Engagement Report for the Study can be viewed [here](#).

Step 4: Strategies for Racial Equity

Given what we learned from steps #2 and #3, what are our strategies for advancing racial equity?

- Do our strategies address conditions that perpetuate inequities instead of “fixing” students/other people?
- Who may benefit from or be burdened by the proposal? What are potential unintended consequences?
- How could the proposal be modified to enhance positive impacts or mitigate negative impacts?
- Are there complementary strategies that we or our partner(s), can implement?
- How will we collaborate with stakeholders for long-term positive change?
- Are the impacts aligned with our desired outcomes defined in Step #1?

Following steps 2-3, the team surfaced insights to guide strategies for advancing racial equity:

- *Center students and neighborhoods, and take an equity-driven approach, in facilities planning and decisions* - Many facilities decisions are based on modernizing buildings or other important, but building-centered factors. How can BPS center the student experience it aspires to provide in this process and in future facilities decisions?
- *Engage impacted communities* - Our best source of expertise is the caregivers and families of students

who are not receiving the BPS student experience we aspire to provide. Ideally, the Team and partners will talk to these groups directly. When time and resources are limited, talking to staff, community partners, and advocates who work with these students, caregivers, and families every day is the next best option.

The Team decided to combine data analysis with the lived experience of student groups identified in the OAG policy through:

- Identify student and family groups to answer the question, “Who should we be listening to?”
- Talk with those groups to answer the question, “What conditions aren’t being provided?”
- Co-design with groups that we aspire to impact to answer the question, “What strategies will actually work?”
- Co-plan with those groups to answer the question, “How do we work towards equity in our facilities decisions?”

The School Design Study will produce components that will deeply inform the District’s long-term facilities plan. That plan will require further analysis and consideration of strategies to advance racial equity in the District’s facilities plans and implementation.

Step 5: Implementation Plan

What is our plan for implementation?

- Is the plan realistic and adequately resourced?
- Does it include leaders and personnel who are Black, Latina/o/x, and/or Asian, and bring a racial equity lens?
- Does it ensure ongoing data collection, public reporting, and community engagement?
- If any of these answers is no, what resources or actions are needed, who will perform them and when?

There are separate implementation plans for the three project types: (1) Education Specifications; (2) Design Standards; and (3) the Facilities Planning Tools and Case Studies. Each plan includes goals and deliverables, services to be completed by the consultant team in partnership with BPS, and meetings plans (both internal meetings with the Team and external meetings with stakeholders).

1. The plan outlined is ambitious. It requires intense collaboration across City of Boston and BPS departments.
 - a. The City of Boston’s Public Facilities Department provides funding for the contract.
 - b. BPS created a new Capital Planning team, led by the Chief of Capital Planning, to help execute on this project and elevate the importance of this work.
2. The leadership and personnel identified for this work represent individuals from various racial, ethnic and relational backgrounds.
3. The Study is based on engagement with a wide set of stakeholders (Fall 2023 update: [Engagement Report](#)). The Education Specifications, Design Standards, and Rubric for Decision-Making will be shared publicly once complete. As noted, the Study will produce components that will deeply inform the District’s long-term facilities plan. That plan will require ongoing planning, data collection, public reporting and accountability, communication with key stakeholders, and community engagement.

As mentioned, the School Design Study will produce components that will deeply inform the District’s long-term facilities plan. That plan will require ongoing planning, accountability, and communication with key stakeholders around facilities planning and implementation.

Step 6: Accountability & Communications

How will we ensure accountability, including evaluating and communicating results?

- How will impact be documented and evaluated, including whether we achieve the anticipated outcomes, advance racial equity and close opportunity gaps?
- How are we disaggregating and presenting data to highlight how this strategy is impacting Black,

Latina/o/x, Asian, EL, Special Education, and other historically marginalized communities?

- How will we continue to partner and deepen relationships with students, families, and communities of color to make sure our work to advance racial equity is effective and sustainable for the long-haul?
1. The impact of the engagement and outreach strategies will be seen in the quality and authenticity of the inputs received that reflect community voice and reflected in the content of the Study deliverables.
 - a. Fall 2023 update: a [report](#) was released presenting the Community Engagement efforts.
 2. The engagement strategy for this study is focused on intentional outreach to underserved communities. Information will be collected during each of the listening sessions to capture the demographics of participants. This data will help the Team strive to ensure that the communities engaged match with the racial demographics of BPS and prioritize communities identified within the OAG policy to the greatest extent.
 3. This study will set the baseline for community engagement for BPS Capital Planning projects as it will provide families both samples and a rubric to help empower their engagement with BPS on future work.