

Commitment 1.4: A New Bilingual Plan for BPS



**Language
Access
for All**

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Chief Academic Officer -Interim

Daphne Germain

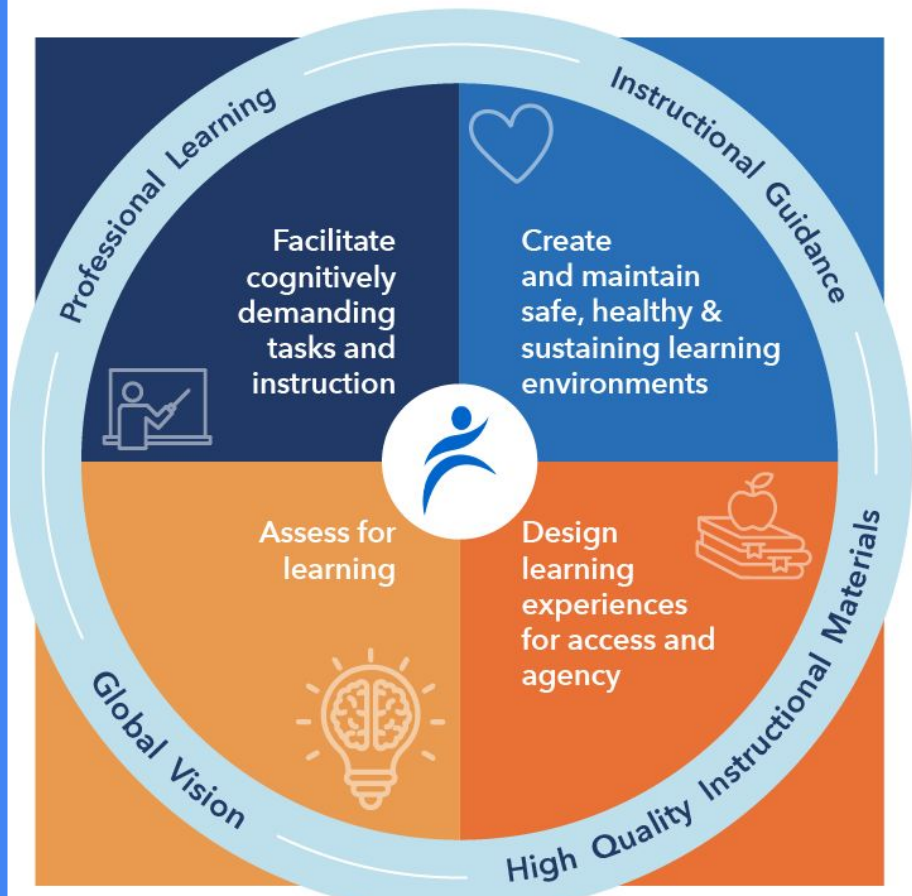
Asst. Supt of the Office of English Learners -Acting

June 4, 2021



“Bilingual education is inherently political because it involves power relations between dominant and dominated groups. Effective anti-racist bilingual programs will be vehemently resisted by the dominant group despite research evidence because they threaten the power of the dominant group.”

(Cummins 1986)

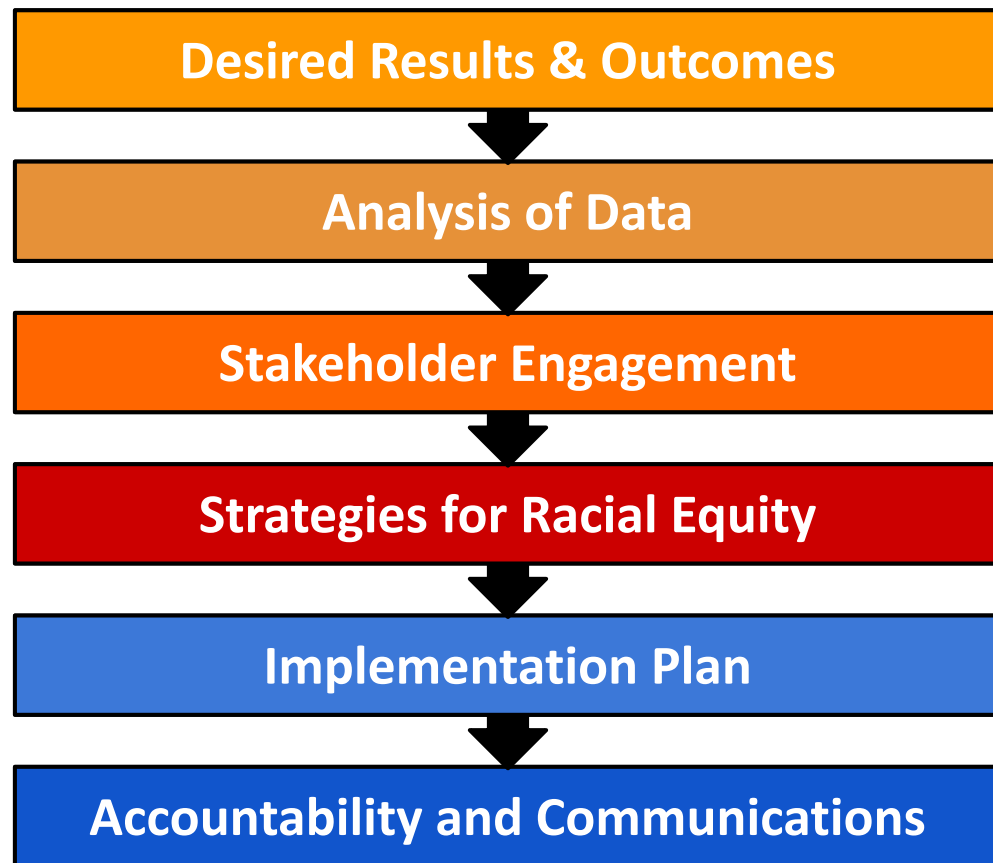


VISION

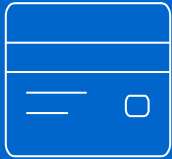
A nation-leading, student-centered public school district providing equitable, and excellent, well-rounded education that prepares every student for success in college, career, and life.

DIVISION OF ACADEMICS MISSION

The Academics Division provides high-quality, research-based instructional guidance, materials and professional learning that support educators in all phases of their career so that all students have learning experiences every day that nurture all aspects of their development.



Desired Results & Outcomes



LOOK ACT

- Passed in 2017
- Increase native language opportunities

DESE MOU

- Asks for new bilingual plan for BPS
- Commitment 1.4

School Leader/ Teacher Feedback

- Program modification
- Inconsistent implementation

Parent Requests

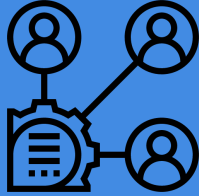
- Haitian DL
- Vietnamese DL
- Arabic and Somali community

Goals



Identify External Partner

to serve as consultant supporting with the planning, collection and assessment of stakeholder feedback & writing and editing of the final draft of the plan



Engage Stakeholders

both internally and externally to increase understanding of EL programming and obtain feedback



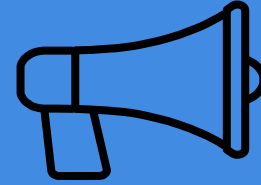
Form Steering Committee

of key internal and external stakeholders to supervise the implementation of the plan



Create Road Map Product

consisting of both an forward-facing published plan and internal work plan actualizing the action steps needed to reimagine learning for English Learners



Rebrand

and restructure of the Office of English Learners to the Office of Multilingual Learning



Renegotiate

with DOJ on Settlement Agreement and META on consent decree to to remove barriers towards implementation of adopted plan



Risks

Potential limitations and challenges that may have impact on the success of the project include:

- ❑ Stakeholder buy-in at all levels within and outside of the organization
- ❑ Building awareness of the benefits of bilingual education and what dual language programs can accomplish
- ❑ Initial investments for this work will require a budgetary adjustment within SY2021 allocations to support new investments in staff and resources
- ❑ Complex change management during an ongoing pandemic
- ❑ Impact of school categories/autonomies on the final plan
- ❑ Union, DOJ and META negotiations: Need alignment to the LOOK Act program models and associated teacher qualifications and skills. This work may also hinge on successful negotiations/sunseting of specific terms of the DOJ Successor Settlement Agreement and the META consent decree.

Project Charter: Roadmap for Quality Education for Multilingual Learning



Deliverables	Accomplishments	Due Date
Roadmap for Quality Education for Multilingual Learners	<ul style="list-style-type: none"> 18 community engagement sessions across all language groups Proposing research-based instructional models that will allow for access to bilingual programs for ALL students. 	May 2021 Status: Completed
Audit the impact of Home-Based Assignment Policy on EL Students and Programming	<ul style="list-style-type: none"> Identified key shifts for K-6 assignment practice for English Learners to increase access to bilingual programming. 	June 2021 Status: On Track
Audit the impact of the Weighted Student Formula on EL program sustainability	<ul style="list-style-type: none"> Aligning proposed program models with BPS Finance team to ensure funding stability. 	June 2021 Status: On Track
In collaboration with key central office departments, enhance current pipelines to increase bilingual staff	<ul style="list-style-type: none"> Received funding from DESE for Bilingual Educators pipeline grant (\$279, 602). This will support bilingual paraprofessionals and current bilingual teachers to obtain their certification. 	May 2021 Status: On Track
Racial Equity Planning Tool Report	<ul style="list-style-type: none"> Completed REPT tool across many processes of this work. The REPT tool is a critical system's lever to ensure that marginalized students and families are at the center of how we do the work. 	June 2021 Status: On Track

Stakeholder Engagement

18

Input and Feedback Sessions

Panelists and Consultants for the work

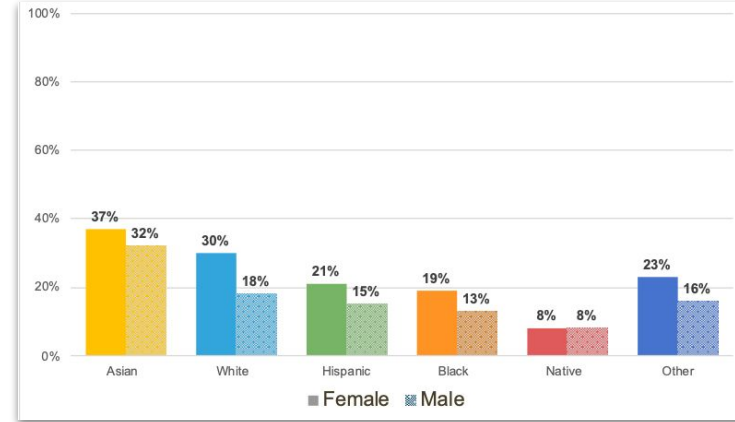
Chinese	Somali	Arabic	Vietnamese
Richard Chang -BPS Educator/School Leader Yen Liu -BPS Parent Dr. Luso Lo -Community Member/Educational Leader Susan Ou -Community Member Lili Wu -Parent	Hassan Warfa -Community member/ Retired BPS teacher Abdulkadir Hussein -DELAC/ CEO of ACEDONE Mr. Mohamed Mohamed -DELAC member Ms. Yasmin Jama -BPS Alumni Dr. Abdi Ali -BPS educator	Leana Mohammed -BPS Alumni Sally Elmakkawi -BPS Educator & Parent Dr. Salwa Arabi -Community Member & Alumni,BPS parent Dr.Osama Abdelgadir -Community Member Gihan Soliman -Community Member & BPS parent	Lieu Nguyen -CBO Leader/ELAC/VDL committee Annie Le -CBO Leader/ELAC/VDL committee Gabriel Tucker -Parent/ELAC/VDL committee AnhThu Nguyen -BPS K2 VDL teacher Kinh Ha -CBO Leader
Spanish	Haitian	Researchers Professors on EL/Immigration/Globalism	Cabo Verdean
Ana Tavares -BPS Academic Supt Audrey Martínez -Gudapakkam- Parent/DELAC Bethy Verano -BPS/Hurley Principal Dr. María L. Parra-Velasco -Harvard Professor	Dr. Lunine Pierre-Jerome -Acad. Dir. of Haitian Language & Culture Center (HLCC) Rev. Dieufort Fleurissant -Chm of the Massachusetts Association of Haitian Parents (MAHP) Ms. Priscilla Joseph -K2 Dual Language Teacher at the Mattahunt/TLA	Dr. Maria Luisa Parra-Velasco - Harvard Dr. Carola Suarez-Orozco Umass-Boston Dr. Veronica Boix Mansilla (Harvard) Dr. Paola Uccelli - Harvard	Amilcar Silva - Burke Principal Dr. Ambrizeth Lima -BPS Teacher/Community Leaders Dr. Abel Djassi Amado - Simmons , Pres. Cabo Verdean Center for Applied Research

Analysis of Data

EL Students Learning English

- 47% of our ELs are sitting in General Education
- Black and Hispanic students have the lowest rate of exiting EL status.

Percent Meeting Exit Criteria by Race + Gender (2017-2020 Average)



Benefits of Bilingual Programs in BPS:

Spanish-speaking students in the most established dual language programs (i.e., Hernandez K-8, Hurley K-8) have the highest overall composite scores of all school types for WIDA ACCESS test.

Major findings in the development of the *Roadmap*

43.6%

ELs or FELs



Every classroom in BPS needs to ensure academic success for all students.

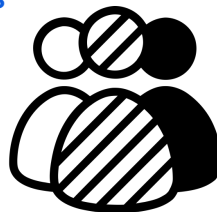
23%

Teachers who have self reported or demonstrated that they speak another language apart from English

Increase bilingual staff through the recruitment, hiring and cultivation.

42.7%

EL students in grade 6-12 are Long Term ELs



Invest in targeted programming to meet the needs of diverse English Learners.

28

Elementary schools offer World Language programs to 36% of elementary students.

Increasing access for all student for World language, especially at the K-6 level.

Strategies for Racial Equity

"No one should have to choose one language and culture over the other because having both is undeniably better than having just one."

“沒有人應該只選擇一種語言和文化而不是另一種，因為無可否認，兩種肯定比只有一種好”。

“لا ينبغي لأحد أن يختار لغة وثقافة على الأخرى لأن امتلاك كلاهما أفضل بلا شك من امتلاك واحدة فقط”

"Nadie debería tener que elegir un idioma y una cultura sobre el otro porque tener ambos es innegablemente mejor que tener solo uno."

“Không ai phải chọn ngôn ngữ và văn hóa này hay là ngôn ngữ và văn hóa khác bởi vì một điều không thể phủ nhận rằng khi có cả hai thì tốt hơn là chỉ có một.”

"Pèsonn moun pa ta oblije chwazi yon sèl lang ak kilti nan plas yon lòt paske lè w gen tou de, se yon garani li pi bon pase si ou gen yon sèl"

What we are proposing

Theory of Action: Strategic Goals

•Strategic Goal I: Improve the quality of instruction for all English and Multilingual Learners

•Strategic Goal II: Enhance English Language Education Program offerings and ensure they are appropriately funded and staffed

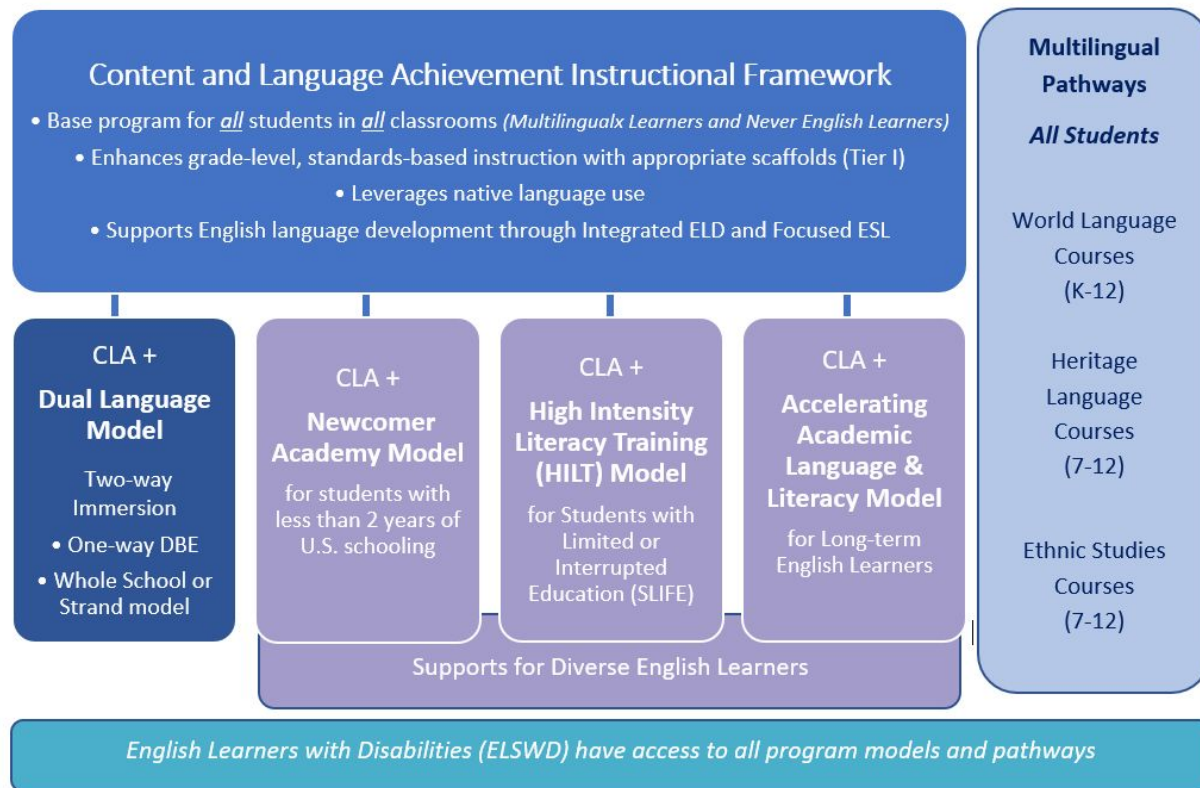
•Strategic Goal III: Provide ongoing professional learning and coaching for all educators and leaders to build their capacity to serve English and Multilingual Learners

•Strategic Goal IV: Create strong partnerships with families, caregivers, and immigrant community groups

•Strategic Goal V: Enhance data and assessment use

•Strategic Goal VI: Allocate appropriate and equitable funding to effectuate the goals of the Office of English Learners

Then we will ensure equitable access for English Learners , English Learners with Disabilities, and Multilingual Learners and transform outcomes for all students in BPS.

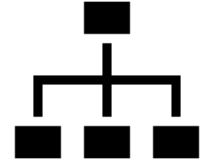


Shifts in Instruction



1. **WIDA 2020**- In alignment to the state's adoption of the WIDA Standards, train **all teachers to be teachers of academic language**.
2. **Content and Language Approach (CLA)** defines quality instruction for multilingual learning and will support all teachers to be teachers of academic language
 - General Education
 - Bilingual
 - Special Education - Inclusion and Sub-separate classrooms
3. Adopt **ACTFL standards K-12** to create pathway for SEAL of Biliteracy attainment for all students.

Shifts in Programming



1. **K- 12:** Increase of World Language, Heritage Programs, especially for low incidence languages
2. **Dual Language:** Open new programs in Chinese, Arabic, Somali and expanding current programs in Spanish, Haitian-Creole, Vietnamese, Cabo-Verdean.
3. **K-6 SEI:** Assess and **transition to DL or offer Developmental Bilingual Education** as an alternative.
4. **7-12:** Opening up language tracks that will offer ELs and Multilingual Learners a path to bilingualism. Offer additional specialized programs for Long-Term and Newcomer ELs.
5. **ELSWD:** All programs will allow BPS to offer bilingual special education inclusive programs.

Shifts in Professional Learning



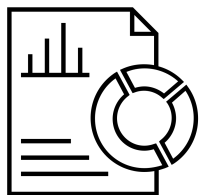
1. **Systemic approach** to professional learning that addresses all interrelated layers of the system (Central Office, Administrators, Teachers, Principals, Coaches, school based staff).
2. **Align roll out of all EL related PD with the office of APL and Special Education** so that teachers/administrators see this as one work.
3. Require all BPS coaches to be fully trained in WIDA 2020 and to reinforce practices across all content areas and programs.
4. Leverage job embedded coaching and whole school adoption.

Shift in Oversight Structures



1. Launch a steering committee to have oversight of the work in June.
2. **Collaborate** with other departments (such as OSE, World Language, Office of Academics, OFCA) as there are many overlapping internal and external stakeholders.
3. Operational **Workplans** that are reviewed by the steering committee:
 - a. Bilingual Recruitment, Cultivation, Diversity
 - b. ELSWD**
 - c. Program Design and Implementation

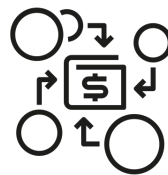
Shift in Operational Practice



Registration/ Assignment

Current: ELs are assigned by ELD levels to SEI programs.

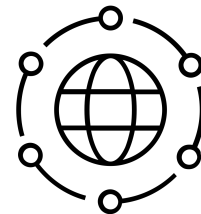
Change: Offering parents choice to opt into language programs for ELs, regardless of ELD level.



Funding for Bilingual Programs

Current: ESL needs are integrated into the role of the SEI teacher at K-6.

Change: ESL instruction is core and needs to be funded separately from bilingual staffing needs.

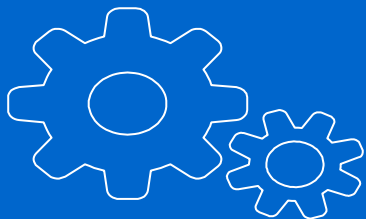


Bilingual Staff

Current: BPS has more bilingual staff that are distributed across programs and schools than previously assessed.

Change: Need incentives to entice staff where they are needed for bilingual positions/programs.

REIMAGINE
Leads
To
Systems
Change



Where do we go from here

01

Community Engagement

- Transition from Re-imagine OEL to the **Celebrate Bilingualism Campaign** to increase awareness for **ALL** on the proposed changes.

02

Program Implementation for SY21/22

- **Haitian** - Grade 3; **Vietnamese** - Grade 1; **Cabo Verdean** - Grade 9-12; Umana - **Spanish** Grade 8; BCLA/McCormack - **Spanish SLIFE** Grade 9; **K1-Cabo Verdean** (school selection)

03

Operationalizing the Roadmap

- Continuing with **cross-departmental workgroups** to assess practices and policies that need to be redefined
- **Operationalize ELSWD Guidance** from EL-TF subcommittee

04

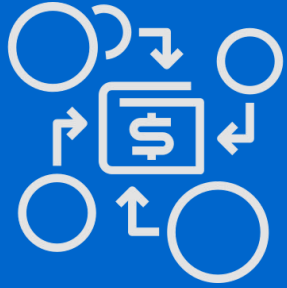
Integration with Academics Initiatives

- Integrating **MassCore** requirements for ELs, **ELSWD**
- Develop authentic and relevant **Heritage and Ethnic** studies courses in partnership with community leaders/families.

Summary Timeline for Implementation

ELE Program Shifts	Year 1 (2021-2022)	Year 2 (2022-2023)	Year 3 (2023-2024)	Year 4 (2024-2025)	Year 5 (2025-2026)
SEI Language Specific & Multilingual	Assessing current K-6 programs and determining schools for lab site expertise and cohort structure. Training for Lab site cohort of Principals and Teachers	Pilot DBE Cohort 1: Training	Cohort 1: implement DBE Cohort 2: Training	Cohort 2: Implement DBE Cohort 3: Training Assess and evaluate schools that are ready to transition to DL	Cohort3: Implement DBE Supports for K-6 schools fully transitioning to DL
Dual Language	Haitian – Grade 4 Vietnamese – Grade 1	Haitian -Grade 5 Vietnamese Grade 2 CV Grade K1	Haitian Grade 6 Vietnamese Grade 3 CV Grade K2	Vietnamese Grade 4 CV Grade 2 Transitioning of DBE programs to DL	Vietnamese Grade 5 CV Grade 3 Transitioning of DBE programs to DL
Content and Language Achievement (CLA) Model (base program)	Phase I: Awareness building, enrollment/coding systems shifts, and professional learning	Phase II: Fully transition all ESL in General Education and ESL Embedded in ELA programs to the Content and Language Achievement Model, ensuring quality instruction in all classrooms			
CLA + Accelerating Academic Language Literacy for LTELs	Phase I: Awareness building, staffing identification, and professional learning	Phase II: Implement the CLA + Accelerating Academic Language and Literacy Model for LTELs			
CLA + Newcomer Academy	Phase I: Awareness building, staffing identification, and professional learning	Phase II: Implement the CLA + Newcomer Academy Model			
CLA + HILT for SLIFE	Phase I: Awareness building, staffing identification, and professional learning	Phase II: Implement the CLA + HILT for SLIFE Model			
World Language, Heritage Language, and Ethnic Studies	Phase I Elementary: Awareness building, staffing identification, and professional learning	Phase II Elementary: Expand World Language and Ethnic Studies Pathways K-6 (Arabic, Chinese, Vietnamese, French, Haitian Kreyol)			
	Secondary: Expand World Language, Heritage Language, and Ethnic Studies Pathways 7-12 (Arabic, Chinese, Vietnamese, French, Haitian Kreyol)				

Overview of Budgetary Needs

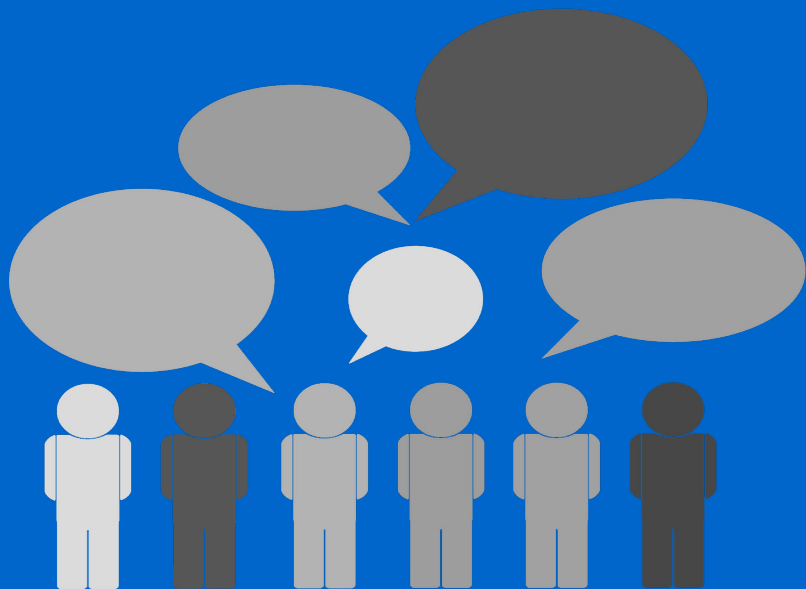


	Year 1	Year 2	Year 3	Year 4	Year 5	Total Projected Cost
Transadaption of K-6 Curriculum	Haitian Creole Cabo Verdean Vietnamese	Spanish Arabic Chinese	Somali	TBD	TBD	\$280,000/language Total= \$1,960,000
Development of Heritage/Language /Ethnic Studies Curriculum (7-12)	Cabo Verdean Vietnamese	Haitian Creole Chinese	Somal Arabic	TBD	TBD	\$20,000/ grade/ language Total =\$840,000
Professional Development District Wide	Creating an EL PD Management System WIDA 2020 +CLA role out Cohort 1 Training	Implement EL PD Management System WIDA 2020 + CLA role out Cohort 2 Training	WIDA 2020 + CLA role out Cohort 3 Training	WIDA 2020 + CLA role out Cohort 4 (new schools)	WIDA 2020 + CLA role out Cohort 4 (new schools)	\$1.5 million
School Investments for bilingual Classroom Materials	Mattahhut Umana Mather Burke Quincy	Cohort 1 schools (10)	Cohort 2 schools(10)	Cohort 3 schools (10)	Cohort 4 schools(10)	\$2,000/year/ classroom r/school



Accountability Structure

Target Audience	Objective of Communication interactions	Deliverable	Distribution network	Frequency
Implementation Workgroups	Day-to-day logistics to support the implementation of an approved program model	Meeting notes	Stakeholder groups	bi-weekly
Office of English Learners	Updates on general work for <i>Roadmap</i> implementation	Meeting notes	OEL team members	bi-weekly
English Learner Task Force	Status updates on items for ELTF monitoring	PPT presentations	EL TF members	monthly
DELAC/ELAC Community DL Committees	Status updates to inform and close feedback loop with community	Meeting updates	Member lists	monthly
BPS Executive Team	Recommendations and summary reports	Memo	Members of BPS Ex. Team	monthly



**Send your feedback to
OELL@bostonpublicschools.org**

Breakout session!

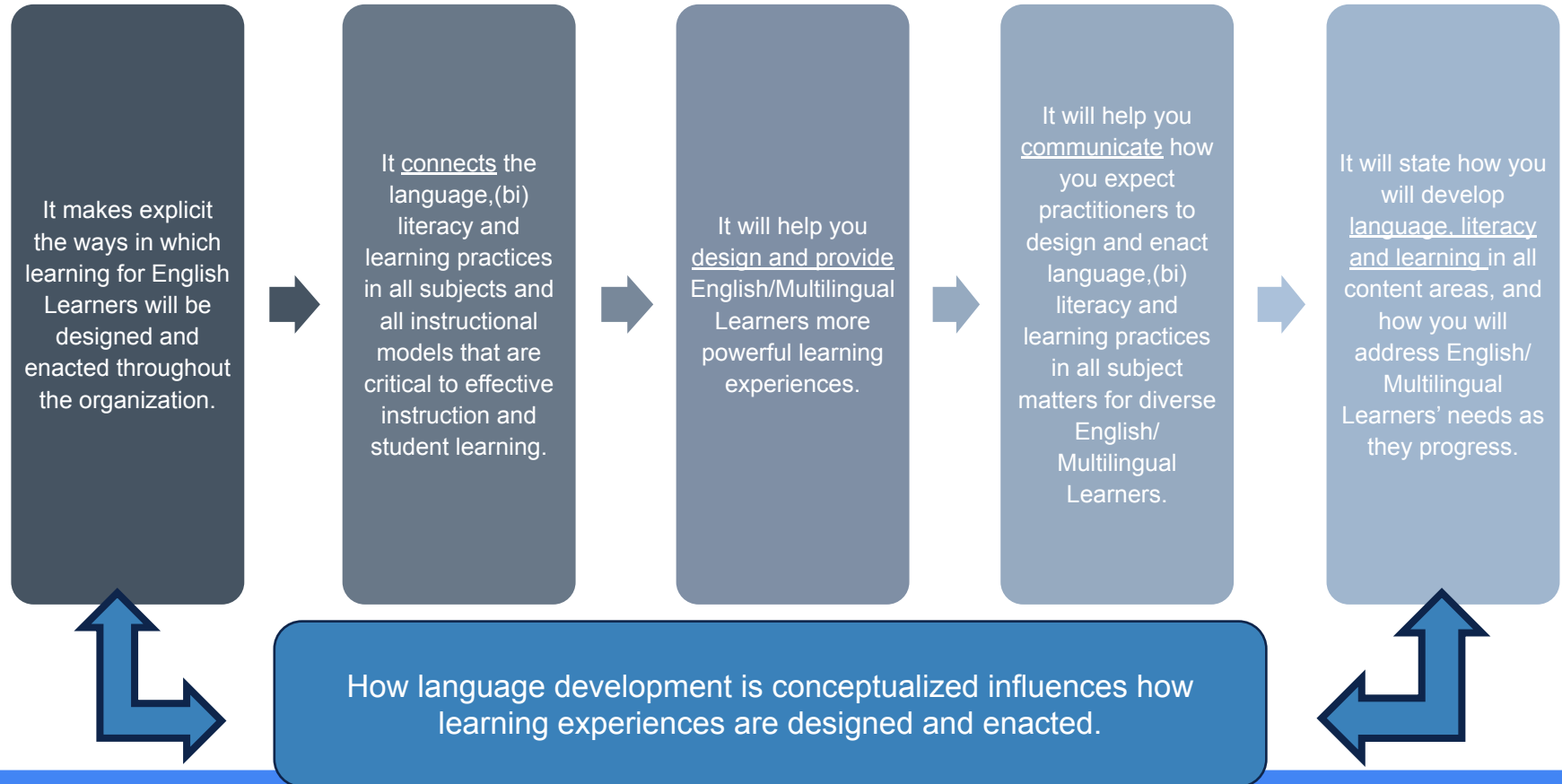
Please feel free to provide
feedback/comments/reactions to

1. What is something that resonates in this plan?
2. What could be stronger or is missing in this plan?
3. How can we build community support for the needed changes?



THANK YOU!

Why a Language Development Approach?



Content and Language Instructional Framework



Highlighted components are two (2) core instructional shifts for BPS that will impact all English Learners



“Every child, in every classroom, in every school of the Boston Public Schools system has the same opportunity to achieve the greatness within them as anybody else.”

Our Project Charter Objectives:

To define the scope of work needed to create the strategic and operational work plans that will be implemented to effectuate the BPS Strategic Plan 1.4 *Implement specific supports for English learners by implementing the LOOK Act*

- **Goals**
- **Deliverables**
- **Risks**
- **Stakeholder Groups**
- **Resources for SY2021**
- **RASCI Framework**
- **Requests**