



<b>TITLE:</b>	<b>Boston Public Schools English Learner Program Models Preliminary Proposal for Developmental Bilingual Programming</b>
<b>ISSUER:</b>	Priya Tahiliani, Assistant Superintendent for the Office of English Learners
<b>DATE:</b>	November 15, 2018
<b>INTRODUCTION:</b>	<p>The Boston Public Schools Office of English Learners is pleased to submit this preliminary proposal to DESE for new English Language (EL) programs in Boston to increase our offerings of bilingual programming for our English Learners in light of the new LOOK Act. In addition to our current offerings of Sheltered English Immersion (SEI), Dual Language (DL) two-way immersion, High Intensity Literacy Training (HILT) for Students with Limited or Interrupted Formal Education (SLIFE), English as Second language (ESL), and ESL embedded in English Language Arts (ELA), we propose the addition of Developmental Bilingual programming.</p> <p>OEL seeks to partner with the an Elementary school which currently houses one of the district’s specialized Chinese-SEI program and has a population of 60% Asian students and 54% of students who identify a dialect of Chinese as their first language.</p> <p>OEL is currently in process of meeting with the school leadership team and staff to strategically outline the future programming model that would support the instructional model, English language development for ELs and access to more native language opportunities for Chinese Language.</p> <p>All English Learner programs in the Boston Public Schools (BPS) must meet Castañeda’s Three Pronged Test<sup>1</sup> in that they are</p> <ol style="list-style-type: none"> <li>1. based on a sound educational theory or on research;</li> <li>2. implemented with adequate and appropriate resources, and;</li> <li>3. result in demonstrable academic outcomes for English Learners</li> </ol>

<sup>1</sup> “When determining whether a school district’s ELE program complies with federal and state laws and regulations, the Department will apply the three-prong test established by the United States Court of Appeals for the Fifth Circuit in *Castañeda v. Pickard* (Appendix K & L), which the U.S. Department of Justice and the U.S. Department of Education’s Office for Civil Rights also use to determine ELE program compliance under the federal EEOA and Title VI laws respectively” -<http://www.doe.mass.edu/ell/guidance/Guidance.pdf>

<p><b>PROGRAM DEFINITION:</b></p>	<p>The Developmental Bilingual program aims to teach both academic content and English language development as well as the Chinese language with the goal for students to become bilingual and biliterate for students who all share the same language background. In addition, students develop a sense of cultural heritage and achieve academically in both languages.</p> <p>OEL is in process of discussing with the school the way of implementing the model either as:</p> <ol style="list-style-type: none"> <li>1. K1 - year 1 implementation,</li> <li>2. whole school schedule adoption</li> <li>3. Opting in opportunity for students and families by grade</li> </ol> <p>Students who are not impacted within the year of implementation would continue to be serviced in the district approved programmings for ELs. We are also collaborating with the school to review the research and create plan for professional learning opportunities for teachers and plan for instructional time.</p>
<p><b>Castañeda Prong I: Research Base</b></p>	<p>In addition to providing students an opportunity to become bilingual, biliterate, and attain cross-cultural competencies; all of which are important 21<sup>st</sup> century skills, research around Developmental Bilingual programs has demonstrated improved academic trajectories as compared to students enrolled in other English language development programs. In particular, one comparative study, which examined academic trajectories of students enrolled in various English Language Development programs, showed that students enrolled in all bilingual programs grew as much as their peers in English Language Arts (ELA) test scores, if not faster than, those in English Immersion programs (Valentino &amp; Reardon, 2015).</p> <p>Similarly, research around bilingual programs may have additional benefits. One longitudinal study, which examined early enrollment in bilingual programs, demonstrated that 3 years in an second language immersion program enhanced the students' executive control (Nicolay &amp; Poncelet, 2015).</p>
<p><b>Castañeda Prong II: Resources</b></p>	<p>Staffing: Teacher qualifications: Content and ESL licensed, fluent in the target language and SEI endorsed</p> <ul style="list-style-type: none"> <li>● The school has bilingual, biliterate, and bicultural paraprofessionals</li> <li>● We will partner with the school to create a pipeline program for paraprofessionals with language capacity to receive professional development and training to earn credentials for bilingual endorsement</li> </ul> <p>Funding: BPS is currently in process of establishing the budget for SY19/20 where OEL and school will meet to ensure that for the level of implementation school has resources.</p>

	<p>BPS on average allocates \$40,000 to support schools in their 1st year of program implementation which is used for</p> <ol style="list-style-type: none"> <li>1) Classroom materials for curriculum and assessment development</li> <li>2) School-based professional learnings</li> <li>3) Parent Engagement</li> <li>4) Identifying supplemental resources or enhance the learning experience.</li> </ol>
<p><b>Castañeda Prong III: Monitoring Implementation</b></p>	<ol style="list-style-type: none"> <li>1. OEL is currently partnering with Harvard Graduate School interns to review school capacity for implementation and outline the program</li> <li>2. ACCESS test for a student for language development for English is not negatively impacted where students are showing regression in their ELD levels.</li> <li>3. Academic performance for students impacted by the implementation remains on par for students who would not be exposed to the process.</li> <li>4. Funding for year 1 is effectively aligned with established goals</li> <li>5. Teacher, parent feedback collected about year 1 implementation</li> </ol>