Boston Public Schools
Response to the Questions on the Roadmap
Office of English Learners
1. Mass DESE and BPS have adopted the WIDA Standards as part of the guiding work for working with ELs. The WIDA Guiding Principles for Language Development (2019) highlight the assets of multilingual learners, including:

- Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life;
- Leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning (Little, Dam, & Legenhausen, 2017; Moll, Amanti, Neff, & González, 1992; Nieto & Bode, 2018; Perley, 2011).

2. The anchoring principles align with the WIDA Guiding principles on the use of native language and the District’s continuum on becoming an anti-racist and multilingualism institution.

3. The amount and use of native language for instruction is dependent on program goals and type (e.g. Dual Language 50/50 program with content areas taught in partner language vs. SEI program where goal is English language acquisition).

The CLA Instructional Framework is not unique to BPS, but schools and districts implementing the research-based approaches have proven results for English and Multilingual Learners in both academic and language proficiency gains.

The CLA Instructional Framework will promote quality instruction and academic language development for all BPS students.
OEL is proposing a late-exit/maintenance model of TBE called Developmental Bilingual Programming for current K-6 SEI programs. DBE supports ELs to become fluent and literate in English and their native language.

- **Program Proposal to DESE** (Dec 2018)
- **EL Task Force Presentation on Program Proposals** (Dec 2018)
- **Program Planning Template** for Developmental Bilingual
- **LATF LOOK Act Update** (Feb 2019) - includes slides on DBE

**LTELS:** 42% of our current Grade 6-12 ELs are identified as LTELS.

- We are reviewing the data to look at what are the causes for these students that is hindering their capacity to exit out of EL status.

**Newcomer:** as shared in previous meetings, the vision is to replicate the work of Boston International at additional high schools and extending to grades 7-12

- Saturday schools
- Summer language programs
- Tutoring/Mentoring programs for newcomer students
- Wrap around support for families.
The proposed program plan for the ~4,000 ELs who have disabilities, and how the Office of Special Education will collaborate
Every student who can be included will be included!

The proposed program plan for the ~4,000 ELs who have disabilities, and how the Office of Special Education will collaborate?

Office of Special Education Collaboration

- Strengthen OEL / OSE partnership to build an array of inclusion programs based on disability and language level of need
- Thoughtful distribution of programs to reduce frequent school transfers
- Create access opportunities to Developmental Bilingual Education for dually identified B-SWD in LRE2
- Increase native language access to grade level, standards-aligned, content for all B-SWD
- Ensure robust Tier 1, Tier 2 and Tier 3 instruction in Special Education settings
- MTSS enhancements with consistent implementation
- Commit to recruit highly qualified, bilingual staff
- Intensify Literacy Instruction (L1&L2)
- Amplify targeted and coordinated PD for all staff servicing B-SWD
- Improve IEPs for B-SWD (EL Friendly IEPs)
Certification

Details about what the CLA certification will include, the process for certification, and how it will be developed

- Estimates of how many current teachers would need to go through CLA certification, and information about how the district would incentivize and compensate teachers to become certified
- Compare and contrast differences between CLA and SEI certification
- A plan for the training and reassignment of teachers over the 5-year timeline displayed on slide 18, with projected numbers

- Incentive and Compensation:
  - Academic ladder credits (for salary advancements)
  - Professional Development Points (PDPs) for attending and participating professional learning institutes
  - PD models with whole school implementation including job embedded coaching

- Difference between SEI:
  - Personalized Professional Learning Opportunities in collaboration with a contracted partner and the Office of English Learners tailored to the BPS needs including a series of learning opportunities from a institute to job embedded coaching vs a endorsement required by the state (SEI endorsement)

- What would need to happen:
  - Meet with BTU for impact bargaining
### Staffing Data as of April 2021

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Teacher</th>
<th>SEI Endorsed</th>
<th>BEE Endorsed</th>
<th>ESL Licensed</th>
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<tbody>
<tr>
<td>Alt</td>
<td>25</td>
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<td>9</td>
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<td>DL</td>
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<td>76</td>
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<td>ESL</td>
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<td>474</td>
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<tr>
<td>Gen</td>
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<td>1436</td>
<td>1</td>
<td>513</td>
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<tr>
<td>SEI</td>
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<td>296</td>
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<td>194</td>
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<tr>
<td>SLIFE</td>
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<td>51</td>
<td>10</td>
<td>45</td>
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<tr>
<td>Specials</td>
<td>567</td>
<td>183</td>
<td>1</td>
<td>65</td>
</tr>
<tr>
<td>Sped</td>
<td>1489</td>
<td>1350</td>
<td>15</td>
<td>635</td>
</tr>
<tr>
<td>Voc</td>
<td>57</td>
<td>33</td>
<td>0</td>
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<tr>
<td>Grand Total</td>
<td>4653</td>
<td>3904</td>
<td>62</td>
<td>1989</td>
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Professional Development/

- An estimate of the number of bilingual educators and other staff that will be needed, by language

- A plan for recruiting, hiring, and certifying bilingual educators and other staff, with projections for TBE programs, dual language programs, first language supports in CLA classrooms, and any other native language supports that may be planned

- Information that will allow us to understand the status of any preliminary / ongoing discussions with the Office of Human Resources and the Boston Teachers Union related to recruitment, retention, and assignment of staff with the necessary language skills

LOOK Act: Recruitment and Cultivation Pipeline Workgroup Presentation to EL Task force Subcommittee

Office of English Learners
Office of Recruitment, Cultivation, and Diversity
Office of Human Capital
April 28, 2021

https://docs.google.com/presentation/d/1gfD4oJE3ogKvwNPcGzoJimn_TnmJqlGRxvltz2KsQ2w6Hsslde+og72q694d7ae_0_169
1. Haitian and Vietnamese Dual Language programs required changes in the registration and assignment process for the programs to be implemented.
   □ Haitian program: allowed for ELD 1-5 to be considered for TLH section of the program. Currently for other DL programs only ELD 1-3 see the language seats.
   □ Mather: Allowed parents to see SEI -ELD 1-3 and VDL ELD 1-5 for the school.

1. SEI to DBE K-6 only
   a. Home Based and the EL Overlay are 2 key policy decisions that will need to be reviewed to offer families in low incidence languages the opportunity to be reassigned to language programs
   b. Will open up option for parents who want bilingual programs for ELD 1-5
   c. The transition plan will have to completed school by school including SEI multilingual schools
      i. Sy21/22 is the assessment year for programs to determine which option will work best for them and their community.
      ii. For student in Multilingual programs, parents will have choice
         1. Build out bilingual programming options in the current school
         2. Choose another program that offers language specific
         3. Choose Gen Ed- English focus

Student Assignment

Any changes to or re-assessment of student assignment, in particular whether those students now in multilingual SEI or regular education programs who would benefit from SEI single language or TBE 2.0 might be reassigned.
Budget

Given that this proposal requires the hiring of teachers, the development of curriculum, and the commitment to long term development of dual language programs...

- Is there an assessment of the cost of this proposal for each of the next 5 years, for the next 10 years?
- Is there an assessment of what each of the pieces of the proposal will cost?
- Is there a commitment from BPS administration, BSC and City for the long-term funding of this transformative initiative?
- What will the priorities be if the full amount of funding is not available?

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

Opportunities

▫ Parents and community that are eager for change
▫ DESE World Language adopted ACTFL standards and requires all Massachusetts graduates to be proficient in another language
▫ Investment dollars are available to ensure that BPS sets a good foundation for this work in the next 3 years.

Constraints

▫ Stability to get the work started
▫ District policies (Home-Base Assignment) that requires focused review
▫ Divergent opinions on the “how’ of doing this work