Boston Metro Area

- At least **138 languages** are spoken at home.
- **23 %** of the metro area population age 5 and over speak a language other than English at home.

Importance of Translation and Interpretation

Our purpose is to equitably serve the multilingual communities of the Boston Public Schools by offering translation and interpretation services that enable families to meaningfully access and participate in their children’s education.

“Essential information from the district shall be translated into the district's’ major languages and if and when the need is apparent, the information will be translated into languages other than the major languages.”

T&I Mission
The Translation & Interpretation Unit’s mission is to ensure families have meaningful access to all aspects, programs, opportunities and services pertaining to their children’s education by providing a multitude of language services via internal and external resources to safeguard communications.

The Translation & Interpretation Strategic Implementation Plan

The T&I SIP is a plan to ensure families have meaningful access to all aspects, programs, opportunities and services pertaining to their children’s education.

See full Translation & Interpretation Strategic Plan.

**Sustainable Future**: Implement system and operational practices designed to maintain equitable language access for all BPS families.

**T&I Communication**: Focus on internal and external communication practices to support increased access and operational efficiencies.

**Governance**: Creating a working environment/conditions to increase staff knowledge and participation in improving the department and services provided.
Agenda

• Overview of T&I Unit and type of services we provide
• Profile of T&I requests
• Outreach and oversight
• Highlights and challenges
T&I Unit Overview
Translation & Interpretation Unit Staff Make-Up:

- Director of Translation & Interpretation
- Coordinator of Translation & Interpretation for Special Education
- Coordinator of Translation & Interpretation for General Education
- Translator & Interpreter (Spanish)
- Translator & Interpreter (Spanish)
- Translator & Interpreter (Haitian Creole/ French)
- Translator & Interpreter (Portuguese/Cape Verdean Creole)
- Translator & Interpreter (Chinese)
Translation versus Interpretation

What is Translation?
The transposing of a written text from a source language into a target language. All information in the original document, along with its format, appear in the target document, with no changes or additions.

What is Interpretation?
The facilitation of spoken or signed communication between users of different languages. There are two forms of interpretation:

Consecutive: The oral or signed (ASL) rendering of one language into another after the speaker has completed a statement or question and pauses.

Simultaneous: The oral or signed (ASL) rendering of one language into another at virtually the same time that the speaker is speaking, with only a very slight lag.

9 Major Languages of District:
Spanish, Portuguese, Haitian Creole, Arabic, Chinese, Somali, Cape Verdean Creole, French, Vietnamese
Scope of Services

The T&I Unit provides translation and interpretation for the Boston Public Schools, in both General Education and Special Education. The following list offers some examples of when translation and interpretation services are provided:

- IEP/504 Meetings
- Report cards & Academic progress reports
- Enrollment/Registration documents
- Disciplinary process information
- Permission slips/forms for District and School activities and programs
- Applications for activities requiring parental consent
- Parent-Teacher conferences
- Open-houses
- Parent Handbooks

- Public Health and Safety Information
- Documents on academic planning/options
- Screening procedures needing students’/parents’ language backgrounds
- Special Ed. Assessments
- Written information on parents’/students’ rights and responsibilities
- Written information on services and benefits available to parents and students
Parent Preferred Language of Communication

The chart below represents the number of parents in the District with a preferred language of communication other than English by student type.

Source: Aspen SIS Data pull as of March 7, 2018

Total Students: 18,966
Parent Preferred Language of Communication

The chart below speaks to the District’s 9 major languages in relation to parents whose preferred language of communication is not English.

Source: Aspen SIS Data pull as of March 7, 2018
# Parent Preferred Language of Communication

The chart below represents the top **20 schools** in the District with parents whose preferred language of communication is not English. The percentage reflects the parent preferred by number of parents vs. total school population.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Parent #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. East Boston High School</td>
<td>950, 70%</td>
</tr>
<tr>
<td>2. Mario Umana Academy</td>
<td>753, 75%</td>
</tr>
<tr>
<td>3. McKay K-8 School</td>
<td>605, 78%</td>
</tr>
<tr>
<td>4. O'Bryant School of Math &amp; Sci</td>
<td>583, 38%</td>
</tr>
<tr>
<td>5. Boston Latin Academy</td>
<td>528, 30%</td>
</tr>
<tr>
<td>6. Charlestown High School</td>
<td>460, 51%</td>
</tr>
<tr>
<td>7. Quincy Elementary</td>
<td>460, 52%</td>
</tr>
<tr>
<td>8. Orchard Gardens K-8 School</td>
<td>435, 46%</td>
</tr>
<tr>
<td>9. Boston Latin School</td>
<td>420, 19%</td>
</tr>
<tr>
<td>10. Madison Park Technical Voc</td>
<td>370, 45%</td>
</tr>
<tr>
<td>11. Edison K-8 School</td>
<td>303, 46%</td>
</tr>
<tr>
<td>12. Brighton High School</td>
<td>298, 46%</td>
</tr>
<tr>
<td>13. TechBoston Academy 6-12</td>
<td>298, 33%</td>
</tr>
<tr>
<td>14. Murphy K-8</td>
<td>297, 31%</td>
</tr>
<tr>
<td>15. Curley K-8</td>
<td>296, 31%</td>
</tr>
<tr>
<td>16. Quincy Upper School</td>
<td>275, 54%</td>
</tr>
<tr>
<td>17. Hennigan K-8 School</td>
<td>273, 45%</td>
</tr>
<tr>
<td>18. Condon K-8</td>
<td>261, 28%</td>
</tr>
<tr>
<td>19. Boston International</td>
<td>259, 87%</td>
</tr>
<tr>
<td>20. Kennedy Patrick J. Elem</td>
<td>251, 82%</td>
</tr>
</tbody>
</table>

*Source: Aspen SIS Data pull as of March 7, 2018*
91% of the request in the District are Special Education specific and written translations. The total number of request as of March 8, 2018 is 8267.

Source: Veoci Request System as of March 14, 2018 @ 1:00am
School & District Request Data

<table>
<thead>
<tr>
<th>Type</th>
<th>Type #</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>662</td>
</tr>
<tr>
<td>School</td>
<td>7605</td>
</tr>
<tr>
<td>Total</td>
<td>8267</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Request #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed</td>
<td>6026</td>
</tr>
<tr>
<td>In Progress</td>
<td>2152</td>
</tr>
<tr>
<td>Rejected</td>
<td>89</td>
</tr>
</tbody>
</table>

Top 10 Requesters by School

<table>
<thead>
<tr>
<th>Name</th>
<th>Request #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. East Boston High</td>
<td>557</td>
</tr>
<tr>
<td>2. McKay K-8</td>
<td>382</td>
</tr>
<tr>
<td>3. Quincy Elementary</td>
<td>281</td>
</tr>
<tr>
<td>4. Mario Umana Academy</td>
<td>268</td>
</tr>
<tr>
<td>5. Adams Elementary</td>
<td>249</td>
</tr>
<tr>
<td>6. Gardner Pilot Academy</td>
<td>221</td>
</tr>
<tr>
<td>7. Curley K-8</td>
<td>214</td>
</tr>
<tr>
<td>8. Sumner Elementary</td>
<td>206</td>
</tr>
<tr>
<td>9. McCormack Middle</td>
<td>186</td>
</tr>
<tr>
<td>10 Harvard/Kent Elementary</td>
<td>177</td>
</tr>
</tbody>
</table>

- Four of the “Top 10 Parent Preferred Language Other than English” Schools appear in the “Top 10 Requesters by School” List (Highlighted in Green)
- Adams, Gardner, Curley K-8, Sumner, McCormack, Harvard/Kent all have high percentages within their school of Parents Preferring a Language Other Than English: Adams (180/288; 63%), Gardner (195/399; 49%), Curley (296/968; 31%), Sumner (172/573; 30%), McCormack (180/388; 46%) Harvard/Kent (183/468; 39%)
- Schools with high numbers of Parent Preferred Language Other than English with low numbers of requests warrant further consideration

Source: Veoci Request System as of March 14, 2018 @ 1:00am
Outreach
Meeting The Districts Language Access Needs

- Online Document Library to support school and parent communication efforts
- Interpretation & Translation Dashboards for requesters
- Online Tutorials and Policy Documents
- Work closely with Offices of Special Education & Engagement to promote T&I
- OEL also cites importance of T&I during LATF meetings
- Special Education Coses trainings & regular meetings
- August Leadership Institute
- OEL & District Newsletter updates
- Telephonic option
Highlights & Challenges
Greater Efficiencies Being Implemented

01. Align structures and systems with required capabilities

02. Continue to capacity build and diversify the work of the current team

03. Make additional staff and vendor considerations

04. Increase freelancer utilization through the IFB process

05. Upgrade technology with improved dashboard and technology memory
Current Practices to Support Cost Reduction

In an effort to provide quality language access in an efficient and cost effective way, the T&I Unit has implemented and/or strengthened the practices below.

- Not processing non-BPS materials submitted for translation
- Rejecting incorrectly submitted requests (e.g. scanned documents, wrong file type) to eliminate additional charges
- Urgent requests outside of the Superintendent’s/Communications Office are rejected and/or modified
- Updated Veoci Dashboard to support interpretation and translation management (e.g. Admn & Requester dashboards)
- Updated T&I policy document and website, outlining guidelines and submittal parameters.
- Veoci “How To” tutorials, T&I updates (e.g. COSEs, clerks, etc.) and multiple training sessions.
- Greater follow-up with vendors over unsatisfactory performance/delivery via survey completion.
Current Challenges

- T&I Staff Capacity
- System and Vendor capacity
- BPS Stipend & Freelancers & impact of IFB and roll-out
  - IFB Time-frame
- Coordinated Program Review T&I Findings
  - Inconsistency with translating report cards & progress reports
  - Inconsistency of schools translating documents unless requested by a parent
- Impact of large documents on internal staff capacity
Contact Us

Bruce C. Bolling Building
2300 Washington Street
Roxbury, MA 02119
(617) 635-9435
translations@bostonpublicschools.org
www.bostonpublicschools.org/translation-interpretation
Appendix
### Top 10 Parent Preferred language of Communication Schools

The chart below represents the top 10 schools in the District with parents whose preferred language of communication is not English. In addition, it provides the # by preferred language of communication by school. *(9 major languages only)*

<table>
<thead>
<tr>
<th>School Name</th>
<th>Parent #</th>
<th>Spanish</th>
<th>Haitian</th>
<th>Chinese</th>
<th>C. Verd</th>
<th>Viet</th>
<th>Port</th>
<th>Arabic</th>
<th>Som</th>
<th>Fren</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. East Boston High School</td>
<td>950</td>
<td>906</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>15</td>
<td>9</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2. Mario Umana Academy</td>
<td>753</td>
<td>716</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>20</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3. McKay K-8 School</td>
<td>605</td>
<td>581</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>16</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. O'Bryant School of M &amp; S</td>
<td>583</td>
<td>233</td>
<td>22</td>
<td>116</td>
<td>16</td>
<td>108</td>
<td>21</td>
<td>5</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>5. Boston Latin Academy</td>
<td>528</td>
<td>162</td>
<td>16</td>
<td>114</td>
<td>11</td>
<td>141</td>
<td>9</td>
<td>2</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>6. Charlestown High School</td>
<td>460</td>
<td>318</td>
<td>5</td>
<td>88</td>
<td>13</td>
<td>19</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. Boston Latin School</td>
<td>460</td>
<td>71</td>
<td>9</td>
<td>170</td>
<td>4</td>
<td>101</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>8. Quincy Elementary</td>
<td>435</td>
<td>19</td>
<td>2</td>
<td>398</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>9. Orchard Gardens K-8</td>
<td>420</td>
<td>163</td>
<td>3</td>
<td>5</td>
<td>179</td>
<td>1</td>
<td>58</td>
<td>0</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>10. Madison Park Tech Voc</td>
<td>370</td>
<td>289</td>
<td>24</td>
<td>2</td>
<td>20</td>
<td>4</td>
<td>19</td>
<td>0</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: Aspen SIS as of March 7, 2018
# Top 10 Parent Preferred Language of Communication Schools

The chart below represents the top 10 requesters by school in the District with parents whose preferred language of communication is not English.

<table>
<thead>
<tr>
<th>Schools</th>
<th>FLEP</th>
<th>LEP</th>
<th>NLEP</th>
<th>Grand Total</th>
<th>Parent Preferred Language not English</th>
<th>% to School total</th>
<th>Request #</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Boston High School</td>
<td>407</td>
<td>613</td>
<td>330</td>
<td>1350</td>
<td>950</td>
<td>70%</td>
<td>557</td>
</tr>
<tr>
<td>McKay K-8 School</td>
<td>98</td>
<td>470</td>
<td>204</td>
<td>772</td>
<td>605</td>
<td>78%</td>
<td>382</td>
</tr>
<tr>
<td>Quincy Elementary</td>
<td>28</td>
<td>502</td>
<td>307</td>
<td>837</td>
<td>435</td>
<td>52%</td>
<td>281</td>
</tr>
<tr>
<td>Mario Umana Academy</td>
<td>171</td>
<td>592</td>
<td>241</td>
<td>1004</td>
<td>753</td>
<td>75%</td>
<td>268</td>
</tr>
<tr>
<td>Adams Elementary</td>
<td>5</td>
<td>210</td>
<td>73</td>
<td>288</td>
<td>180</td>
<td>63%</td>
<td>249</td>
</tr>
<tr>
<td>Gardner Pilot Academy</td>
<td>31</td>
<td>191</td>
<td>177</td>
<td>399</td>
<td>195</td>
<td>49%</td>
<td>221</td>
</tr>
<tr>
<td>Curley K-8 School</td>
<td>64</td>
<td>355</td>
<td>549</td>
<td>968</td>
<td>296</td>
<td>31%</td>
<td>214</td>
</tr>
<tr>
<td>Sumner Elementary</td>
<td>9</td>
<td>259</td>
<td>305</td>
<td>573</td>
<td>172</td>
<td>30%</td>
<td>206</td>
</tr>
<tr>
<td>McCormack Middle School</td>
<td>57</td>
<td>154</td>
<td>177</td>
<td>388</td>
<td>180</td>
<td>46%</td>
<td>186</td>
</tr>
<tr>
<td>Harvard/Kent Elementary</td>
<td>25</td>
<td>211</td>
<td>232</td>
<td>468</td>
<td>183</td>
<td>39%</td>
<td>177</td>
</tr>
</tbody>
</table>

Source: Veoci Request System as of March 14, 2018 & Aspen SIS as of March 7, 2018