Commitment 1.4: A New Bilingual Plan for BPS

Dr. Silvia Romero Johnson-Interim Chief Academic Officer
Daphne Germain-Acting Asst. Supt of the Office of English Learners

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.
**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

**Desired Results & Outcomes**
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 a 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 remove barriers towards implementation of adopted plan.
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/sunsetting of specific terms of the DOJ Successor Settlement Agreement and the META consent decree.
# Project Charter: Roadmap for Quality Education for Multilingual Learning

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>Accomplishments</th>
<th>Due Date</th>
<th>Status</th>
</tr>
</thead>
</table>
| Roadmap for Quality Education for Multilingual Learners | ● 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 | Completed |
| Audit the impact of Home-Based Assignment Policy on EL Students and Programming | ● Identified key shifts for K-6 assignment practice for English Learners to increase access to bilingual programming. | June 2021 | On Track |
| Audit the impact of the Weighted Student Formula on EL program sustainability | ● Aligning proposed program models with BPS Finance team to ensure funding stability. | June 2021 | On Track |
| In collaboration with key central office departments, enhance current pipelines to increase bilingual staff | ● 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 | On Track |
| Racial Equity Planning Tool Report | ● 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 | On Track |
## Acknowledgements

### Stakeholder Engagement

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

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

23%
- Elementary schools offer World Language programs to 36% of elementary students.

42.7%
- EL students in grade 6-12 are Long Term ELs

28
- Every classroom in BPS needs to ensure academic success for all students.

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

- Increase bilingual staff through the recruitment, hiring and cultivation.

- Increasing access for all students for World language, especially at the K-6 level.
“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”

“Nhì ai phái 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 oblige 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”

(Flores & Soto, 2012)
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.
Content and Language Achievement Instructional Framework

- Base program for all students in all classrooms (Multilingual Learners and Never English Learners)
- Enhances grade-level, standards-based instruction with appropriate scaffolds (Tier I)
  - Leverages native language use
  - Supports English language development through Integrated ELD and Focused ESL

CLA + Dual Language Model
- Two-way Immersion
- One-way DBE
- Whole School or Strand model

CLA + Newcomer Academy Model
- for students with less than 2 years of U.S. schooling

CLA + High Intensity Literacy Training (HILT) Model
- for students with Limited or Interrupted Education (SLIFE)

CLA + Accelerating Academic Language & Literacy Model
- for Long-term English Learners

Supports for Diverse English Learners

Multilingual Pathways

All Students

World Language Courses (K-12)

Heritage Language Courses (7-12)

Ethnic Studies Courses (7-12)

English Learners with Disabilities (ELSWD) have access to all program models and pathways
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

REIMAGINE Leads To Systems Change

**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.
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; Umans - 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

<table>
<thead>
<tr>
<th>ELE Program Shifts</th>
<th>Year 1 (2021-2022)</th>
<th>Year 2 (2022-2023)</th>
<th>Year 3 (2023-2024)</th>
<th>Year 4 (2024-2025)</th>
<th>Year 5 (2025-2026)</th>
</tr>
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<tbody>
<tr>
<td><strong>SEI Language Specific &amp; Multilingual</strong></td>
<td>Assessing current K-6 programs and determining schools for lab site expertise and cohort structure. Training for Lab site cohort of Principals and Teachers</td>
<td>Pilot DBE Cohort 1: Training</td>
<td>Cohort 1: implement DBE Cohort 2: Training</td>
<td>Cohort 2: Implement DBE Cohort 3: Training Assess and evaluate schools that are ready to transition to DL</td>
<td>Cohort 3: Implement DBE Supports for K-6 schools fully transitioning to DL</td>
</tr>
<tr>
<td><strong>Dual Language</strong></td>
<td>Haitian – Grade 4 Vietnamese – Grade 1</td>
<td>Haitian – Grade 5 Vietnamese – Grade 2 Vietnamese Grade 2 CV Grade K1</td>
<td>Haitian Grade 6 Vietnamese Grade 3 Vietnamese Grade 3 CV Grade K2</td>
<td>Vietnamese Grade 4 CV Grade 2 Transitioning of DBE programs to DL</td>
<td>Vietnamese Grade 5 CV Grade 3 Transitioning of DBE programs to DL</td>
</tr>
<tr>
<td><strong>Content and Language Achievement (CLA) Model (base program)</strong></td>
<td>Phase I: Awareness building, enrollment/coding system shifts, and professional learning</td>
<td>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</td>
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<tr>
<td><strong>CLA + Accelerating Academic Language Literacy for LTELs</strong></td>
<td>Phase I: Awareness building, staffing identification, and professional learning</td>
<td>Phase II: Implement the CLA + Accelerating Academic Language and Literacy Model for LTELs</td>
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<tr>
<td><strong>CLA + Newcomer Academy</strong></td>
<td>Phase I: Awareness building, staffing identification, and professional learning</td>
<td>Phase II: Implement the CLA + Newcomer Academy Model</td>
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<tr>
<td><strong>CLA + HILT for SLIFE</strong></td>
<td>Phase I: Awareness building, staffing identification, and professional learning</td>
<td>Phase II: Implement the CLA + HILT for SLIFE Model</td>
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## Overview of Budgetary Needs

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

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

Send your feedback to OELL@bostonpublicschools.org
THANK YOU!
It makes explicit the ways in which learning for English Learners will be designed and enacted throughout the organization.

It connects the language, (bi)literacy and learning practices in all subjects and all instructional models that are critical to effective instruction and student learning.

It will help you design and provide English/Multilingual Learners more powerful learning experiences.

It will help you communicate how you expect practitioners to design and enact language, (bi)literacy and learning practices in all subject matters for diverse English/Multilingual Learners.

It will state how you will develop language, literacy and learning in all content areas, and how you will address English/Multilingual Learners’ needs as they progress.

How language development is conceptualized influences how learning experiences are designed and enacted.
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**