



**Mayor Thomas M. Menino**  
*Office of New Bostonians*



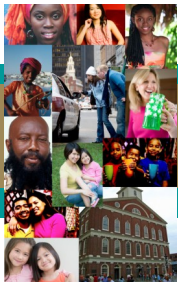
## **New Bostonians Summit Executive Report**

*Immigrant Families' Educational & Economic Success is Boston's Future!*









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*Thomas M. Menino, Mayor*

Dear Reader,

For over 200 years, the city of Boston has greatly benefited from the steady arrival of foreign-born to our shores. From bright students vying for a world-class education to brave fathers and mothers seeking well-paying jobs; from doctors and scientists flocking to our hospitals and research institutions to enterprising immigrants seeking a better place to live and do business; from the earliest settlers to the newest Bostonians, we stand as a city enriched by our cultural diversity and global reach.

But too many New Bostonians face barriers to reaching their full potential.

Without English language proficiency, and in some cases with limited education, many are constrained to lower-paying jobs that require less than they are capable of doing. And New Bostonians often work more than one job, making it difficult to find English classes, adult education or job training that will help them earn family-sustaining wages and assist their children succeed in school.

The New Bostonians Summit is a crucial step in building the pathways that will help accelerate immigrant families' educational and economic success.

With this Summit, the Mayor's Office of New Bostonians is stepping up to a new level of engagement and empowerment. By reporting on the state of New Bostonians and advocating for improvement of services to immigrants, we are enabling immigrants' voices to be heard. The Boston Public Schools (BPS) is already implementing many of the recommendations you will read in this report and the Office of Jobs and Community Services is currently working with our community partners as well.

I want to thank the Summit Co-Chairs, the Strategic Leadership Team Co-Chairs and participants for all of their hard work leading up to the Summit. This work has the potential to make a very big impact in the city of Boston, especially when one out of every four Bostonians is foreign-born and 43% of BPS students live in a home with a foreign born parent.

I urge you to join my administration in sharpening our collective focus on the needs of New Bostonians and to work together to improve educational and economic outcomes for all Bostonians.

Sincerely,

A handwritten signature in black ink that reads "Thomas M. Menino". The signature is fluid and cursive.

**Thomas M. Menino**  
*Mayor*  
**City of Boston**







**Rocio Saenz**

## *Message from New Bostonians Summit Co-Chairs*



**Neil Sullivan**

Dear Reader,

From his earliest days in office, Mayor Menino has welcomed immigrants to Boston, celebrating their courage, hopes and determination for achieving a better life for themselves and their children. He recognizes immigrants' vital contributions to Boston's workforce, cultural diversity, and our global connectedness and competitiveness. A champion of New Bostonians, he initiated the Mayor's Office of New Bostonians (MONB), the first city department of its kind nationally, to ensure that immigrants are fully integrated into the social, civic, cultural and economic life of the city.

He has now challenged us to evolve the system of services to more effectively prepare New Bostonians to participate in the economic future of our city by making available:

- More choices (with an emphasis on quality and differentiation versus all providers offering all things) Services designed to achieve outcomes: helping children succeed in school, entering higher education prepared to take credit-granting courses and getting a job
- Better placements and easier transitions through standardized testing, referral pathways and articulation agreements
- Credentials of recognized value to educators and employers
- Efficient use of limited resources in a down economy – where an immigrant's time is valued as an equally scarce resource as available funding

As co-chairs of the New Bostonians Summit, we are proud to work with Rev. Cheng Imm Tan and MONB, who have consistently shown leadership and passion in facilitating New Bostonians' full participation socially, civically, culturally and economically since its inception. This time around, MONB's visionary leadership in bringing key stakeholders from seven sectors together to address key issues facing New Bostonians revolutionizes the way collaborations can and must work to ensure our continued progress as a city. Starting with extensive input from immigrants and the many organizations that serve them, we enriched our understanding through research and data collection as we launched a multi-year, city-wide initiative to enable New Bostonians to achieve their goals.

In preparing for the first New Bostonians Summit, we worked in communities of practice to establish agendas for action around the three goals that the Boston immigrant community elevated above all others:

- Educational attainment for their children (K-12 Education)
- English language acquisition (ESOL)
- Economic success through family-sustaining jobs (Jobs)

In coming together as a system at the Summit, we highlight progress already underway on these agendas, prioritize work that will make the most difference to immigrant families the soonest, and reaffirm our commitment to a long term agenda for improving system outcomes.

With deepest appreciation for your participation and support,

**Rocio Saenz**

*President*

**SEIU Local 615 Boston**

**Neil Sullivan**

*Executive Director*

**Boston Private Industry Council**





## New Bostonians Summit Vision

### Vision for Boston's Immigrants

*Immigrant families are welcomed with opportunities that channel their vision, drive, hopes and talents towards personal and communal success. New Bostonians' diverse cultures and languages are celebrated and harnessed as assets. New Bostonian children have the wrap-around support of the whole community, as well as effective and culturally appropriate programs in and out of school time to achieve personal and educational excellence. New Bostonian adults will have access to a continuum of quality programs that effectively support their educational and economic success.*

### Vision for a System that Supports New Bostonians

*Boston is recognized for its system capacity to empower New Bostonians to become active community participants in all aspects of their lives as family members, workers, and/or citizens.*

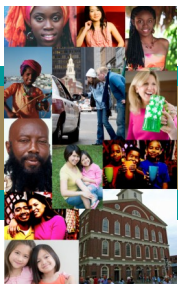
*This system:*

- *Uses a collaborative approach supported by private, public, academic, nonprofit, as well as local and state government leaders*
- *Follows a shared vision, principles and goals*
- *Assesses system capability in a citywide forum that celebrates progress & guides ongoing system improvement*
- *Adheres to standards for effectiveness and impact, building the capability of the system, its providers, and its constituents*
- *Evolves based on a multi-year roadmap for system improvement paced by the development of sustainable funding*
- *Regularly surveys constituents for satisfaction, unmet needs and achievement of immediate and long-term goals*

*"This planning process will hopefully result in a feasible action plan to provide greater opportunity for New Bostonians to truly be an integral part of our economic and social society while still honoring their own heritage by creating an environment of inclusion and diversity, to be a truly international city and a global player. "*

**- New Bostonian**





## ***Boston's Immigrants by the Numbers\****

### ***Demographics***

- Boston's foreign-born population has increased at a faster pace than Massachusetts and the U.S.
- Boston had the 5th highest proportion of foreign-born residents among the 25 largest U.S. cities in 2007
- Since 1970, diversity among Boston's immigrants increased significantly
- In 2007, foreign-born accounted for almost 28% of Boston's total population of 608,352
- In 2007, the top 10 countries that New Bostonians came from (in descending order) were China, Haiti, Dominican Republic, Vietnam, El Salvador, Cape Verde, Colombia, Jamaica, Brazil and Mexico

### ***Languages***

- New Bostonians speak 140 languages
- In 2007, over 35% of Boston residents spoke a language other than English at home, up from almost 26% in 1990
- The most common languages spoken (other than English) include Spanish, Portuguese, Chinese, Cape Verdean Creole, French Creole, Vietnamese and French

### ***Economics***

- Immigrants earn \$4 billion a year in Boston and generate \$1.2 billion in state and federal taxes
- Annual expenditures generate 29,430 additional jobs in the local economy
- Immigrants own more than 5,700 small businesses in the Greater Boston area, representing more than \$1.3 billion in annual sales and employing nearly 13,500 people

### ***Labor Force***

- 32.8% of Boston's workforce is foreign born
- Almost 10% of New Bostonians work in blue collar industries – manufacturing, utilities, wholesale trade and transportation
- 28% of non-naturalized immigrants work in retail, administration support, accommodation and food service industries compared to 18% of naturalized citizens
- By 2007, immigrants accounted for 17% of the state's workforce, roughly double the 1980 percentage of 8.8%
- By 2030, 76 million baby boomers will retire, while only 46 million native-born workers will have entered the workforce
- Immigrants are more likely to be between 25-44 years old than natives and can potentially replace the baby boomers expected to retire

### ***School-Age Children***

- 43% of all Boston's children ages 17 and under live in immigrant headed households
- 47% of immigrants aged 16-24 who "do not speak English well or at all" dropped out of school, compared to 8% of young immigrants who spoke English
- Young immigrants who speak English are 4 times more likely to go to college than those who do not

\*All of the data in this report was compiled by the Mayor's Office of New Bostonians from the New Bostonians 2009 Demographic Report and the New Bostonians Summit Briefing Books by the Boston Redevelopment Authority/Research Division, as well as The Changing Face of Massachusetts Report from MassINC.

(For detailed research reports, visit [www.bostonredevelopmentauthority.org](http://www.bostonredevelopmentauthority.org) and [www.massinc.org](http://www.massinc.org).)





## Building & Growing Boston: Immigrants' Contributions

Throughout history, Boston has been a destination for people from all over the world who bring vision, skills, resources, drive and the willingness to work hard to build better lives for themselves and their children. As a nation of immigrants, the vitality, strength and prosperity of our nation and city are built from the contributions of different waves of immigrants and generations of their children.

Today, Boston's immigrants continue to enrich the life of our city with culture, arts, skills, innovation connection to the global market, entrepreneurship and the determination to achieve and sustain self-sufficiency and grow the economic prosperity of the city.

The following lists a few notable contributions by immigrants to Boston:

- Mauricio Miguel Gastón, a scholar, architect, urban planner, and community activist was born in Habana, Cuba in 1947 and emigrated with his family to the United States in 1960. The Mauricio Gastón Institute for Latino Community Development and Public Policy was established in 1989 at the University of Massachusetts Boston to honor Gastón's commitment to empowering the dispossessed within the context of urban transformation in Boston.
- Dr. Belmira Nunes Lopes, a Cape Verdean immigrant, was the first woman of color to graduate from Harvard's Radcliffe College, setting the stage for many others.
- An Wang made important inventions relating to computer memories and to electronic calculators. He was the founder and longtime executive officer of Wang Laboratories Incorporated, a leading American manufacturer of computers and word processing systems. He came to Boston in the 1930's.
- Eftalia Tsina (1870–1953) was an early promoter of Albanian social and cultural issues. In the 1920s, she founded Bashkimi, the first Albanian women's organization in Boston.

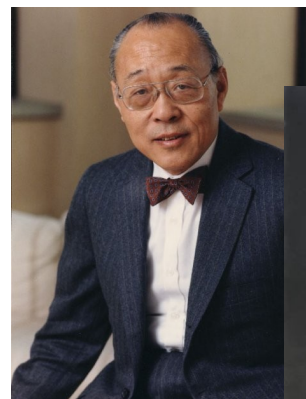
- Alexander Graham Bell came to Boston from Edinburgh, Scotland. He made the first telephone in 1876.

Furthermore, without an influx of immigrants, Massachusetts' population in recent years would have decreased. Every year, more people move out of the state than those who move in, and the population decrease is only off set by the influx of immigrants.

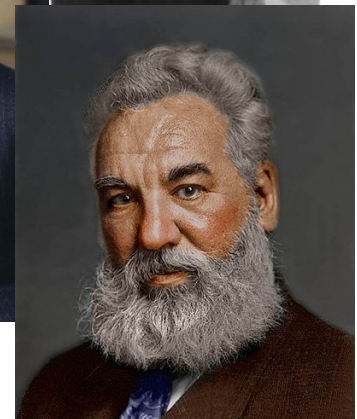
Massachusetts' labor growth over the last decade is also due to immigration. Without immigrants, the state's labor force would have shrunk from 2000 to 2007. It is projected that from 2005-2015 the state will continue to be overwhelmingly dependent on foreign immigration for its population and labor force growth.

However, although the diversity of New Bostonians continues to enrich the city in many ways, New Bostonians need to overcome many challenges to succeed educationally and economically.

**Mauricio M. Gaston**



**An Wang**



**Alexander Graham Bell**





## Three Key Barriers to Success

Despite the growing dependence on immigrant labor and the willingness and eagerness of the diverse immigrant population to fill these jobs, many are not appropriately skilled to do so. A 2006 MONB survey of 800 immigrant communities identified K-12 education, lack of English classes for speakers of other languages and job issues as key stumbling blocks preventing immigrants from achieving their full personal and communal success.

English proficiency is a key component in ensuring the full economic, social and civic participation of New Bostonians. Supporting parents in their own language acquisition, education, and access to well-paying jobs is a key factor in ensuring immigrant children's educational success. The future success of children and closing the achievement gap of English Language Learners in schools is critical in order to tap into the rich promise of our immigrant children to achieve the region's economic and social potential.

The following data bring to the forefront the issues facing Boston's immigrants

### **K-12 Education**

Within Boston Public Schools, 42.7% of BPS students speak a language other than English at home and 11,000 or 19.5% of students are English Language Learners (ELLs).

A recent Gaston Institute report shows that since the 2003 implementation of Question 2 (UNZ legislation to dismantle the traditional bilingual education programs), the number of students identified as Limited English Proficient (LEP) has declined rapidly and fewer LEP students are enrolled in English learner programs. As a result, by 2006, dropout rates among LEP students doubled, with the greatest losses from those not placed in English learner programs.

Immigrant families expressed concern over the level of cultural competence among teachers and administrators, as well as inconsistency in teacher quality.

Furthermore, in addition to parent meetings during work hours with no interpreters and a lack of outreach to immigrant communities, many New Bostonians identified a lack of understanding of the following key issues:

- The BPS system
- How to access English language and special education programs
- Parent's rights
- Where to go for resources

Research from the New Bostonians Summit Briefing Books show parental involvement, income level and mothers' educational attainment are key predictors of student achievement. However, a large number of Boston's immigrant parents not only lack English proficiency, but have lower levels of education and income as well:

- 28.6% of New Bostonians over 25 have not completed high school compared to the city's 16.3%
- 29% of foreign born mothers have no high school diploma vs. 10% of native-born
- New Bostonians' average personal income is lower than the native born (\$21,000 vs. \$31,000)

### **ESOL**

Research from the New Bostonians Summit Briefing Books show that in 2007, 58,000 or 9.7% of all Boston residents lacked English proficiency as compared to 6% in 1990. More than one in four (27.8%) foreign-born Bostonians is Limited English Proficient.

28,000 Boston families are identified as linguistically isolated with no one over 14 years old speaking English proficiently.

New Bostonians and providers identify the lack of Adult ESOL classes and funding, class cycles being too short, inconsistent quality, lack of teacher

***New Bostonians  
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many challenges  
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economically.***





## Brief Overview of New Bostonians' Barriers to Success

certification, low teacher salaries and too few work-contextualized and workplace ESOL classes as key challenges with regards to ESOL.

Despite the increasing need for Adult ESOL programs, Boston's free or low cost ESOL system, largely funded by the Department of Elementary Secondary Education (DESE) with additional funding from English for New Bostonians (ENB), was estimated to serve 5,900 adults, with at least 3,600 people waiting to enroll in ESOL classes in 2007. The current average wait time for an ESOL class is 6 months to 2 years.

### Jobs

New Bostonians express difficulty finding good jobs as a result of limited English proficiency and low education. In 2007, almost half of all adult immigrants in Boston lacked a high school diploma or had limited English proficiency. 41,000 immigrants in Boston had not completed high school and were in need of Adult Basic Education (ABE) classes.

Moreover, they report job training programs are often not culturally or linguistically sensitive, not focused on stable career sectors and lack collaboration and coordination with ESOL providers. They are also concerned that not enough employers see immigrants as high potential resources.

New Bostonians' concerns are substantiated by research showing that Boston's future economy will require more education, English language proficiency, technical knowledge and soft skills than in the past. Between 2004 and 2014, 70% of new jobs will require post high school education. 93% of new jobs created will require at least modest language skills.

While 37% of adults who immigrated to Massachusetts since 2000 have at least a bachelor's degree, higher than the U.S. average of 25%, immigrants are

also over-represented at the lower end of the educational and skill spectrum.

***For Boston to remain competitive, we must effectively address the three issues of English language acquisition, K-12 education and jobs for New Bostonians.***

According to research in the New Bostonians Summit Briefing Books, 71% of adult immigrants are not prepared for the knowledge-based economy.

While Boston and Massachusetts are increasingly dependent on immigrant labor, immigrants and their children are not well-prepared with the skills needed to meet the demands of our knowledge-based economy. For Boston to remain

competitive, we must effectively address the three issues of English language acquisition, K-12 education and jobs for New Bostonians.

In a global economy, immigrants' perspectives, connections, skills and resources are important not only for their own success, but for the prosperity of our entire community.



*\*All of the data in this report was compiled by the Mayor's Office of New Bostonians from the New Bostonians 2009 Demographic Report and the New Bostonians Summit Briefing Books by the Boston Redevelopment Authority/Research Division, as well as The Changing Face of Massachusetts Report from MassINC.*

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## Call to Action - The New Bostonians Summit

In 2007, given the overlap of the three issues and the urgency to address them, MONB mobilized an unprecedented collaboration among key stakeholders from seven sectors (listed below) to participate in the **New Bostonians Summit** (*The Summit*), a multi-year process that responds to the three challenges currently facing Boston's immigrants - K-12 Education, ESOL and Jobs.

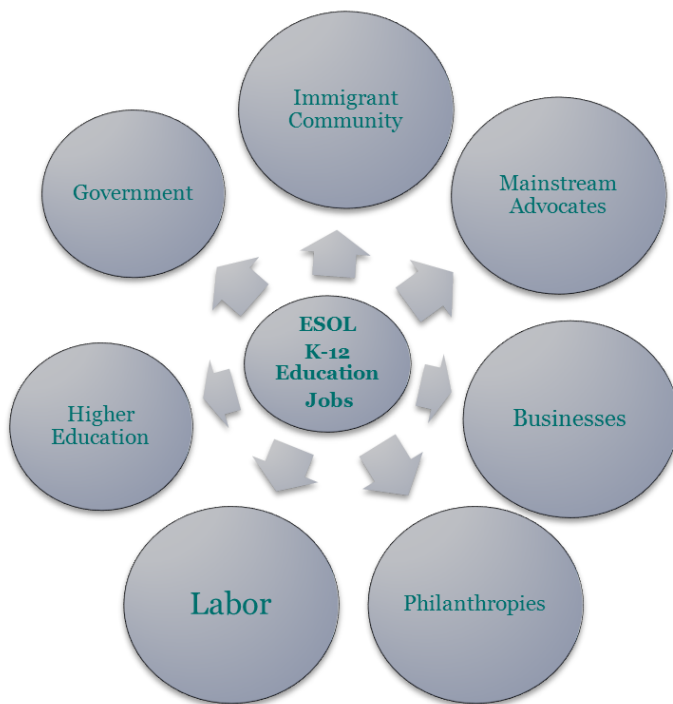
The **Summit** was organized to break through the silos that often separate each of these sectors. It recognizes that our economic and social prosperity are inextricably linked to our ability to create the necessary opportunities to fully harness and tap into the potential of all of our residents, especially our immigrant families.

The respective key stakeholders from the seven sectors came together to develop a widely agreed upon New Bostonians Agenda that effectively addresses the three challenges facing Boston's immigrants and promotes immigrant families' educational and economic success.

Immigrants have been and will be a prime economic engine for a long time to come. Immigrant families' educational and economic success, therefore is the foundation to Boston's future and economic success.

The **Summit** and the New Bostonians Agenda emphasizes the urgency in bringing attention and 'resources to better equip immigrant families with the tools they need to become full participants in the social, economic, civic and cultural life of the city and to ensure the competitive advantage of our city and region in a global economy.

In two years, the Mayor's Office of New Bostonians together with key stakeholders will host a follow-up Summit to highlight and celebrate the work that has been accomplished, review and further strategize how to implement goals/ priorities yet to be achieved, and identify and set new priorities/goals as necessary.



The **Summit** and the planning process leading up to it is anchored around the following goals:

- Focus attention and resources to improve outcomes in the three identified issues
- Foster partnerships among key stakeholders from 7 sectors
- Agree on priority areas of opportunity and develop sustainable plans and structure toward collaboration and implementation
- Promote more strategic investments from funders and businesses for immigrant educational and economic attainment
- Highlight the critical role that immigrants play in the current and future economy

***The Summit was organized to break through the silos that often separate each of these sectors.***





## The Genesis of the New Bostonians Agenda

Since its inception in 1998, the Mayor's Office of New Bostonians (MONB) has worked collaboratively with Boston's immigrant communities to identify key issues that affect them and develop citywide strategies to address these issues.

Following its 2006 electronic survey, MONB conducted 10 additional New Bostonians community focus groups and 80 individual interviews to gather more details on the top issues facing immigrants. MONB asked participants the following 3 questions:

1. What is working well?
2. What are the challenges?
3. What recommendations do you have for addressing the issue?

As such, New Bostonians' voices formed the foundation from which the New Bostonians Agenda on K-12 Education, ESOL and Jobs was built. For a summary of the community's answers to the previous questions, see Table 1 on page 30.

Concurrently, MONB formed the Summit Planning Action Committee (SPAC), consisting of representatives from the 7 sectors, to provide guidance and direction for the planning and execution of the Summit. The SPAC also helped to recruit members for three Strategic Leadership Teams (SLT), one for each key issue. Each SLT was led by 2 co-chairs and consisted of 15-20 members representing the 7 sectors, all tasked with developing strategic action plans to move the K-12 education, adult ESOL and jobs issues forward.

The work of the SLT was guided only by community input, but also by research data provided by the Summit Research Team led by the Boston Redevelopment Authority and the Dukakis Center for Urban and Regional Policy at Northeastern University.

During the refinement process of the 3 draft action plans, the economic climate changed dramatically and resources became extremely limited and hard to come by to initiate new and ambitious initiatives. At the same time, parallel action plans that addressed

the same issues were being developed across the City and the Commonwealth.

Under these new circumstances, it was more realistic and effective to align the 3 action plans with other known initiatives (e.g. the New Americans Agenda, the DESE Strategic Plan and the Opportunity Agenda) that were developed across the City and the state.

The alignment would allow for consolidation of resources to expand projects/programs and to build networks/partnerships for future citywide initiatives.

Thus, the three SLTS unanimously agreed to reformat the three action plans to agendas that would provide a broad vision and call to action, serving as a framework for allocating limited resources, rather than action plans that signaled the goals listed could be accomplished in the immediate future, supported by resources.

The goals in the plans were renamed principles and the strategies were restructured to realign with those proposed by other initiatives. The three agendas make up the New Bostonians Agenda.

The various phases of the Summit development are listed in the table on the following page.

*"Everywhere immigrants have enriched and strengthened the fabric of American life."*

**- John F. Kennedy**  
35th President  
United States of America





## Five Phases of Development of the New Bostonians Summit

Phase 1 Assess the State of New Bostoni- ans and Define Needs	Phase 2 Organize an Integrated Approach	Phase 3 Develop Cross-Sector Priorities & Action Agendas	Phase 4 Establish Groundwork for Implementation	Phase 5 The Summit Event: Towards a More Integrated System
Spring '07 – Spring '08	Spring '08 – Summer '08	Fall '08 – Spring '09	Summer '09 – Winter '09	Spring '10
<p>To guide process:</p> <p>1. Summit Planning and Action Committee (SPAC) launched on Feb '07 at Barr Foundation</p>	<p>SPAC informed by community forums, research &amp; evaluation</p>	<p>Three planning tracks:</p> <p>1. English for Speakers of Other Languages (ESOL) for educational and economic success</p>	<p>Refine plans and solicit large group consensus</p> <p>Agreement that Agenda is on target:</p> <ul style="list-style-type: none"> <li>– 100% Education</li> <li>– 97% ESOL</li> <li>– 92% Jobs</li> </ul>	<p>Showcase and broaden commitment to the K-12, ESOL, and Jobs Agendas</p> <p>Highlight efforts already underway in meeting goals and strategies set by these Agendas</p>
<p>2. Community Inputs:</p> <ul style="list-style-type: none"> <li>• 10 Forums</li> <li>• 80 individual interviews</li> </ul>	<p>Recruit Summit Co-chairs and three Strategic Leadership Teams (SLT)</p> <p>Issue SLTs led by representative from immigrant community</p>	<p>2. Closing achievement gaps in K – 12 Education</p>	<p>Identify lead partners to coordinate implementation</p>	<p>Discuss initiatives to accomplish specific agenda goals and strategies</p> <p>Attract additional support and partners</p>
<p>3. Research &amp; Evaluation:</p> <ul style="list-style-type: none"> <li>• BRA</li> <li>• DCURP at Northeastern University</li> </ul>	<p>Launch cross-sector strategic action planning on Oct '08 kick-off at the Federal Reserve</p>	<p>3. Increase access to job training, higher education and economic opportunity</p>	<p>Seek resources to fund implementation</p>	<p>Biennial forum to evaluate progress and set new priorities with immigrant community involvement</p>





## Summary of the New Bostonians Agenda

### The New Bostonians Agenda

Key stakeholders from the seven sectors came together as Strategic Leadership Teams to develop a widely agreed upon New Bostonians Agenda that effectively addresses the three challenges facing Boston's immigrants and promotes immigrant families' educational and economic success.

The New Bostonians Agenda is comprised of the K-12 Education, the Adult ESOL and the Jobs agendas, which provide a shared vision and a call to action to promote immigrant families' educational and economic success. They serve as a blueprint for expansion, excellence, targeting of resources, coordination and collaboration in the education, adult ESOL and labor and workforce fields, as well as measuring progress.

The three agendas have been aligned with other state and local initiatives. The agendas overlap and reinforce one another, creating the opportunity for collaboration and building on a seamless pipeline of services across the three fields, to ensure smooth transitions. They provide a foundation for creating a clearer roadmap to success for immigrant families to fulfill their dreams and roles as citizens, parents, workers and entrepreneurs. (See Illustration I for more details.)

Whether the opportunities created by the convergence of these three issues will be realized to the fullest depend on the commitment, will and determination among all the stakeholders in the different sectors. Such an investment is crucial to ensure the educational and economic success of immigrant families and in so doing, securing Boston's future.

Putting into action many of the agenda items requires an infusion of additional funding that may not be realistic to expect in the near future. However, the agendas propose clear sets of priorities and principles which can assist in directing resources, as they become available. The agendas also require collaborative will and coordination; these are within reach even in the current economic climate and build a foundation for future partnership.

### K-12 Education

**Vision:** *Diverse partners across all sectors – health, community-based organizations, business, higher education, labor, and education – work together to ensure equitable and sustainable resources that support all English Language Learners and immigrant students towards high achievement and success in college and the workplace. The access and achievement gap is closed at all levels of education.*

***The agendas provide a shared vision and a call to action to promote immigrant families' educational and economic success.***

All immigrant students and English Language Learners thrive, succeed, and are prepared with 21st century skills and knowledge in open and inclusive environments where their native language and cultural diversity are valued. Regarded as essential partners, families have access to and understanding of school- and community-based resources designed to

support active family engagement in educating their children.

**Principle A:** Ensure vibrant family engagement from entry to graduation through active outreach and opportunities designed by schools and community-based organizations as partners.

**Principle B:** Educate families about the alternatives to Sheltered English Instruction programs that are still available to all English Language Learners in the context of the UNZ legislation.

**Principle C:** Ensure that all instructional programs and learning opportunities actively integrate students' diverse culture and language as assets in preparing them for success in the global marketplace. Support immigrant students at all transition points throughout their educational experience.

**Principle D:** Develop incentives to attract and recruit ELL professionals and culturally proficient, multilingual staff in all schools; provide professional development opportunities for current staff for ESL certification and Category Training.





## Summary of the New Bostonians Agenda

### Adult ESOL

**Vision:** Boston's rich and diverse system of adult classes in English for Speakers of Other Languages (ESOL) supports learners in attaining educational and economic success for themselves and their families. As parents, guardians, and caregivers of Boston public school children, these adults are empowered by learning English to best support their children's learning.

Adult English Language Learners also have access to a well-coordinated continuum of high quality programs that connect them to further education, good jobs and U.S. citizenship. Boston's ESOL programs have sustainable funding, receive professional development, and consistently use performance measures to provide feedback to learners, collaborators, funders, stakeholders and allies.

**Principle A:** Boston's English language programs will support immigrant families in attaining their educational goals by expanding services to parents, guardians and caregivers of Boston public school children, empowering them to support children's learning.

**Principle B:** English language programs in Boston will serve as a springboard to further education, citizenship, skills training, employment at family-sustaining wages and career pathways.

**Principle C:** Boston's ESOL system will improve service quality and accountability through consistent performance measurement and feedback to English language learners, ESOL programs, funders, stakeholders and allies.

**Principle D:** Boston's rich and diverse ESOL system will collaborate on strategies to ensure consistency of access, achievement of higher impact, and sustained public awareness of the need for ESOL.

### Jobs

**Vision:** Boston's immigrant families will have access to a continuum of educational, vocational and supportive services that helps them attain, keep and advance in employment. They will receive support to navigate this continuum of services as well as direction and advice on career choices, and mentorship for pre- and post-job placements. They will also be supported in their efforts to earn the credentials they need for economic success.

**Principle A:** Boston's workforce development system will more effectively support immigrant families' success in the labor market.

**Principle B:** Boston's immigrant families will have easy access and transition to programs, information and referrals that will lead to and support their goal of achieving post-secondary certificates, degrees and credentials.

**Principle C:** New Bostonians will be provided the opportunity to explore, develop, strengthen and expand their entrepreneurial skills.

**Principle D:** New Bostonians in low wage jobs will have better/stronger economic opportunities through better wages and benefits.

**The New Bostonians Agenda serves as a blueprint for expansion, excellence, targeting of resources, coordination and collaboration in the education, adult ESOL and labor and workforce fields, as well as measuring progress.**

*"It is not enough to just welcome immigrants to the City of Boston. We must make a collective effort to ensure that immigrants are full participants in the social, economic, cultural and civic life of the city."*

**- Thomas M. Menino**  
Mayor, City of Boston





## K-12 Education Agenda in Detail

### Boston's K-12 English Language Learners

Today, Boston is enriched by its diversity of people as it continues its long tradition as a port for newcomers into the United States. Approximately 28% of Boston's population is born outside of the United States with the largest numbers of immigrants from Haiti, Dominican Republic, China, Vietnam, El Salvador, Jamaica, and Cape Verde, as well as citizens from Puerto Rico. Spanish is by far the most frequent non-English language spoken, followed by Haitian Creole, Chinese dialects, Vietnamese, Cape Verdean Creole, and Portuguese.

About 11,000 students in the Boston Public Schools (19% of all BPS students) are in programs for English language learners; approximately 40% of students speak a language other than English at home. The Boston Public Schools offer the following programs for English Language Learners: Sheltered English Instruction programs, Transitional Bilingual Education, Native Language Literacy and Two-Way Immersion (Gaston/ CCE Report 2009).

### The K-12 Education Agenda

The New Bostonians K-12 Education Workgroup began with the recognition that our schools and education institutions have long been a bridge to new opportunities for the lives of our immigrant children and their families. While the group engaged in discussions centered on our K-12 English Language Learners served within the Boston Public Schools, members agreed that the agenda also needs to be more expansive, from pre-school to college graduation. The group focused on the nexus between what our children need to become successful citizens and the necessary partnership between families and learning institutions supported by the community at large.

### Challenges as Opportunities

The K-12 Agenda has focused on the critical mandate to ensure equity through access and opportunity to the large and growing population of K-12 immigrant students. The Workgroup sees the current challenges as opportunities for gains that can be achieved with

intensive collaboration across key stakeholders: Boston Public Schools, community partners, and families. The four key areas that form the K-12 agenda include: effective family engagement practices at the school and district levels, clear and accessible policies and programming for English Language Learners, in-depth professional development for staff in schools, and powerful learning opportunities based on the assets of diverse culture and languages.

**Principle A:** *Ensure vibrant family engagement from entry to graduation through active outreach and opportunities designed by schools and community-based organizations as partners.*

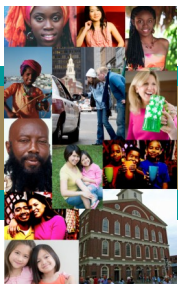
**Principle B:** *Educate families about the alternatives to Sheltered English Instruction programs that are still available to all English Language Learners in the context of the UNZ legislation.*

**Principle C:** *Ensure that all instructional programs and learning opportunities actively integrate students' diverse culture and language as assets in preparing them for success in the global marketplace. Support immigrant students at all transition points throughout their educational experience.*

**Principle D:** *Develop incentives to attract and recruit ELL professionals and culturally proficient, multi-lingual staff in all schools; provide professional development opportunities for current staff for ESL certification and Category Training.*

The Workgroup formed these focus strands using the preliminary work offered by the community process organized by the Office of New Bostonians in 2007 to address the needs of the city's new immigrants. In addition, the group had the wealth of knowledge and experiences of its members as well as the recent report by the Gaston Institute, UMASS Boston/ Center For Collaborative Education report (2009), *English Language Learners in Boston Public Schools in the Aftermath of Policy Change: Enrollment and Educational Outcomes, AY2003-AY2006*. This is the first rigorous study to document changed student outcomes for English learners since the 2002 voter approval of a Massachusetts referendum against the





## K-12 Education Agenda in Detail

continuance of Transitional Bilingual Education as a method of instruction for English language learners, to be replaced by Sheltered English Instruction. Among other findings in the study is a sharp increase in the dropout rate among ELL students since the referendum was passed.

Since the K-12 Workgroup formed in the Fall of 2008, several important developments have begun to positively impact the learning opportunities for K-12 English Language Learners in BPS. In the spring of 2009, Eileen de los Reyes was hired as the first Assistant Superintendent for English Language Learners. With her leadership, policies and programs for ELL are being clarified with a plan to communicate to schools and the community at large. Assessment and student enrollment practices are also being restructured to ensure appropriate placement for all current and new students.

Professional development opportunities and support for school leaders is also underway system-wide. Michele Brooks, Superintendent for Family Engagement, has developed an essential rubric for schools and the community to assess and align their work around best practices for engaging all families and community partners. Finally, both Eileen de los Reyes and Michele Brooks have forged an important alliance in their common work to support schools and families, most especially our immigrant populations. Their collaboration is now laying the ground-work for outreach to community partners, much needed to ensure success in the implementation of policies and programs for students.

**Vision:** *Diverse partners across all sectors – health, community-based organizations, business, higher education, labor, and education – work together to ensure equitable and sustainable resources that support all English Language Learners and immigrant students towards high achievement and success in college and the work-place. The access and achievement gap is closed at all levels of education. All immigrant students and English Language Learners thrive, succeed, and are prepared with 21<sup>st</sup> century skills and knowledge in open and inclusive environments where their native language and cultural diversity are valued. Regarded as essential partners, families have access*

*to and understanding of school- and community-based resources designed to support active family engagement in educating their children.*

**Principle A: Ensure vibrant family engagement from entry to graduation through active outreach and opportunities designed by schools and community-based organizations as partners.**

1. Create and maintain a knowledge/resource center using both traditional and technology platform that can be widely and easily accessed by schools, community groups, partners, and the public at large.
  - a. Compile resources and identify local agencies which can assist schools with the design and implementation of immigrant family outreach, orientation and sustained engagement.
  - b. Create a one-page document of community resources that every family can get, beyond what the schools are offering.
  - c. Develop, coordinate and oversee a plan for the creation of an online knowledge/resource center.
  - d. Seek funding from local businesses and foundations to support the development and sustainability of this online knowledge center.
  - e. Seek college/university intern(s) to assist in compiling information and developing online knowledge/resource center.
2. Build the capacity of schools to promote ongoing immigrant family engagement at all levels (superintendent's office, principals, school community and community partners).
  - a. Identify local schools that are excelling in their efforts to engage immigrant families.
  - b. Recognize schools with exemplary family and community engagement practices through public acknowledgement in venues such as the Office of New Bostonians annual event, at principals' meetings, by the Mayor in public forums, etc.
  - c. Share best practices in family engagement of successful schools and their partners





## K-12 Education Agenda in Detail

- with other principals and school and community leaders.
- d. Identify a contact person at each school who will receive and disseminate information about immigrant family engagement and work to assure that it is happening in each school.
- e. Identify schools with highest percentage of immigrants and share best practices of schools that are successful in their efforts to engage immigrant families. Encourage their adoption of those practices.

### ***Principle B: Educate families about the alternatives to Sheltered English Instruction programs that are still available to all English Language Learners in the context of the UNZ legislation.***

1. Support current work of the BPS Office of English Language Learners to clarify and promote the recommended policies and range of programs for English Language Learners in both general education and Sheltered English Instruction programs.
  - a. Clarify the policy and program options within BPS
  - b. Coordinate “Boston Forums” for families and community partners in all sectors including other public education institutions to communicate education policies and programs for English Language Learners
  - c. Ensure ongoing data analysis and inquiry on ELL progress at the district, school, and student level that is shared with all families and the community at-large.
2. Work with BPS to improve appropriate assessment strategies to ensure better identification and assignment of students into programs serving English Language Learners.
  - a. Re-evaluate the current assessment tools and processes for assessment and assignment to ELL programs.
  - b. Revise ELL intake process and assignment process based on data emerging from the

re-evaluation.

- a. Create public forums to discuss effective ELL assessment and assignment practices.
3. Work with BPS Office of English Language Learners and the Office of Family and Community Engagement with the support of community partners to create a coordinated distribution process to disseminate the information to families and the community at large about educational options, programs and services for ELL students.
  - a. Assess the current information distribution process to families, especially immigrants, within BPS.
  - b. Develop a plan to address needs and gaps in the current information distribution process.
  - c. Create multiple sources of information about educational options, programs and services accessible to families and all sector members, including: videos, web sites, forums, quarterly information sessions, and posters in churches, the MBTA, ethnic groceries, libraries.
  - d. Establish and coordinate quarterly family orientation sessions using a variety of information tools, agencies and times of year where families and students most seek out information and/or gather.

### ***Principle C: Ensure that all instructional programs and learning opportunities actively integrate students’ diverse culture and language as assets in preparing them for success in the global marketplace. Support immigrant students at all transition points throughout their educational experience.***

1. Assist in development and implementation of cultural proficiency areas of the BPS Family and Student Engagement Rubric as developed by the Office of Family and Community Engagement.
  - a. Support the dissemination and implementation of the new Family Engagement Rubric to schools and the community.





## K-12 Education Agenda in Detail

- b. Provide professional development to school staff integrating cultural proficiency throughout all training modules regarding effective instructional practices for English Language Learners. Share effective practices in cultural proficiency with community and partner organizations as a strategy to support instruction in schools.
2. Develop media campaign aimed at global marketplace on valuing cultural diversity as strength, to set the tone within the City of Boston.
  - a. Invite additional partners to the table to develop media campaign for the diverse Boston community.
  - b. Develop messages on valuing diverse cultures as assets such as in print, internet, television and radio.
  - c. Determine appropriate dissemination plan, including media outlets.
2. Work with the school system to set priorities, review processes and identify resources and make recommendations regarding professional development to ensure cultural proficiency and appropriate training for staff working with English Language Learners.
  3. Work with BPS to ensure ongoing communication with families and the community at-large on policy implementation, school program options, professional development, and student outcomes.

***Principle D: Develop incentives to attract and recruit ELL professionals and culturally proficient, multi-lingual staff in all schools; provide professional development opportunities for current staff for ESL certification and Category Training***

1. Assist the BPS Office of English Language Learners in offering an adequate number of professional development opportunities for English as a Second Language teacher certification and training in four Sheltered English Instruction categories for current staff.
  - a. In partnership with CBOs, BPS Office of English Language Learners will offer an increased number of professional development opportunities for English as a Second Language teacher certification and training in four Sheltered English Immersion categories for current staff.
  - b. BPS Office of English Language Learners will ensure appropriate placement of trained staff with students and programs.
  - c. Identify schools using effective practices for English Language Learners and







## *Adult ESOL Agenda in Detail*

### **Boston's Need for ESOL Services**

Boston is home to over 150,000 foreign-born residents, comprising 33 percent of the resident labor force. Twenty percent speak English “less than very well.” As workers, immigrants with limited English abilities will earn on average 28% less than immigrants who speak only English at home. As parents, their language skills also will play a role in the academic prospects of their children. New immigrants arrive in Boston each day. Between 2000 and 2006, over 44,000 new immigrants made Boston their new home.

While businesses welcome the expanding and eager immigrant labor force, many newcomers do not possess the language and basic skills requirements of today's jobs, and less so the jobs of tomorrow. From the perspective of the immigrant family, most jobs that don't require language skills don't pay enough to support a family. Improving language skills is a first step toward improved living standards, a stronger economy, and a brighter future for our city's youth.

### **The Current ESOL System**

Massachusetts has a diverse, sophisticated Adult Basic Education (ABE) network, funded predominantly by the Department of Elementary and Secondary Education. This network is mirrored in Boston, where community colleges, the public school system, and community-, faith- and labor-based organizations offer literacy and basic skills classes, including ESOL. The city's share of federal, state and local adult education and workforce development dollars are administered by the Mayor's Office of Jobs and Community Services (JCS).

With most programs overflowing with students wanting to learn English, Boston is also home to a sizeable public-private funding collaborative, an active advocacy community pushing for an expansion of resources, and a network of technical assistance providers promoting program quality and innovation. Labor unions and businesses are also playing an increasing role by creating workplace education programs in which workers learn English on the job.

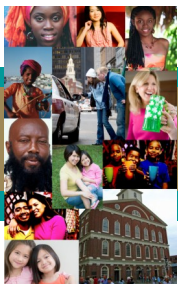
### **Boston's ESOL System: Challenges and Opportunities**

With the need to fully integrate immigrants into civic, educational, social and economic life, Boston faces several challenges, yet it can also build on a wealth of assets. The demand for English classes in Boston is significantly greater than the current system can supply. On average, students wait six months to two years for an ESOL seat, and some ESOL programs have wait-lists of up to 400 individuals. In addition to these waitlisted immigrants, many others who would benefit from ESOL have not yet taken steps to enroll in a class. With its dispersed and inadequate funding, the network can often be complex and difficult to navigate for learners as well as for funders, businesses and others.

Boston is fortunate to have Mayor Thomas M. Menino and the Office of New Bostonians leading the city in welcoming our newcomers and prioritizing the need for social, educational and economic opportunities for immigrants. In addition, our city's myriad community-based organizations and institutions of higher education actively seek innovative ways to reach out to diverse populations. JCS and local and state education and workforce development agencies also recognize the value of our immigrant population and proactively plan and allocate resources accordingly.

Large and active labor unions, many of which have immigrant bases, are another city asset. These unions recognize the value of English skills to their membership. Leaders in the city's philanthropic community have joined forces with the City of Boston through English for New Bostonians to address the ESOL shortage. Parallel funder collaboratives that address career advancement for low-skilled workers, such as Skillworks, help to meet the needs of English language learners. Finally, Boston's strong tradition of learner involvement in program planning and advocacy helps create rich partnerships that benefit everyone.





## Adult ESOL Agenda in Detail

**The Boston Adult English for Speakers of Other Languages (ESOL) Agenda** communicates a shared vision to promote the educational and economic success of immigrant families through English language classes for adult residents of our city.

With fully one-third of Boston adult learners parenting school-aged children, and 60-70 percent of adult learners in the workforce, the Adult ESOL Agenda focuses on services to parents, guardians, caregivers and workers, populations for which improved English proficiency will significantly benefit this and future generations of Bostonians.

This agenda is a blueprint for future planning by all ESOL-system stakeholders. Granted, putting into action many of the agenda items would require an infusion of additional funding that is not realistic to expect in the near future. However, the agenda proposes a clear set of priorities, which can assist in directing resources as they become available. A number of agenda items merely require coordination; these are within reach, even in the current economic climate.

### Adult English for Speakers of Other Languages Agenda

**Vision:** *Boston's rich and diverse system of adult classes in English for Speakers of Other Languages (ESOL) supports learners in attaining educational and economic success for themselves and their families. As parents, guardians, and caregivers of Boston public school children, these adults are empowered by learning English to best support their children's learning.*

*Adult English Language Learners also have access to a well-coordinated continuum of high quality programs that connect them to further education, good jobs and U.S. citizenship. Boston's ESOL programs have sustainable funding, receive professional development, and consistently use performance measures to provide feedback to learners, collaborators, funders, stakeholders and allies.*

**Principle A: Boston's English language programs will support immigrant families in attaining their educational goals by expanding services to parents, guardians and caregivers of Boston public school children, empowering them to support children's learning.**

1. Increase the number of seats in ESOL programs for Boston Public School (BPS) parents, guardians and caregivers as additional resources become available (*Resources ♦ BPS, ESOL providers*)<sup>1</sup>
2. Expand practices that target BPS parents, guardians and caregivers in BPS Adult Education and/or Boston Centers for Youth and Families ESOL programs (*System ♦ City, BPS, programs*)
3. Expand the capacity of programs throughout the city that focus on family/school engagement (*Resources ♦ funders, technical assistance providers, ESOL providers*)
4. Increase supports necessary for adult student success, such as childcare, transportation, and counseling (*Resources ♦ funders, ESOL providers*)
5. Use Family Resource Centers and the BPS student enrollment/intake process to offer referrals to school-, community- and work-based ESOL programs (*System ♦ BPS, ESOL providers*)
6. Reach out to BPS parents, guardians and caregivers to encourage their participation in ESOL classes, consistent with the state's Family Literacy Goals (*System ♦ ESOL providers, grassroots organizations*)
7. Link BPS parents, guardians, and caregivers of English Language Learner students with community-based advocacy efforts (*Advocacy ♦ ESOL providers, grassroots organizations*)





## Adult ESOL Agenda in Detail

**Principle B: English language programs in Boston will serve as a springboard to further education, citizenship, skills training, employment at family-sustaining wages and career pathways.**

1. Create a Boston ESOL *continuum-of-services model* linking ESOL, Adult Basic Education (ABE), General Education Development (GED), vocational education, higher education, and skills training; use the model to guide student progress and system planning.
  - a. Strengthen linkages between ABE/ESOL providers, community colleges, vocational schools, and skills training programs that better enable adults with limited English proficiency to earn credentials and gain employment with family-supporting wages
    - i. Establish cross-organizational agreements to increase student success in moving between those programs
    - ii. Adopt common and/or transparent referral criteria and admission and enrollment requirements /policies among multiple system providers
    - iii. Support innovations that promote smooth transitions between programs (*System ♦ ESOL providers, community colleges, vocational schools, skills programs*)
  - b. Promote learner understanding of what is required to reach the “next step” and future steps (*Program ♦ ESOL providers*)
2. Support adult ESOL students’ transition to further education and college by increasing availability of high-level ESOL classes, support services at transition points, and collaborations with other educational institutions.
  - a. Increase the number of ESOL students that successfully enter an ABE program, earn their GED, or enter and graduate from a community college (*Resources ♦ community colleges, ESOL providers*)
  - b. Ensure all community colleges and ABE/ESOL programs have agreements, curriculum, and services in place to facilitate and expand ESOL learners’ entry and success in college (*Resources/System ♦ community colleges, funders, technical assistance providers, ESOL providers*)
3. Support ESOL students’ success in the labor market by increasing career support services and clarifying a variety of pathways through the workforce development system.
  - a. Increase the number of ESOL students who enter vocational or skills-training programs, gain employment, or advance to a better job (*Resources/System/Providers ♦ funders, ESOL providers, skills training providers*)
  - b. Employ career coaching and case management supports to assist learners in stating employment goals and discovering the pathways towards reaching those goals (*System/Providers ♦ providers*)
  - c. Align pre-employment ESOL programs with workforce development program prerequisites, course descriptions and curriculum (*System/Providers ♦ providers*)
  - d. Increase vocational ESOL opportunities and promote use of work-based, contextualized curricula for learners pursuing employment goals (*System/Providers ♦ ESOL providers, unions, employers*)
  - e. Increase workplace ESOL opportunities
- c. Increase availability of ESOL classes that are high-level and offer academic content that is aligned with college entry tests and course content (*Resources/System ♦ funders, ESOL providers*)
- d. Provide student support that prepares English language learners to make transitions to further education (*System/program ♦ ESOL providers*)
- e. Provide college credits for ESOL classes taken at community colleges (*System ♦ community colleges*)
- f. Advocate for immigrant access to in-state tuition rates for community colleges, including access to state financial aid system (*Policy ♦ advocacy*)





## Adult ESOL Agenda in Detail

- i. Support continued funding for the MA Learn at Work Program, advocate for greater allocation of MA Workforce Training Fund grants toward ESOL programs, and explore sources of additional funding, such as the Workforce Reinvestment Act, fines levied by the state for labor violations, and business tax incentives (*Resources/Policy ♦ advocacy*)
  - ii. Provide targeted capacity-building services to ESOL providers, unions and employers to increase the number of partnerships that provide workplace ESOL (*System ♦ funders, technical assistance providers, unions*)
  - iii. Deepen employer support for ESOL through outreach, marketing and media campaigns. (*Advocacy ♦ mayor, business, labor, advocacy groups, ESOL providers*)
  - f. Build collaborative relationships and referral agreements between ESOL programs, skills training programs and employers (*System ♦ ESOL providers, skills training programs, employers*)
4. Support ESOL students' preparation for U.S. Citizenship by expanding targeted funding and the use of contextualized curricula that incorporates aspects of civic life and concepts of civic responsibility.
    - a. Increase the number of eligible legal permanent residents who apply for citizenship (*Resources ♦ funders, ESOL providers, advocacy*)
    - b. Increase funding for expanded support of civic engagement and citizenship classes (*Resources ♦ funders, advocacy*)
    - c. Expand use of contextualized curricula that incorporates aspects of civic life and concepts of civic responsibility (*Program ♦ colleges, ESOL providers*)
- Principle C: Boston's ESOL system will improve service quality and accountability through consistent performance measurement and feedback to English language learners, ESOL programs, funders, stakeholders and allies.**
1. Expand the use of a limited number of standardized student assessments to all publicly- and privately-funded ESOL programs.
    - a. Incent and enforce pre- and post-testing where it is not currently in place (*System ♦ funders*)
    - b. Build teacher and program capacity to implement use of standard assessment tools (*System ♦ funders, ESOL programs*)
    - c. Identify English language learner groups that would benefit from additional monitoring and goal setting, in order to assure consistent quality service to at-risk groups (*Program ♦ ESOL providers, system*)
  2. Track short- and long-term student outcomes, consistent with the continuum-of-services model.
    - a. Use data-sharing agreements across funding agencies that support ESOL/ABE, skills training, and post-secondary education to allow tracking of outcomes for individuals moving into higher education and the labor market (*System ♦ funders*)
    - b. Establish system-wide goals (with timetable) to build on or implement new data collection systems, ensuring usability and reliability by creating an interface that is easy to use and meets funder and potential research requirements (*System ♦ funders*)
  3. Make ESOL program information accessible and usable to learners, employers and others.
    - a. Ensure all lists of ESOL and ABE providers are user- and employer-friendly, and provide accurate and updated information (*Resources/System ♦ funders, technical assistance providers*)
    - b. Ensure that state's Individual Training





## Adult ESOL Agenda in Detail

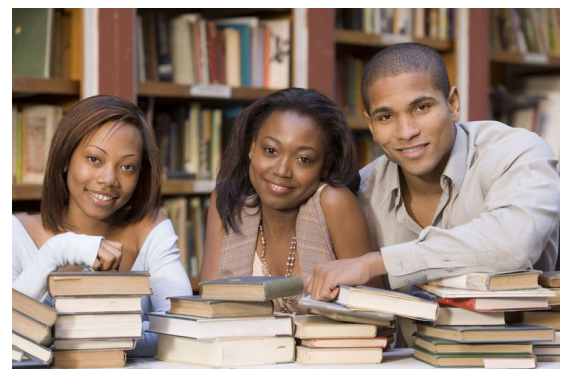
Accounts (ITA) lists and Career Center lists include ESOL and ABE providers as appropriate, and that workforce development system staff are familiar with ESOL and ABE programs in order to facilitate successful referral processes (*System ♦ funders, career centers, ESOL providers*)

4. Document, evaluate and strengthen the performance of the public and private adult ESOL systems by developing an “ESOL Progress Report” that would:
  - a. Measure the ESOL system's ability to improve English skills, improve family educational and economic success, and engage new support
  - b. Document and broadly communicate the economics of language acquisition in Boston, including cost, duration (based on starting point and intensity), return on investment, and the impact and economics of specific teaching modalities, such as multi-media learning and intensive language instruction, etc. (*System ♦ research, funding, advocacy organizations, ESOL providers, etc.*)
2. Such communications will include biannual information-sharing sessions, annual city-wide gatherings, e-newsletters, training and events calendars, etc. (*System ♦ all*)
  - c. Funding strategies and gaps, including class times, locations and intensity levels
  - d. Education and policy advocacy efforts to increase funding at the local, state and federal levels. (*System ♦ all*)

<sup>1</sup> Most agenda items are categorized into issue area (Resources, Advocacy, Funders, Program, System) followed by main stakeholders essential to the implementation of the agenda item (ESOL Providers, Grassroots organizations, Funders, Skills training providers, etc.)

**Principle D: Boston's rich and diverse ESOL system will collaborate on strategies to ensure consistency of access, achievement of higher impact, and sustained public awareness of the need for ESOL.**

1. In support of the ESOL Adult Agenda, key stakeholders will ensure communication and coordination about:
  - a. Programmatic needs, such as integration of technology and possible efficiencies around use of volunteers, coordinated purchasing of educational materials, and resource-sharing among programs in same geographic neighborhood
  - b. Professional development and technical assistance needs and strategies, such as use of online job clearinghouse for teaching professionals, resource-sharing between small and large programs, and







## *Jobs Agenda in Detail*

### **Boston's Need for Immigrant-friendly Workforce Development Services**

Over the past twenty years, immigrants have become an increasingly important part of our region's workforce. As Massachusetts experienced an out-migration of skilled workers and an overall population decline, immigration has increased, so that by 2008, more than one-quarter of Boston's labor force were not native English speakers.

Most of the jobs in Boston's major industries - health care, business and financial services and education - require some level of post-secondary education and training. While some immigrants have post-secondary education or training, most employers do not accept it. This means that many immigrants lack the skills and education to obtain jobs that help them reach economic independence. In particular, while there are specific programs that provide workforce services to immigrant populations in Boston, the city currently lacks a specific strategy for making sure that immigrants who need workforce education and training receive quality services that meet their needs.

### **The Current Workforce Development System**

The City of Boston's workforce development system begins with the Private Industry Council. Mayor Thomas M. Menino appoints the members of the Private Industry Council, which serves as Boston's Workforce Investment Board. The Board is comprised of leaders from business, education, government, labor and the community. It oversees the distribution of public workforce development funds in collaboration with the Mayor's Office of Jobs and Community Services. The Board charters Boston's three one-stop career centers and works through them to implement workforce development strategies.

Massachusetts' two-year Workforce Development Plan reflects the continuing federal direction toward streamlined service delivery, the provision of youth services geared toward out-of-school youth and increasing local accountability. There is an evolving effort to align workforce investment policies on

training more closely with a regional approach to critical, high growth sectors of the economy.

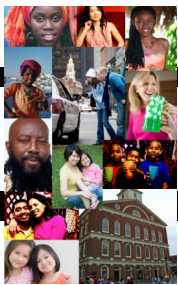
There are many stakeholders in the workforce system, including providers, participants, funders, the business community and safety net organizations like the Department of Transitional Assistance. The providers consist of community-based organizations, community development corporations, One Stop Career Centers, community colleges, vocational rehabilitation agencies, unions/labor management organizations and employers. The services they provide include ABE, ESOL, college degrees, post-secondary preparation, job training, job readiness training/soft skills, job search skills training, placement, and job retention and career coaching services.

The workforce system serves many populations. Some programs are targeted toward youth 18 to 21, and others provide services to adults with a wide variety of backgrounds. Specific populations targeted for services include recent immigrant workers, low-income adults, incumbent and dislocated workers, low-income youth, incarcerated adults, TANF and food stamp recipients and persons with disabilities.

In addition, organizations such as the Commonwealth Corporation, the Massachusetts Workforce Alliance, the Workforce Solutions Group, Massachusetts New Americans Agenda (NAA) and academic research institutions including Northeastern University's Center for Labor Market Studies, University of Massachusetts' The McCormack Institute's Center for Social Policy and Brandeis University's Institute on Assets and Social Policy provide labor market data, research, and consultation to the community.

Finally, Boston is home to a nationally-recognized funder collaborative, SkillWorks, which provides resources and support for career advancement initiatives and partnerships with businesses and post-secondary institutions, and which serves a large number of immigrants (over 50% of participants).





## Jobs Agenda in Detail

### The Challenges and Opportunities

In order for Boston's immigrants to achieve economic self-sufficiency we need a shared vision and strategy that includes all the stakeholders, builds on our success and identifies clearly what the next steps need to be. The Boston Jobs Agenda addresses five major challenges that immigrants face in attaining economic self-sufficiency:

1. Many immigrants are not prepared to make the transition from ESOL or ABE programs to employment and/or post secondary education.
2. They often lack access to career advancement opportunities and the training that will help increase their wages and benefits.
3. Many immigrants are taken advantage of, losing out on wages and benefits because of informal employment, a lack of knowledge about their rights, or because labor laws are not adequately enforced.
4. Navigating through the workforce development system or adult education system is challenging in itself.
5. They lack understanding of the American work place culture.

In addressing these challenges, the Jobs Agenda draws upon Boston's wealth of service providers and other stakeholders who are committed to the economic self-sufficiency of our recent immigrants. This agenda, then, is the result of their shared vision. By implementing the following strategies we will move closer to a set of workforce development services that really address the needs of immigrant families.

**Vision:** *Boston's immigrant families will have access to a continuum of educational, vocational and supportive services that helps them attain, keep and advance in employment. They will receive support to navigate this continuum of services as well as direction and advice on career choices, and mentorship for pre- and post-job placements. They will also be supported in their efforts to earn the credentials they need for economic success.*

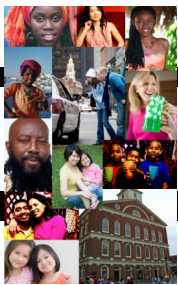
**Principle A: Boston's workforce development system will more effectively support immigrant families' success in the labor market. Specifically, the system will:**

1. Identify and promote training and placement in jobs that provide for economic independence
2. Strengthen employer partnerships through job training programs and through workplace ESOL
3. Develop and promote contextualized ESOL curricula that are jobs or sector-specific
4. Develop better access to apprenticeships for immigrants and provide post-placement case management and family-sustaining employment
5. Provide career coaching, academic coaching and assistance in identifying opportunities
6. Strengthen job placement services to include pre- and post-placement support

**Principle B: Boston's immigrant families will have easy access and transition to programs, information and referrals that will lead to and support their goal of achieving post-secondary certificates, degrees and credentials.**

1. Develop effective and collaborative bridge-to-college programs with higher education partners that articulate entrance requirements, guidance on course selection, options on the next level of study, etc., while focusing on high-quality jobs that provide family-sustaining salaries.
2. With higher education partners, coordinate student supports inside and outside of the classroom including college survival and career development.
3. Create a map of the continuum of services and opportunities that provides data, connects resources (ESOL, ABE/GED, skills training, vocational education and higher education), articulates benchmarks and identifies existing gaps in services.
4. Support immigrants' access to in-state tuition for post-secondary education.
5. Initiate an active and effective outreach model to reach and inform immigrant parents and youth about higher education options.





## Jobs Agenda in Detail

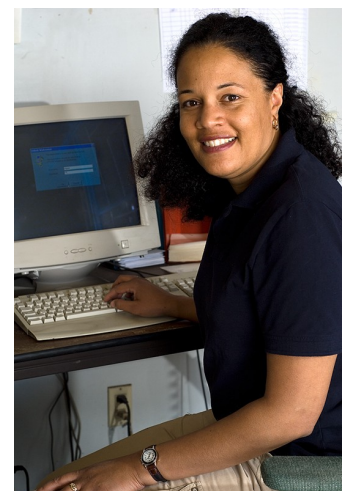
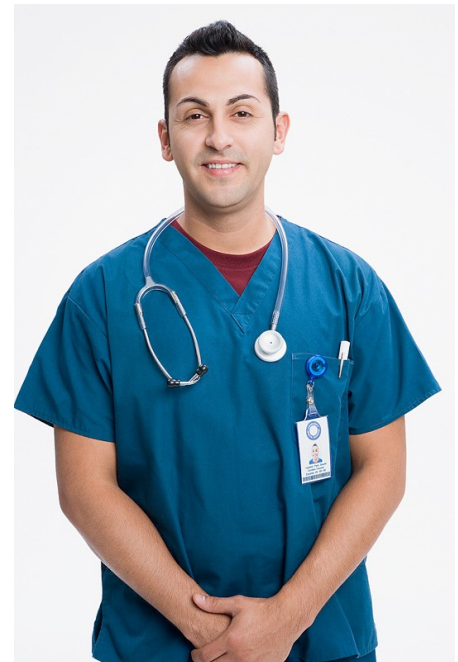
***Principle C: New Bostonians will be provided the opportunity to explore, develop, strengthen, and expand their entrepreneurial skills.***

1. Develop a thorough assessment with benchmarks to assess the effectiveness and immigrants' use of current resources
2. Initiate effective outreach and better connect potential immigrant entrepreneurs to existing resources
3. Provide better data to aid immigrants' success in entrepreneurship



***Principle D: New Bostonians in low wage jobs will have better/stronger economic opportunities through better wages and benefits***

1. Publicize Attorney General's wage rights "ordinance" through communities
2. Create a best practices guide that documents successful practices of businesses that employ New Bostonians, including, but not limited to education and training programs for this population. Share the guide among a larger group of employers.
3. Increase protections for day laborers including banning harassment of individuals and intrusive recording and photographing.  
– **Recommendation from the New Americans Agenda**







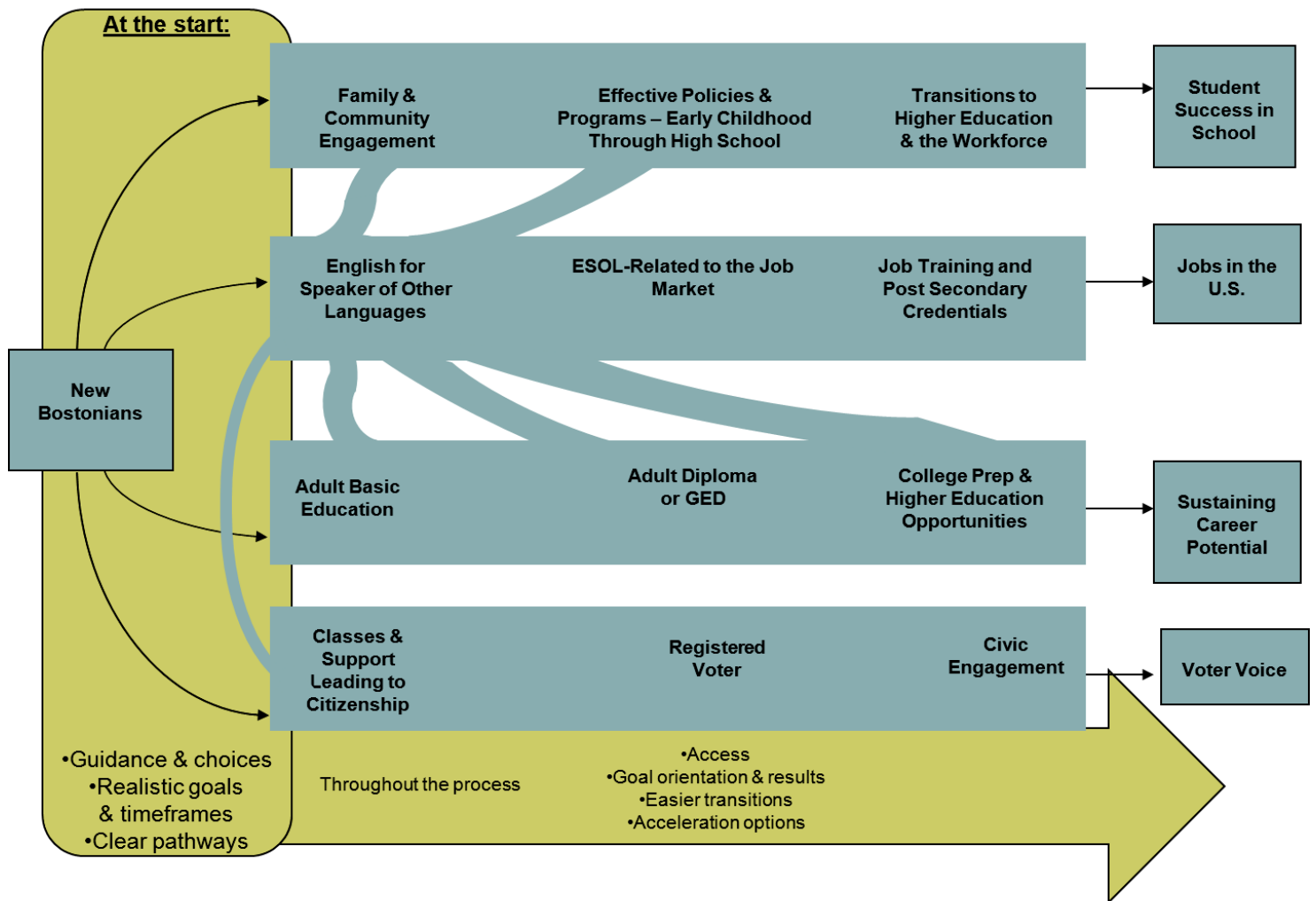
## *Appendices*

- Illustration 1: Towards a Clearer Roadmap to Success
- Table 1: Community Feedback
- Appendix 1: New Bostonians Summit List of Strategic Leadership Team Members
- Appendix 2: List of Summit Planning Action Committee Members
- Appendix 3: List of New Bostonians Summit Supporters
- Appendix 4: Acknowledgements
- Appendix 5: Overview of Mayor's Office of New Bostonians

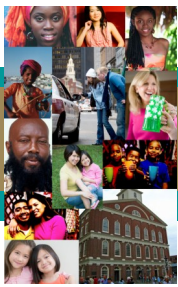




## Illustration I - Towards a Clearer Roadmap to Success







**Table 1 - Community Feedback**

<u>K-12 Education</u>	<u>ESOL</u>	<u>Jobs</u>
<b><i>Elements of Success</i></b>		
<ul style="list-style-type: none"> <li>Programs offered (extra MCAS help, after school, college prep classes and college fairs, fieldtrips to learn about American culture)</li> <li>Culturally/linguistically sensitive support (translation, help for parents, activities that promote cultural diversity)</li> </ul>	<ul style="list-style-type: none"> <li>Class logistics (when &amp; where taught)</li> <li>Class content (work skills, practical content, other supportive services)</li> <li>Teaching methods (conversational groups, etc.)</li> <li>Teachers (qualified, professional development opportunities)</li> <li>Funding (need for consistency)</li> </ul>	<ul style="list-style-type: none"> <li>Embracing cultural differences (diversity in workplaces and job training programs, bilingual/bicultural staff in training programs)</li> <li>Job training programs (integrate into ESOL, teach workplace “soft skills,” accessible locations)</li> <li>Collaborations between job training programs and employers (job referrals, internships/apprenticeships)</li> </ul>
<b><i>Challenges</i></b>		
<ul style="list-style-type: none"> <li>Differences among schools (quality of teachers, availability of assistance, condition/safety of buildings)</li> <li>Barriers for parents (lack of understanding of BPS system, special education, parents’ rights, and where to go for resources; PTA meetings during work hours with no translators available)</li> <li>Lack of outreach to immigrant communities by BPS</li> <li>Immigrant children not always treated with cultural competence (during assessment, by some teachers/administrators)</li> </ul>	<ul style="list-style-type: none"> <li>Classes (too few, too large)</li> <li>Class content (not best practice, inconsistent quality, lack of equipment)</li> <li>Teachers (lack of certification, low salary, etc.)</li> <li>Workplace/workforce (need more at workplace and integrated with work skills)</li> <li>Funding (not enough, cycles too short)</li> </ul>	<ul style="list-style-type: none"> <li>Educational requirements (few positions for limited English or low education level, difficult to balance multiple jobs and continuing education, few transition programs for professionals from other countries)</li> <li>Training programs (not culturally/linguistically sensitive, not focused on stable career sectors, little collaboration with ESOL, lack of long-term funding)</li> <li>Employers (not enough see immigrants as resources, lack of internships/apprenticeships)</li> <li>Records (lack immunization records)</li> </ul>
<b><i>Recommendations</i></b>		
<ul style="list-style-type: none"> <li>Outreach to immigrant communities (BPS collaborate with community-based organizations, share information and get feedback)</li> <li>Incentives for teachers (attract and retain multilingual/multicultural staff, increase cultural competence in schools)</li> <li>Offer extra assistance for students (especially transitioning to college)</li> </ul>	<ul style="list-style-type: none"> <li>Engaging funders, including for specific needs (e.g., computer software/hardware, setting up workplace classes)</li> <li>Teacher recruitment and training, including through partnerships with colleges/universities</li> <li>Class content (conversational classes, work skills/career training)</li> <li>Space for classes (government buildings, universities and businesses donate)</li> </ul>	<ul style="list-style-type: none"> <li>Collaborations (employers/job training programs, ESOL/job training programs)</li> <li>Funding (new funders, invest in model programs)</li> <li>Lower educational requirements</li> <li>Stipends for trainings programs/internships</li> <li>“Welcome Center” to connect immigrants to jobs, resources, training</li> </ul>





## *New Bostonians Summit Strategic Leadership Team - K-12 Ed.*

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*Verizon*

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## *New Bostonians Summit Strategic Leadership Team - ESOL*

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**Michael Dunn**  
*UGL Unico*

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**Kate Hurd**  
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*Boston Medical Center*

**Tulaine Marshall**  
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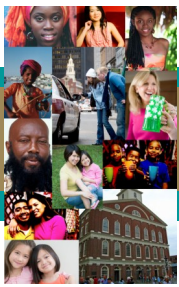
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*(Former) Boston Public Schools*

**Neil Sullivan**

*Boston Private Industry Council*





## *New Bostonians Summit Supporters*

- ABCD Citywide Boston Hispanic Center
- ABCD South Side Head Start Adult ESOL Program
- ACCION USA
- Adult Literacy Resource Institute/ Greater Boston SABES
- Agencia ALPHA
- Asian American Civic Association
- Asian Task Force Against Domestic Violence
- Associated Industries of Massachusetts
- Association of Haitian Women in Boston
- BEST Corp.
- Black Ministerial Alliance of Greater Boston
- Boston After School and Beyond
- Boston Architectural College
- Boston Center for Refugee Health and Human Rights
- Boston Centers for Youth and Families
- Boston Children's Museum
- Boston Chinatown Neighborhood Center, Inc.
- Boston College Neighborhood Center
- Boston Housing Authority
- Boston Language Institute
- Boston Parent Organizing Network
- Boston Private Industry Council
- Boston Public Health Commission
- Boston Public Library
- Boston Public Schools
- Boston Redevelopment Authority
- Bowdoin Street Health Center
- Bowdoin-Geneva Main Streets
- Brazilian Women's Group
- Brighton/Roslindale WIC
- Brookside Community Health Center
- Bunker Hill Community College
- Career Collaborative
- Carl and Ruth Shapiro Family Foundation
- Caribbean Foundation of Boston
- Catholic Charities/El Centro del Cardenal
- Center for Collaborative Education
- Centro Latino, Inc.
- Citizens Bank
- Countdown to Kindergarten
- College Bound Dorchester (Federated Dorchester Neighborhood Houses)
- Commonwealth Compact
- Commonwealth of Massachusetts Executive Office of Education
- Commonwealth of Massachusetts Office for Refugees and Immigrants
- Creative Workplace Learning
- Department of Neighborhood Development/Office of Business Development, City of Boston
- Dominican Development Center
- Dorchester Youth Collaborative
- Dukakis Center for Urban and Regional Policy - Northeastern University
- East Boston Ecumenical Community Council (EBECC)
- Emmanuel Gospel Center
- English for New Bostonians
- Epoch Times
- Eritrean Community Center
- First Literacy
- Greater Boston Chamber of Commerce
- Greater Boston Chinese Golden Age Center
- Guyana Friends Association
- Haitian American Parents Association (BHAPA)
- Haitian Education Action Leadership Network (HEAL)
- Haitian Multi-Service Center
- Haitian-American Public Health Initiatives (HAPHI)
- Haitian-Americans United, Inc.
- Hostelling International USA
- Hyde Square Task Force
- IBM
- Immigrant Learning Center, Inc.
- Inquilinos Boricuas en Acción
- Institute for Asian American Studies - UMass Boston
- International Institute of Boston
- Jewish Vocational Service
- John W. McCormack Graduate School of Policy Studies-UMass Boston
- JP Centre/South+ Main Streets
- La Alianza Hispana
- MACC AmeriCorps\*VISTA Boston University Metropolitan College
- Massachusetts Council on Compulsive Gambling
- Massachusetts Alliance of Portuguese Speakers
- Massachusetts Business Alliance for Education
- Massachusetts Coalition for Adult Education (MCAE)





## *New Bostonians Summit Supporters*

- Massachusetts Coalition for Occupational Safety and Health (MassCOSH)
- Massachusetts Convention Center Authority
- Massachusetts Department of Early Education and Care (EEC)
- Massachusetts Department of Elementary and Secondary Education
- Massachusetts General Hospital
- Massachusetts Immigrants and Refugees Advocacy Coalition
- MassInc.
- Mattapan Community Health Center
- Mass Down Syndrome Congress
- Montserrat Progressive Society of Boston
- Mujeres Unidas en Acción
- Multicultural Ministry at Grace Chapel
- Navin Associates
- New England Aquarium
- New England Baptist Convention
- Newsome Associates
- Office of Jobs and Community Services, City of Boston
- Office of Public Affairs-Northeastern University
- One Family, Inc.
- Orchard Gardens K-8 Pilot School
- Primary Source
- Radio Nouveaute WRNM 1640 AM & 107.5 FM
- Richard and Susan Smith Family Foundation
- Roxbury Community College
- SEIU Local 615
- SkillWorks
- U.S. Small Business Administration Massachusetts District Office
- Smart from the Start
- Somali Development Center (SDC)
- South Cove Community Health Center
- South End WIC
- St. Vincent & the Grenadines Association of Massachusetts
- State Street Foundation
- The Allston/Brighton Early Childhood System of Care
- The Boston Charter School Alliance
- The Cape Verdean American Business Association
- The Chelsea Collaborative
- The Clowes Fund, Inc.
- The YMCA Of Greater Boston
- Thrive in 5
- Tufts Medical Center
- Turkish American Cultural Society of New England
- UGL-Unicco
- United Way of Massachusetts Bay and Merrimack Valley
- Verizon
- Viet-Aid
- Vietnamese American Civic Association
- Wentworth Institute of Technology
- Wheelock College
- Women's Commission, City of Boston
- World Education, Inc.
- Youth Build





## Acknowledgements

The New Bostonians Summit has benefited from the generous contributions of time and expertise from many individuals over the last 3 years. We would like to acknowledge them for their support.

In particular, we sincerely thank Barbara Berke of the Mayor's Office for her invaluable knowledge, guidance and support.

We also thank Alvaro Lima and Mark Melnik of the Boston Redevelopment Authority and Barry Bluestone of the Dukakis Center for Urban and Regional Policy at Northeastern University for their leadership and expertise in developing the New Bostonians Summit Briefing Books.

The Summit Co-Chairs Neil Sullivan and Rocio Saenz, as well as the Summit Planning Action Committee who provided their guidance and support and for that, we thank them.

The Strategic Leadership Team (SLT) Co-Chairs and members of the SLTs played a major role throughout the Summit planning process to ensure the success of the Summit. We are forever grateful for their leadership, time and commitment. For a detailed list of STL members, including the Co-Chairs, see pages 31-33.

We additionally acknowledge the participation and collaboration of the following city and state departments:

- Boston Public Schools
- Jobs and Community Services
- Boston Public Health Commission
- Boston Public Library
- Boston Center for Youth and Families
- Thrive in Five
- Massachusetts Department of Elementary and Secondary Education (DESE)

The New Bostonians Summit would not be the success that it is today without the additional support of the following organizations:

- Health Resources in Action for their assistance in facilitation of the SLT meetings
- Navin Associates for their assistance in planning the Summit event
- English for New Bostonians for aligning the ESOL Agenda with other city and state initiatives
- New Bostonians Communities for their input, partnership and continuing leadership

And finally, we thank all Summit participants for their on-going commitment to the success of New Bostonian families.





## Appendix IV— Overview of Mayor’s Office of New Bostonians

The purpose of the Mayor’s Office of New Bostonians (MONB) since its inception in 1998 has been to strengthen the ability of immigrants from diverse cultural and linguistic communities to fully participate in all aspects of life in Boston. MONB acts as a catalyst for providing opportunity, access and equality for immigrants, and highlights the contributions and essential role that immigrants have played and continue to play in making Boston the world class city that it is.

To fulfill the office’s mission, MONB works with the diverse community partners to identify immigrant concerns and develop citywide strategies to address these concerns. These citywide strategies include initiatives such as:

- *English For New Bostonians*, a public-private-community collaboration in response to the need for more ESOL seats
- Bi-weekly immigration clinics in response to immigration scams in the communities
- The *Now Is the Time Campaign* to increase civic participation
- The *New Bostonians Summit* addressing K-12 education, Adult ESOL and Jobs

MONB also organizes annual events to highlight and celebrate the contributions of immigrants and to facilitate their access to city and community resources.

- *We Are Boston Gala* (WAB) - Celebration of Boston’s immigrant heritage, contributions and diversity
- *New Bostonians Community Day* (NBCD) - Annual gathering at Boston City Hall, which celebrates the city’s diverse communities, as well as provides better understanding of, and access to, crucial city and community resources.

### Other MONB Programs, Services & Resources

- Information and Referral Services
- City Volunteer Interpreter Pool to facilitate access to city services
- Multilingual guides to assist immigrants to access city and community resources
- Multilingual video/DVDs to encourage civic participation

For more information, contact:

Mayor’s Office of New Bostonians  
Boston City Hall, Room 803  
617-635-2980  
[www.cityofboston.gov/newbostonians](http://www.cityofboston.gov/newbostonians)





## *Notes*





## **New Bostonians Summit Executive Report**

*Immigrant Families' Educational & Economic Success is Boston's Future!*

**Mayor's Office of New Bostonians**

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**Boston, MA 02201**

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