

## New Bostonians Summit

March 31, 2010

### K-12 Agenda Interest Sheet

***Vision of the K-12 Agenda:*** : 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.

*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.*

#### **Agencies with Abbreviations Only**

BCNC= Boston Chinatown Neighborhood Center

Countdown= Countdown to Kindergarten

IBA= Inquilinos Boricuas en Accion

La Alianza= La Alianza Hispana

A/B Early Childhood= Allston/Brighton Early Childhood System of Care

Smart=Smart from the Start

**Total Number of Returned Sheets: 27**

	I am currently working on this issue	I am interested in working on this issue with other groups	I am willing to convene a group discussion on this item	This item is not realistic at this time
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<p><b>PRINCIPLE A: Ensure vibrant family engagement from entry to graduation through active outreach and opportunities designed by schools and community-based organizations as partners.</b></p>	<p>La Alianza; ABCD Head start/Early HS(a-c); Smart from the Start</p>	<p>La Alianza; Collage Dance Ensemble; Smart from the Start; A/B Early Childhood; Tufts U-Tisch College</p>	<p>La Alianza; Smart from the Start</p>	
<p><b>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</b></p>		<p>BPS Ad. Learning center; La Alianza; YMCA Greater Boston; IBA; Smart</p>	<p>La Alianza; YMCA Greater Boston</p>	
<p>a. Compile resources and identify local agencies which can assist schools with the design and implementation of immigrant family outreach, orientation and sustained engagement.</p>	<p>Countdown to Kindergarten; Otis School; YMCA/BPS ambassador Team; BCNC</p>	<p>BPS Ad. Learning Center; La Alianza; Otis School; YMCA ; BPS Ad. Ed; IBA; Smart; A/B Early Childhood</p>		
<p>b. Create a one-page document of community resources that every family can get, beyond what the schools are offering.</p>	<p>Countdown; YMCA/BPS Am. Team</p>	<p>BPS Ad. Learning Center;</p>		<p>Otis School</p>

	BPS Ad. Ed; Smart	IBA; Smart; BCNC (b-e)		
c. Develop, coordinate and oversee a plan for the creation of an online knowledge/resource center.	YMCA/BPS Am. team	Commonwealth Compact; La Alianza; BPS Ad Ed; Smart	BPS Ad. Learning Center	Smart
d. Seek funding from local businesses and foundations to support the development and sustainability of this online knowledge center.	BPS AD Ed	ABCD Headstart/Early HS; YMCA		Smart
e. Seek college/university intern(s) to assist in compiling information and developing online knowledge/resource center.		Commonwealth Compact; Collage Dance Ensemble; YMCA; BPS AD ed		Smart
<b>2. Build the capacity of schools to promote ongoing immigrant family engagement at all levels (superintendent’s office, principals, school community and community partners).</b>	Countdown (all); Otis School (all)	BPS Ad. Learning Center; La Alianza; Otis School (all); Smart (all); BCNC; Tufts U-Tisch College; Primary Source	Otis School (all)	
a. Identify local schools that are excelling in their efforts to engage immigrant families.		BOS Ad. Learning		

		Center; Primary Source		
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.		BOS AD Ed	IBA (b-e)	
c. Share best practices in family engagement of successful schools and their partners with other principals and school and community leaders.		BPS Ad. Learning Center; BPS Ad Ed; Primary Source		
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.		La Alianza; BPS AD Ed		
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 practice(s).		Primary Source; La Alianza	BPS Ad Ed	
<b>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.</b>	Smart	LA Alianza (all); BCNC (all); MA Dept. of Early Ed /Care	BPS Ad Ed	
<b>1. Support current work of BPS Office of English Language Learners to clarify and promote the recommended policies and range of programs for English Language Learners in both general educational and Sheltered English Instruction programs.</b>		MA Dept. of Early Ed/Care		
a. Clarify the policy and program options within BPS	Countdown;	Otis School;	JPNDC	

	Otis School; Smart	BPS AD ED		
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.	Otis School	Commonwealth Compact; Otis School; Smart	BPS Ad Ed (b,c); IBA	
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.				
<b>2. Work with BPS to improve appropriate assessment strategies to ensure better identification and assignment of students into programs serving English Language Learners.</b>				Smart
a. Re-evaluate the current assessment tools and processes for assessment and assignment to ELL.	BPS AD ED			
b. Revise ELL intake process and assignment process based on data emerging from the re-evaluation.	BPS Ad Ed			
c. Create public forums to discuss effective ELL assessment and assignment practices.		La alianza; IBA	BPS ad Ed	
<b>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.</b>		La Alianza; YMCA ; IBA (all); MA Dept of Early ED/Care; Tufts U-Tisch College	La Alianza; IBA (all)	
a. Assess the current information distribution process to families, especially immigrants, within BPS.	Countdown; Otis; BPS Ad ED	Otis	Otis	
b. Develop a plan to address needs and gaps in the current information distribution process.	BPS Ad Ed			
c. Create multiple sources of information about educational options,	Otis;	Commonwealth	La Alianza	

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.	YMCA/BPS Am. Team; IBA	Compact; La Alianza; Collage Dance Ensemble; Otis; BPS Ad Ed		
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.	Otis	La Alianza; Collage Dance Ensemble; Otis	BPS Ad Ed	
<b>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.</b>	Clearways to Freedom	Clearways to Freedom (All); Smart(all)	BPS Ad. Learning Center	
<b>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.</b>	Otis	Countdown; Otis; Primary Source	BPS Ad. Learning center; Primary Source	
a. Support the dissemination and implementation of the new Family Engagement Rubric to schools and the community.	Otis	Primary Source; La Alianza; Countdown; Otis; YMCA	BPS AD. Learning Center; Otis; BPS Ad ED	
b. Provide professional development to school staff integrating cultural proficiency throughout all training modules regarding effective instructional practices for English Language Learners.	Primary Source; Otis; BPS AD ED	Otis; Primary Source	Otis; Primary Source	
c. Share effective practices in cultural proficiency with community and partner organizations as a strategy to support instruction in schools.	Primary Source; Clearways to	BPS Ad. Learning Center;	Clearways to Freedom; La Alianza	

	Freedom; BPS Ad Ed	La Alianza; YMCA		
<b>2. Develop media campaign aimed at global marketplace on valuing cultural diversity as strength, to set the tone within the City of Boston.</b>		Countdown MA Dept of Early Ed/Care		
a. Invite additional partners to the table to develop media campaign for the diverse Boston community.		Commonwealth Compact; La Alianza Countdown	Commonwealt h Compact; BPS Ad Ed; JPNDC	
b. Develop messages on valuing diverse cultures as assets such as print, internet, television, and radio.	Primary Source	Commonwealth Compact; Primary Source; La Alianza; BPS Ad ED	La Alianza	
c. Determine appropriate dissemination plan, including media outlets.		Commonwealth Compact; YMCA		
<b>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.</b>		Primary Source BPS Ad. Learning Center (all)	BPS Ad Ed	Otis; Smart
<b>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 Instructions categories for current staff.</b>	BPS Ad Ed		JPNDC	Otis; Smart
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	BPS Ad Ed	Primary source		

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 support the dissemination of their work across the district as well as the community at large.			BPS Ad Ed	
<b>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.</b>	Countdown; ABCD Headstart/Early HS; Primary Source	Primary source; BPS Ad. Learning Center; BPS Ad Ed; Smart from the Start	Primary Source	Otis
<b>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.</b>	Countdown; ABCD Headstart/Early Hs	Primary Source; BPS Ad. Learning Center; La Alianza; Countdown; YMCA; BPS AD Ed; Smart from the Start	La Alianza; Smart	Otis