

**New Bostonians Summit
March 31, 2010**

ESOL Agenda Interest Sheet

Vision of the ESOL Agenda: 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.

Agencies with Abbreviations Only

AACA=Asian American Civic Association

BCAE= Boston Center for adult Education

BCNC= Boston Chinatown Neighborhood Center

BCRHHR=Boston Center for Refugee Health and Human Rights

Boston College= Boston College Neighborhood Center

BPS=Boston Public Schools

Cape Verde Cons=Cape Verdean Consulate

DESE= Massachusetts Dept. of Elementary and Secondary Education

IIC-Irish Immigrant Center

El Sal Con.=El Salvador Consulate

JCS=Office of Jobs and Community Services

MCAE= Massachusetts Coalition for Adult Education

Mujeres=Mujeres Unidas en Accion

RCC=Roxbury Community College

Total Number of Returned Sheets: 21

ESOL AGENDA ITEM	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
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.	Boston College; BPS Adult Ed.(1-6); Mujeres (all strategies); JCS (all); AACA; Childrens’ Museum; Boston Language Institute	IIC; BCNC ; (Strategy 1,3, 5, 6,7) Southwest Boston CDC; BPS Ad. Ed.; BCAE(all strategies); JCS (1-3); Children’s Museum; ESL for Executives	World Ed.; Cape Verde Cons.; BCRHHR	Voice& Future Fund (all strategies); Boston HERC (All strategies); El Sal. Cons.
1. Increase the number of seats in ESOL programs for Boston Public School (BPS) parents, guardians and caregivers as additional resources become available	Boston College; AACA	BPS Ad. Ed.; El Sal Con. (1-4); Children’s Museum		BCRHHR
2. Expand practices that target BPS parents, guardians and caregivers in BPS Adult Education and/or Boston Centers for Youth and Families ESOL programs		AACA		BCNC; BCRHHR
3. Expand the capacity of programs throughout the city that focus on family/school engagement		BCRHHR; AACA		
4. Increase supports necessary for adult student success, such as	BCRHHR;			BCNC;

childcare, transportation, and counseling	AACA			Boston College
5. Use Family Resource Centers and the BPS student enrollment/intake process to offer referrals to school-, community- and work-based ESOL programs	AACA	BPS Ad. Ed.; BCRHHR		El Sal. Cons.
6. Reach out to BPS parents, guardians and caregivers to encourage their participation in ESOL classes, consistent with the state's Family Literacy Goals	Boston College; Cape Verde Cons.	BPS Ad. Ed.; AACA; BCNC	Cape Verde Cons.; El Sal Cons.	BCRHHR
7. Link BPS parents, guardians, and caregivers of English Language Learner students with community-based advocacy efforts	Boston College	AACA; Children's Museum; BCNC	Cape Verde Cons.; El Sal Cons.; BCRHHR	
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.	SABES; BCAE; MCAE; AACA (all)	Rox. Comm. College (RCC); IIC; BCAE	World Ed.; JCS	
1. Create a Boston ESOL <i>continuum-of-services model</i> 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.	Boston College	BCNC; Southwest Boston CDC; BPS Ad. Ed. (Todd Lee's mtg); BCAE; BCRHHR	World Ed.	
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	Voice/Future Fund; Boston College	IIC; BCAE; Mujeres; El Sal Cons. (all)	World Ed.	

		BCRHHR (all)		
i. Establish cross-organizational agreements to increase student success in moving between those programs	Voice/Future Fund; El Centro			JCS
ii. Adopt common and/or transparent referral criteria and admission and enrollment requirements /policies among multiple system providers				Voice/Future
iii. Support innovations that promote smooth transitions between programs				Voice/Future
b. Promote learner understanding of what is required to reach the “next step” and future steps	BPS AD. Ed ; Boston HERC; El Centro		BPS Ad. Ed. ; Mujeres	
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.	RCC (all strategies); BCAE; Boston Lang. Inst.	BCRHHR (all); Children’s Museum		Boston College ; El Sal Cons.
a. Increase the number of ESOL students that successfully enter an ABE program, earn their GED, or enter and graduate from a community college	Voice/Future; BCNC; BPS Ad. Ed. ; Mujeres; Boston HERC	BPS Ad. Ed; AACA (a-d)	El Sal Cons.	
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		BCNC; BPS Ad. ED. ; Mujeres (B-f); Children’s Museum		Voice/Future; El Sal Cons
c. Increase availability of ESOL classes that are high-level and offer academic content that is aligned with college entry tests and course content	Boston HERC; Boston Lang. Inst.	BCNC; BPS Ad. Ed.		Voice/Future; El Sal Cons.
d. Provide student support that prepares English language learners to make transitions to further education	BCNC; BPS Ad. Ed.	BPS Ad. Ed.	El Sal Cons.	Voice/Future

	El centro; Boston Lang. Inst.			
e. Provide college credits for ESOL classes taken at community colleges		AACA		Voice/Future; BCNC; El Sal Cons.
f. Advocate for immigrant access to in-state tuition rates for community colleges, including access to state financial aid system	Voice/Future; Cape Verde Cons.	Boston HERC; El Sal Cons.; Boston Lang. Inst.		BCNC
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.	AACA (all)	BCAE; BCRHHR (all)		Boston College
a. Increase the number of ESOL students who enter vocational or skills-training programs, gain employment, or advance to a better job	Voice/Future; BCNC; Mujeres; Boston HERC; El Centro	Southwest Boston CDC; BCAE; El Sal Cons.		
b. Employ career coaching and case management supports to assist learners in stating employment goals and discovering the pathways towards reaching those goals	Boston HERC; El Centro	BCNC Southwest Boston CDC; Mujeres (b-e)		Voice/Future; El Sal Cons. (b- d)
c. Align pre-employment ESOL programs with workforce development program prerequisites, course descriptions and curriculum		BCNC		Voice/Future
d. Increase vocational ESOL opportunities and promote use of work-based, contextualized curricula for learners pursuing employment goals	BCNC	Boston HERC; El centro		Voice/Future
e. Increase workplace ESOL opportunities	Voice/Future; Mass. Worker	Mass. Worker Ed.	El Sal Cons.	

	Ed. Roundtable	Roundtable BCNC		
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	Voice/Future; Cape Verde Cons.	AACA		El Sal. Cons.
ii. Provide targeted capacity-building services to ESOL providers, unions and employers to increase the number of partnerships that provide workplace ESOL	Voice/Future	AACA El Sal. Cons.;		
iii. Deepen employer support for ESOL through outreach, marketing and media campaigns. Deepen employer support for ESOL through outreach, marketing and media campaigns.	Voice/Future	Boston HERC		El Sal. Cons.
f. Build collaborative relationships and referral agreements between ESOL programs, skills training programs and employers	Cape Verde Cons.;	BCNC; Mujeres; El sal Cons.;		Voice/Future
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.	BCNC; BCRHHR	Southwest Boston CDC; AACA	El Sal Cons.	
a. Increase the number of eligible legal permanent residents who apply for citizenship	Voice/Future; Cape Verde. Cons.;	Southwest Boston CDC; AACA		
b. Increase funding for expanded support of civic engagement and citizenship classes	El Sal. Cons.	BCRHHR		

c. Expand use of contextualized curricula that incorporates aspects of civic life and concepts of civic responsibility	Voice/Future; El Centro	BCRHHR; El sal Cons.		
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.	SABES with DESE	BCRHHR		
1. Expand the use of a limited number of standardized student assessments to all publicly and privately funded ESOL programs.	RCC; BCNC; Mujeres; JCS		BCRHHR	
a. Incent and enforce pre- and post-testing where it is not currently in place	Voice/Future		BCRHHR	El Sal Cons.
b. Build teacher and program capacity to implement use of standard assessment tools	Voice/Future; Boston HERC;		BCRHHR	El Sal Cons.
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	Voice/Future; BPS Ad. Ed; El sal Con.	El Sal cons.	BCRHHR	
2. Track short- and long-term student outcomes, consistent with the continuum-of-services model.	Mujeres; JCS	BCRHHR (all)		
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	BCNC	Mujeres		Voice/Future; El Sal Cons.
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		BCNC; Mujeres		Voice/Future; El Sal Cons.
3. Make ESOL program information accessible and usable to learners, employers and others.	Boston College;	BCAE; BCRHHR (all)		

	Mujeres			
a. Ensure all lists of ESOL and ABE providers are user- and employer-friendly, and provide accurate and updated information	Voice/Future; BCNC	BCAE		
b. Ensure that state's Individual Training 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	Boston College	BCNC BCAE; Mujeres		Voice/Future El sal. Cons.
4. Document, evaluate and strengthen the performance of the public and private adult ESOL systems by developing an "ESOL Progress Report" that would:		Mujeres		Voice/Future (all strategies)
a. Measure the ESOL system's ability to improve English skills, improve family educational and economic success, and engage new support	Mujeres; BCRHHR	BCNC; El sal Cons.		
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.		BCNC; Mujeres; BCRHHR		El sal Cons.
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.	Boston College; MCAE	BCRHHR	BCRHHR (all)	Mujeres
1. In support of the ESOL Adult English Learner Agenda, key stakeholders will ensure communication and coordination about:	Boston College (all # 1); JCS			
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	BCNC; MUjeres; El sAl Cons.		El sal Cons.	
b. Professional development and technical assistance needs and strategies, such as use of online job clearinghouse for teaching		Mujeres		BCNC; El Sal cons.

professionals, resource-sharing between small and large programs, and creating partnerships with local colleges and universities to increase professional development opportunities				
c. Funding strategies and gaps, including class times, locations and intensity levels	BCNC El sal Cons.	El Sal Cons.		
d. Education and policy advocacy efforts to increase funding at the local, state and federal levels.	BCNC; MCAE; EL sal Cons. ; El centro	El sAl Cons.	El Sal Cons.	
2. Such communications will include biannual information sharing sessions, annual city-wide gatherings, e-newsletters, training and events calendars, etc.		BCNC; El sal cons.		