

Project SEMBRAR: Sustaining Equity through Mentorship for Bilingual Teacher Recruitment and Retention

Abstract

Project SEMBRAR (Sustaining Equity through Mentorship for Bilingual Teacher Recruitment and Retention) is led by a consortium consisting of capable institutions Dual Language Education of New Mexico (DLeNM) and Multistate Association of Bilingual Education (MABE), with support from Educators for a Multilingual Multicultural America (EMMA). DLeNM and MABE meet eligibility criteria for this grant due to their status of nonprofits with 501C3 IRS (Other than Institution of Higher Education). Project SEMBRAR is partnering with four SEAs: Massachusetts Department of Elementary and Secondary Education, Connecticut State Department of Education, Rhode Island Department of Education, and New Mexico Public Education Department.

Project SEMBRAR addresses the Absolute Priority (increase the number of bilingual or multilingual teachers through a GYO pre-service program that recruits teacher candidates who are bilingual or multilingual), the Competitive Preference Priority (applications from new potential grantee), and the Invitational Priority (service to students from first-generation or low-income backgrounds). Project SEMBRAR aims to increase the number of state-level DLBE-certified teachers serving ELs in DLBE settings in Massachusetts, Rhode Island, Connecticut, and New Mexico through mentorship and professional learning in standards-based practices. Project SEMBRAR's has three goals: (1) Teacher Recruitment - Improve DLBE teacher recruitment efforts and pathways for students from first-generation and/or low-income backgrounds in participating districts in MA, RI, CT, and NM; (2) Targeted DLBE Professional Learning - Develop and enhance pathways for DLBE teacher learning through alignment with EMMA standards; and (3) Teacher Collaboration and Retention - build capacity within participating districts to train and retain uniquely qualified DLBE teachers.

Goal 1 has three objectives: (a) develop robust partnerships between MABE, EMMA, and NDLC Faculty with districts in MA, RI, CT, and NM to create pathways for DLBE certification for teachers from first-generation and/or low-income backgrounds; (b) recruit Mentor Leaders (Track 1) and Bilingual PST Participants (Track 2); and (c) engage high school Seal of Biliteracy students in DLBE classrooms through supported internship experiences. Expected outcomes for Goal 1 are: development of individualized plans for sustainable recruitment of Mentor Leaders and Bilingual PST Participants with participating districts in MA, RI, CT, and NM; participating districts develop a robust base of DLBE Mentor Leaders; Bilingual PST Participants are identified to obtain DLBE certification at IHEs in MA, RI, CT, and NM; and increased number of bilingual high school students pursue becoming DLBE teachers.

Goal 2 has two objectives: (a) develop targeted professional learning for Mentor Leaders through adapting NDLC curriculum to address the unique competencies of DLBE teachers; and (b) develop guidance and recommendations for IHEs to create or revise their DLBE preparation programs using the EMMA Standards for state-level DLBE certification. Expected outcomes for Goal 2 are: increased alignment between NDLC curriculum and the unique needs of Mentor Leaders; and increased alignment between IHE DLBE preparation programs and EMMA Standards.

Goal 3 has two objectives: (a) train Mentor Leaders to support Bilingual PST Participants toward program completion, with particular emphasis on competencies of the EMMA Standards; and (b) establish local DLBE communities of practice led by Mentor Leaders for Bilingual PST Participants through the NDLC program of professional learning. Expected outcomes for Goal 3 are: Mentor Leaders and Bilingual PST Participants demonstrate use of EMMA standards-based practices for DLBE contexts; increased DLBE program completion of Bilingual PST Participants; and increased retention of DLBE educators in participating districts.

To achieve these goals, Project SEMBRAR is partnering with 17 LEAs: Boston (33.7% ML), Brockton (31.1% ML), Lynn (43.4% ML), Somerville (23.2% ML), and Worcester (30.4% ML) in MA; Providence (36.6% ML) and Nuestro Mundo Public Charter School (39.8% ML) in RI; New Haven (22.4 ML%) and Windham (31.9% ML) in CT; and West Las Vegas City (10.7% ML), Las Vegas City (21% ML), Española (15.9% ML), Mora (6.7% ML), Cuba (37.5% ML), Pecos (8.4% ML), Peñasco (4.3% ML), and Wagon Mound (18.3% ML) in NM. Project performance measures will include data collection from yearly focus groups, yearly surveys, and quarterly data uploads/sharing from NDLC Faculty IHE partners.

Project SEMBRAR will, with the help of 5 NDLC Faculty IHEs, impact a total of 80 (16 yearly) Mentor Leaders and 400 (80 yearly) Bilingual PST Participants. **Upon completion, the total DLBE entities impacted will be 506.**