



engage^{ny}

Our Students. Their Moment.

Long Island Bilingual/ENL Coordinators' Meeting

Thursday, February 13, 2020



Introduction

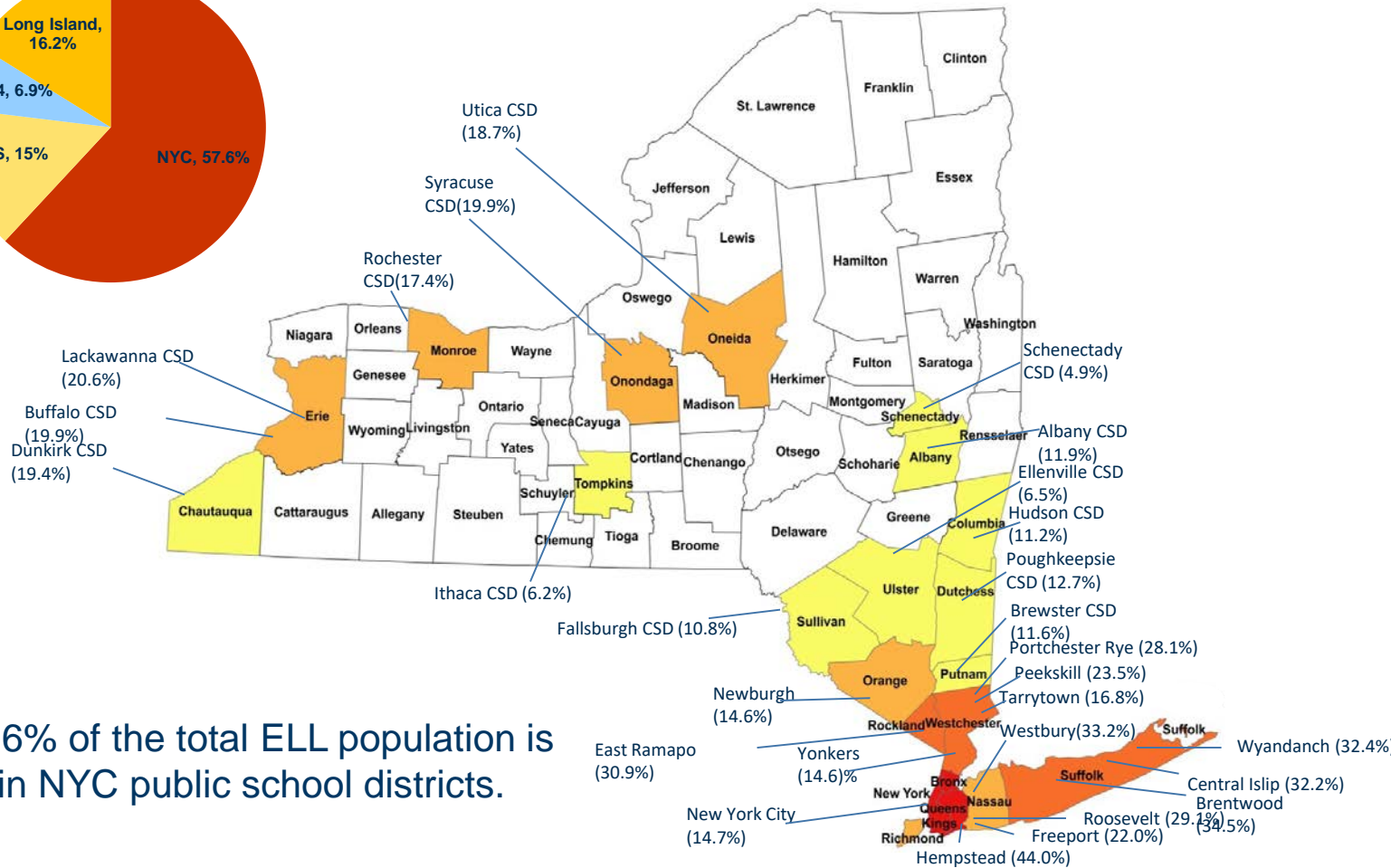
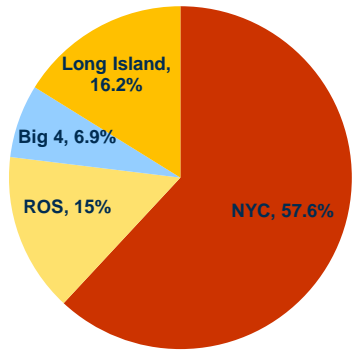


Ms. Elisa Alvarez
Associate Commissioner



Office of Bilingual Education & World Languages
New York State Education Department

Percentage of ELLs as a Share of Total Student Population by County and District 2018-2019

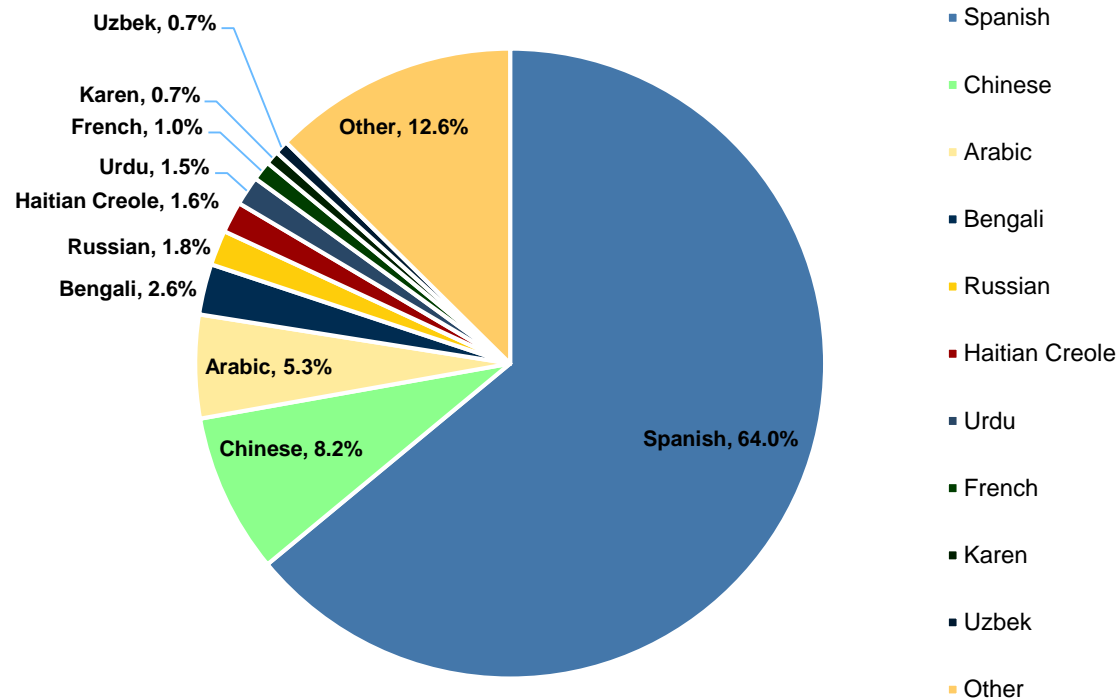


County	% ELL of Total County Population
Bronx	23.3%
Queens	16.8%
Kings	16.6%
Rockland	15.2%
New York	11.9%
Suffolk	11.3%
Westchester	9.4%
Nassau	9.1%
Erie	7.8%
Orange	7.8%
Onondaga	7.2%
Richmond	7.2%
Monroe	7.0%
Oneida	6.4%
Sullivan	6.3%
Albany	6.1%
Putnam	5.3%
Columbia	5.2%
Chautauqua	4.0%
Schenectady	3.1%
Ontario	2.8%
Tompkins	2.6%
Schenectady	2.5%

Source: NYS SIRS 2018-2019

Linguistic and Cultural Diversity in New York State

Top 10 ELL Home Languages 2018-19 SY



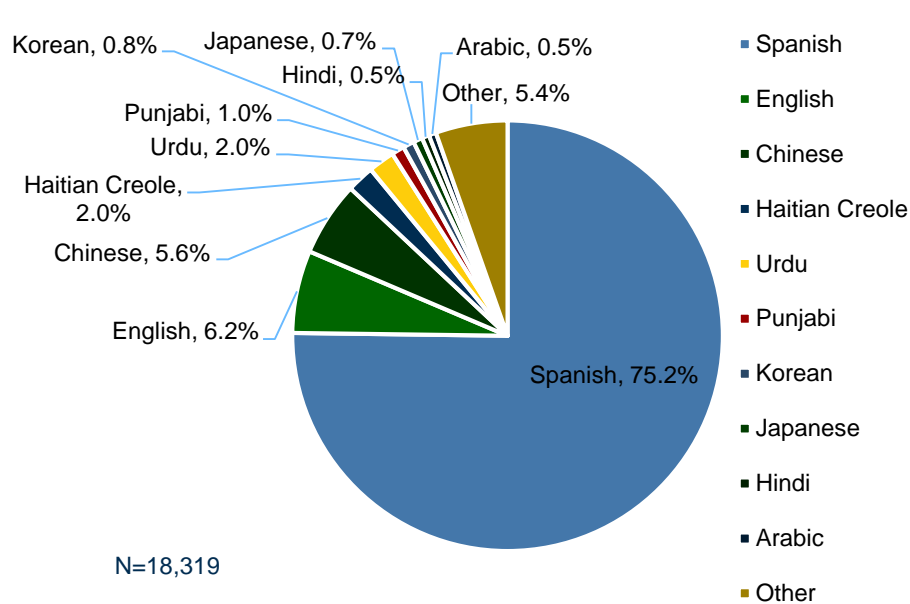
N=268,963

Source: NYS SIRS 2018-2019

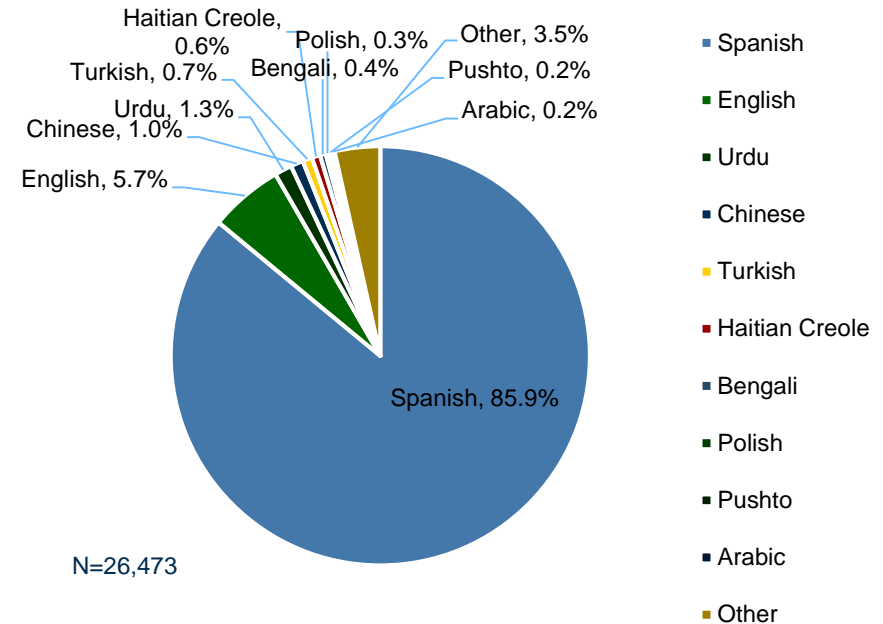
Linguistic and Cultural Diversity in Long Island

Top 10 ELL Home Languages 2018-19 SY

Nassau



Suffolk



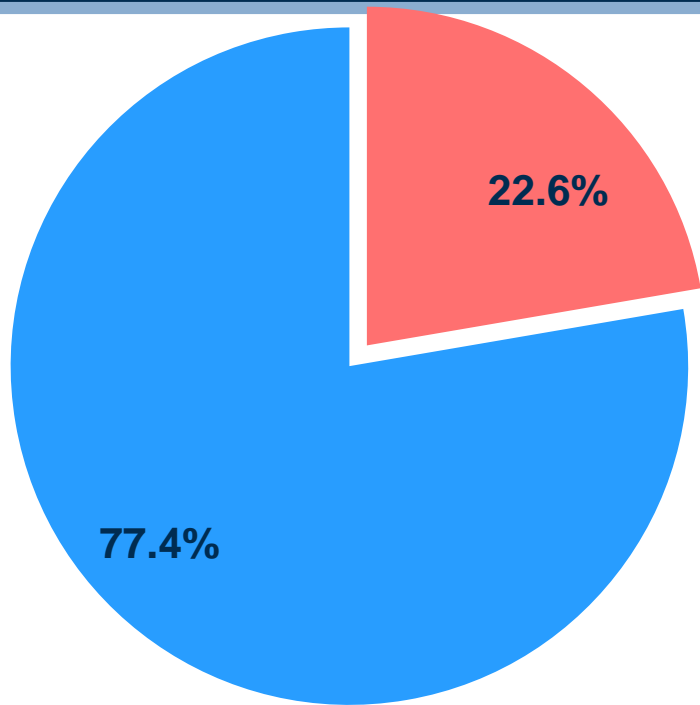
Source: NYS SIRS 2018-2019

ELL Subgroups Data 2018-19

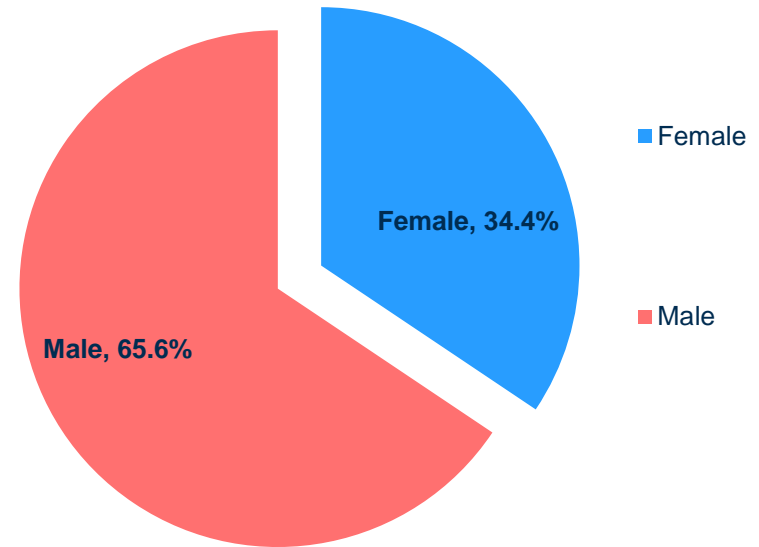
Subgroup	Definition	NYS	Nassau	Suffolk
Newcomer ELLs	Students who have been in our schools for three years or less and are English Language Learners.	61.7 %	74.4%	60.4%
Developing ELLs	Students who have received ELL services for 4 to 6 years.	24.7%	18.6%	26.9%
Long Term ELLs	Students who have completed at least six years of ELL services in a New York State school and continue to require ELL services.	13.7%	6.9%	12.6%
ELLs with Disabilities	ELLs served by an Individualized Education Plan (IEP). An IEP team determines a student's eligibility for special education services and the language in which special education services are delivered.	22.6%	15.2%	16.9%
SIFE	ELLs who have attended schools in the U.S. for less than twelve months and who, upon initial enrollment in schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the U.S.	3.5%	2.6%	4.0%
Former ELLs	A Former ELL is a student who was identified as an ELL and has met the criteria for exiting ELL status within the past two years. Upon exiting ELL status, Former ELLs are entitled to receive at least two years of Former ELL services.	8.5%	8.9%	8.3%

Data Source: NYSED Student Information Repository System (SIRS) 2018-19 SY

Percent of ELLs with IEPs in New York State 2018-2019



■ ELLs with IEPs
■ ELLs without IEPs



■ Female
■ Male

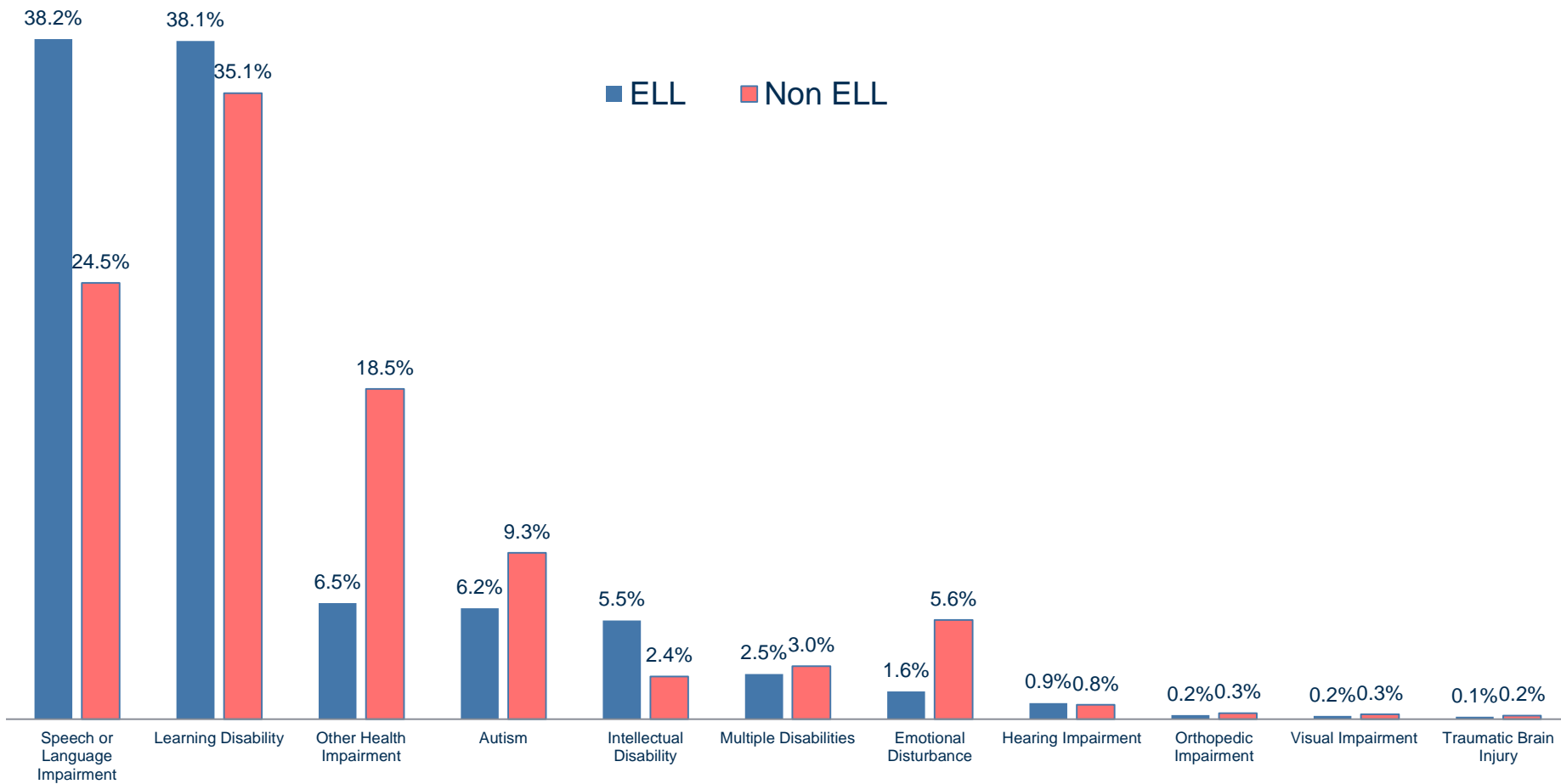
N= 60,771

48.3% of ELL SWDs are in grades K-6
20.7% of ELL SWDs are in grades 6-8
18.6% of ELL SWD are in grades 9 -12



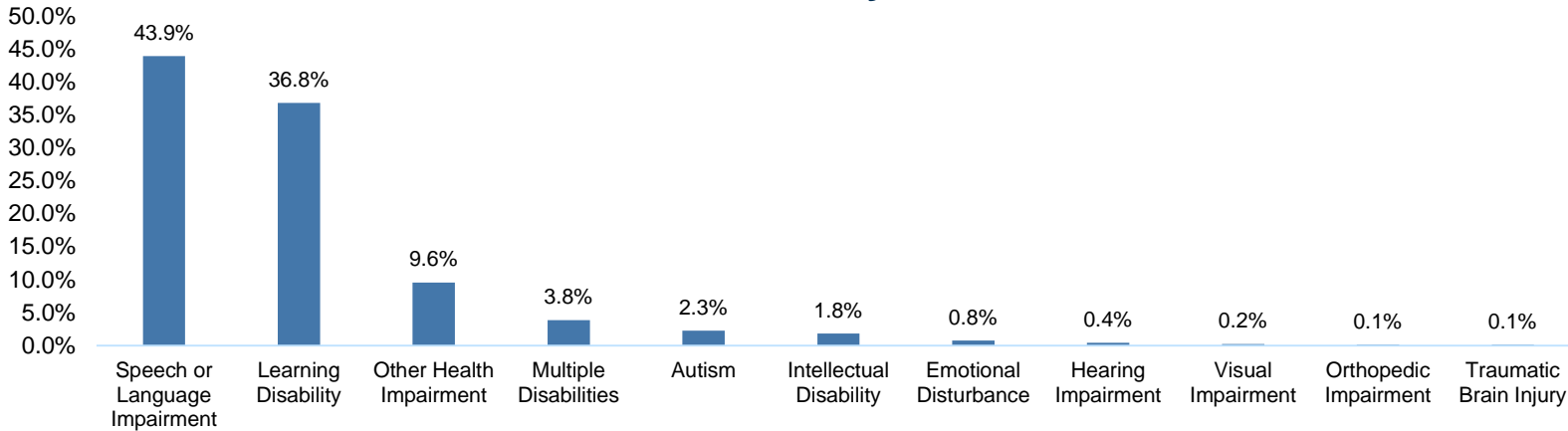
Approximately 1 in every 4 ELLs has an IEP

New York State Disability Classifications by ELL status 2018-2019

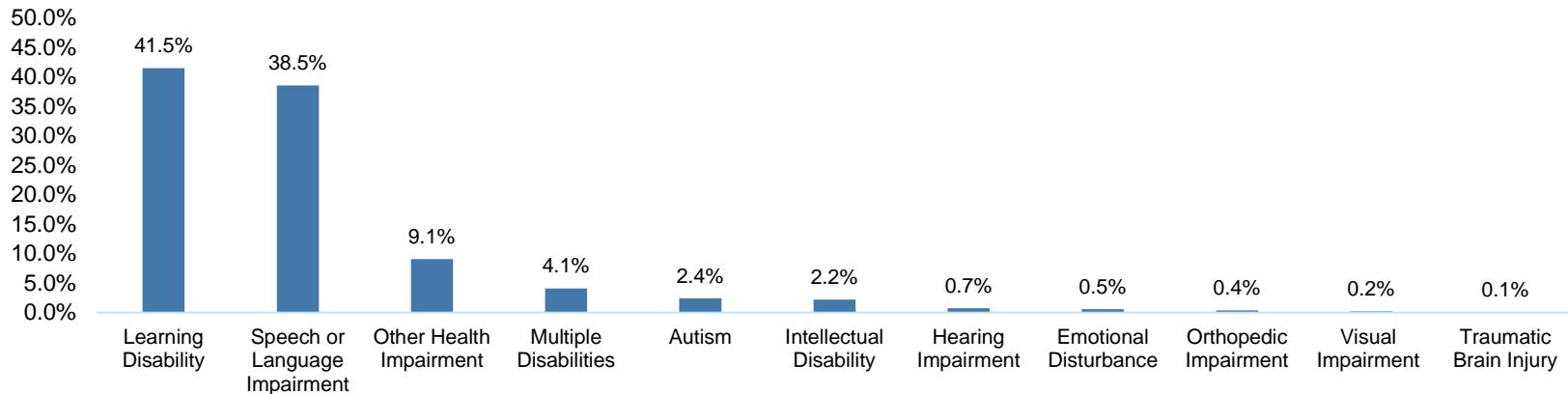


ELL Disability Classifications Nassau and Suffolk 2018-2019

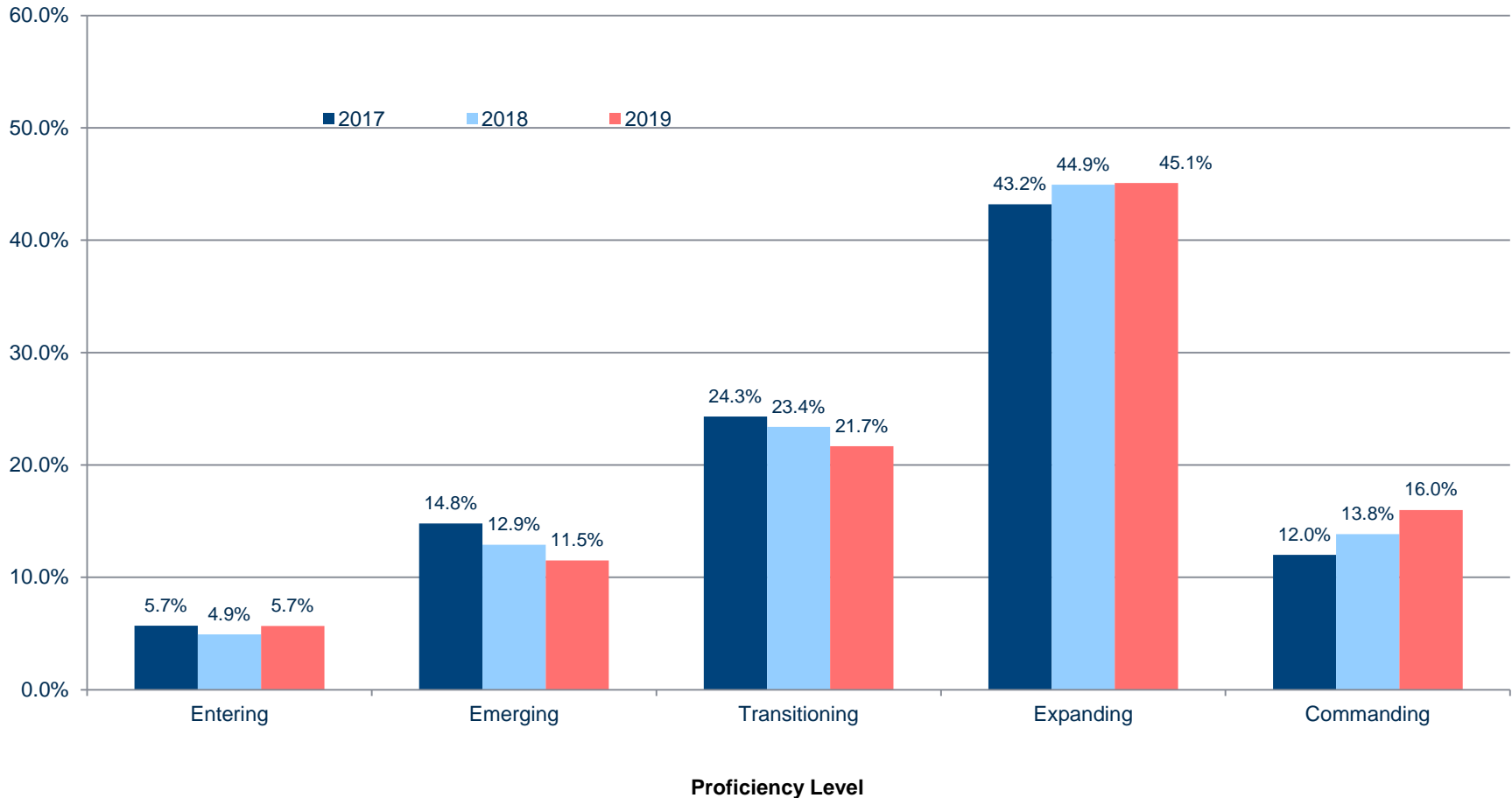
Nassau ELL Disability Classifications



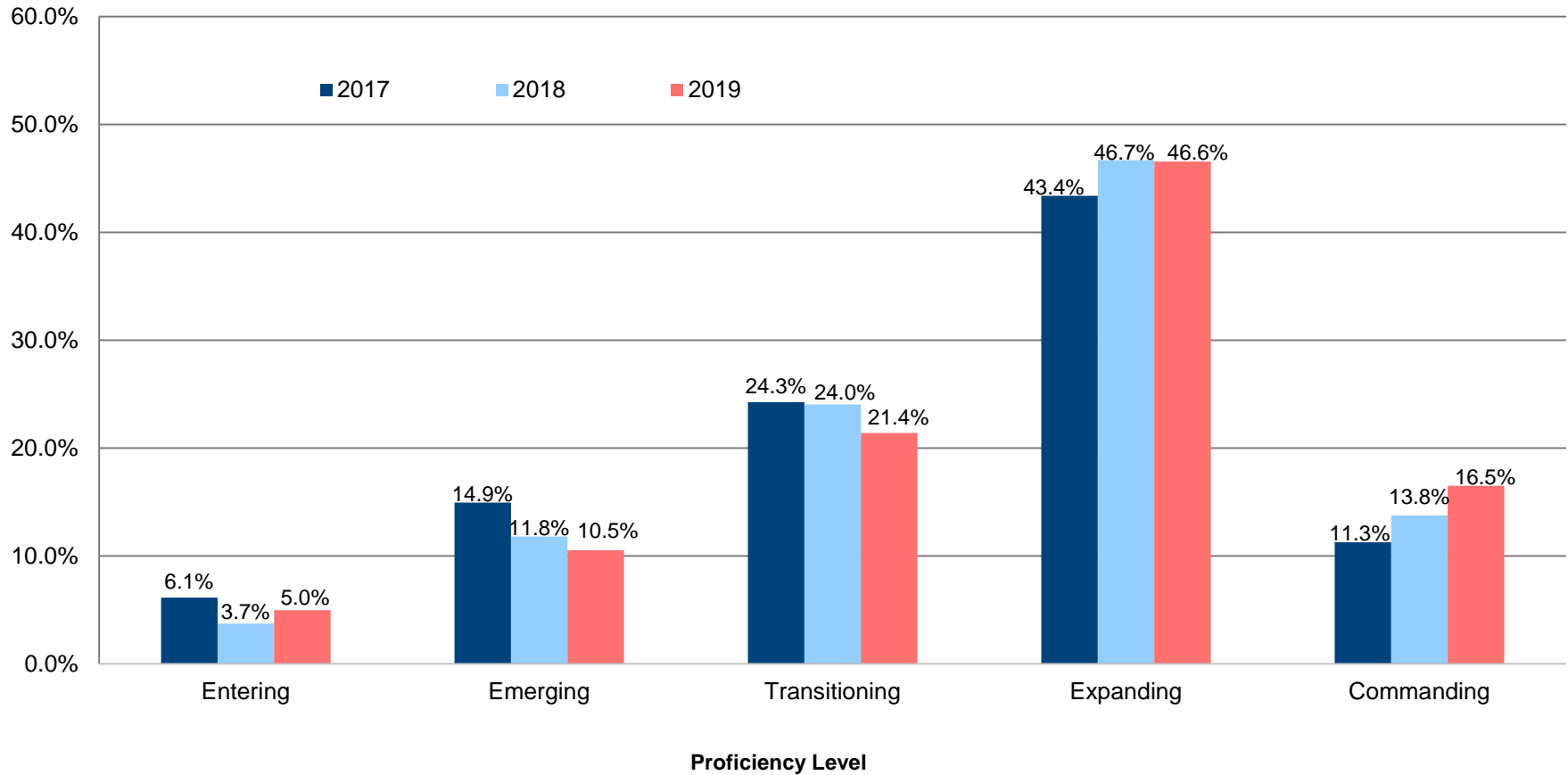
Suffolk ELL Disability Classifications



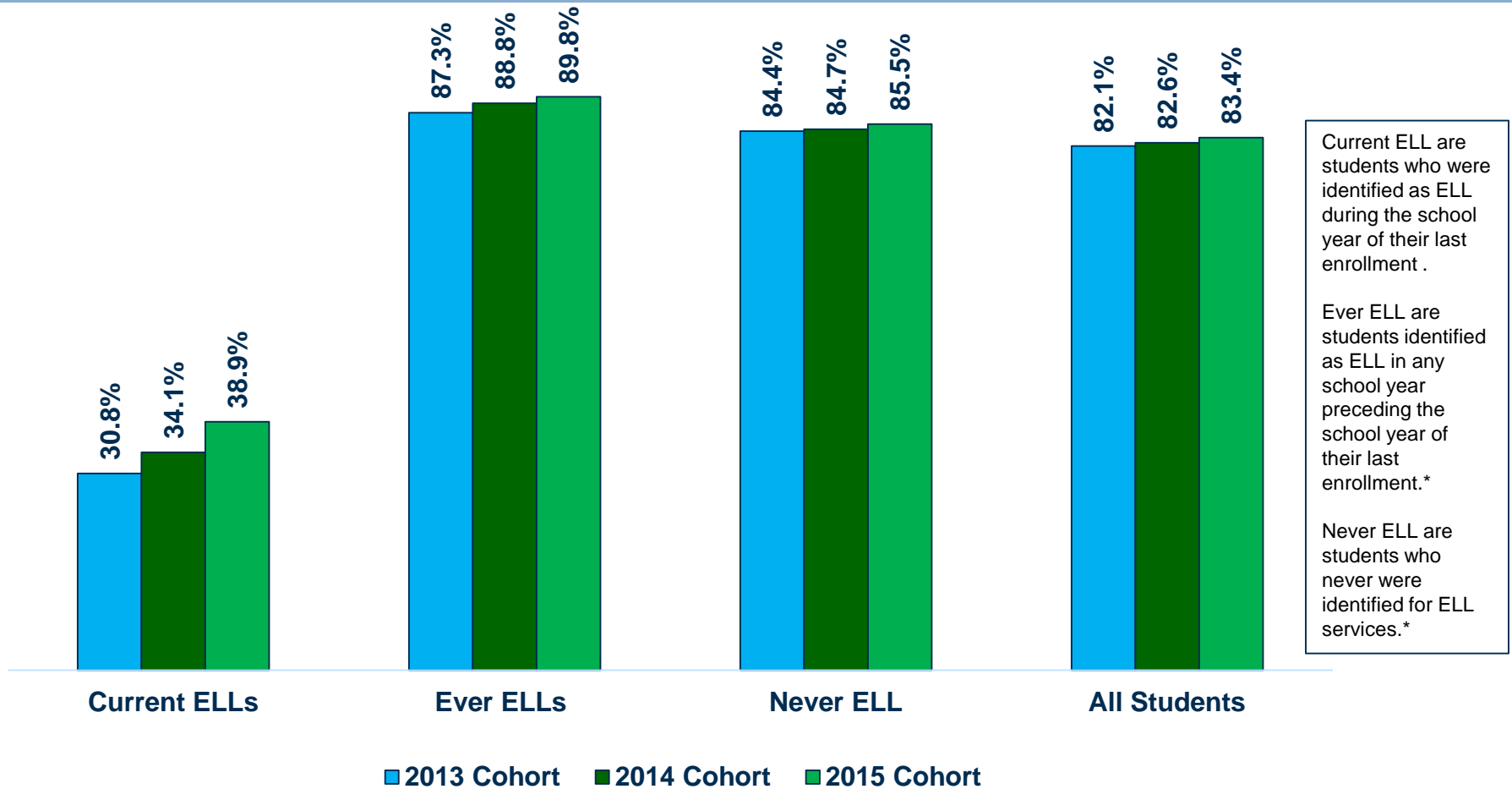
New York State - NYSESLAT Performance 2017 to 2019



Long Island - NYSESLAT Performance 2017 to 2019



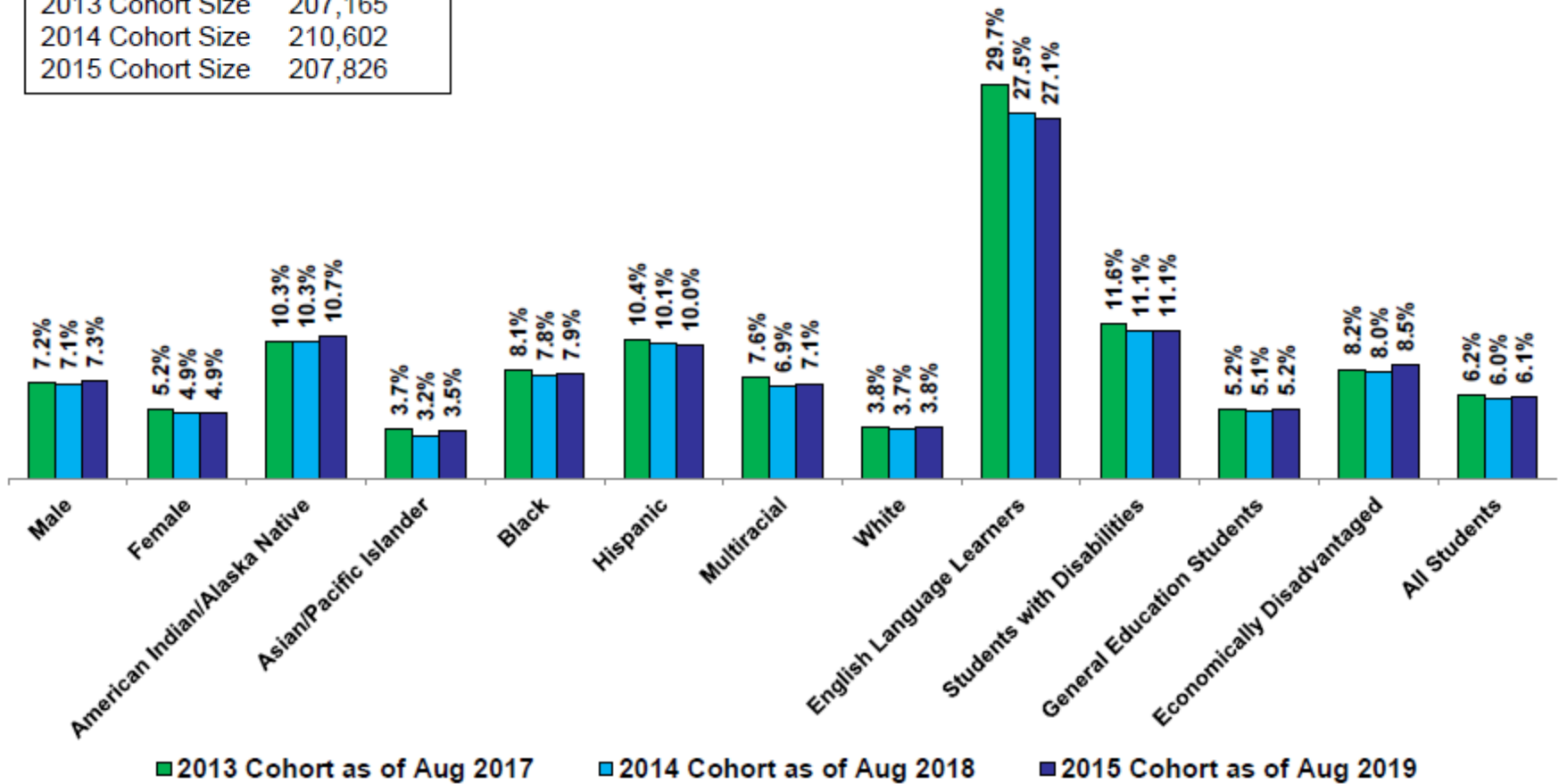
New York State ELL Graduation Rates



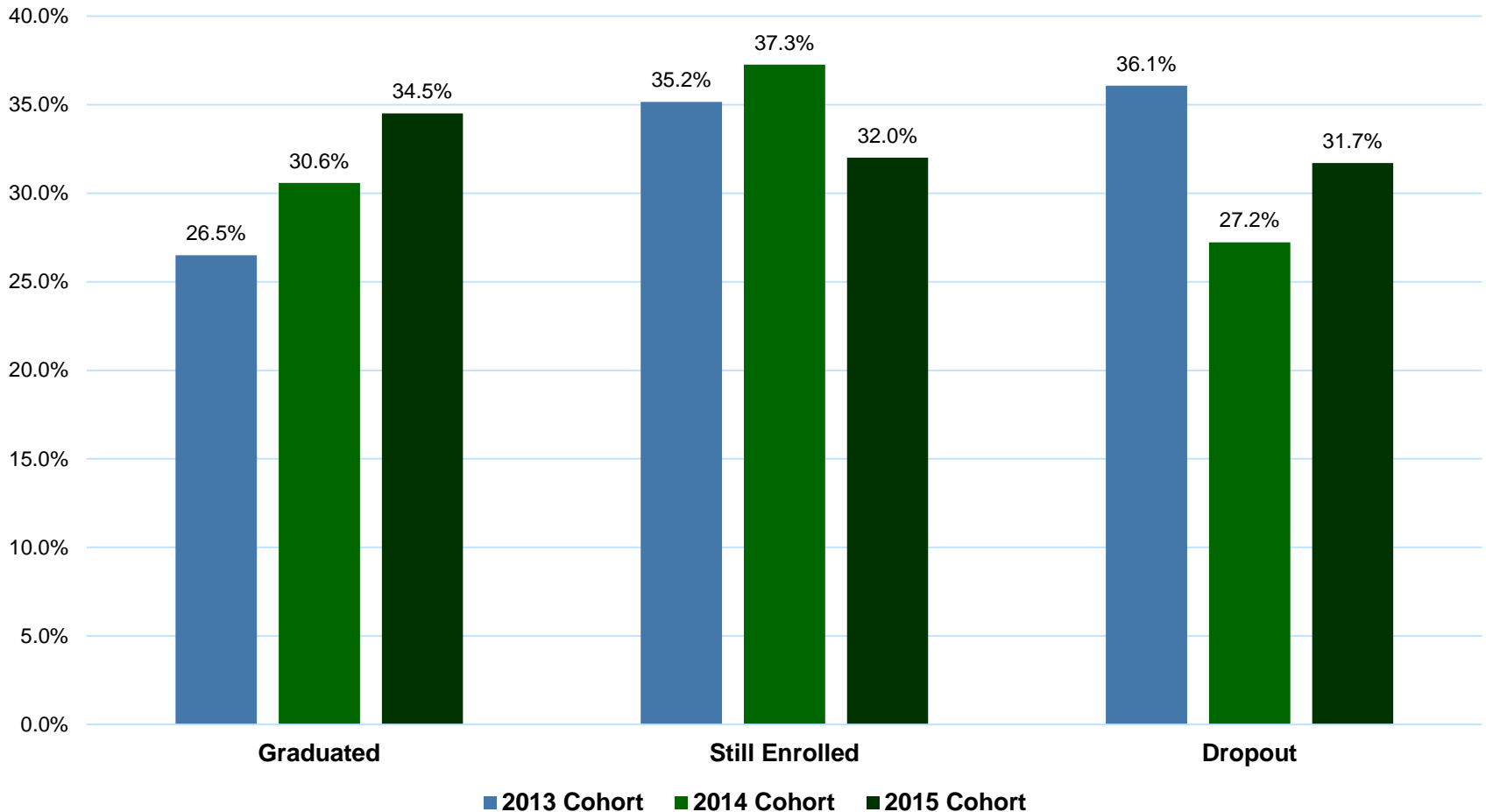
* Data are available for the 2005-06 to 2018-19 school years only. Therefore, students who received ELL services prior to 2005-06 are not identified as Ever ELL.

Statewide Dropout Rates by Subgroups, 2013-15 Cohorts

2013 Cohort Size 207,165
 2014 Cohort Size 210,602
 2015 Cohort Size 207,826



Long Island ELL Graduation Outcomes August 2013 Cohort to 2015 Cohort



Legislative Budget Requests (non-State Aid)

- Provide for new funding allocations in order to Increase Districts' Capacity to Serve English Language Learners throughout New York State: \$15M
- Develop and/or adopt a new “Alternate English Language Proficiency (ELP)” assessment for students with severe cognitive disabilities: \$1M
- Enhance Regional Bilingual Education Resource Network (RBERN) staff and services: \$1.6M

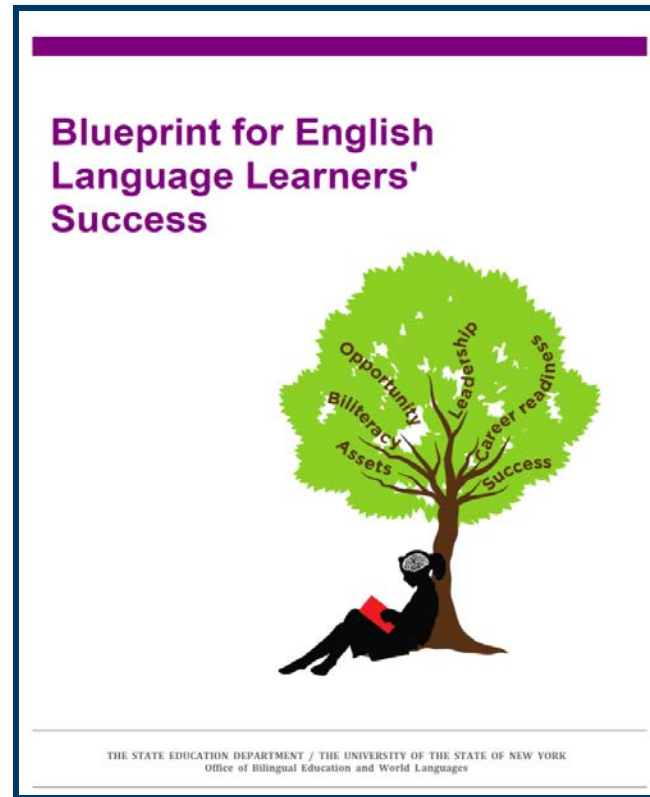
Supports for English Language Learners (ELLs)

- In 2018-2019 NYSED created two new self-evaluation resources that allow districts and schools to assess their ELL supports.
- In the Fall of 2019, NYSED-sponsored series of videos and resource guides on “Supporting Immigrants in Schools” was published.
- In 2019-2020, NYSED will launch a new initiative on teaching science for ELLs.
- NYSED is also developing a new professional development series focused on teaching math for ELLs.

NYSED Supports English Language Learners

- Blueprint for English Language Learner Success
- Commissioner's Regulations Part 154
- Emergent Multilingual Learners (EMLLs) in Pre-kindergarten
- World Languages/NYS Seal of Biliteracy
- Teacher Shortage (CR-ITI)
- Students with Inconsistent/Interrupted Formal Education (SIFE)
- Culturally Responsive-Sustaining Education
- Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI)
- Advanced Literacies
- Linguistic Demands
- Best Practices
- OBEWL Resources

Blueprint for English Language Learners' Success



“ALL TEACHERS ARE TEACHERS OF ELLS.”

Commissioner's Regulations

Part 154

- ELL Identification
- Parent Notification and Information
- Retention of Records
- ELL Program Placement
- Program Requirements
- Provision of Programs
- Grade Span
- Program Continuity
- Students with Disabilities
- ELL Exit Criteria
- Intervention Support for ELLs
- Former ELL Services
- Graduation Requirements
- Professional Development
- Certification
- School District Planning and Reporting Requirements

Emergent Multilingual Learners in Pre-kindergarten

➤ Emergent Multilingual Learners Language Profile and Profile Process

Attachment 1
NEW YORK STATE EDUCATION DEPARTMENT
Emergent Multilingual Learners Language Profile for Prekindergarten Students

Dear Parent or Guardian, Thank you for completing the Emergent Multilingual Learners Language Profile. This survey will assist your new school with valuable information about your child's experience with language. Information gathered will assist Prekindergarten educators in delivering academically and linguistically relevant instruction that recognizes the language and literacy of all students.

LANGUAGE IN THE HOME

- In what language(s) do you (parents or guardians) speak to your child at home?
 - English
 - Other home language _____
- What are the primary language(s) of each parent/guardian in your home? (List all that apply.)
 - English
 - Other home language _____
- If there is a caretaker in the home, what language(s) does the caretaker speak most frequently?
 - English
 - Other home language _____
- What language(s) does your child understand?
 - English
 - Other home language _____
- In what language(s) does your child speak with other people?
 - English
 - Other home language _____
- Does your child have siblings? If yes, in what language(s) do the children speak with each other most of the time?
 - English
 - Other home language _____

EMERGENT LITERACY

- Does your child have books at home or does he or she read books from the library? In what language are these books read to him or her?
 - English
 - Other home language _____
- Does your child have any written stories to begin?
 - English
 - Other home language _____
- Does your child pretend to read? Does your child pretend to write? In what language(s)?
 - English
 - Other home language _____
- Does your child tell the stories from picture books or flashcards?
 - English
 - Other home language _____
- Does your child's childcare or nursery program describe goals for literacy learning? If so, what goals do they describe?
 - English
 - Other home language _____
- Please describe anything specific you did to prepare your child to begin Prekindergarten.
 - English
 - Other home language _____

Attachment 2
NEW YORK STATE EDUCATION DEPARTMENT
Emergent Multilingual Learners Language Profile Process for Prekindergarten Students

EMERGENT MULTILINGUAL LEARNERS LANGUAGE PROFILE PROCESS

STEP 1: ADMINISTER THE EMERGENT MULTILINGUAL LEARNERS LANGUAGE PROFILE

Administer the Emergent Multilingual Learners Language Profile to all enrolled students. If the Profile indicates that a student's home or primary language is other than English, complete each step of this process. The child is an Emergent Multilingual Learner who is entitled to bilingual supports and instruction in the home language while learning English.

STEP 2: FAMILY INTERVIEW AND SOCIAL HISTORY

An interview, preferably in the home language, is conducted with the parent or guardian to learn of the child's language practices. The information on the Profile would inform this interview. The content of this family interview supplements any information gathered on the Emergent Multilingual Learners Language Profile once it is determined that a student has a home or primary language other than English.

STEP 3: CONDUCT INDIVIDUAL INTERVIEW WITH THE CHILD

An interview is conducted with the child in the presence of his/her parent or guardian. The interview is conducted in either language or bilingually to gauge the child's comfort in his/her languages.

STEP 4: REVIEW OF EXISTING SCREENINGS

Universal Prekindergarten requires initial screenings. At this point the child's screening results are reviewed to assess emergent literacy or numeracy skills and findings are summarized.

STEP 5: PLANNING FOR PREKINDERGARTEN INSTRUCTION

Ensure that all Emergent Multilingual Learners are provided bilingual supports and instruction in the home language while learning English.

TRANSITIONING TO KINDERGARTEN

All students who will not begin Kindergarten until September of the following school year are considered new entrants to districts and schools. Therefore districts and schools shall commence the [ELL Screening, Identification, and Placement Process](#) for all Prekindergarten students as per Commissioner's Regulations Part 154-2.3(a) on or after June 1 of the current school year. All information gathered in this Language Profile Process must be maintained in the student's record.

For more information contact the New York State Education Department Office of Early Learning at (516) 474-5907 or email OEL@nysed.gov or the New York State Education Department Office of Bilingual Education and World Languages at (516) 474-8775 or (718) 723-2445 or email OBELW@nysed.gov.

March 2017

World Languages

- NYSED is currently engaged in proposing revisions to the Languages Other Than English (LOTE) Learning Standards.
- Participation in the New York State Seal of Biliteracy (NYSSB) has increased significantly since the first year of implementation in 2015-2016.



Addressing Bilingual Education Teacher Shortage

- NYSED currently has sixteen (16) Clinically Rich-Intensive Teacher Institutes (CR-ITI) at Institutions of Higher Education (IHEs).
- Each CR-ITI provides up to 20 candidates per year.
- As of December 2019, 580 CR-ITI students completed coursework towards BE or ESOL certification.
- Over time an additional 1,640 teachers are projected to complete these programs.
- 2 additional CR-ITIs are set to open in 2020-2021.

Students with Inconsistent/Interrupted Formal Education (SIFE)

- NYSED continued the partnership with CUNY Graduate Center to support and deliver two vital resources to support the SIFE population:
- Multilingual SIFE Screener (MLS)
- Bridges to Academic Success



Culturally Responsive-Sustaining (CR-S) Education

Recognizing the need to prioritize equity and inclusion in every facet of our work, NYSED published the CR-S Framework to help educators incorporate the CR-S principles into their teaching and to promote successful outcomes for all students.



The Framework includes:

- A common definition of CR-S;
- Vision and guiding principles for CR-S;
- CR-S implementation guidelines for different stakeholders; and
- Supporting resources regarding CR-S.



Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI)

- PR/HYLI is designed to develop leadership, public speaking skills, and an understanding of the NYS Legislative process for 200 Hispanic (junior and senior) high school students studying NYS Law and Government.
- Prior to attending a three-day institute, students receive training on the legislative process and then they select legislative bills to research and debate. At the institute, students meet with legislators and debate actual legislative bills in a mock assembly session. Students receive scholarships from legislators.
- PR/HYLI is celebrating its 30 year anniversary.

Advanced Literacies

Briefs 1 & 2: Advanced Literacies and Reading Comprehension

Brief 1: Advanced Literacies for Academic Success

Brief 2: Reading Comprehension

Briefs 3 through 6: The Hallmarks of Advanced Literacy Instruction

Brief 3: Engaging texts with big ideas and rich content

Brief 4: Talk and discussion to build conversational and academic language knowledge

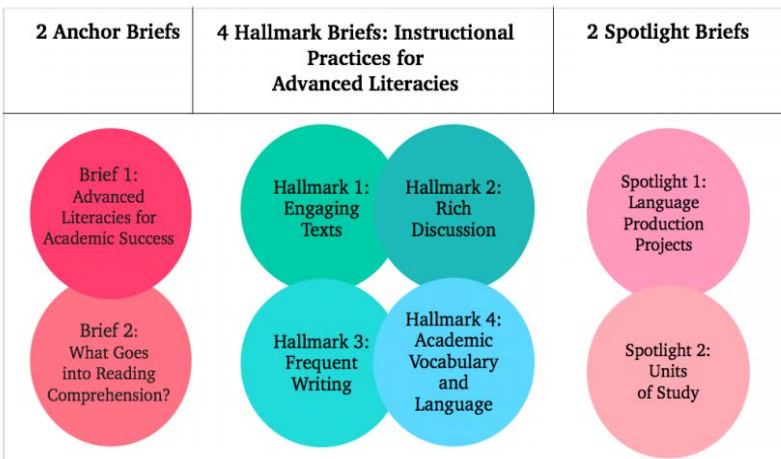
Brief 5: Write to build language and knowledge

Brief 6: Small sets of high-utility vocabulary words to build breadth and depth of knowledge

Briefs 7-8: Instructional Spotlights

Brief 7: Instructional Units of Study

Brief 8: Language Production Projects



Linguistic Demands

Aug-Oct 2019
Drafting

Nov-Dec 2019
Educator
Reviews

Jan-Mar 2020
Final Draft

Mar-Apr 2020
Public Comment

May-Jun 2020
Implementation of
Feedback

Jul-Sep 2020
Presentation to
Board of Regents

Best Practices

- Teachers promote students' academic vocabulary and provide opportunities to develop their oral and written language skills across content areas.
- Teachers engage the students in academic discussions leveraging students' home languages and prior knowledge. They are taught grade level content and appropriate language and literacy skills.
- ELLs' home language(s) represent an important resource to scaffold learning and contribute significantly to the academic achievement of all subgroups.
- Dual modeling of instruction allows content area teachers the ability to observe where language scaffolds can be inserted, where academic language and discourse may be difficult for ELLs, where wait time, rephrasing, reiterating would enhance understanding, and where Tier 2 words can cross all content areas.
- Content area teachers co-teaching Integrated English as a New Language (ENL) in the core content area have regularly scheduled team meetings. Co-planning is prioritized by administration and co-teachers. Co-constructed assessments and professional observations are conducted.

OBEWL Available Resources



Office of Bilingual Education and World Languages Resources List

FOR EDUCATORS

BLUEPRINT FOR ELL/MLL SUCCESS:
<http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf>

ELL/MLL EDUCATOR RESOURCES
<http://www.nysed.gov/bilingual-ed/english-language-learner/multilingual-learner-educator-resources>

- Clinically Rich Intensive Teacher Institute
- ELL/MLL Educator Certification
- ELL/MLL Educator Tools & Best Practices
- Integrated ENL Resources
- NYS Bilingual Common Core Initiative/Bilingual Progressions
- Continuing Teacher and Leader Education Requirements for ELL/MLL Educators
- Translated Math Curriculum Modules

LINGUISTICALLY DIVERSE LEARNERS AND THE NYS NEXT GENERATION P-12 LEARNING STANDARDS
<http://www.nysed.gov/bilingual-ed/linguistically-diverse-learners-and-nys-next-generation-p-12-learning-standards>

- Topic Brief 1: Advanced Literacies for Academic Success
- Topic Brief 2: What Goes Into Effective Reading Comprehension
- Topic Brief 3: Hallmark One of Advanced Literacies Instruction: Engaging, Content-rich Texts
- Topic Brief 4: Hallmark Two of Advanced Literacies Instruction: Classroom Discussion
- Topic Brief 5: Hallmark Three of Advanced Literacies Instruction: Building Written Language
- Topic Brief 6: Hallmark Four of Advanced Literacies Instruction: Academic Vocabulary and Language
- Topic Brief 7: Advanced Literacies Instruction: Spotlight on Interactive Units of Study
- Topic Brief 8: Spotlight on Language Production Projects

QUALITY EDUCATION FOR ENGLISH LANGUAGE LEARNERS/MULTILINGUAL LEARNERS
<http://www.nysed.gov/bilingual-ed/english-language-learner/multilingual-learner-educator-tools-and-best-practices>

- Topic Brief 1: Quality Education for ELLs/MLLs: Why We Need It and How We Can Achieve It
- Topic Brief 2: Quality Student Interactions: Why Are They Crucial to Language Learning and How Can We Support Them?
- Topic Brief 3: De-Mystifying Complex Texts: What are "Complex" Texts and How Can We Ensure ELLs/MLLs Can Access Them?
- Topic Brief 4: The Zone of Proximal Development: An Affirmative Perspective in Teaching ELLs/MLLs
- Topic Brief 5: Dispelling the Myth of "English Only": Understanding the Importance of the First Language in Second Language Learning

FOR PARENTS

RESOURCES FOR PARENTS:
<http://www.nysed.gov/bilingual-ed/english-language-learner/multilingual-learner-parent-resources>

- A Guide to Community-Based Organizations for Immigrants
- Common Core State Standards Guide (translated into 25 languages)
- ELL/MLL Parent Events
- ELL/MLL Parent Guide (translated into 25 languages)
- Helpful Links for ELL/MLL Parents and Families
- ELL Parents' Bill of Rights (translated into 27 languages) and ELL/MLL Hotline
- Parent Guides: ELL/MLL Testing NYSITELL (translated into 23 languages) and NYSESLAT (translated into 25 languages)
- Parent Orientation Video: ELL Programs in New York State (translated into 9 languages)
- Participating in Your Child's Education
- Puerto Rican/Hispanic Youth Leadership Institute
- Roadmap to College for ELLs/MLLs



Office of Bilingual Education and World Languages Resources List

 BLUEPRINT FOR ELL/MLL SUCCESS	 ELL/MLL EDUCATOR RESOURCES
 LINGUISTICALLY DIVERSE LEARNERS AND THE NYS NEXT GENERATION P-12 LEARNING STANDARDS	 QUALITY EDUCATION FOR ENGLISH LANGUAGE LEARNERS/MULTILINGUAL LEARNERS
 RESOURCES FOR PARENTS	 ELL/MLL DEMOGRAPHICS/DATA REPORTS
 RESOURCES FOR SCHOOL DISTRICTS/LEAs	 EMERGENT MULTILINGUAL LEARNERS (EMLL) IN PREKINDERGARTEN PROGRAMS
 STUDENTS WITH INTERRUPTED/INCONSISTENT FORMAL EDUCATION (SIFE)	 ELL IDENTIFICATION AND PLACEMENT/HOME LANGUAGE QUESTIONNAIRE

OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES

<http://www.p12.nysed.gov/biling/bilinged/>
OBEWL@NYSED.GOV

ELL PARENT HOTLINE at 1-800-469-8224

nysparenthotline@nyu.edu

REGIONAL BILINGUAL EDUCATION RESOURCE NETWORKS

<http://www.nysed.gov/bilingual-ed/regional-supportrberns>

