



Corrective Action Report Submission

Ira Schwartz, Assistant Commissioner
Office of Accountability
55 Hanson Place, Room 400
Brooklyn, New York 11217

January 28, 2013

Dear Ira,

Below are the information and documents your office has requested as evidence of meeting targets and commitments as outlined in the Corrective Action Plan. After reviewing these items, if additional information is needed, please do not hesitate to let me know.

As you will find, all first year targets have been met. We welcome feedback from the community and stakeholders as we continue to make strides and develop quality programs for English language learners.

Sincerely,

A handwritten signature in blue ink that reads 'A. Infante'.

Angelica M. Infante,
Chief Executive Officer, Office of English Language Learners

Summary of Major Accomplishments

In September 2011, the New York City Department of Education and State Education Department reached an agreement as outlined in the Corrective Action Plan (CAP) for services for English Language Learners (ELLs).

| Issue Description | CAP Target | Status | Steps Taken by the DOE Prior to CAP | Steps Taken by the DOE After CAP |
|--|---|---------------|---|---|
| 1) Some students were not administered the Language Assessment Battery-Revised (LAB-R) in a timely manner ¹ | <ul style="list-style-type: none"> By August 31, 2012, achieve a 75% reduction in non-compliance, as measured against 2009-10 school year baseline | ✓ Targets met | <ul style="list-style-type: none"> During the 2010-11 school year, 93.2% of eligible students were administered the LAB-R within 10 days of enrollment Added timely administration of LAB-R to the DOE's Compliance Checklist Created automatic weekly reports for all schools to indicate which students need to take the LAB-R | <ul style="list-style-type: none"> During the 2011-12 school year, 98.2% of eligible students were administered the LAB-R within 10 days of enrollment Reduced number of students who were not tested in a timely manner by 75.5% Increased speed of obtaining LAB-R results by initiating an additional test pick-up date Launched a pilot to scan LAB-R answer sheets at the school site, making results available within 30 minutes Strengthened escalation structure to follow up with schools whose students were not timely tested |
| 2) Some ELLs do not receive required bilingual and/or ESL services due to shortages of certified | <ul style="list-style-type: none"> By October 31, 2011, reduce by 25% the percentage of ELLs not served, as measured against the 2010-11 school year By October 31, 2014, reduce by 90% the | ✓ Targets met | <ul style="list-style-type: none"> During the 2010-11 school year, only 0.2% (299) of total ELL population (~163K) were not served in a bilingual or ESL program Added ELLs receiving mandated services to Compliance Checklist | <ul style="list-style-type: none"> 45.1% decrease in ELLs not served between 2010-11 and 2011-12 Increased recruitment of certified bilingual teachers through job fairs and targeted outreach (e.g., NYC Teaching Fellows) Worked with local colleges to secure reduced tuition for classes required to earn bilingual certification |

¹ The LAB-R is the assessment used to determine ELL status and proficiency level, and must be administered within 10 days of a student's initial enrollment.

| Issue Description | CAP Target | Status | Steps Taken by the DOE Prior to CAP | Steps Taken by the DOE After CAP |
|--|--|---------------|--|--|
| bilingual and ESL teachers | percentage of ELLs not served, as measured against the 2010-11 school year | | <ul style="list-style-type: none"> • Provided \$2.5 million midyear to schools that experience a large increase in number of ELLs enrolling | <ul style="list-style-type: none"> • In fall 2012, the DOE subsidized the cost for nearly 40 teachers to obtain bilingual extensions; nearly 20 more teachers will enroll in this program in spring 2013 (at a cost of over \$330,000) • Worked with SED to promote Intensive Teacher Institute (ITI), which offers additional college credits at low or no cost to teachers seeking bilingual or ESL certificates |
| 3) The parent choice program must be addressed to ensure that parents' choices are honored and to ensure that the program complies with SED program requirements | <ul style="list-style-type: none"> • By September 30, 2013, open 125 additional programs (20 by 9/2011, 40 by 9/2012, 65 by 9/2013) • By September 30, 2012, train enrollment, network and school staff on CR Part 154 regulations (as modified by the ASPIRA consent decree²) and on parent choice options | ✓ Targets met | <ul style="list-style-type: none"> • 397 bilingual programs in place as of the 2010-11 school year • Provided trainings for schools focused on creating, building, and sustaining a bilingual program • Offered Citywide Bilingual Symposiums to build schools' capacity in bilingual programs • Held Citywide Parent Conferences for ~2,000 parents of ELLs • Awarded over \$2.5 million in annual planning grants between 2009 and 2011 to help schools open bilingual programs | <ul style="list-style-type: none"> • 60 new bilingual programs opened since 2011 (20 in SY2011-12, 40 in SY2012-13) • Presented at enrollment centers during peak times (w/translations); captured parents' initial choices during enrollment process prior to their child entering school • Provided ~\$1 million in Bilingual Planning Grants in 2012-13 • Created Network Task Force and Principal Think Tank to identify potential new sites and facilitate recruitment • Ensured that sites where schools were replaced opened bilingual programs based on need • Provided training on parent choice and Part 154 regulations to over 1200 network |

² The Aspira Consent Decree (1974) between the New York City Board of Education and Aspira of New York established bilingual instruction as a legally enforceable federal entitlement for New York City's non-English-speaking, Hispanic students.

| Issue Description | CAP Target | Status | Steps Taken by the DOE Prior to CAP | Steps Taken by the DOE After CAP |
|--|--|---------------|--|---|
| | <ul style="list-style-type: none"> Retrain 50% of all personnel by each target date | | | ELL points, principals, school-based staff, and enrollment staff <ul style="list-style-type: none"> Provided professional development for bilingual teachers, strengthening, and expanding bilingual programs |
| 4) Long-term ELLs (LTEs) must receive bilingual and/or ESL services until they are no longer ELLs based on the NYSESLAT ³ | <ul style="list-style-type: none"> By July 31, 2012, reduce by 50% the number of LTEs (with or without an IEP) who are not being provided bilingual and/or ESL instruction, as measured against the baseline number for the 2010-11 school year | ✓ Targets met | <ul style="list-style-type: none"> During the 2010-11 school year, 92 long-term ELLs were not served (as of June 2011), accounting for 0.5% of total LTE population Provided ~\$3 million annually (over the course of 8 years) to schools through SIFE and LTE Grants | <ul style="list-style-type: none"> 51.7% decrease of long-term ELLs not served between the 2010-11 and 2011-12 school years During 2011-12, the 51 LTEs who were not served (as of June 2012) accounted for only 0.3% of total LTE population Launched new pilot program to support literacy development of LTEs in grades 6-9 Launched ELLs in RTI (Response to Intervention) Institute for elementary school educators, so as to build capacity to provide high quality instruction that prevents LTE status Developing assessment for LTEs to target instruction on academic and oral fluency skills |
| 5) Some schools did not submit the Request for Extension of Services— | <ul style="list-style-type: none"> By November 15, 2011 and each November 15 thereafter, submit all Requests for Extension of Services | ✓ Targets met | <ul style="list-style-type: none"> 99% of schools submitted Request for Extension of Services Worked with network staff to support data capture and document submission | <ul style="list-style-type: none"> All schools submitted Requests for Extension of Services and description of services by November 15, 2011 Collected information via electronic tracking system and reported to SED on a monthly basis |

³ The NYSESLAT is the New York State English as a Second Language Achievement Test.

| Issue Description | CAP Target | Status | Steps Taken by the DOE Prior to CAP | Steps Taken by the DOE After CAP |
|---|--|---------------|--|--|
| Form A-7—as required by CR Part 154 ⁴ • <i>Note: NYSED discontinued this data collection process as of September 2012</i> | for the year, including description of services provided | | <ul style="list-style-type: none"> Disseminated notifications and reminders to schools through multiple DOE systems to support compliance | <ul style="list-style-type: none"> Provided technical assistance sessions and online video tutorials for school staff on request for Extension of Service submission process |
| 6) Some schools did not submit NYC Language Allocation Policy (LAP) by deadline established by SED and the DOE ⁵ | <ul style="list-style-type: none"> The DOE will submit drafts of school LAPs by October 31 of each year The DOE will create an online system to track the status of LAP submissions beginning September 30, 2012 | ✓ Targets met | <ul style="list-style-type: none"> 98.9% of schools submitted a LAP during the 2010-11 school year Provided all schools with feedback on draft LAPs prior to final submission Disseminated notifications and reminders to schools through multiple DOE systems; worked with network staff to ensure LAPs submitted for all schools Provided numerous LAP technical support sessions citywide, to hundreds of educators each year | <ul style="list-style-type: none"> 99.6% of schools submitted a LAP in 2011-12 Updated 2012-13 LAP form to be more user friendly (including auto-calculation functionality) and posted it online Tracked LAP submissions via iPlan Worked with ELL network staff to ensure schools submit LAPs on time Provided training and technical assistance sessions for principals and school staff on LAP completion process |

⁴ The Extension of Services indicates which students are entering their fourth, fifth, and sixth years of ELL service, and the reason they remain ELLs.

⁵ Each year, all schools are required to submit a LAP by an established date agreed upon by the DOE and SED. The LAP outlines important information on how individual schools identify and serve the ELLs.

Appendix

Issue #1

| LAB-R Administration 2010-11 to 2011-12 | | | | | |
|---|------------|--------|------------|-------|----------------|
| | 2010-11 SY | | 2011-12 SY | | % Point Change |
| | # | % | # | % | (+/-) |
| Timely Tested | 27514 | 93.21 | 26245 | 98.16 | 4.9 |
| 31+ Days | 78 | 0.26 | 71 | 0.27 | 0.0 |
| Not Tested | 1925 | 6.52 | 420 | 1.57 | -5.0 |
| Total | 29517 | 100.00 | 26736 | 100 | |

Source: Division of Academics, Performance and Support

The data show the following:

- During the 2010-11 school year, 93.2% of newly admitted students with home languages other than English were administered the LAB-R within 30 days of enrollment.
- During the 2011-12 school year, 98.2% of newly admitted students with home languages other than English were administered the LAB-R within 30 days of enrollment.
- There was a 4.9 percentage point increase of timely tested LAB-R eligible students between the 2010-2011 and 2011-12 school years.
- Overall, there was a 75.5 percentage decrease in non-compliance for timely administration of LAB-R between 2010-11 and 2011-12 midyear LAB-R administration.

Issue #2

- ELLs not served by certified ELL teachers
 - The Department discontinued the collection of this information during the June 2012 BESIS, but replaced it with another system evaluating ratio of teachers to students to ensure that a sufficient number of teachers is available at each school. This data is also used to track teacher need around the city, which is analyzed to determine where need for certified teachers is the greatest, thus allowing the central office to work with the networks and schools to create high quality programs for ELLs. At the request of SED, the Department will reinstate collection of this information on the 2012-13 BESIS.
 - The Department is currently developing an additional system that will capture teacher certification data, which will be linked to individual student information.
- Steps will be taken to hold schools and network administrators accountable, such as adding compliance with this requirement to the network performance metrics and the PPR, placing letters in the personnel files of school principals, and withholding Title III funds.
 - The document will be submitted under separate cover.
- Produce documentation regarding the long-term sustainability of the planned efforts.
 - This is still under development and will be submitted under separate cover.

Issue #3

- As of June 2012, there were 462 bilingual programs in New York City public schools.
- As of December 31, 2011, 50% of the retraining program was completed.
- As of September 30, 2012, 100% of the retraining program was completed; however, the training sessions will continue to be offered in each borough at various times throughout the year, to ensure that all staff members are familiar with the procedures and policies.
- During the 2011-12 school year, approximately 1050 school-based staff members and 80 cluster and network staff were retrained.
 - Some of the materials used at the training sessions include the following:
 - LAP Guidelines—The LAP Handbook for ELL Programs: http://schools.nyc.gov/NR/rdonlyres/90848C90-801C-4019-814D-DD01682B4DD9/0/LAPGuidelines_7_29_2011.pdf
 - LAP Principles: http://schools.nyc.gov/NR/rdonlyres/F4776F52-E3E9-4271-AB67-8F5CD4F760F2/0/LAPPrinciples_10_2008REV.pdf
 - The ELL Parent Information Case: http://schools.nyc.gov/NR/rdonlyres/08F60DF2-38EC-432C-8B76-FB643B3D960A/0/EPICFacilitatorsGuide_FINAL2010.pdf
 - Other materials: <http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information.htm>
 - These materials were used during various training sessions (samples of agendas are in Appendix B), such as the Pupil Accounting Secretary Trainings (offered at multiple locations and times) and the full-day Language Allocation Policy Sessions (offered monthly to school principals and other administrators). Other sessions were offered at various times to accommodate the needs of staff citywide.
- Data organized by district on new bilingual programs and bilingual programs that have been closed due to changes at the building level (school organization, reduction of LEP/ELLs, etc.) or due to school phase-out.
 - Newly Opened Bilingual Programs for the 2011-12 SY (list sent via email on 6/6/2012):

| DBN | School Name | School Level | Program Type |
|--------|---------------------------------------|---------------------------------|--------------|
| 02M303 | The Facing History School | High school | TBE |
| 03M247 | M.S. M247 Dual Language Middle School | Junior High-Intermediate-Middle | DL |
| 05M514 | New Design Middle School | Junior High-Intermediate-Middle | TBE |
| 07X030 | P.S. 030 Wilton | Elementary | DL |
| 09X236 | P.S. 236 Langston Hughes | Elementary | TBE |
| 10X054 | P.S. / I.S. 54 | Elementary | DL |
| 12X536 | PS 536 | Elementary | TBE |
| 12X550 | High School of World Cultures | High school | DL |

| DBN | School Name | School Level | Program Type |
|--------|--|---------------------------------|--------------|
| 13K009 | P.S. 009 Teunis G. Bergen | Elementary | DL |
| 13K133 | P.S. 133 William A. Butler | Elementary | DL |
| 14K110 | P.S. 110 The Monitor | Elementary | DL |
| 16K309 | P.S. 309 The George E. Wibecan Preparatory Academy | Elementary | DL |
| 17K022 | P.S. 022 | Elementary | DL |
| 17K061 | M.S. 061 Dr. Gladstone H. Atwell | Junior High-Intermediate-Middle | TBE |
| 19K273 | P.S. 273 Wortman | Elementary | DL |
| 21K228 | I.S. 228 David A. Boody | Junior High-Intermediate-Middle | TBE |
| 29Q356 | Community Voices Middle School | Junior High-Intermediate-Middle | TBE |
| 30Q011 | P.S. 011 Kathryn Phelan | Elementary | TBE |
| 31R044 | P.S. 044 Thomas C. Brown | Elementary | DL |
| 31R450 | Curtis High School | High school | TBE |

- Newly Opened Bilingual Programs for the 2012-13 SY (note: 3 schools have multiple bilingual program types):

| DBN | School Name | School Level | Program Type |
|---------|--|---------------------------------|--------------|
| 01M448 | University Neighborhood High School | High school | TBE |
| 01M515 | Lower East Side Preparatory High School | High school | TBE |
| 04M072 | The Lexington Academy | Elementary | DL |
| 04M096 | P.S. 096 Joseph Lanzetta | K-8 | DL |
| 04M108 | P.S. 108 Assemblyman Angelo Del Toro Educational Complex | K-8 | DL |
| 04M112* | P.S. 112 Jose Celso Barbosa | Early Childhood | DL |
| 04M372 | ESPERANZA PREPARATORY ACADEMY | Junior High-Intermediate-Middle | DL |
| 06M322 | Middle School 322 | Junior High-Intermediate-Middle | DL |
| 06M513 | Castle Bridge School | Elementary | DL |
| 08X448 | SOUNDVIEW ACADEMY FOR CULTURE AND SCHOLARSHIP | Junior High-Intermediate-Middle | DL |
| 08X530 | Banana Kelly High School | High school | DL |
| 08X562 | Blueprint Middle School | Junior High-Intermediate-Middle | DL |
| 09X055 | P.S. 055 Benjamin Franklin | Elementary | DL |
| 09X219 | I.S. 219 New Venture School | Junior High-Intermediate- | TBE |

| DBN | School Name | School Level | Program Type |
|--|---|---------------------------------|--------------|
| | | Middle | |
| 09X325 | Urban Science Academy | Junior High-Intermediate-Middle | TBE |
| 10X331 | The Bronx School of Young Leaders | Junior High-Intermediate-Middle | TBE |
| 10X447 | CRESTON ACADEMY | Junior High-Intermediate-Middle | TBE |
| 12X092 | P.S. 092 Bronx | Elementary | DL |
| 12X212 | P.S. 212 | K-8 | DL |
| 12X251 | Explorations Academy | High school | TBE |
| 13K133 | P.S. 133 William A. Butler | Elementary | DL |
| 14K059 | P.S. 059 William Floyd | Elementary | DL |
| 14K414 | Brooklyn Arbor Elementary School | Elementary | TBE |
| 15K001 | P.S. 001 The Bergen | Elementary | DL |
| 15K015 | P.S. 015 Patrick F. Daly | Elementary | DL |
| 15K024 | P.S. 024 | Elementary | TBE |
| 16K025 | P.S. 025 Eubie Blake School | Elementary | TBE |
| 17K600 | Clara Barton High School | High school | DL |
| 17K705 | Brooklyn Arts and Science Elementary School | Elementary | DL |
| 20K179 | P.S. 179 Kensington | Elementary | DL |
| 21K228** | I.S. 228 David A. Boody | Junior High-Intermediate-Middle | DL |
| 27Q053 | M.S. 053 Brian Piccolo | Junior High-Intermediate-Middle | TBE |
| 31R041 | P.S. 041 New Dorp | Elementary | DL |
| 32K123 | P.S. 123 Suydam | Elementary | DL |
| 32K562 | Evergreen Middle School for Urban Exploration | Junior High-Intermediate-Middle | TBE |
| 75Q721*** | John F. Kennedy Jr. School | High school | TBE |
| <p>*04M112 has a Spanish ASD DL program and a Spanish ICT DL program. **21K228 has a Chinese DL program and a Russian DL program. ***75Q721 has an 8:1:1 Spanish TBE program, a 6:1:1 Spanish TBE program, and a 12:1:1 Chinese TBE program.</p> | | | |

- Changes to bilingual programs:
 - The following schools with bilingual programs were phased out as of June 2012: 02M440, 03M470, and 19K420.
 - The following school closed its bilingual program due to insufficient numbers of students: 30Q151.
- Report findings and recommendations from audit of the DOE's implementation of its ELL parent choice program, and corrective actions being taken, or to be taken, to remedy identified deficiencies.
 - The document will be submitted under separate cover.

Issue #4

| Long-Term ELLs (LTE) | | | |
|----------------------|--------------|--------------|---------|
| School Year | # Not Served | % Not Served | Total # |
| 2010-11 | 92 | 0.50 | 20217 |
| 2011-12 | 51 | 0.30 | 19581 |

The data show the following:

- During the 2010-11 school year, 92 (0.5%) LTEs were not being served.
- During the 2011-12 school year, 51 (0.3%) LTEs were not being served.
- There was a 51.7 percentage decrease in LTEs not being served between the 2010-11 and 2011-12 school years.

| All ELL Subgroups | | | | | | |
|-------------------------------|-------------------------|-----------------|----------------|-------|-----------|-------|
| | Newcomer (0-3 years) | 4 to 6 years | LTE (>6 years) | SIFE* | ELL-SWD** | Total |
| ELLs not served 2010-11 SY | 132 | 75 | 92 | 35 | 47 | 299 |
| ELLs not served 2011-12 SY | 77 | 41 | 51 | 4 | 76 | 159 |

*Students with interrupted formal education

**Students with disabilities

Source: ATS, June 2011 and 2012

The data show the following:

- During the 2010-11 school year, 299 ELLs did not receive ELL services (0.2% of the 2010-11 total ELL population of 163,305).
- During the 2011-12 school year, 159 ELLs did not receive ELL services (0.1% of the 2011-12 total ELL population of 157,079).
- There was a 45.1 percentage decrease of ELLs not being served between the 2010-11 and 2011-12 school years.
- District 79 was excluded from both the 2010-2011 and the 2011-2012 figures. The district was excluded because the students are overage, and the majority of ELLs are ineligible for NYSESLAT testing as approved by SED. Due to the unique needs and circumstances of these students, the Department has set forth a proposal to modify how to meet their academic needs, as well as how District 79 students are calculated in ELL data.

ELIGIBILITY

Providing that participating principals and teachers both meet the requirements listed below throughout the duration of the program, *all* schools are eligible to participate, regardless of grade level, subject area(s), or whether or not the school has an approved bilingual education program.

REQUIREMENTS

In order to participate in the Subsidized Bilingual Extension Program, principals will need to ensure that participating teachers teach at least one bilingual course in the 2012-2013 school year. In addition, participating teachers must meet the following requirements:

- ◆ Possess an active initial or professional certificate issued by the New York State Department of Education
- ◆ Teach a schedule in the 2012-2013 school year that includes at least one bilingual course
- ◆ Be accepted by a participating university partner program, including passing a language proficiency exam
- ◆ Remain in good standing with their university program for the duration of their coursework
- ◆ Remain in good standing with the New York City Department of Education for the duration of the program
- ◆ Agree to take the requisite coursework in sequence without interruption



because every day it teaches me.

CONTACT INFORMATION

For more information on the Subsidized Bilingual Extension Program, or if you have any questions, please contact Bilingual Hiring Support in the Office of Teacher Recruitment and Quality:

Bilingual Hiring Support
Office of Teacher Recruitment and Quality
65 Court St., Room 312
Brooklyn, NY 11201

P: (718) 935-4238

E: BilingualHiringSupport@schools.nyc.gov

SUBSIDIZED BILINGUAL EXTENSION PROGRAM



PARTNERING UNIVERSITY PROGRAMS

For the 2012-2013 school year, the NYC Department of Education has partnered with two colleges to offer the Subsidized Bilingual Extension Program. Please see below for more information on individual programs as coursework varies slightly between the two institutions:

HUNTER COLLEGE

East 68th St., New York, NY

Languages: Spanish

Credits: 12

Duration: Fall 2012 - Summer 2013

Other: Participating teachers will complete coursework alongside other NYC Department of Education teachers working to earn the Bilingual Extension

CITY COLLEGE

West 128th St., New York, NY

Languages: Spanish, Chinese, Mandarin, Bengali, French*

Credits: 18

Duration: Fall 2012 - Fall 2013

Other: Rather than joining a cohort of other NYC Department of Education teachers working to earn the Bilingual Extension, participating teachers enroll and complete coursework independently

*Other languages may be considered

GETTING STARTED

If you are a principal interested in nominating a teacher for the Subsidized Bilingual Extension Program, your first step should be to identify a teacher who would be a great fit to teach bilingual courses in your school. This may be someone currently teaching in your school, or someone found through Open Market Transfer or the New Teacher Finder.

After identifying a potential teacher and sharing with them program information, principals must formally recommend the teacher for the program by completing a Bilingual Hiring Commitment Form. This form can be accessed online by visiting www.nyctrq.org/toolkit/bilingual or by contacting the Office of Teacher Recruitment and Quality using the information provided in this brochure.

Following form submission, the Office of Teacher Recruitment and Quality will contact the nominated teacher with more information, including instructions on how to apply to the participating university programs.

The current deadline for nominating a teacher for the Subsidized Bilingual Extension Program is August 31, 2012.

ABOUT

With New York City's diverse student population, there is an ever-increasing need for high-quality educators who are well-equipped and trained to serve our bilingual students.

The **Subsidized Bilingual Extension Program** meets this need by allowing principals to nominate new and current teachers at their schools to immediately begin teaching bilingual classes under a supplemental bilingual extension certificate while completing coursework at a participating university partner.

In addition to having the cost subsidized by the New York City Department of Education, participating teachers that complete the appropriate coursework while adhering to Subsidized Bilingual Extension Program requirements will earn the bilingual extension to their teaching certificate and credits toward a salary differential.





**Department of
Education**

Dennis M. Wakcott, Chancellor

Division of Students with Disabilities and ELLs
Office of English Language Learners
Fall 2011

**Cluster 4 ELL Point Technical Session Training
131 Livingston Street
Brooklyn, New York**

**Presenters: Nilda Kraft, Senior ELL CPS
Martha Frans, Senior ELL CPS**

September 20, 2011

AGENDA

- ❖ **ITI Information,**
- ❖ **OELL Offerings,**
- ❖ **ATS Codes, Blank LAP,**
- ❖ **The Language Allocation Policy Guidelines, LAP Principles and The Facilitator's Guide**
- ❖ **Extension of Services ATS Report and A7.1**



Division of Students with Disabilities and ELLs
Office of English Language Learners
Fall 2011

ELL Technical Assistance Session

For Cluster 2 Networks of Schools:

September 22, 2011

9:00 – 11:30 am

12:30 – 3:00 pm

Facilitators:

Olga DeFilippis, Senior ELL CPS

Gary Goldenback, Senior ELL CPS

Tatyana Ulubabova, Senior ELL CPS

Agenda

Welcome

ELL Identification Review Process:

HLIS

Parent Orientation

Placement

Extension of Services

Q & A

LAP Training
October 13, 2011
8:30am to 3:00pm

- I. **Why a Language Allocation Policy (LAP)?**
 - A. **Directive IV**
- II. **What is a Language Allocation Policy (LAP)?**
- III. **Who are our ELLs?**
- IV. **Activity**
- V. **What are the Language Allocation Policy (LAP) principles?**
- VI. **Activities**
- VII. **What is offered in the Language Allocation Policy (LAP) toolkit?**



**Department of
Education**

Dennis M. Walcott, Chancellor

**Office of English Language Learners
ELL Network Specialists Meeting
Wednesday, October 26th, 2011**

AGENDA

- Welcome
- ELL Parent Choice (ELPC) entry screen
- Essential Elements of Bilingual Programs (TBE & DL)
- Promotional Policy for ELLs
- Questions and Answers

AGENDA

Integrating the Common Core Standards in the Spanish NLA Class Secondary Level - Day 1

December 15, 2011
AGENDA

Welcome/introductions

The new ELA Common Core Standards

Aligning standards with NLA and ELA instruction

Aligning NLA and ELA instruction

What type of vocabulary and discourse to teach?

How do we teach key words, phrases, concepts?

Application to core content areas and standards

Questions/Reflection

AGENDA

Integrating the Common Core Standards in the Spanish NLA Class Elementary Level - Day 2

January 24, 2012
AGENDA

Integrating oracy, literacy and content

Reading skills and strategies to meet the standards

Two types of writing for core content: argumentative and
narrative writing

From drafting to revising and editing

Questions, Reflection, and Evaluation

OELL/Network Bilingual Task Force
Tuesday, January 10, 2012

AGENDA

Welcome

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Data Review

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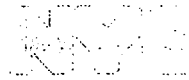
OELL New TBE/DL Grant Application

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Action Plan

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Next Steps



Department of
Education

Dennis M. Walcott, Chancellor

Office of English Language Learners

OELL/Network Bilingual Principals Think Tank
Wednesday, January 11, 2012

AGENDA

Welcome

o

Correction Action

o

Think Tank

o

Next Steps



**The New York City Department of Education
Office of English Language Learners**

**Bilingual Planning Grant Writing Session
March 1, 2012**

Museum of Jewish Heritage
9:00 – 12:00

AGENDA

- I. Welcome
- II. Grant Writing Presentation
- III. Human Resources Presentation
- IV. Closing

OELL Boroughwide Parent Institute
March 5–9, 2012

AGENDA

Welcome

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Presentation

*The Power of Choice:
New York City's Programs for ELLs*

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Questions & Answers

o

Raffle



Department of
Education

Dennis M. Walcott, Chancellor

Office of English Language Learners
Annual Citywide Bilingual Symposium
Bilingualism: Promoting Equity and Access for All Students
Friday, March 23, 2012

AGENDA

- 8:15 – 8:45 a.m.** Registration
Publishers' Exhibit Hall
- 8:45 – 11:15 a.m.** General Session
- Welcome** Martine Santos & Odalys Trapote-Ignéri
Senior ELL Curriculum Specialists
Office of English Language Learners
New York City Department of Education
- Opening Remarks** Angelica Infante, *Executive Director*
Office of English Language Learners
New York City Department of Education
- P.S. 200K Chorus
- Keynote Speaker** Dr. Ofelia Garcia
*Professor in the Ph.D. programs of Urban Education and of
Hispanic and Luso-Brazilian Literatures and Languages*
Graduate Center of the City University of New York
- P.S. 200K Violin Ensemble
- 11:30 a.m. – 12:30 p.m.** Morning Workshops
- 12:30 – 1:30 p.m.** Lunch
- 1:30 – 3:00 p.m.** Afternoon Workshops

Agenda **April 19, 2012**

- What governs ELL Education?
- Who are our ELLs?
- Parent Orientation
- Re-admits and transfer students
- Pre-K – 12 Registration
- Important ATS reports to help staff
- SEC Report: Calling in related services for SWDs
- Exam error report
- BESIS and Extension of Services

AGENDA

- | | |
|-------------------------|---------------------------|
| 8:30 a.m. - 9:00 a.m. | Registration |
| 9:00 a.m. - 11:00 a.m. | Principal Panel |
| 11:00 a.m. - 12:00 p.m. | Publishers' presentations |
| 12:00 p.m. - 12:45 p.m. | Lunch |
| 12:45 p.m. - 2:00 p.m. | Publishers' presentations |

AGENDA
BILINGUAL GRANT PD - SESSION 2
JULY 26, 2012

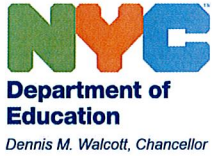
- Welcome
- TBE Fundamentals
 - Schoolwide approaches
 - Fundamentals of TBE
 - L1 and L2: Complexities of language
 - ESL
 - CCS and ELLs
 - Teaching for transfer
- Instructional approaches
 - cognate strategy
 - strategies
 - vocabulary building
- Parent and Family Participation
- Questions, Reflection, and Evaluation

AGENDA

BILINGUAL GRANT PD - SESSION 2

JULY 27, 2012

- Welcome
- DL educational models
- DL program goals/vision
 - Leadership elements
 - Administrative support
 - Instructional leadership
- Non-negotiables
- Curriculum and instruction
 - Language distribution and scheduling
 - ESL and CCS
 - Instructional strategies & materials
- Family involvement
- Professional Development
- Questions, Reflection, and Evaluation



Office of English Language Learners

Angelica Infante, Executive Director
52 Chambers Street,
New York, New York 10007
Phone: 212-374-6072 Fax: 212-374-5598
Website: <http://schools.nyc.gov/Academics/ELL>

TBE Institute

Wednesday March 28, 2012

AGENDA

Introductions and Series Overview

Mapping our Lives

Overview of Bilingual Models and Students

Break

Research and Realities of Bilingual Programs

Lunch

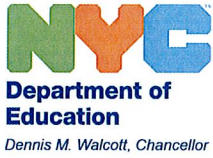
School Inventories

Overview of Two TBE Programs

Breakout into elementary and secondary groups for exemplar models of TBE programs with
Ester Salario (PS 149Q) and Ramón Namnun (High School for World Cultures)

Session Closing

See you Wednesday, April 4th at The City College of New York!



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TBE Institute

Wednesday, April 4, 2012

AGENDA

Welcome and Overview of the Day

The Non-Negotiates Bilingual Education

Charting the Challenges and Opportunities of TBE Programs

School Inventory

Break

Translanguaging in the Classroom: Invited speaker Heather Homonoff Woodley (CUNY

Graduate Center)

Lunch

'Just Because' Poems

Pillars of Multicultural Education for Bilingual Educators

Four Corners of Diversity

Session Closing

See you Wednesday, May 2nd at The City College of New York!

TBE Institute

Wednesday, May 2, 2012

AGENDA

Overview of (Im)migration

Break

Dreamers Panel:

- Arlene Herrera – NY Dream Act, The Role of Educators
- Jong-Min – The Federal Dream Act, Psychological issues
- Jaqueline Cinto – Advocacy and Guidance Counseling

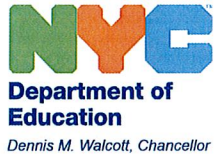
Connections to TBE Programs

Lunch

Rationale for Informational Materials for Families & Communities

Development of Program Materials (computer lab)

Debriefing of Materials and Next Steps



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TBE Institute

Wednesday, May 22, 2012

AGENDA

Differentiated Assessment: Finding Every Learner's Potential, Guest presenter
Evangeline Stefanakis (Boston University)

Break

Differentiated Assessment (continued)

Lunch

Planning for Final Session (June 11) Share-Outs

Scheduling for TBE Programs

Elementary Schools: 3/217 (with Tatyana Kleyn)

Secondary Schools: 4/220B (with Jesús Fraga)

See you Tuesday, June 11th at The City College of New York!

TBE Institute

Monday, June 11, 2012

AGENDA

Planning for Presentations/Sharing Out

Group Presentations:

- Teaching & Learning Bilingually: Laurie, Carmen, Bernice (PS 112)
- Teaching & Learning Multiculturally: Nieve, Esther, Kit, Patricia (PS 112)

Break

Group Presentations (continued):

- (Im)migration and its Impact on the Bilingual Classroom/School: Irma, Miguel, George, Elba (John Adams High School)

- Families & Communities in Bilingual Education
 - Yolanda & Natalia (PS 112)
 - Yesenia (Manhattan Center High School)

Lunch

Group Presentations (continued):

- Programming & Scheduling Successes and Challenges
 - Karima (PS 86)
 - Lillian (Exploration High School)
- Authentic Bilingual Assessment: Aracely (PS 189)

Final Reflections and Forward Planning

- School-based support for next year - applications (Jesús Fraga)

NYC K-5 Chinese DL/TBE/FL Teacher Network Institute

Friday, June 15, 2012

AGENDA

| | |
|-------------------------|---|
| 8:30 a.m. – 9:00 a.m. | Registration/Networking |
| 9:00 a.m. – 9:30 a.m. | Welcome & Overview Lisa Lin, Senior ELL Curriculum Specialist, OELL Yuqing Hong, Principal of PS 310 |
| 9:30 a.m. - 10:10 a.m. | Unit Design and Lesson Plan Sharing Yuqing Hong, Principal of PS 310 FL Classroom Teachers |
| 10:10 a.m. – 11:00 a.m. | Classroom Visits (1-313, 2-406) |
| 11:00 a.m. – 12:00 p.m. | Lunch |
| 12:00 p.m. – 12:20 p.m. | Lesson Debrief/Q&A |
| 12:20 p.m. – 1:00 p.m. | Assessment Sharing & Discussion PS 184 K & 1 teachers |
| 1:00 p.m. – 2:30 p.m. | CCLS in Chinese TBE/FL/DL Classrooms Lisa Lin, Senior ELL Curriculum Specialist, OELL |
| 2:30 p.m. – 2:45 p.m. | Wrap Up/Next Step |
| 2:45 p.m. – 3:00 p.m. | Feedback/Evaluation |

January 2013

The NYC Department of Education (DOE) is committed to accelerating the achievement of English Language Learners (ELLs). The DOE requires that schools provide all ELLs their mandated ELL services in a timely and appropriate manner in order to promote learning and achievement.

The DOE works with schools and communities to ensure that all ELL students are provided with the services outlined in Commissioner’s Regulations (CR) Part 154. This begins with proper funding and professional development for networks and school staff (administrators and teachers) as well as training and learning opportunities for parents. For example, in order to strengthen accountability at all levels, the DOE has instituted a *Network Performance Management Framework* (see attached). This framework contains six domains of accountability for Networks, including “Rigorous Academics” and “Access and Support for All Students.”

When a compliance-related issue involving the Corrective Action Plan (see attached CAP) arises at a school level, the DOE leadership will support the school in order to be in full compliance. When resolution of an issue by the school/principal is not progressing in a timely manner, senior leadership will intervene as set forth below to ensure ELL learning and achievement, as well as compliance. The nature of the compliance issue and its severity will determine which DOE senior leadership staff members may be required to assist and correct the issue.

When the noncompliance issue is related to the provision of services to students, the issue will be immediately escalated to step 2. For all non-service related matters, such as submission of requested documents, the resolution of the issue will commence at step 1.

Step 1. The cluster ELL point, in conjunction with the network leader, superintendent, and Office of English Language Learners (OELL) liaison, monitors the timely resolution of the required corrective actions. The Chief Executive Officer of the Office of English Language Learners and cluster leaders intervene as necessary.

Step 2. The Deputy Chancellor (or designee) of the Division of Students with Disabilities and English Language Learners (DSWDELL) intervenes directly with the school, cluster leader, network leader, and superintendent to effect immediate resolution. The superintendent shall meet with the principal to discuss specific actions regarding compliance and, depending on the circumstances, take appropriate disciplinary action, which may include placing a disciplinary letter placed in the principal’s personnel file. The withholding of Title III funds and adverse impacts on the Principal Performance Review may occur.

The use of any particular measure or combination of measures will depend on the scope and severity of the non-compliance.

Step 3. If steps one and two do not result in a resolution, the Chief Academic Officer (or designee) intervenes directly with the principal and issues directive for next steps. The superintendent and the DOE's Chief Academic Officer (or designee) shall again meet with the principal regarding compliance directives and, depending on the circumstances, take appropriate disciplinary action, including a second disciplinary letter to be placed in the principal's personnel file or other disciplinary options available under the applicable collective bargaining agreement. The withholding of Title III funds and adverse impacts on the Principal Performance Review may occur. In addition, depending on the circumstances and discipline that has been imposed, a principal's overall annual performance evaluation – as well as bonus eligibility – may be adversely impacted. The use of any particular measure or combination of measures will depend on the scope and severity of the non-compliance.

ELL PARENT CHOICE PROGRAM COMPLIANCE AUDIT REPORT

Office of Auditor General

Brian Fleischer, Auditor General

Brian Fleischer
Auditor General

December 19, 2012

The Honorable Dennis Walcott
Chancellor
New York City Department of Education
52 Chambers Street
New York, NY 10007

Dear Chancellor Walcott:

Enclosed for your review is the Office of Auditor General's final audit report of findings and recommendations for our ELL Parent Choice Program performance audit, which examined schools' procedures and documentation of their compliance with ELL Parent Choice Program requirements, recommendations and best practices at 151 schools of the New York City Department of Education.

The enclosed report summarizes the findings in the areas tested and includes 11 recommendations to address the areas for improvement that we identified, to strengthen the performance of the ELL Parent Choice Program, and thereby to further support effective and meaningful parent choice.

Very truly yours,



Brian Fleischer
Auditor General

Attachment

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ELL PARENT CHOICE PROGRAM COMPLIANCE

I. INTRODUCTION

As part of wider reforms beginning in 2003 to improve the academic performance of English Language Learners (ELLs), the New York City Department of Education (Department) initiated the Parent Choice Program to increase parental involvement and awareness in the academic activities of their children and to establish parents as the primary decision-makers in the process of placing ELLs in appropriate programs for the provision of mandated services. Under the Parent Choice Program and applicable law, schools must provide parents of newly-enrolled ELLs with information on the different ELL programs that are available. Parents' choice, coupled with program availability, determines program placement for ELLs.

II. SCOPE AND OBJECTIVES

At the request of the State Education Department (SED), the Department initiated an internal performance audit of schools' compliance with the Department's ELL Parent Choice Program for school year 2011-2012. The performance audit was performed by the Department's Office of Auditor General (OAG) and its contracted audit partner Ernst & Young, LLP (E&Y), in accordance with generally accepted government auditing standards, and with the cooperation of the Department's Office of English Language Learners (OELL). The audit consisted of three parts: (1) a desk review of schools' Language Allocations Policy Submission Forms (LAPs) to assess the completeness of their responses relating to their administration of ELL Parent Choice Program; (2) a field review of schools' procedures and documentation of their compliance with ELL Parent Choice Program requirements, recommendations and best practices; and (3) surveys and interviews of ELL parents to collect their experiences and opinions on the information and support they received under the Parent Choice Program.¹ The broader audit objective was to achieve an understanding of the schools' outreach efforts to parents and guardians of newly-admitted ELLs to notify them of their child's eligibility for ELL services, to inform them about the different ELL program options offered by the Department and their rights and role under the Parent Choice Program, and to thereby support effective and meaningful parent choice.

The E&Y and OAG collaborative review started in October 2011 and was completed in February 2012 with the conclusion of the Confidential ELL Parent Survey.² OAG and E&Y teams conducted field reviews of 151 schools in October and November 2011.³ During these field visits the OAG/E&Y teams interviewed school staff and collected supporting documentation to

¹ Please see Appendix A for a more detailed description of the audit scope and methodology.

² Please see Appendix B for the Confidential ELL Parent Survey.

³ Please note: OAG replaced one school from its original school sample because none of the students selected based on their eligibility for ELL testing ultimately were entitled to services. OAG also added a school at the request of OELL.

illustrate schools' procedures and documentation of compliance with ELL Parent Choice Program requirements.⁴

Once the December 19, 2011 deadline for schools to submit their LAPs⁵ passed, OAG initiated a review of the submissions from the 151 visited schools to test the completeness of their LAPs, specifically reviewing responses relating to schools' administration of ELL Parent Choice Program.

During the first week of January 2012, surveys were sent to a sample of 750⁶ families of newly-admitted ELLs, separate and apart from the schools and students whose records were reviewed during the school visits.⁷ The purpose of the survey was to ascertain whether the families believed they were sufficiently informed about their rights and their program selection options. In order to maintain the confidentiality of the survey, E&Y was the sole contact for the surveyed families and they were responsible for the intake of surveys, data input, and initial analysis. On February 9, 2012 follow-up calls were made by E&Y staff to non-responsive families in an attempt to have them answer the survey with E&Y over the phone. Calls were made in the native languages of the families.

III. AUDIT RESULTS SUMMARY

All but one of the 151 schools that were field tested described processes by which they communicated with parents of newly-admitted ELLs to secure their participation in the ELL Parent Choice Program, with the one outlier noting that those processes were undertaken at the Borough Enrollment Center. Even though schools cannot compel parents to participate if they elect not to do so, we found that the tested schools had obtained and maintained Parent Survey and Program Selection Forms, the most important single record within the ELL Parent Choice Program, for 86.2 percent of the students tested. Furthermore, when parents completed the Parent Survey and Program Selection Form, their children were placed in their first-choice program 86.3

⁴ A challenge we faced in designing and executing the audit was that neither SED regulations and guidance nor the Department's internal guidance to principals establish clearly what documentation schools must generate and retain to demonstrate their execution of ELL Parent Choice processes. Accordingly, where this report enumerates findings about the documentation retained by the schools, such findings are measured against best practices, rather than clear mandates. A key recommendation in this report is for the Department to establish clear documentation requirements and to train schools in those requirements.

⁵ The LAP, a part of a school's Comprehensive Educational Plan, documents a "school's process of ELL program development and review, specifically in areas such as student need, parental choices, program quality and compliance" (Appendix C, pg. 21).

⁶ For a list of the number of surveyed families by home language, please see Appendix D.

⁷ The sample of families for the parent survey was completely separate and distinct from the sample of schools and students tested in the fieldwork component of the audit in order to preserve the confidentiality of the survey respondents. For the same reason, no documentation was sought to corroborate the families' survey responses. See further discussion at p. 9, *infra*, and Appendix A.

percent of the time.⁸ Schools also confirmed through documentation that 81.6 percent of students we tested had a parent or guardian who attended either a group or one-to-one ELL orientation session.

In our confidential survey of families of newly-admitted ELLs, the significant majority of respondents, 74.8 percent, agreed, strongly agreed or somewhat agreed that they felt informed enough to select the best program to meet the needs of their child as an English Language Learner. Most responding families, 70.5 percent, indicated that their child was placed in the program of their choice, and that percentage was significantly higher, 82.2 percent, for parents who told us that they completed a Parent Survey and Program Selection Form.

We did, however, identify areas that call for improvement. Principals would benefit from enhanced training and technical support and clearer expectations around issues of timely data capture and management, documentation and records retention. SED regulations and guidance, as well as the Department's internal guidance to principals, have not clearly mandated the use and retention of Entitlement and Placement Letters.⁹ Although almost all schools told us that they utilize Entitlement and Placement Letters to communicate with parents, the schools were able to produce those documents for slightly more than half of their tested students. ELL Parent Choice program data were captured in higher numbers, overall, but data capture around ELL entitlement, program selection and placement often was too delayed to facilitate timely and effective targeted school support and monitoring.¹⁰

Other areas for improvement were identified through the confidential parent survey. Respondents recalled receiving notification of (68.6 percent) and attending (49.0 percent) ELL orientation sessions in lower numbers than was reflected in our school-based fieldwork testing. They also recalled completing Parent Survey and Program Selection Forms at a lower rate (63.3 percent).¹¹ A substantial minority of respondents (45.3 percent) indicated that they did not receive materials about ELL programs in their native language. And a significant minority (28.5 percent) felt that the different ELL program options were not presented in a balanced fashion, although only 3.2 percent told us that they felt pressured, coerced or unduly influenced by any school or Department staff.

⁸ Excluding parents who returned a Program Selection Form that did not indicate a program preference.

⁹ SED's records retention guidelines do provide generally that "supplemental education records...including...letters of notification to parent(s)" should be retained for six years, but we have identified nothing specifically requiring the use of ELL Entitlement and Placement Letters.

¹⁰ See, e.g., *ELL Data Tracking*, p.9, and *Other Issues and Observations*, p.13, *infra*.

¹¹ See n.7, *supra*.

This report includes 11 recommendations to address the areas for improvement that we identified, to strengthen the performance of the ELL Parent Choice Program, and thereby to further support effective and meaningful parent choice.

IV. BACKGROUND

The Department had 12,618 newly admitted ELL students in grades K-12 between July 2 and September 20 of the 2011–2012 school year.¹²

The Home Language Identification Survey (HLIS) is administered at enrollment and is the first step taken in order for the school to determine whether a newly enrolled student is eligible to receive ELL services. The survey is administered by a trained pedagogue and includes an interview in the parents' home language.¹³ Once it has been determined that a language other than English is spoken in the student's home, a Language Assessment Battery-Revised (LAB-R) test is given. Students who score below proficiency on the LAB-R become eligible for ELL services.¹⁴ Parents are notified of their child's eligibility for ELL services through the Entitlement Letter and are asked to complete the Parent Survey and Program Selection Form, which allows them to rank the three educational programs in which their child can be placed: Transitional Bilingual Education Program, Dual Language Program, and Freestanding English as a Second Language (ESL) Program. Parent Surveys and Program Selection Forms typically are both attached to the Entitlement Letter and made available at parent orientations.¹⁵ Students should be placed in an ELL program within ten days of enrollment based on the parent's program choice and program availability.¹⁶ If a parent does not select a program, the student is automatically placed in a bilingual class, if it is available, or an ESL class.¹⁷ Parents are notified through the Placement Letter of their child's placement.¹⁸

In order to place an ELL student in the program desired by the family, Department schools are asked to help parents/guardians gain access to materials necessary to make an informed program choice for their child. Parents have a number of resources available to inform their decisions regarding program selection including brochures and videos made available in translation and orientations for families of newly entitled students. Since 2005 the Office of English Language

¹² As of October 31, 2011 there were an additional 1,549 students whose LAB-R scores had not been entered into ATS. They were excluded from the sampling population for all areas of this review. See Part VI, Other Issues and Observations.

¹³ See NYSED Commissioner's Regulations Section 117.3.c.5.

¹⁴ See NY Education Law §3204 and NYSED Commissioner's Regulations Part 154.

¹⁵ See the EPIC manual (Appendix C) at p.14 and internal Appendix J for the Parent Orientation "How-To" Guide.

¹⁶ In practice, we observed that many students are placed in an ELL program prior to the occurrence of parent orientations and the collection of Parent Surveys and Program Selection Forms. If the parent selects a different program as their first choice and that program is offered at the school, then the student is moved into the program of choice.

¹⁷ See Program Placement in Appendix I of the EPIC manual (Appendix C), including further detail on how bilingual classes are formed.

¹⁸ In accordance with NYSED Commissioner's Regulations Part 154.3(k).

Learners (OELL) has shared with schools the ELL Parent Information Case Facilitator's Guide (EPIC manual) which outlines the kinds of support schools should provide to ELL students and their families.¹⁹ The EPIC manual guides schools through the Department's ELL directives and outlines a process for informing parents of program options as well as student placement timelines. Schools are responsible for supporting families as they make program selections and may do so by providing entitlement letters, placement letters, parent survey and program selection forms, and group or one-on-one orientation sessions, all for the purpose of outlining program choices ELL families have at Department schools.

V. RESULTS

School-based Results

OAG and E&Y teams visited 151 schools, conducted interviews with principals and/or their designees, and tested 667 students (4.4 students per school on average) for key documentation and data relating to ELL Parent Choice. For the same 151 schools, we also obtained and reviewed the completeness of their LAPs, focusing on responses relating to ELL Parent Choice.²⁰ This section summarizes the results of those review processes.

A. Notification of Entitlement

The EPIC manual recommends the use of Entitlement Letters to notify parents of their child's ELL entitlement status; however, neither SED nor the Department has formally mandated the use or retention of written Entitlement Letters, and some schools may notify parents of their child's ELL entitlement in other ways, such as in person or by telephone. The use and retention of written Entitlement Letters is clearly a best practice, in that it facilitates monitoring and verification of compliance with parent notification of ELL entitlement status.

In our interviews, 150 of 151 schools (99.3%) indicated that they notified parents of their child's ELL entitlement status. The remaining school told us that the entire process for identification of ELLs, notification to parents of entitlement and program options, and program placement, all occur at the Enrollment Center at the time of enrollment. Most schools, 140 out of 151 (92.7%), told us that they notified parents using Entitlement Letters, sent home either with the student, via mail, or both. Nine schools that did not use Entitlement Letters indicated that they informed parents of their child's ELL entitlement status orally at the time of registration, and one school indicated that it notified ELL parents via telephone. In their LAPs, 146 out of 148 schools (98.6%) indicated that they notified parents of their child's ELL entitlement, but in many cases, their answers did not describe the method of notification.

¹⁹ Please see Appendix C for the Winter 2010 EPIC manual.

²⁰ Final LAPs were due on December 19, 2011. That deadline was met by 148 of the 151 schools (98.0%). The three schools that did not submit LAPs by the deadline were not included in our LAP review.

Retention of Entitlement Letters varied from school to school. Of the 667 students tested at the 151 schools, we obtained copies of Entitlement Letters for 360 students (54.0%). At the school level, 73 of 151 schools (48.3%) were able to produce a copy of the Entitlement Letter for every student tested; 62 of 151 schools (41.1%) were not able to produce Entitlement Letters for any of the students tested. The remaining 16 of 151 schools (10.6%) had retained copies for some but not all of the students tested at the school.²¹

B. Parent Orientations

Schools are required to hold orientations for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs offered by the Department. In orientations, parents should have the opportunity to receive materials about ELL programs in their home language, and to ask questions about ELL services (with assistance from a translator, if necessary). According to the EPIC manual, informational and question-and-answer sessions should be provided at group orientations at the beginning of the year. However, schools must be prepared to inform parents throughout the year in a number of ways, including one-on-one meetings, phone conversations, district presentations, or at the very least, through informational packets.

In our interviews, 150 of 151 schools (99.3%) told us that they held orientations for parents of newly-admitted ELLs. As noted above, the remaining school told us that the entire process for identification of ELLs, notification to parents of entitlement and program options, and program placement, all occur at the Enrollment Center at the time of enrollment. Most schools indicated that they offered orientations in both group sessions (139 schools, 92.1%) and one-on-one sessions (140 schools, 92.7%). Twelve schools (7.9%) told us that they had conducted orientations by telephone. One hundred forty-four schools (95.4%) told us that they screen the ELL orientation video for parents.

The LAP responses generally confirmed what school officials told us in our interviews. In the LAPs, 148 of 148 schools (100.0%) indicated that they provided parents with information to help parents understand the ELL program options. As in the interviews, most schools indicated that they offered both group orientation sessions (143 schools, 96.6%) and one-on-one sessions (125 schools, 84.5%). One hundred thirty-eight schools (93.2%) indicated that they screen the ELL orientation video for parents.

The most common method schools indicated in our interviews for notifying parents about ELL orientation sessions was through the ELL Entitlement Letter (100 of 151 schools, 66.2%). Sixty-five schools (43.0%) told us that they used flyers to notify parents of orientation sessions. Sixty-

²¹ In our interviews, 111 of the 151 schools (73.5%) told us that it was their practice to retain copies of Entitlement Letters, but that level of retention was not borne out in our student-level testing.

one schools (40.4%) told us that they notified parents of orientation sessions via telephone. Four of the 151 schools (2.6%) told us that they did not do anything to notify parents of newly enrolled ELLs of orientation sessions. For another six schools (4.0%), we could not determine from their interview responses whether or how they notified parents of orientation sessions.

At the student level, we obtained documentation to confirm that 544 of 667 students (81.6%) had a parent or guardian attend an ELL orientation session.²² Of those 544 students, 361 (66.4%) had a parent or guardian attend a group orientation session,²³ and 183 (33.6%) had a parent or guardian attend a one-on-one orientation meeting.²⁴ At the school level, 91 of 151 schools (60.3%) were able to document that for every one of their tested students, a parent or guardian attended an orientation session. Meanwhile, eight schools (5.3%) were unable to produce documentation to show that they had provided an orientation for the parents or guardians of any of their tested students. The remaining 53 schools (35.1%) could document attendance at a group or one-on-one orientation for some, but not all, of their tested students.

For the 544 students whose parents or guardians attended orientation sessions, we also sought documentation to indicate whether appropriate language supports were provided. The schools were able to document the presence of an interpreter for the parents or guardians of 429 of 544 students (78.9%). That included 303 of the 361 students (83.9%) whose parents or guardians attended a group orientation session, and 126 of the 183 students (68.9%) whose parents or guardians attended a one-on-one orientation meeting. Additionally, schools were able to document that 410 of the 544 students' parents or guardians (75.4%) were provided with translated ELL informational packets.

C. Parent Survey and Program Selection Forms

The Parent Survey and Program Selection Form (Form) can fairly be described as the most important document in the ELL Parent Choice Program. It is essentially two records in one: a survey to confirm that the parent or guardian received all information necessary to select the appropriate ELL program for the student, and a program selection form for the parent or guardian to put the three ELL program options in rank order based on preference. The EPIC manual notes the importance of schools properly maintaining and storing Forms to ensure that the school honors parent choice and follows the mandates of providing a parent orientation.

²² Examples of student documentation included orientation sign-in sheets, logs, Parent Survey and Program Selection Forms, lists of translators, etc.

²³ For two of the 361 students (at two schools) who were documented as attending a group orientation session, the orientation date was not documented.

²⁴ For 26 out of the 183 students (at 11 schools) who were documented as attending a one-on-one orientation meeting, the orientation date was not documented.

In our interviews, 150 of 151 schools (99.3%) told us that they retained Forms, with the one exception again being the school that indicated that the entire process for identification of ELLs, notification to parents of entitlement and program options, and program placement, all occur at the Enrollment Center at the time of enrollment. And 147 of 148 schools (99.3%) provided an answer about their collection of Forms in their LAP.

At the student level, we obtained Forms for 575 of 667 students (86.2%), significantly higher than the retention rate for Entitlement Letters or Placement Letters. At the school level, 103 of 151 schools (68.2%) were able to provide a Form for every student we tested. Twenty-seven schools (17.9%) were missing only one Form. Only six of 151 schools (4.0%) were unable to provide a Form for any of the students we tested. The remaining 15 schools (9.9%) were able to provide at least one, but were missing multiple Forms.

D. Alignment of Program Placement with Parent Choice

Parent choice, coupled with program availability, is supposed to determine program placement for ELLs. In their LAPs, 146 of 148 schools (98.6%) indicated that the program model(s) offered at the school align with parent requests. For the 560 students for whom we were able to obtain Parent Survey and Program Selection Forms indicating a program preference,²⁵ we looked at ELL program placement data in the Department's student information systems to assess the alignment of ELL program placement with parents' affirmative program selections. For 483 out of those 560 students (86.3%), the program placement aligned with the program ranked first by the parent or guardian; 27 students (4.8%) were placed in the second-ranked program; 36 students (6.4%) were placed in the third-ranked program; and 14 students (2.5%) were placed in a program that their parent or guardian had not ranked.²⁶

E. Notification of Program Placement

Schools are required to inform parents about their child's program placement. While the EPIC manual provides a sample Placement Letter, neither SED nor the Department has formally mandated the use or retention of a Placement Letter. However, the use and retention of written Placement Letters is clearly a best practice, in that it facilitates monitoring and verification of compliance with parent notification of program placement. In our interviews, 105 of 151 schools (69.5%) told us that they use and maintain copies of Placement Letters. At the student level, schools were able to produce copies of Placement Letters for 356 out of 667 tested students

²⁵ For 15 of the 575 students (2.6%) for whom we were able to obtain a Form, we found that the parents had returned the Form without having ranked or expressed a preference for any particular program.

²⁶ NY State Commissioner's Regulations Part 154, as amended by a judicial consent decree, require schools to form bilingual programs in grades K to 8 where there are 15 or more ELLs with the same language in one grade or in two contiguous grades, and grades 9 to 12 where there are 20 or more ELLs in any single grade with the same language, for whom parents/guardians choose a bilingual program placement. Accordingly, the placement of a student in the family's second- or third-ranked program does not necessarily indicate noncompliance.

(53.4%). At the school level, 74 out of 151 schools (49.0%) were able to provide us with a copy of a Placement Letter for all of their tested students; 63 schools (41.7%) were unable to provide a copy of a Placement Letter for any of their tested students; and 14 schools (9.3%) were able to provide a copy of a Placement Letter for some but not all of their tested students.

F. ELL Data Tracking

The EPIC manual offers a sample ELL Admissions Program Data log for schools to use in order to track information about ELL identification and placement processes, including information relating to ELL Parent Choice and ELL program placement. However, we found that schools overwhelmingly created their own placement and tracking logs. There is no mandate requiring use of such a log, but we view it as a best practice. In our interviews, 115 of 151 schools (76.2%) told us that they do use a log to track ELL admissions program data. At the student level, schools were able to demonstrate that they had logged ELL program data for 465 out of 667 tested students (69.7%). Ninety-nine of 151 schools (65.6%) were able to show us that they had logged ELL program data for all of their tested students; 46 schools (30.5%) had not logged data for any tested students; and six schools (4.0%) had logged data for some but not all of their tested students.

In school year 2011-2012, the ELL Parent Choice Update (ELPC) screen was created in ATS for schools to record ELL parent choice program selections for all newly admitted students identified as ELLs. This new function enables schools to enter whether the parent attended or was at least offered an opportunity to attend an orientation event explaining the three ELL programs, the program the parent chose, and the program in which the student was placed. Schools were made aware of the ELPC through Principal's Weekly and from their Network and Cluster liaisons. The Department uses the information provided in the ELPC to monitor and track implementation of the required ELL parent choice program process. As of November 15, 2011 the ELPC data was entered for 520 of the 667 (78.0%) tested students. As of March 28, 2012 the ELPC data was entered for 553 of the 667 (82.9%) tested students.

Confidential Parent Survey

As noted in the Scope and Objectives above, surveys were sent out to 750 families of newly-admitted ELLs, separate and apart from the schools and students whose records were reviewed during the school visits. The Department and SED discussed and agreed to use a separate sample of students/families for the survey than was used for the school-based field testing described above so that we could assure surveyed families that their confidentiality would be preserved, with the intention of increasing participation by the families receiving the survey. In order to further gird both the apparent and actual confidentiality of the survey, E&Y was the sole contact for the surveyed families and E&Y staff were responsible for the intake of surveys, data input,

and initial analysis. E&Y received 450 responses from the 750 surveyed families, a 60% response rate.²⁷

Given the precautions taken to ensure the confidentiality of survey responses, however, it was not possible to seek documentation to corroborate survey responses by parents or to otherwise assess the accuracy of those responses. In some instances, we received survey responses that appeared to be internally inconsistent, perhaps reflecting respondents' misunderstanding of either the survey instructions or the questions themselves. To some extent, this could also be attributable to imprecise wording (or translation) in the survey. And some responses could, of course, reflect errors of memory. Those caveats aside, 60% is a solid response rate for a survey of this nature and the survey responses provide a good overview of how families perceived the processes surrounding the ELL identification and placement of their child, and whether the families believed they were sufficiently informed about their rights and their program selection options.

Surveyed families were asked if they agreed with the statement, "I felt informed enough to select the best program to meet the needs of my child as an English Language Learner". The majority of the respondents, 323 of 450 families (75.8%) said that they agreed, strongly agreed, or somewhat agreed. Thirty-nine families (9.2%) said they neither agreed nor disagreed, 23 families (5.4%) said they somewhat disagreed, 17 families (4.0%) said they disagreed and 24 families (5.6%) said they strongly disagreed.²⁸

When asked whether they were informed of the opportunity to attend an ELL program orientation session, 304 of the 443 families (68.6%) answering the question indicated that they were notified.²⁹ Of the 304 families who indicated that they were notified of an orientation session, 187 (61.5%) responded that they were able to attend a session, while 107 (35.2%) said they did not attend a session despite being notified. Eight families (2.6%) responded that attending an orientation session was not applicable. Of the 139 families who answered that they were not informed of an orientation session, 67 families (48.2%) answered that an orientation session was not applicable and six families (4.3%) answered that they had attended an orientation session. Of the 119 families who stated that they were unable to attend an orientation session, 28 (23.5%) said that they were informed by the school of a make-up orientation session, 44 (36.9%) said that their school did not inform them of a make-up session, and 47 (39.5%) said that a make-up orientation session was not applicable.³⁰

Of the 193 families who indicated that they attended an orientation session, 147 (76.2%) said that an interpreter was on hand and 141 (95.9%) indicated satisfaction with the performance of the interpreter. Two (1.0%) orientation attendees said that they were not satisfied with the performance of the interpreter. Twenty-eight (14.5%) families who attended an orientation

²⁷ 264 surveys were received in the mail and 186 surveys were answered over the phone.

²⁸ Please see Appendix E, Question 19.

²⁹ Please see Appendix E, Question 5.

³⁰ As noted above, some of the survey responses appear to be internally inconsistent.

answered that no interpreter was present. These families required translators in the following languages:

- Spanish (11 families);
- Arabic (3 families);
- Chinese (3 families);
- Dari (1 family);
- Italian (1 family);
- Korean (1 family); and
- Uzbek (1 family).³¹

At the orientation sessions families are supposed to be shown the ELL Parent Orientation video, which takes families through the different program options in 13 different languages. When we asked families if they were informed of the video, 257 (58.0%) of the 443 families who answered the question said that they were not, while 186 (42.0%) said that they were. However, the percentage is higher when looking at families who attended an orientation; 134 (69.4%) of those 195 families were informed of the video. Of the families who were informed of the video, 133 (71.5%) watched the video, 44 (23.7%) did not, and seven (3.8%) answered that viewing the video was not applicable.

When asked if they received materials in their native language 243 (54.7%) of the 444 families who answered the question said they did receive ELL materials in their native languages while 201 (45.3%) families responded that they did not receive ELL materials in their native languages.³²

When we asked the surveyed families if they completed the Parent Survey and Program Selection Form, 281 (63.3%) of the 444 families who answered the question said that they completed the form, while 163 (36.7%) families answered that they did not complete the form. Of the 197 families who answered the question regarding completing the form and also responded that they did not receive documents in their native language, 87 (44.2%) said they did complete the Parent Survey and Program Selection Form and 110 (55.8%) said they did not.

When we asked families if their program of choice was available at their child's school, 256 (58.4%) of the 438 families who answered the question said that their program of choice was available, 54 (12.3%) families said the program was not available, 77 (17.6%) families said they

³¹ Seven families who according to ATS have English as the parent's preferred language also stated that they did not have an interpreter present. It is unclear if schools could be expected to have a translator present since they may not have been aware of the parent/guardian's language needs.

³² Please see Appendix F. Compare this survey response with the field review finding at p.7, *supra*, where schools were able to document that 410 of the 544 students' parents or guardians who attended an orientation session (75.4%) were provided with translated ELL informational packets.

did not select a program, and 51 (11.6%) said that the question was not applicable.³³ When asked if their child was in fact placed in the program of their choice, 308 (70.5%) of 437 families who answered the question said their child was, while 129 (29.5%) families said their child was not placed in the program of their choice. The alignment of program placement with family choice, unsurprisingly, was higher for families that told us they completed the Parent Survey and Program Selection Form. Of the 281 families who stated that they did complete the Parent Survey and Parent Selection Form, 231 (82.2%) said their child was placed in the program of their choice and 46 (16.4%) said their child was not placed in the program of their choice; four (1.4%) families did not answer the question. Of the 163 families who did not complete the Parent Survey and Program Selection Form, 76 (46.6%) said their child was placed in the program of their choice and 79 (48.5%) said their child was not placed in the program of their choice; eight (4.9%) families did not answer the question.

When we asked the 129 families who told us that their child was not placed in the program of their choice to tell us why, they answered as follows:

- 32 (25.4%) families answered that they did not indicate a program choice, and so the child was placed in a program selected by the school;
- 23 (18.3%) families, although they had previously indicated that their child was not placed in the program of their choice, answered that the follow-up “why” question was not applicable;
- 22 (17.5%) families said the program they requested was not offered at their child’s school but they chose to keep their child enrolled at the school anyway;
- 19 (15.1%) families said they did not realize there was the option of enrolling their child at another school that did offer their program of choice;
- 17 (13.5%) families said the school explained that they had no choice other than the program that the school selected for their child; and
- 13 (10.3%) families said the child was placed in a different program for another reason.³⁴

When we asked families if they thought the program options were presented in a balanced fashion, 301 (71.5%) of the 421 families answering the question said “yes”, and 120 (28.5%) said “no”. When we asked if the family felt “pressured, coerced, or unduly influenced by any school or Department of Education staff member to choose one ELL program over another,” 422

³³ The parents selecting “not applicable” may not have had a program preference. It should be noted here that SED has established the thresholds that would require a school to create a particular ELL program based on aggregate parent choices. Accordingly, the unavailability of a parent’s program of choice does not necessarily reflect a compliance failure by the school.

³⁴ Some parents selecting “other” explained that they did not feel sufficiently informed to select a program, or that the program of their choice had not yet been opened at their child’s school.

(96.8%) of the 436 families who answered the question said they did not feel pressured, while 14 (3.2%) families said they did feel pressured.³⁵

When we ultimately asked the families to indicate their level of satisfaction with their child's ELL program placement, 338 of 422 respondents (80.1%) gave a positive response, 49 (11.6%) gave a negative response, and 35 (8.3%) gave a neutral response.

VI. OTHER ISSUES AND OBSERVATIONS

1. There is a significant lag between the time when a student becomes entitled for ELL services and when the data on entitlement are available in ATS. Students' LAB-R tests are hand-scored, generally on the day the test is administered, but the schools generally rely on batch-processing, -scanning, and -uploading of their LAB-R scores into ATS. The first date the LAB-R scores were available in ATS was October 31, 2011. This delay hinders effective school support, monitoring and auditing.
2. Language information for students and families in ATS was sometimes missing or incorrect, which can negatively impact the school's ability to communicate effectively with families. In the Confidential ELL Parent Survey, three of 750 (0.4%) students had no home language indicated but did have a parent/guardian's language preference for both written and oral communication. Six (0.8%) families contacted E&Y to request Confidential ELL Parent Survey in a language different than their written language preference as indicated in ATS. Eighteen (2.4%) families were missing the oral language preference and seventeen (2.3%) families were missing the written language preference listed.
3. Inaccurate home addresses listed in ATS were the reason why 31 of 750 (4.1%) Confidential ELL Parent Surveys were marked as "Return to Sender".

VII. RECOMMENDATIONS

1. Enhance training, technical support and monitoring around ELL Parent Choice Program requirements.
2. Consider whether mandating the use of standardized forms and data entry/tracking processes would make it easier for schools to meet the requirements and goals of the ELL Parent Choice Program, while also facilitating effective school support, monitoring and audit.
3. Reinforce the importance of records retention.

³⁵ Families who felt pressure to choose one ELL program over another were invited to contact E&Y (see Appendix B, pg. 4). Families who spoke with E&Y staff regarding their coercion were encouraged to contact the Special Commissioner of Investigation.

4. Reinforce the importance of providing families with appropriate language supports, including the use of interpreters and the provision of ELL materials to families in their native language.
5. Consider ways to minimize the actual or apparent favoring of any one program option. For example, encourage schools not to tell parents prior to program selection which program(s) is(are) currently offered by the school. Alternatively, consider expanding the use of borough enrollment centers for the intake, testing, orientation, family counseling and placement of ELLs.
6. Consider mandating or encouraging schools to enter their LAB-R “hand scores” immediately upon scoring, with those hand scores subsequently overwritten by the batch-process scanned scores. This would assist OELL and School Support to more effectively and efficiently target training, support and monitoring earlier in the school year.
7. The ELPC screen in ATS is a useful tool for schools, OELL and School Support to monitor that schools are implementing the required ELL Parent Choice Program process. Consider further refinements to ELPC to capture other important information and data such as notification of entitlement and language supports.
8. In conjunction with greater data capture of parents’ program choices, consider whether the Department could identify clusters of families across geographically proximate schools that might warrant the opening of a bilingual or dual language class at one of the schools in the area, even if the numbers at any one school alone would not trigger the opening of such a class.
9. Consider opportunities for increasing automated completion or submission of key documents such as the Home Language Identification Survey and the Parent Survey and Program Selection Form.
10. Consider the use of drop-down response options in schools’ LAP submissions to better ensure that schools answer the questions asked, while creating opportunities for more effective analysis of responses across schools.
11. Consider ways to create or enhance incentives and/or disincentives around schools’ compliance with ELL Parent Choice Program requirements and expectations.

VIII. EXAMPLES OF BEST PRACTICES OBSERVED DURING FIELD REVIEWS AT SCHOOLS

1. Keep originals or copies of all ELL documentation pertaining to individual students in a safe, centralized location (*e.g.*, a binder, file cabinet, etc.)
2. Create a shared tracking system within the school to record parents' program choices in order to determine if/when a new class should be formed.
3. Include a tear-off or return receipt on all ELL letters provided to parents to track receipt, ensuring and documenting that the parents have been well informed of their rights and options. The tear-off may also serve as a means for parents to indicate they are attending an orientation.
4. Establish an intake team within the school to ensure timely ELL testing, determination, parent choice and placement.

Appendix A: Audit Scope and Methodology

Audit Scope

Field Review of Schools' Administration of English Language Learner (ELL) Parent Choice Program

The Office of Auditor General (OAG) in collaboration with Ernst & Young, LLP (E&Y) reviewed schools' procedures and documentation of their compliance with ELL Parent Choice Program requirements at 151 haphazardly selected schools.¹ At each school, OAG/E&Y interviewed the principal and/or principal's designee about the school's procedures for the administration of ELL Parent Choice and collect supporting documentation, including notices, agendas and sign-in sheets for orientation sessions/meetings, and other ELL Admissions Program summary data and documentation.

Additionally, at each of the 151 schools, OAG/E&Y selected up to five newly admitted ELL students (667 in total)² to assess:

- Whether and how the school notified the parent of their child's entitlement;
- Whether and how the school informed the parent of their program choices;
- Whether and how the school disseminated and collected the parent survey/program selection form;
- Whether the school offered the program selected by the parent; and
- Whether and how the school notified the parent of the child's program placement.

Desk Review of Language Allocation Policy Submission Forms

At the same 151 schools selected for the field review, OAG tested whether LAPs were submitted by the established deadlines and reviewed the completeness of the responses relating to the schools' administration of the ELL Parent Choice Program.

Surveys and Interviews of ELL Parents/Guardians

OAG/E&Y selected a separate sample of 750 newly admitted ELL students to disseminate surveys to the student's parent/guardian to ask whether they believed they were sufficiently informed about their rights and their program selection options. OAG/E&Y also attempted to ascertain if the parents/guardians felt they were steered, pressured or otherwise coerced by school personnel with respect to their program selection for their child and/or their completion of the Parent Survey and Program Selection Form. E&Y followed up by telephone with families that did not respond to the mailed survey and, if the family was reached and willing to participate, administered the survey orally.

¹ For a description of the selection process, see Selection Methodology below.

² Five students were selected at all tested schools that had at least five newly-admitted students who were entitled to ELL services. At any tested school that had fewer than five newly-admitted students entitled to ELL services, we selected all such students. See also n.4.

Appendix A: Audit Scope and Methodology

Selection Methodology

In early October 2011, OAG/E&Y selected 151 schools with at least eight newly admitted students whose Home Language Identification Surveys (HLISs) indicated a home language other than English with the expectation that at least five of the eight students would be entitled to ELL services³. The schools and students were selected haphazardly within each of the five counties, *i.e.*, boroughs. The ELL audit methodology describes the areas that required sampling: 1) a selection of schools for the field and desk review, 2) a selection of newly admitted students entitled to ELL services at these schools, and 3) a selection of households for the confidential survey of ELL parents/guardians. The concerns addressed by this sampling methodology were that the county distribution of selected schools was representative of the county distribution of newly admitted SNEHLs, that the county distribution of selected students was representative of the county distribution of LEPs citywide, and that a student's household was selected for at most one area of review.⁴ An additional concern for the confidential survey portion of the audit was that only one student per household was selected and that no student selected shared a household with a student selected for the field and desk review portions of the audit.

Selection of Schools and Students for the Field and Desk Review

In September 2011, the Division of Instructional and Information Technology (DIIT) created a file of newly admitted SNEHLs. OAG analyzed the distribution of newly admitted SNEHLs by county and, based on this distribution, determined the proportional number of schools to be selected per county.

³ Student ELL entitlement status was not available to OAG/E&Y at the time of selection. Although a student is generally determined to be entitled to ELL services at registration using the Language Assessment Battery-Revised (LAB-R) test, the initial "hand score" is rarely entered into the Department's Automate the Schools (ATS) student information database at the time. As of September 14, 2011, only two newly admitted students system-wide were recorded in ATS as entitled to ELL services. LAB-R tests were batch-processed, -scanned, and -uploaded into ATS no earlier than October 31, 2011, at which time OAG/E&Y had already begun the field review. It was decided to include in our universe for selection all schools with a minimum of eight newly admitted students with non-English HLISs (SNEHLs) in the sample because in school year 2010-2011, only 46 of 582 (2%) schools with eight such students had fewer than five students entitled to ELL services. While the proportion of schools with fewer than five newly entitled ELL students was smaller in schools with a greater number of SNEHLs, these schools generally had a larger register size. OAG/E&Y chose to include schools with a minimum of eight SNEHLs per school in the sample to maximize the likelihood that five newly admitted students would be entitled to ELL services while minimizing the bias of the selection towards schools with larger registers. The school selection was based on ATS data as of October 4, 2011. 102 of 151 (67.5%) schools had at least five newly entitled ELL students, 23 (15.2%) schools had four students, 15 (9.9%) schools had three students, nine (6.0%) schools had two students, and two (1.3%) schools had one student. An additional school was added at the request of the Office of ELLs.

⁴ Due to those sampling criteria and the constraint that schools have at least eight newly admitted SNEHLs, schools with too few newly admitted SNEHLs were eliminated from the sampling pool, rendering the sample haphazard rather than random. The results of the tests performed therefore may not be projected.

Appendix A: Audit Scope and Methodology

Table 1. Distribution of schools selected for the Field and Desk Reviews by county

| County | Schools |
|----------|---------|
| Queens | 45 |
| Kings | 44 |
| Bronx | 36 |
| New York | 22 |
| Richmond | 4 |

OAG then selected schools haphazardly from the population of schools in the county having at least eight SNEHLs. Finally, during the field visits, the OAG and E&Y teams selected the first five students entitled to receive ELL services for school year 2011-2012 from a list of eight randomly ordered newly admitted SNEHLs.

Selection of students for the confidential survey of ELL parents/guardians

Following the selection of students during the field review, DIIT created a file of newly admitted students entitled to ELL services per ATS data as of October 31, 2011. OAG then removed any students enrolled in a school selected for the Field and Desk Review. From this file, OAG compiled a list of unique addresses to represent individual households with newly admitted students entitled to ELL services. OAG compared this list of addresses to the list of addresses associated with students selected for the Field and Desk Reviews and removed from the sample any addresses previously selected. OAG used the distribution of newly admitted students entitled to ELL services by county to determine the proportional number of households to be selected per county.

Table 2. Distribution of households selected for the survey and interview of ELL parents/guardians by county

| County | Schools |
|----------|---------|
| Queens | 223 |
| Kings | 212 |
| Bronx | 176 |
| New York | 119 |
| Richmond | 20 |

Once the number of households selected per county had been determined, OAG selected these households haphazardly from the population of households in the county.

Appendix B: Confidential ELL Parent Survey



Ernst & Young, LLP
5 Times Square
New York, NY
10036

December 27, 2011

Dear Parent/Guardian:

In an effort to evaluate how New York City's Department of Education (DOE) and its schools support non-English speaking families of newly admitted students, Ernst & Young (E&Y), an independent consulting agency under contract with the DOE, is conducting the confidential survey included in this packet. E&Y will collect the survey information and keep the identities of surveyed families confidential from school staff. E&Y staff may contact you by telephone to confirm whether you have received the survey and to offer assistance in completing the survey. The results of this survey, but not identities of participating families, will be shared with the DOE and other key stakeholders to identify areas for corrective action and improvement.

Please complete the enclosed Confidential English Language Learners (ELL) Parent Survey by the deadline indicated on the survey and return it by mail in the addressed stamped envelope provided.

The survey is divided into three sections: 1) ELL Parent Intake/Orientation, 2) ELL Program Selection, and 3) ELL Process. For sections 1 and 2, please check the box or boxes best corresponding to your experience for each question, adding comments when necessary. For section 3, please circle the appropriate number from 1 to 7, where 1 is Strongly Disagree and 7 is Strongly Agree to describe your agreement with the statements.

The following document samples have been included in this packet for your reference:

- a) Home Language Identification Survey;
- b) Entitlement Letter; and
- c) Parent Survey and Program Selection Form.

Should you have any questions regarding the survey, please feel free to contact E&Y staff at (212) 773-5745 (Albanian), (212) 773-5712 (Cantonese), (212) 773-5715 (Haitian Creole), (212) 773-5743 (Pashto), (212) 773-5707 (Russian), (212) 773-5700 (Spanish) or (212) 773-5720 (English).

We thank you for your participation and wish you and your child a great school year.

Yours sincerely,

Ernst & Young, LLP

NO



**Department of
Education**

Dennis M. Walcott, Chancellor

Appendix B: Confidential ELL Parent Survey

Confidential English Language Learners (ELL) Parent Survey

Instructions:

Please complete the survey below and provide comments where necessary. When completed, please place the survey in the addressed stamped envelope provided and mail it by January 20, 2012. Should you have any questions about this survey, please contact us at (212) 773-5745 (Albanian), (212) 773-5712 (Cantonese), (212) 773-5715 (Haitian Creole), (212) 773-5743 (Pashto), (212) 773-5707 (Russian), (212) 773-5700 (Spanish) or (212) 773-5720 (English).

Thank you in advance for your participation.

Survey:

ELL Parent Intake/Orientation

- 1) Do you know what the Home Language Identification Survey is (see Attachment A)?
 - Yes
 - No
 - I don't know
 - 2) Did you complete the Home Language Identification Survey?
 - Yes
 - No
 - I don't know
 - 3) Was the Home Language Identification Survey administered in a:
 - School
 - Enrollment Center
 - Other _____
 - I don't know
 - Not Applicable
 - 4) Was the Home Language Identification Survey administered in your native language?
 - Yes
 - No
 - I don't know
 - Not Applicable
 - 5) Were you informed of an opportunity to attend an English Language Learner (ELL) Parent Orientation Session to learn about New York City public school ELL program offerings (Transitional Bilingual Education (TBE), Dual Language, and English as a Second Language (ESL))?
 - Yes
 - No
- If yes to question 5:
- 5a) Were you able to attend?
 - Yes
 - No
 - Not Applicable
 - 5b) Was the orientation session a:

Appendix B: Confidential ELL Parent Survey

- One-on-one meeting
- Large group session
- Not Applicable

5c) Was an interpreter present?

- Yes
- No
- Not Applicable

5d) Did you feel satisfied with the performance of the translator?

- Yes
- No
- Not Applicable

5e) If you were informed of but unable to attend an orientation session, did school staff offer to schedule a make-up orientation?

- Yes
- No
- Not Applicable

6) Did you receive materials about ELL programs in your native language?

- Yes
- No

7) Were you informed of the ELL Parent Orientation video that introduces new families to ELL program options?

- Yes
- No

If yes to question 7:

7a) Did you hear about the ELL Parent Orientation video from:

- A school
- The NYC Department of Education website
- Other _____
- Not Applicable

7b) Did you view the ELL Parent Orientation video in your native language?

- Yes
- No
- Not Applicable

8) Did you have the opportunity to ask questions?

- Yes
- No
- I don't know

ELL Program Selection

9) Did you receive an Entitlement Letter (see Attachment B) from your school describing the ELL program options offered at New York City public schools (Transitional Bilingual Education (TBE), Dual Language programs, and Free Standing English as a Second Language (ESL) programs)?

- Yes
- No
- I don't know

10) Did you have the opportunity to ask questions about ELL programs and placement options for your child?

- Yes

NO

Appendix B: Confidential ELL Parent Survey

- No
- I did not have any questions

If yes to question 10:

10a) Who answered your questions regarding ELL programs and placement options for your child?

- School staff
- Enrollment Center staff
- 311
- Other _____
- Not Applicable

11) Did you complete the Parent Survey and Program Selection Form (see Attachment C) to indicate which ELL program you wanted for your child?

- Yes
- No

12) Was the ELL program you wanted available at your child's school?

- Yes
- No
- I did not select a program
- Not Applicable

13) If the program you wanted was not available at your child's school, were you provided with a list of schools in the district with the ELL program you wanted?

- Yes
- No
- I don't know
- Not Applicable

14) Did you understand that if you did not choose a program for your child, your child's school would place your child in a Transitional Bilingual program if the school had enough students to form a class, or otherwise place the child in a Freestanding English as a Second Language program?

- Yes
- No

15) Was your child placed in the program of your choice?

- Yes
- No

16) If your child was not placed in the program that you wanted, why was your child placed in a different program?

- I requested a program that was not offered at my child's school but I chose to keep my child at the school.
- I did not realize I had the option of enrolling my child at another school that did offer the program of my choice.
- I did not indicate which program I wanted, so my child was placed in a program selected by the school.
- The school explained that I had no choice other than the program that they selected for my child.
- Other _____

- Not Applicable

17) Did you feel that the different program options were presented in a balanced fashion?

NO

Appendix B: Confidential ELL Parent Survey

- Yes
- No

18) Did you feel pressured, coerced, or unduly influenced by any school or Department of Education staff member to choose one ELL program over another?

- Yes
- No

If yes to question 18:

18a) Which program did you feel pressured, coerced, or unduly influenced to choose?

- Transitional Bilingual Education
- Dual Language
- English as a Second Language
- Other _____

If you felt pressured, coerced, or unduly influenced please feel free to contact us at (212) 773-5745 (Albanian), (212) 773-5712 (Cantonese), (212) 773-5715 (Haitian Creole), (212) 773-5743 (Pashto), (212) 773-5707 (Russian), (212) 773-5700 (Spanish) or (212) 773-5720 (English) to discuss how you were pressured or coerced. Your identity will remain confidential.

ELL Process

Please answer these next questions according to the following scale:

- | | | | |
|----------------------|------------|---------------------|------------------------------|
| 1– Strongly disagree | 2–Disagree | 3–Somewhat disagree | 4–Neither agree nor disagree |
| 5–Somewhat agree | 6–Agree | 7–Strongly Agree | |

19) I felt informed enough to select the best program to meet the needs of my child as an English language learner.

1 2 3 4 5 6 7

20) The school was able to answer questions I had about the ELL programs.

1 2 3 4 5 6 7

21) The school responded to my concerns about ELL program availability and placement.

1 2 3 4 5 6 7

22) I am satisfied with my child's ELL placement.

1 2 3 4 5 6 7

Comments:

Appendix B: Confidential ELL Parent Survey

Attachment A

The New York City Department of Education Parent/Guardian Home Language Identification Survey

Dear Parent or Guardian,

In order to provide your child with the best education possible, we need to determine how well he or she understands, speaks, reads, and writes English. In order to keep you informed, we would also like to know your language preference when receiving important information from the school. Your assistance in answering the questions below is greatly appreciated.

Thank You

| TO BE COMPLETED BY ENROLLMENT OR SCHOOL PERSONNEL | | |
|--|------------------|-----------------|
| District: | Date: | |
| School: | Name of Student: | |
| Grade: | Class: | Student ID No.: |
| Relationship of person providing information for survey (check one): Mother <input type="checkbox"/> Guardian <input type="checkbox"/> Father <input type="checkbox"/> Other <input type="checkbox"/> (specify): _____ | | |
| If an interview is conducted, list interviewer's name and title or relationship. | | |
| In what language? | | |
| If an interpreter is provided, list name and position/relationship: | | |
| Is the interpreter trained/qualified (e.g., bilingual teacher, Translation & Interpretation Unit staff)? Yes <input type="checkbox"/> No <input type="checkbox"/> | | |
| Eligible for LAB-R testing? Yes <input type="checkbox"/> No <input type="checkbox"/> | | |
| Person determining LAB eligibility and signature: | | |
| Lab Coordinator name and signature: | | |
| OTEL ALPHA CODE: <input type="text"/> <input type="text"/> | | |
| Program Placement: Transitional Bilingual Education <input type="checkbox"/> (Is this a transfer? Yes <input type="checkbox"/> No <input type="checkbox"/> Dual Language <input type="checkbox"/> Freestanding ESL <input type="checkbox"/> | | |

PART 1. LAB-R ELIGIBILITY: This information will establish eligibility for the English Language Assessment Battery-Revised (LAB-R). (√) the box that applies. If another language is used, please specify.

| | | | |
|---|----------------------------------|--------------------------------|---|
| 1. What language does the child understand ? | English <input type="checkbox"/> | Other <input type="checkbox"/> | |
| 2. What language does the child speak ? | English <input type="checkbox"/> | Other <input type="checkbox"/> | |
| 3. What language does the child read ? | English <input type="checkbox"/> | Other <input type="checkbox"/> | Does not read <input type="checkbox"/> |
| 4. What language does the child write ? | English <input type="checkbox"/> | Other <input type="checkbox"/> | Does not write <input type="checkbox"/> |

The New York City Department of Education Parent/Guardian Home Language Identification Survey

| | | |
|--|----------------------------------|--------------------------------|
| 5. What language is spoken in the child's home or residence most of the time ? | English <input type="checkbox"/> | Other <input type="checkbox"/> |
| 6. What language does the child speak with parents/guardians most of the time ? | English <input type="checkbox"/> | Other <input type="checkbox"/> |
| 7. What language does the child speak with brothers, sisters, or friends most of the time ? | English <input type="checkbox"/> | Other <input type="checkbox"/> |
| 8. What language does the child speak with other relatives or caregivers (e.g., babysitters) most of the time ? | English <input type="checkbox"/> | Other <input type="checkbox"/> |
| PART 2. INSTRUCTIONAL PLANNING: Responses to these supplementary questions will be used for instructional planning. Enter the correct response for each of the following questions concerning your child. | | |
| 1. Is this the first time the child has attended a school in the United States? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| IF NO: | | |
| Where did he/she go to school? | | |
| How long did he/she attend school? | | |
| Which language was used for instruction? | | |
| 2. Has the child attended school in another country ? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| IF YES: | | |
| Where did he/she go to school? | | |
| How long did he/she attend school? | | |
| Which language was used for instruction? | | |
| 3. Did the child participate in any group experience prior to entering school (e.g., daycare, pre-school)? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| IF YES: What language was used? | | |
| 4. Does the child use any other form(s) of communication, such as American Sign Language or Augmentative Communication Device (e.g., Communication Board-manual/electronic)? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| IF YES: Which ones? | | |

PART 3. PARENT INFORMATION: Responses to these supplementary questions will be used so that the NYC Department of Education can communicate with you in the language of your choice.

| | |
|--|------|
| 1. In what language would you like to receive written information from the school? | |
| 2. In what language would you prefer to communicate orally with school staff? | |
| Parent Signature | Date |

Appendix B: Confidential ELL Parent Survey

Attachment B

ENTITLEMENT LETTER

[SCHOOL LETTERHEAD]

[INSERT DATE]

Dear Parent/Guardian:

At registration, you completed a Home Language Identification Survey (HLIS) for your child, [INSERT CHILD'S NAME]. Based on your responses to survey questions, your child was administered the Language Assessment Battery (LAB-R) to determine his or her level of English proficiency. Your child scored a [INSERT SCORE] on the LAB-R, entitling him or her to receive services as an English Language Learner (ELL) in one of the following programs:

- A Transitional Bilingual Education program includes language and subject matter instruction in the student's native language as well as intensive instruction in English as a Second Language. As the student develops proficiency in English by transferring language and academic skills from the native language, instruction in English increases and native language instruction decreases.
- A Dual Language program provides half of the instruction in English and half in the target language of the program (e.g., Spanish, Chinese, Haitian Creole). Students of a target language are taught alongside English-speaking students so that all students become biliterate and bicultural.
- A Freestanding English as a Second Language program provides all instruction in English through the use of specific instructional methodologies.

You have the opportunity to ask questions about educational programs and services that are available for your child and choose the program in which you would like to have your child enrolled at a parent orientation session [INSERT DATE] at [INSERT TIME AND PLACE]. Please bring the Parent Survey and Program Selection Form (which is attached to this letter). After the orientation, you will be asked to fill out this form, ordering program selections so that your first choice is the program in which you would most like to have your child enrolled, even if it is not currently offered at our school. This information will help us create programs that are responsive to parents' needs. You are strongly encouraged

to attend the orientation so that you can make an informed choice. However, if you cannot attend the scheduled orientation, please call your Parent Coordinator, [INSERT PC NAME] at [INSERT NUMBER] to schedule an appointment or discuss program options over the phone. The Parent Survey and Program Selection Form should still be completed and returned to [INSERT PERSON OR OFFICE] by [INSERT DATE].

We will make every effort to honor the program you select for your child. However, parents who choose a Transitional Bilingual Education program that is not available at our school may transfer their child to another school in the district that has such a program. Please note that according to Part 154 of the Regulations of the Commissioner of Education for New York State, and based on your child's entitlement, at a minimum, your child must participate in a Freestanding English as a Second Language program.

The program you choose for your child will be for the entire [INSERT SCHOOL YEAR] school year. Your child's continued entitlement will be determined by his or her performance on the New York State English as a Second Language Achievement Test (NYSESLAT) which will be administered in the spring. It is in the best interest of your child to remain in the same program for as long as he or she is entitled to services. Studies show that students who remain in the same program from year to year tend to perform better on standardized English and mathematics city and state tests and are more academically successful than those who alternate between different programs.

We are looking forward to a productive academic year for your child in our school. Should you have any questions concerning your child's program options, please contact [INSERT CONTACT NAME] at [INSERT CONTACT INFORMATION].

Sincerely,

[INSERT PRINCIPAL'S NAME]

Appendix B: Confidential ELL Parent Survey

Attachment C

PARENT SURVEY AND PROGRAM SELECTION FORM
[SCHOOL LETTERHEAD]

The New York City Department of Education considers your participation in your child's education a key to his or her success. This survey is crucial in confirming that you have received all of the information necessary to select the appropriate ELL program for your child as you make your selection (see page two). Please fill out the forms completely and return them to the parent coordinator at your school.

Yes No Please check one

According to the Home Language Identification Survey (HLIS) that you completed at registration, your child uses [INSERT HOME LANGUAGE] at home. Is this correct? If no, what language is spoken at home? _____

Did you receive information on the Transitional Bilingual Education, Dual Language, and Freestanding English as a Second Language programs available in your child's school and/or other schools in the district?

If Yes, how was the information presented:

District/Network-wide Orientation School Orientation

One-on-One Meeting Phone Call

Other (please fill in): _____

Yes No Please check one

Did you view the parent orientation video?

Was information presented in your home language?

Were materials available in your home language?

Did you have the opportunity to ask questions about the different programs available for your child?

Were you informed that your child has a right to placement in a bilingual class in his or her school if there are sufficient numbers of entitled students with the same home language and grade level?

Were you informed that if there are not sufficient students to form a Transitional Bilingual Education program in your school, you have the option of transferring your child to another school in the district that has a Transitional Bilingual Education program; and if you choose not to transfer your child, he or she will remain at the school and be placed in a Freestanding English as a Second Language program?

Were you informed that your child's placement is for the entire school year?

Were you informed that staying in the program that you select until your child is no longer entitled to receive services will help your child succeed?

Were you informed that your child would be placed in an age-appropriate class for no longer than ten days until his or her service needs are identified?

If No, what was the reason for not receiving the information:

It was never offered. It was offered but I could not attend.

Other reason (please fill in): _____

Yes No Please check one

Was a make-up session offered?
If Yes, for when? _____

PARENT SURVEY AND PROGRAM SELECTION FORM

Student's Last Name _____ Student's First Name _____

Date of Birth _____ Home Language _____

Grade _____ Class _____

Please put program choices in order based on preference:
(*1* for first choice, *2* for second choice, and *3* for last choice)

Transitional Bilingual Education _____

Dual Language _____

Freestanding English as a Second Language _____

I understand that if I do not make a program selection, or if I do not return this form by the date indicated below, my child may be placed in a Transitional Bilingual Education program, if there are sufficient numbers of students to do so. Otherwise, my child will be placed in a Freestanding English as a Second Language program. I also understand that some of these choices may not be available at this school, and where they are not, my child will be placed in a Freestanding English as a Second Language program.

Parent/Guardian Name _____ Address (with Apt.#) _____

Daytime Telephone Number _____ Evening Telephone Number _____

Signature _____ Date _____

Please return this form by _____ To _____



EPIC Facilitators' Guide

A Manual for the ELL Parent Information Case (EPIC)

Winter, 2010



EPIC Facilitators' Guide

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Winter, 2010

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Introduction

Since *Children First* reforms began in 2003, the New York City Department of Education has worked diligently to increase our outreach to parents of English Language Learners (ELLs), reaching thousands of parents citywide, while providing resources and professional development to school staff that work with ELL parents. These efforts bring us closer to a system of strong schools that are responsive to *all* parents through the personal attention of school-based staff—mainly parent coordinators. However, gaining the trust and support of parents that are new to our language and culture, and who are entrusting us with their children, requires even more diligence and awareness from staff. That is why we are proud to share with you the latest edition of the ELL Parent Information Case (EPIC), a toolkit of documents and resources that detail the process of identifying ELLs and provide you with comprehensive information about ELL programs and services for parents.

Our greatest hope for the EPIC is that it will provide the resources you need to help identify ELLs accurately, inform parents of ELL program options thoroughly, and engage parents who speak a language other than English. The more inclusive and informative we can make each school experience for parents of ELLs, the greater the opportunity for their participation in the academic and social success of their children. Use the accurate, thoughtful and well-translated notifications that are provided in the EPIC as the first step in strengthening your relationship with parents. Also, be creative about what you can do at your school to support and engage parents by using the EPIC's strategies, case studies and programmatic information, as well as new web resources and suggestions about working with school, district, and network staff. Consider recruiting ELL parents or parents of former ELLs to help you create a more welcoming environment. Perhaps you would like to create a site-based welcome center in your school, campus or among your network schools, or launch a structured parent buddy program for ELL parents? Maybe you can work with other schools in your area to support parent choice and link parents to neighborhood resources?

Also, what can you do to help ELL parents make informed decisions so that they select the best ELL program for their child? How can you assist ELL parents with helping them prepare their children for meeting City and State standards, preparing for Regents exams, and planning, in the long and short-term, for their child's academic success? The creative ways in which you answer these and other questions as you meet the challenges in your own school will offer new and exciting solutions for the entire city, creating a roadmap for successfully engaging parents of ELLs across New York City.

Our entire school community looks to you for your innovations and appreciates your leadership and dedication to provide parents of ELLs with options to fully engage them in your school.

Chapter 1

Introduction

Using the case studies

Case studies are included at the end of chapters 3 through 6. Each case study describes a school or classroom situation that requires the expertise of a parent coordinator or other staff member charged with serving the needs of parents of ELLs (e.g., bilingual coordinator, assistant principal). Case studies do not necessarily have one answer, and in fact, have been developed to reflect real-life scenarios that can be handled in a variety of ways.

They are meant to spark discussions among professional development participants so that they use the information at hand in the most effective and creative way. Discuss solutions openly and refer to this guide's text and resources for programmatic processes and requirements.

Chapter 2

The Meaning of Reforms for Parents of ELLs

.....

In this Chapter

- Parents' role in *Children First* reforms
 - ELL directives under *Children First* reforms
-

“People come to New York City from all over the world to fulfill their dreams and aspirations. They want their children and grandchildren to achieve in school and reach their highest potential. Our public schools must meet this challenge. The reforms we are announcing today demonstrate our commitment to raise the quality of ELL instruction and introduce true accountability for ELL education throughout the school system.”

—Mayor Michael Bloomberg, June 2003, announcing
Children First reforms for English Language Learners

Parents' role in Children First Reforms

New York City (NYC) parents have played a key role in the *Children First* reform agenda since its inception in the fall of 2002 and winter of 2003, when a series of citywide community engagement meetings were held. In these meetings, Chancellor Joel I. Klein and his staff gathered concrete suggestions from more than 50,000 parents and other community members on how our school system could be improved. Then, combining these suggestions with research and analysis on what works best in various NYC districts and other cities throughout the country, the Chancellor and Mayor developed core proposals for fundamental changes to our school system. These proposals—the *Children First* reform agenda—focus on improving teaching and learning in individual schools and classrooms.

To create a system of strong schools, Chancellor Joel I. Klein first brought coherence to the entire school system, mainly through recentralizing the system and streamlining the Department's management structure. During this first phase of reforms, the Department adopted a single, coherent system-wide approach for instruction in reading, writing, and math. To make schools more welcoming to

Appendix C: ELL Parent Information Case Facilitator's Case

families and to give families access to the tools they need to be full partners in education, a new parent support system was established which included a parent coordinator at each school.

During this process of restructuring, the Chancellor also introduced the enduring core principles of what continues to transform schools from a great school system to a system of great schools: leadership, empowerment, and accountability. In the second phase of reforms, resources are reallocated directly to schools, empowering principals with more resources and decision-making power to directly educate children and reach out to parents. Principals are not only empowered to make informed decisions and take smart risks, but also are held to high standards, accountable for their school's results. Strong collaborations among principals, parent coordinators, and educators cannot be underestimated, for they create the school based community that can make a difference in how deeply parents are engaged in their children's education.

ELL Directives Under Children First

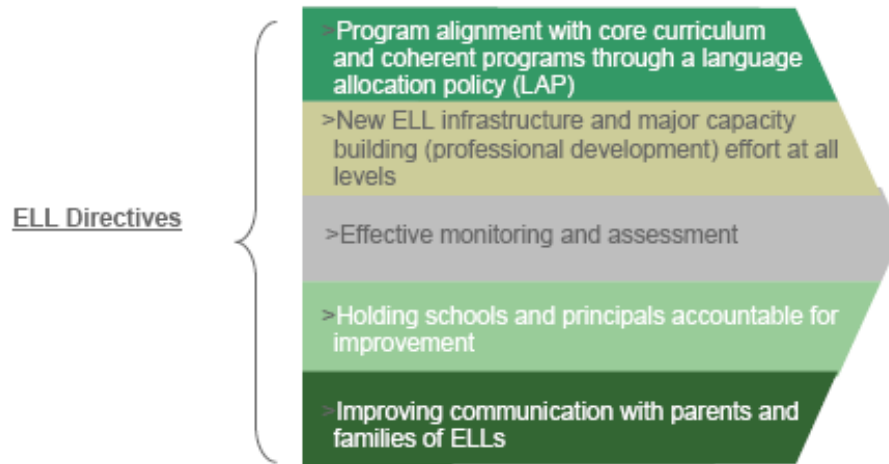
"The diversity of our City and our schools is one of our great assets. As we learn from each other, we grow together into a better, richer City. I look forward to working with educators and parents to build on our recent progress."

—Chancellor Joel I. Klein, June 2007, congratulating ELLs for their progress in reading and math during a visit to PS 149 in Queens.

In 2003, when *Children First* reforms were first announced, school performance data showed persistent achievement gaps between English Language Learners (ELLs) and their English proficient counterparts. Also, schools administered programs for ELLs differently across districts, providing variations in the coherence and quality of ELL programs. To address these concerns, and make NYC public schools more rigorous, responsive and accountable for *all* children, the Chancellor announced specific ELL directives, supported by an unprecedented amount of funding and bolstered by the main principles of the reform agenda. The directives, released June 24, 2003, guide curriculum and program development, staffing, professional development and support, program evaluation, administration, and parent outreach. They continue to serve as the basis for the Department's ELL activities and initiatives, including a stronger, more supportive staffing infrastructure, more rigorous professional development, coherent programs, better materials and resources, and more comprehensive parent outreach.

Appendix C: ELL Parent Information Case Facilitator's Case

Chart I. *Children First* ELL Directives



Improving communications with parents of ELLs means, at the outset, letting them know that it was the dedication and involvement of thousands of parents that originally inspired and continue to drive *Children First* reforms. Improvement efforts can only be fully successful with the direct involvement of parents as partners, especially for ELLs. By fostering a spirit of collaboration and support with ELL parents, as well as encouraging a sense of ownership over their child's academic success, parent coordinators are often the main conduit through which parents know about, understand and engage in their child's academic achievement.

Chapter 3

Prioritizing ELLs in New York City

.....

In this Chapter

- Understanding what governs ELL education
 - Our mission
 - Offices that provide direct ELL support
 - For discussion
-

What is an ELL?

An English Language Learner (ELL) is a student that speaks a language other than English at home and scores below a state-designated level of proficiency in English upon entering the New York City public school system. While New York City refers to these students as ELLs, the state refers to them as Limited English Proficient (LEP).

Understanding what governs ELL education

Federal, state and local laws and regulations and court-ordered mandates from the last thirty years shape services for English Language Learners (ELLs) and how they are delivered in New York City (NYC) schools today. ELL programs that comply with these laws and regulations provide assurances that all ELLs have access to and equity in NYC’s educational system.

The 1974 landmark United States Supreme Court decision *Lau v. Nichols* established the right of students with limited English proficiency to have “a meaningful opportunity to participate in the educational program,” setting the stage nationally for language assistance programs in public schools. That same year in NYC, an agreement between the Board of Education and ASPIRA of New York—called the ASPIRA Consent Decree—assured that the city would provide bilingual education.

Also guiding ELL educational services in New York State is Part 154 of the Regulations of the New York State Commissioner of Education (CR Part 154). CR Part 154 provides funding and sets out the basic requirements for ELL education, ensuring that ELLs acquire and develop English language skills while meeting the standards that are expected at their grade and age level in core

Appendix C: ELL Parent Information Case Facilitator's Case

subjects. For instance, CR Part 154, as amended by the ASPIRA Consent Decree, requires that schools form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade. CR Part 154 also determines the number of instructional units that ELLs must receive.

In 2002, passage of the No Child Left Behind Act tied funding and support to performance measures, holding schools accountable for the performance of their students. Local reforms incorporated key features of the new law, including holding schools accountable for the academic achievement of all students; ensuring that the teachers are highly qualified; and providing parents with access to information and choice. These laws make the academic progress and performance of ELLs, as a group, critical to a school's overall performance.

Chart II. Funding Sources for ELL Education

ELLs have multiple sources of funding to meet their specific needs.

- **Tax Levy**, the main funding source for all students, comes from the City. Allocations for ELLs are determined by the Fair Student Funding (FSF) formula. The funds provide each ELL with basic instructional services, including mandated bilingual/ESL services.
- **Pupils with Compensatory Educational Needs (PCEN)-LEP** is State funding which supports services for ELLs in the form of class organization and staffing. This funding is now part of the FSF.
- **CR Part 154** is State funding specifically for ELLs that provides for additional bilingual and ESL teachers, pupil support services (such as bilingual counselors) and instructional materials. Teachers must be appropriately certified. This funding is now part of the FSF.
- **Title I** federal funds provide supplemental services for low-achieving students, including ELLs, in high poverty schools. Services include supplementary instruction such as before or afterschool programs. Title I also supports professional development and parent involvement, including translations.
- **Title III** federal funds provide supplemental services specifically for ELLs and parents of ELLs, such as after-school instructional programs (providing ELLs with language development assistance so they can succeed in core subject areas). Professional development and parent involvement activities are also supported.

Our mission

The Department provides ELLs and their families with equity and access to an excellent education. By supporting school leaders, strengthening instructional staff, promoting parental involvement, and improving material resources, Central, field and network ELL specialists empower schools to create a rigorous learning environment that focuses on academic achievement, language and social development, and cross-cultural support.

Offices that provide ELL support

The Division of Students with Disabilities and ELLs: To prioritize the outcomes for New York City's highest needs children, in June 2009 the Department of Education placed the Office of ELLs, Office of Special Education Initiatives, and the Department of Education's District 75 under one division. Led by a Deputy Chancellor, who is on the Chancellor's Senior Leadership Team, this new structure ensures that all ELLs receive a high-quality education. Aligned with goals of the *Children First* agenda, this integrated unit can more deeply consider and allocate the resources and support necessary for accelerating achievement while ensuring compliance with federal, state, and local laws and regulations. For more information on ELL services available from the Office of ELLs, visit <http://schools.nyc.gov/Academics/ELL>.

The Office for Family Engagement and Advocacy (OFEA): The Chancellor established this office in 2007 to transform how the Department of Education serves the City's public school families. OFEA manages the Department's structure for family outreach and has created a framework for ensuring that the parent voice is heard. OFEA is the primary point of contact for families and parent leaders who have concerns about their schools, and it also supports all parent leadership associations. OFEA provides professional development and information to Parent Coordinators to make every school a place where families feel welcome, supported, and respected as partners in education. For more information and upcoming events, visit <http://schools.nyc.gov/Offices/OFEA>.

The Translation and Interpretation Unit (Appendix A), under OFEA, is a critical resource for schools who need assistance translating parent notifications and providing over-the-phone interpretation services to ELL parents. The unit offers translation services in the top nine languages other than English spoken in New York City—Spanish, Chinese, Russian, Bengali, French, Haitian Creole, Korean, Urdu, and Arabic—which, along with English, make up 95% of the City's school parent population. Over-the-phone interpretation services are available in more than 150 languages. The Unit is an important part of the Department's language access initiative which aims to enhance the organization's ability to communicate with and better engage limited-English-proficient parents of New York City schoolchildren. For a language access toolkit for your school, or for more information or assistance, visit the Unit's website at <http://schools.nyc.gov/Offices/Translation>.

Bilingual/ESL Technical Assistance Centers (BETACs) are state-funded centers that offer resources and training on issues pertaining to ELLs. The mission of the BETACs is to enhance for educators, parents, and local communities the knowledge and competencies which are needed to support the academic excellence of ELLs. To optimize learning for New York State ELLs, the BETACs' goals are to:

Appendix C: ELL Parent Information Case Facilitator's Case

- provide technical assistance on policies and regulations, availability of funding and educational resources, and implementation of higher learning standards;
- assist parent and community outreach programs and activities that support and enable limited English proficient students to be successful in school;
- provide training opportunities that enhance the skills and competencies of all educators who impact the learning of limited English proficient students.

Six of the fourteen state centers are in New York City, three of which focus on particular languages spoken by high concentrations of city students (Spanish, Haitian Creole and Asian Languages). Parent coordinators seeking technical assistance, community activities and resources for ELL parents, and support for school-based events should contact the appropriate BETAC staff. A directory of BETACs is available on the New York State Education Department's website at <http://www.emsc.nysed.gov/biling/bilinged/betac.html>.

Parent coordinators and school staff can be more responsive to the questions and concerns of ELL parents if they know about the direct services, programs and initiatives that are offered to meet the specialized needs of ELLs. Parent coordinators are strongly encouraged to peruse all available resources above so that they have the latest information to share with families.

FOR DISCUSSION

CASE STUDY I

A parent of a recently identified ELL meets with the parent coordinator and questions why his child has been placed in an ELL program. He explains that the child has already studied English in their native country and is a very high achieving student. He is concerned that the ELL program will not support the academic subject areas his child will need to enter college, like mathematics and science. What should the parent coordinator share with the parent about initiatives supporting ELLs?

CASE STUDY II

MS ABC is planning a family literacy program for December. The school wants to make sure they include the few families that speak Albanian; however, there are no Albanian speakers at the school to translate invitations, flyers and program documents or to speak with families that evening. What can the parent coordinator do to facilitate the translation of these essential documents and provide Albanian-speaking staff for the program?

CASE STUDY III

High school DEF plans a Family Math Night. They have secured translated documents for Spanish-speaking families as well as a presenter to deliver a session on Algebraic Thinking for Bilingual Math Students. To the parent coordinator's surprise, some parents at the event do not speak Spanish, but instead Quechua, an indigenous language of South America. How can staff at the school help these parents during the session? What can they do to secure translated information and interpretation services in the future?

CASE STUDY IV

At High School GHI, the bilingual coordinator has been working with the mathematics coach to let parents of ELLs at the school know about a citywide ELL Mathematics Initiative and the school's own involvement. The bilingual coordinator has provided parents with materials that the math coach has brought back from conferences, including tips on how parents can assist their children with math skills. The bilingual coordinator has had this document translated in several languages for ELL parents at the school. Several of the science teachers at the school want to become involved in similar cross-departmental activities for their ELL students. What can the bilingual coordinator do to help the science teachers get more involved with ELL students and parents?

CASE STUDY V

Several parent coordinators that are in small schools grouped in the same building meet informally to discuss various school-related issues. One parent coordinator expresses frustration to the group that the small number of ELLs, some with low incidence languages, makes it hard to organize group orientations and activities. Several other parent coordinators suggest that they provide an event for ELL parents from all four small schools so that they can pool resources. How can this work be facilitated?

Chapter 4

Connecting with Parents of ELLs

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In this Chapter

- Identifying ELLs
 - Notifying parents and supporting parent choice
 - Recordkeeping: using parent information
 - For discussion
-

As part of wider reforms that strive to drastically improve the academic performance of English Language Learners (ELLs), the Department has invited parents to increase their involvement and awareness in the academic activities of their children. These efforts are supported by research showing the impact that strong parental involvement can have on the academic success of students, especially ELLs. Even in the compliance-oriented process of identifying and placing ELLs in appropriate services, parents are the main decision-makers in this process.

Identifying ELLs

As most New York City (NYC) residents know, our home is one of the largest, most diverse cities in America. The number of NYC public school students who speak a language other than English at home is estimated to be more than one third (41-42%) of the student population; however, not all of these students are entitled to ELL services. Some students with a non-English home language are proficient in English when they come into the school system. Others are students that have reached English proficiency in our ELL programs and transitioned into monolingual classes (also known as former ELLs). Current ELLs—a distinct yet dynamic student population—make up about 14% of the current student population, smaller than the initial number of students identified as possible ELLs. Also, this population changes from year to year as students enter and exit programs and the school system.

When parents first enroll their child in our schools, it is the responsibility of pedagogues at the school who are trained in student intake procedures to discuss home language with the family, and provide assessments to determine eligibility for English language support services. *The importance of attentive engagement with parents during the home language identification process cannot be stressed enough, as it is the process that initially determines whether a child may require ELL services.* If an ELL is not identified and consequently placed in English-only

Appendix C: ELL Parent Information Case Facilitator's Case

classes, not only are his or her chances of academic success severely limited, but such a misidentification is not in compliance with New York State regulations. The following screening and assessment instruments determine ELL eligibility (also see the Identification Chart in Appendix I):

- **Home Language Identification Survey.** At enrollment, a trained pedagogue administers a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home (Appendix B). This process also includes an interview in the parents' home language.
- **Language Assessment Battery-Revised.** Once school staff collect the HLIS from parents and determine that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs.
- **New York State English as a Second Language Achievement Test (NYSESLAT).** In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services.

Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Schools are required by law to notify parents of their child's eligibility for services (Appendix C, E, G and H) and provide information and service options (Appendix D). Also, schools must inform parents of their child's placement (Appendix F). Providing parents with notifications and information, and maintaining a dialogue with them are at the heart of an *informed parent choice*.

Special Education Identification

If a parent believes that his or her child is having learning difficulties in school, he or she is encouraged to speak with the child's teachers and school administrators regarding support services that can be provided within general education. If after these support services are provided the child continues to experience learning difficulties, the child may have a disability which affects his or her learning. Parents have the right to make a referral to the Committee on Special Education (CSE) Office. The child's school or the CSE Office if the child is attending a private or Charter School will conduct a multidisciplinary evaluation to determine if the child has a disability. In the case of an ELL, the CSE/school must determine if the problems being experienced by the child in school are related to the natural process of second language acquisition, cultural/behavior norms or personal experiences and not a disability. Assessments are to be conducted in the child's native language and in English. To be eligible for special education services, the child must meet the criteria for one or more of the disability classifications. In addition, a child's limited English proficiency can not be the reason a child is determined to have a disability. For further information, parents are also encouraged to view resources on Special Education at the New York City Department of Education Special Education website here: <http://schools.nyc.gov/Academics/SpecialEducation>. Also, Special Education in New York State for Children Ages 3-21: A Parent's Guide is available at <http://www.vesid.nysed.gov/specialed/publications/policy/parentguide.htm> in English and Spanish.

Notifying parents and supporting parent choice

Newly enrolled ELLs: Schools should make every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child’s eligibility for ELL services, to collecting the forms that indicate the parent’s program choice for their child. By law, schools must provide parents of newly enrolled ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Parents’ choice, coupled with program availability, determines program placement for ELLs.

| Chart IV. What do I send? | |
|--|--|
| Note: All translated documents, along with ELL Parent Brochures and Home Language Identification Surveys, are available on the ELLs website: http://schools.nyc.gov/Academics/ELL | |
| If a student... | Then provide... |
| Scores below proficiency on the LAB-R | Entitlement Letter* (<i>Appendix C</i>), Parent Survey and Program Selection Form,* and Placement Letter (<i>Appendix D and F</i>) |
| Scores at or above proficiency on the LAB-R | Non Entitlement Letter (<i>Appendix E</i>) |
| Scores below proficiency on the NYSESLAT | Continued Entitlement Letter (<i>Appendix G</i>) |
| Scores at or above proficiency on the NYSESLAT | Non Entitlement/Transition Letter (<i>Appendix H</i>)** |
| * Ideally, these should be provided at a parent orientation. | |
| ** It is recommended that Dual Language students remain in the program for the length of their tenure, with or without ELL eligibility. | |

Because ELL parents often speak a language other than English, schools should use the translated Departmental materials (brochures, DVDs) and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Informational and question-and-answer sessions at most schools are provided through group orientations at the beginning of the year. However, schools must be prepared to inform parents throughout the year in a number of ways, including one-on-one meetings, phone conversations, district presentations, or at the very least, through informational packets. Parent coordinators and other designated staff should work closely with supervisors (assistant principals, bilingual coordinators), network specialists, and ELL specialists to coordinate school events for ELL parents and deliver information to them in a timely manner. For events among schools and within networks, parent

Appendix C: ELL Parent Information Case Facilitator's Case

coordinators should enlist the help of staff from other schools (bilingual/ESL teachers, other parent coordinators) and networks. A short guide on how to organize an orientation is included in Appendix J.

Continuing ELLs: As mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). Schools must notify parents of NYSESLAT outcomes and program eligibility before the beginning of the next school year (Appendix G and H). ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services.¹ ELLs scoring at or above proficiency are no longer entitled to ELL services through state funding and can enter all-English monolingual classes. However, parents of students who participate in bilingual education programs can decide whether or not their child should continue, despite entitlement status. For instance, it is recommended that Dual Language students remain in the program for the length of their tenure, with or without ELL eligibility. Also, students who transition to all-English monolingual classes can receive bilingual or ESL support for up to a year, supported by state funds, according to CR Part 154.

Changing Programs

While it is strongly recommended that parents of ELLs keep their child in the same program model during their tenure as ELLs (see Chap. 5), there are procedures that dictate when a parent chooses to withdraw a child from a bilingual program. According to CR Part 154, ELL parents must “meet with the school principal along with the school or district supervisor of bilingual education to discuss and explain further the nature, purposes, educational values of the program and the skills required of personnel; as a minimum such pupil shall participate in a free-standing English as a second language program.” A parent cannot withdraw an ELL-eligible student from ESL services.

Recordkeeping: Using parent information

Using parent information, as well as properly maintaining and storing it, ensures that your school honors parent choice and follows the mandates of providing a parent orientation. The only way a school can maximize parent choice is to continuously monitor whether or not it is meeting parents’ needs as indicated on these forms. Also, parent choice information informs each school’s annual language allocation policy, as parent demand dictates what ELL programs schools should provide.

The Parent Survey and Program Selection Form (Appendix D), which is typically attached to the notification of entitlement to ELL services (Appendix C), provides

¹ All ELLs are entitled to up to six years of state-funded bilingual/ESL services; schools can request an extension each year for up to three years for ELLs who have received three or more years of service.

Appendix C: ELL Parent Information Case Facilitator's Case

specific information on how ELL program information is delivered. Parent coordinators and school staff should use the survey portion of this notification to make sure ELL parents are being reached, and that the information that they are getting is useful, thorough, and timely. (See the checklists on ELL intake, orientations, parent involvement and parent choice in Appendix K.) Parent coordinators, as well as other designated school personnel, must be able to access these forms and checklists throughout the year in a centralized location. Talk with those at your school who work closely with ELLs (e.g., language allocation plan committee, principal, assistant principals, bilingual/ESL teachers) to determine the best place to store and access required documentation on ELLs. Also, talk with network-based ELL specialists about specific strategies for storing and accessing ELL data, as they often request school-based data throughout the year.

Finally, information about your school's ELLs is collected using the Bilingual Education Student Information Survey (BESIS) which is entered into the Automate the Schools (ATS) system at your school. BESIS data is especially significant, as it determines state and federal ELL funding levels and compliance with performance standards for your school. Parent coordinators can ensure that information for the BESIS is entered into ATS accurately by:

- Reviewing school ATS reports on ELLs to ensure that information (e.g., home language, grade, and program) matches HLIS, LAB-R, and other information that you manage;
- Serving as a back-up to school staff in charge of entering ATS information for ELLs. (Often assigned to instructional or office staff, data entry for ELL information should be prioritized);
- Becoming familiar with BESIS codes and manuals available on the ELL website (<http://schools.nyc.gov/Academics/ELL>);
- Contacting the NYC Department of Education's Division of Instructional and Information Technology for questions or ATS training schedules.

FOR DISCUSSION

CASE STUDY I

At PS ABC, a newly enrolled second grader's parents fill out a Home Language Identification Survey (HLIS) which indicates that Spanish and English are spoken at home. After the pedagogue speaks to the child in English, she suspects that the child is more comfortable speaking Spanish. The pedagogue informs the parents that the child will be administered the LAB-R. The parents object, saying their child speaks fluent English for his age. What should the pedagogue do?

CASE STUDY II

A parent chooses a Transitional Bilingual Education (TBE) program for his middle school child at orientation, and at a later date decides he would rather have his child in a Freestanding English as a Second Language (ESL) program. He calls the parent coordinator in December to request that his child be moved into ESL after the holiday break. What should the parent coordinator, in collaboration with a pedagogue, tell him?

CASE STUDY III

In PS DEF, an elementary school, the parent coordinator conducts an orientation session for parents of Chinese-speaking ELLs. Parents watch the Chinese version of the Parent Orientation DVD, which gives an introduction to the New York City school system and the programs available for ELLs. After watching the DVD, many of the parents want to know the difference between the TBE and the Dual Language program. They want to know which one is better, and if they can switch from one program to the other at the end of one year. How can the parent coordinator help parents understand the programs so they can make an informed choice?

CASE STUDY IV

In PS GHI, an elementary school, the parent coordinator is conducting an orientation session for Haitian Creole-speaking parents of ELLs. Parents watch the Haitian Creole version of the Parent Orientation DVD, but after watching the DVD, the parents learn that this particular school offers ESL classes only. The parents want to know why the other programs introduced in the DVD are not available at the school. Some feel strongly that ESL is not the appropriate or ideal program for their children. What should the parent coordinator do to meet the needs of these parents?

CASE STUDY V

During a review of PS XYZ, 21 Korean-speaking eighth-grade ELLs were in an ESL program although there were sufficient numbers to create a bilingual class (based on Parent Survey and Program Information Forms, as well as defaults for non-returned forms). How can the parent coordinator and pedagogues assisting with the identification process help the school to ensure that parent choices are honored and appropriate services are provided?

CASE STUDY VI

After an ELL orientation, a parent at MS LMN selects a TBE program. This program model is not available at MS LMN. However, there is a TBE program at a nearby school. How can the parent coordinator assist the parent in getting his or her child transferred to that school?

CASE STUDY VII

After several months of a newly-arrived ELL's attendance at PS XYZ, the parent, who speaks Mandarin, notices that the child is having problems learning to read in English. The parent is very concerned and wants to know what she can do to help her child. What recommendations can the parent coordinator make to the parent?

Chapter 5

ELL Learning

In this Chapter

- Putting ELLs in the context of the core curriculum
 - Programs that support ELL achievement
 - Transitional Bilingual Education
 - Dual Language
 - Freestanding English as a Second Language (ESL)
 - Why bilingual/ESL education?
 - A coherent and rigorous ELL education
 - The Language Allocation Policy
 - Use of data to drive instruction
 - Research-based professional development
 - For discussion
-

Putting ELLs in the context of the core curriculum

Parents play a key role in determining the ELL program that best matches the academic and cultural needs of their child. Therefore, it is necessary that the goals and features of each ELL program are articulated to parents, including the efforts being made to raise the academic rigor of ELL programs, aligning them with the core curriculum outlined in *Children First* reforms.

Integral to the *Children First* reform agenda is to provide all students with a comprehensive core curriculum in literacy and mathematics that meets the challenges of *No Child Left Behind Act*. Therefore, ELL programs must align with these new, rigorous requirements, and include teachers that have appropriate professional development and support, as well as classroom resources that reflect city and state standards. For literacy and mathematics, the Department of Education has implemented the following:

- Core balanced literacy and balanced mathematics programs;
- Use of data and accountability tools (e.g., ARIS) to improve teaching and learning in standard-driven instructional programs;
- Effective differentiated professional development opportunities for systematic change;
- Application of research-based coaching and teaching strategies to support teaching and learning communities.

Programs that support ELL achievement

Being able to articulate the features of the three ELL program models and how they differ is essential to helping parents make informed choices. While all three programs offer language development and rigor in academic subjects, the amount of instructional time spent in English and the native or target language differ:

- ***Transitional Bilingual Education (TBE)*** programs are designed so that students develop conceptual skills in their native language as they learn English. A TBE program includes an English as a Second Language (ESL) component, as well as content area instruction in both the native language and English, all designed to deliver grade-appropriate subject matter to ELLs. Also, TBE programs include a Native Language Arts (NLA) component designed to develop communication and academic skills, e.g., listening, speaking, reading and writing, in a student's home language while cultivating an appreciation of his or her history and culture. In the first year, TBE students are expected to receive 60% of instruction in their native language and 40% in English. As students develop English language skills, instruction time in the native language decreases and instructional time in English increases. Schools that offer this model must have a consistent plan for instruction in each language, and a supportive transition plan for children when they are transferred into a monolingual English program.
- ***Dual Language*** programs serve both ELLs in need of English language development and monolingual English-speaking students who are interested in learning a second language. These programs are designed to continue developing ELLs' native language, as well as English language skills, throughout schooling while helping monolingual English-speaking students become bilingual. Both groups provide good linguistic role models for each other, and through their interactions, support language development in both languages. Dual Language programs have a very clear language policy: students receive half of their instruction in English, and half of their instruction in the second language.
- ***Freestanding English as a Second Language (ESL)*** programs provide instruction in English, emphasizing English-language acquisition. Often, students in Freestanding ESL programs come from many different native-language backgrounds and English is the only common language among students. However, native language support is available whenever possible. In high schools, Freestanding ESL programs are mainly departmentalized ESL classes and content courses that use ESL strategies.

Why bilingual/ESL education?

Parents may have questions about popular and highly politicized claims that programs for ELLs are not working, sometimes favoring one program model over another. Staff working with ELL parents should consider several key points when talking with parents about ELL performance and the program model that best meets the needs of their child.

First, it is important to understand the nature of the ELL subgroup when reviewing performance data. By definition, ELLs are learning English for the first time, a condition often reflected in test scores. High achieving ELLs who have mastered the new language are, of course, re-designated as English-proficient students. Therefore, the highest achieving ELLs are constantly being removed from the ELL subgroup, driving down ELL scores overall. Therefore, when discussing the success of ELL programs, parent coordinators should share information about both ELLs and former ELLs. For instance, the annual New York City (NYC) graduation and dropout report (Office of Accountability, 2008) shows that former ELLs who successfully transition to monolingual English classes have lower dropout rates (9.7%) and higher graduation rates (70.9%) than all English proficient students (13.0% and 63.5%, respectively). In fact, in the last five years, former ELLs have graduated at higher rates than students who were never ELLs. In other words, bilingual students, fluent in English, are actually contributing to the more favorable averages of the monolingual in NYC schools.

When fielding questions on the most effective program model, there is a strong consensus among current researchers (from both the National Literacy Panel and the Center for Research on Education, Diversity, and Excellence) that native language literacy boosts reading achievement in the second language. This research adds to the growing body of research that shows strong native language arts (NLA) development (the linguistic goal of bilingual programs) accelerates literacy gains in both the native language and English, validates the prior knowledge students bring, and bolsters self esteem. In fact, a synthesis of scientific research (CREDE, 2006) since 1980 on the academic achievement of ELLs shows that academic outcomes of bilingually-educated students were comparable if not higher than English immersion students at the end of

Research

August and Shanahan. *Developing Literacy in Second Language Learners: Report of the National Literacy Panel on Language Minority Children and Youth*, 2006.

Genesee, Lindholm-Leary and Christian. *Educating English Language Learners: A Synthesis of Research Evidence*, 2006.

The Class of 2007 Four-Year Longitudinal Report and 2006-2007 Event Dropout Rates, Office of Accountability, 2008.
(http://schools.nyc.gov/daa/reports/The_Class%20of%202007_Four-Year_Longitudinal_Report.pdf)

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elementary school, and in middle and high school. The study highlights the effectiveness of specialized programs, like those used in New York, as well as those that provide extended rather than short-term instruction.

Share with parents that there are clear benefits to learning two languages, and that continuing to develop native language skills does not interfere with English language development, but rather facilitates it. The National Clearinghouse for Bilingual Education (2000) summarizes the research on bilingualism, emphasizing several key benefits to learning two languages:

- ✓ **Intellectual:** Uninterrupted intellectual development requires that students not yet fluent in English continue to use their native language to learn as they acquire English. Knowing more than one language increases a person's ability to think.
- ✓ **Educational:** Students who continue to develop their native language while learning English tend to learn English better than students who learn English at the expense of their own language.
- ✓ **Personal:** A student's native language is critical to identity, and helps the child value his or her culture, bolstering a positive self-concept.
- ✓ **Social:** Family and community links, both locally and globally, are preserved and enhanced when a student retains his or her native language, contributing to more global perspectives.
- ✓ **Economic:** Knowing two or more languages translates into economic preparedness in today's job market, especially in NYC.

Finally, parent coordinators should communicate to parents that the NYC public school system values the diversity of languages and cultures in our schools, seeing it as a strength from which we all benefit. This commitment has been formalized through the [Mayor's Executive Order 120](#) ensuring language access to city services and [Chancellor's Regulation A-663](#) ensuring language services in the school's top nine language other than English. Arming parents with information and resources in their home language reinforces this concept.

A coherent and rigorous ELL education

When discussing ELL program options, parents often ask which program model is most effective. It is important to highlight that, regardless of program selection, research has found that continuity in program model (and schooling, in general) leads to more successful outcomes. In other words, students who move among program models or from

Why focus on coherent programs?

- ✓ A review of student performance and qualitative school data revealed that previous ELL programs under the districts were being interpreted and administered differently, providing varied expectations of coherence and quality among ELL programs.
- ✓ ELLs who move among mixed programs tend to perform poorly compared to those who participate in strong, coherent programs which span their tenure as ELLs.
- ✓ Instructional programs with high levels of rigor and support result in higher achievement for ELLs, in contrast with the traditional approach of a simplified curriculum for ELLs.

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school to school tend to struggle academically compared with those who do not.

The Language Allocation Policy (LAP): To promote coherency and consistency among the City's ELL programs, the Chancellor's original *Children First* ELL Directives established coherent, system-wide language allocation guidelines for ELL programs. Under Citywide guidelines and as part of Comprehensive Education Plans, each school has its own Language Allocation Policy (LAP), which ensures that the appropriate amount of instructional time in English and the native or target languages is offered consistently across programs. Citywide LAP guidelines detail a discreet set of research-based program models for schools to implement, as well as a set of implementation principles which were devised internally by practitioners and bilingual education experts. By aligning ELL programs to one policy, the school system formalizes ELL teaching and learning to do more than just accelerate English language development. The three ELL programs reach beyond language learning to help students maximize their diverse talents and skills in English and native language literacy, and academic subjects, like science and mathematics. Rigor and consistency are the two key elements that allow ELLs to meet the high standards set for all students and to equally participate in literacy, mathematics, and other core subject initiatives.

Each school must refine its own language allocation plan in order to document its process of ELL program development and review, specifically in areas such as student need, parental choices, program quality and compliance. Parent coordinators will most likely be asked by principals or assistant principals to help prepare parts of the school's language allocation plan to ensure that ELL parents are part of this process. *If you are not familiar with your school's language allocation plan, ask your principal how you can get involved!* The toolkit is available online on the ELLs website under Key Documents:

<http://schools.nyc.gov/Academics/ELL/KeyDocuments/Language+Allocation+Policy.htm>

Use of data to drive instruction: Within NYC schools, administrators use demographic and performance data to meet the programmatic needs of diverse and rapidly changing populations while educators use data from interim and annual assessments to gauge student progress and plan instruction. For instance, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered each spring to measure the English proficiency levels (i.e., beginning, intermediate, advanced) of ELLs. NYSESLAT scores identify who should continue to receive ELL services, as mentioned in Chapter 4. Also, scores help teachers plan programs that best fit ELL needs by allowing them to group like students for tailored learning activities, pair students at different proficiency levels in class, or determine how much instructional time should be spent in the native language and English (as part of a school's language allocation policy).

Sound educational practices, codified by reporting requirements of *No Child Left Behind*, make it necessary for both administrators and educators to use data. However, parent coordinators can support administrators and educators data use

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to create well-conceived, well-prepared programs for ELLs and their parents by periodically analyzing demographic, program and performance data on ELLs. For instance, student data on home languages can help parent coordinators prepare for parent orientations. For more information on accessing school data, either through ATS or ARIS, speak with your principal.

Research-based professional development: Rigorous, research-based professional development for ELL educators and support staff is part of the Chancellor's reform plan for providing the best staff possible for ELLs. Schools have various options available for high quality professional development, including school-based, network-based, and central-based opportunities. For more information on professional development available in your school, contact your school or network-based ELL specialist. Also, listings are updated frequently on ProTraxx (<http://pd.nycoit.org/>).

FOR DISCUSSION

CASE STUDY I

MS BBB only offers a Freestanding English as a Second Language program. A parent of a newly-arrived Bengali seventh grader wants to know how her child will understand instruction in the content areas. What does the bilingual coordinator need to explain to the parent about the training of content area teachers who work with ELLs? What else can the parent coordinator do to assist the parent and help them become involved in their child's education?

CASE STUDY II

In a one-on-one orientation with a non-English speaking parent, the parent emphasizes that she wants her child to be exposed to as much English as possible since the child is not exposed to English at home. The parent expresses concerns about selecting the school's Transitional Bilingual Education (TBE) program, mainly because English is only used in the beginning 40% of the time, and believes that an ESL program would be best. The parent also expresses concerns that the child will not be prepared for the workforce by maintaining the home language, and that it might prevent him or her from learning English. What can the parent coordinator do to explain the benefits of bilingual education?

CASE STUDY III

During a state audit at High School AAA, the state auditor requests to see the Home Language Identification Surveys (HLIS) for all ELLs. The majority of the forms are not signed by the parents, and the "office" section is incomplete. In addition, a majority of the ELLs have been placed in ESL, not bilingual, programs. How can the parent coordinator be of support to the principal or pedagogue in charge of ELL identification?

CASE STUDY IV

As a result of the 2004 New York State English as a Second Language Achievement Test (NYSESLAT) scores, the Haitian parents at PS NNN feel the ESL program is not supporting their children. They would like the school to create a Haitian Creole bilingual program. How can the parent coordinator best assist the parents? From whom should the parent coordinator get assistance?

Chapter 6

Assessments for ELLs

In this Chapter

- Testing and ELLs
- Test exemptions for ELLs
- Accommodations for ELLs
- Promotion policy for ELLs
- For discussion

Testing and ELLs

No Child Left Behind Act of 2001 requires that schools monitor and report the progress of all students, as well as specific groups, such as ELLs, through regular, periodic testing. Testing provides educators with information about the academic strengths and weaknesses of the students they serve, and results are used to inform instruction. Therefore, all ELLs must

| Chart V. Types of Testing for ELLs | |
|------------------------------------|--|
| City/State Tests | Diagnostic Assessments |
| English Language Arts (ELA) | ECLAS-2 (Early Childhood Literacy Assessment System-2) |
| NYSESLAT | EL SOL (El Sistema de Observación de la Lecto-escritura) |
| Math | ELE (El Examen de Lectura en Español) |
| Science | Chinese Reading Test |
| Social Studies | ELL Interim Assessments in ELA and Math |
| Regents Exams | |

be tested. However, ELLs are granted certain exemptions to avoid unnecessary testing and frustration. Also, accommodations are necessary to maximize test-taking opportunities so that ELLs¹ may be fully and fairly tested on their knowledge and skills. All staff members who administer tests to ELLs are required to know what test exemptions and accommodations are available. However, it is critical for parent coordinators to understand the testing process for ELLs so that they can answer the questions and concerns of parents while also providing support to those administering ELL tests. The information included here (and in Appendix N) contains steps that are highly recommended for schools, principals and teachers to prepare for test-taking accommodations; this

¹ All students receiving special education services have an Individualized Education Program (IEP). The IEP indicates specific test exemptions, accommodations and promotional criteria for each individual student identified as having a disability, and takes into account the child's language abilities in the native language and English.

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information is also contained in Information for School Administrators sections of the State Education Department assessment manuals.

Test exemptions for ELLs

In New York State, test exemptions allowed under the *No Child Left Behind Act of 2001* are only applicable to English Language Arts (ELA, Grades 3-8) examinations, and only if an ELL is enrolled in an English Language School System, which includes US public school districts, charter schools or nonpublic schools, for less than one year.

Accommodations for ELLs

A full range of test accommodations is available to all ELLs and to former ELLs for up to two years after passing the NYSESLAT. Accommodations include:

1. time extensions (i.e., time and a half of productive test-taking);
2. separate locations and/or small group administration;
3. bilingual glossaries and dictionaries (word-for-word translations only);
4. simultaneous use of English and other available language editions;
5. oral translations for lower incidence languages (languages for which the city or state have no translated written versions of the test);
6. written responses in the native language; and,
7. third reading of listening selections (only for the State English Language Arts assessments).

Appendix N lists the tests for which these accommodations apply, as well as the steps schools, teachers and students can take to prepare for testing accommodations. Accommodations are not permitted on the NYSESLAT since it is designed specifically for ELLs. For more information, visit the State Education Department's website at <http://www.emsc.nysed.gov/sar/accommodations10-08.pdf>.

Promotion policy for ELLs

Over the last several years, both Mayor Bloomberg and Chancellor Joel I. Klein have launched special initiatives to end social promotion, adding special supports to assist struggling students so that they succeed academically at grade level. Parents may have questions about how changes to the promotion policy affect ELLs. For the latest rules governing promotional policies for ELLs, parent coordinators and school staff should consult the Promotion Policy on the NYC Department of Education's website at <http://schools.nyc.gov/RulesPolicies/PromotionPolicy>.

FOR DISCUSSION

CASE STUDY I

A child that has been enrolled in PS XYZ in kindergarten tests out of ELL services. The family moves to Puerto Rico and returns to New York City two years later. Upon re-registering the child, the school notes that the child was not entitled to services because the child tested out previously. The parent is not asked to fill out a new HLIS because there is already one on file; however, the parent insists that the child be placed in a Spanish bilingual class. The child is held to promotional standards and must be tested. What happens if this child doesn't pass the ELA test? What are the testing and promotions regulations regarding children that leave and return to the system?

CASE STUDY II

Mrs. Rosario meets with the school parent coordinator because she was told that her son's promotion is in doubt. He has been enrolled for three years and is in sixth grade. The child failed the ELA test, passed the math test, and scored at the advanced level on the NYSESLAT. His attendance is sporadic. The teacher recommends that he be held over but the parent wants him to be promoted. What should the parent coordinator do to facilitate the best solution?

CASE STUDY III

The parent coordinator gets a visit from a parent concerned because the child did not do well on the city math test. The parent wishes to know if the child can be tested in the home language, which is Swahili. The parent coordinator explains that there is no city or state test translated into Swahili. What else can the parent coordinator tell the parent about other accommodations to allay his or her concerns?

CASE STUDY IV

Parent comes to the parent coordinator upset because in the Spring her child took the math test in Chinese and scored a level 1. In the summer program they gave him the test in English and he again scored a level 1, qualifying him to be held over. What can the parent coordinator do to facilitate a solution?

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix A

ELL Specialists and Support Staff

Office of English Language Learners Division of Students with Disabilities and English Language Learners

52 Chamber Street, #210

(212) 374-6072

Fax: (212) 374-5598

oell@schools.nyc.gov

<http://schools.nyc.gov/Academics/ELL>

Translation and Interpretation Unit

45-18 Court Square, Floor 2

Long Island City, NY 11101

(718) 752-7373,

Fax: (718) 752-7390

translations@schools.nyc.gov

Translation Services

Translation services are only available for documents authored and requested by schools and offices of the Department of Education. Documents processed for translation purposes must contain critical information for parents about their child's education. To obtain translation services, a requesting school or office must complete a Translation Request Form (see the Key Documents section of the website) and submit it to

translations@schools.nyc.gov.

Oral Interpretation Services

The Translation and Interpretation Unit provides on-site interpretation services for the following events: Panel for Educational Policy meetings, Citywide parent conferences, Citywide parent fairs and workshops, Citywide parent training sessions, Other citywide events, District CEC meetings, District in Need of Improvement (DINI) Audits, Suspension hearings, and Impartial hearings. To obtain interpretation services for these meetings, simply download an Interpretation Request Form (from the website) and submit it to

translations@schools.nyc.gov.

Over-the-Phone Interpretation Services

Over-the-phone interpretation services are available to all Department of Education personnel that come into contact with limited-English-proficient parents. This service offers the ability to communicate with a parent with the assistance of an interpreter on the phone. This service is useful for overcoming language barriers when contacting a child's household, or for unexpected visits from parents who cannot communicate proficiently in English. Over-the-phone interpretation services are available through the Translation and Interpretation Unit between the hours of 8 a.m. and 5 p.m., Monday through Friday, except on select holidays. These hours are extended during scheduled Parent-Teacher Conferences.

To access these services please call 718-752-7373 ext. 4.

American Sign Language services:

Contact the Department's Office of Sign Language Interpreting Services at 212-689-4020.

New York State Office of Bilingual Education and Foreign Language Studies

116 West 32nd Street, 7th Floor

New York, NY 10001

(212) 695-1510

Fax: (212) 643-0734

OBEFLS@mail.nysed.gov

<http://www.emsc.nysed.gov/biling/>

For the latest information on **New York State Bilingual Education Technical Assistance Centers**, visit <http://www.emsc.nysed.gov/biling/bilinged/betac>

**Appendix B: The New York City Department of Education
Parent/Guardian Home Language Identification Survey**

Dear Parent or Guardian,

In order to provide your child with the best education possible, we need to determine how well he or she understands, speaks, reads, and writes English. In order to keep you informed, we would also like to know your language preference when receiving important information from the school. Your assistance in answering the questions below is greatly appreciated.

Thank You

| TO BE COMPLETED BY ENROLLMENT OR SCHOOL PERSONNEL | | | | | |
|--|------------------|-----------------|--|--|--|
| District: | Date: | | | | |
| School: | Name of Student: | | | | |
| Grade: | Class: | Student ID No.: | | | |
| Relationship of person providing information for survey (check one): Mother <input type="checkbox"/> Guardian <input type="checkbox"/> Father <input type="checkbox"/> Other <input type="checkbox"/> (specify): | | | | | |
| Interviewer's name and title or relationship. | | | | | |
| In what language? | | | | | |
| If an interpreter is provided, list name and position/relationship: | | | | | |
| Is the interpreter trained/qualified (e.g., bilingual teacher, Translation & Interpretation Unit staff)? Yes <input type="checkbox"/> No <input type="checkbox"/> | | | | | |
| Eligible for LAB-R testing? Yes <input type="checkbox"/> No <input type="checkbox"/> | | | | | |
| Person determining LAB eligibility and signature: | | | | | |
| Lab Coordinator name and signature: | | | | | |
| OTELE ALPHA CODE: <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table> | | | | | |
| | | | | | |
| Program Placement: Transitional Bilingual Education <input type="checkbox"/> (Is this a transfer? Yes <input type="checkbox"/> No <input type="checkbox"/> Dual Language <input type="checkbox"/> Freestanding ESL <input type="checkbox"/> | | | | | |

PART 1. LAB-R ELIGIBILITY: This information will establish eligibility for the English Language Assessment Battery-Revised (LAB-R). (✓) the box that applies. If another language is used, please specify.

| | | |
|---|----------------------------------|---|
| 1. What language does the child understand ? | | |
| English <input type="checkbox"/> | Other <input type="checkbox"/> : | |
| 2. What language does the child speak ? | | |
| English <input type="checkbox"/> | Other <input type="checkbox"/> : | |
| 3. What language does the child read ? | | |
| English <input type="checkbox"/> | Other <input type="checkbox"/> : | Does not read <input type="checkbox"/> |
| 4. What language does the child write ? | | |
| English <input type="checkbox"/> | Other <input type="checkbox"/> : | Does not write <input type="checkbox"/> |

Appendix C: ELL Parent Information Case Facilitator's Case

**Appendix B: The New York City Department of Education
Parent/Guardian Home Language Identification Survey**

| |
|--|
| 5. What language is spoken in the child's home or residence most of the time ? |
| English <input type="checkbox"/> Other <input type="checkbox"/> : |
| 6. What language does the child speak with parents/guardians most of the time ? |
| English <input type="checkbox"/> Other <input type="checkbox"/> : |
| 7. What language does the child speak with brothers, sisters, or friends most of the time ? |
| English <input type="checkbox"/> Other <input type="checkbox"/> : |
| 8. What language does the child speak with other relatives or caregivers (e.g., babysitters) most of the time ? |
| English <input type="checkbox"/> Other <input type="checkbox"/> : |

PART 2. INSTRUCTIONAL PLANNING: Responses to these supplementary questions will be used for instructional planning. Enter the correct response for each of the following questions concerning your child.

| |
|---|
| 1. Is this the first time the child has attended a school in the United States? <input type="checkbox"/> Yes <input type="checkbox"/> No |
| IF NO: |
| Where did he/she go to school? |
| How long did he/she attend school? |
| Which language was used for instruction? |
| 2. Has the child attended school in <u>another country</u> ? <input type="checkbox"/> Yes <input type="checkbox"/> No |
| IF YES: |
| Where did he/she go to school? |
| How long did he/she attend school? |
| Which language was used for instruction? |
| 3. Did the child participate in any group experience prior to entering school (e.g., daycare, pre-school)? <input type="checkbox"/> Yes <input type="checkbox"/> No |
| IF YES: What language was used? |
| 4. Does the child use any other form(s) of communication, such as American Sign Language or Augmentative Communication Device (e.g., Communication Board-manual/electronic)? <input type="checkbox"/> Yes <input type="checkbox"/> No |
| IF YES: Which ones? |

PART 3. PARENT INFORMATION: Responses to these supplementary questions will be used so that the NYC Department of Education can communicate with you in the language of your choice.

| |
|--|
| 1. In what language would you like to receive written information from the school? |
| 2. In what language would you prefer to communicate orally with school staff? |
| |
| Parent Signature Date |

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix B: The New York City Department of Education Parent/Guardian Home Language Identification Survey

Who must fill out a HLIS?

The parent/guardian of every child that enters a New York City public school for the first time.

How do I get the HLIS?

The HLIS is available in 14 languages on the New York City Department of Education Office of English Language Learners website, currently under "Educator Resources" at

<http://schools.nyc.gov/Academics/ELL/EducatorResources/Parent+Information.htm>.

If the HLIS is not available in the parent's home language, administer the English version (with the help of the Translation & Interpretation Unit). <http://schools.nyc.gov/Offices/Translation>.

Who should administer the HLIS?

A pedagogue trained in administering the HLIS should sit with the parent or guardian while he or she fills it out.

What do answers on the HLIS determine?

In Part 1. LAB-R Eligibility: If the parent/guardian checks "Other" at least once in items 1-4 and at least twice in 5-8, then the child is eligible for LAB-R testing after an informal interview.

In Part 1. LAB-R Eligibility: If "Other" is checked in item number 5 and all others are checked "English" in 5-8, then the Principal, AP or pedagogue should establish home language based on the interview.

Part 2. Instructional Planning: This section is important for learning about the child's educational background.

Part 3. Parent Information: This new section gathers information so that the Department can better meet the needs of parents. Also, the parent/ guardian must sign this form.

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix C
ENTITLEMENT LETTER

[SCHOOL LETTERHEAD]

[INSERT DATE]

Dear Parent/Guardian:

At registration, you completed a Home Language Identification Survey (HLIS) for your child, [INSERT CHILD'S NAME]. Based on your responses to survey questions, your child was administered the Language Assessment Battery (LAB-R) to determine his or her level of English proficiency. Your child scored a [INSERT SCORE] on the LAB-R, entitling him or her to receive services as an English Language Learner (ELL) in one of the following programs:

- *A Transitional Bilingual Education program* includes language and subject matter instruction in the student's native language as well as intensive instruction in English as a Second Language. As the student develops proficiency in English by transferring language and academic skills from the native language, instruction in English increases and native language instruction decreases.
- *A Dual Language program* provides half of the instruction in English and half in the target language of the program (e.g., Spanish, Chinese, Haitian Creole). Students of a target language are taught alongside English-speaking students so that all students become biliterate and bicultural.
- *A Freestanding English as a Second Language program* provides all instruction in English through the use of specific instructional methodologies.

You have the opportunity to ask questions about educational programs and services that are available for your child and choose the program in which you would like to have your child enrolled at a parent orientation session [INSERT DATE] at [INSERT TIME AND PLACE]. Please bring the Parent Survey and Program Selection Form (which is attached to this letter). After the orientation, you will be asked to fill out this form, ordering program selections so that your first choice is the program in which you would most like to have your child enrolled, even if it is not currently offered at our school. This information will help us create programs that are responsive to parents' needs. You are strongly encouraged to attend the orientation so that you can make an informed choice. However, if you cannot attend the scheduled orientation, please call your Parent Coordinator, [INSERT PC NAME] at [INSERT NUMBER] to schedule an appointment or discuss program options over the phone. The Parent Survey and Program Selection Form should still be completed and returned to [INSERT PERSON OR OFFICE] by [INSERT DATE].

We will make every effort to honor the program you select for your child. However, parents who choose a Transitional Bilingual Education program that is not available at our school may transfer their child to another

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix C
ENTITLEMENT LETTER

school in the district that has such a program. Please note that according to Part 154 of the Regulations of the Commissioner of Education for New York State, and based on your child's entitlement, at a minimum, your child must participate in a Freestanding English as a Second Language program.

The program you choose for your child will be for the entire [INSERT SCHOOL YEAR] school year. Your child's continued entitlement will be determined by his or her performance on the New York State English as a Second Language Achievement Test (NYSESLAT) which will be administered in the spring. It is in the best interest of your child to remain in the same program for as long as he or she is entitled to services. Studies show that students who remain in the same program from year to year tend to perform better on standardized English and mathematics city and state tests and are more academically successful than those who alternate between different programs.

We are looking forward to a productive academic year for your child in our school. Should you have any questions concerning your child's program options, please contact [INSERT CONTACT NAME] at [INSERT CONTACT INFORMATION].

Sincerely,

[INSERT PRINCIPAL'S NAME]

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix D

PARENT SURVEY AND PROGRAM SELECTION FORM

[SCHOOL LETTERHEAD]

The New York City Department of Education considers your participation in your child's education a key to his or her success. This survey is crucial in confirming that you have received all of the information necessary to select the appropriate ELL program for your child as you make your selection (see page two). Please fill out the forms completely and return them to the parent coordinator at your school.

Yes No Please check one

According to the Home Language Identification Survey (HLIS) that you completed at registration, your child uses [INSERT HOME LANGUAGE] at home. Is this correct? If no, what language is spoken at home? _____

Did you receive information on the Transitional Bilingual Education, Dual Language, and Freestanding English as a Second Language programs available in your child's school and/or other schools in the district?

If **Yes**, how was the information presented:

- District/Network-wide Orientation School Orientation
 One-on-One Meeting Phone Call
 Other (please fill in): _____

Yes No Please check one

- Did you view the parent orientation video?
 Was information presented in your home language?
 Were materials available in your home language?
 Did you have the opportunity to ask questions about the different programs available for your child?
 Were you informed that your child has a right to placement in a bilingual class in his or her school if there are sufficient numbers of entitled students with the same home language and grade level?
 Were you informed that if there are not sufficient students to form a Transitional Bilingual Education program in your school, you have the option of transferring your child to another school in the district that has a Transitional Bilingual Education program; and if you choose not to transfer your child, he or she will remain at the school and be placed in a Freestanding English as a Second Language program?
 Were you informed that your child's placement is for the entire school year?
 Were you informed that staying in the program that you select until your child is no longer entitled to receive services will help your child succeed?
 Were you informed that your child would be placed in an age-appropriate class for no longer than ten days until his or her service needs are identified?

If **No**, what was the reason for not receiving the information:

- It was never offered. It was offered but I could not attend.
 Other reason (please fill in): _____

Yes No Please check one

Was a make-up session offered?
If **Yes**, for when? _____

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix D

PARENT SURVEY AND PROGRAM SELECTION FORM

PROGRAM SELECTION:

Student's Last Name

Student's First Name

Date of Birth

Home Language

Grade

Class

Please put program choices in order based on preference:

("1" for first choice, "2" for second choice, and "3" for last choice)

Transitional Bilingual Education

Dual Language

Freestanding English as a Second Language

I understand that if I do not make a program selection, or if I do not return this form by the date indicated below, my child may be placed in a Transitional Bilingual Education program, if there are sufficient numbers of students to do so. Otherwise, my child will be placed in a Freestanding English as a Second Language program. I also understand that some of these choices may not be available at this school, and where they are not, my child will be placed in a Freestanding English as a Second Language program.

Parent/Guardian Name

Address (with Apt.#)

Daytime Telephone Number

Evening Telephone Number

Signature

Date

Please return this form by

To

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix E

NON ENTITLEMENT LETTER

[SCHOOL LETTERHEAD]

[INSERT DATE]

Dear Parent/Guardian:

At registration you completed a Home Language Identification Survey (HLIS). Based on your responses to the survey, your child, [INSERT NAME], was tested using the Language Assessment Battery-Revised (LAB-R) to determine entitlement to receive services as an English Language Learner (ELL).

Your child's score indicates that he or she is English proficient and not entitled to receive services as an ELL. If you have any questions concerning other English language development services for your child, please call: [SCHOOL CONTACT] at [CONTACT PHONE NUMBER].

Sincerely,

[INSERT PRINCIPAL'S NAME]

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix F

PLACEMENT LETTER

[SCHOOL LETTERHEAD]

[INSERT DATE]

Dear Parent/Guardian:

Based on your child's entitlement as an English Language Learner (ELL) and your response to the Parent Survey and Program Selection Form,* your child, [INSERT CHILD'S NAME] has been placed in a [INSERT PROGRAM NAME] program. Participation in this program will be for the entire [INSERT SCHOOL YEAR] school year.

Your child's continued entitlement will be determined by his or her performance on the New York State English as a Second Language Achievement Test (NYSESLAT) which will be administered in the spring. It is in the best interest of your child to remain in the same program for as long as he or she is entitled to services. Studies show that students who remain in the same program from year to year tend to perform better on standardized English and mathematics city and state tests and are more academically successful than those who alternate between different programs.

We are looking forward to a productive academic year for your child in our school. Should you have any questions concerning your child's program options, please contact [INSERT CONTACT NAME] at [INSERT CONTACT INFORMATION].

Sincerely,

[INSERT PRINCIPAL'S NAME]

* If you did not submit a Parent Survey and Program Selection Form, your child was placed based on program availability and according to state regulations.

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix G

CONTINUED ENTITLEMENT LETTER

[SCHOOL LETTERHEAD]

[INSERT DATE]

Dear Parent/Guardian:

This spring your child, [INSERT NAME], was administered the New York State English as a Second Language Achievement Test to determine his or her English language proficiency. According to the test results, your child continues to be entitled to receive English language development support in classes for English Language Learners (ELLs).

Because studies show that students who remain in the same program from year to year tend to perform better on standardized English and mathematics city and state tests and are more academically successful than those who alternate between different programs, your child will remain in the ELL program in which he or she is currently enrolled. (If the program is a Transitional Bilingual Education program, he or she will remain in this program as long as there are a sufficient number of students to maintain such a program).

If you are interested in changing your child's current program, or have any questions, please call [SCHOOL CONTACT] at [CONTACT PHONE NUMBER]. We look forward to helping your child continue to develop his or her English skills.

Sincerely,

[INSERT PRINCIPAL'S NAME]

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix H

NON ENTITLEMENT/TRANSITION LETTER

[SCHOOL LETTERHEAD]

[INSERT DATE]

Dear Parent/Guardian:

As an English Language Learner (ELL), your child, [INSERT CHILD'S NAME], participated in a program to accelerate English language development. This spring your child was tested using the New York State English as a Second Language Achievement Test to determine his or her English language proficiency.

Your child received a score indicating that he or she is no longer entitled to services for ELLs because he or she is English proficient. Now, your child can transition into all-English monolingual classes. If you would like your child to remain in a bilingual program (Transitional Bilingual Education or Dual Language), or have any questions concerning other English language development transitional services for your child, please call: [SCHOOL CONTACT] at [CONTACT PHONE NUMBER].

Sincerely,

[INSERT PRINCIPAL'S NAME]

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix I

Identification Process for ELLs

SCREENING

At ENROLLMENT, administer the Home Language Identification Survey (HLIS) to determine LAB-R eligibility

Home language is other than English or student's native language is other than English.

Informal Student Interview in native language and English. If student does not speak any language other than English, then...
If student speaks language other than English and speaks little or no English, then...

Home language is English or student's only language is English. STOP - Student is NOT an ELL. Student enters general education program.

INITIAL ASSESSMENT

Administer Language Assessment Battery-Revised (LAB-R)

Student scores below proficiency (i.e., beginning, intermediate or advanced level). Student is an ELL. (Administer Spanish LAB to Spanish-speaking ELL.)

Student scores at or above proficiency. STOP - Student is not an ELL. Student enters general education program.

PROGRAM PLACEMENT

Place student in bilingual/ESL program

Notes:

- Student must be placed within 10 school days of enrollment.
- Bilingual classes are formed when there are 15 or more students on two contiguous grades for Grades K-8, and 20 on a grade for Grades 9-12.
- If there aren't enough students to form a bilingual class, student can opt for another school in that district, or stay in the ESL program at that school.
- If the school does not have a bilingual program in the native language of the student, parents are to be informed of a school where such a program exists.
- If parents do not select a program, the student is automatically placed in a bilingual class, if it is available, or an ESL class.
- All ELLs must receive at least ESL classes.

Student is an ELL. Exercise Parental Option. Parent may opt for one of three educational programs:

- Transitional Bilingual Education Program
- Dual Language Program
- Freestanding ESL Program

ANNUAL ASSESSMENT

In Spring, administer the New York State English as a Second Language Test (NYSESLAT)

Student scores below proficiency (i.e., beginning, intermediate or advanced level). Student is ELL. CONTINUE SERVICES

Student scores at or above proficiency. Student is no longer an ELL. Student can enter general education program.

Appendix J

Parent Orientation "How-To" Guide

Planning an Orientation

Two types of ELL Parent Orientations

1. Identification & Placement

Provide ELL parents with information about bilingual/ESL services and an opportunity to ask questions so that they can make an informed placement selection. Identification and placement of ELLs must be made within ten days of enrollment.

2. Orientation to provide information about curriculum

Provide ELL parents with information about the core curriculum, learning standards, expectations for students, and assessments. Must be conducted within the first semester that the student is identified as an ELL.

**Who Gives a Parent Orientation?
Different Models**

- Model A (School) Parent orientations are conducted by principals or assistant principals with the assistance of ELL specialists, bilingual/ESL coordinators, bilingual/ESL teachers, or parent coordinators.
- Model B (School) Parent orientations are conducted by bilingual/ESL coordinators or bilingual/ESL teachers, with the support of the school administration and the assistance of ELL specialists or parent coordinators.
- Model C (School) Parent orientations are conducted by parent coordinators with the assistance of school administration, ELL specialists, bilingual/ESL coordinators or bilingual/ESL teachers.
- Model D (School) Parent orientations are conducted by ELL specialists.

Consider the following

- When and how long will the Parent Orientation be? Is it at a convenient time for parents?
- Where will it take place?
- What items will be included in the agenda?
- What parent needs should you address?
- Who will run the orientation with you? Who can assist you?
- What materials and resources do you need for the orientation?
- What kind of equipment (computer/DVD player) will be needed?
- Are you going to have interpreters in the session?
- Are you providing some type of snack and beverage?

Format

- Oral presentation
- Power Point
- One-on-one (e.g., as make-up sessions for absent parents)
- Whole group
- Small groups (grouping by languages recommended for schools with mixed ELL populations)
- Joint (cross-schools)

What you should have

- Agenda
- Sign-in Sheet
- Television/computer or access to school's LCTV
- Orientation Video (DVD) for Parents of English Language Learners
- Translated materials, e.g., Parent Survey /Program Selection Forms and Parent Brochures
- Interpreters, if necessary

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix J

Parent Orientation "How-To" Guide

Orientation Session

Sign in

- Have parents sign-in
- Distribute the agenda, Parent Survey/Program Selection Forms, and the parent brochure, *A Guide for Parents of English Language Learners*

Welcome

- Principal, Assistant Principal, or orientation leader, depending on program model
- Explain the purpose of the orientation

Welcome parents to the Parent Orientation meeting: *"We understand the importance of making informed decisions and we are happy to have you here to explain to you the ELL programs that are available for you to choose for your child."*

Present the highlights of CR Part 154 & Title III (see Chapter 3)

- Their child has a right to placement in a bilingual program
- ELL educational services are guided by Part 154 of the Regulations of the New York State Commissioner of Education (CR Part 154). CR Part 154 provides the basic requirements and procedures for ELL education. For instance, CR Part 154, as amended by the ASPIRA Consent Decree, requires that schools form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade. CR Part 154 also determines the number of English as a Second Language (ESL) instructional units that ELLs must receive. The school system's goal of aligning ELL programs with CR Part 154 regulations ensures that ELLs acquire and develop English language skills while meeting the standards that are expected at their grade and age level in core subjects.
- If there are not enough students to form a bilingual program, parents have the option of transferring their child to another school that has a bilingual program in the district; and if they choose not to transfer their child, they will remain at the school and receive ESL instruction.
- Failure to return the Parent Survey/Program Selection Form within the designated time will be considered a selection for the Transitional Bilingual Education program option.
- Program selection is for one school year. Research indicates that ELL students who stay with one program do better academically than those who switch between programs.
- Title III funds (if available) from the federal government provide supplemental services specifically for ELLs and parents of ELLs, such as after-school instructional programs (providing ELLs with language development assistance so they can succeed in core subject areas), professional development, and parent involvement.



Q & A (Parents must be provided an opportunity to ask questions about CR Part 154 regulations and Title III)

Present Orientation Video

- Present the Orientation Video for ELL Parents (Updated native language versions of the video are available to meet parents' language needs. If there is not a version of the video in the language needed at your school, parents may view the English video with an interpreter).



Q & A (Parents must be provided an opportunity to ask questions about available bilingual/ESL services and program models)

Appendix J

Parent Orientation "How-To" Guide

Provide Parent Survey/Program Selection Form

- Do not use old forms. Use only the updated Parent Survey/Program Selection Form
- Explain each item on the form.
- Provide Parent Survey/Program Selection Form in the parents' native language. If a native language version is not available, provide translation services. Consider using translation funds for low-incidence languages to secure translations for the diverse groups in your school.
- Inform parents that they can complete the forms at the orientation or at home (to be returned within the designated time).
- Provide individual assistance if necessary



Schools should notify parents of their child's LAB-R scores within five days of the orientation. If schools do not have official LAB-R results available, hand scored test results should be made available for parents.

Valuable tips for Parents

- Arm yourself with information: learn as much as you can about NYC's educational system
- Look for resources within and outside of your school
- Familiarize yourself with your child's development process
- Meet your child's teacher and maintain communication with him or her
- Take advantage of the programs and events sponsored by your school, district and Central
- Ask for translations of important information related to school and student progress.

Parent Coordinator Follow-Up

- Plan make-up sessions for absent parents.
- Collect the parent feedback form.
- Provide a contact person with a phone number.
- Provide additional assistance if necessary
- Plan a debriefing session for improvement of future orientations.

Appendix C: ELL Parent Information Case Facilitator's Case Appendix K

The following checklists are to help school staff monitor and assess their school's processes for ELL identification and intake, parent orientation, parent involvement, and parent choice. They have been adapted from several sources, including checklists used by administrators for various program quality reviews. Using these checklists will not only provide useful guidelines for school staff, but will also familiarize them with common monitoring and review questions used by administrators.

ASSURANCE SELECTION FORM FOR INTAKE OF NEW STUDENTS

| Assurance Questions | Names and Titles of Staff |
|---|---------------------------|
| 1. Who is the trained staff member (s) that will give the parents the registration forms, including the Home Language Identification Survey (HLIS) when a new student is admitted? | |
| 2. If the person in question 1 is absent, who will carry out this duty? | |
| 3. Who will input student data into ATS? | |
| 4. If the person in question 3 is absent, who will carry out this process? | |
| 5. Does your school have all translations of the Home Language Identification Surveys (HLIS)? | |
| 6. Who is the pedagogue who determines LAB-R eligibility? (Who hand-scores the LAB-R?) Does this person have a list of all the Other Than English Language Exposure (OTELE) codes? Is this person trained in determining LAB-R eligibility? | YES NO YES NO |
| 7. Who is the pedagogue that determines SIFE status? | |
| 8. Who determines SIFE class placement? | |
| 9. After the parents fill out the HLIS, where will the document be filed? | |
| 10. If the child is eligible to take the LAB-R, who is the pedagogue that administers the LAB-R.? If it is several pedagogues, please list them. | |
| 11. If the child is determined to be an ELL, who is the pedagogue that contacts the parents and notifies them of such eligibility? | |
| 12. Who invites the parents to the school, within 10 days of registration, for the Parent Orientation Meeting at which the Parent Orientation Video is shown? | |
| 13. Who is the pedagogue that sends home and receives the parent-program selection/continuation letters? | |
| 14. Who is the pedagogue that appropriately places the child in the ELL program selected by the parent? | |
| 15. List the languages in which the Parent Orientation notification letters from your school were sent. | |

Signature of Principal

Date

Signature of ELL Supervisor

Date

Signature of LAB-R Coordinator

Date

Signature of Pupil Accounting Secretary

Date

Name of School

Region

**Appendix C: ELL Parent Information Case Facilitator's Case
Appendix K**

PARENT ORIENTATION ASSURANCE FORM

| The list items | es | o | otes |
|---|----|---|---------|
| The parents/guardians of newly admitted potential ELLs are notified in the appropriate language to attend a Parent Orientation. | | | |
| Parents/guardians who did not respond to the invitation to the Parent Orientation are contacted in the appropriate language by letter, phone call, teacher contact, or Parent Coordinator. | | | Explain |
| The school Parent Orientation team (Parent Coordinator, Bilingual and or an ESL teacher, Bilingual/ESL Coordinator, ELL Specialist, Principal, Assistant Principal, translators) plan the Parent Orientation. | | | |
| ELL parents are provided with translated meeting agendas and handouts. (Attach a copy of the agenda and some sample handouts of the meeting to this document.) | | | |
| At the Parent Orientation, parents are shown the Program Orientation DVD in the appropriate language. | | | |
| Parents are provided with a list of schools in the district showing other bilingual programs in the appropriate language(s). (Attach a copy of the letter to this document.) | | | |
| Parents are given an opportunity to ask questions. | | | |
| Parents are informed that if they do not choose a program for their child, he or she will be placed in a Transitional Bilingual Education program, if available. | | | |
| Parents are notified that bilingual classes are provided when there are 15 or more students on two contiguous grades for Grades K-8, and 20 on a grade for Grades 9-12. If there are not enough students to support a TBE program, the school is mandated to provide an English as a Second Language Program to the students. | | | |
| The Parent Survey & Program Selection Form is distributed to the parents at the end of the Parent Orientation in the appropriate language(s). Parents are told to read the survey, make their selection, and return signed documents. | | | |
| Parents/guardians are informed that studies show that students who remain in one program consistently attain English proficiency more quickly and perform better academically than students who are switched from one program to another. | | | |
| Parents/guardians are told that, once the LAB-R is administered to their child within 10 school days, they will be notified in writing of their child's eligibility and placement in an instructional program in accordance with their selection, if possible. | | | |

Signature of Principal

Date

Signature of ELL Supervisor

Date

Appendix C: ELL Parent Information Case Facilitator's Case
Appendix K

| MEETING STANDARDS FOR ELL PARENT INVOLVEMENT | |
|--|----------------------------------|
| STANDARD I: NOTIFICATION All parents are provided with notifications in their native or preferred language in a timely manner. | Comments and actions to be taken |
| Are materials and notifications available in the preferred language? | |
| Are materials and notifications accurate, clear and parent-friendly? | |
| Are materials and notifications disseminated in a timely way? | |
| Are school interpreters available to speak with ELL parents, when necessary? | |
| Is there a follow-up process (e.g., calls, notices, visits) which exists for ELL parents that are hard to reach or non-responsive? | |
| | |
| STANDARD II: PARTICIPATION Parents participate in school meetings and activities | |
| Does the school have a needs assessment-based plan to increase parent participation that takes into account parent schedules and translation services? | |
| Do meetings address the needs of ELL parents? | |
| Do school staff follow-up with non-attending parents? | |
| Do parents of ELLs serve on school leadership teams? | |
| Do parents of ELLs participate in the development of the Comprehensive Education Plan (with translators if necessary)? | |
| Do ELL parents meet with school officials at least twice a year? | |
| Are ELL parents informed of Fair Student Funding, Title III, Title I, and other services that their children are entitled to receive? | |
| Are parents engaged in school meetings and activities? | |
| | |
| STANDARD III: SCHOOL-BASED RESOURCES Parent education classes or workshops are available to parents of ELLs | |
| Does the school have a positive and welcoming environment within the school to help parents of ELLs? | |
| Does the school have a designated area where parents can pick up information that can help them support their children academic achievement? | |
| Does the school provide GED classes, ESL classes, native language literacy instruction, citizenship classes, or any other specific classes based on ELL parent need? | |
| Does the school refer ELL parents to other agencies or Community Based Organizations that provide workshops or services? | |
| | |
| STANDARD IV: COMMUNITY SUPPORT Support services are provided to ELL parents | |
| Does the school provide resources for parents who need support services such as, healthcare and bilingual counseling? | |
| Do parent coordinators or family workers facilitate contacts with external resources? | |
| Do parent coordinators help parents negotiate school-related issues in parents' preferred language? | |
| | |

Appendix C: ELL Parent Information Case Facilitator's Case

| APPENDIX K: ELL ADMISSIONS PROGRAM DATA | | | | | | | | | | | | | | | | | |
|---|------------|------|--------------------|---------------|--|--------------|---|---|---|---|-------|--|-------|--------------------|---------|-------------------|---------|
| SCHOOL NAME: | | | | PRINCIPAL: | | | SCHOOL YEAR: | | | E. NDE schools are legally required to form TE classes in grades when there are or more ELLs of the same language in two contiguous grades and in grades when there are or more ELLs in any single grade. | | | | | | | |
| STUDENT INFORMATION | | | | | PARENT SURVEY AND PROGRAM SELECTION FORM (DATES) | | PARENT ORIENTATION (INCLUDING VIEWING OF VIDEO) | NEW ENTRANTS* | CONTINUING ELLS* | ENGLISH PROFICIENCY LEVEL** (LAB-R) | | ENGLISH PROFICIENCY LEVEL** (NYSESLAT) | | INITIAL PLACEMENT* | | ACTUAL PLACEMENT* | |
| LAST NAME | FIRST NAME | ID # | ADMIT CODE (50-59) | HOME LANGUAGE | DISSEMINATED ON | COLLECTED ON | DATE ATTENDED | PARENT CHOICE SELECTION FROM PARENT SURVEY AND PROGRAM SELECTION FORM | PARENT CHOICE SELECTION FROM CONTINUED ENTITLEMENT LETTER | DATE | LEVEL | DATE | LEVEL | GRADE | PROGRAM | GRADE | PROGRAM |
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* B-Transitional Bilingual Education, D-Dual Language, E-ESL
** B-Beginning, I-Intermediate, A-Advanced, P-Proficient

Appendix C: ELL Parent Information Case Facilitator's Case

| APPENDIX K: ELL ADMISSIONS PROGRAM DATA | | | | | | | | | | | | | | | | | | |
|---|------------|------|--------------------|---------------|--|--------------|---|---|---|--|-------|---|-------|--------------------|---------|-------------------|---------|--|
| SCHOOL NAME: | | | | PRINCIPAL: | | | SCHOOL YEAR: | | | <small>E. NDE schools are legally required to form T. E classes in grades when there are or more ELLs of the same language in two contiguous grades and in grades when there are or more ELLs in any single grade.</small> | | | | | | | | |
| STUDENT INFORMATION | | | | | PARENT SURVEY AND PROGRAM SELECTION FORM (DATES) | | PARENT ORIENTATION (INCLUDING VIEWING OF VIDEO) | NEW ENTRANTS* | CONTINUING ELLS* | ENGLISH PROFICIENCY LEVEL** (LAB-R) | | ENGLISH PROFICIENCY LEVEL** (NYSES/LAT) | | INITIAL PLACEMENT* | | ACTUAL PLACEMENT* | | |
| LAST NAME | FIRST NAME | ID # | ADMIT CODE (50-59) | HOME LANGUAGE | DISSEMINATED ON | COLLECTED ON | DATE ATTENDED | PARENT CHOICE SELECTION FROM PARENT SURVEY AND PROGRAM SELECTION FORM | PARENT CHOICE SELECTION FROM CONTINUED ENTITLEMENT LETTER | DATE | LEVEL | DATE | LEVEL | GRADE | PROGRAM | GRADE | PROGRAM | |
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* B-Transitional Bilingual Education, D-Dual Language, E-ESL
 ** B-Beginning, I-Intermediate, A-Advanced, P-Proficient

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix L

Resources

Q: Do parents have to have a birth certificate or passport to enroll a child in school?

A: By law, students who are undocumented may not be denied admission to school and they are not required to present documentation of immigration status or US residency. More information on public school registration can be found on the website:

<http://schools.nyc.gov/ChoicesEnrollment/NewStudents>.

Q: What if parents don't meet the immunization requirements for their child's school enrollment?

A: Children who do not meet these requirements may be admitted provisionally with a plan to complete the doses in the vaccination schedule. Complete information on the steps for enrollment and application for grades Prekindergarten and Kindergarten is available on-line in 10 languages at:

<http://schools.nyc.gov/Offices/Health/ImmunizationInfo>.

Q: Where can parents locate a translator to interpret for their school visits?

A: School can provide this service but it should be requested in advance. See contact information for the Translation and Interpretation Unit and the BETACs in Appendix A.

Q: What is the difference between Transitional Bilingual Education (TBE) and Dual Language programs?

A: TBE programs group students of one common home language, and use that language to help students develop subject matter and language skills as they learn English. As students develop English language skills, instructional time in the native language decreases and instructional time in English increases. Once a TBE student is proficient in English, he or she transitions to an all-English class. In Dual Language programs, students of one home language and monolingual English or English proficient students are grouped together and taught in both languages. ELLs remain in the program even after they become proficient in English.

Q: Where can ELL parents get more information about free ESL classes?

A: Several sites can offer assistance, including:

- The ProLiteracy WorldWide site on the US Citizenship and Immigration Services Site (<http://uscis.gov/graphics/citizenship/index.htm>)
- The Office of Adult and Continuing Education for the NYC Department of Education at (<http://adultednyc.org/>)
- The New York Public Library Site (<http://www.nypl.org/classes/esol.html>)

Q: Where can parents find out more information on US Citizenship classes?

A: Several sites can offer assistance, including:

- <http://uscis.gov/graphics/citizenship/index.htm>
- <http://www.queenslibrary.org/programs/nap/links/citzprep.htm>

Q: How can parents find out where to get health insurance for their family?

A: Information is available in the Health section of the NYC Department of Education website at: <http://schools.nyc.gov/Offices/Health/default.htm>

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix L

Resources

Web Resources for Parents*

Center for Effective Parenting

<http://www.parenting-ed.org/handouts.htm>

Council of Exceptional Children

http://journals.sped.org/index.cfm?fuseaction=TEC_archive_toc&ID=29

Education Trust

English: <http://www2.edtrust.org/edtrust/default>

Spanish: <http://www2.edtrust.org/edtrust/spanish>

The Family Involvement Network of Educators (FINE)

<http://www.gse.harvard.edu/hfrp/projects/fine.html>

Family Literacy Special Collection of the National Institute for Literacy

http://literacy.kent.edu/Midwest/FamilyLit/pract_parented.html

FirstGov.gov for Parents

<http://www.firstgov.gov/Topics/Parents.shtml>

Literacy

¡Colorín Colorado!

Helping Kids Learn to Read . . . and Succeed: Information, activities, and advice for Spanish-speaking parents and educators of English language learners

<http://www.colorincolorado.org>

Mathematics

http://education.uncc.edu/MORE/Pre_in_service/Resources_Content-Area.htm#C_Math

National PTA

English: <http://www.pta.org>

Spanish: <http://www.pta.org/spanish/index.asp>

Native Language Arts

The Teaching of Language Arts to Limited English Proficient/ English Language Learners:
Learning Standards for Native Language Arts

<http://www.emsc.nysed.gov/ciai/biling/resource/NLA.html>

http://education.uncc.edu/MORE/Pre_in_service/Resources_Content-Area.htm#C_Language_arts

New York City Department of Education

<http://www.nycenet.edu/default.aspx>

New York State Bilingual/ESL Network

<http://www.emsc.nysed.gov/ciai/biling/nysben.html>

PBS Kids

<http://pbskids.org>

<http://pbskids.org/buster/parents/lessons.html#guide>

<http://pbskids.org/mayaandmiguel/flash.html>

* The following sites have proven useful to staff members in the Office of ELLs and are shared for informational purposes only. The Department of Education is not responsible for the content of websites outside of the Department.

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix L

Resources

Reading is Fundamental
Creating a Nation of Lifelong Readers
<http://www.rif.org/leer>

Reading Rockets
Launching Young Readers: Information about teaching kids to read and helping those who struggle
www.readingrockets.org

Recursos en español (Education Resources for Spanish Speakers)
<http://www.ed.gov/espanol/bienvenidos/es/index.html>

Scholastic's Celebrate Hispanic Heritage website (for kids)
<http://teacher.scholastic.com/activities/hispanic/index.htm>

School Success Info.org
English: www.schoolsuccessinfo.org
Spanish: <http://www.schoolsuccessinfo.org/espanol/>

U.S. Department of Education
Office of English Language Acquisition (OELA)
<http://www.ed.gov/about/offices/list/oela/index.html?src=oc>

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix M **Tasks to Facilitate Parent Participation***

Anticipatory Chart

Anticipatory charts are graphic organizers that help participants to quickly brainstorm what they already know about a topic. They also allow them to set learning purposes for the unit. To create an anticipatory chart, participants note ideas that they understand about the topic in one column, and questions or hypotheses they would like to clarify in a second.

| | |
|---------------------|--------------------------|
| This is what I know | I would like to find out |
| | |

Quick Write

The goal of the quick write is to have participants give quick, gut-level reactions to prompts presented by the presenter. The emphasis is not on linguistic correctness, but rather on first impressions, memories, and feelings. In a quick write, the writing goes “from your heart, to your hand, to the paper.”

Anticipatory Guide

The anticipatory guide presents participants with a series of statements for their agreement or disagreement. Participants consider the statements in preparation for reading the text, and then share their opinions and reasoning with a partner. To keep discussion lively, the statements that participants must agree and disagree with should be framed in an interesting way.

Example:

Initial Parent Participation Session

| | Agree | Disagree |
|---|-------|----------|
| 1. All parents must complete a Home Language Identification Survey (HLIS) | | |
| 2. Parent must receive information of the ELL program models before they make a choice for their child. | | |

An anticipatory guide helps to activate participants’ background and prior knowledge about the content of a text they are expected to read and comprehend. The anticipatory guide is also a pre-reading task, in that it provides a context for the content in the text, and makes connections between the content and participants’ own experiences. Lastly, anticipatory guides are useful for presenters as diagnostic tools. What do participants know? What do they have misconceptions about?

Reading with a Focus

Participants are asked to read with a specific focus in mind. For example, they may be given two or three questions to consider as they read a text. As another example, they may be asked to focus on a particular quote or passage that highlights key concepts or emotions.

* all tasks were adapted from Quality Teaching for English Learners (QTEL) learning tasks provided by WestEd.

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix N

Testing Accommodations* Preparation

| DETAILS | SCHOOL | TEACHER | STUDENT |
|--|--|---|---|
| 1. Time Extensions | | | |
| <p>Schools can give ELLs time-and-a-half extensions in collaboration with classroom teachers.</p> <p>Permitted for: NY State ELA (3-8) NY State Math (3-8) NY State Regents Exams (9-12) NY State Content Areas (4,5,8) Citywide ELA (3,5,7) Citywide Math (3,5,7)</p> | <p>Schedule program or school to permit the time-and-a-half accommodation. Ensure that chosen areas in the school building are free of disturbances and have no interruptions. Designate classrooms for ELLs receiving special education services whose IEPs may require that they have more than time-and-a-half accommodations. Assign students to rooms that have working clocks.</p> | <p>Schedule and simulate test-taking environment with ELLs, e.g., during class assignments, post a beginning time, how many minutes are left and an ending time.</p> | <p>Practice timed test-taking both in school and in homework assignments.</p> |
| 2. Separate Location | | | |
| <p>Schools are encouraged to provide ELLs with the optimum testing environment, either individually or in small groups, in a well-lit, quiet place where students can work undisturbed.</p> <p>Permitted for: NY State ELA (3-8) NY State Math (3-8) NY State Regents Exams (9-12) NY State Content Areas (4,5,8) Citywide ELA (3,5,7) Citywide Math (3,5,7)</p> | <p>Identify and schedule space for practice simulation and actual testing.</p> | <p>Explain to ELLs the possibility that they might be taking the test in a separate location to avoid anxiety. Simulate test-taking in the identified separate location.</p> | <p>Practice in the classroom where the test will take place.</p> |
| 3. Bilingual Glossaries and Dictionaries | | | |
| <p>Must provide only direct translations of words: those that provide definitions or explanations are not permitted. No student may use an English language dictionary when taking a state examination.</p> <p>Permitted for: NY State ELA (3-8) NY State Math (3-8) NY State Regents Exams (9-12) NY State Content Areas (4,5,8) Citywide ELA (3,5,7) Citywide Math (3,5,7)</p> | <p>Order bilingual glossaries and dictionaries. Conduct professional development sessions on how to use bilingual glossaries and dictionaries</p> | <p>Teach the use of bilingual glossaries and dictionaries. Provide opportunities for daily use of bilingual glossaries and dictionaries. Use the bilingual glossaries and dictionaries in the classroom during simulated tests.</p> | <p>Practice using bilingual glossaries and dictionaries in the classroom during tests and outside the classroom, on homework assignments.</p> |

*School administrators interested in the latest testing information should visit city (<http://schools.nyc.gov/Accountability/YearlyTesting/TestAdministration>) and state (<http://www.emsc.nysed.gov/osa>) websites.

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix N

Testing Accommodations* Preparation

| DETAILS | SCHOOL | TEACHER | STUDENT |
|--|--|---|---|
| 4. Simultaneous Use of English and Alternative Language Editions | | | |
| <p>Students may use English and alternate language editions simultaneously. However, test responses should only be recorded in one of the two editions. Also, language of instruction does not have to be in student's home language for student to use translated editions.</p> <p>Permitted for: NY State Math (3-8) NY State Regents Exams (9-12) for <i>Subject Area Only</i> NY State Content Areas (4,5,8) Citywide Math (3,5,7)</p> | <p>Order tests for eligible ELLs in the available languages. Conduct professional development on how to use English and other language editions simultaneously. Make available instructional materials in both languages in classroom instruction.</p> | <p>Simulate testing using native language editions simultaneously to strengthen test-taking skills. Encourage and use instructional materials in both languages in classroom instruction.</p> | <p>Practice taking test using native language editions simultaneously at school and home. Use instructional materials in both languages in the classroom.</p> |
| 5. Oral Translations for Lower Incidence Languages <i>(Only for those languages in which tests are not available.)</i> | | | |
| <p>All translations must be oral, direct, word-for-word translations of the English edition. Written translations are not allowed. Schools should allot the appropriate amount of time for identifying and training translators before conducting simulations. Oral translators are required to attend professional development. They must be either a: bilingual certified pedagogue; a certified pedagogue that speaks a Lower Incidence Language; or, if from outside NYC public schools (e.g., CBO, university), they must be bilingual, hold a BA, and be screened and approved by the Principal. Bilingual Paraprofessionals can provide oral translations only after they have been trained.</p> <p>Permitted for: NY State Math (3-8) NY State Regents Exams (9-12) <i>except English language arts</i> NY State Content Areas (4,5,8) Citywide Math (3,5,7)</p> | <p>Identify and recruit oral translators. Coordinate the use of translators between and among schools, or send students to a central location where there is an available translator for a cluster of schools. Conduct professional development on how to administer oral translations. The State Education Department's Office of Bilingual Education, NYCDOE Translation and Interpretation Unit, and BETACs can assist in finding translators. Schedule translators for practice tests.</p> | <p>Conduct simulated test with translator so that students can become familiar with him/her.</p> | <p>Practice taking test with an oral translator.</p> |

*School administrators interested in the latest testing information should visit city (<http://schools.nyc.gov/Accountability/YearlyTesting/TestAdministration>) and state (<http://www.emsc.nysed.gov/osa>) websites.

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix N

Testing Accommodations* Preparation

| DETAILS | SCHOOL | TEACHER | STUDENT |
|---|--|--|--|
| 6. Written Responses in the Native Language | | | |
| <p>ELLs who make use of alternative language editions or oral translations may write responses to open-ended questions in the native language.</p> <p>Permitted for: NY State Math (3-8) NY State Regents Exams (9-12) NY State Content Areas (4,5,8) Citywide Math (3,5,7)</p> | <p>Conduct professional development sessions and practice tests with open-ended questions where written responses in the native language are permitted. Identify bilingual staff to score native language responses.</p> | <p>Conduct simulated testing to strengthen written responses in the native language.</p> | <p>Practice taking test with open-ended questions that can be answered in the native language.</p> |
| 7. Third Reading of Listening Selection | | | |
| <p>The third reading of listening selection accommodation is only permitted for the New York State ELA Examinations (3-8), and English Regents.</p> | <p>Schedule a time when the entire school is also practicing this part of the test. Conduct professional development for the teachers on how to administer the third reading of the listening selection.</p> | <p>Simulate the third reading of the listening selection with ELLs.</p> | <p>Practice the third reading of the listening selection.</p> |
| **Special Education Accommodation Notes** | | | |
| <p>Those dually-designated ELLs that also receive special education services may require additional accommodations as per their Individualized Education Programs (IEPs).</p> | <p>Principals should review IEP summary reports for these students. Summary reports of Special Education students' IEP recommended testing accommodations are available on the NY State Education Department website. If students are receiving ESL-mandated services based on their IEP, principals should consult with students' ESL teachers.</p> | <p>Simulate the IEP test accommodations.</p> | <p>Practice simulating test using the IEP accommodations.</p> |

*School administrators interested in the latest testing information should visit city (<http://schools.nyc.gov/Accountability/YearlyTesting/TestAdministration>) and state (<http://www.emsc.nysed.gov/osa>) websites.

Appendix C: ELL Parent Information Case Facilitator's Case

Appendix 0

Notes

Appendix D: Families Selected to Receive the Confidential ELL Parent Survey, By Home Language

| Language | Families |
|-------------------------------|------------------|
| Spanish | 403 ¹ |
| Mandarin | 78 |
| Chinese, any | 44 |
| Arabic | 38 |
| Russian | 27 |
| Bengali | 26 |
| French | 15 |
| Urdu | 14 |
| Cantonese | 12 |
| Haitian Creole | 11 |
| Uzbek | 10 |
| Punjabi | 8 |
| French-Haitian Creole | 6 |
| Chinese-dialect unknown/other | 5 |
| Fulani | 3 |
| Georgian | 3 |
| Hindi | 3 |
| Japanese | 3 |
| Korean | 3 |
| Pashto | 3 |
| Polish | 3 |
| Tadzhik | 3 |
| Wolof | 3 |
| Albanian | 2 |
| Amoy (a.k.a. Fukienese) | 2 |
| Dari/Farsi/Persian | 2 |
| Italian | 2 |
| Malayalam | 2 |
| Yiddish | 2 |
| Amharic | 1 |
| Bambara | 1 |
| Burmese | 1 |
| Cham | 1 |
| German | 1 |
| Hebrew | 1 |
| Hungarian | 1 |
| Mandinka | 1 |
| Nahuati | 1 |
| Norwegian | 1 |
| Slovak | 1 |
| Thai | 1 |
| Tibetan | 1 |
| Turkish | 1 |
| Total | 750 |

¹ Three students whose households were selected to receive Confidential ELL Parent Surveys had no Home Language entered in ATS at the time of selection.

Appendix E: Summary of Confidential ELL Parent Survey Responses

| # | Question | Response | | | Yes to 5a | | Yes to 7b | | No to 11 | | |
|----------------|--|--|---------------------|------------|-----------|------------|-----------|------------|----------|------------|-------|
| | | Choice | Count | % of total | Count | % of total | Count | % of total | Count | % of total | |
| 1 | Do you know what the Home Language Identification Survey is (see Attachment A)? | Yes | 319 | 71.4% | 166 | 85.6% | 115 | 85.2% | 85 | 52.1% | |
| | | No | 90 | 20.1% | 17 | 8.8% | 12 | 8.9% | 58 | 35.6% | |
| | | I don't know | 38 | 8.5% | 11 | 5.7% | 8 | 5.9% | 20 | 12.3% | |
| 2 | Did you complete the Home Language Identification Survey? | Yes | 285 | 63.9% | 159 | 81.5% | 114 | 83.8% | 68 | 42.5% | |
| | | No | 123 | 27.6% | 26 | 13.3% | 17 | 12.5% | 73 | 45.6% | |
| | | I don't know | 38 | 8.5% | 10 | 5.1% | 5 | 3.7% | 19 | 11.9% | |
| 3 | Was the Home Language Identification Survey administered in a: | School | 193 | 43.9% | 107 | 56.0% | 72 | 53.7% | 49 | 30.6% | |
| | | Enrollment Center | 54 | 12.3% | 35 | 18.3% | 29 | 21.6% | 10 | 6.3% | |
| | | Other | 44 | 10.0% | 15 | 7.9% | 12 | 9.0% | 18 | 11.3% | |
| | | I don't know | 62 | 14.1% | 17 | 8.9% | 12 | 9.0% | 29 | 18.1% | |
| | | Not Applicable | 87 | 19.8% | 17 | 8.9% | 9 | 6.7% | 54 | 33.8% | |
| 4 | Was the Home Language Identification Survey administered in your native language? | Yes | 271 | 60.8% | 153 | 78.5% | 113 | 83.1% | 70 | 43.5% | |
| | | No | 66 | 14.8% | 20 | 10.3% | 10 | 7.4% | 29 | 18.0% | |
| | | I don't know | 39 | 8.7% | 6 | 3.1% | 7 | 5.1% | 18 | 11.2% | |
| | | Not Applicable | 70 | 15.7% | 16 | 8.2% | 6 | 4.4% | 44 | 27.3% | |
| 5 | Were you informed of an opportunity to attend an English Language Learner (ELL) Parent Orientation Session to learn about New York City public school ELL program offerings (Transitional Bilingual Education (TBE), Dual Language, and English as a Second Language (ESL))? | Yes | 304 | 68.6% | 187 | 96.9% | 129 | 95.6% | 73 | 45.3% | |
| | | No | 139 | 31.4% | 6 | 3.1% | 6 | 4.4% | 88 | 54.7% | |
| | a | Were you able to attend? | Yes | 195 | 49.0% | 195 | 100.0% | 108 | 80.6% | 29 | 21.8% |
| | | | No | 128 | 32.2% | 0 | 0.0% | 21 | 15.7% | 56 | 42.1% |
| | | | Not Applicable | 75 | 18.8% | 0 | 0.0% | 5 | 3.7% | 48 | 36.1% |
| | b | Was the orientation session a: | One-on-one meeting | 71 | 17.9% | 55 | 28.9% | 39 | 29.5% | 6 | 4.3% |
| | | | Large group session | 151 | 38.0% | 130 | 68.4% | 78 | 59.1% | 30 | 21.3% |
| | | | Not Applicable | 175 | 44.1% | 5 | 2.6% | 15 | 11.4% | 105 | 74.5% |
| | c | Was an interpreter present? | Yes | 179 | 44.8% | 147 | 76.2% | 101 | 75.9% | 30 | 21.1% |
| | | | No | 47 | 11.8% | 28 | 14.5% | 13 | 9.8% | 15 | 10.6% |
| | | | Not Applicable | 174 | 43.5% | 18 | 9.3% | 19 | 14.3% | 97 | 68.3% |
| | d | Did you feel satisfied with the performance of the translator? | Yes | 191 | 47.9% | 152 | 78.8% | 110 | 82.1% | 34 | 24.1% |
| | | | No | 8 | 2.0% | 3 | 1.6% | 0 | 0.0% | 3 | 2.1% |
| | | | Not Applicable | 200 | 50.1% | 38 | 19.7% | 24 | 17.9% | 104 | 73.8% |
| | e | If you were informed of but unable to attend an orientation session, did school staff offer to schedule a make-up orientation? | Yes | 84 | 22.0% | 50 | 29.1% | 44 | 35.5% | 13 | 9.4% |
| No | | | 73 | 19.1% | 21 | 12.2% | 15 | 12.1% | 36 | 26.1% | |
| Not Applicable | | | 225 | 58.9% | 101 | 58.7% | 65 | 52.4% | 89 | 64.5% | |

Appendix E: Summary of Confidential ELL Parent Survey Responses

| # | Question | Response | | | Yes to 5a | | Yes to 7b | | No to 11 | |
|----------------|---|------------------------------|-------|------------|-----------|------------|-----------|------------|----------|------------|
| | | Choice | Count | % of total | Count | % of total | Count | % of total | Count | % of total |
| 6 | Did you receive materials about ELL programs in your native language? | Yes | 243 | 54.7% | 137 | 71.7% | 113 | 84.3% | 50 | 31.3% |
| | | No | 201 | 45.3% | 54 | 28.3% | 21 | 15.7% | 110 | 68.8% |
| 7 | Were you informed of the ELL Parent Orientation video that introduces new families to ELL program options? | Yes | 186 | 42.0% | 134 | 69.4% | 133 | 98.5% | 23 | 14.3% |
| | | No | 257 | 58.0% | 59 | 30.6% | 2 | 1.5% | 138 | 85.7% |
| | a Did you hear about the ELL Parent Orientation video from: | A school | 173 | 49.1% | 128 | 75.7% | 123 | 91.8% | 24 | 20.7% |
| | | The NYC DOE website | 8 | 2.3% | 6 | 3.6% | 7 | 5.2% | 0 | 0.0% |
| | | Other | 9 | 2.6% | 4 | 2.4% | 4 | 3.0% | 2 | 1.7% |
| | | Not Applicable | 162 | 46.0% | 31 | 18.3% | 0 | 0.0% | 90 | 77.6% |
| | b Did you view the ELL Parent Orientation video in your native language? | Yes | 136 | 37.7% | 108 | 62.1% | 136 | 100.0% | 14 | 11.7% |
| No | | 79 | 21.9% | 35 | 20.1% | 0 | 0.0% | 26 | 21.7% | |
| Not Applicable | | 146 | 40.4% | 31 | 17.8% | 0 | 0.0% | 80 | 66.7% | |
| 8 | Did you have the opportunity to ask questions? | Yes | 213 | 50.2% | 149 | 79.7% | 122 | 89.7% | 41 | 27.0% |
| | | No | 127 | 30.0% | 22 | 11.8% | 10 | 7.4% | 69 | 45.4% |
| | | I don't know | 84 | 19.8% | 16 | 8.6% | 4 | 2.9% | 42 | 27.6% |
| 9 | Did you receive an Entitlement Letter (see Attachment B) from your school describing the ELL program options offered at New York City public schools (Transitional Bilingual Education (TBE), Dual Language programs, and Free Standing English as a Second Language (ESL) programs)? | Yes | 263 | 58.7% | 146 | 75.3% | 117 | 86.7% | 50 | 30.9% |
| | | No | 125 | 27.9% | 27 | 13.9% | 7 | 5.2% | 84 | 51.9% |
| | | I don't know | 60 | 13.4% | 21 | 10.8% | 11 | 8.1% | 28 | 17.3% |
| 10 | Did you have the opportunity to ask questions about ELL programs and placement options for your child? | Yes | 213 | 48.1% | 131 | 67.5% | 106 | 78.5% | 34 | 21.1% |
| | | No | 159 | 35.9% | 35 | 18.0% | 8 | 5.9% | 97 | 60.2% |
| | | I did not have any questions | 71 | 16.0% | 28 | 14.4% | 21 | 15.6% | 30 | 18.6% |
| | a Who answered your questions regarding ELL programs and placement options for your child? | School staff | 195 | 56.7% | 122 | 74.8% | 97 | 82.2% | 33 | 29.7% |
| | | Enrollment Center staff | 17 | 4.9% | 11 | 6.7% | 10 | 8.5% | 2 | 1.8% |
| | | 311 | 1 | 0.3% | 1 | 0.6% | 1 | 0.8% | 0 | 0.0% |
| Other | | 7 | 2.0% | 0 | 0.0% | 0 | 0.0% | 3 | 2.7% | |
| Not Applicable | 124 | 36.0% | 29 | 17.8% | 10 | 8.5% | 73 | 65.8% | | |
| 11 | Did you complete the Parent Survey and Program Selection Form (see Attachment C) to indicate which ELL program you wanted for your child? | Yes | 281 | 63.3% | 163 | 84.9% | 121 | 89.6% | 0 | 0.0% |
| | | No | 163 | 36.7% | 29 | 15.1% | 14 | 10.4% | 163 | 100.0% |
| 12 | Was the ELL program you wanted available at your child's school? | Yes | 256 | 58.4% | 138 | 73.4% | 103 | 79.2% | 43 | 26.4% |
| | | No | 54 | 12.3% | 18 | 9.6% | 9 | 6.9% | 31 | 19.0% |
| | | I did not select a program | 77 | 17.6% | 18 | 9.6% | 8 | 6.2% | 53 | 32.5% |
| | | Not Applicable | 51 | 11.6% | 14 | 7.4% | 10 | 7.7% | 36 | 22.1% |

Appendix E: Summary of Confidential ELL Parent Survey Responses

| Question | | Response | | | Yes to 5a | | Yes to 7b | | No to 11 | |
|----------|---|---|-------|------------|-----------|------------|-----------|------------|----------|------------|
| # | Text | Choice | Count | % of total | Count | % of total | Count | % of total | Count | % of total |
| 13 | If the program you wanted was not available at your child's school, were you provided with a list of schools in the district with the ELL program you wanted? | Yes | 101 | 23.3% | 66 | 35.7% | 49 | 37.7% | 14 | 8.6% |
| | | No | 69 | 15.9% | 26 | 14.1% | 19 | 14.6% | 35 | 21.6% |
| | | I don't know | 69 | 15.9% | 23 | 12.4% | 12 | 9.2% | 34 | 21.0% |
| | | Not Applicable | 194 | 44.8% | 70 | 37.8% | 50 | 38.5% | 79 | 48.8% |
| 14 | Did you understand that if you did not choose a program for your child, your child's school would | Yes | 286 | 65.3% | 153 | 79.3% | 115 | 85.8% | 65 | 41.7% |
| | | No | 152 | 34.7% | 40 | 20.7% | 19 | 14.2% | 91 | 58.3% |
| 15 | Was your child placed in the program of your choice? | Yes | 308 | 70.5% | 156 | 81.3% | 116 | 86.6% | 76 | 49.0% |
| | | No | 129 | 29.5% | 36 | 18.8% | 18 | 13.4% | 79 | 51.0% |
| 16 | If your child was not placed in the program that you wanted, why was your child placed in a different program? | I requested a program that was not offered at my child's school but I chose to keep my child at the school. | 54 | 14.0% | 30 | 18.9% | 26 | 23.4% | 11 | 7.5% |
| | | I did not realize I had the option of enrolling my child at another school that did offer the program of my choice. | 36 | 9.3% | 9 | 5.7% | 8 | 7.2% | 20 | 13.7% |
| | | I did not indicate which program I wanted, so my child was placed in a program selected by the school. | 68 | 17.6% | 22 | 13.8% | 15 | 13.5% | 35 | 24.0% |
| | | The school explained that I had no choice other than the program that they selected for my child. | 31 | 8.0% | 14 | 8.8% | 5 | 4.5% | 14 | 9.6% |
| | | Other | 34 | 8.8% | 18 | 11.3% | 11 | 9.9% | 11 | 7.5% |
| | | Not Applicable | 163 | 42.2% | 66 | 41.5% | 46 | 41.4% | 55 | 37.7% |
| 17 | Did you feel that the different program options were presented in a balanced fashion? | Yes | 301 | 71.5% | 149 | 81.4% | 110 | 85.9% | 72 | 48.6% |
| | | No | 120 | 28.5% | 34 | 18.6% | 18 | 14.1% | 76 | 51.4% |

Appendix E: Summary of Confidential ELL Parent Survey Responses

| # | Question | Response | | | Yes to 5a | | Yes to 7b | | No to 11 | |
|----------------|---|----------------------------------|-------|------------|-----------|------------|-----------|------------|----------|------------|
| | | Choice | Count | % of total | Count | % of total | Count | % of total | Count | % of total |
| 18 | Did you feel pressured, coerced, or unduly influenced by any school or Department of Education staff | Yes | 14 | 3.2% | 6 | 3.2% | 1 | 0.8% | 6 | 3.9% |
| | | No | 422 | 96.8% | 183 | 96.8% | 131 | 99.2% | 148 | 96.1% |
| | a Which program did you feel pressured, coerced, or unduly influenced to choose? | Transitional Bilingual Education | 8 | 12.1% | 2 | 10.0% | 3 | 20.0% | 4 | 11.8% |
| | | Dual Language | 6 | 9.1% | 0 | 0.0% | 1 | 6.7% | 3 | 8.8% |
| | | English as a Second Language | 22 | 33.3% | 12 | 60.0% | 7 | 46.7% | 10 | 29.4% |
| | | Not Applicable | 16 | 24.2% | 3 | 15.0% | 3 | 20.0% | 10 | 29.4% |
| Other | 14 | 21.2% | 3 | 15.0% | 1 | 6.7% | 7 | 20.6% | | |
| 19 | I felt informed enough to select the best program to meet the needs of my child as an English language learner. | Strongly disagree | 24 | 5.6% | 7 | 3.8% | 5 | 3.8% | 14 | 9.2% |
| | | Disagree | 17 | 4.0% | 3 | 1.6% | 1 | 0.8% | 14 | 9.2% |
| | | Somewhat disagree | 23 | 5.4% | 7 | 3.8% | 4 | 3.1% | 12 | 7.8% |
| | | Neither agree nor disagree | 39 | 9.2% | 16 | 8.6% | 9 | 6.9% | 23 | 15.0% |
| | | Somewhat agree | 64 | 15.0% | 22 | 11.8% | 12 | 9.2% | 24 | 15.7% |
| | | Agree | 121 | 28.4% | 63 | 33.9% | 43 | 33.1% | 35 | 22.9% |
| Strongly agree | 138 | 32.4% | 68 | 36.6% | 56 | 43.1% | 31 | 20.3% | | |
| 20 | The school was able to answer questions I had about the ELL programs. | Strongly disagree | 23 | 5.5% | 4 | 2.2% | 4 | 3.1% | 13 | 8.8% |
| | | Disagree | 14 | 3.3% | 1 | 0.5% | 0 | 0.0% | 13 | 8.8% |
| | | Somewhat disagree | 25 | 6.0% | 8 | 4.3% | 5 | 3.8% | 15 | 10.1% |
| | | Neither agree nor disagree | 37 | 8.8% | 11 | 5.9% | 4 | 3.1% | 20 | 13.5% |
| | | Somewhat agree | 65 | 15.5% | 27 | 14.5% | 15 | 11.5% | 27 | 18.2% |
| | | Agree | 140 | 33.3% | 68 | 36.6% | 48 | 36.6% | 39 | 26.4% |
| Strongly agree | 116 | 27.6% | 67 | 36.0% | 55 | 42.0% | 21 | 14.2% | | |
| 21 | The school responded to my concerns about ELL program availability and placement. | Strongly disagree | 22 | 5.2% | 5 | 2.7% | 3 | 2.3% | 11 | 7.4% |
| | | Disagree | 18 | 4.3% | 2 | 1.1% | 0 | 0.0% | 17 | 11.4% |
| | | Somewhat disagree | 14 | 3.3% | 4 | 2.2% | 3 | 2.3% | 6 | 4.0% |
| | | Neither agree nor disagree | 50 | 11.9% | 15 | 8.1% | 7 | 5.3% | 28 | 18.8% |
| | | Somewhat agree | 59 | 14.0% | 25 | 13.5% | 11 | 8.4% | 25 | 16.8% |
| | | Agree | 141 | 33.6% | 69 | 37.3% | 52 | 39.7% | 43 | 28.9% |
| Strongly agree | 116 | 27.6% | 65 | 35.1% | 55 | 42.0% | 19 | 12.8% | | |
| 22 | I am satisfied with my child's ELL placement. | Strongly disagree | 23 | 5.5% | 10 | 5.4% | 5 | 3.8% | 8 | 5.4% |
| | | Disagree | 11 | 2.6% | 1 | 0.5% | 0 | 0.0% | 10 | 6.8% |
| | | Somewhat disagree | 15 | 3.6% | 7 | 3.8% | 4 | 3.1% | 6 | 4.1% |
| | | Neither agree nor disagree | 35 | 8.3% | 12 | 6.5% | 5 | 3.8% | 17 | 11.6% |
| | | Somewhat agree | 53 | 12.6% | 20 | 10.8% | 11 | 8.4% | 23 | 15.6% |
| | | Agree | 133 | 31.5% | 62 | 33.3% | 44 | 33.6% | 44 | 29.9% |
| Strongly agree | 152 | 36.0% | 74 | 39.8% | 62 | 47.3% | 39 | 26.5% | | |

Appendix F: Families Receiving Documentation Not In Their Native Language According to the Confidential ELL Parent Survey, By Language

| Language | Families |
|-----------------------|-----------------|
| Spanish | 74 |
| Chinese | 79 |
| French-Haitian Creole | 5 |
| Polish | 1 |
| Yiddish | 1 |
| Hebrew | 1 |
| Bengali | 7 |
| Punjabi | 2 |
| Arabic | 5 |
| Slovak | 1 |
| Wolof | 1 |
| Malayalam | 1 |
| Russian | 2 |
| Tibetan | 1 |
| Norwegian | 1 |
| Georgian | 1 |
| Uzbek | 5 |
| French | 2 |
| Urdu | 4 |
| Haitian Creole | 2 |
| Dari | 2 |
| Italian | 1 |
| Hungarian | 1 |
| Japanese | 1 |
| Total | 201 |