

SCSSA Advocacy Workshop



The Push/Pull Realities in Your District

Dr. Kenneth Bossert, Superintendent of Schools, Elwood UFSD

Dr. David Bennardo, Superintendent of Schools, South Huntington UFSD

Mr. Lars Clemensen, Superintendent of Schools, Hampton Bays UFSD

January 21, 2017


Loss of Local Control

Many examples of changes in regulation/law dictating actions taken by Boards of Education/School Administration:

- Tax Levy Cap
- APPR
- Graduation Requirements
- Part 154 Regulations

All NYSED driven initiatives require local districts to take action to comply. Many come with associated costs (without additional aid).

One example...



Commissioner's Regulations Part 154:
Legal Requirements for the Education of
English Language Learners (ELLs)



New Regulations



The Changing Landscape

- New CR Part 154 Regulations were adopted in September 2014

LI RBE-RN (LI Regional Bilingual Education Research Network), from CR Part 154 Data/Information Reports for 2015-2016

- NYS served 217,804 English Language Learners (ELLs) in 2015-16
- Long Island served 16.2% of ELLS, or 35,354 students
- Of the 16.2%, 9.3% of ELL students resided in Suffolk County and 6.9% were in Nassau County
- Total of 104 language other than English spoken by school age children on Long Island
- Top languages spoken by English Language Learners (ELLs): Spanish-84%, Chinese-3%, Haitian Creole-2%, Urdu-2%

English Language Learner (ELL) Identification and Program Requirements

Former Regulations	New Regulations
<ul style="list-style-type: none"> HLQ (<i>Home Language Questionnaire</i>) given at registration in preferred language 	<ul style="list-style-type: none"> HLQ in preferred language HLQ administered by “qualified personnel” HLQ reviewed by “qualified personnel” (TESOL/Bilingual certified), including: <ul style="list-style-type: none"> - personal interview in preferred language - parent meeting in preferred language - collection of student work samples
<ul style="list-style-type: none"> No special procedure for ELLs with an IEP 	<ul style="list-style-type: none"> New ELL entrant with an IEP: Convene Language Proficiency Team (LPT), determine if the student has language acquisition needs and should take the NYSITELL
<ul style="list-style-type: none"> After HLQ is completed: Determine ELL status, conduct parent orientation (within first semester), send parent letter 	<ul style="list-style-type: none"> After all steps above are completed, and ELL status has been determined, conduct parent orientation and send notification, with timeline for appeal of placement New registration rules require students to be enrolled within 1 day of parent request and (final placement within 10 days)
<ul style="list-style-type: none"> No requirement to identify ELLs not making adequate progress 	<ul style="list-style-type: none"> Annually identify ELLs not making adequate progress, increase serviced based on AIS Plan

Instructional Program

Former Regulations	Current Regulations
<ul style="list-style-type: none"> Multiple grades together 	<ul style="list-style-type: none"> No more than 2 contiguous grades
<ul style="list-style-type: none"> Pull-out services Bilingual program required when there are 20 students in the same grade in the same school 	<ul style="list-style-type: none"> Integrated push-in services: ELA skills in content areas, delivered by teacher with dual certification of TESOL and content-area (usually Elem or English 7-12) or 2 co-teachers Stand-alone instruction with ENL teacher Bilingual program required if 20 students on same grade within the district speak the same language Once a Bilingual program has been established, it must be maintained as long as there are 15 students in the prior year in the program
<ul style="list-style-type: none"> Level of service determined by language proficiency level (4 levels), Instruction 180 to 360 minutes weekly, all pull-out 	<ul style="list-style-type: none"> Level of service determined by language proficiency level (5 levels) Instruction from 180 to 360 minutes per week, with specific requirements for integrated or stand-alone services
<ul style="list-style-type: none"> Transition services for 2 year, as needed (often monitoring) 	<ul style="list-style-type: none"> Former ELLs, require 90 minutes a week of integrated instruction for 2 years
<ul style="list-style-type: none"> Professional Development recommended 	<ul style="list-style-type: none"> ELL-specific Professional Development required: <ul style="list-style-type: none"> - 15% for all teachers - 50% for ENL/Bilingual teachers

Additional Items

Former Regulations	Current Regulations
<ul style="list-style-type: none"> No regulations for graduation 	<ul style="list-style-type: none"> Appeal to graduate with a score of 62-64 for up to two exams with other exams at 65 or higher Appeal to graduate with a local diploma with a score of 55-61 on CC ELA Regents for students entering United States in grade 9 or higher, with a score of 65 or higher on other exams
<ul style="list-style-type: none"> Submit annual CR Part 154 application 	<ul style="list-style-type: none"> Submit: <ul style="list-style-type: none"> - Annual estimate of ELL enrollment for following year - Comprehensive ELL Education Plan (CEEP) and Data Report including instructional strategies - Information on subpopulation of ELLs - How parents receive info in preferred language - How ELL progress is tracked - Systems to identify, assess, and exit ELLs
	<ul style="list-style-type: none"> Additional record keeping in cumulative record (i.e. all identification process records, Information related to parents preferred mode of communication) Documentation of parent meetings



Net Results

- Many districts experienced sharp increases in staffing to meet with new regulations – associated expenses
- Shortage of dual-certified/TESOL certified teaching candidates
- Some experienced lack of space to house newly required classes
- Increased expenses for translation services
- Administrative oversight – sharp increase
- Difficult conversations within communities faced with having to reduce programs/opportunities in order to meet regulations

Case Study: South Huntington UFSD; Dr. David Bennardo, Superintendent



A Case Study of Changing Times





From the Macro....

- During the 2015-16 school year, 19,302 ELLs were educated in Suffolk County (nearly 10% of the school-aged population)
- A significant number of these students are also economically disadvantaged.



...to the...

Federal Aid provides limited financial assistance for ELL students for those districts that are Part 154-compliant:

- Title III – Part A (ELL) – currently, an average of \$159 per student;
- Title III – Part A (Immigrant) – varies by school district and averages approximately \$190 per student with one-year carryover provision; only available to LEAs with total allocations of \$10,000 or more;
- Title III Supplemental (one-time event in NYS during 2014/15, delivered in 2015/16).

Title III funds may only be used to supplement core language instruction for ELL students. They may not supplant the costs of providing basic core instruction.

Title III funds must also be shared proportionately with private/parochial schools in district, if applicable.



...Micro

AN INSIDE LOOK DEMONSTRATES THAT,
“A RISING TIDE CAN LIFT ALL BOATS AS LONG AS
WE UNDERSTAND THAT EACH VESSEL HAS
UNIQUE CARGO.”



South Huntington – Then & Now

	<u>THEN - 2001/2002</u>	<u>NOW - 2015/2016</u>
Enrollment	6,007	6,034
White	77 %	42 %
Hispanic	10.5 %	41 %
Black	9.4 %	7.5 %
Other	3.17 %	9.5 %
LEP	7.5 %	17 %
Free & Reduced Lunch	22.6%	49 %
College AP Courses	10	27
Regents Diplomas	60%	94%
Graduation Rate	87%	92%



The Price of Proud Progress

	<u>2001-2002</u>	<u>2015-2016</u>
ESL Teachers	17	31
Translation Services	0	Unlimited
Social Workers, Psychologists Behavior Specialists	21	31
Under-represented	-	Virtual AP Program for under-represented groups; Evening HELP Programs for Parents; Dual Language Program Summer Jump-Start Program.



The Resource Concern

1. The uncertain Tax Levy Cap
2. Uneven state aid allotments
3. The yearly “unknowns”



A Recipe for Conflict

Robbing Peter to Pay Paul...

SIMULTANEOUS PRESSURE ON LIMITED RESOURCES

- AP CLASSES
- GENERAL CLASSROOM INSTRUCTION
- INTERNSHIPS
- GIFTED PROGRAMS
- SCIENCE RESEARCH
- SOCIAL ISSUES
- AIS
- ESL
- SPECIAL NEEDS
- ARTS
- RELATED SERVICES
- FACILITIES
- SAFETY
- ATHLETES



South Huntington

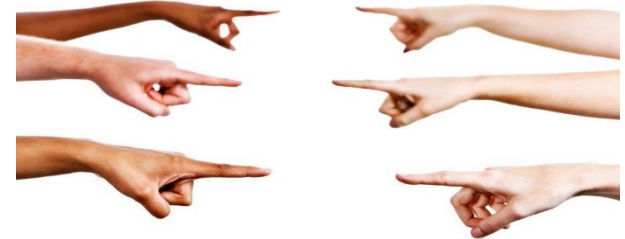
It can AND IS being done.

South Huntington is an example,
but steady funding and recognition of
differing needs is a reality.



A Plan to Advocate

- **Identifying the problem(s).**
 - Push/pull factors that prevent “X”



- **Identify the what.**

- Is there a programmatic, regulatory, or legislative impact and who can fix it?

- **Develop the plan.**
 - What is needed to achieve success?





Advocacy, Step 1

- **Identifying the push/pull factors.**
 - Long Island served 16.2% of ELLS, or 35,354 students
 - Total of 104 languages other than English spoken by school age children
 - 66% of new ELLs represent lowest three language proficiency levels
 - Marked increases in staffing to meet new regulations
 - Shortage of dual-certified/TESOL certified teaching candidates
 - Increased expenses for translation services
 - Administrative oversight – sharp increase
 - Difficult conversations regarding “this” or “that”
 - The average cost per pupil for Long Island education is \$23,524.
 - Average Title III(A) ELL Allocation is ~ \$159.00 for instruction. If eligible, Title III(A) Immigrant Education allocation of ~ \$190.00 per student is available.
 - Foundation Aid accounts for roughly 69% of total school aid statewide. Weighting is given to the pupil count based on Poverty, Limited English Proficiency and Sparsity. (LEP at 0.5, while Poverty and Sparsity is 1.0)



Advocacy, Step 2

- **What will “ease the burden” while still meeting the goal?**
 - Legislative Assistance
 - Funding mechanisms that direct additional funds for LEP and immigrant students.
 - Programmatic Innovation
 - In-house innovation that serves your student population well (clubs, buddy system, evening parent programs with community groups)
 - Regulatory Flexibility
 - Increase the flexibility to adjust the cohort for both SIFE and non-SIFE students.
 - Provide accountability relief to school districts who enroll newly-entered students who withdraw or stop attending within a short period of time.
 - Eliminate the ENL/ELA dual certification requirement at the secondary level.
 - Allow districts to identify who can administer the HLQ and NYSITELL.
 - Amend Part 154-2.3(i), the Grade Span requirement.
 - Eliminate the “a year and a day” requirement to take the ELA Assessment.



Advocacy, Step 3

- **Where do we go from here?**
 1. Identified the issue with a core group of stakeholders.
 2. What is realistic in terms of an “ask?”
 3. Who has the data to support the value of the ask?

Part 154 Flexibility to Succeed

1. Presentation to senior NYSED officials with “big ask”
2. Presentation to NYS Regent Tilles & Chancellor Rosa with “refined ask”
3. Communication with elected officials at state and federal levels
4. Participation on the ESSA Think Tanks to ensure regulatory relief, where applicable.



District Team Work

Identify an advocacy priority in your district.

1. What does success look like for all students in your district?
2. What is a problem you face?
3. Identify the push/pull forces at work and questions to ask.
4. What is the best avenue for progress in this area in your district?
5. What is your next step as a district?

