



**Department of
Education**

Carmen Fariña, Chancellor

**Testimony of the New York City Department of Education
on Ensuring English Language Learners Receive Appropriate Educational Services
Before the New York City Council Committee on Education**

February 27, 2015

*Testimony of Deputy Chancellor Milady Baez
Department of English Language Learners and Student Support*

Good afternoon Chair Dromm and all the Members of the Education Committee here today. My name is Milady Baez, Deputy Chancellor of the Department of English Language Learners and Student Support (DELLSS) at the New York City Department of Education (DOE). I am joined by Richard Bellis, DESS' Senior Director of Policy and Compliance. Thank you for the opportunity to discuss our work to support English Language Learners (ELLs) in New York City schools.

As this is my first appearance before this Committee, I would like to provide you with an overview of my background. I have been an educator for over 30 years. I started my career as a bilingual teacher at P.S. 314 in Brooklyn. Subsequently, I served as an Assistant Principal for over 10 years and one year as Principal Interim Acting for a total of 22 years at P.S. 314. In 1997, I was appointed Principal of P.S. 149 in Jackson Heights, Queens. At both schools, I established and directed nationally acclaimed Dual Language programs. After that, I became the Local Instructional Superintendent in Region 4 in Queens, where I supervised twelve K-12 schools and served as the Liaison for Dual Language and Bilingual Programs for all schools in the region.

While I have devoted my career to serving English Language Learners, my interest is not just professional, it is also personal. Like Chancellor Carmen Fariña, I entered grade school as an ELL student, a perspective that continues to inform my work as I pursue educational equity and opportunity for all students.

We are fortunate to live in a City built by immigrants, and to have a school system that reflects this rich cultural and linguistic diversity. ELLs account for over 14 percent of our total school population, or approximately 140,000 students, and represent roughly 160 languages. Sixty-one percent of students are Spanish speakers, followed by students who speak Chinese, Bengali, Arabic, Haitian Creole, Russian, Urdu, French, Uzbek, Punjabi, and Albanian.

Last November, the DOE and New York State Education Department (NYSED) signed a Memorandum of Understanding that outlines DOE's commitment to serve ELLs. The MOU set four focus areas. First, programs and services for ELLs; second, identification and placement of ELLs and parent information; third, certified teachers and staffing, and fourth, accountability. We are currently collaborating with NYSED to continue implementing the requirements of the MOU.



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I would like to introduce Richard Bellis, who will tell you more about the demographics and achievement of our ELLs.

Thank you, Richard.

And now I would like to give you a more detailed picture of the work we are doing on behalf of our ELL students. As you know, last September, Chancellor Fariña created the Department of English Language Learners and Student Support. This standalone division within the DOE reflects the Chancellor's commitment to provide English Language Learners with access to rigorous instruction, targeted resources and support, and high-quality programs that value their cultural and linguistic heritage, and recognition that as a system we need to do better to improve outcomes for English Language Learners.

In support of Mayor Bill de Blasio's vision of one school system rising together, the DOE is working to meet the unique and diverse needs of our ELLs and to ensure that they are prepared for college, careers, and futures as productive adults. Our multi-faceted approach includes providing schools with ongoing support and guidance in the successful implementation of bilingual, and English as a Second Language programs, strengthening and expanding the range of professional development opportunities and technical support available for school-based staff, and working closely with parents and community-based organizations. Our aim is to improve the learning of ELLs across the core content areas of English, science, math, and social studies.

Consistent with the Chancellor's renewed emphasis on teacher training and rigorous instruction to help improve student achievement, a key component of DELLSS' work is providing research-based professional development across the City to support principals, teachers, and central staff in deepening their understanding of second language acquisition, literacy development, and how to design Common Core-aligned lessons that meet the diverse linguistics needs of ELLs.

To that end, we are continuing our multi-day professional development series for middle school leaders serving linguistically diverse populations. Sessions will provide school leaders with the knowledge and tools they need to develop students' advanced literacy skills, including increased vocabulary development, reading comprehension, and communication. We believe that these sessions, which were also offered during the 2013-14 and 2014-15 school years, will advance ELLs' academic achievement and lead to their literacy success.

Because speaking multiple languages is an asset for students, families, and schools, we will increase access to high-quality options by opening 40 new Dual Language programs and 10 Transitional Education Programs throughout the City next school year. Under this initiative, 40 schools have been selected to receive a \$25,000 planning grant to open or expand Dual Language programs in Mandarin, French, Haitian Creole, Hebrew, Japanese, and Spanish. Dual Language programs enable students to develop new language skills and learn academic subjects in both languages.

In addition, we recently released a Transitional Bilingual Education (TBE) Planning Grant Initiative, inviting schools to strengthen students' native language development and content



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knowledge while they build social and academic English skills. In this exciting model, ELLs learn English and keep pace with native English-speaking students of the same grade level. In TBE programs, students develop English proficiency using the strengthened knowledge and academic skills acquired in the native language to help them develop English proficiency. The Planning Grant will provide a school with up to \$10,000 to help establish its TBE program in September 2015. As with our Dual Language initiative, participating schools will receive program planning support, curriculum recommendations, resource development, and professional learning in partnership with institutes of higher education.

Similarly, we are committed to expanding bilingual program options for ELLs. We will continue to support schools in offering new programs and strengthening existing programs across elementary, middle, and high school grades to meet the needs of each student and school community. Our goal is to have program models that will include Dual Language and Transitional Bilingual education. We are working with superintendents to analyze enrollment data to identify schools serving large numbers of ELLs of the same language group that do not offer bilingual programs.

To attain our goal of increasing graduation rates and academic achievement for ELLs in high school, we will be releasing an ELL high school guidance document providing research-based best practices to support school communities in providing high-quality instructional programs and support services. The document will focus on student programming, instruction, professional development, and ways to create a welcoming school culture for ELLs.

In an effort to improve college and career readiness for our ELL population, in collaboration with DOE's Office of Postsecondary Readiness, this school year DELLSS is offering high school students the opportunity to participate in a College Career Readiness Saturday Instructional Program offered at college campus sites throughout New York City. The program targets high school immigrant students, including ELLs, who aspire to enter a four-year college, and is focused on strengthening their academic English and helping them navigate the college application process. We have also collaborated with the New York Immigration Coalition on the release of a college guide for immigrant parents.

We know that it is critical to prepare students for the jobs of today and tomorrow, including careers in science, technology, engineering, and mathematics (STEM). So we are increasing access to high-quality STEM education for all students, including English Learners. In December, we began a STEM Collaborative between 24 schools with an ELL population of at least 14 percent and five partner organizations. This initiative is designed to increase ELLs' awareness of STEM careers by connecting them with STEM professionals.

We are also focused on helping SIFE, Students with Interrupted Formal Education, to improve academically. During the 2015 spring semester, DELLSS will pilot MIND Research Institute's Spatial-Temporal (ST) Math® with SIFE; however, schools may use it more broadly with other ELLs and English-proficient students. The program, which is based on the latest research on learning and the brain, uses game-based instructional software to boost math comprehension and



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proficiency. Fifty schools with 10 or more Students with Interrupted Formal Education will be chosen to participate in the pilot.

We recognize that ELL families are key partners in achieving academic excellence for their children, and we are committed to enhancing communications and access to information that will ensure that they can make informed decisions in selecting ELL programs that are right for their children. To strengthen our school and family partnerships, in the spring we will be offering borough-wide trainings for families on ELL programs and summer learning opportunities. We will also be releasing new guidance documents and multilingual videos for parents to understand their rights and responsibilities as parents of ELL students. And, to ensure that families understand their right to translation and interpretation services, next month, they will receive the Parents' Guide to Language Access, a multilingual brochure for parents with limited-English skills.

As part of our efforts to ensure better outcomes for English Language Learners, the DOE is proud to participate in an inter-agency taskforce charged with spearheading the City's efforts to support unaccompanied migrant children. DELLSS continues to play an integral role in coordinating DOE's overall efforts to support unaccompanied migrant children. We not only guide the enrollment, instruction, and support of unaccompanied minors, we also provide staffing to support families as they navigate immigration court proceedings.

As you are aware, the Chancellor recently announced structural changes in the way we align support and supervision for our schools beginning in the 2015-16 school year. In our new, geographically-based support structure, there are four core components—superintendents, geographically-based Borough Field Support Centers, Central divisions, and Affinity Groups. Each Borough Field Support Centers will house the full range of school support personnel, including an expert on supporting English Language Learners. In addition, we are already working with superintendents, principals, and teachers to ensure that schools are able to implement the changes to Part 154 of the State Regulations, which sets standards for educational services provided to ELL students in New York State.

By working collaboratively, we are confident that we will meet the academic, linguistic, and cultural needs of our English Language Learners. We will continue to partner with families, school communities, and other stakeholders to monitor our progress and strengthen supports to schools. The renewed commitment by Chancellor Fariña is setting the stage for improved social-emotional and academic outcomes so that all of our ELLs will be college- and career-ready upon leaving the New York City school system. These initiatives are ambitious, achievable, and the beginning of a long-term strategy to achieving educational equity and success for all English Language Learners.

Thank you for the opportunity to testify and I welcome any questions you may have.

Ensuring English Language Learners Receive Appropriate Educational Services

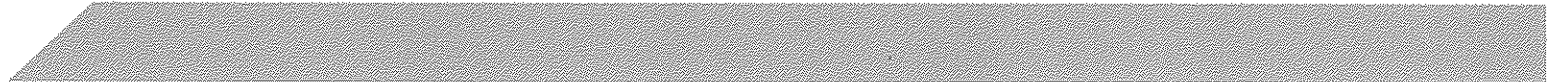
New York City Council Committee on Education

February 25, 2015



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Student Population

- Total number of students citywide
 - ~1.1 million*
- Students enrolled in NYC public schools who speak a language other than English at home
 - 43.3% (approximately 423,189)**
- Students enrolled in NYC public schools identified as English Language Learners
 - 14.3% (approximately 139,843)**
- Percent of students identified as ELLs born in the U.S.
 - 51%***

ELL Student Population

Languages spoken by NYC public school ELL students: 159

Top 10 home languages of ELL students

1.	Spanish	61.8%
2.	Chinese	14.2%
3.	Bengali	4.2%
4.	Arabic	4.2%
5.	Haitian-Creole	2.3%
6.	Russian	2.1%
7.	Urdu	1.9%
8.	French	1.5%
9.	Uzbek	0.8%
10.	Punjabi	0.7%

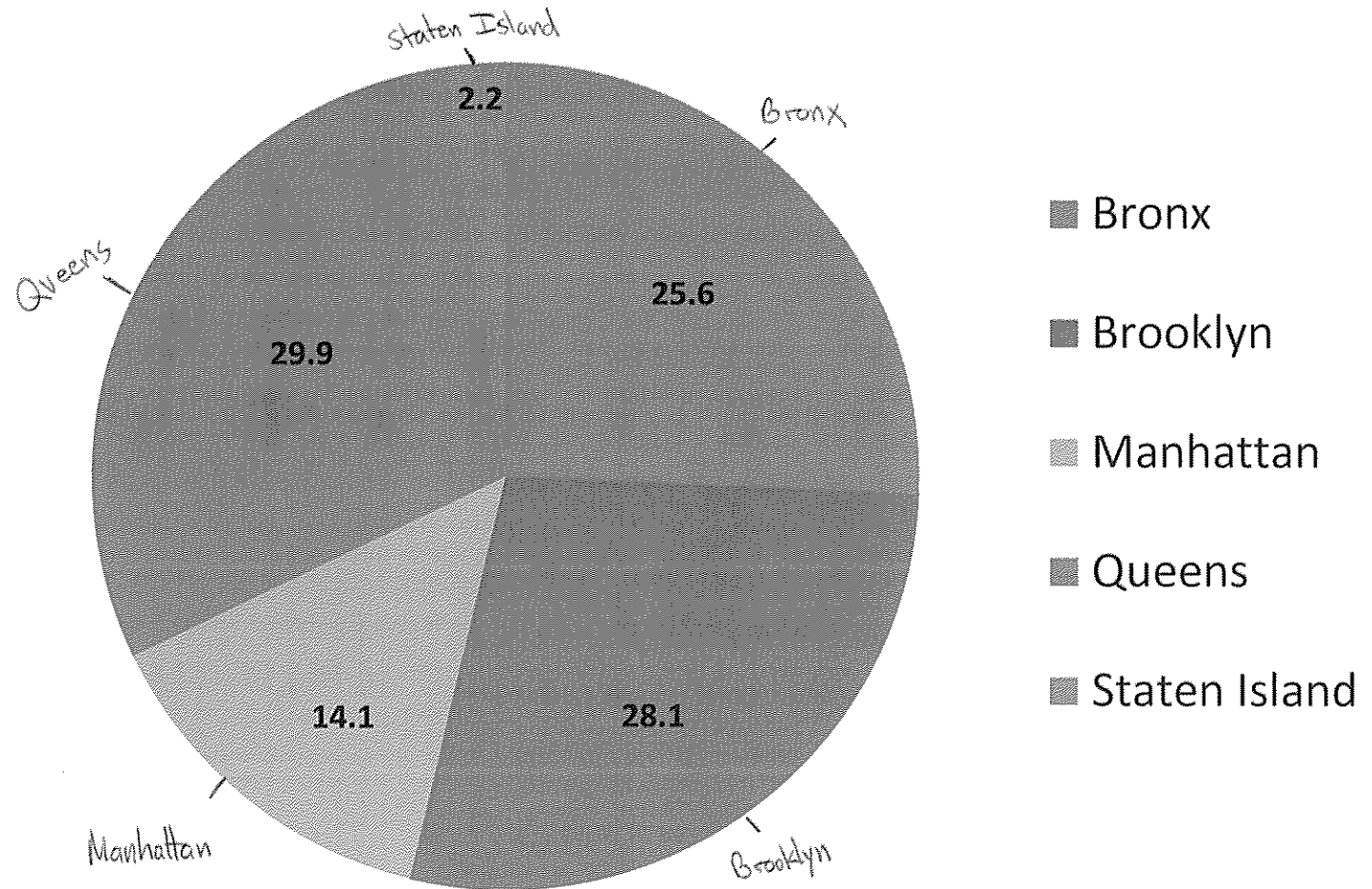
Top 5 Countries of Birth for English Language Learners (SY2013-14)

1. USA	51.0%
2. Dominican Republic	16.8%
3. China	7.2%
4. Bangladesh	3.1%
5. Ecuador	2.2%

Who are the ELLs? Subgroups:

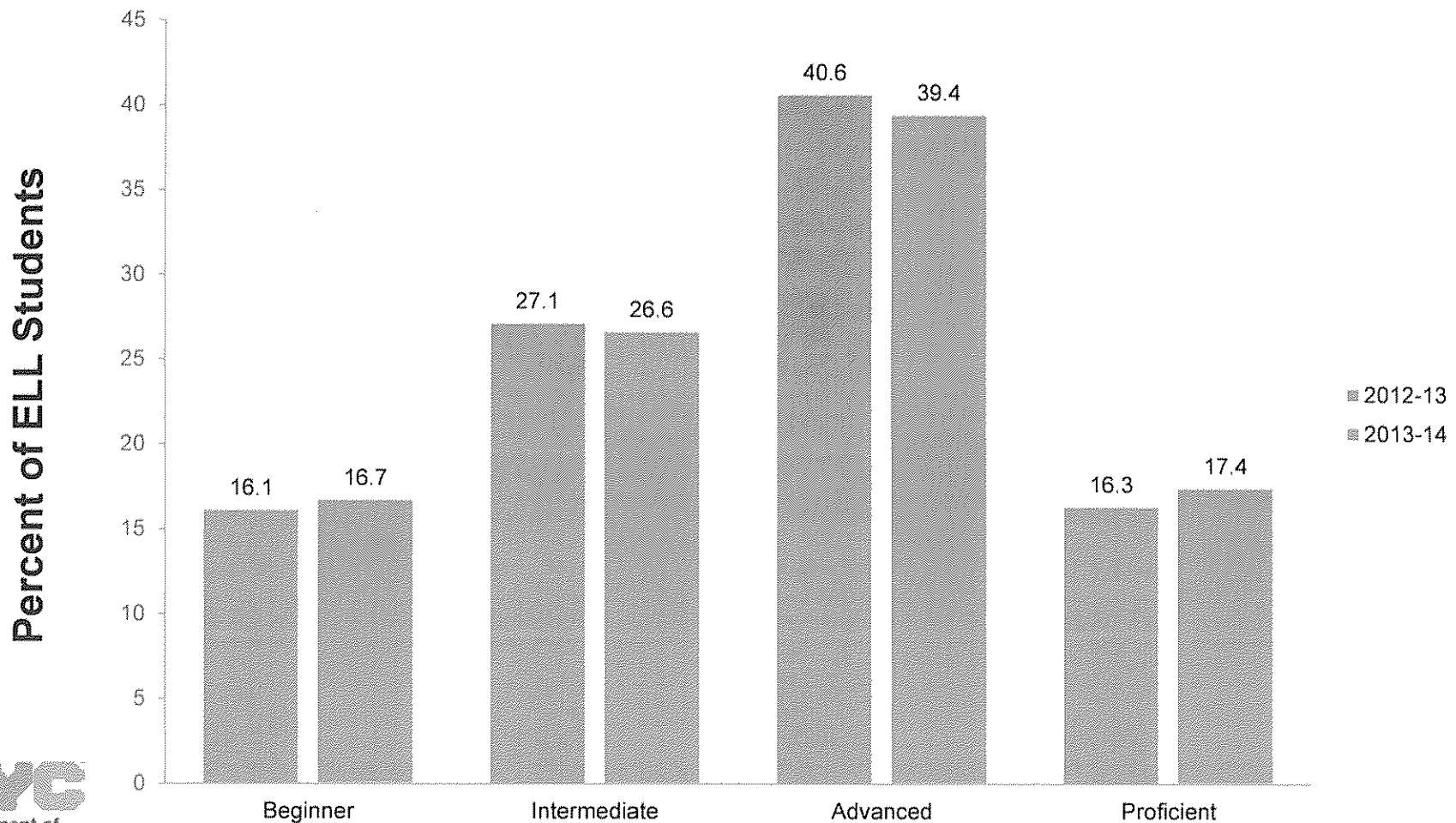
<p>Newcomers</p>	<p>Students who have been in our schools for three years or less and are English Language Learners. (ELLs in our schools one year or less are exempt from the NYS ELA exam.)</p>
<p>ELLs with 4 to 6 Years of Service</p>	<p>Students who have received ELL services for four to six years.</p>
<p>Long-Term ELLs</p>	<p>Students who have completed at least six years of ELL services in NYC schools and continue to require them.</p>
<p>ELL Students with Disabilities</p>	<p>ELLs served by an Individualized Education Plan (IEP). An IEP team determines a student's eligibility for special education services and the language in which special education services are delivered.</p>
<p>Students with Inconsistent/Interrupted Formal Education (SIFE)</p>	<p>ELLs who have entered a U.S. school after second grade; have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and may be pre-literate in their first language.</p>
<p>Former ELLs</p>	<p>ELLs who have tested proficient on the New York State English as a Second Language Achievement Test (NYSESLAT).</p>

English Language Learners by Borough of School Enrollment (SY 2013-14)



ELL Achievement

Over 17% of ELLs scored proficient on the New York State English as a Second Language Achievement Test in 2014 and became former ELLs—an increase over 2013



Performance of NYC ELLs on Math and ELA exams

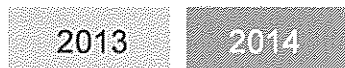
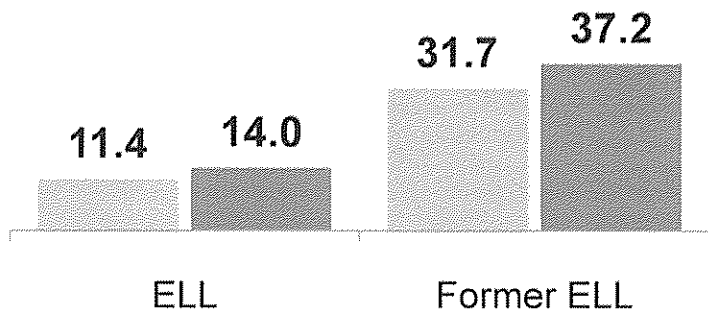
Percent of NYC ELL Students at or Above Proficient in 2013 and 2014

3-8 Grade Math

Change from 2013 to 2014

+ 2.6% pts

+ 5.6% pts

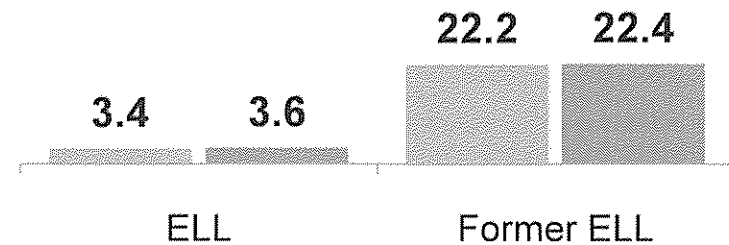


3-8 Grade ELA

Change from 2013 to 2014

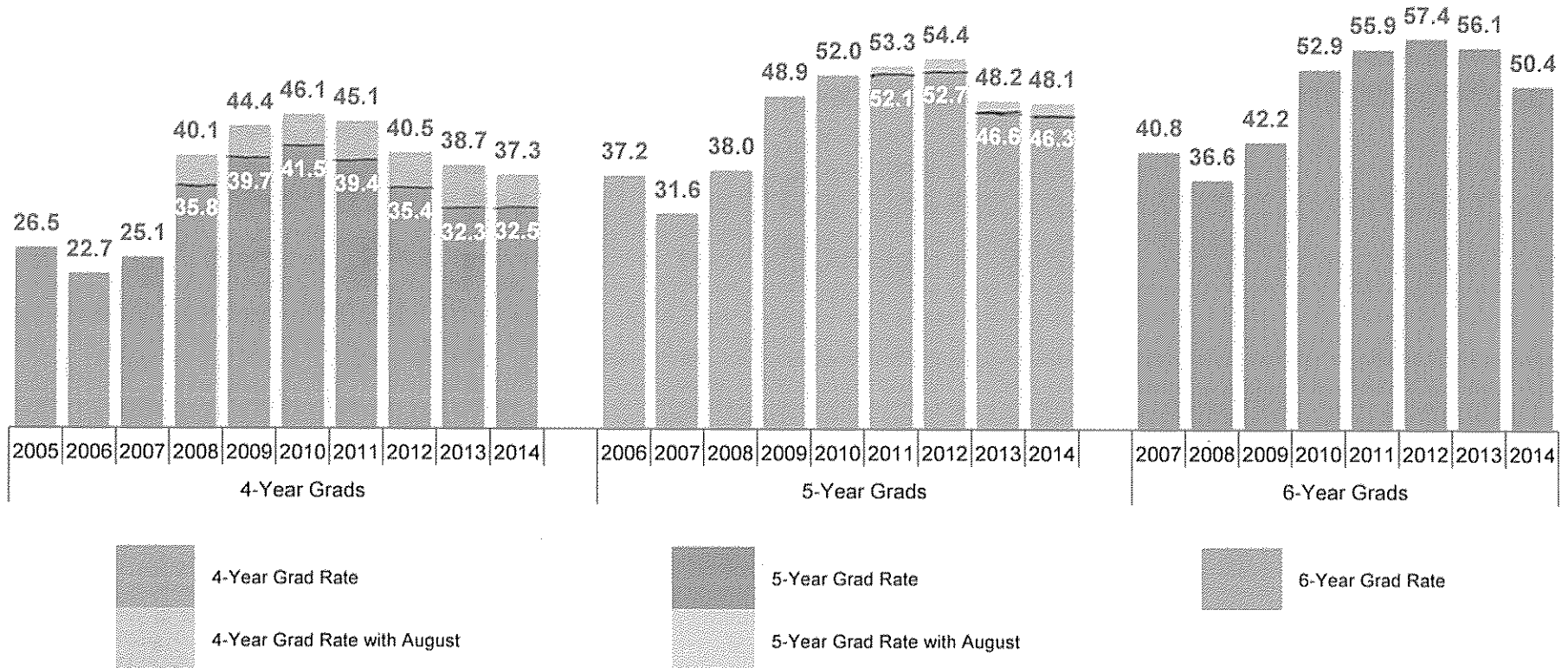
+ 0.2% pts

+ 0.2% pts

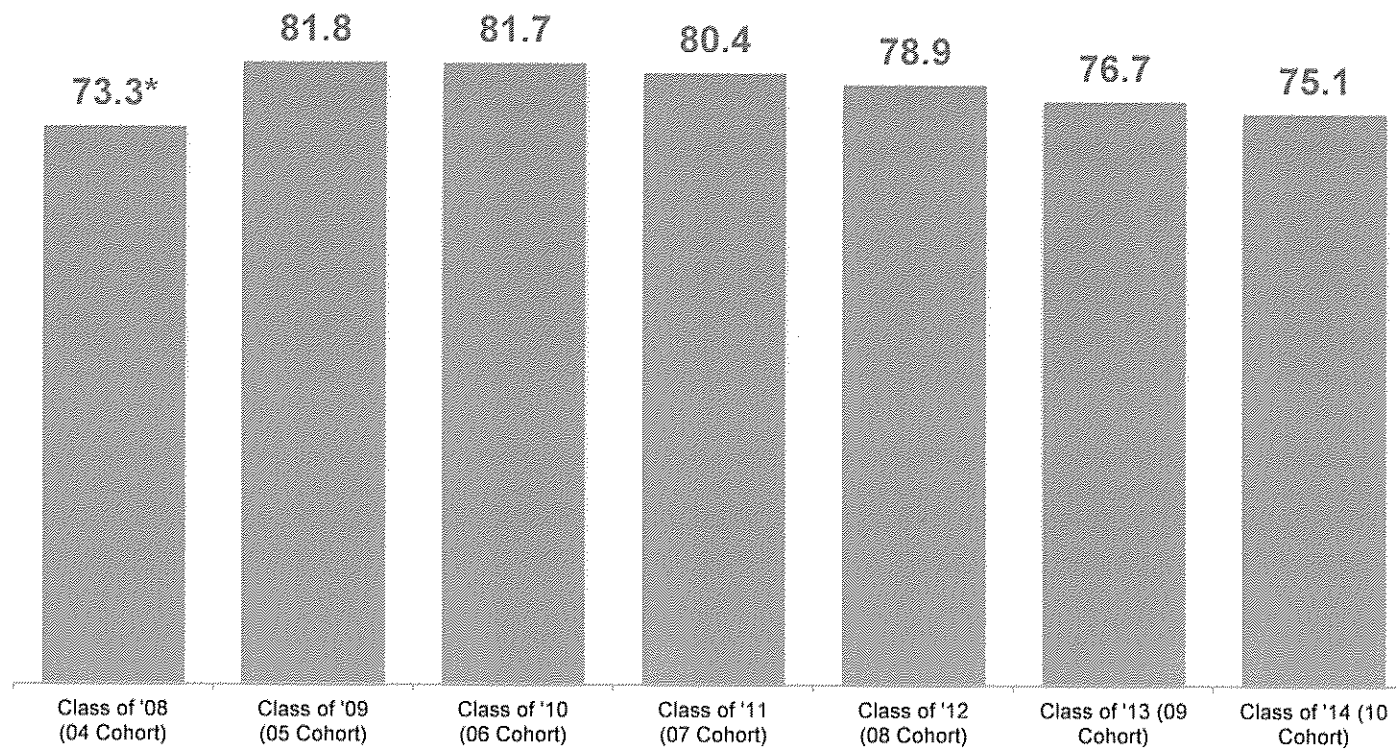


Four-, Five-, and Six-Year Graduation Rates for English Language Learners

Students are considered English Language Learners by NY State if classified as an ELL as of graduation.



Four-Year Graduation Rates for Former ELLs





Council of School Supervisors and Administrators, New York City
Local 1: American Federation of School Administrators, AFL-CIO

MEMORANDUM OF SUPPORT

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**Res. No. 388- Resolution in support of
the NYSED's Elementary and Secondary
Education Act Waiver Renewal request that
newly arrived English Language Learners be
exempted from participating in the ELA
assessments for two years.**

February 25, 2015

The Council of School Supervisors and Administrators (CSA) strongly supports this resolution because we favor realistic and fair assessment of students who have not had sufficient opportunity to master the English language. The length of their stay has precluded mastery of the language and it is only fair that they be held harmless. We must provide greater support systems to enable ALL of our ELL students to flourish and gain language skills through the provision of more individualized instruction. Forcing these students to take an exam in their non-native language within two years of their arrival is truly cruel and unusual punishment. We applaud the Council for addressing this important shortcoming by providing this simple and sensible remedy. Namely, our English Language Learners should be exempted from participating in the English Language Arts (ELA) assessments for two years.

Testimony of the
United Federation of Teachers
Evelyn DeJesus, Vice President of Education

Regarding
Ensuring English Language Learners Receive Appropriate Educational Services

Before the New York City Council
Education Committee

Feb. 25, 2015

Good afternoon. My name is Evelyn DeJesus, and I am the vice president for education for the United Federation of Teachers (UFT). I want to first thank Chairman Dromm and members of the Education Committee for raising the profile of an issue that is very important to our members and families. Making sure that English Language learners in New York City public schools receive the appropriate services resonates deeply for me, and is at the heart of my personal journey as a student and my experience as an educator. As a child, I was an English Language learner whose first language was Spanish and for over 25 years I taught in Chinatown, where many of the students are ELLs. I am also here today to register the union's support for Resolution 388-2014 addressing the need for an Elementary and Secondary Education Act (ESEA) waiver exempting newly enrolled ELLs from participating in the state English language arts assessments for two years.

We commend the Council for its unrelenting advocacy on behalf of our students and we appreciate that your committee is reviewing the New York City Department of Education's Memorandum of Understanding with the New York State Education Department with its update of the 2012 corrective implementation plans for ELLs and the outline of the scope of work between the current school year and 2017-18.

As educators, we know it is vital that all students receive a quality education and that their academic needs are met. State education law requires it and our passion for teaching and learning call for us to act. Specifically, at a minimum, and with deliberate speed, we ask the Council to join us in recommending that the DOE and the state Education Department undertake the following steps:

- a) Hire more certified bilingual teachers, guidance counselors, paraprofessionals and other specialized professionals;
- b) Expedite current plans to work with SUNY and CUNY to develop certification and courses for ESL licenses and bilingual extensions, and provide tuition assistance to help existing teachers finance these additional credits;
- c) Collect and report student-level data disaggregated to detail where students fall on the language-acquisition continuum, native origin, languages understood, performance level in native language and disability, if applicable;
- d) Establish a system-wide Language Allocation Policy team to ensure that all students with the need receive the right services;
- e) Change the current testing requirement, as proposed in Council Resolution 388-2014, to give the appropriate time necessary for ELLs to acquire language skills;

- f) Adjust accountability measures for student Common Core test results to align with where ELLs fall within the wide language-acquisition spectrum; and
- g) Ensure that all district partners and charter schools are committed to serving ELLs effectively.

Before discussing in detail our union's specific concerns, let me express how much we welcome the partnership with schools' Chancellor Carmen Fariña and Milady Baez, her senior executive director of the Department of English Language Learners and Student Support. They are educators who, like me, identify with the students and families arriving from other nations and cultures; but understand that students need to learn English to acquire all of the necessary skills to achieve on grade level and graduate ready for college and careers.

The English Language learner landscape

The chancellor and her team have inherited vast challenges. In their first year, the new administration has been visiting schools and actively collecting and analyzing data. It now knows that ELLs in many schools and communities have not been receiving the services to which they are entitled. Specifically, transitional bilingual education programs have been dismantled, even in schools with very high ELL populations at every grade level. Despite the prior administration's 2012 agreement with the state Education Department to take positive steps toward recruiting certified staff, particularly ESL and bilingual teachers, and to facilitate professional development for bilingual teachers and deepen content area knowledge, the results were found wanting. In September of 2012, the last time we testified before this body on these issues, we expressed our hope that the DOE's plans would be implemented. However, the DOE in the prior administration minimally implemented the agreed-upon corrective actions and hardly moved the needle in increasing the number of ELLs who graduate ready for college and careers.

Our ELL students have no more time to lose. Numbering at over 154,000 and, according to the DOE's Memorandum of Understanding with the state, speaking over 160 different languages, the population of students identified as ELLs in the city's public schools is significant. Additionally, the challenge is further deepened as 22% of ELLs are students with disabilities.

We are all acquainted with the sobering statistics reflecting the differences in achievement between ELLs and their English language proficient peers. On the state ELA and math tests for grades 3 through 8 in 2014, ELLs scored significantly lower than the citywide average — 21.8 percentage points and 20.2 percentage points lower, respectively. While we are not aware of any current data on the performance of ELLs with disabilities, we expect that gap in achievement might be even more profound.

The 32.5% four-year graduation rate for ELLs, as compared to 68.1% for English Language proficient students, is another measure indicating the gap in the provision of services to ELLs. While this is the latest data, these children have been shortchanged for years.

In order for the members of this body to fully advocate for English Language learners, I ask you to accept that one size does not fit all. Central to your understanding the instructional and support needs of ELLs and what it will take to equip these children to succeed on par with their peers, I need you to recognize and agree that ELLs are not monolithic.

There's an entire spectrum of language acquisition from students who lack basic interpersonal communication skills to students who are on the cusp of achieving cognitive academic language proficiency. Layered upon the many subcategories along the proficiency continuum are students with autism or other intellectual, learning, hearing or vision disabilities, students who are highly proficient in

their native language but are still learning English, and students with interrupted formal education who often lack the requisite skills in core subject areas.

While we call for data identifying students with different special needs, disability issues must not be confused with language-acquisition issues. But where both are present, the mandated services must be targeted to address both challenges.

As noted earlier, we call on the district to collect student-level data disaggregated to detail where students fall on the language-acquisition continuum, native origin, languages spoken, performance level in native language and disability classification so that educators and stakeholders are able to make better-informed decisions about how to best serve these students. Equally important, if we are to implement a targeted, aggressive plan, we have to develop a multi-pronged approach to building the professional capacity among certified educators and school-related professionals.

What it will take to build capacity

We do not have a perfect metric for determining how many more bilingual- and ESL-certified educators will be required. But we must underscore the urgency of increasing our workforce to meet the needs of our ELL students. Currently, we don't have sufficient specialized staff and there's a need for more intensive training for educators throughout the system. It may be useful to know that ELLs are approximately 15% of all students, and by our rough estimate we currently have almost 4,300 certified teachers of these students, or 6.6% of all teachers in the district. If our goal is to have a comparable percentage of teachers licensed to teach those students as ELLs in the district, we would need to employ about 9,800 certified teachers — roughly 5,500 more than are licensed and employed today.

We're encouraged by the mayor's plan to set aside \$13 million to help build capacity to address the steps outlined in its recent agreement with the state, as well as the chancellor's plan to dedicate \$1 million in federal funds from Title III Language Instruction for Limited Proficient and Immigrant Students to launch 40 new dual language programs in September. It will also benefit ELLs in every borough that the DOE is funding \$25,000 planning grants for schools to create dual language programs in Mandarin, French, Haitian Creole, Hebrew, Japanese and Spanish. The need, however, is far greater.

We're likewise pleased that the DOE plans to train the administrative staff who enroll students, which will provide more support for bilingual and non-English-speaking parents. Given the DOE's support for embedded time for parent engagement within the school day, we believe that parent outreach will continue to grow stronger for all parents.

Our union is in the midst of actions to ensure fairness and equity for our city's and state's public schools. While the state Education Department has brought pressure to bear on the DOE to comply with an agreement to prioritize services to ELL students, the state has not complied with the 2007 Campaign for Fiscal Equity appellate court decision that would provide financial relief to district schools serving English Language learners and their peers with the highest need. According to our calculations and those of the Alliance for Quality Education, our city's students are owed \$2.5 billion. Infusing these dollars into the DOE's budget would definitely help finance our union's recommendations.

Policy in action across the school system

We are cautiously optimistic that the recently implemented changes to the school support structures under the leadership of district superintendents will lead to greater accountability and transparency as it relates to serving ELL students. We await the establishment of a citywide Language Allocation Policy team to serve the ELLs in our public schools. Driven by educators attuned to the specific needs of their

students, this team can identify and implement targeted programs, create nuanced assessments that more accurately measure language acquisition and design relevant professional development.

Pass Resolution 388-2014

We support the resolution seeking an ESEA waiver to eliminate the rigid standardized testing requirements and over-testing that disadvantage ELLs and the schools that serve them before these students are truly proficient in English. Current federal regulations allow for newly enrolled students who have been attending school in the United States for less than one year to take the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the grades –8 state ELA tests.. Extending the exemption to two years, while not optimal, is better.

We thank Councilmembers Reynoso, Chin, Johnson and the other resolution sponsors for recognizing that testing should focus on the needs of the students and help their teachers gauge their learning.

But we would go a step further. We plan to ask Mayor de Blasio to send a letter to U.S. Secretary of Education Arne Duncan requesting the testing waiver for English Language learners to underscore the importance of putting these critical assessments into the hands of educators.

In addition to the recommendations already covered, we count on the DOE to reach out to culturally sensitive and supportive educators, parents and community partners to help ELLs fully transition and achieve at the highest levels. Contracts for district services and approvals for local charter schools should be contingent on assurances that public resources will only be provided to organizations that have the capacity and commitment to provide the services that English Language learners need.

We also challenge both the DOE and the state Education Department to enforce existing state law and ensure that our city's charter schools enroll their fair share of English Language learners and other students requiring special resources and supports.

Closing thoughts

The new administration has a dedicated team in place and now has a better handle on the data in order to provide ELLs with the proper supports. It is our hope that the DOE will share this data with schools and provide clear information to administrators, teachers and other school staff and parents about how it will meet the needs of English Language learners. This information should begin with information about how a child is identified as an English Language learner, describe all the programs and services for ELLs, and explain how ELLs participate in the state assessment program and exit from ELL status. It should also fully explain parents' rights and identify who parents can contact for further information and support. Parents should also be informed about the programs and services that the DOE will be required to provide next year to support ELL students, including reporting the performance of ELLs with disabilities — both those who participate in regular assessments and those who participate in alternate assessments.

We believe the administration will work closely with superintendents, and we would like the superintendents to hold schools accountable for providing legally required programs and services. Our union has continually advocated for increased transparency, and we believe that transparency will be particularly beneficial to help meet the challenges posed by these issues.

Greater communication and understanding will strengthen initial assessments, which are especially pivotal when identifying the primary service needs of ELLs. With the advent of the Common Core Learning Standards, which have introduced higher language literacy standards across all content areas including math and science, we need to have a comprehensive, system-wide approach to meeting the

needs of these students coupled with the policy work at the school level. Of particular importance is equipping our teachers with the proper tools and professional learning as it relates to the new and enhanced Common Core content for English Language learners.

The UFT is ready to be a partner in this work. Building capacity will take more than increasing the number of teachers certified to work with these students, but obviously that is a critical step. We welcome the opportunity to help the DOE identify and address any barriers that may be hampering the recruitment and retention of bilingual teachers.

If we are furnished with the necessary information, we can assist the DOE in ensuring that ELLs receive the supports and services they need to succeed.

"English Language Learners: A growing-yet underserved-student population"

A timely report, "English Language Learners: A growing-yet underserved-student population," authored by Jennifer Dounay Zinth, ECS, was published in the December 2013 issue of the *Progress of Education Reform*.

<http://web41.its.hawaii.edu/manoa.hawaii.edu/hepc/wp-content/uploads/English-Language-Learners-a-Growing-yet-underserved-student-population.pdf>

It provides critical information that urgently demands attention in this new year. As the New York State Board of Regents considers a proposed *Blueprint for ELL Success* this January and as New York City's new citywide, elected leaders and new Schools Chancellor Carmen Fariña prepare to address the unequal education opportunities and unequal educational outcomes for English Language Learners (ELLs), pre-K through 12th grade, educational leaders must commit to real progress for education reform for ELL children and youth.

Now more than ever, an asset-based philosophy of education that builds on ELL and immigrant children and families' languages and cultures must be an indispensable pedagogical standard that we all hold ourselves accountable for supporting and meeting.

A "tale of two cities" must be transformed into a new, inclusive and equitable narrative of educational excellence for all, by all means necessary. The times demand that we educate and graduate students who are biliterate and culturally competent, who are prepared to be college and career-ready and to become engaged as full citizens of the City, the State and the Nation as well as global citizens.

We must make quality Universal Pre-Kindergarten available to all children, but especially those most at risk of being left behind: English language learners, students with special needs, homeless children, and students with interrupted education.

Proven bilingual models of instruction, both transitional bilingual and dual language programs, must be provided, expanded and supported starting with 3- and 4-year olds in early care and early childhood education settings and running all the way through 12th grade and graduation. They must be accompanied by quality ESL instructional models and certified, highly qualified teachers, assistant teachers and school principals/center directors.

ELL and immigrant parents, teachers and students are not add-ons to the public school system or to its central mission. They are at its vital and growing center. They are the vanguard of a "tale of the multilingual/multicultural city" of the future. We neglect them at our own collective peril. We educate and empower them to ensure and enhance our collective destiny.

Your urgent attention and deliberate action as well as the collective commitment and perseverance of all stakeholders is required and requested.

As we say in New York, "Excelsior!" Or, as we say in Spanish, "*iManos a la obra!*"

Respectfully,

Luis O. Reyes, Ph.D.

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New York City Department of Education (NYCDOE)
Office of English Language Learners
2013-2014 Demographic Report (Winter 2015)
[Summarized by Luis O. Reyes, Ph.D.]

<http://schools.nyc.gov/NR/rdonlyres/FCoB4035-00DF-4318-A1F7-6EF23C15B7F6/0/20132014DemographicReportFinalWINTER2015.pdf>

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Nearly 43.3% of the 976,840 students enrolled in New York City public schools **spoke a language other than English at home**, which means that there are **423,189 students living in households where English is not the primary language** spoken. However, not all of these students are identified as English Language Learners.

ELLs within the Context of the Entire NYCDOE Student Population

As of the end of October in the **2013-14 school year, 139,843 students were identified as English Language Learners**, with males (77,820, or 55.6%) outnumbering females (62,023, or 44.4%). They accounted for 14.3% of the entire DOE student population. Approximately 84.8% of NYC ELLs received free or reduced-priced lunch, which is higher than the 69.8% of non-ELLs who received free or reduced priced lunch during the school year.

(Data based on the October 31, 2012 Audited Register, excluding pre-K and charter school students.)

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Where Do ELLs Attend School?2

Of the **155,706 ELLs who enrolled in NYC public schools at some point during the 2013-14 school year**, the largest population of ELLs attended schools in Queens (46,613). Brooklyn had the second largest ELL population with 43,696. The Bronx followed closely with 39,936 ELLs. While they were comparatively smaller, Manhattan's and Staten Island's ELL populations were still sizeable, with 21,980 and 3,481 students, respectively.

(2 Henceforth, all figures are based on 2013-14 BESIS data. The difference in ELL numbers between the BESIS and Audited Register is due to the fact that the latter is a snapshot in time, while the former looks at all ELLs who came in and out of the DOE school system during entire school year.)

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ELL Enrollment within the Service Delivery Models

During the 2013-14 school year, the majority of English Language Learners were served in **ESL programs (79.2%)**. A considerable proportion of ELLs were also served in **Transitional Bilingual Education programs at 15.4%**, while **4.5% of ELLs were served in Dual Language programs**.

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Distribution of Programs Serving ELLs, Citywide (2013-14)

ESL ENGLISH AS A SECOND LANGUAGE (ESL)	79.2%
DUAL LANGUAGE (DL)	4.5%
TRANSITIONAL BILINGUAL EDUCATION (TBE)	15.4%
NO PROGRAM	0.8%
NO REPORTED INFORMATION	0.1%

ELL Subpopulations

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English Language Learners with IEPs

During the 2013-14 school year, **36,286 (or 23.3%) ELLs were identified as having a disability and received some type of special education services.** An Individualized Education Program (IEP), developed in consultation with a student's parents or guardians, determines the type of special education services and the language in which the special education services are delivered. It should be noted that an IEP's determination may include bilingual and/or ESL services. Of all ELLs in the DOE that had an IEP, 29.3% attended schools in the Bronx, while Queens followed closely at 26.3% of all ELLs having an IEP. Staten Island had only 3.7% of the city's **ELLs with an IEP, but made up a sizeable proportion of all ELLs in Staten Island at 38.3%.**

Newcomers (0-3 Years of ELL Services)

Newcomer ELLs are defined as those ELL students who have received 0 to 3 years of ELL service, either through ESL or bilingual education programs. During the 2013-14 school year, Newcomer ELLs **made up 61.4% of the entire ELL population.**

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Long-Term (>6 Years of ELL Services)

Long-term ELLs (LTELs) are defined as those ELL students who have received more than 6 years of service and have yet to pass the NYSESLAT, the assessment used to determine proficiency in English, and are therefore still entitled to ELL services. Long-term ELLs **made up 12.9% of the total ELL population** during the 2013-14 school year.

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Students with Interrupted Formal Education (SIFE) are ELLs who have entered U.S. schools after second grade; have had at least two years less schooling than their peers; function at least two year below expected grade level in reading and mathematics; and may be pre-literate in their first language. During the 2013-14 school year, **9.2% of all ELLs were identified as SIFE.** More than a third of all SIFE students in DOE schools were located in Bronx schools (34.1%).

EXCELLENCE

ENGLISH LANGUAGE LEARNERS

QUALITY INSTRUCTION + INNOVATIVE PROGRAMS = ACADEMIC SUCCESS FOR ELLS

NYCDOE's ELLs at a Glance

Students Served¹

42.3% of all NYCDOE students report speaking a language other than English at home.
(or 415,030)

ELLs account for 14.8% (or 145,509) of the overall NYCDOE student population.

¹ The figures in this section are based on the October 31, 2012 Audited Register.

Countries of Birth²

48%

of all ELLs are foreign-born (76,660)

52%

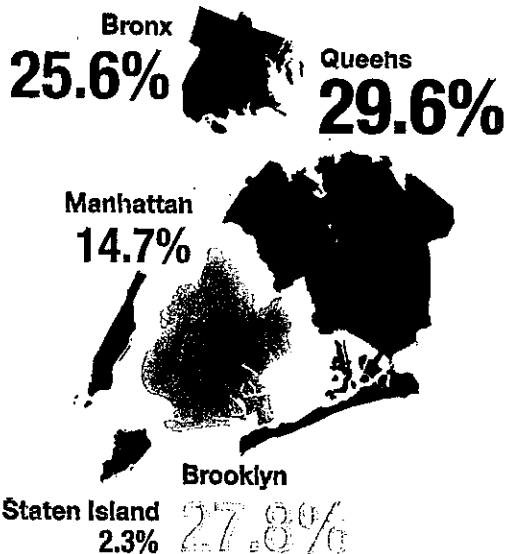
of all ELLs are U.S.-born, including U.S. territories (83,164)

² The figures in this section are based on the June 2013 BESIS. The BESIS data source differs from the Audited Register in that the former accounts for all ELL students that entered the NYCDOE system up to May 31, 2013 while the latter consists only of those students who were active on October 31st.

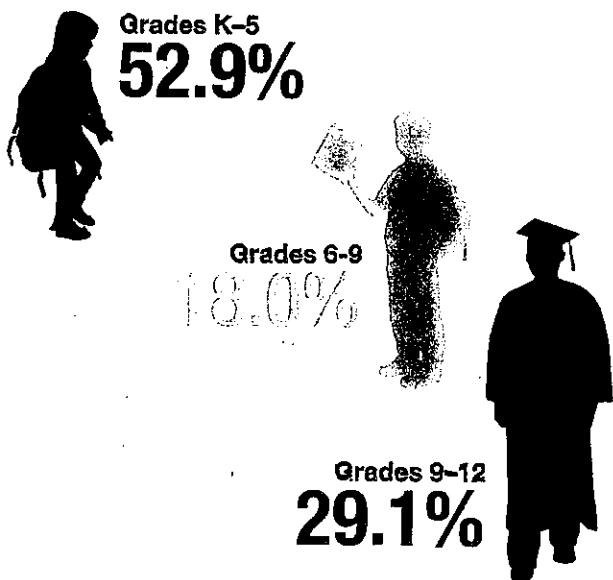
10 Most Prevalent ELL Home Languages

Spanish	(99,750; 62.4%)	Russian	(3,363; 2.1%)
Chinese	(22,451; 14.1%)	Urdu	(3,030; 1.9%)
Bengali	(6,486; 4.1%)	French	(2,406; 1.5%)
Arabic	(6,158; 3.9%)	Uzbek	(1,016; 0.6%)
Haitian Creole	(3,859; 2.4%)	Punjabi	(922; 0.6%)

ELLs by Borough of School Enrollment



ELLs by Grade



DOE's ELLs at a Glance

Students Served

- 43.3% (or 423,189) of all NYCDOE students report speaking a language other than English at home.
- ELLs account for 14.3% (or 139,843) of the overall NYCDOE student population.

Countries of Birth

- 49.0% of all ELLs are foreign-born (76,294).
- 51.0% of all ELLs are U.S.-born, including U.S. territories (79,412).

10 Most Prevalent ELL Home Languages

- Spanish (96,163; 61.8%)
- Chinese (22,170; 14.2%)
- Bengali (6,546; 4.2%)
- Arabic (6,501; 4.2%)
- Haitian-Creole (3,591; 2.3%)
- Russian (3,315; 2.1%)
- Urdu (2,881; 1.9%)
- French (2,387; 1.5%)
- Uzbek (1,205; 0.8%)
- Punjabi (1,013; 0.7%)

8 Principles continued:

5. Districts and schools value all parents and families of ELLs as partners in education and effectively involve them in the education of their children.
6. District and school communities leverage the expertise of bilingual, ESL, and Language Other Than English (LOTE) teachers and support personnel while increasing their professional capacities.
7. Districts and school communities leverage ELLs' home languages, cultural assets, and prior knowledge.
8. Districts and school use diagnostic tools and formative assessment practices in order to monitor ELLs' content knowledge as well as new and home language development to inform instruction.

The Blueprint is composed of the following 8 principles:

1. All teachers are teachers of English Language Learners (ELLs) and need to plan accordingly.
2. All schools boards and districts/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed.
3. Districts and schools engage all English Language Learners in instruction that is grade-appropriate, academically rigorous, and aligned with the New York State Prekindergarten Foundation for the Common Core and P-12 Common Core Learning Standards.
4. Districts and schools recognize that bilingualism and biliteracy are assets and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma.

- Disaggregated data collection & analysis of ELL student & teacher populations along with public advocacy led to the development of instructional & support services for various subgroups of ELL students such as long-term ELLs, students with interrupted formal education (SIFE), ELL students with special needs, recently-arrived (“newcomer”) ELLs, etc.

- **What are the hazards of a deficit vs asset model of looking at linguistic diversity among students and families?**

- Deficit model leads to compensatory, deficit approaches to instruction and services of ELL students, including a focus on learning English as quickly as possible and exiting TBE and ESL program models ASAP despite research-based evidence that it takes 5-7 years on average for ELL students to gain grade-level academic proficiency in English (listening, speaking, reading and writing).
 - Deficit model leads to stigmatizing bilingual/dual language learners as, by definition, vulnerable, at-risk students and to ignoring the broad diversity of language and academic abilities of ELL students.
 - Deficit model leads to a devaluing of emergent bilingual students’ first language acquisition and development and their ability to demonstrate content-area knowledge and skills in their first language and use their proficiency in their first language to demonstrate their content-area knowledge and skills in English.
 - Deficit model leads schools to establish ESL-only program models and to dismantle TBE programs in violation of federal, state and local mandates.
 - Asset model leads to academically and culturally enriched instruction that honors the linguistic, cultural and academic abilities of both ELL student and non-ELL students; encourages greater integration among both student groups in dual language program models, starting pre-K and K programs.
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**Lessons from Past in NYC to Educate
Latino English Language/Dual Language Learners**
(February 25, 2015)
Prepared by: Luis O. Reyes, Ph.D.

- **What lessons can we learn from how the Dept. of Education addressed the needs of English language learners in the past to shape services today?**

We need to use all legal means necessary to get the DOE to address the needs of ELLs:

- Aspira of NY lawsuit vs. NYC BOE led to 1974 Aspira Consent Decree in 1974 and return to court in 1982-83 prevented then Schools Chancellor Frank Macchiarola from limiting access to TBE programs;
- Educators obtained federal supplementary Title VII funding based on the 1968 Bilingual Education Act: for teacher recruitment and development, Bilingual Personnel Services (career ladder for bilingual paras and teachers);
- Pushing for state legislation mandating transitional bilingual education (TBE) and ESL instruction for eligible LEP/ELL students;
- Commissioner's Part 154 regulations based on federal and state laws and judicial mandates;
- Coalition-building (NYSABE, NYS TESOL, CEEELL, NYIC, LCECE), advocacy and mass mobilizations in the face of attempts to dismantle TBE programs;
- Insistence on monitoring & enforcement of compliance with legal mandates;
- ELL quality reviews & self-study evaluations of schools at the city & state levels that tie compliance with technical assistance & professional development;
- Annual, public ELL demographic and performance reporting that disaggregates data by gender, language, districts, boroughs, grade levels, etc.;

DEAR NABE MEMBERS AND AFFILIATE PRESIDENTS,

As you are aware, over the past several weeks, NABE in partnership with the Hispanic Education Coalition (HEC) and other partners have been actively involved in the Congressional discussions on the Hill regarding the reauthorization of ESEA which will now become HR 5 if approved by both houses and sign by the President. Our team has met with the education leaders from both sides to offer our input in strong support of our ELLs, Migrants and protection and improvement of Title I. In conclusion, things have not gone well and we are at a crossroad based upon what the predicted outcome will be next week when it is expected that a final vote will be cast. If passed this new legislation will be devastating to our ELLs and Migrants, in particular and will seriously erode Title I, in general. As your Executive Director, who is actively involved in these discussions, I urge you to let our voices and concerns be heard with your elected Congressional Representatives. I am also requesting our Affiliate Presidents As a reminder, both Drs. Anita Pandey and Ebsworth, along with Jan Gustafson Correa, Executive Director of CABE, Dr. Rossana Boyd, Former President of NABE and others, have joined me in several of these meetings and discussions in representation of NABE. Listed below are some summary statements of the impact of HR 5 should it be allowed to pass in its present format. Please share your thoughts with me today and reach out to your Congressional Representatives in opposition to HR 5.

The Student Success Act Takes Away Resources from Students Who Need it Most

Next week the House of Representatives is expected to vote on the Student Success Act (HR 5), a reauthorization of the Elementary and Secondary Education Act.

Help us oppose HR 5, which walks away from the commitment our nation made 50 years ago to help *all* our country's children succeed in school!

The Elementary and Secondary Education Act was intended to provide federal education resources to public schools to help level the playing field for targeted populations of disadvantaged students—and it has been doing so for more than 50 years. That commitment is even more important today, in the aftermath of the great recession; today, half the students we serve in public schools are poor. The proposed Student Success Act radically departs from that intent, changing the focus of ESEA from closing achievement gaps to purposes not related to improving the academic achievement of disadvantaged students. Helping needy students gain

access to a high-quality public education is a commitment and a responsibility that must be sustained.

The Student Success Act eliminates a targeted funding stream to assist English language learners, and would allow states and school districts to redirect funds away from the specific populations of students they were intended to assist. For example, under the bill money for English language learners or low-income students could be redirected to programs serving entirely different populations. In a period of sequestration, when key programs—including early childhood education—are being cut, the number of children living in poverty has grown (more than 50 percent of the nation's children live in or near poverty) and the number of English language learners in our schools is increasing. ELLs are 11% of the total Pre-K-12 public school enrollment or about 5.4 million students. Now is not the time to dilute the limited resources available to at-risk populations.

Compounding this potential loss of funding for English language learners, the bill also eliminates maintenance-of-effort requirements, essentially letting states off the hook for their share of funding K-12 education and allowing them to reduce funding for school districts without any consequence. This will serve to compound an already bleak outlook facing many districts that are still reeling from recent state and local budget cuts, and a decline in federal funding coupled with reductions resulting from sequestration.

The bill further dilutes resources from the schools and students who need them most by including language that would make Title I funding “portable” -- changing the formula that is used to determine how much Title I funding each district and school receives by disregarding the percentage of students in poverty in a particular district or school. The portability provision would undermine Title I's fundamental purpose of assisting public schools with high concentrations of poverty and high-need students, and serve as a steppingstone to private school vouchers. A recent study from the Center for American Progress found that portability ignores the fact that concentrated poverty has a significant impact on students “beyond their own economic circumstances.” It also found that portability greatly weakens the ability of the Title I program to have the greatest possible effect. The study found that districts with high concentrations of poverty could lose an average of about \$85 per student, while the most-affluent districts could gain, on average, \$290 per student.

While undermining the financial resources necessary to help all students succeed, the Student Success Act does not measure and document the provision of core resources, which combined with utilizing all annual data could be a strong tool to support teaching and learning and ensure students don't once again become invisible, as they did under NCLB and its obsession with high-stakes testing.

The upcoming reauthorization offers a great opportunity to fix current law and put in place meaningful changes that will enable all children to receive the high-quality education they deserve. Help us oppose the Student Success Act so that a reauthorization helps all our students succeed!



INTERNATIONALS NETWORK
FOR PUBLIC SCHOOLS
Opening doors to the American Dream...

TESTIMONY BY
Elizabeth Olsson, Manager of Policy and Advocacy
Internationals Network for Public Schools
before the
New York City Council
Committee on Education
“Ensuring English Language Learners Receive Appropriate Educational Services”

February 25, 2015

Good Afternoon. My name is Elizabeth Olsson, and I am the Manager of Policy and Advocacy for Internationals Network for Public Schools. I would like to thank Chair Dromm, as well as the members of the Education Committee for holding this public hearing on ensuring English language learners receive appropriate educational services.

Internationals Network for Public Schools aims to ensure that recent immigrant English language learners (ELLs) have access to a quality public high school education that prepares them for college, career, and full participation in democratic society. We do this by working closely with local education departments, schools, and community-based organizations to open and support new high schools that serve this population. We also provide professional and leadership development, technical assistance, and other services to educators and others serving recently arrived immigrant ELL high school students. Sustaining a strong national network of innovative public schools, Internationals Network is led by a team of practitioners that work with 19 International High Schools and small learning communities nationwide; 15 of these schools are located in New York City. Our schools serve over 5,000 of New York City's recent immigrant ELLs. In four years, we graduate 58 percent of our students, while the four-year citywide graduation rate for ELLs is 32 percent. In six years, we graduate 77 percent of our students, while the six-year citywide graduate rate for ELLs is 57 percent.

New York City Department of Education (DOE) Supports to Schools Serving English language learners
Chancellor Farina's framework for guiding and assessing schools stresses six critical components: rigorous instruction, supportive environment, collaborative teachers, effective school leadership, strong family-community ties, and trust. These factors are critical for ELLs, as well as other students. In addition, the Chancellor has placed a strong emphasis on the importance of bilingualism and biculturalism and has shown a commitment to supporting schools as they work with English language learners. In this context, our New York City schools have benefitted from two recent system-wide DOE initiatives:

Learning Partners

Principals and staff within our network regularly visit each other's schools to observe best practices and learn how they can implement them in their own schools and classrooms. The Learning Partners program allows our schools to build on and deepen this work. Learning Partners promotes collaboration and dissemination of best practices among schools by pairing host schools that have expertise in a particular area with partner schools. Three of our schools are engaged in Learning Partners. One serves as a host school and two newer schools are participating as partner schools. The schools use the time

provided by the program to further enhance their work on teacher professional development and supporting ELLs.

Progressive Redesign Opportunity Schools for Excellence Program (PROSE)

The PROSE program, which was part of the new contract between DOE and the United Federation of Teachers (UFT), allows schools to implement innovative plans that fall outside the Chancellor's regulations or the UFT contract. Our schools are based on and implement an innovative model for working with English language learners, which includes teams of teachers who collaborate to serve their students. Most of our schools now participate in the PROSE program. This has helped to facilitate components of our model, such as teacher collaboration within schools. Participating International High Schools have been able to reorganize instructional time to create more opportunities for teachers who share responsibility for the same group of students to collaborate to create curriculum and to work together to address the academic and social needs of their students.

Additional Opportunities for New York City to Support English Language Learners

As the New York Immigration Coalition and other advocates are testifying today, many immigrant families need access to quality translation and interpretation services in order for them to be fully engaged in their child's education, which is an important driver of student achievement. Internationals Network strongly supports providing schools with the translation and interpretation resources and supports they need to provide families access to these services. We also urge the City to support two other key issues that impact ELLs and the schools that serve them:

Supports to Schools with Significant Increases in Unaccompanied Minor Students

Several International High Schools, as well as many other New York City Schools, have seen dramatic increases in unaccompanied minor English language learner student enrollment. According to the U.S. Department of Health and Human Services, over 2,000 unaccompanied minors were released to sponsors in New York City during the 2014 fiscal year, and at least 260 were released so far during the 2015 fiscal year.¹ This does not include the many children who were not apprehended at the border. Unaccompanied minor students are heavily concentrated in some New York City schools. We estimate that there are over 300 unaccompanied minors throughout our network, with some schools reporting as many as 60-80 newly enrolled unaccompanied migrant students.

Unaccompanied minors have a variety of needs that must be addressed in order for them to succeed academically. These students have fled extreme violence in Central American countries, have suffered severe trauma, and often have significant gaps in their formal education. All students are in need of legal services. Most, especially those who have experienced interrupted formal education, are in need of targeted academic supports. Those who suffer from psychological trauma due to the violence they have experienced or from extreme stress due to unstable living situations and a lack of uncertainty about their future are in need of socio-emotional supports, including mental health services.

Schools serving large numbers of these students need additional resources to ensure that unaccompanied minors receive the supports and services they need to meet the state's rigorous academic standards. These schools may need additional resources to provide one-on-one and small

¹ U.S. Department of Health and Human Services, Office of Refugee Resettlement, *Unaccompanied Children Released to Sponsors by County*. <http://www.acf.hhs.gov/programs/orr/unaccompanied-children-released-to-sponsors-by-county>

group academic supports to struggling students, as well as school-based legal and mental health services to address their needs.

NYSED's Elementary and Secondary Education Act (ESEA) Waiver Renewal

Currently, ELLs in grades 3-8 must take the English Language Arts test after their first year of instruction in the United States. This is problematic given that the test measures Language Arts proficiency in English, and, by definition, ELLs are developing their English proficiency and are not able to adequately demonstrate what they know and can do on ELA assessments. Taking a test that does not sufficiently capture the language arts proficiencies that ELLs have learned is tremendously discouraging to students and their families and does not provide teachers with accurate information regarding ELLs' progress. The critical importance of accurately and fairly measuring all students' progress is heightened in the context of teacher evaluation and school accountability and the need to minimize disincentives for serving certain student populations.

If approved, the waiver would allow the state to utilize the New York State English as a Second Language Achievement Test (NYSESLAT) as a way to assess ELLs' progress during the first two years of their instruction in the United States. The NYSESLAT is now aligned with the Common Core State Standards and provides a better measure of Language Arts proficiency for newly arrived ELLs. Therefore, the information gleaned from this assessment would both provide teachers and parents with a better understanding of these students' progress toward meeting standards than is currently provided by the ELA test and still hold schools accountable for providing rigorous language arts instruction for newly arrived ELLs.

Recommendations:

1. Advocate for state funding that can assist New York City as it serves newly arrived immigrant English language learners

The New York State Department of Education has requested \$10 million to support school districts that have seen significant increases in ELL student enrollment due to the increase of unaccompanied minor students. The city should advocate for the state to include this funding request in its final budget.

2. Allocate grants to schools with significant increases of newly arrived ELLs

City Council should also consider partnering with the DOE to provide grants directly to schools with significant increases of newly arrived immigrant ELLs. This funding could be used for purposes such as providing tutoring outside of school hours and facilitating partnerships between schools and service providers, including legal service providers and mental health providers.

3. Support NYSED's Waiver Request to Exempt Newly Arrived ELLs from the ELA Exam

City Council should also pass the resolution in support of NYSED's ESEA Renewal request that exempts newly arrived English Language Learners from participating in the ELA assessments for two years.



NEW YORK STATE ASSOCIATION FOR BILINGUAL EDUCATION

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POSITION STATEMENT ON APPROPRIATE EDUCATIONAL SERVICES FOR ELLS AND RESOLUTION 388-2014 The New York City Council's Education Committee Hearing February 25, 2015

The New York State Association for Bilingual Education (NYSABE) reaffirms its vigorous support to the New York State Education Department's request of the ESEA waiver renewal in relation to the education of English Language Learners (ELLs)/bilingual learners.

The main goal of NYSABE is to advocate for equitable educational opportunities for all ELLs/bilingual learners in New York State by participating in the development and implementation of policies safeguarding the educational rights of ELLs/bilingual learners. To this end, the views presented in this letter reflect our members' experience and expertise in the implementation of research-based successful bilingual instructional practices aligned to the Common Core State Standards.

NYSABE urges the US Department of Education to approve the New York State Education Department's waiver renewal request to: 1) exempt recently arrived ELLs from participating in the English Language Arts (ELA) test for two years, 2) include the New York State English as a Second Language Achievement Test (NYSESLAT) in addition to the ELA as part of the Performance Index to better measure ELLs/bilingual learners' progress, and 3) develop Spanish Language Arts assessments and offer school districts the option of utilizing them when they would best measure the language arts knowledge and skills of Spanish-speaking ELLs/bilingual learners.

A growing number of studies reveal that during their first year of attendance at a school in the United States, ELLs/bilingual learners are at the initial stage of understanding and using English; consequently, the English Language Arts (ELA) exam, designed for the non-ELL population, is not granular enough to capture the growth made by newly arrived ELLs/bilingual learners in their acquisition of Language Arts skills (Abedi, 2002; Solórzano, 2008; Menken, 2010). As expected, this practice generates discouraging effects among students and parents as well as educators since the granular data is not captured and therefore does not hold schools accountable in a meaningful way that will drive higher student outcomes and promote higher standards.

We are strong advocates of holding teachers and schools accountable for assisting all students, including ELLs/bilingual learners, in meeting high standards. However, appropriate measures must be used to achieve this goal. The NYSESLAT is now aligned with the Common Core Standards and was specifically designed to measure ELLs/bilingual learners' progress toward proficiency in Language Arts. It also provides more accurate and useful information to teachers and administrators so they can design, plan, and implement appropriate Language Arts instruction. Using the NYSESLAT *in addition* to the ELA as part of the Performance Index is appropriate.

We also acknowledge the ability of a large number of ELLs/bilingual learners to demonstrate their progress in Language Arts through the use of home language assessments. In this regard, considering that Spanish-speaking ELLs/bilingual learners constitute the largest ELL sub-group in New York State, we believe that it would be most appropriate to develop and utilize Spanish Language Arts assessments for recently arrived Spanish speaking ELLs.

On behalf of the students, families, educators, members of community-based and private entities whom NYSABE represents, we thank you for your commitment to address the educational needs of ELLs.

Tatyana Kleyn, Ph.D.
NYSABE President

**Hearing on Ensuring English Language Learners (ELLs)
Receive Appropriate Educational Services and Res. 388
New York City Council Education Committee,
Chaired by Council Member Daniel Dromm, Council Chambers – City Hall
Wednesday, February 25, 2015**

Testimony by: Teresa Arboleda
President, Citywide Council on English Language Learners (CCELL)
(ccell@schools.nyc.gov or arboledat@yahoo.com)

Thank you for the opportunity to testify. The CCELL was established by NYS Education Law 2590-B, 5., with the power to advise and consent on any educational or instructional policy involving bilingual or English as a Second Language Programs. The CCELL promotes second English Language Learning (ELL) by advocating on behalf of NYC public school students in bilingual, dual language, and ESL programs. The Council also encourages parent engagement in their children's language learning by providing information about public school ELL programs and services and by providing a forum for parent and community concerns about these programs and services

Bilingual education in New York City has often been met with lack of support from school administrators. Programs that were flourishing could be dismantled when a new principal, who did not support bilingual programs, came on board. The Memorandum of Understanding (MOU) announced in November between the NY State Education Department and the NY City Department of Education should lead to better outcomes for English Language Learners and provides hope for support of bilingual education that did not always exist in New York State. The 40 Dual Language Programs added or expanded in New York City were offered to principals who applied for them, assuring support by administration in a school. Supports and services planned include staff development, and bilingual teacher certification. There is a call for dual language programs in the future in languages such as Arabic and Russian.

Meaningful parent engagement leads to successful students and to succeed it is necessary to engage families and school communities. Toward that effort parents must be provided with the opportunity to attend free English classes in their children's school or nearby. Resources for these classes, including funding for staff, supplies, and learning materials, must be made available to the schools. There are also concerns in schools about assuring that there is appropriate translation and interpretation in the languages that parents speak. PTA meetings as well as information about school events should be translated. While at present there is someone assigned in each school to assure there are proper translations provided to families, parents are often afraid to express their concerns. Staff should be trained to be sensitive to the concerns of different cultures.

Hearing on Ensuring English Language Learners (ELLs)
Receive Appropriate Educational Services and Res. 388
Chambers – City Hall
Wednesday, February 25, 2015
ccell@schools.nyc.gov

Res No. 388 - We fully support the New York State Education Department's Elementary and Secondary Education Act Waiver Renewal request that newly arrived English Language Learners (ELLs) be exempted from participating in the English language arts assessments for two years. In light of the new Common Core Learning Standards, not exempting ELLs is counter-productive. There is some concern about ELL students losing their proficiency in math with the implementation of the new common core standards. The possibility of the loss of confidence faced by these ELL students poses a challenge.

Research studies (Toronto Board of Education, Jim Cumins, 1979, 1981) show that while students may quickly acquire conversational fluency, it generally takes a minimum of five to seven years to acquire academic aspects of a language. Students who stay longer in a bilingual program acquire math and reading skills as fast as or faster than those in English-immersion or those who exit bilingual programs early. Data shows that students who began English-only schooling, with little formal study of their native language, scored lower on a standardized achievement test than students who had earlier been exposed to formal native-language education. Thus first-language proficiency may positively influence achievement in the second language. (Collier and Thomas 1987). Testing after only one year does not present an accurate demonstration of a student's progress.



It's about great public schools.

The New York City Charter School Center

Melissa Katz, ELL Specialist

**Testimony Presented to the New York City Council Education Committee and Subcommittee
on Non-Public Schools**

**Res. No. 388 – Resolution in support of the request that newly arrived English Language
Learners be exempted from participating in the English language arts assessments for two
years**

**Oversight Hearing on Ensuring English Language Learners Receive Appropriate Educational
Services**

Wednesday, February 25, 2015

Good afternoon, Chairperson Dromm and members of the New York City Council Committee on Education. My name is Melissa Katz and I am the ELL Specialist for the New York City Charter School Center (Charter Center).¹ Thank you for the opportunity to present testimony today.

Having worked both with NYC district and charter schools, I have seen the challenges and successes of working with schools in their support of English Language Learners. For four years, I worked in the South Bronx as an ESL teacher in an elementary district school. I struggled with meeting the needs of my students, especially those who came to the country not performing on grade level in their native language. These students were learning a new language, new content, and a new culture. Seeing that this population represented a “gap within the gap,” I searched for a way to strengthen the impact I could have to improve supports for ELLs across the entire city. I was brought onboard by the Charter Center this past fall as part of an initiative to support NYC charter schools with the enrollment and education of ELLs.

Both district and charter schools still have work to do when it comes to supporting ELLs. We know that charter schools are not serving enough ELLs. However, this is because ELL students exit charter schools at high rates, but rather that ELLs are not applying and enrolling in charter schools in the first place². The Charter Center launched the Charters Open Doors campaign to raise awareness that charter schools are open to all students, including those whose home language is

¹ The New York City Charter School Center is an independent not-for-profit organization established in 2004 to help new charter schools get started, support existing schools, build community support, and train new leaders so that highly effective public charter schools can flourish.

² Winters, Marcus. *Why the Gap?: English Language Learners and New York City Charter Schools*. Manhattan: Center for State and Local Leadership. Available online at http://www.manhattan-institute.org/html/cr_93.htm#.VO25E1Yk_1o



not English. As part of the campaign, we have:

1. Held a press conference on City Hall's steps
2. Run newspaper ads, subway ads, and radio ads in multiple languages.
3. Translated the common online application into multiple languages
4. Worked with charter school leaders and educators on best practices for enrolling ELLs
5. Conducted trainings on how to provide the necessary supports to meet ELLs' unique learning needs.
6. Conducted school visits to share best practices

On the district sector's side, we admire the efforts that Chancellor Fariña has taken to address ELL supports, such as restructuring DELLSS, formerly OELL, creating new dual language programs, and ensuring that the needs of English learning parents are met. We believe that collaboration between district and charter schools is key in addressing the challenges we face in educating ELLs. In fact just this morning I was at Heketi Community Charter School on the first of four ELL school tours that feature both district and charter schools and is open to all educators to attend. I know that the Charter Center's CEO, James Merriman, and Chancellor Fariña, who sits on our board, have recently met to discuss even more ways to collaborate.

It is important to address the issues facing ELLs now, especially as this population is only going to grow in the coming years. We support Res. No. 388 to exempt ELLs from taking the ELA exam for two years. To expect ELLs to enroll in school and reach proficiency in one year is unrealistic and unfair. Many of the city's ELLs come to our schools not performing on grade level in their native language. In this case, an even bigger gap has to be closed before reaching proficiency. ELL educators have a unique challenge of teaching both content and language simultaneously. Students are learning to navigate a new way of life, a new language, and new academic content and skills all at the same time. These are not easy tasks, and the added pressure of sitting for a state exam in one year's time does no one a favor. ELLs are not even expected to pass the NYSESLAT until three years' time and research shows that it can take closer to seven years to truly reach proficiency in a language. We believe that giving a two-year exemption before taking the state ELA exam is fairer to students.

In my work with schools I've realized that there is no secret formula for world-class ELL supports, just great all-around supports for all students. Unfortunately, proficiency rates tell a different story. It's clear that all our city's schools still have work to do when it comes to supporting ELLs. Make no mistake, instructing ELLs, but we can and should do better, and collaboration between all the city's schools will prove to be a key tool in achieving better for our ELL students.



The Committee for Hispanic Children and Families, Inc.

**Testimony of
The Committee for Hispanic Children and Families, Inc.**

**Before the New York State City Council Committee on Education
February 25, 2015**

Good afternoon, my name is Vanessa Ramos, Sr. Director for Policy of The Committee for Hispanic Children and Families, Inc. (CHCF). I want to thank the Chair and members of the Committee for giving us the opportunity to testify today. On behalf of CHCF, I am here: 1) to express our support for the New York State Education Department's requested ESEA waiver amendment exempting newly arrived English Language Learners from taking the English Language Arts (ELA) assessment and (2) to present our recommendations for ensuring quality early education to support English Language Learners (ELLs), who we consider emergent bilingual children.

Since 1982, CHCF has combined education and advocacy to expand opportunities for children and families and strengthen the voice of the Latino community. Believing that the most effective way to support families is by building upon their strengths and fostering self-sufficiency, CHCF provides services through Youth Development programs, an Early Care & Education Institute, and policy and advocacy initiatives. CHCF's innovative model includes implementing cultural and linguistic competencies to effect change, along with hiring and retaining bilingual and bicultural staff.

ELL students comprise 14.8% of New York City's student population; and 62.4% of those come from Spanish-speaking homes. These numbers are why CHCF formed the Latino Coalition on Early Care and Education (LCECE) in 2007. LCECE is committed to increasing the availability and quality of culturally and linguistically appropriate child care and early education for Latino children and ELL students in New York.

CHCF supports Resolution No. 388, which backs New York State Education Department's Elementary and Secondary Education Act Waiver Renewal. The Resolution allows newly arrived English Language Learners be exempted from participating in the English language arts assessments for two years, and accepts the New York State English as a Second Language Achievement Test (NYSESLAT) as the alternative to the ELA during this period.

English Language Learners are students who are developing their understanding and use of the English language. They differ in native language, national origin, age, socioeconomic status, histories and capacities. (García & Flores, 2013). Seen in this light, the ELA assessment is not an adequate instrument to capture instructional gains or language development; it does not afford newly arrived ELL students the opportunity to demonstrate what they know, what they have learned and what they can do on English Language Arts. The ELA, which requires a high level of English language development, does not offer translations to assist ELL students; therefore, progress in language development is not captured by the ELA. CHCF's work in partnership with K-12 schools to provide student support services and parent engagement has shown that ELLs are unnecessarily disadvantaged throughout their education due to unfair, English-only assessments to promote advancement.

Students would make significant progress in language development if they were given the opportunity to demonstrate their skills in their native language. Language involves more than grammatical structures, it is also "a series of social practices and actions that are embedded in a web of social relations" (Street, 1985; Pennycook, 2010). Therefore, language learning in an academic setting is not only about the mastery over grammar and vocabulary, but also about the development of competency in the language specific to each academic discipline.

The NYSESLAT assessment is better in measuring progress for newly arrived ELLs and an efficient way to meet NY State's high expectations for all ELL students. To further this argument, research informs us that it takes at least five to seven years to develop academic proficiency in a second language (García, Kleifgen & Falchi, 2008; Hakuta, Goto Butler & Witt (2000). Therefore, it is unreasonable to expect that newly arrived ELL students have only one year to attain academic proficiency and excel in the ELA assessment. In light of this research

and of the implementation of the Common Core State Standards, a two year exemption is only a bare minimum. We urge that, going forward, decisions regarding ELL students take into account the research on academic language acquisition.

CHCF also takes this opportunity to provide this Committee with our LCECE coalition recommendations in early education, particularly in pre-K. Pre-K must be inclusive of emergent bilingual children by incorporating children's home languages to develop native English language proficiency.

We salute the positive impact of opening universal pre-K to all children in New York City, and strongly support the principle that all teachers are teachers of ELL students.

CHCF and LCECE recommend that in the process of UPK implementation and expansion:

- Funding is set aside for meaningful, ongoing preparation and professional development of the professional prekindergarten workforce with coursework on dual language acquisition and effective teaching practices for emergent bilingual students.
- New York City promotes specific strategies that encourage parent involvement and support Latino parents in creating engaging language and literacy experiences at home to reinforce children's learning at preschool.
- Salary parity across New York City's entire publicly funded pre-K education system.
- New York City's early education programs ensure that children have opportunities to demonstrate their abilities, skills and knowledge in any language, including their home language; and utilize assessments in both English and the home language to help determine what the child has learned and is capable of doing, as well as the child's level of language development.
- New York City ensures that the web-based information about enrollment, choices, programs, rules and policies, and academics is also available in print-format in the parents' home language.

As a member of New York Immigration Coalition's Education Collaborative, CHCF supports the Build the Bridge Campaign calling upon the Department of Education (DOE) to provide

translation and interpretation services to parents so they can actively participate in the education of their children.

As advocates, we look forward to updates from NYC DOE on the progress achieved in expanding bilingual and dual language programs, and on the development of culturally sensitive, research-based Pre-K curricula for emergent ELL students. We have a collective responsibility to invest in programs, curricula, educators and lessons to fulfill the human right to an education. The deficit-based, remedial and monolingual system must be transformed into a system that embraces linguistic and cultural diversity as assets.

Thank you.



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**New York City Council Hearing on English Language Learners
Testimony by Kim Sykes, New York Immigration Coalition
February 25th, 2015**

Good afternoon, and thank you to the members of the Council for convening this hearing and to Chairman Dromm for his continued leadership for immigrant communities.

My name is Kim Sykes, and I'm the Senior Manager of Education Advocacy at the New York Immigration Coalition. We are an umbrella policy and advocacy organization with nearly 200 members from New York State, and we aim to achieve a fairer and more just society that values the contributions of immigrants and extends opportunity to all. As part of this work, we convene an Education Collaborative of grassroots immigrant organizations, policy and legal organizations and practitioners. Together we fight to increase English language learners' (ELLs') and immigrant students' access to a quality education and to expand opportunity for their parents to be engaged.

Thank you for this opportunity to share perspective on positive steps and opportunities to better support ELLs and engage their parents. We strongly support Resolution 388 and thank City Council and the Education Committee under Chairman Dromm's leadership for advocating for this critical change for ELLs.

As Council knows, graduation rates and proficiency levels for ELLs lag incredibly far behind their English-speaking peers. My colleagues will outline some of the positive steps that the DOE has taken to address this situation. The NYIC appreciates the Department of ELLs and Student Support's partnership through our joint College Guide for Immigrant Parents. Together we've helped immigrant parents understand what their children need to do to graduate from high school and to prepare for college - a real need in the community. We also appreciate the Translation & Interpretation Unit's real concern for the barriers immigrant parents face and the opportunity to work with them to address these issues.

However, we're all here today because more needs to be done for ELLs. My fellow Collaborative members will offer student-centered recommendations that the NYIC supports.

My testimony will focus on engaging ELL parents by ensuring language access. Research has shown that one of the major factors predicting student achievement is the extent to which a student's family is able to participate and become involved in their child's education.¹ We applaud Chancellor Fariña for her welcome and wise focus on parent engagement.

The NYIC's Education Collaborative recently announced our Build the Bridge campaign to ensure that parents have access to quality translation and interpretation. Nearly half² of public school students – almost half a million families – speak a language other than English at home. According to the DOE³, more than 180 languages are spoken by our school families. Translation and interpretation are essential preconditions for ELL parent engagement, and also for including immigrant parents more who have English proficient children in our schools.

¹ See National Education Association research available at: <http://www.nea.org/tools/17360.htm>.

² 42% of public schools students speak a language other than English at home.

³ See <http://schools.nyc.gov/RulesPolicies/languagepolicy.htm>

RIGHTS

Parents have a right to translation and interpretation under Title VI of the Civil Rights Act of 1964. And according to the DOE's own regulation – Chancellor's Regulation A-663⁴ – these services should at least be available in the top 9 languages as defined by the DOE, which now includes Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu. Our Education Collaborative fought for this regulation and won it with Council's leadership in 2006.

BARRIERS

While parents have a right to translation and interpretation and services are technically available, lack of quality translation and interpretation remains a very serious problem for immigrant parents across the school system. Key barriers for parents accessing services at schools reported by the community include:

- **Non-impartial or inappropriate individuals are often called upon to translate.** This includes students translating about their own academic performance, fellow parents translating about situations viewed as private family matters by the impacted parents, and school staff who haven't been properly trained being drafted even though they aren't able to translate technical terms related to ELLs or students with disabilities;
- **Parents and schools face long wait times** for interpretation and translated materials. Parents are discouraged by messages from the school regarding how long and difficult it is for them to get services for parents. Parents lose income from waiting after they've taken time off work and face difficulties with childcare;
- **Parents who need services do not get them.** This happens even though parents have requested services. In addition, parents receive translated documents, but they aren't in the appropriate language. Parents are also asked if services are needed but are not asked in a language that they can understand. Many parents also do not know that they have a right to translation and interpretation;
- **Parents are afraid to ask for services due to the school climate or misperceptions.** Many schools are unaware of cultural gaps that need to be bridged to connect parents with services. Parents can feel unwelcome in schools and perceive, based on body language, tone, etc., that they should not ask for services even though they know services are available. Parents may have concerns that asking for services will make the family subject of unwanted attention, negatively impact their children's grades or mark the student and/or family as a problem or burden on the school;
- **Often, student-specific materials are not translated.** This includes report cards and Individualized Education Programs, which are rarely translated;
- **Translation quality is poor.** Sometimes services are provided but are so literal or technical that the parent cannot understand.

SOLUTION

Many schools want to provide quality translation and interpretation services to parents, but they need support to understand how the translation system works, to know best practices, and to solve problems. And, we need to ensure that ultimately schools are getting the support they need and are doing their part to provide quality services to parents.

The additional funding for over-the-phone translation and interpretation services and outreach included in the preliminary budget is a positive step, but much more needs to be done.

Right now we have a singular opportunity to fix a key problem. Currently there are just 2 people at the Department of Education with the job of seeing how schools are doing with translation and interpretation, helping schools that need it, and ensuring improvements. There are more than 1700 schools for these 2 people to cover.

⁴ See <http://schools.nyc.gov/Offices/Translation/ChancellorRegulation/Language%20Access%20Policy>

However, the DOE is in the process of setting up a new school support structure for the next school year. They're expanding superintendent offices and charging them with supporting schools and assessing how the principal is doing leading the school. They're also creating new Borough Field Support Centers to actually provide schools with the support they need.

The NYC's Education Collaborative is calling for this new structure to also include staff who are focused on overcoming language barriers parents are facing. Instead of 2 people for 1700 schools, at a minimum there should be a point person in each superintendent office who is accountable for doing four very important things:

1. **Distinguishing** which schools need support on translation and interpretation.
2. **Identifying successes and gaps** in both schools' practices and in materials and translators that schools pass along to parents from the DOE's central office.
3. **Supporting** schools.
4. **Ensuring** that parents get quality services.

There's something very real on the line in getting translation and interpretation right. So many of our immigrant families come to America because they want their children to have a good education. Not surprisingly, parents want to know how it's going and they want to talk about it with their children's schools.

The DOE needs to act now to bridge the gaps in the system because schools need support on translation and interpretation and immigrant parents need change.

Thank you.



Advocates for Children of New York
Protecting every child's right to learn

**Testimony to be delivered to the New York City Council
Committee on Education
Re: Ensuring English Language Learners Receive Appropriate Educational Services
and Res. 388
February 25, 2015**

Good afternoon. My name is Abja Midha and I direct the Immigrant

Students' Rights Project at Advocates for Children of New York. For more than 40 years, Advocates for Children has worked to promote access to the best education New York can provide for all students, including students from low-income backgrounds, students who are learning English, students with disabilities, and students of color. The Immigrant Students' Rights Project advocates for better educational opportunities for immigrant families and English Language Learners, or ELLs.

As active members of the *Build the Bridge* campaign, we fully support the recommendations of the New York Immigration Coalition to improve translation and interpretation services for immigrant parents, although I am going to focus my testimony on another issue today.

For many years now, Advocates for Children has worked with immigrant families who are interested in enrolling their children in bilingual programs –both Dual Language (DL) and Transitional Bilingual Education (TBE) programs. Under New York State law, ELLs have a right to choose bilingual education. Unfortunately, when

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parents attempt to exercise this right they learn that few, if any, programs are available in their native language. When such programs do exist, they are not available across grade levels and/or do not have enough seats to accommodate all interested families.

Currently, less than 20 percent of ELLs have access to bilingual programs. The number of ELLs with access to bilingual programs is even lower for languages other than Spanish. The percentage of ELLs enrolled in bilingual programs remains low despite the fact that the Department of Education (DOE) has a legal obligation to create bilingual programs whenever an elementary or middle school has 15 or more students in the same grade or two consecutive grades and whenever a high school has 20 or more students in the same grade.

When we have raised our concerns about the shortage of bilingual program options for ELLs, the DOE has repeatedly emphasized the need for parents to express interest in order for new programs to be created. Immigrant parents who find their way to our organization become aware of their right to bilingual programs. However, based on our decades of experience working with immigrant families, parents rarely learn about their right to bilingual programs until it's too late. When students are identified as ELLs, schools are required to inform parents of the different types of ELL programs available. Schools are then supposed to provide parents with an opportunity to indicate their program preference. Frequently, we



hear from families that schools tell them to choose whichever program the school offers and do not give them a chance to indicate their true preference. In addition, parents inform us that schools do not take the time to describe the different programs, including the benefits of each program model. Without information about the different program models, parents cannot make meaningful choices.

The DOE's recent announcement that it will be creating 25 new DL programs and expanding 15 already existing DL programs in September is a welcome step forward. However, in order for these programs to be successful, schools must ensure that immigrant parents are informed about the existence of the programs and benefits of the DL program model. Otherwise, families who would benefit from such programs will remain in the dark and ELL-designated seats in these programs will remain unfilled.

Moreover, the DOE cannot and must not stop after these 40 DL programs are launched in September. The DOE must continue to prioritize the creation of additional bilingual programs, including in languages other than Spanish. For example, according to the DOE's own data, Bengali and Arabic are the third and fourth most spoken languages by ELLs, but there are only 3 Bengali TBE programs and no Bengali DL programs in the city. Similarly, there is only 1 Arabic DL program and 1 Arabic TBE program in the city. That's 5 programs to serve more than 12,600 students. Disappointingly, there are no new Arabic or Bengali DL programs planned



for the upcoming school year. And to date, no announcements have been made about new Arabic or Bengali TBE programs being launched in the fall.

The DOE must also prioritize creating bilingual programs for older ELLs and special education students. Only 3 of the 25 newly announced DL programs are for high school students, yet nearly 30 percent of ELLs are high school students. Similarly, only 2 to 3 of the new DL programs are for special education students when more than 20 percent of ELLs are classified as having disabilities.

Before I conclude, I would also like to express our support for Res. 388-2014 and the New York State Education Department's Elementary and Secondary Education Act (ESEA) Waiver Renewal request that newly arrived ELLs be exempted from participating in the Grades 3-8 English Language Arts (ELA) assessments during the first two years of their arrival. In our experience, the New York State English as a Second Language Achievement Test (NYSESLAT) is a more accurate instrument than the ELA assessment for first- and second-year ELLs since it better reflects the instruction ELLs should receive in English as a Second Language (ESL) classrooms.

Thank you for the opportunity to testify today. I would be happy to answer any questions you may have.

Hearing on English Language Learners

February 25, 2015

Good Afternoon

My name is Darnell Benoit the Director of Flanbwayan Haitian Literacy Project and also an organization that is part of the New York Immigration Coalition Education Collaborative we work on different challenges immigrant communities face in the public school system. I also represent the CCLOSE coalition that is working on Closing the gaps in ELLs Education.

For the past 10 years we have been working to help new Haitian families enroll their children in school as they enter the country, we take families and their children to enroll in high school all year round. The enrollment centers are not the friendliest of offices to be in when you don't speak English. The enrollment center is the entry point into the public school system at the high school level it is important that we do a better job at welcoming parents and help them to navigate the system. It is an opportunity to guide them and build relationships. Parents at enrollment centers often feel desperate and neglected unable to speak for themselves because of the lack of translation and interpretation available. Parents are not given any explanations of the different school options, they are not talked to in their language because there isn't anyone present to help, they don't have a voice in the process at all. For example Families often spend an entire day waiting for school placement only to find out they are missing documents, if there was information in their language or someone who was giving out information in their language as they entered the center that would make a world of difference. Immigrant parents must have access to translation and interpretation services throughout the public school system so families can be better engaged in their children's education. We strongly support the Build the Bridge Campaign, the testimony and recommendations made by the New York Coalition.

I also represent the CCLOSE coalition, a coalition that is working on closing the gaps in ELLs education. A special focus for us is the plight of older ELLs or young adults at the high school level, we all know how extremely important a high school diploma is for our world today. The city's ELL graduation rates are alarming. Many older ELLs don't have access to all educational opportunities in the public school system that would help them attain a high school diploma, ELLs don't have access to alternative pathways to graduation like general population students. General students are able to transfer to another school program when they are failing, lack credits or regents exams, they are able to leave their traditional school and attend a program that is more supportive, smaller and more engaging. According to DOE data Most newcomer ELLs enter the public schools in elementary grades and in High school with limited time to learn English, have content knowledge and pass state exams, Therefore the DOE needs to expand opportunities for ELLs in all programs so every student can find success. Without a high school diploma these immigrant students face severe challenges in their future.

We affirm that real opportunities for all New York City students, including English Language Learners (ELLs), are based on RESPECT:

R Real access to programs that support **ELLs**

Including more bilingual programs with better resources and well-trained teachers, a way for students to transfer into these programs when they are not placed in them by the Borough Enrollment Offices, and more programs that specifically address the needs of Students with Interrupted Formal Education (SIFE).

E All immigrant students must be able to **Enroll** in school

The law says that students have the right to receive an education in New York City public schools until the age of 21. No student under the age of 21 should be turned away or told that they have to enroll in a GED program.

S Schools that enroll ELLs must be **Supported** and not penalized

Students who are new to the United States and who are just learning English for the first time may have a harder time passing standardized tests and earning credits in their English-only classes. Schools that enroll many ELLs should be supported so that their students can be college ready, and not punished because their students may take longer to graduate.

P Parents must be able to **Participate** in their children's education

The law says that immigrant parents have a voice in how their children are educated. They have the right to say whether they want an ESL or bilingual program for their children. They have the right to join together and insist that the school create a bilingual program for them. They have the right to meet with school staff regularly to talk about their children's progress. They also have the right to interpretation and translation services.

E **Equal** access to alternate pathways to graduation

The DOE has lots of programs to help students become college and career ready. These include transfer schools, night schools, and vocational programs. Unfortunately, many of these programs don't have services for ELLs, like ESL classes. All students need these opportunities.

C School **Cultures** must respect **OUR Cultures**

Schools should be welcoming places for immigrant students and their families. The diversity of New York City should be celebrated. ELLs shouldn't be bullied in schools, all students should be taught to be tolerant, and we should see ourselves reflected in the curriculum.

T Schools must **Team** up with community organizations

Schools must actively partner with community organizations to meet the academic, linguistic, cultural and social-emotional needs of ELLs. Schools need the resources to make these partnerships reality.

Flanbwayan Haitian Literacy Project
Coalition of Culturally and Linguistically-Specific Organizations in Support of Education
(CCLOSE) "Closing the Gap in ELLs Education"



THE COALITION FOR ASIAN AMERICAN CHILDREN AND FAMILIES

**New York City Council Committee on Education
Oversight Hearing: "Ensuring English Language Learners Receive Appropriate Educational
Services" as well as to consider Res. 388
February 25, 2015**

**Testimony of Sheelah Feinberg, Executive Director
The Coalition for Asian American Children and Families (CACF)**

Good Afternoon. My name is Sheelah Feinberg and I am the Executive Director of the Coalition for Asian American Children and Families (CACF). I would like to thank Committee Chair Dromm and members of the Education Committee in holding this important oversight hearing on educational services for English Language Learners.

For nearly 30 years, CACF has been the nation's only pan-Asian children's advocacy organization. We work to improve the health and well-being of Asian Pacific American (APA) children and families in New York City in three policy areas: education, health, and child welfare. CACF advocates on behalf of underserved Asian Pacific American families, especially immigrants struggling with poverty and with isolation due to limited English proficiency.

Many APA families in New York City are challenged by linguistic isolation, poverty, widely disparate levels of formal education, and a lack of familiarity with US school systems. Our parents struggle to support their students in navigating their education, and desperately need translated information delivered in a culturally competent manner. One CACF member reflected earlier this year that APA parents have experienced interpretation delivered in an incorrect language, have received inaccurately interpreted information, and that translated documents that they've received use words and phrases that they don't understand. The Department of Education needs more resources and additional staff to fully meet the language needs of the students and parents of New York City, and additional academic and socio-emotional supports to ensure that English Language Learners are college and career ready.

There is an achievement gap that exists within the APA student community. While 5% of APA students are enrolled in the top 3 specialized high schools in New York City, there are many more APA students who struggle throughout their academic career. These students find themselves isolated and marginalized, and lack the necessary support to navigate the education system and access services critical to becoming competent, well-adjusted, civic-minded adults. **1 in 4 APA students in New York City's public school system does not graduate on time or at all.** Due to stereotypes and a lack of public awareness about the range of APA needs, our students remain largely invisible and their needs are not considered in discussions on education reform initiatives.

The Needs: APA students face a multitude of barriers to success, one of which is language access. In DOE schools, 25% of ELL students spoke an Asian language at home in 2012, the second largest language group after Spanish. The language access needs of the APA community are acute:

Family unfamiliarity with US Schools: 72.9% of the Asian population in NYC is foreign-born.¹ This means that a high percentage of APA students are first generation, in the process of learning English, and hail from families that are unfamiliar with the US school systems. These students and families need additional translated/interpreted support to navigate the school system, understand

¹"The Newest New Yorkers 2013: Characteristics of the City's Foreign-Born."

their language rights as students and parents, and access linguistically accessible resources to support students' learning.

Limited English Proficiency: 35% of APAs living in New York City are Limited English Proficient, meaning that no one in a household above the age of 14 speaks English well.² This often forces students to serve as interpreters for their families, which causes additional stress and anxiety for the student and parents. Limited English Proficiency is also a barrier to parent participation in school events, discussions, and meetings about students' educational achievement as interpretation is not easily accessible.

Linguistic and Ethnic Diversity: There are over 100 Asian dialects spoken in the US³, and at least 40 Asian dialects spoken in New York City.⁴ The top Asian languages spoken at home by English Language Learners in the public school system in 2013 were highly diverse: Chinese, Bangla, Arabic, Urdu, Punjabi, Uzbek, and Korean. The diversity of languages and dialects spoken by APA families makes community outreach and education challenging, and without targeted outreach these communities will continue to be isolated.

Limited Literacy in Native Languages: In addition to limited English proficiency and a diverse range of languages spoken, many APAs also have limited literacy in their native languages. This limitation underscores the necessity of partnering with community-based organizations and community members to engage in direct outreach to contact isolated families by phone, visits, or word of mouth.

Recommendations: CACF's member organizations are direct service providers who work closely with APA students and families. We meet with members regularly to discuss the needs and concerns that APA community members. Our communities have reported innumerable difficulties in supporting their children's education and connecting with schools, especially due to language barriers. **CACF fully supports the New York Immigration Coalition's the Build the Bridge campaign and their testimony and recommendations. Immigrant parents must have access to quality translation and interpretation services in order to be engaged in their children's education. Additionally, we recommend: that the Department of education collect and report disaggregated data according to languages spoken, ethnicities tracked by the Census, country/birthplace of origin; providing cultural competency training for interpreters, teachers and staff; targeted parent engagement; improved socio-emotional supports; and the inclusion of ethnic studies into DOE curricula. We believe that these are all critical factors to ensure ELL student success and college and career readiness.**

CACF supports the reporting of racial and socio-economic data, particularly on the crucial need to include the disaggregation of data. For the past 4 years, CACF have been working to pass legislation to collect and report disaggregated data in city and state social service agencies. The APA community is by percentage the fastest growing group in New York City, nearly doubling every decade since 1970. 1.3 million APAs reside in all five boroughs, and make up nearly 15% of the city's population. Tracking our dynamic and growing population is critical to ensure that each emerging community is receiving the proper linguistic and cultural appropriate resources for families to support their children to succeed in schools. The collection and reporting of disaggregated data would spotlight challenges and barriers that APA groups face in public school education as many struggle with financial, linguistic and cultural

² Salvo, Joseph. "New York City's Asian Population: One Million and Counting." City University of New York: AAARI Conference on Rethinking NYC's Asian American Communities May 5, 2014. <http://www.aaari.info/notes/14-05-05Salvo.pdf>

³ National Education Association. <http://www.nea.org/home/15555.html>

⁴ "Distinct Places, Shared Opportunity: A Neighborhood-based Analysis of Asian Americans in NYC." Asian Americans for Equality, Inc., February 2011. http://www.nyc.gov/html/dc/downloads/pdf/asian_americans_for_equality_report.pdf

barriers. The reporting of such data would also contradict prevailing perceptions of APA's as a homogenized, well-to-do, comprehensively successful group.

CACF members have voiced the need for the inclusion of cultural competency in interpretation and translation for parents, and when outreaching to families. APA parents are often intimidated about asking for interpretation for fear of imposing on school staff or that there may be repercussions for their children. Cultural competency helps ensure that interpreters are sensitive and comprehensible, that the interpreter uses colloquial language, and that parents feel comfortable engaging in the conversations. Additionally, CACF encourages the DOE to implement cultural competency trainings for school staff and students; in a coherent, integrated, and systemized program that discusses the need for cultural competency across races, ethnicities, gender identities, sexual orientations, religions, and physical/mental abilities. A pilot program was conducted a few years ago that provided diversity trainings to school staff but it was never widely implemented, and CACF encourages the DOE to build on these efforts.

As mentioned earlier, APA families have the highest rates of linguistic isolation in New York City, and speak a wonderfully diverse set of languages. To connect these families to information about their children's education, the Department of Education can leverage connections with community groups to more easily transmit information and recruit culturally competent translators. These groups are, in many cases, already deeply embedded in our communities and are already supporting families in a number of ways. Leveraging these connections is an excellent step towards building parent engagement. Additionally we encourage school staff to leverage data about the communities enrolled in their schools to implement targeted, linguistically accessible parent outreach and engagement campaigns.

CACF's youth advocacy group, the Asian American Student Advocacy Project, has identified a number of recommendations, and Luwei Xiong will testify as their representative today.

Thank you again for holding this important oversight hearing and for giving me the opportunity to testify.

New York City Council Committee on Education
Oversight Hearing: "Ensuring English Language Learners Receive Appropriate
Educational Services" as well as to consider Res. 388
February 25, 2015

Testimony of Lois Lee, Director, Queens SACCC PS 20
Chinese-American Planning Council
llee@cpc-nyc.org

As the director of a COMPASS program, I have seen the immigrant children struggle with the English Language while trying to adjust to a new country and culture. Chinese American Planning Council wholeheartedly supports the Res. Nos.388. English Language Learners are subjected to 10 days of stressful testing for NYSESLAT (4 days of speaking, Listening, Reading, Writing), ELA (3 days), MATH (3 days). While the 2 year exemption is a start, 3 years may be better. We understand how difficult it is learn a new language, especially when the language structure (subject verb/agreement, plurals, no alphabet) of Mandarin and English is so different. Research shows that by 2nd grade, children from low income families know about 4,000 fewer words with children from upper incomes. Bridging the vocabulary gap for ELLs is more difficult without prior background knowledge nor understanding the nuances in language versus literal meaning of English words. In order to pass the high stakes Common Core NYS ELA test questions an ELL student needs to build academic vocabulary, understand idioms, cliches, etc. without support from the home life (illiterate parents). Research shows that a child will learn a word if he hears it at least 6 times, but for an ELL student, he must hear it in context at least 10-12 times. School administrators and instructional staff have examined the questions on an ELA or NYSESLAT, and they find some of the questions ambiguous and even got the answers wrong themselves. A child passes who passes NYSESLAT, has a greater chance of scoring a 2 on ELA, which is below standards, but on the right track. It is assumed that if a child can't pass NYSESLAT then he can't pass ELA. However, there have been some cases where children score a 2 on ELA, and yet can't pass the NYSESLAT. Having dual sets of assessments is harmful to the child. In the future, we hope that a resolution will be in place for students who pass ELA with a 2 will then not be required to pass NYSESLAT.



THE COALITION FOR ASIAN AMERICAN CHILDREN AND FAMILIES

**New York City Council
Committee on Education
Oversight Hearing on English Language Learners (ELLs)
February 25th, 2015**

**Testimony of Luwei Xiong
Asian American Student Advocacy Project (ASAP) Youth Representatives,
The Coalition for Asian American Children and Families (CACF)**

Good Afternoon. My name is Luwei Xiong and I am here as a representative from the Asian American Student Advocacy Project (ASAP). We are a citywide youth leadership program under The Coalition for Asian American Children and Families (CACF). Members in ASAP represent Asian Pacific American (APA) public high school students from all 5 boroughs, and I am here to represent our concerns as English Language Learners (ELLs) and former ELLs. I would like to thank Committee Chair Dromm and members of the Education Committee in holding this important oversight hearing on educational services for English Language Learners.

I am currently a junior at Francis Lewis High School, a large school with a significant Asian American community which includes more than 400 ELLs. I immigrated to NYC in my freshman year and I was enrolled in ESL class in my first year. However, I realized that the translation and interpretation service was not sufficient and helpful to me and my parent. My mom believes education is crucial to my development so she comes to school to ask for my academic progress, however, she doesn't get useful translation and interpretation service from my school. When she asked for mandarin-speaking interpretation, the school would just randomly ask for some teachers who can speak mandarin but lack the understanding of the culture and education system. My mom also goes to Parent Teacher Conference every time but she has to take me with her since she feels I would be a better translator. In fact, even though I am fluent in speaking English, I am not able to fully convey my teachers' words to my mom due to several reasons. First, my teachers hesitate to explain my full academic situations when I am present. Second, I am not able to explain the education system to my mom while I don't have a comprehensive understanding of it. In the first parent teacher conference I went to, the teacher encouraged my mom to prepare for the English regents exam early since most of the ESL students struggle in passing the regent exam, but the teacher didn't explain the purpose of the regents exam and my mom thought it was just like a final exam that you could do well as long as you do all your class work. Actually, ESL students need to take more effort in preparing for the English regent and parents should also understand the importance of it and the school never provides such details to immigrant families. The lack of translators with cultural competent backgrounds discourages parents to involve in being involved in the schools. My mom doesn't understand the role of PTA and there are no translations in PTA meetings, most ESL students' parents like my mom never attend PTA meetings and the decision made by PTA cannot well represent the whole population of the school.

First generation APA students often report that their families cannot help them navigate the school system, career planning and the college application process. My mom doesn't understand English and the US education system so I can't seek the help from my family. Unfortunately, the school does not provide ESL students sufficient amount of assistance either. The guidance counselor only schedules one meeting with me each school year and the meeting is mainly about class and schedule planning. However, the guidance counselor doesn't track my academic progress or ask me any college or career interests. I have chosen some classes that don't fit my career goal and it's not easy to transfer out of the kinds of classes. Many of my friends who only have been in this country about one year are facing college applications and they just choose colleges randomly without a deep research in them, and some of them will just choose even to try for it and just go to community college since they feel education won't help them anyways. I even know of ELL students that drop out. **Currently in NYC, 1 out of 4 Asian Pacific American student does not graduate high school on time or at all.** In our work in ASAP, we believe the job of the guidance counselors and college advisors should talk to all students and provide appropriate advice to encourage them pursue higher education beyond high school. We recommend that the DOE implement linguistically accessible parent outreach by school staff, increased DOE partnerships and contracts with community-based organizations assists with family outreach, the institution of comprehensive guidance services, and the implementation of the use of a college/career road map detailing opportunities for family support and assistance.

Lastly, we would like to promote social-emotional development factors into school standards and incorporate ethnic studies in school curriculum to enhance ELL and minority students' cultural awareness. All the classes from regular classes to AP classes in our schools aim to prepare students for standardized tests like regents exams and AP exams. Socially development for recent immigrant and ELL students is needed, especially for APA students. Many APA students that go onto college still face many struggles, and many of the challenges they face are connected with social-emotional issues. **Asian American college students report higher levels of depressive symptoms than white students.** In my school, when the ESL students face social problems like conflicts with others and struggle in family issues, they don't have appropriate solutions and they don't know who can help them. The guidance counselor should be able to provide such assistance and by providing supported opportunities for socio-emotional skills development in schools, students can be better prepare for the challenges that they face post-graduation. Also, ethnic studies, including the learning of history and contributions of the LGTB community are crucial in the development of minority students. There are not any ethnic studies classes in high school and students from various cultural backgrounds are studying very limited history lessons. For me, my role model is Yung Wing, the first Chinese student who went to a US college in 1854. I was encouraged by him and determined to follow his paths to contribute to my own communities. Ethnic Studies would have various contributions to minority students especially ELLs since it would engage ELL students' engagement in classes, build ELL's confidence in their own cultural backgrounds, promote diversity studies in our schools, and help increase the graduation rates in public schools. Incorporation of an Ethnic Studies curriculum in K-12 education would be the right step in fostering our youth to properly develop skills for the 21st century.

Thank you again for holding this important oversight hearing and for giving me the opportunity to testify.



CHINESE
PROGRESSIVE
ASSOCIATION

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TESTIMONY BY MAE LEE, EXECUTIVE DIRECTOR, CHINESE PROGRESSIVE ASSOCIATION
TO NEW YORK CITY COUNCIL EDUCATION COMMITTEE
OVERSIGHT HEARING - ENSURING ENGLISH LANGUAGE LEARNERS RECEIVE
APPROPRIATE EDUCATIONAL SERVICES

WEDNESDAY, FEBRUARY 25, 2015

My name is Mae Lee. I am the executive director of the Chinese Progressive Association, a community based organization in Manhattan's Chinatown/Lower East Side. I would like to thank the City Council for holding this hearing about educational services for English language learners in the public schools.

The Chinese Progressive Association is dedicated to raising the living and working standards of those who live, work, or go to school in Chinatown or the Lower East Side. While we serve all community members, increasingly, our clients and constituents are those who have lived in this country for three years or less. In the area of education, we run a leadership program for immigrant high school youth. We hold career and college readiness classes. We also work with new immigrant parents – and have provided workshops to teach them about the school system and how to get involved in their child's education. All of our students are English language learners (ELL's) and attend one of the larger public schools. About ¼ to 1/3 of them don't graduate from high school on time. The parents we work with do not speak English well and have little experience dealing with a school bureaucracy. Half of our parents are high school graduates and one third did not even complete high school.

Today I will speak to two issues that deserve attention.

Enrollment of English language learners in public school

- Since immigrants families arrive in NYC at all times of the year, their children are more likely to enroll in school at times other than September because , not just in September.
- However, school budgets are finalized by October 31 meaning students who enroll after October 31 may not be accounted for in the budget
- Schools should be better resourced to serve these students
- We should allow schools to submit mid year adjustments to their budgets to account for students who enroll after October 31

See over

Translation and interpretation

- While translation and interpretation has come a long way, there still needs to be more resources and support coming from the local level so that schools can respond to the needs in a meaningful way and in a timely fashion
- Example: Meeting the translation needs of just the Chinese parents and families can be complicated because there are several dialects. The needs can vary from school to school.
- Example: Turn around times for schools to get translation and interpretation assistance for school based events and meetings, can be too long
- The new school support structure recently introduced by the Mayor and NYC Department of Education places more importance on location based supervision and support. It also give the Superintendent's offices a bigger role in providing this support. We propose that translation and interpretation be one of the areas covered by the Superintendent's offices to supplement the work of the central Translation and Interpretation Office. We also propose that the Superintendents' offices receive extra staff to accomplish this.

Finally, Immigrant parents must have access to quality translation and interpretation services in order to be engaged in their children's education. We support the Build the Bridge campaign and the testimony and recommendations shared by the New York Immigration Coalition today.

Testimony to the New York City Council

Hearing on Ensuring English Language Learners Receive Appropriate Educational Services Resolution No. 388

February 25, 2015

Good Afternoon. My name is Christina Ramos and I am the Director of Education at the Hispanic Federation. I would like to thank NYC Council Speaker Mark-Viverito, Chairperson Dromm, and members of the Education Committee for affording us the opportunity to express the need for appropriate education services for English Language Learners.

As you may know, Hispanic Federation is the premier Latino membership organization in the nation founded to address the many inequities confronting Latinos and the nonprofits which serve them. For more than 20 years, Hispanic Federation has provided grants, administered human services and coordinated advocacy for our broad network of agencies that serve more than 2 million Latinos in areas of health, immigration, economic empowerment, civic engagement and, of course, education.

The state of education for our city's English Language Learners (ELL) is in crisis. Latinos constitute nearly two-thirds of the city's ELL population and need to be provided with appropriate linguistic and educational support to succeed academically. While HF agrees with the need for high standards and the establishment of Common Core, we must ensure that all students have the appropriate instruction and guidance to meet these new academic standards.

It is unjust and unrealistic to hold recently arrived students to the same measures as students who are proficient in English. It is critical for the city to use assessments capable of accurately reflecting the full range of ELL students' abilities. Therefore, we favor the passage of resolution 388, supporting the NYS Education Department's waiver renewal request that would exempt newly arrived ELLs from participating in the English language arts assessments for two years.

Furthermore, access and quality have been bigger issues for our community. For far too long, ELLs have been under resourced and underserved. If NYC schools are to improve ELL graduation rates, then the range of ELL programs – transitional bilingual, dual language, and ESL – must be available to all students who need such academic support. Currently, only 35% of NYC's ELL's are found to have graduated on time, compared to a 60% on time graduation rate for all other students. Worse yet, only 8% of ELLs who graduated high schools over the past year were deemed college ready. To remedy this, the city must:

- Invest in more bilingual, ESL, transitional and dual language programs. We thank the NYC DOE for their recent commitment to expand dual language programs across the five boroughs.

- Provide resources to bolster an ELL teacher corps by creating a pipeline to support the demand of bilingual teachers and bilingual programs
- Support the expansion of innovative immigrant- and ELL-serving schools like International High Schools, newcomer academies, and night-and-day academies
- Ensure all new and existing public schools can serve and are accessible to ELLs
- Provide extended instruction and summer academies for at-risk ELLs (overage and/or under-credited) and SIFEs (Students with an Interrupted Formal Education)

Parent engagement is also a vital component of students' success across the education spectrum. While we acknowledge the NYC Department of Education for investing in translation services and providing multilingual documents, much more needs to be done to ensure parents have access to translated materials. NYC should:

- Replicate and expand community-based initiatives that train Latino parents on how they can support their children's learning. One such example is HF's Pathways to Educational Excellence, a series of parent-tailored workshops on college preparation, dropout prevention and early childhood education.
- Fully implement translation and interpretation services for parents
- Engage parents of our youngest children (ages 0 – 4), to start building relationships between schools and parents at the outset of children's school lives
- Support and expand community organization-run school parent resource centers to provide multilingual information and computer access regarding school issues
- Establish an ELL Parent Academy to prepare and assist parents and families in supporting their children's education, including teaching them how to participate in schools and manage their child's behavior and academic progress. This can also narrow the gaps that exist between home and school learning.

If we are to significantly improve Latino college access rates overall, we must make improving ELL education an immediate citywide imperative. It is our hope that making these investments will build a stronger New York for us all. Thank you for your time and attention to these important issues.

Haitian Americans United for Progress
197-17 Hillside Avenue
Hollis, New York 11423

Testimony of the Haitian Americans United for Progress
IN SUPPORT OF APPROPRIATE EDUCATIONAL SERVICES FOR ENGLISH
LANGUAGE LEARNERS AND RES. 388
Before the City Council's Education Committee
February 25, 2015

Good afternoon. I'm pleased to have the opportunity to speak today. My name is Elsie Saint Louis and I represent the Haitian Americans United for Progress or (HAUP). HAUP provides highly effective programs to assist immigrants and low-income individuals to increase their self-reliance, improve their well-being, and develop their capacity to reach their full potential. HAUP is committed to improving the education of English Language Learners (ELLs) and is collaborating with many organizations such as the New York Immigration Coalition to ensure that ELLs receive the appropriate educational services so that they have the opportunity to graduate from high school and to succeed in college and in a career. With ELL student drop out rates continuing to rise, the special needs of ELLs must be addressed. ELL students need additional resources and support to adjust to learning a new language while mastering content. It is imperative that the Department of Education finds effective strategies of achieving this.

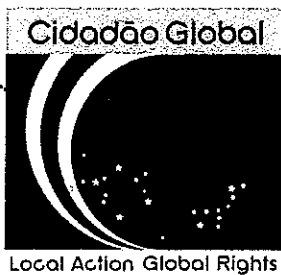
In addition to meeting the academic needs of ELLs, DOE must appropriately meet the translation and interpretation needs of students and parents. Research has shown that students', whose parents participate in their education, do better in school.

Accordingly, we applaud Chancellor Farina's efforts to increase parental engagement by engaging parents "in every aspect of school life". However, this will only be achieved

through the enforcement of the rights and services in Chancellor's regulation A-663.

How can parents engage in their children's school life, if a non-English speaking parent does not receive the translation and interpretation he/she needs. While parents have rights and services technically available to them, they often aren't getting them.

Immigrant parents must have access to quality translation and interpretation services in order to be engaged in their children's education. We strongly support the **Build the Bridge** campaign and the testimony and recommendations shared by the New York Immigration Coalition.



Cidadão Global

BRAZILIAN COMMUNITY CENTER

43-12 34TH Avenue, Long island City, NY 11101 – (718) 619-8529

Testimony to the New York City Council Committee on Education Oversight Hearing on:

“Ensuring English Language Learners Receive Appropriate Educational Services and Res. 388”

Wednesday, February 25, 2015

INTRODUCTION

Good morning and thank you, Chairman Dromm and members of the Committee on Education. My name is Stephanie Mulcock and I am Executive Director of Cidadão Global, a nonprofit advocating on behalf of Brazilian immigrants in New York City. Cidadão Global appreciates the opportunity to present testimony to the City Council today in support of English Language Learners.

First, we would like to thank the Committee for providing a forum to have this important discussion. This is an essential step towards finding ways to increasing graduation rates for English Language Learners in New York City.

Cidadão Global (CG) is dedicated to advocating for the human rights of Brazilian immigrants while strengthening citizen participation and political visibility through fostering leadership development, community organizing, civic engagement, and culture preservation, while providing essential services. CG's social justice vision is to raise the political visibility of Brazilian immigrants to ensure that the community has the tools and resources to collectively advocate for their human rights through systemic change. CG's programmatic purposes emanate from that vision and focus on increasing knowledge of rights, increasing economic opportunity, providing a platform to build leaders from within the community, and empowering the most underrepresented members of the Brazilian immigrant community, such as youth and domestic workers.

THE LACK OF TRANSLATION AND INTERPRETATION PROBLEM

Cidadão Global works with a number of immigrant parents whose children are English Language Learners (ELLs) in the New York City public school system. These parents are English learners themselves and often do not have the language skills necessary to fully participate in their children's learning experience without appropriate translation and interpretation services.

There are many parents who still do not know they have the right to request translation and interpretation from school officials. Of those who are informed of their rights to translation and interpretation, many believe that requesting it will cause the school administrators to see the parent and the child as a nuisance and to negatively target the child, preventing her from accessing equal learning opportunities. Many immigrant parents believe that requesting translation and interpretation will block them from being seen as collaborative partners in their child education and, worse yet, will cause the child to be mistreated by school administrators.

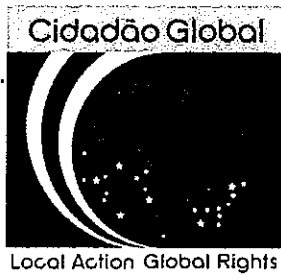
We have reports from several members of our organization that ELL children are often pulled out of class to translate between their parents and the administration and even between the parents of other children and the administration. This takes the responsibility of translation and interpretation out of the hands of the school administration and places it with a child, creating in the child issues of fear, anxiety, and the need to be in control of forces she is powerless to control. Moreover, this ostracizes the parent from the child's learning experience and the child feels unsupported, while the parent feels powerless.

RESTORING DIGNITY IN OUR SCHOOLS

Cidadão Global fully supports the following policy recommendations to the Mayor and City Council:

- 1- We support Resolution 388-2014, which will allow ELLs to be exempted from participating in the English Language Arts assessments for two years.
- 2- We support increasing the number of interpreters and translators that serve the NYC public schools, especially in Portuguese.
- 3- We fully support the Build the Bridge campaign, a campaign Cidadão Global is engaged in, and the testimony and recommendations shared by the New York Immigration Coalition, who we work in coalition with.

We encourage the Mayor and City Council to invest in translation and interpretation in schools as a way to increase graduation rates, empower immigrants and, ultimately, lift immigrant populations out of poverty. We believe that, if our English Language Learner children can be supported by our elected officials and by our government agencies, we will empower our communities to excel.



Cidadão Global

BRAZILIAN COMMUNITY CENTER

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Testimony to the New York City Council Committee on Education Oversight Hearing on:

“Ensuring English Language Learners Receive Appropriate Educational Services and Res. 388”

Wednesday, February 25, 2015

Good afternoon and thank you, members of the Committee on Education.

My name is Miria Trindade and I am a Brazilian immigrant and a parent of three English Language Learners.

In the past 30 years, I have had to work with the NYC public schools in order to educate my children. I often felt confused through the process and asked my children to translate for me every piece of mail that arrived from the school, even report cards. My children translated every communication from the school, and interpreted at their own parent-teacher conferences.

I felt I could never ask for interpretation or translation in Portuguese because I thought it was too difficult for the school to access it. I also thought that, if I demanded to have translation and interpretation as a right, that the school administration would target my children, treating them badly, or keeping them from accessing the same educational opportunities that the other non immigrant children access.

I would like to ask the Council to provide more translation and interpretation for immigrant parents in the public schools, especially in Portuguese. Many Brazilian immigrant parents feel outside of the system because our language is not included in any school materials. We feel we do not count. I ask that you will reinforce to our children that our community matters and empower Brazilian immigrant parents to fully participate in their children’s education.

Thank you.

Boa tarde e obrigada, membros do Comitê de Educação.

Meu nome é Miria Trindade e eu sou uma imigrante brasileira e mãe de três estudantes da língua inglesa.

Nos últimos 30 anos, eu tive que trabalhar com as escolas públicas de Nova York, a fim de educar os meus filhos. Eu muitas vezes me senti confusa nesse processo e pedi aos meus filhos para traduzir para mim cada carta que chegou da escola, até mesmo as notas deles. Meus filhos traduziram toda comunicação da escola, e interpretaram em suas próprias conferências de pais e professores.

Eu senti que eu nunca poderia pedir interpretação ou tradução em Português, porque eu pensei que era muito difícil para a escola para acessar esses serviços. Eu também pensei que, se eu exigisse a ter tradução e interpretação como um direito, que a administração da escola teria como alvo os meus filhos, tratando-os mal, ou prevenindo que eles acessem as mesmas oportunidades educacionais que as crianças que não são filhos de imigrantes.

Gostaria de pedir ao Conselho para fornecer mais tradução e interpretação para os pais imigrantes nas escolas públicas, especialmente em Português. Muitos pais imigrantes brasileiros se sentem fora do sistema, porque a nossa língua não é incluída em todos os materiais escolares. Sentimos que não contamos. Peço a vocês para reforçar para as nossas crianças que a nossa comunidade também é importante e para capacitar pais imigrantes brasileiros na participação da educação de seus filhos.

Obrigado.

Hearing on Ensuring English Language Learners Receive Appropriate Educational Services and Res. 388 - February 25, 2015

My name is Aracelis Lucero and I am the Executive Director of Masa – a non-profit organization whose mission is to promote educational attainment, committed leadership and civic engagement among underserved students living in New York City with a particular focus on those of Mexican descent.

Masa provides academic support and homework help to about 92 students in the South Bronx. We work very closely with parents and provide them with assistance in understanding their children's academic needs, strategies to improve their academic standing, and more importantly guidance on how to navigate the vast New York City public school system. On many occasions we have joined parents at parent teacher conference and in private meetings with school staff to help clarify questions that the parents may have but are either too shy or embarrassed to ask, or simply do not feel entitled to ask. Recently, a parent of a third grade student came to us with a promotion in doubt letter for her child. The letter was not translated into Spanish and although she understood that the letter did not contain good news, she did not understand what it meant. She finally had a meeting with the teacher who explained the letter to her and then suggested that she work with her child one on one at home instead of attending any after school programming, however, this parent was too embarrassed to tell the school that she could barely read or write and therefore could not help her child. I wanted to share this story because we work with a lot of families who speak indigenous languages and who barely have an elementary level of education and they often struggle with how to help their children at home. Masa believes that it is critical for teachers and schools to understand the backgrounds, demographics and challenges of immigrant communities so that different strategies and resources could be offered to better support ELLs students and their families.

I also want to relay the story of Wendean Ulloa, a parent of public school student in the Bronx who faced challenges in getting the proper translation to understand why her daughter was falling behind in math. Upon meeting with the teacher, the mom requested translation and was told that there was no translation available and that she did not speak Spanish. On other occasions, the teacher suggested using another parent to translate, which Wendean refused because she did not want another parent to know such private information about her child. Masa finally accompanied this parent to the parent-teacher meeting and provided translation however, Wendean continues to feel discriminated against and not supported by the school.

I would like to close by reiterating the importance of understanding immigrant families' backgrounds and that immigrant parents must have access to quality translation and interpretation services in order to be engaged in their children's education. We strongly support the Build the Bridge campaign and the testimony and recommendations shared by the New York Immigration Coalition.

TESTIMONIAL 2

Hello. My name is Marwa. I am from Brooklyn. I've been living here for 2 years and a half. I am a student at the Arab American Association of New York. I am reading a testimonial on behalf of another student, Salma, who is a mother with children who are also English language learners. This is her translated testimonial:

“My name is Salma. I feel sad and helpless when my children experience bullying in school due to their accents and because of their religious and cultural identity. I felt devastated when my 14-year-old daughter came home to me a few months ago, in tears, telling me how a group of students at school yelled racial slurs at her, and pulled off her hijab (or headscarf) as they mocked her. When my daughter tried to report this problem by telling school administrators, they brushed it off and said that this was just a matter of students arguing. I wish I could advocate for my daughter. I wish she felt safer at school. But it is difficult to do so because of the language barrier. I wish there were counselors and educators who had a more sensitive approach when it comes to responding to the problems students face, especially when it comes to bullying and discrimination against English language learners.”

I strongly support the Build the Bridge campaign and the testimony and recommendations shared by the New York Immigration Coalition:

TESTIMONIAL 1

Hello. My name is Weam. I am an English student at the Arab American Association of New York. I am also a parent to two public school students.

I will now share the story of one of my friends from the Arab American Association of New York. This is Sarah's translated story:

“As an English language learner and parent of English language learners, the biggest problem I face is to support my children in their schooling. I live in Bay Ridge, Brooklyn, which is home to the largest Arab American community in the state of New York. However, most of the schools there are not helpful when it comes to Arabic speakers who are English language learners. I feel frustrated and powerless when it comes to supporting my son at school due to the language barrier. I moved here alone with my son from Egypt three months ago after the problems in our country made it too difficult to stay. My son, Ali, is in high school. He works hard to keep up with his English class. The standard curriculum prevents my son's specific needs from being met. It also prevents him from building onto his strengths. Ali faces difficulty trying to meet the rigorous standards of his class. He wants an education that is just as rigorous as classes offered to his English-speaking peers, but one that is shaped around English-language learning.

I wish I could be more involved in supporting my son. I wish I could talk to teachers or communicate better at parent-teacher meetings. With no translators, it is difficult for me to engage at the level that I need to.”

I strongly support the Build the Bridge campaign and the recommendations shared by the New York Immigration Coalition.

February 25, 2015

Education Committee Hearing – ELL

Testimony: Gulshan Chowdhury, Sapna NYC

Good afternoon. My name is Gulshan Chowdhury and I am a parent advocate and community health worker at Sapna NYC. We work with new South Asian immigrant families in the Bronx and Queens. Sapna NYC is a part of the New York Immigration Coalition.

I am here today to share the story of one of my Bangladeshi friends who lives in my neighborhood of Castle Hill. My friend, Rahima, came to us because she was having trouble getting translation and interpretation at school for her 9 year old daughter.

One day she signed a paper that was in English. Later she learned that she gave the school permission to transfer her daughter to another school. The family was very upset because the new school was far away and no one explained what was happening.

She wanted her daughter to go back to her old school. But the school staff did not understand her and did not offer any help. They never asked if she needed interpretation.

This is when she came to Sapna NYC for help. We talked to her about her rights and that she should ask someone at school speak to her in Bengali. When Rahima returned to the school, she was told she didn't have an appointment and needed to come back. This made her very upset because this was very important.

Every trip cost her family money and time. Rahima told us she felt like the school staff did not realize how hard this was for her family. Finally, when she returned to the school, she was able to ask for translation. The staff told her she had to wait because it takes a long time to get someone on the phone. Rahima had to wait 2 hours before she was finally put on the phone with an interpreter.

Rahima was finally able to bring her daughter back to her zone school, but it took 1 year for the mistake to be fixed. As a mother, she felt frustrated and helpless

because she couldn't get her daughter or herself the services she needed. She felt embarrassed to ask for translation because every time she had to wait or was told to come back later.

Now that Rahima's daughter is back at her zone school, Rahima feels scared to ask for translation because she thinks the school will see her daughter as a problem or trouble maker. It is hard for her to participate at the school because she remembers her negative experiences with school staff and administrators.

I am sharing Rahima's story because I do not want any other immigrant or limited English speaking parent in New York City to have to experience this. This is why I strongly support the Build the Bridge campaign and the testimony and recommendations shared by the New York Immigration Coalition.

Thank you.

Hearing on ELLs Testimony by African Life Center

Date: 2/25/2015

Witness: Ramatu Ahmed, Director

My name is Ramatu Ahmed and I am the Director of African Life Center, a Bronx-based organization serving African communities. Africa has a dynamic background in languages that includes ethnic languages and the languages of the Colonial masters. Our expectations are to improve our children's education and to apply whatever means possible to develop their potentials to become productive adults. Our children are bright in class, if they get the resources they need to succeed. If that support is not available, we know the complexity in spoken and written English language has a negative impact on our children. Children often build an inferiority complex within themselves and suppress their potential.

These are strong concerns of parents in our community and more often, the parents themselves feel helpless because they face their own challenges to navigate the school system. The lack of quality translation and interpretation for parents creates barriers for children and affects class performance. Quality translation and interpretation services, if applied correctly, engages parents leading to higher performance of children in school. The children are able to progress through the grades without interruption.

Our community leaders, faith based leaders and women leaders have a stake in the education of our children. When using interpretation service companies, the local community based companies should be contracted to do the job. They know the people they serve better, and can offer appropriate services.

I strongly support the Build the Bridge campaign and the testimony and recommendations shared by the New York Immigration Coalition.

Hearing on ELLs Testimony by Latin Women in Action, Inc.

Date: 2/25/2015

Witness: Haydee Zambrana, Executive Director

My name is Haydee Zambrana, Executive Director for Latin Women in Action, Inc.

As a recently retired Bilingual School Counselor, I worked at all levels of the NYC Education system, High School, Middle and Elementary levels. I experienced first-hand the barriers that Immigrant High School students had to graduation. The main reason they dropped out of high school was the barrier of not being credited for the many credits they brought from their native countries. Many times it was not until their last semester, when someone realized the student had double or triple credits because they had failed to validate and translate those credits; thus reason for dropping out. Another barrier to graduation; the requirement of certain Regents makes it impossible for a newly arrived immigrant who arrives as a Sophomore or Senior level, to achieve the required ELA standard in order to pass such Regents and graduate. If we wish to reduce the number of Latino dropout rate, the guidelines need to change.

At every level I worked, I experienced the need for parents to receive translation services. Parents need to stop bringing their school age children to be interpreters within the NYC Education system because of the failure of that same system to provide translation services.

These are extremely important issues that must be dealt with and action taken as well as the fact that Immigrant parents must have access to quality translation and interpretation services in order to be engaged in their children's education. We strongly support the Build the Bridge campaign and the testimony and recommendations shared by the New York Immigration Coalition.

FOR THE RECORD

Good Afternoon, my name is Dr. Anna-Maria Thomas, Ed.D.

As a retired veteran educator with the New York City Department of Education for thirty-nine years. I come in favor of Res. 388 not only because I see there is more time needed to prepare ELL students for the Common Core ELA assessments, but more importantly to support an initiative to re-implement teaching 1) Phonics, 2) Grammar and 3) Penmanship (writing) back into the New York State Elementary School Curriculum. While Res. 388 is needed to help bridge the learning of English for ALL ELL students, the basic foundation for teaching English no longer exist in our elementary schools. This initiative will move ELL students more efficiently into speaking and writing English in ALL areas of the ELL students' experience in an English speaking environment.

Thank you.

ANNA-MARIA L. THOMAS, ED.D.
CLINICAL PSYCHOLOGIST
SECONDARY SCHOOL COUNSELOR
DOCTOR OF EDUCATION

59 PINEAPPLE STREET
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BROOKLYN, N.Y. 11201
917-656-9816
E-MAIL/AMT413@AOL.COM

RETIRED EDUCATOR
THIRTY-NINE YRS./NYC-DOE
SPORTS PSYCHOLOGIST
CHANGE AGENT

E-MAIL/DR.THOMAS4FITNESS@AOL.COM

Respectfully submitted,
Dr. Anna-Maria Thomas, Ed.D.
Retired Educator (NYC-DOE) 39 yrs
59 Pineapple Street, Bklyn, N.Y. 11201
917-656-9816
AMT413@aol.com

TESTIMONY

THE COUNCIL OF SCHOOL SUPERVISORS AND ADMINISTRATORS (CSA) NYC COUNCIL COMMITTEE ON EDUCATION

Honorable Daniel Dromm
Chairperson

Presented on
Thursday, February 25, 2015



The Council of School Supervisors and Administrators

Ernest Logan, President

Mark Cannizzaro, Executive Vice President

Randi Herman, Ed.D., 1st Vice President

40 Rector Street, 12th Floor

New York, NY 10006

(212) 823-2020

www.csa-nyc.org

**NYC Council Education Committee Oversight Hearing, February 25, 2015,
Ensuring English Language Learners Receive Appropriate Educational Services**

Good afternoon Chair Dromm and members of the Council's Education Committee. The Council of School Supervisors and Administrators (CSA) commends you for your leadership in discussing this critical issue today.

We commend Chancellor Farina for having addressed this very topic in her Chancellor's Memo to all Principals in the most recent Principals' Weekly from February 11, 2015. We are confident in her leadership knowing that she also believes that we must ensure that ALL of our students are being served, and these include the English Language Learners (ELLs) we are here to discuss today. She has plans for accommodating the needs of these ELL students by providing their teachers and administrators with increased professional development. She also intends to provide training to parents to enable them to be "strong partners in their children's education."

The Mayor's preliminary budget has dedicated \$5 million to language services for parents and expanded literacy intervention. In December 2014, DOE began a STEM collaborative among 24 schools that have an ELL population of at least 14%. Additionally, in September 2015 DOE will open 40 new or expanded Dual-Language programs.

In reviewing the New York State Education Department's "Blueprint for English Language Learners (ELLS) Success," April 16, 2014, we found many areas of agreement. The first principle of this document states that "All teachers are teachers of English Language Learners, and need to plan accordingly." Instruction should be culturally and linguistically appropriate for all diverse learners, including those with IEP's (Individualized Educational Programs). There must be close collaboration among the content-area teacher, bilingual and ESL teacher. Materials and instructional resources must be linguistically, age/grade appropriate, and aligned to the Common Core Learning Standards (CCLS). The State Education Department recognizes the need for school boards and district leaders - Community Superintendents to be responsible for ensuring that the academic, linguistic, social and emotional needs of ELLs are addressed. Specifically, NYSED calls on districts and schools to engage all English Language Learners in instruction that is grade-appropriate, academically rigorous, and aligned with the NYS pre-kindergarten foundation for the Common Core and P-12 Common Core Learning Standards. The NYC DOE is charged with designing, selecting and implementing a high-quality curriculum that meets the needs of Early Learning ELLs, and supports the NYS Pre-Kindergarten Foundation for the Common Core.

Another important principle of the State's blueprint calls for districts and schools to value all parents and families of ELL as partners in education and effectively involve them in the education of their children. One strategy that works and is being embraced by Chancellor Farina is providing training to parents in English and in their home language to support their children's learning in and out of school.

CSA takes exception with the current policy that requires ELLS to take the English Language Arts (ELA) exam even if they have been in the country less than two years. This is why we have taken a position through a Memorandum of Support for Res. No. 388, in support of the

NYSED's Elementary and Secondary Education Act Waiver Renewal request that newly arrived English Language Learners be exempt from participating in the English Language Arts (ELA) assessments for two years.

We were encouraged in November 2014 when the NYSED and the NYC DOE entered into a memorandum of understanding (MOU), "Better outcomes for English Language Learners (ELLs)." NYC committed to ensure that ELLs will receive educational services. This MOU sets targets for the City in the following focus areas: programs and services for ELLs, identification/placement of ELLs and parent information; certified teachers and staffing; and accountability. Both the State and City acknowledged the unacceptable achievement gap that has persisted for ELLs and we hope this MOU will go a long way in closing that gap. As former Commissioner King said, "In New York and across the nation, there is a large and unacceptable achievement gap for ELLs. Our goal is to make sure all of our students in the City and across the state have the right services to help them succeed." At the same time, Chancellor Farina said, "As a former ELL myself, I know the agreement reflects our commitment to inclusion and great educational outcomes for ELL students."

When we consider the number of ELLs today, we can truly appreciate the importance of the agreement. According to the state, the ELL population has grown by 20% over the past 10 years. In NYC, in the 2012-13 school year, 145,509 students were identified as ELL, or 14.8% of the enrollment. Those students speak 166 languages other than English.

To underscore the timeliness of today's hearing, on Feb. 17, 2015 *Chalkbeat NY* featured an article about various immigrant groups requesting better translation services for parents. Federal education law requires the city to make translation and interpretation services available to parents in their native language, and city regulations also require the DOE to provide vital student documents translated into the parent's language. Responsibility for some of those services rests with individual schools, and others are overseen by the department's Translation and Interpretation Services Unit. Earlier this month, the Chancellor announced new resources for a variety of programs targeting ELLs and parent engagement. The Mayor's proposed budget includes \$800,000 for a hotline specifically to make sure limited English proficient (LEP) parents are aware of language services for which they are eligible.

CSA agrees with the advocates that, under the new structure, ELL parents will have more of a voice and will be recognized as true partners in the education of their children. This is the right direction for these students and families and for the economic wellbeing of the City of New York.

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 388-2014

in favor in opposition

Date: 02/25/2015

(PLEASE PRINT)

Name: STEPHANIE MULCOCK

Address: 47-32 41 ST 4E SUNNYSIDE 11104

I represent: CIDADÃO GLOBAL

Address: 43-12 34 AVE LONG ISLAND CITY 11101

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: ZEINAB EYEGA

Address: 2417-3rd AVE, 705, BRONX, 10451

I represent: SAUTI YETU CTR FOR AFRICAN WOM

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: RAMATIL AHMED

Address: 2663 Heath Avenue, 20C

I represent: Bronx NY 10463

Address: I represent African Life Center

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Della DeKay

Address: ~~875~~ St. John's University

I represent: New York State TESOL

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Teresa Arboleda

Address: _____

I represent: Citywide Council on English Language Learners

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 2/25/15

(PLEASE PRINT)

Name: Darnell Benoit

Address: 504 Hancock St. Bklyn NY, 11233

I represent: New York Immigration Coalition/ectse

Address: 208 Parkside Ave. 2nd Floor 11226

Flanbyway Harbina Litrogy Project

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THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 2/25/2015

(PLEASE PRINT)

Name: ANNA-MARIA THOMAS

Address: 59 Pineapple Street, Bklyn, N.Y. - 11201

I represent: SELF

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 388

in favor in opposition

Date: 2/25/15

(PLEASE PRINT)

Name: ABJA MIDHA

Address: _____

I represent: ADVOCATES FOR CHILDREN OF NY

Address: 151 W. 30th St, Sth Fl. NY NY 10001

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 2/25/15

(PLEASE PRINT)

Name: Roksana Mun

Address: 72-18 Roosevelt Ave, Queens, NY

I represent: DRUM - South Asian Organizing

Address: Center

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THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: 2/25/15

(PLEASE PRINT)

Name: Samsun Nahar
Address: 72-18 Roosevelt Ave. Queens, NY
I represent: DRUM - South Asian Organizing
Address: Center

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 388
 in favor in opposition

Date: 2/25/15

(PLEASE PRINT)

Name: Vanessa Ramos
Address: 131 E. 83 St., 6A, NY, NY 10028
I represent: The Committee for Hispanic Children & Families
Address: 110 William St, Ste. 1302, NY, NY 10038

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 388
 in favor in opposition

Date: 2/25/15

(PLEASE PRINT)

Name: Melissa Katz
Address: 111 Broadway Suite 604 NY, NY 10006
I represent: The New York City Charter School Center
Address: 111 Broadway, Suite 604 NY, NY 10006

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WILL
LEAVE
EARLY

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 388

in favor in opposition

Date: 2/25/2015

(PLEASE PRINT)

Name: MARICELLA TENORIO BOCANCA

Address: 8403 17TH AVE. 2ND FLOOR, BROOKLYN NY 11214

I represent: INTERM - MANHATTAN BOROUGH PRESIDENT'S OFFICE

Address: 1 CENTER 19TH FLOOR, NEW YORK, NY

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 388

in favor in opposition

Date: 2/25/15

(PLEASE PRINT)

Name: Elizabeth Olsson

Address: _____

I represent: Internationals Network For Public Schools

Address: 50 Broadway, Suite 2200
NY, NY 10004

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: Feb. 25 - 2015

(PLEASE PRINT)

Name: Nancy Villarreal Adler

Address: 109 8th Ave. - 2 Brooklyn, NY

I represent: NY SABE

Address: 726 Broadway - 5th Floor
New York, NY 10003

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THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 388

in favor in opposition

Date: Feb 25th

(PLEASE PRINT)

Name: Kim Sykes

Address: 137-139 W 25th 12th Fl

I represent: New York Immigration Coalition

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Liz Truh

Address: _____

I represent: UFT

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 02 25 15

(PLEASE PRINT)

Name: Gulshan Aza Chowdhury

Address: 2033 Macgregor Ave Apt-7H

I represent: SAPRA NYC

Address: 2348 Waterbury Ave Bronx NY 10462

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**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 2-25-2015

(PLEASE PRINT)

Name: Weam Al-Rubaye

Address: 7115th Ave - Brooklyn 11209

I represent: ARAB AM. ASSOC. OF NY

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 388

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Evelyn de Jesus

Address: 52 Broadway

I represent: UFT VP OF Education

Address: 52 Broadway

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 2-25-2015

(PLEASE PRINT)

Name: Marwa Khedr

Address: 7115th ave. Brooklyn - 11209

I represent: Arab American Assoc. of NY

Address: _____

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**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Kate Menken

Address: _____

I represent: CUNY Queens College + Graduate Center

Address: 37-37 80th St 11372
Astoria

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Richard Bellis

Address: Senior Director of Policy and

I represent: Compliance

Address: DOE

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 2/23/15

(PLEASE PRINT)

Name: Kleber Palma, Director of Transferring

Address: _____

I represent: DOE

Address: _____

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**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 2/25/15

(PLEASE PRINT)

Name: Deputy Chancellor Milady Baez

Address: _____

I represent: NYC Dept. of Education

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: HAYdee ZAMBRANA

Address: 92-38 220 St. QNS NY 11428

I represent: LATIN WOMEN IN ACTION INC

Address: 103-06 39th Ave Corona NY 11368

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 2/25/15

(PLEASE PRINT)

Name: ELSIE SAINT LOUIS

Address: 197-17 Hillside Ave

I represent: Hollis, NY 11423

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Luwei Xiong

Address: _____

I represent: CACE ASAP program *Asian American Student Advocacy Project*

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Sheelah Feinberg

Address: _____

I represent: CACE Coalition for Asian American Children and Families

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 388
 in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Christina Ramos

Address: _____

I represent: Hispanic Federation

Address: 55 Exchange Place NY, NY 10005

◆ Please complete this card and return to the Sergeant-at-Arms ◆

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 388

in favor in opposition

Date: 2-25-15

(PLEASE PRINT)

Name: LUIS O. REYES Ph.D.

Address: 230 Central Park West NY 10024

I represent: Myself (former member of NYC Board of Ed)

Address: (same as above)

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Mae Lee

Address: _____

I represent: Chinese Progressive Association

Address: 230 Grand Street Rm 509 NY NY 10013

**THE COUNCIL
THE CITY OF NEW YORK**

Translator
Only

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Stephanie Mulcock

Address: 43-12 34th AVE L.I.C. NY 11101

I represent: Cidadão Global

Address: 43-12 34th AVE L.I.C. NY 11101
718.619.8529

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: MIRIA TRINDADE

Address: 64-08 Wetherole ST REGO PARK N.Y 11374.

I represent: Cidadão Global

Address: 43-12 34th AVE LIC. NY 11101

718-619-8529

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Aracelis Lucero

Address: 528 Commonwealth Ave Apt 2 Bronx NY

I represent: Masa Inc 10473

Address: 389 E 150th St Bronx NY 10455

Please complete this card and return to the Sergeant-at-Arms