



# Long Island Coordinator's Meeting

Thursday, October 17, 2024

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Validate



Elevate



Impact



# Validate





New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

**Our vision** is to provide leadership that embraces linguistically diverse learners to establish a Multilingual Society.

**Our mission** is to ensure that all New York State English Language Learners (ELLs) attain the highest level of academic success and that all Multilingual Learners (MLs) – which include ELLs, Former/Ever ELLs, World Languages students, and heritage speakers of World Languages – achieve the highest level of language proficiency in English and in one or more other languages.

The Office of Bilingual Education and World Languages

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# Our Four Priorities





# OBEWL CORE VALUES



# An Update from the Auditor's Report

## English Language Learner Programs

**Objective:** to determine whether SED is adequately overseeing whether school districts are providing services to ELLs as required. Audit covered July 2019 to November 2023.

## Key Recommendations

- ★ Enhance Monitoring Activities
- ★ Increase Number of Certified Instructors
- ★ Reinforce Waiver Requirements
- ★ Retain Required Documentation
- ★ Resume Building Reviews
- ★ Program and Participation Data
- ★ Efficient Sharing of Information





# ELL Identification & Placement

Be reminded of the steps in the screening, identification, placement, review, and exit criteria for our English Language Learners.

**We encourage:**

1. Complete an *internal review* of the school district's registration process to ensure compliance
  - a. Include all *necessary stakeholders* (building leaders, registrar, support staff, etc.)
2. Develop a *Standard Operating Procedure (SOP)* that clearly outlines the functions of this process unique to your district/school building

**ENGLISH LANGUAGE LEARNERS (ELLs)**  
**SCREENING, IDENTIFICATION, PLACEMENT, REVIEW, AND EXIT CRITERIA**

ELL Screening, Identification, and Placement must be completed within 10 school days from enrollment date.

**STEP 1: SCREENING**

**1a. SCREENING - HOME LANGUAGE QUESTIONNAIRE:** Administer the Home Language Questionnaire (HLQ) to all new students, which is to be maintained in each student's cumulative record. Students must be enrolled in school upon registration.

HLQ indicates student's home or primary language is other than English.  
CONTINUE TO STEP 1b. SCREENING - INDIVIDUAL INTERVIEW

OR

HLQ indicates student's home or primary language is English.  
STUDENT IS NOT an ELL

**1b. SCREENING - INDIVIDUAL INTERVIEW:** An Individual Interview is conducted in English and in the student's home language by qualified personnel with students and parents/guardians. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language. Based on the parent or guardian's indicated preferred language, the interview must be conducted with a qualified translator/interpreter provided by the school/district.

Results of the individual interview confirm that the student's home or primary language is other than English. Results may assist in Student with Interrupted/Inconsistent Formal Education (SIFE) determination in step 2b.

OR

Results of the individual interview indicate that the student's home or primary language is English.  
STUDENT IS NOT an ELL

FOR STUDENTS WITH DISABILITIES WHO ENTER WITH AN INDIVIDUALIZED EDUCATION PLAN, CONTINUE TO STEP 1c. SCREENING - STUDENT WITH AN IEP

FOR STUDENTS WITHOUT AN IEP, CONTINUE TO STEP 2a. INITIAL ELL IDENTIFICATION ASSESSMENT - NYSITELL

**1c. SCREENING - STUDENTS WITH DISABILITIES WHO ENTER WITH AN IEP:** Follow CR Part 154-3 procedures regarding Students with Disabilities. Based on evidence reviewed, the Language Proficiency Team (LPT) makes the following determination:

If the LPT determines that the student with an IEP may have second language acquisition needs, the LPT shall recommend in accordance with the potential ELL's IEP whether the student shall take the NYSITELL with or without testing accommodations specified in the IEP.  
CONTINUE TO STEP 2a. INITIAL ELL IDENTIFICATION ASSESSMENT - NYSITELL

OR

If the LPT recommends to the principal that the student with an IEP does not have second language acquisition needs, and the principal agrees, the principal notifies the superintendent and the parents/guardians. The superintendent then has ten days to agree or disagree. If the superintendent agrees, the parents/guardians are notified within five days of the final determination if the student will not take the NYSITELL and thus not be designated as an ELL, and their right to request a review and their screening for ELL identification stops. Interview notes, academic and assessment history, work samples, and record of LPT considerations are to be collected and maintained in each student's cumulative record.  
STUDENT IS NOT an ELL

**STEP 2: INITIAL ELL IDENTIFICATION ASSESSMENT**

**2a. INITIAL ELL IDENTIFICATION ASSESSMENT - NYSITELL:** Qualified personnel administer the statewide English language proficiency identification assessment, currently the NYSITELL. For students with disabilities, provide approved testing accommodations per the student's IEP or 504 Plan, as indicated in CR section 154-3.3(a)(7). Originals or copies of NYSITELL score sheets and results must be maintained in each student's cumulative record.

Student demonstrates English language proficiency at one of the following levels:  
▶ Emerging (Beginning) ▶ Transitioning (Intermediate)  
▶ Emerging (Low Intermediate) ▶ Expanding (Advanced)  
STUDENT IS an ELL

OR

Student demonstrates English language proficiency at the  
▶ Commanding (Proficient) level.  
STUDENT IS NOT an ELL

IF A STUDENT WAS IDENTIFIED AS A POTENTIAL SIFE DURING STEP 1b, CONTINUE TO STEP 2b. DETERMINATION OF ELL STUDENT WITH SIFE STATUS OTHERWISE, CONTINUE TO STEP 2c. PARENT NOTIFICATION OF ELL IDENTIFICATION

**2b. DETERMINATION OF ELL STUDENT WITH INTERRUPTED/INCONSISTENT FORMAL EDUCATION (SIFE):** Qualified personnel administer the SIFE questionnaire and diagnostic tool to determine SIFE status.

ELL student is also designated as a SIFE. Interview notes, academic and assessment history, and work samples are to be collected and maintained in each student's cumulative record.  
CONTINUE TO STEP 2c. PARENT NOTIFICATION OF ELL IDENTIFICATION DETERMINATION

OR

ELL student is not designated as a SIFE. Interview notes, academic and assessment history, and work samples are to be collected and maintained in each student's cumulative record.  
CONTINUE TO STEP 2c. PARENT NOTIFICATION OF ELL IDENTIFICATION DETERMINATION

# Updated Comprehensive ELL Education Plan (CEEP)

2024-25 School Year

## 2024-2025 Updates

1. Question on offering the NYSSB
2. Language added about uncertified educators teaching in ENL/BE Programs
3. All the questions in the Statements of Assurance have been updated
4. BE Program with grades, languages, and waiver
5. Uploading of evidence
6. Former ELL Services
7. Includes a submission guide for reference



# Science of Reading *for ELLs*

In partnership with **Soccoro Herrera** and **Kathy Escamilla** – we are reviewing topic briefs to address the Science of Reading and English Language Learners.

We will continue to provide you with updates.



Soccoro Herrera  
Kansas State  
University



Kathy Escamilla  
University of  
Colorado Boulder

# Elevate





# Options for Supplementary Certificate Pathways Extended

## An Overview



### Options for Supplementary Certificate Pathways

| Option One (1):<br>Bilingual Education Assessment (BEA) Flexibility   | Option Two (2):<br>Supplementary English to Speakers of Other Languages (ESOL) Certification   | Option Three (3):<br>English to Speakers of Other Languages (ESOL) Certified Teachers  |
|---|--|--|
| Holds a Valid NYS Classroom Teaching Certification  |  | Holds a Valid NYS ESOL Certification   |
| Bilingual Education Assessment (BEA), <a href="#">more information</a>  | <b>Suboption One (1) -</b><br>Content Specialty Test (CST) - ESOL or Safety Net ESOL, <a href="#">more information</a>   | <b>Suboption One (1) -</b><br>Content Specialty Test (CST) in requested subject area, <a href="#">more information</a>   |
|   | <i>Suboption One flexibility expires August 31, 2024</i>   |  |
|   | <b>Suboption Two (2) -</b><br>College Coursework:<br><ul style="list-style-type: none"> <li>- Teaching Literacy Skills Methods (3 S.H.)</li> <li>- Teacher Literacy Skills (3 S.H.)</li> <li>- Methods of Teaching English to Speakers of Other Languages (3 S.H.)</li> </ul>  | <b>Suboption Two (2) -</b><br>Supplementary Certificate Content Core in subject area requested (12 S.H.)   |
| <b>Additional Requirements<sup>2</sup></b><br>Workshops:<br>1. Child Abuse Identification<br>2. School Violence Intervention and Prevention<br>3. Dignity for All Students Act (DASA)<br>Fingerprint Clearance<br>Superintendent's Statement  |  |  |
| <b>Need more information? See below:</b>  |  |  |
| <a href="#">Search Certification Requirements</a><br>via NYSED OTI:<br>1. Area of interest - <i>Other School Service</i><br>2. Subject Area - <i>Bilingual Education</i><br>3. Grade Level - <i>Pre K-12 - All Grades</i><br>4. Title - <i>(select what applies)</i><br>5. Type of Certificate - <i>Supplementary Certificate</i> | <a href="#">Search Certification Requirements</a><br>via NYSED OTI:<br>1. Area of interest - <i>Classroom Teacher</i><br>2. Subject Area - <i>English to Speakers of Other Languages</i><br>3. Grade Level - <i>Pre K-12 - All Grades</i><br>4. Title - <i>English to Speakers of Other Languages</i><br>5. Type of Certificate - <i>Supplementary Certificate</i> | <a href="#">Search Certification Requirements</a><br>via NYSED OTI:<br>1. Area of interest - <i>Classroom Teacher</i><br>2. Subject Area - <i>(select what applies)</i><br>3. Grade Level - <i>(select what applies)</i><br>4. Title - <i>(select what applies)</i><br>5. Type of Certificate - <i>Supplementary Certificate</i> |

# CUNY - Initiative on Immigrant Education

CUNY-IIE offers free virtual professional development modules for NY State PreK-12 educators.

Focusing on immigration and education through a combination of synchronous sessions and independent work.



**Learn** about current immigration issues



**Act** in ways that center our collective humanity



**Advocate** for equitable policies for all people regardless of immigration status



# Student with Interrupted/Inconsistent Formal Education Resources

## Resources currently available:

- ENL/ELA
- Math
- Spanish Home Language Arts
- Science
- Social Studies





# Bringing the **M**ultilingual **L**iteracy **SIFE** Screener (MLS) Data to the Next Level

Dr. Jennifer Chard, Multilingual Literacy SIFE Screener Project Director,  
Research Institute for the Study of Language in Urban Society

[MLS Site](#)

[MLS Data Walkthrough  
Resources](#)

[Sign Up for Trainings](#)

[Provide Feedback to Inform  
Training Sessions](#)

# Academic and Linguistic Demands

**Academic and Linguistic Demands:**  
Creating Access to the Next Generation Learning  
Standards in English Language Arts  
for Linguistically Diverse Learners



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

## New York State's Next Generation ELA Standards: Supporting English Language Learners

- In 2017, NYS adopted revised English Language Arts Learning Standards to enhance education quality statewide
- The Office of Bilingual Education developed the Academic and Linguistic Demands (ALDs) toolkit to support these standards
- This resource helps teachers identify key language components in ELA standards to provide targeted instruction for English Language Learners
- The toolkit builds teacher capacity to recognize essential vocabulary, phrases, and structures that ELLs need for grade-level success



# Multilingual Learner (ML) and English Language Learner (ELL) Program Quality Review and Reflective Protocol Toolkit



This toolkit is designed to provide teams of leaders in districts, Regional Bilingual Education Resource Networks (RBERNs) and school sites who are charged with assessing the program quality of a school.

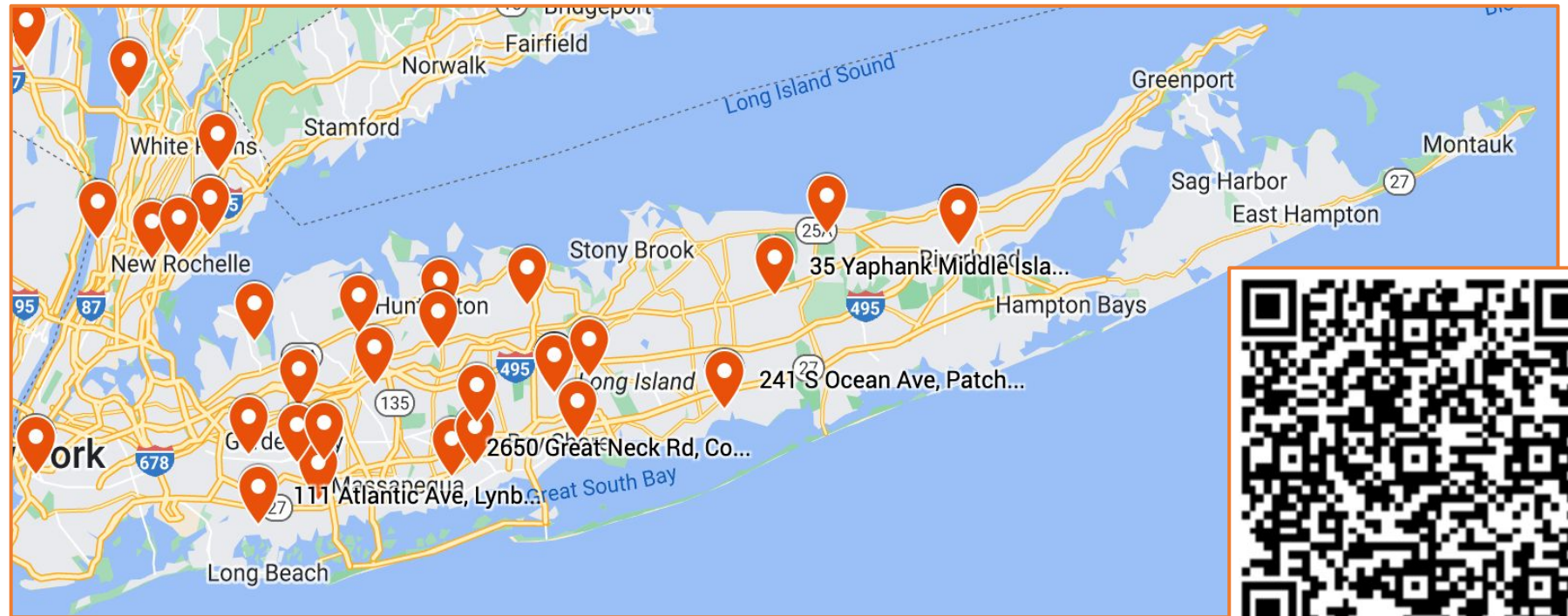
The tool is a suggested processes with resources and a ML and ELL Program Quality Review Continuum to use for determining a school's current level of implementation of school-wide practices that support MLs and ELLs towards graduation, college, career, and civic readiness.

# The ELL Leadership Council

The English Language Learner (ELL) Leadership Council is a group of approximately 70 English as a New Language (ENL) Deputy Superintendents or Central Office Directors from New York State (NYS) who meet regularly to discuss issues and best practices related to ELLs.

The ELL Leadership Council meets twice a month, designated to include one (1) business meeting and one (1) professional learning opportunity.

Join Us!





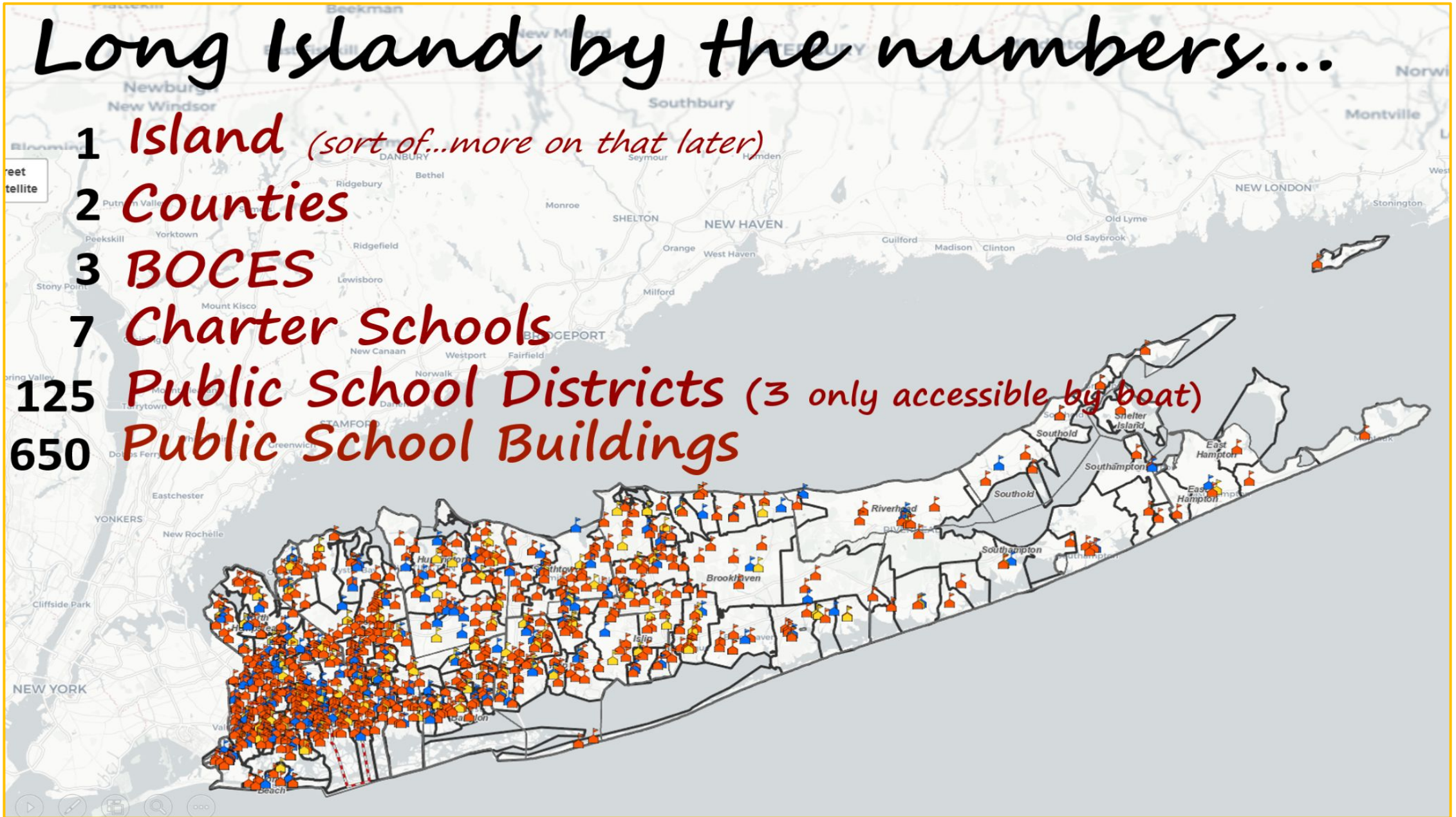
# Impact





# Long Island by the numbers....

- 1 Island *(sort of...more on that later)*
- 2 Counties
- 3 BOCES
- 7 Charter Schools
- 125 Public School Districts *(3 only accessible by boat)*
- 650 Public School Buildings

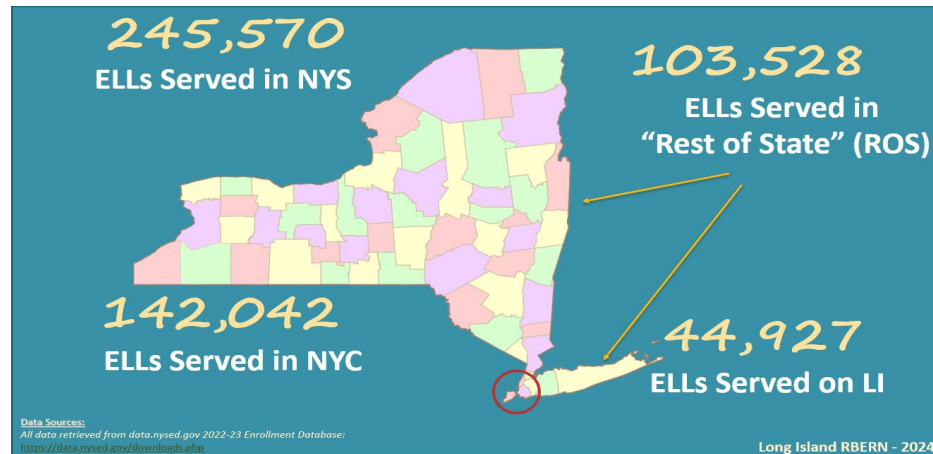


# Long Island ELL Enrollment & Bilingual Education Programs

2021-22 to 2023-24

|           | Number of ELLs | Percent of ELLs | Number of Bilingual Education Programs |
|-----------|----------------|-----------------|--|
| 2023-2024 | 52,880         | 12.8%           | 167                                    |
| 2022-2023 | 50,543         | 12.2%           | 162                                    |
| 2021-2022 | 49,861         | 12.0%           | 150                                    |

# Long Island Bilingual Education Programs 2022-23



| Dual Language  | TBE   | Both DL & TBE  |
|--|---|--|
| FREEPORT UFSD<br>HEMPSTEAD UFSD<br>MINEOLA UFSD<br>UNIONDALE UFSD<br>WESTBURY UFSD | EVERGREEN CHARTER SCHOOL<br>FREEPORT UFSD<br>GLEN COVE CITY SD<br>HEMPSTEAD UFSD<br>HICKSVILLE UFSD<br>LAWRENCE UFSD<br>MINEOLA UFSD<br>OCEANSIDE UFSD<br>ROOSEVELT UFSD<br>UNIONDALE UFSD<br>WESTBURY UFSD | FREEPORT UFSD<br>HEMPSTEAD UFSD<br>MINEOLA UFSD<br>UNIONDALE UFSD<br>WESTBURY UFSD |

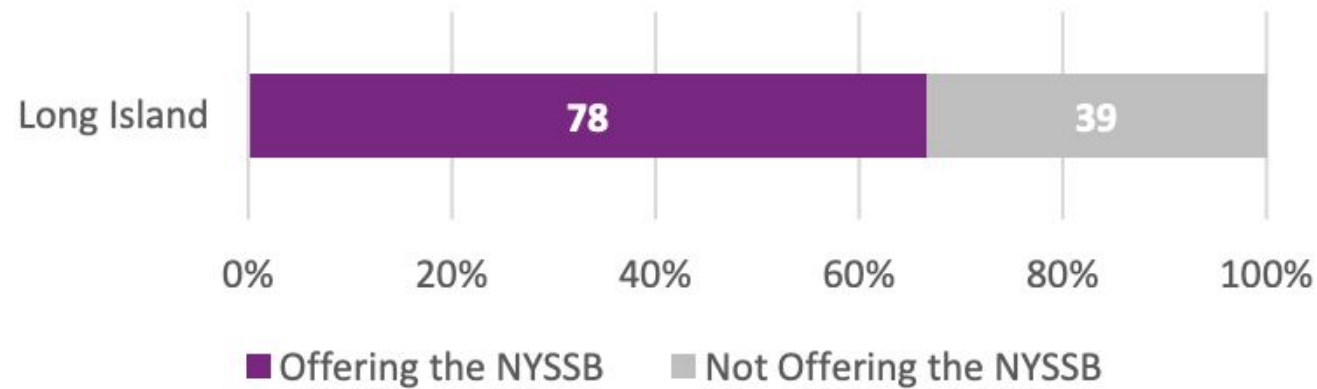
| Dual Language   | TBE   | Both DL & TBE  |
|---|---|--|
| BAY SHORE UFSD<br>EAST HAMPTON UFSD<br>HUNTINGTON UFSD<br>LINDENHURST UFSD<br>MONTAUK UFSD<br>NORTH BABYLON UFSD<br>PATCHOGUE-MEDFORD UFSD<br>RIVERHEAD CSD<br>SOUTH COUNTRY CSD<br>SOUTH HUNTINGTON UFSD<br>SOUTHAMPTON UFSD | AMITYVILLE UFSD<br>BAY SHORE UFSD<br>BRENTWOOD UFSD<br>CENTRAL ISLIP UFSD<br>COPIAGUE UFSD<br>EAST HAMPTON UFSD<br>HAMPTON BAYS UFSD<br>HUNTINGTON UFSD<br>PATCHOGUE-MEDFORD UFSD<br>RIVERHEAD CSD<br>SOUTH HUNTINGTON UFSD<br>SOUTHAMPTON UFSD<br>WILLIAM FLOYD UFSD<br>WYANDANCH UFSD | BAY SHORE UFSD<br>EAST HAMPTON UFSD<br>HUNTINGTON UFSD<br>PATCHOGUE-MEDFORD UFSD<br>RIVERHEAD CSD<br>SOUTH HUNTINGTON UFSD<br>SOUTHAMPTON UFSD |



# New York State Seal of Biliteracy



Number of Schools Offering vs. Not Offering the NYSSB in the Long Island Region (2022-23)



Total Number of Students who Earned the NYSSB by Region (2022-2023)



2021 NYS Seal of Biliteracy Graduates  
from Bay Shore HS



2023 NYSSB graduate  
from Brentwood HS

# The Puerto Rican/Hispanic Youth Leadership Institute

The overall purpose of the PR/HYLI is student empowerment and leadership development.

Hispanic students from across New York State, in seven regional delegations study topics focused on leadership development, civic engagement and democracy.



# Being Bilingual is a Superpower!

*Raise the Bar Initiative*



New York was 1 in 5 States selected to be visited by OELA in April 2024



**EQUITABLE ACCESS FOR  
ENGLISH LEARNERS**



**DIVERSIFIED BILINGUAL/MULTILINGUAL  
EDUCATOR WORKFORCE**

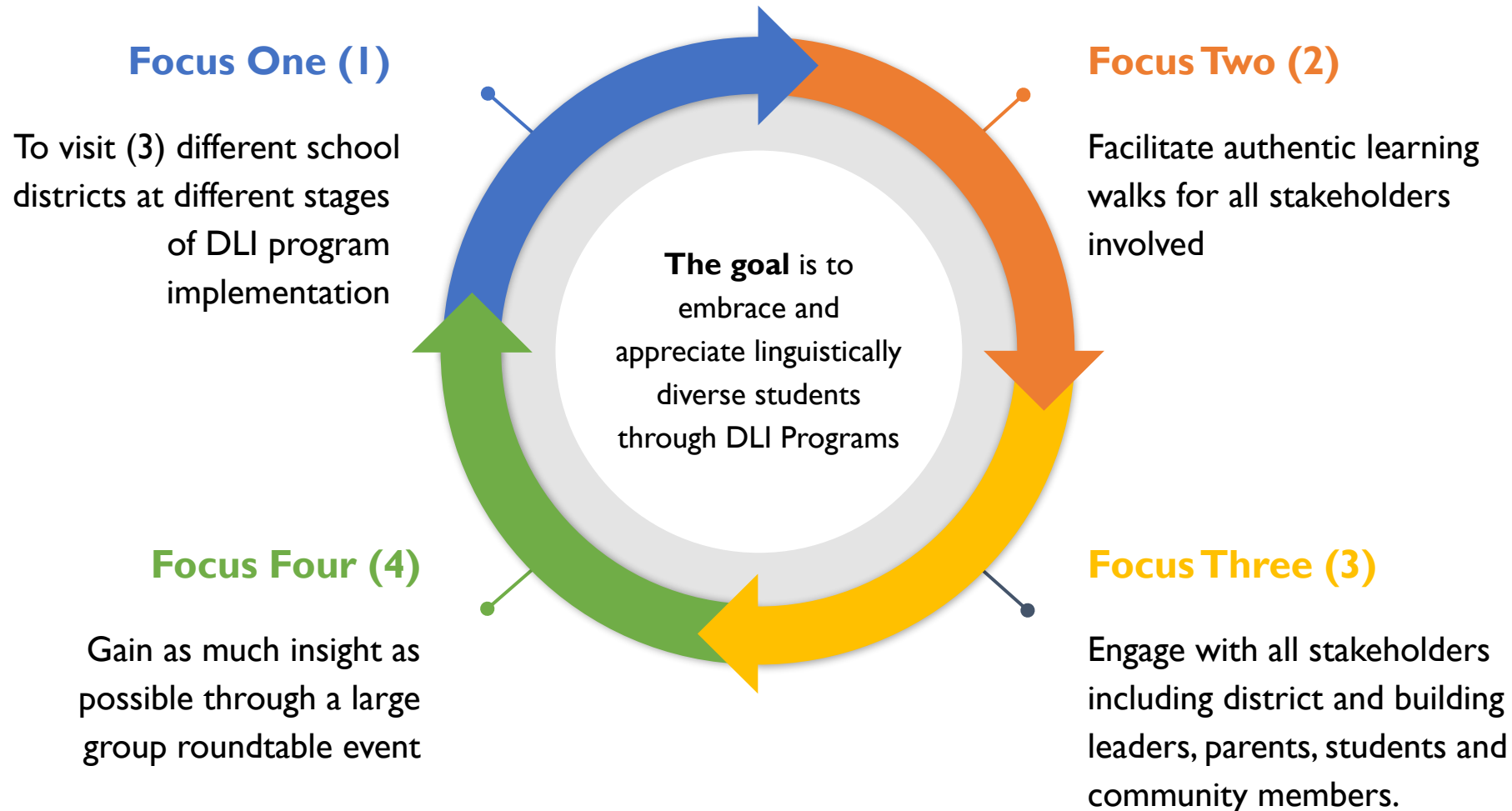


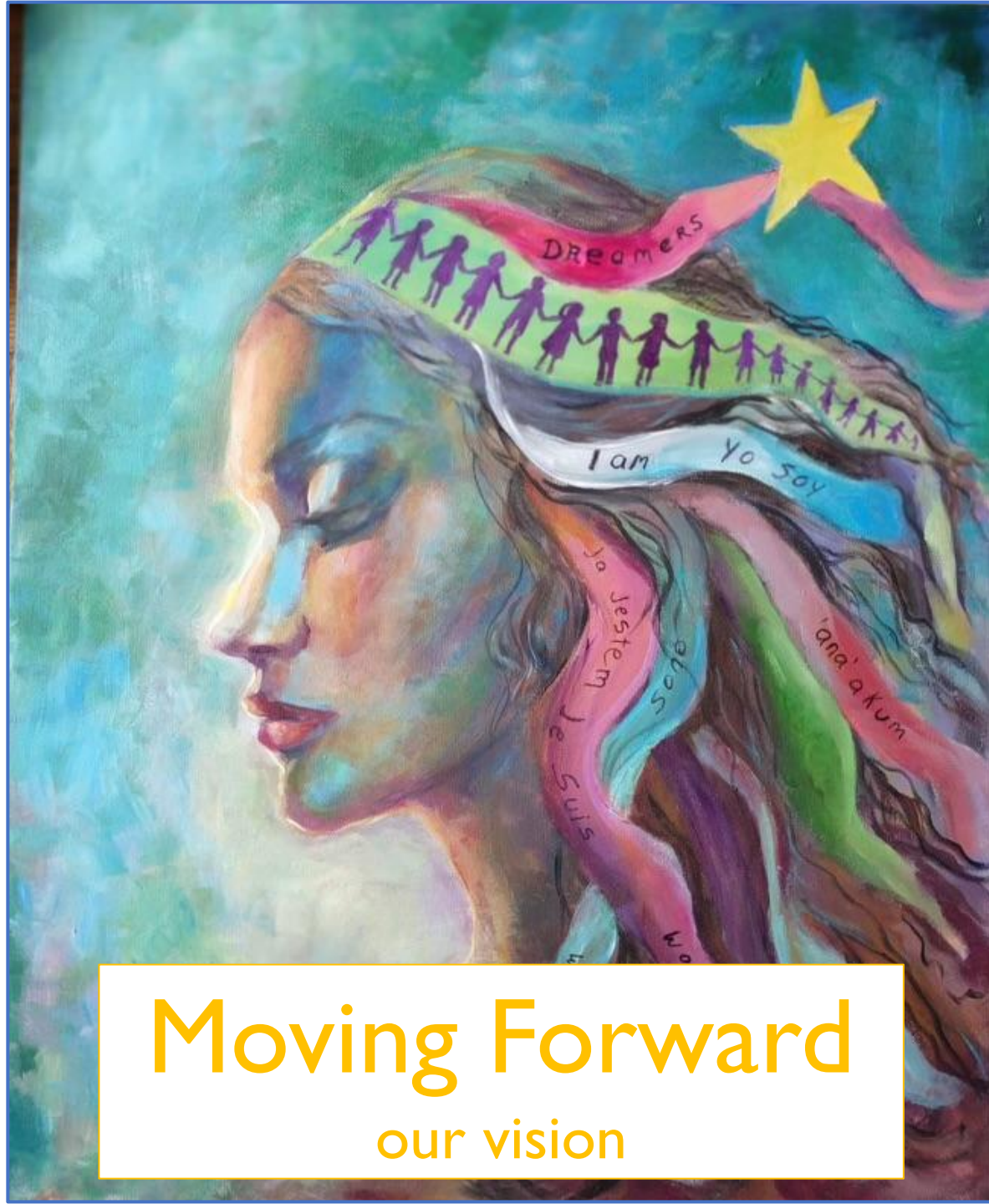
**QUALITY BILINGUAL  
EDUCATION FOR ALL**





# OBEWL's Vision for the OELA Visit





# Moving Forward

our vision

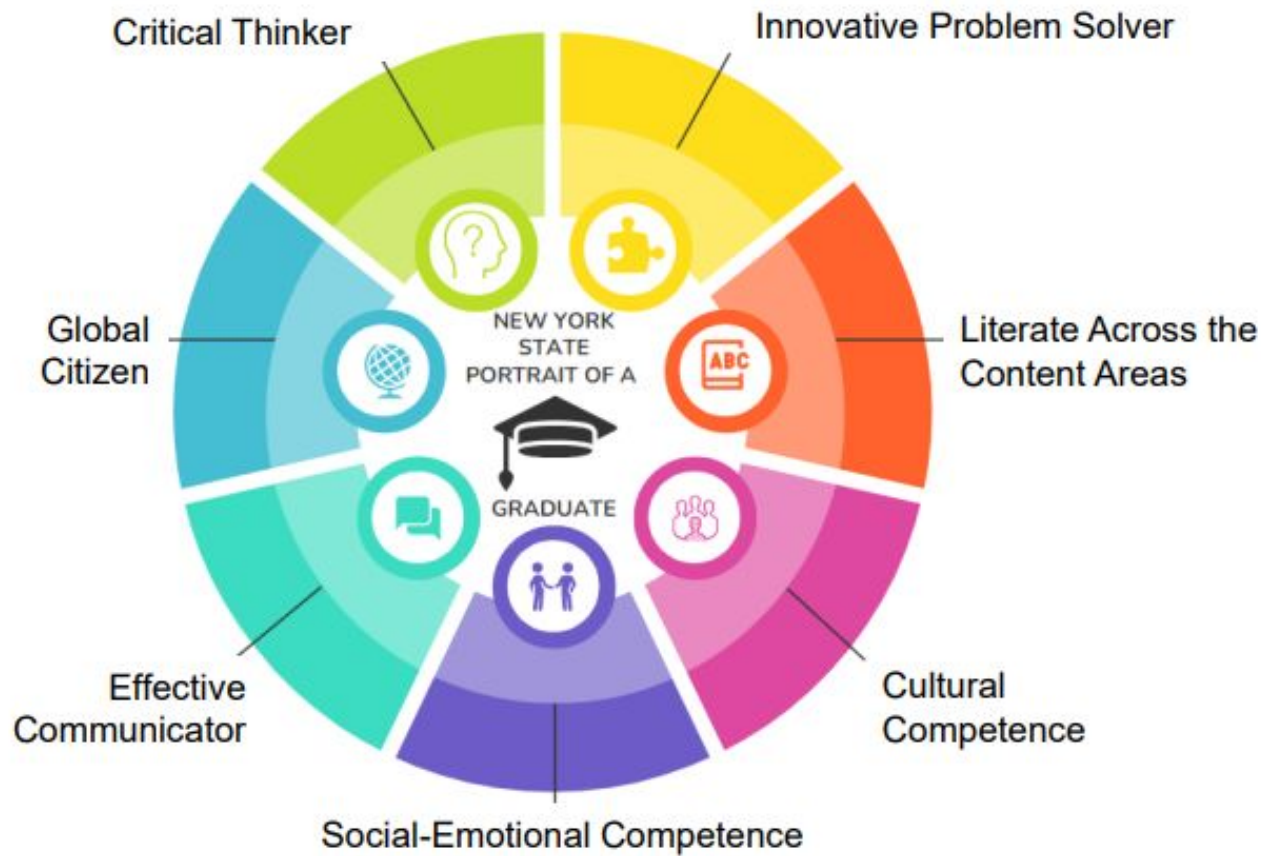
Our next steps involve maintaining our partnership with OELA and the school districts, actively participating in planning for Dual Language Immersion (DLI) framework that will serve as guidance to create, sustain, and grow opportunities for multilingualism.

Additionally, we aim to establish a Professional Learning Community (PLC) Consortium with the involved school districts to nurture collaboration around DLI, with the ultimate goal of expanding participation to encompass the broader state educational community.

VOICES  
FROM THE CLASSROOM

OSSINING UFSD | NORTH ROCKLAND CSD | 14K084 - JOSE DE DIEGO



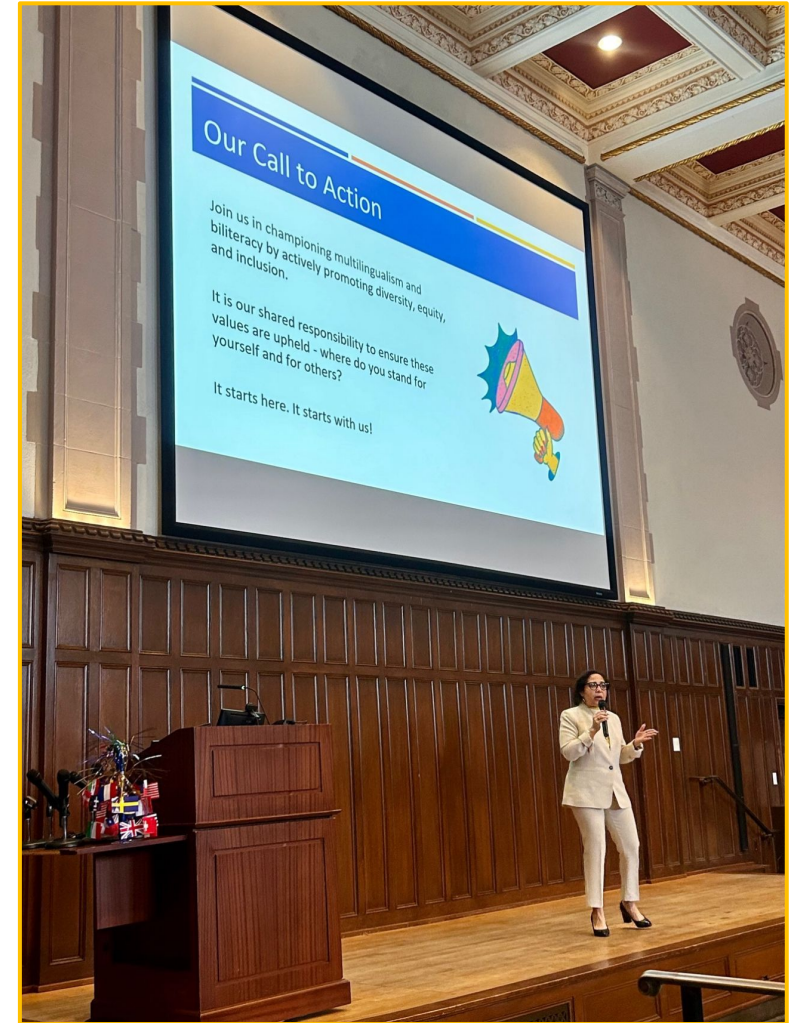


# Blue Ribbon Commission (BRC)

Portrait of a Graduate

# Call to Action

All school boards and district/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are met.





# Thank You!

