

Memorandum of Understanding

between

The New York City Department of Education

and

The New York State Education Department

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the two parties above in order to enhance programs and services for English Language Learners.

Background

DOE is committed to working to improve educational opportunities for all English language learners (ELL), to ensure that students have access to rigorous Common Core-aligned instruction and the full range of educational opportunities within the DOE. The DOE serves approximately 160,000 students identified as ELLs who speak over 160 different languages. ELLs face the challenge of learning a second language while simultaneously acquiring content area skills and concepts. School communities serving ELLs must be supported in strengthening the specialized skill sets necessary to effectively address the academic and linguistic needs of NYC's diverse ELL student population.

Purpose

In New York City, ELL educational services and programs are guided by New York State Education Department Commissioner's Regulations (CR) Part 154, which provides the basic requirements and procedures for ELL education. CR Part 154, as amended by the Aspira Consent Decree, requires schools to form bilingual education programs in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade. CR Part 154 also determines the number of English as a New Language (ENL, formerly known as ESL) instructional units which ELLs must receive according to their levels of English proficiency. The school system's goal of aligning ELL programs with CR Part 154 ensures that ELLs acquire and develop English language skills while meeting the standards that are expected at their grade and age levels in core subjects.

The DOE is committed to strengthening all ELL programs, including establishing and expanding existing bilingual programs when thresholds are met, as evidenced by the increase in fiscal and personnel resources that will be utilized to support schools.

The DOE looks forward to the collaborative efforts with NYS Education Department as it accelerates the achievement for all ELLs and sets the bar high for the State and the rest of the nation. Specifically, this MOU demonstrates the ongoing commitment to enhancing and improving the following areas, which are described within this MOU.

- A. Programs and services for all ELLs
- B. Identification processes and placement of ELLs and parent information
- C. Staffing of ELL programs
- D. Accountability procedures and reporting capabilities

Duration

This MOU may be modified by mutual consent of authorized officials from the NYCDOE and the NYSED. This MOU shall become effective upon signature by the authorized officials from the above listed parties and will remain in effect until June 30, 2018. The attached plan with specific, measurable, assignable, results-oriented, and timely goals put forth by NYSED will be implemented by NYCDOE over this period of time, therefore meeting the agreement of the MOU as a testament to our mutual commitment to English Language Learners. Targets and goals have been developed to afford NYCDOE flexibility in implementation.

Contact Information

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and

New York State Education Department
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The two parties below agree to the above Memorandum of Understanding on the 10th day of November in the year 2014.

Signatures:

Carmen Fariña, Chancellor

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NEW YORK CITY DEPARTMENT OF EDUCATION AREAS OF FOCUS FOR ENGLISH LANGUAGE LEARNERS

OVERVIEW OF FOCUS AREAS:

- A. Programs and Services for English Language Learners (ELLs)**
- B. Identification and Placement of ELLs and Parent Information**
- C. Certified Teachers and Staffing**
- D. Accountability**

As of the 2015-2016 school year, the plan should be in alignment with the recently adopted Commissioner's Regulation Part 154.

A. PROGRAMS AND SERVICES FOR ENGLISH LANGUAGE LEARNERS

NYCDOE develops a plan and monitors it to ensure that:

A.1) High quality Bilingual Education programs (Transitional and Dual Language) geared towards English Language Learners (ELLs) are created in a variety of school models (e.g., themed schools) to meet the needs of all ELL language groups, and expand availability of programs, with priority given to underserved languages and school districts.

- Goal: Increase ELL participation in Bilingual Education programs by 25% each year, such that programs are available for all eligible ELLs by 2018-2019.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item A.1, Auditor General's Recommendation #8 and #11 contained in the ELL Parent Choice Program Compliance Audit Report dated 12/19/2012, and the above mentioned goal.

A.2) Admissions policies for new, small, and specialized schools provide for the full participation of English Language Learners.

- Goal: Demonstrate an overall 5% incremental gain in ELL enrollment each year from 2015-2016 to 2017-2018, in each of the above named types of schools, to ensure ELL representation is comparable to the citywide percentage of ELLs.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item A.2 and the above mentioned goal.

A.3) Each high school meets designated ELL enrollment targets, based on a formula which takes into account the number of ELL students in each Community School District or geographic area, such that each school's ELL enrollment is reflective of the number of ELLs in the community school district.

- Goal: Meet the designated enrollment such that 50% of all high schools will meet their designated ELL enrollment targets for the class entering in the 2015-2016 school year. During the 2016-2017 school year, demonstrate that 100% of high schools meet their designated ELL enrollment targets.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item A.3 and the above mentioned goal.

A.4) CTE, YABC, and D79 programs provide high quality Bilingual and/or ESL instruction to all ELLs.

- Goal: Demonstrate that CTE, YABC, and D79 programs are strategically monitored by the Department of English Language Learners and Student Support (DELLSS) to ensure that 100% of programs provide ESL instruction at a minimum.
- Goal: Demonstrate that CTE, YABC, and D79 programs are strategically monitored by the Department of English Language Learners and Student Support to ensure Bilingual Education programs are provided, such that 25% of programs monitored in 2014-2015 provide Bilingual Education programs if they have the threshold number of ELL students who share a home language, 50% of monitored in 2015-2016 provide Bilingual Education programs if they have the threshold number of ELL students who share a home language, 75% monitored in 2016-2017 provide Bilingual Education programs if they have the threshold number of ELL students who share a home language, and 100% in 2017-2018 provide Bilingual Education programs if they have the threshold number of ELL students who share a home language.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item A.4 and the above mentioned goal.

A.5) Procedures are in place to improve the continuity of Bilingual Education and ESL programs provided to ELLs across all school districts and grade levels.

- Goal: Reduce by 25% the number of ELLs who did not have access to program continuity in 2015-2016, 2016-2017, and 2017-2018, such that all ELLs will have access to Bilingual Education and ESL program continuity by 2018-2019.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item A.5 and the above mentioned goal.

A.6) Procedures are in place to improve the quality of Bilingual Education and ESL programs provided to ELLs across all school districts and grade levels in alignment with the Blueprint for ELL Success.

- Goal: Demonstrate that schools are strategically monitored by the Department of English Language Learners and Student Support to ensure they meet established criteria for high quality Bilingual Education and ESL programs aligned to the Blueprint for ELL Success, such that 50% of schools monitored in 2015-2016 provide high quality programs, and 90%-100% of schools monitored in 2016-2017 provide high quality programs.

- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item A.6, Auditor General’s Recommendation #11 contained in the ELL Parent Choice Program Compliance Audit Report dated 12/19/2012, and the above mentioned goal.

A.7) ELLs with Individualized Education Programs (IEPs) are provided Bilingual Education and/or ESL services that address their linguistic, academic, and social-emotional needs and enable these students to acquire proficiency in English while having meaningful access to grade level curriculum.

- Goal: Increase the availability of Bilingual Education programs and ESL services that meet the needs of ELLs with IEPs by 25%, such that by 2018-2019, all ELLs with IEPs receive Bilingual Education / ESL services that address their linguistic, academic, and social-emotional needs to acquire language and academic proficiency.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item A.7 and the above mentioned goal.

A.8) Increase the number of ELLs exiting from ELL status within 6 years and ensure that Long Term ELLs (LTEs) receive high quality education in Bilingual Education and/or ESL programs.

- Goal: Increase by 5% in 2015-2016 and each subsequent year through 2018-2019 the number of ELLs exiting from ELL status within 6 years, by focusing on schools that generate consistent numbers of developing ELLs. Also, demonstrate that schools are strategically monitored by the Department of English Language Learners and Student Support to ensure they meet established criteria for high quality Bilingual Education and/or ESL programs, such that 50% of schools monitored in 2015-2016 provide programs, and 90%-100% of schools monitored in 2016-2017 provide programs.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item A.8 and the above mentioned goal.

A.9) Ensure that Students with Interrupted Formal Education (SIFE) receive high quality education in Bilingual Education and/or ESL programs that target their academic, language and socio-emotional needs.

- Goal: Demonstrate that schools are strategically monitored by the Department of English Language Learners and Student Support to ensure they provide appropriate Bilingual Education and /or ESL programs to SIFE, such that 50% of schools monitored in 2015-2016 provide programs and instruction, and 90-100% of schools monitored in 2016-2017 provide programs and instruction.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item A.9 and the above mentioned goal.

B. IDENTIFICATION / PLACEMENT OF ELLS AND PARENT INFORMATION

NYCDOE develops a plan and monitors it to ensure that:

B.1) Centralized locations are established in each borough's Enrollment Office where families of ELL newcomers are provided with accurate, objective, and complete information regarding ELL program options and parental rights in their home languages.

- Goal: Establish a centralized ELL Enrollment Office location in each borough in time for the enrollment process for the 2015-2016 school year.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item B.1, Auditor General's Recommendation #1 contained in the ELL Parent Choice Program Compliance Audit Report dated 12/19/2012, and the above mentioned goal.

B.2) NYCDOE Department of English Language Learners and Student Support and the Enrollment Office staff collaborate in the provision of comprehensive training about ELL program options, Part 154 regulations, the ELL identification process, and parents' rights, including accessibility to interpretation and translation services. In addition, Enrollment Office staff has access to all current Bilingual Education Program (Transitional and Dual Language) information available in order to timely inform parents.

- Goal: Demonstrate that enrollment center staff is provided with comprehensive Bilingual Education information, program availability, enrollment information, and professional development in the above B.2 topics, such that 50% monitored in 2015-2016, and 90% - 100% of monitored in 2016-2017 meet expectations.
- Goal: Create and implement a series of ongoing professional development sessions each year for Enrollment Office staff on each of the topics outlined in B.2.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item B.2 and the above mentioned goals.

B.3) Qualified personnel adhere to the ELL identification and placement process, consistent with the regulatory timeframe that identification be completed at time of enrollment and within ten (10) school days of the student's enrollment - regardless of the time of year. The process includes administration of the Home Language Questionnaire to the parent or person in parental relation, interview of the student and the parent conducted in English and the home language, administration of the NYSITELL to the student to determine English language proficiency, and placement of the student in an appropriate Bilingual Education and/or ESL program in which the student receives the required units of study pursuant to CR Part 154. The ELL identification and placement process includes clear and efficient protocols to address situations where students are not enrolled by the first school to which they are assigned.

- Goal: Create and implement a series of ongoing professional development sessions each year for cluster, network, enrollment, and school staff, in order to reinforce the ELL Identification and Placement process.
- Goal: Train/retrain 50% of aforementioned staff in 2015-2016, and the remaining 50% in 2016-2017, such that all staff is trained/retrained by the end of the 2016-2017 school year.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item B.3, Auditor General's Recommendation #9 contained in the ELL Parent Choice Program Compliance Audit Report dated 12/19/2012, and the above mentioned goals.

B.4) Parents or other person in parental relation of a student designated as an ELL are provided a high quality orientation session on the state standards, assessments, and school expectations for ELLs, as well as the program goals and requirements for Bilingual Education and English as a Second Language, as prescribed by CR Part 154 and in their home languages.

- Goal: Demonstrate that schools and enrollment centers are strategically monitored by the Department of English Language Learners and Student Support to ensure high quality orientation sessions are provided, such that 50% of schools and enrollment centers monitored in 2015-2016 provide high quality orientation sessions, and 90% - 100% of schools and enrollment centers monitored in 2016-2017 provide high quality orientation sessions.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item B.4, Auditor General's Recommendations #1, #3 and #5 contained in the ELL Parent Choice Program Compliance Audit Report dated 12/19/2012, and the above mentioned goal.

B.5) Parents of ELLs are given the required opportunity to exercise their right to place their child in Bilingual Education programs in schools where the number of ELL students speaking the same home language in the same grade require such a program. NYCDOE implements a process, with appropriate interventions, to ensure that parental notifications, orientations, and ELL specific bi-annual meetings – all in parents' home languages – are implemented as required by CR Part 154.

- Goal: Demonstrate that schools and enrollment centers are strategically monitored by the Department of English Language Learners and Student Support to ensure that parents of ELLs are provided with the opportunity to place their child in a Bilingual Education program in schools where warranted, such that 50% of schools and enrollment centers monitored in 2015-2016, and 90% - 100% monitored in 2016-2017 meet expectations.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item B.5, Auditor General's Recommendations #2, #3 and #5 contained in the ELL Parent Choice Program Compliance Audit Report dated 12/19/2012, and the above mentioned goal.

B.6) In schools where CR Part 154 does not require the establishment of a Bilingual Education program, ELL parents are given the option of transferring their child to a school within the community school district where an appropriate Bilingual Education program exists, or outside the community school district if a Bilingual Education program does not exist within the district.

- Goal: Demonstrate that schools are strategically monitored by the Department of English Language Learners and Student Support to ensure that ELL parents are given the option of transferring their child to a school within the community school district where an appropriate Bilingual Education program exists, or outside the community school district if a Bilingual Education program does not exist within the district, such that 50% of schools monitored in 2015-2016 provide the transfer option, and 90%-100% of monitored in 2016-2017 provide the transfer option.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item B.6 and the above mentioned goal.

B.7) Each school maintains records of signed notices of parents and persons in parental relation that indicate program selection. Each school maintains records of orientation session agendas and sign in sheets for such orientations. Signed notices of parents and persons in parental relation that indicate program selection shall be included in the student's cumulative record. Signed notices of parents and persons in parental relation are in their home languages.

- Goal: Demonstrate that schools are strategically monitored by the Department of English Language Learners and Student Support to ensure that all necessary documents pertaining to program selection and orientation are maintained in each ELL student's cumulative record, such that 50% of schools monitored in 2015-2016, and 90% - 100% monitored in 2016-2017 meet expectations.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item B.7, Auditor General's Recommendations #1, #3 and #7 contained in the ELL Parent Choice Program Compliance Audit Report dated 12/19/2012, and the above mentioned goal.

B.8) Schools and each borough Enrollment Office provide parents of ELLs and other persons in parental relation with information about all Bilingual Education and English as a Second Language programs available in the community school district in the language or mode of communication that parents best understand. Schools also provide information and notices regarding program placement and the rights of such parents or persons in parental relation. Forms of mass communication are used to inform parents about programs and services for ELLs. This information includes communications regarding Bilingual Education program closings and openings, placement, parent orientations, bi-annual meetings with parents, and availability of documents in the home language.

- Goal: Demonstrate that schools and enrollment centers are providing ELL parents with translated Bilingual Education and/or ESL program and placement materials, such that 50% monitored in 2015-2016, and 90% - 100% of monitored in 2016-2017 meet goals.
- Goal: Demonstrate that all information contained in B.8 is appropriately and accurately translated at a minimum in the 9 most common languages in NYC. In the event that the 9 most common languages in NYC do not include the 3 most common languages in the borough or community school district of the enrollment center, all information contained in B.8 should also be appropriately and accurately translated into those 3 most common languages of the borough or community school district.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item B.8, Auditor General's Recommendation #4 contained in the ELL Parent Choice Program Compliance Audit Report dated 12/19/2012, and the above mentioned goals.

B.9) Interpretation to meet the needs of parents and persons in parental relation to ELLs and translation of materials (e.g., enrollment materials, admissions applications, outreach fairs, school meetings and materials, IEP meetings, IEPs, programs available) by qualified translators.

- Goal: Demonstrate that schools and enrollment centers are providing interpretation and translation services to ELL parents, such that 50% monitored in 2015-2016, and 90%-100% of monitored in 2016-2017 meet goals.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item B.9 and the above mentioned goal.

B.10) Community-based organizations have a meaningful opportunity to participate in the development and creation of effective and sustainable ELL programs and services within the community.

- Goal: Hold quarterly school meetings with community-based organizations during planning time for programs for the 2015-2016 school year. The first meeting should occur in fall 2015. Quarterly meetings continue for the subsequent school years for the duration of this plan.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item B.10 and the above mentioned goal.

C. CERTIFIED TEACHERS AND STAFFING

NYCDOE develops a plan and monitors it to ensure that:

C.1) Teachers servicing ELLs are appropriately certified pursuant to Part 80 and Part 154 of Commissioner's Regulations.

- Goal: Ensure that the number of teachers providing ESL or Bilingual Education without appropriate certification is reduced by 25% by the end of the 2015-2016 school year, 50% by the end of the 2016-2017 school year, 75% by the end of the 2017-2018 school year and 100% by the end of the 2018-2019 school year.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item C.1, and the above mentioned goal.

C.2) As prescribed by the IEPs for ELLs, qualified bilingual teachers, speech pathologists, reading specialists, and other support personnel provide high quality Bilingual and Special Education services to students in their home language. In instances when Bilingual Education programs cannot be provided for ELLs with an IEP, a bilingual paraprofessional is provided as a temporary service solution only.

- Goal: Increase the number of ELLs with IEPs being served by qualified bilingual professionals as opposed to bilingual paraprofessionals each year by 25%, such that, by the end of 2018-2019, all ELLs with IEPs are served by qualified bilingual professionals when their IEPs require.
- Goal: Increase the number of ELLs with IEPs being served according to their IEP by 25% each year, such that by the end of 2017-2018 all ELLs with IEPs are served according their IEPs.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item C.2, and the above mentioned goals.

C.3) Reduces the shortage of Bilingual Education / ESL teachers in specific language groups by developing and implementing a recruitment plan for attracting Bilingual Education, ESL, and Bilingual Special Education teachers. The plan creates incentives and pathways to secure appropriately certified candidates to ELL-specific teaching positions and increase the pool of bilingual psychologists and bilingual speech teachers.

- Goal: Reduce the shortage of Bilingual Education / ESL teachers in specific language groups by 25% each school year, based on the shortages in the 2014-2015 school year and thereafter, such that by the end of the 2018-2019 school year there are no shortages of Bilingual Education / ESL teachers.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item C.3, and the above mentioned goal.

C.4) Aligns ELL professional development programs with the NYS Common Core Learning Standards (CCLS), New Language Arts Progressions (NLAP), Home Language Arts Progressions (HLAP), and NYSED's Blueprint for ELL Success. Research-based professional development is targeted to Bilingual, ESL, and content area teachers.

- Goal: Provide ELL-specific research-based professional development opportunities aligned to CCLS, NLAP, HLAP and NYSED's Blueprint for ELL Success to satisfy 50% of each Bilingual / ESL teacher's, and 15% of each content area teacher's professional development.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item C.4 and the above mentioned goal.

C.5) In schools where ELLs are not served or are partially served, consistent with collective bargaining agreements, Bilingual and ESL teachers in the district are used to provide ELL instruction aligned to NYS Common Core Learning Standards (CCLS), New Language Arts Progressions (NLAP) and NYSED's Blueprint for ELL Success, rather than assigned to non-instructional tasks.

- Goals: Demonstrate that schools are strategically monitored by the Department of English Language Learners and Student Support to ensure that, in schools where ELLs are underserved based on data from the 2014-2015 school year, Bilingual and ESL teachers spend the majority of their time providing instruction to ELL students' services in lieu of other non-instructional tasks. Ensure that 50% of schools monitored in 2015-2016, and 90% - 100% monitored in 2016-2017 meet expectations.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item C.5, and the above mentioned goal.

C.6) Staff in schools who are struggling to meet the instructional and programmatic needs of ELLs, based on, but not limited to, inability to meet Annual Measurable Achievement Objective (i.e., below average ELL graduation rates), attend research-based professional development to meet the needs of the ELLs.

- Goal: Provide ongoing ELL-specific research-based professional development opportunities aligned to the specific needs of identified schools, such that 80% of staff receives training annually.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item C.6, and the above mentioned goal.

D. ACCOUNTABILITY

NYCDOE develops a plan and monitors it to ensure that:

D.1) Ensures that annual Language Allocation Policy (LAP) Reports are submitted every year prior to the end of the school year and in accordance with the NYSED submission schedule.

- Goal: Submit Language Allocation Policy (LAP) Reports for 100% of schools in all NYCDOE districts and schools prior to each school year.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item D.1, Auditor General's Recommendation #10 contained in the ELL Parent Choice Program Compliance Audit Report dated 12/19/2012, and the above mentioned goals.

D.2) Ensures that a process and reporting structure is in place to prevent schools from declining to admit potential ELLs during general and over the counter/walk-in enrollment.

- Goal: Demonstrate that schools and enrollment centers are strategically monitored by DELLSS to ensure that schools do not decline to admit ELLs during enrollment and over the counter / walk-in potential ELLs, such that 50% of schools and enrollment centers monitored in 2014-2015, and 90% - 100 % monitored in 2015-2016 meet expectations.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item D.2, and the above mentioned goal.

D.3) Develops and implements a system, consistent with collective bargaining agreements, to hold teachers, principals, and superintendents accountable for ELL programs and services, including the incorporation of ELL compliance measures in teacher, principal, and superintendent performance reviews.

- Goal: Include ELL-specific criteria in each performance review system to hold principals accountable for ELL programs and services, including the incorporation of ELL compliance measures in teacher, principal, and superintendent performance reviews.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item D.3, Auditor General's Recommendation #11 contained in the ELL Parent Choice Program Compliance Audit Report dated 12/19/2012, and the above mentioned goal.

D.4) Designs and establishes a system to monitor over-referrals of ELLs to the Committee on Special Education (CSE) while ensuring that those referred to CSE for an individual evaluation are provided with evaluations in each student's home language and in English pursuant to section 200.4(b)(6) of the Regulations of the Commissioner of Education.

- Goal: Provide annual ongoing professional development to schools identified as having above average referral rates of ELLs to the CSE to ensure that ELLs are appropriately referred.
- Goal: Ensure that 75% of ELLs referred to the CSE for an individual evaluation are provided with evaluations in a timely manner in each student's home language and in English in 2015-2016, and 100% for each subsequent school year.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item D.4, and the above mentioned goals.

D.5) Prior year data is used to provide support to schools that have demonstrated difficulty or a pattern of not being able to conduct timely administration of the NYSITELL.

- Goal: Increase the number of new ELLs who are timely administered the NYSITELL such that 98% are tested by the end of the 2015-2016 school year, and 99%-100% by the 2016-2017 school year.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item D.5, Auditor General's Recommendation #6 contained in the ELL Parent Choice Program Compliance Audit Report dated 12/19/2012, and the above mentioned goal.

D.6) Prior year data is used to provide support to schools that have demonstrated difficulty in administering the NYSESLAT to all ELLs.

- Goal: Increase the number of ELLs who are administered the NYSESLAT such that 97% are tested by the end of the 2015-2016 school year, and 99% by the 2016-2017 school year.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item D.6, and the above mentioned goal.

D.7) Ensures current and future system-wide and district level structures adequately support the implementation of this plan, and secures additional resources as necessary for full implementation.

- Goal: Include a designated ELL point person in charge of ensuring NYCDOE Areas of Focus for English Language Learners is met in all current and future system-wide structures.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item D.7, and the above mentioned goal.

D.8) Provides ELL program data that is collected during the enrollment process via the initial enrollment screen, and applied to school and Bilingual Education program placement.

- Goal: Demonstrate use of ELL program information collected via the initial enrollment screen to ensure adequate Bilingual program placement in schools, such that 80% of students are appropriately placed in Bilingual Education programs in 2015-2016, 90% in 2016-2017 and 100% in 2017-2018.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item D.8, Auditor General's Recommendation #7 contained in the ELL Parent Choice Program Compliance Audit Report dated 12/19/2012, and the above mentioned goal.

D.9) Takes conceptual consolidation of funds into account, creates a monitoring system to track program implementation and ELL supports, and ensures that funds from ELL grants are used toward providing programs and instruction to ELLs.

- Goal: Create a system to strategically monitor by the Department of English Language Learners and Student Support to determine how funding is allocated in schools, and if funds are being appropriately utilized to meet the needs of their ELL students.
- NYCDOE will create and submit a plan to be reviewed and approved by NYSED to address item D.9, and the above mentioned goal.