The Latino Education Advocacy Directors (LEAD) Coalition is a statewide coalition created to ensure the needs of Latino students in the New York State public school system are being met. LEAD works to increase the educational outcomes of Latino children and youth and to improve their access to a high-quality public education from pre-school to postsecondary levels. The goal is to narrow the achievement gap of Latino students so that their academic outcomes ultimately equal other, higher performing student populations across the state. The coalition is unified in support of a reform agenda that will enhance New York City and New York State’s P-16 public education system, creating a strong college and career access and success pipeline to improve the outcomes of Latino students.

**COALITION MEMBER ORGANIZATIONS**

Advocates for Children of New York  
Alliance for Quality Education  
Adelante of Suffolk County  
Amber Charter School  
Avenues for Justice  
ASPIRA of NY  
Casita Maria Center for Arts and Education  
Catholic Charities Community Services  
Coalition for Hispanic Family Services  
Committee for Hispanic Children and Families  
Community Assoc. of Progressive Dominicans  
El Centro del Inmigrante  
El Puente  
ExpandED Schools  
Hispanic Federation  
Ibero-American Action League  
Internationals Network for Public Schools  
LatinoJustice PRLDEF  
Latino U College Access  
LSA Family Health Service  
Masa-Mex Ed  
National "I Have a Dream" Foundation  
NYC Coalition for Educational Justice  
NYS Association for Bilingual Education  
Operation Exodus  
Opportunities for a Better Tomorrow  
The Opportunity Network  
Parent-Child Home Program  
Project Hospitality  
Zone 126
UNDERSTANDING MLLS IN NEW YORK STATE

Growing MLL Population

9%
PERCENTAGE OF MLLS IN GRADES K-12 ACROSS IN NYS IN 2017

+19%
GROWTH OF MLL POPULATION OVER THE PAST DECADE

Finding: Majority of NYS MLLs Speak Spanish at Home.

TOP FIVE MLL HOME LANGUAGES IN NYS, 2016-17

<table>
<thead>
<tr>
<th>Language</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>65%</td>
</tr>
<tr>
<td>Chinese*</td>
<td>9%</td>
</tr>
<tr>
<td>Arabic</td>
<td>6%</td>
</tr>
<tr>
<td>Bengali</td>
<td>3%</td>
</tr>
<tr>
<td>Russian</td>
<td>2%</td>
</tr>
</tbody>
</table>

*Chinese languages were not reported by their different dialects.

Source: NYSED ELL Demographics Slides, Engage NY.

Finding: MLLs are concentrated in the most populous counties in NYS.

NUMBER OF MLLS BY COUNTY IN NYS, 2016-17


NUMBER OF MLLS IN NYS BY YEAR

Finding: In 2016 and 2017, the four-year high school MLL dropout rates were higher than the four-year high school MLL graduation rates.

### FOUR-YEAR HIGH SCHOOL GRADUATION AND DROPOUT RATES FOR MLLS IN NYS

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation</th>
<th>Dropout</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>50%</td>
<td>34%</td>
</tr>
<tr>
<td>2016</td>
<td>48%</td>
<td>27%</td>
</tr>
<tr>
<td>2017</td>
<td>48%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Note: Years are defined as the end of the academic year.

Finding: MLL Graduation Rates Have Declined Over the Past Three Years

### FOUR-YEAR HIGH SCHOOL GRADUATION RATE IN NYS

<table>
<thead>
<tr>
<th>Year</th>
<th>MLL</th>
<th>Migrant</th>
<th>Economically Disadvantaged</th>
<th>Ever MLL</th>
<th>Never MLL</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>34%</td>
<td>27%</td>
<td>27%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>2016</td>
<td>34%</td>
<td>27%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>2017</td>
<td>34%</td>
<td>27%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Note: Ever MLL is a student that had been identified as an MLL, but has exited MLL status two school years ago. Never MLL is a student that hasn’t been identified as an MLL.

Finding: Ninth Grade is an Entry Point for MLL Newcomers

### PERCENTAGE OF MLLS BY GRADE IN NYS, 2016-17

Finding: In 2017, MLLs were the lowest performing subgroup in ELA, with a 5% proficiency rate, and the second lowest in Math, with a 13% proficiency rate. However, once MLLs exit MLL status, they outperform Never MLLs in both ELA and Math.

Finding: NYS MLLs are significantly underperforming in both ELA and Math as compared to the MLL national average.

Source: National Assessment of Educational Progress (NAEP) 2017 report, US Department of Education
Finding: MLL teacher shortage is a persistent issue in NYS. Since 1990, NYS has reported a shortage of certified teachers in ENL and bilingual education.

**STATEWIDE PERCENTAGE OF TEACHERS WITHOUT CERTIFICATION**

<table>
<thead>
<tr>
<th>Year</th>
<th>Bilingual Education</th>
<th>ESOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>11.8%</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>10.2%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

Percentage of teacher without certification in bilingual education in 2016, excluding NYC.

**PERCENTAGE OF TEACHERS WITHOUT CERTIFICATION BY AREA IN NYS, 2016**

- **NYS excluding NYC**
  - Bilingual Education: 10.2%
  - ESOL: 1.6%
- **Genesee-Finger Lakes**
  - Bilingual Education: 25%
  - ESOL: 1.6%
- **Mid- and Upper Hudson**
  - Bilingual Education: 23%
  - ESOL: 2.5%
- **NYC (2015)**
  - Bilingual Education: 19.1%
  - ESOL: 3.9%
- **Western**
  - Bilingual Education: 14.8%
  - ESOL: 3.3%
- **Nassau-Suffolk**
  - Bilingual Education: 8.2%
  - ESOL: 0.7%
- **Southern Tier-Central, East, & West**
  - Bilingual Education: 4.5%
  - ESOL: 11.6%
- **Black River-St Lawrence**
  - Bilingual Education: 4.5%
  - ESOL: 4.5%
- **Central**
  - Bilingual Education: 4.3%
  - ESOL: 4.3%

Note: A state has teacher shortage in an area when the state’s proposed teacher shortage areas exceed the automatic designated limit of five percent of all unduplicated full-time equivalent (FTE) elementary and secondary teaching positions in the state.

EDUCATION POLICY RECOMMENDATIONS

Earmark Foundation Aid Funding to Multilingual Learners- Minimum $85 million
• Sustain this allocation for each year for the next three years

Increase the Number of Certified English to Speakers of Other Languages (ESOL) and Bilingual Education (BE) Teachers in General and in Special Education Settings- $7 million
• $1.54 Million, doubling the current allocation, to address the shortage of bilingual education teachers in general and in special education settings to expand the Clinically Rich Intensive Teacher Institute (CRI-TI) and increase the number of participating CRI-TI institutions in regions of greatest need
• Allocate new funding to provide a pay increase as a monetary incentive for teachers to become certified to teach multilingual students

Fund a Targeted Initiative to Increase Graduation Rates for Multilingual Learners- $3 million
• Provide new funding to support performance and portfolio-based assessments
• Provide funding for out-of-schools time academic supports for high school MLLs
• Provide funding for the creation of a statewide online multilingual credit recovery system for MLLs

Provide Additional Academic Supports for Multilingual Learners- $5 million
• Allocate new funding to districts via grants for extended school-based learning, including afterschool and summer academies, and targeted programming for MLLs performing below grade level
• Provide new targeted supports for Students with Limited or Interrupted Formal Education (SLIFE)
• Provide additional funding to districts to increase the number of CTE programs for all students including MLLs

Increase Parent Information and Outreach in Home Languages- $1 million
• Provide additional supports to districts to develop more robust materials and transparent outreach processes that inform parents about school issues, resources, and updates in home languages

Increase Socio-Emotional Supports of Multilingual Learners- $5 million
• Pilot a school-based mental health initiative in schools with high MLL populations
• Increase professional development opportunities for counselors and social workers working with MLLs and their families
• Increase the number of bilingual social workers and counselors in schools with larger MLL populations

Form a NY State Commission to Advance the Achievement of Multilingual Learners- $200,000
• The group would develop a best practices report, working backwards from a statement of full equity and high expectations, demonstrating a full commitment to multilingualism as an asset.
• The commission will include experts and practitioners, including NYS Regents and NYSED leaders.

Increase Investment in Early Childhood to Meet the Needs of Multilingual Learners- $3.8 million
• Provide funding to support the expansion of integrated classrooms and provide guidance and oversight in rolling out and sustaining integrated classrooms
• Fund the professional development of bilingual early childhood staff, via training institutes and other opportunities that also put them on a pathway to career ladders and certification, so that they have the skills and knowledge to better support MLLs