

FY 2010 QUESTION NUMBER: 6

QUESTION:

Respond to the testimony of the ESOL Advisory Committee and provide information on the budget changes in the ESOL program for FY 2010.

BUDGET PAGE REFERENCE: 4-63

ANSWER:

For FY 2010 the ESOL reduction in the budget will not impact how positions are allocated. The change to the budgeted ESOL positions is a technical change and does not impact the staffing formula used for schools.

In FY 2009 there was a change to the budget that impacted ESOL positions based on an examination of how positions were allocated in past years. Through an analysis of the staffing formulas it was revealed that METS students were triple counted as part of the staffing process. Study of the METS program revealed that this triple counting was not necessary. For example, if there were 30 METS students in a middle school, the following teacher positions would be allocated:

- General education classroom teachers: Using the teacher formula of allocation (enrollment x 7 divided by 5 divided by 27) – 1.5 teachers would be allocated
- ESOL teachers: Using the middle school ESOL ratio (35:1) – a .9 FTE ESOL teacher would be allocated
- METS teachers: Using the METS ratio (15:1) – a 1.0 teacher position would be allocated.

In other words, for 30 students a total of 4.4 teachers would be allocated to the school. Staff recognized that this triple counting resulted in overstaffing the school and was not an efficient use of resources or necessary to run an effective program. As a result, it was determined that METS students would be counted twice, once in the general education number to account for times when students were included and then again using the METS 15 to 1 ratio to account for METS and/or ESOL services the students required. This new process would result in the same 30 students being allocated a total of 3.5 teachers. In addition, a school with 30 students would receive two 6-hour instructional assistants, or six staff for these 30 students.