The Indiana Non-English Speaking Program (NESP) has a new financial complexity index. Levels 1s and 2s receive more dollars per pupil than level 3s and 4s. Participants will examine the economic impact to their districts and discuss how such complexities can reconstruct services for their ELs.

Morita-Mullaney (2019)
NESP BEGINNINGS

February 10, 1999

DISTRICT ADVOCATES

- Warsaw Community Schools
- Indianapolis Public Schools
- Hammond Schools
- MSD Lawrence Township Schools
- Bartholomew Schools
- South Bend Schools

NESP FUNDING ALLOCATIONS

INDIANA EL GROWTH
HB 1001, the Educational Budget bill ratified in April 2019 increased funding for the Non English Speaking Program (NESP), which are our state EL dollars:
- Overall funding increases from $17 million to $22.5 million (+$5.2 million)
- Creates a tiered funding formula, giving more $s per level 1 and 2 pupil versus 3 and 4
- Overall increase while celebratory does not account for growth

<table>
<thead>
<tr>
<th>School Year</th>
<th>Level 1s and 2s</th>
<th>Level 3s and 4s</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>$487/child</td>
<td>$300/child</td>
</tr>
<tr>
<td>2020-2021</td>
<td>$437/child</td>
<td>$300/child</td>
</tr>
</tbody>
</table>

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- Level 1s and 2s need more. Students in lower levels of English proficiency need more support and thus, the valuation of their needs is higher;
- Early and lower is better. Level 1s and 2s still have to meet accountability requirements and it's best to work with them more and differently in the initial years of English proficiency;
- Temporary and intensive support. Earlier instruction for level 1s and 2s will not last long and thus, the need to support more intensively at these stages

Unfair system. A tiered system will disadvantage districts with high levels of 3s and 4s as they will get LESS money and still have the same accountability expectations. Most Indiana districts have far more 3s and 4s than 1s and 2s;
- Different, not more. EL students at different levels of English need different things, but level 1s and 2s do not need MORE, but differently prepared instruction;
- Low is fast; high is slow. ELs at low proficiency progress more quickly, whereas 3s and 4s progress more slowly. EISA requires exit from EL services within 6 years. Since English progress and English exit is part of state and federal accountability, focus must be equally distributed among students;
- Low emphasis on higher levels of English proficiency. Long Term ELs who are students who do not exit from ESL programming soon enough need a concerted effort to get them to English proficiency and that will not cost less. Often they are overlooked when their needs are of equal importance;
- Early exit. Funding formula suggests a possible early exit; and
- Competition. With the tiering system there would be a chance of “pitting” districts against each other.
HB 1001: Non English Speaking Program
Perry Township Schools

<table>
<thead>
<tr>
<th>School Year</th>
<th>INTESOL Proposed Allocation from Basic Formula @ $363/child</th>
<th>CURRENT INDIANA PROPOSED Tiered Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>$1,819,720.00</td>
<td>$1,842,012.00</td>
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<tr>
<td>2019-2020</td>
<td>$1,842,012.00</td>
<td>$1,863,702.77</td>
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Morita-Mullaney (2019)

HB 1001: Non English Speaking Program
Fort Wayne Community Schools

<table>
<thead>
<tr>
<th>School Year</th>
<th>INTESOL Proposed Allocation from Basic Formula @ $363/child</th>
<th>CURRENT INDIANA PROPOSED Tiered Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>$1,624,928.00</td>
<td>$1,625,710.00</td>
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<tr>
<td>2020-2021</td>
<td>$1,563,104.77</td>
<td>$1,584,417.65</td>
</tr>
</tbody>
</table>

($78,323.38)

Morita-Mullaney (2019)