



The NYSABE Bilingual Times

New York University
Metropolitan Center for
Research on Equity and the
Transformation of Schools
726 Broadway, 5th Floor
New York, NY 10003

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A Message from the President, Tamara O. Alsace, Ph.D.



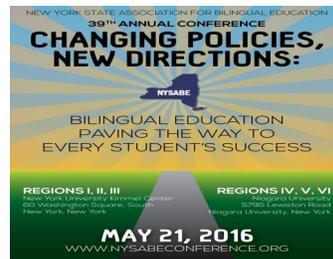
Dear NYSABE Community,

What an incredible year! It was a year of challenges and changes, and one that offered us many opportunities as well. Due to some unfortunate circumstances, I was asked to assume the leadership of NYSABE late last November and I have been honored to serve as your President this year.

For the first time in our history, we held our annual conference in two venues on the same day. While the logistics of planning and preparing for such an event were challenging, it offered us the opportunity to bring a top-notch professional learning and networking opportunity to our members throughout the state. Our Conference theme, *Changing Policies, New Directions: Bilingual Education Paving the Way to Every Student's Success* was brought to life at New York University in the heart of Greenwich Village and at Niagara University on the banks of the Niagara River. Over 650 constituents from all over New York converged on one of these two spectacular venues to hear from federal,

state and local leaders and experts in our field. In addition, practitioners shared effective and promising practices.

This issue of the Bilingual Times brings you highlights of our conference which you are sure to enjoy, whether you were able to be there or not. I would also like to offer my sincere thanks to the conference co-chairpersons, Denise Goñez-Santos and Eva García, who were able to plan and execute a conference that was one of the best yet. Thanks to them and the wonderful committee chairpersons, committee members, sponsors, and friends of NYSABE, we were able to share a magnificent day of kinship, learning, and growth.



Throughout the 2015-16 year, our Board of Directors, Delegate Assembly, Executive Director, and members were very busily working to fulfill the goals of NYSABE. Our work in the areas of Advocacy, Professional Development, Dissemination of Information and Communications, Networking and Membership, and Leadership was significant. These accomplishments include:

- ◆ The development of [position statements](#) and commentary on proposed national and state policies:
 - ◇ New York State Seal of Biliteracy,
 - ◇ The Negotiated Rulemaking on the Implementation of the *Every Student Succeeds Act* (ESSA),
 - ◇ Letter on behalf of Russian parents requesting dual language bilingual programs for their children, and
 - ◇ Letter to Secretary of State John Kerry requesting the U.S. take action against civil liberties violations occurring in Oaxaca, Mexico.
- ◆ The beginning of a strategic planning process to develop a long-range strategic plan that will guide our organization towards achieving its goals over the next several years;
- ◆ Support to NYSABE's regional professional development activities;

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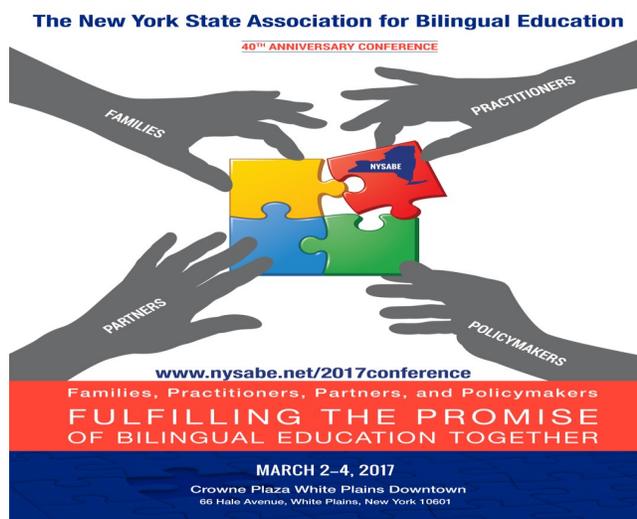
- ◆ NYSABE's participation in two important NYSED committees:
 - ◇ The NYSED's ESSA Think Tank
 - ◇ The Early Childhood/Pre-K programs for ELLs/bilingual learners;
- ◆ In collaboration with New Rochelle High School, the development of video interviews, conducted by students, with Chancellor Betty Rosa and Regent Luis Reyes;
- ◆ Continued collaboration and communication with partner organizations and consulates at the local, state and national levels to engage in joint advocacy and networking. Institutions include: NABE, International TESOL, NYS TESOL, NYSCEA, NYSAFLT, Advocates for Children, New York Immigration Coalition, ADASA, the Bengali, Mexican, Peruvian, and Russian Consulates;
- ◆ Participation of a NYSABE team in the annual NABE and NYS TESOL conferences;
- ◆ Continuation of the publication of NYSABE's research journal, *The Journal of Multilingual Educational Research* (JMER). This year we were able to publish TWO editions of the JMER.
- ◆ Continued communication through our Listserv. We once again thank our fantastic ListServ Manager, Melodie Valenciano!
- ◆ Growth of our social media efforts with the expansion of NYSABE's [Facebook page](#) to reach over 775 followers
- ◆ Development of the NYSABE 2016 Annual Conference website: <http://nysabeconference.org>

- ◆ Enlisting of a new webmaster—welcome and thank you to César Rodríguez, who also designed the 2017 Conference Poster!
- ◆ Continued revision and updating of the *NYSABE Standard Operating Procedure Manual*;
- ◆ Completion of NYSABE's 2016 elections (see page 27 for the results!);
- ◆ Planning for NYSABE's 40th Anniversary Celebration—**NYSABE: 40 Years Strong!**—to be held at Fordham University on Saturday, October 28th;
- ◆ The acquisition of legal support from Lawyers Alliance of NY to ensure NYSABE's continued financial security and a smooth transition in leadership;
- ◆ Initial planning for the 2017 Conference, which will be our 40th and whose theme will be: ***Families, Practitioners, Partners and Policymakers: Fulfilling the Promise of Bilingual Education Together***

As you can see, this has been a year of much hard work and much to be proud of. It was through the collaborative efforts of our fabulous Board of Directors, Delegate Assembly, and Executive Director, supported and inspired by our members, partners, students, and families, that we were able to accomplish all that we did on behalf of ELL/bilingual learners. I especially want to thank the NYSABE leaders, and particularly our Board of Directors and Executive Director, Nancy Villarreal de Adler, who worked tirelessly to ensure that NYSABE came through this year of transitions not only well, but stronger than ever!

I know that the coming year, in which I will continue as NYSABE President for a full year, will bring us continued success and new achievements as we sustain and strengthen the collaborations that make us the NYSABE family that we are.

Sincerely,
 Tamara O. Alsace, PhD,
 2015-17 NYSABE President
 "Collaborating to Fulfill the Promise of Bilingual Education"



From the Desk of the Executive Director,



Nancy Villarreal de Adler

The summer season usually brings us the opportunity for our favorite R's, reflect and recharge. It is also a time to review our accomplishments and renew our commitment to NYSABE's collective mission and vision. This summer my attention centered on the successes of two events, the 2015 and the 2016 NYSABE annual conferences.

The 2015 conference theme, *Building Bridges: Bilingual Education across Borders*, "represents our collective endeavor to reflect upon and analyze the different barriers or borders built around key aspects or fields in education that may prevent us from achieving the best educational outcomes for ELLs/bilingual learners. The theme is also a call to action for members of our educational communities to strengthen our spirit of collaboration, join forces, and plan and implement effective strategies that will break down divisive barriers." This forewarning theme crafted by President Tatyana Kleyn and the Board of Directors in 2015 has become more relevant these days when the building of walls and barriers permeates crucial political conversations throughout our nation. As we stated in 2015 and we reaffirm today, NYSABE believes in building bridges, not divisive barriers.

The 2016 conference theme, *Changing Policies, New Directions: Bilingual Education Paving the Way to Every Student's Success*, also represents our collective efforts "to reflect upon, analyze, and understand the impact of current changing policies, practices, and perspectives on our daily work with ELLs/bilingual learners. It is critical that we, as current and future educators, families, researchers, and policy makers become prepared to meet new challenges by implementing innovative, research-based, and effective educa-

tional strategies for ELLs/bilingual learners." This theme alerted us about the recent shifts in the educational arena and our urgent need to prepare ourselves to meet challenges.

Informal conversations among conference attendees, presenters, and guests at both conferences seemed to indicate that both themes were interrelated by common underlying notions and were strengthened by threads that conveyed continuity in our professional and personal growth as members of our multilingual community. In addition to being centered on equity and quality services for all ELLs/bilingual learners, discussions of many experiences throughout the two conferences seemed to generate two main common sub-themes:

- ◆ The critical need to transform ourselves as a prerequisite for the systemic transformation of our schools,
- ◆ The imperative necessity to have a voice in all decision-making processes in education and to empower the voice of all those who work with and work for ELLs/bilingual learners and have remained voiceless for too long.

These two sub-themes were expressed by both session leaders and participants in clear, simple terms:

- The two themes are NYSABE's calls for action framed by a shared mission and a collective clear vision,
- The feelings of inspiration, motivation, empowerment, and validation permeated the collegial environment,
- Session leaders inspired participants to become innovative in their pedagogical approaches and challenged them to question their current thinking and practices,
- Feelings of mutual support, encouragement, and consideration of individual skills, challenges, needs, and concerns were evident in many sessions,
- Energy, enthusiasm, and passion for our values, beliefs and the significance of our work were exemplified by the session leaders and emerged from the meaningful interactions occurring at the sessions,
- Intellectual stimulation led to creativity,
- Lines of communication were open and respectful of everyone's contributions.

- Feelings of connection and group identity were evident at the end of the activity.

These samples of meaningful statements verbalized by many conference participants constitute real evidence of positive conference outcomes. As the summer season comes to an end and we prepare to initiate a new school year, I sincerely hope that NYSABE can continue to offer you great opportunities for growth, inspiration, empowerment, and continued transformation. May your impassioned voice clamoring for equity and justice resonate in your classrooms and your communities. Have a great year!



Editor's Note:



Tamara Alsace, Editor

Dear Readers,

This will be my last "Editor's Note", (for the time being, at least) as I will be consumed with fulfilling my responsibilities as President.

I have enjoyed being the Editor of the Bilingual Times for the past several years, especially because of the wonderful collaborative work of the editorial team.

We hope to announce a new Editor soon. Any members interested in becoming a part of the team, please write to me at talsace@gmail.com. We are always looking for talented, enthusiastic additions to the team to produce this important work.

Thank you for being loyal members, partners, friends and readers. Enjoy this issue!

"NYSABE believes in building bridges, not divisive barriers"

“Overcoming the Tradition of Silence”:

Toward a Critical Bilingual Education for the Voiceless

by David E. Kirkland

Ahogada, escupimos el oscuro.

*Peleando con nuestra propia sombra
el silencio nos sepulta.*

—Gloria Anzaldúa (1987)



A little over 20 years ago, I encountered the groundbreaking work of Gloria Anzaldúa. It gave me a new perspective on language education, specifically bilingual education and the unseen, quieted conflict that involves the bilingual Soul.

For Anzaldúa, bilingualism was a site of struggle; thus, bilingual education could be best understood as a space between struggles, where “the struggle of identities continues” and “the struggle of borders is our reality still” (Anzaldúa, 2007, p. 450). It is here that English learners, in the contexts of their struggles, suffer both for acculturating and not. “This voluntary (yet forced) alienation makes for psychological conflict, a kind of dual identity” that disappears in the *mestiza* (Anzaldúa, 2007, p. 449).

Born in 1942 in the Rio Grande Valley of Texas, Anzaldúa taught English as a new language for several years to students in *la frontera*—the borderlands—between Texas and Mexico. She was,

herself, an invented body, a child of borders. English was among her “forked tongues.” It certainly was not her first language. Anzaldúa’s students were like her—the new *mestiza*, as in the hybrid soul visibilized through the lost echoes of the polyphonic Self (see also Bakhtin, 2010).

About ten years after being introduced to Anzaldúa’s work, I would learn that not all emergent bilingual students were like Anzaldúa. Some, I would learn, were enormously privileged, learning English to extend not only their linguistic repertoires but also their capacities for mobility. In this not too distinct reality—though today it has obviously become a blur—language and status were intertwined. Having more language was like having a bigger home or a fleet of exquisite cars. And having English was like driving linguistic luxury. With it, one could imagine being able to travel the world better, farther, faster, and with a particular kind of swag.

As I entered into this world unusually curious, I began to beg a peculiar set of questions about the relationship between language and power, language and identity, and language and the societies that merged around the emergent bilingual body. I began to ask questions about (Discourse) communities of power, place, and practice: What do they all mean? Out of these questions emerged a series of meanderings: How might the imposition of English as a global project of indenture promote the erasure, or blotting, of tongues, geographies, and bodies? Such questions transcend issues of linguistic form and function—perhaps linguistics all together. They elicit the reality that language education is inherently political, thus redirecting language pedagogues to focus on the costs while acknowledging the stakes, the linguistically vulnerable, and the apparatuses of instruction imagined to marginalize them.

It never dawned on me then,

Anzaldúa had little reason to fully invest in the pedagogical struggles of the linguistically vulnerable. She had made a living as an educator, teaching preschool to university. Yet, she committed her work to helping others extend their worlds by helping others extend their words and the audiences with whom they might communicate. A teacher of language, her initial project was as translator and guide, critical and adroitly political, in a drive to help others become as she had—cosmopolitan, a border crosser and hybrid language user possessing multiple identities expressed complexly in variance through a myriad of tangled tongues.

In the “flattening world” between borders, between the East and the West, the global North and South, bilingual education has become a lucrative business. Its value, however, emerged in the fog of war, particularly in the aftermath of Cold War campaigns (notably the Korean War, but not exclusively), which placed language center stage in the hegemonic crusade for western cultural imperialism. In this context, a particular type of struggle would be waged on sociolinguistic battlefronts as much as they would on geographic ones. One has to pan out of the Western Hemisphere to fully appreciate this post-colonial perspective.

Nestled in the full-throated embrace of western civilization and culture, the global bilingual education agenda during and after the Cold War, particularly in places such as China, Japan, and South Korea, found itself more lost in western priorities than ever before. To be an English teacher in South Korea, for example, was like having a sturdy shovel in a coal mine: you’d never be lost for work because the franchise of western capitalism had so created a new and bountiful marketplace for the English language that there seemed to be a limitless

demand for bilingual teachers. Immediately following the Korean War, the marketplace for bilingual education was such that a significant number of American college graduates would annually leave the States to take career hajjes to the Korean peninsula, working jobs as “bilingual English instructors.”

However, outside this neoliberal, neocolonial context, the *work* of teaching English as a new language can be imagined differently than how war and the resulting western empire would define it. From a postcolonial perspective, bilingual education is as much about the crippling issue of power, defined as a competition of interests—both collective and individual—as it is about language learning. Thus, it requires that we bilingual educators and scholars ask a critical set of questions: Whose interests would bilingual education serve? What would be its costs? What would be its benefits? What and who gets privileged? What and who is disadvantaged? This postcolonial exploration into bilingual education grounds conceptualizations of language learning in critical social theories. Instead of bilingual education, how might we begin to explore a new realm of critical bilingual education, an apparatus of inquiry in new language education that suggests that language learning is neither neutral nor politically innocent?

Framed by a broader theory of critical bilingual education, we must consider how to best prepare bilingual teachers to teach across differences as opposed to working to eradicate them. By association, we must insist upon a bilingual education that is “culturally sustaining” as opposed to uncritically assimilating (Paris, 2012). In this light, bilingual preservice teachers will require raised consciousnesses so that they can help guide emergent bilingual students through the vast transformative, though complex, processes of learning languages without losing souls.

Thus, it is important that the fields of

bilingual education recognize that, as neocolonial capitalist practices exchanged the previous ways of social and cultural domination—the occupation and gross exploitation of the world beyond the West—English language learning has too often been seen as a loose commodity. As previously mentioned, the English language itself functions in some manifestations of bilingual education as a patented product of franchise capitalism. As a result, a form of bilingual English education has been pilfered throughout the globe like linguistic cotton. Those who can pick enough English, and even the better in its “purer form,” can acquire the requisite social capital to purchase freedoms to expand their literal and figurative borders. It is sadly believed that these English possessors can gain open access to the cultural and geographic bridges that once separated the global East from the global West, the global South from the global North. This freedom for many, however, comes at a cost (see Ahmad, 2007; Rodriguez, 1983). To travel linguistic distances, some will be forced to forsake the social identities hardwired into their primary Discourse (that is, Home Language). This paradigm for language learning has been dominant in bilingual education for decades, and has often meant significant sacrifices of important parts of self, including ones birth identity (Anzaldúa, 1987).

Thus, with linguistic wealth have often come grave degrees of social poverty. As the world became more open to emergent bilingual students, racial, cultural, and sociolinguistic judgments made the same world more restrictive and toxic. A type of coded linguicism set in, and non-dominant learners of English as a new language would have to confront this strange, though enduring, artifact of bias. This bias is the summative narrative framing such instances as the 1974 Supreme Court *Lau v. Nichols* civil rights case (414 U.S. 538), which was brought by limited English proficient Chinese American students living in San Francisco, CA. The students

maintained that they were being denied access to quality educational services because of their emergent English statuses. The U.S. Supreme Court agreed, arguing that this instance (and such instances like it) violated Title VI protections under the Civil Rights Act of 1964. With the U.S. Supreme Court’s ruling in favor of the students, the *Lau v. Nichols* case became a landmark in the ongoing struggle for linguistic justice and for giving voice to the voiceless. While the high court declared in 1974 that an educational injustice had indeed occurred in San Francisco, it must not be lost that similar, and perhaps worse, injustices deeply rooted in linguistic prejudice endure to this day.

Still, an exquisite set of questions arose out of *Lau v. Nichols*. Perhaps chief among them were questions about bilingual preservice teacher preparation: How might we better prepare bilingual teachers to meet the complex sociocritical learning needs of emergent bilingual students? How might such teachers be prepared in ways that resolve tensions between social (language) identities and academic literacies? In addressing these questions, I have suggested here that there is a more complicated meaning in the history of linguistic justice, one that defies traditional language (teacher) education: the need to help teachers of languages and teachers of teachers of languages reach actualization in the linguistic pedagogical third space.

Through her own bio-ethnographic, narrative research, Anzaldúa reveals a kind of third space, or *mestiza*, framework for critical bilingual teacher education. This framework is rooted in teacher *conscientization*, a pedagogy of praxis where inquiry is applied as action, where learning language is situated in complex and authentic sites of practice. In this dialogic, heteroglossic (i.e., *mestiza*) space, domination is never totalizing because the

ideological self is ever becoming (cf. Bakhtin, 2010). For Anzaldúa, "Being . . . is a state of soul," constantly in flux (Anzaldúa, 2007, p. 449). It is not, however, "one of mind," or "one of citizenship" (Anzaldúa, 2007, p. 449). It is here—in "a state of the soul"—that we find people enriched with agency, or what feminist scholars term subjectivity—a deep sense of one's self and one's possibilities for acting.

Beyond beautiful moments of theorization, there is another kind of beauty in Anzaldúa's analysis of bilingualism. Unlike other perspectives on bilingualism and bilingual (teacher) education—which feel overly romantic and a little easy on "solutions"—Anzaldúa remains honest about the transformation process, both the hiccups and challenges of enacting critical bilingual education as a critical pedagogy of the soul, one that depends on authentic language learning settings. For her, there is no easy route to utopia in language education, nor is there an unmapped oasis waiting to be found. There are tensions, particularly associated with addressing inequity in the design, practices, and understandings of bilingualism. There are also tensions of perception, where bilingual language users and others see such an approach to learning language as dogmatic, complicated, and political (cf. Rodriguez, 1983).

In this light, we must give an honest account of language education from multiple, yet situated, vantage points, from the potential backlash and movements to diminish the spirit for collectivity to the accentuating, even glorifying, of the role of the individual in determining her or his own linguistic fate. At some point, it all becomes folly. And in perhaps futile exercise, the process itself, though hopeful, can be filled with tremendous trepidation: stark and stubborn disparities between the few versus

the many, and the unprecedented reach of labels, disproportionate, such as LEP and SPED that (re)design discrimination in language education through logics that reify our undeclared educational caste system.

In spite of these challenges of absorption, there is a route to transformation; however, there can be no resolution in bilingual education without a particular critical lens—a transformational apparatus capable of reasserting the primacy of the journey. The journey sees learning language as an unending path rather than a particular destination. It is with this idea, the idea of journey, that we might achieve our most important work: the idea that we all occupy this moment in struggle upheld by a "practical hope" that "One day the inner struggle will cease and a true integration take place" (Anzaldúa, 2007, p. 150). It is the journey, more than the destination, that is so important because the journey rather than the destination has the power to lead us into the heart and soul that we might breach the borders of hope and the beginnings of new possibilities.

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Dr. David Kirkland is the Executive Director of the Metropolitan Center for Research on Equity and the Transformation of Schools at New York University. He currently leads efforts to enhance education options for vulnerable youth throughout New York City, particularly in the South Bronx. As a transdisciplinary scholar of English and urban education, who explores the intersections among urban youth culture, language and literacy, urban teacher preparation, and digital media, he analyzes culture, language, and texts, and has expertise in critical literary, ethnographic, and sociolinguistic research methods. He has received many awards for his work.



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Major Session I: NYU

By Aileen Colón, NYC RBE-RN

Convener:

Dr. Tamara Alsace, NYSABE President

On Saturday, May 21, 2016, Dr. Tamara Alsace, the 2015-2016 President of NYSABE, convened the 39th NYSABE Annual Conference held at New York University's Kimmel Center. She began by thanking the dedicated members of the NYSABE community for their consistent show of support and their zeal towards the pursuit of excellence and equity for ELLs/bilingual learners. After a brief introduction, Dr. Alsace proudly announced the Conference theme, **Changing Policies, New Directions: Bilingual Education Paving the Way to Every Student's Success**. In her call to action, she underscored the importance for all educators and advocates present to seize the day, and to join together, during this conference, and in the days ahead, to understand the changes in current legislation and their impact on education for bilingual/multilingual learners. Taking into account the changing population of New York State and the assets that these students bring, Dr. Alsace urged the crowd to focus on three priorities: quality, equity and efficiency. She then asked the audience to consider the following questions, "Do these changes improve education for all students? Will these changes lead to high quality bilingual education programs that support bilingual learners? Do the changes advocate for bilingual education, bilingualism and bi-literacy to prepare all students for what lies ahead?" In closing, Dr. Alsace said, "The pace of change makes standing still impossible...we must move with it, plunge in, and move in a positive direction. The measure of what happens here today will depend on the actions we take in the days to come."

Welcoming Remarks:

Dr. David Kirkland, Executive Director, Metropolitan Center for Research on Equity and the Transformation of Schools, New York University.

As the Executive Director of the Metropolitan Center for Research and the Transformation of Schools at New York University, Dr. David Kirkland welcomed the NYSABE community to the campus, applauding the organization for their consistent pursuit of equity in the transformation of schools. Dr. Kirkland, who is a transdisciplinary scholar of English and urban education, conducts research that explores the intersections among urban youth culture, language and literacy; urban teacher preparation; and digital media. He urged the audience to intensify their advocacy for bilingual education within the context of multilingualism, and to journey into "the uncharted imagination of knowledge yet to be discovered." His call to action is grounded in his belief that "life is found in many languages." In closing, Dr. Kirkland thanked NYSABE for continuing to move the

conversation forward that will allow all students "to pick their songs and dance to their own beats."

Greetings:

◆ Lissette Colón-Collins

Assistant Commissioner, Office of Bilingual Education and World Languages, NYS Education Department

Lissette Colón-Collins enthusiastically stepped up to the podium, bringing greetings from the Commissioner of the New York State Education Department, MaryEllen Elia. Before speaking of the many advancements in bilingual education that were happening at the state level, she proudly declared, "This is *THE* moment in the lives of ELLs! For the first time ever, we have the first Latina Chancellor of the New York State Board of Regents, Dr. Betty Rosa." She went on to list the many Latinos at the state and national levels, who are currently serving in new leadership roles, among them, Dr. Luis O. Reyes, newly elected as a Member-at-Large on the New York State Board of Regents. Also leading the work for the education of all students at the New York State Education Department is Angélica Infante-Green, Deputy Commissioner, Office of P-12 Instructional Support; and finally, the US Secretary of Education, John King, who had just been recently appointed as the fourth Latino Secretary of Education by President Obama.

Ms. Colón Collins then highlighted some of the most recent accomplishments in bilingual education at the NYSED brought about by the changes to CR Part 154. She spoke primarily of the work supporting the instruction and acceleration of the home language, emphasizing that the student's home language is not to be viewed as a deficit, but as an asset. Another achievement was the professional development focused on ELLs. All teachers in New York State will receive professional development on language acquisition and instructional strategies for ELLs because it is a fact that all teachers are teachers of ELLs. As part of the focus on parents, Ms. Colón-Collins proudly announced the completion of parent videos in multiple languages, as well as the Parent Bill of Rights and the Parent Hotline. In conclusion, she reminded the audience of the commitment to keep focused on our shared value of bilingualism with the goal of biliteracy for all students in New York State.

◆ Milady C. Báez, Deputy Chancellor, Division of English Language Learners and Student Support, New York City Department of Education

Milady Báez opened with greetings from the New York City Division of English Language

Learners and Student Support, otherwise known as DELLSS. She expressed her joy and gratitude for all who had planned the day's events and congratulated everyone who had made an effort to attend the 2016 NYSABE Conference.

Ms. Báez spoke of DELLSS' exciting year working to implement Chancellor Fariña's Framework for Great Schools which ensures that all students are on track to succeed. She highlighted some of the key efforts in working with Borough Field Support Centers and other divisions at the central offices to craft structures for targeted educational services, resources and opportunities for ELLs, as well as the many parent programs designed to train and involve parents as partners. First and foremost, she cited the expansion of STEM programs for ELLs to 40 schools throughout the City. Another initiative that DELLSS will launch this summer 2016 is an enrichment model that will foster ELL success. It will train bilingual teachers and administrators across the City to implement the Renzulli school-wide enrichment model of gifted education learning and teaching strategies for all students. This is part of the ongoing effort to shift minds from "one-size-fits all" to diversity and differentiation in order to create opportunities for all students to reach their maximum potential. In addition, Ms. Báez proudly declared that this year the DELLSS office had created and expanded 50 bilingual programs and will be opening 38 more in the coming school year. She also announced the expansion of the College and Careers for ELLs Initiative from 400 to 900 students in middle school and high schools. Finally, she announced **two** initiatives that will be launched as "firsts" this fall. One being the new Spanish Literacy program aligned to the Common Core Learning Standards by Ready Gen, the other is the development of the first Chinese Language Arts Curriculum, also aligned to the Common Core Learning Standards.

Ms. Báez concluded her presentation by saying, "We are all transforming the world of English language learners for a better future."



(continued from page 9)

Keynote Speaker:

Dr. Libia S. Gil, Assistant Deputy Secretary and Director Office of English Language Acquisition, U.S. Department of Education

Dr. Gil delivered the keynote address for the opening session of the 2016 NYSABE Conference. Dr. Gil who is the Assistant Deputy Secretary and Director of the Office of English Language Acquisition (OELA), spoke from the national perspective, highlighting growth and academic trends in education with a focus on equity and access. She began her presentation by defining the role of the US Department Of Education: Office of English Language Acquisition, which oversees the following: Policy, Research, State Formula Grants, the Office of Elementary & Second Education, Discretionary Grants, Teacher Preparation, National Professional Development, Native American and Alaska Native Children in School, Dissemination of information, and the National Clearinghouse for English Language Acquisition (NCELA).

As part of her presentation, entitled "Preparing English Learners for College and Careers", she highlighted the need to improve education for English language learners whose growing numbers represent approximately 10% of the total K-12 national student enrollment. The informational session was supported by data charts and graphs depicting performance of ELs vs. non-ELs in reading and mathematics on the NAEP between 2002 and 2013, as well as high school graduation rates by racial/ethnic category. In addition, Dr. Gil updated the audience on the President's 2017 budget priorities and the Every Student Succeeds Act, (formerly the 2002 NCLB Act) signed by President Obama on December 10, 2015. The implications of the ESSA were discussed, encouraging the audience to contact the (OELA) with suggestions for the improvements in the education of English Language Learners.

She ended her presentation by outlining the planned work of the Education Department. In the area of Knowledge Development Practice and Policy, the Education Department plans to establish a national knowledge management system, to invest in research priorities, to identify and facilitate adoption of effective practices across all areas from early learning to higher education, and to invest in teacher preparation and leadership development. Additionally, in the area of Communication, Collaboration and Coalitions, the Education Department will continue to lead the efforts to recognize EL assets and the use of the strength-based language. It will continue to convene coalitions of national partners, to publish joint briefs, guidance publications; videos, webinars, etc. Finally, the Education Department will persist in engaging families, communities and other agencies to promote policy and practice to support bi-literacy goals.

To view Dr. Gil's power point presentation follow this link:

<https://drive.google.com/open?id=0B3r83v7p3AmnQm9lWWxjYWJFobjQ>

Major Session I: Niagara U

By *Chelsea Cummings, Mid-West RBE-RN*

Welcoming Remarks:

Dr. Debra Colley, Executive Vice President, Niagara University and NYSABE Past President

Attendees at the 39th Annual NYSABE Conference in Buffalo were received by a rousing call to action by former NYSABE President Dr. Debra Colley. Dr. Colley welcomed friends and colleagues, old and new, to the Niagara University campus where she now serves as Vice-President. In her current role, Dr. Colley draws upon her values and experience in bilingual education to put forth graduates who are, "citizens of the world," contributing their own appreciation of language and culture to better serve mankind.

Dr. Colley recalled efforts in the past to adopt English-only legislation. Though such a bill was rejected in New York State, we can connect it with the growing fears we now face within society that color our values and agendas with bias. Rather than allowing ourselves to give in to narrow-mindedness, we must assert our bilingual students as the resources that they are, and to that end, oppose any efforts to limit our ELLs. As Dr. Colley implored, "Do not go to sleep!" We must act now and work together to make sure that the mission of NYSABE goes forward. Dr. Colley assures us that the fruits of our efforts will be the continued education of our students and the creation of tomorrow's leaders in the world.

Greetings:

MaryEllen Elia, Commissioner, New York State Education Department

The presence of Commissioner MaryEllen Elia at the NYSABE Conference exemplified the words of her opening address: New York State is deeply committed to its ELLs. Commissioner Elia, through her full title is New York State Commissioner of Education *and* President of the University of the State of New York, has overseen the scope of P-12 and higher education throughout the state since 2015. This period has been marked by significant changes in the statewide policies surrounding the education of ELLs, and with Commissioner Elia at the helm, we can expect this movement only to strengthen.

Commissioner Elia expressed the significance of events like the NYSABE Conference from the perspective of NYSED. It is through the coming together of educational minds that solutions are created, and those solutions must continue to come from the field. The problems being addressed by educators in New York are problems that can be found everywhere, but what distinguishes our state from others are the positive things happening here. NYSED's landmark "Blueprint for English-Language Learners Success," has provided focus for progressive reforms through its outlined agenda for serving diverse students. All teachers are teachers of ELLs, and in support, NYSED has provided tools for teachers to

better understand and expand their roles. NYSED has amassed a collection of translated documents which recognize that family engagement is critical to student success and further open the lines of communication between home and school. Teachers now have translated modules at their fingertips on EngageNY which give students access to content in their home languages. Additionally, students may be granted a Seal of Biliteracy in recognition of their excellence. These initiatives reiterate NYSED's commitment to be responsive to the needs of educators, students, and families in the changing landscape of our times.

While Commissioner Elia gave us several more points to celebrate, such as the rising graduation rates of ELLs in NY, she also acknowledged that challenges continue to exist across the state. But, as Commissioner Elia countered, this is nothing new. Challenges have always existed, and we can't expect educators and students to immediately be where we want them to be; progress doesn't happen overnight. The attitude that we have about the progress we have made is what can drive us to do better and go farther. The old adage of looking at the glass half full applies to what we're doing now, and though we still have a lot of work to do, we must look at how much has been done.

In closing, Commissioner Elia turned to the growth in the fields of ENL and bilingual education. NYSED has been considering creative ways to facilitate the certification process for those teachers, pushing forward the Intensive Teacher Institutes and supplemental certification pathways. For each of us, no matter where in our certification we are, it needs to be a priority to continue our own learning and training so that we may take advantage of the knowledge between us. Commissioner Elia reminded us that despite the negativity surrounding immigration today, our state has a rich history of accepting immigrants. We must counteract the negativity and be vigilant in supporting our teachers and students so that high-quality instruction is available to all.



(continued from page 10)

Keynote Speaker:
Dr. Ofelia García

Dr. Ofelia García lent her expertise in bilingual education to round out the morning of the NYSABE conference. Dr. García guided attendees through an analysis of the key ways in which language policy and educational practice intersect and consequently, impact instruction. The years of experience and historical context brought by those at the conference were varied, and Dr. García addressed the gaps by discussing the history of bilingualism in the country. To understand where we are today, explained Dr. García, we need to start with remembering the struggles that have led us here.

The initiatives in the 1960s began the wave of legislation to bring equitable opportunities to “language minoritized” students, and educators since have been in pursuit of better understanding and addressing the needs of bilingual students. Language practices have evolved from a monoglossic stance to subtractive bilingualism to additive bilingualism. But, said García, the idea of bilinguals needing to be balanced as two monolinguals in one, languages held separately, is simply not true. We need to think about bilingualism in a way that reflects the growing interconnectedness of the world.



Dr. García promoted the theory of a new type of bilingualism: dynamic bilingualism. Dynamic bilingualism recognizes the complexity, interconnectedness, and plurilingualism of its speakers. By making this visible to others, we can move away from a monoglossic to a translanguaging stance. Translanguaging allows our students to use their own language features in interrelationship to make meaning and communicate, incorporating features of their “named” languages. This is all part of the same internal linguistic system, in contrast with the two language systems identified from an external perspective and thought to be used in “code switching.” We need to be clear whose perspective we are validating in the way that we label our language use. A CUNY-NYSIEB project completed by Kate Mahoney and Erin Kearney was shared as a success story for translanguaging in schools. Both worked with the Bilingual Center - School #33 in Buffalo Public Schools to improve its multilingual ecology and shared the significant shift that greater Spanish inclusion led to within the building. Hulda Yau of School #28 in Rochester City Schools also shared the positive effects of translanguaging in her own classroom.

In conclusion, Dr. García reinforced her message that in order to progress the path of bilingualism in education, we need to take ownership of the name and what it means to us: “Name your dynamic bilingualism – don’t be shy!”



Major Session 2 at Niagara University
By Chelsea Cummings, Mid-West RBE-RN

Keynote Speaker:
Angélica Infante-Green

The second half of the NYSABE conference was kicked off by an energizing address by Deputy Commissioner of P-12 Instructional Support, Angélica Infante-Green. Speaking to the recent shift into her current position within NYSED, Ms. Infante-Green stated, “I took the job because I wanted our kids to be a part of the conversation at the beginning, not the end.” So began a presentation that gave attendees a glimpse of the future through Ms. Infante-Green’s plans for our multilingual learners across the state.

Ms. Infante-Green asserted that the language we use to speak about our Multilingual Learners (MLLs) has great significance and must clearly relay our intentions. Our students are considered MLLs, not simply English Language Learners (ELLs). Our younger MLLs are not just learning English – they are emergent bilinguals. The instruction we provide for our students doesn’t “simplify” their learning – it “amplifies” it. We don’t give our students less – we give them more. If we don’t recognize the potential of our students in how we talk in education, then we’ve already changed the course. But when given that recognition, our kids can do anything.

The demographics of New York State are changing, and MLLs are now everywhere. NYSED is responding to the needs of the students and educators, bearing in mind the differences between upstate and downstate. There are two additional languages being added to exam translations. The Seal of Biliteracy is offered in multiple languages, setting New York apart from other states with the seal. Principle Four of the Blueprint for ELLs Success states that educators “... recognize that bilingualism and biliteracy are assets.” As Ms. Infante-Green said, bilingualism in our schools has a role for all of us, and it’s a process.

In support of that process, urged Ms. Infante-Green, those present must lead the charge and move the agenda for our students in a way that is meaningful. The time for change is now. Ms. Infante-Green cited encouraging statistics about graduation rates for MLLs, and OBE-WL will be compiling graduation data for school districts to use. The introduction of Every Student Succeeds Act (ESSA) will allow for changes to our accountability system so that we may include 5-year high school students in graduation data. ESSA will also

lead to measurements of non-academic features, such as attendance, as will be determined by the ESSA think-tank. School districts have begun meeting their professional development requirements in the unconventional form of Massive Open Online Courses (MOOCs), and the effect has been transformative. Ms. Infante-Green emphasized that accountability for staff and schools is necessary, but those measures must be the right ones.

In her parting words, Ms. Infante-Green stated that the often rigid understanding that we have of English as a New Language (ENL) and bilingual education needs to change; there is not one right way to do things, and though change is uncomfortable, we must embrace it. Though the challenges exist, our kids in the end have a clear advantage: all of us and the impactful work that we do.



Major Session 2 at New York University

By Dr. Bahar Otcu-Grillman
Turkish Language Delegate

For Justice and Equity: ¡Unidos Siempre!



Major Session 2 at NYU included greetings by Dr. Luis O. Reyes, Member-at-Large, New York State Board of Regents; Dr. Betty Rosa, Chancellor, NYS Board of Regents; and a keynote speech by Chancellor Carmen Fariña, NYC Department of Education. It also included the student award ceremony.

Through his inspiring message, Dr. Luis O. Reyes extended his greetings to the audience on behalf of his fellow Regents and proclaimed a new era in Bilingual Education - an era of hope and success. He underlined the fact that many of our educators have been women, mothers, and sisters, and they were the ones who advocated for bilingual education for many years. Dr. Reyes highlighted the good news about the 1 million dollar aid in Bilingual Education, which is very significant in the education of our ELL/bilingual learners. He concluded his remarks with an encouraging cry of, "Unidos Siempre!"



The next speaker was Dr. Betty Rosa, who pointed out the importance of the NYSABE Annual Conference as a venue to exchange many great ideas. Dr. Rosa expressed gratitude to NYSABE members and guests in the room and acknowledged them by taking a minute to remember all their hard work. She

especially thanked Dr. Luis O. Reyes, Judy Cheng, Chancellor Fariña, and Assemblywoman Catherine Nolan who helped her understand the political landscape in Albany. She also indicated that her new work in NYC with Chancellor Fariña had inspired a rethinking around school transformation within the framework of educational justice. In her remarks, Dr. Rosa urged us to understand and focus on the notions of rethinking and transforming our schools for the benefit of all students. She expressed her wish that all our children have access to quality schools such as Stuyvesant and the Bronx Science high schools. She stressed that all of our children should have opportunities to achieve their educational aspirations. "It is not possible to get what they need and wish without taking the proper steps and fighting the battles when necessary," she said. Dr. Rosa concluded her remarks with words of encouragement: "Let's make sure we continue our hard work and our journey in education because our children deserve the best!"

Following the welcoming remarks by our distinguished guests, the keynote speaker of Major Session 2, NYC Chancellor Carmen Fariña, was introduced by Nancy Villarreal de Adler, NYSABE Executive Director. Ms. Villarreal de Adler shared an anecdote from the 2016 NABE conference that she had attended. She mentioned how Carmen Fariña had received a standing ovation from attendees from all over the nation, in recognition of her passionate work to expand quality Bilingual Education programs in New York City. Ms. Villarreal de Adler concluded her introduction with the remarks that Ms. Fariña is a woman of essence - an educator with passion and a real sense of justice and equity who has transcended geographical and intercultural boundaries to embody a leader's genuine commitment to bilingual education.

After Ms. Villarreal de Adler's inspiring introduction, Chancellor Fariña came on stage and shared perceptions of bilingualism in the past, when speaking a language other than English was seen as a trait of lower socio economic status. Today, she emphasized, there is a clear understanding that to compete in a global economy, proficiency in more than one language is a must. Chancellor Fariña also stressed the need for equity and access to all quality educational programs and praised the efforts of the NYC Department of Education to achieve this aim: "We're doing a good job of saying education for all is not a luxury, it's a right." The Chancellor then discussed the reality of children who cannot

have access to equitable education due to race and socio-economic challenges. She also talked about "the elephant in the room," meaning that universal Pre-K education is critical - particularly when it focuses on bilingual language development at an early age. "It is a blessing and also a right," she said.

Ms. Fariña also touched upon students entering colleges who are children of immigrants and who have been in the US for 3 years or less. "College awareness should start at the early stages of schooling," she said. "Later on, students attending quality programs may decide not to go to college but it would be their choice, not their only option. All students should have the opportunity to pursue higher education." Chancellor Fariña also raised some questions regarding the students' transition into college life and the role of parents in becoming aware of the day-to-day challenges of college education beyond academics. The important issue is that both students and their parents must see college education as a right for all, not as a privilege for a few.

In closing this part of the program, NYSABE President Dr. Tamara Alsace thanked Eva Garcia, Conference Co-Chairperson and Executive Director of the R-BERN at Fordham University, along with the staff from her RBE-RN. Denise Goñez-Santos, the other Conference Co-Chair leading the Niagara University conference venue, was recognized and thanked by Dr. Alsace as well. She also acknowledged the work of NYSABE past presidents who are the spirit of NYSABE, and the members of the NYSABE Delegate Assembly and Board of Directors.



The next portion of Major Session 2 was dedicated to the Students Awards.

2016 NYSABE Student Essay and Art Awards *By Nancy Villarreal de Adler, NYSABE Executive Director*

One of the main goals of NYSABE's annual conference is to acknowledge the achievement of students. For this reason, the conference provides the appropriate forum to recognize the remarkable biliteracy skills and art talent of students who have been selected as winners of the Bilingual Essay and the Nivia Zavala Art contests.

Once again, this year, the work of the awardees was acknowledged at the 2016 conference held simultaneously at New York University/New York City and Niagara University/Buffalo. The event conveners and co-chairpersons of the Student Awards Committee, Past President Wilda Ramos and Lillian García, praised the work of all contest participants and the outstanding support of their teachers, parents, and school administrators. As they presented the awards to the winners of both contests, Ms. Ramos and Ms. García explained the challenge of selecting the winners among excellent entries.

All the winners received a certificate of achievement and a monetary incentive. In addition, the first, second, and third place winners received a gold, silver, and bronze medallions respectively. Furthermore, the selected art work was displayed and the readings of the essays by the award winners were included in the awards ceremonies.

NYSABE would like to thank all participants as well as their parents, families, and educators for their support, dedication and commitment to quality education, as demonstrated by the contest entries. Congratulations to the co-chairpersons of the Student Awards Committee and members of their team for such an outstanding job in selecting the winners!

NYSABE 2016 STUDENT ESSAY CONTEST AWARD WINNERS

GRADES 3 - 5

1st Place Winner

Aleyshka Rodríguez, Grade 5

Bilingual Center School #33

Buffalo, NY

"Being Bilingual Gives Me Confidence"

GRADES 6 - 8

1st Place Winner

Grismely Tejada, Grade 8

P.S. 189 The Bilingual Center

Brooklyn, NY

"What a Bilingual Person Can Accomplish"

GRADES 9 - 12

1st Place Winner

Mayra Melara, Grade 12

Brentwood High School

Brentwood, NY

"La Importancia del Bilingüismo"

NYSABE 2016 DR. NIVIA ZAVALA ART CONTEST AWARD WINNER

GRADES 6 - 8

1st Place Winner

Derek Santiago Viruet, Grade 7

Bilingual Center School #33

Buffalo, NY

"Puertas"



Bilingual in PreK: Partnerships and Approaches

Zoila Morell, Ph.D., Moderator,
Associate Professor, Mercy College

Maria Flores, CSW, Community Schools Coordinator,
Thomas Edison School

Elizabeth Ijalba, Ph.D., Associate Professor,
Linguistics & Communications Disorders, Queens
College

Lori Falchi, Ph.D., Educator, Researcher, Author

Patricia Velasco, Ed.D., Assistant Professor,
Queens College

New York is a leader in the country as it expands access to 3 and 4 year-olds through Universal Pre-Kindergarten (UPK) and the upcoming PreK for 3-year-olds (3PK). In response to this opportunity, NYSABE has developed a position statement advocating for bilingual instruction at the earliest opportunity as a means to safeguard the achievement of New York's bilingual children.

Building on the position statement, a session was held at the 2016 session focused on preparing to serve the growing number of bilingual children entering these preschool programs. What special considerations should guide instructional planning, parental involvement, service delivery, school programming, etc.? A team of five presenters organized a response to address major considerations; the team focused on the necessary community partnerships and instructional approaches best suited to meet the needs of this unique population of young children. Individual contributions of each presenter are included here.

Maria Flores, CSW

Ms. Flores defines community schools as "A place and a set of partnerships connecting a school, the families of students, and the surrounding community." The model of community schools can be adopted in varying degrees with unique partnerships that are responsive to the specific needs of a community. Many bilingual children live in immigrant families who rely on schools to help them access concrete services. Ms. Flores outlined the goals of a community school model that she administered as an example of what can be created for immigrant, bilingual families:

◆ Addressing Community needs

- Health
- Mental health services
- Food
- Expanded learning opportunities
- Connecting early childhood to elementary schools
- Supporting early childhood staff
- Providing a continuum of support for students and families
- Creating successful transitions for both children and families

Elizabeth Ijalba, Ph.D.

Dr. Ijalba focused on parent education, cultural sensitivity and support for the home language in the family. She highlighted how the parents' first experiences with discrimination and poor information in school may set in motion home language loss for the child. In addition, the experience of poverty in early childhood has well researched negative impact on academic achievement. We must recognize the urgency in organizing our approach to parent education, cultural competence, and home language support. Dr. Ijalba advocated for supporting parents to be "language and literacy brokers" in the home where they can create an additive language environment. She further advocates for building "conceptual frameworks for building cultural competence" in our schools. Both, educators and parents, should have access to training and professional development on bilingualism to inform their approaches or activities with young bilingual children.

Lori Falchi, Ph.D.

Dr. Falchi intensified the focus on what takes place in the classroom to support bilingual children. She addressed age-appropriate instruction at the preschool level discussing how "play lays a foundation for discourse knowledge." Dr. Falchi described the language-based opportunities for play that lead to learning vocabulary and content. The physical environment of the classroom along with the schedule for the day structures opportunities to learn through play. The classroom focused on play provides:

- Regular, abundant opportunities to engage in extended discourse
- Language in social context as well as related to a content domain
- Features & functions of diverse genres & styles

Patricia Velasco, Ed.D.

Dr. Velasco focused on literacy development for the young bilingual child. First, we must examine our expectations of young children given the growing influence of a standards-based approach to teaching. She outlined what children's emergent literacy skills may include:

The typical three year old may

- Recognize some books by their covers,
- Know how to hold books upright and turn pages,
- Listen when read to,
- Recognize some letters

Four year olds may

- Recite the alphabet
- Produce purposeful scribbles and recognize high frequency words
- Might also know about some authors,
- May track print when being read to from familiar books.

Dr. Velasco's work in developing NYSED's Bilingual Common Core Learning Standards (CCLS), integrates goals for Pre-Kindergarten that emphasize oral language development in the Pre-Kindergarten and Kindergarten standards.

Zoila Morell, Ph.D.

Dr. Morell concluded the presentation with a discussion of how we first identify bilingual language learners when they enter preschool. Pre-Kindergarten has, in effect, become the new entry grade level in New York City as nearly the entire current Kindergarten cohort attended Pre-Kindergarten the prior year. As NYSABE member of the advisory board to the *NYSED Committee for ELLs and DLLs in Pre-K Programs*, Dr. Morell has proposed an approach for the new grade level advocating for the use of a *protocol*, not an *instrument of assessment* (such as the NYSITELL) to be used in UPK and 3PK to identify bilingual learners upon enrollment. The *protocol* outlines steps that schools would take to identify and plan instruction for bilingual children. These steps include:

- Document reviews (i.e. social history)
- Interviews with parents and children
- Anecdotal Records
- Year-End Summary

The idea of a *protocol* keeps identification in UPK and 3PK unique and developmentally appropriate. In addition, it safeguards the first decisions schools make about bilingual children – the language of instruction, placement, support services, etc.

Beyond establishing a protocol, Dr. Morell and NYSABE advocate for developing a reliable system to collect data on the number of bilingual learners identified in preschool. All children will benefit from preschool education, but we believe there will be unique impact for bilingual learners that will have powerful implications; we need accurate data collected from the diverse settings (schools, day cares, etc.) where UPK and 3PK programs are implemented in order to analyze impact.

In combination, the presenters in this session articulated sound practices and approaches that inform the work of early childhood professionals as they prepare for the growing number of bilingual children entering our preschools.



Administrators' Forum at Niagara University

By Rebecca Murphy, NYSABE Delegate,
Region VI/Western New York



The theme of the administrators' forum was *Supporting Collaborative Practices in a Multilingual/Bilingual School*. The presentation was co-lead by Katherine Foy, Principal of the Herman Badillo Bilingual Academy; Lynne Picurrillo, Principal of the International School, (both in Buffalo, New York); and Scott Wolf, Principal of the Heritage Heights Elementary School in Amherst, New York.

The presenters covered topics related to the school supports necessary to ensure high standards of education for all learners, including students acquiring a new language. Some of the key details included setting expectations, implementing structures in the school, and building capacity within the staff.

All three presenters expressed the importance of meeting the state expectations under the CR-Part 154 regulations that govern the education of ELL/bilingual learners in the state of New York. These regulations mandate co-teaching models as a delivery method for instruction. In order to meet the need for co-teaching, administrators are pressed to create a master school schedule that provides ample opportunities for teachers to co-plan. Setting up structures in these diverse learning environments is the key to teacher collaboration and best instructional practices. Lastly, the presenters emphasized the importance of providing professional development opportunities for teachers so that they can continue to expand their practices and stay current in this ever-changing educational environment.



Administrators' Forum at New York University

By Eudes Budhai,
NYSABE Past President

The Administrators' Forum provides sessions dedicated to the current and future leaders of New York State schools. This year, we were honored by the presence of the newly appointed NYS Regent, Dr. Luis O. Reyes, and the first Dominican-American elected Congressman, the Honorable Adriano Espaillat. The two gentlemen engaged the audience in an inspirational discourse around the urgency of providing quality services to all students, particularly through Bilin-gual Education.

The focus of the session was to engage in a dialogue regarding the impact of the amended CR Part 154 in school districts. To facilitate this process it was important to have panelists with diverse back-grounds from the New York City, Westchester and Long Island re-gions. Our panel consisted of the following members:

- ◆ Lars Clemens, Superintendent, Hampton Bay Public Schools, Long Island
- ◆ Cynthia J. Félix García, Assistant Superintendent, NYC DOE
- ◆ Mary A. Lagnado, Superintendent, Westbury UFSD, Long Island
- ◆ Fausto Salazar, Principal, NYC DOE
- ◆ Raymond Sánchez, Superintendent, Ossining School District, Westchester

The panelists focused on challenges and innovation methods to allow for access to a comprehensive curriculum for ALL students, particularly ELL/ bilingual learners. These innovative methods would include effective programs, hiring of highly qualified personnel, financial innovation and uplifting leadership, students' social/emotional and academic growth, as well as district's financial support while implementing the amended demands of CR Part 154. The discussions offered strategies that support quality instruction through a collaborative model of teaching and learning. They also revealed concerns about consistent student enrollment increases that impact the limited space in schools, scheduling of courses based on enrollment patterns, and financial constraints of a 2% tax cap for the independent school districts outside of NYC. Despite these struggles, school districts are committed to supporting a complex resetting of curriculum aligned to rigorous standards. As a result, the audience felt inspired to continue to strive for quality bilingual programs that develop bilin-gual/biliterate/multicultural citizens.

We concluded the session with an author, poet, educator and proud mother of a dual language program graduate, Ms. Donna Felton, who recited, "If the Kids Can, Then, Why Can't We?" ["Si los niños pueden, por qué nosotros no?"] Ms. Felton is the author of a book entitled [In High Regards](#).

The resiliency of a community of professionals and families depends on the advocacy promoted by a group of people, and thus NYSABE brings administrators together each year at the annual conference. NYSABE has been a champion for creating opportunities that engage children, educators, and families within the realities of making dreams come true. NYSABE understands that educational equity is fundamental to this promise.

"Action may not always bring happiness, but there is no happiness without actions."
-Benjamin Disraeli

The New York State Education Department (NYSED) Policies on English Language Learners with Disabilities: A Collaborative Framework to Improve Services and Outcomes

By Dr. Alexia Thompson

The New York State Education Department's (NYSED's) long-term goals for English language learners (ELLs) with disabilities include increased graduation rates and college and career readiness. In order to achieve these goals, parents and professionals from the fields of bilingual special education, special education, bilingual education, and ESOL must collaborate at all levels (State, district, school and classroom). NYSED's [Blueprint for ELLs' Success](#) and [Blueprint for Improved Results for Students with Disabilities](#) contain key principles to guide our work. These include providing multi-tiered systems of behavioral and academic support, and ensuring that parents and other family members are engaged as meaningful partners in the special education process and the education of their child, while recognizing that bilingualism and biliteracy are assets.

To improve the identification of students with disabilities as ELLs, the Regulations of the Commissioner of Education were amended to include individuals with expertise in second language acquisition and disabilities in the screening of new entrants and reentering students with disabilities for ELL status. Conference participants received an overview of the screening and the initial identification process under Subpart 154-3 and had an opportunity to ask questions.

ELLs identified as students with disabilities often do not receive all the bilingual and ENL instruction they need to access the curriculum and fully benefit from special education services. They may be placed in more restrictive settings that lack a clear vision for addressing their needs.



One factor that contributes to lack of services and subsequent poor outcomes for ELLs with disabilities is a shortage of special education personnel who hold a bilingual extension or ESOL certification. To address these personnel shortages, the Office of Special Education funds the [Intensive Teacher Institute in Bilingual Special Education](#) and the [Speech-Language and Bilingual Speech-Language Personnel Development Center](#), which provide tuition assistance and/or coursework to individuals seeking certification.

A cadre of Bilingual Special Education Specialists (BSES) at NYSED's [Regional Special Education Technical Assistance Support Centers](#) provides professional development and technical assistance for school districts. Topics addressed by the BSES include non-discriminatory bilingual evaluations, evidence-based literacy instruction for ELLs with disabilities, and the development of IEPs and service delivery options that include specially designed instruction to address language acquisition needs of ELLs who have disabilities.

Past Presidents' Forum

By Dr. Tatyana Kleyn
NYSABE 2014-15 President



NYSABE Past Presidents Connect!

As per tradition, the NYSABE Past Presidents held a special meeting during the 39th annual conference. However, this year's arrangement of simultaneous meetings in up and down state resulted into two groups of past presidents in different locations. Technology came to the rescue! Past Presidents Maria Meyer and Anne Henry worked to plan a meeting that brought together the organization's leaders through videoconferencing so that everyone could come together as usual.

The group of over 15 met to hear reports from the President, Executive Director and Treasurer. Past Presidents not only learned about where things currently stand, but offered their input for moving forward. Many are playing a significant role in updating NYSABE's Manual of Operating Procedures and they will also be involved in the development of a multi-year strategic plan for NYSABE. Although the meeting was of the **Past** Presidents, this group of dedicated individuals is still active and very much a part of the **present** and **future** of NYSABE!



Educational Policy Forum

By Dr. Claire Sylvan,
NYSABE Board of Directors



Dr. Claire E Sylvan, chairperson of the Educational Policy/Advocacy Committee, briefly introduced the two panelists and welcomed them to NYSABE's 39th annual conference. At a very well-attended session, the two distinguished panelists were:

- 1 - Assemblyman Marcos A. Crespo, who serves as the chairperson of the NYS Assembly's Puerto Rican/Hispanic Task Force, member of the Black, Puerto Rican, Hispanic & Asian Legislative Caucus, and chairperson of the Bronx County Democratic Committee; and
- 2- Regent Luis O. Reyes, the newly appointed member-at-large of the New York State Board of Regents, who has become the second Latino member of the Board of Regents. Dr. Reyes is a Research Associate at the Center for Puerto Rican Studies, Hunter College, CUNY, where he serves as the Center's Director of Education.

In his opening remarks, Assemblyman Crespo focused on his long-standing support for NYSABE, and his commitment to improving education for multilingual learners in New York State. He noted that he has attended NYSABE conferences for many years and has always learned something new. In his opening remarks, Regent Reyes referred to the many lessons learned from the past, including coalition building, using all legal means necessary (such as lawsuits resulting in court decisions and consent decrees such as Lau and Aspira) to advocate for the educational rights of ELLs/bilingual learners, the importance of monitoring and enforcement of the educational laws, and the critical need to ensure appropriate education for the 140-150 thousand four-year-old students who should be considered ELLs/bilingual learners. These children, he said, are not presently covered under NYS law pertaining ELL educational services.

The floor was then opened for discussion and a number of audience members spoke up on several key issues faced by New Yorkers in the area of bilingual education. We were honored with the presence and discussion by the Chancellor of the New York State Board of Regents, Dr. Betty A. Rosa, the NYC DOE Deputy Chancellor, Milady Baez; and the Assistant Commissioner for Bilingual Education and World Languages, Lisette Colón-Collins.

Dr. Zoila Tazi Morell, Associate Professor at Mercy College, NYSABE Spanish Language Delegate, and a Deeper Learning Equity Fellow, spoke passionately about the more than 24,000 multilingual learners enrolled in kindergarten and the approximately 146,000 New York children, ages 0 to 5, who speak languages other than English. Her remarks focused on the development of a clear **protocol** to identify the "littlest" multilingual New Yorkers in order to collect data and be able to both serve and advocate for them more effectively. Dr. Tatyana Kleyn, Associate Professor/Director of Programs in Bilingual Education and TESOL, and NYSABE Past President, spoke of the importance of the *NYS Dream Act* as both a moral and an economic imperative for New York State. The *NYS Dream Act* would potentially provide support to undocumented students who graduate from NYS high schools and wish to pursue higher education.

Ron Woo, Deputy Director of the New York State Statewide Language Regional Bilingual Education Resource Network (NYS Language RBERN) at New York University and NYSABE Regional Delegate, articulated the importance of establishing sound certification requirements to ensure that NYS educators are qualified to serve the increasing numbers of multilingual learners in NYS. He also underscored the importance of expanding the pipeline of qualified bilingual and English-as-a-new language (ENL) teachers. Ron also noted that with the implementation of the revisions of C.R. Part 154, guidance from NYSED needs to take into account past experiences from early implementation and challenges faced in the field.

Vivian Bueno, Principal of NYC Public School 73X and President of our partner organization, The Association of Dominican American Supervisors and Administra-

tors (ADASA), asserted that newly arrived students in grades 3 – 8 should be exempt from taking standardized state tests. She also asked that NYSABE continue to advocate strongly for this position.

Sue Marcus, a past president of another partner organization, The New York State Teachers of Languages Other than English (NYS TESOL), spoke about the need to amend graduation requirements for multilingual learners so that they can demonstrate proficiency in a manner more appropriate than Regents examinations.

The audience was thrilled to hear directly from Chancellor Rosa that she too was concerned about both issues, and that in her new role as head of the policy-making board for NYS, she would remain committed to address the testing of 3-8th graders as well as the current high school graduation requirements.



With limited time for additional audience participation, some NYSABE members in attendance waited to speak personally with our panelists as well as with some of the previously mentioned NYS policymakers who attended.



Gala Reception in Buffalo at Niagara Falls Sheraton

By The NYSABE Editorial Staff



On Friday evening, May 20, 2016, the Western Regions (IV, V, and VI) celebrated the opening of the 2016 conference with a gala reception at the Sheraton Inn on the banks of the Niagara River above Niagara Falls. The assemblage was welcomed by NYSABE President Dr. Tamara Alsace, who expressed her regrets at not being able to be with them at the next day's conference at Niagara University. She was able to issue her call to action—a charge to continue to “Pave the Way to Success” for our ELL/ bilingual learners in the days, weeks, months, and years that would follow the 2016 conference.

The Gala planning committee, chaired by Rose Colón, the conference planning committees, and Conference Co-Chair, Denise Goñez-Santos, were congratulated for their hard work and thanked sincerely by all. The evening was an opportunity for members, presenters, and sponsors from across the three regions and beyond to network and enjoy fellowship and fun.

The buffet dinner was followed by music and dancing, sponsored by the Hispanic Heritage Council of Western New York, Inc. All present had a wonderful evening and arrived the next day at the conference feeling renewed and revitalized.



President's Reception at the 2016 NYSABE Conference—NYU

By Iraida Bodré, Secretary,
NYSABE Board of Directors

A most successful conference ended with moments of fellowship, celebration and music. At first glance, the event looked like a family reunion with people hugging and huddled over appetizers, stories and laughter. Many were conference participants, others were professionals, colleagues, invited guests and friends of the special honorees.

In addition to recognizing Dr. Tamara Alsace for her dedication and commitment to an exemplary presidency, the reception honored two long-standing NYSABE members. Dr. Betty A. Rosa and Dr. Luis O. Reyes received special recognition for their appointments to serve on the New York State Board of Regents.



During the ceremony, conducted by Dr. Dolores Fernández, NYSABE Past President, Dr. Rosa and Dr. Reyes shared aspects of their journey to success and how they responded to their inner calls to become educators. They are both examples of perseverance, commitment, diligence, patience, clear vision and sense of mission. These are qualities that have carried them across roads with misleading signs, pot holes and detours. Today, they are in a position to help “Pave the Way” so that the journey to success can be accessible to students from our multilingual multicultural communities.



Drs. Reyes and Rosa are the reason why so many people came together to remember, to celebrate, to share and to hope. All of us, members of the NYSABE family, are connected by a common vision and are looking ahead to the “New Directions” the journey will take, one that will lead to “Every Student's Success”!



To view the messages of Dr. Rosa and Dr. Reyes to the multilingual communities across New York State follow the links:

Chancellor Rosa's Message

<https://www.youtube.com/watch?v=RNdydX7EeTg>

Chancellor Rosa's Five Questions

<https://www.youtube.com/watch?v=MTeDxceuWj4>

Regent Reyes' Message

<https://www.youtube.com/watch?v=yoOkHv-BxTQ>

Regent Reyes' Five Questions:

<https://www.youtube.com/watch?>



ACKNOWLEDGMENTS

A successful conference can only occur with the commitment and contribution of many people. The NYSABE President, Executive Director, Board of Directors, and the Delegate Assembly would like to thank all those who have selflessly contributed their time, talent, and treasure during the planning and execution of the 39th NYSABE Conference. We express a sincere and heartfelt thank you!

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Thank You

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The Every Student Succeeds Act (ESSA): New York State's "Think Tank"

By Dr. Tamara Alsace,
NYSABE President



"With this bill, we reaffirm that fundamentally American ideal—that every child, regardless of race, income, background, the zip code where they live, deserves the chance to make of their lives what they will."

— President Barack Obama
December 10, 2015

The reauthorization of the Elementary and Secondary Education Act of 1965, previously (and most recently) reauthorized as the No Child Left Behind Act under President George W. Bush, was signed into law by President Barack Obama in December of 2015.

When does the ESSA go into effect, and when will it need to be reviewed and reauthorized?

- Provisions of the new ESSA go into effect on a staggered timeline beginning with the 2016-17 school year.

- The accountability provisions of New York's ESEA flexibility waiver pertain to Priority and Focus Schools until the end of the 2016-17 school year.

- States are no longer required to use Annual Measurable Achievement Objectives (AMAOs) for accountability purposes, beginning with 2014-15 school year results.

- The new state accountability system takes effect at the beginning of the 2017-2018 school year.

What changes will be made in the Accountability System for ELL/bilingual learners under ESSA?

- ELL academic achievement is more fully integrated into the Title I accountability system and the AMAO provisions of Title III will sunset.

- States must include English Language proficien-

cy in their Title I accountability frameworks, as a separate indicator used to differentiate school performance.

How will accountability for newly arrived ELL/ bilingual learners change under ESSA?

- States have 2 ways to account for the achievement of newcomer ELLs.

- Option 1: Same as under NCLB.

- Option 2: Use a 3 year progression for newcomer ELL accountability:

- Year 1: Test ELLs in ELA and Math but use only for reporting purposes (not accountability).

- Year 2: Test ELLs in ELA and math and use to measure growth (compared to Year 1 score).

- Year 3 and thereafter: Test ELLs in ELA and math and use to measure growth and achievement

How will accountability for Former ELL/ bilingual learners be different under ESSA?

Under NCLB, former ELLs could be counted in the ELL subgroup for up to 2 years after exiting ELL status. Under ESSA, former ELLs may be included in the ELL subgroup for ELA and Math for up to **FOUR (4) YEARS** for accountability, and states **MUST** ensure appropriate testing accommodations for former ELLs.

How has the subgroup size changed for accountability purposes?

Under NCLB, NYSED used a subgroup size of 30. Under ESSA, the federal government may not mandate a specific subgroup size, and NYS may set a different size, but substantial justification must be provided for choosing a subgroup size of less than 30.

How have the requirements for ELL exit and entry determinations change?

Under NCLB, the entry and exit criteria did not need to be consistent across a State. Under ESSA, States must utilize a uniform and consistent definition of ELL and here must be a state-wide uniform procedures and criteria for entry and exit from ELL status, within a mandatory 30 day window. NYS requires that the process be completed within 10 school days.

What new provisions are addressed in ESSA that were not addressed in NCLB?

- States now **MUST** disaggregate data for ELLs with disabilities.

- States must now provide an alternative English Language Development assessment, for students with severe disabilities.

- Formula grants may now be used to provide PD on cultural responsiveness for ALL educators.

- States must assist teachers, including pre-school teachers, in "implementing and sustaining effective language instruction educational programs".

NYSABE has been invited to participate in a Think Tank to provide feedback on New York's Accountability Plan. The ELL/MLL Subgroup is addressing the following questions as part of the plan:

To what extent should ELL/MLLs be assessed in language arts in their home languages?

What strategies should NYS use to ensure the appropriate assessment and access to services for ELLs/MLLs?

Which accountability option should NYS select for newcomers?

1. How should NYS operationalize the indicator pertaining to English language proficiency?

2. What should the timeline be by which ELLs/MLLs are expected to become proficient in English?

3. Should NYS use the 4-year graduation cohort to identify schools for comprehensive improvement, or should it use the expanded year graduation cohort? What should be the number of years for the expanded cohort?

4. How can NYS best use Title III funds to support the educational needs of ELLs/MLLs?

5. Should NYS foster partnerships between P-12 and higher education to expand opportunities for ELLs/MLLs?

6. Should NYS invest resources to expand different pathways to graduation?

7. Should teachers/teacher trainees have mandatory training in ELL/MLL methodologies?

8. How else can NYS best support programs for the education of immigrants and migratory youth?

If you haven't done so already, please visit <https://www.surveymonkey.com/r/NYSABE-ESSA> to give your feedback on the questions above.

For more detailed information on ESSA, please visit www.ed.gov/ESSA.

Region VI/Western NY Sails into Summer

By Heriberto Galarza
NYSABE Past President



Once again, our Western NY NYSABE Region had a successful Boat Cruise this past August 28th. This year we celebrated the end of summer and the beginning of the next school year with a 3 hour cruise aboard the Miss Buffalo II from the Buffalo Marina. We travelled into Lake Erie, then on to the Niagara River, through the final locks of the Erie Canal before returning to the Erie Basin Marina. Our excellent DJ, Frankie, played music of all genres to everyone's delight. The cruisers loved his chant, "brought to you by la gente de New York SABE, la gente que SABE!" (Brought to you by NY SABE, the people who KNOW!).



This year we were accompanied by four representatives of our sponsor—our friends at United Healthcare (uhc.com). They enjoyed our hospitality and gave every participant a gift bag with goodies from United Healthcare. With their donation, we were able to add finger foods as a surprise for those attending.



The folks from the Miss Buffalo Boat Cruises gave us a gift of a free cruise for two, which we raffled off as a door prize. The lucky winner was Mr. Pedro Estrada, newly appointed Assistant Principal at Hutchinson Central Technical High School (Congratulations, Pedro!!!).



We had an excellent turnout, raising over \$2100.00 for NYSABE! Among the members and friends attending were community members, the local press, teachers, administrators, teacher aides, parents, our current NYSABE President, members of the NYSABE Board of Directors, Delegate Assembly, and... THREE NYSABE Past Presidents!!!





www.nysabe.net

NEW YORK STATE ASSOCIATION FOR BILINGUAL EDUCATION

New York University

Metropolitan Center for Research on Equity and the Transformation of Schools

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Position Statement on the New York State Seal of Biliteracy

The main goal of the New York State Association for Bilingual Education (NYSABE) is to ensure equitable and meaningful educational opportunities for English language learners (ELLs)/bilingual learners by strengthening the professional skills of educational communities and promoting their significant participation in the decision-making process and policy implementation regarding ELLs/bilingual learners in New York State. To this end, the comments presented in this document reflect the collective views and expertise of more than 1,000 members, including educators, parents/families, and community members whom NYSABE represents.

Rationale

After careful review and discussions of the commissioner's regulations relating to the New York State Seal of Biliteracy during the 45-day review window, NYSABE wishes to stand strongly in support of the regulations governing implementation of the NYS Seal of Biliteracy.

NYSABE strongly encourages the Board of Regents to approve these regulations regarding the NYS Seal of Biliteracy, with the modifications outlined below, for the following reasons:

1. The Seal of Biliteracy is a way to recognize high school graduates who have obtained high levels of proficiency in more than one language;
2. It encourages school districts to recognize bilingualism as an asset by conferring the seal; and
3. It acknowledges the diversity in students' strengths by implementing a point system for demonstrating proficiency in English and a world language.

Recommendations

1. There is a need to recognize the rigorous work completed by students in College Now, early college and dual enrollment programs; therefore, we recommend that the following count toward meeting the requirements:
 - a. one point of the English proficiency requirement by completing a college-English composition course with a passing grade, and
 - b. one point of the world language proficiency requirement by completing a college literature course in a language other than English with a passing grade.

2. The proposed regulations set forth unique requirements for some specific languages: Native American languages, Latin and Classical Greek, and American Sign Language. We believe that unique requirements, similar to those proposed for Native American languages, should be added for all low incidence languages that may not have a written code.
3. Many students with high levels of proficiency in a language that is not currently widely available for study have limited opportunity to demonstrate proficiency in this language under the current proposal, especially considering that many of these students may not have transcripts from their home countries. We recommend the provision of additional opportunities for these multilingual learners so that they may demonstrate proficiency in a world language.

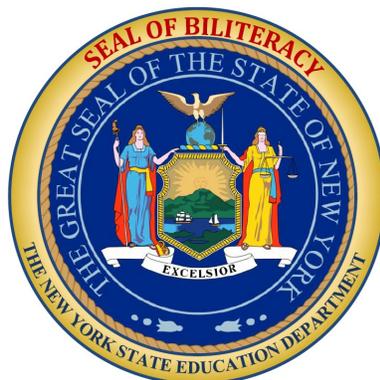
In addition to the views expressed above directly related to the Seal of Biliteracy document, we would like the Board of Regents to note that with the exception of Spanish, three of the four languages most widely available for study in New York State schools, French, German, and Italian, are different from the predominant languages spoken by ELLs/bilingual learners in New York State (the top five are Spanish, Chinese languages, Arabic, Bengali, and Haitian Creole). Also, many of the over 200 languages spoken by New York students are not presently available for study. In this regard, we recommend the expansion of opportunities to study more of the languages spoken by ELLs/bilingual learners in New York State schools via an expansion of bilingual programs at all levels and home language and literature classes at the secondary levels.

In closing, NYSABE congratulates the New York State Board of Regents and the New York State Education Department's staff on their efforts to support and advance the Seal of Biliteracy. This work reflects our common continued commitment to and support of bilingual education and the recognition of bilingualism and biliteracy as an asset that is essential to a world class education.

Sincerely,



Tamara Alsace, Ph.D.
NYSABE President





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August 1, 2016

Ms. Meredith Miller
U.S. Department of Education
400 Maryland Avenue, SW, Room 3C106
Washington, DC 20202-2800

Re: Docket ID ED-2016-OESE-0032, ESSA Accountability and State Plans

Dear Ms. Miller:

I am writing to you on behalf of the Board of Directors, Delegate Assembly, and members of the New York State Association for Bilingual Education to provide comments on the United States Department of Education's (USDOE) Notice of Proposed Rulemaking (NPRM) on accountability, data reporting, and state plans under the Elementary and Secondary Education Act (ESEA), as amended by the ***Every Student Succeeds Act*** (ESSA).

The New York State Association for Bilingual Education (NYSABE) represents over 1000 educators, parents, members of community-based organizations, private agencies, and institutions of higher education as well as advocates involved in the education of English language learners/bilingual students in New York State. In existence for the past forty (40) years, we have provided leadership, advocacy, and professional development in the field of bilingual education in our state and at the national level. One of the main goals of NYSABE is to advocate for equitable and meaningful educational opportunities for our students. As such, we have a great stake in the implementation of the ***Every Student Succeeds Act***, which will guide New York State educational policies for years to come. We thank the Department of Education for the opportunity to submit comments on the above-referenced Notice of Proposed Rulemaking for Accountability and State Plans under the Every Student Succeeds Act (ESSA) based on our years of leadership in the field.

We believe ESSA holds great promise for advancing practices that support schools and districts as they work to promote academic achievement for English Learners (ELs). We applaud the Secretary for including a number of provisions in the proposed regulations that support this goal. For example, the proposed regulations permit the inclusion of former English learners in the English learner subgroup for up to four years after they have exited the subgroup. Including students previously identified as English learners in the subgroup would allow schools to be recognized for the progress they have made in supporting such students toward meeting challenging State academic standards over time. In addition, the proposed regulation § 200.13(c) would require States to consider students' English language proficiency level in setting goals and measurements of interim progress and allow the consideration of additional research-based student factors. This recognizes that the time it takes an English learner to attain proficiency can be affected by multiple factors, such as age, level of English proficiency, and educational experiences in a student's home language.

We also believe that there are areas where the proposed regulations could be improved to further support schools and districts in their work with English learner populations. We have identified these areas in the paragraphs that follow, including providing alternative approaches, and ask you that you consider including them in the final regulations.

1. The proposed regulations § 200.14(b)(4) require, for all schools, the Progress in Achieving English Language Proficiency indicator to be based on English learner performance on the English language proficiency assessment required under section 1111(b)(2)(G) in each of grades 3 through 8 and in the grades for which English learners are assessed in high school to meet the requirements of section 1111(b)(2)(B)(v)(I);

Recommendation: The regulations should allow criteria beyond the English language proficiency assessment to determine language proficiency.

Individual student performance on the state English language proficiency (ELP) assessment is used by many districts and schools to determine readiness for English learners to exit the subgroup. In fact, according to a working paper from the ELL Working Group and the Council of Chief State School Officers, 29 of the 50 states and the District of Columbia, exclusively use the ELP to determine a student's reclassification to former English learner status. However, several of the states, and others, also use additional criteria to assist with reclassification. For example, Montana, New Jersey, Pennsylvania and Utah consider teacher input and evaluation in addition to the ELP, while Michigan, Rhode Island and Wisconsin use individual performance on the academic content assessment in addition to the ELP. Additionally, New York has begun to use proficiency on the English Language Arts assessment in addition to high levels of proficiency on the ELP assessment to exit students from EL status in Grades 3-8 and high school. The proposed regulations should encourage states to use criteria in addition to the ELP assessment to determine language proficiency, growth, and reclassification.

Assessing language proficiency is a complex undertaking as students must demonstrate proficiency in written formats and orally, as well as in multiple subjects, including math, social studies and science, which often require discipline-specific language. Allowing, but not requiring, states to use multiple means of assessing proficiency while also using the ELP both ensures comparability, while also acknowledging the importance of educator input and performance on state content assessments. The ultimate goal of English proficiency is to ensure English learners are able to fully participate and succeed in academic, economic and civic life, not merely to pass an English language proficiency test. Thus, their performance on content assessments, success in college and other academic classes, and other real-world achievements provide invaluable information as to their progress in learning and actual, actionable, and practical proficiency in English.

2. Relatedly, Section § 200.14(b)(4) requires that the Progress in Achieving English Language Proficiency indicator take into account a student's English language proficiency level and, at a State' discretion, additional student-level characteristics of English learners in the same manner used by the State under proposed § 200.13; use objective and valid measures of student progress such as student growth percentiles (although the indicator may also include a measure of English language proficiency); and align with the State-determined timeline for attaining English language proficiency under proposed § 200.13.

Recommendation: In order to ensure that the accountability structure does not create disincentives for schools to fulfill their legal obligation to admit late-arriving English learners, the Department should provide states with greater guidance around the inclusion of measures beyond the ELP to develop this indicator. Measures such as age of arrival and length of time in the US; home language skills; level of and/or gaps in formal education received in native country or other countries of residence (i.e., in refugee camps); age at time of EL designation and/or grade at entry to a US school system; special education status and nature of disability; each provide more rich and nuanced data that should be considered.

3. (§ 200.13) The proposed law does not require states to set a maximum timeframe for attaining English language proficiency. The USDOE is requesting commentary on this item.

Recommendation: Long-term goals should be based on research and practice and should not be overly prescriptive. It is important to consider multiple measures to minimize and/or eliminate disincentives to schools for admission of late-entry English learners in order to avoid potential negative impact on accountability measures. Further, measures such as the reclassification rate, if not thoughtfully designed, could result in a "rush to reclassification" in an effort to increase performance in the overall accountability system and result in premature removal of necessary linguistic supports for English learners. Rather than prescribe a set timeline for attaining English proficiency, the regulations

should require states to include a plan for addressing the unique needs of long-term English language learners, including research-based strategies to promote the development of academic language.

4. High School Graduation Rate Used to Identify Schools for Comprehensive Support and Improvement

We support the New York State Education Department (NYSED) Comments:

“ESSA requires that SEAs identify for comprehensive support and improvement any public high school that fails to graduate at least 67 percent of its students. This proposed requirement that all states use the four-year adjusted cohort rate would disproportionately impact high schools that enroll student populations such as recently arrived immigrants; under credited and overage students; and other groups that may need additional time to finish school. Under the proposal, these schools would likely be identified for Comprehensive Improvement, not because of their educational performance, but because of the student populations they serve. This is particularly distressing because previously states were allowed on a “case-by-case” basis to exclude such schools from identification if they were able to demonstrate that they were successfully serving their at-risk populations even if their completion rates were less than 60 percent.”

Recommendation: Like NYSED, we strongly recommend that states be allowed to use either the four-year adjusted cohort rate or an extended-year adjusted cohort rate in determining which schools must be identified for Comprehensive Support and Improvement based upon graduation rate.

Finally, proposed § 200.13 would require each State to establish ambitious long-term goals and measurements of interim progress for academic achievement that are based on grade-level proficiency on the State's academic assessments and set separately for reading/language arts and mathematics.

5. English learners may be able to demonstrate their capacity in language arts and/or in mathematics through assessments in their home languages. Given the global nature of today's world, capacity in two languages is an asset and state accountability systems should recognize students who have high reading and language arts ability in their home language and/or are participating in bilingual program and making progress in reading and language arts in a language other than English.

Recommendation: To encourage states to consider this option, the regulations should refer explicitly to this potential option. Research has demonstrated that proficiency in one language is highly transferable and achievements in mathematics may be better measured in student's home language(s), particularly in educational settings that use those languages for instruction.

Thank you again for allowing NYSABE the opportunity to provide these comments. We trust that the USDOE will consider all commentary in developing the final regulations.

Sincerely,



Tamara Alsace, PhD
NYSABE President
talsace@gmail.com

Referencess

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Dear NYSABE Members,

Thanks to all of you who took the time to vote in our 2016 elections! I am proud to say that we successfully conducted our first on-line elections and had a record number of members take part in the process. Across the state 194 members voted for delegates-at-large and 190 members voted for parent delegates.

On behalf of the Board of Directors, Delegate Assembly, and Executive Director, I would like to inform you of the results of the elections. Congratulations to the following candidates who were selected in this year's elections:

Re-elected Delegates-at-Large:

Dr. Marguerite Lukes
Dr. Maite Sánchez
Dr. Claire Sylvan

New Delegates-at Large:

Alicia Barinas (Region VI)
Wilfredo García (Region VI)

New Parents-at-Large:

Elena Dokshansky (Region VI)
Jose González (Region II)

We want to thank our outgoing delegates for their hard work and unwavering support of NYSABE:

Gregory Halzen
Maria Kot

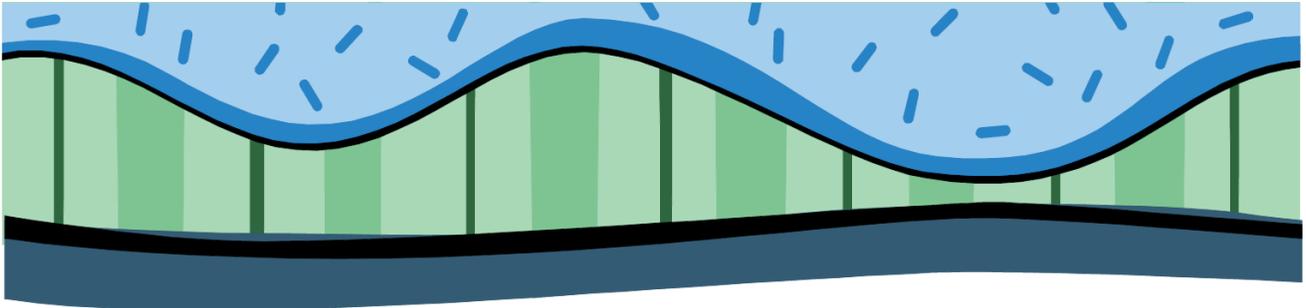
We greatly appreciate all that you've done for the organization and especially for the children of New York State!

Lastly, I would like to express our gratitude to the Nominations and Elections Committee for all their hard work in conducting this year's elections with integrity and efficiency. Thank you to Chairperson and NYSABE Past President Margarita González-Martínez and the committee members: Past Presidents María-Angélica Meyer and Wilda Ramos; and Tanya Barringer-Rosado, Syracuse RBE-RN Director. We couldn't have completed this process without their excellent work.

Best regards,



Tamara O. Alsace
NYSABE 2015 -16 President



SAVE THE DATE

Come and Celebrate

NYSABE: 40 Years Strong!

Building on the Past towards the Promise of Tomorrow



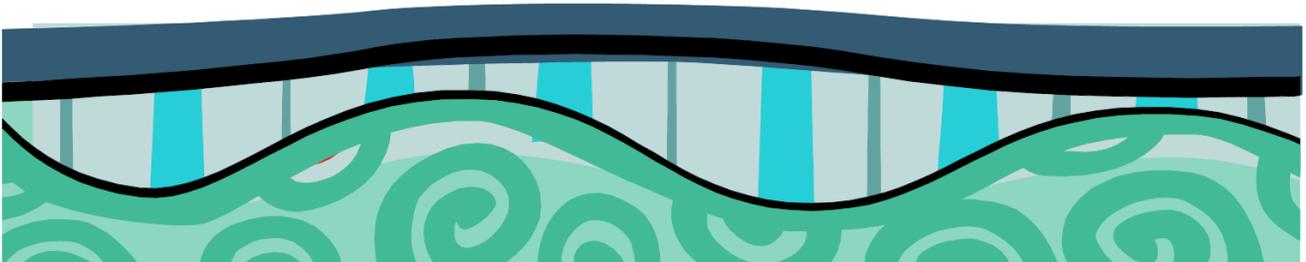
40th Anniversary Celebration

Saturday, October 29th, 2016

6:00 pm – 10:00 pm

Fordham University at Lincoln Center

Information about tickets coming soon



The New York State Association for Bilingual Education

40TH ANNIVERSARY CONFERENCE



www.nysabe.net/2017conference

Families, Practitioners, Partners, and Policymakers

**FULFILLING THE PROMISE
OF BILINGUAL EDUCATION TOGETHER**

MARCH 2-4, 2017

Crowne Plaza White Plains Downtown
66 Hale Avenue, White Plains, New York 10601



New York State Association for Bilingual Education
MEMBERSHIP APPLICATION

PLEASE PRINT CLEARLY

Kindly note that this information will be used to generate your membership card and future mailings

www.nysabe.net

I was referred by: _____ NEW RENEWAL
 Name: _____ Work Phone #: () _____
 Home Address: _____ Home Phone #: () _____
 City: _____ State: _____ Zip Code: _____ Email: _____
 Languages Spoken: _____

NYSABE Dues: (please check one)

- \$35 Associate (full time student, parent, paraprofessional)
 \$45 Regular (teacher, administrator, teacher educator, researcher)
 \$75 Institutional
 \$100 Commercial

Select your local region: (check one)

- Region I-Long Island
 Region II-New York City
 Region III-Mid-Hudson
 Region IV-Syracuse/Capital District
 Region V –Rochester
 Region VI-Western New York

I would like to volunteer in:

- Advocacy
 Fundraising
 Special Events
 Membership
 Other

CONTRIBUTION: I would like to contribute to NYSABE's continuing efforts to strengthen Bilingual Education in New York State with my tax deductible contribution of:

\$25 \$50 \$100 Other \$ _____

Signature: _____ Date: _____

Please duplicate and disseminate this application among your colleagues and others.

Please make check payable to NYSABE and mail it with this completed form to:

NYSABE
NYU Metropolitan Center for Research on Equity and the Transformation of Schools
726 Broadway, 5 Floor
New York, NY 10003

THE ORGANIZATION:

NYSABE is a multilingual, multicultural professional association that promotes the academic achievement of more than 300,000 English language learners (ELLs)/bilingual students, and supports the development of biliteracy skills among all students in New York State. Founded in 1976, NYSABE unites educators, parents, community and business leaders, elected officials, researchers, members of professional organizations, educational institutions, and the news media sharing a common goal-to ensure excellence and equity for students from diverse linguistic and cultural backgrounds.

NYSABE encourages the establishment, maintenance, and expansion of quality programs in bilingual education.

NYSABE promotes bilingual education as a process by which students achieve academic success through instruction in English and a language other than English. NYSABE supports the belief that language pluralism and literacy in more than one language benefit the nation and all its citizens.

NYSABE collaborates with the NYS Education Department, school districts, and educational institutions by participating in their initiatives and ensuring excellence and equity in the education of ELLs /bilingual learners NYSABE is affiliated with the National Association for Bilingual Education (NABE) and the New York State Council of Educational Associations (NYSCEA).

MEMBERSHIP BENEFITS:

Join the NYSABE team! Through your membership dues and involvement, you will have the opportunity to make integral contributions towards positive educational change for ELLs/bilingual learners.

Membership benefits include:

NYSABE Journal of Multilingual Education Research (JMERE): The yearly issue of this journal is a must for every library and member of the association. It publishes current research on best practices in instructional methodologies, optimum program models, and key elements in the implementation of successful bilingual education programs.

The NYSABE Newsletter, *The Bilingual Times*: The quarterly issues of *The Bilingual Times* offer updates on the regional and statewide activities of the association and its members. *The Bilingual Times* also provides information on current legislative and policy developments as well as articles on best educational approaches for ELLs/bilingual learners.

Professional Development: NYSABE offers local, regional, and statewide professional development activities that focus on optimum, research-based practices in bilingual education. These activities create a professional forum suitable to network with other professionals in your field of interest, to share experiences, and explore new ideas.

Advocacy and Leadership: NYSABE offers opportunities to develop leadership skills while participating in hands-on training, special committees, language group events, and advocacy activities on behalf of students, their parents, and educators.

NYSABE wishes to thank all of our contributors and supporters for lending their expertise to this publication.

NYSABE Bilingual Times Staff includes

Tamara Alsace,
Editor

Nancy Villarreal de Adler,
Project Director