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The New York State Association for Bilingual Education Newsletter

NYSABE Bilingual Times

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Winter, 2013 Issue

A Message from the President, Awilda E. Ramos Zagarrigo, Ph.D.



It is with immense honor and pleasure that on behalf of the NYSABE Executive Board, Delegate Assembly and Executive Director, Nancy Villarreal de Adler, I present to you the winter 2013 edition of the Bilingual Times newsletter. This edition outlines NYSABE's accomplishments and the work that continues to be in progress. This term has been filled with much work, collaboration, and accomplishment in the areas of advocacy, networking and membership, professional development, dissemination of information, leadership, administration, and financial stability.

During the present term, NYSABE has participated in crucial meetings and discussions related to the New York State Education Department (NYSED) initiatives, such as the development of the Bilingual Common Core Standards and the Student Learning Objectives (SLOs). In addition,

we disseminated *NYSABE's Advocacy Agenda for the Education of ELLs/Bilingual Learner: Many Voices, One Common Goal* to ensure that members, state policymakers, and the public community have a clear understanding of the urgent educational needs of ELLs/bilingual learners and NYSABE's recommendations. This agenda has served as a framework for NYSABE's advocacy work and we thank Professor Carmen Dinos for having been a source of inspiration and guidance throughout the development of the document. We also thank the members of the PR/Hispanic Task Force for their continued support.

Our organization presented *NYSABE's Testimony* at the hearings held in the fall by the Governor's Education Reform Commission. In addition, NYSABE, with the assistance of Carmen Pérez Hogan and the coordination of Assemblywoman Carmen Arroyo, ensured our successful participation in the 26th Annual Somos Conference's Educational Panel focusing on *Bilingual Education Revisited: Where are we and where do we need to go?* Our Executive Director, Nancy Villarreal de Adler, Past President, Maria-

Angélica Meyer, and I addressed the issues and recommendations for strengthening programs and services for ELLs/bilingual learners in New York State.

Moreover, NYSABE is providing ongoing support to the development of the *Professional Standards for Bilingual Educators* and the initial process towards the implementation of the *Seal of Biliteracy*. Finally, I am excited to serve as keynote speaker at the *First Latino Parent Conference* in Rochester, in April.

In the areas on **networking and membership**, NYSABE has continued to strengthen linkages with national and statewide professional organizations, i.e. NABE, NYS TESOL, NYS AFLT, ADASA and HELP. NYSABE continues to participate at the NYSCA meetings and NABE's Annual Conference.

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A Message from the President, (Cont.)

In February, we were very fortunate to have almost all of our Executive Board members attend the NABE conference and come back invigorated and excited about all of the information they had received at the conference. In relation to our organization's membership, NYSABE has initiated the electronic membership application to ensure that the organization moves toward becoming a more technologically up to date organization, meeting the needs of our growing membership.

In the area of **professional development**, NYSABE provided support to delegates in the planning and implementation of regional, language, and parent activities. Several opportunities for professional development, focusing on current research, policies, and optimum pedagogical practices, were organized and implemented by NYSABE delegates in each NYS region. In addition, NYSABE has organized and implemented our annual conference. A full report on the conference will be included in our spring-summer 2013 issue. We would like to thank the conference co-chairpersons Heriberto Galarza and Wilda Ramos and all chairpersons of the sub-committees for their diligent work and unfailing dedication to NYSABE.

NYSABE continues to fulfill its commitment to the **dissemination of information** on current educational research and best pedagogical practices by

presenting the Journal of Multilingual Educational Research (JMER). The JMER is now available online on the website to members, in alignment with our organization's determination to "go green." Similarly, NYSABE's newsletter fall-winter issue and E-News were disseminated among our members via NYSABE's website and listserv. Very special thanks to Dr. Tamara Alsace, Newsletter Editor, and Nancy Villarreal de Adler, Project Director. In addition, I express my gratitude to María-Angélica Meyer, Past President, and Melodie Valenciano, Treasurer, for their diligent work in disseminating articles and announcements via NYSABE's listserv and website.

In addition, I thank and congratulate Dr. Aida Nevárez-La Torre, Editor of the JMER, and Patricia Velasco, Associate Editor, for their excellent work and commitment to NYSABE's mission.

NYSABE's ongoing **leadership training** for executive board, delegate assembly, and members has continued by providing support and creating opportunities to engage in leadership roles, i.e. chairing or participating in conference committees, regional events, advocacy teams, and membership drives. In addition, all members of the Executive Board and Delegate Assembly were provided training on NYSABE's mission, goals and objectives, and the development of NYSABE's strategic action plan.

In the area of **administration and financial stability**, NYSABE has established a contract with a service provider to support the maintenance and updating of our website to ensure that our website is user friendly and productive for our members. NYSABE has also contracted a new accountant who can meet the needs of our organization. Additionally, we are beginning the process to revise NYSABE's Standards of Operating Procedure Manual and NYSABE's bylaws. Finally, we are updating NYSABE's brochure to be used in our upcoming spring membership drive.

As we celebrate our accomplishments, we recognize that a great deal of work still lies ahead. I am confident that our membership will continue to strive for **educational excellence and equity for ALL students** by sharing a common vision and strengthening their spirit of collaboration. As bilingual educators, we must continue our advocacy for all bilingual learners.

Warm regards,

Awilda E. Ramos Zagarrigo

Awilda E. Ramos Zagarrigo
NYSABE President 2012-2013



Editor's Note...

Tamara O. Alsace, Ph.D.

Dear Reader:

This issue of the NYSABE Bilingual Times brings us some exciting new research on the effects of bilingual instruction on preschoolers and a thought-provoking introduction to a film that depicts the experiences of undocumented youth in NYC. In addition, we are updated on the happenings and good work going on in our regions across the state.

With the re-invigoration that always results from attending the annual conference and the onset of spring, it's a perfect time to take stock of some of the exciting work ahead of us. Our next issue will summarize the annual conference, which included a focus on the NYSABE advocacy agenda and the actualization of the Seal of Biliteracy. NYSABE will lead the way in the development of the criteria that will make the Seal become a reality for our emergent bilinguals and all students in New York State who strive to become biliterate.

In our Fall issue, we would like to revive our "Voices from the Field" so please start planning to contribute your ideas, best practices, and successes. We also plan to add a "Member Highlights" that will feature awards and recognitions of our many talented members. Will you be the first?

Teamwork is, "a joint action by a group of people, in which each person subordinates his or her individual interests and opinions to the unity and efficiency of the group."

From the Desk of the Executive Director Nancy Villarreal de Adler



"Alone we can do so little; together we can do so much." [Helen Keller](#)

"Teamwork is the secret that makes common people achieve uncommon results."

[Ifeanyi Enoch Onuoha](#)

The progress in accomplishing the tasks delineated in **NYSABE's Advocacy Agenda for the Education of ELLs/bilingual learners: Many Voices, One Common Goal** is greatly due to the teamwork abilities of NYSABE members and leaders and their commitment to move the Agenda forward. In this regard, we would like to invite you to reflect upon notions related to effective teamwork and encourage you to share your own views with us.

The Webster's New World Dictionary defines *Teamwork* as "*a joint action by a group of people, in which each person subordinates his or her individual interests and opinions to the unity and efficiency of the group.*" The implication is that in a most efficient team, individuals align their expertise, contributions, and work to a shared mission, vision, values, and a common goal.

[Continued on next page....]

Larson and LaFasto in their book entitled *Teamwork: What Must Go Right/What Can Go Wrong* (Sage Publications 1989) listed eight characteristics of effective teams:

The team must have a clear goal.

Specific measurable objectives will guide the team members toward the achievement of tasks and goal.

The team must have a results-driven structure. All members must participate in the definition of the structure that will lead to successful results.

The team must have competent members. The team must acknowledge that the successful accomplishment of the goals greatly depends on the diverse and multiple talents and experiences that each individual brings to the tasks.

The team must have a unified commitment to the goals they helped create. Team members must direct their efforts toward the common goal and understand that this common goal is best accomplished through joint efforts and mutual support.

The team must have a collaborative climate. This climate is characterized by trust, honesty, respectful behavior, encouragement to express varying views, new ideas and opinions, and support to envision new possibilities.

The team must have high standards that are understood by all. Through all tasks, team members must demonstrate ownership of the high quality outcomes and collective efforts.

The team must receive external support and encouragement. Recognition and praise motivate individuals to reach higher levels of performance.

The team must have principled leadership. The leader must exemplify a

true commitment to the vision and goals, understanding of the characteristics and pre requisites for effective team work, and a clear determination to establish an equitable, supportive environment for shared decision-making.

As we review the characteristics listed above and link them to the ongoing work of NYSABE members and leaders, we commend those who have demonstrated selfless commitment to working collaboratively as members of a most powerful team. NYSABE values the diversity of its membership and celebrates the multiple abilities, views, experiences, and backgrounds that constitute the strength of our association. In addition to our valuable diversity, we are all united by one common goal, to ensure equitable and high quality education for all bilingual learners in New York State.



*"Collaboration
allows teachers
to capture
each other's
fund of
collective
intelligence."*

— Mike Schmoker

The effects of bilingual instruction on the English emergent literacy skills of Spanish-speaking preschool children

A Dissertation Synopsis
By Zoila Tazi, Ph.D.,
NYSABE Region III Delegate

Key Terms:

ECE – early childhood education, typically the Pre-Kindergarten and Kindergarten academic grades

Emergent bilingual – an individual in the beginning stages of acquiring a second language

Emergent literacy – the spectrum of skills that emerge before conventional reading, such as: knowledge of the alphabet, recognition of individual sounds (phonemes) within words, concepts and conventions of written text

Introduction

Few investments in educational reform hold more promise than universal access to preschool education. Developing a plan to address issues such as the achievement gap, over-representation of poor and minority groups in special education, academic failure, dropout rates, and global competition, is a formidable challenge, as it requires intervention within intractable, national problems. Universal preschool education is becoming recognized (Neuman & Bennett, 2001; Neuman, 2003; Magnuson, et al., 2007) as an untapped source of preventing the problems confronting us as a nation and propelling forward a future generation from the egalitarian ideal of a level playing field.

Latinos are emerging as the largest minority group in the United States (García & Jensen, 2009). Young Latino children, although mostly born in the United States, are largely Spanish speaking (Gormley, 2008; García & Gonzales, 2006). At

Kindergarten entry, 30% of Latino youngsters are emergent bilinguals and not yet sufficiently proficient in English to undergo initial screenings (Gormley, 2008). Rather than being a linguistic or cognitive advantage, speaking a language other than English at school entry is actually considered to be a risk factor (Coppola, 2005).

Although there is now broad agreement on the benefits of early childhood education, in particular for poor minority children, there is little consistency across the country on how educational programs should be structured to meet children's needs. In particular, for Latino children who come from Spanish speaking homes and enter schools speaking little or no English, there is no organized approach to structure their foundational experiences in school (García, E., 2001). There is great variety in the instructional programs offered to emergent bilinguals, each emanating from a theoretical construct influenced by an ideological or political context.

Critical Theory in Context -- Linguicism and Bilingual Education

Conservative voices in our government and society have promoted Americanism over cultural pluralism; it is an easy jump to "English only" policies from there (San Miguel, 2004). When English becomes dominant over all other languages as a matter of policy, the advantages of bilingualism are never in the national discourse. Educators need to prove repeatedly that speaking more than one language has merit. The mandated, exclusive use of English often

harbors an oppressive ideology that places value, erudition and power with the English language, and a consequent denigration of other languages and its speakers. This is what Skutnabb-Kangas and Phillipson (1995) call linguicism. Analogous to racism, this linguistic power structure can take hold within school systems insidiously disguised within the curriculum for reading instruction or language arts. Linguicism may also influence many decisions regarding assessment and evaluation of emergent bilinguals. For preschool children, linguicism threatens to alienate a core aspect of a child's identity, which, logically, is critical to his/her academic advancement. On the other hand, bilingual programs can set up an alternate structure that validates and interweaves into instruction the language, knowledge, culture, and values that emergent bilinguals bring with them to school. As a liberatory measure, bilingual education dares to challenge that paradigm of linguicism and offers a viable alternative.

Basic literacy skills are an undeniable starting point of academic achievement for all children. The literature on early literacy, however, points to the connection between language skills and the development of literacy skills (Dickinson & Neuman, 2006). In fact, of all the factors contributing to the acquisition of early literacy skills, strong vocabulary development persists as a significant predictor of early success (Biemiller, 2006). Language studies have documented differences in the numbers of words (Hart & Risley, 1995) that children know as they

enter school. This first gap does not tend to close; vocabulary at the end of first grade is still a strong predictor of performance in English language arts in fourth grade (Biemiller, 2006). Therefore, children who enter preschool speaking a language other than English may actually be imperiled academically if their home language skills are suddenly rendered irrelevant in school and in assessment.

The Spanish-speaking (L1) preschool child is exposed to English (L2) in the school environment precisely at a time when the development of Spanish is still emerging. He or she still requires a substantial focus on the home language in order to make meaning of his/her environment or of learning opportunities. Cummins' (2001) theory of linguistic interdependence is of particular importance, then, in a discussion about instruction for preschool children. Since the theory posits that both languages a bilingual child speaks dynamically influence each other where there is continued exposure (García, 2009), the emergent bilingual child at the preschool level requires this continued exposure to his or her home language in order to reap the mutually beneficial transfer of skills unique to speakers of more than one language.

A study that considers the effectiveness of preschool education for emergent bilinguals using their home language, as well as English, can begin to synthesize two areas of research: early childhood education and bilingual education. This quantitative longitudinal study, which was conducted within a community in New York pseudonymously called "Rivertown," addresses a critical question in this synthesis: what are the effects of bilingual instruction on the English emergent literacy skills of Spanish-speaking preschool children?

Development of Emergent Language and Literacy Skills for Preschoolers

Reading instruction for very young children has undergone substantive change over the past decades. These changes evolved in response to a new understanding of emergent skills. Around the 1920s, the prevailing wisdom dictated a maturational perspective; that is, the belief that reading resulted from certain developmental processes that proceeded in order, at their own pace, and could not be altered. Instruction that did not keep pace with maturity was viewed as futile. Recent work has altered a focus to emphasize that there are many skills, which emerge long before conventional reading, and these can be stimulated, taught and reinforced. These emergent literacy skills are actually evident from birth (Teale & Sulzby, 1992). Fields, Groth and Spangler (2004) state, "The term emergent literacy describes the view of literacy development as a continuum. Children are working on all aspects of oral and written language at the same time" (p. 18). Current initiatives in ECE adopt this perspective while research in ECE has progressed considerably in identifying key emergent literacy skills: phonological awareness, vocabulary, background knowledge, concepts of print.

Phonological Awareness

Phonological awareness is a function of oral language development

whereby a child recognizes components, smaller units or individual sounds within spoken language (August, Calderón, Carlo, 2002; Fields, Groth, Spangler, 2004; Neuman & Roskos, 1993). In alphabetic languages such as English, phonological awareness enables the child to isolate segments of a word or letters within a word in order to decode its meaning. Children who do not speak the English language may be challenged to recognize individual words and certainly individual sounds within words. Phonological awareness for emergent bilinguals is a topic of much study. August, Calderón and Carlo (2002) report that for *bilingual* children, "...Spanish phonological awareness predicted English word reading (p. 9)" which lead them to suggest that "... native language (Spanish) phonological awareness training could facilitate children's ability to read English (p. 9)." Likewise, Stewart (2004) identifies bilingual instruction as the "most educationally effective in acquiring phonological awareness" (p. 36).

Vocabulary

Vocabulary is a critical building block to learning. Reading skills, specifically, are dependent on sufficient vocabulary to aid in comprehension and meaning making. Preschool children are building vocabulary as they learn and utilize language. Exponential growth in vocabulary acquisition and use are necessary as emergent literacy skills develop (Dickinson & Tabors, 2001). In fact, there is a predictive relationship between vocabulary and reading in the preschool years (Snow, Tabors & Dickinson, 2001).

Vocabulary represents a particular vulnerability for emergent bilinguals.

By definition, they have not yet acquired vocabulary in English, but in many instances, their home language vocabulary is threatened by English-only instruction resulting in depressed scores in both languages (Tabors, Páez, López, 2003). For Latino emergent bilinguals there is the complicating risk factor of poverty. Combined risk factors represent cumulative risk (Stanton-Chapman, Chapman, Kaiser, Hancock, 2004) from which emergent bilinguals struggle to rise.

Background Knowledge

Like vocabulary, background knowledge aids in comprehension and meaning making. A child needs a frame of reference from the real world in order to comprehend abstract ideas presented in stories or writing. Put simply, background knowledge stems from *experience* with common occurrences; experiences lead to internalized schemas, the "building blocks of knowledge" (Neuman, 2006, p. 32). Background knowledge represents a child's cultural capital; this raises additional concern for children whose background knowledge is not recognized or valued in the school environment.

Concepts of Print

In order to acquire literacy skills, young children need to understand the mechanics of written language. This includes first understanding that print conveys meaning and messages. Written language in English follows conventions such as beginning at the top of the page and moving from left to right and sweeping around again to begin at the left. In addition, children need to under-

stand that print is not a string of letters but that groups of letters form individual words, which are separated by spaces. These represent both visual and auditory skills (Nichols, Rupley & Rickelman, Algozzine, 2004) that are critical to learning to read.

Exposed to two languages, or two codes of print, bilingual children develop a strong sense that there are differences between codes and features that may only apply to one or the other. This is, in fact, a key aspect of concepts of print. Bialystok (2006) reports, "In studies with 4-year-old pre-readers, bilingual children consistently outperform monolingual children in a test assessing the extent to which they understand the symbolic concepts that underlie print" (p. 109).

Assessing Emergent Literacy Skills

In this study, each of the emergent literacy skills listed above was assessed multiple times over the course of Pre-Kindergarten and Kindergarten using various assessments. Assessments are designed to garner different kinds of information about children's progress in emergent literacy skills. Although these assessments measure similar or related skills, each assessment's benchmarks or norms may identify a distinct achievement level against which a child is compared. The inherent logic of this approach is the belief that multiple measures provide a more accurate picture of an individual child's mastery of skills.

There are two distinct types of assessments appearing in this study:

Criterion-Referenced Assessment – Assessment based on preset criteria, such as a curriculum, that establishes the skills to be measured and the targeted levels of achievement.

Norm-Referenced Assessment – Assessments based on pre-established cut-off scores based on the performance of a large sample, which statistically represents the population being assessed.

Criterion- and norm-referenced assessments interpret scores differently. Criterion-referenced assessments compare achievement to what is being taught; norm-referenced assessment compares scores to how a similar population performs. Both types of assessments may be useful in gauging emergent literacy skills in preschool children. In other words, it is important to understand how well emergent bilinguals perform in relation to the skills they are being taught but also in terms of how well children of the same age/conditions generally perform.

In addition to assessing emergent literacy skills, the rate of English language acquisition was assessed for this group – once at registration using the *Language Assessment Battery – Revised (LAB-R)* and at the conclusion of the Kindergarten year using the *New York State English as a Second Language Achievement Test*.

Assessment Instruments

Elements of these skills were assessed at the school in which this study was conducted over the course of two preschool years – Pre-Kindergarten and Kindergarten. An analysis of the performance of both groups – Latino emergent bilinguals receiving bilingual instruction and Latino emergent

bilinguals in monolingual instruction – in the assessments of these skills, constitutes the structure of this study.

Language Assessment Battery, Revised (LAB-R)

The New York State Education Department (NYSED) mandates the use of the *Language Assessment Battery – Revised (LAB-R)* to assess the English proficiency of those students who report speaking a language other than English in the home when they enter the school system. Scores on the LAB-R determine if a student is eligible for bilingual or *English as a Second Language (ESL)* services.

New York State English as a Second Language Achievement Test (NYSESLAT)

Similar to the LAB-R, the NYSESLAT is used to determine English proficiency for students who speak another language at home. The test is administered annually and is the only test that can be used to determine when a student can stop receiving English as a Second Language (ESL) services. Whereas the LAB-R is used once to establish English proficiency at school entrance, the NYSESLAT is administered annually to measure progress.

English Language Arts Tally (ELA Tally)

Over the course of the Pre-Kindergarten year, progress in emergent literacy skills is monitored by teacher observation using the ELA Tally. The ELA Tally includes a rubric with a point system totaling 100. The teacher observes a child taking part in small group or independent activities, which she has designed to teach or promote particular skills. The teacher observes over time to ensure that a child demonstrates mastery of a skill in at least three different occasions in order to credit him/her with the full points on the rubric.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

DIBELS is a fluency measure that assesses the speed or automaticity of children's responses to early literacy tasks such as identifying letters and sounds. The DIBELS are composed of several subtests that measure skills such as letter-naming, identifying letter-sound relationships, and phonemic segmentation (sounds within words). Administration of these assessments is standardized and timed within one minute.

Curriculum-Based Measurement (CBM) Subtests

Similar to the DIBELS fluency measures, the CBM subtests follow the same logic of automaticity and the same standardized administration; consequently, the CBM subtests are also fluency measures that are timed, these are:

The *Letter Sounds Fluency (LSF)* is a one-minute measure of letter names and their corresponding sounds.

The *Word Identification Fluency (WIF)* measures the speed at which children recognize a select list of familiar words commonly called "sight words."

The Developmental Reading Assessment 2 (DRA2)

The DRA2 is a comprehensive evaluation of a child's reading abilities based on his/her rate of accuracy, fluency and comprehension with leveled text. It is a standardized, criterion-referenced instrument that assesses for concepts of print, common sight words and story retelling at the Kindergarten level.

Phonological Awareness Literacy Screening (PALS)

The PALS assesses phonological skills similar to the DIBELS but the assessment is *not timed*. The interest here is

not speed but depth of knowledge. Two subtests of the PALS are administered: Lower Case Letter Recognition and Lower Case Letter Sounds.

Research Design

This study utilized a causal-comparative design that considered the effects of bilingual instruction on the emergent literacy skills of preschool children who were not proficient in English when they first entered school ($n=83$). The children were randomly assigned (through a lottery) to their instructional program. One group received bilingual instruction ($n=25$) in English and Spanish, while the other received instruction in English only ($n=58$).

Over the course of two preschool years – Pre-Kindergarten and Kindergarten – performance on the various assessments of emergent literacy skills and English language acquisition at specific points (Time Series) in time were analyzed. Analyses of the students' performance on assessments of emergent literacy skills were conducted in the same order as the assessments were administered. Each point was designated a number in a time series (1 to 6) and analyzed independently in order to observe growth over time in two preschool years. The final point in the series (Time 6) is the conclusion of the Kindergarten year.

Sample

The features of a sample are critical in establishing procedures for a causal comparative study (Picciano, 2004); thus, the sample was carefully sorted in order to satisfy the principle of random selection. The sample for this study was composed by isolating a selection based on the following criteria:

1. All students attended the entire Pre -K year and the entire Kindergarten year (no one left early);
2. Records for all the students indicated that Spanish was the primary language spoken at home;
3. All students tested as less than "Proficient" in English according to the *Language Assessment Battery-Revised* (LAB-R) upon registration for Pre-Kindergarten;
4. Registration records for these less than "Proficient" students included an application for the bilingual program indicating the parents' interest in bilingual education;
5. All students in the bilingual program were randomly selected through a lottery system utilizing the RAND number assignment function in EXCEL software;
6. All students maintained the same type of instruction (bilingual or monolingual) for the entire two years (Pre-K and Kindergarten);
7. No student received special education services.

Key demographic variable features of the sample were also collected. These included:

- Child's Gender
- Mother's Level of Education
- Poverty Indicator (Federal Guidelines for Free and Reduced School Lunch)
- LAB-R Performance Level (mastery of English language)
- Preschool experience prior to Pre-Kindergarten

A Chi-square analysis was conducted on each socio-demographic category to determine comparability of the sample. In only one category was there statistically significance difference in the samples. A significant association was found only for the Poverty Indicator and instructional program χ^2 (1, $n = 83$) = 4.51, $p = .03$. There were more children from households whose income were

within poverty guidelines in the group being instructed bilingually.

Data

In a structured time series, scores in emergent literacy assessments were collected at six distinct points in time over the course of two years. The independent variable of this study is the type of instruction—whether bilingual ($n = 25$) or monolingual ($n = 58$). Scores of emergent literacy skills on the separate assessment instruments constitute the dependent variables that are compared against the instructional program. The numerical scores children received on these assessments enabled statistical analyses of the variance between the two groups. In all, there were twelve separate assessments used over the course of the two years; some assessments were administered multiple times at separate intervals of the Time Series. Four of the assessments (Letter Name Fluency, Letter Sound Fluency, Phoneme Segmentation Fluency, and Word Identification Fluency) were all timed within one minute; the remaining assessments allowed children ample time to respond.

Analyses of Variance (ANOVA) and Chi-Square analyses were utilized to compare performance for the two groups. Given the sample size, all analyses were subjected to additional tests to determine statistical significance and the magnitude of effect. Every ANOVA included a Test of Homogeneity of Variances (Levene's Statistic) and any finding of statistical significance was reported as the Welch F ratio. Effect sizes were calculated using Pearson's correlation coefficient r . Reporting of significance on a Chi-square analysis always used the Likelihood Ratio for smaller samples.

Results

This study uncovered substantial benefits associated with bilingual instruction. Data analyses in a time series revealed a pattern of positive effects of bilingual instruction on the English emergent literacy skills of Spanish-speaking preschool children. It also revealed how the nature of the assessment (timed or untimed) distorts the performance of emergent bilinguals on measures of English emergent literacy skills. Benefits are summarized as follows:

- Greater metalinguistic skills evidenced within the first year of preschool instruction – Children in the bilingual group outperformed in measures of concepts and conventions of print;
- Greater expressive language skills evidenced within the first year of preschool instruction;
- Greater gains early on -- students receiving bilingual instruction were 3 times more likely to achieve a score of 50 (out of 100) mid-year in Pre-Kindergarten and 2.83 times more likely to achieve a threshold score of 80 (out of 100) by the end of Pre-Kindergarten on the ELA Tally;
- Greater rates of English language acquisition as early as within one year of bilingual instruction – students receiving bilingual instruction were 6.94 times more likely to advance two or more levels in English proficiency by the start of Kindergarten;
- Greater rates of meeting benchmarks in English language acquisition for children whose mothers had only a primary level of education;
- Highest rates of English language acquisition for children who had exposure to bilingual instruction beginning at the age of three;

- Greater rates of phonemic awareness by the end of Kindergarten – children in the bilingual group were 4.27 times more likely to achieve the year-end benchmark in rhyming;
- Comparable rates of achievement in English emergent literacy skills with the monolingual instructional group – there was no measure where the monolingually instructed group outperformed;
- Timed assessments of letter names and letter sounds disadvantaged both groups. The bilingual instructional group, by definition, had greater knowledge of letter names and sounds as they develop biliteracy. Timed measures may particularly disadvantage children who are bilingually instructed;
- Bilingual instruction interrupted the trends of decreased achievement associated with poverty and English language learners – the only measure in which the two groups differed was in poverty, all but one of the students in the bilingual group was poor. Any area where the bilingual group outperformed, they demonstrate the efficacy of bilingual instruction to propel achievement for poor children.

Implications and Conclusion

Throughout the study, individual English emergent literacy skills were measured and compared. At the conclusion of the study, we find that bilingual instruction propelled the achievement of poor emergent bilingual children who are typically “at risk” of failure but also proved to be no hindrance to the development of English emergent literacy skills. What do we conclude? The efficacy

of bilingual instruction at the preschool level to neutralize the influence of poverty or mother’s limited education is a significant protective factor for young emergent bilinguals. Even within a framework, such as NCLB, that elevates the importance of English acquisition to a top priority for schools, we find that instruction in a child’s home language along with English is still advantageous. Of all the findings in this study, the revelation that the achievement in English emergent literacy skills of the group receiving bilingual instruction was comparable to that of the group receiving English only instruction is cause to acknowledge the power of bilingualism and the value of the instruction that harnesses that power. It is precisely this power that will allow us to meet the goals of legislation such as NCLB for all learners, including emergent bilinguals.

The future of Latino emergent bilingual children, a group which experiences disproportionate rates of poverty (Gándara and Contreras, 2009), depends on educational reforms or initiatives which break the cycle of underachievement associated with poverty. This study demonstrates how bilingual instruction can neutralize the influence of poverty in the preschool years, effectively preparing emergent bilinguals for academic achievement in the later grades.

It is important in calculating the significance of the findings in this study, to recognize its conditions as commonplace and replicable. Across the country, young preschool children are subjected to similar assessments at similar intervals of time. The findings in this study suggest that for a population of poor emergent bilinguals, bilingual in-

struction magnifies the benefits of early childhood education to suit the particular needs of this population and reproduce the outcomes demonstrated in seminal studies with English speaking preschoolers. In this study, bilingual instruction emerges as a liberatory educational initiative in a community with a growing population of emergent bilinguals. It settles the question of how they can best be served: positive outcomes in English emergent literacy skills for Spanish-speaking preschool children can be attained and surpassed with age-appropriate bilingual instruction.

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Zoila Tazi, Ph.D. is an Associate Professor and Chairperson of the Early Childhood Education Department at Mercy College. Her dissertation was recently awarded second place in the National Association for Bilingual Education (NABE) "Outstanding Dissertation of the Year" competition.

Living Undocumented: High School, College, and Beyond

By Tatyana Kleyn, Ph.D., Associate Professor, The City College of New York
NYSABE Region II/New York City Delegate

JOIN US FOR THE PREMIERE OF
“LIVING UNDOCUMENTED: HIGH SCHOOL, COLLEGE, AND BEYOND”

Film Premiere & Panel Discussion on Tuesday April 30, 2013 5:30–7:30
The City College of New York Aaron Davis Hall W. 135 St & Convent Ave.
Free with reservation at www.LivingUndocumented.com

The City College of New York

The United States has come to be synonymous with diversity. We are a nation made up of people from different countries, cultures, languages, beliefs, and backgrounds. Whether we choose to embrace and build off of this diversity, or work to quell it, is largely up to us. (Im)migration is once again in the cross-hairs of this debate, with undocumented immigrants at the center.

Current Immigration Context

Undocumented immigrants comprise nearly a third of our nation's 40 million immigrants, with 11.1 million without papers. New York is home to the fourth largest population of undocumented immigrants – 650,000 – following California, Texas and Florida (Passel & Cohn, 2012). Although the majority of these immigrants are Latinos, people that fall into this category come from nearly every country on every continent, thereby making this both an American and a global issue.

The recent national discourse on immigration can be categorized into pre and post 2012 election categories. Prior to the second victory of President Obama, Republican presidential candidate Mitt Romney introduced “self-deportation” as a viable way for “dealing with” undocumented immigrants. At one point during his campaign, Romney refused to shake hands with a youth who proclaimed herself to be a Dreamer. Fast-forward to the second election of Obama, and the reality of the power of Latinos (not to mention Asians and allies of immigrants from all backgrounds) has emerged and become linked with immigration reform. Now Republicans have shifted from a self-deportation rhetoric to one of exploring a pathway towards residency or citizenship for some. This move has led to conversations across parties to put forth a large-scale approach towards immigration that has largely been untouched on a federal level since the Immigration Control and Reform Act (IRCA) of the Reagan Administration in 1986. Whether these conversations lead to concrete changes still remains to be seen, but there does appear to be a softening of the “pre 2012 election stance” and an opening for a bipartisan agreement of some kind.

K-16 Education and Undocumented Students

The educational landscape for undocumented students can be divided into two segments. The first, pertaining to K-12 public education, is laid out in the Supreme Court case of *Plyler V. Doe* (1982). It states that all students in the U.S. – regardless of status – are granted a free and quality public education. Schools are not permitted to ask families about their immigration status. Recent laws passed in Alabama have tested this mandate, but in general undocumented students are to receive an equivalent education to that of their peers in the K-12 system.

However, the college terrain is more ambiguous and varies more widely from state to state. In New York, undocumented students can attend public higher education institutions – The City University of New York (CUNY) and The State University of New York (SUNY) schools – and pay in-state tuition. New York is one of 12 states that allow students to do this. Many private colleges in the state also permit undocumented students to matriculate, but decisions on admissions are particular to each institution. The challenge for students across public and private institutions is tuition, because in spite of the in-state tuition rate at public schools, undocumented students still do not qualify for public financial aid programs. This means they must fund their education by paying out of pocket, although some privately funded scholarships are available. This makes continuing education beyond high school a significant challenge for these students who are American in almost every way except the status assigned to them by the government.

Many undocumented youth only learn about their immigration status, or come to terms with the gravity of their

situation, in high school when they begin applying to colleges. This process includes completing a FAFSA (Free Application for Federal Student Aid) form that asks for a social security number – which they are lacking. This realization often leads to feelings of depression and anxiety, as well as shame. Although the statistics are not available, anecdotally we know that many undocumented youth drop out of high school (or never ‘drop in’) because they feel hopeless about their educational futures. They instead make the decision to start working and earning money for themselves, and often their transnational families too. In spite of this reality, approximately 65,000 undocumented students do graduate from U.S. high schools each year. Of the students who do graduate, however, only 5-10% go on to college (Immigration Policy Center, 2011). In the absence of policies and programs to support undocumented youth, these numbers are likely to remain low.

Current Policies and Pending Reforms

Presently, there is more rhetoric than reality for actual reforms to our immigration system. However, the rhetoric seems to have picked up momentum and includes players from both sides of the aisle.

At this time only one government program for immigrant youth exists. President Obama signed the Deferred Action for Childhood Arrivals (DACA) administrative program in the summer of 2012. It provides eligible youth with a reprieve from deportation and worker authorization for a 2-year renewable period. The program does *not* lead towards citizenship or residency. DACA is open to youth who were brought to the U.S. before the age of 16, were under 31 years of age on June 15, 2012, lived in the U.S. for

the past 5 years, are either in school, graduated from high school, or earned a GED and do not have a felony record or more than 3 misdemeanor offenses. Different states have attached additional benefits to *DACAmented* youth. In New York DACA allows students to receive a driver’s license, but they still do not qualify for state financial aid. While there are certainly benefits to DACA, there are Dreamers who have aged out and others who in spite of attaining worker authorization still cannot attain employment in their professional fields due to certification barriers that may require U.S. residency.

At this stage, additional immigration reforms at the NY state and federal levels have not passed. But there are spaces of hope, and to that end it is important to be informed about these acts and to advocate for their passage.

NY Dream Act (Development, Relief and Education for Alien Minors) – This state bill would allow undocumented college students to receive financial aid through the state’s Tuition Assistance Program (TAP).

Federal Dream Act – Originally introduced in 2001, the piecemeal legislation would provide undocumented youth (most likely under the ages of 30-35) with a pathway to citizenship if they complete at least 2 years of college or military service and show they have “good moral character,” meaning they do not have a felony record.

Comprehensive Immigration Reform (CIR) – This holistic reform approach would combine security enforcement with pro-immigrant measures that would allow undocumented people to receive residency and/or

citizenship. It may require people to pay fees and wait years to register. Currently, a CIR plan is being drafted, with initial reports pointing to a strong emphasis on securing the border prior to regularizing the status of people living in the U.S. without papers.

Teaching About Immigration through a Documentary

Although immigration reform is being hotly debated, these national conversations do not always make their way into schools. Current immigration issues are frequently put on the back burner to make space for historical topics that rarely go beyond Ellis Island. This is typically not a judgment call made by educators, but driven by district curricula and the content of statewide high-stakes tests, whereby test content is privileged over untested subjects or topics. In response to the limited inclusion of current immigration issues, and specifically the realities of undocumented youth, I was part of a team that created a documentary to educate all students about the experiences, challenges and opportunities available to undocumented youth.

The 17-minute short film, *Living Undocumented: High School, College and Beyond*, is intended for students of all backgrounds. It is also a tool for their educators and guidance counselors. The film should be shown before students begin the college application process, so that undocumented students understand their situation in New York and can make an informed decision about attending college. For students who are U.S. citizens or residents, this film will give them a more holistic understanding of our nation's immigration system so they can contribute to the nation's debate.

The film features six diverse Dreamers

who share their immigration journeys, their identities, the misconceptions with which they have been confronted, and their words of wisdom for other students and educators. There is also a peppering of statistics and information about policies. The film is not intended to be a depressing depiction, but is meant to put a face to the problematic "illegal" label and to humanize the issues surrounding being undocumented in the country and the state.

An Accompanying Lesson Plan and Resource Guide

The film can be shown in any classroom within a period, but requires an introduction. To that end, the team created an accompanying lesson plan that begins with several images of street signs. The first signs are those students are likely familiar with, as they can be found on the streets of New York. These are followed by Image 1.1 (see below), a sign prevalent in many border states that was developed to warn drivers about immigrants crossing a highways by foot. This sign has also come to symbolize the immigrant struggle.



Image 1.1

After this introduction, students are asked to think about what they know regarding undocumented immigrant. Following a class brainstorming session, each student completes an an-

ticipatory guide where they are to take a position on a range of statements about undocumented immigrants (see Appendix 1). After viewing the film they return to these statements from the perspective of the evidence presented. This lesson plan provides a way for students to not only watch the documentary, but to grapple with its concepts.

In addition to the lesson plan, our team created a comprehensive list of resources for teachers, guidance counselors, and students. The resources range from sites that provide information to access and finance college to advocacy/support organizations to professional development for educators. More information about DACA is also offered, as is a comprehensive list of scholarships undocumented students can apply for.

Students' Reactions

We have shown this film to students in high schools throughout New York City. Some of the schools strictly cater to immigrant students, while others serve students from a range of backgrounds. After watching the film, we asked students to let us know what they learned, and the comments below are representative of their responses:

- ◆ It's ok to talk about your "status." Also, it's hard for undocumented immigrants to be successful, but not impossible.
- ◆ Illegal and undocumented has a very different meaning and impact because illegal is not right.
- ◆ Immigration has more to do with it than people think.
- ◆ Living undocumented could make you feel like you are in an invisible prison.
- ◆ You never really know who is an immigrant and who is a citizen just by

looking at them.

♦ Even though you aren't part of something, you should never look back, just keep moving forward, never give up, 'cause one day you'll be part of it.

We found these understandings to be critical to better comprehending the immigration debate as the film offers a counter-narrative to the discourse prevalent in many media outlets. These statements also show that even among immigrant students there are many misconceptions about who undocumented immigrants are and what they can and cannot do in the U.S.

This film, and the accompanying lesson plan, is one tool to breach this difficult topic in a comprehensive yet sensitive manner. It is only through discussing this subject in a careful and detailed way that we can empower our youth to take a stand on immigration. It also helps to ensure they take advantage of the opportunities available to them to become educated citizens – in the most inclusive sense of the term.

Access the Film, Lesson Plan, and Resource Guide

The film and its accompanying documents were created to be shared and used widely, in New York and beyond. The film, lesson plan and resource guide will be available on the website: www.LivingUndocumented.com. There will also be a premiere of the film held at the City College of New York (CCNY) on Tuesday, April 30, 2013 from 5:30-7:30pm. It will include a panel discussion moderated by CCNY President Lisa S. Coico. It will feature the producer, director and Dreamers in the film. The event is free and open to all. To RSVP go to: <http://tinyurl.com/livingundocumented>. Finally, if anyone would like to request a screening at a school or other event with people from the film, that request can be sent to livingundocumented_ed@gmail.com.

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Appendix 1

Anticipatory Guide for

Living Undocumented: High School, College, & Beyond

Directions: Read each statement and circle agree or disagree in the “pre-video” column and write the reason for your belief. Then, after you watch the *Living Undocumented* documentary complete the “post-video” column by also circling whether you agree or disagree and the reason for your view based on the film.

PRE-VIDEO	STATEMENT	POST-VIDEO
Agree/Disagree Personal Rationale:	1. Undocumented immigrants are mostly Latinos.	Agree/Disagree Rationale based on film:
Agree/Disagree Personal Rationale:	2. The terms “illegal” or “illegal alien” should be avoided when referring to undocumented immigrants.	Agree/Disagree Rationale based on film:
Agree/Disagree Personal Rationale:	3. People only become undocumented by crossing the border without papers.	Agree/Disagree Rationale based on film:
Agree/Disagree Personal Rationale:	4. Undocumented immigrants pay their fair share of taxes.	Agree/Disagree Rationale based on film:
Agree/Disagree Personal Rationale:	5. Undocumented immigrants work in low-wage, low-skilled jobs and do not speak English.	Agree/Disagree Rationale based on film:
Agree/Disagree Personal Rationale:	6. Undocumented immigrants can pursue higher education (college) in New York.	Agree/Disagree Rationale based on film:

"Schools from the first CUNY-NYSIEB cohort are already demonstrating progress. Some examples are schools that have radically changed their environment to reflect the multilingualism of their students."



The City University of New York – New York State Initiative on Emergent Bilinguals: Supporting Schools to Improve the Educational Outcomes of Emergent Bilinguals

By

Dr. Vanessa Pérez Rosario, Assistant Professor, Puerto Rican and Latino Studies Department, Brooklyn College and Dr. Laura Ascenzi-Moreno, Assistant Professor, Childhood, Bilingual and Special Education Department, Brooklyn College

Since January 2012, a team of researchers and doctoral students have been working with school leaders across New York State on the improvement of educational programming and outcomes for emergent bilingual students. The City University of New York -New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB) is a multi-year project funded by New York State Education Department. It is a collaborative project of the Research Institute for the Study of Language in Urban Society (RISLUS) and the Ph.D. Program in Urban Education at the City University of New York Graduate Center with Ricardo Otheguy as the Principal Investigator and Ofelia García and Kate Menken as the Co-Principal Investigators (and Tatyana Kleyn as Interim Co-PI). The project stems from a shift across all levels of bilingual education – state-wide, district-wide and school-wide – to view the home language as vital for the academic development of bilingual students. CUNY-NYSIEB is a driving force that supports this shift from seeing bilingualism as a barrier

to academic achievement to using students' bilingualism as *the* essential element in their academic success.

The primary focus of the CUNY-NYSIEB project is to improve the educational outcomes for emergent bilinguals – students who are in the process of learning English as an additional language. This term, emergent bilinguals, places bilingualism at the center and therefore, is preferred over the more widely used term English Language Learners, which highlights students' lack of proficiency. The CUNY-NYSIEB stance is that for schools to be successful at meeting the needs of emergent bilingual students they must develop ecologies of bilingualism that build the home language practices of their students.

The project consists of three components: leadership, documentation and alignment. The project's three pronged approach is designed to strengthen programming for emergent bilingual students that builds on student's home language practices.

The **leadership** component develops the intellectual and leadership capacities of the principals of schools that serve large numbers of emergent bilinguals and supports the schools as they create multilingual ecologies and develop bilingual practices across programs. The **documentation** component records the historical efforts of the New York State Education Department to educate emergent bilinguals. This component also identifies schools that are successfully educating emer-

gent bilinguals in representative areas of New York State to document effective practices and make those practices available for dissemination. The purpose of the **alignment** component is to assist the state in connecting the programming for emergent bilinguals with the Common Core Standards that New York State recently adopted. At the policy level this means creating Bilingual Common Core Language Progressions that align with the former English as a Second Language and Native Language Arts Standards. At the pedagogical level, CUNY-NYSIEB staff creates materials for teachers working with emergent bilinguals that are aligned with Common Core Standards.

As members of the leadership team, we will focus this article on the leadership component's work in the schools. In January 2012, the CUNY – NYSIEB project welcomed its first cohort of twenty-seven schools located across New York City, Yonkers and Long Island. This January we started working with our second cohort of sixteen schools expanding the project to New York City, Yonkers, Newburgh, East Ramapo, Syracuse, Rochester, and Buffalo. The schools that apply to be part of the network are schools where emergent bilingual students did not meet their Annual Yearly Progress in English Language Arts.

The CUNY-NYSIEB approach is to work with leadership at the school level – starting with administrators and moving to teachers, and parents – to re-envision how students' bilingualism can be used as a resource in their aca-

demic success. The work with school staff is the heart of the leadership component, as principals and school leaders are effectively policy makers at the school level and are key to broad and systematic programmatic change for emergent bilingual students. This work counteracts the widely-held view among school staff that bilingualism stands as a barrier to students' academic progress and language development. In fact, in some schools that house majority multilingual students, the school environment is entirely in English, thereby overlooking the multilingual lives of students.

Each school which is accepted in the CUNY-NYSIEB cohort is visited by members of the research team which is made up of CUNY faculty and graduate students. Support to schools consists of interviews with school administrators, classroom visits, classroom walk-throughs, meetings with the Emergent Bilingual Leadership Team, professional development and collaborative descriptive inquiry groups.

Critical to our work in the schools is the development of a school-based Emergent Bilingual Leadership Team that will sustain and build the work of the project. The teams are comprised of school administrators, teachers, staff, and students' family members. With assistance from the research team, the Emergent Bilingual Leadership team develops a School Improvement Plan, sets goals for the school and meets regularly to chart

the progress toward meeting those goals.

Schools from the first CUNY-NYSIEB cohort are already demonstrating progress. Some examples are schools that have radically changed their environment to reflect the multilingualism of their students. Other schools have established dual language bilingual programs, identified appropriate resources for their students, allocated specialized teachers in creative ways, and rewritten curricula. All of these practices signal a shift in how school leaders view their students' bilingualism as strength to build on their future academic success.

Please visit our website to learn more about the project, view videos of the seminars and access resources including *Translanguaging: A CUNY-NYSIEB Guide for Educators* and *The Languages of New York State* (<http://www.nysieb.ws.gc.cuny.edu/>).

STARTALK Summer Hindi Program Cultural Evening

By Sushma Malhotra, NYSABE Hindi Language Delegate



Saturday, January 5, 2013

A splendid and colorful cultural program was presented by students of the STARTALK Summer Hindi Program, at the Hindu Center in Flushing, New York, on Saturday, January 5, 2013. Ms. Sushma Malhotra, Director, STARTALK Summer Hindi Language Program, introduced the STARTALK Program and discussed the grant from the National Foreign Language Center to teach Hindi as a critical language. As director of the STARTALK Summer Hindi Language Program for the last four years, Ms. Malhotra explained how the federal grant is managed by the Office of English Language Learners /New York City Department of Education. She also mentioned that the teaching staff consists of educators from the New York City Department of Education.

The evening program included Indian music, classical Indian dances – Kathak and Bharatnatyam, Bollywood style dances and several speeches by students in Hindi and English. Most of the students

shared their thoughts and experiences about learning Hindi in the STARTALK Summer Hindi Program at Thomas A. Edison High School. Many participants in the program who are non-native Indian students (some from Hispanic backgrounds) expressed their excitement about learning the Hindi language and culture. They performed Bollywood dances using gestures and singing songs.

To encourage students, Dr. Vijay Mehta, President of Akhil Vishva Hindi Samiti, NY awarded \$100 to Yamileth DeLeon. Yamileth had been nominated by teachers and administrators for assuming a leadership role in creating a Hindi club at Gregorio Luperon High School. Another student, Vasu Sharma, was awarded \$100 by Sh. Roshan Lala Gera, Co-president of Hindu Center for continuously studying Hindi for the past three years.

Mrs. Sushma Malhotra concluded the program by praising students and thanking parents and community members for encouraging their children to learn the Hindi language and maintain Indian culture. The evening culminated with the sharing of a delicious Indian meal.

This evening program was co-sponsored by Dr. Vijay Mehta, president of Akhil Vishva Hindi Samiti.



Region III's Parent Conference on Celebrating Holidays: Cultural Relevance and Bilingual Education
by Nelly Y. García,
NYSABE Parent-at-Large, and
Marcela Levin, Parent Coordinator,
Ossining Union Free School District

NYSABE's Region III, in collaboration with Proyecto ALCANCE, Ossining Union Free School District, and the School of Education at Mercy College, is hosting a series of talks for parents on bilingualism and bilingual education. The first talk, entitled, *Celebrando Los Días de Fiesta: Relevancia Cultural y la Educación Bilingüe* (Celebrating Holidays: Cultural Relevance and Bilingual Education) took place on December 20, 2012 at the Park School, Ossining Union Free School District. Facilitated by Dr. Zoila Tazi, NYSABE Region III Delegate and Professor of Mercy College, the talk focused on the impact and the importance of bilingual instruction for our children. The group discussed how a multilingual and multicultural emphasis is one of the strengths of bilingual education programs. In addition, the talk outlined the cognitive, political, and social advantages of bilingualism. In response, parents were eager to become more involved in advocating for bilingual education.

There were over 60 parents in attendance. The talk was conducted entirely in Spanish with English translation as requested. Parents expressed interest in continuing to work together to advocate for expansion of the Dual Language program on behalf of their own children and other children in their community.



Haitian Educators' League for Progress (HELP) Report: Summer 2012 Activities in Haiti

By Monalisa Jean-Ferrari, HELP President and NYSABE Language Delegate



On Saturday, March 2, 2013, at 4:00 PM, HELP members presented a report on their summer 2012 trip to Haiti at the Congressional Building, located at 123 Linden Blvd., Brooklyn, NY. HELP is an association of Haitian American educators who are committed to upholding the highest standards of professional practice and furthering excellence and equity in education for all students of Haitian ancestry. The members of HELP shared their experience with the New York Community. Nancy Villarreal de Adler, NYSABE Executive Director, was invited by Monalisa Jean-Ferrari, HELP President and NYSABE Haitian Language Delegate, to join a forum of bilingual educators who continue to provide professional development in Haiti. They were also joined by Councilman Jumaane Williams of the 45th District, Brooklyn. Councilman Williams acknowledged the significant contributions of HELP members to the professional development of teachers at-

tending the Summer 2012 Haiti Institute.

HELP went to Haiti to stand with educators in the aftermath of the 2010 earthquake. We believe that our transnational collaboration has already made significant contributions to the improvement of teaching and learning in Haiti. Our travels to places such as Fort-Liberté, Pétion-Ville, Léogâne, Paillant, Fond-des-Nègres, Anse-a-Veau, Thomazeau and Port-au-Prince, to share instructional strategies and methods with Haitian teachers, exemplify our commitment to working across borders for the improvement of teaching and learning in Haitian schools. Though there will always be challenges, and HELP certainly has had its share, we are committed to overcoming these obstacles by the power of love and the spirit of collectivism. HELP counts on all of you in order to be able to continue our partnership with educators in Haiti.

The educators who traveled to Haiti have all expressed their eagerness to return to Haiti and work with teachers throughout the country. "It was an opportunity to share my experiences with fellow teachers and exchange ideas on innovative teaching strategies," said Kettly Samuel, a Brooklyn teacher who held a session on reading strategies and developing a partnership with parents.

Ms. Villarreal de Adler shared NYSABE's mission, vision, and goals and discussed her interest in joining hands with the Councilman to commend the president and the members for their dedication. Furthermore, she discussed how a clear and solid leadership vision has enabled her and other NYSABE members to partake in the work that is currently being done in bilingual education globally. As a result, NYSABE and HELP will remain active collaborators in upholding the mission of both organizations.



NYSABE Region I/Long Island held Regional Events

By Linda Scalice, Regional Delegate

Region I organized three events during the fall-winter term:

On December 7, 2012 we honored exemplary educators, who are graduates of the Fordham BETLA program and who work on Long Island. These eight educators are involved with bilingual and ESL programs in their districts and make significant contributions to their students, families and communities: Diana Armada, Long Beach School District, Paula Barnick, Valley Stream School District, Thesla Bongiorno, Freeport School District, Alexis Jovel, Hempstead School District, Susanne Marcus, Great Neck School District, Luz Marotta, Huntington School District, Elias Mestizo, Hempstead School District, and Sarah Trujillo-Underhill, South Hampton School District.

Our second *Night of Laughs*, which was a successful fund raising social event, took place on January 20, 2013, at the Brokerage Comedy Club in Bellmore. NYSABE members enjoyed the parade of comedians who made them laugh and forget their daily challenge in remembering the latest educational acronyms.

On January 31, 2013, our regional meeting was co-sponsored by the Hispanic/Latino Cultural Center at SUNY Old Westbury and was held on their campus. Our guest speaker was Dr. Tatyana Kleyn, who spoke on "Home Language in School: Breaking Down the 'Monolingual'/Bilingual Divide." Dr. Kleyn's inspiring and thoughtful words were enjoyed by current members as well as by students and professors at Old Westbury. We are grateful for the generous support of Santillana USA and Mr. Gregory Cassagnol.

Region VI/Buffalo Receives Two NYSED Grants to Support Bilingual Education

By Rose Colón, Region VI Regional Delegate

The Buffalo Public Schools were recently awarded two grants from the New York State Education Department (NYSED) that will support expansion and improvement of its bilingual education programs and supports.

Two Buffalo schools, Herman Badillo Bilingual Academy and International School #45 are the recipients of the NYS Initiative for Emergent Bilinguals Leadership Grant and are participating in professional development provided by the City University of New York (CUNY-NYSIEB) Project. Both schools will participate in a planning and implementation process that is grounded in a dynamic bilingual philosophy to educating emergent bilinguals.

The project adheres to two essential principles and practices:

- (1) building a multilingual ecology for the whole school, and
- (2) using bilingualism as a resource in education.
[\(http://www.nysieb.ws.gc.cuny.edu/our-vision/\)](http://www.nysieb.ws.gc.cuny.edu/our-vision/)

In addition, International School #45 is the recipient of a planning grant from NYSED for the development of an ESL with native language support program. The project will focus on the infusion of Karen language and culture and will serve as the foundation for integrating more of the over 40 languages spoken by students in the school. These two grants will do a great deal for the advancement of bilingualism in the Buffalo schools!



**Karen New Year Celebration, 2013
Buffalo, NY**

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

NYSABE Bilingual Times Staff includes

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Editor

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Project Director



New York State Association for Bilingual Education

MEMBERSHIP APPLICATION

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

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NYSABE

NYU Metropolitan Center for Urban Education
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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, and 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 (JMER): 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.