

# The NYSABE Bilingual Times



New York University  
Metropolitan Center for Research  
on Equity and the Transformation of  
Schools

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James Nieves

## A Message from the President

# WELCOME

### DEAR NYSABE COLLEAGUES,

As this instructional year comes to an end, we wish to pause and reflect upon our accomplishments and work in progress during the 2023-2024 term.

This year's conference, **Empowering Multilingual Student Voices to Advocate for their Right to Bilingual Education**, was held in Syracuse, NY for the first time. This theme highlighted NYSABE's commitment to ensuring that bilingual/multilingual, and immigrant-origin students know the linguistic rights they are entitled to by law, and that they develop the academic, socio-emotional and

leadership skills needed to raise their voices in advocacy for themselves and their communities. The conference also aimed at providing educators with professional development activities focusing on successful, research-based teaching and assessment practices that enhance literacy and content area instruction within bilingual education. Additionally, the conference offered sessions centering on NYSABE's current advocacy work to foster educational equity and social justice through the empowerment of students in all communities, including New York's Native American nations.

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## A Note from the Editor



Cecilia M. Espinosa, Ph.D.  
Professor, Lehman College/CUNY



This was a summer like no other summer. I was not able to assist our Executive Director Nancy Villarreal de Adler with the editing of the NYSABE Newsletter. My beloved sister passed away on July 9, after 3 months of being diagnosed with cancer. As a family, we are still struggling to cope with unbearable grief and heartbreak. I know she lives in our hearts and memories, but I am still going to miss her.

Nancy, our Executive Director, is an unconditional colleague and friend. She surprised me a few days ago with the NYSABE Newsletter is almost finished (all I had to add was my note to you and help with editing it). Nancy did not do this alone. She reached out to a group of colleagues and friends who generously gave their time and energy to help her with the editing of the wonderful articles that make up this volume of the NYSABE Newsletter. Gracias colegas!

The collection of essays in this volume

is based on the theme of NYSABE's 46th Annual Conference Empowering Multilingual Student Voices to Advocate for their Right to Bilingual Education. I invite you to read and enjoy each one of these important pieces that speak about the crucial needs, challenges, and accomplishments in our Bilingual Education field.

I also encourage you to get involved and engage in enacting the changes NYSABE envisions for our classrooms. The goal is to ensure significant opportunities for all multilingual children and adolescents so they can thrive educationally. Congratulations to the NYSABE leadership and to all the volunteers who helped make this 46th conference a success! Kudos also to the essay writers who recorded the activities.

I am deeply grateful to Nancy and my NYSABE colleagues! This newsletter is stunning!

## From the Desk of the Executive Director



Nancy Villarreal de Adler  
Executive Director, NYSABE

"Ask not what your country can do for you; ask what you can do for your country."  
John F. Kennedy

As I reflect upon this inspiring quote, I would like to invite you to connect it with our role as bilingual education leaders and "ask not what NYSABE and Bilingual Education can do for us. Instead, let's ask what we can do and should do for Bilingual Education and NYSABE."

This year's conference theme "Empowering Multilingual Student Voices to Advocate for their Right to Bilingual Education" and the excellent sessions conducted by young students, parents, leaders from multilingual/multicultural communities, including Native Americans, bilingual educators,

and elected officials reaffirmed our common belief: we can all be (and should be) advocates for the best bilingual education for all multilingual and immigrant-origin students.

Let's congratulate the young students, our future leaders, for bringing their empowered voices to our conference. Congratulations also to the parents and community members, who joined remarkable speakers, and sponsors to reaffirm our unfailing commitment to successful Bilingual Education programs and NYSABE.

**(Continued from page 1)**

We are very pleased with the congratulatory feedback received from conference attendees who felt inspired by the quality of all presentations, particularly the advocacy sessions conducted by school age students, our future leaders, and the discussions led by our colleagues from various NY Indigenous groups.

Another highlight of our conference was the greetings offered by the Syracuse Mayor, Ben Walsh, whose proclamation declared April 4, 2024 the Bilingual Education Day. In this joyous spirit, we celebrated the accomplishments of the awardees, Dr. Miriam Eisenstein Ebsworth, recipient of the Gladys Correa Memorial Award, Dr. Xiomara A. Flowers, the Dr. Ximena Zate Bilingual Teacher of the Year Award, Rita Joseph, the Dr. Antonia Pantoja, Bilingual Advocacy Award and Luis Quan, the NYSABE Administrator of the Year Award.

During the conference we also had the honor of welcoming Dr. Betty A. Rosa, NYS Commissioner of Education, and Elisa Alvarez, NYSED Associate Commissioner, Office of Bilingual Education and World Languages. Dr. Rosa greeted the audience and offered an inspirational message encouraging us to achieve our dreams and continue advocating for our bilingual learners. Ms. Alvarez also participated in general and highlighted sessions where she provided information on current policies and initiatives on the NYS Seal of Biliteracy, and equity issues related to mandated bilingual special education services. Thank you, Commissioner Rosa and Associate Commissioner Alvarez.

Our conference was a huge success thanks to the team efforts of dedicated committee chairpersons and members, the Board of Directors and Delegate Assembly, NYSABE past presidents, NYSED staff, and sponsors. They all demonstrated their knowledge, commitment, dedication, and efficiency under the remarkable leadership of Lyda

Ragonese, Conference Chairperson, and the support and guidance of Nancy Villarreal de Adler, NYSABE Executive Director. KUDDOS to all!

In addition to the annual conference, this year we had the fortune to engage in conversations with our Native American community to reinitiate our joint efforts, within a spirit of mutual support, collaboration and partnership to acknowledge and honor their language, culture, and contributions to education. We certainly look forward to working together toward the preservation of their valuable linguistic and cultural heritage.

During this 2023-2024 presidential term, our Board of Directors, Delegate Assembly, and the Advocacy Committee, under the leadership of Ron Woo, have continued the task of revising and updating the NYSABE Bylaws. This important task was initiated due to the need to bring our organization up to date in terms of regulations, clear guidelines for specific roles and responsibilities of members and leaders, as well as procedures to ensure that NYSABE's purpose, goals, and objectives are reflected in NYSABE's state-wide and regional action plans and all activities.

NYSABE has also been engaged in informative sessions regarding the Science of Reading and the impact of its implementation on bilingual programs. At the present time, NYSABE is in the process of developing a position statement regarding the Science of Reading and the teaching of literacy to multilingual learners. This task has been undertaken by our Advocacy and Educational Policy Committee in collaboration with experts in the field of bilingual education such as, Dr. Cecilia Espinoza, Dr. Zoila Morell, Dr. Laura Ascenzi-Moreno, Dr. Kate Menken, Dr. Tamara Alsace, and Dr. Gliset Colón Morales.

The NYSABE Advocacy and Policy Committee has also been working tirelessly to address

the bilingual teacher shortage across all grade levels, subject areas, and language groups. Through conversations and meetings with elected officials, discussions with partner organizations, institutions of higher educations, school administrators, NYSED staff and policy makers, NYSABE policy and advocacy team members have addressed the need to create, enhance, and sustain programs that can ensure the best teacher preparation and professional development experiences for bilingual teachers across the state. These advocacy efforts have resulted in the approval of some funding from NYSED to offer tuition assistance and support to institutions of higher education in order to increase the pool of bilingual educators. Examples of funding allocations are the assistance allocated to Buffalo State University and Queens College to start new undergraduate programs in bilingual education. BRAVO Team!

NYSABE is also proud to continue its partnership with CUNY-IIE staff and Dr. Tatyana Kleyn in their efforts to develop resources and supports for the education of immigrant-origin students at different levels of schooling.

In closing, I would like to thank the members of the NYSABE Board of Directors, Dr. Eliezer Hernández, Dr. Jordan González, Luis Quan, Lyda Ragonese, and Priscilla Zarate. Thank you also to the members of the Delegate Assembly and NYSABE's Executive Director, Nancy Villarreal de Adler for their support and tireless work. It has been a true honor working with you this year.

I know that our President Elect, Dr. Eliezer Hernández, his new Board of Directors and Delegate Assembly will continue moving the NYSABE agenda forward and working in new and exciting initiatives.

All my best,

James Nieves

NYSABE President 2023-2024

## A Note from the 2024 Conference Chairperson Lyda Ragonese



*Lyda Ragonese  
NYSABE Treasurer,  
Delegate-At-Large*

The 46th NYSABE conference marked a historic milestone for the organization. It was the first time the event was hosted in Syracuse, NY. Adding to the significance, it was presided over by NYSABE's first president from Syracuse, James Nieves. This milestone marked a critical moment for the organization, reflecting both a geographical expansion and the positive impact of the event locally and state-wide. This setting not only showcased Syracuse as an important location for bilingual education but also emphasized the role of its local leadership in shaping the conference's success.

The decision to bring the conference to Central New York signifies a shift towards broader inclusion of different regions in New York State, reflecting the diverse

communities that NYSABE serves. The conference took place at the historic Downtown Syracuse Marriott Hotel known for its rich history and elegant architecture. The hotel is renowned for its grand ballrooms, historic décor, and its role as a hub for major events in the region. This year's Gladys Correa Memorial Award recipient, Dr. Miriam Eisenstein Ebsworth, was honored at the gala in Syracuse's finest grand ballroom.

The theme of the 46th NYSABE conference, "Empowering Multilingual Student Voices to Advocate for Their Right to Bilingual Education," highlighted the conference's focus on giving students a stronger voice in their educational experiences and advocating for their bilingual education rights. This theme reflected a commitment to ensuring that multilingual students are not only heard but actively involved in shaping policies and practices that affect their learning environments.

The conference featured an impressive lineup of prominent keynote speakers such as Dr. Gladys Yacely Aponte, Dr. Tatyana Kleyn, and Mara Sapon-Shevin. Syracuse Mayor Ben Walsh, Syracuse City School District Superintendent Anthony Davis, Commissioner Dr. Betty Rosa, and Associate Commissioner Elisa Alvarez were also in attendance to bring

in valuable insights and perspectives on bilingual education and emphasize the importance of this milestone event.

The three-day event offered a diverse and impactful program, including eight highlighted sessions. These sessions covered crucial topics such as bilingual special education, the bilingual educator shortage, updates on current languages and cultures, the empowerment of Native American voices, promoting student advocacy, and the Syracuse City School District's Language Proficiency Team's (LPT) collaborative model. The conference also delivered valuable and impactful sessions on the latest trends in bilingual programming and pedagogy. These sessions offered attendees a deep dive into innovative practices, emerging trends, and effective strategies for enhancing bilingual education.

I would like to extend my deepest gratitude to the NYSABE Board of Directors and Delegate Assembly members, as well as the countless volunteers who played a crucial role in making the 46th NYSABE conference a resounding success. Their unwavering commitment, hard work, and dedication were instrumental in bringing this historic event to life.





46th Annual Conference  
Empowering Multilingual Student Voices to Advocate for their Right to Bilingual Education

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### STRAND: SPECIAL EDUCATION

Gliset C. Morales, PhD\*

### STUDENT ESSAY AND ART CONTEST

Elena Dokshansky, PhD\*  
Sonia Argueta  
Marie Lily Cerat, PhD  
Luis Quan, Jr.  
Elizabeth Falzone  
Maeva López-Kassem, EdD  
Nancy King Wang, EdD

\*Committee Chairperson



The New York State  
Association for  
Bilingual Education



*Congratulations to Principal James Nieves and students for designing the 46th Annual Conference Poster.*

**Featured left to right:**

*Luis Hernández Florens,  
Camila Rivera Torres  
Rafael Cruz Quiñones*

# My abuela's Spanish isn't ugly and other lessons from Gladys Yacely Aponte



Dr. Tatyana Kleyn,  
The City College of New York &  
CUNY - Initiative on Immigration  
& Education

Dr. Gladys Yacely Aponte gave the opening keynote at the NYSABE 2024 conference. She is a Postdoctoral Research Scholar at the Children's Equity Project in Arizona State University. However, she has strong New York roots as a bilingual teacher in Queens as well as a graduate of the CUNY Graduate Center, where she earned a doctorate in 2024. Her talk provided an insight into her dissertation study - *Teaching in the "home language" is not enough: Navigating Spanish raciolinguistic ideologies in a dual language bilingual program* - which was supported by the National Academy of Education/Spencer and The Dominican Studies Institute.

Gladys took us into the world of fourth grade dual language bilingual students to explore how they navigate the raciolinguistic stigmatization of Kiskeyanxs, the indigenous name for Dominicans. But first she positioned herself as a Kiskeyana who also grew up in New York City and internalized how society viewed her variety of Spanish through a deficit lens, even believing that her abuela's Spanish was feo. Gladys's own experiences are not only fore fronted in her

work, but deeply integrated into the data collection and analysis as she reflects on her reactions to the Kiskeyanxs students she interviews, as she sees herself in them in many ways.

As a bilingual teacher in NYC, Gladys recalled the linguistic wound she felt after being told she speaks "good Spanish" for a Dominican and reflected on the ongoing journey to "untame her tongue." Her work is ultimately about systemic oppression with Kiskeyanxs who are often viewed as the lowest of the hierarchy of Spanish-speakers (whereas countries with more white Spanish speakers are widely ascribed more prestige) (Alfaraz 2002; Toribio, 2006).

In her study in a bilingual school within a Dominican neighborhood, Gladys shared how students used the word "fino" to describe "school Spanish," which is also associated with white features. They demonstrated a sense of inferiority and felt the need to conceal their Dominicanness even as they learned in Spanish for half of the day.

Gladys reminded us that "the language that sounds so wrong to many is a beautiful, creative language of resistance and remembrance." And it is our role within bilingual programs to reinforce that varieties of languages should never be viewed hierarchically but individually for what and who they represent.

As Gladys highlighted, our current approach serves to reinforce the colonial project that wrongly posits that marginalized groups don't speak their own language well. To disrupt these ideologies in (dual language) bilingual programs Gladys urged us to take an anti-colonial stance (Aponte, 2024), which entails:

- Interrogate ourselves by examining our own ideologies and
- Make explicit connections to global injustice and disrupt settler colonialism (Calderón, 2014; Flores & Chaparro, 2018)
- Foster critical consciousness and a translanguaging stance (Cervantes-Soon et al., 2017)
- Recenter Black, Indigenous and People of Color (BIPOC) world-views (Barrales, 2023)
- Historicize our language practices
- Elevate indigenous languages and home language practices in dual language bilingual education
- Create more linguistically sustaining bilingual education programs

To learn more about this topic, you can find Gladys's dissertation here: [https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=6709&context=gc\\_etds](https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=6709&context=gc_etds)

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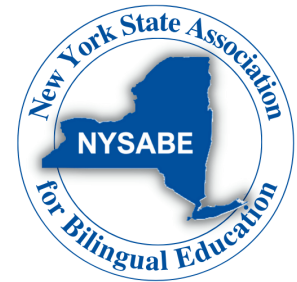
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## February 27 - March 1st, 2025

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# Bilingual Special Education Panel Highlight Session: Empowering Multilingual Student Voices in Bilingual Special Education



**Dr. Gliset C. Morales**  
Associate Professor  
Buffalo State University  
NYSABE Language Delegate

In the heart of the recent NYSABE conference, amid a sea of passionate educators and advocates, one session stood out for its profound impact and commitment to empowering multilingual student voices, particularly those with disabilities: the Bilingual Special Education Panel. Led by moderator Gliset C. Morales, this panel brought together experts and stakeholders dedicated to advocating for the right to bilingual education for students with special needs.

The session began with a poignant introduction by Gliset Morales, setting the stage for a discussion that encapsulated the conference theme: "Empowering Multilingual Student Voices to Advocate for their Right to Bilingual Education." With a call to action for equitable access to quality education, particularly for multilingual students with special needs, the stage was set for an enlightening dialogue.

The panelists, representing diverse backgrounds and expertise, shared their insights and experiences, shedding light on the challenges and opportunities

in bilingual special education. First, a bilingual family, Luz Parrilla Ortiz and Edgardo Clemente Viera, shared their journey of navigating the special education process for their daughter. They expressed profound gratitude for their bilingual speech pathologist, Melissa Espinosa, underscoring the importance of culturally and linguistically responsive support in the educational journey.

Following their moving testimonial, bilingual special education teacher Johann Mangual took the stage to discuss the significance of fostering a voice in bilingual and special education students. He highlighted the challenges faced by these students and showcased the transformative impact of programs like the Seymour Dual Language Academy

Bilingual Education Program. Mangual concluded with strategies for empowering bilingual special education students, emphasizing the importance of amplifying their voices.

The session continued with bilingual speech pathologist Melissa Espinosa, who delved into the nuances of providing speech-language therapy to bilingual students in schools. Her presentation underscored the importance of culturally and linguistically responsive practices in supporting the communication needs of diverse learners.

*(Continued on page 10)*

## BILINGUAL SPECIAL EDUCATION PANEL

Moderator





**Dr. Gliset C. Morales**  
Associate Professor  
Buffalo State University  
NYSABE Language Delegate

### Discussion Participants:



**Bilingual Family:**  
Elians Clemente Parrilla, Luz Parrilla Ortiz,  
and Edgardo Clemente Viera



**Elisa Alvarez**  
Associate Commissioner, Office of Bilingual  
Education & World Languages, NYSED



**Melissa Espinosa**  
Bilingual Speech Pathologist  
Syracuse City School District



**Johann Mangual**  
Bilingual Special Education Teacher  
Syracuse City School District



**Jeanne Finlayson-Schueler**  
Bilingual Psychologist  
Syracuse City School District

**(Continued from page 9)**

Bilingual school psychologist Jeanne Finlayson-Schueler then shared strategies for ensuring parents understand the special education referral and evaluation process. Her insights illuminated the importance of effective communication and collaboration between educators and families in advocating for the needs of multilingual students with disabilities.

The session culminated with a powerful presentation by Elisa Alvarez, Associate Commissioner of the Office of Bilingual Education and World Languages. Alvarez provided updates on NYSED priorities and addressed misconceptions surrounding bilingual education for students with disabilities. Her call to action resonated

deeply with the audience, urging them to champion bilingualism and affirm students' rights to bilingual education.

As the session drew to a close, moderator Gliset C. Morales expressed gratitude to the panelists for their invaluable contributions and encouraged the audience to reflect on how they can apply the knowledge gained. She emphasized the importance of advocating for equitable access to bilingual education for students with disabilities and empowering these student voices in their respective communities.

In conclusion, the Bilingual Special Education Panel served as a beacon of hope and inspiration, reaffirming the transformative power of education in breaking down barriers and creating opportunities for all students. As educators, advocates,

and stakeholders, let us heed the call to action and continue our collective efforts to champion bilingualism, diversity, and inclusivity in education. Let us stand together to ensure that every student, regardless of language or ability, has opportunities to thrive and succeed in school and beyond. For in the words of Nelson Mandela, "Education is the most powerful weapon which you can use to change the world."

This article captures the essence of the highlighted session at the NYSABE conference, emphasizing the importance of empowering multilingual student voices in bilingual special education.



# Student Advocacy Panel: Ways of Showing Up and Taking Up Space as a Bilingual Student in the Syracuse School District



Diana Clark Pérez  
NYSABE Member

## 2024 NYSABE Annual Conference CNY Student Panel

The theme of the NYSABE 2024 Annual Conference was Empowering Multilingual Student Voices to Advocate for their Right to Bilingual Education. The first day of the conference featured a powerful and diverse panel discussion by students from the Syracuse City School District who have each taken unique paths to advance their bilingualism. Bashir Dirlye, who graduated from the Public Ser-

vice Leadership Academy at Fowler in June, speaks Somali and English, and earned a CTE (Career Technical Education) endorsement in Cyber Security. Khoudia Cisse, who graduated third in her class at the Institute of Technology at Syracuse Central in June earned the NYS Seal of Biliteracy in Wolof and English. She also speaks French. Luca Díaz Pérez, a rising senior at Henninger High School, was a graduate of Seymour Dual Language Academy, and speaks Spanish and English. We uplift their voices as they continue to build life-long skills and confidence through bilingualism, and we support them as they advocate for themselves and their communities.

Among the important messages the students from the NYSABE Central Region shared on the panel were the importance of leadership opportunities. For Khoudia, opportunities like the NYSABE Annual Conference are indispensable. "Getting chosen to be part of this panel is one of best things

I've experienced. Getting acknowledged by hundreds of you for my bilingualism as someone who grew up in a country where speaking my native language was forbidden in school is something I will forever be grateful for."

Our young people know they are making an impact with their bilingualism, and they shared how excited they are for what the future will bring. According to Luca, "I know that as a bilingual person I'll be able to help the Spanish speaking peers at my school. I know that I can use my skills to aid them through any cultural obstacle that they face while in school." Khoudia added, "I will be attending [college] this fall for Chemistry, hoping to become an anesthesiologist in the future. As a doctor, I hope to have a patient or family who speaks Wolof and make them feel safe in those anxious moments."

Many of us in the room were eager to hear from the young people on our panel, especially about what we can do to better support them. Khoudia shared, "I think representation is very important. Displaying flags of different countries would be very welcoming to students. For me personally, seeing the flag of my country makes me feel like I belong here. Also, I advise parents and teachers to encourage students to do the Seal of Biliteracy. I learned to read and write in Wolof, thank you to the Seal."

## Student Advocacy Panel

### Topic: Ways of Showing Up and Taking Up Space as a Bilingual Student in Syracuse City Schools



**Khoudia Cisse**  
Institute of Technology High School Student



**Luca Díaz Pérez**  
Henninger High School Student



**Bashir Dirlye**  
Public Service Leadership Academy High School Student

The participants in this panel are students from the Syracuse City School District who have taken various paths to advance their bilingualism. One of the students, Luca, graduated from Seymour Dual Language Academy, and is a native Spanish speaker. The panel also includes a current candidate for the NYS Seal of Biliteracy, Khoudia, who speaks English, French, and Wolof. In addition, one student, Bashir, speaks Somali and English and is very active in promoting his culture and language locally. In this panel students describe their experiences as bilingual students across different programs.



# Educational Policy and Advocacy at the 2024 NYSABE Conference



Kate Menken, Ph.D. Queens College, CUNY



Tamara Alsace, Ph.D. NYSABE Past-President

One of NYSABE's most important goals and priorities is **ADVOCACY**, which is highlighted each year in a special conference session. This year's Educational Policy and Advocacy session, held on April 4, 2024 at the NYSABE annual conference was well attended, with NYSABE members engaged in lively discussions and advocacy activities. The agenda included:

- NYSABE Advocacy Committee Updates
- Focus on the Bilingual Educator Shortage
- Panel: NYSABE Voices about the Bilingual Educator Shortage
- Table Work
- Small Group Work

- Next Steps

The session began with an introduction of the advocacy committee's leadership team. It is comprised of NYSABE Advocacy Co-Chairs: Kate Menken and Tamara Alsace and Executive Committee Members Gliset C. Morales and Lyda Ragonese. Participants were reminded that ALL of the organization's members are automatically members of the Advocacy Committee. As previously mentioned, one of the main priorities of NYSABE is **ADVOCACY**, which is needed now more than ever, given the critical shortage of bilingual educators and an uncertain political climate.

Participants were updated as to the activities conducted by the Advocacy committee over the past year:

- A virtual town hall meeting was held on Sept 22, 2023 to come together in a safe space to take a proactive, positive stance on the education of newly arrived multilingual learners, many of whom are migrants and asylum seekers. This was particularly important in light of recent negative rhetoric surrounding their arrival. Members from across New York voiced their challenges, concerns, and accomplishments in meeting the needs of recent arrivals. It was determined that a survey would be developed to hear from a wider swath of the membership. This survey would provide data to bolster our advocacy efforts.
- The team developed and distributed the aforementioned survey, based on the points raised during our NYSABE

Town Hall Meeting in September, and presented the results to date. As of the conference session, 98 responses had been received, which is almost a 20% response rate. The team wanted to increase this response rate before sharing the findings widely. With this in mind, conference goers were encouraged to complete the survey on-site.

- NYSABE Advocacy on the Bilingual Educator Shortage has involved hours of meetings with state senators and assembly members seeking funding for the NY AFFIRMS Bilingual Educator Pipeline, testifying before the NYC City Council, meeting with NYSED, USDOE, etc.

NY-AFFIRMS is a statewide coalition, initiated by NYSABE in collaboration with the NY Immigration Coalition and diverse educators and community-based organizations focused on the needs of MLLs. We have asked legislators to:

- Invest \$6.8 million in a five-year Bilingual Educator Pipeline Pilot Program
- Prepare 100 future bilingual educators in Bilingual Inclusive Education (Grades B-21), by offering tuition support to undergraduate and graduate students at Buffalo State University
- Prepare 280 future bilingual educators in Bilingual Childhood Education (Grades 1-6), Secondary Math Bilingual Education, and Secondary Science Bilingual Education

by offering tuition support to undergraduate and graduate students at Queens College

Elected officials from Western New York and Queens championed the team's efforts to secure support from the NYS legislature. These included Assemblymembers Jon Rivera and Catalina Cruz, and state Senators Sean Ryan and Jessia Ramos. Unfortunately, the initiative was not included in this year's state budget so the efforts will continue into next year.

### Panel: NYSABE Voices about the Bilingual Educator Shortage

The next segment of the session included a panel discussion with bilingual education school and district leaders, students, and a parent. The discussion questions for school and district leaders included:

1. Why does bilingual education matter to you?
2. The bilingual teacher shortage has been a key concern of NYSABE's recent advocacy.
3. In what ways have you observed how the shortage of bilingual educators has affected your school/district capacity to serve multilingual learners?
4. What would more bilingual educators mean in terms of making bilingual education available for multilingual learners in your district/school?

Discussion questions for students and families were as follows:

- Why does bilingual education matter to you?
- Why is maintaining your home language important to you/your family?

- In what ways have your schooling experiences supported or failed to support your home language and all that it carries (such as identity, culture, etc.)?
- What have been some of the challenges obtaining your NY teaching credentials?

During the panel discussion, Mrs. Garmon (Dabralis, the mom) and Doralis (the daughter) talked about how difficult it was for Doralis to be accepted into a dual language program as she did not meet "criteria" despite being identified as a multilingual learner. Fortunately, her mother, who is an immigrant from the Dominican Republic, worked hard to maintain the Spanish language at home because she recognizes the benefits of bilingualism and biliteracy. Ensuring opportunities for our multilingual learners to participate in dual language programs is essential. These programs were designed for MLs but in many cases are becoming gentrified and exclusive.

Dabralis also shared the obstacles she faced to obtain reciprocity in New York State, as she was a teacher in the DR. The issue of reciprocity is another area in need of advocacy efforts. Removing barriers and opening pathways for multilingual and immigrant individuals to become teachers will increase equity and expand the pool of future bilingual educators.

In the next segment, participants were given table work. Provided with tools such as [NYSABE Advocacy "How To" Resources](#) to Address the Bilingual Educator Shortage, attendees were asked send a message to their NYS Senator and NYS Assembly Member, representing where they live and/or where they work.

In addition to sending the messages,

the small groups engaged in discussions around some key questions:

- What can I do in my region to address the shortage of bilingual educators and share NYSABE's work in this area?
- If you are planning an event this year, could the bilingual educator shortage be the focus or a main topic of your event?
- Beyond the bilingual educator shortage, what issues concern you the most regarding the provision of bilingual education for multilingual learners in your school/district/region?

Lastly, next steps were identified. As members of the NYSABE Advocacy Committee, each participant was asked to support this work in their regions by devoting time for advocacy in every NYSABE meeting. Since the conference, the leadership team has been busy collecting and analyzing survey results, which are summarized in a report found [here](#). With 149 responses, representing 40% of the NYSABE membership, the shortage of bilingual educators was identified in the survey as the main barrier that prevents schools from effectively serving new arrivals and providing bilingual education programs. In the document, you can review the major findings and leave your comments and impressions.

If you were a participant in this energizing session, please take a moment to reflect on what your advocacy work has been since April 4th. Whether you were there or not, please reflect on what you will do tomorrow and in the days that follow to advance the ADVOCACY work of NYSABE on behalf of our multilingual learners, their families, and their educators!

# “A is the Advocacy for Our Bilingual Students” 2024 NYSABE Conference Friday’s Luncheon



Maite T. Sánchez, Ph.D.  
Associate Professor  
Hunter College

**A** is the Advocacy for the ‘B’ is the powerful statement with which Dr. Tatyana Kleyn started her keynote presentation entitled A Before B: Advocacy for Bilingualism & Biliteracy for Multilingual & Immigrant-origin Students on Friday, April 5th, 2024. In her presentation, Dr. Kleyn inspired the audience with examples of advocacy by educators, families, and students in New York. Despite bilingual education being a right for bilingual and multilingual immigrant-origin students, there is still so much advocacy that needs to happen to ensure that students can access quality bilingual education that honors their identities and allows them to build on their linguistic resources.

Dr. Kleyn began with an example of how educators have advocated for the NYS Seal of Biliteracy (NYSSB), which was passed in 2012 and piloted in high schools in 2015. Since then, many multilingual students have earned the seal, showing them that NY has a commitment to multilingualism and values immigrant-origin students throughout their educational pathways and careers. The presentation highlighted ways elementary, middle and high school levels can support students in their journey to the seal, especially

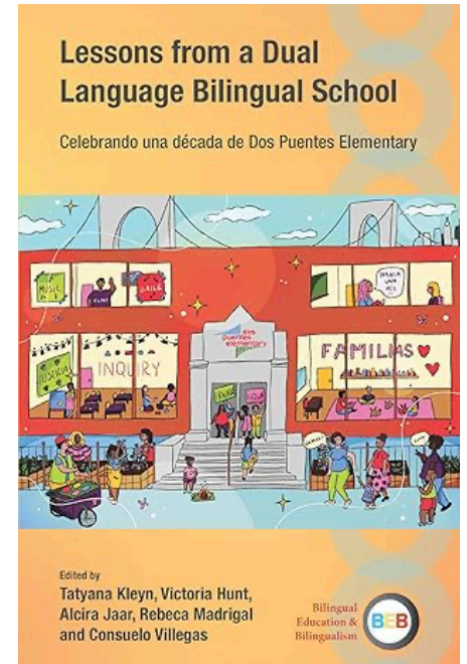
those classified as “English Language Learners.” Dr. Kleyn then shared the exciting news that a CUNY-wide committee recommended that “Students with NYSSB will be awarded a recommended range of 3-8 credits.” Each CUNY college will make its own policy for accepting NYSSB credits and the hope is that other colleges across NYS will follow suit.

When discussing the role of families as advocates for multilingual children, Dr. Kleyn shared the work that Dos Puentes Elementary School educators in Washington Heights, New York City. They have been working to ensure that immigrant, low-income, monolingual Spanish-speaking, and/or indigenous language speaking family members can discuss issues that are important to their children’s education as they assert their voices and become leaders and advocates. For example, Rincón Hispano is a group founded by their (now retired) parent coordinator Consuelo Villegas, who was the NYSABE Support Personnel of the Year.

The group is just for families who are primarily Spanish speakers who may feel intimidated or silenced by English speakers. Another example from the school to build advocacy from diverse groups was initiated by Parent Association (PA) where a mentorship system allows that family members to build confidence and learn what is needed to take on leadership roles. A current member with an official role works closely with another so that the person can take over the official role the following year. One of the members is dominant in Spanish and the second is dominant in English or bilingual.

Dos Puentes Elementary is celebrating

their 10th anniversary and has released the book *Lessons from a Dual Language Bilingual School: Celebrando una década de Dos Puentes Elementary* about how the school was formed and the four pillars that serve as its anchor.



The book is co-edited by the 5 founders who include Professor Dr. Tatyana Kleyn, Principal Victoria Hunt, Assistant Principal Alcira Jaar, Maestra Rebeca Madrigal and Parent Coordinator Consuelo Villegas and includes chapters from 40 school-based experts and 20 scholars.

Dr. Kleyn’s presentation ended with the role of student advocacy as it featured the work that bilingual students and their teachers at P.S. 212Q in Jackson Heights/Queens have been engaging in partnership with CUNY-IIE (City University of New York – Initiative on Immigration and Education). CUNY-IIE supported the creation of the school’s Immigration and Education Leadership Team (IELT) where a group of teachers met regularly to collaboratively learn

about ways to include immigration-related issues in their classroom.

Dr. Kleyn showed the film *Welcoming New Students: A Guide for Teachers, Created by Students from CUNY-IIE's Not Too Young: Immigration in Elementary Schools Video Series*. Two of the teachers featured in the video, Kellie Griffith Tanaka and Marina Velásquez, joined Dr. Kleyn on stage. They reminded us that bilingual children are not only language learners, but they are also immigrants, children of immigrants, or grandchildren of immigrants and that it is essential that educators engage in immigration-related issues with them in ways that are age-appropriate.

Ms. Griffiths Tanaka and Ms. Velásquez shared their own journey from educators unsure of how to have immigration-related discussions to becoming empowered with the tools needed to engage students in these issues. As Ms. Griffith Tanaka said in the film *"There are kids in my class that are learning about it [immigration issues] and there are kids in my class that are living it. So, I work hard to build bridges between*

*those two experiences."*

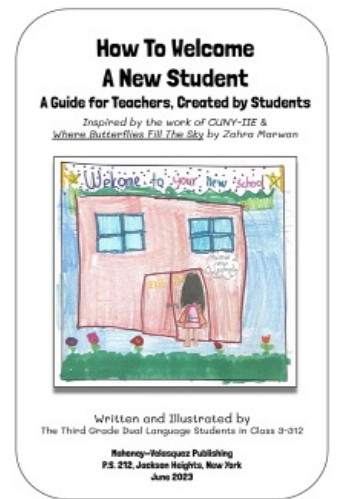
The teachers reflected that the current top-down literacy curriculum mandates, which are solely in English, undermine and silence immigrant students' experiences. Their work focused on school-based spaces to advocate for students and their families to have thoughtful discussions and help process their ideas and experiences related to immigration and education.

Ms. Velásquez spoke directly to the teachers in the audience: *"I want to encourage you to share your own stories. I was very nervous to share my own immigration story, but once I opened up, it created spaces for my students to share and discuss their own stories."* CUNY-IIE has made the film series, including the one we featured during this keynote, and the guide students created for educators accessible and free of charge so that educators in every school become inspired to engage in this work: <https://www.cuny-iie.org/nty-series>

Dr. Kleyn ended her keynote presentation with a powerful personal message

as a Jewish political refugee herself, asking for an immediate and permanent cease of fire in Palestine and the release of Israeli hostages. *"Let's remember,"* she said, *"that there are no borders in bilingual education and that we must stand up and show up for each other."*

The Friday Luncheon keynote presentation was a powerful reminder of the important work that so many educators in New York are doing in support of their bilingual and multilingual immigrant-origin students and families. At the same time, it highlighted the need for continuous and targeted advocacy to ensure that bilingual immigrant-origin students get access to a bilingual education that honors their identities and that of their families.



# Empowering Multilingual Learners Through Content, Language, and Literacy Integration



**Dr. Maeva López-Kassem**  
NYSABE Regional Delegate

**D**rs. Sandra Mercuri and Vivian Pratts are two exceptional, influential educators and authors in the field of Bilingual/Multilingual Education. They advocate for a shift from a parallel monolingual English and Home Language instructional perspective to a dynamic bilingual integrated and holistic approach that cultivates the emergent bilingual learner's full linguistic repertoire across content areas. They recently published the book *CLLIF: a Framework That Engages, Connects, and Empowers Multilingual Learners*. Their NYSABE session explored the framework and its use in bilingual instructional settings. Below is a succinct account of the key elements presented.

## CLLIF

CLLIF stands for Content, Language, and Literacy Integration Framework. Alongside other NYSABE conference participants, I had the opportunity to become acquainted with the interdisciplinary bilingual framework and its components. It should be noted that CLLIF supports *la trenza de la bilingüedad*. This biliteracy braid helps us visualize the interconnectivity among essential biliteracy elements like Content, Language, Literacy, Preview-View-Review, Crosslinguistic Connections, and Oracy. It helps us see how to intentionally and strategically plan content and academic language acquisition learning

opportunities for emergent bilingual students. Because the goal is for students to become bilingual and biliterate, unit and lesson planning must consider the interdependent nature of the students' two languages specific to the content, linguistic structures, and meaning making. With that goal in mind, Mercuri and Pratts discussed the Preview-View-Review strategy in general terms as well as the implementation of mini lessons on crosslinguistic connections.

## Preview-View-Review (PVR)

The PVR strategy is often used in bilingual instructional settings and allows for the use of both the student's home language and English to make the concepts and skills related to the content accessible and comprehensible. The strategy, Dr. Pratts underscored during the presentation, is the newcomer's lifeline, so PVR lessons must be strategically planned and intentional in nature.

Mercuri and Pratts explained that the Preview stage takes place in the non-target language of instruction to frontload key concepts and skills. Here, students and the teacher build background knowledge and develop an understanding of key vocabulary. The presenters recommended the use of graphic organizers and charts to capture students' insights and to anchor their learning activities.

The *View* stage takes place in the target language. The lesson is curriculum-based, yet sheltered to ensure that students have access to the content. As such, it is essential to provide students with a myriad of scaffolds such as visuals, modeling, graphic organizers, and cooperative learning.

During the last stage, *Review*, the class asks and responds to questions, clarifies misconceptions, and summarizes learned concepts and skills in the non-target

language.

## Crosslinguistic Connections

Crosslinguistic connections refer to the systematic and purposeful approach of developing metalinguistic awareness across two languages. They focus on comparing the students' languages at phonological, morphological, syntactical, and grammatical levels. Making crosslinguistic connections empowers students to become independent learners as they become increasingly aware of the similarities and differences between their languages and how to apply this knowledge to generate new knowledge.

Drs. Mercuri and Pratts provided multiple examples about ways to engage students in making crosslinguistic connections. For instance, students may compare the grapheme-morpheme correspondence of their languages. Letters like m and d make similar sounds (in English and Spanish) while the vowels make different sounds. Students can also explore how sentences are alike and different by discussing capitalization and punctuation rules to start with in preparation for the study of more complex grammar structures as students mature.

In closing, I would like to emphasize that both Dr. Sandra Mercuri and Dr. Vivian Pratts are phenomenal speakers. Their message was clear and laden with examples based on their own research and practice with emergent bilinguals and their teachers. Their deep understanding of integrated biliteracy instruction further piqued my interest in this area, so I already acquired a copy of their book, *CLLIF: a Framework That Engages, Connects, and Empowers Multilingual Learners*. Truth be told, I am eagerly learning more about CLLIF and the many ways to integrate it in my professional practice. I encourage you to do the same.



# First Nation People: Empowering Native American Voices- Language, Culture and Education



Dr. Denise Góñez Santos  
NYSABE Member

## First Nation People provided powerful presentations to conference attendees

The 46th annual NYSABE Conference in Syracuse, New York was the setting for a powerful professional development strand emphasizing Indigenous students in New York State. Dr. Jennifer DiBello of the Oneida Nation (Turtle Clan), who currently works as a district administrator for the Syracuse City School District, served as moderator for a morning panel discussion that presented information regarding historic implications and the current advocacy efforts in support of Indigenous students in achieving high school graduation and completing higher education, entitled: *Empowering Native American Voices – Advocating for Equitable Educational Opportunities*. The panelists included Kandice Watson, Oneida Nation of New York (Wolf Clan), Director of Education and Cultural Outreach; Betty Lyons, Onondaga Nation (Snipe Clan), President and Executive Director of the American Indian Law Alliance; Bailey Tlachec, Oneida Nation of Wisconsin (Bear Clan), Coordinator of Native Student Program at Syracuse University; and Irv Lyons Oneida Nation (Wolf Clan), Senior Director of Development at the Museum of Science and Technology.

The panel informed us of the difficulties experienced by Indigenous students due to historic state and federal policies that sought to eliminate the culture and language of Indigenous people. Today, many Indigenous students are the grandchildren of survivors who were forced to attend boarding schools in New York State. Children were removed from their home and the influence of their family to separate them from their culture and home language. These policies produced devastating outcomes, and the ripple effect is felt to this day.

Currently, Indigenous languages in New York State are in danger of extinction. However, the panelists offered renewed hope in explaining the work being done to preserve languages and provided a specific example of the Oneida Nation's efforts to preserve language through the development of programs designed to teach adults and ensure early access for children. Seasoned bilingual educators know that culture cannot be separated from the language of its people. For this reason, NYSABE is committed to supporting the efforts of Indigenous leaders and educators in preserving Indigenous languages. Culture and language are inextricably linked.

The panelists offered insights on how they are advancing the rights of Indigenous students in their local community, in higher education, and how they have chosen to educate others on their experiences in defining the wonderful contributions of the Haudenosaunee in all areas of life, including the arts, education, sports, law, and business.

The afternoon strand included two workshops, a presentation presented by

Erin Guilfoil of the Syracuse City School District entitled *Cultural and Historical Perspectives of the Haudenosaunee*, an informative and well delivered presentation that brought together the cultural and historical perspectives of the six Haudenosaunee Nations. The six nations include: Onondaga, Oneida, Cayuga, Seneca, Mohawk, and Tuscarora. Participants learned about the Great Law and the important contributions to local history and governments that derive from the Haudenosaunee.

The second presentation was delivered by Denise Góñez-Santos entitled: *New York State Indigenous Culture and Language Studies Certification Approved: Next Steps and Thank you!* She shared the efforts that resulted in the approval of the New York State Indigenous Culture and Language Studies Certification and led a discussion on the next steps to support the preservation of Indigenous languages through networking with institutions of higher education together with the needed leadership of each Nation to support candidates for the new certification.

Lastly, the conference welcomed Dr. Hugh Burnam, Chair and Tianna Porter, Secretary of the Native American Indian Education Association of New York State (NAIEA/NY) as honored guests and with the purpose of establishing a strong relationship between NYSABE and NAIEA/NY in furthering the work of language and culture preservation for students that represent First Nation People.



# Western New York PR/HYLI Student Advocacy Panel



**Dr. Gliset C. Morales**  
Associate Professor  
Buffalo State University  
NYSABE Language Delegate

## Collapsing Cultural Space and Time: Using Ceramic to Advocate for Multilingual Education

In a world where the echoes of cultural and linguistic heritage intersect with the dreams of democracy, a group of high school students from the Western Delegation (Buffalo Public Schools, Dunkirk City Schools, and Jamestown Public Schools) embarked on a journey that transcended traditional advocacy methods. Guided by the visionary leadership of Dr. Gliset C. Morales and Dr. Jevon D. Hunter, alongside the local RBERN West, these students delved into the realm of ceramic art to amplify their voices and advocate for multilingual education.

The Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute, in collaboration with the NYS Assembly/Senate Puerto Rican/Hispanic Task Force and the annual SOMOS, Inc. Conference, provides the platform for this transformative endeavor. Rooted in the ethos of student empowerment and leadership development, the PR/HYLI

program empowers students to explore themes of leadership, civic engagement, and democracy. This year's conference theme, "The Art of Democracy," provided the perfect canvas for the students to express their "dreams for democracy" through the creation of ceramic vessels.

The dream vessels, meticulously crafted by hand, served as artistic testimonies of the students' "Justice Dreams towards Democracy." Each vessel bore witness to historical and contemporary injustices, sparking critical thought, healing, and empowerment. Dr. Morales and Dr. Hunter aptly define artistic testimonies as multimodal expressions of human creativity designed to provoke reflection and advocate for a more just present and future—a powerful form of Art as Truth Storytelling.

During the keynote presentation, student voices resounded with authenticity and passion. Doralis Garmon eloquently shared how engaging in the creative process empowered her advocacy efforts, challenging traditional

notions of advocacy work. Jaziel Correa Gómez spoke of the emotional journey of creation and its transformative healing power, urging educators to prioritize healing and empowerment in their teaching practices. Elias Eliel Gutierrez drew inspiration from his ancestors, weaving their legacy into his vessel and prompting educators to incorporate ancestral teachings into their curriculum.

Above all, the students championed linguistic justice and their right to bilingual education, using their art as a catalyst for change. Their voices echoed a resounding call to action, urging stakeholders to recognize the importance of linguistic diversity in education.

As the keynote drew to a close, the audience was invited to provide words of affirmation to the Western Delegation—a testament to the impact of their work, on a Padlet. The upcoming celebration event at the Burchfield-Penney Art Museum in Buffalo, NY, promises to be a culmination of artistic



**Doralis Garmon**

expression, personal growth, and advocacy achievements. Special invitations extended to key figures in bilingual education underscore the significance of their message and the transformative power of art in advocacy.

This QR code leads to the Padlet where you can provide the PR/HYLI Western Delegation with additional words of affirmation:

The students also extended personal invitations to Nancy Villarreal de Adler, NYSABE Executive Director; Elisa Alvarez, Associate Commissioner of the Office of Bilingual Education and World Languages; and Dr. Betty A. Rosa the Commissioner of Education and President of the University of the State of New York!

In the words of Dr. Gliset C. Morales, the moderator of the keynote, the session was nothing short of inspirational. The profound and thoughtful work of the students serves as a beacon of hope, reminding us of the importance of amplifying student voices and embracing the transformative potential of art in advocacy for multilingual education.



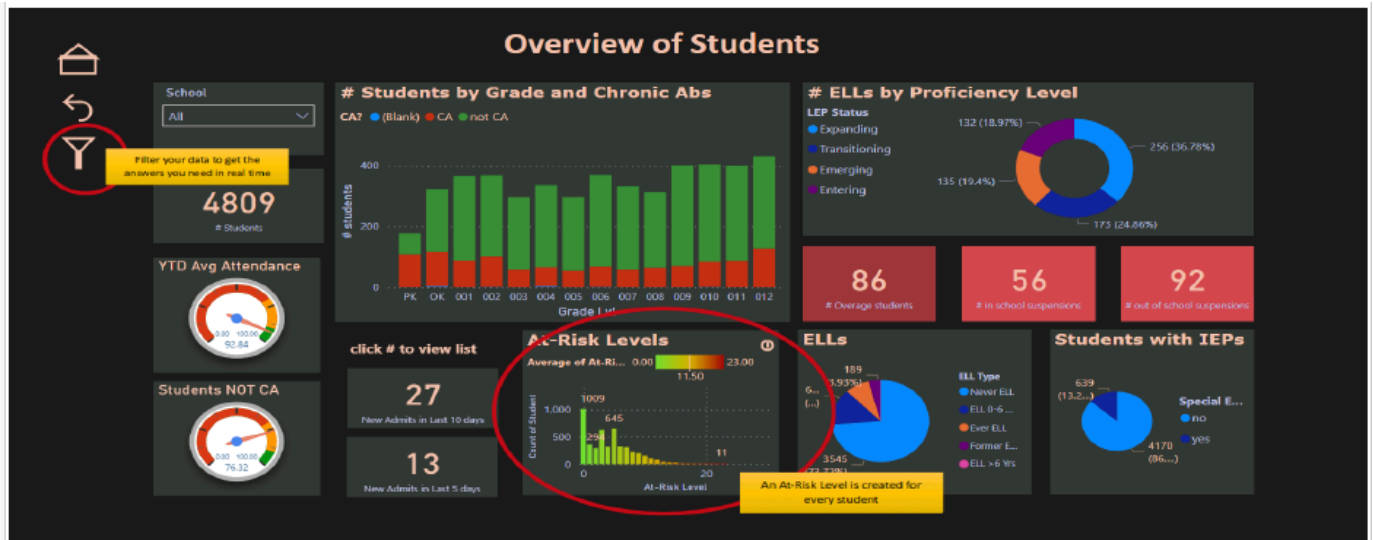
**Jaziel Correa Gómez**



**Elías Eliel Gutiérrez**

# Revolutionizing Education Through Data Integration: Hicksville Public School's Journey

By Janet Suárez Lovett and Richard Bellis



On April 5th, 2024 at the New York State Association for Bilingual Education's 46th Annual Conference in Syracuse, New York, Janet Suárez-Lovett, Supervisor for World Languages, ENL & Bilingual Programs in the Hicksville Union Free School District and Richard Bellis, President & Founder of Spotlight Data Analytics, presented on the power of data and technology in the age of artificial intelligence as a vehicle for student success. In a bold step towards personalized education and data-driven decision-making, the Hicksville Schools has unveiled a groundbreaking data dashboard that leverages a laser focus on English language learners (ELLs), students with special needs, and at-risk students. This cutting-edge dashboard harnesses the power of artificial intelligence to provide educators and administrators with comprehensive insights into student performance, school dynamics, and district-wide trends using data from multiple platforms.

The launch of the data dashboard marks a significant milestone in Hicksville Public Schools' journey towards educational excellence, made possible through the dedication and collaborative efforts of Hicksville's key stakeholders (see names below) who worked feverishly alongside Janet Suárez-Lovett and Richard Bellis to bring this innovative tool to fruition.

The dashboard offers an individualized profile for each student, consolidating a myriad of data points to paint a holistic picture of their academic journey. From assessments to demographics, and at-risk indicators to chronic absenteeism rates, the dashboard

leaves no stone unturned in its quest to provide a nuanced understanding of student progress and challenges leveraging the power of artificial intelligence to impact instruction and student success. Hicksville Public Schools' overarching objective is to revolutionize instruction and drill down to the root cause of the challenges students face to ensure the academic and socio-emotional success of all students.



From left to right: Ricardo Marques- Technical Specialist, Lori Ann Doremus- Data Analyst, Dr. Fulton- Superintendent of Schools, Janet Suárez-Lovett- Supervisor of World Languages, ENL & Bilingual Programs, Richard Bellis- President & Founder of Spotlight Analytics, Melissa Bellis- Director of Curriculum & Instruction and Assessments, Dr. Lubrano- Assistant Superintendent of Curriculum & Instruction, Daniel Bellis- Director of Technology

## Empowering Student Voices: Fostering Leaders in Advocacy for Equity and Social Justice in Education-Angelo Del Toro Puerto Rican Hispanic Youth Leadership Institute, NYC Delegation Present at NYSABE



**Lisa Pineda**  
NYSABE Regional Delegate

High school students from the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI), NYC Delegation, led by Lisa Pineda, attended the annual New York State Association for Bilingual Education (NYSABE) conference in Syracuse, NY, accompanied by their parents and parental figures. Their participation included two presentations: a morning breakout session aimed at promoting democracy and advocacy through creative expression, and a discussion about the course titled “From Canvas to Cause: Exploring Social Justice through the Arts,” which the NYC Delegation integrated into their curriculum two years ago. The second half of the student group participated in a luncheon panel, where they discussed the importance of youth voice and empowerment, showcasing their public speaking skills.

During the morning breakout session, students provided a dynamic exploration of legislative bill A05691, which focuses on school climate, codes of conduct on school property, and disciplinary actions following code violations. The youth educated attendees

about the bill, emphasizing its significance and potential impact on school environments.

Participants were guided on how to advocate for or against the bill using the arts. By creating masks that represented their thoughts and ideas about the bill, attendees incorporated their culture and language into their artwork. This hands-on approach not only deepened understanding of the legislative process but also demonstrated how artistic expression can be a powerful tool for social justice advocacy.

One attendee remarked, “Today, I had the privilege, which was the highlight of my day, to attend the PR/HYLI presentation by the students. I was incredibly impressed by their maturity and the fantastic job they did explaining the program and the bill they were working on.” She also expressed her appreciation for the youth coach she was paired up with, Catherin Jaylin Hernandez, a senior graduating with the seal of biliteracy, who also took the time to interpret the presentation in Spanish.

During the luncheon, PR/HYLI juniors and seniors passionately explained the youth program, emphasizing how it encourages them to have a voice, empowers them to speak up, and provides multiple public speaking opportunities at various venues. These opportunities include presenting before, during and after PR/HYLI. The students were witty, confident and offered tips to educators on how they can empower their youth. Their insights underscored the importance of youth involvement in civic activities and the value of leadership programs like PR/HYLI. Their parents beamed with pride, witnessing their children in action.

The participation of New York City PR/HYLI students at NYSABE highlighted the intersection of education, art, and civic engagement. By teaching about legislative advocacy through creative means, these young leaders inspired both peers and adults, showcasing the transformative power of integrating arts into the democratic process. A special thanks to Catherin Jayline Hernández, Federico Arismeldy Núñez Rodríguez, Samantha Aguiaza, and Henry Sánchez,



# Dr. Nivia Zavala Art Contest Winners

## ART CONTEST | GRADES 3-5

**1st Place**



*Sophie Leonik*

**Diversity**

Grade: 5 | School: PS 34 Oliver H. Perry Elementary School, Brooklyn, NY | Teacher: Ms. Khaselev

**2nd Place**



*Yohan Martinez*

**The Multicultural World**

Grade: 4 | School: PS 126, Bronx, NY | Teacher: Ana Soto

**3rd Place**



*Bryana Polanco*

**My Bilingual World**

Grade: 5 | School: PS 126, Bronx, NY | Teacher: Ana Soto

## ART CONTEST | GRADES 6-8

**1st Place**



*Jacob Ramirez*

**Proud To Be Me**

Grade: 6 | School: Forest Road School, Valley Stream, NY | Teacher: Gabriella Cunzo

**2nd Place**

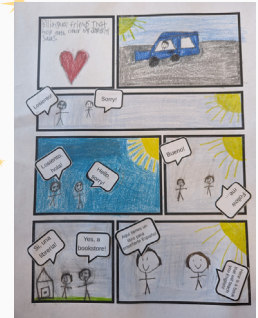


*Esdey Sagastume*

**Empowerment Indigenous Mexico America Unite**

Grade: 6 | School: South Middle School, Newburgh, NY | Teacher: Cynthia Panessa

**3rd Place**



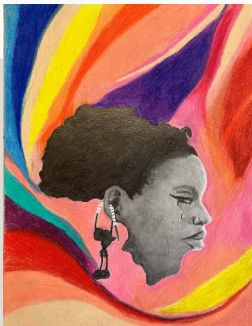
*Jandriel Salas*

**Bilingual Friends That Help Each Other**

Grade: 7 | School: West Buffalo Charter School, Buffalo, NY | Teacher: Elizabeth McMahon

## ART CONTEST | GRADES 9-12

**1st Place**



*Ganguenon Merlin*

**Mama Love**

Grade: 10 | School: Nottingham HS, Syracuse, NY | Teacher: Lauren Cirulli

**2nd Place**



*David Cruz Figueroa*

**"Voice in Many Languages"**

Grade: 12 | School: Lafayette International HS #207, Buffalo NY | Teacher: Petra A. Mencia

**3rd Place**



*Steven Carrasquillo Vargas*

**Si for Bilingual Education!**

Grade: 11 | School: Lafayette International HS #207, Buffalo NY | Teacher: Petra A. Mencia

# Student Essay Contest Winners

## ESSAY CONTEST | GRADES 3-5

### 1st Place

*Kataryna Charnosh*

**“From the War Zone to the Melting Pot”**

Grade: 5 | School: International School  
45, Buffalo, NY | Teacher:  
Malgorzata Rodgers

### 2nd Place

*Kasey Giraldo*

**“El Poder de Mi Bilingüismo”**

Grade: 3 | School: PS 126, Bronx, NY |  
Teacher: Marina Velásquez

### 3rd Place

*Alix Ramos*

**“Benefits Of Being Bilingual and Biliterate”**

Grade: 4 | School: Seymour Dual  
Language Academy, Syracuse, NY |  
Teacher: Daphnie Harrison

## ESSAY CONTEST | GRADES 6-8

### 1st Place

*Victor Kruszcwski*

**“Multilingual Learners”**

Grade: 7 | School: PS/IS 49, Queens, NY |  
Teacher: Ms. Lee/Epstein

### 2nd Place

*Esdey Sagastume*

**“Bilingual Project”**

Grade: 6 | School: Lincoln Middle School,  
Syracuse, NY | Teacher: Gabriel Warner

### 3rd Place

*Andrea Michel Muñoz García*

**“Los beneficios y oportunidades de ser bilingüe”**

Grade: 8 | School: East Middle School,  
Brentwood, NY | Teacher: Evelyn Ramos

## ESSAY CONTEST | GRADES 9-12

### 1st Place

*Miguel Angel Robles Collante*

**“El lenguaje como habilidad enriquecedora”**

Grade: 10 | School: Brentwood HS,  
Brentwood, NY | Teacher: Dina Grisales

### 2nd Place

*Biron Pierre*

**“What are the advantages of being biliterate for you personally?”**

Grade: 11 | School: Westbury HS, Syracuse,  
NY | Teacher: Mrs. Singleton

### 3rd Place

*Maram Al Taleb*

**“Biliteracy To Me”**

Grade: 12 | School: Nottingham HS,  
Syracuse, NY | Teacher: Lauren Cirulli

46th Annual Conference  
Empowering Multilingual Student Voices to Advocate for their Right to Bilingual Education



# Congratulations!

## Honoring our **PROFESSIONAL AWARDS** Recipients

**DR. ANTONIA PANTOJA**  
**BILINGUAL ADVOCACY AWARD**



*Council Woman Rita Joseph*

Family and Educator Advocacy Luncheon  
Thursday, April 4, 2024

**BILINGUAL EDUCATION**  
**ADMINISTRATOR OF THE YEAR**



*Luis G. Quan, Jr.*

Leadership Luncheon  
Friday, April 5, 2024

**DR. XIMENA E. ZATE**  
**BILINGUAL TEACHER OF THE YEAR**



*Dr. Xiomara A. Flowers*

Major Session II  
Friday, April 5, 2024

**GLADYS CORREA MEMORIAL**  
**AWARD RECIPIENT**

*Dr. Miriam Eisenstein Folsworth*

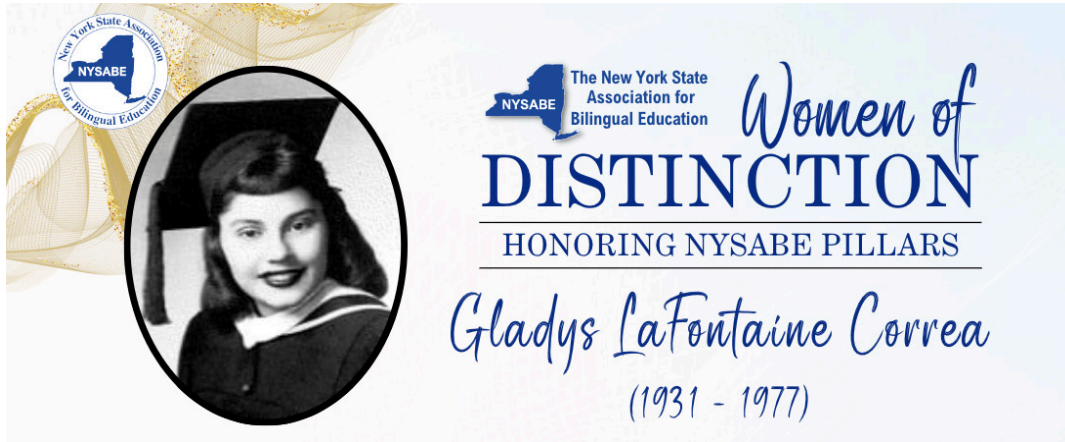
Gala Banquet  
**Friday, April 5, 2024**





# A Message from Dr. Miriam Eisenstein Ebsworth

## 2024 Gladys Correa Memorial Awardee



I am deeply touched, honored, and humbled to have received the prestigious NYSABE Gladys Correa Memorial Award for 2024. It reflects my good fortune in being a part of the amazing and dedicated NYSABE family.

NYSABE describes **Gladys Correa** as “an exemplary teacher, researcher, and prolific writer, whose passionate advocacy for the linguistic and educational rights of all children will continue to inspire educators, students, parents and members of our society. I accept this award, celebrating her achievements, on behalf of our many colleagues who have dedicated their lives to multilingual learners, their teachers, families and communities.

Our organization is dedicated to and inspired by the principles that Gladys Correa lived by. While it should be common sense that the best way to acquire literacy and content knowledge is through a language we can understand while adding English, the

language of wider communication in our country and beyond, we continue to struggle against misguided individuals and groups who do not accept that it is both an individual advantage and an asset to our society for learners, teachers, families, and leaders to be bilingual and biliterate. Nevertheless, there is reason to be hopeful. The Seal of Biliteracy has now been accepted by all 50 states!

Indeed, teamwork, a shared vision, and passionate persistence are elements of the kaleidoscope that influence informed thinking and educational policy and were pillars of Gladys Correa’s gifts to us. I know I am speaking to the choir, when I state that multilingualism and a multicultural perspective are essential, so that we can provide experiences for our children and families that affirm their linguistic and cultural identities, that grow their heritage languages, and welcome them to the rich tapestry of the communities encompassed by the

U.S. umbrella. Science has also taught us that the bilingual brain confers many advantages, including enhanced executive function and delayed onset of dementia.

Therefore, with all my heart, I wish to express appreciation to the NYSABE leadership and to my parents, extended family, friends who are family, to my students and colleagues who have taught me, and to all those whose sacrifices have enabled us to survive and thrive. As a generation 1.5 English speaker, with Yiddish L1 and Spanish speaking family, and a bilingual education in Hebrew (along with the study of French and a little Mandarin Chinese), I can appreciate that it is only through multilingual, multicultural education that we can truly develop respect for each other and celebrate the beauty and treasures entailed by our languages and cultures, as we seek to create a peaceful planet of mutual respect and understanding.

# 46th Annual NYSABE Conference



**New York State Association for Bilingual Education**  
 NYU Metropolitan Center for Research on Equity and the Transformation of Schools  
 726 Broadway, Fifth Floor, New York, NY 10003

46th Annual Conference  
 Empowering Multilingual Student Voices to Advocate for their  
 Right to Bilingual Education  
 April 4-6, 2024 ~ Marriott Syracuse Downtown ~ Syracuse, NY

# NYSABE



The New York State Association for Bilingual Education



## MEMBERSHIP APPLICATION



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](http://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**  
**155 6th Avenue, 4th Floor**  
**New York, NY 10013**

**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 (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.

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

**NYSABE BILINGUAL TIMES STAFF INCLUDES:**

Nancy Villarreal de Adler, Project Director

Dr. Cecilia M. Espinosa Editor

Dr. Eliezer Hernández, Graphic Designer



**The New York State  
Association for  
Bilingual Education**