



New York University  
Metropolitan Center for  
Research on Equity and the  
Transformation of Schools  
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The New York State Association for Bilingual Education Newsletter

# The NYSABE Bilingual Times

Page 1

Fall 2016 Issue

## A Message from the President, Tamara O. Alsace, PhD



### Dear NYSABE Community,

It is truly an honor and a privilege to have the opportunity to serve as NYSABE President for another year. While it is unusual for a president to serve two consecutive terms (a first for our organization), the circumstance resulted from a series of inevitable events last year. With input and support from our Delegate Assembly, Executive Director, and Past Presidents, the Board of Directors determined that this would be the best course to follow to ensure stability and continuity within NYSABE.

This is a landmark year, as NYSABE is celebrating its 40<sup>th</sup> Anniversary. We know that it will be one full of exciting new opportunities for our organization, and thus for ELL/bilingual learners in New York State.

As we begin the 2016-17 term, we would like to focus our efforts on some key priorities:

◆ Understanding the new federal regulations (*Every Student Succeeds Act* - ESSA) and having a voice at the federal and

state levels in the development and implementation of the New York State Accountability Plan

◆ Developing a 5-year Strategic Plan that will guide the direction of our organization over the next several years and ensure that we are meeting our mission

◆ Building our organizational capacity to carry out the plan and sustain our growth as we move forward

◆ Strengthening our connection and collaboration with our members, families, and partners

◆ Strengthening our advocacy efforts at the local, state, and federal levels.

This year has gotten off to a fantastic start with the welcoming of some new members to our Delegate Assembly and Board of Directors, whom you can read about in this issue of the *Bilingual Times*. In November, we celebrated the 40<sup>th</sup> Anniversary of our beloved organization! The gala celebration was sold-out and the attendees enjoyed a wonderful evening of reflection, fellowship, and fun. We were able to honor the past by recognizing our founders and pioneers in the field who paved the way for us, while also examining our current status and reaffirming our goals for the future.

Planning for our 40<sup>th</sup> Anniversary Conference is fully underway. Our Conference theme, **Families, Practitioners, Partners and Policymakers: Fulfilling the Promise of Bilingual Education Together** is particularly appropriate in these times of divisiveness and uncertainty in our nation. Now, more than ever, we must come together to ensure that our children and families

have a voice and a space to grow and thrive, as promised in the Constitution. The promise of bilingual education is inextricably intertwined with the promise of this great land. Interestingly, the U.S. Congress that proposed the Bill of Rights was held in New York City and begun on March 4, 1789. The 11<sup>th</sup> Amendment to the Constitution was ratified on March 4, 1794. Our annual conference, to be held in White Plains at the Crowne Plaza Downtown, will begin on March 2<sup>nd</sup> and close on March 4<sup>th</sup>, an auspicious day in the history of human rights in our country.

As the holidays conclude we wish you and your families good health, great joy, and peace in the new year and always!

Best regards,

*Tamara O. Alsace*

Tamara O. Alsace  
NYSABE President

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## From the Desk of the Executive Director,



Nancy Villarreal de Adler,  
Executive Director

Bilingual education holds the promise of a world citizenry that is prepared, both academically and socio-emotionally, to embrace diversity, multilingualism, and multiculturalism.

Nancy Villarreal de Adler

This past fall, NYSABE celebrated its 40<sup>th</sup> anniversary. The theme of our celebratory dinner, **NYSABE-40 Years Strong! Building on the Past Towards the Promise of Tomorrow**, represented our continued endeavor to reflect upon the past accomplishments and current successes of bilingual education in New York State. The event also provided the forum to share our collective vision for the future achievements of our ELLs/bilingual learners. The spirit of the theme and its great significance was genuinely represented on the poster designed by the renowned painter Ms. Ana Soto. It depicted NYSABE as a BRIDGE that inspires and guides people to cross intergenerational, geographical, linguistic, cultural, professional, and many other boundaries in order to make our dreams a reality: to ensure the best education for all our ELLs/bilingual learners in New York State.

The notion of NYSABE serving as a BRIDGE is once again expressed by the theme of the upcoming NYSABE 2017 annual conference, **"Families, Practitioners, Partners, and Policy Makers: Fulfilling the Promise of Bilingual Education Together."** It is a call to action for members of our educational community to strengthen our spirit of collaboration, interconnection and unity; to join forces; and to plan and implement effective strategies to realize the full potential of bilingual education. In these uncertain times of critical changes affecting education we must seize every opportunity to transcend barriers, speak up with one voice, and ensure that the diverse needs and talents of our multi-

lingual students are a top priority. Bilingual education holds the promise of a world citizenry that is prepared, both academically and socio-emotionally, to embrace diversity, multilingualism, and multiculturalism.

As we initiate the year 2017, let us all renew our commitment to continue to build bridges for the benefit of our ELLs/bilingual learners, their families, and educators. Happy New Year!

Poster by Ana Soto



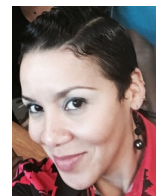
**Plan to attend this year's State Conference and help us build bridges to educational success!]**

(details at [www.nysabe.net](http://www.nysabe.net))



## Editor's Note:

Lourdes Roa, Editor



Hulda Yau, Assistant Editor

Dear Readers,

I am honored to introduce myself, Lourdes and my colleague, Hulda Yau, as editors of the Bilingual Times Newsletter for NYSABE. Hulda and I also serve as the Region V Delegates in the Rochester region. It is with great excitement that we serve the organization with renewed vision and commitment during this pivotal time in education.

We are all called to share our voices and expertise during this time of growth and transition, as New York State implements sweeping changes in regulations for the education of ELLs/bilingual learners. Hulda and I look forward to sharing information of interest to educators all across the state. Your input and feedback are always welcomed and very much appreciated.

Please send comments and ideas to [lroa@monroe2boces.org](mailto:lroa@monroe2boces.org). We are pleased to collaborate with you on what Dr. David Kirkland refers to as "a journey towards transformational Bilingual Education", (2016) in his article titled *Overcoming the Tradition of Silence Toward a Critical Bilingual Education for the Voiceless*, Bilingual Times, Spring/Summer.

Thank you very much for your commitment, loyalty, energy and impassioned voice.

Sincerely,  
Lourdes Roa and Hulda Yau



**Tamara O. Alsace, PhD**  
**NYSABE President**

Dr. Alsace, a retired educator from the Buffalo, NY Public Schools, began her career in 1983 as a bilingual elementary teacher. After receiving her MS in Bilingual Special Education, she taught ELL/bilingual learners with disabilities in a Resource Room setting. Subsequent roles included Program Coordinator at Bilingual Early Childhood Center #36; Bilingual Professional Development Specialist for the Special Education Training and Resource Center; and finally, Director of Multilingual Education. As Director, she oversaw the Bilingual, ESOL, and World Languages programs and the Language Assessment Center. She led many initiatives that benefitted ELL/bilingual learners and all students, including the expansion of dual language programs and piloting the New York State Seal of Biliteracy.

Tamara is active in her community, having served on several not-for-profit boards, including AIDS Family Services, Benedict House, Buffalo State College Community Academic Center, and Explore and More Children's Museum. She is a committee Chairperson for the National Federation for Just Communities and Secretary for the Hispanic Heritage Council.

A member of NYSABE since attending her first conference as a D'Youville College undergraduate, Tamara has served as regional delegate, second vice-president, and Editor of the Bilingual Times Newsletter. She views bilingual education as more than just a career, but as a calling; more than just a service for students, but as an opportunity and a right; and biliteracy as more than just an aspirational goal, but as a critical skill for success beyond college and for full participation in the global society.

Dr. Alsace, a native Buffalonian, is the proud mother of two children (now adults), and the proud daughter of Dominican parents. As the descendant of grandparents born in Cuba, Puerto Rico, Dominican Republic, and Martinique - who all connected in Santo Domingo, she is dedicated to preserving and celebrating the aspects of culture that unite us, while recognizing the unique qualities that define us.



**Iraidia Bodré**  
**NYSABE President Elect**

Iraidia A. Bodré has been in the field of education for 20 years. She began her teaching career in the City of New York often working with ELLs in monolingual classrooms. Thirteen years ago, she began working for the Westbury Union Free School District as a Dual Language teacher, and most recently, in a Fifth Grade Bilingual class. Today, Iraidia is an Assistant Principal at Northern Parkway Elementary School in the Uniondale Union Free School District. She holds a Master's Degree in Elementary Education with a Bilingual Extension, and an Advanced Certificate in Educational Leadership.

Iraidia has been an active member of the New York State Association for Bilingual Education since 2004. She has served as a volunteer for various committees. In 2010, she was elected as Delegate of Region 1, which serves Nassau and Suffolk counties in New York. She continues to support Long Island educators, students and families in this capacity. In the 2013-2014 year, Iraidia contributed to NYSABE's vision, serving as Treasurer for the Executive Board. She resumed her service on the Board of Directors as Secretary in the 2015-2016 year. This year, Iraidia is NYSABE's President-Elect. She is honored to serve and lead in this capacity and she looks forward to the journey that lies ahead.



**Rebecca Murphy**  
**Secretary**

Rebecca Murphy began her career as a bilingual fifth-grade teacher in the city of Buffalo, where she gained experience developing and implementing literacy curriculum and instruction to meet the diverse needs of her students. Among the core philosophical values that have guided her approach to teaching are a belief that all children, irrespective of their background and circumstances, deserve access to authentic literature so that they can become lifelong readers and writers.

Rebecca feels that the field of bilingual education has deeply influenced her since she moved from Puerto Rico to the United States to attend college. She has spent her entire working life in this field. Ensuring high-quality bilingual programs, as well as programs in English as a new language, in the state of New York has been a passion of hers for more than 20 years.

Rebecca's experience extends from teaching students in a bilingual classroom setting to working as a regional resource specialist and instructional coach. She provides lesson demonstrations and side-by-side coaching for implementing literacy programs in bilingual and monolingual K-12 classrooms.

In her many years as an educator, Mrs. Murphy knows that ELLs/bilingual learners achieve when given robust and highly-scaffolded learning experiences, supported in both the home and new language.





**Maite Sánchez**  
NYSABE Treasurer

Dr. Maite (María Teresa) Sánchez is the project director of CUNY-NYSIEB (City University of New York - The New York State Initiative on Emergent Bilinguals). CUNY-NYSIEB is currently focusing on creating materials for educators in New York to support emergent bilinguals. She holds a Ph.D. from Boston College in curriculum and instruction. She also teaches Foundations of Bilingual Education at Hunter College. For the past 13 years, Dr. Sánchez has conducted research and evaluation studies of policies and practices for educating emergent bilinguals, in both bilingual education and mainstream settings. Before coming to CUNY, she was a senior research associate at the Education Development Center (EDC) where she worked in several research, evaluation, professional development and technical assistance projects related to emergent bilinguals. She has co-authored several publications related to emergent bilinguals including *"Supporting emergent bilinguals in New York: Understanding successful school practices"* (2014), and *"District- and school-level collaboration between English language learners and special educators in the pre-referral and referral process"* (2012). Dr. Sánchez has served as NYSABE's Treasurer since September 2015.



**Tatyana Kleyn, Ed.D.**  
NYSABE Past President

Dr. Tatyana Kleyn is an associate professor and director of the Bilingual Education and TESOL programs at The City College of New York. In 2007 she received an Ed.D. in international educational development from Teachers College, Columbia University. Tatyana was a Fulbright scholar in Oaxaca, Mexico and 2014-15 NYSABE president. She served as acting co-PI and an associate investigator for the CUNY New York State Initiative on Emergent Bilinguals and is co-PI for a federal Title III grant – in collaboration with New Visions for Public Schools – to support practicing NYC high school content teachers earn TESOL certification. In 2016 she received the early career award from the Bilingual Research SIG from the American Educational Research Association (AERA).



**Claire E. Sylvan, Ed.D.**  
Vice Treasurer

Claire is the founder of Internationals Network for Public Schools, a dynamic collaborative network that supports schools in providing recent immigrant English language learners (ELLs) with high quality public education and pathways to college and full participation in democratic society. Claire has worked with and on behalf of ELLs/bilingual learners, particularly adolescent immigrants and migrants, in diverse roles and settings including community organizing, teacher preparation, bilingual middle schools, public high school, and policy/advocacy venues.

In 2004, after working over a quarter of a century in the New York City public schools, Claire founded Internationals Network. Under her leadership, the network expanded its work, increasing from 4 to 15 schools in New York City, and developing schools, academies and professional development to support multilingual learners in many states. As of September 2016, Internationals supports the faculty and leaders of schools serving more than 7000 immigrant and ELL students. After serving as the Executive Director for 11 years Claire has left this position but she continues to work at Internationals as the Senior Strategic Advisor.

Claire participates in local, state and national policy bodies concerned with immigrants and ELLs, as well as broader education reform initiatives. Claire's research and writings have spanned heritage and home language development programs as well as educational designs, pedagogies and practices that build on the assets of adolescent ELLs in multilingual classrooms and school communities. She has co-authored papers and articles with Isaura Santiago Santiago, Migdalia Romero, Ofelia Garcia, and Joe Luft.

Claire has been an outspoken advocate on a variety of issues in support of multilingual learners – from the need for translation and interpretation services for New York City public school parents to the NY State Seal of Biliteracy, from fair and appropriate assessments of ELLs, and those who educate them to the need for multiple pathways to graduation, particularly for recently arrived immigrant and ELL high school students. As a member of the NYSABE Board of Directors and Delegate Assembly, Claire has served as chairperson of the NYSABE Advocacy Committee, providing guidance to the development of position statements while deepening and broadening our ties with key policymakers.



**José González**  
Parent-at-Large

José González is a parent, community leader and documentary film maker living in the Highbridge Neighborhood of the Bronx. José's most noted work is a documentary called *Parent Power*; a film that chronicles 15 years of education organizing in the south Bronx, and has been shown across the country at various universities.

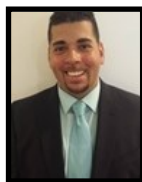
José is originally from the Dominican Republic and has worked professionally for 15 years in the media industry, first as a cameraman, and later as an editor with several television stations in Santiago, D.R. It was in the Bronx, that José and his wife began a new experience in life, becoming parents. And through that experience, José has grown to become an activist on behalf of public education.

As his children entered local Public School 73, José became disappointed at the quality of education they were receiving. After requesting support from the school and not feeling satisfied, José joined a local education organizing parent group called the United Parents of Highbridge. José was soon elected Parent Association President and developed an educational after school program called the Highbridge Youth Historian Program.

José is a founding member of the Highbridge Green School, the neighborhood's first middle school. He played a pivotal role in the seven- year campaign which was organized to make the city of New York and the NYC Department of Education acknowledge that the neighborhood deserved its own middle school.

José is currently serving on the Highbridge Green School Parent Association's executive board as co-president, and he is a member of the District 9 Community Education Council (CEC). He also serves as a member of the School Leadership Team (SLT), and works closely with the Title 1 Parent Advisory Council Board.

In addition to his activism work, José still works professionally and has created his own film company - FPS Film Productions. José sees himself as an active parent and concerned community member; he hopes to develop community strength and engagement throughout the Highbridge Community, and New York City. Currently, José González is working with NYC Community schools, helping to develop parent leaders with training, educational programs and activities that help students academically, emotionally and socially.



**Wilfredo García**  
Delegate-at-Large

Wilfredo's entire professional career had been dedicated to serving ELLs/bilingual learners, bilingual students with disabilities and their families. As a bilingual special education teacher in the Buffalo Public Schools, he was a staunch advocate for the rights of his students, ensuring that they received the services and resources to which they were entitled. During his tenure with the Regional Special Education Technical Assistance Support Center, he provided professional development and guidance on improving outcomes for ELLs with disabilities to districts in Monroe, Genesee, Wayne, Ontario, and Seneca Counties. He also served on a NYSED workgroups to draft guidance around CR-Part 154-3 which deals specifically with the identification of ELLs with disabilities. During the spring of 2015 he played a major role in organizing a two day event in collaboration with NY-SABE, RBERN and RSETASC to bring the bilingual special education institute back to Western New York. In his current role as supervisor of Bilingual and ENL Programs in the Buffalo Public Schools, his primary role is refining, strengthening and expanding the District's bilingual programs.

Wilfredo has served NYSABE in over the last 13 years as a volunteer, Chairperson of the Conference Bilingual Special Education Strand and Elections and Nominations Committee. He is currently a member of the Membership Committee.



**Alicia Báez-Barinas**  
Delegate-at-Large

Alicia Báez-Barinas was born and raised in Buffalo, New York. After earning her bachelor's degree in Childhood Education and Reading with a minor in Spanish from the State University of New York College at Buffalo, she moved to New York City. While in New York she earned a master's degree in Curriculum and Instruction with an extension in Bilingual Education from Fordham University, and a second master's degree in School Building and School District Leadership from the College of New Rochelle.

Alicia has thirteen years of experience in education, which began in the New York City Public Schools. While working in the South Bronx she supported ELLs /bilingual learners as a classroom teacher, literacy/data coach, and as an Assistant Principal. She coordinated the development of literacy curriculum that was aligned to the Common Core Standards, integrated technology and met the needs of the ELLs /bilingual learners in her building. She facilitated numerous professional development opportunities for teachers, implemented an adult ESL program for parents, and supervised Title III Saturday programs.

Alicia has recently returned to Buffalo, New York where she currently works as an Assistant Principal at City Honors School.



**Nancy King Wang,**  
Language Delegate

Nancy King Wang worked for the New York City Department of Education for more than 30 years. She served as an ESL teacher, a Chinese language teacher, a bilingual guidance counselor and an Assistant Principal for 16 years. Ms. Wang has also taught in the College Now Program at LaGuardia Community College. As a committed member of the community, she is currently serving as President of the Association of Chinese-English Bilingual Educators East Coast of USA.

Ms. Wang graduated from Beijing Teachers Training College. She holds a master degree in Bilingual Education and ESL Teaching from City College of New York, a master's degree in Applied Psychology and School Counseling from New York University, and a post Master's degree in School Administration and Supervision from St. John's University.



**Elena Dokshanky**  
Parent-at-Large

Elena Dokshanky was born in Minsk, Belarus, and her family migrated to the U.S.A. in 2000. Elena is a proud mother of a multilingual son who is mastering English, Hebrew, and Russian.

Since 2004, Ms. Dokshanky has been an ESL teacher. She has focused on implementing differentiated, content-based, technology-supported curriculum for her multilingual and multicultural students who became published authors in the anthology *KidBits*, and won NYS TESOL essay contest in 2013 and 2015. During her teaching career, Ms. Dokshanky instituted home visits to enhance teacher-parent communication, made in-school presentations to parents, served as an interpreter at teacher-parent conferences, and advocated for ELLs/bilingual learners and their parents.

Ms. Dokshanky accepted a position as an adjunct professor of TESOL in 2009, and has been teaching graduate courses in TESOL and Bilingual methods, Sociolinguistics, and SLA. Presently, Ms. Elena Dokshanky is a doctoral candidate in Foreign and Second Language Education at SUNY at Buffalo. She earned her Ed.M. in TESOL from SUNY at Buffalo in 2004, and completed a B.A. in Modern Foreign Languages at Belorussian State University in Minsk, Belarus in 2000.

**Hulda Yau****Regional Delegate-Region V/Rochester**

Hulda Yau has been a bilingual teacher in the Rochester City School District (RCSd) since 2003 as a second grade bilingual teacher in an integrated classroom. Hulda holds a Master of Science in Education degree from the State University of New York at Brockport, and has New York State certificates in the areas of PreK-6, Spanish 7-12, and the Bilingual Education Extension. She has worked with CUNY-NYSIEB since 2014 and through this collaboration presented at several conferences her classroom practice on translanguaging. These conferences included the 2015 and 2016 NYSABE annual conferences, as well as professional development events at St. John Fisher College and the RCSd.

Hulda facilitates several descriptive inquiry groups in the RCSd. She also collaborates with Learning A-Z as an Enlightened Educator focusing on giving educators a voice in shaping the future of education for the better. She co-authored one of the chapters of *Translanguaging with Multilingual Students: Learning from Classroom Moments* (García & Kleyn, 2016). Hulda is currently a member of NABE (NABE) and the assistant editor of the NYSABE Bilingual Times newsletter.

**Lyda Ragonese****Regional Delegate-Region IV/Central New York**

Lyda Ragonese is the ENL/Bilingual Instructional Specialist for the Office of English as a New Language, World Languages and Bilingual Education in the Syracuse City School District. She is a Hmong-American from Laos and is a fluent speaker of Hmong. She began her teaching career in 1993 as an English as a Second language teacher at Franklin Elementary before moving to Frazer K-8 School in Syracuse. She has her TESOL certification from Le Moyne College and M.A. in Reading Education from Syracuse University. After leaving the classroom, her experiences varied in the fields of student learning objectives (SLO), APPR, and was elected as the treasurer of the teacher's union in Syracuse. She has served as an adjunct professor at Le Moyne College and earned her Certificate of Advanced Studies (C.A.S.) from Syracuse University in Educational Leadership.

**Lourdes Roa****Regional Delegate-Region V/Rochester**

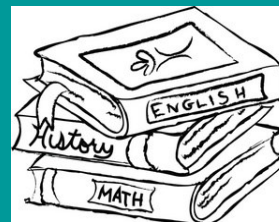
Lourdes is currently serving as the Mid-West RBERN (Regional Bilingual Education Resource Network) Coordinator at Monroe 2 -Orleans BOCES. Lourdes has worked in Bilingual Education since 1982, first in Houston, Texas and Bridgeport, Connecticut, then in Bilingual Special Education since 1991 in Rochester City School District. In 2006, Lourdes became an administrator in the Rochester City School District, and in 2009, moved to building administration at the Eugenio Maria de Hostos Charter School until 2015. Lourdes has served as adjunct professor at Nazareth College, Buffalo State College, and at SUNY Brockport in both TESOL and Bilingual Education graduate programs. Lourdes was born in Cuba, before her family immigrated as refugees in the early 1960s. Lourdes sees her role as advocate and educator as an integration of both her personal and professional responsibilities. Lourdes is pleased and honored to return to the delegate assembly of NYSABE after a decade, where she spent her time serving ELLs/bilingual learners in Rochester.

**Jacqueline LeRoy****Regional Delegate, Region IV/Central New York**

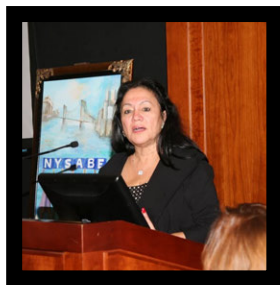
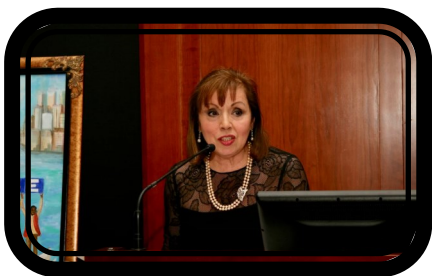
Jacqueline LeRoy is currently the Director of English as a New Language, World Languages and Bilingual Education for the Syracuse City School District (SCSD) where she supervises, develops and implements program planning and support to 31 SCSD schools, and 4 alternative sites in the district. Previously, she served as the Instructional Specialist for English as a New Language (ENL), World Languages and Bilingual Education where she provided professional development in effective practices with ELLs/bilingual learners, and supported program planning for the ENL, Bilingual and general education teachers in the district. Her educational background includes an undergraduate degree from Niagara University, a Master's Degree from SUNY Oswego, and a Certificate of Advanced Studies in Educational Leadership from Le Moyne College. Jacqueline's teaching certifications include Teaching English to Students of Other Languages and Teaching a Foreign Language in Spanish. She is also a certified Reading Specialist. Her educational experiences have included teaching Spanish, teaching English as a New Language for 10 years in the Syracuse City School District, and working as a Literacy Coach for the SCSD English Language Arts Department. Jacqueline is a part-time adjunct professor at Syracuse University in the Master's degree program in Teaching English Language Learners (TELL).

*We cannot allow the walls of our organizations, the barriers of our competing interests, nor the borders of our nations and communities to impede the welfare of the education of all of our students.*

*-Editor's Comment*









### The NYSABE 40<sup>th</sup> Anniversary celebration at Fordham University

By Hulda Yau, Regional Delegate, Region V/Rochester and co-editor, The Bilingual Times

The celebration felt like the Oscars of Bilingual Education. From the chandeliers to the table arrangements, to the effortless beauty of the evening guests, it felt magical from the beginning to the end. Hugs and kisses among the attendees also made the gathering feel like a family reunion.

Soon after the warm welcoming remarks from Dr. Virginia Roach, Dean of the Graduate School of Education, Fordham University, NYSABE's president, Dr. Tamara Alsace, greeted the audience by stating that "NYSABE is strong because of all of you, all of us, and what we bring to it (NYSABE)." Further, she expressed that our success is not a one-person achievement but the result of a collective effort of many people who have worked hard to accomplish great things in bilingual education. "The effort will continue to be pushed forward as we strive for bilingual programs that can provide meaningful opportunities for many students," she said. Dr. Alsace also laid out the work ahead as we advocate for appropriate assessments, equitable curriculum and materials, and sufficient numbers of qualified of teachers and administrators. This is the goal that we must all strive for and make a reality. Here lies the promise of a better tomorrow for bilingual education.

Dr. Daniel Domenech, NYSABE co-founder and first president, was the keynote speaker. His presentation which embodied the theme of the celebration, "*Building on the Past Towards the Promise of Tomorrow*," focused on the challenges, activism, and successes during the establish-

ment of NYSABE as the professional association that would represent all bilingual educators in New York State. His congratulatory remarks expressed the sentiments of the founders, pioneers, and bilingual education leaders who, throughout the evening, praised the work and accomplishments of NYSABE over the years.

Honoring the present achievements in bilingual education, three educational leaders, Lissette Colón-Collins, Assistant Commissioner, Office of Bilingual Education and World Languages, Dr. Aida Nevárez La Torre, editor of the JMER, and Dr. Zoila Morell, Spanish Language Delegate, discussed the significant current efforts in the bilingual education field, among them, the implementation of the revised C.R. Part 154 and the Seal of Biliteracy, the development of the New York State Professional Standards for Bilingual Educators, and the ongoing ground work for the establishment of bilingual education programs for early childhood ELLs/bilingual learners.

As the evening unfolded, we continued to celebrate the contributions of the pillars of bilingual education by honoring Awilda Orta, John Acompore and Dr. Isabel Cid Sirgado. The remarkable presentations, led by Nydia Novoa Sancho, Susan Serrano, Carmen Dinos and Gloria Stitt, expressed the belief that Awilda, John, and Isabel were fearless warriors and transformational education leaders that made a great impact not only in our state, but nationally. The night was about honoring them as our past heroes while acknowledging our present soldiers and future leaders. We all need to carry the NYSABE torch as we continue to make a path for future generations to follow.

The last portion of the program, *Paving the Future of Bilingual Education*, was conducted by Dr. Tatyana Kleyn, NYSABE Past President 1994-95, Farah Said, a Dreamer and future teacher, and Dr. Luis O. Reyes, Member-at-Large, New York State of Regents. Dr. Kleyn's words expressed hope and optimism for the future and our commitment to nurture the upcoming bilingual education leaders of the newer generation.



One of the highlights of the evening was the story of Fara Said, an Egyptian immigrant and un-

documented undergraduate unable to fully realize her dream of becoming a bilingual educator because of her ineligibility to be covered by the Deferred Action for Childhood Arrivals (DACA). This immigration policy allows certain undocumented immigrants who entered the country before their 16<sup>th</sup> birthday and before June 2007 to receive a renewable two-year work permit and exemption from deportation. Ms. Said urged us to "take action in learning from the mistakes of the past as we create a better tomorrow." Dr. Reyes echoed a statement that was aligned with his core values and many of ours as well, "real leaders eat last, real leaders serve their people first." This statement will resonate in our minds for many years as we engage into discussions about the leadership qualities that we need to develop among our future leaders in bilingual education.

The evening concluded with closing remarks by Dr. Betty Rosa, Chancellor, NYS Board of Regents, and Nancy Villarreal de Adler, NYSABE Executive Director. Chancellor Rosa reiterated her commitment to maintain the education of ELLs/bilingual learners as a top priority in the Board Regents agenda and to continue to support the efforts of all bilingual educators in New York State. Nancy Villarreal de Adler's closing remarks expressed a deep gratitude to all the people who worked diligently to make this 40<sup>th</sup> anniversary a memorable event.

NYSABE thanks all the speakers, members of the planning committees, sponsors, and performers, Deirdre Danahar and Trio Ilusiones. Very special thanks to Ana Soto for designing and donating the 40<sup>th</sup> anniversary poster, and our deep gratitude to the NYSABE founders and NYSABE past presidents whose presence, support and advice ensured the success of this celebration.

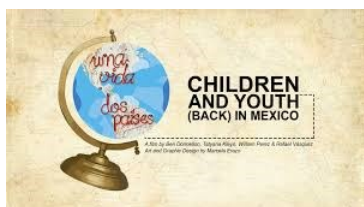




### NYSABE Presence at NYSTESOL , Crown Plaza, Syracuse November 4 & 5

By Lourdes Roa, Regional Delegate, Region V/  
Rochester

On November 4<sup>th</sup> and 5<sup>th</sup>, New York State TESOL (Teachers of English to Speakers of Other Languages) presented its 46<sup>th</sup> annual statewide conference. This year it was held at the Crowne Plaza in Syracuse, New York. The conference opened with a plenary session by NYSABE's Past President, Dr. Tatyana Kleyn. Her session, titled *Toward a Culture of Collaboration: Building Bridges in the Education of Multilingual Students*, set the stage for the whole conference, whose theme was **Collaboration in the Classroom and Beyond**. Dr. Kleyn presented research on collaborative partnerships that span different interest groups and professionals who all share in the outcomes of education for English Language Learners/Multi-Lingual Learners; from teachers of all content areas, to student teachers, to colleges, to parents and community advocates. The research with City College and Dos Puentes Elementary provides insight into asking some critical questions for working with low performing, traditionally at-risk populations. It also addressed the need and willingness of collaborative teaching teams to share their individual vulnerability for reciprocal learning in order to better serve their students. In conclusion, Dr. Kleyn introduced the idea of transnationals crossing borders of many kinds to help the audience gain a deeper understanding of our students who are "neither from here, nor from there, but from both countries." She introduced the film, *Una Vida, Dos Paises*, which fol-



lows the life and patterns experienced from a transborder impacted family. The link to the trailer is [www.unavidathefilm.com](http://www.unavidathefilm.com).

Each of the key presenters in all of the plenary sessions included talks about Collaboration and Advocacy for the multilingual learners in New York State. Dr. Andy Curtis, the 50<sup>th</sup> President of the TESOL International Association, currently teaching at the Graduate School of Education at Anaheim University in California, presented the Saturday Lunch Plenary session of the same title as the conference. Dr. Curtis, who was engaging and sincere in his approach to the audience, emphasized the importance of the work we do every day. He shared personal stories and professional experiences that motivated us to promote language education.



Angélica Infante-Green, Deputy Commissioner of Education, Office of Instructional Support, in the New York State Education Department together with Lissette Colón-Collins, Assistant Commissioner in the Office of Bilingual Education and World Languages, presented New York State Data to a room full of educators. The data shared represented all of the sub-groups of ELLs, (Newcomers, Developing, Long-term, Former, and Ever ELLs; ELLs with disabilities, SIFE) as well as the different regions and major cities throughout the state. Both Deputy Commissioner Infante-Green and Associate Commissioner Colón-Collins were able to pose some hard questions to the group for reflection. How are there such high numbers of ELLs with disabilities in certain regions? What resources are needed to support the achievement of certain subgroups? What can we do, as educators, to advocate for ELLs in each subgroup within our particular region?

Other speakers presenting throughout both

days included: Liying Cheng, of Queen's University; Dr. Lynn Shafer Willner, Dr. Cynthia Lundgren of WIDA Consortium, University of Wisconsin at Madison;

Diane Staehr  
Fenner, President of DSF Consulting, LLC;



Tej K. Bhatia, PhD, Professor of  
Linguistics and Director of  
South Asian Languages at Syracuse University;

....And so many others from across the state and from across the nation....

Our collaborative efforts are critical to the success of our ELLs/MLLs, in New York State and throughout the country. We cannot allow the walls of our organizations, the barriers of our competing interests, nor the borders of our nations and communities to impede the welfare of the education of all of our students. The 46<sup>th</sup> Annual NYSTESOL Conference is one venue, among others, for the conversations that advocate and support the achievement of language learners state-wide.

Notable at this year's NYS TESOL Conference was the collaboration between NYSABE and NYS TESOL, evidenced by the presence of many NYSABE delegates, past presidents, current board members, and the Executive Director at the conference. NYSABE disseminated information and displayed merchandise at the NYSABE booth and this year's President, Dr. Tamar Alsace, presented to a standing room only crowd on the topic of the Every Student Succeeds Act (ESSA) and its implications for ELL/bilingual learners in New York State.

Anne Henry, a NYSABE past president set to assume the leadership of NYS TESOL as its 2017 President, was a prominent figure at the event. She will be the first to ever have held the position of President in both organizations and we expect to see even deeper and more meaningful collaboration between the two sister organizations in the year to come!





*John Bul Dau has experienced challenges in his life that most people never imagine. Born in war-torn Sudan, Mr. Dau is one of 27,000 "Lost Boys of Sudan," driven from their villages when the northern Arab government attacked the ethnic minority population of South Sudan in 1987. For the next five years, he led groups of displaced boys across Sudan for hundreds of miles while facing starvation, disease, and violence. Currently, Mr. Dau is Founder and President of the John Dau Foundation (JDF) and the South Sudan Institute (SSI). He is a Global Scholar-in-Residence at the Collegiate School in Virginia and was a keynote speaker at the 2015 NYSABE Conference in White Plains, New York.*

### **From South Sudan to Syracuse University:**

#### **Chronicles of a "Lost Boy" Who Seized Opportunity**

By John Bul Dau

Founder and President of the John Dau Foundation and the South Sudan Institute

#### **Life in a Refugee Camp**

Dragging a stick through the sand to form letters, I first learned to read at age 17 at the Kakuma refugee camp in Kenya. In 1987 I was one of 27,000 "Lost Boys of Sudan," from ethnic minority South Sudanese who fled from our villages when the genocidal government soldiers attacked us. For the next five years, I and other boys led groups of frightened children across South Sudan to Ethiopia for hundreds of miles. We faced starvation, disease, and brutal violence.

My opportunity to learn to read and write English allowed me to lead a life of service in spite of facing challenges most people couldn't imagine. Many people think I'm a natural leader who had resilience and perseverance under the most horrific of circumstances. But it was God's help that allowed me to survive and gave me a chance, as an elder boy among the lost boys, to lead them to safety. During these difficult times, God's guidance in America helped me go on to start the John Dau Foundation to advance human, education, and healthcare rights in South Sudan.

While living in the refugee camp from 1992-2001, I attended school for the first time and earned a prestigious Kenyan Certificate for Secondary Education. In 2001, I was given a chance to emigrate to the United States and settle in Syracuse,

New York.

#### **Life in America: From Culture Clash to University Classes**

I was quickly thrust into the complications of the American life and can still feel the shock of my tribal culture colliding with life in America. I faced the challenges of making a new life for myself while searching for my lost family in South Sudan. The struggles I went through are the same as what many first generation refugees face when they arrive in America.

During this strange and challenging time I took on two, sometimes three jobs working all hours. I was a security guard, a factory worker, service provider and humanitarian. But I went on to earn an associate and bachelor's degree at Syracuse University.

#### **Opportunity Knocks**

In 2006, I was featured in the award-winning documentary film, *God Grew Tired of Us*, and wrote my memoir also entitled *God Grew Tired of Us*, published by National Geographic.

As a human rights activist for the people of South Sudan, I have been humbled to receive scores of prestigious awards. These include National Geographic Emerging Explorers Award and the Volvo for Life finalist in the Quality of Life category. I was also named alongside of Democratic Republic of the Congo President Joseph Kabila as a World Economic Forum Young Global Leader for 2008. Together with former Secretary of State Gen. Colin Powell I have received a Most Caring Award from the Caring Institute. Currently, I'm the president of both the John Dau Foundation

(JDF) for Healthcare and the South Sudan Institute for Education, Peace, and Reconciliation.

With the help of so many generous American volunteers, I was able to found four nonprofit organizations and raise millions of dollars to build and run Duk Lost Boys Hospital in my home county of Duk.

### Coming Full Circle: The Opportunity to Give Back

Over the course of nine years the work of JDF centers have provided life-saving healthcare services free of charge to all citizens of Greater Bor, Greater Akobo and Greater Pibor regardless of their tribal affiliation. We have provided medical services to over 170,000 patients, and identified, counseled and treated hundreds of patients with HIV/AIDS, tuberculosis, leprosy, and other highly infectious diseases. We have treated 215,000 malnourished people and cared for thousands suffering from malaria. We provided pre- and post-natal care for over 10,000 mothers who gave birth at our facilities. We vaccinated over 8,000 children and hosted countless trainings focused on public health, preventing the spread of disease, and the safe delivery of newborns. "Miracle doctors" from the US John Moran Eye Center restored eyesight to 600 blind patients in 2011 and 2012, and committed to treat 300 patients per year for the next five years. We have de-wormed over 30,000 patients and performed scores of cleft palate repair surgeries.

We have done a great deal to address the basic needs of our people. Health and safety come first but there is much more we could do to address their educational needs, especially for recently arrived refugees. For example, having services such as bilingual materials and classes would

help to ease the transition to a new language and culture. Having classes that use the home language would help the students to learn the new material and continue to develop and maintain their home language. It would also be beneficial to seek out bilingual members of the community to volunteer and/or become employees of the district to help students and families. Similarly, it would be helpful to make partnerships with universities to prepare teachers from many different language backgrounds. Counseling services are also essential to help our children deal with trauma and stress. This would give them critical support, especially as they first begin to adjust to their new life. With these kinds of supports, newly arrived students will not have to suffer the same shock and difficulties that I and others experienced. Being bilingual and biliterate will afford them many new opportunities in college, career, and beyond.

It is essential for educators to perceive the presence of refugees and immigrants as an opportunity to enrich the lives of the communities by acknowledging the linguistic and cultural wealth that they bring and encouraging their eagerness to contribute to the growth of our society. Curricular and extracurricular activities, implemented within a multicultural frame where the home language and culture of the newcomers are valued, celebrated, and used, may be used as a starting point towards achievement. Schools that create a welcoming environment where diverse children and parents feel validated, supported, and engaged will build a strong foundation for refugees' successful educational outcomes

All that I have been able to achieve has been made possible, in part, because a refugee like me could immigrate to

America and then build a bridge of American values to the rest of the world. I might not have been born here, but the United States of America is in my heart. I am proud that America is home for not only my children and descendants, but for future generations of refugees and immigrants from around the world.



### FREQUENTLY ASKED QUESTIONS

#### What is the definition of a refugee?

A refugee is someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries. **There are currently at least 65.3 MILLION men, women and children displaced by unthinkable crises around the world (UNHCR, 2016).**

#### How are refugees protected under international law?

The specific legal regime protecting the rights of refugees is referred to as 'international refugee protection'. The rationale behind the need for this regime lies in the fact that refugees are people in a specific predicament which calls for additional safeguards. Asylum-seekers and refugees lack the protection of their own country.



### What are some of the unique challenges for refugee students as they resettle in the United States?

Many students who are refugees have experienced severe trauma and may have interrupted or limited schooling. They may have left family members behind or may have lost them to violence and war. Adjustment to the U.S. school may require intensive educational and socio-emotional support.

For More information on refugees visit the following web resources:

The United Nations High Commission

<http://www.unrefugees.org>

Bridging Refugee Youth & Children's Services

<http://www.brycs.org/publications/schools-toolkit.cfm>

NYS Education Department: Students with Interrupted Formal Education (SIFE)

<http://www.nysed.gov/bilingual-ed/schools/students-interrupted-inconsistent-formal-education-sife>

## Refugee Children in U.S. Schools: A Toolkit for Teachers and School Personnel

This [toolkit](#) includes information on bullying, interpretation, collaborating with refugee-serving agencies and more!

<http://www.brycs.org/publications/schools-toolkit.cfm>



### Buffalo's Best Kept Secret: Bilingual Center #33

by Kate Mahoney and Miguel Medina

You could say Buffalo's best kept secret is Buffalo Public School (BPS) Bilingual Center School 33, located in the heart of the Valley in South Buffalo. This area of Buffalo is known for its Irish heritage and it is the home of the original St. Patrick's Day Parade. Though the school itself is located in the South Buffalo area, students are bussed from all areas of the city. The school has offered Transitional Bilingual Education (TBE) programming since the 1980s, but like many schools across the state and country, School 33 (through recent reform efforts) has adopted a Dual Language Bilingual Education 50/50 Program (DLBE) and refocused the TBE program. Approximately half of the children (Pre-K to 8) are Spanish speaking Emergent Bilingual (EB) students primarily from the commonwealth of Puerto Rico and/or other Latin American countries. Principal Miguel Medina is a rare find as he is the only Puerto Rican principal in the Buffalo School District. The exciting instructional changes that are happening at School 33 can be found in the initiatives that make this school unique.

#### Characteristics that make this school unique 102 Languages.

Most bilingual schools promote 2 languages, but Bilingual Center School 33 promotes 102. We say there are 102 languages at School 33 because of the unique research based instructional philosophies embraced at this school. A Reggio Emilia Inspired philosophy (100 languages) and DLBE (2 languages) create an environment where 102 languages are honored (*see the poem below depicting 100 languages in Spanish and English*). The adoption of these practices was made possible through a New York State School Improvement Grant (SIG). Mr. Medina and the school community made the decision to reconstruct the school and they identified creative, research-based programs and curricula designed to replace traditional instruction approaches and practices. With the support of funding from the SIG, more remedial programming was not an option for the principal. With a vi-

sion of social justice, Principal Medina intentionally led the SIG grant writing team and teacher-leaders at the school toward programs offering enrichment coupled with remediation. Reggio Emilia inspired instructional philosophy and DLBE instructional practices are not typical in urban public inner city schools.

It was during this school improvement period, that the leadership at School 33 facilitated high quality and intense professional development (PD) leading to the adoption of an inquiry/project-based approach to learning inspired by the schools of Reggio Emilia, Italy as well as a DLBE program. Through PD, all early childhood teachers learned to approach curriculum as emerging and not as prescriptive. In this type of environment, teachers learn to plan genuine inquiries in response to student academic needs and interests (Wien, 2008).

The Reggio Emilia-inspired classrooms at Bilingual Center School 33 provide a learning environment conducive to student-centered instructional approaches viewing the student as capable, curious and full of potential (Haigh, 2007) to achieve academic excellence. The environment is referred to as the "third teacher" in a Reggio Emilia-inspired school and is designed to promote rich meaningful communication and authentic multimodal representation of complex learning. In a Reggio Emilia-inspired classroom, instruction is differentiated for all learners and it is presented in an interactive and developmentally appropriate (high use of sensory) way. As students investigate the units of study, they participate in instructional activities that develop the ability to ask and answer higher order questions, reinforce and extend literacy skills, and provide time for independent practice of skills to be mastered. This type of emerging curriculum is done through Spanish and English, thus promoting 102 languages.

#### Impressive Multilingual Ecology (MLE)

*Multilingual Ecology* (MLE) is the idea that the entire range of language practices of all children and families is evident in the textual landscape of a school (Otheguy,

Garcia, and Menken, 2015, pg. 7). The MLE is visible in signs, texts, libraries, classrooms, and in the conversations you hear in the main office, hallways and rooms around the building. Another term used similarly to MLE is *school scape*, or school-based environment, where text and place, both written and spoken, can constitute, reproduce, and transform language ideologies (Szabó, 2015).

Upon entering Bilingual Center School 33, one encounters very large, high-quality, colorful bilingual posters and original and detailed works of art creating and showcasing student provocations in a dual-language environment. A provocation is part of a Reggio Emilia philosophy that means child-generated questions and curriculum. All art showcases the philosophy of the early grades' oriented approach to learning. The MLE is also apparent when you hear parents, school administrators, staff, and students flexibly using Spanish and English throughout the school in offices, hallways, and classrooms.

Becoming a CUNY-NYSIEB (City University of New York Initiative on Emergent Bilinguals) school (2014-2016) only strengthened the goals of the SIG. School 33's participation in the CUNY-NYSIEB initiative supported the school in the areas of MLE and the expanded use of translanguaging pedagogy—a pedagogy that uses two or more languages to create meaning, experiences, and understanding of knowledge (see Celic and Seltzer, 2011, for a guidebook that focuses on a translanguaging pedagogy, access a free guide here: [CUNY-NYSIEB Translanguaging Guide](#)). The MLE at School 33 is impressive and expressive. A sample of the artwork was showcased (twice) at the renowned Albright-Knox Art Gallery in Buffalo. Art exhibits included *The Nature of Learning* in February 2015 and *Art Makes you Think Bigger* in June 2016.

**CUNY-New York State Initiative on Emergent Bilinguals (NYSIEB)** A project of the Research Institute for the Study of Language in Urban Society (RISLUS) and the PhD Program in Urban Education



**The Creation of a School Language Policy.** We all know that behind every best kept secret is strong leadership which includes many dedicated teacher-leaders. Before Principal Medina, Bilingual School 33 struggled to maintain leadership. In fact, School 33 had four principals in five years prior to Principal Medina. Since 2009, Principal Medina has provided leadership and a bilingual/cultural role model to the students at School 33. Principal Medina is supported by a very strong group of teacher-leaders who all contributed to the recent reform at this school. It is impossible to mention everyone, but for the purposes of this article, we will mention a specific group of teacher-leaders at this school who created a language policy designed to meet the needs of School 33. This group of dedicated individuals was called the Emergent Bilingual Leadership Team (EBLT). Through leadership seminars with Kate Menken, Kate Mahoney, and Erin Kearney (CUNY NYSIEB), teacher-leaders at School 33 were 100% in agreement that School 33 needed a school language policy. The key idea behind this language policy for Bilingual Center School 33 is to articulate a mutually agreed upon, school-wide vision for Emergent Bilinguals (EB). All decisions about language at Bilingual Center School 33, such as which languages will be used in instruction and how languages are taught, should adhere to this school language policy. Through monthly meetings and collaboration at grade level meetings, School 33 created a language policy to act as a shield and protector of the programs and philosophies sustained at this school, and teacher-leaders were eager to articulate their philosophy and language practice at this unique school. This language policy is also used to introduce po-

tential parents to the language practices at this school. .

The philosophy of this language policy is seen here..

#### Language Philosophy Statement (across all language programs)

At Bilingual Center #33, we value biliteracy for all children and promote culturally and linguistically relevant practices in instruction and assessment. This is shown through the current initiative to replace the Transitional Bilingual Education Program with a Dual Immersion Program where all students are Emergent Bilinguals (EB). We value the fluid use of multiple languages during inquiry, provocations, projects, and during meaningful activities throughout the day/year and across programs. We believe that students from our school community deserve the same opportunity for high quality language programs as students from more affluent communities. We believe that using the home language and culture in instruction can increase academic achievement, resulting in enduring understanding. This will build bridges to higher standards as well as respect and understanding for all members of the school and community at large. We aspire to create a school ecology that highlights multilingualism, inquiry, learning through the arts, and student-led projects where parents are central to the school ecology and are important culture and language brokers.

(article continued on p.15)



Pictured: Some of the CUNY-NYSIEB team at NYSABE, March 13, 2015

To learn more about translanguageing visit <http://www.nysieb.ws.gc.cuny.edu/files/2012/06/FINAL>:



These books address how the new linguistic concept of 'Translanguaging' has contributed to our understandings of language, bilingualism and education, with the potential to transform not only semi-otic systems and speaker subjectivities, but also social structures.



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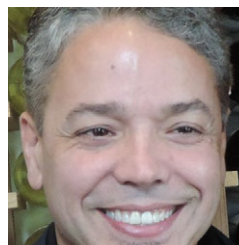


**Language Practice across Programs****Language Allocation (the percent of language used in instruction)**

<b>Dual Immersion Bilingual Education</b>	<b>Transitional Bilingual Education</b>	<b>Stand Alone and/or Integrated ENL</b>
<b>Pre-K, K, 1<sup>st</sup>, 2<sup>nd</sup></b>	<b>3<sup>rd</sup>-6<sup>th</sup></b>	<b>7<sup>th</sup>-8<sup>th</sup></b>
<b>50% Spanish</b>  <b>50% English--included are required English as a New Language (ENL) services for K-2</b>	<b>50% Spanish</b>  <b>50% English--included are required ENL services</b>	<b>100% English in content areas and Specials (with some home language support)</b>  <b>All students take Home Language Arts (Spanish) or Spanish as a Language other than English (LOTE).</b>
<b>Translanguaging strategies are utilized across programs.</b>		

**About the authors**

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☐ \$75 Institutional  
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**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:

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

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

**NYSABE**  
**NYU Metropolitan Center for Research on Equity and the Transformation of Schools**  
**726 Broadway, 5 Floor**  
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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, members of professional organizations, educational institutions, and the news media sharing a common goal-to ensure excellence and equity for students from diverse linguistic and cultural backgrounds.

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

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

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

**MEMBERSHIP BENEFITS:**

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

Membership benefits include:

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

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

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

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

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

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