

The NYSABE Bilingual Times

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SUMMER 2019 Issue



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

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Rebecca Elías

DEAR NYSABE MEMBERS,

For educators, summer is a time when life moves at a slower pace. We reflect on the year that we've just had at school, we make changes and innovations in our teaching practices, and we recharge our batteries for the upcoming year.

This September 13th marks one year from the time I assumed the position of President for NYSABE, and since it is still summer, I want to reflect on this year's conference. I am very pleased and proud of our 2019 NYSABE Conference, *Transforming Language Learners, Their Multiliteracies, and the World through Bilingual Education*. It was a pleasure to

unite as a community and celebrate the gift of biliteracy with some of the most highly regarded practitioners in the field of Bilingual Education.

I am also very proud of the number of parents who were present at the conference and were advocating for their children's bilingual education. NYSABE Parent Delegates as well as New York City Delegates created an environment in which the parents felt comfortable and welcomed.

Our Keynote presenters were captivating and very current in bilingual pedagogy. Bilingual educators left the sessions

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energized and ready to go back to their classrooms to do the work that only a select few can actually do, to nurture and support biliteracy.

Finally, our advocacy session was strategic and effective. The organizations that were present were collaborating and united, with a common goal: to support bilingual education and to ensure that the funds are available to

recruit, develop, and retain bilingual educators.

All in all, it has been a year of excitement. And now I can't wait to see what Alicia Baez-Barinas has in store for us. Thank you,

Sincerely,

Rebecca Elías

NYSABE President, 2018-2019



A Note from the Editor

HOŞGELDİNİZ
BIENVENIDOS



Heather Homonoff Woodley, PhD

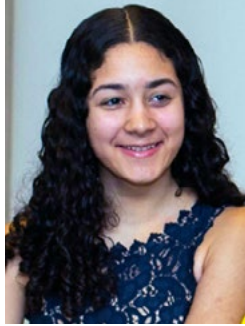
In our summer issue, we reflect on our highly successful and powerful conference which took place this past spring in White Plains, NY. As you will read throughout various articles, three days were spent learning, leading, honoring, and advocating with educators, families, and community leaders. The parent power of this year's conference was palpable as families were supported by their school districts in larger-than-ever numbers to participate in the conference. We also saw a growth in the attention to specific populations — students with IEPs, early childhood, students with limited/interrupted formal education, newcomers – within the larger multilingual learner world. We grew in our inclusion of multiple languages, with youth, parents and educators representing communities of Spanish, Mandarin,

Arabic, Haitian-Creole, French, Bengali, Russian speakers and more. In our major sessions, we heard from advocates of bilingual literacy, school-community collaboration, supporting undocumented youth, and transforming schools through multilingual equity. Each year, our conference speaks more to the needs and realities of educators, youth and our schools and we value this continued growth of our NYSABE community. As our new t-shirt design made clear, "Language has no borders," and we continue to push the boundaries and borders of schools and communities with a commitment to equity and justice through our work in bilingual education. We thank our incredible conference team and leadership for making the 2019 NYSABE a huge success and we are grateful to all who participated.



Transforming Language Learners, Their Multiliteracies, and the World through Bilingual Education

KEYNOTE ADDRESS: Dr. Maneka Deanna Brooks • *Do you see me? Bilingual Identities and Literacy Learning*



Fiona Murphy, Student
The Aurora Waldorf School, Buffalo

The conference's opening session began with a pleasant surprise for the attendees: a performance by the White Plains City Schools mariachi band, Juvenile Los Tigres, who marched into the large auditorium unannounced and played a spirited selection of pieces with discipline and skill. After they had received a prolonged ovation, the White Plains City Schools Superintendent, Dr. Joseph Ricca, congratulated the band's members and their director, Cara Calabrese, for their impressive performance, which set the tone for the conference's next three days.

Next, NYSABE's president, Rebecca Elias, greeted the audience, most of whom

were parents. She began her address by reminding the group that in 1974, parents advocated for equitable education for their children, and the United States Supreme Court decided unanimously, in the case of Lau vs. Nichols, that lack of supplemental language instruction in public schools for MLLs was a violation of their civil rights; in effect, that bilingual education is a right. This case was settled 45 years ago. Ms. Elias invited the audience to think about transformative education today, in which classroom teaching can still be more inclusive of cultural, linguistic, communicative, and technological diversity; in which simplistic "information transmission" should no longer be the norm and students can be prepared for a successful life in a globalized world.

Ms. Elias emphasized that the conference was a representation of all of the transformative practices that were taking place throughout the state, and that the next three days would highlight the work of some of the most talented and transformative practitioners in the field of Bilingual Education.

Next, Deputy Commissioner, Office of

P-12 Instructional Support, NYSED, Angélica Infante-Green shared a message of hope. She encouraged everyone present not to give up, but to continue to advocate for the rights of our multilingual learners.

The keynote presenter was Dr. Maneka Deanna Brooks, Assistant Professor of Reading Education at Texas State University. The focus of her presentation, "Do you see me? Bilingual Identities and Literacy Learning," was her extensive research in the field of everyday teaching practices that influence the educational trajectories of bilingual adolescents. Her speech highlighted the situation of adolescents who are considered to be long-term English learners. Dr. Brooks' research underscores how their English literacy abilities demonstrate both a multifaceted knowledge of English and their histories of literacy instruction.

The audience left the session with a clear understanding of the conference theme, as the session was charged with enthusiasm, passion, and hope for the future of multilingual learners.



Parent Pannel: Our Rights and Our Fights for Bilingual Education for Our Children



Dina López, EdD
The City College of New York

Held on the first day of the conference, the Parent Advocate session was a highlighted session organized by NYSABE Parent Delegates, Dr. Kate Menken and Dr. Ivana Espinet, and promoted as “by parents and for parents.” Clearly, this resonated with many parents and families, as the session was “standing room only.” The focus of the session was on the rights of bilingual families to bilingual education and on the experiences of parents who have advocated for these programs in their local schools.

NYSABE Parent Delegate at Large Kate Menken, opened the session by asking all who were attending what languages they spoke. Among the languages represented in the room where Spanish, Arabic, French, Greek, Mandarin, Haitian Creole, German, Quechua, Korean, and Hebrew—a microcosm of the multilingualism of New York State.



home language along with English and maintain a connection to their family and cultural heritage.

After the video screening, a panel of parents (including two that were featured in the video) shared their experiences and stories about how they have sought out and promoted bilingual education for their children. The presenters were Dr. Ivana Espinet, NYSABE Parent-at-Large, Martha Sanchez, and Meryem Bencheikh-Ellis. Martha shared her experience getting involved with organizing in the Jackson Heights community. Through this work, she helped start a dual language program at PS 92, NYC DOE. She is currently the president of the PTA at IS 145, NYC DOE, and encouraged parents to get involved in the Community Education Councils (CEC) in their respective school districts. Meryem is a mother of five who started out in a private French immersion school.

However, after getting involved in her local community, her youngest child is now in a French-English dual language bilingual program at a public school in Brooklyn. She encouraged parents to be involved and to advocate for their bilingual children. Dr. Ivana Espinet then spoke about her experience in not only having to advocate but also to educate the principal and other teachers at her children's school about bilingualism and bilingual education. Her efforts paid off as she ultimately did convince the principal to start a bilingual program.

After these compelling and insightful presentations, the session was opened up to questions from the audience, including some questions about how to advocate for more bilingual programs at the middle school and high school levels. In response, an audience member shared her experience of working with a principal at an under-enrolled middle



The session then proceeded to a debut of a screening of “From Parents to Parents: Why we chose bilingual education for our children,” a video produced by the CUNY-New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB). The video presented excerpts from interviews with parents on the connection between language and identity and on the ways the dual language programs helped their children develop their



school and convincing them to start a new dual language program that would attract more students.



Dr. Kate Menken then delivered an informative presentation on the rights of parents of multilingual learners. She discussed the history of bilingual education leading up to CR Part 154, which is the New York regulation that establishes the legal requirements for the education of "English Language Learners" (ELLs) in New York State. According to Part 154, if there are 20 students at the

same grade level in a school district who speak the same home language, schools are required to offer bilingual education. If schools are out of compliance, parents can organize and demand for the creation of bilingual programs. The audience received various handouts and resources such as the Parents' Bill of Rights for New York State's English Language Learners and an ELL Parent Hotline.



For the final 15 minutes of the session, each table was provided with guiding



questions (in multiple languages) for small group discussion. Questions included: What experiences do you have with bilingual education? Does your child attend a bilingual program? Why or why not? Are you involved in advocating for bilingual education? Audience members were very engaged during these small group conversations. The session concluded with each table sharing out some of what they discussed as well as ideas for next steps. One idea that emerged was a suggestion for state funding for parents to attend NYSABE's annual conference.

Family Advocacy Luncheon: Family Advocacy Today and Every Day

KEYNOTE ADDRESS: Catalina Cruz • *A DREAMER Elected into Office*



Bahar Otcu-Grillman, EdD
Mercy College

As participants awaited the start of the Family Advocacy Luncheon, a sudden movement and the sound of voices raised together caught their attention. A group of District 6, NYC DOE, representatives came into view, bearing slogans and banners as they slowly marched to

the stage, shouting "¿Qué queremos? Educación bilingüe! ¿Quiénes somos? Distrito seis! ¿Qué quieren los niños? Educación bilingüe!" Rukita Ruerta of District 6 addressed the entire assemblage in Spanish and English, stating "We want to have bilingual schools!" and emphasizing that the diversity of NYC demands bilingual education. She said that this is a fight for family rights to be heard in their home language.

Following the impromptu demonstration, NYSABE Vice Treasurer Lyda Ragonese convened the session welcoming Linda Chen, Chief Academic Officer in the NYC Department of Education. Ms. Chen, who asked all parents to stand through cheers and applause, acknowledged NYC DOE's parent leader, Theresa

Arboleda, and thanked her for her partnership. Ms. Chen then shared some of her personal story. She said that if it hadn't been for her parents' insistence, she wouldn't be bilingual today. As a daughter of immigrants, she grew up very embarrassed of her background and culture. She didn't fully understand what her parents were doing to advocate for bilingualism until she started her work at the NYC DOE and she realizes that the struggle continues today.

Next on the program was Lissette Colón-Collins, Assistant Commissioner, Office of Bilingual Education and World Languages, at NYSED. She reminded the group that NY is not just bilingual, but multilingual, and that this work has to be done on behalf of all children. She then

reported on the progress that has been made in New York. Student success is increasing, and dropout rates have gone down. Funding has been increasing to create resources for undocumented students. She mentioned that funds were increasing to create resources for undocumented students. Also, 23 universities are developing bilingual teacher preparation programs in the state, and a quality review tool kit has been created for schools and districts to improve the quality of education in classrooms. Ms. Colón-Collins advised parents to advocate for their children, ask the right questions and familiarize themselves with the Parents' Bill of Rights. She concluded by saying that without the support of parents, the work they have been able to do in NYS couldn't have happened.

The next speaker introduced was Evelyn DeJesus, Vice President for Education UFT. She has made advocacy a part of her job at UFT and she reminded the participants that the labels, parents, educators,

and others don't matter. What matters is to have a voice for children and know what we are fighting for. Everyone in the DOE, working together with NYSABE and NABE, are the voice for advocacy. She urged the parents to call their legislators and request increased funding for bilingual education. "Together we can win," she said.

Next, Dr. Kate Menken introduced Catalina Cruz, NYS Assemblywoman for District 29. A brief video of Cruz was screened, which presented her background and emphasized that dual language bilingual schools must be expanded. As the District 6 group exited with the same signs and slogans they had brought with them come to the luncheon hall, Catalina Cruz herself came to stage amid cheers and applause. She shared that she is proud of her bilingual education and that it brought her to where she is today. She told the audience how her policies are driven by the parents and they want to increase bilingual education considerably. She

encouraged NYSABE to bring some older students to the conference next time to share their experience and she thanked the parents for their engagement which is something that is much needed. She invited the parents to visit her at her office in Albany, and to continue to ensure that the teachers and bilingual education will be supported.

The final speaker of the luncheon, NYS Senator Shelley Mayer, emphasized the importance of funding as well. She said that bilingual education is an integral part of our educational program and that the governor needed to show deeper commitment to the education of all multilingual learners in NYS. She concluded by thanking the parents for being partners in the fight to supply bilingual education to our kids. She, like the previous speakers, was presented with a NYSABE poster as she left the stage. All in all, this was an inspiring session for the parents and all advocates for bilingual education.



NYSABE 2019 President's Address



Marie-Alix Emmanuel
Haitian Language Delegate

NYSABE's executive director, Nancy Villarreal de Adler, opened this evening session by quizzing the audience on why she was wearing blue and white. The audience answered in unison "NYSABE's colors." Nancy Villarreal, an influential and experienced educator for more than 40 years, proceeded to describe a conversation that she had had with the current president, Rebecca Elias, that brought the following describing words to her mind. They were: transformation, collaboration, and comprehension.

According to Nancy, there is a real transformation that happens in students through bilingual education. However, we rarely talk about how others (the students) change us. Transformation is a two-way street. Working with children transforms teachers. Intentional collaboration helps one grow and transform— especially in bilingual settings. Something happens when working with children to make us want to be agents of change and make the world a better place. As Nancy introduced Rebecca Elias, she also thanked Rebecca for helping NYSABE to be an agent of change and thus to foster and experience the transformative power of bilingual education.

"Lucky to be Bilingual" was the title of the story that Rebecca told us. She opened by schooling us through an analogy about running. She told us that when she begins a race, everyone starts and is rated from their own beginning point. In a big race, the runners cross the starting line at different times so they are given a timing "chip" that ensures that they all

are timed from the moment they cross the starting line.

Rebecca went on from this analogy to discuss fortune, luck, and chance. She said, "people think that luck is something that you just get, but we rarely look at the tiny things that make us seem lucky. For example we-you put yourself out, you read books, you extend yourself. You pay attention, you seek opportunities." When Rebecca reflects on the good fortune in her life, she realizes that they were the result of the risks she took and the opportunities she was afforded. One of these was coming to the mainland United States from Puerto Rico and becoming bilingual.

Rebecca ended her address by saying that she feels lucky to be NYSABE's president and to have the opportunity to advocate for our students. She added, however, that we can't rely on luck when it comes to their futures and we must ensure that they have "the chip" that will level the playing field for them and ensure the opportunities they deserve.



Building Bilingualism and Biliteracy ¡Ya es hora!

KEYNOTE ADDRESS: Dr. Kathy Escamilla



Claribel Gonzáles
Coordinator/Resource Specialist,
RBE-RN West

One of the many highlights from this year's NYSABE conference was Kathy Escamilla's invigorating presentation titled "Building Bilingualism and Biliteracy: ¡Ya es hora!". Escamilla took us on a journey of reflection and empowerment as she opened with the history of bilingual education in the United States. She reminded us that it began as a fight for social justice and access to education for children in communities who had been denied access for so long.

Escamilla paid tribute to early leaders that paved the way for bilingual education in the United States. Rodolfo "Corky" Gonzales, José Ángel Gutierrez, Tony Báez, Martha Urioste and Evelina López Antonetty were among the individuals mentioned. The similarities between these fearless leaders was that they not only acknowledged that our students' culture and language needed to be respected and valued but they were also among the first to open and advocate for bilingual education programs in their communities. We must acknowledge that we stand in the shoulders of giants and allow that to be the fuel we need to continue advocating for our students.

She emphasized that many individuals working with bilingual students

are aware of the advantages of bilingualism. Some of them include greater cognitive flexibility, more cohesive family relations and fewer behavioral problems. Furthermore, students that maintain their bilingualism into high school are more likely to go to 4-year colleges and are less likely to drop out of schools. However, even with all the evidence that supports the effectiveness of bilingualism and biliteracy some of us are still nervous. At times we may even ask ourselves if we are doing "the right thing" for our students. So, if we really believe in bilingual education how do we get there?

The most important thing that we can do according to Escamilla is to believe in ourselves because we carry the expertise and "brain power." We must also educate the public, including those that are considered "highly educated" in our communities. The American Medical Association alludes that one of the sources of language delay in children is exposure to two different languages. She posits that the reason we may be so nervous is because respected professionals discourage bilingualism use in the home. We must also understand that the ontology of being bilingual is different than being monolingual. A bilingual individual uses all their linguistic resources to process information and is not two monolinguals in one mind. This must be considered when making instructional decisions in reading and writing. Therefore, if bilingual students continue to be analyzed through a monolingual lens their potential will always be underestimated. According to Escamilla, "We need to normalize emergent biliteracy the way we have normalized what it means to be a monolingual English speaker."

Escamilla reinforced that language must be analyzed through a cultural lens. Among the many hysterical memes that she used to demonstrate that was the image of a grave headstone that appeared on the screen and in white letters it read "no se puso vicks". The ballroom filled with participants erupting with laughter as several individuals pulled Vicks vapor rub containers out of their purses in agreement. This example reaffirmed the power of culture in language rather than just being linguistic.

Escamilla argues that there should be a focus on the quality of instruction rather than the quantity of time in either language. Much of the time is spent on reading instruction and major components that will benefit emergent bilingual students are ignored. She introduced the literacy squared framework as a holistic biliteracy framework for paired literacy instruction that is used in many bilingual programs. This framework includes critical components for students developing two languages which are oracy (oral language development), teaching of writing and metalinguistic awareness (cross-linguistic connections). Further, she states that interaction with text and meaning making should supersede the smallest components of reading that get the most attention. Teaching literacy in Spanish should not be a translation of English but rather be taught in an authentic way. The methods that are used to teach students to read in English should not be used to teach students Spanish. Escamilla states "If we are going to do biliteracy, let's be authentic to reading and writing instruction in both languages. ¡Hay que saber la diferencia!"

Leadership Forum: Equity, Access, and Excellence



Richard Bellis
NYC Department of Education

What guides instructional practice, educational funding, district- and school-level decisions, data collection, and public reporting? Educational policy—which is what leads school administrators' decisions and always has a ripple effect on our families, students, and communities.

On the second morning of NYSABE 2019 Annual Conference, the Educational Policy highlighted session was led by long-time advocates and educators Claire Sylvan and Kate Menken. Claire is founder and senior strategic advisor of the Internationals Network for Public Schools; Kate is a professor of linguistics at Queens College.

The session began with introductions of the panel members:

- Tamara Alsace, retired Director of Multilingual Education for the Buffalo Public Schools and past president of NYSABE
- Carmen Diaz, Resource Specialist, RBE-RN @ Questar III, VP of Advocacy NYS TESOL
- Rachel Estroff, Chief of Staff to NYS Senator Shelley Mayer
- Marissa Muñoz, Senior Director of Education Policy at the Hispanic Federation

- Priscilla Zarate, Director of World Languages Department for the Islip School District

These experienced educators and leaders have joined forces to create an advocacy agenda with the intent that it will be adopted by NYS:

- Increase recruitment and certification efforts to address lack of certified teachers
- Adopt professional standards for all bilingual educators
- Increase funding for MLLs
- Allow MLLs to be exempted from NYS testing program for one year while the second year be used for baseline purposes only
- Allow alternative options and graduation requirements for MLLs
- Develop alternative NYSESLAT assessments for MLLs with IEPs
- Develop assessments to identify MLLs prior to kindergarten
- Enact legislation that
 - protects immigrant students and families, and
 - mandates language access for immigrant families at all levels of government
- Pass the NYS Dream Act

Proponents of bilingual education were encouraged to hear Claire Sylvan, who stressed that these are not one-day struggles, and these items “will not be taken off the agenda until the goal is met.” While there has not always been unanimous support and agreement, Rachel Estroff, Chief of Staff to NYS Senator Shelley Mayer, emphasized that there is growing support in the NYS Senate. She went on to explain that Senator Mayer (who also chairs the Committee on Education) is advocating for more financial support for bilingual education for the entire State of New York. Session participants were clearly excited and hopeful to hear such high-level support as they nodded in and expressed approval. Ms. Estroff went on to say that Senator Mayer is urging the Senate to budget \$25 million for bilingual programs throughout NYS.

Priscilla Zarate, who also serves on the Suffolk County Advisory Board, expressed a call to action and that “the time to act is now.” She expressed how bilingual education and multilingual learners have not always been priorities in all parts of NYS such as Long Island. She said, “There is momentum now through Senator Monica Martinez and via grassroots organizations like Latina Moms of Long Island.”

Marissa Muñoz also emphasized the unity and collaborative mindset. She said that now, in its second year, there are 30 advocacy groups that have signed onto the Latino Educational Advocacy Directors (LEAD) coalition. The LEAD coalition (which was founded by the Hispanic Federation) consists of leading educational advocacy organizations committed to improving Latino academic outcomes and opportunities in New York State. She and her organization



have been long-time advocates for more funding for immigrant families and students. Among the goals they have set forth, LEAD seeks to ensure that there are financial supports to address the socio-emotional needs of these students, which is critical to student success. Ms. Muñoz told the participants to use media to hold their legislators accountable. She cited the fact that the ELL dropout rate is higher than the ELL graduation rate.

The first legislative breakfast was held recently in Buffalo, according to Tamara Alsace. She said, "We had many representatives, and we are starting to educate them about teacher preparation and retention."

The session ended with participants (grouped by where they work or live) discussing common issues they are facing and listing lawmakers and key organizations that each session attendee

can contact to mobilize support. Among the politicians highlighted were Daniel Dromm, John Liu, Grace Meng and Peter Koo. Additionally, a number of organizations were noted, such as the Council of School Administrators (CSA), New York State Association of Latino Administrators and Superintendents (NYSALAS), the Asian-American Association (A3), and the National Association for Bilingual Education (NABE).

New York City Chancellor Richard Carranza Shares from the Heart

KEYNOTE SPEAKER: Richard A. Carranza

The Road Map for Equity and Multilingual Education in NYC Public Schools



Lourdes Roa
Regional Delegate, Region V

By the end of the conference luncheon on Friday, March 22, 2019, there was not a dry eye in the room. Chancellor Richard A. Carranza moved the audience through a heartfelt understanding of the tremendous impact teachers have on the lives of students, including his own.

The luncheon opened with convener Tatyana Kleyn sharing her excitement at having a New York City Chancellor who wouldn't "shy around" the issues of equity or inequity in the school system. She introduced the first woman of color as Senate Majority leader, Andrea Stewart Cousins, a former English teacher.

Andrea Stewart Cousins warmed up the crowd with words of inspiration for understanding the multi-literacy needs of all students in New York State. She referred to the education of our children in New York State as the great "equalizer" in New York State politics. She stated that our NYSABE Conference conversation resonates with every single member of the State Senate.

NYS Board of Regents Chancellor Betty Rosa followed Senator Cousins in her statements. Chancellor Rosa thanked the Senator for her courage and leadership, and thanked Regent Luis Reyes for his on-going leadership and tenacity in the Board of Regents. Next, she thanked Deputy Commissioner of Education, Angélica Infante-Green, for the extensive movement she created in New York State. She congratulated Infante-Green on her new position as Education Commissioner in Rhode Island, also exclaiming the loss for New York, while sharing gratitude for the strides made under her leadership.

2019 Bilingual Administrator of the Year, Wanda Ortiz Rivera, Principal of Brentwood High School in Long Island, followed Chancellor Rosa's address by sharing her personal journey to learning English, and through her higher education in the United States. Rivera-Ortiz did not speak English before the age of sixteen, demonstrating that our older immigrant students can truly make a difference and experience success in our communities. She asked of the audience, "Many students have left their loved ones, struggled and been through many things to get here. Please love and support them...Our unique differences make us strong and keeps us together." This portion of the program indicates the layers of supports for multi-lingual learners in New York State, from legislative decision-making to school level leadership. It feels like a new day for our community of learners.

Chancellor Richard Carranza took to the podium. His words started out with expressions of gratitude for those

who had spoken so far, those who serve our community with passion and diligence every day. His appreciation went to the Senator, the Board of Regents members (Chancellor Rosa, Regent Mead and Regent Reyes), for Deputy Commissioner, Infante-Green, and for all the New York City leaders in the room. "You think I keep it real? She keeps it real!" he said, referring to Infante-Green.

Then, Chancellor Carranza took the conversation to a more personal perspective: "Over 30 years ago, an engineering major in college hated his major, and wanted to become a teacher. This college student went to an advisor and sadly asked for guidance, since he was already two years into the program...The advisor took out a paper and pencil, and began mapping out a course for teaching. That advisor was Dr. Kathy Escamilla, and that engineering student, was me." The room silenced with surprise. He went on. "And it doesn't stop there. In my sophomore year in high school, I needed assistance filling out my FASFA. Another professor stepped up to assist me. It

was Dr. Manuel Escamilla, the spouse of Dr. Kathy Escamilla who years later stepped in to guide me." Chancellor Carranza unexpectedly infused the room with deep connection, through perceived barriers of titles, roles and proximity, to demonstrate the unity that we all share. He inadvertently communicated the strength of impact that our daily decisions have on the lives of those we serve. "Although my parents are no longer here, I consider these people like my family.", he said. "Get comfortable and have a *pastelito*...", he stated before thanking the entire audience in Spanish, for all we do as bilingual educators in New York State.

Chancellor Carranza went on to give an inspiring keynote address, sharing not only his professional experiences under President Obama, but also his personal experience being an immigrant from Mexico in Arizona schools. His parents were Aztlan, which would make him and his twin brother second generation Americans. He compared his own experience to that of the 153,000 ELL/MLL in New York City. He asked the audience, "I'm going to ask us all today, we need to be unapologetically radical

for our bilingual/multilingual students. It's not something for THOSE kids. It's something for OUR kids."

Then the Chancellor began his closing, "In my years at the New York City Board of Education, this is the first time I do this...", and he broke out his guitar. "How would it be if I sing? This is a song that my dad sang to my mother. It comes from the heart. No greater gift can I share with you today."



Chancellor Carranza stunned everyone and moved the crowd to tears, singing "Marianela." He received a standing ovation and sang an encore..."Mi Viejo San Juan". The encore sealed the whole event with a warm, familial hug, regardless of where we come from. Everyone was inspired and emotional.



Annual NYSABE Membership Meeting



Adrienne Viscardi
Regional Delegate, Region III

After two full days of professional learning, President Rebecca Elías facilitated the 2019 NYSABE Membership Meeting on Friday, March 22, 2019. At the Membership Meeting, members of the Executive Board as well as delegates gathered to share and discuss the progress of efforts throughout the state that support the larger goals of NYSABE. In her opening comments, President Elías discussed the critical importance of NYSABE's legislative advocacy, honoring Delegate-at-Large Dr. Claire Sylvan, Past President Tamara Alsace, Parent-at-Large Dr. Kate Menken, and Executive Director Nancy Villarreal de Adler for their tireless leadership in this area. She noted that NYSABE's participation in dialogue at the state level would result in NYSED's adoption of the Professional Standards for Bilingual Educators. Additionally, NYSABE joined the coalition organized by the Hispanic Federation to develop a letter to Governor Cuomo and other elected officials, requesting appropriate and equitable funding for the education of Multilingual Learners throughout New York. President Murphy also pointed to the strong NYSABE presence at a Jackson Heights Town Hall meeting hosted by Representative (D-NY, 14th District) Alexandria Ocasio-Cortez and the Buffalo

Immigrant Leadership Team (BILT) Legislative Breakfast as exemplary advocacy practices.

Beyond the conference, NYSABE fosters productive relationships with other organizations, including NYS TESOL, NYSAFLT, Advocates for Children and the Immigrant Coalition. President Elías reflected on the impact of her participation in the Day of Service at the SOMOS Conference in Puerto Rico earlier in the year. She also highlighted the presence of Executive Director Nancy Villarreal de Adler and Delegate-at-Large Cynthia Felix at the 2018 UFT ELL Conference, where Dr. Claire Sylvan was recognized for her outstanding career in education and her leadership in advocacy for multilingual learners and immigrant youth.

Delegates from across the state described their efforts to actively increase NYSABE's social media presence on Facebook and Twitter while continuing to disseminate critical information via the newsletter and listservs. NYSABE also distinguishes itself with its peer-reviewed scholarly publication, *Journal of Multilingual Education Research*, capturing some of the most current research in the field.

Even without a targeted membership drive this year, President Murphy noted that NYSABE has maintained a robust membership and that the annual conference remains the largest opportunity for professional learning and networking in the region. Specifically, annual conference attendance increased nearly 15% from 2017 to 2018, with more than 520 attendees last year.

Treasurer Dr. Maite Sanchez explained that increased conference attendance

largely contributes to NYSABE's financial stability. She also acknowledged the leadership of the 2019 Conference Chair Michael Duffy and expressed heartfelt appreciation for the many volunteers whose time and talents were invaluable. In her report, Dr. Sanchez also indicated that NYSABE hired a new accountant to support the financial operations of the organization.

Across all regions, NYSABE delegates are engaged in activities that advance the goals of the organization. For example, Region II Delegate Luis Quan reported that four busloads of NYC parents eagerly poured into the conference this year. Region III Delegate Adrienne Viscardi highlighted its work with Mount Vernon Basics, focusing on the needs of multilingual learners with young children. Region IV Delegate Lyda Ragonese shared its collaboration with Dr. Soltero in creating dual language bilingual education programs at the elementary and middle school levels in Syracuse. Region V Delegate Lourdes Roa described the work of the Bilingual Language and Literacy Academy, aimed at supporting the 600+ hurricane victims who have settled in Rochester. Region VI Michael Duffy reported that not only did Buffalo welcome new teachers from Puerto Rico but also organized a parent conference last September and will host its annual boat ride fundraiser during the summer. Language Delegates Nancy King Wang and Marie-Alix Emanuel described the contribution of 10+ resource specialists at the conference who provided workshops for multilingual families, emphasizing socio-emotional learning and the NYS Seal of Bilingualism.

The lively discussion captured only some

of the activities and impact of NYSABE across the state. Members left the meeting inspired to carry on the work of

bilingual education beyond the annual conference. NYSABE looks forward to another productive year advancing the

organization's goals of professional learning, communication, networking, advocacy, and leadership.

The 2019 Gladys Correa Memorial Award Gala Banquet



Tamara Alsace, PhD
NYSABE Past-President

This year's GALA BANQUET was one of the most memorable yet!

The evening began among beautiful literacy-themed decorations created by the banquet chairperson, Ruth Casillas. Each table was stacked with decorative books stacked by theme and capped by rose-shaped pages. The guests enjoyed a delicious dinner and the mood in the room was one of excitement and anticipation for the presentation of the 40th annual Gladys Correa Memorial Award (GCMA). The presence of so many young people – students from the City University of New York and others – contributed to the festive air in the room. The young people and other guests were there to honor this year's recipient – Dr. Tatyana Kleyn.

Dr. Kleyn was introduced by past Gladys Correa honorees Dr. Ofelia García who was present at the dinner, and Dr. Carmen Dinos who "skyped" in all the way from Los Angeles, California. Both were full of admiration and praise for the personal and professional qualities

of Tatyana – the qualities that made her a natural for this great honor. Following the enthusiastic introduction, the award was presented to Dr. Kleyn by NYSABE President Rebecca Elias with the assistance of Executive Director Nancy Villarreal de Adler and NYSABE's founder, Hernán LaFontaine. Tatyana accepted the award as the crowd delivered a thunderous standing ovation.

The remarks by our Gladys Correa honoree were inspiring – at times funny and at other times serious and poignant. Tatyana began her speech by paying homage to all the past GCMA recipients beginning with Carlos Pérez, who was the first to receive the award in 1979. She went on to discuss a bit about her own experiences as a youngster who came to the United States as a refugee from Soviet Union (currently Latvia) who spoke no English and the influences that shaped her into the woman she is today. In true Tatyana style, most of her presentation involved talking about all the people in her life whom she believes have contributed to her success. She talked about her family, her teachers, her colleagues, her students, and her friends. She talked about the important work she has done and continues to do on behalf of dreamers and other immigrants and multilingual learners – documented and undocumented. She shared beautiful pictures of the people in her life, across personal, professional and geographic borders. These are the people that inspire her and fuel the amazing body of work that she has produced and that will have a

powerful and lasting influence in the field of bilingual education. On a night meant to praise and honor this incredible woman, she used the platform to praise and honor others. She ended by sharing the story of a CCNY student who finished all her education requirements except student teaching and was forced to change her major. This was because of the social security number and finger printing requirements that she could not meet due to her immigration status. Dr. Kleyn then asked the audience to join her in ensuring we do not close the door on undocumented students – without DACA – to become (bilingual) teachers. Finally, she offered strong commentary about the political climate in our country and the need to remain united and strong against the forces that are working against our students and families. This is a testament to who Dr. Tatyana Kleyn is and exemplifies the qualities that made her just the right person to receive the 2019 Gladys Correa Memorial Award.

The evening continued with dancing and socializing in typical NYSABE gala style and a fantastic time was had by all!



Assessment from a Different Lens: A Keynote and Calling by Laura Ascenzi-Moreno



Tatyana Kleyn, PhD
The City College of New York
NYSABE Past-President

Dr. Laura Ascenzi-Moreno delivered a powerful keynote on the last day of the NYSABE conference, leaving attendees with much to reconsider when it comes to the way we assess our bilingual students. Her talk, titled “Leveraging the ‘Learning Edge’: Translanguaging, Teacher Agency and Assessing Emergent Bilinguals’ Reading” was also based on the NCTE’s Language Arts Journal piece that received the 2018

[award for distinguished article.](#)

As an experienced educator whose teaching roots grew at Cypress Hills Community School, Ascenzi-Moreno was always focused on literacy. Her mantra as a new educator was, “I am going to be a bilingual teacher who teaches children to read.” But this was not something easily attainable. She shared that her “... failures have led to think about how we can do better.” And as a professor and researcher at Brooklyn College and with CUNY-NYSIEB she has worked to better understand these failures and reposition primarily monolingual instruction and assessment practices in multilingual ways that allow students to succeed.

The Learning Edge, a framework which Ascenzi-Moreno proposes, brings together teacher agency and reading with translanguaging pedagogy. She stresses that reading is a generalized ability that crosses linguistic borders, and must be connected to students’

identities.

The talk also positioned students as agents of their own learning and assessments. This can be done by allowing meta-cognitive opportunities for students to process their reading performance. She believes students should be told, “You’re part of this, and this is a part of your reading journey.”

Ascenzi-Moreno implored us that, “we don’t want kids to talk about themselves as a letter, but as a reader.” Therefore, we cannot view assessments as done on children, but for and with children who are able to access their full linguistic repertoire. To learn more about this innovative and important approach, her award-winning article, [“Translanguaging and Responsive Assessment Adaptations: Emergent Bilingual Readers through the Lens of Possibility”](#) is available for deeper understanding, collegial conversations and action.



NYSABE 2019 Student Awards Luncheon



Miriam Eisenstein Ebsworth, PhD
Hebrew Language Delegate

A tasty luncheon was enjoyed by all, punctuated with thoughts, insights, and many shared ideas and strategies as well as an appreciation of our wonderful multilingual youth who received well-earned awards.

Greetings were offered by David Mauricio, Superintendent of Schools in Peekskill, NY and by Brooklyn College Professor "Mama" Carmen Dinos via video. She expressed the belief that "today we have the best conditions ever for bilingual education," and counseled us all to "strategize, ...mobilize, and ACT!"

Conveners and awards presenters included Wilda Ramos, NYSABE Past President, and Gliset Colón, Professor at SUNY Buffalo.

This uplifting endnote to our amazing conference showcased the multifaceted talents of our award-winning multilingual learners, hailing from schools around NY State.

First place essay winners included Iseong Cho, 5th grade, PS 32Q, State Street School, Flushing, NY; Marjory Ortiz, 6th grade, South Middle School, Brentwood, NY; and Leidi Sánchez 12th grade, Brentwood High School, Brentwood, NY. Essay winners from around the state expressed their personal delight in developing their bilingual knowledge while pointing out the practical benefits and employment potential of bilingualism and biliteracy.

Winners of the Nivia Zavala Art Contest had the opportunity to showcase their work, which included the art of bilingual special needs students. Our beautiful children displayed their artistic gifts with

works including: Helping Feels Good Inside (Cielo Ramos Acevedo, 3rd grade, William A. Carter Elementary School, Middletown, NY), Ciudad de las Estrellas (Osvaldo Peguero Rodríguez, 8th grade, Bilingual Center #33, Buffalo, NY), and Being Bilingüe or Trilingüe Puede Abrir Muchas Doors (Alan Juarez, 9th grade, Port Chester High School, Port Chester, NY).

Looking ahead to 2020, Alicia Báez-Barinas, NYSABE President-elect stressed that "Language is culture, it's identity, it's who we are," and encouraged all of us to advocate and be the voice of students misplaced or overlooked.

And finally, NYSABE President Rebecca Elias pointed us to the future, commenting, "We are preparing our students for a global world and this is just the beginning, so, Adelante!"

We continue to reflect on all that we have learned and shared at NYSABE 2019 and look forward to coming together once again at NYSABE 2020.



A Side-bar Conversation with New York City Chancellor, Richard A. Carranza



Lourdes Roa
Regional Delegate, Region V

After the stunning keynote address, Chancellor Carranza graciously met with a couple of NYSABE members, Hulda Yau and Lourdes Roa, for a brief side-bar conversation. He generously answered some simple open-ended questions

about how teachers can create more courage and advocate more for their students.

"El camino va rodeado de las vidas que has cambiado," stated the Chancellor. This translates to "The road is paved by the lives that you have changed." These words give teachers the unequivocal charge to focus on being change agents for their students. He went on to say, "innovation, creativity and change is exactly what bilingual education is..." He said that teachers should never be afraid of making needed change, when it helps and promotes the educational trajectory of their students. He added, "Don't forget what you do and who you

do it for...It's the students that matter." Chancellor Carranza drew upon his own experience. "Be not afraid to capture attention. When I was a teacher, the students wanted to learn Mariachi. I knew how to play Mariachi. I got the music teacher to work with me. We played it in the orchestra. The program exploded. We gave the students what they wanted."

One member said to him, "You give so much hope and carve the path for our students." Chancellor Carranza responded by saying, "At the end of my career, I hope to have contributed more than I criticized."



Position Statement on the Proposed Amendment for Three Semester Hours of Study in Language Acquisition and Literacy Development for ELLs

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

Recommendation

NYSABE strongly supports NYSED's efforts to mandate a [three credit language and literacy course requirement](#) on understanding, serving, and instructing multilingual learners. We fully agree that this certification requirement be part of the preparation of all teachers, rather than exclusively those educators who are certified in Bilingual Education or ESOL. The following is the one recommendation we have to improve this amendment and center it on the linguistic and cultural realities of multilingual learners:

1. Students' home languages and cultures are an integral part of their identities and a formidable resource for learning. Therefore, we recommend the explicit inclusion of students' home languages and cultures in the course description - which also would align with NYSED's Bilingual Common Core Progressions and the [Culturally Responsive-Sustaining Education Framework](#).

Specifically, we ask for the bolded phrase to be added to the course description:

"A three-semester hour course in language acquisition and literacy development of ELLs/MLs would address topics such as ELL/MLs instructional needs, **strategic inclusion of students' home language and cultures in instruction across grades, programs, and content areas and co-teaching strategies, and **the insightful integration of linguistic and academic instructional scaffolds for ELL/MLs.**"**

In closing, NYSABE commends the NYS Board of Regents and the NYS Education Department staff on their efforts to ensure that multilingual learners are better understood and served by their teachers.

Rebecca Elías, President
June 20, 2019

NYSABE 2019 Annual Conference Highlights




















You are invited to view all the conference photos by following this link: <https://www.nysabe.net/photos-2019-nysabe-conference/>

NYSABE 2019 BILINGUAL STUDENT ESSAY CONTEST AWARD WINNERS

GRADES 3-5	GRADES 6-8	GRADES 9-12
1st Place Winner Iseong Cho - 5th Grade P.S. 32Q State Street School Flushing, NY	1st Place Winner Marjory Ortiz - 6th Grade South Middle School Brentwood, NY	1st Place Winner Leidi Sánchez - 12th Grade Brentwood High School Brentwood, NY
2nd Place Winner Rachel Kim - 5th Grade P.S. 32Q State Street School Flushing, NY	2nd Place Winner Lisdy Reyes - 6th Grade East Middle School Brentwood, NY	2nd Place Winner Keylin Acosta - 11th Grade Brentwood High School Brentwood, NY
3rd Place Winner Mariela Bonilla - 4th Grade North Elementary Brentwood, NY	3rd Place Winner Kimberlin Alvarado - 6th Gr. South Middle School Brentwood, NY	3rd Place Winner Mia Sorrentino - 10th Grade Freeport High School Freeport, NY

NYSABE 2019 NIVIA ZAVALA ART CONTEST AWARD WINNERS

GRADES 3-5	GRADES 6-8	GRADES 9-12
1st Place Winner <i>Helping Feels Good Inside</i> 	1st Place Winner <i>Ciudad de las Estrellas</i> 	1st Place Winner <i>Being Bilingüe or Trilingüe pode abrir muchas doors</i> 
Cielo Ramos Acevedo 3rd Grade William A. Carter Elementary School Middletown, NY	Osvaldo Peguero Rodríguez 8th Grade Bilingual Center #33 Buffalo, NY	Alan Juárez - 9th Grade Port Chester High School Port Chester, NY
	2nd Place Winner <i>Identidad</i> Michael Santana Bermudez 8th Grade Bilingual Center #33 Buffalo, NY	2nd Place Winner <i>Bilingüismo alrededor del mundo</i> Najely de la Torre - 11th Gr. Brentwood High School Brentwood, NY
	3rd Place Winner <i>Atrapando el Mundo</i> Samuel Vicenty García 8th Grade Bilingual Center #33 Buffalo, NY	3rd Place Winner <i>Bilingual Translation Machine</i> Sara Cruz-Figueroa 10th Grade Port Chester High School Port Chester, NY



New York State Association for Bilingual Education
MEMBERSHIP APPLICATION

PLEASE PRINT CLEARLY

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

www.nysabe.net

I was referred by: _____

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Name: _____

Work Phone #: () _____

Home Address: _____

Home Phone #: () _____

City: _____ State: _____ Zip Code: _____

Email: _____

Languages Spoken: _____

NYSABE Dues: (please check one)

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

Select your local region: (check one)

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

I would like to volunteer in:

- ☐ Advocacy
☐ Fundraising
☐ Special Events
☐ Membership
☐ Other

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

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

Signature: _____ Date: _____

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

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

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

THE ORGANIZATION:

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

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

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

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

MEMBERSHIP BENEFITS:

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

Membership benefits include:

NYSABE Journal of Multilingual Education Research (JMRE): 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:

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Dr. Heather Woodley, Editor

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