

# The NYSABE Bilingual Times

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Summer 2022 Issue



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

726 Broadway, 5th Floor  
New York, N.Y. 10003

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Eva García

## A Message from the President

# WELCOME

DEAR MEMBERS OF NYSABE FAMILY,

As your immediate past president, it was a pleasure serving you as NYSABE members during the 2021-2022 year. Our theme: **RECLAIMING SOCIAL JUSTICE FOR MULTILINGUAL LEARNERS: The Time is Now!** captured the essence of the times we have been facing in our field. Our virtual conference provided opportunities for our members to continue receiving professional development in a safe manner, while we enjoyed many keynote speakers who motivated and energized us, as they imparted their knowledge and new ideas to stimulate our thinking.

When we discussed this theme, it

sometimes meant having discussions on topics perhaps difficult to converse for some educators, but for those of us in the choir, many topics reiterated how we need to reclaim or recoup what may have been lost as we navigated the virtual platform with our students and families. Let's not forget what this has meant for our multilingual learners. What does this mean for students who were lacking resources? It meant a quiet space free of interruptions to continue to learn while learning remotely which of course (access to technology), may not have been possible in many cases. The urgency to think about language inequities for our bi-multilingual youngsters must be addressed, in spite of

**(Continued on next page)**

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Inside this issue

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the current social and economic adjustments required in order to get back to a typical school day. This is in fact a critical factor in how we are going to succeed. The process towards normalcy requires time and persistence, as we think of new methods/systems to allow flexibility and accelerate learning. It matters that we create spaces for all multilingual learners to flourish in classrooms now more than ever.

Thus, many of the topics highlighted in this issue of the *NYSABE Bilingual Times* describe topics and special sessions that

supported our 2022 conference with ideas and practical practices relevant to the times. Please enjoy our newsletter and we hope to see you at our onsite conference in 2023.

Thank you so much for allowing me to serve and work with you collegially to support our students and families this past year. I want to thank NYSABE's Executive Board, Executive Director, and Delegate Assembly for their dedication and commitment to our communities, as well as our past presidents who continue to be involved in NYSABE's mission year after year. Special thanks

to all our teachers and administrators, our heroes, who continue day by day to promote multilingualism in our programs and who are cognizant of how valuable it is to acknowledge students' cultural backgrounds and exceed academic expectations.

Let's make 2023 year, a year to reconnect with our own wellbeing while balancing our work and personal lives.

Yours Truly,

**Eva García**

*NYSABE President, 2021-2022*

## A Note from the Editor

### BITAO SALUDOS



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

In this Issue of the Bilingual Times Newsletter, we reflect on the Annual Conference 2022 theme, "Reclaiming Social Justice in Bilingual Education for Multilingual Learners: The Time is Now!" under the presidency of Eva García.

As you read through the various articles, the words and vision of the presenters will without a doubt, call to mind the need to act as co-conspirators for social

justice for all bi-multilingual students. Keynote speaker, Dr. Anya Uju, closed the conference by reminding us to live daily the conference theme through our never-ending advocacy. She asserted that the time is now for Black students' experiences to be centered in all aspects of the field of bilingual education. She reminded us that for too long their experiences and identities have been rendered invisible. She summoned us to action in joining forces to reject a race-neutral and color evasiveness stance in our curriculum, research, and policy. Instead, we must commit to a practice of anti-racism and equity that truly reflects the principles of bilingual education.

The essays in this newsletter remind us of the importance of grounding our work on the NYSABE principle of Advocacy, as we move forward in our places of work and reflect on the conference's theme. In this urgent need to reclaim social justice for bilingual education, the authors of the essays in this newsletter pose important questions that bring us back to the reasons why we teach and the motives why we are in the field of bilingual education, such as: What is the intersection of language policies

and social justice? What are the implications for creating learning spaces that center on the learner by ensuring the curriculum is culturally and linguistically relevant? What happens if we reframe our stance and consider our students as linguistically gifted, including our children and adolescents labeled as having a disability? What happens if we develop holistic learning opportunities that meet the academic and emotional needs of our bilingual students? What did it mean to offer quality learning spaces during the pandemic?

As bilingual educators, we know that the vision that ensures all students are given fair and ample opportunities to succeed academically, socially, and emotionally is one that we need to revisit often, as we ask ourselves what needs to be improved, adapted, and expanded, as well as what is something that no longer serves us and needs to be re-envisioned. The NYSABE Advocacy group agenda for 2022 clearly shows us the way toward achieving our vision.

We celebrate also the accomplishments achieved through the multilingual Parent Institute and the student awards for their essays and artwork. We

recognize the ribbon-cutting ceremony of the office of The CUNY - Initiative on Immigration and Education (CUNY IIE). This initiative focus is on learning, acting, and advocating for and with immigrant-origin students. We also

honor the retirement of Denise Góñez-Santos and Wilda Ramos Morales, two bilingual educators who have dedicated their professional life to the field of bilingual education. We thank everyone who made the NYSABE Annual Conference

possible! We thank Richard Bellis for the editing work he helped us with as we prepared this newsletter.

## From the Desk of the Executive Director

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Nancy Villareal de Adler



It has been said that life challenges can often become opportunities for people to face adversity with wisdom, hope and courage, seek new answers, and then perform their most heroic actions with a sense of solidarity and faith. This kind of response has been evident through the work of our multilingual educators who, despite experiencing a global pandemic and personal and professional difficulties, have strengthened their commitment to the mission of NYSABE: to provide equitable educational opportunities to our multilingual and immigrant students, their families, and communities. I hope

that as you read the articles included in this issue you will join me in congratulating all the people whose unfailing dedication made it possible for us to have an excellent 2022 virtual conference.

I would also like to honor the journey of two of our heroes in the New York State's bilingual education community, Wilda Ramos Morales, Past-President, and Denise Góñez-Santos, past member of the Board of Directors. Both have recently retired, leaving an extraordinary legacy as NYSABE leaders, and they continue to serve our community

through varied NYSABE committees.

Denise and Wilda will always be remembered for their character traits and leadership styles. They continue to embody NYSABE's mission by accomplishing its goals at the highest level of professionalism, clarity of vision, diligence, dedication, and focus on educational equity.

We wish Denise and Wilda, two pillars of our bilingual education community, a happy retirement and lots of success in their future endeavors.

# Critical Race Pedagogy for Social Justice in Bilingual Education: A Keynote by Dr. Uju Anya



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

The NYSABE '22 conference concluded with a powerful keynote by Professor Uju Anya, from the Department of Modern Languages at Carnegie Mellon University. Her talk allowed us to analyze the conference theme, "Reclaiming Social Justice in Bilingual Education for Multilingual Learners: The Time is Now!" from the perspective of how Black students are often excluded from bilingual programs and research due to racism and anti-blackness.

Doctor Anya shared the following six tenets of Critical Race Theory based on a framework that emerged from critical legal studies in the 1970's:

- Racial Realism
- Challenging & Questioning Liberal Myths
- Whiteness as Property

- Interest Convergence
- Counternarrative
- Intersectionality

She then applied these tenets to examine how bilingual education ignores the identities and experiences of Black students, often viewing the language practices of African American students as problematic, thereby limiting their access to bilingual education.

To center Black students in bilingual education Professor Anya shared a critical race pedagogy for language teaching that rejects race-neutral and color-evasiveness approaches rooted in white supremacy. In sharing her vision, she urged the field to commit to taking an affirmatively race-conscious stance and examine how power and inequity impact racialized students and families. Only in this way can Black students be fully included in bilingual programs, curriculum, and instructional approaches, she asserted.

Professor Anya encouraged us to center Black students in bilingual education and named four Black women scholars currently doing this important work: Professors [Ayanna Cooper](#), [Patriann Smith](#), [Brittany Frieson](#), and [Kisha Bryan](#) (Please see resources below). Doctor Anya's talk stemmed from an article she authored for the *Journal of Applied Linguistics* titled, "Critical

Race Pedagogy for More Effective and Inclusive World Language Teaching" (2021). (Please see below for manuscript access). The ideas discussed in this paper and the manuscripts written by the four Black women scholars can serve as powerful tools for bilingual educators to come together to read, to reflect upon, dialogue, and apply to their school context. It matters that, bilingual educators take a stance of anti-racism and equity with the aim of developing bilingual programs that are reflective of a more just society.

## Resources:

Bryan, K. (2020). An African immigrant's (counter) narrative of language, race, and identity. In P. Smith (Ed.), *Clarifying the role of race in the literacies of Black immigrant youth*. Yearbook/Special Issue, Teachers College Record, (122)13.

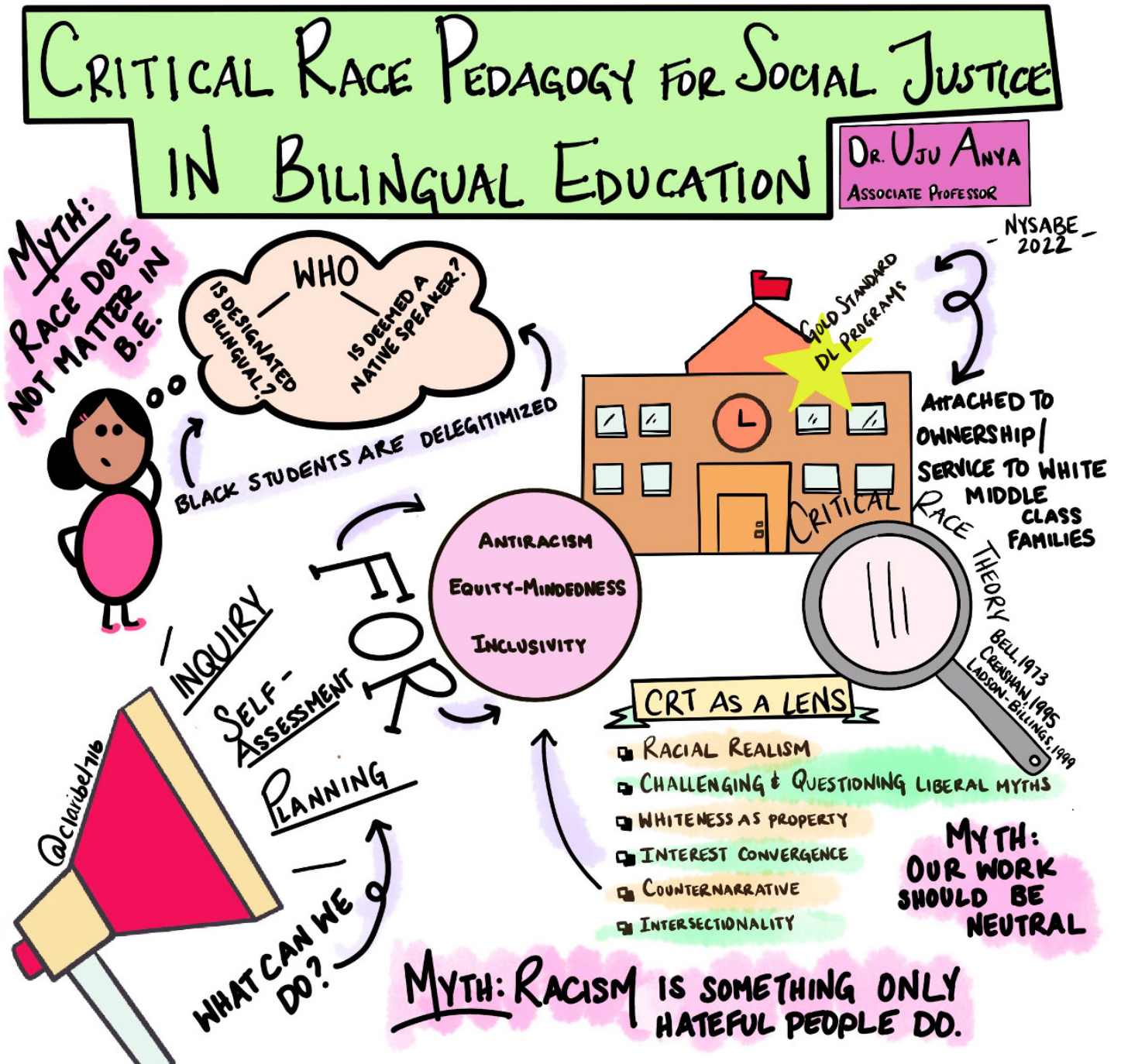
Cooper, A. & Ibrahim, A. (Ed.). (2020). *Black immigrants in the United States: Essays on the politics of race, language, and voice*. Peter Lang. <https://doi.org/10.3726/b16536>

Frieson, B. (2022). Remixing and flowin' in centros: exploring the biliteracy practices of Black language speakers in an elementary two-way immersion bilingual program. *Race Ethnicity and Education*, (25), 4, pp. 585-605. DOI: [10.1080/13613324.2021.1890568](https://doi.org/10.1080/13613324.2021.1890568)

Smith, P. (2020). *Silencing Invisibility: Toward a Framework for Black Immigrant Literacies* Teachers College Record. DOI: [10.1177/016146812012201301](https://doi.org/10.1177/016146812012201301)

Uju, A. (2021). Critical Race Pedagogy for More Effective and Inclusive World Language Teaching, *Applied Linguistics*, (42), 6, pp. 1055-1069. <https://doi.org/10.1093/applin/amab068>





Sketch Art by Claribel González, RBERN West

# The Roots of NYSABE: Advocacy



Marie Lily Cerat, Ph.D.  
Brooklyn College, CUNY  
NYSABE Language Delegate

The theme of the Forty-fourth Annual New York State Association for Bilingual Education (NYSABE) 2022 conference: *Reclaiming Social Justice in Bilingual Education for Multilingual Learners* revisited one of the key issues at the roots of the creation of the NYSABE organization: advocacy. Focusing on this topic could not have come at a better time. Minority communities still must march and chant that Brown and “Black Lives Matter” to draw attention to educational, criminal, and legal abuses and neglectful practices that their communities are enduring throughout the system.

Moderated by seasoned Bilingual Education scholar Ofelia García, the dynamic conversation between Jalene Tamerat, Patrick Sylvain, and Marie Lily Cerat, the authors of ***Education Across Borders: Immigration, Race, and Identity in the Classroom*** (2022) dealt directly with the subject matter of social justice for immigrant-origin students and their families. Their book on Dominican and Haitian students’ experiences in U.S. schools discussed these very topics: How do language policies and social justice intersect? How can educators use culturally relevant teaching and community funds of knowledge to enrich the school curriculum for these learners? How can educators center the needs of the student within the classroom? How can educators validate the language, culture, and history their students and families bring with them to our schools?

The exchange offered many ideas on why inclusive, linguistically, and culturally sustaining pedagogy is necessary to ensure the success of Haitian and Dominican students in American schools. The trio drew from their experiences as immigrants and educators to tackle difficult topics such as racial inequality in the classroom. They also

shared various strategies to create an inclusive classroom and offered insights into questions of the intersection between language policy and social justice and of student-centered pedagogy.

Their conversation drew our attention to the fact that although historical records show that immigrant families and their children such as Dominicans and Haitians have long been coming to the United States—as early as the late eighteenth century—securing educational programs that are specifically designed to address their academic, linguistic, and cultural needs continue to be an uphill battle. That is, despite the myriad laws and mandates—including the passage of the 1968 Bilingual Education Act—enacted to ensure that appropriate and adequate programs and services be provided to these children. The co-authors made a resounding plea to educational policymakers and leaders to create and sustain programs that can ensure the success of all children, particularly language minority children, like the Dominican and Haitian youngsters, so no child is ever left behind or feel excluded.

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Marie Lily Cerat is the Haitian language delegate of New York State Association for Bilingual Education. She has a Ph.D. in Urban Education and a Certificate in Africana Studies from the Graduate Center of the City University of New York (CUNY). Dr. Cerat is the Director of the CUNY Haitian Studies Institute at Brooklyn College and an Assistant Professor with the Department of Modern Languages and Literatures. Prior to her career in higher education, Dr. Cerat served as a Bilingual Haitian Creole educator with the New York City Department of Education and a Resource Specialist with the Haitian Bilingual/ESL Technical Assistance Center (HABETAC) of the New York State Education Department Office of Bilingual Education. In addition to her scholarly activities, Dr. Cerat has a long history of organizing within the New York Haitian community. She is the co-founder of Haitian Women for Haitian Refugees, which was established in 1992 to provide ESL and adult literacy instruction to Haitian immigrants and refugees.

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# Summary of the Educational Policy and Advocacy Session, NYSABE 2022 Conference



Kate Menken, Ph.D.  
Queens College, CUNY



Tamara Alsace, Ph.D.  
NYSABE Past-President

tural world” (p. 1). Since its inception, NYSABE has had to fight for the rights of MLLs/ELLs to receive bilingual education.

Tamara Alsace and Kate Menken are currently the co-chairs of the NYSABE Advocacy Committee and were the organizers of this session at the 2022 NYSABE conference, so in this article, we offer a summary of what occurred during the Educational Policy and Advocacy session at this year’s annual conference meeting. We have also included links to all of the resources that were shared with participants so we can all engage in advocacy work together for bilingual education in New York and beyond!

This year’s Educational Policy and Advocacy Session began with Tamara Alsace and Kate Menken offering an overview of NYSABE’s advocacy agenda for 2022. The four key priorities for this year are:

## 1) Expanding enrollment of MLLs/ELLs in bilingual education

Large numbers of MLLs/ELLs who are eligible to receive bilingual education under CR Part 154 are not enrolled in bilingual programs, even though they meet the regulation’s criteria and are, therefore, entitled to bilingual education. In fact, enrollment of MLLs/ELLs in bilingual education in New York City has dramatically declined over the past 15 years such that only 16% of all MLLs/ELLs are currently enrolled in bilingual education programs. This needs to change! NYSABE is working with elected officials and NYSED to increase the enrollment of MLLs/ELLs in bilingual education

programs.

## 2) Addressing the shortage of bilingual teachers (as well as other bilingual professionals in schools and education systems)

52% of superintendents in New York reported having difficulty recruiting and hiring teachers specifically trained to educate MLLs/ELLs, and one in five superintendents reported having a shortage of such teachers. Although bilingual education and TESOL have remained teacher shortage areas for the past 20 years, enrollment in New York State’s teacher education programs has declined by 53% since 2009. NYSABE is asking NYSED to form a committee of relevant stakeholders to develop a comprehensive plan to address the bilingual teacher shortage, and join with NY-AFFIRMS in advocacy on this critical issue.

## 3) Improving the assessment of MLLs/ELLs in general and special education

In New York, the high school graduation rate for MLLs/ELLs is only 29% (as compared to 80% of all students). New York has the lowest graduation rate for MLLs/ELLs in the entire country. Correspondingly, the dropout rate for MLLs/ELLs is 27.5%. This is shameful and directly related to the state’s high school exit exam requirements. NYSABE is advocating for the creation of a blue-ribbon committee to address alternate pathways to graduation and amend graduation requirements. Similarly, there continues to be a dearth of appropriate assessments for MLLs/

Every year at the NYSABE conference there is an Educational Policy and Advocacy Session that is organized by the NYSABE Advocacy Committee chairperson. The purpose of this annual session is to inform all NYSABE members about the extremely important advocacy work that NYSABE does to promote bilingual education and the education of multilingual learners (MLLs)/English language learners (ELLs) in the State of New York. In fact, advocacy is central to the mission of NYSABE. As the bylaws state, a key purpose of NYSABE is to “advocate for broad public recognition of the importance of bilingualism and biliteracy as a path toward equitable participation in a global, multilingual, and multicul-



ELLs with disabilities. Additionally, for our students with severe cognitive disabilities, NYSABE is advocating for an alternate English language proficiency assessment (NYSESLAT).

#### 4) Ensuring bilingual education for early childhood MLLs/ELLs

Neither CR Part 151 Universal Prekindergarten (UPK) nor CR Part 154 mandate a process for identifying students as MLLs/ELLs in Prekindergarten; moreover, they do not mandate MLL/ELL services for them. Yet, bilingual education is critical for young learners, who need to receive education in their home languages. NYSABE is advocating for NYSED to revise these regulations to mandate both the identification of early childhood MLLs/ELLs and the provision of bilingual education at the early childhood level.

policy and advocacy organizations that come together each year to advocate for funding programs for MLLs/ELLs and immigrant families. NYSABE is a founding member of NY-AFFIRMS. We were able to celebrate some successes at our conference, as a past advocacy platform item of NY-AFFIRMS was to achieve full Foundation Aid funding. HOORRRAAAAYYYYYY!!! BRAVO!!!!

For 2022, the primary advocacy platform for NY-AFFIRMS is, like NYSABE, to address the long-standing bilingual educator shortage. With the current campaign, NY-AFFIRMS is committed to working with NYSED and state legislators to recruit, train, and retain a culturally and linguistically responsive bilingual educator workforce and ensure MLLs/ELLs, including those with disabilities, are provided the support and services they deserve and that they are entitled to.

At the 2022 NYSABE conference, we were joined by **New York City Council Member Shekar Krishnan (District 25)**, who listened to our advocacy agenda and discussion and shared his own efforts to advocate for bilingual education expansion for MLLs/ELLs in Jackson Heights, Elmhurst, and parts of East Elmhurst in Queens.

#### Tools for Our Advocacy Efforts

We ask that every member of NYSABE contribute to our advocacy efforts

in any way you can. This document offers information on how to contact your local and state legislators to advocate for bilingual education, and it includes a script with specific talking points: <https://docs.google.com/document/d/1qmYkgmXKGDha3F-HLXERWnt-xyVuPlyS2ornKivyB7jE/edit?usp=sharing>

And this is an excellent social media toolkit prepared by NY-AFFIRMS, which has posts you can share on Facebook, Twitter, and Instagram as well as form letters for elected officials so you can share the NY-AFFIRMS platform: <https://drive.google.com/file/d/1HeulCPzLSmDXQ46Kcyw16jnToKJRESx/view?usp=sharing>

All of the materials for this year's Educational Policy & Advocacy Session including the agenda, presentation slide deck, NYSABE Advocacy How-To Resources, and NY-AFFIRMS Social Media Toolkit can be accessed in this folder: [https://drive.google.com/drive/folders/11AQ6PBMHY\\_GpnESChIVk-br6QfRXXRT8?usp=sharing](https://drive.google.com/drive/folders/11AQ6PBMHY_GpnESChIVk-br6QfRXXRT8?usp=sharing)

If you're not sure what you can do, these resources give you great ideas that are easy to implement. Please let us know about your efforts, and link to NYSABE on your social media. Thank you!

#### NY-AFFIRMS Partnership: Addressing the Long-Standing Bilingual Educator Shortage

During this year's Educational Policy & Advocacy Session, participants learned about NY-AFFIRMS from Andrea Ortiz, who is the manager of education policy at the New York Immigration Coalition and leader of NY-AFFIRMS. NY-AFFIRMS is a diverse coalition of educators, immigrants, and refugees serving community-based organizations, and





# Bilingual Special Education Strand



Gliset Colón, Ph.D.  
NYSABE Delegate-at-Large

The bilingual special education strand began with a panel discussion titled *Social Justice in Bilingual Special Education*, which was convened by Doctor Gliset Colón, NYSABE Delegate-at-Large. The panelists were Ross Garmil, Supervisor of Educational Programs Office of Bilingual Education and World Languages, Eduardo Muñoz-Muñoz, Assistant Professor, San Jose University, and Lilly Padia, Ph.D. Candidate & Adjunct Instructor, Special Education, Metro Center New York University. The panel discussion focused on current updates from NYSED, and topics such as access to dual language programs for multilingual learners with disabilities and family perceptions of disabilities. Dr. Muñoz-Muñoz presented current issues as well as potential solutions for

removing barriers to accessing dual language programming. Lilly Padia, shared her robust research on the perception of disabilities from families in the Dominican Republic and the implications for bilingual special education in the United States. The dialogue was robust and participants were extremely engaged and impressed by the information presented.

The bilingual special education strand ended with a recorded special speaker session presented by Juliana Urtubey, 2021 National Teacher of the Year for the Council of Chief State School Officers. She is the first Latinx Nevada State Teacher of the Year since 1992. Ms. Urtubey holds a Bachelor of Arts in bilingual elementary education and a Master's degree in special bilingual education from the University of Arizona. Ms. Urtubey is a National Board-Certified Teacher (exceptional needs specialist, early childhood and young adults). She is a recipient of the 2019 Chicanos por La Causa Esperanza Latina Teaching Award, a recipient of the 2019 Hispanic Education Association of Nevada Teacher of the Year, and a 2018 Roger's Foundation Heart of Education Winner. Her discussion titled, "Bringing Joy and Justice to Bilingual, Inclusive, and

Special Education Settings" focused on 5 pillars:

1. Inclusion is a key and intentional element of design
2. Reframe our reality: Our students are linguistically gifted
3. Creation of spaces for intergenerational learning
4. Asset mindset grounded in social justice
5. Holistic learning meets the academic and social-emotional needs of all students

The information she shared was enthralling to conference attendees, as they all reflected on their collective "why" for being an educator. Ms. Urtubey reiterated that ultimately, it is our students, their families, and their [our] communities that are at the center of our "why." This is the essential reason why we teach.

In conclusion, the bilingual special education strand focused on issues and potential solutions to help reclaim justice in education for our multilingual learners with disabilities.



# Educational Leadership Strand Leadership Conversation — “Social Justice During the Pandemic”

NYSABE 2022 Conference — *Reclaiming Social Justice in Bilingual Education For Multilingual Learners: The Time is Now!*



Janet Suárez Lovett  
NYSABE Regional Delegate



Priscilla Zárate  
NYSABE President-elect

The Leadership Strand was led by NYSABE President-elect Priscilla Zárate, and other NYSABE delegate assembly members, including, James Nieves, Analy Cruz-Phommany, and Luis Quan.

During this special leadership strand session of the 2022 NYSABE Conference, attendees were given the opportunity to hear and speak with professional educational panelists about the topic of social justice during the pandemic. The panelists included professionals who had different educational experiences and expertise. They were,

- Dr. Patricia Morita-Mullaney, associate professor for bilingual education at Purdue University

- Dr. Michael Haynes, superintendent of the Port Washington Union Free School District
- Luis Torres, principal of the Benjamin Franklin Public School in Bronx
- Socorro Diaz, Director of Multilingual Learners/English Language Learners of the New York City Department of Education's Bronx Borough Office.

The session was divided into four separate breakout rooms. The attendees were able to engage with one of the panelists in a small setting where they addressed the following question posed by NYSABE:

*In education, leading and working for social justice involves seeing unfairness and acting to disrupt patterns of exclusion and inequity while simultaneously increasing possibilities for all groups. When we look at equity in education, it addresses two primary issues: fairness and inclusiveness—contrary to exclusion, which involves confronting barriers facing all students. How have you removed barriers for all students, in particular for bilingual/multilingual learners in your district to address quality instructional programming that instills a more equitable educational system, especially during the pandemic?*

The panelists shared their perspectives on how they have addressed the issues and barriers that have been instituted in our educational system.

Dr. Michael Hynes shared his experience

in taking a deep look into what Culturally Responsive-Sustaining Education (CRSE) stands for and what the district is working toward (diversity, equity, and inclusion). A committee was created which was comprised of teachers, administrators, students, board of education members, and community members who came together to create a five-year strategic plan for building the capacity of all members of the school community. The committee developed a moral imperative to address the “why” of the work being undertaken simply for the purpose of sustainability through the years and a common purpose and understanding. The committee identified and addressed the policies, processes, and systems that create barriers to success. Dr. Hynes shared that the meetings had moments of uncomfortable conversations, but in the end, the committee was committed to addressing barriers.

Dr. Patricia (Trish) Morita-Mullaney **shared her research-based recommendations for all stakeholders to continue the mission of ensuring equitable opportunities that affirm our student's identities.** Dr. Morita-Mullaney highlighted the importance of identifying how resistance happens when we are working in increasingly remote situations for teaching and learning. She stated the importance of recognizing and researching resistance to understand the logic as well as identifying the structural matrices of staffing for bilingual teachers. This deep dive would support the creation of equitable opportunities for affirming student identities.

Principal Luis Torres shared that the pandemic exacerbated social inequities that already existed in Mr. Torres' school community. During our breakout session, Principal Torres shared how he worked strategically to address challenges around food, safety, shelter, and mental health. As a result, he has been able to successfully build strong partnerships with various stakeholders, partnering with several African community-based organizations (CBO) to address the socioemotional, physical, and linguistic needs of a growing immigrant population that speaks a variety of languages. Additionally, he has been successful at creating a school-based bodega and a hydroponic-greenhouse laboratory to offer free food and fresh produce to his parents.

During the pandemic, Mr. Torres made himself nearly always accessible, offering town halls to maintain open communication and listen to his community's needs. Consequently, he has been able to work with CBOs and other organizations to match resources to students' specific needs. Through his strategic partnerships, coordinated efforts, innovative resourcefulness, and unwavering dedication, Principal

Torres has been successfully able to push his community through unprecedented challenges to offer a beacon and a bridge to learning. Socorro Diaz shared how districts within her borough leveraged community resources to support districtwide English learners and multilingual learners during the pandemic. Ms. Diaz shared highlights of how CBOs collaborated with school districts to support students and families. Transportation organizations, local libraries, instructional technology departments, cable/wireless companies, restaurants, and even other families, all showed their support to ensure families and students were not only receiving what they needed to be successful academically but also resources and access to non-academic services.

One of the conversations was about how this was a "blessing in disguise" since everyone was forced to leverage and lean-in to districts and community organizations for support. In a way, a challenging situation opened up a more direct and constant dialogue between home and schools, as well as strengthened partnerships and connections between families, schools, and the community in general. "During

this challenging time, we were able to expand our wings in ways we never thought before. We were able to grow, and the increased communication helped us identify effective ways to support our students".

By the end of the session, attendees were able to ask questions, participate in providing their own views on a Jamboard, and leave with a plethora of information on ways to address social justice in education. The panelists provided personal insight into their experiences with making difficult decisions that were in the best interest of all students. The overarching idea planted as a seed during the session was that this work takes a vision and a genuine desire to change the playing field to ensure all students are given fair opportunities to succeed academically, socially, and emotionally.

To conclude, without a doubt, it takes a purposeful desire to truly see the barriers that are hiding in plain sight. Leaders must have a vision for change to effectively impact the educational experiences of multilingual learners.



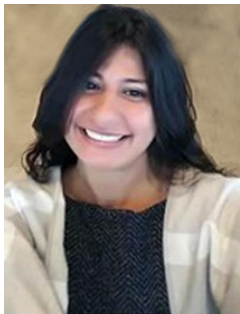


# NYSABE Parent Institute 2022

NYSABE 2022 Conference — *Reclaiming Social Justice in Bilingual Education For Multilingual Learners: The Time is Now!*



Nicole B. Rosefort  
NYS Language RBE-RN  
at New York University



Lisa Pineda  
NYSABE Region II Delegate

During NYSABE's 44th annual conference, the **NYS Language RBERN at New York University** and the **NYCDOE** Office of Multilingual Learners collaborated with NYSABE to offer a Parent Institute virtually in multiple languages and reflected on topics of current interest to parents. The virtual sessions which were held on April 4-6 focused on providing current information to parents in their own language, especially after experiencing the pandemic.

**NYSABE's** President, Eva García, along with Ron W. Woo, Executive Director of the **NYS Language RBERN at New York University** and Lisa Pineda, Parent Coordinator from the **NYCDOE Office of Multilingual Learners**,

moderated the opening sessions during the three days of the Parent Institute.

Parents were assisted by each office to assure that they could participate effectively by offering workshops in the languages represented (Arabic, Bengali, Chinese, English, Haitian Creole, Russian, Spanish, Urdu) throughout the virtual conference. **NYC Department of Education, Office of Translations** provided simultaneous translations via phone lines while the **NYS Language RBERN** staff offered presentations in various languages. Parents were highly engaged while they dialogued with presenters. Each day of the institute had specifically selected keynote speakers such as: **Tydie Abreu**, Director of Policy and Social Impact of the **Hispanic Federation** and **Perla Rodriguez**, Director of Educational Programs followed by breakout sessions. **Elisa Alvarez**, NYS Associate Commissioner at the **Office of Bilingual Education and World Languages** who greeted parents and thanked them for their patience during the pandemic. On the second day, **Dorothy Santana** from **Latino MOMS CONNECT** (<https://www.nysabe.net/wp-content/uploads/2021/12/NYSABE-Poster.png>) delivered a keynote session on how culture plays a key role on the development of a child learning two languages. On the third day, **Isabel Prada** of **College Bridge Café** provided an overview to parents of what to expect when assisting their children in applying to college and forms/deadlines to meet. **Fabienne Doucet**, Executive Director of **New York University Metropolitan Center for Research on Equity and the Transformation of Schools**, greeted parents and educators, shared her own personal experience, stressing the road

to achievement for immigrants and the importance of the struggle for equity and justice for all.

At the opening sessions, student awards for essay and students' art contests were divulged by Dr. Jordan Gonzalez, Region 1 Delegate and 2023 NYSABE Conference Chair. Parents were able to see the students read their essays on the importance and advantages of being bilingual.

After the opening sessions, some of the workshops that followed were: ***Employing Culturally Responsive Practices to Embrace and Promote Multilingualism in Our Communities, What is parent, family and community engagement under Title III? Knowledge is Power: Helping our Children Succeed PARENT PANEL: Centering Culture, Language and Identity in the Home and School Parents as Leaders of Educational Change, Parents in Action: Ensuring Equity for their Children, Advocacy for Parents of Multilingual Learners.***

Approximately 200 parents were in attendance each day of the NYSABE Parent Institute.

We want to thank the NYU Language RBERN and NYC Department of Education for conducting and providing translations for all components of the institute in multiple languages and providing relevant workshops.

# Learning, Acting, and Advocating for and with Immigrant Students



Daniela Alulema  
CUNY-IIE Project Director



The CUNY - Initiative on Immigration and Education ([CUNY-IIE](#)) is a project that works at the intersection of immigration and education by bringing together educators, researchers, families, and local leaders to work together to *learn* about, from, and with immigrant communities, act in ways that center our shared humanity regardless of legal status, and advocate for equitable policies and opportunities. The initiative is funded by the New York State Education Department (NYSED) through the Office of Bilingual Education and World Languages (OBEWL), in partnership with CUNY's The City College of New York (CCNY) and Graduate Center.

CUNY-IIE is housed at the North Academic Center at The City College of New York, and in May 2022, it formally

opened its doors in a [ribbon-cutting ceremony](#). The CUNY-IIE office houses a library with CUNY-IIE reports and resources and a collection of K-12 children's and young adult literature on immigration. Starting in the fall of 2022, CUNY-IIE will host training sessions for educators at this office, meetings with its team at-large and external meetings, and small public gatherings.

CUNY-IIE was founded by NYSABE Past President Dr. Tatyana Kleyn (Principal Investigator, CCNY), Dr. Ariana Mangual Figueroa (co-Principal Investigator, CUNY Graduate Center) and Dr. Nancy Stern (co-Principal Investigator, CCNY). In 2022-2023, Dr. Sara P. Alvarez from Queens College joined as interim co-Principal Investigator. The project is supported by Daniela Alulema, who serves as project director. The CUNY-IIE team includes more than 25 members who are CUNY faculty and graduate students as well as current and aspiring educators in NYC and upstate New York.

CUNY-IIE carries out its vision by developing multimodal and multilingual resources that center on the strengths of immigrant communities that include undocumented, refugee, and asylum-seeking members. Since its inception in early 2020, CUNY-IIE's team has produced a myriad of resources for current and future educators working with immigrant students. Here are some resources:

- CUNY-IIE's UndocuEdu team created a three-part video series entitled "[Creating a Blueprint: Pathways for Undocumented Educators](#)." The series highlights the experiences of undocumented individuals navigating teacher cer-

tification and community-based teaching opportunities. This team includes directly-impacted community educators and teachers, and it works to center and lift up the narratives of current and aspiring undocumented educators.

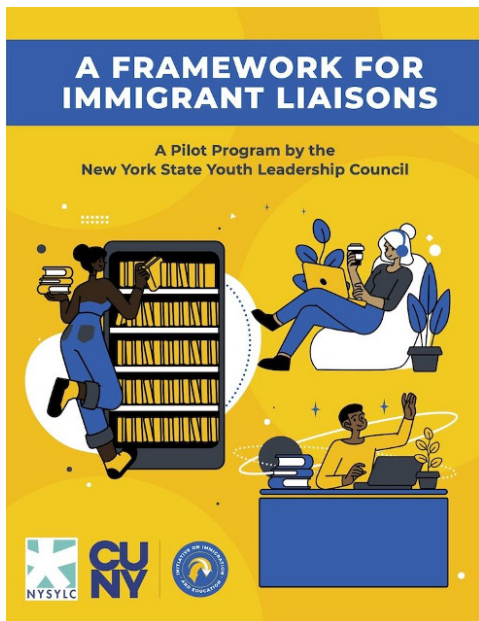


**Image Description:** Three video title covers from the "Creating a Blueprint: Pathways for Undocumented Educators" series.


- CUNY-IIE's Immigrant Liaison working group, in collaboration with the New York State Youth Leadership Council ([NYSYLC](#)) and New York University (NYU) School of Law Immigrants' Rights Clinic (IRC), published a guide titled "[A Framework For Immigrant Liaisons](#)." This guide documents the work of the NYSYLC and their educator team, Teach







Dream, in starting the first immigrant liaison pilot program in New York. An Immigrant Liaison is a position in a school created to offer support for immigrant students, families and caregivers across the state, especially those who are undocumented. The guide provides extensive guidance on how to develop, implement, fund and support immigrant liaisons at schools.



- The [Supporting Immigrants in Schools video series](#) showcase the responses and best practices implemented by NYS schools to create safe and welcoming environment for immigrant students and families. CUNY-IIE developed [Professional Development \(PD\) Modules](#) for the four-video series that cover the following topics: Key Immigration Issues, Refugees and Immigrants in Schools, Immigration in Elementary Schools, and Immigration in Secondary Schools. Each module features a set of activities and guides to help educators learn, act, and advocate for immigrant students in the classroom, school and beyond.




  
  
  



Supporting Immigrants in Schools Video Series





## PROFESSIONAL DEVELOPMENT MODULE

**Key Immigration Issues**

Cecilia M. Espinosa, Bridgit Bye, Isabel Mendoza






  
  
  



Supporting Immigrants in Schools Video Series





## PROFESSIONAL DEVELOPMENT MODULE

**Immigration in Elementary Schools**

Dina López, Ashley Busone Rodriguez, Jessica Velez Tello






  
  
  


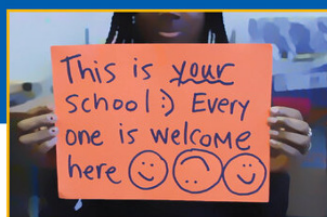
Supporting Immigrants in Schools Video Series





## PROFESSIONAL DEVELOPMENT MODULE

**Refugees and Immigrants in Schools**

Tamara O. Alsace, Adeyinka M. Akinsulure-Smith, Gilset Colón






  
  
  


Supporting Immigrants in Schools Video Series

## PROFESSIONAL DEVELOPMENT MODULE

**Immigration in Secondary Schools**

Daicy Diaz-Granados, Angely Li Zheng, Chaewon Park, Jennifer (Jenna) Queenan, Karen Zaino



**Image Description:** PD modules from the “Supporting Immigrants in Schools” video series.

Based on the PD modules, CUNY-IIE provides free Continuing Teacher and Leader Education (CTLE) courses to Prek-12 educators across New York State. Upon successful completion of one of these modules, educators earn 15 CTLE credits. Check out [this page](#) to view and register for upcoming CTLE courses.

To check out all these resources and more, please visit [www.cuny-iie.org](http://www.cuny-iie.org). You can also subscribe to our listserv to receive regular updates and announcements at our website <https://www.cuny-iie.org/> or by email [info@cuny-iie.org](mailto:info@cuny-iie.org).

**Follow us on social media:**







**Image Description:** Speakers from the CUNY-IIE ribbon-cutting ceremony: (L-R), including Dean Edwin Lamboy (CCNY), Farah Said (CCNY), Regent Luis Reyes (NYS Board of Regents), Elisa Alvarez (NYSED OBEWL), Provost Tony Liss (CCNY), and CUNY-IIE leadership team members Dr. Tatyana Kleyn, Dr. Nancy Stern, and Dr. Ariana Mangual Figueroa.

## We work together to



**Learn** about current immigration issues



**Act** in ways that center our collective humanity



**Advocate** for equitable policies for all people regardless of immigration status



# Celebrating the Contributions of Denise G33nez-Santos!



Anne Henry  
NYSABE Past-President

Over one hundred people, that included NYSABE past presidents, colleagues, former students, and family members, gathered on September 23, 2022 to celebrate the accomplishments and sense of mission of Denise G33nez-Santos.

Denise spent 38 years in education as an impactful teacher, professional development provider, and administrator. Denise began her career as a 4th-grade teacher at Herman Badillo

Bilingual Academy. She was recruited to become a staff trainer for the Regional Bilingual Education Resource Network (R-BERN) West (formerly known at BETAC) and eventually became the Director. Regardless of the titles she held, Denise always had one unwavering goal: how to provide high-quality education to all students but, in particular, bilingual and multilingual learners. Her goal was always to support them to rise up to become the best versions of themselves. With this laser focus, Denise spent innumerable hours working and mentoring students like those in her elementary classrooms and the Hispanic Youth Leadership Institute (HYLI). She provided training to countless teachers and administrators to help them build their knowledge and skills in working with bilingual/multilingual students. She gives her time freely to professional organizations like NYSABE and NYS TESOL by chairing numerous committees including leading the statewide conferences. Denise was an exceptional

supervisor as the Executive Director of the R-BERN West. She guided the work of the department in a manner that elevated the staff, provided opportunities for growth, and motivated everyone to extend excellent service to thousands of educators in a region with over eighty school districts across six counties. Her years of service and dedication to the field were recently recognized by Niagara University. She was conferred an honorary Doctorate of Humane Letters. We cannot think of a more deserving recipient of this award.

Denise's reach is not limited to her professional work. She is deeply involved in the community through her church and volunteer work. She serves as a eucharistic minister at Holy Cross and led the planning of its 100th-year celebration events. She and her husband, Deacon Miguel Santos, work closely with local agencies to help newly arrived immigrants from around the world. And, for many years, she served



as a board member for the Center for Elder Law and Justice. This is on top of being a devoted wife and mother to her sons, Jacob and Lucas, and a loving caretaker to many elderly relatives.

Denise Góñez-Santos embodies all that is wonderful in humanity. Whether it is her professional work or private life, Denise sets the standard by which we all should follow. As educators, it is incumbent

upon us to do everything in our power to provide equitable access to quality education to all children regardless of their heritage, their socio-economic status, the languages they speak, or the color of their skin. Many of us are happy for Denise as she enters into new adventures and endeavors but there is also a little sadness. We, her friends and colleagues, will no longer get the pleasure of working with Denise, and,

perhaps more importantly, there is a whole cadre of incoming educators who will not get the benefit of learning from this towering figure in bilingual education. As a colleague, Michael Capurso, aptly stated: Denise never stopped being that young teacher...with unconquerable energy, hope, and determination. She'll never stop making lives better. It's just who she's always been and always will be.

# Celebrating Denise Góñez-Santos and Wilda Ramos Morales







## New York State Association for Bilingual Education

### MEMBERSHIP APPLICATION

PLEASE PRINT CLEARLY

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

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

I was referred by: \_\_\_\_\_

☐ NEW

☐ RENEWAL

Name: \_\_\_\_\_

Work Phone #: ( ) \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone #: ( ) \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Email: \_\_\_\_\_

Languages Spoken: \_\_\_\_\_

#### NYSABE Dues: (please check one)

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

#### Select your local region: (check one)

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

#### I would like to volunteer in:

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

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

☐ \$25    ☐ \$50    ☐ \$100    ☐ Other \$ \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

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

#### THE ORGANIZATION:

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

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

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

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

#### MEMBERSHIP BENEFITS:

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

Membership benefits include:

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

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

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

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

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

**NYSABE BILINGUAL TIMES STAFF INCLUDES:**

Nancy Villarreal de Adler, Project Director

Dr. Cecilia M. Espinosa Editor

César Rodríguez, Graphic Designer



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