

The NYSABE Bilingual Times

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Spring 2023 Issue



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

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Priscilla Zárate

A Message from the President

WELCOME

DEAR COLLEAGUES,

As I reflect on the past year, I consider one of the greatest successes to be witnessing the persistent devotion of many of you to our students. We came together as a team and were able to accomplish lasting impacts on education and lifelong memories that bring smiles to our faces. Despite a myriad of challenges, we forged ahead being energized by the vision that we would be improving the lives of our bi/multilingual students and families. Success would not have come without the hard

work and dedication of our conference chairperson, committee chairpersons, supporters, and sponsors, all of whom, I am deeply grateful for.

The big event of the year was the 45th annual NYSABE conference held at East Wind Long Island from March 16-18, 2023. We can declare this year's conference a resounding success. The three-day conference was an ambitious and inspiring event that featured a range of educational and cultural activities that made it a truly memorable experience.

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A Note from the Editor

BITAO
SALUDOS



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

NYSABE returned to an in-person conference after 3 years! It was indeed a conference filled with joy and an abundance of opportunities for sharing, learning, reflecting, envisioning new possibilities, and caring for each other. We thank the NYSABE President, Priscilla Zárate, the Executive Director, Nancy Villarreal de Alder, the Board of Directors and each member of the Conference's Committees who worked tirelessly to ensure its success. We thank also everyone who presented and each audience member. This year's theme ***Celebrating Transformative Educators, Families, and Community Leaders in Bilingual Education*** was lived fully throughout each instance of this important gathering of bilingual educators from across NY State.

In this NYSABE newsletter edition, you will read essays that highlight a broad range of perspectives and experiences shared at this Annual Conference. We thank each one of the authors of these essays: Jordan González, Ron D. Woo, Laura Ascenzi-Moreno, Tamara Alsace, Kate Menken, Alicja Winnicki, Tatyana Kleyn, Eudes S. Budhai, Maeva López-Kassem, Cynthia Felix Jeffers, Richard Bellis, Maite T. Sánchez, and Miriam Eisenstein Ebsworth. Their essays help us to relive key moments of the 45th Annual NYSABE Conference. We invite you to read each one of these essays and to share them with others in your professional fields. We also celebrate the educators, community members, and students who received their awards!

Thank you!

From the Desk of the Executive Director

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NAPAYKUY IMIBULISO SELAMLAR 인사말 শূভচ্ছা POZDROWIENIA SALAM प्रणाम



Nancy Villarreal de Adler

The theme of NYSABE's 2023 conference, ***Celebrating Transformative Educators, Families and Community Leaders in Bilingual Education*** expresses empathy for the severe challenges and suffering experienced by our students, their families, teachers, community members, educational and community leaders during recent years. Our theme also talks

about acknowledging, celebrating, and honoring the most heroic actions of transformative educators, families, and community members in order to protect the educational rights of our students in Bilingual Education. Further, the theme talks to us about unity and sacrifice. It clearly expresses our courage, hope, and faith through celebratory words.

Now, we know why, from the very beginning, our NYSABE leaders, conference organizers, and attendees embraced this year's theme promptly without hesitation: Because it reaffirms our profound beliefs, to approach challenges with empathy, courage, hope, faith, and passion while celebrating and honoring the hard work and sacrifice of our multilingual/multicultural educational

communities. In summary, we truly see bilingual education as a transformative teaching and learning process that has the power to impact our humanity.

Congratulations and thank you NYSABE!



Rejuvenating and Embracing the Work and Each Other: Reflections on the 45th Annual NYSABE Conference - A Triumphant Return to In-Person Gathering After 3 Years



Jordan González, Ph.D.
Language Educator
Administrator & Researcher

As the conference chairperson of the 45th annual New York State Association for Bilingual Education (NYSABE) Conference, I am overwhelmed with gratitude as I reflect on the tremendous success of this year's conference. Just as the African proverb teaches us that it takes a village to raise a child, it takes incredible leadership and participation from across New York State to bring the NYSABE Conference to life. I want to express my deepest appreciation to all the individuals whose unwavering dedication and leadership made this conference a resounding triumph.

Under the theme ***Celebrating Transformative Educators, Families, and Community Leaders in Bilingual Education***, the NYSABE conference brought together participants from across New York State and beyond to interact, learn, and embrace one another for the first time in 4 years as we

returned for our in-person convening. It was heartwarming to witness the diverse range of professionals, educators, families, and community leaders who came together to champion the cause of bilingual education. The conference provided a platform for professional learning, networking, and social gatherings that fostered support and unity in our shared mission.

Throughout the conference, we were privileged to hear from transformative educators, leaders, researchers, and policy workers who are making a significant impact in the field of bilingual education. Their passion, expertise, and innovative approaches left an indelible mark on all attendees. The vibrant discussions and thought-provoking presentations provided invaluable insights and inspiration for all those present. The student performances, essay readings, and artwork made us laugh, applaud, cried tears of joy, and reminded us of why we do this work and the benefits of cultivating bilingualism and biliteracy. The wellness workshops, an innovative and unique enhancement to the conference, centered on social-emotional learning (SEL) and restoring our participants to continue pushing NYSABE's agenda forward.

When our esteemed President, Priscilla Zárate, approached me to serve as the Conference Chairperson, I was captivated by the clear and articulated vision of what the conference would be. Her commitment to bilingual education

and her tireless efforts in advocating for Multilingual Learners truly inspired us all. The conference would not have been possible without her remarkable leadership.

I would also like to express my sincere gratitude to the Executive Director of NYSABE, Nancy Villarreal de Adler. Her unwavering support played a pivotal role in ensuring the seamless execution of the conference. I would be remiss if I didn't acknowledge the invaluable contributions of the Board of Directors. Their strategic thinking, unwavering commitment, and countless hours of hard work were instrumental in shaping the conference and making it a resounding success. Their guidance and support were truly invaluable. Additionally, I would like to extend a special acknowledgment to the logistics chairpersons from Buffalo, New York, Michael Duffy, and Denise Góñez Santos. Their meticulous attention to detail, organizational prowess, and tireless efforts ensured that every aspect of the conference ran smoothly. Without their exceptional dedication and hard work, this conference would not have been possible. I would also like to express my gratitude to the Delegate Assembly and Conference Committee Chairpersons for leading the work, being actively engaged in the conference activities, and contributing their perspectives, experiences, and expertise. Their enthusiasm and commitment to the advancement of bilingual education created a dynamic and enriching environment.

As I reflect on the conference, I am filled with immense pride and a sense of accomplishment. The 45th annual NYSABE Conference brought together a community of individuals dedicated to enhancing the educational experiences

of Multilingual Learners. It is through the collective efforts and unwavering commitment of everyone involved that we were able to create a truly transformative event. Thank you all for making the 45th annual NYSABE Conference

a resounding success. Together, we continue to pave the way for a more culturally and linguistically inclusive and equitable education system for all.



(Continued from page 1)

With eight major sessions that showcased student performances and awards, professional awards, keynote presentations, 57 high-quality breakout sessions, and a variety of wellness sessions, the conference provided a valuable platform for educators,

parents, and students to come together and learn from one another.

We were delighted to see over 700 attendees, including 170 parents attending the parent institute, 40+ sponsors and exhibitors, and a range of

distinguished guests who participated in various events. It was especially moving to see the exceptional talents of our students for whom we gave standing ovations for their performances, essays, and artwork. We were truly inspired by their passion

and dedication to bilingualism and biculturalism.

My vision for the conference was to not only address learning loss and the academic needs of students by providing the latest research and best practices through the workshops, but also to recognize and address the social-emotional needs of our educators. Therefore, for the first time in NYSABE's history, we set the bar high by adding innovative and very popular wellness activities by incorporating painting, Zumba, yoga, educational movies, healthcare screening, and more. During the pandemic, educators experienced grief and trauma but were also required to keep the system up and running. Their own social-emotional needs often took a back seat to everyone else's. It is now time to recognize and honor them.

Within the conference, there was also a strand dedicated to and designed for parents. Through a variety of sessions, parents were presented with topics specific to their needs, such as "A Roadmap to College for ELL Parents" and "NYS Parent Bill of Rights for English Language Learners." We were also joined by many community-based organizations that provided a wealth of resources regarding parenting, college, and career readiness, immigration, and health and food insecurity resources.

The conference also included a president's reception with a Kentucky Derby Hat theme and a gala that recognized the most prestigious educators in the field; it also provided opportunities for networking and celebrations of our shared achievements.

Also, for the first time in many years, we raised \$60,000 in vendor and elected officials' sponsorship.

Here are other successes we experienced during my presidency:

- Presented and represent NYSABE at the NYC Council hearing on immigration and bilingual education to emphasize the need for more bilingual educational resources for immigrant students and their families by increasing funding to these programs, providing language access, expanding bilingual program opportunities by increasing teaching development pipelines, and coordinated wraparound support services.
- Through our Educational Advocacy and Policy Committee, we were able to develop training for our regional delegates to strengthen their advocacy skills NYSABE's and NY-AFFIRMS' policy platforms focused on bilingual education expansion, bilingual education for early childhood, the bilingual teacher shortage, and creating pipelines to address the New York State educator shortages. Additionally, as a result of our advocacy, the New York State Education Department has created a Blue Ribbon Committee on graduation measures.
- As a result of our partnership with the Alliance for Quality Education, we were able to win a decade-long fight on fully funding Foundation Aid and making this aid a guaranteed and permanent part of the New York State budget.
- For the first time in NYSABE's history, we now have a modern system to manage membership. Members can pay and update their own contact information through an online system, thus giving NYSABE the ability to gauge membership and dues

as well as conduct targeted campaigns. A big thank you to our membership chairperson for spearheading this effort.

- In the summer of 2023, we will begin the work of reviewing and revising the NYSABE by-laws by creating an ad-hoc committee and sub-committees with different membership stakeholders to address the much-needed changes. The bylaws have not been revised since 2014. Thank you in advance to the chairperson and committee members who will be involved in this work.
- Honored and humbled to receive the Administration of the Year Award from NYSTESOL. Thank you to NYS TESOL president and the rest of the Board.

During my presidency, we experienced unprecedented successes. I emphasize the "WE" because there are many dedicated individuals that go above and beyond to change the landscape for bi/multilingual learners and their families in this organization. Helen Keller once said, "Alone, we can do so little; together, we can do so much." Nothing exemplifies this more than the work that we have been able to accomplish and the mountains we have been able to move. Through teamwork and an indelible spirit, we have succeeded in more ways than I could have imagined.

Thank you for allowing me to serve as your NYSABE president for this year. It has been one of the biggest honors of my life.

Sincerely,

Priscilla Zárate

NYSABE President, 2022-2023







NYSABE Parent Institute



Ron D. Woo, J.D.
Director, NYS
Language RBERN at NYU

On a sunny crisp March day, more than 130 parents from across New York State – from Rochester to Riverhead – streamed into the beautiful Estates at the East Winds in Wading River, Long Island for the Parent Institute at the New York State Association for Bilingual Education's 45th Annual Conference. The mostly Spanish-speaking families and parents were treated to an amazing program of presentations, exhibitors, and student performances.

Translation support was provided by the Nassau BOCES Language Programs and Services. The parent Institute opened with welcoming remarks from Priscilla Zárate, NYSABE president, followed by greetings from the Suffolk County Deputy Executive Director. NYSED's Office of Bilingual Education and World Languages' Associate Commissioner, Elisa Alvarez, was the keynote speaker. She gave an animated and rousing talk focusing on the responsibilities of the Office and its services. Ms. Alvarez responded to questions directly from the audience.

Following the opening session were a number of workshops. A featured workshop on "Creative Literacy

Activities for Parents of Multilingual Learners" was conducted by a team of panelists from St. John's University. Other workshops focused on readying students for college, such as: "Paths to Graduation", "Roadmap to College", and "Family Support and Navigation for College and Career Options". Parents also received information on the "NYS Seal of Biliteracy" as a high school culminating focusing on bilingualism as an asset for their children. Beyond these was a presentation on the "NYS State Bill of Rights for English Language Learners and Parent Hotline". Recognizing the stresses that parents face, two wellness workshops were provided – "Caring for Yourself and Others: Understanding and Managing Grief" and "Empowering Family through Art". Interlaced throughout the day, parents were exposed to more than a dozen exhibitors from community-based organizations representing advocacy groups, health providers, education services, migrant services, and social services.

The "Family Advocacy Luncheon" was clearly the highlight of Parent Institute. Dr. John Spiridakis of St. John's University, a NYSABE sponsor, gave brief remarks about the importance of parents supporting literacy for themselves and their children before the main program. The featured luncheon speaker was Dorothy Santana, NYSABE's Parent Delegate – Region 1. As dynamic community advocates with more than 15 years of leadership development, Ms. Santana urged the parents to be involved and engaged in the education of their children – no involvement or engagement is too small.

The luncheon program included the awarding of the NYSABE Parent of the Year Award. Priscilla Zárate, NYSABE

president, presented the award to Aida Zainos Flores, NYSABE Parent Delegate at Large. She, too, spoke about the right of parents to be involved and engaged in their children's education. Lastly, the parents were treated to two performances – a dramatic production and a high-energy dance routine – that had the audience on its feet in praise.

The luncheon program ended with the drawing and presenting of raffle prizes donated by the Parent Institute exhibitors and others.

The Parent Institute ended with parents stating, as they were leaving the Institute, how informative it was and how they were....looking forward to next year.



Schooling for Democracy: Centering Bilingualism, Heterogeneity, and Inclusion



Laura Ascenzi-Moreno, Ph.D.
Brooklyn College, CUNY

Julie Zuckerman, the founding principal of Castle Bridge Dual Language Bilingual School in Washington Heights, gave the opening keynote on Thursday, March 16th, 2023 at the first in-person NYSABE Conference in four years. Her talk, "Schooling for Democracy: Centering Bilinguals, Heterogeneity, and Inclusion," highlighted the importance of schooling that centers and integrates the multifaceted identities of students in the pursuit of a healthy democracy. In that quest, she described how the broader community of the Castle Bridge School prepared students to be participants in a democracy through their mission to honor bilingualism, full inclusion, racial and economic integration, and progressive education.

In describing how the Castle Bridge school came to be, Principal Zuckerman described that she noticed the need for another progressive elementary school when she was the principal of Central Park East I. She envisioned that the new school would have Integrated Co-Teaching would be a vital component

of the school's identity along with the goal of having the student population be racially, ethnically, and socio-economically integrated. However, between the time the proposal was submitted and the school opened, dual-language bilingual education was also at the heart of the school's mission and vision. Principal Zuckerman said it was her conversation with one of the first teachers hired, Andrea Fonseca, who said that the school's core should be, "about who you surround yourself with."

Principal Zuckerman emphasized how the bringing together of these four elements - bilingual education, inclusion, racial and socio-economic integration, and progressive education - was in contrast to the many ways that children were siloed and segregated in schools throughout the city. She noted that even when a school building has a diverse student body, schools can be segregated internally, with separate programs for children labeled as disabled and children who are bilingual. Typically, school systems reduce people into simple categories like age, language, disability, and academic prowess. Principal Zuckerman stated that, in developing the Castle Bridge School, educators wanted to "meet the needs of learners without segregating them into separate programs. We wanted the school to cover as wide a span as we could."

Therefore, the school was structured as heterogeneously as possible. For example, all classes were mixed age, ICT, and dual language bilingual. The intention was for everyone to recognize that they were part of a diverse community

and it meant that the adults had to see themselves as part of the community. In developing such a dynamic and unique community, within the school, there was a need for communication and connections to truly enact a democracy within the school and prepare students for engagement in a democracy outside of it.

The Castle Bridge School community chose to join all practices which are often in tension with each other. In choosing to value the multifaceted nature of children and their families by creating a school in which bilingual education, inclusion, progressive education, and integration were all interlaced, a community was created that could communicate across vast differences. And in that model, the adult community created an educational environment where the children who attended that school could move productively to the society that needs them, their creativity, and their voices.



Juntos at the NYSABE 2023 Conference Educators Luncheon



Kate Menken, Ph.D.
Queens College, CUNY



Tamara Alsace, Ph.D.
NYSABE Past-President

This session was convened by the NYSABE Advocacy Committee Co-Chairpersons, Past President Dr. Tamara Alsace, and CUNY Queens College Professor Dr. Kate Menken on the first day of the conference, Thursday, March 16th. The audience was greeted by Dr. Michael Hynes, Superintendent of the Port Washington Public Schools and President Zárate the Executive Director of Multilingual Programs. Dr. Hynes talked about the importance of maintaining excellent multilingual programs in his district and across the state and the nation. More greetings were delivered via video, from NYU Metro Center Director Dr. Fabienne Doucet. Participants were then treat-

ed to an inspiring multilingual performance by the Hempstead Union Free School District's Jackson Main Annex IB PYP School Choir. This talented group was led by this year's Bilingual Teacher of the Year, Soh Young Lee-Segredo.

If you ask most educators what the greatest reward of teaching is, most will say that it is to see former students succeeding and thriving. Dr. Kate Menken was rewarded in this way by having the honor of introducing the keynote speakers for this session, led by her former student, Helio Sepúlveda, who is now a Drama Teacher at Pan American International High School. He, in turn, then presented his own students in a group presentation entitled, "Volar/ Fly Away! The Power of Arts Education with a Translanguaging Stance".

Mr. Sepúlveda grew up in Colombia and came to the US as a teenager. His academic journey includes degrees in Performing Arts, Applied Linguistics, and Applied Theater. His NYS certifications include TESOL, Spanish, Special Education, and Theater. Every year he facilitates a creative process with young immigrants in which they create plays looking at the world critically and exploring ways to make it better. His latest thesis project, "Applied Theatre with a Translanguaging Stance: Working Juntos Viabilizando Critical Thinking" received the "Outstanding Thesis of the Year Award" from the American Academy of Theatre and Education. The best evidence of this creative educator's success comes directly from his students, several of whom he brought to co-present with him at the conference.

The students, with great poise and self-assurance, gave very moving testimonials to the audience of over 350 bilingual educators. They spoke of the process they used in developing their theatrical project and the impact of this work on their schooling and their lives. Several of the students developed a deep love for the theater and are now considering it as a potential career pathway.

Mr. Sepúlveda explained how the creative process he uses with the students, which is built through a translanguaging stance that taps into the students' linguistic and cultural practices, allows the students to express their creativity and build community within and outside of the school. He believes that "the students' identity, families and communities are valuable sources of knowledge and must be involved in the education process *juntos*." For him, the classroom is a democratic space where teachers and students *juntos* co-create knowledge, challenge traditional hierarchies, and work toward a more just society (García, et al, 2017, as quoted in Sepúlveda's presentation at the NYSABE 2023 conference). The testimonials by the students were a vivid validation of their teacher's beliefs. We look forward to seeing these students on Broadway and in other amazing spaces in the future!

Reference:

García, O., Johnson, S. & Seltzer, K. (2017). *The Translanguaging classroom: Leveraging student bilingualism for learning*. Philadelphia: Caslon.

NYSABE 45th Annual Conference – President's Address



Alicja Winnicki
Resource Specialist
New York State Language RBERN

At the conclusion of Day 1, President Priscilla Zárate addressed the NYSABE Conference. President Zárate and many who attended came wearing festive and creative hats in the theme of the reception scheduled following the event. The President's Address was convened by Iraida Bodre, Past President 2017-2018, who remarked on the vision of President Zárate to elevate the experiences of all who gathered in the first in-person, post-pandemic conference.

Dr. Jordan González, NYSABE Conference Chairperson, then greeted everyone and spoke about how important it was for the President to choose a venue that would connect to her vision and desire to highlight the importance of self-care. He also shared how intentional Priscilla Zárate has been in her rationality of why it matters that she follows the legacy of her father, which she is now passing to her son. He welcomed Nancy Villarreal De Adler, Executive Director. In her warm introduction, Nancy spoke about how instrumental Priscilla's commitment to the bilingual community had been offering everyone guidance. She highlighted the President's passionate embracement of this year's theme to

celebrate transformative educators, families, and community leaders, with an emphasis on empathy. She noted the significance of Priscilla's father legacy, his influence, and his care. (This year's conference program was dedicated in loving memory of Hector Zárate Cáceres, devoted father of Priscilla Zárate, an exemplary immigrant from Ecuador, and a fierce proponent of bilingual advocacy and education. It is worth noting that President Zárate and the NYSABE Board of Directors dedicated the conference program to all of those colleagues and friends of NYSABE who lost a loved one during the pandemic.)

Adorned by a festive red, white, and black Kentucky Derby theme hat, President Priscilla Zárate addressed the audience outlining the major themes of the conference and her vision. She acknowledged the struggles NYSABE members had been through and the necessity to appreciate accomplishments of moving forward the agenda for NYSABE, with dedication and passion for the success of bilingual students. She introduced herself by sharing her unique experience as an immigrant origin person who was born in America and identifies herself as Ecuadorian and Dominican. The distinctiveness of her experience comes from first being raised in New York City and then moving to Ecuador where she lived for years. Priscilla was not shy to speak about the cultural and emotional shock of the move, as she strived to hold on to her Ecuadorian identity. Upon her return to the US, Priscilla experienced what our newcomer students feel in schools: grade level misplacement, the invisibility of being a child learning a new language, English, low expectations, and social and emotional struggles.

It is these experiences and Priscilla's later success as a bilingual educator that inspired her to advocate for bilingual education, students, and families. "Advocacy is at the core of who I am and I need to continue to be the voice of the voiceless", she asserted. She aligns her vision for bilingual education with the one of the NYSABE: advocacy for federal and state level investment in bilingual students – a true investment in our future.

The President strongly emphasized the need to address massive educator shortages and learning loss due to the pandemic, which is further exacerbated for bi-multilingual learners. She accentuated the need to enhance the pipeline to recruit, train and retain bilingual educators, thus leading to providing truly inclusive and culturally responsive education, with positive learning experiences that thousands of students need. In closing, she looped back to her educational experience in a NYC school upon her return to the US saying, "Had I had bilingual supports necessary, I would not have felt isolated". The vision of President Zárate is to uplift and leverage the experiences and cultural and linguistic assets of bi-multilingual students whose cultural identities need to be celebrated.

In the spirit of her address, President Priscilla Zárate invited an Ecuadorian group, Virgen del Carmen, to perform several dances to the delight and appreciation of the audience. At the end, She also invited Adriana Devers, a Dominican cultural performer and storyteller to further inspire all the attendees.

Student Essay Contest—2023

Congratulations to

Grades 3 to 5

1st Place

**Liam Lizarraga
NYC CSD 30
New York City**

2nd Place

**Celena Fusaro
South Huntington SD
Huntington Station**

3rd Place

**Alinna García
NYC CSD 30
New York City**

Grades 6 to 8

1st Place

**Gandy Desir
Roosevelt Children's
Academy Charter School**

2nd Place

**Yansiel Álvarez
NYC CSD 30
New York City**

3rd Place

**Aman Ahmed
NYC CSD 30
New York City**

Grades 9 to 12

1st Place

**Ariana Zari
Port Washington SD
Port Washington**

2nd Place

**Madelin Rodríguez
Brentwood Union Free SD
Brentwood**

3rd Place

**Madalyn Romero
Brentwood Union Free SD
Brentwood**





Student Art Contest—2023

Congratulations to all our winners!

Grades 3 to 5

1st Place

Keisy Crespín
Hempstead Union Free SD
Hempstead

2nd Place

Kimberly Morales
Uniondale Union Free SD
Uniondale

3rd Place

Benjamin Contreras
Hicksville Union Free SD
Hicksville

Grades 6 to 8

1st Place

Andrea Romero González
Westbury Union Free SD
Old Westbury

2nd Place

Kesley Miranda
NYC CSD 30
New York City

3rd Place

Jazmine Alexander
NYC CSD 30
New York City

Grades 9 to 12

1st Place

Jessica Sang
Port Jervis City SD
Port Jervis

2nd Place

Mario Sereno
Westbury Union Free SD
Old Westbury

3rd Place

Emely Martínez Sánchez
Westbury Union Free SD
Old Westbury



NYSABE Newsletter 2023 Conference Blurb: Educational Advocacy & Policy Session



Kate Menken, Ph.D.
Queens College, CUNY



Tamara Alsace, Ph.D.
NYSABE Past-President

As the leaders of the NYSABE Advocacy Committee, we (Tamara Alsace and Kate Menken) are very concerned about the future of bilingual education in our state. We believe that each of us must get involved in our organization's advocacy efforts. Only a minority of the state's multilingual learners are currently enrolled in bilingual education programs and there is a shortage of bilingual educators. The shortage of bilingual teachers and educational professionals stands in the way of much-needed bilingual education expansion, particularly as immigrants arrive in our state in unprecedented numbers. Advocacy is central to NYSABE's mission, and ev-

ery NYSABE member is automatically a member of the advocacy committee. With that in mind, below we offer some clear next steps and ask you to take a little time to help us meet our advocacy goals this year - and remember that no advocacy effort is too small, as it all makes a difference.

The Educational Advocacy and Policy Session at the NYSABE 2023 conference was held on Thursday, March 16, 2023, from 2:30 – 4:00 PM. The meeting agenda can be found [here](#). Tamara Alsace and Kate Menken began this highlighted session by offering a welcome to all participants and to Honorable Samuel González, Legislator of the Suffolk County Government. We then shared with participants an overview of some of our recent advocacy efforts, including NYSABE President Priscilla Zárate's presentation of the [NYSABE Advocacy Committee Testimony](#) before the New York City Council on December 20, 2022, and the [NYSABE Bilingual Educator Shortage Advocacy Campaign](#) in partnership with NY-AFFIRMS.

We offered a brief overview of the [NYSABE Advocacy Key Issues for 2023](#). To summarize, our priorities for the current year are as follows:

1. Expanding enrollment of multilingual learners (MLs) in bilingual education
2. Addressing the shortage of bilingual teachers and other bilingual professionals in schools and education systems
3. The assessment of MLS in general and special education

4. Bilingual education for early childhood MLS

In the past year, the NYSABE advocacy committee also started a sub-committee called the NYSABE Advocacy Group for Bilingual School Leaders. During this year's Educational Advocacy & Policy Session, we heard from school and district leaders who serve on this committee, in a panel discussion about how each of the areas on NYSABE's advocacy agenda affects their schools and districts. The panel speakers were: Rosa Nieves, Principal of Pine Park Elementary (NYSABE Region I); Luis Quan, Principal of PS 126X (NYSABE Region II); Emily Macias-Capellan, Principal of Park Early Childhood Center (NYSABE Region III); and, Analy Cruz-Phommany, Executive Director of Bilingual Education & World Languages in the Rochester City School District (NYSABE Region V).

They each spoke with urgency about how these areas of the NYSABE advocacy agenda are of critical importance. Specifically, they shared their observations about how the shortage of bilingual educators has negatively affected the capacity of their school and district to serve multilingual learners. They also described in detail the limitations of current assessment practices, and how the assessment and accountability system unfairly evaluates multilingual learners (MLs) and threatens the sustainability of bilingual education programs. Current systems do not take into account, nor do they adequately assess, the full linguistic repertoires of our multilingual learners.

We then worked in small groups

organized around each of the NYSABE Advocacy agenda items to have discussions aimed at solutions. Each table had a topic and facilitator, as follows: Bilingual Educator Shortage (Tamara Alsace)/Western NY Position Statement (Maeva Lopez-Kassem & Selena Borek), Bilingual Early Childhood (Emily Macias-Capellan), Bilingual Education Expansion (Lisa Pineda & Luis Quan), Assessment (Analy Cruz-Phommanny & Rosa Nieves). In addition to the advocacy agenda discussions, and in response to an urgent need, we added a group focused on the certification pathway for Indigenous Culture and Language Studies, facilitated by (Denise Goñez-Santos).

Our session concluded with a response by [Hon. Samuel González](#), Suffolk County Government Legislator.

From these discussions, we have some next steps for all of our NYSABE members.

- Get involved in our [NYSABE Bilingual Educator Shortage Advocacy Campaign](#), which is outlined [here](#) and includes a sample email/phone call script. We ask that you use it to contact [your representatives](#), and especially [the elected officials who we are targeting for this campaign](#) to explain the issue and request a meeting to discuss it further.
- In response to years of advocacy efforts, the New York State Education Department is proposing an [Indigenous](#)

[Culture and Language Studies Certification for Teachers.](#)

Please use [this sample letter](#) to contact the members of the [New York State Board of Regents](#) to urge them to vote in favor of this important proposal.

- We are looking to bring in new leaders of the NYSABE Advocacy Committee. If you would like to be involved, please contact Kate Menken (kmenken@qc.cuny.edu) and Tamara Alsace (talsace@gmail.com).

Please take a few moments out of your schedule to join us in these important efforts. And we thank you all for your tireless commitment to bilingual education and multilingual learners in New York.



Take the Party Outside! The Value of Communities in Your Classroom and Beyond, Kami Anderson Keynote-Speech



Tatyana Kleyn, Ph.D.
The City College of New York
NYSABE Past-President

Dr. Kami Anderson is an interculturalist, scholar, language advocate, and beautiful disrupter who has always kept a tight grip on her passion and compassion for others. Her keynote address followed the dynamic performance of an “In the Heights Medley” from Central Islip High School Show Choir. Dr. Anderson kept the audience “in the Heights” through her talk titled, “Take the Party Outside! The Value of Communities in Your Classroom and Beyond.”

After framing the importance of community celebration and liberation, Dr. Anderson focused on the concept of “funds of knowledge” introduced by Luis Moll in the 1990s and expanded by his colleagues over the decades. This approach to bridging home and school was one that she deepened to funds of knowledge that exist within a community and the groups who possess and share them. Through this lens, she analyzed the characters of the “In the Heights” musical and movie as they compare to typical students who are

part of our bilingual and multicultural classrooms. She made connections to their gifts, personalities, challenges, and learning approaches. Benny was a character that stood out as someone often overlooked because we don’t know where he’s from and we categorize him in a way that makes us uncomfortable. Dr. Anderson pushed the audience to learn more about their own Benny’s to make them more visible and integrate their funds of knowledge into the classroom and school community. And more broadly, Dr. Anderson implored the audience to center the values of families’ funds of knowledge to fortify students’ identities and creativity.

Following a brief music and movement break that aligned with Dr. Anderson’s background as a dancer, she turned to pedagogical implications for language teaching and connections for racially minoritized individuals, especially those from the Black community. She suggested practices such as mapping language ancestry that bring in maps that show primary locations in Africa that include the middle passages and great migration of the 1910s -1930s. When it comes to current language topics, Dr. Anderson encouraged educators to create space for students’ agency and empowerment through considerations of what it means to speak Black Spanish or Black French and how students can bring in “language swag” so they feel more like themselves when speaking in a specific named language.

Dr. Anderson completed her keynote with a call to reimagine how education

can be used to engage cultural communities. To learn more about Dr. Anderson’s work, visit her Bilingual Brown Babies company’s website: www.bilingual-brownbabies.net



NYSABE Legislative Luncheon and Leadership Forum



Eudes S. Budhai
Educator, leader, advocate for
Equity, Inclusivity and Diversity
NYSABE Past-President

During the legislative luncheon, we heard from Assemblyman Phil Ramos, who is the first Latino Deputy Speaker of the House. The Assemblyman thanked the educators and leaders in the room acknowledging the bravery and courage to serve under the challenges of the pandemic. He provided a brief history of his background. He was born in the Bronx, and later on, he moved to Brentwood. He graduated from Brentwood High School and served as a member of the Suffolk County Police Department for 20 years. He shared a story of a time serving in law enforcement where he solved a case based on his cultural and linguistic attributes.

Assemblyman Ramos spoke of the inequities that exist in varied communities serving the most vulnerable children and provided highlights on how he intends to continue to serve the people:

- Dismantling systemic practices that discriminate against minorities through policies and legal action changes.
- Advocates for equitable funding to high-need school districts.

- Co-sponsored the Jose Peralta DREAM Act
- Introduced a bill that requires school districts to hire an Equity agent responsible for leading the social justice work.

We are grateful for Assemblyman Ramos's continuous support of the mission and vision of NYSABE and congratulate him on serving as the first Latino Deputy Speaker of the House.

During the NYSABE Leadership Forum, it was inspiring to share a space with many participants who had an interest in the topics discussed during our NYSABE Leadership Forum. In planning, the panel committed to sharing topics that were of critical relevance and meaningful to each participant. Similarly, the selection of our panelists brought varied perspectives and experiences, and shared strategies related to the following topics:

The Social-Emotional Wellness of the School Community

- What were (are) some challenges that you and your school community faced during the heart of the pandemic? What have you learned from these experiences?
- How have you addressed the social-emotional wellness of the colleagues within your sphere of influence?

The Educator/Leader Pipeline

- What are your thoughts and experience with the educator/leader pipeline?

- How are you addressing the shortage in our educator/leader pipeline and, bilingual and diverse practitioners?

Shift in Teaching and Learning

- Have you seen a shift in Teaching and Learning, if so, what are areas that you have leveraged moving forward?
- What supports have you leveraged in culturally responsive education and what are your hopes in years to come for sustainability?

As we engaged in responding to the questions, the panelist provided several ideas relevant to:

The Social-Emotional Wellness of the School Community

Based on the challenges faced during the pandemic teachers and administrators find themselves having to:

- Create a "cultural reboot" and learn to connect after the pandemic.
- Establish a support system to help educators deal with "burnout".
- Provide social-emotional support for educators experiencing loss and grief.

The Educator/Leader Pipeline

- Conversations are being held at the state level to identify existing elements that preclude candidates from obtaining a teaching certification without compromising the rigor a certification deserves.

- Follow an “intentional staffing” approach to create a meaningful support system for potential candidates throughout schools.
- Use a variety of methods that intentionally serve as pathways to a teacher/leader pipeline. These methods may include incentives for students to become tutors and eventually set them on the teaching and learning pathway. In addition, use social media to promote the field experiences of educators with the purpose to promote the profession.
- Use the Seal of Biliteracy as an identifier of skilled bilingual candidates. According to the latest state reports, the number of students receiving the seal has significantly increased in the past few years.
- Open and support a “Future Teacher” program at the high school level.
- Look into the possibility of intentionally hiring former bilingual students as support staff members.

The audience had the opportunity to provide valuable input to the dialogue

and further continue the supportive network throughout the year. The NYSABE conference plays a pivotal role in gathering practitioners and leaders to validate our successes, discuss challenges and develop innovative solutions that will support our learning communities and families.

Our panelists consisted of Dr. David Mauricio, CSD Superintendent of Schools, Peekskill CSD; Dr. Ramón González, Professor at Boston University, Alicia Báez Barinas, Associate in Bilingual Education, NYSED; Laura Alcazar, Assistant Principal, Orubba Almansouri, Community Coordinator, Brooklyn International High School.

Shift in Teaching and Learning







Professional **Awards—2023**

Congratulations!

**The Dr. Ximena Zate Teacher of the Year Award:
Soh Young Lee-Segredo**

**The Gladys Correa Memorial Award:
Dr. Pedro J. Ruiz**

**The Dr. Antonia Pantoja Bilingual Advocacy Award:
Casimiro Rodríguez**

**The Bilingual Parent of the Year Award:
Aide Zainos Flores**

**The Bilingual Instructional Assistant Award:
Lillian Zayas**

**The Bilingual Education Support Personnel Award:
Marcela Briones-Levin**

**The Bilingual Administrator of the Year Award:
Janet Suárez Lovett**





SOH YOUNG LEE-SEGREGO
THE DR. XIMENA ZATE TEACHER OF THE YEAR AWARD



DR. PEDRO J. RUIZ
THE GLADYS CORREA MEMORIAL AWARD



CASIMIRO RODRÍGUEZ
THE DR. ANTONIA PANTOJA BILINGUAL ADVOCACY AWARD



AIDE ZAINOS FLORES
THE BILINGUAL PARENT OF THE YEAR AWARD



LILLIAN ZAYAS
THE BILINGUAL INSTRUCTIONAL ASSISTANT AWARD



MARCELA BRIONES-LEVIN
THE BILINGUAL EDUCATION SUPPORT PERSONNEL AWARD



JANET SUÁREZ LOVETT
THE BILINGUAL ADMINISTRATOR OF THE YEAR



New York State Association for Bilingual Education Membership Report Meeting



Maeva López-Kassem, Ed.D.
NYSABE Regional Delegate
Region VI/Western New York

- Communication and Dissemination of Information
- Leadership
- Networking

Zárate stressed NYSABE's advocacy through NY Affirming Fair and Inclusive Resources for Multilingual Learners. NY-AFFIRMs is comprised of community-based and statewide organizations that collaboratively identify budget priorities to support the education of our English/Multilingual Learners. NY-AFFIRMs is currently actively engaging state legislators to address bilingual and ENL teacher shortages statewide, among other things.

Ms. Zárate also spoke about the means through which NYSABE promotes professional development, the dissemination of information, and leadership development throughout the year. For more information about NYSABE's goals and works, please visit our website at nysabe.net.

Next, came Delegate-at-Large Cynthia Felix Jeffers, a passionate educator whose Achilles tendon is her obvious devotion to students and their parents. Ms. Felix Jeffers spoke to the audience about membership. She first drew attention to the Association's membership goal to *maintain and expand NYSABE's membership with the goal of providing a forum to prolong and establish relationships among professionals, parents, government agencies, private and public educational institutions, advocates, and community-based organizations.*

Ms. Felix Jeffers expressed that NYSABE's

objective this year was to increase overall membership by 10 percent across all six regions. By November 30, 2022, our Association had a total of 312 members. Felix Jeffers suggested that the decrease in membership numbers was likely the aftermath of the pandemic. Now that the convention is back live, NYSABE saw membership numbers grow exponentially to 557 total. Most of the members, 516, are regular members (i.e., teachers, administrators, teacher educators, researchers, and other professionals) while 41 are associate members (parents, paraprofessionals, full-time students).

Ms. Felix Jeffers shared the number of members across regions.

Region 1: 198 members

Region 2: 154 members

Region 3: 48 members

Region 4: 48 members

Region 5: 39 members

Region 6: 39 members

Unknown & Out of State: 24 members

Ms. Felix Jeffers reiterated the benefits of NYSABE membership by stating that "*our membership provides access to networks, resources, communications, and connections to those who share in the mission, to advocate the importance of bilingualism and biliteracy as a path towards equitable participation within an ever globalizing, multilingual, and multicultural world.*"

The NYSABE Membership Report Meeting, held on Friday, March 17th, was led by President Priscilla Zárate and Delegate-at-large Cynthia Felix Jeffers. I use the term led purposefully. You see, as President Zárate and Delegate Felix Jeffers addressed the audience, I could not help but associate their dedication and leadership to the celebration of Women's History Month, held each March. These two NYSABE leaders have made, are making, and will continue to make history locally and nationally for their support and defense of the rights of our multilingual students to receive an equitable bilingual education.

President Zárate kicked off the session by highlighting our Association's purpose, which is, succinctly speaking, to promote excellence in and advocate for bilingual education statewide. She also spoke to the audience about NYSABE's objectives, which are:

- Advocacy
- Professional Development

She closed the meeting by describing key membership follow-up and next steps, including members encouraging colleagues and parents to join NYSABE, attending regional meetings and events, volunteering with NYSABE,

and becoming involved at the leadership level.

Thank you, President Zárate and Delegate-at-Large Cynthia Felix Jeffers for your steadfast leadership! For

more information on how to become a NYSABE member, go to the [NYSABE membership](#) page and follow us on social media.



NYSABE 2023 Gladys Correa Memorial Award Banquet Gala



Cynthia Felix Jeffers
NYSABE Delegate-at-Large

Life should not only be lived, it should be celebrated! (Osho)

NYSABE's gala banquet on Friday, March 17th, 2023 was a night to remember! Honoring the masquerade theme every table was set with brightly colored beads in purple, gold, green, and silver and guests wore an array of beautiful and colorful masks.

Convened by our Past Presidents, and the father & daughter team of Alicia Baez & David Baez, it was full of special and exciting moments.

The night opened with President Priscilla Zárate escorted by her brother, his wife, and two daughters. In a moving tribute to her father, she danced a father-daughter dance with her brother and thanked her family for their unending support and encouragement. Alicia Baez and David Baez fondly recalled Alicia's attendance as a child and how she was raised by the vast village that is our NYSABE family. We also celebrated

the 92nd birthday of Alicia de Villarreal, mother of our beloved Executive Director Nancy Villarreal de Adler and our longest-standing member. Alicia was all smiles and showed us all that age is just a number and young is an attitude as she danced the night away!

The memorable night continued as we honored our 2023 Gladys Correa Memorial Award recipient, Dr. Pedro Ruiz. The purpose of this award is to recognize the outstanding contributions of individuals who continually strive for the improvement of bilingual education, particularly in New York State. Dr. Pedro J. Ruiz inspired us with his remarkable journey and notable accomplishments and contributions to bilingual education. He described how he began his teaching career at the New York City Board of Education teaching bilingual special education students. He then held several administrative positions with the NYCDOE and other school districts around New York State (NYS), including Assistant Commissioner of the Office of Bilingual Education and Foreign Language Studies at the NYS Education Department. As past president of NYSABE, He enjoyed working with outstanding professionals that shaped the landscape of bilingual education in NYS and is very proud of the accomplishments made through NYSABE. Although he experienced many challenges in his journey, he remained dedicated and determined and thanked members, friends, and family for their support. All were inspired by his enthusiasm, accomplishments, and dedication to bilingual education.

The 2023 Masquerade Gala was about celebrating accomplishments, honoring memories, connecting with friends, and remembering that we stand on the shoulders of giants. It was a marvelous evening that was enjoyed by all who attended.



Storytelling for Liberation: A Celebration of Stories and Songs, Dr. Carla España Keynote-Speech



Tatyana Kleyn, Ph.D.
The City College of New York
NYSABE Past-President

Dr. Carla España recently took a position at Brooklyn College as an Assistant Professor of Bilingual Education and Puerto Rican/Latinx and Latin American Studies. A New York-based educator from Chile, researcher, and writer, her keynote address was titled “Storytelling for Liberation: A Celebration of Stories and Songs.” The talk - which integrated art, music, and even singing - started with a powerful read-aloud of a poem she authored about what she would tell her younger self. This addressed her journey to the US with her mother, living undocumented for several years, and the tension and fear she carried in her body from that experience.

Moving into adulthood and her profession of teaching, Dr. España reflected on her first teaching job as a bilingual teacher at the Pedro Albizu Campos school in Washington Heights. She recalled how Christopher, a student from the Dominican Republic (DR), didn't bring in a photograph from which to write a personal narrative as she suggested, and as the rest of the class

did. Instead, he brought in an artifact, a rock, that he had from the DR. It reminded her that we all take different paths to self-expression and led her to think about how to support “teachers like me.” Specifically, she thought about writing as a liberating practice and one that demands students use all their resources and that teachers not only accept them but encourage their use.

It is bilingual education that can offer students space to bring their full cultural and linguistic repertoires into the classroom and their writing. To learn how practicing educators found their way to this field, Dr. España along with her former colleagues from Hunter College Drs. Brian Collins and Maite Sánchez conducted a study (2019). It looked at sustaining and developing teachers' dynamic bilingualism in a re-designed bilingual teacher education program. They found English was always a dominating force in these teachers' lives, so much so that some didn't realize bilingual education was even an option. One asked, “Where has this been all my life?”

Dr. España wrapped up her talk in a way that truly connected with her title by celebrating the stories and songs of authors from myriad racial, ethnic, and geographic Latinx backgrounds who published pieces in the anthology “[Wild Tongues Can't be Tamed](#)” edited by Saracicia J. Fennell. As she read excerpts from a few women of color authors, their photographs were shown to further humanize and celebrate them.

The keynote ended with a reminder that languages cannot be taught in isolation

of power and pedagogies that focuses on all of us. Dr. España encouraged us to expose children to different language varieties and indigenous languages through literature. To support educators, she and Dr. Luz Yadira Herrera curated a collection of children's and young adult literature on six translinguaging themes from Penguin Press. To learn more about the series go to: www.carlaespana.com/prh-trlg

Reference:

Collins, B. A., Sánchez, M., & España, C. (2019). Sustaining and developing teachers' dynamic bilingualism in a re-designed bilingual teacher preparation program. *International Journal of Bilingual Education and Bilingualism*, 1-17.



Bilingual Special Education Panel



Richard Bellis, Data Specialist
New York City
Department of Education

The *Bilingual Special Education Panel* discussion was moderated by Richard Bellis. Each of the following panelists brought a long history of expertise and experience within the field of bilingual special education:

- Elisa Álvarez, Associate Commissioner, New York State Education Department, Office of Bilingual Education and World Languages;
- Ron Woo, J.D., Chairperson for NYSED MLLs/ELLs with Disabilities Strategic Planning Workgroup;
- Dr. Raquel Rezàra Schmidt, Department Chairperson & Associate Professor, Exceptional Education Department, SUNY Buffalo State University;
- Richard Bellis, Former NYC DOE Executive Director of MLLs/ELLs Policy & Compliance, and Charter School Center Data Analyst and Researcher;
- Dominique Ramos, Ed.D., Resource and Referral Specialist.

The panel started by looking at data regarding Multilingual Learners/English Language Learners and their referral/ placement into special education services. Some of the data revealed that

- There are significant differences between states and districts regarding percentages of SWDs.
- New York State has the highest percentage of students in special education—over 20%; Hawaii has the lowest at 11%.
- In NYC, District 5 has the largest percentage of SWDs at 25%; District 26 has the lowest at 13%.
- Some referrals and placements into special education may be due to development misunderstandings of school staff rather than an actual disability as students born in December are significantly more likely to be referred than students born in January.

Richard Bellis presented the data and encouraged participants to consider the following six key questions to ask their own districts when attempting to determine if their district has an over-referral of ELLs to special education:

1. What is the percentage of non-ELLs with IEPs in my district/school?
2. What is the percentage of MLLs/ELLs with IEPs in my district/school?
3. How quickly do we refer MLLs/ELLs to special education? A few weeks? A few months?

4. When a teacher refers the MLL/ELL to special education, do they frequently say, “I just don’t know how to help this student.” I think they would benefit from special education”?
5. What is the comparative breakdown of MLLs/ELLs and non-ELLs’ IEP classifications?

What is the breakdown of SWDs by birth month? And such breakdown for each classification.

Associate Commissioner Alvarez discussed a number of initiatives and supports that her office provides to all educators throughout New York State, with a particular focus on various resources for special education teachers of MLLs/ELLs and how they can bolster instructional practice to raise academic achievement. She encourages educational leaders and teachers to visit her office’s website as she and her team have posted numerous, high-leverage resources: <https://www.nysed.gov/bilingual-ed>.

Ron Woo, Chairperson-NYSED MLLs/ELLs with Disability Taskforce, spoke about its mission to ensure that communications and services regarding MLLs/ELLs with disabilities and those suspected of having disabilities will be fully aligned and complementary between the NYSED’s Office of Bilingual Education and World Languages and Office of Special Education. The Taskforce accomplishes this by reviewing current activities, clarifying regulations, processes, and services, and identifying and addressing common areas of needs. One of the challenges faced by the Task Force is the

limited amount of data regarding MLLs/ELLs with disabilities that is required to provide an accurate and appropriate analysis of issues.

Dr. Ramos introduced the Family and Community Engagement (FACE) Centers available as a resource for special education teachers of MLLs/ELLs. She and her office have focused on the following priority areas for improvement for MLLs/ELLs with IEPs:

- Performance Outcomes, including graduation, dropout, and state assessments
 - Disproportionality, in the areas of identification, placement, and suspension
 - Least Restrictive Environment (LRE)
 - Transition Planning and Services
 - Family & Community Engagement
 - Behavior
 - Culturally Responsive Education
- She also discussed the Blueprint for Improved Results for SWDs, such as

self-advocacy and a multi-tiered support structure.

Dr. Rezàra Schmidt described the social and emotional learning critical for MLLs/ELLs with IEPs. She focused on the CASEL competencies: self-awareness, social awareness, relationship building, responsible decision-making, and self-management. She discussed how these should be incorporated into learning and why they are important. For example, having social awareness leads to better civic engagement, listening, and inquiry/interaction.



Saturday's luncheon... The Le Lo Lai that Connects Us All



Maite T. Sánchez, Ph.D.
Hunter College, CUNY

The NYSABE 2023 Conference Saturday's Luncheon was a celebration of NYSABE members' connections and purpose. All of us in the room were surrounded by bi-multilingualism, joy, vision, and creativity.

It all started with the 7th and 8th grade Chamber Orchestra of Longwood Central School District that welcomed us and delighted us with their powerful musical performance. Casimiro Rodriguez Sr. then received the 2023

Dr. Antonia Pantoja Bilingual Education Advocacy Award. He is the Founder and President Emeritus of the Hispanic Heritage Council of Western New York, Inc. Rodriguez Sr. is a lifelong advocate for Buffalo's Latinx community and was instrumental in raising more than \$200,000 to support the aftermath of Huracán María. He highlighted, however, that the work done was possible because it was done in community, and praised NYSABE members' advocacy efforts in support of bilingual and multilingual communities.

The creativity and joy were evident in the Student Award Ceremony. The first-place winners of the Student Essay and Art Contests (in the categories of grades 3-5, 6-8 and 9-12) attended the ceremony with family members and teachers. These were:

1 st place winner	Grades 3 to 5	Grades 6 to 8	Grades 9 to 12
Student Essay	Liam Lizarraga P.S. 212Q (NYC DOE)	Gandy Desir Roosevelt Children's Academy Charter School	Ariana Zari Port Washington SD
Student Art	Keisy Crespin Hempstead Union FSD	Andrea Romero González Hempstead Union FSD	Jessica Sang Port Jervis City SD



MARÍA DEL PILAR PÉREZ-GÓMEZ
Author and Managing Director for Raíces Theater Company

As Liam, Gandy, and Ariana read their powerful bilingual essays and as Keisy, Andrea and Jessica showed their amazing art work, we witnessed how proud they were of their bilingual journeys and of the communities that support them. The audience cheerfully embraced them and their family members and bilingual and ENL teachers.

The luncheon's keynote speaker was María del Pilar Pérez-Gómez who is the Managing Director for Raíces Theater Company and the author of

the book "The Magical Closet Mystery: A Puerto Rican Adventure." Anecdotaly, her second through fifth-grade bilingual teacher was NYSABE's Deputy Director Nancy Villarreal de Adler, and they reunited at the 2023 NYSABE Conference after 45 years! During Pérez-Gómez's keynote, she took us through her journey from Buffalo, to Syracuse, to Puerto Rico, and back to Buffalo through the story of the Le Lo Lai. We learned about the different connotations that the Le Lo Lai has had traditionally and currently including understandings of saludo o despedida,

connections, family, friends, a call for ancestors, and/or a call to action. As we were together in the room, I felt that we were all the Le Lo Lai, a community of students, educators, parents, and organizers from different backgrounds and experienced but committed to uplifting the experiences of bilingual and multilingual communities through each other's support, collective power, and purpose. And NYSABE 2023 brought all of us together on Saturday, March 18th, 2023!

The Inspiring Life of Ms. Hesun Kim, a Bilingual Teacher from the Korean community: A special NYSABE Presentation



Miriam Eisenstein Ebsworth, Ph.D.
Hebrew Language Delegate

The life of Ms. Hesun Kim was commemorated at the 45th NYSABE Conference, March 16-18 in Wading River, NY. Dr. Yujin Ko, the son of Ms. Hesun Kim, a Korean bilingual teacher of blessed memory joined the NYSABE community to reflect on his mother's inspirational life.

Dr. Ko initially situated his extraordinary mother's experience in the Korean world into which she was born and raised. Resident and owner of her own home where she lived with her husband, Ms. Kim was a nonconformist from the beginning.

Ms. Hesun Kim came to the US as an immigrant single mother. She engaged in a challenging struggle to study and become a bilingual teacher and raise bilingual children. The Lau versus Nichols decision (1974) made bilingual education more widely available in the U.S. The subsequent need for bilingual

teachers allowed Ms. Kim to study and ultimately obtain employment as a Korean bilingual teacher at Newtown High School in Elmhurst, NY (1979-1994) which housed a unique constellation of Asian bilingual programs. Ms. Kim was a dedicated teacher who imparted the Korean language and culture to her children both at school and at home.

An active participant in The Korean Teachers Association of New York, her involvement in the local Korean Christian Church was also an important element reinforcing her own bilingualism and that of her children. She supported her two sons so they could attend university.

Unfortunately, Ms. Hesun Kim passed away last year. However, although she is gone, her commitment and perseverance remain an inspiration to all immigrant communities that value and strive to maintain their heritage languages and cultures. Ms. Kim's struggle to obtain an education for herself and her children, to become a licensed Korean/English bilingual teacher, and to maintain her language and heritage, not only for herself but also through intergenerational transmission (2 sons and 3 grandchildren), remains an inspiration to all immigrant communities and multilingual learners. In attendance were many of the teachers, students, and friends she worked with throughout her professional and personal life.

Participants in this event were:

- Dr. Hyunjoo Kwon, NYSABE Korean Language Delegate, a friend and co-worker of Ms. Kim, initiated and co-organized the presentation.
- Dr. Yujin Ko, primary presenter, Professor at Wellesley College, Department of English. He is Korean/English bilingual and a Shakespeare expert and translator.
- Dr. Miriam Eisenstein Ebsworth, NYSABE Hebrew language delegate, acted as co-organizer and discussant.







A story of bilingual education from the Korean community





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: _____

☐ NEW

☐ RENEWAL

Name: _____

Work Phone #: () _____

Home Address: _____

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City: _____ State: _____ Zip Code: _____

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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 NY5ABE 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:

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