

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

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SPRING/SUMMER 2025 Issue



A Message from the President

WELCOME

Eliezer Hernández, Ed.D.

Dear NYSABE Community,

s we reflect on the incredible success of our 47th Annual NYSABE Conference, held at the beautiful Saratoga Hilton in Saratoga Springs, I am filled with immense pride and gratitude. This year's theme, "Reaffirming Policy to Transform Practice and Action in Bilingual Education," served as both a guiding light and a call to action—one that each of you answered with passion, purpose, and professionalism.

To our attendees, thank you for

bringing your energy, expertise, and commitment to the field of bilingual and multilingual education. Your engagement in sessions, panels, and workshops helped foster a vibrant atmosphere of learning and collaboration. The insights you shared and the connections you built will continue to ripple through our schools and communities, strengthening the support we provide to our students.

To our organizers, your tireless

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dedication behind the scenes made this conference not only possible but exceptional. From curating a rich and diverse program to ensuring every detail was thoughtfully executed, your work exemplified the very best of what NYSABE stands for. You created a space where educators, advocates, and leaders could come together to reaffirm our shared mission and inspire one another to take bold steps forward.

Together, we explored innovative strategies, celebrated student voices, and deepened our understanding of how policy can be a powerful tool

for equity and transformation. We reaffirmed our commitment to multilingual learners and their families, and we left Saratoga Springs more united, more informed, and more empowered than ever before.

Let us carry this momentum forward. Let us continue to transform practice through advocacy, collaboration, and action. And let us never forget that the heart of bilingual education beats strongest when we work together.

With gratitude, Eliezer Hernández



A Note from the Editor



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

Dear NYSABE Community,

n this Newsletter, we present to you essays that capture a few of the many inspiring

moments we experienced during the NYSABE Annual Conference Saratoga held in between February 27 to March 1st, 2025. These articles remind us that the of Bilingual Education moves forward because we, the NYSABE community, make it strengthening by advancing what our organization stands for each day. As bilingual educators, our role is to ensure that, regardless of the enormity of the challenges, we will tirelessly advocate for assetbased pedagogies centered on student agency, including the



students' entitlement to their bilingualism. The essays in this newsletter ground us in the past and the present. Over decades, the bilingual education field has had leaders who have taken strong action to win tough battles. These leaders insisted that advocacy for the linguistic rights of our diverse students matters each day. It begins with the actions each one of us takes within the context of community and extends to the state and national levels. The presenters and authors of the essays remind us that we need to stay vigilant. We need to act in ways that protect the rights of students to a meaningful and relevant education. including what it means to be a critical and

engaged multilingual reader in the twenty-first century.

This is a learning space where they can feel safe, welcome, nurtured, and challenged. These thinkers also insist that we imagine the future we want to offer the field of bilingual education.

I thank all the speakers as well as the authors of these essays. I invite you to read them and share this newsletter in your communities.

Adelante!

Cecilia Espinosa



SILVER SPONSORS







From the Desk of the Executive Director



Nancy Villarreal de Adler Executive Director, NYSABE

"I dare to envision a world where the educational rights of all children, without distinction, are respected and cherished as the most precious treasures of all nations."

his vear's NYSABE conference theme, "Reaffirming Policy to Transform Practice and Action in Bilingual Education." clearly emphasized NYSABE's unwavering commitment to re-visit and reinforce existing policies and pedagogical best practices with the intent to make a tangible, positive impact in the implementation and outcomes of bilingual education. The conference also included sessions addressing current challenges the educational threatening rights of our bilingual students. These sessions, conducted by educators, community leaders, and advocates, reaffirmed our

common belief: We can all be (and should be) advocates for the best bilingual education for all multilingual and immigrant-origin students.

I invite you to read and enjoy each one of these important pieces that speak about the crucial needs, challenges, and accomplishments in our Bilingual Education field. I also encourage you to get involved and engage in enacting the changes NYSABE envisions for our classrooms. The goal is to ensure significant opportunities for all multilingual children and adolescents so they can thrive educationally and socio-emotionally.

Congratulations to the NYSABE leadership and to all the volunteers who helped make this 2025 NYSABE conference a success! Kudos also to the essay writers who recorded the activities presented in this newsletter.

I have the audacity to compel educators to be the best advocates for the educational rights of all children and to leave a legacy that demonstrates their sense of mission, solidarity, and a profound commitment to make a difference in the lives of all people beyond boundaries.



BREAKING NYSABE BARRIERS Through BILINGUAL EDUCATION



You're invited to the 50th Anniversary Conference of the New York State Association for Bilingual Education (NYSABE).

This year, we proudly celebrate a powerful milestone: half a century of advocacy, service, and unwavering commitment to advancing equity for multilingual learners across New York State.

March 19 - 21, 2026 | Sonesta White Plains Downtown | www.nysabe.net/2026conference

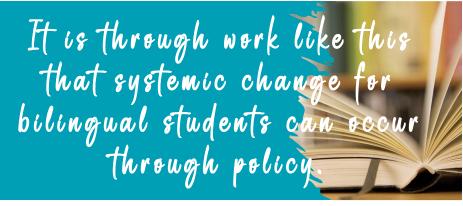
Possibilities of Policy: Ensuring Alignment Between Science Education and Bilingual Students' Agency



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

r. Okhee Lee, professor in NYU's Steinhardt School of Culture, Education, and Human Development at New York University, was the first keynote speaker of the 2025 NYSABE Conference, Her "Science presentation. and with Language Integration Multilingual Learners," focused on asset-oriented approaches with multilingual learners and policy. Professor Lee has been a fierce advocate of science education with a focus on student diversity, language, and culture. As a member of the Next Generation Science Standards writing team, she was also involved in ensuring that diversity and equity work were at the center of these new standards. It is through work like this that systemic change for bilingual students can occur through policy.

Dr. Lee discussed how assetoriented pedagogy in science



must be both linguistically and culturally sustaining. Critical to a shift in science education for bilingual students is a shift from students receiving information to doing science by engaging in problem generation and solving. In this way, multilingual students have agency in their science learning.

For bilingual and multilingual students. this means that students bring all of their resources to meaning-making in science, including their multiple language resources. Professor Lee emphasized that in all classrooms, but in particular, in science classrooms, students need to be engaged in science for a clear purpose in mind, and one that is preferably important to the student.

Professor Lee gave an example of students investigating the question, "What happens to our garbage?" When students enquire about a question such as how much garbage does our class make each day, students get involved in understanding a phenomenon. They eventually

understand that this question is both local and universal. A critical component of shifts in instruction science is that students then explore this question through collaboration with others. When students are engaged in multimodal work with others, they are learning and doing language. Students can engage their linguistic resources along with the communicative tools of science. such pictures, tables, charts, and data, to make meaning as they develop and use models, plan and carry out investigations, analyze and interpret data, and communicate their findings.

Professor Lee's talk inspired the NYSABE body that when bilingual students are doing science, they are also doing language. Furthermore, bilingual educators must be advocates for science policy and practices that promote asset-based science pedagogies in which bilingual students are agents, so that they and design explore phenomena in ways that are meaningful and linked to larger science understandings.

Education Sovereignty in New York State



Denise Góñez-Santos, NYSABE Region VI Member

ducation Sovereignty in New York State was the keynote address offered by Dr. Hugh Burnam on Thursday, February 27, the 47th annual NYSABE Conference in Saratoga Springs, New York. Our keynote speaker is the current Chairperson of the Native American Indian Education Association of New York (www.naieany.com). Dr. Burnam's presentation focused on the right of Indigenous Peoples to have autonomy over their education.

Dr. Burnam discussed the guiding principles our participants should understand regarding Indigenous education sovereignty. He discussed the Haudenosaunee language and worldview. He related personal and community experiences that have shaped Native education and why funding and resources remain a critical need for Indigenous students' academic success. In sharing the role of Native elders in education experiences, he described the unique and critical opportunity to harness



the rich knowledge they possess in passing on the language and culture to the next generation. Dr. Burnam shared his concern for the current climate that diminishes the need for ways to support inclusion and cited past historical traumas that still permeate Indigenous communities. However, he did not allow the past or current policy positions to cloud his hope-filled vision for a rich educational experience that we must continually strive for in giving our students the best possible education. Dr. Burnam is an Assistant Professor of Oncology in the Department of Indigenous Cancer Health at Roswell Park Comprehensive Cancer Center in Buffalo, New York, a National Indian Education Association (www.niea.org) At-large **Board** Member, and is Mohawk, Wolf Clan from the Onondaga Nation.

Ms. Andrea Cooke, a member of the Native American Curriculum Team (NACT) in the Salamanca City School District, provided the first-ever NYSABE Conference keynote response. Her response to

Dr. Burnam brought to life the instructional methods that are utilized by Seneca language and culture teachers in Salamanca City School District. She reflected the message of our keynote speaker with examples of how Indigenous teachers choose to organize their instructional methodology that takes into consideration the values, traditions, and history that represent the students she teaches. Her words resonated with our multilingual audience, who understand that language and culture cannot be separated when teaching students. Ms. Cooke is a certified TESOL teacher, the recipient of the William "Buster" Mitchell Educator of the Year Award for her exemplary teaching of Seneca language and culture, and, along with her NACT colleagues, was recognized with the National Indian Education Association's William (NIEA) Demmert Cultural Freedom Award for groundbreaking work in infusing Seneca language and culture across the curriculum.

Educational Policy and Advocacy at the 2025 NYSABE Conference and

Beyond



Kate Menken, Ph.D. Professor of Linguistics, Queens College 2025 Gladys Correa Memorial Award Recipient NYSABE Advocacy Committee Co-Chairpersons



Tamara O. Alsace, Ph.D. **NYSABE Past-President NYSABE Advocacy** Committee Co-Chairpersons

NYSABE Advocacy Executive Committee Members: Analy Cruz-Phommany, Ivana Espinet, Ph.D., Maeva López-Kassem, Ph.D., and Lyda Ragonese

ne of NYSABE's most impor-ADVOCACY. This year, the advocacy work of our organization has proven to be critical, due to growing fear and uncertainty in the face of increasing anti-immigrant rhetoric and policies, and a series of Executive Orders targeting immigrants and linguistic diversity under the new administration. We also continue to face a shortage of bilingual educators across New York State, even though we know that bilingual educators are well-positioned not only to support multilingual learners academically and linguistically, but also to support and protect immigrant students and families. Every NYSABE member is a member of the Educational Policy and Advocacy Committee, and we need all of you to be actively engaged in our advocacy work for our efforts to be successful. Together we are power-ful!

In this article, we will not only describe our session at the 2025 NYSABE Conference, but because

our advocacy work is ongoing and students, and communities, which tant goals and priorities is urgent we will broadly overview the can be seen on the NYSABE current advocacy work of the Website here or via the QR code to organization and describe several the left. The following is the list of recent advocacy events held to recent position statements: update and engage our members.

The NYSABE 2025 Educational and **Advocacy Agenda is as follows:**

- 1. Ensuring protections for immigrant-origin students and their families in response to recent national changes to immigration policy
- 2. Addressing the shortage of bi-(including lingual educators teachers and other bilingual staff such as bilingual counselors, school psychologists, and paraprofessionals)
- 3. Increasing the access of all multilingual learners to bilingual education programs, including those with disabilities

Position Statements to Shed Light on the Issues

We have published several NYSABE Position Statements on critical issues impacting our schools

- April 2025: Position Statement on Reductions in Force at the **U.S.** Department of Education's Office of English Language **Acquisition**
- · March 2025: Position Statement on Executive Order 14224 Making English the Official Language of the **United States**
- · March 2025: Position Statement on Immigrant Student and Family Safety
- July 2024: NYSABE Position Statement on the Bilingual **Educator Shortage**

Please share these position statements widely with your political representatives, school districts, and in your networks so they can be used to protect and expand bilingual education and support

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for multilingual learners in our state.

Proposed Legislation That Supports our Work

Related to these issues, there are several important state bills we are supporting, and we ask all NYSABE members to take some time to contact their state senators and state assembly members to ask them for their support of the following bills (Note: The same bill will have a different NYS Senate number [S] and NYS Assembly number [A]):

- The New York for All Act (\$2235/A3506) and the Protect our Schools Act Bill A05373 / \$4735 to provide critical protections for students in schools across the state (The NY for All Act would prohibit and regulate the discovery and dis-closure of immigration status, and the Protect our Schools Act would prohibit civil arrest in school settings);
- NYS Senate Bill S881 / NYS
 Assembly Bill A8033 to require the preparation of teachers to work with immigrant-origin students; and,
- Bills <u>S 881/A 8033</u> and <u>S1025/A 8034</u> to require districts to provide professional development on immigrant-focused trauma-informed practices for educators and school leaders.

Here is a how-to sheet with information on how to contact your state senator and assembly member, with a script you can follow in your email or phone call.

senator and assembly member, with a script you can follow in your email or phone call.

Responding with Urgency: Emergency Town Hall

The NYSABE Educational Policy and Advocacy Committee held an Emergency Town Hall online on February 5, 2025, to share essential information about protections for immigrant-origin students and their families in response to changes under the new administration and gather insights from different regions regarding their needs, responses, and challenges in supporting these communities. Indicative of the many concerns in our field, within 3 days of sending the invitation, over 1000 people had registered to participate. The video of the Emergency Town Hall Meeting can be seen here or via the QR code to the left.

The panelists were:

- Nicholas Espíritu, Deputy Director, Legal, <u>National Immi-</u> gration Law Center
- Dr. Claire Sylvan, Senior Strategic Advisor & Nedda de Castro, Manager of Advancement and Advocacy, Internationals Network for Public Schools
- Dr. Tatyana Kleyn, Principal Investigator, <u>CUNY-Initiative on Immigration and Education</u>

Panelists provided information on the following topics to prepare bilingual educators to protect immigrant students and families:

Legal and policy updates impacting immigrant students and families

- · Resources for educators
- School preparedness and responses
- Advocacy efforts at the state and local levels

After the panel and an engaging question and answer session. educators, school and district leaders, advocates, and community leaders joined breakout rooms where they exchanged ideas, shared regional efforts, discussed challenges and successes in supporting immigrant students and families, and explored actionable steps that schools can take to support, protect, and empower immigrant students and their families in the face of increasing uncertainty.

Continuing the Work at our Annual Conference

This year's *Educational Policy and Advocacy* session at the NYSABE annual conference was held in person on February 27, 2025, and was closely aligned with the Emergency Town Hall. Nicholas Espíritu was replaced by:

 Emma Curran Donnelly Hulse, Skadden Fellow, Education Policy Center, New York Civil Liberties Union

The panelists shared updated information and extended their recommendations. After the panel discussion at the conference, participants joined small group discussions at tables on the following topics: Protections for Immigrant Students and Families, understanding the implications of the Science of Reading, and Dismantling the Monolingual Lens in Assessment and Accountability.

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Science of Reading, and Dismantling successful, we were heartened by the Monolingual Lens in Assessment how close we got, by all the support and Accountability.

Updates on the Bilingual Educator Pipeline Initiative

During the past year, NYSABE also continued to engage in extensive What You Can Do advocacy efforts on the Bilingual Educator Pipeline Initiative address the ongoing shortage of advocate in support of NYSABE's bilingual educators in our state in advocacy agenda. Here are some partnership with NY-AFFIRMs, a ideas for action items to get you statewide coalition that was initiated started: by NYSABE in collaboration with the **Immigration** Coalition community-based organizations your area focused on the needs of multilingual learners. We asked state legislators to invest \$6.8 million in a five-year Bilingual Educator Pipeline Initiative to prepare 380 future bilingual educators across grade levels and subject areas in Western New York and Queens (with plans to include Long Island in the following year). Our initiative was written into the New York State Senate's One House Budget request, but unfortunately was cut in the final negotiations of the state budget. While we were not

from our amazing NYSABE members who contacted lawmakers, and by the legislators who championed this initiative.

to There is so much you can do to

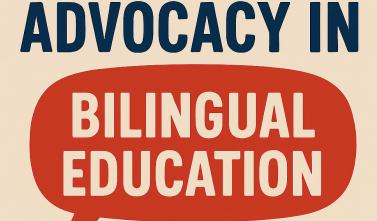
comprised of diverse educators and create an advocacy action plan for friends to help, too!

- media, letter)
- amount), and/or vote
- Write editorials or send letters to the editors

- Comment on social media posts or news articles
- Attend a march
- Engage with NYSABE, immigrant rights organizations, and/or other relevant organizations and support their advocacy efforts
- Sign online petitions and send emails in response to advocacy efforts
- · Consider running for political office yourself

Do as little or as much as you are able, but do something and do it as and Work with your regional members to often as possible. Get your family and

As a member of the NYSABE Ad- Learn who your local repre-vocacy Committee, please take a sentatives are and talk to them moment to reflect on what your (in person, email, phone, social advocacy work has been since February 27th, whether Plan and/or attend meetings and attended the annual conference or town halls with politicians or by not. And, please reflect on what you political organizations (and talk) will do today, tomorrow, and in the Support candidates who support days that follow to advance the issues that matter to you. Volun- ADVOCACY work of NYSABE on beteer for them, give money (any half of our multilingual learners, their families, and their educators!



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NYSABE President's Address



Ron Woo, JD Executive Director, Language RBERN, and NYSABE Bylaws Chairperson



his year's NYSABE President's Address kicked off in a packed room, with dozens of people standing at the door trying to catch a glimpse. NYSABE President Eliezer Hernández, sharp in his three-piece suit and bowtie, delivered an inspiring speech about his journey from a non-English speaking child from the Dominican Republic to where he stands today.

Dr. Hernández began his story with his struggles in fourth grade, not due to a lack of intelligence or effort, but because he couldn't speak English. As a result, he was sent to summer school, cutting short his family's planned trip to the Dominican Republic. He recalled the uncertainty of that summer, unsure whether he would pass or be held back—fortunately, he passed.

He continued to speak about his dedication to learning, which led him to graduate from high school and gain acceptance to SUNY Albany. However, when he shared his his excitement with English teacher, he questioned his ability to succeed at Albany due to his language skills. This led him to enroll at SUNY Oswego, initially hoping to become a music teacher. But it was there that he found his true calling — becoming a bilingual teacher, leveraging his knowledge of Spanish.

Dr. Hernández acknowledged that life rarely comes without obstacles. To become a teacher in New York State, he needed to pass several tests: the content specialty test (CST), the Assessment of Teaching Skills (AST), and the Liberal Arts and Science Test (LAST). He passed both the AST and CST, but the LAST proved to be a long and difficult journey. He had to take the test over 16 times, each attempt just a few points shy of the 220 required to pass. It wasn't until his wife encouraged him to get

evaluated and seek extra time that he finally passed with a score of 245—an inspiring testament to his perseverance.

He emphasized that his story isn't unique—it's one that many in the room can relate to, and it mirrors the experiences of many students in our schools today. Dr. Hernández reminded the audience of their ongoing responsibility to support and educate English Learners.

In closing, Dr. Hernández expressed how fortunate and honored he felt to be part of NYSABE and the great responsibility it entailed. He concluded with a personal call to action, committing the remainder of his time as NYSABE President to strengthening and advancing the organization.

The address ended with a standing ovation in recognition of Dr. Hernández's inspiring leadership.

Dr. Trish Morita-Mullaney's Keynote Address, Lau v. Nichols (1974) and the Intersection of Language Rights with Racial Integration-Possibilities for Equitable Education



Maeva Lopez-Kassem, Ed.D. NYSABE Region VI Delegate

had the distinct pleasure of attending Dr. Trish Morita-Mullaney's keynote address, Lau v. Nichols (1974) and the Intersection of Language Rights with Racial Integration- Possibilities for Equitable Education, held during the NYSABE Leadership Luncheon on Friday, February 28, 2025. As the title suggests, the presentation explored the legal ramifications of Lau v. Nichols prior to, during, and past its inception through what Dr. Morita-Mullaney terms narrative policy portraiture. She weaved the Lau story through the eyes of key players who at the time were advocating for representation and in education, equity civil engagement, and work opportunities and rights for the Asian community San Francisco. California's Chinatown. What follows succinct summary of her keynote address.

The Lau decree saw its birth 51 years ago in 1974, when the US Supreme Court mandated that all schools receiving federal funds provide non-English-speaking students (English

language learners, ELL's) access to curriculum through regular English language instructional supports. This decision, of course, was shaped by the courageous advocacy work of educators and community leaders through Neighborhood Chinatown Assistance League, the Association of Chinese Teachers (TACT), and the Chinese for Affirmative Action in San Francisco. These groups collaborated to ensure the delivery of a differentiated, quality education for ELLs in Chinatown and other sectors of the San Francisco Unified School District (SFUSD).

One key actor in this narrative was Ms. Lucinda Lee Katz. Kinmon Lau's first grade teacher. Kinney was an 8-year-old, newly arrived non-English speaker from Hong Kong whose academic development was being hindered due to an English-only approach to learning. Kinney's mother requested that some academic subjects be taught in Chinese, i.e. a bilingual education instructional approach. Ms. Katz, however, explained that she was not allowed to teach any school subject in Chinese but offered to tutor Kinney after school hours.

Ms. Katz discussed the situation with her partner, Edward Steinman, a lawyer at the Chinatown Neighborhood Legal Assistance League, and another key actor in the narrative. Mr. Steinman then reached out to Mr. Lin-Chi Wang, an activist from the Chinese for Affirmative Action.

The pair recruited plaintiffs from Chinatown and other sectors of San Francisco, identifying students receiving no language provisions in a regular setting and those not taught by bilingual educators. They filed an action suit with the US District Court of the Northern District of California in March 1970.

Mr. Steinman decided to file the suit using Chinese and other Asian students in Chinatown rather than Latino students for two reasons. Firstlv. Chinese students receiving minimal or no support in schools when compared to other language groups, especially the Latino community. Secondly, Chinese students were perceived by the white community as the model minority due to their work ethic and docility. Steinman felt that the court mav be more sympathetic clients Chinese-speaking rather Spanish-speaking counterparts, and that they would be successful in bringing the case all the way to the US Supreme Court. He was correct. The Supreme Court ruled unanimously that under the Civil Rights Act of 1964, the San Francisco Unified School District

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was responsible for providing language access to the regular curriculum to its non-English-speaking students. Nonetheless, Steinman noted that rather than being a constitutional decision, the Court's pronouncement was grounded on the Civil Rights Act and that such decisions can be changed by Congress.

Dr. Morita-Mullanev underscored that the Lau decree took shape after and along with other key legal battles that urged school districts nationwide to provide access to an appropriate education to minoritized students, regardless of racial, ethnic and linguistic backgrounds. For instance, Brown v Board of Education (1954), which sought access to equal educational opportunities for students of color, what Morita-Mullaney refers to as "at the schoolhouse door", was foundational to Lau v. Nichols. However, Lau clearly established that non-English speakers required intentional English language instruction in addition to access to appropriate schools, teachers, curriculum, and textbooks to receive a meaningful education, which Morita-Mullaney labels "educational access beyond the schoolhouse door and inside the classroom".





Dr. Morita-Mullaney further asserted that concurrent with Lau efforts, the SFUSD was in the midst of implementing school busing to ensure racial integration districtwide, as mandated by Johnson v. SFUSD in 1971. Chinese parents in Chinatown, however, opposed the busing of their children outside the neighborhood to keep Chinese autonomy and self-determination, as well as to preserve the Chinese language and culture. To that effect, the Freedom Schools opened in Chinatown in 1971 with the purpose of safeguarding Chinese culture, connecting schools and community, and promoting parental engagement. Students from different racial. ethnic, and language profiles were then bussed to Chinatown to receive a Chinese and English bilingual education. Other similar schools were made available throughout SFUSD,

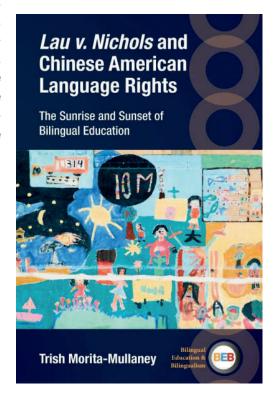
and the Lau decision has further reinforced linguistic and racial-cultural integration aims. Court supervision of the Lau decree for SFUSD sunset in 2021. This sunset did not in any way signify that the district was no longer responsible for providing language services to English learners. It rather meant that in the eyes

of the court, SFUSD had demonstrated its commitment to bilingual and bicultural education and would continue to provide the required services.

The keynote address closed with Dr. Morita-Mullaney's call to action. She invited the bilingual community to continue advocating for the

linguistic rights of our emergent bilingual students in racially and culturally diverse schools throughout the US.

For more detailed information about Lau v. Nichols, I highly recommend reading through Dr. Morita-Mullaney's book Lau v. Nichols and Chinese American Language Rights: The Sunrise and Sunset of Bilingual Education. Morita-Mullaney's narrative policy portraiture referred to above makes the Lau story come to life in an interesting, engaging way.



In Response to the Chill: A Push for Warmth to Welcome Immigrant Students



Tatyana Kleyn, Ed.D.
The City College of New York & The
CUNY - Initiative on Immigration and
Education (CUNY-IIE)
NYSABE Past-President

n the final day of the NYSABE conference, the audience was treated to a powerful multimodal keynote address by CUNY Graduate Center Professor, Ariana Mangual Figueroa. The talk was titled "From Chilling Effects to Warm Welcome: Protecting Immigrant Children's Rights and Reaffirming Inclusivity at School."

To take us through the historical movements of people crossing artificial borders, Prof. Mangual Figueroa played the song Soledad Bravo by Punto y Raya (1970's). Simultaneously, two images of maps were displayed to further emphasize the imposition division and separation. These works from Francis Alÿs' Gibraltar Projects (2024) demonstrated the complexity of human crossings across the globe. This artwork set the stage for the larger context of migration and the NYSABE conference theme of "Reaffirming Policy to Transform Practice and Action in Bilingual Education."

To illustrate the complex role of policy in the lives of immigrantorigin students and families, Prof. Mangual Figueroa discussed the overlapping ways policy seeps into reality via an article she co-authored with Erica Turner (2019). The interplay focuses on the interactions between people, especially those who are undocumented - immigration policy, and discourse, outcomes, and power. Examples of the immigration policies at different levels were shared and included: who is present and absent from US classrooms at the federal level: access to in-state tuition and financial aid at the state level: and housing policies connected to living in shelters and accessing schools at the local level. The interplay of these policies goes from the political to the personal, impacting educational opportunities and life outcomes.

With the framing of the human experience through the arts and how policy becomes personal through players at all levels, Prof. Mangual Figueroa moved into three main themes that:

- Underscore immigrant children's rights to education
- Explore the connections children make between immigration and education policy

 Affirm our collective work to create K-12 multilingual schools that are inclusive of all.

The audience was reminded that the US Supreme Court decision Plyler v. Doe (1982) gives all children living in the country a right to a K-12 education, regardless of their status. The NY State guidelines around Plyler's implementation are meant to avoid any chilling factors that may dissuade them from entering schools. Yet, the current context has not only chilled but frozen many families with fear of sending their children to school as the threat of ICE lurks for their children and themselves.

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(Continue on p. 14)



(Continued from p. 13)

families with fear of sending their children to school as the threat of ICE lurks for their children and themselves.

In order to "break silences," Prof. Mangual Figueroa left us with five approaches for all educators to enact:

- assume all of our classrooms are mixed-status classrooms
- share information for some with all
- be mindful of the meanings of citizenship that circulate in school
- practice having conversations with our colleagues
- create a school-based team and have a plan to protect students and families

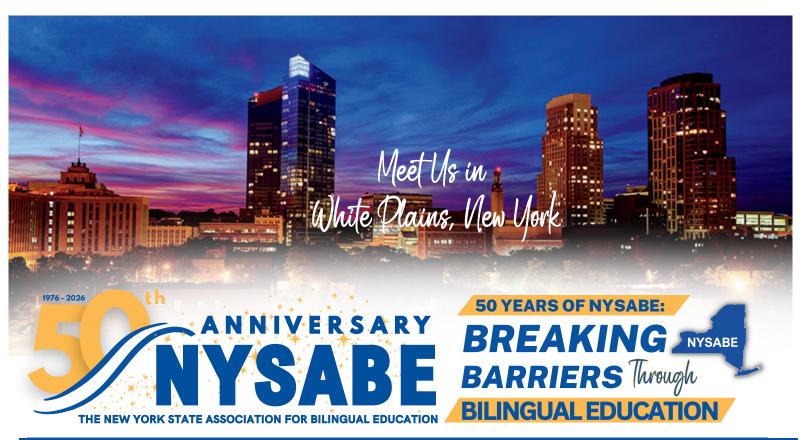
The keynote connected people to policies and pushed us all to ensure our spaces are welcoming to immigrant-origin students and their families, especially in these chilling times.

References:

Turner, E. O., & Mangual Figueroa, A. (2019). Immigration policy and education in lived reality: A framework for researchers and educators. *Educational Researcher*, 48(8), 549-557.

Mangual Figueroa, A. (2024). Knowing silence: How children talk about immigration status in school. University of Minnesota Press.





March 19 - 21, 2026 | Sonesta White Plains Downtown | www.nysabe.net/2026conference

Bilingual Education Panel Highlighted Session: Reaffirming Policy to Transform Practice and Action in Bilingual Education



Janet Correa-Longo,
Director of Multilingual Education,
Buffalo Public Schools,
NYSABE Region 6 Delegate



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



Kristen Vadnais RBERN Specialist, Questar III BOCES



Dylon Peertamsingh ENL Teacher, Albany City School District

he Bilingual Special Education panel discussion featured experts from diverse backgrounds who shared valuable insights regarding the challenges and opportunities present in bilingual special education.

The dialogue commenced with Dylon Peertamsingh, an English as a New Language Teacher (ENL) from the Albany City School District. emphasized the critical importance of cultivating an inclusive and engaging learning environment that acknowledges students' varied linguistic and cultural backgrounds. Dylon highlighted the necessity for educators to confront their personal biases and to recognize the inherent skills that each student possesses, asserting that continual improvement is attainable. He further underscored the vital role of family engpositioning families agement, essential partners in a child's educational journey. Dylon advocated for the use linguistically appropriate instructional materials and equitable assessment practices, referencing Dr. Nancy Cloud's checklist for best practices in emergent literacy instruction for English Language (ELL's) Learners and Multilingual Moreover, he called for initiatives aimed at the recruitment and retention of bilingual educators and

psychologists and emphasized the need for assessments that are tailored to meet the diverse needs of learners.

Kristen Vadnais, a Regional Bilingual Education Resource Network (RBREN) Specialist from Questar III BOCES. addressed the pressing concern of supporting ELLs/Multilingual Learners. including those with disabilities. She revealed alarming statistics indicating that 71% of college teacher programs allocate fewer than two instructional hours for supporting ELLs/Multilingual Learners, with 88% of programs offer no practice opportunities on teaching ELLs. Kristen asserted the necessity of a commitment to developing impactful and transformative educational experiences, emphasizing the value of advocacy and the sharing of innovative instructional approaches to empower multilingual learners.

The session concluded with a compelling presentation by Elisa Alvarez, Associate Commissioner of the Office of Bilingual Education and World Languages. Alvarez passionately advocated for recognizing and integrating the diverse cultural backgrounds of students, particularly those who are heritage speakers. She stressed the importance of transparency and consistency in addressing the challenges

encountered by ELLs/Multilingual Learners, underlining the essential role of the Multi-Tiered System of Support (MTSS-I). Elisa Alvarez emphasized the necessity for ongoing professional development for educators to support both ELLs and Multilingual Learners and students with disabilities, urging for enhancements in the educational framework to better equip teachers. She called for the exploration of alternative pathways to the Regents exams while maintaining the integrity of educational goals.

The discussion highlighted the need for targeted professional development and the involvement of content area teachers, acknowledging that all educators will inevitably engage with multilingual learners. District leaders are urged to adopt the role of instructional leaders, fostering collaborative planning and discussion.

This session reinforced the imperative to reaffirm policies that will transform practices and actions in bilingual education, advocating for a comprehensive and inclusive approach to support ELLs/Multilingual Learners, and their families.



Message from the 2025 NYSABE Conference Chairperson







icturesque Saratoga Springs, NY, known for its mineral springs, creeks, parks, and trails, welcomed the New York State Association for Bilingual Education (NYSABE) 47th Annual Conference that took place from February 27th to March 1st, 2025, at the charming Saratoga Hilton Hotel in Saratoga Springs, NY.

With the theme "Reaffirming Policy to Transform Practice and Action in Bilingual Education," NYSABE offered a diverse range of professional opportunities, including keynote addresses, forums, panels, and concurrent sessions, to support the educational journeys of multilingual learners. Moreover, attendees had opportunities to visit the Exhibitors and Curriculum Partners area that showcased an excellent assortment of educational products, as well as the NYSABE booth items.

One of the conference highlights was a touching awards ceremony celebrating the winners of the Student Essay and Art Contests! Also, what a delight it was to see and hear amazing student performances featuring international music! Professional awards were presented to extraordinary individuals honoring their remarkable contributions to Bilingual Education!

All events were possible because of the unwavering commitment, diligent work, and professionalism of the NYSABE President, Executive Director, Board of Directors and Delegate Assembly, Logistics Co-Chairpersons, Committee Chairpersons, and their teams, as well as numerous volunteers.

As the conference chairperson, I was honored to work with such a dedicated team of exceptional professionals, and I am extending my heartfelt gratitude to everyone!



NYSABE NO State Association for Bilingual Education Conference Committee Chairpersons The New York State Association for Bilingual Education

CONFERENCE CHAIRPERSON

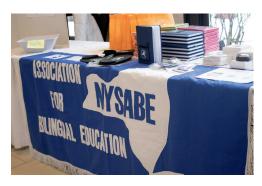
Elena Dokshansky, PhD

ADVOCACY

Tamara O. Alsace, PhD Kate Menken, PhD

BOOTH AND RAFFLE

Anne Henry



CALL FOR PROPOSALS Jordan González, PhD

CONFERENCE PROGRAM

Eliezer Hernández, EdD Lyda Ragonese

EVALUATIONS

Maeva López-Kassem, PhD

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Eva García





GALA BANQUET AND STUDENT LUNCHEON

Janet Correa-Longo

HOSPITALITY/VIP/SPECIAL GUESTS

Yolanda L. Rodríguez Delgado

KEYNOTE SPEAKERS

Tatyana Kleyn, EdD

LANGUAGE DELEGATE

Miriam Eisenstein Ebsworth, PhD

LEADERSHIP FORUM

Alicia E. Báez



LOGISTICS AND TECHNOLOGY

Michael J. Duffy Laura Arpey

MEMBERSHIP MEETING

Eliezer Hernández, EdD

PARENT INSTITUTE

Ron Woo, JD

PAST PRESIDENT FORUM

Bernice Moro, PhD James Nieves

PROFESSIONAL AWARDS

Shirley J. Vargas James Nieves

PUBLICITY AND SOCIAL MEDIA

Eliezer Hernández, EdD

REGISTRATION

Gloria Kimmich Lyda Ragonese



STRAND: SPECIAL EDUCATION

Gliset C. Morales, PhD

STUDENT ESSAY AND ART CONTEST

Denise Góñez-Santos Ruth Casillas

STUDENT PERFORMANCES

Yolanda L. Rodríguez Delgado Nancy King Wang, EdD

VOLUNTEERS

Elizabeth Falzone, PhD



Dr. Vivia Zavala Art Contest Winners

ART CONTEST | GRADES 3-5

1st Place



Kiava Muñoz

Together we go far and some of us are bilingual Grade: 4 | School: Cherry Lane Elementary School, Suffern CSD | Teacher: Ms. Foley

2nd Place



Roshelyn D. Gutiérrez Tavarez

Con acción el camino se transforma Crade: <mark>5</mark> | School: Seymour Dual Language Academy, Syracuse, NY | Teacher: María Segarra

ART CONTEST | GRADES 6-8

1st Place



Ciava Casimir

In Diversity There Is Beauty and There Is Strength Grade: 7 | School: East Middle School, Brentwood UFSD | Teacher: Jae Won Shim

2nd Place



Teason Mendoza

* Together Forever
Grade: 6 | School: East Middle School,
Brentwood UFSD | Teacher: Jennifer Grasso

3rd Place



Laxmi Subedi

Regarding our difference's we are all equal! Grade: 8 | School: Kenmore East Middle School, Kenmore-Tonawanda UFSD | Teacher: Hannah Aranha

ART CONTEST | GRADES 9-12

1st Place



Steven Carrasquillo Vargas

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

2nd Place



Merlin Ganguenon

Grade: 11 | School: Nottingham High School, Syracuse,
NY | Teacher: Lori A. DiFlorio

2025 Student Essay Contest Winners

ESSAY CONTEST | GRADES 3-5

1st Place

Valentina Porcile

"Italian and English Culture"

Grade: 4 | Language: Italian | School: Lime Kiln Elementary School, East Ramapo CSD | Teacher: Mrs. Colarte

2nd Place

Flliot Regan

"The Way of Life"

Grade: 3 | Language: Spanish | School:
PS 212Q, NYC | Teacher:
Marina Velásquez

3rd Place

Frin Maldonado

"The Story of Being Bilingual"

Grade: 3 | Language: Spanish | School: PS 212Q, NYC | Teacher: Marina Velásquez

ESSAY CONTEST | GRADES 6-8

1st Place

Kaylee Marie Avila

"A Bilingual Bridge Between Two Worlds"

Grade: 8 | Language: Spanish | School: Dunkirk Secondary School, Dunkirk City School District | Teacher: Sarah Artieda

2nd Place

Danelys Ortiz Crespo

"The Benefits of Being Bilingual"

Grade: 8 | Language: Spanish | School: Dunkirk Secondary School, Dunkirk City School District | Teacher: Sarah Artieda

3rd Place



"English Made Me Feel Special in Life/El inglés me hizo sentir especial en la vida"

Grade: 7 | Language: Spanish | School: JHS050 John D. Wells (MS 50 Community School), NYC * | Teacher: Sofia María Bosch

ESSAY CONTEST | GRADES 9-12

1st Place

Leonard Mbindula

"The Importance of Being Biliterate"

Grade: 12 | Language: Swahili | School:
Nottingham HS, Syracuse CSD | Teacher:
Donald Scribner

2nd Place

Abeer Alshavoa

"Two Languages"

Grade: 11 Language: Arabic | School:
Nottingham HS, Syracuse CSD | Teacher:
Donald Scribner



3rd Place

Estrella Benitez

"Multilingual Is Where It's At"

Grade: 9 | Language: Italian | School: Brentwood Freshman Campus | Teacher: Estrella Benítez



Honoring our PROFESSIONAL AWARDS Recipients

THE BILINGUAL
PARENT OF THE YEAR
AWARD



Leyanis De La Peña

Major Session I Thursday, February 27, 2025 THE DR. ANTONIA PANTOJA
BILINGUAL EDUCATION
ADVOCACY AWARD



Adriana Devers-Rodriguez

Family and Educator Advocacy Luncheon Thursday, February 27, 2025 THE DR. XIMENA E. ZATE
BILINGUAL TEACHER OF THE
YEAR AWARD



Ash Busone-Rodríguez

Major Session II Friday, February 28, 2025

THE BILINGUAL EDUCATION ADMINISTRATOR OF THE YEAR AWARD



Alicia F. Báez
Leadership Luncheon
Friday, February 28, 2025

THE BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR AWARD



Lina Barrientos

Student Awards Luncheon

Saturday, March 1, 2025



GLADYS CORREA MEMORIAL AWARD RECIPIENT

Or. Kate Menken
Gala Banquet

Friday, February 28, 2025

Legacy Award Recipient: Nancy Villarreal de Adler NYSABE 2025



Miriam Eisenstein Ebsworth, Ph.D. Associate Professor, NYU

ancy Villarreal de Adler. Executive Director of NYSABE, received the NYSABE Legacy

Award on February 28, 2025. It was conferred at the annual NYSABE Conference in Saratoga Springs, New York. This prestigious and rare honor is presented to a "distinguished NYSABE member who has demonstrated exceptional, long-term contributions to the organization and the field of bilingual education." Our Nancv has served us with extraordinary dedication and passion over the years and exceeds all the criteria listed for this award: Sustained Service. Influence, Commitment to Values, Leadership, Mentorship, and Advocacy. contribution to bilingual education locally, nationally, and internationally, in addition to her native Perú (where she graduated from El Instituto Pedagógico Nacional de Mujeres-Monterrico in Lima) cannot adequately conveyed in just a few words. Therefore, I will allude only to a few highlights.

Nancy Villarreal de Adler was past President of NYSABE (1994-95) and

"Eishet Chayil: A woman of valor, who can find? Her worth is far beyond that of rubies." Proverbs, 31.

has served superbly as our Executive the Division of Special Education Director since 2008. Previously, she citywide programs.

was Executive Director of the National Association of Bilingual In all aspects of her life, Nancy Education, our parent organization, Villarreal de Adler has modeled what practice in bilingual education from woman. the beginning. From her early work flamenco dancer, and a forceful as an ESL teacher in Syracuse, NY organizer within and beyond our (she holds the distinction of having community. been the first bilingual teacher in the famous Syracuse, NY), she took on a range of wherever she goes. administrative and influential roles.

In New York City, she shared her On a personal note, I want to thank expertise in an amazing array of Nancy for the years of friendship and areas, including work on incarcerated loyalty she has demonstrated. youth edu-cation, directing Magnet

Coordinator of Title VII projects with commented, when the telephone

has influenced policy and it means to be a true Renaissance а lifelong Wielding silver "chancleta," she district in 1972 at Seymour School in commands respect and admiration

School programs, and serving as As many of our colleagues have

(Continue on p. 23)



Legacy Award Winner: Nancy Villarreal de Adler NYSABE 2025

rings, we can never say no to Nancy, whose generosity in giving of herself knows no bounds. We also wish to join her in acknowledging her indefatigable and loving husband, Jack Adler, founder and continued active member of the "neglected husbands' club" of NYSABE, and echo our often-expressed gratitude for the support and inspiration of her wonderful family.

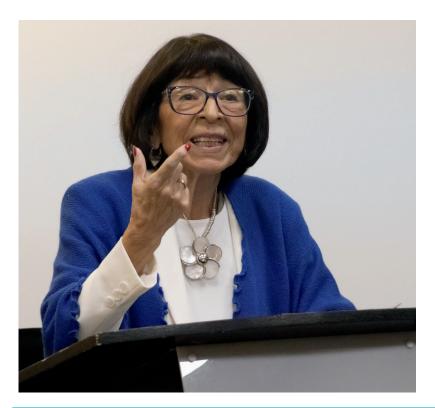
To quote Nancy's own words, "I have the audacity to compel educators to be the best advocates for the educational rights of all children...I dare to envision a world where the educational rights of all children, without distinction, are respected and cherished as the most precious treasure of all nations." Truly Nancy, you are our treasure!

Wherever there is a need associated within our bilingual and multilingual community, for children and parents, for teachers or administrators, in policy and politics, in dedication and devotion, Nancy has been there, is there, and will be there! Congratulations Nancy.

恭喜 恭喜 (Gōngxǐ gōngxǐ); Вітаю (vitayu); Поздравления (pozdravleniya);

ישוֹנֵגוֹ (tahanina); Félicitations; napaykuy; מזל טוב (mazal tov;)¡Felicidades!

In any language, we admire and adore you!











































The New York State Association for Bilingual Education Newsletter









































THE NEW YORK STATE ASSOCIATION FOR BILINGUAL EDUCATION

Ton Vendons

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Join us in White Plains, New York on **March 19-21, 2026.** Meet with 500+ attendees from 30+ school districts.

Submission Deadline: December 19, 2025







MEMBERSHIP APPLICATION

The 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 info@nysabe.net | www.nysabe.net | 212-998-5104

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□\$45 Regular (teacher, administrator, teacher educator, researcher) □\$75 Institutional □\$100 Commercial			Region I - Region II Region III Region IV Region V	r local region: (check one - Long Island - New York City - Mid-Hudson / - Syracuse/Capital Distric - Rochester I - Wester New York) I would like to volunteer in: Advocacy Fundraising Special Events Membership Other
CONTRIBUTION: I would like to cortax deductible contribution of: □\$		_	efforts to str other\$	engthen Bilingual Educatio	n in New York State with my
Please duplicate and disseminate this application among your colleagues and others.			this NYS Nev on I 155	Please make checks payable to NYSABE and mail it with this completed form to: NYSABE New York University Metropolitan Center for Research on Equity and the Transformation of Schools 155 Avenue of the Americas New York, NY 10013	

THE ORGANIZATION

NYSABE is a multilingual, multicultural professional association that promotes the academic achievement of more than 300,000 English Language Learners (ELLs)/bilingual students, and supports the development of bi-literacy 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 students.

Membership benefits include:

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

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

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

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

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

NYSABE BILINGUAL TIMES STAFF INCLUDES: Nancy Villarreal de Adler, Project Director Dr. Cecilia M. Espinosa, Editor Dr. Eliezer Hernández, Graphic Designer

